

ASCA NEWSLETTER

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CAREER DEVELOPMENT

Coaching

THE FUTURE OF COACHING

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THE FUTURE OF COACHING

Part Three: How to Develop “Them” into Effective Instructors.

By John Leonard

In Part one – we introduced the great study by McKinsey and company on how great school systems come out on top. The Points were: 1 – get the right people to become coaches, 2 – develop them into effective instructors and 3 – Make sure the club/school is able to deliver the best possible instruction for every child. (ideas are mutated to coaching by myself.) In part two, we discussed how to get the best people into coaching.

In Part Three – we’ll discuss “developing them into effective instructors.”

What is an effective instructor? We all know one when we see it. Defining it is harder. In essence, the rate of learning of that instructor’s students is accelerated from the “norm”. Wow. What is the “norm” of learning for today’s swimmers/students? After coaching now for 47 years, I am convinced that today’s students resemble nothing more than the old movie “Groundhog Day” where the same routine repeats itself over and over and over and.....

Somedays it seems like “kids today” can’t remember today, what they were taught “yesterday”. Yet these same children can learn a new video game in the flash of an eye. Clearly, learning today is not from written or verbal sources. Its all visual. And maybe “something else” we can’t touch a definition of yet.

And good coaches/teachers do a heck of a lot more than “instruct”. They also inspire, inspire and inspire. They Listen, they are a resource outside the family that a child can trust, and admire and appreciate. In short, they are a role model. Coaches have been great role models since the beginning of sports, nothing new there. Yet that role is among the very most important roles of the Coach, yesterday, today and tomorrow. Maybe even more important than the actual “what we instruct”.

We teach skills, we teach values, we teach Character, often in a cultural headwind as coaches Don and Ron Heidary have taught us over the last two decades. So, how will the future coaching profession build the great coach?

Many have described coaching as a “guild” where masters teach novices to learn a craft. When you analyze the past, most outstanding coaches have a “coaching lineage” where they have spent time as an apprentice with the “master coach”. After world war II, Bob Kiphuth of Yale, passing down his abilities, values, and skills to a vast array of future greats including Coach Peter Daland of USC, when Daland worked at Yale, Daland passing on to Schubert, Quick and others. Don Gambriel, influencing a vast array of coaches in the “Gambriel Mafia” around the world. Matt Mann and other great mid-western coaches leaving an entire legacy to this day throughout the

region and nation. Doc Councilman and others the same, George McMillion at SMU similarly, and almost every Hall of Fame coach, leaving his/her own lineage of coaching thought and practices.

So if you are a young coach today, seeking the path to coaching greatness, the best advice is simple. Find a great mentor and stay as long as you can still learn in that situation. (think years, not months...!) Simple however is never EASY. You have to be able to live on next to nothing to start such a venture and you have to prove your value to your mentor, over time, and you have to be willing to be actively engaged in your “education”, not expecting the mentor to provide both questions and answers. You provide the questions, continually and deeply and they help point you towards finding the answers. Many times those answers will consist simply of “figure it out. Here’s a starting point.” As Harry Truman said “nothing is so healthy as the chicken who has to do some scratching for a living.”

Don’t expect anyone to hand you answers. But the great mentors will help you figure out which questions matter and which ones don’t. And hard as it seems, “learning by example” from the greats, both in terms of what to do and what NOT to do, is critical (and a skill seemingly not in abundance today.) Great coaches are and will be “great observers”. Ask yourself each day “what did I learn today?”

So assuming you have no “life partner” who can’t move with you, no children, no responsibilities and no job you are tied to, go find the mentor and spend a few years learning your craft. It’s the BEST way. (not an easy way.) Hands down, no arguments, no questions, THE BEST WAY.

“But I can’t do that.” No, a lot of people can’t. So how do you set about becoming a fine swimming coach into the future?

How close can you come to that model above? Here’s a list to consider:

1. Mentors – electronic communication means you can find one, have one, learn from one.
2. Mentors – how? ASK. No one will come seek you out. You seek them out and humbly ask.
3. Mentors – do you have a list of what you want to learn? No? Don’t waste their time. Its incredibly valuable. Most will work for nothing for you IF THEY LIKE YOU. You start out “getting liked” by knowing what you want and not wasting their time.
4. Mentors – Can you meet with them live at swim meets? Take them for a coffee or meal? How can you personalize the relationship?
5. Mentors – Are you good at asking open ended questions, listening to

answers, then writing them out and sending to the mentors to ask if you “got it right?”

6. Education- Have you done base level homework? Completed Levels 1-5 of ASCA required Education. Its “required” for a reason. This is base level stuff to become an educated coach. Don’t waste a mentor’s time if you haven’t “made an effort” yet yourself.

7. Education- Are you learning from one source or “many sources”?

8. Education – Do you know the difference between “real science” and “opinion?” Many don’t today. If you’re not sure, investigate “peer reviewed literature” as a term.

9. Education – What do you watch? Like most people today, screens are everywhere. What’s on yours? Its not always “all about swimming”. The best leadership lessons I know are on a bizarre show called “Sons of Anarchy”. It’s a doctoral course in real life leadership. Just as an example.

10. Education – What’s on your list of 5 most important swimming questions I want to know? You’re not educated unless you are searching for the right questions (for you) continuously.

11. Learning – from your peers. When you get together for an adult beverage, do you gossip, or talk about what works and what doesn’t work that you are doing?

12. Learning – From your athletes. What do they know that you don’t? What can they tell you about how they learn best/like best? Do you film them? What do you learn?

13. Learning – from your team parents – they have a wealth of life knowledge and knowledge about their children. Do you mine that knowledge? Are any of THEM mentors to you? I bet anything you need a financial mentor from someone knowledgeable. They are on your pool deck.

14. Learning – Do you expand your coaching “master minds”? do you seek out new people to add to your circle? Do you look for particular expertise? Being shy will not help. Be bold, be out there meeting and learning.

15. Learning – Reading. Yes, I know some of you don’t like it, but it’s the biggest single repository of coaching knowledge. Start with the ASCA World Clinic Yearbooks all the way back to 1968. It’s a fallacy that only “new knowledge” is valuable. Some of the best ever coaching advice is some of the earliest. And yes, it’s the same today. Strokes change. Relationships between athletes and coaches and how to work with those, don’t change much at all over decades. Haines, Councilman, Daland, Gambriel, Kiphuth. They all have much to teach all of us. And even further back.

16. Practice – yes, you PRACTICE Coaching, like a doctor “practices” medicine. What do you learn from your daily experiences? Do you write it down? Write the questions that occur to you?

17. Practice – What did you do/say well today? How will you “hang onto that” and use it again?

18. Practice – Do you have someone film you coaching? What does your body language say?

Nothing can help you coach better than watching yourself and the messages you send. Its ugly hard and difficult to watch, but critically important. Doctors film operations all the time. Why not you?

19. Practice – What ONE THING will you do better today? One thing a day is 6 things a week, 24 things a month. That’s a lot of improvement.

20. Practice – once in a while ask your athletes...“what would make practice “better”? No one knows more about the topic than your athletes.

21. One more thing...today’s electronic and visual society has one more great possibility. Watching another coach’s workout “from afar”. Check it out. Not as good as “being there”, but really good.

What are the next twenty ideas you have, to become a better coach? Because the coach of the future has a list. If you don’t, you aren’t.

Next month, PART FOUR of the Future of Coaching..when we examine the question from the McKinsey study...“Ensure that the club/school team is able to DELIVER the best possible instruction for Every Child”.

All the Best, John Leonard



LIVE EVERY DAY

By George Block

I went to the 75th birthday party of a (new) friend of mine on this little island I now call home. Everyone was telling heartwarming stories of how, “Troy gave me my first job,” etc. It went from table to table telling stories of the selflessness of this 75-year old guy. Near the end, one guy got up and said, “I’m going to tell a little different story. Troy saved my life.”

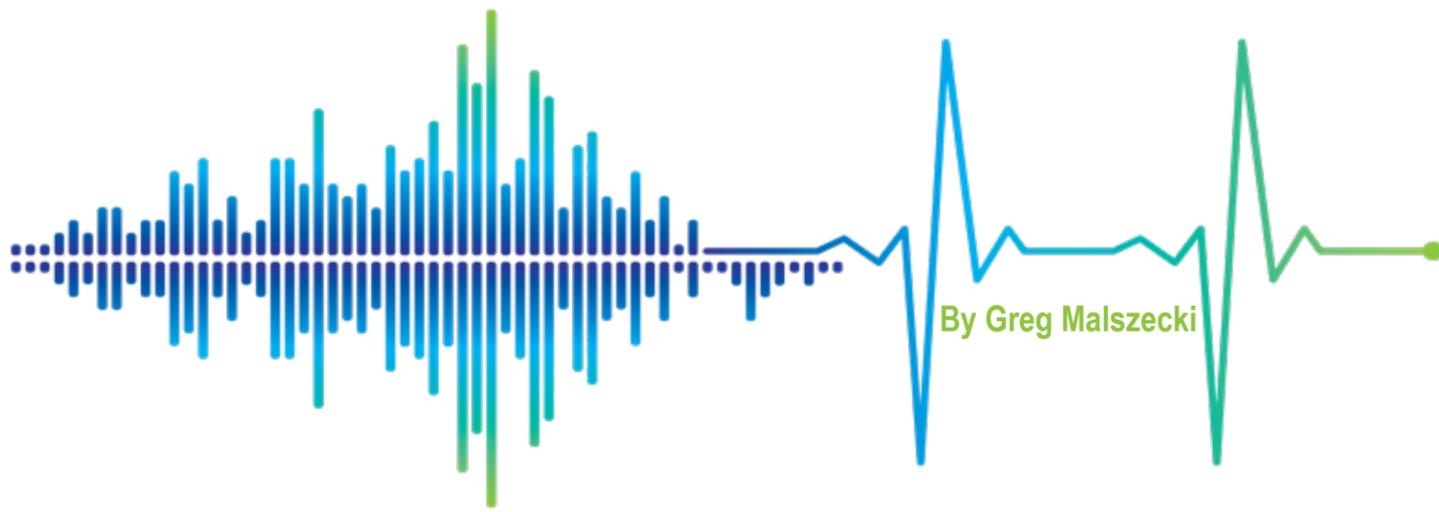
He told how during Viet Nam, he was a marine officer and was pinned down with a buddy. The VC were slowly closing in on him to either kill him or send him to the Hanoi Hilton. He was radioing for a chopper and was fantasizing about a big Marine Huey with lots of armor and lots of weapons swooping down, when he hears, “Thwak-a-duh, thwak-a-duh.” A little Army chopper with a plexiglass bubble and no weapons comes bobbing and weaving in, with every North Vietnamese weapon shooting at him.

He says that Troy never really touched down; he sort of stalled right above the ground, spot he and his buddy could scramble in, then he just “pops” out of there.

It turns out that Troy was flying somewhere else when he heard the call. All the choppers were waived off, because it was too dangerous. ‘since Troy wasn’t at base, nobody could stop him, so he just broke off of shuttling officers around and rescued these guys.

The visitor said that when he saw on Facebook that it was Troy’s 75th birthday, he had to come. He said that it was sort of like Private ‘Ryan’. He never got to thank ‘Troy’, so he just tried to live every day to make it worthwhile for that guy to have picked him up. He said that, “Besides, after seeing how he flew a helicopter in total disregard of orders and hearing all these crazy stories about Troy as a young guy on the island, I can’t imagine how he lived to be 75!”

The whole room gave him and Troy a standing ovation.===



“DO YOU HEAR WHAT I HEAR?”: The Best Information Comes Wrapped Up in People!

For those rare ones who Choose to be among the Few “One person who is truly understanding, who takes the trouble to listen to us as we consider our problems, can change our whole outlook on the world.”

—Dr. Elton Mayo quoted in Nichols & Stevens *Are You Listening?* (1957)

“If you are at all typical, listening takes up more of your waking hours than any other activity. A study of persons of varied occupational backgrounds showed that 70% of their waking moments were spent in communication. And of that time, writing took 9%, reading absorbed 16%, talking accounted for 30%, and listening occupied 45%...It is important to listen effectively because of the sheer amount of it that you do each day.” Robert Bolton, *People Skills* (1979)

Simply, the most important dimensions of your life are qualitatively contoured by your skills in listening: family relationships, sustaining friendships, effectiveness at work, teambuilding & community service, and your self-image.

Unfortunately, few people master the skill-sets to become even good listeners. Most of us have been trained to be poor listeners, compounded by parenting styles and omission from our schooling.

COMMUNICATION: your ability to generate a humane atmosphere in which other feel rapport enough to say what they really mean—that is the essential organizational skill and the basis for optimal results & relationships.

All our satisfactions are functions of our training for mastery in this art.

- complex process, simultaneous & continuous, feeling positive or not
- at the heart of every human catastrophe is failure to communicate
- bad communication forces us into absolutes: yes/no, on/off, green/red
- there can be no communication without listening: reception is harder
- a message not received is no message; listening is learning “language”
- “there are two kinds of people in the world—those few who are listening and the rest who are waiting to talk.” —Paul Williams

False Assumptions: Do not assume that communication is good because no problems surfaced—always check with the other person before parting!!!

- Don’t assume you share the same meanings: ask
- Don’t assume you can do two things at once: verify your take
- Don’t assume that if something is important, it will be repeated
- Don’t assume (even if communication were perfect) that problems,

friction, frustrations, and conflict would disappear

How many people select the pursuit of excellence in effective listening as one of their top 5 life-goals? Do you?

Benefits of Listening Skill-sets: Saving time & avoiding errors, decreasing paperwork & email volumes, effective telephoning, meetings where agendas get things done rather than just talked about, better discussions, enduring teambuilding, defusing conflicts, generating creative partnerships, nurturing trust, more accurate information, improved performance, less fear and fewer disagreements, establish rapport, best preparation for change, significant organizational efficiency, best practice of inclusivity, minimize interruptions, acknowledging contributions, building self-confidence, overcoming problem-solving barriers, increased laughter/fun for relaxation, magnify flexibility & positive support, shape optimal social milieu, proved recognition of genuine service, acceptance of diverse personalities, reduction of criticism and judgmental obstructions, spontaneous brainstorming, amplify energy, voicing appreciation, neutralizing hostility, deepening relationships, nourishing intimacy, measuring personal growth, and healing split between personal & working life, vastly multiplying available time while intensifying quality of life.

Myths & Facts: Listening is not hearing just as reading is not seeing.

- “Stupid” does not mean ‘cannot think’ but rather ‘cannot listen’
- You will listen to three times more information in your life than you will read. Listening & memory are closely associated—thinking is memory
- The primary communication activity of our entire life is listening.
- Listening is not a gift but an improvable skill usually neglected totally.
- Education spends the greatest amount of effort on reading and writing, little on speaking, almost none on listening (even though classes from SK-Graduate School assume that students are experts). Even for information only, researchers find that 75% of oral communication is ignored, misunderstood, or forgotten (half to one-third within 8 hours)
 - In 1st Grade, students listen to 90% of what teachers say; in 2nd Grade, 80%; in Grade 8, 47%; by Grade 12 less than 28%. We have ‘remedial reading’ & ‘remedial writing’ but no ‘remedial listening’
 - Google search finds Research on Writing Skills=8,290,000 results, Reading Skills=5,370,000; Speaking Skills=1,420,000; Listening=926,000. This is precisely the reverse of findings on actual communications skills.
 - Speaking has most value in our active society because listening appears passive, yet it requires intelligent activity to make sense out of incoming messages to accurately interpret another’s total meaning: it is work!

