AMERICAN SWIMMING COACHES ASSOCIATION (ASCA)

WORLD CLINIC 2012
LAS VEGAS
Introduction

This report has been compiled from the observations of the following who attended the 2012 ASCA World Clinic:

- Alex Jordan (Head Coach, Borders Elite Swim Team)
- Ally Whike (Director of Performance, Scottish Swimming)
- Andy Figgins (Head Coach, South Lanarkshire Swim Team)
- Ian Wright (Scottish Performance Coach, Scottish Swimming)
- Kyle Goodfellow (Assistant Head Coach, Warrender Baths Club)
- Petur Petursson (Head Coach, Lerwick ASC)
- Richard Gordon (Director of Development, Scottish Swimming)
- Rob Greenwood (Acting Head Coach, Stirling ITC)

Background

The American Swim Coaches Association (ASCA) was established in 1959 and is the professional organisation for swimming coaches and swimming teachers in the US. It also has a growing membership from around the world and prides itself on being independent from US Swimming. It works however, closely with the governing body over a range of issues including coach education which ASCA runs for swimming in the US.

The ASCA conference has been held annually since 1969 where 250 coaches attended. Attendances since then have risen to a peak of 1999 coaches in 2003 when it was held in San Diego. A total of 1591 people attended the 2012 ASCA conference. The conference is now titled the “World Clinic” as a means of appealing to as wide an international audience as possible and the locations of the conference over the past 40 years have been many and varied. The 2013 conference will be held in New Orleans.

The venue for the 2012 ASCA World Clinic Conference was the Riviera Hotel/Casino, Las Vegas, one of many large hotel/casinos on the Las Vegas strip. The Riviera Hotel/Casino has over 1000 rooms, a convention centre with three exhibition halls, many breakout rooms, several restaurants and eating venues, shops and a number of theatres that have hosted most of the world’s most famous entertainers since 1955.

There were five strands to the ASCA conference:

- Senior track
- Age-group track
- Division 1 (college) coaching track
- NISCA track
- Masters track

The majority of the reports are from the Keynote sessions or from the Senior or Age-Group tracks. There are some “Extras” at the back of this report.

For those coaches who are interested in attending the 2013 conference, it is being held in New Orleans at the beginning of September (see: www.swimmingcoach.org) for further information.

Enjoy!
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COUNCILMAN MEMORIAL LECTURE

A Life of Lessons Learned
Bill Sweetenham

There was a potted history of Bill Sweetenham and his life in coaching from his early beginnings in Mt Isa, Queensland to Queensland State Coach, the Head Coach at the Australian Institute of Sport, Hong Kong Institute of Sport and the Performance Director for British Swimming.

His early years were characterised by a relentless pursuit or education. This was a theme he returned to throughout his presentation: “Great coaches are great teachers”.

Sweetenham’s presentation then proceeded to chronicle his life in coaching through a series of photographs, quotations, anecdotes and sound bites. The following are a selection of what he said:

Excellence in life produces excellence in sport


Winning should be taught from the beginning

Teach self-belief

It all starts with quality learn to swim. You can teach swimming as a life skill or teach good performance. The two are not the same and have very different demands.

There are three things that should be achieved from a quality learn to swim programme:
- Have fun!
- Learn something new
- Want to come back

Each lesson, if you achieve all three then this is excellence, achieve two out of three is ok, achieve one out of three should be considered fail.

“The six Ps: Plan – prepare – present – performer – produce – produce again”

“40-60% of plans change, so be flexible”

“Everyone has talent, nobody doesn’t have talent….some people just don’t have the opportunity to take their talent forward”.

“Convert nerves into excitement”.

“Emotional energy the back end of finals, not the front end of heats”.

“The coaches role is to make the journey for the athlete as difficult as possible so that the athlete can stand on their own two feet and deal with all situations”.

He learnt from Vern Gambretta to get athletes to rate to rate themselves in each of the following categories:
- Skills: S1 – S10
- Fitness: F1 – F10
- Attitudes: A1 – A10
“Skill perfection ahead of skill acquisition”.

“Love the girls and challenge the boys”.

“The coach observes what the athlete cannot see, the athlete feels what the coach cannot feel”.

“Optimal performance is not about luck or change, it’s about design and strategy”.

“Coaching is an accelerated rate of change”.

“Own the finish – practice, practice, practice”!

“Long term athlete (attitude) development”.

“Train the best of the best together for 12 week annually
“Surround yourself with the best people, who are good people”.

Every session you deliver should deliver:
- Progressive overload
- Specificity of stimulus
- Variation and flexibility
- Repeatable excellence

“Coach the person, train the event, redirect the skills”.

“Systems are boundary fences - performance models and people deliver”.

Get your swimmers to try 60% of race distance at 60% of goal time

Grow your strengths, focus on improving team weaknesses.

“Not everything new is good, not everything old is bad”.

“Life is a series of lessons and teachable moments”.

At the end of Sweetenham’s presentation, he provided some initial personal observations about the outcomes from the 2012 Olympic Games:
- Female medallists are getting younger.
- Australia’s focus on double reverse periodization model did not work for 200m+ events.
- There was a significant shift away from Europe.
- America did a great job and continues to be the number one swimming nation, particularly in the women where there were 4 world records compared to none for the men. Despite the American men not breaking any world record, their performances were superior to the opposition.
- Sweetenham welcomed American coaches move back to high volume at intensity and high levels of commitment.
- Medallists from previous Olympics where generally not successful in London.
KEYNOTE

I Left the Title at Home
Eddie Reese (Head Coach at University of Texas, US Head Coach for 2012 Olympic Games)

Eddie Reece stated by stating that he never wanted to be an Olympic Coach. He never talks about winning with his college swimmers, however he wants his swimmers to swim fast!

The US Swim team for the 2012 Olympics was the most united team that he has experienced. The Ambassador programme (a US Swimming media training programme for swimmers and coaches), was hated by the coaches, but it worked and helped to create a positive environment.

On the issue of the Breaststroke dolphin kick by Van der Berg, was it cheating?... Yes it was, but it should now ensure that FINA address this finally. Reese’s solution to the problem is to have the breaststrokers be allowed to go for a maximum of 15m underwater and they can do as many dolphin kicks as well as one breaststroke pull and breaststroke kick underwater.

There were two things that Reese wanted to emphasise from the Olympics:

1. Everyone on the US Olympic team had an aerobic background, both before and during puberty. They all, without exception competed in some form 200s, 400s, 800s and 1500s. As boring as it sounds, there has to be an aerobic base during age-group years so that athletes can be their best as seniors.

At 14&under, aerobic training should be individualised by getting them to go at an intensity that results in a heart rate of 160 beats/min. This should be done through progressive distance and progressive intensity. Before puberty, a coach can manipulate and mould an athlete in a way that cannot be done as a senior.

At ages 12-16 years, athletes should be competing regularly in 800 free, 1500 free and 400 IM. The broader the aerobic base, the more the swimmer can improve in later years.

An aerobic base can be developed through kicking, pulling and full stroke using over-distance and multiple reps. It is important that there is variety to reduce boredom.

2. Fly kicking underwater is very important. “If you don’t do it, you can’t do it!”

You should start with 3 kicks off every push off with 10&unders. Once proficient, this should be increased to 5 kicks and then 7 kicks off every push off. The key is the swimmers need to learn to hold their breath and progressively improve.

Reese said that he likes his swimmers to do a set of 16 x 100y free on 2:30 – 3:00 with one breath per length, dong 49/50 secs per 100y. Note: Sweetenham liked his swimmers to be able to do 16 x 100m on 2:30 without any breath per 100m. He stated that you need to work progressively to achieve this.

Reese stated that breathholding exercises are important to achieving quality kicking off the wall. He suggested that swimmers should be able to do 25y fly kick underwater in 11 secs or better. Breathholding fly kick should be done 3x per week as a minimum.

Natalie Coghlin was able to fly kick national qualifying times for 100m fly and 100m back!
In general, Coach Reese believes that:
- Swimmers should do over-speed work i.e. swim faster than they can in a normal swim. Towards this purpose, he suggested using fins (flippers) and paddles, pulling swimmers using short distances with lots of rest.
- New things should not be tried leading up to an Olympic Trials, but at all other times experiment.
- You should always put your swimmers ahead of where you want to be.
- Swimming is simple. The lessons that it teaches are great and that if a swimmer does not swim well it is a learning opportunity.
- You should always evaluate what you have done.
- Each year should be harder either in terms of technique or strength.

After presentation note on speaking to Coach Reece:

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Bold = main focus
KEYNOTE

Improving as You Get Older – Things that Work and Some that Don’t
Gregg Troy (Head Coach at University of Florida, US Head Men’s Coach for 2012 Olympic Games)

TIME
- Coaching is very time consuming, and the longer you do it (career), the more time it takes.
- Keep things in perspective. Swimming isn’t everything, and there are more important things than how fast a swimmer goes at the Olympics.
- Coach Troy recommends that coaches take a 3 day weekend break once a month. It allows you to refresh, take care of personal matters, be with the family, and athletes and assistant coaches to take more responsibility. Only good things happen from doing this.

2012 OLYMPICS:
- The timing of the US Olympic Trials was perfect. The size of the Trials (lots of swimmers in every event) was problematic for some, and made warm-ups difficult, but it also ‘hardened’ the US swimmers.
- Spending lots of money on your programme to get better is not how medals are made (e.g. Britain).
- The US team had several senior swimmers who were great leaders for the rest of the team.
- Peter Vanderkaay did not fully taper for Trials, the focus was always London.
- USA had a great Day 1 in London which really helped set up the rest of the meet positively for the whole team to build on.
- USA’s biggest strengths are the diversity of backgrounds and coaching programmes throughout the country, and the ability to put a strong bonded team together.
- Don’t tell ‘young’ men that they can’t compete with or beat the ‘older’ more senior athletes.
- USA must not be over-confident post-London. USA needs to re-evaluate programmes now and make changes that will allow further success in 2016 and 2020. Other countries who disappointed in London will come back much stronger (e.g. Australia).

TRAINING:
- Capacity and Utilisation/Power training. Need to do both of these throughout a swimmer’s career and not just one of them.
- Success in meets can lead swimmers/coaches to do too much utilisation (and specialisation) training to the long term detriment of further success.
- There are always some freak/exception swimmers who don’t fit the normal rules.

PERSONAL OBSERVATIONS:
- Coaches are all ‘just coaches’ the same as each other regardless of job, position or status.
- Older swimmers must love the sport to do well.
- Big training groups can be very effective, even in today’s more specialised swimming world.
- Coaches need to adapt their programmes to account for swimmers who need to race to make money, swimmers who are married, social media and long term planning.
- It may be harder in the future for multi-event swimmers to be successful as more and more swimmers worldwide focus in on just single events. However, this doesn’t mean you shouldn’t try to produce multi-event athletes.
KEYNOTE

Preparing to Go Fast
David Salo

- 2012 Olympics was much more relaxed than previous Games Salo had been to. The US team was also able to keep the meet in perspective much better.
- It is not about the workout that counts, but about the dynamic of the situation you are in.
- Post-grad group at USC are responsible for when/if they do doubles. They have a 2 hour session each mid-morning but afternoon practices are up to them.
- All practices are hard and fast.
SENIOR TRACK

The Training of Nathan Aidrian and Anthony Ervin
Dave Durden (Head Men’s Coach at University of California, Berkley)

Established performance culture in your programme

- At Cal - Haas School of Business – always questioning the status quo, go beyond yourself, students always, have confidence without attitude
- TEAM – no captains, no formal rules or responsibilities – develop great teachers, embrace the Cal environment – challenge all the time.

