

AMERICAN Swimming

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It's Time to HONOR
10&UNDER
COACHES

Authored By
Coach Kim Seaman

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DEVELOPMENT
in **PRACTICE**
WRITING

Coach Dale Porter



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It's Time to HONOR 10&Under COACHES

By **Kim Seaman**

With the help of ASCA & USA Swimming

WHY IT MATTERS:

Research shows that 70% of children quit all organized sport by the age of 13. We want to recognize and thank those good coaches of 10&U who help our sport beat these odds by getting our athletes off to a great start.

The majority of our elite swimmers began swimming as young children under the age of 11 years old. They started out all the same way: standing over the edge of a pool. Below them was the water, and in front of them was an unknown future in our sport. From there, their swimming career began with the guidance of their coach.

The first years of a child's swimming career are the first steps along the "journey of a thousand miles", and we must acknowledge that this journey is not possible without those guided first steps.

As coaches, we recognize the importance that the beginning of a swimmer's career holds for his/her development in the sport. Simply put, if the swimmer does not enjoy the sport from the beginning, he/she will not likely continue on with the sport for very long. Furthermore, if the swimmers do not learn the fundamentals of the sport properly at this critical time, they are more susceptible to forming bad habits that could lead to technical roadblocks in their way to success or even cause injury down the road.

Ensuring that these two basic needs - Fun and Fundamentals - are met is among the many responsibilities that coaches of 10-and-unders have. Given their audience, coaches of 10& under swimmers also have quite a challenge in order to achieve those goals while negotiating with the extremely short attention span of that age group. Additionally, coaches of our youngest and newest competitive swimmers constantly have new swim parents to educate, encourage, and "sell" on the sport. First impressions are critical as well, and that first impression of our

sport on swimmers, families, potential future Olympians; etc. often rests in the hands of this specific group of coaches.

As with the coaching of any level, the 10& under age group presents unique needs to be met for success to be reached. These tasks are just a few examples of what the coaches of our 10-and-unders may face. Accomplishing each task is important given the influence they have on the longevity and success of our sport's athletes. Kudos to those dedicated coaches who encourage children and parents through the difficult, yet hopefully enjoyable, path of taking those first steps along the journey towards being a part of our sport long-term.

Despite the obvious contribution and value the coaches of our youngest swimmers have, formally recognizing and appreciating this level of coaching in our profession is difficult to implement and, therefore, lacking. Objectively measuring the success of a coach of this 10& under age group is far more difficult than measuring for the successful coaching of older age groups where one's coaching achievement is easily measured by the swimmers' performance. Clearly, the performance level of a 10& under swimmer is

not truly an accurate measure of the coaching being provided (what Olympic Team has ever benefited from a former 10& under State Champion who quit the sport at age 12?).

Regardless, the difficulty in measuring what makes a successful “10& under coach” should not deter the effort to strive towards honoring those coaches who have provided value to our sport through their service to our young 10& under athletes. Many studies have shown the significance of providing recognition and appreciation to employees in order to motivate those employees towards continued success. Furthermore, according to a 2012 study by Forbes magazine, companies who scored in the top 20% overall for having a recognition-rich work environment displayed 31% less voluntary turnover by its employees. This data, along with other similar findings, supports the critical need to recognize our successful coaches... at all levels.

Without such recognition, we may be losing coaches who are exceptional with the 10& under swimmers and meet the unique needs for success at that level.

Given the more frequent recognition of our sport’s age group, senior, and elite level coaches, our exceptional coaches of the 10& under age group may be drawn towards coaching the more advanced level swimmers too. While the expected pathway of progress in our profession often leads one from coaching younger swimmers to more elite swimmers as his/her coaching career develops, this path may not benefit our sport the most. If a coach is exceptional at coaching one level within the developmental process, it may not mean that they are going to be equally exceptional coaching at another age group, if those age groups have different needs.

Despite the difficulty, recognizing and honoring the outstanding coaches of our 10-and-unders is a valuable mission. In order to achieve or increase superiority at the top level of our sport, we would benefit from promoting excellence and capitalizing on the strengths and talents of our best coaches at all levels of our sport. Stronger coaching at the novice level should contribute to a stronger group of athletes moving into the age group, senior, and elite level programs at the top.

We may have an opportunity for improvement in our profession and sport overall by beginning an effort of recognizing and honoring the coaches of our youngest swimmers. Those coaches who can be recognized as the starting point of an excellent elite swimmer have provided significance to our sport by being a part of that swimmer’s first steps in their journey to the top. That is valuable. Communicating that the value is recognized is important or else the opposite message may be assumed and excellence may be deterred. This article seeks to help the process by beginning the hard task of recognizing some of our country’s exceptional “10& under coaches.” While the hopes and plans for this pursuit may evolve from here, this marks the start of a valuable journey.

We hope you will join us in honoring the starting point for our National Junior Team. Our 2014 – 2015 NJT swimmers indicated the highlighted coaches as their primary 10 & under coach.* Because of their significant place in the first steps of these swimmers’ journeys, let’s take a moment to recognize the value these coaches have provided to our sport and profession and say a sincere *Thank You!*

THE STARTING POINT OF OUR NATIONAL JUNIOR TEAM



Coach Ryan Sprang

Nittany Lion Aquatic Club in State College, PA

NJT Swimmer: Remedy Rule

Coach Ryan was a competitive swimmer his entire life and began coaching immediately after college. He has now been coaching for 13 years and has been involved with coaching at all levels of the sport with stops in New Jersey, Virginia, Mechanicsburg, PA, and now State College, PA. Currently, he is the Head Coach of the Nittany Lion Aquatic Club and also the State College High School Swim Team. He has enjoyed working with some outstanding young men and women ranging in age from the very beginner level to post-collegiate athletes and ranging in ability level from the novice to the nationally ranked.

Remedy says to Coach Ryan: *“You’re the reason I fell in love with swimming! I still remember when you first came to the team. You looked at me swimming and said ‘What? Girls don’t wear caps here?’”*

Coach Amy Faulk

NJT Swimmer: Emily Allen

Coach Amy Faulk is from Statesville, NC and swam for East Carolina University’s Division I Varsity Team while earning her degree in Exercise Sports Science. For the past 20 years, Amy has been actively coaching swimmers of all age groups, specifically focusing on 12-and-unders. She has also been involved with the NC IMX Camp, Clinics, and Select Camp. She served the Southern Zone Team as a Coach and Team Manager as well. Her philosophy for coaching is to get the swimmers to the pool, teach them about the sport, help them set personal goals to better themselves, boost their confidence levels by achieving obtainable goals, and make it FUN. In addition to year round coaching, Coach Amy is an Aquatics Director for River Run Country Club in Davidson, NC where she serves as the Head Coach of 150 summer league swimmers of all ages.



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Emily said of Coach Amy: *"She was my first coach from competitive swimming, and she made it so much fun. She taught us how to act and swim at meets, and made everything really light while challenging us to do things we didn't think we could do."*



Coach Nancy Williams

Dynamo Swim Club in Atlanta, GA
NJT Swimmer: Knox Auerbauch

Nancy swam competitively as well as played softball throughout high school. She attended Lenoir-Rhyne College on a softball scholarship and graduated with a degree in Sports Medicine/Athletic Training. She also pursued post-graduate degree work in Exercise Science at University of Mississippi. Following her education, Nancy was hired as the Head Age Group/Masters Coach at Sunkist Swim Team in Jackson, MS. Two and half years later, she was hired by Swim Atlanta in the same two positions. In 2004, Nancy came to Dynamo Swim Club in Alpharetta, Georgia where she currently continues to coach. She primarily coaches age group and masters swimmers with some senior level athletes as well.

Knox described Coach Nancy as: *Encouraging, Funny, Genuine, Kind, Knowledgeable, Understanding, and a Good Communicator.*



Coach Ryan Kent

Westside Silver Fins in Goodyear, AZ
NJT Swimmer: Amy Bilquist

Coach Ryan has been the Westside Silver Fins Head Age Group Coach for nearly 15 years. Prior to starting with the Silver Fins in 2003, Ryan began his coaching career as Head Coach for the Goodyear Sharks recreational swim team in the summer of 2000. He attributes his ability to coach and teach to his Mother who was a teacher herself for 36 years. He also acknowledges the influence that sharing the deck with other excellent coaches who also have a passion for our sport has had on his career. He says: *"I've been very fortunate to work with some amazing kids through the years, and I'm grateful to have a job that I truly enjoy doing!"*

Amy said of Coach Ryan: *"I would not be the person or swimmer I am today without Ryan. He is the best age group coach in my opinion. He has taught me how to work hard, endure pain and love swimming. I will never be able to thank him enough."*



Coach Shannon Mackin

Osprey Aquatics in San Jose, CA
NJT Swimmer: Linnea Mack

Coach Shannon started in this sport as the mother of three swimmers. With no swim experience herself, Shannon was a little hesitant about coaching; however, in the fall of 2001, she began coaching with the very youngest, new swimmers on her team. Over the years, she had learned something about swimming technique, but she was told to just "keep them wet and happy." The combination came together well as one of those first swimmers Coach Shannon worked with was eventually ranked Top 10 in USA Swimming as a 10 year old. She is now coaching the top 10- 12 year old swimmers on the Osprey Aquatics team.

Linnea says to Coach Shannon: *"Shannon, thank you for everything you've done to make Osprey what it is, it wouldn't be possible without all of your behind the scenes work. My favorite memories growing up all happened with the friends I made on this team. I am so grateful to be part of the Osprey family you made possible."*

Coach Meghan Olson

Dayton Raiders Swim Club in Dayton, OH
NJT Swimmer: Katie Drabot

Meghan currently coaches at the Senior level with the Dayton Raiders Swim Club in Dayton, Oh. Prior to joining the Raiders in 2013, Meghan swam competitively in college for The George Washington University in Washington, DC as well as spent some time after college competing on the FINA International Marathon Swimming Circuit in North and South America. In addition to her own competitive career in the sport, Meghan has experience coaching all levels of swimmers, from the beginning 8 year-old to the Senior National Qualifier. She has served as the Head Coach for the Germantown Seahawks Swim Club in Germantown, WI, the Developmental Age Group coach for 9-14 year olds at Ozaukee Aquatics in Cedarburg, WI, and in her current role with the senior swimmers at Dayton Raiders. She shows a lot of appreciation for the coaches she has worked with throughout her career saying: *"I was lucky enough to have had the opportunity to work and train with some of the best coaches on the deck today."*

Katie said of Coach Meghan: *"She was very encouraging and caring. She was like a 2nd mom to me - always looking out for me and being very supportive."*



Coach Anthony Petruzzi

Medina Makos Swim Team in Medina, OH
NJT Swimmer: Joey Reilman

Coach Anthony has served as the Head Coach of Medina Makos since 2008. During that time, he has achieved numerous coaching accomplishments including: being the 2015 NOC River Division Coach of the Year for the Medina High School boys, coaching two Top 15 USA age group swimmers as well as multiple swimmers that have competed in The Futures Meet, USA Sectionals, and Central Zones meets, being the Head Coach of the 2011 & 2014 Lake Erie Zone Teams that competed at IUPUI and Spire Natatoriums, and being the 2010 recipient of the Lake Erie Swimming Board of Directors Award and the 2015 Lake Erie Swimming Club Development Award.

Joey said of Coach Anthony: *"I remember Mr. Petruzzi for his dedication and love of swimming. He never failed to step in and help me out if I didn't have a ride or needed extra help with anything. He helped show me love for the sport, and for that I am so grateful."*

Coach Mark Schrank

Southwest Aquatic Team in Muskego, WI
NJT Swimmer: Katrina Konopka

Coach Mark coached for the Southwest Aquatic Team (S.W.A.T) for over 30 years during which time he had 11 #1 ranked National Age Group Top 16 swimmers. Coach



Mark retired from Full-Time Club coaching about four years ago, but he is still on the pool deck every day. He currently helps out with two high school teams, gives private lessons to many kids from different teams around his local area, and fills in for coaches at SWAT when needed. Coach Mark is a strong believer in having fun at practice and being able to focus on great stroke technique.

Katrina says to Coach Mark: *“Thank you for always making swimming fun. I know I wouldn’t love swimming as much as I do now if it weren’t for your practices. I will never forget the airhead prizes, time trialing for pizza, or doing underwater work in the well. Thanks again for making swimming so much fun!”*



Coach Erin McConkey

Southside Christian School/Orchard Farms Swim Club in Simpsonville, SC
NJT Swimmer: Danielle Galyer

Coach Erin is a 2005 Clemson University Alum who began her coaching career as the Head Developmental Coach at the Y-Spartaquatics Swim Club in Duncan, SC.

While there from 2005 - 2014, Coach Erin’s YSSC team ranked consistently in the top 20 for the Virtual Club Competition rankings. They were also the South Carolina State Champion Team repeatedly as well as won Age Group Sectionals Championships three times during her tenure. In addition to her team’s success in the pool, Coach Erin has been recognized for her coaching as well as she was chosen as the 2008 YMCA Employee of the Year and was nominated for the South Carolina Age Group Coach of the Year in 2013 and 2014. Currently, Coach Erin coaches part-time for Southside Christian School and Orchard Farms Swim Club in Simpsonville, SC.

Danielle described Coach Erin as: *Encouraging, Funny, and Kind.*



Coach Mark Gwidt

Ozaukee Aquatics in Cedarburg, WI
NJT Swimmer: Katie Drabot

Coach Mark has been coaching competitive swimming for over 13 years and currently serves as the Head Age Group Coach of Ozaukee Aquatics for whom he started coaching in 2001. In his coaching career,

Coach Mark has coached swimmers of all ages and skills levels, from young Age Group swimmers on up to Masters swimmers. Coach Mark earned the title of Wisconsin Age Group Coach of the Year three times and sums up his coaching philosophy as the: “3 F’s:” Fun, Fit and Fast.”

Katie said of Coach Mark: *“Mark was the building block for my swimming career and success. He taught me to work hard while having fun and enjoying the sport. We always worked on technique, which gave me a good foundation.”*



Coach John Krick

Crown Point Swim Club in Crown Point, IN
NJT Swimmer: Hannah Kukurugya

Coach John is currently an ASCA certified Level 5 Coach who serves as the Head Coach of the Crown Point Swim Club in Crown Point, IN. He has been in that same

position since September 2005. Before coming to Crown Point, Coach John was the Head Coach of the Munster Swim Club in Munster, IN from 1997 to 2005. While at Munster, Coach John led the team to two Age Group State Champion runner-up finishes and coached 16 Top 10 finishes (over half of which were top 5 finishes). In total, Coach John has coached over 120 National Top 16 swims, including three Age Group National #1 ranked swims.

Hannah said of Coach John: *“When I was 10 & under, I trained mostly under the assistant coaches. Therefore, John appeared as an intimidating person who only worked with the older swimmers. However, once I became older I was more engaged with him.”*

Coach Olga Davis

Carpet Capital Aquatics Club in Dalton, GA
NJT Swimmer: Ethan Young

Coach Olga started swimming at age six with the Dynamo Swim Club in St. Petersburg, Russia. She pursued an education specifically to coach swimming and graduated from the Sport School of Olympic Reserve in 1975. She then became a student of the National Institute of Sports and Physical Education. Once her academic work was complete, she started her coaching career. She coached in Russia from 1976 until 1979. Coach Olga then immigrated to the USA in 1981, and she started her first coaching job in the US as the Age Group coach for McCallie School in Chattanooga, TN. She coached at McCallie from 1983-1986. In 2002, Coach Olga became the Age Group coach for Carpet Capital Aquatics Club in Dalton, GA where she stayed until 2012.

Ethan said of Coach Olga: *“I have very fond memories of Olga, even to this day, five years removed from coaching me she is still always offering support and staying in touch. Her guidance has been crucial in my development of the swimmer and person I am now. Olga will always be like a second mom to me and words cannot describe how thankful I am to have had her support throughout the years. She definitely holds a special place in my life.”*

Coach Rod Hansen

Irvine Novaquatics Club in Irvine, CA
NJT Swimmer: Ella Eastin

Coach Rod started with Nova as the 8&under coach in 1994, and he currently serves as the Head Age Group Coach training the 9-14 year old swimmers. Coach Rod’s coaching philosophy is to “create a fun environment where every swimmer enjoys their time with NOVA. Along the way he has been fortunate to coach several SCS and National Age Group record holders. He is always looking for ways to get kids to swim faster.” He is also a proud Alum of SDSU.

Ella said of Coach Rod: *“Rod was the most interactive and engaging coach that I have ever had. He has a way with communicating with young swimmers that make complicated concepts seem simple. He had endless ideas for keeping practices fun, like playing games for warm-up; one in particular was lynx that all of his group loves. I want to thank him for always being patient and reminding me not to breathe into my turn 100 times each practice. He is one of the most influential people that helped me find my passion: swimming.”*





Coach David Breiding

Terre Haute Torpedoes in Terre Haute, IN
NJT Swimmer: Chandler Bray

Coach David has been coaching the Torpedoes for over 10 years and has coached all age groups during that time. Coach David also swam competitively himself for over 15 years and took over the Head Coaching duties of the Terre Haute South Vigo High School swim and dive teams in 2014. He looks forward to many more years to come, especially as his own daughter will become a part the team.

Chandler said of Coach David: *“I can still remember my first ever swim lesson with Dave. I remember walking up the stairs from the pool after the lesson, turning to my dad and Dave, and saying, ‘Man, floating on your back is REALLY hard.’ I always laugh looking back on that memory.”*



Coach Falco Fleischmann

Chattahoochee Gold Swim Club in Woodstock, GA
NJT Swimmer: Lauren Case

Coach Falco grew up in Germany, Brazil, Nicaragua, and Costa Rica. He swam his age group swimming career in those countries. In high school, he swam for The Woodlands Swim Team in Houston, TX. In college, Falco swam competitively for the University of Tennessee where he also started his coaching career with the con-Ed program in 1997. Then, in 2001, Falco began with Chattahoochee Gold in Atlanta, GA and is still coaching there today. He began his coaching as an Age Group Coach, and he has been a Senior/Age Group Coach for three years now. He has also been a part of the Georgia Zone Teams as an Assistant Coach (2005, 2006) and as the Head Coach (2007, 2008).

Lauren said of Coach Falco: *“I have been coached by Falco since I was six, and now I’m about to be 17. He has grown with me as a swimmer as I have grown with him as a coach. He has always made the sport fun while training us to be the best we can be.”*



Coach Lisa Fedon

NJT Swimmer: Sam Mangan

Coach Lisa swam competitively as a child and became a member of the Pennsylvania State University Women’s Swim Team, competing in NCAA Nationals each year. Lisa accepted the position of Head Coach at the Family YMCA of Easton in 2001 and held the position for eight years. She attributes her keen eye, focus and importance of having fun to the many successes of her swimmers. Since then, Coach Lisa has primarily pursued her career in art and is now an award winning international metal sculptor. An inspiration to much of her artwork is imaginative, powerful, and, at times, whimsical. This art has become part of many private and public collections throughout the world.

Sam said of Coach Lisa: *“This coach made me fall in love with the sport. She taught me all the bases for technique and was so good at pushing you as a younger kid but also making it extremely enjoyable.”*

Coach Kevin Stone

Greenwich YMCA Marlins in Greenwich, CT
NJT Swimmer: Shane McNamara

Coach Kevin began coaching in 1994 with the YWCA Middies. Then, in 2007, he helped found Empire Swimming. In 2013, Coach Kevin relocated to Connecticut and is currently the Head Age Group Coach with the Greenwich YMCA Marlins. He has enjoyed to opportunity to ignite the spark in young swimmers and help move them forward to great senior & college level swimming.

Shane said of Coach Kevin: *“Coach Kevin Stone was an amazing coach when I was in my team’s 10& under group. He was unfailingly consistent and coached the younger age group with patience and humor. In turn he always expected respectful behavior. If a swimmer asked Coach Stone, ‘Can I,’ he would say yes; then, when they went to do what they asked, he would say, although you ‘can,’ the correct way to ask is, ‘May I.’ Kevin Stone was not only a top technique swim coach, he modeled correct behavior and communication skills.”*



Coach Jerry Hill

NJT Swimmer: Jorie Caneta

As a youth, Coach Jerry swam for his high school. As a father, Jerry and his wife wanted to involve their kids in a wholesome, safe family activity and exposed their kids to many sports. But, in the end, they always returned to the swimming that Jerry loved so much. Through that time, an opportunity opened up with Jerry’s good friend and partner Brad Rapeleye. They decided to start the Riptide Aquatics Team in Bakersfield, CA to help their local area. They wanted to not only provide for the most talented athletes but also to help other kids in gaining the life skills necessary to contribute to our great sport and nation. They had the honor to help many young people in their education and swim careers. Even though Jerry is no longer coaching professionally, he remains a support for his former swimmers.