- Pseudo-listening sabotages communication, though our socialization and schooling embed life-habits of half-listening: there is no such thing as multi-tasking due to internal monologues, mental tangents, lack of focus
- Words are part of our problem: the 500 most common words have 15,000 discrete definitions, even more in context—feelings about the words probably mean different things to different people.
- Non-verbal communication counts for 80% of the message

It is real work to give another person 100% of your attention until they finish their statement. Are you not worth 100% of someone else’s attention when you speak? Giving focused, exclusive, undistracted attention is the basic form of humane respect, building trust & clearing away barriers to communication!

LISTENING: giving complete attention with unbroken focus to the other person while correcting for distortions in pursuit of understanding the total meaning. “Where is this person coming from? What is their total message? Am I receiving what they intend to communicate? Will that person agree with my summary?”

- 4 types: hearing, info/entertainment, critical analysis, empathy (best)
- Most speakers talk between 125-150 words/minute but our brains can process between 450-850 words/minute. The average person wastes this rich time differential by going off on mental tangents and ‘dropping in’ to the speaker to scan for info or by else rehearsing their own responses
 - We learn little that is new when we talk, nor do we come to understand the other person; therefore, our solutions are partial at best
 - It is safe, beautiful, rare, mysterious, and satisfying to improve our cluster of listening skills—our intention to do so is sensed by each talker
 - t clarifies problems, invites info, reduces confusion, shows respect
 - It improves our self-listening, our intimate relations, collegiality, health
 - It makes us better speakers to realize how many distractions our own listeners are struggling with and conditions us to affirm meanings always
 - For more information check out the International Listening Association (www.listen.org)

“If there is any way to derail a dialogue, something or someone will do it.”
Barriers: factors which interfere with our hearing/listening/receiving

- Noise: external circumstances such as setting or environment—TV, phone, street sounds, high traffic area, decibel level of site, others
- Personal Limits: detected/undetected hearing impairment, speech habits, cultural cues, accents, regional/ethnic enunciations, jargon
- Filters: internal distortions of perception such as stereotypes (+/-), experience or power gaps, cultural biases, personal concerns (memories, hurry, expectations, overloaded schedules, past significant experiences)
- Blocks: strong feelings that destroy listening or reception to create “deafness” such as criticism or judging self/others, diagnosing, sending solutions, threatening, excessive questioning, testing, avoiding other’s concern, anxiety, avoiding difficulty, “red flag” words, racism, sexism, homophobia
 - In one study, 87% of criticisms began with “Why?”
 - No response—the worst of all since it confuses the speaker

Crosstalk: this is a trap applying the power-difference between two individuals in status or position—its worst appearance occurs in dialogue between males and females; familiarize yourself with this vital current research

THE GOOD LISTENER: IS ONE WHO IS PHYSICALLY & PSYCHOLOGICALLY READY TO LISTEN—that is, present, focussed, aware of biases while correcting them, demonstrating willingness to hear the other person out before responding

- Self-aware and active, uses the time-differential to advantage by reviewing & summarizing, anticipating meaning, checking definitions for clarity, identifying body language & feelings, attending the total person

- Sees the speaker’s eyes but with soft gaze, open stance for better reception, identifies the spectrum of feelings, avoids interrupting, and encourages full expression for accurate clarity, non-judgmental
- Sees the ear of the speaker as a visual cue to ask proper questions
- Sees body language and nonverbal cues (e.g. tones) as part of message

• **Attending skills:** eye contact, open posture, relaxed silence, patient continuous focus, non-distracting environment & inner space

• **Following skills:** sincere openers, minimal but evident encourages, infrequent but effective questions, no multitasking, positive waiting

• **Empathizing skills:** “If I were this speaker, how would I feel?” Walk in their moccasins, forget your point of view—choose to listen, don’t overly concentrate on listening skillset, don’t criticize, recognize their feelings and acknowledge those, signal acceptance of the person, hear them out

• **Reflecting skills:** you cannot tell what a speaker said, but only what you heard, reach behind words to grasp the complete meaning, do not expect that important points will be said twice, rephrase/paraphrase/summarize to check, be a human mirror reflecting as best as possible their total message

• **Expect distractions and mental tangents:** respect yourself as a student of active listening, express your respect for the other, approach the conversation with positive knowledge that this interaction will solve problems and clarify options, agree to tolerate differences by finding common ground, compensate for biases and realistically focus on giving the other person 100% of your attention, respond with care.

• **Handling conflicts:** identify the mess, contract for realistic results, work on the problem only after seeing the other’s point of view, form your response when it is your turn and state your view, seek agreement if possible or further information for solution, set an agreed time limit but keep talking for mutual resolution. Make notes on any follow-up.

One of the best resources (and the inspiration for much of this material): Robert Bolton, Ph.D **People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts**, (New York: Simon & Shuster, 1979)

“It is my strong conviction that, with rare exceptions, a high level of communication effectiveness is seldom achieved without an intensive and well- designed training program.” --Robert Bolton

“Wisdom begins in silence.”

“ I know that you believe you understand what you think I said, but I’m not sure you realize that what you heard is not what I mean” --Robert McCloskey

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.”--- Brenda Ueland

“Everything has been said before, but since nobody listens we have to keep going back and beginning all over again.” ---André Gide

“I like to listen. I have learned a great deal from listening carefully. Most people never listen.”---Ernest Hemingway

“Deep listening is miraculous for both listener and speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits expand.” ---Sue Patton Thole

“So when you are listening to somebody, completely, attentively, then you are listening not only to the words, but also to the feeling of what is being conveyed, to the whole of it, not part of it.” ---Jiddu Krishnamurti

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"It is the province of knowledge to speak, and it is the privilege of wisdom to listen." ---Oliver Wendell Holmes

"You seldom listen to me, and when you do you don't hear, and when you hear you hear wrong, and even when you hear right you change it so fast that it's never the same." ---Marjorie Kellogg

"Most successful people I've known are the ones who do more listening than talking." ---Bernard Baruch

"If you spend more time asking appropriate questions rather than giving answers or opinions, your listening skills will increase." ---Brian Koslow

"When we really listen to people there is an alternating current, and this recharges us so that we never get tired of each other. We are constantly being re-created." ---Brenda Ueland

"To listen is an effort, and just to hear is no merit. A duck hears also." ---Igor Stravinsky

"A good listener is not only popular everywhere, but after a while he or she actually gets to know something." ---Wilson Mizner

"No one really listens to anyone else, and if you try it for a while you'll see why." ---Mignon McLaughlin

"We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our trust, sacred to our touch. Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit." ---e. e. cummings

"Deep heart listening and speaking your truth generates an exhilarating "heart talk" frequency. "Heart talk" is care in action and builds friendship." ---Sara Paddison

"Many attempts to communicate are nullified by saying too much." ---Robert Greenleaf

"Listening is an attitude of the heart, a genuine desire to be with another which both attracts and heals." J. Isham

"Questions are the breath of life for a conversation." --James Nathan Miller

"Every person in this life has something to teach me—and as soon as I accept that, I open myself to truly listening." --Catherine Doucette

"The greatest compliment anyone ever paid me was when one asked me what I thought, and attended to my answer." --Henry David Thoreau

"You cannot truly listen to anyone and do anything else at the same time." -- M. Scott Peck

"When you are arguing with a fool, make sure he or she is not doing the same thing." ---Unknown

"The best time to hold your tongue is the time you feel you must

say something or bust." ---Josh Billings

"An essential part of true listening is the discipline of bracketing, the temporary giving up or setting aside of one's own prejudices, frames of reference and desires so as to experience as far as possible the speaker's world from the inside, step in inside his or her shoes. This unification of speaker and listener is actually an extension and enlargement of ourselves, and new knowledge is always gained from this. Moreover, since true listening involves bracketing, a setting aside of the self, it also temporarily involves a total acceptance of the other. Sensing this acceptance, the speaker will feel less and less vulnerable and more and more inclined to open up the inner recesses of his or her mind to the listener. As this happens, speaker and listener begin to appreciate each other more and more, and the duet dance of love is begun again." ---M. Scott Peck

"The problem with human nature is human nature." --Mark Twain

Only 25% of listeners grasp the central ideas in communications. To improve listening skills, consider the following:

GOOD NORMAL LISTENER IMPROVING EFFECTIVE LISTENER

- * assumes that lots of practice is enough
- * recognizes each challenge
- * goes off on a tangent with slow speakers
- * listens between the lines to feelings while following &
- * tunes out speaker from boredom or
- * extends rapport & noncritical multitasking or filters or judging empathy while checking meanings
- * minimal investment of energy to be
- * totally engaged while absorbing the "efficient" or 'problem-solver' entire message--responsive contact
- * distracted easily & interrupts speaker
- * manages distractions, concentrates on speaker, encourages w/o interrupting
- * overstimulated & intrusive with input
- * paraphrases & asks for affirmation
- * listens for facts & critiques delivery
- * listens to central message+feelings
- * lets filters and blocks catch attention
- * constant focus to correct habits
- * organizing response w/o eye contact or
- * holds eye contact, open body mentally arguing with speaker language, supportive & attentive

"Good listeners listen with their faces---your body position defines whether you will have the chance of being a good listener or a good deflector. Good listeners are like poor boxers: they lead with their faces. Meaning cannot just be transmitted as a tangible substance by the speaker. It must also be stimulated or aroused in the receiver. The receiver must therefore be the other active participant for the cycle of communication to be complete and successful." STOP! LOOK! LISTEN.....

To listen effectively you should CARE for those you are listening to: C: concentrate by focusing only on the speaker as the meaning of the message

A: acknowledge through body language by nodding your head/encouraging sounds

R: respond with questions for clarification, interest, support, and paraphrasing

E: empathize, share in the feelings expressed---validate your partner with rapport

Excellence in Listening: delivering superior results consistently while extending deep & mutually satisfying relationships fueled by positive energy Listening is the essential advising skill. Because it is so basic it easily slips from 'responsive' to 'reflexive' thus greatly nullifying the solutions and satisfactions possible to share. When we realize how much effort we put into getting ready for work or preparing for exercise/travel/get-together, we recognize that almost no warm-ups or readying rituals are part of our practice of active listening skills: practice these sets....

+ Let your speaker tell their story; do not interrupt their flow. Jump-start empathy

+ You may have heard this situation 1000 times, but for each speaker it is unique

+ Relax and try not to give advisees the impression you want to jump right in to talk

+ Appreciate the emotion, e.g. voice intonation, vocabulary & body language, behind a speaker's speaking. Listen for common ground--ask yourself how you would feel?

+ establish soft eye contact, not intrusive or judgmental, remembering to re- focus

+ use appropriate facial expressions with appropriate head nods & encourages

+ avoid bored gestures or interruptions---effectiveness IS efficiency

+ resist external and internal distractions, cultivating rapport and teamwork

+ constantly check your understanding of what you hear, not what you want to hear or expect to hear or what you have heard before—refresh yourself and the speaker

+ ask clarifying or continuing questions to demonstrate to your speaker that you care what they are saying, that you are working to understand their message

+ take notes, if necessary, where certain facts and data are important or list their concerns or questions so that all may receive your response in sequence

+ check to see if your speaker is finished speaking and also ask if they want to comment or respond to what you say to them as the expert guide

+ recognize your role as advocate for the speaker and volunteer to mediate with the organization; your gift of respect identifies you with their professional progress, best interests, personal growth as well as your future relationship with them no matter what

Sense the 4 phases of listening: (1) hearing clearly what is expressed,

(2) interpreting the total message, (3) understanding & evaluating the speaker's communication, (4) responding to the person, the points expressed, the solution.

"One person who is truly understanding, who takes the trouble to listen to us... can change our whole outlook on the world." --Dr. Elton Mayo

For more advanced study see "The Lost Art of Listening" by Michael Nichol For spiritual growth, see "Seven Thousand Ways to Listen: Staying Close to What is Sacred" by Mark Nepo and Brenda Ueland's "The Art of Listening"

THE ART OF ACTIVE LISTENING



I WAS HAVING LUNCH WITH Olasape Oyelaran, a linguist from Nigeria. As we talked, he brought languages alive like tropical plants and spoke of them as rooted things that sprout and reach in all directions for the light. He marveled that there are seven thousand living languages on Earth. And these are only the ones we know of. The music of his African voice flowed beneath his overtones of English. Listening to him affirmed the things that come before us and which, thankfully, outlast us. That night, as I settled

under the covers, with the lights out...there, in the silence that's never quite silent, I realized that, if there are at least seven thousand ways to speak, there are at least seven thousand ways to listen. And just how few we know.

The many ways to listen have been reaching into me for years. I've had to learn how to keep emptying and opening, how to keep beginning. I've had to lean into all I don't understand, accepting that I am changed by what I hear. In all, it's been an exciting journey, one that's made me more alive. I offer what I've learned and am still leaning, not as a map or set of instructions but as one way to open our humanity.

To start with, we must honor that listening is a personal pilgrimage that takes time and a willingness to circle back. With each trouble that stalls us and each wonder that lifts us, we are asked to put down our conclusions and feel and think anew. Unpredictable as life itself, the practice of listening is one of the most mysterious, luminous, and challenging art forms on Earth. Each of us is by turns a novice and a master, until the next difficulty or joy undoes us.

In real ways, we are invited each day to slow down and listen. But why listen at all? Because listening stitches the world together. Because listening is the doorway to everything that matters. It enlivens the heart the way that breathing enlivens the lungs. We listen to awaken our heart. We do this to stay vital and alive.

This is the work of reverence: to stay vital and alive by listening deeply.

[We will not perish for want of information; but only for want of appreciation...What we lack is not a will to believe but a will to

wonder...Reverence is one of {our} answers to the presence of mystery.]—Abraham Heschel

The truth is we spend much of our time on Earth listening and waking. When awake, we come upon the risk to be honest and vulnerable in order to live life fully. If we get this far, we are returned, quite humbly, to the simple fate of being here. Ultimately, a devotion to deep listening remains the simple and sacred work of being here.

To awaken our heart through the reverence of listening strengthens the fabric that knits us all together. Why? Because as cells are nourished and cleansed by the bloodstream, the bloodstream depends on healthy cells. All work together to keep the body alive and whole. In just this way, the world depends on the dance between the individual awakened soul and the river of Spirit that feeds us all. The world needs healthy awakened souls to stay alive and whole.

