

The American Swimming Coaches Association

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"Leadership in American Swimming Through Education, Certification, Cooperation."

The Coach as Chief Executive Officer of a Parent Run Club

This document is a collection of 6 articles written by Guy Edson. If you have questions please call Guy Edson at 1-800-356-2722.

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Article 1: Should the Club Hire a CEO Head Coach?

Empowering a coach, as the Chief Executive Officer of a parent run swim club is a very important decision clubs must consider. If the conditions are right, it can be the most important improvement a club program can make.

What are the conditions for success? You need the right coach and you need the right parents group. The right coach is one who has the vision, the leadership skills, the energy, and the willingness to be responsible for the whole show. (See attached article.) This coach must also have the confidence, respect, and trust of the parents group.

The right parents group is one who recognizes the abilities of the head coach to be a CEO, trusts the head coach, and is willing to allow the coach to function as CEO.

In brief, the relationship between the Board and Head Coach/CEO is that the Board sets the broad philosophical direction of the organization and the Head Coach/CEO carries out the day-to-day operations of the organization. Day to day operations include, in addition to the expected "wet side" coaching responsibilities: staff

management including hiring (with board approval), training, and changing if necessary; financial management including fund raising; and all team administrative needs. That's the ideal. In the real world there are few head coaches who have the skills, time, and willingness to include financial management in their list of responsibilities; and there are few Boards who are willing to turn the financial management over to the Head Coach. There are many possibilities for dividing up the responsibilities of club operations between the Head Coach and Board. In any case, everyone must be comfortable with the relationship. This relationship, including all the areas of coaches responsibility and authority form the contract. I have included a "shopping list" of items to include in a contract.

There are two major advantages in moving towards the Head Coach/CEO model. First, the Head Coach is usually with the club for a longer period than most Board members are on the Board. The Head Coach/CEO then becomes the champion of the vision of the organization. He is the one person who carries this vision from one generation of Board members to the next. Secondly, the Head Coach/CEO is responsible

for seeing to it that the primary objectives necessary to fulfill the vision are carried out. In today's world where many families see both the mother and father holding full time jobs the ability of the Head Coach/CEO and staff to devote full time to the day-to-day functions of the organization is an asset.

The most important factor in the head coach/CEO - Board relationship is mutual respect. Coaches sometimes expect automatic respect. However, respect must be earned over time through integrity, leadership, hard work, and results. Board members, on the other hand do deserve a measure of automatic respect by virtue of the fact that they are the coach's employer, they are the parents of the coach's athletes, and they have been elected by the membership to their positions. In too many cases the coach expects automatic respect from the board while failing to show respect for the Board. No one can hope to become CEO in that type of relationship.

Article 2: What is a CEO Head Coach?

"Chief Executive Officer", or "CEO" has grown from an obscure and little used term just a few years ago to one that is regularly and somewhat fashionably used to denote the person in charge of a large business organization. A CEO, quite simply, is responsible for running the whole show.

Career Club Coach of the 90's

It is with great thought that we use the term CEO to describe the ideal career club coach of the 90's. If you remember nothing else about this article, remember this: The success of the club is the responsibility of the CEO-coach.

Success is defined by the club's progress towards its vision that is set jointly by the CEO-coach and Board of Directors. You have to be successful to be a CEO-coach.

The CEO-coach does more than "just coach". This person works with the Board of Directors to set the vision of the program, to set its mission, or means, to accomplish the vision, and sets the short-term objectives to fulfill the mission. This person also has the skills and energy, and makes the time to create a situation where they have an

If the club and coach agree to move toward the CEO Head Coach model it is best to plan step by step moves in that direction over a period of one to two years. The coach needs to demonstrate ability to handle a larger role in all the day to day activities while the Board and parent's group accept their roles as support groups. In a typical club situation the young coach is often the servant of the Board. Over time, by accepting and completing new responsibilities and earning the trust of the Board, the coach can move towards a partnership with the Board. Eventually the coach can become a leader of the Board.

Back to the original question: Should the coach Operate as CEO of the Club? Yes, if the coach has the skills and the Board has the desire. No, if the coach does not want the added responsibility or the Board is not willing to turn day to day operations over to the coach.

opportunity for better benefits and salary, more responsibility and authority, and greater stability.

Key Words:

Vision. Works With. Skills. Energy. Makes Time. Creates a Situation.