Jorie said of Coach Jerry: *“Mr. Hill was a great coach that taught me technique that still helps me to this day. His care for each individual athlete is remarkable and he is still an influential and supportive figure in my life.”*



Coach Pamela Chamberlain

NJT Swimmer: Grant Shoults

Coach Pamela was the Head Age Group Coach for the NGSV Gators from 2003 to 2008 when she moved to Salt Lake City, Utah. During her time at the Gators, she coached several future National and Jr. National team members. In 2006, Coach Pamela was awarded the Orange County/So. Cal Age-Group Coach of the Year honor. In Utah, she coached for CHAT and Brighton High School, and she was also Age Group Chair for the Utah LSC. In 2007, Pam became the 13/14 Division Director for the Mission Viejo Nadadores where she again was privileged to coach several of her former Gator swimmers, including Grant. Coach Pam has spent the last three years living in Germany and, now, London. Pam volunteered for the Race Swami team in Salt Lake City during the 2013 and 2014 summers. She is looking forward to



coaching again when she moves back to the United States.

Grant said of Coach Pam: *“Coach Pam was actually coaching my older sister and I would go hang out at the pool while she was at practice. I was pretty energetic and always bugging Coach Pam, so she let me join the team a little early just so I would stop bothering her, and so she could wear me out. She was a huge part of my swimming experience and one of the reasons I learned to love swimming.”*



Coach Dana Skelton

First Colony Swim Team
in Sugar Land, TX

NJT Swimmer:

Christopher Yeager

Dana Skelton is an ASCA Level 3 certified coach. She has served as the FCST rep for Gulf Masters, served on the Southern Zone Select Camp coaching staff, and the coaching staff for two Texas All Star Camps.

Dana has coached athletes from LSC champs to Junior National Cuts. She got her start in USA Swimming working with the East Bay Bat Rays; which kick-started her love of coaching, working with young athletes, and continuing education to become a great coach. She has a Bachelor and Masters degree in Kinesiology from California State University, East Bay.

Christopher said of Coach Dana: *“My favorite memory is the first time I swam the 100 IM. I was super nervous, so my first three strokes off the dive were free instead of fly. I got out of the water very upset, but my coach simply told me that one of the senior swimmers had done the same thing their first 100 IM. It calmed me down enough to be able to swim well the rest of the meet.”*

***Please Note:** The information and photos for each coach were a culmination of content and edits provided directly by the highlighted coach, their team's website, their NJT swimmer, and/or

the author of this article, Kim Seaman. All coaches shown here agreed to be published in the article, but there may also be some deserving coaches who are not included in this recognition article due to various reasons such as inability to contact him/her, lack of response from a swimmer or coach, etc. Our hope is to reach and honor all appropriate coaches, but the process is difficult. We are continually working on improving this project as we move forward so that we can honor the deserving coaching of our 10& under athletes.

Also, special thanks goes out to the many people who have supported this project and/or the author, including (but not limited to): John Leonard, George Block, Tom Avischious, George Heidinger, Guy Edson, Melanie Wigren, Pike Hightower, Amy Montgomery, Stuart Jeffries, Annie Stein, The National Junior Team coaches, staff, swimmers, and parents, and The National Team coaches and staff. ■

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LIFE'S WORK:

An Interview with

KEN BURNS

By Daniel McGinn, Harvard Business Review

KEN BURNS uses his distinctive style of documentary filmmaking to take viewers into the lives of presidents, explorers, athletes, and musicians. An amateur historian at heart, Burns has for 34 years helped millions connect with America's past through his Emmy Award-winning work. His landmark series *The Civil War* will be rebroadcast on PBS in September.

HBR: *Why should business leaders study history?*

In the late 1970s a top executive at a large telecommunications company lamented to me that business schools were producing MBA graduates who had no knowledge of the humanities. He worried that they were a bunch of automatons. He said, "I can teach these people business skills, but I can't teach them ethics, history, or art." Business leaders ought to study history. You can't possibly know where you are or where you're going if you don't know where you've been.

In this age of waning attention spans, do you feel pressure to make your films shorter?

When *The Civil War* came out, in 1990, MTV had popularized a style of fast-paced video, with lots of cuts and action. Critics said no one would watch my film, but it got huge ratings. When *The War* came out, in 2007, there were no longer just 15 channels but 515, and critics were certain no one would watch it. They were wrong. And in 2014 *The Roosevelts* drew more viewers than *Downton Abbey*. There's a deluge of information in the world, but very little

understanding of it. We all know what it's like to browse the Huffington Post and not remember any of it 20 minutes later. Sustained attention is what makes companies work well and art work well, and it's what all human beings crave no matter how distracted they are. Meaning accrues in duration.

Has your view of leadership changed over the years?

It has remained fairly constant. I find it delightful that "leadership" comes in so many varieties and from such different experiences. Look at Abraham Lincoln, who was born into poverty on the frontier, and Franklin Roosevelt, who was born to such great privilege that he could have spent his life in idleness.

Could the great leaders you've featured succeed in modern politics?

No. We choose leaders abysmally today. We expect perfection, and when we don't find it we lament the absence of heroes. But heroism, by the very definition that came down from the Greeks, is a negotiation between strengths and weaknesses. Maybe I'm being glib when I say that people like the Roosevelts and Lincoln couldn't make it past the Iowa caucuses, but it would be very difficult for them to succeed in this environment. ■

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Managing Growth & Development IN Practice Writing

By **Dale Porter, Bolles School Sharks**

INTRODUCTION: Coach Dale Porter has had an extraordinary 20 year career as an Age Group Coach, coaching some of the fastest swimmers in the nation. He has spent over 13 years with the Lake Erie Silver Dolphins. Coach Porter came from the Spartan Aquatic Club and is now with Sharks, Bolles Sharks in their Age Group Program. He has been an Age Group Coach of the year and currently the LSC Age Group Vice-Chair. He is considered not only a great coach, but a great role model; and I can tell you personally I have known him for about two hours. I just met him and my first impression was if I had a swimmer, I would want him swimming for Dale Porter, so thanks Dale.

Dale Porter: That is humbling and I appreciate the kind remarks. It's one of those days; I was driving in and I was a little emotional because I was sitting there thinking, "You know what? My mom took me at seven, dropped me off at a pool, turned around and drove away and that was her style." She showed up when it was time for her to work, but at home I was her son. I was not a swimmer, I was not an athlete, but I was going to do something and I was going to swim. I was driving and thinking, with mama sitting in the back, I'm thankful for the choice that she made. I just did whatever mom told me to do, and was fortunate to her being around some great minds and to be able learn from them was priceless, so I'm very thankful for that.

I'm going to start today on a soapbox. When I spoke at the ASCA Clinic in Las Vegas I finished on my soapbox, but today I'm going to start on my soapbox. The thought started when we had another coach from Florida added to the banned list, and my curiosity in that was to go look at the list because of today's media and everything being immediate. My perception was, that list is probably going to grow exponentially. When I went to look at the list, shockingly it looked about the same size it had about 3-4 years ago the last time I had gone and looked at it. I was happy in that moment, but deep in my heart I knew, with today's media and today's SafeSport push that the names on those list are going to grow. When I went to that list, I saw that they've recently updated it into a different format. What bothered me about that list? We have six new names in 2014. Now granted, thankfully that list is not too terribly long, but six names in one year. We are not even, we are only nine months in. I went through and looked at five names that I shared the pool deck with on this list. Five names. Some I didn't know. We were just on the deck together as coaches of opposite teams. Some I knew and went to travel meets with. Some I consider mentor to this day, and I'm angered in that same breath because I value the wisdom that they shared with me. My point being let us, you and I, start each season reading that code of conduct because it's something we don't often

do. I don't often go to the front of my website and read my mission statement.

I couldn't tell you what it is right now. I say that because I'm scolding myself, but when I read that code of conduct I realize how many soft walls I have with relations within adults and athletes within my program. You and I, we need to make those walls harder and stronger and taller so that, because I know I can sit here and say it is not going to happen to me, it is not going to happen to me. I know I can say that. It is not going to happen to me, but I also know me and I know I can justify a perceived unmet need in a heartbeat. I can justify a perceived unmet need quickly, I know me. If you and I set those walls right now beginning of the season we read our code of conduct. I think that is going to help us make wise choices that will help us to do no harm, help us to do no harm. That is my soapbox I'm going to move on.

On our team website, BollesSwimming.org, if you are familiar with the TeamUnify site, it has got an event section and here for you is the ASCA World Clinic event. If you click on it-specific to this talk- I have shared with you anything that I have put onto to word processing. It is yours to grab, eliminate the content. There is part of me that I hope you eliminate the contact because you simply don't want to take my program and drop it into your pool. It will be a failure from the start because

my program works from my simple brain, it is not complicated whatsoever, but it is something that I have adapted to. But it is a shell. It is something to start with and I believe you need to start with many of these things.

I believe that you need to start with the season plan and if nothing else eliminate all the content except for the dates. I have done all the busy work for you and you can fill in what you want each week to look like. You can identify how many weeks you have until a major meet; it's quickly seen, it is a quick visual to know where you are at in writing your plan. I have got down there, a practice writing resource page. It is in note form and it might be very confusing to you, but my challenge especially to the very young coaches, the new coaches: thank your staff for sending you by the way, to one of these clinics. It's not cheap, so thank you for that investment; if it came out of your pocket, big credit to you.

Start a resource page of stroke drills you are learning along the way. Ideas you are learning along the way. Lessons that you see that your athletes need and once you start compiling those lists you are going to resort to them at the start of every season until they're making sense for you and making it easy to transfer it right over to a practice. Coach before us fantastic detailed lesson plans, stroke practice plans per se, and that didn't come just like that. That is years of involvement and that is really the subject of my talk today.

On there I have an example of outlines that I have for this season. I only use it when somebody has to cover my back, when I cannot be at practice. This practice template is my preference, what works best for me; as I can get my entire day in a little sheet of paper. That is how simple my brain works. But, I've developed to the point where I can just write an outline, and I can see the practice counts because I know my season plan. I know what my week looks like. I know how far I want to take the athletes. I know how hard I want to push them. I can write an outline and the practice just explodes and I will explain how with today's technology that our wealth of knowledge is going to grow and then we are going to get to the point where, how do I get it all

in? How do I use all these tools? Little bit of talk today, this is my preference. I'm blessed with one assistant that can read this. If she has got my back I will stick with it. But if not, then I have got a practice template listed out for you. On a practice template for me I can write my practice into a space, I can write behavioral notes, I can write other notes of things that are going on while I'm on a deck that I need to attend to in the later days. I identify who has got a birthday today, so I remember who to celebrate or if I have made an appointment with an athlete to stay after practice. I have got a roster here for easy attendance for when someone is covering my back. They can just check it off instead of writing names. I will write names on to my sheet and then I have got their pace set to help the coach know what to expect from the athlete, to know if the athlete is really giving it exactly what they want.

I have got our stretching routine listed out here, so an athlete or a coach could go through the stretching routine if I was absent and a space down for Dryland and announcements. That template is there, you can steal it, trash it, change it up, it is there for you and then I have also got examples of an Eight and Under calendar plan because it is different. I coach 11 to 14's and I start to work with energy systems. Our 8 & unders are really in our Hammerheads. I'm blessed with two 20 year experienced coaches with my fast 10's, developing 11 year olds and it is the type of setting where just like me they would not try to mold me. I trust them implicitly; I don't have to be in their space.

When I lead my coaching staff, I'm just making sure they are on the same path and making sure they are feeding me properly with what I need and I'm really coaching our brand new coaches down at our 10 & unders and then I'm also blessed with a 25 year veteran with our 8 & unders She has been 25 years, just 8 & unders, she loves it. I hope you and your staff can find those individuals that love to work with those athletes because that is another person- 25 years, go- because she does wonderful things with them.

That is on BollesSwimming.org, so you can search it in past events and be able to download it and look or use or close it back up. It's not the way my brain

works and that's fine as well. I will apologize upfront this topic for me is a little saturated in presenting it. I was trying to find that new twist. What can I do that's different?

If you are looking for the way my brain sets up a season plan that can be found at USA Swimming under the Clinic Section, so it's there. I haven't really changed how I go about writing the season plan, so that is fresh for you there. I have done a few clinics where I have transferred a season plan into a written practice, but today I want to talk about how my outline has evolved. My brain is simple. It does not work as fast as yours. I have to work harder than you – that is the way I approach life. I really have to work harder than you. I need more time; I need more prep time. Pencil and paper at my desk, my colleagues around me can figure it out just like that, and they are laughing at me. My mentality is I just need to work harder and I have no problem with that. That was the way I was raised. My approach is simple. I need you to understand my background and understand why it is so simple.

I swam for Jerry Holtrey, he was inducted into the Hall of Fame, probably 2011. He had World Championship Open Water swimmer, Olympic gold medalist in Diana Munz, Olympic relay medalist in Melanie Valerio. Byron Davis went on to swim fantastic at UCLA. First, I think he was 20.01, it was one of the fastest before Joe Hudepohl broke the record in the early 80's. I was blessed to have him as my mentor. I started swimming for him at 12. I spent 14 years working side by side with him and slowly picking up all of his duties as he aged and looked forward to retirement. I was the guy that was doing everything that he was doing for him, especially as we transitioned into the computer age, that was during my tenure of being with him. Whereas, he wanted nothing to do with the computer. So I had to pick up quite a few of those skills for him.

This is for practices taken on one page. I know it is blurry and I didn't put it up there for you to see the types of set. You can believe it is aerobic, I know it is aerobic. This is the same type of writing that I saw at 12 years old and this screen was captured last May. So, in terms of Jerry he knows what works for

him and his adaptation has been to the athlete and their willingness to work for him that's how he has adapted, but his style of writing a practice is the same. It has a warm up, a main set, a kick set, a stroke set, an ending challenge.

I was never bored in his program, I knew exactly what was going to happen throughout the day, but everyday felt different. I knew we were going to do some common sets throughout our season, but I never felt like we were just bored with the same old, same old; but that was part of his charisma. He was able to take this and turn it into something challenging. He wanted to please Jerry, that is just the way we were raised. That is how we felt; we would do anything for the guy. We still do.

Then I was blessed, I went that the backwards route. I started coaching the high schoolers that didn't go to the school that Jerry coached at and then I worked my way down. I went to the Silver Group, I went to the Bronze Group; my wife and I started a family. I went down to the 8 & unders, the good 8 & unders We had two children. I went down to the brand new 8 & unders -the first level group, and when the youngest started walking Jerry, my wife made it very clear you are going to give me a season off, you are going to give me a season off. So, I went to a season where I didn't coach, that was the only season I didn't coach since 1987.

So, I was blessed in one of those schematics of being under Rick Stacy. Rick Stacy is at Hawken School, he has been Jerry's assistant for years. A brilliant man, historian, bright mind and what is unique about Rick is he, last summer, he had eight 10 & unders Triple A times in his group. Eight triple A's in his group, 10 & unders and his methodology has changed a little bit. This is a bit, this screen capture was captured in May. The way he has approached the first 30 minutes has changed. I don't recognize that. I saw it as something different and I have I still coach with the way he had it. The reason I coach that way is because of my job to prep an athlete to go to him and I'm going to drop some names and the names don't mean anything, but I'm hopeful that in your career you can say that same thing.

Oh my goodness, an athlete being able to go from Sheryl to Paul to Dale to Rick to Tim to Jerry. To you it means nothing. To me it's, "Oh my goodness, what a pathway for that child," and I hope you have an opportunity to be within a program where you are just like "Wow," every step along the way a dedicated focused coach that just does a fantastic job of preparing an athlete for the next level. Enhance them to the next coach willingly. That can be a challenge in itself in large teams. This is where I was, starting to coach developing 10 year-olds. This is really the 10 year olds that could not handle Rick yet. Under Jerry's wisdom, Rick went to Jerry and said. "Listen, I have a group of kids that I can push as hard as you want me to push them, but I'm going to need somebody else because we used to have two groups together." We called it Blue Bronze and in Jerry's wisdom he put me there on Blue. So that is where many of my instruction points came from.

Rick's was 30 minutes of aerobic drills in and out of drills. Every length a different drill and he covered free back, breast and fly in that sequence. That sheet right there probably does not have that sequence. I'm guessing that the first block of the 700 yards is freestyle. I'm guess that just by me looking at his handwriting over the years, which this is pretty good for Rick. Sometimes he is the only one that can read it and sometimes he cannot even read it, but then it is one hour of hard aerobic work.

In 90 minutes he can get a group of 10 & unders going 5000 and he is able to do that season after season after season and these kids love it. They love it and they move on to that middle school group, ready to work. I just called Tim this week asking him some opinions, I have had some young ones come up to my group that their times tell me they can train at this rate, but their behavior and practice says that they are not ready for it and I was calling Tim to say, "What do you do with that athlete that should be in this training group, but for true grit reasons or their ability to handle the pain or discomfort, I will just call it discomfort, do you put him down or do you just keep encouraging him to stick it out?" I called him to ask his opinion and also to ask him about some fly work and the demands that should be normal.

What are my normal demands that I can put on my flyers because my kids mentally handle a 25, they will go 24x25s fast and look great, and I won't hear anything about in the rest of the week. If we go 12x50s, they're fussing at me the next day. If we go 6x100s, they're fussing at me three days. Same amount of work, but I don't - it's that there is a mental part to it. I'm sure there is a physical part to it. I'm sure the stroke is breaking down. I'm sure they are changing their stroke at some point within that 100, but I was - we had chatted about that development in terms of the middle school level, but this is my foundation. So, I needed you to show the history to the way I write practices and my practices look nothing like that. That's what I started in 1987. Same thing as Jerry, that's what I knew, I didn't know any different. I never saw a different practice than that, it's the only practice I remember.

Rick and Jerry the only two people that I have seen practice on a piece of paper. College, never saw the practice, never saw it. Just listened, obeyed, went hard; listened, obeyed, went hard; just listened, obeyed, went hard. I had no idea what the season plan was, what the coach was thinking, the thing I got out of it is I could do less yardage and still get faster. That's what I got out of it and it helped me when I was responsible for my own age group program. About 1991 is when I started working under Rick and I started doing 30 minutes of drills, an hour of work, thirty minutes of drills and an hour of work.

In 2005 I had already transitioned into Florida. I was responsible for fast ten year-olds all the way through graduating seniors. That was my goal. I knew I could coach age group, but I wanted to see if I could coach Senior too, and what I found in the process is that I was pretty good at being an age group coach, which helped me decide to apply for Bolles and thank goodness Sergio left his plan of hiring West Virginia Swimmers because it's the best professional development opportunity I've ever had. I love everybody that I worked with in Cleveland, but in terms of the opportunities presented to me at Bolles, the wisdom that I have an opportunity to gain on a daily basis is unlimited.

So, in 2005 I just had this deep need that I had to start teaching some skills because I was doing it within the drills, but in terms of the streamline, the breakout, the turn, the finish, I was not teaching any of that and I had been coaching enough meets where it was impressive for me that that something I need to start teaching. I guess my message is- as we develop as coaches, we see things that we want to try, but there is also things we know we need to do something different. We need to add something. We evaluate it, we think about it, we don't just willy-nilly it, but we are determined. For me, I have to see it in my head before I implement it. It drives my wife absolutely crazy. She has been asking me to fix a broken fence post in the backyard for a month now, but until I have removed every picket and supporting brace in my head, figured out, "How much of my neighbor's yard am I going to destroy digging out this cement thing?" I have done three of them already before, it's going to be you know, I have to see it and once I have seen it I have gone and bought all the materials. Now I have all the materials around the porch, she is like, "When is it going to get done, when is it going to get done?" I have to see it before I take action on it.

2007, with Jerry we never did Dryland, if we did Dryland the heater was broken and I had enough help from parents, coaches and they were good by the way, it wasn't a negative for me, it was a positive for me. Parent coaches that came from programs that offered the Dryland you got to do it, thinking where am I going to do it, how am I going to do it; I didn't see it, so I put it in as one of the sets and I made sure that I was getting core work within the swimming program. Not necessarily 15 minutes before or 15 minutes after or 30 minutes with a parent, I got lucky a few seasons with that, but I still have it in my outline.

It was at about this time that my first growth challenge hit. With this outline I could not finish a practice in 90 minutes and it drive me absolutely crazy to decide, "What am I going to drop?" Absolutely insane, I could not figure it out. I hated it that there was something that I didn't get to. I would have to write

it under the next day. I didn't get to it the next day. Then I have to start with it the next day after that. Well, then I'm doubly not getting into something, I was trying everything and it was very difficult for my brain to handle this.

Then in about 2009 ,I thought, "I don't have to finish a practice." I have an outline and whenever we finish it we are done. Tomorrow I'm going to come back and I'm going to start from that point in the outline. I know that I can warm up with drills, so drills came off the outline really. I think I probably still have them up here, but drills came off the outline and drills turned into warm up and then I started just wherever I left off I picked up. Then I no longer had to worry about that sequence of warm up, main set, kick, stroke blah, blah, blah.

So, in 2009 because of that because of that sequencing there would be days I didn't get to an energy system set and that bothered me. I added two aerobic sets. Now, I say energy systems because back then in 2009 I was only doing aerobic. I didn't understand pace, I didn't understand anaerobic; I was in default mode at this time in my career. Default mode meaning in the fall we did kicking and aerobic, in the winter we really hammered him, January we started to get a little bit faster and then we got ready to race fast, come championship season.