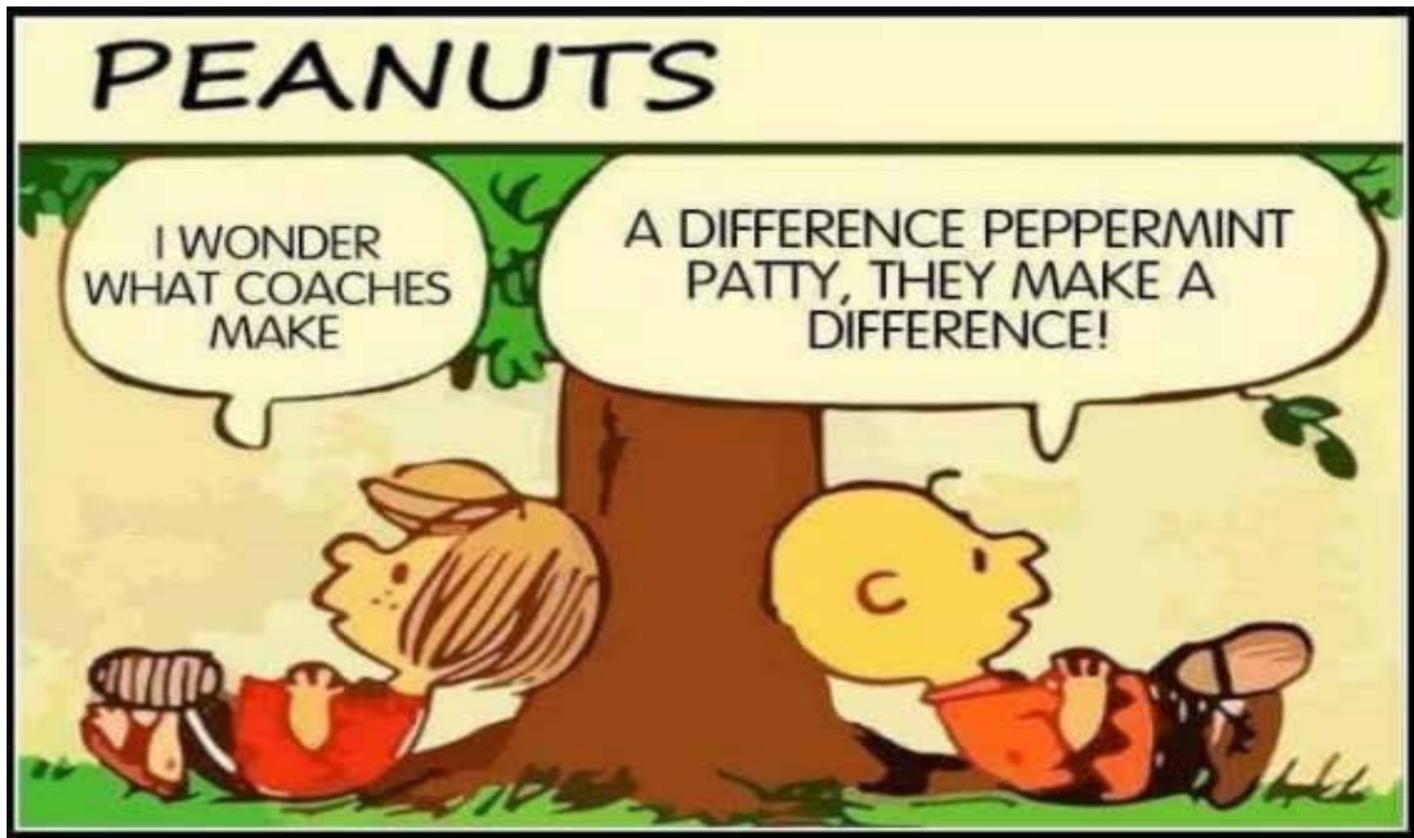
Yet how do we inhabit these connections and find our way in the world? By listening our way into lifelong friendships with everything larger than us, and with our life of experience, and with each other.

Our friendship with everything larger than us opens us to the wisdom of Source. *This is the work of being.* Our friendship with experience opens us to the wisdom of life in Earth.

This is the work of being human. And our friendship with each other opens us to the wisdom of care. This is the *work of love.* While we may feel lifted or overwhelmed by each of these on any given day, they are intertwined and inseparable---three friends we need to stay connected to if we have any hope of living an awakened life. These three friendships---*the work of being, the work of being human, and the work of love*---frame the journey of this book.

In a daily way, listening is being present enough to hear the One in the many and the many in the One. Listening is an animating process by which we feel and understand the moment we are in: repeatedly connecting the inner world with the world around us, letting one inform the other. Listening is an ongoing way of relating to experience.

There are many interchangeable names for listening. The placeholder we call listening is merely the eyehole to the kaleidoscope:



the shell we hold to our ear that somehow reveals the music of the ocean. It doesn't matter what you call it but that you find the entry that works for you. What matters is that you keep trying and keep putting your attempts together, that you gather your own understanding.

Though this book is called *Seven Thousand Ways to Listen*, there is obviously no secret number, no secret math involved. This is just a way of pointing to a path that has no end. ...I welcome you to this conversation between the stars, the animals, and the trees of language sprouting from the Earth. I invite you to engage in the work of reverence; in the work of staying freshly connected by entering your friendship with this mystery we call life. I invite you to listen in every way can, for listening in all things is the first step toward friendship.

Over the years, I've found the genres of writing to be ancient tools in a timeless toolbox. Be it a story, a history, a metaphor, a conversation, a discussion of ideas, a piece of a memoir, or a poem. I'm drawn, more and more, to use whatever the moment calls for. I simply try to stitch and braid whatever serves the mystery and the meaning. So I find myself exploring one encompassing form that includes nonfiction, fiction, scholarship, philosophy, and poetry...all intended to bring what touches you into your day. In *Seven Thousand*

Ways to Listen, you will find reflective pauses throughout. Find your own rhythm. ...Find your own way to circle through what is offered. I think of these reflective pauses as small gifts, like worn shells washed up from the sea. Each found and polished and set in your path so you might hold it to your ear and your heart, and listen--to what they have to say of life, to what voices they stir within your own depths.

"The Universe is a continuous web/Touch it at any point and the whole web quivers."— Stanley Kunitz

-At a gathering in San Francisco, I met Marco, a careful and patient photographer from Santa Clara. When asked what surprised him during the last year, his voice began to quiver. He'd witnessed two breaths that had changed his life. His daughter's first breath. Then his mother's last breath. His daughter inhaled the world, it seemed to awaken her soul on Earth. As his mother exhaled her years, it seemed to free her soul of the world.

These two breaths jarred Marco to live more openly and honestly. He took these two breaths into his own daily breathing. Is it possible that, with each inhalation, we take in the world and awaken our soul? And with each exhalation, do we free ourselves of the world, which inevitably entangles us? Is this how we fill up and empty a hundred times a day, always seeking the gift of the two breaths? Perhaps this is the work of being.

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Anxiety in Children

By Don Swartz



Experiencing worry, unease, or nervousness, typically about an imminent event or something with an uncertain outcome...wanting something very much, typically with a feeling of unease.

While in Iowa City at the Winter Junior Nationals we had an “ah-ha” moment. The air in the natatorium was decent but not perfect. Several swimmers had some difficulties breathing, especially as the days went by. Many had little or no irritation. It was difficult to say exactly who was affected and who wasn’t. For sure some were not, or figured out how to deal with the air. Several meet records were broken and even 2 or 3 pool records were set. It was a very fast meet, for many events.

And yet there was this “static” in the background about the air. One of our swimmers came up before an event on the last day with a rather panicked look saying, “I don’t think I can swim.” The statement was made because the swimmer had been around several other competitors who were coughing and complaining about how hard it is to breathe. Long story short, our swimmer swam 2 events that day and managed to deal with it. But it wasn’t easy by any means. Fears and doubts needed to be overcome and “group think” had to be put aside.

In talking about this with two other coaches later that session one of them said he worked and taught in the field of mental health. He said today’s youngsters have much higher levels of anxiety and even depression than was evident in a generation or two gone by. He said it was because today kids are not taught how to figure out rather common causes of “fears”. This can even lead to more general levels of depression. His take was that since parents today don’t let their kids learn how to deal with normal stresses they – the kids – learn how to become anxious thus creating a situation where the parent will intervene to make everything ok.

We thought about this a while and concluded that our parents never, ever, said all they wanted was for us to be happy. In fact we couldn’t ever remember hearing that phrase. Yet today we can easily recall parents

saying, “All I want is for her to be happy”. Or “I just want him to be ok”.

When stressors make life difficult, kids need to figure out how to deal with the bumps in the road and make adjustments, without simply saying “I’m having a panic attack” so as to call in the reinforcements.

In the case in Iowa, there were several options everyday...an athlete’s lounge with excellent air; a leisure pool adjacent to the main pool with air noticeably better, an open gym above the main pool with sight lines to the pool and scoreboard so you could see exactly which heat was in the water. There were options. Many figured that out and chose those options and while yes, being bothered by the air, they weren’t thrown into a state of “paralysis” by it.

We – parents and coaches – need to let the kids know we are standing by as a safety net. And yet, we cannot, nor should we, solve all of life’s challenges for them.



The #1 Mentality Difference Between Average Millennials & Millennial Superstars

By Nicolas Cole



I’m a millennial.

Every single day, I see people on both sides of the spectrum. I have friends who are absolutely killing it: own their own companies, travel the world, are smart with their money, reinvest heavily in themselves and their interests, etc. And I also have friends and peers who, in all honesty, talk the talk a lot more than they walk the walk. That doesn’t make them bad people – to each their own. I’m just very aware of why they struggle so much to find their stride.

Here’s the harsh truth, and the 1 mentality difference between the 20-somethings I know who are living life on their own terms, and the 20-somethings who wake up every day stagnant and unhappy:

Superstar Millennials don’t take no for an answer--ever.

When an obstacle presents itself, there are two ways of looking at it.

The first is to say, “That’s a wall. I can’t break down that wall. I probably won’t be able to break down any wall. I guess I’ll just never be successful.”

The second is to say, “Hmmm, that’s an interesting wall. I wonder what I can do to get through it.”

Every single superstar Millennial that I know, approaches every obstacle with that second mentality.

To them, there is no such thing as “I can’t.” They don’t take “no” for an answer. Failure is not an option, and sitting there sulking about it is a poor waste of time.

Instead, they start asking themselves questions in an effort to reach a solution. They assess the obstacle. They reach out to people who have encountered that same obstacle before. They study it. They try and fail, try and fail. They bash their heads against it over and over again until, finally, they break through.

Meanwhile, everyone else is still sitting around, calling themselves worthless and unsuccessful.

It’s unfortunate that our society doesn’t nurture this mentality earlier in life. School doesn’t encourage this way of thinking. If anything, school promotes this idea that, “If it’s too hard, you’re probably doing something wrong.”

Superstar Millennials live by an opposite mantra: “If it’s too easy, I’m probably not challenging myself enough.”

If you want to be young and successful, this is the mentality you need to adopt.

It’s crazy to me how many young people, peers of mine, talk about wanting to be successful or wanting to work for themselves, be their own boss, travel the world, make tons of money, change industries, make an impact--and then when push comes to shove, they’re the first to crawl up in a ball and give up.

But look at any success story in history, and it’s not inherent talent that defines who rises to the top. It’s work ethic. It’s this mentality of not taking “no” for an answer, and doing whatever is necessary in order to move forward.

I have always been a believer that it doesn’t matter how you learn this mentality, as long as you learn it. If you need to play a sport to learn it, great. If you need to join a club, great. If you need to be part of a shared workspace and be around other hungry entrepreneurs, great. If you need to spend hours by yourself, working in silence, great. There is no right or wrong way of learning how to have this sort of disciplined mentality. As long as you learn it and put it into practice.

I would encourage any Millennial who wants to do something special with their lives to think hard about how to nurture this way of thinking.

The next time you find yourself faced with an obstacle, try to notice what your response is.

And if it’s, “Man, that’s a big wall. I’ll never be able to get through that,” then know what you need to work on.

You need to work on your mentality.

**SUPERSTAR MILLENNIALS
DON’T TAKE “NO”
FOR AN ANSWER
--EVER.**



The Productivity Secret Behind Bill Gates's Incredible Success

By Jessica Stillman

It's fine to celebrate success but it is more important to heed the lessons of failure.
Bill Gates

Want to accomplish amazing things like the Microsoft founder? Steal his approach to work.

What sets elite performers who turn out prodigious quantities of valuable work apart from normal worker bees, who despite our best intentions and long hours, consistently produce less than we hoped?

A new book entitled Deep Work claims to know the answer. The much discussed title from Georgetown professor Cal Newport claims that the secret of superstars is simple but powerful -- intensity.

In an excerpt on Medium, Newport warns that "the common habit of working in a state of semi-distraction is potentially devastating to your performance." Why? The pernicious effects of something researchers have dubbed "attention residue." It is caused by frequent task switching and interferes with our ability to perform at our your best.

Newport's bottom line: "To produce at your peak level you need to work for extended periods with full concentration on a single task, free from distraction. Put another way, the type of work that optimizes your performance is deep work. If you're not comfortable going deep for extended periods of time, it'll be difficult to get your performance to the peak levels of quality and quantity increasingly necessary to thrive professionally."

Deep work is old news for Bill Gates

This is fascinating stuff for our multitasking-obsessed age (despite the fact that approximately a million studies attest to the fact that multitasking makes you dumber), and hopefully for Newport, it will sell lots of books. But as Newport concedes, deep work is hardly new. In fact, it's the way of working that fueled Bill Gates' success.

A thought-provoking post on Business Insider gathers evidence from Newport's book and elsewhere that the Microsoft founder was -- in his youth at least -- a true master of deep work.

Just check out this example from a 2013 Harvard Gazette article by Walter Isaacson: "In the wee hours of the morning, Gates would sometimes fall asleep at the terminal. 'He'd be in the middle of a line of code when he'd gradually tilt forward until his nose touched the keyboard,' [Microsoft co-founder Paul] Allen said. 'After dozing an hour or two, he'd open his eyes, squint at the screen, blink twice, and resume precisely where he'd left off -- a prodigious feat of concentration.'"

The BI article also points out that as part of a 2014 Reddit AMA (Ask Me Anything), Gates wrote that, though age has since moderated his work habits, "20 years ago I would stay in the office for days at a time and not think twice about it."

You could call this simple workaholism, but the BI post insists that Gates wasn't merely cranking out hours at the office. He was engaged in exactly the sort of deep, immersive concentration that Newport calls deep work.

What's the lesson for those hoping to steal just a bit of Gates' secret sauce? Focus less on the insane schedule, and instead attempt to imitate his ability to concentrate. "You don't need to take it to Gates' level and regularly work through the night at the office. A dedication to deep work requires setting aside stretches of time each week (of say an hour or two) when you work with urgency and your concentration is not disrupted by anything," concludes the article. "It's about being constantly aware of what work is considered 'shallow' and what is 'deep,' and ensuring that shallow work doesn't overtake your schedule."

How much of your schedule is dedicated to "deep work"?