Vision

The vision of a club is where it sees itself in 5 to ten years down the road. No club can hope to grow without a stated vision of the future held jointly by the CEO-coach, Board of Directors, and members. The CEO-coach is the leader in the formulation of the club's vision and champions the short term objectives needed to work towards the vision.

Skills

What we really mean are PEOPLE SKILLS. The CEO knows how to work with people to lead them toward his vision of the future. People Skills come from three sources. The first, and most important, is from within the CEO himself. It's called thinking -- the ability to look at situations from all angles, understanding the other person's point of view, putting the ego to the side, and giving credit to other people. The

second source is from associates. Learn how to work with people by observing the way other successful people do it. Third, invest in a people skills seminar. There are many professional enhancement seminars presented across the country. Many businesses receive flyers about seminars coming to the area.

Energy

Success is dependent more upon the energy a person puts into the job than the amount of time put in. Just putting in time, doesn't bring success. Energy comes from a sincere enjoyment of the tasks at hand and a feeling of progress toward a vision. Energy also comes from being emotionally and physically fit. Time off for recreation, good nutrition, and physical exercise also helps.

How Does One Become a CEO-coach?

Three things need to happen. First, the coach must be willing and able to accept the responsibilities of a CEO-coach as outlined above. Second, the coach must be able to earn the respect and trust of the Board of Directors. Finally, the club must be willing to accept the coach as CEO-coach.

Respect and trust are not attributes a coach can demand. These are things that must be earned

Make the Time

Can you really make more time? Yes. You can make more time in a day by carefully setting goals, prioritizing tasks, effectively delegating, and planning daily details. The Tempus Management Planning System is a superior tool the professional can use to make more time in a day and is available through ASCA.

Responsibility and Authority

Before mentioning the possible benefits and compensation a CEO-coach might achieve it is important to look at the responsibilities and authority a CEO-coach has the opportunity and privilege to accept. This is really a job description and can serve as the basis of a contract. (See "Coaching Contracts for a list of "Responsibility and Authority" areas)

patiently through good work and good behavior. Age and maturity, with experience play a vital role in the development of a CEO-coach. Professional integrity, financial integrity, representation of the club with highest moral and ethical behavior, presenting a positive role model to athletes, formulating a vision and leading others toward that vision, and working effectively with parents and Board of Directors build a CEO-coach.

LESSONS FOR COACHES AND PARENTS:

Article 3: Why Some Programs Fail To Keep A Good Coach

In my position at ASCA I spend considerable time listening to Board members express substantial complaints (from their point of view) about their head coach. And I spend a great deal of time listening to coaches air their substantial complaints (again, from their point of view) about the parent's group. Usually, by the time I get such a call, a decision has already been made to fire the coach. This is all very distressing to me because, more than anything else in American swimming, I want to see coaches and employers capable of forming and maintaining long term relationships.

Too many good coaches lose their jobs. And programs go through a succession of short-term coaches losing continuity in both the long-range training of the athletes and the long-range development of program goals.

Why does this happen?

In some cases a coach commits a serious act that is in direct violation of his job description, contract, or the law and is quickly released.

However, in most cases I am familiar with, a coach is fired for issues that develop over time. There are two areas of "difficulties" which

eventually lead to major problems in a program. One of these concerns the ability of the coach to work with parents in a respectful and cooperative manner. This is especially true when parents, primarily age group parents, challenge the coaches' authority and ability to make judgements. Additionally, the ability of the coach to educate parents as to the swimming needs of their children, and the administrative abilities of a coach to effectively delegate and lead are concerns.

The Second area of "difficulty" has to do with the absence of a team philosophy and long range planning that everyone buys in to. The coaching staff may have one philosophy and plan (or several among the different staff members), the Board may have others, and individual parents may have others.

The typical growth of difficulties usually goes something like this: The coach makes a judgement based upon his experience and philosophy that is challenged by a parent or two. This judgement usually concerns the amount of practice time an individual receives, or the group an individual practices with, or the events/meets an individual should participate in, or possibly whether or not the head coach should work directly with the swimmer. The coach oftentimes becomes defensive at being questioned in these matters and frequently is guilty of reacting harshly with parents. Over time, several more confrontations occur, each time the coach becoming more defensive, even becoming defensive with nearly every little question from any parent. Even though the coach is developing a reputation for being hard to approach he still has general support. However, he assumes his support is stronger than it really is.