For coaches – must have balance
- Family critical
- Stay true to your beliefs and what you are doing

Nathan Aidrian

Progression

2008 – 48.46 (22nd World Ranked)
2009 – 48.00 (15th)
2010 – 48.15 (3rd)
2011 – 48.05 (5th)
2012 – 47.52 (2nd)

Swam up to middle distance all the way through age group career and is one of the reasons that he had the ability to maximise his performance as a senior

2011 v 2012 – 2011 NA had a lot of physical and professional stress that was impacting on his performance.

“Experience is what you get when you don’t get what you want”.

Knew that things had to change in 2012 – removed the stresses allowing better performance. Had always planned to be going 47.5. Magnusson 47.1 in 2011 did put added pressure on but had to remain focussed on the plan.

Taper – Trials

3 weeks out – 15800m – 9 sessions, 3 lift
2 weeks out – 16800m – 8 sessions, 2 lift
1 week out – 7650m (1/2 week) – 7 sessions, 1 lift

Took a risk – left something in the tank through the trials to gain more in the Olympics

Taper – Olympics

3 weeks out – 13200m – 9 sessions, 3 lift
2 weeks out – 8800m – 8 sessions, 2 lift
1 week out – 4200m (1/2 week) – 7 sessions 0 lift
Always focussing on the 2\textsuperscript{nd} 50 and the 2\textsuperscript{nd} 25 of the 2\textsuperscript{nd} 50. Never used the word last 25 as DD wanted NA to think about it specifically rather than hanging in there. One of the reasons that the 2\textsuperscript{nd} 50 was good in London.

Both knew that NA was the only person pushing the first 50 so mental approach was to be positive about having someone to race on the 2\textsuperscript{nd} 50. Also good to beat Magnusson on the lead off leg of the relay – a good boost to the confidence.

Technically DD feels that NA:
- Has great initial catch – always drills at speed
- Body position – up on the surface
- Great breathing profile (hides it) – watching the first 50 it looks as though NA isn’t breathing even though he is breathing every stroke – head is working independently from body roll.

Anthony Ervin

DD had to take a vastly different approach to NA:
- Started back in the pool with the programme Jan 2011 with women’s programme and began to split 50/50 towards summer 2011
- AE loves structure, organisation and direction – needs to know what is going on
- He is a seeker of ideas and opinions- wants to know
- Diligent in training and preparation

Took an age group approach to the season – “All we want to do is swim a best time at the meet”!

Nick Folker – S&C coach – coach the person, train the event (quoting Bill S)
- NA/AE – 2 different body types therefore need 2 different types of training
- “It was never about the numbers – all about the speed in the water”
- Focussed on: Flexibility, mobility, stability – keeps speed and must be functional for the event

Within the Cal swim programme
- Early season – ESTABLISH TRAINING STANDARDS
- Always limits/expectations on specific elements – SC/Turns especially eg;
- 2 hand hits on turns, 1 hand hi plus fly kick limit
- Backstroke – 6 kicks walls – 2 free pulls in
- Fly – 6 kick walls plus S.C. limit
- Breast – S.C. limit plus vertical kick within
- Leg dominant work on free
AGE GROUP TRACK

Building Revenue with Competitive Groups
Tammy Hopkins

Tammy leads the learn to swim section of DeAnza Cupertino Aquatics (DACA) and coaches as part of the club. The club runs a 7 day per week swim school of approximately 3000 children. It is a year round swim programme, where swimmers learning to swim get 1 session per week or weekly blocks.

As well as running regular learn to swim classes they also offer:

- “Bugball” sessions where novice level swimmers chase floats and balls around the pool in order to distract them into learning to swim.
- Private stroke lessons ($40 per 30 mins)
- Stroke clinics during holidays (equivalent to crash courses in UK)
- Adult swimming, which is coached lap sessions
- Water polo
- Pre-competitive swimming where the entry is 25y free and 25y back and they teach breast and fly. This consists of 2 x 40min sessions per week. Friday night, Saturday morning as these are the most popular days.

The swim team consists of:

- 2 x 10&under years groups
- 3 x 11-14 years groups
- 6 x High School groups

There are approximately 800 swimmers, of which approximately 550 are non-competitive and 250 are competitive. It was interesting to note that the majority of swimmers have no desire to do swim meets, but the club still produces very good results with the competitive swimmers. The club still encourages the non-competitive swimmers because:

- They don’t take up a lot of space
- They provide an income that ensures that the clubs is financially viable
- They are a good source of volunteers, particularly for the 6/7 events the club hosts per year

The club operates out of 2 high school pools (the learn to swim programme runs out of a separate pool that is dedicated to learn to swim only) and would love to have more pool time to expand further, however they try to use pool space effectively. They tend to allocate groups on a per lane basis rather than the whole pool. They work on the basis of 9 swimmers per 25y lane, but they anticipate that only 6 swimmers turn up at any one time. In Britain we tend to allocate on the basis of 6 (or less) swimmers per 25m lane. For advanced swimmers, they allocate 25 children over 3 x 25y lanes, but they work on the basis that 15-18 turn up at any one time. They try to give the advanced groups slightly more lane space and more attention from the coach.

Groups move up 4 times per year (Sept, Dec, Apr, Jun). The big move is September as this is the start of the school year and is the one where most children are likely to stop coming. The December move is designed to try and keep the kids going through the winter months.

They have a diverse group of coaches, but they use popular coaches at unpopular times in order to encourage more swimmers to fill up the space.

Creating a waiting list helps to ensure that people stay with the programme, for fear of losing their place to someone on the waiting list!
Convenience is important for families, particularly when they make decisions about activities they are going to do. The club tries to accommodate this in order to keep more kids swimming.

Their philosophy is summarised as:
- No1 – get people through the door
- No2 – provide a quality experience so that they stay.

They try to plan ahead for expansion to meet customer needs.

All the coaches do other duties, primarily admin. However, they were all recruited first and foremost as coaches and the other duties are added. All the coaches are well paid, above the area average.
Specific variations for different breaststrokers in the squad (Rebecca Soni v Jessica Hardy v Yuliya Efimova and Kosuke Kitajima v Eric Shanteau):

- The 3 females train at the same time but rarely train together.
- Efimova has 3 different strokes within a 200m event while Soni holds the same stroke throughout.
- Soni has a good aerobic engine. She tries at training but is not an obviously hard trainer.
- Hardy does everything fast and at a high intensity, race pace trainer.
- Efimova just ‘goes through a session’.
- Soni does a significant proportion of her preparation with the IM swimmers while Hardy does a significant proportion of her preparation with the sprinters.
- Kitajima is not a great trainer but he is a great technician. Eric Shanteau came to train with Kitajima because he was the best in the world – he was disappointed to find that Kitajima was not a great trainer.

How do you coach a chronically fatigued athlete?

- He is flexible with his plan – may change a daily session after observing swimmers are not up for the session he originally had in mind.
- Constantly balancing work with rest.
- Doesn’t add up volume completed.
- All sessions are hard and fast but it’s up to each swimmer as to how often they train.

How do you teach the breaststroke recovery?

- Palms rolling out and forearms turning out as swimmer extends arms through recovery. This sets up the out-sweep and helps the swimmer to get their body into a long, horizontal streamlined position (which he refers to as getting the body into ‘that line’).
- A swimmer is most efficient when not swimming i.e. when in ‘that line’. This position helps the swimmers to get the absolute most out of the propulsion they create with their stroke and kick. One of the main reasons Kitajima is so good is that he gets into ‘that line’ very quickly.
- Full stroke breaststroke with a pull buoy is what he calls ‘quick kick drill’. It’s good for getting the kick to drive the timing of the stroke, kicking into full extension and achieving a flat back position (i.e. ‘that line’).

What is your honest opinion on aerobic base development in prepubescent swimmers?

- He believes in it but not in the way discussed at the conference by other speakers i.e. not in the orthodox way.
- He believes in developing an efficiency base. If a swimmer is more efficient in technique ‘then everything else comes into play’.
- The efficiency base he develops is through technique and repetition, then he adds intensity.
- Technique and efficiency is more important than training. A swimmer can train later but they can’t learn technique and efficiency later.
- The metabolic system is where changes happen – in the cells, not in the energy systems.
- He doesn’t develop an aerobic base. Some of his best athletes – Amanda Beard, Aaron Peirsol and Jason Lezak – didn’t do a lot of aerobic base work when younger.
- He still delivers 5000 to 6000m sessions.
How does your dry land training tie into your overall philosophy on training?
- Doesn’t like slow weights.
- Has a focus on rate of reps.
- High specificity is more important than the size of the load. Prefers quicker reps of ≤ 60% of maximum load for the number of reps performed.
- Feels the carry-over of weights to swimming is limited so his swimmers get straight into the pool for 45 minutes after every weights session to get immediate transfer. Does resistance work amongst other activities to achieve this transfer. Does weights followed by 45 minute pool session on Monday, Wednesday and Friday mornings.
- Does 45 minute spin class (for weight loss and conditioning) and 45 minute core work (using pilates and yoga etc.) on Tuesday and Thursday mornings.
- Does different work with breaststrokers in the gym including the use of discs that swimmers slide on the floor on all fours with.

Describe a distance set:
- He doesn’t call distance swimming ‘distance swimming’. He calls it ‘long sprinting’.
- Short sprint – middle sprint – long sprint.
- Long sprinter = good trainer or someone who races the mile or 1500m well. A good trainer is someone who might not race the mile well but they train hard and can repeat well.
- Example Distance Sets:
  - 800, 600, 400, 200 Negative split each and last 75 of each is max effort, all 30sec rest, Plus 3x50 on .40, .50, .60 at race pace
  - 5x200 Descend 1 to 5, final 50 of each is max speed
  - 5x(200 + 2x75 + 2x25)
  - Short course yards 5x(250 + 3x75)
- Does a lot of descend work.
- A swimmer’s metabolism doesn’t stop during rest periods. Therefore is 20x25 max with 15sec rest less effective than an all out straight 500 done slower? He believes the 25’s are at least as effective but probably more effective.

You seem like a fun person. How do you get your swimmers to respect you while keeping the programme fun?
- He is serious when he needs to be but can still inject humour into training.
- He is serious about the things the swimmers need to do well.
- Sometimes the humour he uses has a more serious, underlying focus.
- The detail he gives to his swimmers (i.e. the elements he’s looking for in a training activity) is very important – success isn’t random!
- He also gets his swimmers on side by relating training activities to their individual goals and to race situations – then they understand why he is getting them to do what they are doing.

Miscellaneous
- He is actually energised by running work-outs. He doesn’t feel that he ever needs time off. London was like a working holiday for him.
- He always makes himself available to his athletes.
- He doesn’t get his swimmers to simulate racing together at training often as he feels it creates tension amongst team members.
- He looks at how training activities work a swimmer in more than just terms of the energy systems being affected e.g. V-sit sculling develops flexibility, the abdominals, skill/feel and forearm strength.
- The most important thing is that your swimmers are coming to training enthusiastic and believing in what the coach does.
- Likes to use ‘stuff’. Uses a lot of resistance equipment – power racks, parachutes, stretch cords etc.
• Believes Olympic coaches get it easy as they take all the work developmental coaches have done and get the results on the world stage. Thinks that perhaps the best coaches should be working with the developmental swimmers.
• Video can be very helpful. Biomechanics of swimming is getting better very quickly.
• Believes that the way most swim coaches train their swimmers is like running a marathon every day.
• Don’t teach young swimmers 2 kicks on butterfly – they will stop their arms to accommodate the 2 kicks. Just teach upper body actions and body flow – the kick will develop.
• This is how he coaches but everyone should find their own way.
AGE GROUP TRACK

Required Skills to Transition from Age Group to National Swimming
Chris Michelmore

This was a very fast paced broad brush presentation which held lots of little nuggets to be drawn out. It focused the mind on the need to develop the person and to look at the bigger picture when determining what makes a top senior/national swimmer. Very well thought out presentation geared to stimulate the mind of the coach and thereafter the swimmer.