Career Advice for Young, Talented & PASSIONATE COACHES WHO WANT TO DO GOOD WORK. *(and no, that's not "everyone".)*

By John Leonard



Last week I got an email from a superb former ASCA Intern, who has recently taken a new job...the relevant part is reproduced below with identifiers removed to protect the guilty. Some advice follows this:

Now I'm at the XXXXXXXXXXXXXXXXXXXX as an assistant swim coach. I'm working primarily with 10&unders and the older kids that can barely swim a legal stroke. It's a lot of fun, but some of the program seems to be a hot mess. Granted, I've only been there a few weeks. At first I didn't want to step on peoples toes or make them feel iffy about me. I got over that quickly and started doing my thing. Those kids aren't going to know what hit them when I have steady schedule. I'm usually just given a lane and told to do my thing. I have been doing a lot of 12.5's because these swimmers are going to learn to swim correctly. The older age groups have seasoned coaches and those practices run very well. I love a good challenge and it's like this position was custom made for me! I haven't been this excited about coaching for awhile.

I can't even begin to thank you and everyone else for taking the time to teach me. I'm not only more confident, but people take me more seriously now too. Age has nothing to do with it, people still think I'm one of the swimmers. Just a little bit embarrassing. I also have trouble buying my wine coolers because they don't believe I'm 23. Anyways, I want you to know that I've taken all the training you gave me and have continued to practice it. I've continued with the education part by reading all sorts of books on coaching and swimming. Some are just really stupid, but some are really fascinating. Interning for ASCA literally changed my life both personally and professionally.

I hope we cross paths again in the future!

Dear xxxx - a few "continuing education reminders" Use or ignore as you wish.

1) You can only rise as high as those above you let you rise.

Example: Don't expect to earn 150K a year, when the average income on your team is 100K. It won't happen. You work for them, you won't earn MORE than they do.

Example: Don't expect to be praised by getting children to work harder and better in a situation where the dominant ethics is a "recreation based team". You'll be a fresh water fish in salt water. Adaptation is hard to impossible.

Example: You want to work with dedicated, hard working athletes, go where THE OTHER COACHES Want the same thing. And make sure the coaches run the program. IF the parents own the team, the parents set the agenda and it can change when the Board changes. And suddenly, you work for a different company. That's why coach owned teams DOMINATE the landscape at Seniors and Juniors.

2) Given 1, if those above you don't give a (doggone) , your best work goes unrecognized, unwanted and will be punished.

No one is hired to make their boss look bad. It's a fine way to lose a bad job, however. Note: "will be punished". Don't be surprised.

3) Given 1-2, FIND A JOB where people DO CARE, DO VALUE performance and hence will value YOU and all others who care also.

And no, in very few cases is a bad job better than no job. (unless it means your family doesn't eat of course. (Home Depot is always hiring...)) A bad job is a soul killer and you will learn a lot of really really bad coaching habits and become habituated to it if you stay there too long. If you are passionate about coaching, find a job in a great situation and worry about the money later. If you're good in a good organization, you WILL get paid. And if they don't....they're not a good organization and you don't want to stay!

4) Life rewards comes from: 1) A sense of Purpose. (care about what you do) 2) Strong, exciting colleagues (who also care and stimulate you) and 3) Strong challenges to reach/overcome, etc. (don't focus on "overcome". Achievers want to achieve, survivors what to survive. "overcome". Which do you want to be?)

5) My belief is that you are good and can be very good. Don't waste that where it is not appreciated. Work where you will be challenged with doing great work, great deeds. FIND THAT PLACE. The key is what do YOU believe about yourself? You have my vote. Do you have your own?

All the Best, JL

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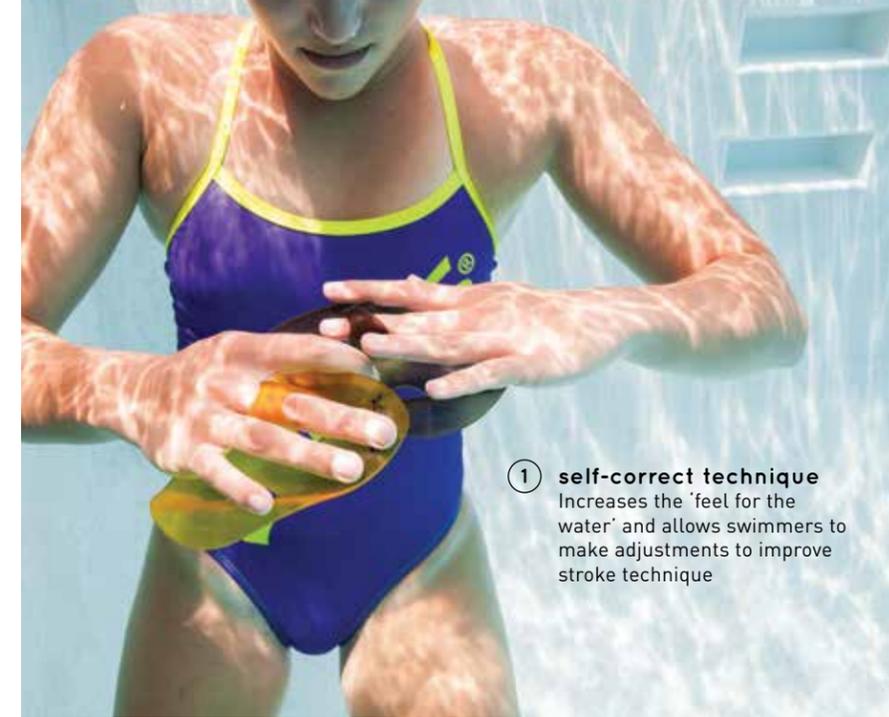
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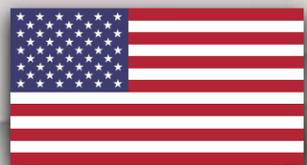
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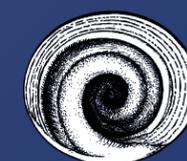
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How Did a NCAA Division III Swimmer Make the US National Team?



Presented by Jon Howell, Emory University

[Introduction by Joel Shinofield]

Good afternoon. Get ready for our next talk here. Just a quick announcement from Coach Steele the Councilman Innovation Ideas are due in the next ballroom by 3 P.M. tomorrow. So if you're going to submit an idea for the Councilman Award please do so by three o'clock tomorrow. It's my pleasure to introduce John Howell from Emory University. John is a coach of – it would be hard to imagine being more successful as a coach than John. He's just completed I think his seventh straight NCAA Team Title for the women and his men also finished in the top three at the Division Three NCAA meet this year. I've only been truly – I've only despised a coach in the recruiting process one time in my life and it was Coach Howell. One of my first years of being a head coach he got one of my club kids who went on to be an All-American and a national post-graduate scholar winner. I was more mad at our slow-dragging-their-feet folks in my department than I was at John, but it made me really unhappy for about four years watching him go to NAAs every year wishing he was on my team. But I got over it. John has done a tremendous amount for his athletes, not just in the water with all of the NCAA champions he's had. How many post-graduate scholars have you had now? (I think we're approaching 80.)

[Jon Howell]: 80.

[Joel Shinofield]: You walk into the Emory Athletics Department and there is just a wall of these athletes who've earned a post-graduate scholarship, and the bulk of those athletes are those athletes that John has coached.

He cares tremendously about their success in and out of the water. He is innovative. He finds ways to take athletes who really didn't even think they would swim in college to being national champions. And in this case, he'll talk about an athlete who was very uncertain of their future as an athlete and in this past year has been on the US national team. When his times went up from the 2015 NCAA Championship while I was at the Division I Championship, coaches just gasped that an athlete could do that. And so what John does with his athletes and not just with Andrew is truly impressive. It's a great partnership and it's really fun to watch on deck. So please welcome John Howell.

[Howell begins]

Thank you. Can everybody hear me? Great. Thank you Joel for a very kind introduction and – and also just a quick shout out to Joel. I've seen the ebb and flow of the college swimming organization for a number of years and he's just done a tremendous job in the last few years. And I think he's getting things done and I think there's some real excitement and some real momentum going forward and that's a real tribute to him and his leadership. So thanks for all you do Joel. I gave a talk a number of years back at ASCA. And I was assigned I think it's right when they started some of the college tracks and I was assigned the very last time slot of the convention on the last day. And I remember walking through the lobby on my way to giving that talk, and it was packed with coaches with their suitcases all packed trying to catch flights out trying to leave. And they put me in this really small classroom because I think they knew that there weren't a lot of people that

were going to stay around for my talk and there were some coaches who were very generous and stayed to listen.

We had a really nice conversation and so when Joel approached me about doing this talk I asked him what he recommended as far as topics and his suggestion was to talk about the both the combined individual success we've had at – as a program along with the team success and how we balanced those two things. I thought about it and I thought you know having putting together some sort of a topic that is you know Division Three swimming program combining individual and athletic – or individual and team success. And I just had a vision of being assigned the last time slot again in the small classroom. And so I thought it would be more interesting to talk about it in terms of Andrew Wilson and his story. Because it's really a phenomenal story and I think a lot of what works for our program is also a part of what has made him successful over the years.

I first met Andrew on – I have the date August 24th 2011. And he was entering his senior year of high school and he was doing college visits with his mom. And we were one of the visits that he had scheduled and I looked at my calendar. I would look back on my calendar at that week and I had a number of student athletes just like him who had scheduled times to come in and meet. He was the only one in that week I really that I remember the talk. And I remember the talk because he was excited. He had toured Emory before we met. Academically he was a great fit and he started to get excited about what Emory had to offer academically. And he started to picture himself at Emory and the more we talked about the swimming program and our culture and our team the more he really felt like it was a good fit for him. And I really liked him, he seemed like he was our kind of kid and we talk about this a lot in our program when we talk about recruiting

There's a kid that's our kind of a kid who really thrives at Emory and then there's some people that don't quite fit that mold. And even though they might be fast enough to swim with us not being our type of kid is a pretty good recipe for them to struggle. So I liked Andrew, the problem was that at that time Andrew was over 1:01 in the 100 breaststroke short course yards. He was 2:02 in the 200 IM short course yards. And I don't remember his long course meter breaststroke time, but it was equivalent. And so he wasn't within our competitive range. And so what I do with students like Andrew at that point of the conversation is I try to be as honest as I can. And I said to him – I said look your times are not where we need them to be right now to offer you a spot, but here are some goal times. Here are some times senior year that would put you within range and so I encourage you to stay in touch and let me know you know how things are going.

And we can have an honest discussion down the road whether this is the right fit if you approach those time standards. There are three responses I get from students at that point. One is you see them really deflate. They were excited about Emory. They could picture themselves here. We talked about time standards and they just kind of you can see them deflate in their seat. And those are the kids that walk out of my office and I probably won't ever hear from them again. They're whispering to the parents as they go down the hall. The other response you get sometimes is you get a lot of – you – you get excuses. Oh I would be faster if I had a better club coach or if I don't have anybody to train with right now or I mean you know their excuses. There's a lot of them. Those kids aren't typically a good fit for us either, and – and generally speaking if they do stay in touch they still don't improve to a point where they can meet our range.

And then the third response was Andrew's response which he wasn't fazed by it at all. He wanted to get better. He expected to get better and throwing a challenge in front of him, he didn't back away from that challenge in anyway. And he was confident he could reach the standards. And the standards I gave him I believe were under 59.0 in the 100 breaststroke around under 1:56 one in the 200 IM. I gave him a long course goal because

he wasn't swimming short course 200 breaststroke at the time. And so he wasn't fazed and he felt confident he could get to that point. So I encouraged him to stay in touch. We did not actively recruit him by any means. He wrote me a couple of e-mails following up throughout the course of that year, and I responded nicely. We were actively recruiting better kids to be honest. We had two swimmers in that class who were :56 100 breaststrokes, :55-:56 100 breaststrokes out of high school who were 2:02, 2:03 in the 200 breaststroke and we were going after those kids.

But at the end of the recruiting cycle we got neither of the two boys that we were going after that were up at that – at that range. They both went to other Division Three schools and so Andrew approached me at the end of his senior year and gave me his updates. And where he was at the end of senior year you can see those high school best times up there. He went 1:58.9 in the 200 IM. He was :59.4 in the 100 breaststroke and then the summer after senior year he went back home, swam club and went 2:40 – 2:34 in the 200 yard breaststroke, not quite where we wanted him to be. But again, I remembered him from the talk from his visit; and we didn't have anybody else coming in swimming those events. And so it made sense to consider him a little bit more. So what I did is rather than just trust him, I got into instinct. I talked to both his club and his high school coach and got recommendations and they both confirmed what I saw when I sat down and met with him.

They were both really excited about him and felt like he had a real upside and that he's just a great kid and he's somebody that they're happy to have on their team. So we offered him a spot, and he came into Emory into that freshman class. If you fast forward four years and you look at his best times it's a pretty remarkable four year process. He went 1:46.2 in the 200 IM short course. He's been :51.7 and then 1:59.5 this summer at the US Open to win it. And then 200 breaststroke 1:52.9 and 2:09.3 and that was at trials. And so it's a pretty remarkable process from where he was four years ago to where he is now. So my thought is I want to tell you a little bit about that process from my perspective. And for me what's intriguing is looking not only at what went into him getting better, but also trying to understand why. Why did Andrew who was in our program go from these times to those times in four years, when I have other kids that are doing similar work who didn't have the same success?

And for me as a coach that and I imagine for all of you that's what we try to understand all the time, why – what is working and what's not working and what's behind the success when we have kids that are super successful and Andrew fits that mold. I think some people would argue it's talent and clearly talent is part of the equation, but I still argue that – that I've had lots of kids that have come through my program who have tons of talent who haven't touched what he's done. The other easy response is just hard work. And he clearly works hard, but again I've had lots of kids who have worked extremely hard who've been successful, but haven't been this successful. So as I look over the last four years or so I've identified seven key points, seven things I think are unique about Andrew or unique about or at least key points to his success I think over the last four years. And I think it's a combination of those seven points that have made him successful. So high school background, he swam – he went to Phillips Academy and was a boarding student in Andover, Mass. And swam for a guy by the name of David Fox who is wonderful.

David stayed in touch with Andrew throughout the last four or five years and has been really supportive and has just been a real great mentor in his life. At Andover, they had to do a sport each season and for Andrew he did fall water polo and then winter swimming. So his swimming season at Andover was December through early March. So a pretty typical prep school season, never did doubles in high school. And his yardage ranged from as you can see up there 5500 to 8000 and he did some breaststroke specialty work some IM specialty work. Really no weights, they did basic



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dryland core body weights type work. And from Andrew's perspective he really liked what he did there, but he was frustrated by the length of the season. In the summers he would go home, he's from the Virginia area and he would swim with Capital City. I think at the time it was Carl Burke and he'd bump his volume up a little bit. He did some doubles and he'd race long course and Tim Kelly was his coach and – and Tim again was somebody that was really supportive of him.