Meanwhile, a small group of parents (in most cases, a very small minority) who have been denied their wishes repeatedly by the coach and have been treated poorly by the coach, raise an issue or issues that, when taken out of context may not seem to be major, but when pushed by this very vocal group capture the attention of the Board of Directors. (Or perhaps this group IS the Board of Directors.) The relationship between the Board and the coach becomes very

strained and the coach often becomes alienated from them.

The coach may decide to fight for his job but finds, to his surprise, that he does not have the support he assumed he had. Typically, there will be three groups of parents: a small group of strong supporters of the coach; a large group of members who don't completely know what's going on and though they don't have any major complaints about the coach, are willing to go along with the Board of Directors they elected; and the small vocal group who wants the coach to leave.

The relationship may further disintegrate and the coach is eventually asked to leave. Very frequently the OFFICIAL reason why a coach is fired has little to do with the REAL reasons.

OFFICIAL reasons are usually issues that should have been taken care of as part of regularly scheduled, formal, and ongoing evaluation meetings between the coach and the Board. It is an unfortunate fact that too few clubs have a formal procedure for evaluating the coach and even fewer clubs have a formal procedure for the coach to evaluate the Board.

The REAL reason, or unofficial reason, a coach is fired, however, is related to his and the parent's reactions to all the disputed judgement calls he has made. It boils down to three problems: 1) coaches' judgement calls versus the desires of challenging parents, 2) the ability of the coach to handle challenges professionally and effectively, and 3) the ability of parents to recognize and appreciate a coaches' experience and education and further, giving the coach the freedom to make decisions.

For nearly every decision regarding age group swimming development there is little or no scientific evidence for making a decision one way or another. How then can a decision be made and who is best suited to make that decision? In most cases, the coach is best suited to make decisions about age group swimming development. That is why a club hires a coach -- to coach and make decisions. Additionally, most clubs, through the Board of Directors, give the coach the authority to make decisions. This

authority is usually expressed in a contract or in a written job description. Unfortunately, it is sometimes given only verbally and as Boards of Directors change unwritten authorities also change placing the coach in a difficult situation. It also needs to be pointed out that a coach needs the freedom to make an error in judgement on an occasion without fear that he will lose his job. People learn from making errors. John Kennedy said, "An error doesn't become a mistake unless you fail to correct it." Judgement errors rarely result in a long-term effect of preventing an athlete from reaching their ultimate athletic goals.

Situation: A parent of a 10 year old wants their child to swim with the 12 year olds (who are doing 2000 - 3000 meters a day more than the 10 year olds). The parent points out that their 10 year old is faster than some of the 12 year olds? The coach disagrees. Although there is no evidence he is aware of that says it is bad for a 10 year old to do 5000 meters a day he still does not want a 10 year old doing 5000 meters a day. Why? Based upon his experience of coaching of age group swimmers, he feels that young swimmers need new challenges from season to season in order to stay motivated and need a steady progression of increased work load. He has seen young swimmers who do too much too soon drop out of the sport before they have a chance to reach their full potential. He has even seen it happen to swimmers in his programs early in his career when he gave up trying to educate a parent and allowed a swimmer into a group they should not have been in. He says it doesn't matter that they are capable of doing more work, what matters is they are given tomorrow at the expense of losing today and they lose the chance to be the leader of 10 year olds and all the fun of being with children their own age.

Why would a parent disagree? Each of you may have your own reasons but the reasons I hear most often are "My child wants to be with the older swimmers to do more work...my child wants to be a state champion...my child is bored in the 10 and under group." Two comments: I am always suspect of whether or not the child truly wants it or if they are just reflecting what Mom and Dad really want. Young swimmers try

so hard to please their parents. The second comment, there is a difference between want and need.

How does a parent decide when a 9 year old should go to bed? Is there conclusive scientific evidence that says a 9 year old should go to bed at a specific time or sleep for a specific number of hours? There are probably guidelines written down somewhere but no definitive answers. The child WANTS to stay up until 10:00 but you, as the adult, make your judgement based upon what you feel are the child's NEEDS and your experience. Quite simply, this is a judgement call and the parent is best suited to make this decision.