I was very much in default mode. Why was I doing that? That's the way I felt, that is the way I remembered that I was trained all my years. That is the way I saw people training athletes around me. There was nobody talking in vocabulary, at first, at first I heard about it was people started talking about Australian Swimming, and I had no idea what they were talking about, but I knew aerobic work and I knew it worked for our program.

My outlines look like this now. Every day I have that much information on a sheet of paper. I'm over planned. There is absolutely no way I would get through an outline in one day as long as I can accept that I'm good, I can go home happy. But, we are going to work for two hours every day. Every day we are going to work for two hours and I got to this even after I was Bolles,

so this is what my outlines look like right now. I put parenthesis and look for it. I'm a daydreamer. I get on the pool deck, I know what I have written a set for, it's a purposeful set, I know what I'm looking for within that set, but you have it too. You have got other responsibilities, what have I got to get to, tonight. You can't forget to enter Johnny in the 500 free. I need to e-mail this over to this. Wow, Coach Sergio is going to do a "get out swim" later, I got this building in between, I want to see that race. My mind wanders.

What I have wrote in there is I have something that I'm going to look for every practice. Be it kick, pull, body position, turns; I have got something specific to tell me when I catch myself daydreaming I know where to go to get myself back on track with the athlete. That is me, (that's for me, the athletes don't get any of that). I have written in a talk, so that I'm going to think of something to educate my athletes each day something that I can tell them and share with them a story we have been doing a very long series on qualities of an elite athlete and whatnot. I can't seem to get off a bit, I'm ready to go on to something different, but a lot of things about an elite athlete to talk about.

I have three energy systems sets now, so every day I know I'm going to meet my season plan. I still put in a kick set, a stroke set, a stroke set is progressive whereas it will be a fly, then a back, then a breast, then a fly and back transition, a back and breast transition, a breast free transition, then a full IM, and then a choice. I will let them pick on a day and then I have added, recently, under waters- because Sergio has put in one of our season goals. He wants our team to be the best at under waters and so therefore it is up to me to start that now and deliver an athlete that is willing to be underwater and develop the skills to be uncomfortable and emerge in a good body position.

I still have dryland written up there, but at Bolles we do dryland three days a week in my middle school group. The dryland sets that I keep and I do, we do a shoulder routine that Terry Maul gave me from ATAC and it takes about three minutes and it is just a lot of this and this and this and this, if you do

that for two minutes. Sergio wants us; ankle flexibility wants us to increase our flexibility in our ankles. It was really the only two dryland routines that when those come up in the outlines I hit it and I've also got core, aerobic, which is running for us, 4D Pro and upper body, those types there are, or legs. I just put those phrases in, it helps me write a set for them if I feel that they need it.

Race strategy, this came up, I mentioned at my first talk, I got so tired of athletes coming up to me, "How do you want me to swim this race, how do you want me to swim this race?" It took me a while to figure out that they are simple nervous for some of them and that is how they are opening a conversation with me because I can quickly say, "What details are you going to focus on?" and I learned that the hard way. I have to ask that, "What details are you going to focus on?" If I just used those words they just go through and they start focusing and depending on how – some of them are just cerebral and they start listing everything- "Stop, stop those first two things, great. Let's just focus on those two things."

When they come up to me and say, "How do you want me to swim this race?" I just turn the question back to them; but in that race strategy set we are talking about pace. I'm not very good, this is my weakness, I'm not very good at talking about feel in the water and some athletes want to come up and talk pre-race about how is this suppose to feel a coach. I cannot do good job with that, every athlete is going to hear that in a different way. I have been too far removed to really understand how it's supposed to feel, but I know what the split should be for what's coming up next.

In terms of our race strategy set that's I tell them how fast, and give them a goal time and time is set trying to meet that goal. Usually everything there is at pace. Everything there in the race strategy is at pace, so a lot of rest for that particular set. I'm getting some aerobic work and when I get to race strategy I'm always going to get in anaerobic even if the weekly plan is calling for aerobic work. I'm still going to get in some anaerobic work within my outline.

Energy system three is just helping me

stay on like season plan. Equipment like this has to do with overload. I spent too many seasons, where I didn't use a pull buoys, paddles, or snorkels enough. I'd get parents yelling at me. "You made me buy this \$40 snorkel and I have never seen you use it yet this season!" I just map out equipment across the line on my outlines. All the equipment we have available to us just reminds me, "Hey, if you haven't written a set with this stuff in a while, now is the time to do it." If I don't feel like I need to do that particular thing, I just move on to the next thing in the outline. Again, over-prepared I can adjust, I can skip it if I need to because the next thing is going to be something specific to the season plan, what they need to do within that week.

Meet notes is something I recently added in. You and I go to a meet, what was done is explicitly written on a piece of paper, and we write notes down to ourselves to share with the athlete when they come back. Yet, not every athlete comes back to us. Some do religiously and others simply avoid us all together and you all have a different way of managing that. Me, I'm kind of dry, my communication with people was short. I want short, concise, nothing but the facts, let's move on. That's just my nature, my character, so if they're not coming to me, I've got all these notes that I'm not doing anything with. I put them in a folder, in a drawer; I don't do anything with it. What I've been doing recently is I'll write every note I have written on a heat sheet from a meet. Then I will transpose that into the outlines. I write six outlines at a time, so when you look at it across, everything progresses and I tack it vertically. I'm always into something different, but I'm progressing as I go.

We've been introduced to IKKOS, but I will be honest I haven't used IKKOS yet this season and the only reason is because for the last four months it is in my words, okay (my words). I feel like they have upgraded into a really nice package, but their supply is not meeting their demand and my parents are getting upset. So, until their supply can meet their demand I'm not on IKKOS, but I love IKKOS.

Porter: IKKOS is neuroplasticity training, which is the belief that the neuron has a myelin sheath around it

and it's -- that's that memory. You are seeing an image of a correct technique at a very slow speed with sensory volumes or whatnot to help the brain feel like it's done that before. So, it's that type of a system. I don't use the IKKOS within my training, but I allow an athlete to stay after practice and work with their IKKOS. It's not cost effective for us to have 40 glasses within our program. So, it's up to them if they want to use that tool and I will stay after practice and work with them there, but the IKKOS is simply to remind me to tell them what we are working on that particular week.

Games, Gimmicks and Challenges, such a wealth of information there. I'm a dry person, not as charismatic as our last speaker, I wish, I wish it was different, but I'm happy with who I'm and but such a wealth of information there that that's not the way my brain works. I enjoy seeing what you, I say you because it's a compellation of swimming coaches work across the country in making swimming fun and also, it's, there is some serious work in there as well. There is some fun work, there is some serious work. There is some serious work with turning it into fun for the kid. I enjoy studying that and I try and adapt that into the training as well because I do want my athletes to walk away saying, "That was fun, we need to do that again."

When you write a set that helps them move forward and they think they are having fun it's win, win. I use that to help me meet their needs. That is where I'm at right now. This is information overload. This is me saying, "I need this for my athletes," it's not me saying, "I read about that I want to try it." I keep that aside; if it interests me, I'm going to think about it. Like I said, I have to see it before I put it in place.

There are some negatives that come up from this. There is so much information here that often times I don't get back to a lesson focus nearly enough and that bothers me. I looked at my assistant coach this past week and I looked at her and I said, "Our under waters have taken a big hit." She was like, "Yes they have," and it's something that she had been recognizing as well. We hadn't been talking about it, I haven't been holding in them accountable enough per se. I think I mentioned at my last talk,

the character of our athletes is different than it was two years ago. I don't have any answer for it, it's just different. I love them, they love to be with us; but we have to approach things a bit different. I haven't put my finger on it; maybe the staff needs to come together and get aligned. We need to be on a common track, and that is a note that I have in my book. I have some alignment issues to work on within my program.

When we're starting out, we have some core knowledge based on experience. We have used different tools to advance our knowledge. We have got mentors, we read, we watch video and then we have got some innovative knowledge that is intriguing us as well and I think the expo says it all in terms of the opportunity to bring more information into your program. The opportunity to bring in more information into your program, more tools into your program that are going to add to the things you have to manipulate, and it can become stressful. Some people jump on it and are willing to substitute something within their practice to make that work and you and I have done that time and time again.

We have adjusted overtime, we are just not the same as we were last season and that's fine. This is for me, this is how I get my information overload. I have a wonderful staff at Bolles that I can talk swimming at any time. I can go knock on Sergio's door and I can ask him a question anytime.

He has this setup that we have two meetings per week. We have logistics meeting on a Tuesday and we have got professional development on a Thursday. Each year he decides how we are going to handle professional development. Each year it's been a little bit different, so it's exciting for us because we have got to change our approach, writing these talks, giving these talks, time consuming and nerve wrecking all at the same time, but he is prepared to solve for that because we do this quite often within our own program at Bolles. I have a tremendous resource there.

USA Swimming, I enjoy going and looking for articles there. I'm that type of person that I'm looking for a phrase, not necessarily a whole package,

not necessarily a whole article. I read between the lines, looking for a phrase that is going to help me ponder a topic. I enjoy USA Swimming and some of the information they have there, obviously ASCA. I have more information to read than I can read. I have stacks of newsletters that I have not gotten to yet, but it is there for me.

I'm slowly working through Ernie Maglischo's book. I know that he'd probably prefer me to go to the last edition, but I really want to understand his beginning before I get to what he's changed. I've heard he has said, "You see this book? I'm throwing it down, it's just garbage." He has learned, has adapted, adjusted, and is going different, but I really wanted to understand his foundation before I went in and read his updates. You and I get Splash Magazine as members of USA Swimming, Swimming World Magazine; I personally choose to subscribe to that, so I'm getting wonderful resources there.

It is interesting in both of these; I can always see what somebody else is doing. How they are training and I have got to be careful – sometimes I went through a phase and one of my outlines where I was – I had a coach give me his life's work. Every practice he had ever written and I went through a phase where one of my outlines is I was going to run one of his workouts and that didn't last too long because I cannot run somebody else's workout. It is not fun, I don't like subbing. I don't like taking somebody else's workout and implementing it. It didn't come from my brain. I don't understand the purpose of it or what they want to get out of it.

I appreciate that when I ask somebody to do that for me, but it was important to me to see how somebody else thinks and it is important to me to see that there are just lots of smart people out there and also to know that there is a lot of different ways we can approach this. These last two also offer immediate news items, immediate news items. I don't spend too much time on those sides, that is my personal choice. I have got people in the office that can look at that and remember everything about it for weeks on the end. I don't remember names, I don't remember teams, whatnot it's – it does not help me do much times,

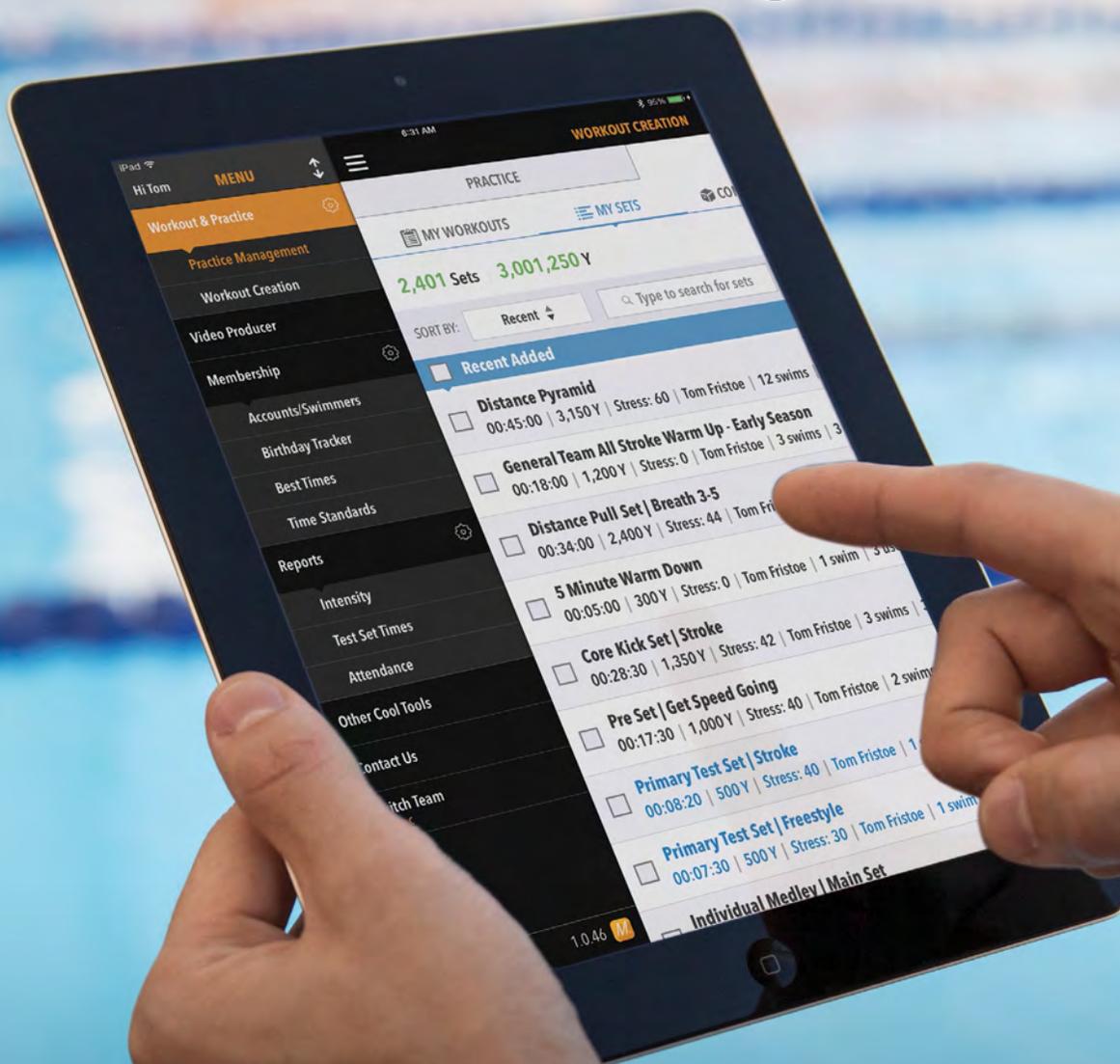
I'm horrible keeping the times in my head. I don't even know my son's best times. I have to look on a sheet of paper and that is just the way I work. It has got to be on paper and I have got to do the math on the paper. I have got to physically put pencil to paper.

We talked about technological development and whatnot. I guess the purpose of my talk here was to identify that outlines can help you write quality practices, purposeful practices. You decide what goes into the outline. I shared the way my brain works. Have a resource page, young coaches, start your resource page now. Know what other people are doing if you saw a stroke drill or something write it down. You might not understand it. If you see a stroke drill on my sheet that you don't understand write to me, call me. It's easy to find me. I will explain it because it's in note form for me. I haven't written it out.

Again, season planning is very important. If you need help with that, USA Swimming has a clinic online. I can help you transfer an outline to a practice. I have all my examples here from this season, both in the forms that I have given to other coaches to cover and the way my brain works in being able to manipulate the athletes. My practice looks very much like your practice. My practice has national top 10 kids in it and developing swimmers that hate the sport. Literally hate it; in four lanes we just look like a normal group of kids practicing away. After a while you probably find out who has got the national top 10 times, but it won't be that easy because there are three or four kids chasing them, I mean they are all types, they are all moving together. I'm very simple, I don't do anything; there are no big bells or whistles. What's important to me now is that I'm writing a purposeful set. I have an outline to tell me what I want to cover, and I have chosen that this is important to share with my athlete.

I thank you, travel safely and I look forward to seeing you at the next World Clinic. I'll be the guy sitting about two or three rows back right at every one of the talks. ■

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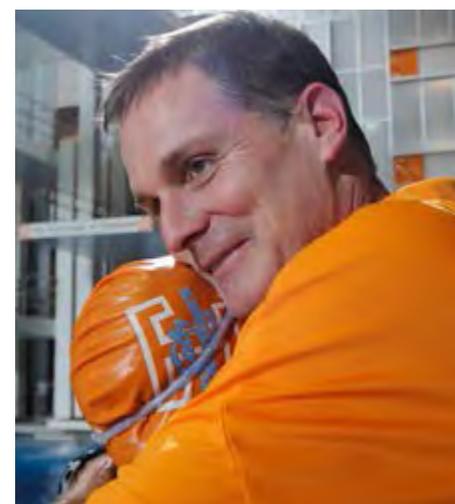
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COLLABORATION for **SUCCESS**

By **Matt Kredich** (Tennessee), **Bill Boomer**,
and **George Kennedy** (Johns Hopkins)

Introduction by David Marsh: What an incredible panel you are about to be treated to here. I think one of the things we are finding during this clinic, and I think in many ways in our sport in the United States, is success is very few times in its own little box; success happens usually in terrific collaboration. The three gentlemen that are speaking today are going to speak on how that collaboration happens, would it be for large staffs like our MAC guys or whether it would be small groups or whether it'd be like Mike Bottom talked about Tyler Clary working with him and myself still even though he was located to Charlotte. The collaboration is one of the keys to success, and I really look forward to hearing what the three guys have to say.

George Kennedy has been at Johns Hopkins for the past 29 years; one of the most successful Division-II coaches in the country. When you coach at Johns

Hopkins, you influence people to the level and the quality of people that he's influencing, you get on list like Fortune magazine's voted among the top 50 greatest leaders of our country, just recently. That's amazing and great stuff.

Most of you know Bill Boomer very well. Bill, literally has changed our sport in the way we look at it. Bill is a legend in Rochester and has given the gift of open-minded thought to us for years and years; and continues the challenges—he challenged me personally. We appreciate you. Matt Kredich is probably one of the great young minds in our sport. He is a guy that has already developed the top 15 Women's Top 10, Top 20 Men's program in the University of Tennessee. He is one of the most quality human beings in our sport, probably the highest compliment I give to him is when my daughter got a letter from University of Tennessee in the pile he wants it in, I can assure you which daddy

would endorse whole-heartedly because of the man that leads the program.

The three of them together surely going to have some great things to share with us but I also want to just emphasize to the three of you that when you put your minds together, personalities together, I don't think of three swimming coaches out here, I think of three fantastic human beings and so, thank you guys for sharing this.

Matt Kredich: Thanks, David. Let me give you guys a preview of the way we would like this to go, because you are swimming coaches you know that it's not going to happen exactly that way but I'm going to talk a little bit about collaboration for success, to me that's a really it's a boring kind of title but I think the concept of collaboration really at this point in the evolution of our sport, especially in this country, really needs to be examined. I'm going to challenge you

with a couple of ideas on collaboration, the way that you are basically infusing new ideas into your program and your systems and then I'm going to sort of segue into having Coach Boomer talk about the ideas that he's really been tossing around now that he has brought into our program at the University of Tennessee. Originally George was scheduled to be talking at the exact same time as us. Boomer was Division III coach, at the same time when George was just starting and coming up so he mentored George in many ways as he has mentored me. George and I have exchanged ideas and when we started talking about what are we going to do about this conflict, we decided, well if the title is in collaboration, let's get together and the idea – some of the ideas that George was talking about and definitely ones that we want to bring into our program for essentially helping people swim fast between the conference meet and the NCAA meet but I think there are applications beyond that.

We hope to kind of give you an example of the way that we have collaborated and then also challenge you to work with each other more and more and make swimming in United States or swimming in the world better.

First challenge I'm going to give to you has nothing to do with this talk though, and that is Mike Bottom mentioned earlier today, our sport is about to change and for those of you who have followed the news, you understand that amateur sports, NCAA sports the way we know it, is kind of under threat. There are some big changes coming. Athletic departments like the University of Tennessee fund swimming at a really high level, they also fund Football and other sports at a really high level and if we don't make a profit, then somebody is accountable, it's a business.

By we, I mean our Athletic department, I don't mean swimming. Swimming is not going to make a profit. It's not going to make a profit anyway. We have to be ready for the threat of what happens when Football becomes a lot more expensive which it's about to do and what we are going to do to make sure that the people making decisions about our sport understand the value of swimming.

Nobody understands the value of swimming more than the people who are in this room right now. What I would like to do and you will hear more from Joel Shinofield I think as the year progresses, what I would like to do is, have we started thinking about stories, vignettes, it can be, and a lot of them are probably happening at this clinic, you bump into somebody that used to coach, or you bump into somebody that used to coach you, and you tell them how swimming changed your life. It changed your life because you made a decision a little bit differently because you had the strength to press on with your ideas, because they put you in the right place at the right time. There are so many different ways that swimming matters and if we – if we can collect those stories and have them out there and bond our people with stories and just the idea that swimming matters, then we show the value that swimming has. The people making decisions will understand the value that swimming has in our society.

If you have a blog, put it on the blog, tweet it out with that hash tag, if you want it – if that – if I just spoke a different language to you, then get somebody who know to send me an email, mkredich@utk.edu, to you and I'll collect those and we are going to get those stories out there and get the idea out there that swimming matters. Understand?

Audience: Yes.