And so that was his high school background, that's where he came to us with that sort of a background. So freshman year he comes in and I always start every season meeting individually with everybody in my team and together I sit down with them and we come up with objectives for the year. And there are different ways in which we define those goals. And you'll see that a little bit reflected in the next four years. But we also set up a training program that we think makes sense for them as an individual. And with Andrew that first year what we decided to do is he just did two mornings a week, Tuesday-Thursday and very little volume in the morning. It was mainly an hour of strength work and an hour of specific power work in the water. And most of that was done breaststroke and then in the afternoons we did a balance between a Mid D / IM group, a breaststroke group and a sprint group. And so if we had six practices a week he did on average about two of each in the afternoon. I count Saturday mornings as an afternoon.

I also gave him the option to add Fridays. He was nervous about – he wasn't nervous about mornings, but he had never done mornings during the academic year. And so we thought we'd take a conservative approach to just give him two mornings. But I do this a lot with freshman where I'll give them the... We'll start with something we think they can handle and they know they can handle and they are confident with. But we'll give them an avenue to add to it if they feel like they can add to it. And so I gave him the option to add Friday mornings into his mix and he never did. He was fine managing the two mornings and never asked to add the third and I never felt like he needed a third. The overall training focus that year for him was just to build overall strength, to try to apply some of that strength to power development in the water. He's never had an opportunity to do that in the past and also to boost his aerobic conditioning. And we did that primarily through IM work.

Most of the aerobic work we did was in that IM training group. We also trained the breaststroke that year primarily in segments. What I mean by that is we didn't do a ton of full stroke breaststroke training unless it was at pace, at tempo or speed work. So we did very little like repeat 100s, repeat 200s breaststroke. The majority of the breaststroke, we focused on sections. We worked on making his kick better. We worked on making his pull better. We worked on bodyline. We broke everything up and we trained each of those individual sections. We did very little full stroke. The thing that's remarkable about this to me is that his goal that season was to make top eight in the NCAAs. So here's a guy that's :59, 1:58, 2:34 coming in long course and he not only wants to make Nationals, but he wants to be an All-American freshman year. And I think that's the first key to Andrew.

His goals were always huge goals. They he would through every aspect of the process with him where he wanted to go during that season was always a little bit beyond what I thought as a coach he was going to achieve. And he thought big and he believed that he could do it. And I think that's a key part of him. He had very big dreams, very big goals and he wanted to plan on how to achieve them. And I've seen that reflected in all the best swimmers I've had. The ones that are afraid to make big goals because they're afraid of failing are the ones that you've to be careful with. But with him he had big things in mind. And it was a big step for him. So if you look at freshman year, it was an interesting year. The fall was definitely a transition and he did not stand out in any way. And I mean that kind of in a good way because sometimes freshmen stand out in a very bad way.

He didn't stand out as really achieving or thriving first semester freshman year, but he also didn't stand out in a battle. He kind of hid within the group and you can see his first dual meet was not very impressive. He actually didn't make our first travel squad. So we had a travel squad where we went to Florida State that year and swam Florida State and we didn't bring him along with us. We also the big meet in the fall we split our group up that year. We had a group that went to Miami of Ohio for an invitational and that was our top group. And the group that we felt was on track to make Nationals and then we had a group that competed at the Georgia Tech Invite in town, and that was the bottom half. Andrew was clearly in the bottom half. And so he went to that meet. He did rest a little bit for that. He put a suit on and he was able to go on the best time in the 200 IM went 1:57, small drop, and then he split :58.7 in a relay for us. And then we had this terrible bout of flu that went around our team at that meet, which he caught and was throwing up for the rest of the meet and didn't finish the meet.

And I think we had eight people within a 24 hour period that came down with that and he was one of the unfortunate ones. So we didn't totally get to see what he could do in that meet. But I think that the 1:57 and the :58 was about what we expected out of him given the fall. Then we go on a winter train trip at the semester break. And this year we went to Sarasota. And I remember a turning point for him in that training trip. He was much better on that training trip than he was in the fall. But we did a set of 50s long course at that training trip where he really – I looked at him and I think the team looked at him and thought man, this kid's going to be good. And listening to Matt yesterday talk about butterfly effect, I think that – that set for Andrew was a little bit like that.

It was definitely a spark that got him going. I went back and looked at the set, I couldn't remember the specifics of the set. I went back and looked at it, we did 11x 50s to start off with, and let's see if I can find it in my notes. Okay, here it is 11 x 50s on 1:30 were the odds were breaststroke fast and we dove number eleven and then we did a 150 just easy flush out. And then we did nine on 1:20 and we dove number nine. And then we did seven of them on 1:10, dove number seven, and then five on 1:00 and then three on :50 and then we dove one at the very end. And I had some really good breaststrokers at the time, a number of All Americans. He was much better than any of them on that set, and did things that I had never seen him do.

It was a huge turning point for him. And then we did a dual meet at the University of Tampa afterwards. If you've ever been to the University of Tampa's pool, it is not a particularly fast tank, shallow and outdoors. And he ended up going a lifetime best in that 200 breaststroke by a pretty good stretch, right after our training trip on the way home which again was consistent with what we saw during the trip. In the spring of that year he made our conference championship team and he ended up winning Rookie of the Year honors. He was won 1:53 in the IM and then he won the 100 and the 200 breaststroke and then made our national meet. In the nationals he went faster and he ended up achieving his goal. He was fourth in the 100 yard breaststroke that year with :55.4, and seventh in the 200 yard breaststroke.

So he proved me wrong when I sat down and talked with him at the beginning of the year, I was thinking making nationals would have been a great goal for him. And it was one of the first times that I learned from him that I would never underestimate Andrew. And so if he sets a goal it's something you need to take seriously. And then he went back home and trained back at home and went 1:04.7 and 2:23.4. The picture which is hard to see because it's small, but you can see him – he is in the bottom of that. That's our conference championship. He's at the bottom right corner in the very, very back kind of peering over somebody. And that was kind of his spot on the team. He was kind of in the background for the most part that year. But the thing that's significant about that picture is I look at that picture and I look at the people who are at the top of the pyramid, our leaders on that team.

And it was an incredible group of young men, a couple of national champions in there, some people who have really – who really had figured things out. And then the thing that was really amazing about that group of leaders is there was this real curiosity about what made them better swimmers. And they were always – we were always talking through things, you know talking through different concepts, different ideas. We were always tweaking things. They were always helping each other with stroke technique and turns and they were having these discussions. And we tried some things and that didn't work out we tried some other things that were really brilliant. And that group really took Andrew underneath their wings and he ended up kind of joining a lot of that group and Jake Stevens who's one of the people in there – he was I think a junior at that point.

Jake to this day is a great friend and a great mentor to Andrew and he really needed that leadership at that point and those guys really instilled this curiosity about what makes them better as a swimmer. And that was something that really developed at the end of freshman year. It wasn't there at the beginning as much. It was just tell me what to do, I'll do it. This is what I want to achieve, how do we – how do I get there. Where by the end of freshman year he started to pick up on some of this – some of what his – what the upper classroom were doing. And he started to develop his own curiosity about what makes himself better. And I think that's another real key to him and something he never lost is something he's developed over time. And it's something always thinking. He's always thinking about what if I do this, what if I do that and trying to understand how he works as an athlete and how he works as a student athlete and as a swimmer.

Alright sophomore year, early season meetings sophomore year. This year I did something a little bit different and I had them kind of talk globally about goals. But then we also had them pick some goal times and I got this from Chris Davis who's the coach at Swim Atlanta. Often times with goal times with my group stereotypical overachievers, they sometimes will get scared of putting big goals down because in their mind if they don't accomplish them it's failing and failing is the worst thing in the world to some of the kids that I coach. And so what we did is we came up with two different time goals. The first was a comfortable goal, something you need to be satisfied if you went, but isn't a real leap of faith. The second is something that would make you really excited. So I was trying to get them to come with a couple of tiers of goals. And so you can see Andrew's goals up there and again they're pretty good drops. He has some pretty big goals in mind. But the main goal that he wanted in freshman year was the top ones. He wanted to be a national champion in the 100 and 200 breaststroke. And that's what he focused on the entire year and furthermore he wanted to be top three in the 200 IM. Keep in mind, two years ago he was 2:02 short course and here he wants to be top three in 200 IM at Nationals. So when we sat down and talked, he wanted to add a little bit more to what we were doing training wise. He felt like he could handle it. And so we added the Friday morning. We went Tuesday, Thursday the year before and so we added a third morning. And we made that practice primarily – another breaststroke and we focused primarily on 200 tempo. We added a dryland component to it and so was an extra breaststroke day and a day that focused a bit on the 200 breaststroke.

And then we also adjusted his afternoon, and we did less sprint. We did more IM and breaststroke and we really just mixed in sprint when we needed it. If we felt like he was getting a little bit run down – if he was struggling a little bit I threw a sprint day in there because in his mind it was easier. It probably was. And it gave him a little bit of a break from the training. So where last year we found a pretty good balance there and he did a fair amount of sprint, this year there were some weeks we didn't do any sprint at all and in other weeks where I would throw at him because I felt like he needed it. Sometimes he requested. More often than I not, I just assigned it based on how he looked. The training focus that year, one of his objectives

that year was he really wanted to be a member of our 200 medley relay.

And one of the things that he – again and his way of looking at it, he struggled with the tempo on the 50. He just felt like he was always spinning, if he went fast. And so we really turned the focus to trying to develop some efficiency at a higher tempo to support the fifty. And that was really why we did it because he wanted to be on those relays. We focused on a couple of specific technique points that year, catching a little bit earlier in the breaststroke, trying to grab that water and move himself forward with the initial catch, a little bit deeper on the end sweep. We did a lot of work with pullouts that year and that's something I think he improved. And then backstroke was his weakness in the IM and he knew that I knew, that typical breaststroker. He liked to kind of work a little breaststroke kick into his backstroke which doesn't work very well.

And so the thought was that if he was going to have any chance at being top three in the 200 IM he had to improve his backstroke split. He was one of those IM'ers where his breaststroke split very often was faster than his backstroke split, and we knew we had to change that. So this is another key I think for him. We really looked at what he needed at every step of the process. And there had to be a progression that was individual towards him, but also really made sense to him and to me. And so if you look at his progress over four years he always wanted to add something because he felt that was that was important to him moving forward. And we always had these great discussions on what made sense to add and where we wanted to go with things. And a lot of it was driven by his curiosity, his thought process and we – and a lot of it was – these great conversations between the two of us or between him and teammates about what his theory was or what our theory was and what was going to make him better.

And it was very individualized and personalized to him. And I think it was a big part of his success. So results from sophomore year, in the fall he made our Miami Invitational Group, not a big surprise. We did a little drop rest. We didn't do much of a taper. He put a suit on and he went pretty fast. He went some best times, made his national cut. So we got those out of the way. In the spring at Nationals also had what most would consider a pretty successful meet. He went :54.2 in the 100 breast, finished second, went 1:58.4 in the 200 breast, finished second and then broke 1:50 in the IM and got fourth. But he did make our medley relays and they both won. But from Andrew's perspective it was an epic failure. It was his first big setback because in his mind what he wanted to accomplish that year is that he wanted to win the 100 and 200 breaststroke.

That's what he trained to do. That's what he wanted to accomplish. That was the focus of the whole season and to finish second and it was close. To finish second even though some pretty good time drops and a nice progression forward in his mind it was a huge failure. So that brings us to I think one of the most – one of the biggest keys for him. He was distraught at Nationals, at the end of Nationals for not achieving goals. He was frustrated, but he quickly overcame that and started looking at what he needed to do to be successful. What do he needed to do move forward. What he needed to do to reach the goals. And I think for those swimmers that we have the set big goals and big expectations, the reality is they are going to fail. I don't think you can set big goals for yourself without failing. And I think the ones who are really successful find a way to fail well and move forward from it as opposed to those that that fail and are paralyzed by that or traumatized or setback.

And Andrew had his moment, but then everything there – from that point forward was what do I need to do to get better. The other thing I think – the other big part of failing well with him is that it was never my fault. He never once looked at what we did or the coaching staff or his teammates. There was never any blame for what he did. It was always on himself internally and, but he basically circled his wagons, reached out to people and asked a

lot of questions on what I can do better. He talked to teammates. He talked to all of us as coaches. He talked to past coaches and he really wanted to understand where did he go wrong. Where did he come short of these goals and what can he do to avoid that in the future? And so that is a huge – that was a huge key to his success and still is I believe today. The other real key that happened that summer is that we realized that especially in Division Three world we needed to collaborate if we're going to get him to where he needed to be.

And so that summer he ended up training with Jason Turcotte at Dynamo Swimming Club and Jason was amazing to him. He started driving to Dynamo after our season. We're limited on what we can do post season with our swimmers. And so as soon as Nationals was up he started driving to Dynamo and training with Dynamo's group and decide to stay through the summer. And it was an amazing group of Dynamo that summer and that was part of what worked for him. So that was the summer where they had this amazing senior class of men that all went to UGA including the Litherland triplets, and Gunnar Bentz which is a really good dynamic training group. And Andrew fit right in with those guys and really had a productive summer and a real meaningful summer and Jason was a big part of that.

And I can't thank Jason enough for taking him on because he didn't have to and also just committed to Andrew from the very beginning it was – and to this day remains committed to Andrew and he is always I think a big part of his success. He went to Nationals that summer and I went out and watched him and he made his trial standards in the 100 and 200 breaststroke. So he got that hurdle out of the way and then I think more significant was that he made it back in the 50 breast. So he got a second swim at night. And I think that experience really was motivating for him. He wanted to be in that situation again. Junior year was a huge breakthrough year for him. Again big goals, he wanted the National Championships that he didn't have before. He still wanted to be top three in the IMs. So those goals really didn't change. The time goals got faster because he realized he's going to have to get faster if he's going to do it.

And the only thing that really was part of his goal – that were part of his goals that year is – were team goals. We started to make a transition that year from an underclassman who benefited from upper class leadership to an upper classman who was going to lead. And so a part of his goals in this was not anything that I dictated to him, but something he came up with is he really wanted to help build the freshman class up that came in. We had a really good freshman class that year and he really wanted to represent Emory out there on the national scene. He wanted to get Emory and Division Three at the US National Level and represent them well. And that became part of his – that became part of who he was. So what we did that year again we progressed things a little bit. We added a fourth morning and that was a 400 IM practice.

He got in with a good group of 400 IMers. He got some good aerobic work on Monday morning, an additional dryland day. We kept the Friday the same. And then the afternoons remained largely the same, a mixture of IM work and that was aerobic with breaststroke. And then we occasionally mixed in sprint, probably less this year than we did the year before, even though we added the fourth morning. The training focus changed a little bit. We had some success with the tempo piece. So we did a lot of body line work, a lot training the gaps, trying to identify where those – if we look at the stroke as an impulse, the kick is an impulse that moves us forward and breastwork there are gaps that exist and our goal was to minimize those gaps to carry more speed through the gaps. We did a lot of work in that as well. We also mixed in more challenging breaststroke sets.

So this was something that he enjoyed over the summer with Jason. He felt like it helped him and so we did less of breaking – we still broke the stroke into segments, but we did some – we separated some of the boys out

and put him on a faster interval and did some harder breaststroke sets, and adjusted the intervals. Two years ago most of our breaststroke work we did combined men's and women's, where we restarted to separate out the men. And he felt like that was really crucial. I think a big part of his success this year was leadership. And I think he grew so much by being a leader and it put him in such an amazing position. And having people that were looking up to him really just elevated him and made him better. And you know, it's a big part of what makes him thrive. He does so much better when he's in a leadership role.