Speaking of guidelines. Frequently we receive requests for age group development guidelines, both from parents and coaches. Currently there are no national guidelines. ASCA has never published our own national guidelines for age group swimming but we have published a great deal of material from successful age group coaches. We like the diversity of views because it provides a broad area from which practicing age group coaches can search for interesting ideas. We feel that one of the great strengths of American swimming comes from this broad base of ideas and the ability of coaches to make judgments based on these ideas and their own experiences. (And occasional errors to learn from -- few mistakes we hope).

Dr. Ken Low, director of Action Studies Institute, a think tank focused on adaptive intelligence, says that one of the most disturbing trends of the 80's was the stripping away of people's freedom within institutions to make judgements. People are given rules and not allowed to use their own powers of reasoning to make exceptions when exceptions are due. We need coaches in this country to have the freedom and the Board-given authority to make judgement calls on age group development issues. This is how new ideas are formed. This is how programs progress into the future.

I think there are clear messages for both coaches and parents. In the next issue article I will convey those messages in detail.

Article 4: Advice for Coaches and Parents

This is the second part of a three part series.

There are two general areas of "difficulties" in many Board run clubs. One of these concerns the absence of a team philosophy and long range planning that everyone buys in to. This will be the subject of the third part in this series.

The other "difficulty" has to do with the working relationship between coach, parents, and Board of Directors. The ability of the coach to work with parents in a respectful and cooperative manner is often times an issue. This is especially true when parents, primarily age group parents, challenge the coaches' authority and ability to make judgements. Two other issues are the ability of the coach to educate parents as to the swimming needs of their children, and the administrative abilities of a coach to effectively delegate and lead a parent's group.

From our vantage point of "hearing it from all sides" we have developed advice for both coaches and parents. Coaches need to do three things:

Coaches should develop personal people skills that will help them work more effectively and pleasantly with parents.

Coaches should develop a comprehensive swim parent education plan that explains their philosophy towards age group and senior development based upon their experience and education. Swim Parent Education should include a general progression plan of workout requirements, skill development, general training principles, nutrition, and meet and event selection principles. We do not believe that specific stroke skills, specific training strategies, specific race strategies, or specific meet and event selection strategies need to be part of a swim parent education program because these are so often adapted to individual athlete's needs based upon the coaches' judgement.

Coaches should stay within their own area of authority. In the same way that a coach requests parents not to challenge their decisions about

swimming matters, coaches should be careful not to publicly challenge judgements made by parents for non-swimming matters.

These issues for coaches will be explored in depth in a future issue of the ASCA Newsletter; a publication mailed to all ASCA members.

For parents, there are several things you can do:

Be educated. Read all you can about swimming but remember, that there are usually many different ways to teach a skill, or plan a season, or set a race strategy, etc. Your coach may use tactics you have not read about and are not familiar with but are never the less absolutely sound. Some very gifted coaches may use techniques that aren't well documented but may be a superior method. Your coach may be a pioneer! We don't think that all coaches should coach using the same methods and are anxious to hear from coaches having success with newfound methods.

Where do you find information? Subscribe to Swimming World or Swimming Technique Magazines, ask us for an International Swimming Hall of Fame Book List, and/or join ASCA as a non-coach member and receive the ASCA Magazine, ASCA Newsletter, and the Journal of Swimming Research.

Think before you ask. When you are concerned about a decision made by the coach it's fair to ask for an explanation but keep in mind two things. First, Ask for an explanation at the proper time. During swim practice or while the coach is on the deck during a swim meet are not good times to ask for explanations. It is better to wait for a quieter time and it is better to think through your questions before approaching the coach.

Secondly, it is reasonable for a coach to give an explanation by simply saying, "I had a feeling it would work best this way." It's called intuition, and it is one of the most important ways a coach makes a judgement call. Let's not take this away from coaches.

Situation: Relays. Who should be on the relay and what should the order be? You may think it should be the fastest four swimmers and since your daughter is the second fastest, she should go third.

However, there are so many factors that go into setting a relay line up that the guiding philosophy of the coach might simply be that he "enters the relay in the best interest of the team". There should never be a specific relay policy that will prevent your coach from using his judgement. For example, the "fastest four" may not be the fastest four on THAT day; the order may depend on the suspected order of a rival team's relay; the coach may have an intuitive feeling that a given individual may perform faster than the "fastest four"; or the coach might feel that an individual needs the psychological boost of being on the "A" relay and in the long term, this is more beneficial for the team; etc.etc.