Matt: Fantastic! Because swimming matters! Why collaborate? Some of these answers are fairly obvious but, we collaborate because every time we do, we get an input of new ideas we get to deal with, and that's always a good thing. When you get new ideas into your program or into the way you are thinking, into your processes, it's energizing. "Here's something I haven't tried before," it's an opportunity for growth. Shifting perspective, if you think about anytime that you have learned something or you have watched the athletes that you coach really learn, take a big step forward, it has to involve a shift in perspective. They're used to doing things the same way all the time. What's going to get them to change? They have to change the images that they're thinking of. They have to come

at their swimming or whatever concept they're dealing with from a different perspective. How do we expect to change? We have to look at things from a different perspective and that's what makes us human, that's what makes all of you successful coaches as you have that ability. That's called empathy but it's also called creative thinking and when we can take a look at a problem or a system or something that seems like "this isn't broken, why are we going to fix it?" Those are the things that may be the most exciting to look at from a new perspective, when we do that, we learn.

In Nature Magazine, in a fairly recent issue, there was a really important statement that was made and that is through a survey of literature the best Science is now coming from international collaboration. That wasn't true even 10 years ago and what they're defining as the best Science is published studies that are cited by future studies and an overwhelming majority of citations now are coming from research studies that are collaborative and not just between institutions but between continents and between groups and consortiums of Sciences working from different angles on the same problem. We've got – I mean – how many different ways can you look at an athlete or a team? You can look at an athlete or a team from the perspective of a psychologist, a biomechanist, a nutritionist, a parent, a friend, a teammate, a coach, a trainer, teacher, so and I just scratched the surface right there.

Why not seek to collaborate? Because there are some good reasons and the reason is why I didn't actually seek to collaborate for a long time because when I started coaching, it can be fairly disruptive to throw new ideas into a system, it seems to be working all right, it takes energy and we all are judicious with the way we spend our energy and it's risky. Collaborating is risky because you don't know what the other person is going to bring because by definition, that person is bringing something that you don't know. There's a risk there. In fact just like this young man, everything seems to be going along fine and we are afraid that this might happen, by looking at, he's committed to it. He is committed to it for a while.

I think we're afraid that the wheels are going to come off. This is a cool looking poster, until you read it, it's just one of the funniest things I have ever seen, it's meetings – 'none of us is as dumb as all of us'. I think we all have experienced that before and so that's maybe another reason not to collaborate because it reminds us of meetings.

But the bottom line is we have to believe as coaches that we can always get better, that's why we get up every day. We can get better, the athletes we coach can get better, so how do you get better? You have to introduce new ideas into your systems. Jon Urbanek has been coaching for 60 years? Sixty years, and invented these fantastic color charts and I looked at a work out he was giving back in March or so and there's nothing about colors on there, it's gears now, he is talking about gears and like all the rest of us are using his color charts, he has moved on to gears.

Bill Boomer has been coaching for 50-some years and every time he comes on to our pool deck, he will walk by me and say "oh, that was cool, never done that before that was new." We all want to grow, and all want to keep learning, and all want to keep adding new things into our systems. How do we do that? I have created these levels, they're not copywritten or anything, go ahead and just take them. Level one, observe, reflect, synthesize, read articles, listen to lectures. Right now you are listening, you can take these ideas, the way that you take ideas when you read and you can leave them, you can store them, you can incorporate them but you can add to that level number one, see what you are looking at, see what you're looking at. We just have a tendency to just look, but see what you're looking at.

Matt: Sometimes I hear that voice in my sleep. See what you are looking at – that was good, but that doesn't require any interaction, it requires some time with yourself and that's really valuable. Second level, is actually having conversation and even debate which most of you are probably doing quite a bit at the clinic this week and that's one of the reasons why we love the clinic. We actually get to exchange ideas. If we are talking about how to swim faster from the conference meet

to the NCAA championships, then we are doing some things and George is doing some things and we have some commonalities and when we talk about that, some light bulb is going off from my head and in his head and we walk away from that conversation having exchanged enriched ideas and that's really valuable. But again, there's no real commitment to following through with it, there's just back and forth and that's another level right and that can be really, it's incredibly valuable, incredibly valuable. But the next level is collaboration, and we will define that as an exchange of ideas and separation of roles that basically requires a commitment to roles, commitment to a process and then a commitment to a common goal.

When we collaborate, we have an end goal that we are going to work towards and I wouldn't have a kind of a specific role and Boomer is going to have a specific role and here we go. In order to avoid disaster of that interaction or having the wheels come off from that interaction, we have to start with trust and there has to be constant communication. There also has to be a real commitment to this process, a commitment to your role in the process.

George: For the first time in 13 years, was not doing a summer league's swim team this summer. One of the things that I've decided to do is to try to read more and something that caught my attention was the different definitions of connection. I think what Matt's talking about is connection and when our athletes see that we are connecting or that the Tennessee athletes come on to the deck then they see their connection, then I think it automatically creates a trust bond, they look at that and these two guys can have that kind of trust, then they can start trusting in their captains and in us. One of the books I have read and I throw it out to you, it's called the 'Gift of Imperfection' it's by a woman named Brene Brown and her comment is she goes on and defines connection as, feeling seen, heard, believed in without judgment. But I think the key thing she says about connection is the energy that surges between two people, it has to happen in both directions. Like so many times as coaches we used to just say, "do this" and now I think we are more into

try to believe what we believe.

Matt: That's a great point. It's the difference between compliance and leading from almost a position just purely a positional standpoint, "you listen to me because I'm up here," to leading from inspiring and I think that's one of the real strong beliefs that the three of us have in common is that the best and really the only way to lead people down the long path, the meaningful path is to inspire them.

Who can you collaborate with? Mentors, very few of us are fortunate enough to have a mentor come into our lives at age and Dave Marsh thank you, I'm still a young coach, just turned 49 probably can't say that much longer by age 46-7, Bill Boomer came in my life and he easily stepped into the role of a mentor. But we all had them at some point and if you don't then find them. There are many coaches who want to give back and if you feel like you can connect on a certain level with a coach who has an experience that you want to tap into, a level of experience or knowledge you want to tap into then ask. Peers, I mean there is no excuse for not collaborating with peers. People who you view essentially as the same age and stage. Jimmy Tierney, let's try something out this year, let's each try something with our teams and report back at the end of the season. I mean Jimmy and I have had discussions that have led to those kinds of changes and to me that's pure collaboration and we've each learned something from that.

One of the things that Boomer has told us over and over again is that teaching is the most powerful way to actually learn, to solidify learning and solidify the way you think on a subject. Being a mentor for somebody can be an incredibly powerful, collaborative relationship and I hope really rewarding. But those relationships can look fairly different. I was never quite sure how these two, I view them as equals although, I guess Yoda is older but at the point where the first one started anyway, I felt like they were fairly equal, – somebody know who this guy is or these guys? Grasshopper and the master who has crazy eyeballs. I remember asking this when I was very young, the master always had really good advice but it was also clear that he was – he was still learning, he was

still looking to learn, he wasn't perfect. Then there's Boomer, so peer coaching have a colleague giving feedback, you guys come up – come up with a project that you want to enter into together and assign roles. If you are looking for a mentor, imagine that person in the position of being a master teacher.

A teacher who has confidence and command of something that you want to learn and a real clue here is that make sure that our master learner also, that you observe them learning, you observe them changing because I think that's the difference between somebody who is a mentor and who positions himself as a Guru, if you feel like you want to look to somebody as a Guru, then you're not going to collaborate, you're looking for an easy fix, you're looking for a magician. That will be really neat if we can find that guy to come in and fix our problems but I'm not sure that he exists.

Take a look at some of the collaborative relationships we have in our sport right now and this one was kind of first one was what really kind of inspired me to work with Boomer and that was Richard Quick and Bill Boomer worked together for a long time starting around 1991 which is the year that I left, my volunteer assistant position with Richard and Boomer came in and I watched Stanford proceed to win about seven national championships in a row. Teri McKeever and Milt Nelms have this wonderful collaborative relationship. Dave Salo and Jon Urbanek Dennis Pursley and John T. Skinner and if you look at each of the individuals in these pairings, they're different, man they're different, what they may be known for in the sport, a really different and different perspectives. McGee Moody and Mark Bernardino, that's going to be great to watch. David Marsh and Bob Groseth, what an incredible move that was to have David who's one of our country's all time great coaches, one of the best ever, bring in and learn from Bob Groseth. Ray Lewis hiring Dennis Dale probably sent shockwaves through anybody that swim on the Big Ten in the last 10 years but those two are going to make an incredibly formidable duo and then I gotta tip my hat to Jack Roach because I think anybody that's ever had the opportunity to work with him, walks away feeling like you helped

him, and he helped you. He may be the finest temporary kind of partner that anyone could ever have in coaching. It's happening all around us.

I want to move now into a little bit more specific, a little bit more specific images I guess of the way that Boomer helped change my perspective. We each have this idea of when a swimmer walks on to your pool deck, what are they to you? We are going to go ahead and go out there and get it out there and say that they're not points, they're not 30% of the scholarship, they're not a pain in your neck with parents, they're human beings. We all know that. But what do they really about to be to you when they into your practice. In other words, what is this practice going to do to change them and act on them? Like systems are primary and I will tell you that the perspective that I have had when I first started coaching, I really thought it was all about hitting them with the right energy systems at the right time and what a magnificent puzzle that is to try to put together. That can occupy you for a long time and it did. Then, and a close second was this: the biomechanical aspect of swimming. How is this person actually moving through the water and what is it about these spectacular athletes who seem to slide through the water, what are they doing? Those are the things that I was pursuing like what kind of practice and stress are we going to give them and how can I help them become more slippery, more efficient, and better swimmers. That was really the first paradigm I had, and then at some point it shifted, because I felt like we could train their energy systems so they get really powerful at swimming, really crappy. Something else had to come first, so you can look at them as a mechanical or skeletal system, or as an energy production system but the brain and nervous system has really started to come to the forefront of performance sports, high performance in sports with this explosion in research in basically brain plasticity, and the more we find out about the brain, the more incredibly fascinating it is and the more it has to move to the forefront of our thought.

I felt like I was on a path to really move the nervous system up right up there with energy production and maybe just below biomechanics when

Boomer started challenging me to think of not just the nervous system as neuromuscular skill generating system, but the nervous system as a series of instincts and reactions that you have and your athletes have that they have no control over them. I think some of you guys have heard me give this demonstration before with but, this is what did it for me.

We had a young woman, is anybody from SwimAtlanta here? Abigail Alton came from SwimAtlanta, she is beautiful swimmer, long, graceful freestyler and she was also – she was tough to coach. From the very first day when she arrived on our pool deck, she swam with her head way up here and we would tell her, "Abbey, if you lower your head a little bit, you're going change the angle of your head and change your posture, you're going to come into a better line, the hydrodynamics are going to work better. Get your head down." She put her head down for about 30 yards and then cranked it back up again. Show her on the iPad or on the video camera and say, "look at your head, it's still way up there and just bring it back down, show me you can do it" she bring it back down, she swam a few strokes of beautiful freestyle turn my back and right, it's right back up again. Abigail was also very stubborn and I say also because I thought while I'm coaching her for three years and her head is trying to weigh up, for three years just being stubborn and she doesn't want to change. She is stubborn, she won't change therefore she doesn't want to change.

Boomer came on to our deck, he watched her for about maybe 10 seconds and said, "he asked her to step out of the pool and he asked her to do this, he said, "walk backwards" so she is walking backwards and she's fine and then he asked her to look down and walk backwards and look down, she walked backwards and she fell. I looked at him like what did you just do to her, did you just send mind waves at her and make her fall? He said, "that's primal, she's looking to the horizon, she has to look to the horizon to orient herself, you can't change that." She was very unstable walking backwards and she was looking at the horizon, as soon as she looked down, she fell, she literally fell. The lesson that I learned there was, "She's stubborn and that has absolutely

nothing to do with the fact that she can't make the change in the way that I wanted her to make the change." There were so many instances of this idea that there are movements and reactions that are primal and if we know what we're looking at, if we what's your word, "see what we are looking at," if we see what we're looking at and try to see what we are looking at, then we can – the perspective changes dramatically and so the nervous system comes first.

Bill: It's everything you see is related to survival in swimming, everything that you see a swimmer do is related to their survival so when you are trying to correct them, you have to correct them from the point of view of their survival and how they see that and how they feel that and if you start there and make them feel comfortable or more comfortable, at least safer in the environment, then you can move forward, till that happens, you, as Matt said can, you can put your hand in a bucket of water for 50 years and you take it out and 15 seconds later they never really know you were there. You have to start from where they're and most people in the aquatic situation, it's about safety and survival, it's not about swimming.

Matt: I'm now going to transition into just being the computer operator and I will throw in a few comments here and there while Boomer continues down that thread that he just kind of introduced, but before we do that, do you guys have any questions or thoughts.

Audience: She needed to look at the horizon to keep from falling?

Matt: She was looking at the horizon.

Audience: She needs that and what does it prove that's what she needed to do, that's her survival.

Bill: That's one thing that you do it in a terrestrial land situation, when you fall or when you are unstable, the first thing you do is you look for horizon to stabilize your sight line so you can move inside that sight line. She proved to me that she was unstable in the water, in an aquatic situation and she was referring or deferring a land-based survival move to an aquatic move.

Audience: Would you probably say to

her, this is why you're doing that and you are stable, and this is why you are stable?

Bill: No, you can't reason with someone who's primarily upset. Those are reactions, they're survival. For you to try to talk her into something as Matt was trying to do, you never can do that, you have to make them feel safe in the environment first and then you can have a conversation with them from the forebrain. They're basically dealing from the two brains that – we have three, the two hindbrains are basically about our safety and our survival and so she was operating under those two brains.

Audience: I have many adults that keep their head high in the water to be close to the air. Is that kind of the same thing?

Bill: Does anybody here have something that they can drink? I'm going to ask you to take that drink and head it toward your lips.

Audience: Right now?

Bill: Yes. What did you just do before it touched your lips?

Audience: Opened the bottle.

Bill: Head it towards your lips again, what did you just do? No, what –

Audience: I pursed my lips.

Bill: As it approached your lips what did you do?

Audience: [Several guesses]

Bill: You inhaled. How many times have you put water on your lips in your life and never thought about that?

Audience: It's the first time I thought about it.

Bill: Exactly. Where does that come from? Why do every one of us inhale when water or liquid approaches our lips?

Audience: It's survival.

Bill: That's right. It's the survival instinct, so what have to do with your swimmers, is you have to get them to realize that breath-holding is about momentary survival. Exhaling is about survival over time. That's a big issue with people who are unstable in an environment. You have to separate those two and you give them experiences in the facts of breathing which over time is

about the exhale and for the momentary safety, if you would have made a mistake there now you have aired or expunged any liquids but there are two different things, that's kind of what I want to talk about here but I mean those questions are awesome because we all deal with those questions whether you are an adult or a child. The only way that you can – the only way that you can relieve aquatic anxiety is through experiences. You as a coach have to make up experiences for the kids or the adults that you are coaching that will lead them down the path so that their primal system doesn't feel at risk all the time. They know that basically where I get my information for breathing is on my cheeks. If you don't run water over the cheeks of a child or an adult when you're teaching them, they're going to still be breathing from the forebrain. You get water running over their cheeks and automatically they work out whether there is pressure of water there or not and they can take their breath or they can't, all of a sudden that goes to the hindbrain.

Now it's a primal issue, I don't have to think about breathing but unless you have education of water pressures and whatnot on the cheeks so there are a lot of things you can do to get them experienced away from the forebrain and their breathing or feeling insecure or unsafe. That's the basic beginning when you teach non-swimmers or children.

Audience: In this specific example of freestyle, when did you guys do it address it afterwards?

Bill: You just mentioned, what do we do with our freestylers?

Audience: No, no because it was added.

Bill: I forgot. I mean, I don't have a system. I just look at a situation and I empathize. You used empathy as a word. I try to figure out what I can do in that moment for that person, what is it that I can do, whether it's Dara Torres or it doesn't matter who – how fast they swim or who they are. How can I rectify that fear that they have? How can I help them move forward? I never do it in a stroke, I never do it in a stroke, I never have them moving or swimming; it's about them and the water. It isn't about movement. You have to take them out of the context of competition, out of the context of going from A to B, Get

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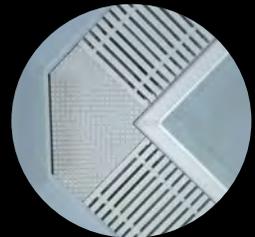
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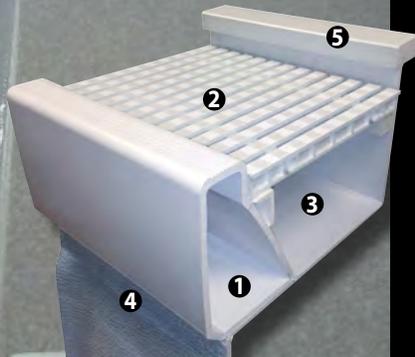
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them with sitting comfortably on the side of the pool, and begin to pull water over their head, talking to them, you can bring them to a point where you can say, “Now we’re going to take those ideas and we’re going to insert them. When you’re comfortable, we’re going to insert them into freestyle.” You work your mechanics around their safety feelings.

Bill: John’s idea of a – you get your own fish, I have a fishing pole here. The reason I stopped doing swimming – I made a conscious decision like John did, that I had the rest of my life, I’m almost 80. I had the rest of my life and what do I want to do with it? I was my own wife. I stopped doing swimming but I never had a place to put Richard’s death, Richard Quick, I never could put that down. When the Women’s Championship was at Auburn I decided I want to get my truck and drive to Auburn, I want to sit in the stands, I want to watch a great meet and think about Richard. I did. After the first morning I’m still there, sitting there and I’m watching this beautiful diver and I get a tap on my shoulder and I looked up and I didn’t know who he was until he introduced himself, and I realized that I had heard the name before because Josh Stern, one of my former swimmers and Matt were bosom buddies in New England and Josh Stern had talked to me about Matt. What a wonderful human being he is. We introduced ourselves, sat down, and started talking. It was a three-day conversation. It was amazing.

Matt: I did go back down and coached my team.

Bill: I hadn’t talked about swimming for three years and it was like I realized at that time that I still had all these thoughts about swimming, I had never not kept thinking about swimming, I just stopped doing swimming. I was able to release all those thoughts and ideas and it isn’t about – I have never in all the time that we have been together, I have never felt like I had to convince him of anything. All I had to do was explain what I felt and how I got there and we just kept moving on and the velocity is – I would say the velocity of our relationship is kind of move – still moving forward. It’s not peeling off. With that in mind, you can go to the next one.

As I’ve come back into swimming I begun to realize that we are basically in a different century, than we used to be in. The previous century was dominated by surfers, warriors, and in that century all the little changes in swimming were absorbed by the events, didn’t matter whether it was a track start, didn’t matter whether it was the touch in the backstroke, didn’t matter whether it was surface rules for breathing and breaststroke, all the little adjustments by rule or regulation were those adjustments were able to be absorbed by the events. The events didn’t change. In this century, there are two new realities that we need to think about. The first reality is that subsurface travel has radically changed the swimming landscape, from the perspective that I just talked about, the change has to do with your nervous system, it has to do with your survival and your safety and how you deal with it and how the kids deal with it.

Matt: If this is a diagram of a swimming pool and the arrows indicate where swimmers in each lane are essentially either approaching or coming off of a turn. The different colored segments are different ways to approach the turn both into the wall and out of the wall. This is maybe the way a pool is now and then we’re going to show you where we think we are headed.

Bill: When underwater swimming came in, basically, events choose you don’t choose events. We don’t do stuff that we’re not successful at doing. When underwater swimming came in there were certain people who swam fly and breast and back in freestyle underwater really well. Those people moved forward in the events and so what you had it was a big – what you had was a big disparity between the winners and maybe six, seventh and eighth. As we went forward toward 2010, the disparity became less and more people were at 12 meters underwater. A few people were at 14. Within three years, maybe five years, most of the people who swim at night are going to be at 14. Why? Because those kids were 7, 8, 9 and were chosen anthropomorphically by the event, and those kids are moving towards 20 and those are the kids that are going to be swimming those events. Everybody is going to get more equal. Now what do

you do? Who chooses the winner now? What is the surface going to be for in the future? Last century, the surface was for beating people. The next, this century, the surface is going to be for preparing to go back underwater and beat them because underwater swimming is faster than surface swimming.

We are going to have to change how we look at the surface, we are going to have to change how we look at training for being underwater, who we think is good at it or bad, backstrokers used to be 6’7, now they’re moving down towards 6’, the lines of the body are shorter, they don’t fracture as much under water, there – there’s much more fluidity there, they’re faster than the big people, with some exceptions. Going underwater hasn’t just changed events, it’s going to change the future of us as swimming coaches and how we value certain activities and who’s going to be really good at it and what the nervous system is looking like. Another thing to think about, I believe it was a capricious decision to choose 15 meters. The idea is that they were trying to halt somebody from doing something but they didn’t make 15 meters as an endpoint from the perspective of health. What they did is they took surface warriors out of the picture, in five years, surface warriors in Short Course Swimming are going to be dinosaurs. They took them out of the sport, and to some extent, 15 meters is a little too long. It is too long because you now don’t have enough time to recover and get back under there. With our approach to training people for 15 meters is more work, longer distances under water, that’s dangerous. I would like to see it come back to 12 and I would like to see both people racing under water. I think the mix in swimming would be a lot healthier and I think it would be better for television, it would be better for viewers and we would have people who are, your expertise underwater would take you to 12 faster than somebody else’s. Anyway, that’s a personal thought.