And then you know we've all had students like that, where we've all had swimmers like that. Some who get into leadership roles and they really struggle with, for Andrew it only just elevated him. And so being a leader on our team and being able to start to set the direction of the team and to influence those underneath them I think was a big part of success this year. So here's what happened junior year. We added a meet in Austin, a grand prix meet in January. I did that really for a few reasons. First of all for Andrew, because I knew that if we were going to – if he was going to be successful at the national stage at the US swimming level we need to give him more experiences to do that. And so that was an easy opportunity for us when we came back from our winter training trip, we scheduled a small group to go to Austin.

The other reason I did it was we're starting to think a little bit about Olympic trials and that year coming up and three years earlier I had two swimmers that made Olympic trials, the first two in Emory's history that made it. And I didn't feel like I'd given them enough experience on that stage, at that level. And so my thought was I wanted to start early and give some swimmers that I thought had a shot at trials, opportunities to train, to race you know with Olympians on deck and within that kind of an environment. The third reason I did it was I started evaluating the time I was spending in our program and I realized that I was spending in my mind too much time with the bottom say 25% of our team. The bottom 25% I think of every team is a pretty needy group and they were really needy that year and I felt like I was spending probably 75% percent of my time as a coach 75% percent of my effort and energy on the bottom 25% percent.

And I was trying to find some ways to spend time with the top say 10%, top 5% because that's the group that typically is pretty not needy. So bringing – we brought ten to this meet, and it was just me as a coach and it was a blast. We had a great experience. They all swam really well. And Andrew ended up going 1:02.5 and made A Final in the breast and 2:18 in the two breast. And at that point he and I started to have discussions about him doing a gap year and just training for trials. And at that meet he and I both talked to Eddie Reese about him training at Texas and the possibility of that. So that was significant meet for a few reasons. At Nationals that year he accomplished every goal he set out to do and then some. It was a bigger meet and a better meet than he expected.

And you know coming from a year where he fell short to exceed in his expectations in every way it was a really fun meet. And you can see that was the meet that Joel was talking about. I think everybody in the country was talking about his performances there and he did some things I think at meet that no Division Three swimmers ever touched. And he won all his events, broke national records and all. And our relays were second that year and he was the NCAA swimmer of the year. So a really great meet for him and it was one of those meets where everything came together. And it was also just a great team meet for our guys too in part because of his leadership. So I decided after that year to take a gap year and it was something that he and I debated. And it was really a discussion that we had more than a debate.

And does he stay in training at Emory and just swim the NCAA season as normal, senior year? Does he stay and train at Emory, but take a gap year



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or not take classes or take a reduced course load and just train through and focus only on trials. We did get that approved through the NCAA as a plan or does he go somewhere else, and really just go all in. And the more I'm talking to him the more I felt like he needed to go somewhere else. And then we really did debate it, I called and talked to a lot of different people and got a lot of advice. But I think that's where his heart was, he really felt like if he didn't go somewhere else, if he didn't go all in, and he came short of his goal he felt like he was going to regret it. So he started contacting some people and I would follow up, and talk to coaches when appropriate. And what we found is it was harder to find a place for him than we thought.

The challenge was that he wanted to leave the door open for him to return senior year to Emory. He really – the part – the biggest – the thing that he regretted the most about leaving is he felt like he was leaving the team and he was abandoning them. And as a leader and somebody that really was invested in the process and invested in their results that was really difficult for him to do. And that was the hardest part of this process for him. And so he wanted to leave the door open to coming back and swimming his senior year. But what we found is that it was hard to find coaches that were willing to allow him to do that. There was – there were a lot of coaches that were happy to have him if they – if he swam his senior year for them at the NCAA level, but they were really – really Eddie was the only one that was willing to do with no strings attached.

And I have so much respect for Eddie Reese and the way he supported Andrew during his time at Texas. But Eddie basically said you know I don't know if it's even possible for you to transfer and swim for us the senior given transfer rules at Texas. He said if you decide that you want to go after an Olympic team, you can swim for us and I'll do everything I can to get you there and there's nothing and no expectation of return. And that made the choice easy for Andrew. He had a chance to swim with arguably the best coach in the world and he had the option of either staying and continuing with Texas or coming back to us which left his options open. So the gap year a really interesting year – he struggled in the fall of the transition. And I think the biggest struggle for him was transitioning from a student athlete to a professional swimmer.

He thought it was going to be the ideal and he thought man I can just – I can go to practice. I can train. I can go home, eat, take a nap, watch swimming video, go back to practice, get to bed early, you know get all the sleep I want, have no stress in my life. So in theory it seemed like the ideal, but in reality it was much harder than he anticipated. And I think part of it is I think he really understood – he gained a much bigger understanding of who he is as a person who he is as a swimmer that year. Because I think there are some people who become professional swimmers and it really is the ideal, and it really brings out the best in them. For him – he's so cerebral and he's so smart and he's such a student athlete that he needed some balance in his life. And just focusing on swimming disrupted that balance and he really struggled.

He's obviously an amazing swimmer for us, but he also is an applied math and physics double major and his current GPA is a 3.96, and which is pretty phenomenal at Emory. So he struggled a bit in the fall and we talked a lot on the phone. And I had nothing to do with what Eddie was doing with him. He did a lot of work with Brendan Hansen also who is phenomenal to him. Brendan experience was something that Andrew could never have gotten anywhere else. And he learned so much from Brendan, but I think a lot of it was just personal. And I think the two things that he was missing especially that fall, number one he went from being a leader on a team where he was thriving, where he was elevated to joining a small group of pros on a college team. And the college team was trying to win a national championship and he wasn't going to be a part of that.

Those guys were great to him. They welcomed him in. But he still was very far from being a leader within that group, and he was he was kind of on

the outside. And he was also just trying to be a professional swimmer. And he lost that balance. So again this is where the collaboration comes in. I reached out to Ken Ono who is his advisor at Emory, Ken is just a remarkable person. He's one of the world's leading mathematicians and he's a little bit of a renaissance man. He was director – a co-director of a movie recently and he cycles and he has a huge presence online with different things. He's a big TED Talk person. He's one of the original TED Talk speakers. He's just a phenomenal guy. And so I reached out to Ken. I ran to Ken in campus and he asked, how Andrew is doing. I told him I thought he was struggling a little bit and so Ken reached out to him and they started working remotely on his thesis, his ultimate honors thesis. And so Ken would send him books to read, send him problems. Andrew returned those around. They'd Skype once a week or twice a week and talk through problems and that helped him restore a little bit of balance and I think it was successful. Dual in the Pool was kind of the real low point for him. It was his first chance to represent the US as a US team member. I went and watched him there and he had big thoughts going into it. He really wanted to see if he can win it and he really struggled and I think Cordes was the star of that meet. And so adding Ken to the mix I think was a real step in the right direction. Things got a little bit better for him in second semester and he had some pretty good results.

Then which ended at trials where he was – you can see his times. Those are prelims, semis and finals, a little bit off his best time in the 100 and he ended up fifth. It was the first day unfortunately and then he did a little better in the 200 breaststroke. That 2:09.3 was the best time for him and ended up fourth. That was the event that he didn't think he had a shot at making in the meet. And he was really focusing on the 100 breaststroke. And as you can imagine in his mind, it was an epic failure. We're kind of back to where we were in sophomore year. And from his perspective how could he give up everything this year do everything right to get himself to make the team and to not even go best time at the meet. It was a really tough Olympic Trials for him.

I think in the 200 breast if it was the first day I think it would helped him a little bit, but he immediately got back into training and decided to focus on US Open. And he felt like okay maybe I can redeem myself at US Open. And he ended up going a little bit faster, he went :59.5 in the 100 and won it. And then won the 200 breaststroke as well, but again in his mind short of what he wanted to accomplish. But I think it goes back to failing well. You know it's going to be an interesting year for him because I do think he's really motivated to show that he can be at that level. And I think he's in a good spot for this year. The last piece that I think the last key is a key that I think you can easily underestimate and that is that he is always somebody who approaches things with an extreme amount of gratitude.

He is always grateful for everybody that spends time with him and that works with him. And he expresses that verbally which is great, we don't get enough of those coaches, but he also expresses that in everything he does. I think that's part of who he is really wants to show that he's grateful for the people who invest in him and he does that, and he wants to do that in part because he wants his actions to reflect that. And if I think back to my time as a coach I think the best swimmers I've had over time are the ones who are the most grateful. There's something about it that keeps you humble, that keeps you grounded. I think when you lose that sense of gratitude you lose some sort of a competitive edge. And Andrew has never lost that and I ended the talk with a text that I got from him.

This was at Thanksgiving. He was at Texas. He was in Austin. He was heading home. And I got this you know this text and I don't know if you can read it. It says Happy Thanksgiving John. Hope it's a good one. I just wanted to say how grateful I am to you for everything you've done for me and for being so supportive this year. I can't wait to see the results from Miami, which was the meet that was coming up. I came back from Thanksgiving break and I walked into my office and I was about ready to tell

one of my assistant coaches, I got the nicest text from Andrew Wilson. And she beat me to it she's like oh John, oh I got the nicest text from Andrew Wilson and that's just who he is. So he texted all of us I imagine he texted to Eddie Reese I imagine. He texted Jason Turcotte. He's just one of these people that is incredibly grateful for what he has. And I think it's a big part of who he is and why he's successful, what makes him successful and – and I know for us when we talk about who we want to recruit some of these keys are things that we look for in recruits. Finding people with big goals, finding people who are grateful for what they have and who take ownership of it. Finding people who have failed, and have failed well, crafting some questions and doing some research on students coming into our program and trying to find beyond the talent, beyond the times, beyond the grades we're trying to find some of the qualities that made him successful are a big part of what we are. So thanks for taking the time to listen and I'm happy to answer questions if anybody has them.

[Audience Member]: What kind of times did he do in high school in practice?

[John Howell]: In practice I don't know. The thing is Andrew he's a much better big meet swimmer than he is a practice swimmer. You put a suit on him and it makes a difference in his stroke. You put him in a big meet environment and he comes alive. And so I don't know the times that he went in high school, but my guess is that they were super impressive. And they were probably reflective of what he was doing at meets in high school. I know you mean from a training perspective, he got to a point where he was better than people on my team, but there were still days where people could hang with him. But at the end of the year at a championship meet he would take off. So he trains really hard and he trains very purposefully, but he is not one of those guys who is going to go best time in practice in the middle of the season. He just gets too run down to do that.

[Audience Member: How do you manage multiple variations of workouts within your program?

[John Howell]: Yeah the question is how do we maintain an individual focus on different kids within the structure of our program. Everybody in my team has an individual training program and not all are sprinters for example train exactly the same way. Not all of our distance swimmers train the same way. But they're all within it a structure that we have within our system. So it's not uncommon for us to have maybe six or seven different training groups in the afternoon going. And often sometimes that means that there's a coach that has to balance a couple of groups. But we're also really fortunate to have a lot of volunteers, a lot of people that like being there, or it's an alum that's hanging out or a student that you know is a post grad. So oftentimes you know we can sometimes have seven or eight people on deck just because – because we're able to get people that want to be there.

So we are fortunate in that regard where we do have staff that can support things, but there are some times where we have to run two different groups as a coach or sometimes I've got to combine it with a couple of different groups and find ways to make that work under one coach. I think where it became individual for Andrew was with some of the objectives. Looking specifically at things that he and I both felt were going to make him better, and really trying to focus on those things in practice. And sometimes I would build those things in with the whole group because I felt like it was something that they could benefit from. You know sometimes it would be something very specific for him within a set where I do a lot of individual prescriptions within sets where we'll have a set that everybody is going to do, but there may be a separate version for Andrew.

Because he's got some specific things to work with, so he's going to do it within the frame of that set. But his focus is going to be a little bit different. And so it means that we have to be really organized as coaches. It means

that we've got to be on top of things. I'm fortunate I have a fifty meter facility with a lot of short course space. And so we're able to spread out a little bit, but that's always our goal. I don't believe in train swimmers in large blocks. I don't believe all my sprinters should be in a sprint group or all my distance swimmers should be in a distance group and some of the best breakthroughs we've had are when we put kids in situations which are a little bit atypical for what we would typically train that type of swimmer for. And I definitely give them some ownership in that process. I think each year they go through our program they offer more and more.

And our goal is to make all of them curious to have some really great discussions about what it means to get better and to try to find ways within the system because you can't – we can't train everybody one on one. To find ways within the system to manipulate it to be, for them to get what they need.

[Audience Member]: In high school did he have to pick a sport?

[John Howell]: I think he had to pick a – he did a spring sport too, and I can't remember what it was. I want to say it was like soccer. But no I don't think it was a key I think he just – he wanted to swim and you know polo was the next best thing. It was the only option he had so he chose it. He was captain in the polo team at senior year. So again that leadership piece came into play, but I don't think the polo was crucial. It just gave him a chance to be in the water to do some fitness. And my guess is I think David Fox coached both polo and swimming. So he had probably a lot of the swim team in the polo team so it was a way to expand their season a little bit. But you know I think that's one of the things that we have had to be creative with. And again that's where the collaboration comes in. There were times where the restrictions of D3 were going to keep him from reaching his goals and we had to expand our network a little bit and get some other people involved. And some of the people invested in order to give him what he needed and I think Andover was like that too. By the time he was a senior he felt really constrained by that framework and he really wanted – he was eager to add more on to what he did. He was eager to have a longer season to be able to train more to do weights. There are some kids that come from environments like that and they're a little bit nervous coming in. He wasn't nervous at all. He was ready to take it on.

[Audience Member]: How did you handle the balance I guess between him having such lofty goals and then you know him coming up a little bit short in his eyes, but you know as a coach having the perspective knowing he was being really successful, how did you handle helping him kind of fail well?

[John Howell]: Yeah it's a good question. It's something I think I need to get better at in general because my population tends to be overachievers. And failing is a very difficult thing for them, and I think sometimes if you get a kid who takes the risks and puts down a big goal and they come up short it can be really devastating to them, and really detrimental down the road. So I think it's something that learning from Andrew I -- and from others I think it's something that I need to work on that framework. But with him I allowed him to have his moment you know to begin with. You know in my mind that season wasn't a complete failure. He got better and he got significantly better. And he was part of a couple of relays that won and that was part of what his objective was that year.

But obviously you know it would have been wrong for me to discount how he felt because in his mind not winning the National Championship was failure. And so I had to allow – I had to accept that and we had to talk through that and say okay, that's a valid way to feel. But then with a little bit of time, you know we're able to come back and really look at it a little bit more rationally as opposed to emotionally. And that's where we – you know I did talk to him about okay, what did we accomplish, what was good about

this year, what did work. And I think it helped him to look at the positives. But then it also gave that for him it was always what's next. You know and that I had the first Olympic trial qualifier I had was the one by the name of Claire Pavlak, who was a sprinter for us and she was a senior.