This is a look at the swimmer as a whole person and a look at their development. Skills go above and beyond their ability to perform movements and patterns in the water.

The skills that are covered are not prescriptive. They are not a move up checklist. They are not a way to run your club. They are not there to tell your coaches what to do and how to do it.

It is important to differentiate between what skills you as a coach think they should possess and what skill they think they should possess. **But who is right?**

The 3 skills that swimmers think are the most important in surveys are
1. hard worker
2. positive attitude
3. mental toughness

Would this match our thoughts as coaches? They could be true for everything in life. What other sports would these apply to and more importantly are these skills that can be learned?

It is important that there is no coach to coach disconnect. Senior coaches should be aware of what the age group/high school coach is doing and they should be aware of the requirements of the athlete to transition to national (senior) swimming.

When groups of Age Group coaches were asked what skills were required, the results were different.
1. ability to maintain focus
2. knowledge of racing strategies and goal setting
3. solid training foundation and commitment

How to define skills?

General skills to be successful V skills to be successful in swimming.
Character traits V swim specific skills

Different Skill Sets:

1. **Time Management**
   Time demands change with the transition. The demands of High School and College/Uni are very different and structured differently. There can be more homework/coursework Demands to attend training Demands of travel and time off from studies
What skills can they have coming in?
- Ability to prioritise and make lists
- Task recognition
- Learn how to pack, travel and separate from parents

2. **Goal Setting**
- Know best times and split times
- Know qualifying times for meets
- Know rep times

What skills can they have coming in?
- An education process making them aware of times etc
- Know the chain of qualifying meets
- Learn fun and motivating tactics
- Make goal cards as a reminder
- Create goal pace splits/counts etc

3. **Leadership**
- May or may not be developed before transition
- Age Group swimming find those who speak out more

Bring out these qualities by
- Get everyone used to leading lanes
- Get everyone used to leading cheers
- Team captains
- Involve in shirt design

4. **Team Member – Number 1 Priority**
- Has to happen at young ages first
- Having fun creates fast swimming and swimming fast is fun
- Do random off the wall things be innovative

What skills can they have coming in?
- Know team cheers
- Know team mates best times and goals
- How to keep teammates accountable in a supportive way
- Need to know importance of relays
- It should be an honour
- Different swimmers want to anchor for the team, others may want to lead off for themselves to get a time!

5. **Communication**
- Different types of people, introvert and extrovert
- Both need to communicate efficiently
- Being *asked* or *told* as a coach (Is it ok if or I will)
- Communicate effectively far enough in advance

What skills can they have coming in?
- Know when it’s ok to talk
- Get them to explain the set to the next swimmer
- Do they or their parents communicate/send the emails

6. **Listening**
- Listening is a skill
Most frustrating for coaches
How many times do you repeat things
How many times do you quieten the group

What skills can they have coming in?
Hear or see a set once and remember (different learning types)
Being quiet at a start in training and race
Know and understand the ready position before they push off
Know when they are going on the clock

7 Mental Focus
Ability to handle intensity
Ability to maintain composure
Ability to handle environment and situations
Big Meet situations
First nationals – will they be intimidated or look comfortable

What skills can they have coming in?
Get up and race a lot and randomly in training
Race right after dryland
Race out of comfort zone

8 Self Maintenance
Nutrition, how to fuel and eat real food
Know how and when to warm up/warm down (do they do it?)
Injury prevention – know how to take care of the body
Self myofascial release
Do they know why people are carrying peanuts and rollers
Do they understand the above or just do it

What skills can they have coming in?
Post workout race recovery fuels
Clear eating habits
Warm up/swim down protocols

9 General Athleticism
One who has the fewest weaknesses will be the most focused on their sport
Well rounded athlete
Cardiovascular endurance
Stamina
Strength
Flexibility
Power
Speed
Coordination
Agility
Balance
Accuracy

What skills can they have coming in?
Well rounded dryland background
Play lots of sports
Make an athlete first
Competitive in many things
Focus on core and functional strength

10 **Swim Specific**
Be proficient in all strokes
Knowledgable and experienced in training for all events and all distances
What is a measurable point of talent and work ethic?
KICKING!
Importance of kick without having to be proficient in that stroke without having to hit time standards
Short course swimming is an underwater sport

What skills can they have coming in?
Work minimum 8 fly kicks off wall
What QT should be the minimum for a National group
Bill presented a series of random thoughts on how to make a champion swimmer, based on his experience.

Champion swimmers are athletes first and swimmers second. You have to train the mind to match the fitness of the body.

Swim schools, do you teach swimmers (i.e. health & safety) or do you teach swimming (i.e. developing performance from the ground up)?

Strength and conditioning for females should start at the onset of maturation and then every single day thereafter.

For females during maturation, one explosive powerful lift immediately before going to sleep at night helps adaptation and recovery.

Stretching should happen prior to going to sleep, not prior to doing a swimming session.

Speed should be taught very early and whilst the swimmer is young. The following are examples of what should be used:
- 8 x 50m on 2:00, descend 1-4, 5-8
- 15, 20, 25 second optimal speed repeats
- Take the time to swim 8 strokes, dive plus 8 strokes, push plus 8 strokes.

Swimming in a pool without lane ropes is good for developing technique, to experience pressure of water turbulence. For example, 8 x 100m free on 3:00, each 100m without breathing. The aim is for the athlete to learn to be efficient in movement i.e. long, slow and efficient.

For those swimmers who have exceptional talent, beware of technical imperfections. It is very difficult to redevelop technique once a swimmer goes past 16 years of age.

Ask you swimmers four questions:
1. What are your goals and targets? (goals should be competition related)
2. Are you prepared to do to achieve these goals? (There should be frequent exposure to perfection of performance and stimulus. This creates the pathway to excellence, no compromise)
3. What do you bring to the team?
4. What do you expect of me as the coach?

The answers to these questions should be written down in detail, by the athlete, and made into an athlete agreement. The coach then has to decide if they want to coach the athlete i.e. can the athlete win and achieve optimal performance under pressure? If yes, then the coach should accept the swimmer.

Throughout his presentation, Sweetenham made several references to:
Business owner – brand (character of the individual)
Business product – results achieved by the swimmer

He stated that there were three ways to improve business performance:
1. Increase sales i.e. win more often at a higher level
2. Improve margins i.e. focus on positives and work on strengths that deliver improved sales
3. Reduce operating costs i.e. athlete is told once to do things, takes ownership of the brand name and the results.

He stated that there are nine key points that improve sales, improve margins and reduce costs. If you can improve each of the nine key points by 1% this should lead to an overall improvement by and athlete of 25-30%.

There is no magic formula in coaching; it is hard work and no short cuts.

Stages for improvement:
- Learn to swim
- Learn the skills
- Love the sport (i.e. passion for the sport and learning)
- Love the support (i.e. enjoy being part of a successful group)
- Learn to stop (i.e. know when enough is enough)

6-12 years – genetic speed
Slow motion, perfect technique
Short repeats of a distance, record number of strokes and time
200m IM & 50m fly are key
Training speed over 25m, no longer.

Skilled technique based aerobic training. There is a simple distinction between aerobic and endurance training:
Aerobic training – bored before tired
Endurance training - tired before bored

Pre-maturation – females (12-14 years) should work on strength and conditioning
Post-maturation – males (14-16 years) should work on strength and conditioning

At maturation (13-15 years) breakpoint volume should be achieved.

Post maturation, there are three routes for a swimmer to take:
- Open water, 10k
- 200m – 800m/1500m
- Speed

Many great swimmers had a backstroke base, least flaws in technique and easy to teach.

The average age of Olympians is 22 years. Endurance athletes tend to be younger (18-20 years for females and 20 years for males.

Swimmers from maturation should be doing 16+ hours per week in the water, 45 weeks per year and achieving breakpoint volume.

The journey from 14+ years is chaotic, not linear.

The coaches development path is:
- First 4-6 years – one method to develop performance
- Second 4-6 years – several strategies
- Third 4-6 years – no problems and anticipate problems
- Fourth 4-6 years – create problems to test solutions
First and foremost you want great teachers in your programme. They are not necessarily swimmers or ex-swimmers, who tend to teach from their own experience.

Talent = accelerated rate of learning
Training = accelerated rate of change

The experience and knowledge of coaching staff must be in advance of the talent of the athlete.

A learn to swim teacher will often determine whether you succeed as a coach. Employ the person (sound character) and develop their skills. Never develop the person and employ the skills.

The development pathway for swimmers should be based on the following: needs – drives – motives – behaviours – winning – repeatable excellence.

Every coaches goal should be to achieve repeatable excellence!
**AGE GROUP TRACK**

**Practice Planning**  
Dale Porter  
[www.bollesswimming.org](http://www.bollesswimming.org)

**Introduction**  
- Season Plan  
- Resource Page  
- Outline  
- Writing the practice

Start with a season plan (Example copied from Bolles Swimming Website as per presentation)

<table>
<thead>
<tr>
<th>2012-13</th>
<th>Meets</th>
<th>Great White 11-12-13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 13-18</td>
<td>body position</td>
<td></td>
</tr>
</tbody>
</table>
20-25 | legs |  
27-1 | catch |  
| Sep 3-8 | aerobic P+3 |  
10-15 SYS/JCLA/Season Opener | anaerobic AR |  
17-22 | recover |  
24-29 Ping Pong | aerobic P+2 |  
| Oct 1-6 | very aerobic p+3 |  
8-13 IMX Extreme/Ping Pong | anaerobic AR |  
15-20 BSS October Meet | recover |  
22-27 | aerobic P+1 |  
| Nov 29-3 | anaerobic AR |  
5-10 | recover |  
12-17 BSS IMX/ Ping Pong | aerobic P |  
19-24 | anaerobic 1:.4 |  
26-1 **Gator Meet P/F** | recover |  
| Dec 3-8 | aerobic P+2 |  
10-15 | very aerobic P+3 |  
17-22 | anaerobic 1:.6 |  
24-29 | recover |  
| Jan 31-5 | very aerobic P+2 |  
7-12 EAJ Meet | aerobic P+1 |  
14-19 | Anaerobic 1:8 |  
21-26 | very 24aerobic 1:1.5 |  
| Feb 28-2 | BSS Feb Meet | recover |  
4-9 | aerobic P |  
11-16 | Anaerobic 1:1 |  
18-23 BSS Last Chance | recover 1500 |  
25-2 | 1000 |  
| Mar 4-9 FLAGS P/F | 500 |  
| Apr 1-6 | anaerobic 1:.4 |  
8-13 | recover |  
15-20 JAX 50 | aerobic P+2 |  
22-27 Open Water | very aerobic P+3 |  
| May 29-4 | anaerobic 1:.6 |  
6-11 BSS May Meet | recover |  
18-23 All Star | legs |  
25-30 | aerobic P+3 |  
1-6 | anaerobic 1:.4 |  
8-13 | recover |  
15-20 JAX 50 | aerobic P+2 |  
22-27 Open Water | very aerobic P+3 |  
11-16 **Area 1-4** | Body Position/Catch |  
| LCM Season |  |  
18-23 | All Star | legs |  
25-30 | aerobic P+3 |  
1-6 | anaerobic 1:.4 |  
8-13 | recover |  
15-20 JAX 50 | aerobic P+2 |  
22-27 Open Water | very aerobic P+3 |  
29-4 | anaerobic 1:.6 |  
6-11 BSS May Meet | recover |  
<p>| 2012 ASCA Conference | 24 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>13-18</td>
<td>BSS Distance Meet</td>
<td>aerobic P+1</td>
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<tr>
<td>20-25</td>
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<td>very aerobic P+2</td>
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<td>27-1</td>
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<tr>
<td>Jun 3-8</td>
<td>CAT or DBS</td>
<td>very anaerobic 1:1.5</td>
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<tr>
<td>10-15</td>
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<td>recover</td>
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<tr>
<td>17-22</td>
<td></td>
<td>aerobic P</td>
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<td>24-29</td>
<td>BSS June Classic P/F</td>
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<tr>
<td>Jul 1-6</td>
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<td>recover</td>
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<tr>
<td>8-13</td>
<td>EAJ Last Chance</td>
<td>1500</td>
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<tr>
<td>15-20</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>22-27</td>
<td>FLAGS P/F</td>
<td>500</td>
</tr>
<tr>
<td>Aug 29-3</td>
<td>Area 1-4</td>
<td>body position/Catch</td>
</tr>
</tbody>
</table>