Bill: We have already talked about primal-neural acceptance. What we have done is we’ve complicated the issue of risk and safety in the water; in the early last century, when we were basically swimming on the surface, it was pretty simple. That is, kids just had to learn how

to exhale, they didn't have to learn how to hold their breath. Exhaling is in itself a primal response for safety. Exhaling is a safety valve and considered so by your primal system. We've complicated the whole issue by going underwater and adding another dynamic. Both of them are about safety and survival, but they're on opposite sides. One is a breath hold and one is a flush. We have gone from being surface warriors to asking our kids to compete in the columns of water that are in our pool.

Volume versus surface, but we haven't done anything about preparing them for that in terms of their primal acceptance. You have to have both today, you have to have surface and basically, you have to be able to operate on the surface with exhaling and you have to be able to operate on a moment's basis with a breath hold.

Audience: When you talk about columns, are they vertical or horizontal? What do you mean by columns?

Bill: No, the vertical. You get your swimmers and they walk out on to the deck right. What do they see? Did you ever ask your swimmers what they see when they walk out from the locker room on to the deck and they see this pool in front of them? What is it that they see? How do they recognize it?

Audience: They see the surface of the water.

Bill: They see a surface, right? Primarily when they walk out on the deck, they're not on edge, their adrenal system isn't leaking because they see a surface and they know how to deal with that. They exhale on that surface so they can keep doing it as much as John wants them to. Now what we have done is we have asked them to go underwater, now they have to begin to look at it as a volume, not a surface. When they're under the surface, it's a breath hold. We've complicated the whole situation in terms of survival, and how they think about it, and what they see. We need to deal with that. We need to focus on the fact that they're in a volume of water, a column of water. Both of which are life threatening.

Audience: How do you deal with that?

Bill: Think about how your swimmers today live their lives before they get to the pool. Even 10 years ago, life was much

more simple for their nervous system than it is today. We have two nervous systems. When you're using texts or using electronic communication, that's all in the forebrain. You're thinking about what you're doing. Survival is all about the hindbrain. Two days before I came down here I heard that texting or electronic communication while driving is now the leading cause of death by automobiles in this country. Why is that? Because we are in the wrong brain. It's not just that we shouldn't be texting, is that we are in the wrong brain, when you drive defensively, you're in your hindbrain, you don't make decisions, you make reactions. Anything that you do that brings you to the forebrain puts everybody else on the road in danger because you're not reacting to danger, you don't have this instinct anymore. Kids come to your pool in that condition, when our brains are supposed to be balanced, that's how we are, that's how we have survived, that's why your DNA is still in this room, because your ancestors had a balanced approach to daily life. They could think about stuff or they could react to stuff equally and there was communication between the two brain systems. Now, we spend all day long on electronic gear, this brain is basically on fire all day and all of our lives are based upon comfort, so there's no neural danger and so this brain kind of goes to sleep. It just kind of dampens down and we live in just this brain.

The problem is, our nervous system is a hunter-gatherer nervous system. For our sensory, the things that we talk about like sight, sound, smell, taste and touch, well, that's an early warning system. It's cognitive forebrain, you can choose to touch something, smell something, taste something, hear something. That's an early warning system, it's cognitive. Those systems respond to external stimuli that is, what did I just hear, should I get the heck out of here so I'm not a meal. Is there a fire coming? What's in my environment? This is the near sensory system, this is the athletic system, this is the system that works out of your hindbrain, this is the system that's gone to sleep all day because this system in terms of your electronic communication is on fire.

They come to your pool, let's talk about vestibular balance, basically

that's where the weight of my head is, relative to my support system. Tackle sensitivity is: what do I feel on the skin of my body? Heat, vibrations, stuff like that, that's tactile sensitivity and proprioceptive awareness basically is where are my limbs? If I were to ask you to stand up, take your hands, put them in front of you, and begin to move them apart, and you lost sight of your hands at your peripheral vision, I could see the change in your eyes. You could feel it in the head. Why? Because you don't know where they're now, you can't see them, 80% of our information is visual and now you have lost sight of the defending where are they? Can I get through? Can I defend myself? You are on alert. Unfortunately, most of our stroking in freestyle is in the wrong position and we are on alert all the time because they're out of our sight. Think about it.

They cannot be directed, they can be influenced by experiences but they cannot be directed by the forebrain. That's your athletic system. If you don't get those two systems working together before you get your kids in the pool and start working with them, you are wasting your time. I want you to think about this, if you will. I had asked at least a hundred coaches all over the world, how long does it take in a two hour practice for you to feel like you have got your kids ready to go to work, metabolically? Almost universally, it's like 20 minutes to 25 minutes. It takes me 25 minutes or 20 minutes to get my kids ready to receive the metabolic stimulation that I want. I don't think that's the case, I think it takes 20 to 25 minutes of indiscriminate activity to get your brains balanced.

That's the issue, why not take five minutes at the beginning of practice maybe eight and balance your brains before you even get in the pool or while you get in the pool. Subtract ten even from 25. In a two hour practice, you get 15 more minutes of stimulation and it's stimulation that's useful because the brains are balanced and you put that over a week, that's another practice, simply by recognizing that the nervous system is what you're dealing with early in a practice or when kids come off the street into your pool, and you're just gathering time and they're feeling a lot better.

Audience: What would you do with your athletes in that time that they're on deck?

Bill: Breathing exercises of some kind, or yoga, or something where there were deep exhales. Those kids have to be comfortable with knowing what's coming. You have to work on the exhale side of the inhale-exhale so that their CO₂ levels don't bring anxiety into their system. I'm not saying that's what you should do at all but I'm just saying that you could start there. You could also start when they walk into the building and turn off their phones. No electronics until you walk out of the building.

Why? It's not just something you're asking them not to do; they could start their deep breathing as they're walking into a locker room and focus on it. Now here are some examples in today's world. Like 80% of our communication is visual and if you go to the airport, people are looking at their hands, bumping into each other or there's no conversation between six people sitting at a table. They're advertising today – even if a kid gets a ride to your pool, they're going through advertising that is designed to get them upset. Nature has a flow to it. The wolf hunts the deer by shape and movement. That's who we are, one, when they want to get your attention, six-tenths of a second bytes of flashing lights and sound and you have come to the conscious level because it's not comfortable and they get you because you are now looking at what made you feel that way. They're not interested in your comfort, they're interested in getting your attention but that's what we get all day here. There's another issue here. It used to be that in Short Course Swimming, you would push off and you would have about five, three to five seconds at the wall and then you'd come up and you'd have maybe eight or nine seconds to swim on the surface, depending on who you were and what your age is, there's a shorter period of time for your turn so maybe double that if you want for swimming on the surface. Now, we have gone underwater, now the surface activity is reduced below the turn activity and we've added activities to the same period of time or distance travel. We have added activities. We have made movement more dense in the same period of time or less because

it's faster in the same space that we are working in. That is called serial activity, and that's a nervous system issue. Your nervous system has to be ready to change positions, attitudes, everything in seconds or under a second. Let's say you are at your state meet, and there's a ready room or they get up off the block or off of your seat at a dual meet or you're preparing them. I wrote down the things that would happen to that kid in the first forty yards of a swim. Each of those stands alone as an entity that should be taught.

Twenty-one different things to accomplish before they get to the second fifteen off the wall. That is unbelievable serial density and if we are not dealing with that fact that is getting kids to act in certain ways in really short periods of time over and over and over then we are really not teaching Short Course Swimming. We're bringing the history of surface water activity to Short Course Swimming, we're out of step with the reality of that today. Long course hasn't changed very much, that's cyclical in nature, let's say there's a 30 second period of time when you're doing the same thing and then there's a short break where you're doing a number of little things but in general your body responds to the length of time that you are doing the same thing. It's difference, a nervous system. This is how I feel like preparation for long course and short course are diverging in the nervous system, they're diverging. I'm not saying that you can't swim long course coming out of a short course pool but we are going to have to be much more creative about what we do with kids in a short course pool, getting them ready to go long course. We take away one wall, just turn around after the backstroke flag so there's only one wall.

All this comes back to the question from the rear here and that is: what do you do about all this? I think what we have to do is we have to change the way we look at a warm up, we have to change the way we approach readiness in a practice on a daily basis. One of the things that we have done at Tennessee is we have experimented with those changes in all kinds of ways, just trying to feel the water that's tactile, we're trying to get a little more tactile sensitivity and this is called Nelmsing, as in Milt, it's basically

up and down and it's ribbon candy from the bottom to the top and an important thing here is that at the hip you don't want to V change, you want a rounded change, you go to the bottom and you round off in the hip, round off.

You get them traveling and maybe they go from lay marker to lay marker not long arcs but short arcs and using body weight, taking your breath and leading with a good aquatic line and not leading with your face out of line but you get your breath fly, come back and you're using the body line to drop yourself into the water, you are working on the exhale, and now I don't know if we have any of this but we have asked them to do somersaults on the surface, we have asked them to do all kinds of things in the ribbon candy. We have done backwards ribbon candy, sideways ribbon candy, you give them task where they forget about breath holding and feeling more comfortable and fun and all of a sudden their brains basically harmonize.

Bill: If you want to get metabolically ready for swimming I don't think there's anything harder than eight bobs and ten feet harmonic target bobbing. Coming off the bottom, going back down where you started, coming off the boundary and back down when you started, you're ready. You can introduce your metabolic readiness into this nervous system adjustment, it's just how you put it together.

Matt: You ask them to do a number of things in warm up, they're synchronized, so that – again we are doing what Boomer explained earlier to just give them experiences. Creating practice so that they have specific experiences, they get down essentially into the correct brain so that they're Nelmsing, there is so much information that comes to them when they do that activity. They have to be aware of their buoyancy, how that changes when they move their center of mass over the top of their center of buoyancy. They're using the whole column of water so that they become more comfortable and they're not locked into the surface. This is essentially with aquatic signature and then coming into some jumps and lines off the bottom, they're all just experiences that are designed to get

them to feel certain elements of the environment and tune into those things, in ways they're a little bit surprising and sometimes it's more work.

Bill: This is fun, this is a drop in so you go dropping together, that is the quality of the line takes you down either faster or slower than your opponent and then the first one that breaks the surface on a harmonic on a way up in 16 feet and this is competitions, and I don't know what depths you have. Another thing that we do, that I like a lot, is we take 50 kids and we put them in one lane from the backstroke flags to the wall, 50 kids and we ask them to go into a "signature," that is you take a breath and you let your face fall forward and you give yourself away to the water and there are 50 kids and they're bumping and slamming and they're just all over the place. When they want a breath, they have to exhale what they have and drop to the bottom, they have to look up and find a space in the cloud and come up, take a breath and go back into the signature and what you have is you have human rain and basically the first five minutes that you do that, they're all on edge.

People who are really uncomfortable move to the outside of the circle and then, all of a sudden, you can just see the shoulders drop in the group like this and it's just human rain, they're just comfortable, they feel good, they're bumping into people, it doesn't matter. They're comfortable in the column. Now just think about yourself going to NCAA or State Championships or whatever you do, you can't find a place in a lane much less a bathroom. Everybody's on edge. It doesn't matter to them anymore, they can swim over people, can bump into them; they still have their focus and that's what we try to mimic with this and they love it. Human rain, they call it a swarm. It's about warm up.

Bill: The question is, once you get them, what do you think is ready metabolically and neurally, so what do you do with them?

Matt: We don't really start practice the same way twice, it's important for them I think to know that when they approach the water, they gotta listen because there's going to be a set of instructions that is different from yesterday, and so

typically, we take the first maybe five to eight minutes to do something and that something could be anything from jumping in off the diving board to jumping, doing back flip off the blocks, all are very safe way, we will start with the diving well, we'll start in the pool and they like start in the side of the pool and we will swim 25 yards over and under the lane lines, but the purpose of the first, say five to eight minutes of practice is to essentially always, what we call – "partner with the water." That they're – they got to anticipate the way they're going to interact with the water and then we give them the chance to interact with water in a way that isn't swimming 500 and I'll talk to you in 8 minutes. There's sometimes metabolic activity so a really simple start might be to go a 100 yards of Nelmsing down on your front, coming back on your back and then they will create some lines both on the surface and underwater.

On the surface we may start in the signature and then come up into aquatic line, move into a posture that's ready for kicking, kicked down in the other end of the pool, bob a few times, come back underwater. There's some metabolic activity there. We may alternate kicking a line with swimming down line, there are some metabolic activity there. There are concepts that we try to reinforce in a 200 freestyle and the idea of cruising the first part, building second, attacking the last.

We use that language pretty early on in warm up maybe five to eight minutes in and sometimes we will give them a shot start hold with a 100 IM race. It can be different all the time and I think that flows from your idea that the first purpose of the practice is to create a relationship with the water. We have to be clear on what that is and if it's very casual in diving and swimming 500 or 400 or you have thousand kick pull swim, then certainly that's predictable but if they have done it a thousand times before then that partnership offers nothing new that day. We really want them to get into the mindset of discovering something new. We try to include opportunities for exhaling, make sure that their breathing systems are where we want them to be. There is basically a checklist of different elements we want to cover in the warm up that we haven't mentioned.

Bill: Much of the warm up is around walls. When we ask them to do stuff it pertains a lot to wall skills and that's to lead into the fact that Matt and I just made a turn and start video, probably be out in the spring and it's pretty comprehensive and it deals with all this and we made another video about freestyle and it's called Freestyle reimagined and that will come out at the same time, I think in the Spring.

Matt: Let me move forward to George's talk and I think it's segues pretty nicely, we talked about his plan for continuing to improve performance from a conference meet to 30 days later, NCAA Championship, the theme kept coming up that what we're really doing is looking at the nervous system first so –

George Kennedy: I'm just in my 30th year at Hopkins and for about 27 years I always believed that our taper was about the expectations we challenged our athletes with and then how they get after them and we were doing quite well but I would say this about 90% of teams under-perform. We need to be honest with ourselves at some level. What was it that we needed to change and I think from my aspect, I had to go from being disappointed in what we were doing to being dissatisfied. Our team was finishing in the top 10 at NCAAs but we were dissatisfied. Bill and I were talking about it last night, you always have to throw everything out on the table and start over, and so one thing that comes to my mind.

Dick Jochums was talking earlier today about what he has learned from the Greeks, well there was a Greek warrior many years ago and in just survival, the Greek warrior basically said, in times of crisis, we don't rise to the level of our expectations but we fall to the level of our training and our preparation and what I would like for Matt to do is and before we start talking about what my perception of that is and it's really different and it's fun, I think we have to ask ourselves these questions before we even begin to plan for a season.

"What does your favorite team look like?" and I'm going to come back to these because I want you to get thinking about these. "What's the proper size for your team?" "What are

the physical dynamics that affect this group and probably the psychological dynamics that affect this group?" "How does this team fulfill their potential?" I'm currently reading a book by a Tufts athletic trainer, encourage you all to get it, it's called, *Beneath the Hidden Jersey* and he talks about the other 150 hours a week in that. My favorite hero, my hero in sports is Michael Jordan and when he won or he was admitted into the Hall of Fame for basketball, the famous line goes that one of his coaches held him back a little bit because he told Michael, "There is no 'I' in team" and his response was, "But there's an 'I' in win." I'm convinced that the 'I' in team is where it begins. It starts with each one of us and I think the panel earlier today mentioned that.

Matt if you can fast forward to the 20th and 21st century, so here are the value systems of what we for years I think looked at and how we set up our training program and then what we – I think you can only rest or perform at a championship meet if you do the work. We elevated training above everything else. Now at a school like Johns Hopkins, the academics are always there. I mean these are smart kids. A little story is, the first meet I went to 30 years ago, I put an itinerary on the bulletin board and came in all fired up, ready for the team to go and the whole thing had been edited in red ink! I came back to that. That was my initiation to Hopkins. But we put training here, up here and then there were vertical columns to everything else.

Matt and I spoke last night about how important the alcohol management part of that is. I've never had a team that has drunk successfully and been fast at the end of the year. Stress management is huge at our school. But what happens with the old philosophy or what I used – how I used to look at it was, the training was here and then there were vertical columns to everything else. If you didn't get your sleep because you were going to make up with it in not drinking. Maybe you didn't, you always took care of your academics but I think you get the point. We started looking at it in a different way and Matt we go to the 21st century and we got the subject video there. I can speaking while Matt gets it but that

training is on a horizontal column with sleep. You name it, sleep; management of alcohol, management of stress, hydration, nutrition, attitude. You look at any lead athletes now: massage, we have two massage therapists that go to the NCAAs with us. Out teams get massages twice a week. How we handle, or how we manage that I think is totally different than how we used to when we were dissatisfied, before I became so dissatisfied for the change, it was one thing that we would do halfway. Now I think we have an all in mentality. While we tried to collect what we were doing, I do want to talk about the value of sleep. I want to talk to you about that as maybe one of the most important, maybe impelling habits that's out there.

We have working with our team in Baltimore, we're really fortunate, North Baltimore Aquatic Club is three miles from where we train. We have as our sports psychiatrist, is the sports psychiatrist with the Baltimore Orioles. He studied sleep with professional athletes. In a layman's term that we all can understand, he says that, "You can go two days if you get six to six and half hours of sleep and take an afternoon power nap but the third day, if you go to the third day after that, it will be a five day recovery from that." It's really powerful in how we're setting up what we do during our seasonal training and what we do when we set up our championship training. A couple of things that we try to stress with our athletes is, when you talk about alcohol management, there's a study out there, about 56% of athletes are the worst but 56% of college athletes binge drink at least once a week. If they're binge drinking on a Saturday night, the best they can possibly come back is to Tuesday morning. If you can, this is what we do during the year and what we stress up top is probably more important than what we actually do with our training pattern because we all know that coaches tend to train or change their training pattern.

We come off of 36 hours of recovery and we just say to our athletes that has to be big sleep and it can't be big sleep because you're sleeping off a tough Saturday night. They have to make a decision. You're going to party hard or

you're going to swim fast? I've often felt that we're coming off a day off on Sunday and I like what Bill and Matt were doing with getting the body ready to swim in and so, we would actually take a whole session to try to get the body ready to swim for the entire week and we just called it our weekly setup. Alright, we worked with tempo trainers, we tried to get to sweet spots of our strokes and go on from there. Then basically we do a tremendous amount of effort, there's a tremendous amount of effort in our practices on Monday and Saturdays. There's a tremendous amount of strength, power and racing on Tuesdays and Thursdays. Where Thursday there says 'race prep' generally speaking we're doing in the fall a little bit more of a threshold type work there.

Now where it says, 'recover on own' what we've decided to do is, to really value the sleep there. The athletes come in, the two coaches, I have an assistant coach in my office and we stay in our offices, we've given them the practice to do. It's more about, this is how much – these are how many minutes you need to get in the pool and it's a value. The heart rates are not above 140, it's right in line with the sleep. 'Recover on own' they actually get our practice, it's a paper practice. Then we come back and do a really tough day on Thursday. We're off Friday morning and we come in on Friday afternoon and the coaches, this is what I decided, what coaches need to be all about; we decide what we think we really need to do that day. It's ranged from an hour of kicking into swimming to, having as much fun as you can ever imagine. My assisting coach is young and she's enthusiastic and one day she decided to throw a candy bar in the pool. Have any of you ever seen *Caddy Shack*? We had a *Caddy Shack* scene one Friday afternoon. It was a whole lot of fun, I won't go from there.

But one of the keys in our program and I think Matt had mentioned it earlier was peer coaching. One of the best ways to learn is by copying. We had a young lady on our team who just graduated, who could kick underwater better than any of our guys. Bill was talking about that's the wave of the future. It's really interesting. Her background, she swam

in high school but had never done anything in a practice longer than a 50 but she's a synchro swimmer and she could hold her breath forever. For 200 yards of backstroke most of her race with probably almost two thirds of her race was underwater. For instance, she taught the body flow underwater.

We had another young man who just could do turns like no other. He taught freestyle turns. The coaches would walk around. What I'm trying to get to you is, I don't think you can have anybody do anything well unless they really want to be there and they feel connected to it and to some extent they believe in what you believe in. I will say this, hard work is valued. It's a different kind of hard work but it's really valued. We really work hard at swimming our races properly.

The two hour swim, an hour weights on Saturday is probably the only day where we totally exhaust them and they're recovering off that. I'm not a big fan of totally exhausting them because we want more in the system. Naturally you see what we're doing during the – John there's a rainbow up there, which is pretty good right. You saw there?

George: You see what we're doing as the years go on and now for the last 30 days we switched that. We talked about our strength training. We call it, 'HIIT or high intensity interval training' and we're going to change this a little bit this year. Our assistant is become certified in spinning. We come in Monday morning and we get our bodies acclimated to the pool and then we're going to do a 30 minutes spin. Then our heaviest – I wouldn't say we lift heavy but our heaviest lift day is on Tuesday. Our recovery day on Wednesday is, we don't want them doing anything that's going to stress their muscle. Plyometric work on Thursday, high intensity interval training on Friday is done before the hour of what we do in the hour of peer coaching and then a combination lift on Saturday. I have all this stuff, I don't have the specifics with me but I can send it to anybody. Now what we do with our championship is, we have 30 days. What we do is a similar pattern but what I was seeing between conference meet and NCAAs I thought we were training really well, throughout the year. I thought we're doing, making the right

choices, I thought that we were teaching them from the inside out. That was that I thought they were taking care of themselves but they weren't managing something. Our kids were getting a little bit sick and they're getting stressed out about academics. I thought, this is where we need to make the change.