And she made it at the – after our Division Three Nationals they do a qualifying – a long course qualifying meet right after the four day championship meet. And she actually made the fifty at that meet which is really hard to do. It's hard to go four emotional days of a championship and then hop up to a long course pool NCAA and make a cut. But she made it there –, but for Claire that came off of probably the biggest failure of her four years at Emory which was her conference meet, senior year. And it was at her hometown. We were in Cleveland. All her friends were there, her old coaches, her parents. The year before, I had a swimmer that was you know swimmer of the year, who was a sprinter and she won everything and won of – all our relays and just had this phenomenal meet.

And so I think in Claire's mind that's what she wanted to do and it was bad. It was just a bad meet. She wasn't – she didn't make our 400 for relay at that meet. And that was again really devastating for her at the time. But by Monday, she was coming back to me and we were with a list of things that she wanted to improve before Nationals. You know it was always that forward thinking of okay, this happened. I'm awake now. I realize I'm vulnerable, how do I turn that into something that's a positive. And so it was really driven by her and again she tapped into every resource she could. I mean you know so when I suggest to me as a sports psych person she was like okay. And so she met with the sports psych person. We looked at her training. She came in and did some extra stuff. We focused on some weaknesses from that meet. We looked at very rationally and we really looked at it forward thinking.

And then she went out and had a great national sports and made trials which she wasn't even planning to do the time trial at that meet and just hopped up and did it. And then it went to trials. Andrew was the same – is the same way. You know I think getting other people to do that, to allow them to have their moment. Because I think if you start discounting that moment and you start arguing with them right then and there. That response is so emotional they immediately put up barriers. And I think it my experience has been that. It minimizes your opportunity to go back to them later and make it a productive thing. I think Claire and Andrew were both ones that naturally looked at things and productively and forward thinking when they fail. Others are not as easy and that's – I think that's where the challenge comes in.

[Audience Member]: Did see the visible journey change at all from high school to college?

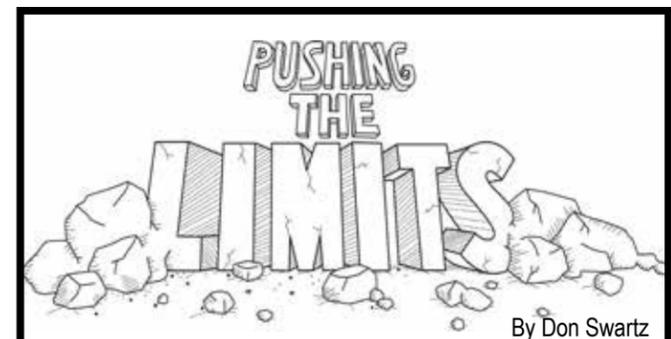
[John Howell]: Yeah.

[Audience Member]: Like drastically or is it...?

[John Howell]: Not drastically. That first picture that I put up there was his picture of senior – freshman year. It was his... this is before we even started. He's still a pretty big guy you know he was – he hadn't lifted really at that point. But he had done dryland. He was strong. He was a pretty big developed kid. So he wasn't you know he wasn't one of these you know skinny puny kids. But he is definitely stronger now. He's definitely bigger, but it wasn't a huge drastic transformation. Yeah and I know what you mean, you know, you dream of those kids that come in as sticks and they leave.

[Audience Member]: I was thinking in more terms of height.

[John Howell]: No height, no not much. I mean he was you know I think he might be a little taller than when he came in, but it not significant. It was really more just stronger. Great. Thank you all.



Craig Carson, Brentwood Seawolves, sent us a WSJ article from the Sat/Sun Feb 3-4 edition in the Review Section titled Head Games (if you want the full story check it out). The article chronicled the history of our understanding of human limits, how we test for them and how we might overcome previously interpreted limitations.

A loose summary is that the brain physiologically is wired to keep us from killing ourselves, literally. When it perceives we are doing damage to ourselves through feedback it receives during exertion, it "makes" us ease off. But the science today tells us that "the feeling that you can go no further is just that – a feeling."

In a 2014 experiment researchers "showed cyclists images of smiling faces in imperceptible 16-millisecond flashes. The exposure boosted cycling performance by 12% over the level recorded with frowning faces projected in the same way. The sight of the smile didn't lower the subjects' heartrates or lactate levels. Instead it subtly altered how their brains interpreted those signals, evoking feelings of ease that bled into their perception of how hard they were pedaling."

That is very powerful science and armed with this knowledge we believe that our athletes can do more work at higher levels of discomfort thus achieving better physiological adaptation...and correspondingly find higher levels of confidence that ultimately fuel performance.

The simplest and perhaps most effective tool is the ability to train yourself using motivational self-talk. There are many who will poo-hoo this calling it hokey. However, there is an ever growing body of scientific research that shows it is very real. It is pretty simple; you replace negative self-talk "man I am cooked" with "keep pushing, you're doing well."

For more details see "Endure: Mind, Body and the Curiously Elastic Limits of Human Performance" by Alex Hutchinson

Thanks Craig for the eye opener!

**You will never
know your limits
unless you push
yourself to them.**



ASCA LEVEL 4 LEADERSHIP SCHOOL *IS NOW ONLINE!* GET CERTIFIED TODAY!

Hello Coaches,

As of Feb. 28, the ASCA has put in our online store the Level Four School – Leadership.

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The School has three parts: Part One discusses the role of leaders, the skills of leadership and the “how-to’s” of the daily nuts and bolts of leading groups, and teams and organizations of all sizes and types.

The second part moves from that base, into specific leadership issues that occur in types of swim organizations from YMCA’s, to High Schools, to club teams to NCAA teams, and also provides an overview of the various alphabet organizations, ASCA, CSCAA, NISCA, National Federation, NCAA, USOC, USA-Swimming, FINA and the IOC which touch all of our coaching lives. It’s the 30,000 foot view of the world of swimming in the 2nd hour of the second section.

The third part comes right down to the grass roots level where you and I coach everyday.....we have to sell our ideas to everyone we touch, athletes and parents, administrators, principles, Athletic directors...literally everybody. Part Three discusses what sales is, how to approach it and how to sell successfully, including to your own group with the common questions that every coach has to answer.

Overall, its six hours of very specific things that you can use TODAY to improve your success as a swimming coach and your effectiveness as a leader.

More development will take place over the coming years and we solicit your ideas on areas to address and questions to discuss. Let us know your thoughts at JLeonard@swimmingcoach.org



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50TH WORLD CLINIC SCHEDULE

SEPTEMBER 4 - 9, 2018 • ANAHEIM, CA

TUESDAY - 9/4/2018

Begin CSCAA Track – 3 talks in afternoon

Ray Anderson- ASU Athletic Director	1:00PM - 2:00PM	TBA	CSCAA
Catherine Vogt	2:15PM - 3:15PM	Connecting with Your Athletes	CSCAA
Augie Busch	3:30PM - 4:30PM	Backstroke	CSCAA

Schools

John Bitter	9:00AM - 4:00PM	Level 4 – Leadership	Schools
John Leonard	8:00AM - 12 NOON	Swim Meet Coach	Schools
Guy Edson	1:00PM - 5:00PM	Writing Workouts	Schools
Peggy Ewald	1:00PM - 5:00PM	Advanced ParaSwim – 2 hours of classroom, 2 hours of pool instruction	Schools

SPECIAL SEMINAR – 1:00PM - 5:00PM – COACH JON URBANCHEK

WEDNESDAY - 9/5/2018

Begin CSCAA Track – 3 talks in afternoon

Greg Meehan, Stanford	8:30AM - 9:30AM	TBA	CSCAA
Charlie Griffiths, Claremont Mudd-Scripts	10:00AM - 11:00AM	Building a Championship Conference Team	CSCAA
CSCAA	11:15AM - 12 NOON	Business Meeting	CSCAA
Gregg Wilson	1:00PM - 2:00PM	Lessons and a swim club- How to Make a Living Coaching College Swimming	CSCAA
Greg Malszecki, York University	2:30PM - 3:30PM	Listening Skills for Everyone	CSCAA
Jeff Kostoff	4:00PM - 5:00PM	Stanford Men's Distance Swimming	CSCAA

Schools

Jackson Leonard, Gulliver Prep HS	8:00AM - 5:00PM	Level 2	Schools
Steve Morsilli, Pleasanton Seahawks	9:00AM - 5:00PM	Level 3	Schools
Paris Jacobs, (Machine Aquatics) & John Bitter, Santa Clara	9:00AM - 5:00PM	Level 5	Schools
Charlie Hoolihan	1:00PM - 5:00PM	Dryland for Explosive Power and Speed	Schools
Don Swartz	7:00PM - 8:15PM	Keynote talk: The Many Faces of Coaching...A Tribute to our Profession	Schools

ASCA Business of Swimming Track all day – NO additional Charge (SwimAmerica Conference Attendees Invited)

Mark Schubert, Jim Wood, Kathleen Klein-Prindle	9:00AM - 10:00AM	Being a Professional Swimming Coach	Business
Bill Schalz	10:15AM - 11:15AM	Using SwimAmerica to Build Your Swim Team Size and your Bank Account	Business
George Block/ Jackson Leonard	11:30AM - 12:30PM	Millennials Coaching – Adaptations by them and by the Head Coach	Business
George Block	2:00PM - 2:45PM	Using StrongAmerica to help your staff to full time coaching status and expand your Business Model	Business
Mike Kolebar, Nitro Swim Club	3:00PM - 4:00PM	The Pieces of a Large, Successful Swimming Business	Business
Peggy Ewald	4:15PM - 5:15PM	The Para-Swimming Model – Why You Should Be Offering Para swimming	Business

Welcome Party in the Exhibit Hall 8:20PM - 10:00PM
Meetings: ASCA Board Meeting 1:00PM - 5:00 PM

THURSDAY - 9/6/2018

AM – 3 Major Talks

Dave Durden, Cal.	8:00AM - 9:00AM	TBA	Major Talks
John Atkinson, Canada	9:30AM - 10:30AM	TBA - Sponsored by TrintonWear, Inc.	Major Talks
David Salo	11:00AM - 12 NOON	Interviewed by Coach Ira Klein	Major Talks

FIRST TIMERS LUNCH WITH THE PRESIDENTS – CHUCK WARNER, GEORGE BLOCK, IRA KLEIN AND DON HEIDARY. SIGN UP AT REGISTRATION. PAY FOR YOUR OWN LUNCH!

PM – Age Group track – 4 presentations!

Gordy Westerberg/ Steve Haufler/ Jon Urbanek	1:00PM - 1:45PM	Fixing Errors	Age Group
Mark Bennett, Clovis Swim Club	2:15PM - 3:00PM	Coach of Claire Tuggle	Age Group
2017 AGCOY – Rob Norman, Titans	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

Senior Track – 4 Presentations!

Dave Durden	1:00PM - 1:45PM	TBA	Senior
John Atkinson	2:15PM - 3:00PM	TBA	Senior
David Salo	3:30PM - 4:15PM	TBA	Senior
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Senior

Science Track – 3 Talks!

Dr. Jan Prins	TBA	Impulse as applied to swimming stroke mechanics : The elephant in the room	Science
Mark Luko, PT, DPT, CSCS	TBA	How breathing affects posture in swimming	Science
Keenan Robinson & Dr Danny Mistry (USA Swimming Sports Science)	TBA	Concussion Management in Swimming	Science

ASCA ANNUAL AWARDS BANQUET AND HALL OF FAME INDUCTION
RECEPTION: 6:00PM - 6:30PM • DINNER AND CEREMONIES – 6:30PM - 9:00PM

FRIDAY - 9/7/2018

AM – 2 Major Talks

Coaches Mark Schubert, David Marsh and George Block	8:00AM - 9:00AM	Creating a World Class Coaching Career	Major Talks
ASCA Business	9:00AM - 11:00AM	Meeting & Elections	Business
Coach Ben Titley, Canada	11:00AM - 12 NOON	TBA	Major Talks

NOON - 1PM: ASCA BOARD MEETING/ BUSINESS LUNCH

PM – Age Group track – 3 presentations!

Bryan Dedeaux, Mission Viejo	1:00PM - 1:45PM	The Mission Viejo Dryland Program; age group to senior	Age Group
Jackson Leonard, Gulliver Prep HS	2:15PM - 3:00PM	TBA	Age Group
Mark Bennett, Clovis	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

SPECIAL SEMINAR – 1:00PM - 5:00 PM – COACH BRUCE GEMMELL

Science Track – 3 presentations.

Dr. Jan Prins	1:00PM - 1:45PM	The use of high speed motion analysis in examining selected topics in swimming including Turns and Breakouts	Science
Tristan Lehari	2:15PM - 3:00PM	TBA	Science
TBA	3:30PM - 4:15PM	TBA	Science
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Science

PM – High School track – 3 presentations.

Arvel McElroy	1:00PM - 1:45PM	Legal Issues in HS Coaching	High School
Joel Shinofield	2:15PM - 3:00PM	College Swimming for Everyone	High School

FRIDAY - 9/7/2018

PM – High School track – 3 presentations Continued

Jeff Grace	3:30PM - 4:15PM	Swimming Specific Yoga: Part One	High School
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	High School

PM – Senior track – 3 presentations.

Jeff Grace	1:00PM - 1:45PM	Swimming Specific Yoga	Senior
Ben Titley, Canada	2:15PM - 3:00PM	TBA	Senior
TBA	3:30PM - 4:15PM	TBA	Senior
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Senior

5:00PM - 6:00PM - IN THE EXHIBIT HALL – “THE NEWBIES SPEAK” – TED TALK FORMATS WITH MICHAEL LAWRENCE MODERATING. 8 MINUTES OF FAME. 8 SELECTED NEW SPEAKERS. CAN NEVER HAVE SPOKEN AT THE WC BEFORE. NEW IDEAS, NEW SPEAKERS!

7:00PM - 8:30PM - MEETING: - EVENING – WORLD SWIMMING COACHES ASSOCIATION MEETING.

7:00PM - 8:30PM SAFE SPORT – A DISCUSSION LED BY MEMBERS OF THE USA SWIMMING SAFE SPORT COMMITTEE

SATURDAY - 9/8/2018

AM – 3 Major Talks

Counsilman Memorial Lecture - Benjamin Hardy	8:00AM - 9:00AM	“Thirty Behaviors That Will Make You Unstoppable”	Major Talks
Gregg Troy	10:00AM - 11:00AM	Developing Caeleb Dressel’s starts and turns	Major Talks
Mark Schubert	11:15AM - 12:15	Interviewed by Casey Converse – The Magic of Thinking Big	Major Talks

PM – Age Group track – 3 presentations.

Denise Carlson, Foxjets	1:00PM - 2:00PM	Navigating the transition from Age Group to Senior	Age Group
Bryan Dedeaux, Mission Viejo	2:15PM - 3:15PM	TBA	Age Group
Jackson Leonard, Gulliver Prep HS	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

High School track – 6 presentations.