- 2 hour sessions, every set written has purpose, this year coach dale is “playing with pace”
- Progression in aerobic, Anaerobic and recovery
- Importance was put on the importance of making swimmers ready for the next coach as they move to the next level within the club

Point which are always looked for and emphasised in Training:
- Body Position
- Kick
- Catch
- Pull
- Recovery timing
- As a coach, always think ahead

All coaches should have a resource list example from Coach Porter, taken from [www.bollesswimming.org](http://www.bollesswimming.org)
<table>
<thead>
<tr>
<th>Freestyle</th>
<th>Backstroke</th>
<th>Breaststroke</th>
<th>Butterfly</th>
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</thead>
<tbody>
<tr>
<td>right arm only</td>
<td>right arm only</td>
<td>right arm only</td>
<td>right arm only</td>
</tr>
<tr>
<td>left arm only</td>
<td>left arm only</td>
<td>left arm only</td>
<td>left arm only</td>
</tr>
<tr>
<td>arm progression</td>
<td>arm progression</td>
<td>arm progression</td>
<td>arm progression</td>
</tr>
<tr>
<td>4 kick switch</td>
<td>3R3A3L3a</td>
<td>3 kick 1 pull</td>
<td>1R1T1T</td>
</tr>
<tr>
<td>5 kick switch</td>
<td>4 kick switch</td>
<td>3 pull 1 kick</td>
<td>3 right 3 left 3</td>
</tr>
<tr>
<td>6 kick switch</td>
<td>4 slow 8 fast</td>
<td>3 right 3 left 3</td>
<td>4 kick 2 pull</td>
</tr>
<tr>
<td>A-OK</td>
<td>6 kick switch</td>
<td>3 up 3 down</td>
<td>6 kick 1/4 turn</td>
</tr>
<tr>
<td>beginner</td>
<td>A-OK</td>
<td>8 or less</td>
<td>chest forward</td>
</tr>
<tr>
<td>breast stroke</td>
<td>arm wrestle</td>
<td>A-OK</td>
<td>fist drill</td>
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<tr>
<td>chicken</td>
<td>body roll</td>
<td>alternate kick</td>
<td>head up</td>
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<tr>
<td>double recover</td>
<td>chin up</td>
<td>catch-up</td>
<td>in line</td>
</tr>
<tr>
<td>fist drill</td>
<td>double recover</td>
<td>cross-over</td>
<td>streamline kick</td>
</tr>
<tr>
<td>head up</td>
<td>fist drill</td>
<td>dolphin kick</td>
<td>thumb drag</td>
</tr>
<tr>
<td>streamline kick</td>
<td>flip-flop</td>
<td>egg-beater kick</td>
<td>cross-over</td>
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<tr>
<td>thumb to arm pit</td>
<td>kick arms up</td>
<td>fist drill</td>
<td>#R#T#T</td>
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<tr>
<td>thumb to shoulder</td>
<td>kick left up</td>
<td>flutter kick</td>
<td>#R#L#T</td>
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<td>finger tip drag</td>
<td>kick right up</td>
<td>head up</td>
<td>elbows up</td>
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<td>slow motion</td>
<td>streamline kick</td>
<td>on back</td>
<td>kick arms side-sternum</td>
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<tr>
<td>catch-up reach</td>
<td>touch down</td>
<td>streamline kick</td>
<td>thumb down pinky up kick</td>
</tr>
<tr>
<td>3/4 catch-up</td>
<td>slow motion</td>
<td>thumb up</td>
<td>pinky up 8 kick pull</td>
</tr>
<tr>
<td>hip roll</td>
<td>hip roll</td>
<td>shoulder squeeze</td>
<td>hang loose</td>
</tr>
<tr>
<td>shoulder roll</td>
<td>hang loose</td>
<td>scull</td>
<td>peace</td>
</tr>
<tr>
<td>shoulder reach</td>
<td>peace</td>
<td>3p3s3k3s</td>
<td>6kick flutter slow mo fly</td>
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<tr>
<td>elbows forward</td>
<td>chin to shoulder</td>
<td>elbows up</td>
<td>Chin on water</td>
</tr>
<tr>
<td>hang loose</td>
<td>side glide</td>
<td>3fast finish long</td>
<td>sideways breathing</td>
</tr>
<tr>
<td>peace</td>
<td>side glide slow recover</td>
<td>head up pull-fast</td>
<td>single-double-single</td>
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<td>lap hip head reach</td>
<td>fashion model</td>
<td>1arm1leg</td>
<td>tip head forward on breath</td>
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<tr>
<td>side glide</td>
<td>speed drill</td>
<td>hang loose</td>
<td>Key Hole</td>
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<td>side glide slow recover</td>
<td>quick wrist @ hip</td>
<td>peace</td>
<td>2 strong kicks</td>
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<tr>
<td>1/2 Chicken</td>
<td>4 back 3 free</td>
<td>chopping block</td>
<td>up AND down!</td>
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<tr>
<td>balanced breath</td>
<td>3/4 chop</td>
<td>scoop-shoot</td>
<td>4 fast strokes</td>
</tr>
<tr>
<td>3p6g glide</td>
<td>6kick 3 strokes</td>
<td>tip head forward on breath</td>
<td></td>
</tr>
<tr>
<td>45sF straight</td>
<td>shoulder lift</td>
<td>with buoy</td>
<td>Challenges</td>
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<tr>
<td>surfboard paddle</td>
<td>1a-underwater</td>
<td>pull hips forward</td>
<td>no goggle</td>
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<tr>
<td>10-2 breathing</td>
<td>Reach for Noodle</td>
<td>under water pullouts</td>
<td>hypoxic</td>
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<tr>
<td>one eye breath</td>
<td>1fly/1fly/2breast/nbreath</td>
<td>relay</td>
<td></td>
</tr>
<tr>
<td>1/2 breast 1/2 free</td>
<td>front scull</td>
<td>no breath</td>
<td></td>
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<tr>
<td>free 3 back</td>
<td>Pinkies Touch</td>
<td>25 dolphin kick back</td>
<td></td>
</tr>
<tr>
<td>5kick 3 strokes</td>
<td>palm up recovery</td>
<td>perfect turns</td>
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<tr>
<td>thumbs recover first</td>
<td>cobra</td>
<td>mid pool turn +1</td>
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<tr>
<td>4ftd-the-4s</td>
<td>4 fast strokes</td>
<td>swim turn lane 3</td>
<td>under return</td>
</tr>
<tr>
<td>4 fast strokes</td>
<td>3-2-1-1/2</td>
<td>underwater open turns</td>
<td></td>
</tr>
<tr>
<td>Shake hands</td>
<td>snorkel w/flutter</td>
<td>British Day</td>
<td></td>
</tr>
<tr>
<td>1/2 board high elbow</td>
<td>snorkel</td>
<td>crowded warm-up</td>
<td></td>
</tr>
<tr>
<td>scorpion</td>
<td></td>
<td>no warm-up</td>
<td></td>
</tr>
<tr>
<td>Thumb Up Catch</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching Progression**
- streamline, hands ready off wall, hard wall, legs off
- break, free, back, breast, fly
- start, free, back, breast, fly
- turn, free, back, breast, fly
- Stroke Count, free, back, breast, fly
- finish, free, back, breast, fly
- catch, free, back, breast, fly
- relay start
- tempo dolphin kick

**Equipment**
- Paddle
- Finger Paddle
- Snorkel
- Board
- Cord
- Pole
- Buoys
- Fin
- Monofin
- Toys
- Kicking relay
- Peer coaching

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Look for areas in training for them to help keep their focus during training e.g.

- Count strokes
- Count the Number of fly kicks of the wall

“TEACH, REPEAT, REPEATE UNDER PRESSURE”

- Body Position + Strong finish, break out kicks must be consistent
- Encourage the swimmer to take responsibility for training. Swimmer – “how do you want me to swim the race”? Coach to ask swimmer “how do you want to swim the race”? teach strategy in training.
- Equipment
- Identify to parents what to buy, make sure all equipment bought is used however, make sure there is a reason for using it! (parents won’t be happy buying expensive equipment and it not being used)

Annual Goals should be listed as well as weekly goals, nothing should be written in Stone.

Make sure stretching is always done well so that if training with a senior team the swimmers will fit in.

As an assistant coach it is important to keep pride in check, when you pass on swimmers they become their swimmer.

Subbing Sucks – assistants must be able to take someone else’s practice

Train your assistants to take lead for when you are not unavailable

As a coach, when you yell – kids don’t listen. When you teach – they listen

Other information shared by Dale Porter in relation to his Planning.
### Step 1

**Identify elements of a complete practice**

- L = Look For
- W = Warm Up
- F = Focus
- M = Main Set
- K = Kick

**Stroke**

Identify:
- Body Position
- Kick
- Catch
- Pull
- Recovery
- Timing

**Step 2**

**Identify concentration**

- Identify drill placement
- List focus in continuous order
- List stroke in continuous order + transitions + IM + choice
- Identify ending challenge in continuous order
- Identify dryland in continuous order
- Identify race strategy to teach in continuous order
- Identify talking points.
- Identify equipment used in continuous order

**Step 3**

Randomly insert distances into warm up, main set, and kicking set. Be sure a variety of distances are used.