If you will, we're doing work on day one. We're doing work on day two. We're recovering on day three. It's more, and then we come back to work. After day four, everybody gets a massage about six hours after they've done the work so they can let the lactates flow out, and you take the massage before the day off. Every fifth day we were taking off. If a physiologist came in here and told me it was the right thing for our kids, they're going to the meet, they're kicking butt, they're healthy. We have not in the past two years missed a single minute of practice, a single minute from a health problem or a stress problem that we were missing all the time going into NCAAs. I think it's psychological, I think it's mental, I think it's emotional but I think what's happening here is that we're ridding the body of what you would call some residual fatigue on a regular basis. Who has the guts to take every fifth day off? Our kids love it, they connect with it, they believe in what I believe, because I believe in this. One of the really interesting things that comes out of it is that with the six, five day cycles, at some point in time, they want to start getting back in the water. I think that's a great thing. I think it's awesome!

It means they're engaged, they're ready, they're rested and so, this is an example of the patterns we had. This past year we, the entire east coast, and we were in Charlotte, we had a snow storm. Anybody here from Charlotte, you surely don't know how to take care of snow. We got back from our conference meet at 6 in the morning on Monday. Usually our cycle would start on a Tuesday. We went Wednesday, Thursday, Friday, Saturday a lot of regeneration, off on Sunday, like most teams probably would. Our team was ready to be off on Sunday. Then we went Monday, Tuesday, Wednesday, Thursday and during that time, we decided what we were going to do during each day, and that's the art of coaching to me, and then we took Friday

off. On that Friday my assisting coach and I went out for the best walk, we just released from it, everything else. The interesting thing about what happened in the next cycle, is we go Saturday, Sunday, Monday, Tuesday and a whole lot of people don't want to do that but what we made a decision to do is to treat Sunday like we normally do a day off. We flipped Sunday and then we were going to work on Monday. But we got blasted in the north by a snowstorm and now with litigation as it is, we used to try to sneak into the building on a snowstorm day and every building is like, locked now. It's locked down. Nobody could do anything on that Monday.

We had to adjust as we went and pretty soon that just started into what I would say a nice rest pattern and we went on to the NCAA Championships and I got to say, our kids were very well rested. I'm a big Chip Kelly fan, I'm a Philadelphia Eagles fan; if you stay with me for a little while. Chip when he was at the University of Oregon would rest his people, they'd be drinking smoothies, all the offensive linemen and other programs would be eating cheese steaks and fries. He'd go to nutrition, hydration, what the stuff that lasts. But what Chip discovered, he's a statistic guy, was that, when teams go like this to win their fourth quarter in a football game, that's not where it's at. Where it is right here. 87% of the time, in the PAC 12, he discovered the team that was leading at the end of the first quarter won the game.

I just thought, maybe if we come out of the gates at the NCAAs so charged and ready to go, without losing it emotionally, and day one is like Chip Kelly's first quarter. We're going to carry some momentum and we did, the first day at NCAAs was pretty magical until the men's medley relay got up and our six foot five breaststroker with size 18 feet lost his goggles and so he swam crooked and then our flyer jumped. I think only when your team's connected to what you're doing when you have – I mean it could have been devastating but they saw that everybody was swimming fast, we were all ready to go and so, I think at that point in time, a coach's job is to try to understand the personality of his program. What do you need to tell this group of guys who are so

charged up so they can bounce back and move on? I basically said this, and I said, "Guys everybody's coming to this meet. We're swimming fantastically. Almost any team is going to have hiccup" and then I asked them, "Did you get the shit out of your system?" and they just laughed and said, "Yes!" They moved on. I thought it was awesome. The next session was even better than the first. Now, how we set that up is, I think we do it through the training like I was talking about and here's an example of what we do. We use – rather there're a lot of coaches don't like to do the same practice, what we like to do is, progressions of the same practice. It's different but it's so similar that it makes sense to our athletes.

I know that people who use the color codes and John has set them up, what we're using our color codes for, because our kids are so doggone smart is they just know that as each color we go through, it gets faster. You're really not doing 4x50's orange, I'm not sure if that's the right thing there but – so, we went through a program where the goal was to try to get our 50 and 100 and 200 yard swimmers to swim their races right. Of this set, we had a young lady who went 22.8 in the 50 and she thinks this is one of the reasons why she was out in 11.24 and back at 11.56 good second half. But what we're doing is taking 8 x 25, working on tempo with the tempo trainer in October and we go three rounds through that set so, it's still some volume in there and we might do a 100 or 200 easy. It becomes a 3,900 yard set. Then in January, the 5x25s at – and this is now, I think really where it becomes on them. There is a 25 at their perception of what 85% is, their perception of what their 90% is, their perception of 95%, 100 and 100 plus. 100 plus is just wailing arms, and we recorded tempos, times and stroke counts. What we found with this, and the young lady who went 11.24 and back in 11.56, she was most efficient going at 95% of what she thought her max effort was. She had an opportunity to do that set and then her cue word when she'd stepped up on the block would be, "Go 95, right?" I said, "Yes." Then she just would go and believe.

That's in January and then during the championship preparation, because

we had five day cycles, we were able to do this set in every other cycle. It just made sense for the kids and we did it three times through about 20 some days out, two times through 14 days out and one time through. It's just getting the kids to buy-in and I think the silver bullet is 100% buy-in.

Another set that I know Bill put in the magazine that he puts out but our distance guy tends to be able to do long distance really well. We had a young man who this summer from Division III, it's really good, went 15:27 in the mile. He just dropped down by understanding pace better. Here's a distance set that we picked up and everybody may have done something like this. We did 1 x 400s, 2 x 200s, 4 x 100s and 8 x 50s. Then in the fall, we repeat the 400 and just drop the 8 x 50s and then the goal would be to descend the 400s tremendous walls, quadrant swimming that type of thing.

Then in January when we're looking to try to increase our race pace, we would descend each set of 8 x 50s. Then we knew he was going to swim pretty fast. When he did this set twice, a cycle about 20 some days out and then once a cycle about 10 days out, he did a 400 on 5:30 and he went about 3:50, 2 x 200s on 2:15 and he held about 1:51 and then he was holding :53s and :54s on the 100s and :26s on the 50s. It's just like we're trying to get buy-in from our athletes and I'm not sure if we get that unless it makes sense to them. That's the way they get to believe in what we believe in. Those are two examples and now with the power rack example, we also want to be motivational and inspirational, Matt said earlier. We love setting it up so they're successful. With power racks, we always use a cycle of four weeks and so, the week before the conference or NCAA Meet, we'll do one to five racks, they're holding body weight or body weight plus five. That's kinda, like just to make them still feel that they're doing some power, but what we progress in weeks one through three is, we'll do a base weight on the day one. We'll do the racks twice a week. Base weight plus five pounds on day two. We'll do a three rounds of five on :30. The next week we do base weight plus five and base weight plus 10. Two rounds of five on :35. Base

weight plus 10, base weight plus 15, one round of five on :40.

The key thing here is, when they start seeing they're improving by 17.1%, "My power's up" or 20.01%. That power ratio goes up like that. We tend to make it a little bit of a mind game, and so now they're buying into the physiological and the emotional and the psychological part of it all. That's what we're doing to try to get what I would call "ahead of the curve" and find a way to go from being dissatisfied to reaching performance capacity. It's thinking outside the box. Now, what we did at the conference meet, usually we have maybe 8 to 10 make their cuts in the fall and maybe 7 or 8 women make their cuts in the fall. What we did at the conference meet, we just gave everybody three to five days rest. I do that knowing that the men are just not going to swim as well as the women. That might be anti- what a lot of you think but our goal is, pick performance at the NAAs.

The women tend, and I don't want to sound sexist, but I found with women, I have two daughters; confidence is the key in their life. If they see that they're really hitting it and they do on five days rest at the conference meet, it just carries over to the NAAs. Men on the other hand need a kick in the..., and by setting it up three to five days out – an example I was telling Matt, we had an IMer go 1:58 at conference, he went 1:49 at NAAs and the bottom line was, he wasn't ready. He was in between, he just wasn't ready to perform but he was there mentally and emotionally, we get ready for all the relays. Our team does well in the relays in the conference meet but then they do really well in the relays at NAAs and this past year, our men and women combined won six out of the ten relays.

Coming back to the training. Something we're doing with relay is that I'm not sure a lot of people are doing but our speed sets during our rest patterns are done in relays. They race one another and we handicap – like if we have our A - 800 free relay next to our B - 800 free relay and usually we're going 150s or something that is little bit of a lesser distance but they find a way to race, they find a way to compete, they

find a way to say, “Hey you got to hold this guy off over here. He’s hot today.” I think that’s really helped our relays. We race relays in practice. It’s been a lot of fun. My life has been much more enjoyable knowing that we go to the meet with pretty much a programmatic change that I generally can see that our kids are going to swim pretty fast. I mean they come to practice every day, they’re healthy, they’re going four days, they can focus on four days. We would get stale with our academic loads, we get stale going six days in a row, everybody’s excited to go to NCAAs. It’s really working for us, it doesn’t mean it’s going to work for you but it’s really exciting because it’s changed the whole dynamics of our team.

Audience: When you started the thing to play that taking that rest in the middle of the week and four days on, one day off, did you see a difference in their investment as I guess it’s overall interest and motivation to train outside of that season? Did having that change their motivation overall?

George: The question is, did I see any change outside of the season? I just saw a change overall. They wanted to be there, they’re really engaged, they felt like we were preparing them for their world and not mine. I remember ten days before my conference meet in 1970-something, I was a 100 backstroke I didn’t want to be a 200, I was really a 75 backstroker but where we go like x 800 backstroke, 10 days out I’m saying, “Really?” I was so – it really, I’ll tell you what happens. Is I want to come back – I’m sorry I should, if you can stay with me for a second. I want to come back to the questions the first part because I think this is really important. What does your favorite team look like? Doing it this way, our team looks healthy, fit, energetic, ready to go, believing. I mean just ready to crush it and I think the key thing is they’re coming in feeling like they’re a 9 or a 10 before practice even starts.

I don’t know what your favorite team, what you want them to look at like at that time but prior to this, they’re looking tired, they were having the sniffles, they were sick and I don’t know what the magic answer was to it other than sometimes change can

be psychological or emotional. I think stress had a lot to do with it. I was always interested in my daughter’s athletic careers and one day I asked my older daughter when she was 10, “What’s your favorite sport?” She said, “Dad that’s easy. Lacrosse,” and she went on to play lacrosse. Then I asked my younger daughter who’s a little more cerebral and she was 7 at the time I said, “Sarah what’s your favorite sport?” She said, “That’s easy dad!” I say, “What’s that?” She goes, “Whatever sport I’m playing at that time.” I got to thinking. What if, somebody will ask John maybe what’s his favorite team of all time? The only answer can possibly be, the team you’re currently working with. That has to be your favorite team. What if your athletes see that that’s your favorite team every year? What the buy-in would be?

Then the second story I want to tell you, in 29 years of coaching up to this year, my favorite individual moment didn’t come from any meet or any award that anybody ever won. I was behind one of our athletes who was talking to a recruit as they were going around campus and I was back with mom and dad, this was a young lady so I knew that I had to recruit dad and our athlete, who would improve 9 seconds in a 200 free, could have said when asked the question, “What’s the best thing about Hopkins Swimming?” That’s a loaded question. I wanted to hear because I wanted to make sure she said, “That’s easy” and the young lady said, “What’s that?” She said, “Everybody’s into it.” That’s probably my favorite moment. We all have our favorite moments in a coaching career but if everybody’s into it, doesn’t that form the base of what we can do with any of them? I thought those two stories were really important.

Physical dynamics, we have a six lane 25 yard pool with 60 athletes. Our coaches are on the pool deck some days 8 hours. We have to do the work. They have to see us doing the work so that they can go fast. What’s the proper size of this team, I’m really going through a tough time right now because what we’ve seen usually it’s around 25 men and 25 women and we have 30 on each side. I say 25 men and 25 women because we’re allowed to take 25 men

and 25 women to the conference meet and only 18 to score. We all know what happens is that, the 19th through 25th kid always think they should be scoring and then the 26th through 30th kid always think they should be going to the conference meeting. They become the real pains. You don’t want too many bottom-feeders on the team. The other 150 hours in a week are just critical as we’ve described. I think it’s changing, I think you need the sleep. We preach it but we don’t do it. On Tuesday, I was able to speak to 50 doctors at Johns Hopkins Hospital and they were talking their residency program. They just kill their residents. They’re very interested in going to this kind of pattern and it really was exciting to me. Then what I also noticed is that a lot of colleges are going to – during their final exam period, they’re going to a reading day and then two days on, one day off; two days on, one day off and you always have that recovery day because no matter what, you get that third day in a row and you’re toast.

Audience: Can you tell us how you determine the base weights for each individual per athlete?

George: They’re individual per athlete.

Audience: How do you measure that?

George: Usually we measure that by a set time range that they can fall in between. Like for freestyle it’s a set time and it’s not – I think it might be between five and six second for freestyle; 5.5 and 6.2 for back and fly and 6 to 7 seconds for breaststroke. Then we base that off of that they have to stay within that range with the weight that they start out with and then they’re gradually adding in. I think power is really a great indicator of where they’re going to go in the speed races if you increase that power. It’s really helpful to them to see that they’ve increased that.

Matt: Thanks all. ■



EVERYTHING MATTERS

By **David Marsh**, SwimMAC Carolina

Introduction: If you have been in this room all morning, it has been a very powerful morning. The big hitters have been in here this morning doing big things. If you have been at the clinic all weekend, you know how powerful this clinic has been; from our opening Councilman lecture on Wednesday night, when Doug Ingram climbed Mount Everest with us and asked us questions about, “Is it impossible, or is it just hard?” Things don’t have to be fun to be fun. We spent the weekend talking about that. We have talked about things that David Marsh will call “intent of coaching.” A lot of David’s talk is going to be about the “content of coaching.” Both of those terms were his. What a perfect finish to this morning to come back to a place where everything matters.

It is simple, but true, to observe that every place David Marsh coaches, swimmers go faster. It’s been true for his whole career and continues to be true. He has been on three US Olympic staffs and was an NCAA Coach of the Year. Nine times his Men’s and Women’s teams at Auburn, won both men’s and women’s NCAA Division I Championships in the same year,

making Auburn the first school to do so. He has since been the CEO and Director of Team Elite at SwimMAC, Carolina. He has ten Olympians in the pool that he coaches every day. With everything that matters, here is a coach who knows about everything: Coach David Marsh. Thank you.

David Marsh: Thank you. Hey but, first off, I didn’t know that Doug Ingram would be starting our week here. It’s interesting, because Doug Ingram was actually responsible for my initial consideration of even being a coach, back when I was on the national team. It was in 1980, the year we boycotted the Olympics. Fortunately about six people were taken to Hawaii, obviously the three that made the team back then.

I was one of the others that didn’t make the team, but at least I still got to go on the fun trip to Hawaii. Near the end of the trip, I don’t know when it was, I was in the hotel talking to Doug, who he was on the staff. I didn’t know him that well, but he just came out of the blue and said – in a real sincere way: “Now David, do you have plans beyond this?” I said, “Well I’m not planning on swimming anymore,” because back then you knew

you didn’t swim anymore. You knew you were finished when you finished college.

He replied, “Well be sure you give back to swimming what it has given to you.” Over the years (including now), I continue to ponder that, because what I have come to realize is that it’s probably impossible for me to give back as much as the sport has given to me. Swimming did so much for me; the real short version is that I was a baseball player until tenth grade, when I was cut from the team. Then I switched to my brother’s sport (swimming). My background wasn’t a traditional background in swimming.

I, by the way, was not a good student. I didn’t really care about school. I was one of many– latchkey kids of those days, and didn’t have any kind of direction, even through college. I didn’t have a professional direction, but what direction I had was of wanting to be a great swimmer. I went to Southwest Miami High School, where I ended up being the school record holder. Thank you, in the 100 backstroke, thank you, 58.6, thank you. If Tim Shed is in the room, I beat his school record at the time. Short course yards, buddy. Now he has breaststrokers doing that in

practice, but that was the school record holder at the time.

I went to swim for Dick Wells and Jim Montrella at Indian River, where I became one of the better swimmers. Then fortunately Eddie took the job at Texas, which opened up Richard Quick to come to Auburn, which opened up an opportunity for me – Richard offered me a scholarship which changed my world, as the whole process of swimming had before that.

I didn't have that on my notes to talk about, but I just think in the context of this World Clinic, which has been a terrific clinic for knowledge and inspiration, the thought that one thing you say to a child or even a veteran like I was, a smart aleck college graduate at that time, matters. I really had no idea what I was going to do after that point in time. Richard's statement really initiated my thought, "Yeah, how can I give back?" Then Richard said, "We need a coach for the club team here at Auburn, do you want to take that on?"

It was about sixty kids from 8-and-Unders in these lanes, with a couple of Senior National kids in the far lanes. I would coach all sixty of them at the same time in one hour. I had to get everything done in one hour. I said, "Yeah, I'll do it." The first day I coached, I liked coaching more than I ever liked swimming myself. I was hooked, done deal, and have never looked back since. I love it even more today than I did back then, because I know how many more mistakes I've made. I also know how many more things I can learn.

I was one of the guys who played basketball games and as a young coach you never know where you're going to come in contact with the special coaches that influence you. I remember a lot of those basketball coaches and actually some of those post-5 o'clock talk events that went on well into the night, being some of the most critical times of bonding with what are now great friends in the coaching community. Then Bruce Gemmill talked about the chat I had with him on a flight from Australia about coaching the winning out of kids – which I think that's true a lot of times. If you do not sleep on the flight back from Australia, that's what happens.

You start babbling, and not being able to control things. If you cannot sleep, you go into another place, so I'm sorry Bruce if you are in here that I babbled so much to you. But we were sitting next to each other, so we had a nice warming talk.

We have 20 SwimMAC coaches here, and I am so glad that they are here for this clinic in particular because there is so much to be gained. When Doug talked about his journey up the mountain and leaving Jimi's ashes on top of the mountain... Jimi Flowers was my best friend in the world. He died in a mountaineering accident with Doug, when they were climbing a mountain years before that, so that's part of that connection that was not explained. Listening to that talk, I actually learned a little bit about my friend Jimi, my best friend, which I did not know. I didn't know that mountaineering had that call to the degree it does and Doug explained that very well.

I feel like that is my call to swimming, to help me understand my buddy Jimi, and ASCA is where Jimi and I would connect every year for about 20 years. We maintained our friendship much through the experience of the different ASCA clinics. But I've been listening to the clinic quite a bit, which kind of changed my talk. Because last year I spoke, I talked about intent versus content. I'm going to talk about intent versus content and I feel like this clinic has been much more intent talking about emphasis than content.

I may try to go backwards into content a little bit and give you an idea of how I think about designing a practice, but I have four chunks I want to talk of with more intent. Then we can wrap the thing up. This is my room, when I am changing my talk, that's grease markers on the mirror and a lot of scattered papers with my various thoughts. That is really kind of representative of my brain. I am pretty radically ADD and I'm left-handed and I have all the things going for me that causes me to operate the way I do.

Let's go right after one of the favorite sets of the IM guys. I had a really good IM group this summer and still have a good IM group coming back. But this is one of the sets that we did that they

really liked. It was a set that at the end of it, several of the guys were right at the 4. It would have been around the 4:30 something, 4:30 low-range in the last four IM and some of the ladies were under 5 minutes on the last IM.

Now as I anticipated, I appreciate that you take pictures of that kind of stuff and write it down. However that tells you almost nothing about this set. Honestly this set is damn boring to me right there. I mean that's boring, let me walk you through the real set a little bit more with adjustments because this is how I coach. If you're here to learn something from me, this is how that scatter brain thing in the office coaches. I will bring you to my grease board here in a few more minutes and you will understand even more how I coach.

But the 8x25 flys, those were 4 cruise, then they stop in the middle of the pool. Then with 4, they go 15 meters underwater, full speed, and then go easy on top. They could go drill if they want to on top because they're setting up the whole set and we're not worried about them being fantastic on the first little bit of butterfly. It's really just setting up them emotionally, trying to mimic and going through an IM. During the 200 free IM, Ryan's knee was hurting, so he pulled during that set. Tyler, Ty, and Camille all did the last 50 of the free IM Butterfly just to kind of raise their level of effort earlier because they're more 4 IM oriented, so we kind of got them into the set a little bit sooner. Marko, who is an Olympian from Macedonia (where they only have two pools in the whole country), he was a national champion swimmer of Wingate but was training with us this summer. His job on the set was a simple instruction: You beat Tyler and Ryan on everything until you can't beat them. His job was to start at the first 25 fly before the whole set began as the rabbit of the set. Now Tyler and Ryan, those guys didn't know that I told Marko that.