Arvel McElroy	8:30AM - 9:30AM	TBA	High School
Joel Shinofield	10:00AM - 11:00AM	Recruiting	High School
Jeff Grace	11:15AM - 12 NOON	Swimming Specific Yoga: Part Two	High School
Gregg Troy	1:00PM - 2:00PM	Developing a Culture of Hard Work	High School
TBA	2:15PM - 3:15PM	TBA	High School
Dr. Gary Hall, Sr.	3:30PM - 4:15PM	Using Technology in Coaching and Swimming	High School

Saturday – Psychology Track

Greg Malszecki	1:00PM - 1:45PM	Topic of His Choice	Psychology
TBA	2:15PM - 3:00PM	TBA	Psychology
Denise Carlson	3:30PM - 4:15PM	Creating Consistent Culture and Skill Language for a team	Psychology

WORLD SWIMMING ASSOCIATION MEETING 1-5 PM.

Sunday - 9/9/2018

Sunday – Schools - 4 presentations.

Dr. Gary Hall, Sr.	8:00AM - 12 NOON	Using Technology in Coaching and Swimming	School
John Leonard	8:00AM - 12 NOON	Working Successfully with Swimming Parents	School
Guy Edson	8:00AM - 12 NOON	Certified Stroke Technician Course (learn to swim to novice swim team)	School



2018 ASCA World Clinic Registration Form

September 4-9, 2018 • Anaheim, CA

Please Choose Clinic Registration Type:	Jan-Feb 9	Feb 10-May 31	Jun 1-Jul 27	Jun 28-Aug 18	Aug 19-On Site
<input type="checkbox"/> Current ASCA Member:	\$200.00	\$280.00	\$350.00	\$400.00	\$450.00
<input type="checkbox"/> New/Renew Member:	\$280.00	\$360.00	\$430.00	\$480.00	\$530.00
<input type="checkbox"/> New Life Plus US Member:	--- \$2,000 (includes ALL future World Clinic registrations)---				
<input type="checkbox"/> New Life Plus International Member:	--- \$2,500 (includes ALL future World Clinic registrations)---				
<input type="checkbox"/> Current Life Plus Member:	-----FREE World Clinic Registration-----				

Additional Educational Opportunities at an Additional Cost:

<input type="checkbox"/> Coaching at a Swim Meet	Tue. 9/4 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
<input type="checkbox"/> ASCA Level 4: Leadership School	Tue. 9/4 (9:00 AM – 5:00 PM)	Coach John Bitter	\$80.00
<input type="checkbox"/> Special Seminar with Jon Urbanchek	Tue. 9/4 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> How to Write Age Group Workouts	Tue. 9/4 (1:00 PM – 5:00 PM)	Coach Guy Edson	\$50.00
<input type="checkbox"/> Advanced Para-Swim	Tue. 9/4 (1 PM – 5:00PM)	Coach Peggy Ewald	\$50.00
<input type="checkbox"/> SwimAmerica Conference	Wed. 9/5 and Thu. 9/6	To Be Announced	\$175.00
<input type="checkbox"/> ASCA Level 2: Stroke School	Wed. 9/5 (9:00 AM – 5:00 PM)	Coach Jackson Leonard	\$80.00
<input type="checkbox"/> ASCA Level 3: Physiology School “The Planning and Execution of Training”	Wed. 9/5 (9:00 AM – 5:00 PM)	Coach Steve Morsilli	\$80.00
<input type="checkbox"/> ASCA Level 5: Administration School	Wed. 9/5 (9:00 AM – 5:00 PM)	Coaches Paris Jacobs and John Bitter	\$80.00
<input type="checkbox"/> Dryland for Explosive Power	Wed. 9/5 (1:00 PM – 5:00 PM)	Coach Charlie Houlihan	\$50.00
<input type="checkbox"/> Special Seminar with Bruce Gemmill	Fri. 9/7 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> Using Technology in Coaching and Swimming	Sun. 9/9 (8:00 AM – 12 Noon)	Coach Gary Hall Sr.	\$50.00
<input type="checkbox"/> Working Successfully with Swim Parents	Sun 9/9 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
SwimAmerica Training	Sun 9/9 (9:00AM – 12 Noon)	Contact Julie Nitti to Register 1-800-356-2722 or jnitti@swimmingcoach.org	
<input type="checkbox"/> Certified Stroke Technician	Sun. 9/9 (9:00 AM – 12 Noon)	Coach Guy Edson	\$50.00
<input type="checkbox"/> Translation (English to Spanish) during the World Clinic			\$200.00

World Clinic Yearbook 2018 (choose option): Binder version - \$20.00 CD version - \$20.00 Binder and CD -\$30.00
Pre-Order Price International Binder – add \$50.00 to order

Name _____

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Amount Enclosed/Total: \$ _____ Payment: check (US Funds Only) or credit card (American Express, Discover, MasterCard or Visa)

Card Number _____ Exp. Date _____ Signature _____

Mail form to: American Swimming Coaches Association, 5101 NW 21st Avenue, Suite 530, Fort Lauderdale, FL 33309
Register online at www.swimmingcoach.org | Register by phone at 1-800-356-2722 or (954) 563-4930 | Register by fax to (954) 563-9813
Hotel: Anaheim Marriott • 700 W Convention Way • Anaheim, CA 92802 • Phone: 1 (877)-622-3056 • Rate: \$139.00 single/double

Find more information about the 2018 ASCA World Clinic online at: www.swimmingcoach.org/worldclinic/

Cancelled: The ASCA cannot issue refunds or credits for any cancellations. We can defer the registration to a year later, under cases at our discretion.
Terms and Policies: The ASCA reserves the right to cancel, reschedule or substitute speakers for particular events, activities or sessions. The ASCA may record or photograph sessions for sale and distribution. By registering, individuals agree that the ASCA may photograph and record audio/video, their attendance and involvement in the program. Individuals agree that the ASCA may use these images/recordings for promotional purposes. Only the ASCA may electronically record any portion of the convention. Registrants agree to refrain from marketing products or services during the convention except as part of a booth in the Exhibit Hall. Registrants agree to turn off cell phones/pagers or keep on vibrate during the convention. The ASCA does not endorse any speaker's or exhibitor's products or services.



TEACHING AGE GROUP SPORTS PSYCHOLOGY IS NOW ONLINE! GET CERTIFIED TODAY!



This popular course addresses coaches on how to do two key things to help their teams: First, how to teach **PEAK PERFORMANCE MENTAL SKILLS** to their athletes. And second, how to develop and provide a series of educational opportunities built around developing Life Skills for their athletes.

THE EDUCATION ROAD TO LEVELS 3 - 4 - 5

First, if you are already certified at Levels 3-4-5 via your Athlete Achievement, Education and Experience, nothing changes. No need to do anything!

As of February 1st 2018, ASCA now recognizes Education as its own Category!

The three legs of the certification stool have always been EDUCATION, EXPERIENCE, and ACHIEVEMENT. On the new certificate, if you have coached an athlete with the required Achievement, it will be shown as the word Performance added to the normal "Level 4 - USA-Swimming." *If you gain a Performance Level 3-4-5 certification, you will receive the traditional ASCA blue and gold certificate.

If you do not yet have an athlete at the required Achievement Level, you can still have access to Levels 3-4-5. They will be termed: "Level 3 Education - USA-Swimming" (or whichever level you earn in whatever category you primarily coach.) *If you gain Education Level 3-4-5 certification, you will receive the new ASCA red and gold certificate.

Requirements for Level 3 Education Category:
Completion of all Five Required Education Courses and 3 Continuing Education Courses of the available list.

Requirements for Level 4 Education Category:
Completion of all Five Required Education Courses and 4 Continuing Education Courses of the available list.

Requirements for Level 5 Education Category:
Completion of all Five Required Education Courses and 5 Continuing Education Courses of the available list.

So, no need to wait for an athlete achievement for access to our upper three Certification Levels. You can access them NOW through meeting the above requirements. This recognizes that you are highly educated coach and should be rewarded as such.

In this way, while you are still working on your athlete achievement levels, you can be recognized for your commitment to your profession through your education. Education is one of the tools on the way to being recognized as a Great Swimming Coach! (Think of it as the brain surgeon who hasn't done any operations yet, but has completed the highest level of study required to begin doing so.)

Remember there is *NO change to the current 32 year system of Achievement-Based Levels 3-4-5. This is an opportunity for many more coaches to be recognized.

ASCA Continuing Education Courses

Only courses listed; satisfy the ASCA Levels 3-4-5 Education Requirements:

1. Advanced Freestyle
2. Advanced Backstroke
3. Advanced Breaststroke
4. Advanced Butterfly
5. Dryland Training
6. Teaching Age Group Sports Psychology
7. Distance Training (Modules 1-2-3, each module counts as one course.)
8. Coaching 8 and under Swimmers
9. Training Age Group and Masters Swimmers - Maglischo
10. Strength and Flexibility Training for Swimmers - Maglischo
11. Vital Reading for Swimming Coaches
12. Drills and Games - Potts
13. Personal Organization for Coaches - Edson
14. Working Successfully with Swimming Parents - Leonard
15. Nutrition for Swimmers - Maglischo
16. Common Issues and Solutions in Age Group Swimming - Edson
17. How to Write Workouts - A Guide for Age Group Coaches - Edson

Tests must be submitted for credit to be earned. Please email tests to certification@swimmingcoach.org. *Not all schools include a test; in this case, a summary of the course must be submitted to gain credits.

- For Level 3 Education, all five Required Schools and any three of the above CE Courses.
- For Level 4 Education, all five Required Schools and any four of the above CE Courses.
- For Level 5 Education, all five Required Schools and any five of the above CE Courses.

ASCA Required Schools

All 5 ASCA Schools are required for 3-4-5 Education Certification

1. Level 1- Foundations of Coaching
2. Level 2 - The Stroke School - The Teaching of Strokes, Starts and Turns.
3. Level 3 - The Physiology School - the Planning and Execution of Training.
4. Level 4 - The Leadership School
5. Level 5 - The Administration School for Clubs, High School and College teams.



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Coach Steve Morsilli
Pleasanton Seahawks, California

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are

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To join as an ASCA Life Plus Member,
Call 1-800-356-2722 (in the USA)
or 954-563-4930 from international.

John Leonard

Life Plus Membership means:

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2	You never again pay for yearly membership. It's paid. Period.
3	You get one copy of every ASCA school for yourself. (or give them to one of your staff if you have already taken some of them.)
4	ASCA Life Plus is tax deductible as a business expense for you as a swimming coach.
5	Every Life Plus dollar goes into the ASCA Reserve fund to help you and us build the long term financial health of your professional association.

GET YOUR CERTIFICATION TODAY
AND START EARNING MORE!





ON-LINE Certification Schools & Video Courses

**LEVELS
1, 2, 3, & 4
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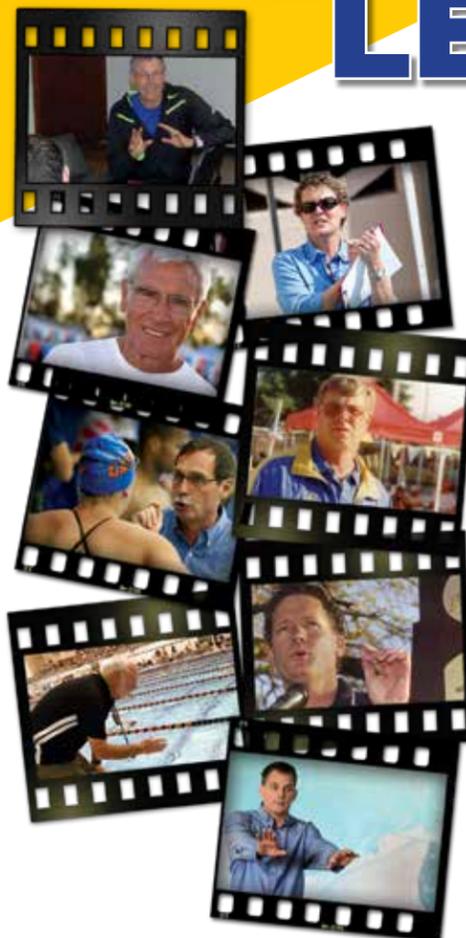
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**Coaches for students of all ages
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world's most influential coaches and
Olympic swimmers.**

ASCA Online Education now includes an ever-growing collection of online video presentations. Analyze the excellence of the best swimmers in history. It is a must-experience for all swimming coaches.

The Levels 1, 2, and 3 certification courses are sold on our website in the ASCA Store. Once purchased, members may self register and access their online courses via the Member Dashboard. Online educational presentations and tutorials can be found at ASCA's Online Education page on the web at www.swimmingcoach.org/online-education. Videos and digital downloads can be purchased directly and will be immediately viewable. ASCA has developed several new courses recently including the Advanced Breaststroke and Advanced Freestyle Training. Get started today to take the first step in advancing your career to the next level.

ENROLL TODAY!



Certification is Evolving!

The Certification Program of the American Swimming Coaches Association is changing as of Feb. 1, 2018! First, if you are already Certified at Levels 3-4-5 via your Athlete Achievement, Education and Experience, nothing changes. No need to do anything!

The only thing you will notice is that on your NEXT level, you will find It Says:

Coach Josephine Jones – Level 4 PERFORMANCE USA-Swimming.

The three legs of the certification stool have always been ACHIEVEMENT, EDUCATION and EXPERIENCE. (on the new certificate, if you have coached an athlete with the required Achievement, it will be shown as the word PERFORMANCE added to the normal "Level 4 – USA-Swimming.")

Beginning Feb. 1, 2018

ASCA Will Recognize Education as its own Category!

So, if you do not yet have an athlete at the required Achievement Level, you can still have access to Levels 3-4-5. They will be termed: "Level 3 Education – USA-Swimming". (or whichever level you earn in whatever category you primarily coach.)

Requirements for Level 3 Education category:

Completion of all Five Required Education Courses and completion of 3 Enrichment courses of the available list. (Completion means passing the test.)

Requirements for Level 4 Education category:

Completion of all Five Required Education Courses and completion of 4 Enrichment courses of the available list.

Requirements for Level 5 Education Category:

Completion of all Five Required Education Courses and completion of 5 Enrichment courses of the available list. So, no need to wait for an athlete achievement for access to our upper three Certification Levels. You can access them NOW through meeting the above requirements. This Recognizes that you are highly Educated Coach and Should be rewarded as such.

Example: Your Certificate might say:

"Coach Todd Smith – Level 4 Education/Level 3 Achievement"

Or "Coach Ellen Jones – Level 5 Education/Level 4 Achievement."

If you are a Level 2 coach with no achievements yet, your Certificate would read:

"Coach Ted Danson – Level (3) (4) (5) EDUCATION"

In this way, while you are still working on your athlete achievement levels, you can be recognized for your commitment to your profession through your Education. Education is one of the tools on the way to being recognized as a Great Swimming Coach!

(Think of it as the Brain surgeon who hasn't done any operations yet, but has completed the highest level of study required to begin doing so.)

Our International Members may also participate in this Certification opportunity in the exact same way.

Remember there is NO change to the current 32 year system of Achievement Based Levels 3-4-5. This is an opportunity for many more coaches to be recognized.

All the Best, John Leonard, Executive Director since 1985.

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