<table>
<thead>
<tr>
<th>body position</th>
<th>kick</th>
<th>catch</th>
<th>pull</th>
<th>recovery</th>
<th>timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>W = 400</td>
<td>W = 100</td>
<td>W = Drill</td>
<td>W = 800</td>
<td>W = 1000</td>
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</tr>
<tr>
<td>F = Free Turn</td>
<td>F = Back Turn</td>
<td>F = Breast Turn</td>
<td>F = Fly Turn</td>
<td>F = Fly-Bk Turn</td>
<td>F = Bk-Br Turn</td>
</tr>
<tr>
<td>M = 2k</td>
<td>M = 300</td>
<td>M = 25</td>
<td>M = 3k</td>
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</tr>
<tr>
<td>S = Bk-Br</td>
<td>S = Br-Fr</td>
<td>S = M</td>
<td>S = Choice</td>
<td>S = Fly</td>
<td>S = Back</td>
</tr>
<tr>
<td>E = Pull</td>
<td>E = Underwater Open Turn</td>
<td>E = British Day</td>
<td>E = Crowded Warm Up</td>
<td>E = No Warm Up</td>
<td>E = Kicking Relay</td>
</tr>
<tr>
<td>D = Legs</td>
<td>D = Core</td>
<td>D = Aerobic</td>
<td>D = Shoulders</td>
<td>D = Arms</td>
<td>D = Legs</td>
</tr>
<tr>
<td>R = 50 fly</td>
<td>R = 100 fly</td>
<td>R = 200 fly</td>
<td>R = 100 M</td>
<td>R = 200 M</td>
<td>R = 400 M</td>
</tr>
<tr>
<td>T = sunscreen</td>
<td>T = sunscreen</td>
<td>T = sunscreen</td>
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<table>
<thead>
<tr>
<th>Q = paddle</th>
<th>Q = finger paddle</th>
<th>Q = snorkel</th>
<th>Q = board</th>
<th>Q = cord</th>
<th>Q = bouy</th>
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2012 ASCA Conference
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>4</td>
<td>F-Streamline</td>
<td>F-Hands Ready Off</td>
<td>F-Legs Off Wall</td>
<td>Egg Toss Meet</td>
<td>JAX 50</td>
</tr>
<tr>
<td></td>
<td>S-Fly</td>
<td>S-Back</td>
<td>S-Fly to back</td>
<td>9:15 Register</td>
<td>JAX 50</td>
</tr>
<tr>
<td></td>
<td>E-No Goggles</td>
<td>E-Bilateral breath</td>
<td>E-Relay</td>
<td>9:30 Warm Up</td>
<td>10:00 Start</td>
</tr>
<tr>
<td></td>
<td>R-25 free</td>
<td>R-50 free</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>F-Free Break</td>
<td>F-Back Break</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-back to breast</td>
<td>S-Breast to free</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-hold breath</td>
<td>E-dolphin kick on back</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-25 back</td>
<td>R-50 back</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>F-Free Start</td>
<td>F-Back start</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-Fly</td>
<td>S-Back</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-turns no wall</td>
<td>E-1/2 board between knees</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-50 breast</td>
<td>R-100 breast</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>F-Free Finish</td>
<td>F-Back Finish</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-back to breast</td>
<td>S-Breast to free</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-dolphin under lanes</td>
<td>E-crowded warm up</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-100 IM</td>
<td>R-200 IM</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>F-Free Finish</td>
<td>F-Back Finish</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-back to breast</td>
<td>S-Breast to free</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-crowded warm up</td>
<td>E-crowded warm up</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-200 IM</td>
<td>R-200 IM</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>F-Free Finish</td>
<td>F-Back Finish</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-IM</td>
<td>S-Breast to free</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-race no warm up</td>
<td>E-Relay</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-25 free</td>
<td>R-25 free</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>F-Free Finish</td>
<td>F-Back Finish</td>
<td>F-Legs Off Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-IM</td>
<td>S-Breast to free</td>
<td>S-Fly to back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-kicking relay</td>
<td>E-kicking relay</td>
<td>E-Relay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-50 free</td>
<td>R-50 free</td>
<td>R-200 free</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Index

F = Lesson Focus

S = Stroke of the Day (If you prefer Stroke of the Week, scratch and add)

E = A fun ending challenge

R = An event to teach racing

2012 ASCA Conference
KEYNOTE

Mexican Swimming Change of Strategy After German and South African Experience
Dirk Lange (Consultant Technical Director, Mexican Swimming)
www.dirklange.org

Dirk stated that in his experience there were two national strategies:
1. For the national governing body to act as facilitator with the swimming market in the country driving change i.e. the national governing body is a hands off co-ordinator.
2. The national governing body tries to influence the coaches and the swimmers’ home programmes i.e. interventionist approach.

In his view, the perfect national strategy is individualised.

His experience:
- 2000-2004: Coaching at the Hamburg Olympic Centre for four years
- 2004-2008: South African National Coaching Director
- 2008-2011: Lead German national team
- 2011: There was a leadership split in which he had major differences in approach from his boss, who was from diving
- 2011-2012: Back coaching on pool deck (coach to Cameron Van der Burgh in lead up to 2012 Olympics). He also provided, on a consultancy basis, leadership and strategy development for the Mexican Swimming Federation.

The following are his experiences of three very different national programmes:

South Africa
- Assist v leading
- No clear structure
- Resistance from club coaches to the Federation “interfering”, club coaches are generally self-employed.
- Success has been effectively outsourced to US colleges.
- It was important to establish selection criteria for the national team. This was based on:
  - Selection of swimmers (20-30 age-group team)
  - Pre-selection of swimmers (Up to 10 junior elite team). The development of the pre-selected swimmers was on gaining experience of senior level swimming.
- The outcome was a broader number of swimmers making the Olympics with FINA A times and finalists. But there were no Olympic medals at the 2008 Olympics.

Germany
- There are still issues over GDR v GER.
- Tensions between home coaches and the national programme.
- The German Federation wants to lead the whole national programme through an interventionist approach. The aim is to influence home programmes with the national programme leading e.g. altitude training for national squad.
- Outcome was an improved number of swimmers and swimmers making finals at World and European Championships. Although there was an increased volume and quality of results, it created a lot of friction with home coaches because it was viewed as interfering.

Mexico
- Always tomorrow!
- Short of money, but high expectations
- Junior programme predominates
• No senior national programme
• Very similar to South Africa in the respect that the senior swimmers tend to migrate to US colleges
• The focus is now on the national age-group and youth squads to build a programme that the home coaches can buy into and then grow a senior programme. He proposed six regional centres led by a National Coach acting as a mentor, a National Youth Coach and a Talent Id Coach.
KEYNOTE

The Russian Swimming Team on the way to London and Beyond: Problems and Solutions
Andrei Vorontsov (Performance Director of Russian Swimming)

The state of Russian swimming:
- Russia won 6 medals (no gold) at the 2000, 2004 & 2008 Olympic games;
- Russia placed second in the 2010 World Championships behind the USA for the first time ever;
- In 2011 there were very few Russians featuring in the top 50 of the world rankings;

<table>
<thead>
<tr>
<th></th>
<th>Males 20 Years &amp; Under</th>
<th>Females 19 Years &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>1</td>
<td>1 (relay)</td>
</tr>
<tr>
<td>USA</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Australia</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

Andrei was happy that Russia was ahead of the US in young men’s qualifiers but noted that Australia should be strong in Rio [or Australians are currently coaching in a manner that promotes short term, age group/youth success]

- Russia’s results have not been great at the European Junior Championships for the past 3 years;
- The USSR state program had a network of specialised swim schools which were no longer in existence when Andrei was appointed;
- The USSR state program previously allowed them to fully utilise their knowledge in human growth and the exploitation of sensitive periods;
- In 2011 Russia had 35000 to 45000 swimming newcomers – at the same time the highest performance level of Russian swimming consisted of 16 to 17 swimmers;
- In 2011 Russia had 28000 registered competitive swimmers in all age groups and performance categories;
- Russia’s population recently experienced high death rates and low birth rates until 2008 when the birth rate finally exceeded the death rate again;
- While lane time in the UK costs approximately £27-28 per lane per hour it costs £50-60 per lane per hour in Russia;
- Because of inflated costs, many pools reduced their squad training sessions from 120 minutes to 90 minutes and some swim schools stopped morning sessions altogether;
- Many Russian facilities were built in the 60’s and 70’s and are closed for 6-7 weeks a year for repair;
- In over 100 pools in Moscow there are only 4 swim schools remaining;
- Army, police and university sports clubs are no longer in existence;
- There are only 2 groups of elite student swimmers remaining in Russia: 12-15 swimmers in Moscow and 10-12 swimmers in Omsk;
- There are only 150-200 senior Russian swimmers of which 80-90 are 20y.o.+
- France has more than 4 times as many young, participation-level swimmers than Russia;
- Russia cannot compete for numbers with the USA but they can compete with European countries.

Programme of Action 2009:
- New management;
- New facilities;
- Better vertical and horizontal structure;
- Efficient scientific and medical programme;
- New head coach appointed (Andrei).

Head Coach:
- 4 year plan;
• Seasonal planning;
• Individual work with coaches and swimmers;
• Team selections for major international meets;
• CPD for coaches.

Rejuvenation of national team:
• Building of regional training centres;
• Sports science services;
• Visited all major age group competitions;
• After some time in post Andrei became just the head coach and another individual was appointed as national youth coach. However, the youth coach didn’t produce the level of athlete required for future senior representation;
• A development programme named ‘I shall become a Champion’ was introduced. 10-12 camps per annum, 30-40 swimmers per camp, 300-350 swimmers per year;
• Russia topped the 2012 European Junior Championships medal table by a considerable margin.

Regional Swimming Centres:
• Best coaches and best swimmers in an environment for success;
• Head coach plus 2-4 staff;
• 10-15 high performance (national squad) swimmers;
• 20-25 junior squad swimmers;
• 250-400 swim school swimmers.

Federal Training Centre:
• Swimmers and coaches from regional swimming centres can pre-book training camps (at cost to the national swimming programme) at any time of year at this facility;
• 4* accommodation;
• Cost prohibitive:
  2009 - USD90/swimmer/night
  2012 - USD177/swimmer/night
• A training camp in Germany with better facilities costs Russia substantially less.

Coaches:
• Youngest Russian Olympic team female coach 48y.o. and male 52y.o;
• Had to put in place requirements and rules for coaches:
  - Professional appearance
  - Positive attitude towards sports science
  - Positive person and influence
  - Professional behaviour – less smoking and drinking (had to remove coaches from national team for being drunk, meant his best coaches were not being utilised, subsequently relaxed his rule to allow coaches to do what they wanted in their own time provided they were sober, clean shaven and ready to give their best to the swimmers)

Andrei’s Thoughts on Russian Female Coaches

<table>
<thead>
<tr>
<th>POSITIVES</th>
<th>NEGATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t smoke</td>
<td>Intrigues</td>
</tr>
<tr>
<td>Don’t drink</td>
<td>Moody/hysterical outbreaks</td>
</tr>
<tr>
<td>Open to learning &amp; novelties</td>
<td>Blackmail</td>
</tr>
<tr>
<td>Good discipline &amp; work ethic</td>
<td>Disobedience</td>
</tr>
<tr>
<td>Compassionate</td>
<td>Unpredictable</td>
</tr>
<tr>
<td>Accurate</td>
<td></td>
</tr>
<tr>
<td>Good administrative performance</td>
<td></td>
</tr>
</tbody>
</table>
• Andrei explained that there were many good Russian coaches who were females;
• Russian coaches only wanted to work with their own swimmers at major meets because they didn’t want to take responsibility for the performances of other coaches’ swimmers – they didn’t want to coach in ‘brigades’;
• There was a lack of competition in training so some Russian swimmers were trained abroad by other coaches.