They were like, "What the hell?" you know? But that was the setup of the workout, and Marko lasted for quite a while before he was overtaken. This is an example of the different kinds of kids you have in your group. With kids that are going third and fourth in the lane every day, you have to get them out of

that. Put them in the role of, “You know what? Just win something.” I have done this many times, different kids in my career. “You have got to win something today. You have to let me see when you win it, so it is obvious, we don’t care if it’s the warm-up. We don’t care if it’s the first 100 of a descending 10x100 set and you win it and you beat everybody in the group.” But that changes their thinking a little bit.

On the 200 free IM, the turns were to be fast, and they were to glide out beyond the flags before they did any kicking of any wall. Oftentimes they would come up and start kicking right away. Just one more thing that’s added into it. The 4x100 IM, and 4x100s backstroke after that were three pull, then one swim, although several of the guys, including Ryan – again because of the knee, he was trying to build the strength up in the shoulders – they did 8x33s on 50 at the same time. The 8x33s were with strap only, the pulling here was with a buoy and a strap. The 8x33s were strap, and much higher tempo, so the 8x33s, even though they are shorter than 4x100s, were much harder. The heart rate went way to right up on that, because when there’s strap only, Elizabeth Beisel stuff, that’s one of the better ways to get the tempo up to kind of mimic that dance in backstroke. If you do it right with high tempo, it’s a great way to set up their technique.

All right, 400 IMs, when we do those we went underwater on fly, basically as far as they could. Most of them, they had to go at least 15 meters far as they could, and again it was fast kick fly. Then they kicked full speed through the exchange, so from fly to back, they kicked to keep the speed. They don’t just stop and change stroke, flop over on the back, and then move from breast to free and just come up and pop up and swim easy free. The transitions were the fast part and then the back-to-breast turn was supposed to be good. This is where Cathleen and Nora, Katy, Mily and Chadwick (he was a Missouri swimmer who came for the summer from college) – this was the main part of their sets. They were raising their heart rates right there, their 400 IMs were, I wanted them to go 90% during those 400 IMs, because they are more 200 IMers. That’s more of a sweet spot for them. Everybody loves 100 IMs and you can’t do enough of those, right?

8x50s breaststrokes, lots of adjustments here. They descended by sets of two descending one to three, so it was basically two in a row, descending down one to three, and the last two were drill. If breaststroke is descending down, understand that it looks like 8x50s is really bringing it down by efforts of two. Stroke count was to stay the exact same as they descended their times, they couldn’t go up on their stroke count in order to go faster. Then last two were drill because we’re setting up for the 2x200 IMs, so this set’s really kind of a crescendo set to a big finish and I wanted one of the IMs, 2x200 IMs to be kind of a feature there.

Along during the set, there were some swimmers as you can imagine, like Camille was doing 25 fly, 25 free and all the 50s breast, actually I’m sorry, 25 fly, 25 breast because I can’t watch her breaststroke. She doesn’t make the interval. She does a whole lot of breaststroke. She is a good IMer; she is not very fast in practice at it. Then Josa and Clary, I wanted them to go a fast breaststroke piece. I really didn’t want them to practice slow breaststroke this year, because really the only time they are going breaststroke in an IM, they need to be at that speed or faster. There is no need to go long, slow breaststroke and even descend for them. They did all of them all 25 free, 25 breast. Then the 2x200 IMs, the first one was a personal best, plus 20 for the ladies and plus 22 for the guys. The second one was faster, but done in reverse stroke order, so whatever the fourth best stroke was; that was supposed to increase their time on it. The fourth, then the third stroke, then the second stroke. They are really supposed to cruise their primary stroke in that particular IM. Again kind of setting up for the 4 IM. Just, that patience and putting a little more into that fourth stroke, which in IM we obviously always need to do. 400s free on 1:30; we’re 400s free on 1:30. Then they did a 400 IM really to set up the 400 IM fast at the end of the set.

That’s the set, so if wrote that down, want the answer, well there is a set you can do. The thing that makes the difference I believe is all the adjustments that happen with that. You can imagine, most of those are national team or national junior team swimmers that are on the right side,

so adjusting them also tells them that I have designed a set for them. It’s not like when they come, it’s like: “Here is the big boring set.” No, we have taken considerations and subgroups. Sometimes it’s groups of 3 or 4 and you don’t see any swimmers on this by the way. They are in other lanes doing other things, they didn’t do this set. Although there are times when I would do a set and I match up those intervals or something, they could do is they all could be going in the same interval.

But that wasn’t this particular set. This comes from generally a season plan that we started with Team Elite and again I should probably say this season plan is set up for elite athletes and a full year of focus. I think the giant advantage of the pros have when we got out to Irvine this summer was that they had a full year to get ready. They didn’t have a college season in between to be concerned with. They did not have any reason to chop things up. The challenge was a full year is too long, there is – I don’t know of any swimmers who can go like a full year without something else with a priority emphasis.

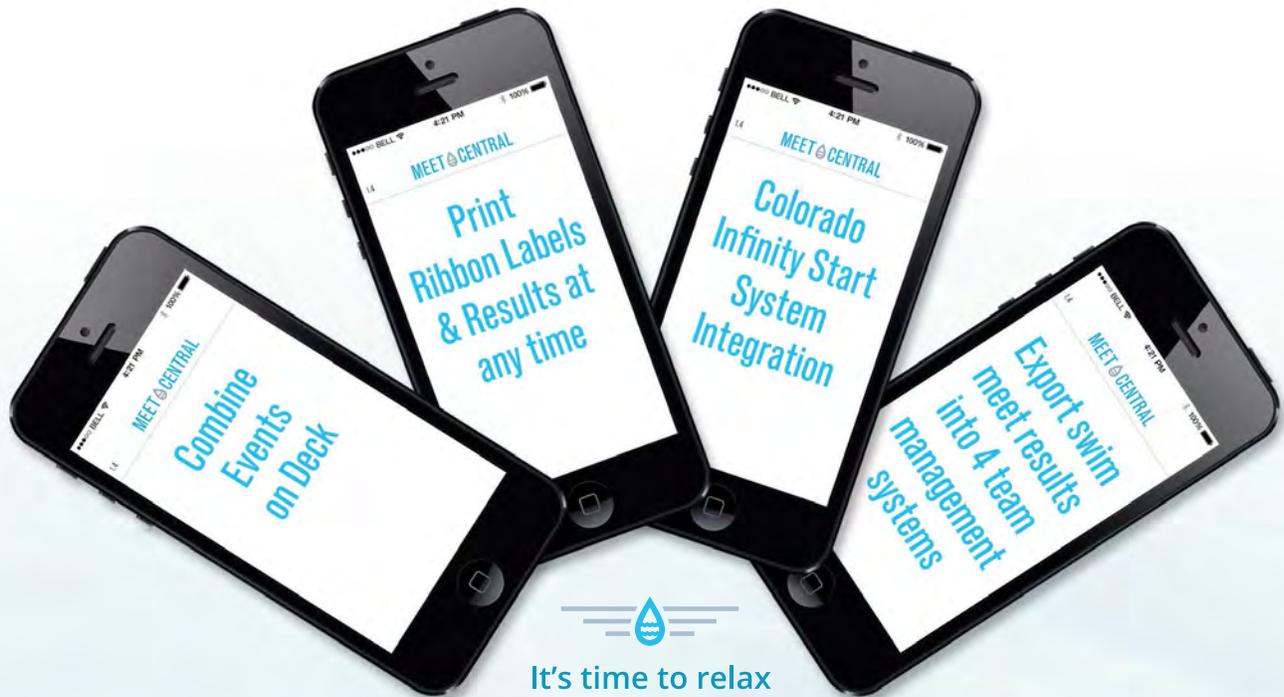
We took Nationals in December, we swam pretty well there in short course and I like being in short course in the fall. That short course focus Then we took our meet, the Charlotte Grand Prix meet, and we made a little emphasis on that for a couple of days and made that a little bit of a priority meet, as well. We were going to go to Brazil for a big Pro Meet, but that was cancelled. That kind of actually – I talked to Bob Bowman about that. That kind of messed this up quite a bit actually, because that was going to a time when we were going to kind of jump into it a little bit emotionally there and have something that has some meat on the bones.

As you see, the phase is probably what you guys had to want to look at the most. We went through different training phases and I can assure you there isn’t one of those phases we did completely that. I know there was a window of time where, I think it’s around Christmas, where they took a lot longer to get going than I anticipated as in attending practices as in trying as hard as they should trying.

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bit more of the work they need to get in if we felt like they needed to. To some degree we would even keep the box bigger for some of the athletes and move the other ones on a little bit. A way we do that maybe is by say a Cathleen Baker who is young and still pays good attention. She is – she went to the sprint group more often, we are ready to – when they have already done an aerobic kind of work to have her kind of ready and she is younger anyway, so a little extra work wouldn't hurt her. This is probably where I can kind of spend the most time and I would say the weekly schedule for me is really key to the way I think.

I know Coach Salo was talking earlier about something hard every day. I actually like pressing really deep and hard and recovering really well. Pressing and recovering, pressing and recovering. The deeper you can get them to press, the more chance you have for that giant improvement. Did you guys read that at all? Let me give you the framework of this, so if you look at this the thing I would like you to see is the level 3-4, level 9-10, level 5 – that's the level of exertion for the workout. With the 9-10, I want them crawling out of the pool.

I want them completely exhausted; I don't want to save anything for the next session. The 10 is deep, go for it. Have your legs trembling when you leave the pool. There are times when we have 9 and 10 practice where they do not get the 9 and 10 during the set I have designed for them – so we do more. We will come back at it and we will hit three more of something full speed or the vertical kick, till they can't kick, or they will do a couple of ropes and then drop and do some sprints off of that. But they do something to push them to that effort we need.

Wednesday, the sprinters didn't swim, you see it's only middle distance in the afternoon. We swam 33 meters more than any other distance which that the Queens University of Charlotte, we have a 33 meter pool. We can either bring it in to 25 meters, 25 yards. The first time I have ever done 33 meters and I talked to Bob Groseth about that and he was like, "Back in the day, a lot of people would train 33 meters and I love it, I love that distance," because its

long enough they get into that sort of long course stroke, but short enough to where they didn't lose their technique and it kind of kept them attention.

For me, it was good because it made me reinvent intervals. We had to kind of figure out intervals as we are designing sets. But a lot of the work I do and especially with the pros, we will do 20 seconds rest, 30 seconds rest and a lot of times, I don't need to have an interval. I just go until your heart gets below 120, you know? Things like that, kick for 20 seconds- vertical kick. That is the rest interval, so things like that rather than always looking at the clock. You are on the clock, you are on the clock. I think it's really good to let them control their environment every now and then.

Generally through my whole career Monday has been a chill day. You heard Gregg talk about he hits the hammer on Monday morning. I am the opposite, I like them coming in and experiencing Monday morning emotionally, kind of physically, a little bit more relaxed and get into the strokes, do a little technical work, not be afraid of that morning. Kind of make that a really positive atmosphere. The bottom here, the sprinters will lift and then do power and power is some of that really short blast stuff. Generally when I am talking about power, for the most part it's 25's or less.

Often it's in race environments, whether they are lined up one against the other. You are trying to get to the wall as fast as you can. Most of the middle-distance guys will do that power work with the sprinters. Middle-distance will swim for about an hour and then join the sprinters for the power work. They will get kind of the little aerobic piece, then they will come in with the sprinters. Of course, Davis Tarwater and Ryan, those guys, they all love beating Cullen and the guys that think they are sprinters on those real short little burst type things.

In this day here, this 6-7, the 3-4 shouldn't rock them too much. They should really come in Tuesday morning and give a very big effort on that Tuesday morning. Be pretty fresh That's generally one that we will go some kind of quality challenge This is kind of middle to late season, this isn't early season to be a lot more lower numbers for those early

season. This is the middle part of the year. You can see the afternoon, we kind of do a lot of filling in, review video. Ideally on Wednesday, they're thinking about – while either they have the day off or at least the morning off.

You can see it's unique here, Thursday to me is a bit of reset again. I'm right back at it. Friday, put in a quality session again. Saturday is generally always reserved for a rainbow set. Start with a little bit lighter and end up with something real big at the end, usually very customized. Here is an adjusted version of this, so this was the early template of what we are going to do. Then as we had to break out into more groups, this morphed into this, which for the middle group is the middle distance AM and PM. They would hit aerobic mix, quality kick, which is something we showed them too. We wanted them to know, "You have to come in Tuesday ready to go." Moss Creek is long course outdoors, which is important to us because we swim mostly indoors, and with having Nationals and Pan Pacs outdoors, we had to take advantage of any outdoor practices we could to get used to the environment of outdoor swimming. But we only swim in the morning, so that was an ideal because we never had the sun way up in our face and actually ended up having a couple of guys hit lane lines at the meet, as usual.

Sunday, you see recovery. Generally Friday afternoons, most of the guys will do Pilates Then again, this is the Elite guys. In the super sprint, where guys that had broken out into a very small group of guys that really focused on more of the 50 as a priority, a little bit of 100. Actually that was a group that Mark Webber was in and he dropped from 23.1 to 22.1, probably the biggest drop of anyone in the country this year. They only did singles, the kind of traditional sprint which would be more of the 100s of strokes, were for that middle kind of group there. Bob is really going to emphasize there. The point I want to make here is we even adjusted their weekly calendar. When we saw the kind of the personality of the group, we had to – here is part of what happened: the middle distance sprinters, started getting a little more uncomfortable with the sprinters not doing as much. We knew the 50 guys needed to do way

less than the other guys. If I kept the super short sprinters in with the general group, I would coach to the general group a little bit more, and these guys would get hurt by that. Breaking them out helped cause that to happen, and I've got lots of great coaches, so we are able to do that break out more in groups.

What's next? Here we go, some practices. This would be a 2 or 3 set, so that is really nothing too exciting. But you can see there even with these details, the Kayak drill and that's where you have the kickboard and you work the kick board on both sides to open yourself up, even within this a little bit of fast stuff. This is actually a really hard kick set, so it's a 200 with their brain turned off and then they come back and do literally just a 100. I will read through this, but they do 100 where they go 10 seconds to kick against the wall. It's kind of a Gregg Troy thing where you are holding a streamline, you kick against the wall in a streamline on your back. Then as soon as that's over, you go right into 15 meters, body dolphin underwater fish kick. Fish kick is an all-out kick; I am looking for them to kick and exaggerate how big they are kicking. That is not only the emphasis. Then in 25 meters, they would do a 10-second kick against the bottom. They go down to the bottom and kick. Try to push the bottom to China. Now, Dax and Dion, because they are 6 foot 7, they would have to go a little further because the pool was not deep enough for them. They had to go 35 meters to get that in. Now I do not know why it says mystery 10 meters. Because I think they were asking me about this. I said, "Do what you want during the extra 10 meters, I don't care, just get to the main thing." So 10 against the bottom and then sprint kick from the bottom up, into add the arms into the surface, Then 5 kicks.

Then you get up and out at the wall and hip flexor stretch for a minute, which was basically done on a plank. They don't like the sound of the plank as much as the hip flexor stretch, so we call it a stretch rather than a plank. Then they dive 25, body dolphin kick underwater full speed at the 25 mark, vertical kick for 30 seconds and the last 10 seconds, that's straight up, straight arms, head out. Vertical kicking, by the way, I kind of like when we are

done with that. This is one position. The other position is elbows out and completely in line with the shoulders and the posture is locked up here.

It's not this kind of kicking. You can see my hands? No, that's not. So either here underwater, whatever that is the easy way or here. That's the only three positions for vertical thinking for SwimMAC athletes. Coaches, got it? Alright, let's see Then 25 over kick swim to tie it all together. That is actually a really hard set that would probably a 7 or 8. It will be pretty serious set, usually this thing we would do about 8 times through. The 200 brain off would be just one time; that is just to get them going for the set. They would go back through those.

This would probably on one to one work to rest ratio and it would be done in little pieces. But then it would be a whole other minute after a 100 kick was over. Alright, this would be a little bit more aerobic set, but with the guys that I have I try to keep kick involved in all the different stuff we do. This would be 2 sets to 3x200s The thing you see here is that they throw in some fast kicking somewhere in here at different times. AF plus RAP, I think it means on this one was "as far and rhythmic as possible." I think that is the acronym for what I had in mind there.

I think it is "as fast" right? I have an exclamation point. The exclamation point is always just all-out, that's something, that's just fast. All right, here is another one; sorry I cannot see this one. I will talk through this one, so this is – who is this one. This breaststroke is a classic Micah Lawrence set that she would like. So 300 free IM, during that free IM, the breaststroke is 2 down 2 up for 50 fast. Then swim two rounds of 5 to 6 cycles, the 6th then go into 6x50s breast, 25 free kick Then breaststroke, 25 free kick with a breaststroke pull.

Then at the 25 mark, you would go three cycles under water full speed. So, down just below the water. It's not pull outs, its three small strokes like Barrowman 2 down 2 up stroke. They do the down, keeping the hands up top, popping their line, that's the big deal. You can't be mushy on this, when you are going full speed and when you do underwater

breaststroke, you ought to be going full speed. It ought to be bam, bam! It shouldn't be, "Oh, oh." That's not going to help them be a better breaststroker. Sharp stuff when they do the underwater breaststroke. Or I would say, don't do it.

Then they go into 2 for the remainder of the distance they have, they would do a 2 count wide breaststroke, that's what that two thing is. 3x100 breaststroke descend, 1 to 3 keep count equal. Once again they are trying to hold the same stroke count and really length the line on 1:50 and then 3x100s, 75 free, 25 breast all out. Stay high, so it was not just go all out. It was also swimming as little waters you could. Because I like, I talked to them about swimming in the top four inches of the water as much as they can.

Whenever I get a chance to swim in a pool that has that zero entry, we'd go swim in that zero entry pool and they would have to navigate their knees and their pulls to stay in that really high top layer of the water, especially for breaststrokers. I think that's the way the breaststrokers now are not going down and up a whole lot. They are going forward, there is a little bit of a wave in it, but it's a very shallow wave – it's a not undulating wave anymore. Then on this set if you look at the right side, there is 6x300s back stroke.

So somebody – that was probably Tyler Clary or somebody else that was afraid of doing that long of a set. That is Dax holding the board up. Jeremy Knowles special: this is a set many people have done. But I will say when, this is probably a month after maybe Tyler and Rhyme were there, and when they finished this set... this doesn't look very intimidating does it? It's a bunch of 50s on 1:10. This has the hardest set, this is what I've tweeted out afterwards: "The hardest set I've ever done." That was their comment about it, but they did it really hard.

Their job was to go 4 non-fly all out and I didn't care what stroke they did, but they had to be all out and then – they get out and dive each one. Long course meters dive every 50. Then four fly, four choice, four fly, four choice. Really the key to the set was, we lined them up in races. The reason their backs were purple at the end of the workout was that they

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had, they were held accountable, we only get two or three long course lanes in the pool we use for the Elite guys.

But that day we had 3, so we were able to race 3 at a time. I think Tim Phillips Tyler and Ryan were racing on fly there. They tore it up; this was a great set. At the same time, we had another group that can't handle that. The sprinters or guys that couldn't handle that would go this adjustment on the side. This group that would go towards the end, so the first group didn't experience them on the wall. They would get to the wall and they would gone by the time those guys would get in and we are doing the wimpier version of the set.

But we only had three lanes, so I couldn't spread them out to the other sides. So a cool set – I mean you do 50s from a dive and at about 1:10 and you do a good amount of a fly, you will crush them. It's a great killer set and just the athleticism of getting out at everyone. The goal is to hold 200 pace. The goal is to be at 200 pace and all those dive 25s, so it's probably solid. Here is the big IM set and really I won't necessarily go through this. This is basically broken 400 IMs, a little bit later in the season. How they are broken was a 50 fly and a minute dive Then 100 fly/back, back/breast.

They have a little more rest and they were getting at times. What we can look at is on the right side here, it says race feel. The first round, they just swim like they are going to feel in the race. So fly is easy, back is build and breast is go a little stronger, pretty strong but you use your legs. The second round is race strategy. So for example, Tyler has to always go out faster, he has to use his backstroke to have any chance because it doesn't have a good breaststroke, especially with the guys he's racing that have big breaststrokes. In that, his strategy was he has to go real solid on the backstroke. The next one is faster than your race time.

They have more rest, so they should be able to go faster than their time. I've had some symbols. I did some adjustments, like ask Kathleen Baker, I adjusted for some reason probably to bring it down to 400 free. Round 4 and 5 are 200s broken, so this is a big broken set. This is probably 8 to 10 weeks out

of Irvine, something like that. It was a pretty solid set. They were hurting pretty good. This is a set we did with that Allan Fall, one of our coaches did. We did together when I was coaching the high school kids, the year after the last Olympics with Alan and we would do this critical speed set a lot.