The point is, it is a coaches' call. He may make a judgement based on an intuitive feeling he has or other reasoning that you do not agree with or understand but it is within his area of authority to make the call and he needs the freedom to do it without undue critical challenges.

View the larger picture. There are three pictures, actually. One is the larger picture of the swimmer's swimming career. Early success (i.e. medals, ribbons, high point trophies, and national age group rankings) is not a requirement to career success. In fact, many times those successful early in their careers drop out before they have the opportunity to reach their full potential.

Coaches are usually very patient with a swimmer's progress because they are able to see the larger picture. Try not to mistake a coaches' calm patience with non-caring.

Larger picture number two: Did you ever see the pin that says "There's more to life than swimming"? We're hopeful that all coaches and parents remember that the most important experiences gained in an individual's swimming career have nothing to do with flip turns or butterfly stroke. Making friends, being part of a

team, learning self-discipline, learning responsibility, setting goals, and working toward goals are far greater experiences than medals, ribbons, high point awards, and national rankings. (Just ask a retired swimmer!)

Larger picture number three: The team! Remember that you and your child are part of the team and have an opportunity to contribute to team strength, team growth, and team unity.

Educate the coach. Does your club have a "coaching education" item in its budget? We think you should and it might be used for any or all of the following:

1. People Skills Seminars. In our office we regularly receive bulletins announcing various "people skills" or "management skills" seminars in the area. On your team there are surely people who receive the same kind of bulletins at work. Ask your Board to send the coach to a seminar.
2. Coaches' clinics. There are many throughout the year and throughout the country. ASCA World Coaches Clinic is the largest with over 1000 coaches in attendance. USS's Coaches' College is also excellent.
3. Senior Nationals. If the team does not have senior national qualifiers, give the coach the option of attending the senior nationals in place of a clinic. It's a great place to receive an education.
4. Purchase books, magazines, and memberships for the coach. All of these things are an investment in your team's greatest asset, the coach.

Recognize the coaches' experience and education. This is understandably a very difficult task for many parents. Your children are precious and turning them over to a coach, who often times is a young coach, is unsettling. Coaches, however, have hours upon hours of experience working with young swimmers just like your child and will try to make their best judgements in the best interest of your child's long term swimming development. In addition, we're hopeful that your coach has attended clinics, frequently exchanges information with other coaches, and has taken ASCA's home study courses.

Try not to take it personally. All parents want to see their children be successful, however, some parents get too emotionally involved in their children's successes and setbacks. They love to win through their children, and they hate to lose. What needs to be remembered is that some children physically develop later than others, some children are more talented at playing piano than swimming, and some children simply do not like to swim. Whatever the reasons, your child may not be winning ribbons, or qualifying for zones, or beating all the other swimmers in his practice group. When this happens, remind yourself of the greater values of swim team participation such as fitness, friendships, fun, goal setting, and self-discipline.

Be aware of the overzealous, know-it-all, win at all costs, swim parent. There are usually a couple of parents in every club like this who continually challenge the judgement of the coach and the Board of Directors. Their opinions are based upon emotion, self-serving interests, limited experience, and limited knowledge. Their motives are rarely in the interest of the team. They oftentimes try to gather support to change decisions and can wreck serious havoc in a program. What you can do is support the coach and Board of Directors, and try to educate the parent. One of the greatest untapped

resources for parent education are parents of former age group swimmers (now older senior swimmers or college swimmers.)

Remember all the different people a coach must work with. A coach must work with dozens of parents. Be sensitive to the fact that a coach is under tremendous pressure to please as many people as possible while making decisions he knows not everyone will be happy about. A little support from a friendly parent can make a coach's job far more pleasant than if he feels he is always alone.

The lesson for coaches and parents, simply stated, is that both groups need to try to communicate with each other with greater respect and understanding for each other's position. To strengthen the relationships between parents, coaches, and programs and to improve the chances for maintaining a long-term relationship both coaches and parents need to work on this.

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Article 5: Common Purpose

This is our third and final article in the series "Lessons for Coaches and Parents" about important ways to keep your good coach.

Perhaps the single most important aspect in establishing and maintaining a long-term relationship between coach and program is the development of a common purpose shared by the Board, members, and staff.

There are two parts to this common purpose. One is called the VISION of the club. The other is called a club's CENTRAL THEME.