Main focus for Head Coach:
• Do what we do best: Training;
• Each year divided into 3 macrocycles of 16-19 weeks each;
• Each macrocycle consisted of 4 mesocycles:

<table>
<thead>
<tr>
<th>Mesocycle 1</th>
<th>Slow Aerobic</th>
<th>Functional Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesocycle 2</td>
<td>Faster Aerobic</td>
<td>Maximal Strength</td>
</tr>
<tr>
<td>Mesocycle 3</td>
<td>Develop Competitive Speed</td>
<td>Specific Strength</td>
</tr>
<tr>
<td>Mesocycle 4</td>
<td>Develop Maximal Racing Speed</td>
<td>Maintain Specific Strength</td>
</tr>
</tbody>
</table>

• Altitude training optional for coaches and swimmers but the opportunity to train at altitude once in each macrocycle was available;
• The Russians stick to the altitude training model that they know works (see http://www.sgmh-web.de/index.php/ratgeber/training-a-wettkampf/trainingsplanung-und-periodisierung)
• Land training consists of:
  - Maximal strength & power development
  - Core body strength
  - Joint stability
  - Active and passive flexibility/mobility
  - Elimination of muscular imbalance, posture correction
  - Special strength development and optimal body composition in females
• Specific Strength Training:
  - Power rack & other resisted swimming
  - Tether & other towing devises (assisted swimming – towed & draft)

Science Support:
• 1973 to 1986 – 29 to 37 staff;
• 2009 to 2012 – 3 staff

<table>
<thead>
<tr>
<th>Support Staff by Country</th>
<th>Swimmers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Germany</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Australia</td>
<td>42</td>
<td>21</td>
</tr>
</tbody>
</table>

• Biomechanical analysis of swimming technique (video), race analysis, evaluation of power output and mechanical efficiency, measurements of hydrodynamic resistance, nutritional advice, pharmacological support of training and competitions, blood screening, control of body weight & composition, development of after-race recovery methods, analysis of training workloads;
• A notebook PC was given to 20 national swim coaches who recorded the training process of their swimmers. This data was then shared with the sports science team for them to monitor the training process, evaluate test results, analyse training programmes, assist the coach with planning and individualise training loads;
• The latest Speedo suits were tested for hydrodynamic resistance and compared to the results for the older model of Speedo suit. While tests showed that one suit was better for some athletes and the
other was better for other athletes, the Russian Swim Team members all swam in the older model at the Olympics.

**Russian Olympic Swim Team:**
- 32 team members – 15 female/17 male;
- Olympic qualifying times were met by 6 female and 13 males;
- Relay only swimmers – 6 female/3 male;
- All 6 relay teams qualified for the games;

<table>
<thead>
<tr>
<th></th>
<th>FINA Top 5</th>
<th>FINA Top 10</th>
<th>FINA Top 16</th>
<th>FINA Top 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

- The above table shows that Russia had a “weak medal chance” at the Olympics – never give up!
- Andrei made an unpopular decision by not sending any of the Olympic Team members to the 2012 European Swimming Championships (21 to 27 May). However, the top 3 countries at the championships did not do well at the Olympics so his decision was justified:

<table>
<thead>
<tr>
<th></th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>GB</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Germany</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sweden</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Denmark</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
KEYNOTE

Swimmac
David Marsh

Team Elite Vision;
“To assist the USOC and USAS in maintaining its position as the world’s preeminent swimming power at Olympic and international competitions by increasing the US medal count”

5 out of the 12 swimmers in “Team Elite” made the Olympic team.

The group needed to
- Make the swimmers within the group train better
- Inspire and support young swimmers
- Make TEAM USA and win medals
- Develop beyond the pool and life-long involvement with the sport

Keys to Success
- Goal setting – reflected a singular common goal – Olympic Medals
- Support staff contributed at a discounted or voluntary basis
- Community involvement
- Media excitement around the group

Challenges
- Programme funding
- Athlete living expenses
- Intra/inter club structure – working within the club structure and with the local swimming club structure
- Facilities – working out of 5 different pools – needed to bear in mind the finances of the club/programme – couldn’t throw age groupers out of lanes as this would disrupt thus had to train a little later at times

Periodisation
- 28 week cycle leading in to Olympic Trials.
- Working 6 week blocks and 1 week micro cycles.
- Plan was mirrored from 2011 nationals
- Had to spend time working out predicted times to qualify for the team and to win medals at Games
- From this – determined benchmarks for training
- Test sets used to stimulate races and replicate meet sessions
- DM Likes to use Broken 100 but not standard distances (30m/60m/20m etc). The goal is always to swim faster than the world record. Rest 60secs – 2mins.

Others
- Wrote down extras to help get them there (e.g. Pilates)
- Eliminate distractions
- Include supportive people that contribute to the team
- Important not to show your hand to early at trials – make it through the rounds and don’t use emotional energy until the time is right
- Need to make sure that you factor in emotional recovery as well as physical
- Athletes need to have a mental shift to KNOW and WANT to do what you are doing
The Wisdom of the Giants
Michael Lawrence

A retrospective look back at some of the wisdom passed on to us over the years by some of the coaching ‘giants’ of the past.

- Try to understand other coach’s programmes but don’t try to replicate their programmes in your own situation – it won’t work.
- Find the foundation of what you believe in coaching, but keep it simple and make it your own.
- ‘Stare’ at what you want to be (Daniel Coyle). Watch, listen, read, learn, observe what you want to be good at.
- Look after your athletes (Reese).
- Have a 10 year plan for your swimmers (Bowman).
- If you’re not learning you’re not living (Gambril). Great coaches never stop learning.
- Give your athletes self-confidence in order for them to be able to perform (Schubert). Self-confidence builds commitment, and commitment supports high performance results.
- Talk to every single athlete every single day, even if it is just to say hello (Quick).
- Be honest about progress (or lack of) with your athletes (McKeever).
- Give athletes and yourself multiple goals and multiple ways of how to measure success (McKeever). If the only goal is gold, there is only one way to go home happy.
- Repetition is the mother of all learning.
- Don’t do everything for the athlete.
- Recognise and separate the wheat from the chaff, know what is important and emphasise it, know what isn’t important and eliminate it.
- The X factor is knowing what needs to be done, and then doing it.
AGE GROUP TRACK

Building from Age Group to Elite Age Group
Bill Thompson

Why do children swim?
1. To please parents
2. To please self – appearance
3. To make friends – social acceptance and peer approval

How can you do 1, 2, 3 quicker?
Create an environment for 1, 2, 3 to happen.

Boys seek to win.
Girls want to be part of a social group and with friends.

To correct stroke deficiencies: Watch – Provide Feedback – Correct - Praise
Praise in public, criticise in private.

Peer recognition – achievement of times in meets 1st day back at training. Group meeting to provide special recognition.

At start of season – host a coach & swimmer meeting where parents are invited as guests. Encourage swimmers to take responsibility to invite parents.

Encourage swimmers to take more responsibility:
• Outline expectations up front e.g. training every day
• Expect swimmers to tell the coach in advance that they will not be at training and why
• Outline what swimmers can expect:
  o Challenge
  o Responsibility
  o Respect
  o Commitment
  o Higher levels than ever before
• Set minimum standards for training
• Know PBs, splits, goals, goal splits

Do 1200 – 1500m kick every day
Use test sets to monitor progress e.g. 16 x 100 on 1:40 holding goal time; 16 x 50 on 1:00 from dive
The Senior Swimming Experience and Working to Improve an Ever Growing Sport
David Marsh

The overall theme was about progressions and fun.

His group start their season off with a “Kick Off Picnic”

Rowdy Gaines daughter left the sport after 1 session after being put straight into a set of 200’s in her first session. David Marsh daughter left after 1 session after being given 8 x 100 im in her first session at their local club.

Need to introduce sport in a friendly accommodating way to allow swimmers to progress through school and into college.

Need to take advantage of times when a sport is high profile and look at other sports for talent. David felt that swimming is not just a very tall persons sport and that shorter people can be better at underwater kicking.

How do we create an atmosphere that is interesting and fun but encourages people to work hard.

Hardest thing is to find a coach who loves the initial phase of joining the sport.

How do we as coaches and as a sport find more ways to have more athletes reach their maximum potential?

- There are times when we could press buttons to make swimmers better/faster but this may affect the long term development.
- Appropriate and deliberate development including identifying and separating elite performers.
- Free flow of knowledge and athlete support throughout career.
- Parent and Coach buy in to the overall process
- After one of the most successful Olympics in history, there is still much to do to improve elite levels of the sport from an earlier age.
- Do shorter warm ups when you really have their attention at the start of the session.
- Doing more dryland can grow your club.
- Children are signed up by parents, we then have to attract them and make it more enjoyable

All swimmers experience is made up of elements interpreted through their own grid of values. All of the elements exist at any point and are dynamic.

One of the great things on camps is watching others tweaking strokes etc.

In critical relationships, you don’t always have to like but you must respect.

If emotional development is at a high level it can be a game changer, use a little R & R. Things like dance can help athletic development. Let athletic development take more of an ownership of the process rather than training development.

If you are not competitive you will never reach the top.
Group Entrance Criteria
- Age group
- Practice schedule
- Recommended attendance
- Practice guidelines
- Group test sets
- Event focus
- Competition
- Swimmac and competition swim education
- Exit criteria and strategy
- Character development

Age group swim at Swimmac
- Initiatives to separate by gender
- Curriculum focused for long term development
- Parent education
- Less barriers to entry that result in swimming being family friendly
- Use other sports to increase athleticism eg gymnastics, volleyball, soccer, karate
- New meet formats, 2 hr rule. Time from in door to out door.
- Keep competitions family friendly
- Create more challenging environments to create athletic development eg handstands, front/back rolls
- Unfortunately insurance sometimes gets in the way of excellence

As coaches we should be able to measure progress through training.
More 2 day meets than 3 day.
Impact on family of meets/costs etc

Senior Level Swimming
- Objectives at senior level to help athletes reach their maximum potential.
- Define (if not decide) on an appropriate career path to include college and postgrad swimming.
- Determine how and at what level swimming fits into the college experience
- Use swimming to help develop people with great character
- Look at colleges with ability to help career goals then swimming
- Character over quality, can help develop athlete more than character

Which of these do you struggle with
- Focus
- Self motivation
- Self discipline

Recommended text “athlete by design”.
Get Your Head in the Game by Dr Charlie Brown
www.headinthegame.net

Most of all swimmers want friendship through swimming

Ideal Senior and age Group Level Experience:
<table>
<thead>
<tr>
<th></th>
<th>Senior</th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching experience</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Relationship experience</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Parent engagement</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Emotional development</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Athletic Development</td>
<td>4</td>
<td>3</td>
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<td>Skill development</td>
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<td>5</td>
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<tr>
<td>Training development</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Competitive Experience</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Get the best swimmers in high school together 3 – 4 times a week to train.

The National Junior Team is beginning to separate elite level performers at a national level. Elite athletes will have different college and career goals from their peers. Elite programming requires different decision making, risks and demands at an organisational level.

**What to consider in colleges/universities**

- Influence of head coach on programme and training tradition
- Long course tradition of the programme
- Inclusive culture that allows free flow of ideas and support
- Scope of programme
- Strength and conditioning and dryland expertise
- Support staff
- Summer options and financial support

**Separating elite athletes in college**

- For elite college bound swimmers, is the college programme focused on reaching the athletes ultimate potential even if that is above the collegiate eligibility.
- Does the college programme collaborate and support the clubs and coaches philosophy
- Does the college programme keep the best interests of the athlete at its centre

**In Summary**

- How do we as coaches find more ways to have more athletes reach their maximum potential in their career?
- Appropriate and deliberate development including identifying and separating elite performers
- The free flow of knowledge and athlete support throughout the career
- Parent and coach buy in to the overall process
- Are we as coaches always keeping the best interests of the athlete and their development in mind?