That's a version of Bill Sweetenham's critical speed set. But basically the numbers are here – you can write this stuff down, that is kind of fun. I use their goal time – especially the younger kids, I use their goal time rather than best time. In fact, I think you should always use goal time because like Josh Snyder said one time, when he first came to Charlotte. We are talking about, like, his results from the last weekend and I said, "Well what's your time in a 100 fly? What is your best time in the fly?" He says, "Well that's my old time, so that is not my best time, it's my old time." Just that thinking, that's the kind of thing I was trying to talk to Bruce Gemmell about, that thinking of, if you've gone this time and then you've grown, or eaten food, or rested, or worked out a little bit (or worked out a lot of bit); you are probably better than you were at that time with that time.

The best time is what? That is "Old Time." I am with Josh, "Old Time," so I set like this, do goal time, not best time. We set up goal time divided by two, add 10 seconds equals and then multiply two for the target time you were to hit. So for example, a 1:50.00 200 long course freestyle would be 55. Well then go 2:10, a 2:10 maybe a 200 backstroke would need to hold 2:30 on that. Pretty solid times, but then maybe the way I like to do it and a set, I can always make adjustments to it. Here is how when I am done in this priority, the first – the first priority is make the time. If you can't make the time and at that point Ryan was not in very good shape yet. I think his time was like 2:04 long course; he was not making that. He never had the priority 2, 3 and 4.

He just had to live in the first priority. But if you make the time, which a lot of people were then the second one is now even split. If you are even splitting, now take less strokes and if you are making that now negative split bigger. That turns it into the set I think, then you

are taking this nice aerobic set that is probably a – we would just say 6 or 7, say a 6 or 7 or for the after one, 7 or 8, you can look. So 7-8, you look at that and you can really turn it into something that can move you forward. The set was set up in this and we didn't do it straight through, it's 2 100s on 1:30 smooth Then 3 – the 3x200s we did and if your critical speed is below 2:50 Then you go on to 2:40 interval. If it's above 2:20, then we are going to 3 minute intervals. That would be two groups, that's probably because we didn't have enough lanes to just set everybody at their individual interval. Then 4x50s and then 4x50s – this is interesting too. So after that, we do 4x50s for whatever number of cycles I told them to do individually. Some would do 4 cycles, some would do 10 cycles. I knew some of them wouldn't give 10 cycles, so I don't ask them to do 10 cycles. I will set them up to lose, because that's not the main part of the set. The main part of the set is the 200s, but some of them can handle more work. To some of them that need more work like Kathleen and the younger kids or Tyler, the four IMers – they would do more stroke cycles. So 4x50s at "x" number of strokes, whatever you are giving at top speed. Then go easy the rest of the way for 4x50s. That was – that was our swimming, it wasn't easy swimming. It was something that was individualized, they created the set to where I wanted to this big set that become – that become like a group set. I have bit of intent stuff I was going to go to, but anything on the workout stuff before I go to kind of the bigger stuff?

(Audience question.) The power sets are pretty similar in time. But the measured sets are Coach Pam's. That's a great resistance set that I have stolen from her a couple of times. That is a tested thing and recorded. I have set up the set with the pros so that they are willing to give 100%. I keep it pretty safe on the power days, because I don't want them to be afraid of it at all. I want to go fully into it, 100%, now one thing they all do, too, is they all do other strokes. Whenever whatever we sprint, we will do sometimes all four strokes, definitely. Usually they are second best or even third best as part of the power. Because I really believe you want to work the explosive power of all four strokes.

The rainbow is basically is the color charts— and I don't use color charts, but the concept of color charts, where you go through and hit each level to where your purple hopefully by the time we send you home and you are taking the lane lines out.

Audience: For the Elite IM set, I really like that but you said you said you had different people doing different things. Taking that into account for team that works out of a six lane pool, 6-7 people in the lane. How would you manage that in that situation, trying to get everyone to do an individual thing?

Marsh: He is asking about it in a crowded pool like most of you deal with. That's the point of what I am trying to talk to you about. Most of the sets we are doing are in 2 or 3 long course lanes and I have six or seven elite swimmers in those lanes. Like I was saying in the one set where there — we are doing the 50s, I made sure the first group and I think they are maybe going 5 behind. That they would finish before the second group came in, so I really created two groups within that 1:10 interval to where they did not see each other. Culturally, in the workout, it didn't become this, "You guys are doing the pansy set while we are kicking our butts and we are turning purple," right? I didn't need the sprinters to do the nasty set. I needed them to do what they needed to do. They don't need to do what the other guys don't need to do. In the bigger picture with IM, I think you can write an IM set like I did with Camille, I said you guys do fly on the end. It's not really free IM for them, it's a fly at the back side.

Audience:
Why do you have ropes put in?

Marsh: That's a great question. Why do I have ropes put in where I have been, and really all the pools we've had? Because when I was at the Pan Ams (I was a little more inquisitive when I was younger, I should stay more inquisitive) I asked on one trip, the Pan Am games in '05 maybe, I asked Dick Shoulberg and Paul Bergen, "What is one thing you wouldn't give up on your program?" Both of them said ropes, so we put ropes up where we are. Just getting them to climb ropes is the next challenge, they like climbing ropes. If you follow SwimMAC Elite on

Twitter, there is really cool pictures as well. That's only the first time they go up the rope; they never show the fourth time up the rope, where their hands are like this and they're looking like scared children going up the rope. It's one of those things. Anything else on the workout, so that I can go into more of my other stuff?

Marsh: The question is how do I differentiate in the workout for different people? I don't do everybody; I do groups of people generally. What I've found when I was coaching some of these pools, like this grease board right here is real small and that doesn't work for me—I need a full size grease board. I do not coach as well with a small grease board because I need the right stuff all over the place to get the things I need to get. The answer to it is that it's like 4-5 people here, 4-5 people there, and a lot of times it is because of the way I tend to coach, we do probably a little bit less yardage. I have to keep the rest down a bit more if they are going to get the same amount of aerobic robust aerobic effort. The first set I showed us is about a 2500 IM set, that's the sweet spot of a set for me. I like a 2500 set, I think you can keep their attention, they will give the effort. Every now and then, we will go 3500 to 4000 set, but not very often. I do think some of the younger kids need to go those 3 to 4000 chunk sets in order to get that full aerobic capacity, they need it at that age.

John wanted me to talk about race pace training. Race pace training, yes do a lot of it, absolutely way into it. Yes so, we hit race speeds often, then like you saw on my critical speed set, then go under water better, then take less strokes at race speed. Then build within and still hit race speed and then go to a foot touch Then do it through a turn. One of the best sets we've done for that is for the sprinters is like that we break, we do six rounds of broken 100s They will go in different ways. But one of them is 30 meters Then 40 meters and 30 meters. The key part is they are actually working through the turn with an accountable time. Those broken 100s allow them do their whole 100 experience rather than wall the wall. A lot of times we forget about that; we were getting our butts kicked in Pan Pacs by lot of those Japanese swimmers

who had great walls. Little bitty guys, little bitty girls, fantastic walls. I think to some degree our culture tends to be wall to wall intervals, wall to wall lot of things. I think one of the things we want to keep in mind is developing some of us through walls. That's what we are on now.

As Bill Boomer talked about during his collaboration talk with Matt Kredich, short course is different than long course, period. Short course is an underwater race; short course is a turn race; it's reset every wall. That is one of the other advantages I think that I had coaching pros with a long course intention all year. We used short course to help long course, but short course was never a priority to us. Even though I probably I train 60-70% short course. I love short course training because it keeps your quality up a little. I mean, you maintain your stroke technique better.

I am going to go onto some of my other less exciting stuff. Can I share four chunks? We didn't get in here our "Everything Matters" slide. My Everything Matters slide, which is not on here, it should come up right now. It has all these words that matter. In thinking about sharing it with you, I am going to give you four chunks that I think are important within the everything and then maybe we will do a little bit of everything at the end for fun. I was going to tell you about some swimmers that this is what they're good at, this is what they're not so good at and give you that. "Taking the harder path," let me get my notes on that. This came to mind because Camille Adams, when we were over Pan Pacs, she was doing a set with one of the other groups and then with the national teams. It's great when you have them move around in groups a little bit and get little bit more experience.

She has done a big set and I really didn't intend for it to big set that day. I just wanted to get a swim in and just add it up with some of the girls in the other group, because we had mostly smelly boys in the group where I was coaching. I said, "Go swim with the girls today and enjoy that." I said, "Well why did you choose that set?" Because that's probably a little bit more and you probably pushed the edge of what I

would want you to do today.” She says, “Well, David, you said one of the first weeks I got to Charlotte,” and she is not even full time there, “You said, ‘Always choose the harder path.’” I said, “That’s cool.” I think there is one thing you can teach, preach, compel to the people you work with is to choose to take the harder path because humans don’t want to take the harder path. Humans want to take the more comfortable path generally. They want to take the elevator instead of the stairs, right?

We have this stainless steel apparatus; it is in our pools. I don’t know if you guys have them, too. But they have two rails that go down in the water, they have little things that go up and I see some people using it. But swimmers never use it; they better not use it until taper. That is called the Taper Ladder. That’s all it is. You only use it when you are tapered, period. Actually, it’s funny because then you have to remind them to use it. They pop out of the water all the time. But it’s just a little thing which I’ve done in my whole career; just one of those things where taking the harder path is – and pressing yourself out – rather than using ladders. Having them go places they have never gone. I think that has a lot to do with your atmosphere. Are they safe to go places they have not gone? If they go in a workout where they have never gone and they fail and they go to the edge and they push, what are you going to do about that? Are you going to say, we didn’t make the last three intervals and they are going to take that – or are you going to say well you are in deep right there. That’s the real important part of the atmosphere you have at your pool. Is it safe to do the things they need to do, the culture of your group of course? I think you have to be aware of the crabs, I mean it doesn’t take well one or two strong personalities in a group of 25 or 30 to pull down the group. You have got to be careful and manage the crabs in there.

Because we humans are crabs by nature, we want safety and look like me, and go on the intervals I’m going on. Don’t ask coach for faster intervals or don’t stay after practice, you’ll make me look bad. I think that’s the important part of that culture of teaching them to take the harder part. “Be honest in examination,” I think right now into the season

moving into the next season. If they didn’t take time at the end of the season to really examine the last season, I don’t know if you get as deep a hard effort in resetting the next year. I think they had to do a deep examination and give them questionnaires to let them contemplate. You can have them write you a summary of their thoughts. Ideally if they write in their handwriting, it seemed better. But at the very least, have them send you an email of their thoughts to say, so you can come to that understanding and then you’ll know that they’re maybe more ready for that deeper effort. Thinking about swimming, especially coming through until you get really specialized, it’s about a competition start to finish, it’s not about one event.

Most swimmers, and parents especially, want to think about their one event. Their “Triple A” event, my “Sectional cut” event, my Junior National event. No, it is about a swimming meet. It’s about being prepared for a three-day, four-day, and five-day meet at the end of the year. So as you are doing training sessions, you remind them that this is not just for your one event, this is for the entire meet. Take the harder path. When you are given a choice to enter meets, enter the harder events when you have a choice. Enter that 400 IM, enter that 200 fly. When I used to have the entire team do the 200 fly at one of our fall meets, all the sprinters, everyone - there was some freaking slow times. But they all did it and especially the 200 flyers and 400 IMers and the distance guys, they loved it. They absolutely loved it. It was their little moment to get the giggle. Now I did not say is when the sprinters are scoring all the points, then we have as much of a giggle there. It was like, “Go sprinters, go get us a ring.” The creating struggle, so one of the precepts I have gone by is three or four times a year, I like to give them a set they are not likely to make. I got one Haley Piersol story. Ralph Crocker gave her, god bless his soul, Ralph Crocker gave her 6x500s the first one they got is first one was on 5:10, this is a short course: 5:10, 5:00, 5:10, 5:05, 5:00, 4:55 and 4:50 were the intervals on these 500s.

This is a set she wasn’t supposed to make, she ate it up and made it, the last one was 4:41. I mean she just made it, I mean it was nuts. Like Cullen’s set for

him - that he has never made it yet - is 3x 50s, 21.5 or faster at short course on 2 minutes, 3 on 1:30 and 3 on 1 min, all have to be 21.5 or faster from a push. That’s his challenge, I think he has never made it yet. If he wins in Rio, it probably means he made that set. Cesar Cielo, for him, it meant, he wanted to break the Auburn team record in the 15 meter sprint off the blocks. He didn’t get it, Dean Hutchinson had it for a long time, because he had a great dive. Mike Simpson sat there and watched him one day do a 15 meters race off of the beeper into the 15 meter pad on the wall, a 144 times. He did 144x15 meters sprints. I wonder why he is the best in the world. Then there is the other side of it. Tyler Clary in Pan Pac warms up and I hadn’t known him that well and I think he is still living like he is 18 at the meets. He is warming up with like 3x50s hard of each stroke warm up for 4 IM. I say, “You are doing the race right now, can you save a little bit of this for the meet?” I would have to trick him into it, 25 easy and then go into the race pace. I didn’t want to tell him not to do it, because that’s what he traditionally did. I want you to get the same distance, but let’s change the pace and do it really once – we are going to – getting in to that wall, so let’s just adjust it that way.

Don’t tell him, hope he didn’t listen to this. I still need to fake him along and sometimes it’s the quiet things. On the right side, this is at Pan Pacs, this is the last day of Pan Pacs, about an hour and 15 minutes before the meet. Nobody wants to warm up; the people don’t want to get in the water. This is Kathleen Baker in the pool by herself and nobody else in the entire pool. She is 17, she is eager, she is hungry; hopefully she will always be that way if the crabs do not get to her. On the left, we are at the training camp. This is striking to me, that is why I took the picture. We are leaving the pool, it’s probably 9 o’clock at night, and everybody is gone except maybe the trainers and Bruce I think was still there. But this is the training pool and this is only person left in the pool and she is doing her stretching after practice. Who is that? Katie Ledecky. It’s not always what you do, it’s those extra moments, those quiet moments that make a difference. All right, let me move here. Grounded in

principles. Does everybody use snorkels when they practice?

It used to be technology, now it's standard. It should not be technology anymore; this should be a grounded principle now and not a new technology. I have got to tell you about this story. I am helping out LumaLanes develop their product. I went in and they brought the technology in, we are playing with the paste your lanes in the bottom. This was what's holding the weights down, right? I was fascinated with this. I was like, "What can we do with that?" It's a little weighted thing and it probably weighs not a pound. But it's got a little bit of weight to it, so we were swimming with it and holding it with our fist. Earlier in the year, we did a lot of things. We'd throw stuff out in the water and the elite guys would have to chase it underwater. They have to get three orange of these before they can come back to the wall. They have to stay in the water a little longer. Then the ultimate moments though, we took this and put it in the back of their cap. It helped as a reminder keep the head in line. It's a lot like that, the core – if you guys are seeing that where that keeps the body in line, but they call it the rat tail.

Put the rat tail in and they would have to swim with the rat tail in, it reminds them to keep their head down. But I was more enthralled with this creation, probably as much that was the technology, the exciting technology, the LumaLanes with all the color and all that stuff. Technology isn't always the expensive stuff over there. A lot of times it's the simple things that you have around your deck, it's the neck collar that you can put on and remind them to keep the neck nice and long. It's those things, these are the points on that. How about technology here – where is my iPhone? This thing can do more for your swimmers than probably any other equipment you can have. Just video them, and dump it into Coach's Eye, Ubersense, whatever app you like, email them home, talk over it. Say hey you are looking really – it's not so much the videoing as the feedback of the technical side. It's them hearing that you care – that you took individual time to make them an individual – and copy their parents on it. Send it to the kid and the parents, home run, out of the park. You just won them for probably

a season. Technology, this iPhone and video feedback, is absolutely huge. All right, I will get this thing finished, culture their pools versus pulls and it is short on this one.

Although this is a giant topic and several talks about culture so I don't need to expand on that too much. One question for you though, think of this. The terminology you use with your swimmers, do you use the terminology about using what I want for you, or do you use the terminology what I want from you. A big difference in the way you set-up your culture. My recommendation is that I have a culture of: this is what I want for you. That way you're in a partnership. You are giving them and you are putting to them, well – unfortunately the deal is what we are working with is the teenagers of this day. Keep in mind the college freshman right now was 4 years-old when 9/11 happened. They don't know 9/11. They haven't known this, they have always been connected their entire lives, the kids we are working with right now. They are just a different beast than what we as adults have grown up with. I got a lot of stuff here, but I am going to just zip past that. I have a video here on China diving, I am just going to tell you where to go look at this, look at the Talent Code blog. This is China's culture of diving. They are the most kick-butt group there is in the world probably in athletics. Another one would be Netherlands, there are some nice articles on Netherlands speed skaters, but I always say Chinese divers.

This one video will explain to you. You don't even have to listen, or get any more information, you don't have to read the blog, just watch the video – "I get it." It shows them working, having the 10-year-olds working out with the elite athletes to the same facility. It shows when a guy splats on his back, they celebrate that, they are clapping. It shows them in the weight room having fun, they are learning that from us, which is not good news. We don't want that – they start figuring that out too, that's going to be dangerous. So a little bit like watching the Japanese at the Pan Pacs; they are awesome. They do so many things well and now they are having fun. They did not used to have in the old days, now they are having fun. They have learned how to handle their

media; it's a threat to our success. I love it though, because they are little bitties and they are flying in the water. It tells me that the US guys, that are 5'10," you've got a chance. Girls that are 5'5," you've got a chance. If you talk well and learn, have fantastic technique and superior work ethic. All right, I am not going to be covering that one, because I want to get to this.

Marsh: If you haven't read the book "The Talent Code," it's a must read. When you get home, you get it right away and read it. Daniel Coyle has done some phenomenal research. This is my favorite part here. So, "Be the coach your athlete needs you to be." That's a challenge. Coach the person and not the athlete. So Tanya back there is – stay standing please, so they know who you are. So Tanya was a world-class swimmer when she swam, but what she is more important for my program is, she is the inspiration piece. When the kids start swimming, they come in and her sweet Southern voice she bends into them. She is a recent cancer survivor and has a lot of reasons to not be on a pool deck coaching. But she leans into them and she says, "Baby doll, I believe you can do this, baby doll." If we don't do anything else right at SwimMAC, hiring people that love kids is something that we have made a concerted effort to do. That's a foundation of what great coaching is. You need to love kids.

Within that piece, understand that peer acceptance, the crabs, respect and how they interpret you respecting them and not how you interpret them. They should respect you, because I guarantee you, it is different. Then toughness. They want to be perceived tough, so do not call them cowards or wimps. They want to be perceived as tough, set them up so that when you give a set, you can choose this set or this set. Don't have it be 3% difference, have it be 40% difference, so they are really more compelled to choose the tougher one or it's going to be really obvious they are choosing the lighter set. That's one of the little ways. You have all these little teachable moments that we have talked about during this clinic.

We have got to do this one now. Two questions: "How is my swimmer about to experience me?" Before you go on the

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deck, before you go to meet, “How is my swimmer about to experience me?” is something you can ask yourself. Do they need you to be calm or energized? They need to be thoughtful or emotional, do they need you to be serious or funny, do they need you to have their personal space or you need to get up and be personal with them? What do they need from you is what should concern you and what is your style of doing that? Can you get fired up and move things around? My role model in coaching, in life, in a whole lot of ways... Richard Quick. This is a clip of him, because we don't have him anymore; so we've got to look at clips. This is from a relays video that if you haven't seen yet, all we need to look at one time from USA Swimming that shows all our relays. But this is him in Sydney Olympics explaining to relay girls what they should be thinking. I always get a little emotional when I see Richard in that state. So excuse me one second, I will get over this. So, becoming the coach you need the athlete to be, that is what he did so well. Here he is at

the Sydney Olympics, where by the way I got to stand behind him during Misty Hyman's 200 Butterfly where he made a giant adjustment of taking away her strength, kickouts were always a strength in her whole career. He took three kicks off of her walls and she went right by Susie O'Neill in the last 50, one of the biggest upsets in the history of the Olympics in Australia. It's probably the number one highlight in my life to be standing with Richard while that was happening in my swimming career, because it was a special moment that I was able to experience with him. One more question that I want you to write down is: “Who do they need me to be right now?” Because after they have a crummy swim or good swim, you have a teachable moment. After our practice, when you've pushed them more, they have slacked. Who needs me right now? When Ryan backed off and loafed the end of the 200 IM over in Pan Pacs and ended up in the consolation finals when he was half a body length ahead of Michael with 10 meters to go, he

needed a teachable moment.

As a first time I jacked him up a little bit and reportedly he got the information from me properly because he apparently understands that it's a little more serious than he had been to that point. The other side of it is I saw Mike Bottom once at the Manchester Short Course Worlds. Nathan Adrian had a really crummy 200 free, and I think I was a head coach of that so I was ticked, I was like, “Dag nammit, what was that crap?” Now I walked in and I saw Michael, oh good Michael is going to get him because Mike was his coach. Mike goes over there and he is just positive. He is like, “Man, you looked so good the first 50, unbelievable; you're going to be awesome in that 100.” Last day of the meet, he wins the 100 freestyle by a lot. That was like his first breakout world-kind of swim. It was just the magic happened after the crappy 200 free. It didn't happen with any pep talk before the 100 free. I've gone way over, I appreciate you guys staying here and paying attention. God bless you. ■



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