A central theme is a short expression that sums up the essence of the program. For example, Chevrolet uses "Heartbeat of America". Ford Motor Company uses "Quality is Job 1".

Campbell's uses "Soup is good food." And General Electric uses "We bring good things to life". (Remember when it used to be "Progress is our most important product"?) We know these central themes because we hear them on TV and radio, and read them in magazines and on the packaging of the products.

Can you think of your club's central theme? Chances are, your club does not have an explicit central theme. If there were one, you would see it on swim caps, on bulletin boards, in your meet programs, in the newsletter, on team stationery, etc.

In the absence of an explicit central theme there may be an unwritten central theme. It may be something that is a feeling shared by many of the

members, Board members, and staff although it is not explicitly stated. Oftentimes an unwritten central theme is of a negative nature.

It is important to control the central theme by making it explicit and positive. Let it serve as a rallying point for all members of the club and let it tell the world what your club stands for.

A VISION is a statement of what the club expects to be in the long term, say, 5 to 10 years. A vision is stated in the present tense, for example, "The Hometown Swim Club is the finest youth organization in the county", or "The Grandview Swim Club is the top senior team in the Region", or "The Metropolitan Swim Team develops the finest age group swimmers in the state."

A vision statement is important because it gives a sense of direction for all of the team's operations.

The vision statement cannot stand alone, it must be part of a larger plan which includes 1) a mission statement of how the club expects to achieve its vision, 2) two year objectives, 3) six month strategies, and 4) monthly tactics.

Identification of, completion of, and reporting of objectives, strategies, and tactics are the responsibility of the CEO type coach and Board of Directors. Like the central theme, the vision statement must be promoted to all members of the club and community.

Coaches who are interested in their long-term future with a program must be a leader in the planning process along with the Board of Directors.

During the planning process the desires and philosophy of both coach and parents are expressed in such a way that there is an understanding and agreement on the direction for the program. This is a big step in ensuring the tenure of your good coach.

What does all this have to do with your young swimmer?

Two things. First, stability. It's tough on young swimmers to go through coaching changes. Sometimes it cannot be avoided and it can be used as a growing experience for the child. However, young athletes experiencing fewer coaching changes usually have a happier and more productive young swimming life. Secondly, an explicit vision and central theme tell you the direction the program is taking your child.

What can you do?

If you do not know what the central theme and vision of the club are talk to the coach and talk to board members. Encourage the leaders of the program to initiate a process for identifying and promoting these important hallmarks of a healthy club.

Article 6: How Much Money Is The Coach Worth?

This is the wrong question -- because it doesn't matter how much money the coach is worth, what matters is how much money is available to pay the coach. Most clubs are small businesses with a modest income. In these situations someone must bring more money into the club if the coach is going to make more money.

Who is that "someone"? This brings on endless debates. Some coaches feel that they are worth more than they are paid and if the club wants to keep the coach then they better raise the money.

(I am assuming that the club does not have an excess of funds. If your club is sitting on more

than 6 months cash reserve which you have set aside for emergencies or there is excess money which is not part of a long range financial goal, then why isn't that money being invested into the single greatest asset the club has -- the coach. Use it for incentives/bonuses. Use it for coach education. But don't sit on it!)

Back to the debate... Some feel that if the coach wants to earn more, then the coach needs to do more to bring money into the club. Both these kinds of thinking create an "us against them" mentality.

A more appropriate question to ask is,

"What opportunities are the Board of Directors willing to allow for the coach to make as much money as he wants?"

The operative word here is opportunity. What does it mean? It means: the coach has the skills, energy, and willingness to seek out and harvest opportunities that will bring more money into the club. It means: the Board of Directors recognizes the importance of allowing a coach to earn his salary and provides the contractual opportunity for the coach to do so.

Note: It takes a partnership -- a willing and skilled coach and a willing and supportive Board of Directors.

What we are really talking about is incentives.

What if a Board of Directors offered a coach a base salary that was determined by a number of factors including the number of swimmers in the water and existing fund raising activities? What if the coach knew that for every swimmer he brought into the program over a base level he would receive a percentage of the new fees? What if a coach developed an income-producing program that never existed before and received a percentage of the net? What if a coach initiated and championed a new fund raising activity and received a percentage of the net?

As an illustration of how this would work I have created an imaginary, although fairly realistic swim team. They have 85 swimmers, no special programs, a modest Swim-a-Thon, and run 3 meets a year.