**Questions**

- Teach proper kick technique, full leg kick
- Kick fast a lot and slow very seldom
- Talk about the fun of swimming to young kids and about the meets you want them to go to.
- Use positive language re: the future of the paths forward
- IM focus then specialise re college programmes
Teaching Breaststroke
Dale Porter
www.bollesswimming.org

Warm up legs with slow kick
No pain allowed, make adjustments, fly kick, fc kick, fins

Straight line most important
- Thumbs down pinkie high, press out, keep hips steady
- Keep head in line with spine longer
- Engage bicep’s and keep fingers pointing to the bottom of the pool
- Teach late breath, snorkel for teaching this
- Hold breath until last moment to help with buoyancy to keep hips high
- Bring shoulder over ears
- Jump forward
- Throw head where hands will go
- Hands stay just under surface of water
- Feet recover inside hips
- Bring heels up instead of forward
- Kick straight back (impossible) but to be encouraged
- Keep feet pointing back

Starts
- Steeper & Deeper
- Different underwater
- Push deeper
- Kick level
- Pull toward surface
- Shoulder crunch
- Momentum into break out
- Don’t teach fly kick to beginners novices, if this happens naturally then that’s fine

Turns
- Kick and touch wall
- Straight arm at wall
- “elbow your brother, phone your mother”
- Knees to chest, feet hidden, then slide the hips

Race Strategies
- Stroke Count
- Stroke rate
- Timing to flags, flags to turn
- Make sure all info gathered from race is shared with swimmer.

Beginners
- Kinaesthetic, manipulate hand and legs on the deck, in the water, standing, sitting, chest on wall
- Explain – Demo - practice
- Develop key words that swimmers understand
- Coaches who are willing to get in the water will see faster & better results.
SENIOR TRACK

Optimising Gym and Swim
Dirk Lange

Philosophy
- Focus on individual
- Focus on personal advantages
- Focus on personal sense

3 main parts of training
- Speed availability
- Strength
- Strength endurance

Basics
- Specific – trained in swimming
- Land – general body strength

Principles
- Damage of muscle
- Activation of the CNS
- Speed endurance and strength
- Dynamic strength v static strength v speed strength
- Quality of movement
- Foundation through trunk/core

Transfer comes through specific work and periodization
- Gym and machine training
- Trunks stability, skipping, jumps, running etc
- Dynamic body skills
- Backstroke kick with foot weights on land
- Speed variations on technique (free weights)

Use gym and swim:

Short pool warm up
- Gym programme first – then tethered work in pool
- Mixture of vertical kick, chord on land, chord in pool

Example (sprinter – 50m);
- 400 warm up
- Squats/Tri cep
- 3 starts and turns
- Gym – 1/2 squats and biceps
- 3 starts and turns
- Gym – jumps
- Pool – 4 x 15m sprint

Swimmers adapt well to this type of work and therefore need to think about race warm up – do you include land within this to activate and stimulate?
Consider

- Stretching/cool down after sessions – NONE – aim is to damage muscle!
- How can you produce an 18/19yr sprinter without being in the weights room (building up to this age)?!

Balance the week – land always before swim – never after
AGE GROUP TRACK

Teaching Starts and Turns
Bill Thompson

Block Starts:
• Check position of front foot
• Check position of back foot
• Grab front of block with fingers and keep thumb in. Don’t lean on thumbs
• Look at “T” on bottom of pool to gauge speed

Rehearse all of the above steps every day
Every session should start with a dive start!
Practice breathing easy and letting go

Back Start:
• Look at the top of the block and pull up.
• To get hands round and wide, start with hands wide on block
• Head looking back as arms swing round the side
• Body arch over water – practice over a noodle
• 7/8 dolphin kicks underwater

Turns (3 parts):
• Approach last 5m fast
• Change of direction on wall
• Departure – angle of push off, streamline, breakout

Tumble turn – pull arm by side then “knock your hat off your head” as arms go up into streamline

Two handed turn – “Draw your bow back, pick up the phone and go!”
KEYNOTE

Dryland Programming for the Club Swimmer
Keenan Robinson (S&C Coach for North Baltimore Aquatics)

Note: This presentation relied very heavily on video clips to illustrate the various exercises that Robinson advocated. This is very difficult to replicate as part of a written report, therefore no attempt has been made to do so. However, the names of each exercise have been recorded accurately so you may be able to see the exercise using You Tube.

The key to training age-groupers is not to train them for a specific event, but to train them to be the most diverse swimmer that they can be and to seek continuous improvement.

Notes: Posture is very important.
Precision is the most important thing.
There should be a low number of repetitions on each exercise.

1. Mobility:
   a. Ankle mobility
   b. Wall hip flexor mobility
   c. Adductor mobility
   d. Glute bridge with overhead reach
   e. Side winding windmill
   f. Yoga pus ups
   g. Seated wall angels

2. Strengthen shoulders:
   a. Cable external rotation (with stretch chord)
   b. Face pulls (with stretch chord)
   c. Dynamic lunge (with stretch chord)
   d. Band external rotation with traction (with stretch band)
   e. Side lying with external rotation
   f. Side lying with horizontal abduction
   g. Feet elevated push ups
   h. Scapular retraction (with stretch band)

3. Train the trunk:
   a. Glute Medius training with swiss ball pressed against the wall
   b. Dead bug – lying on the ground with alternate arm/leg raises
   c. Pallof press - Hands together at front and push away from centre of gravity (with stretch chord)
   d. Reverse crunches – roller under legs behind knees

4. Develop athletes:
   a. Skipping with jump rope
   b. Running skipping on the spot
   c. Double jump skipping
   d. Power jumps – from kneeling, jumping up to standing
   e. Medicine ball work (3kg):
      i. Lunge with straight spine
      ii. Lunge with straight spine, twist to left, twist to right
      iii. Ball above head in streamline position, move to lunge, kneel, lunge, stand
iv. Swing ball to shoulder height and throw diagonally across body to ground, left then right
v. Squad and throw ball up and over head, keeping back straight at all times
vi. Medial rotation, throw ball against wall
KEYNOTE

The Training of Katie Ledecki
Yuri Sugulyama

- Katie’s communication was poor so Yuri used a daily ‘wellness’ form to get info from her.
- Katie was doing some really good sets in training in the run up to Trials (short course yards), 2000yds for time 19:28, 500yds push at end of workout 4:45.
- Trains IM every other day, and wanted to keep plenty short course work in the run up to the Games.
- Trains a lot at 1.40 stroke rate.
- In the club since age 6, 100% committed, missed only 4-5 sessions in last 4 years, self-driven, goal oriented, humble but a fierce competitor who hates to lose, great team-mate.
- 4 traits to look for – work ethic, talent, race ability, family support – if you have an athlete with these traits, train them for distance!
- WORK based programme – aerobic free and IM.
- Yuri tries to train the energy systems and race pace.
- 3 x 14-18 week cycles throughout the competitive year
- 5-6 weeks of endurance training, 5-6 weeks of threshold training, 2-3 weeks of power and pace training, then 10-14 days of rest.
- Average weekly yardage of 65-70k (short course yards).
- Plenty of kicking and stroke rate training.
- 75% of the focus was on preparing for the 800 free.
- Ensure there is still progression to come in training terms, even though she is already Olympic champion.
- ENDURANCE phase – 11x400 on 5:00 desc by 5 secs each rep; 1000-900-800------100 desc as distance drops; 3 (100-200-400-800) hold pace and desc 800s; 3x800 LCM went 9:18, 9:08, 8:44; always tries to finish endurance workouts with technique or tempo work, often with fins.
- THRESHOLD phase – 6x250 on 4:00 best av; 1000-2x500-4x250 15x100 LCM on 1:30 best av;
- POWER/PACE phase – broken swims 200/400s; 50s leading to 100s; 3 rounds of 4x100 desc 1-4 to 1000 pace, 1x200 fast, 1x200 cruise;
- Need to recreate swimming two 800s back to back days – 2x800, 2x400, 2x200 two days in a row. Dive first repeat, 10 secs rest, push 2nd repeat which must be faster. Can be more mentally important than physical.
- TECHNIQUE – front catch is key, use fins when stroke breaks down, use of cords, tubing and parachutes, has developed a 2 beat kick into 6 beat kick, has a bit of a ‘gallop’ stroke but it works for her, has some breathing issues (when breathing to the left her feet stop and there is a pause).
- 800 is middle distance race – a long sprint.
- Race warm-up – 800 swim, 600 pull, 400 kick, 200 drill, 200 tempo work, and some race pace – simple and effective.
- Always one swim at a time, one race at a time. PB? Move on. Bad swim? Move on.
- Learn how to win races and be self-sufficient at meets.
- In 2012 – trained for the 800, and studied her competitors. Had to miss a lot of school, family were very good at ensuring this was communicated well.
- Focus on what you have, not what you don’t.
- What does your programme say about you as a coach?
- Do something special every day (swimmers in training, you as a coach).
- yuri.suguiyama@gmail.com
KEYNOTE

Open Water Swimming
Bryce Elser & Jack Fabien

Open water training
• Why
• Logistics
• Safety

National Team Prep
• 15 day training camps

3 Activators
• Temperature
• Competition Waters
• Similar water conditions

Every effort made when selecting camp location to simulate as far as possible the upcoming competition water environment.
• Get swimmers used to training at competition temperature and mimic competition venue
• Get experience in pack swimming, front middle and back of pack
• Experience in doing turns at different angles
• Set up course to mimic London
• First day mimic start and first part of course
• Next set up to mimic long part of course
• Also set up last 700m of the London course
• National athletes most training done in swimming pool, there are some who do most training in open water normal ratio 1:1
• Due to lack of open water competitions in the US, this is why camps are done regularly

Four areas to cover:
• Planning
• Periodisation
• Tracking -Distance & Intensity
• Precautions

Safety planning becoming more and more involved

Do you have a plan?
• Evacuation if swimmer gets in trouble
• Lightening
• Hypothermia
• Exhaustion
• Biting/Stings
• Chaffing – can occur if swimming in salt water due to different body position, is there cream available
Work out plan
- Transportation
- Folding Kayak – pakboat Puffin

Conditions
- Temperature
- Weather
- Water Quality

Is the water clean?
Quebec............
E.coli per 100ml
A = 0-20
B = 21 – 100
C = 101 – 200
D = 200

ABC are considered safe tests group A 1x per season. B 3x C 5x

USA
Below 126
States may choose to use this or substitute a standard as effective as the EPAs Beach Law

Check State Laws
Example Pennsylvania – tested 2 x per week
- Post warning when exceed 235
- Prohibit when exceed 1000

Periodisation:
- August Pre-season – Basic Endurance. Water still warm
- Mid season - Tolerance /race skill
- Taper – recovery and Skill, proximity swimming

Example pre-season sets
- 4 – 6 x 1200 pace & fartlek

Mid season sets
- 1200 proximity swim
- 10 x 200 fast
- 1200 DPS

Temperature adaptation – have used a cold tank at altitude at Colorado Springs

25 yard pool, set up buoys, long swims & sprint widths, also work on feeding station skills.
Tracking:
- GPS
- Hydro tracker – FINIS

GPS Tracking to show pace.
Hydro Tracker – show rout swum in open water, fits to goggles data can be used to break into Kilometres splits and can be used to practice and record an anticipated rout at venue

Precautions – Swimming in open water reckless dangerous if under taken recklessly
Beavers can attack swimmers, they carry a parasite Cardia??/beaver fever