Income	
85 swimmers x \$45/month x 11 months =	42,075
Swim-a-Thon Net	5,300
Three swim meets net (includes adv.)	9,425
Total income	\$ 56,800
Expenses	
Pool Rent	
20 hr/wk x 29 wks short course	
20 hr/wk x 17 wks long course	
at \$12 per hour	11,000
Office rent and supplies	1,200
Awards	1,000
Workman's Comp	4,000
Educational Fund	1,000
Meet Expenses	3,000
Equipment	1,000
Printing, Postage	500
Salary head Coach	20,000
Salary assistant coaches	
one coach \$10/hr x 20 hr/wk x 40 wks	8,000
one coach \$10/hr x 5 hr/wk x 40 wks	2,000
FICA	2,300
Health insurance	1,800
Total expenses	\$ 56,800

The coach is an ASCA Level 3 certified coach. The team places in the top 5 at the state junior Olympics. He has three junior qualifiers including one who will make a national cut in the coming season. This will move the coach to

Level 4. Using the ASCA Salary survey, the average Level 4 coaches' salary is \$31,000. The club cannot possibly afford to pay the coach \$31,000. The three swim meets and Swim-a-

Thon exhaust the parents fund-raising efforts for the year.

The only way this coach can make more money is to ask for the opportunity to make more money and for the Board of Directors to grant that request in the form of an addendum to the existing contract.

Goal: Increase net income by \$5,000.
(Including the club share of FICA means a total increase of about \$5,800.)

Programs:

1. Team Growth Incentive

The base level of swimmers needed to meet the existing budget is 85 swimmers.

Proposal: For each dues paying swimmer above 85 the coach will receive 50% of the collected fees. This will be calculated on a quarterly basis.

Sep-Nov: Average Roster = 93 swimmers/month
8 x 3 mo x \$45 x 50%=\$540

Dec-Feb: Average Roster = 98 swimmers/month
13 x 3 mo x \$45 x 50%=\$1755

Mar-May: Average Roster = 96 swimmers/month
11 x 3 mo x \$45 x 50%=\$743

Jun-Aug: Average Roster = 88 swimmers/month
3 x 3 mo x \$45 x 50%=\$203

Total to Coach \$3241

2. Clinics

The coach gathers a running expert from the local sport shoe store and a cycling expert from the local bike shop then promotes and runs a clinic on a Saturday for triathletes.

Income: 30 triathletes x \$50 \$1500

Expenses:

Promotion/advertising \$125

Pool Rent \$ 25

Refreshments \$ 50

Printing \$ 50

Fees to Speakers \$200

Total \$450

Net \$1075

Split 75% to Coach/25% to Club

Total to Coach \$800

3. New Masters Program

The short-term goal of the coach is to begin a morning fitness/masters workout along side the existing morning workout with the seniors.

The coach feels he can handle up to 10 masters swimmers without taking undue time from the seniors. In the long run, an assistant coach can be hired to coach the masters and the hours can be expanded.

Income

10 masters x \$30 month = \$300 x 12 mo=

\$3600

Expenses

None

Promotion by word of mouth and by PSA's.

The pool rent is already paid for.

Split 50/50 with coach

Total to coach \$1800

Total Increase in coaches salary: \$5,841

The club also increases its income by an additional \$5100. Where should this money go? What's missing from the above club's income/expense summary? Every club should work toward establishing a 6-month cash reserve by putting aside 10% of its income each month until the goal is met. The additional \$5100 should go towards the cash reserve.

What other projects can a coach do for additional income?

1. Start a SwimAmerica Learn to Swim Program. Net profits split 75/25 Coach/Club. This program builds the numbers of swimmers in the club while building the financial base while adding to the coach's salary. Potential increase in salary to the coach ranges from \$2500 for very small programs to over \$10,000.
2. Private Lessons. Discount rate to club members, split 50/50 with coach. Higher rate for non-club members split 75/25 coach/club. Just three lessons a week at \$20 a half hour will earn \$1500 a year for the coach.

If a coach likes his job and wants to stay with the club;
If the club likes the coach and wants him to stay;
If the coach needs to make more money;
If the coach is willing to run additional programs to earn more;
If the club is willing to enter into a partnership with the coach;

Then an incentive program can be worked into the contract.

If not, for any of the above, then expect frequent coach turnover and slow or nonexistent club growth.