Water Quality
Water infected by urine from rats ant cattle = Leptospirosis (Weils Disease)

Ameda enters through nose and activates at 80deg

Inanimate objects:
- Submerged Trees, Rocks
- Current, temperature
- Marine traffic

Animate objects:
- Sea Lions, dolphins, beavers,
- Sharks
- Alligators, Snakes
- Jelly Fish, Sea lice
- Blue Green Algae (liver
- Bacteria (Weill’s disease)

Expect the unexpected!
SENIOR TRACK

Effective Preparation for Olympic Trials, Part 1
Steve Bultman (Head Mens Coach at Texas A&M)

- Athletes perform best when they are relaxed and having fun.
- The demeanour of the coach affects the athletes, if you’re nervous they will be too. When you get to the meet the hard work is done already, so relax and just let the swimmers go and do it.
- Olympic year – you don’t need to do ‘more’, the athletes will already be more fired up anyway.
- Steve likes his swimmers to be ‘goofy’ and have fun at meets. It lets them relax, takes the pressure off, and not get too focussed on the outcome.
- Get to know your swimmers, ensure they give you feedback, especially about how they feel they taper best.
- Confidence is critical to success. Athletes need to build it within themselves, but must also have confidence in you as the coach.
- Self-talk is also a vital component for great performance. Needs to be positive but many are negative. It’s a choice either way. But the coach may need to teach it.
- Give lots of feedback when coaching. The athletes want and need it. But make sure the swimmers give the coach feedback too.
- Steve uses video recording of technique at least once a week – believes it is very important.
- You can give lots of technical instruction during meets but be careful not to over coach the swimmer or make them confused.
- Teaching race pace(s) is vital for the swimmer. Steve wants them to build a virtual clock in their heads that they know how to control with effort.
- Swimmers do not need to feel good in the water in order to swim fast race times.
- If swimmers are stressed or stressing during or in the run up to a major meet it burns up nervous energy which they need to save. It can even lead to them becoming ill if not addressed.
- During the taper it is important to rest the legs by reducing the amount of hard kicking and the number of starts and hard turns.
Effective Preparation for Olympic Trials, Part 2
Steve Bultman (Head Mens Coach at Texas A&M)

This talk didn’t really match the title given. Steve instead asked his swimmers, past and present, to write out what it was they felt about their training environment, and Steve’s coaching, that had contributed most to their success.

Beth Barr (1988 Olympian, coached by Steve since the age of 6):
- Enjoyed pacing work, descending sets, negative splitting, 200 pace work, ‘guess your pace’, concept of swimming your own race, resting out of the water.

Andrea Hayes (1988 Olympian, coached by Steve since the age of 7, great listener & well organised):
- Steve was an active, dedicated coach;
- Learning about how to swim a race empowered the swimmers;
- Visualisation;
- Steve understands about individual rest requirements;
- Believed in her coach – 90% of the equation;
- Training was often fun.

Daniel Watters (1988 Olympian, coached by Steve since the age of 13/14):
- Steve realised he needed more rest than most;
- Recovery sessions where swimmers could focus entirely on technique;
- Concept of, and work on, always finishing strong;
- Racing – technique over power;
- Stroke rate and timing;
- Had an average breaststroke kick so worked on long strokes and constant motion;
- Steve made sure he knew exactly how to swim the final at the Olympic trials when he qualified first and was only a boy against men.

Sarah Henry (top 8 in 400m IM at 2012 Olympic Trials, had two anterior cruciate ligament operations previous summer):
- ‘The only thing getting in the way of your success is you’;
- Steve understood her personality when her parents didn’t;
- Steve is never negative even when a swimmer is performing poorly;
- Steve doesn’t put any extra pressure or expectations on swimmers when they are already under pressure;
- ‘Quit worrying about how you feel’, ‘You don’t have to feel good to swim fast’;
- Steve taught her to be patient during long periods of rehab;
- Never felt pushed aside when injured;
- Convinced her she could still swim fast at trials;
- Steve believes in her when she doesn’t believe in herself.

Caroline McElhany:
- Time on technique and drills – especially early in the season so there are no problems to fix during main part of season;
- Steve’s confidence in her as a swimmer;
- She hangs on Steve’s every word;
- Fun, relaxed, laughter, swimmers perform better when having fun.
Camille Adams:
• Enjoys the learning experience;
• Steve is open to her input;
• Technique emphasis = speed;
• Race strategy and pacing;
• Has grown most mentally – self-belief;
• Goal setting – most days in previous squads had no real purpose;
• Focussed on process rather than time achieved;
• Have fun.

Breeja Larson (was a gymnast, only did summer training initially, 1 or 2 years of no swimming at all, bought into breaststroke DPS and DPK and getting the most out of under water, had a couple of extra days off breaststroke kick before the trials due to knee pain – legs were better rested for the trials):
• It was obvious that the preparation from the very beginning of the season was for the Olympic Trials;
• Steve doesn’t shout – just talks;
• Keeps swimmers calm – ‘stick to usual routine’;
• Steve jokes when swimmers are nervous.

Swimmer’s name not heard:
• Attention to detail;
• Master technician;
• Video analysis every Wednesday – viewing footage from training and previous weekend’s competition;
• Out of pool talks every Wednesday – half an hour on important topics;
• Variety (aerobic base development and injury prevention) and specificity (2 days every week focussed on best stroke);
• Steve’s controlled temperament.
Dryland Training School
Vern Gambetta/Nick Folker

Introduction

- More common now swimmers staying in the sport and succeeding post collegiate (mid to late 20’s). Dryland has to support this concept and ensure that in development, any program put in place is aimed at ensuring that the athlete has the physical attributes for peak performance at the appropriate time for them.
- More movement literacy required for Age Group swimmers – lack of physical education at school these days and therefore the coach needs to take this on board for their programme
- Remember – swimmers have the same access to information as you do! (internet, You Tube etc.) therefore your programme has to be well substantiated
- Beware of the “tyranny of bad ideas” – so much information out there that its easy to follow a “fad”.
- Make sure that you ask yourself “why am I doing what I am doing” and make sure you know the answer!
- Swim like or swim specific on land - making swimmers swim better or swim tired?
- Need to have measureable results from your dryland in the pool (ie swimming faster) and remaining injury free to take advantage of swim training opportunities
- Looking for a visible change in the body – to be expected
- No quick fixes – work in progress – building year on year
- Careful not to follow fashion! Remain true to core belief and what works.
- Lack of space or equipment is no excuse!

What are we Looking for?

- Flexibility, stability and mobility – key element is the interaction between the three – land programme should reflect this.
- CONTEXT – is the land that you are doing appropriate , where does it fit with the outcome goal - the athletes MUST GET FASTER IN THE WATER
- Dryland is about “eradicating physical limitations- ensuring the swimmer is ready technically, physically and able to compete and win in the competition arena”
- ALWAYS THINK LINK, SYNC, CONNECT – toenails to finger nails
- Dynamic program – including speed of movement, variation
- Trying to create the swimming body- athletic- look at how the body needs to be constructed and adapt. Must be relevant to training age and event/s but progress and adapt at different rates - fast adaptors and slow adaptors. The coach guides and makes decisions based on the requirements of the athlete
  - Shouldn’t have records on land (push ups, bench press, squat) only progression.
  - Space and equipment shouldn’t be a limiting factor
  - Marketing/social media – good for ideas and for making money?
  - “Pointless to try and recreate water environment on land”

How do we progress

- Functionality of a muscle depends critically on the context in which it is activated.
- Men and women different, girls and boys different. After puberty, the recovery rates between girls and boys completely different – girls quickly, boys a lot longer. Those girls that start sprint training and strength training before puberty stay leaner after puberty.
- Strength before strength endurance - cannot endure a quality that you have not developed
- Train for endurance within swimming and strength/power in preparation for swimming
- Strength/Power = Speed
- When working out on dryland, effort and intensity of the athlete needs to be the same as that in the water.
• Train the movement not the muscles, neurologically the brain opens individual muscles thus need to train muscle patterns.
• To be effective there must be a synergy between systems – Cardio, neural, hormonal – working together.
• 3M + 3P = Training System
  Manageable, Measureable, Motivational
  Practical, Personal, Proactive
• If you are using running first at the start of the season and lots of it – ask yourself “Why”. Can inflict injury and illness if not controlled properly and why not balanced through the season or in conjunction with other exercises/options
• Can’t burn the candle at both ends (work hard in the pool and on dryland at the same intensity at the same time) – don’t just do it to do it – try to maximise both the dryland and the pool work.
• Consider – it always comes down to speed. What do you need for short/long axis strokes to reflect this

Physical Literacy
Walking, running, lunging, bending, pushing, pulling, climbing, rotating, jumping
• Kids need to have physical competence progressing to specific skill/technique then leads to sport performance. Without this base, very difficult to build upon.
• Injury prevention – not specific “injury prevention” exercise but part of the programme
• Early Years – Play – unstructured
• Middle Years – Structured and deliberate
• Later Years – specific practice/advanced coaching
• Biological Maturity and chronological maturity must be taken into account
• 3 year difference between girls and boys is normal – consider progressing female dryland towards senior programme quicker

Movement awareness
• Body awareness – athlete needs to know know where everything is
• Auditory, Tactile, Spatial, directional, rhythmical, temporal, visual
• Locomotion – walk, run, leaping, hopping and jumping
• Stability – reach, bend, turn, push, pull, twist
• Manipulation – strike, catch, throw, kick, roll, bounce
• All can happen during play
• 3kg med ball is all you need – the athlete will reflect the challenge (ie speed of movement advanced), obtaining control and the ability handle (development)
• Not trying to condition as the main focus (although conditioning will happen) – just teach literacy
• Posture is crucial but is not a still movement – must be carried at all times
• Rather than asymmetry (weakness/strength on either side) consider proportionality

Exercise Selection
• Progression, variety, precision, balance, proprioception
• Keep competence developmental a step ahead of skill development
• Climbing, Skipping, Crawling – all key exercises

Core Strength and Stability
• Conceptually – centre out, bottom up, top down – like a tree trunk – core before extremity
• Core = hips/abdomen, back and neck – all things involved with body position
• No need for “formal testing” – training is testing, testing is training”
Exercise examples

- Plank/Bridge – move rather than hold for time
- Wheel barrow with strap/swimmer leg support – BODY POSITION – with hand movements
- Reebok step – plank with weight transfer holding body position – med ball last progression
- Leg Band dancing

Strength Training

- Co-ordination with appropriate resistance to handle body weight
- Bodyweight training before resistance training
- Build structural strength to remove limitations later on
- Enhance linkage and connections
- All training is core training
- Spectrum of training v what can you do
- Decide – want to do, nice to do, need to do
- Injury prevention within the programme

“Let the volume do the work and accrue volume through additional sets” Accumulate over time but swimmers must be able to handle the load – get the reps and no failure

- Handle the rest – 1;1, 1;2, 1;3 – make the modification to get the reps
- Handle the tempo – 1 rep, 1 sec (eg 1 squat 1 sec), upper body 1 – 2 rep per sec
- Threshold is percentage of bodyweight
- Males 30% Females 25%
- Full range of movement at prescribed speed with control

Timing

- Cal Berkley - Mon/Fri before training – heavy gym followed by 30 min speed set, Wed land before swim – heavy land session, steady swim
- Has to be a balance between the pool and land – sometimes land will be the emphasis and therefore swimming will take second place
- Change for age groupers with periodised plan eg land after technique
- Let kids know where they are going to be sore before it happens
- Stretching after exercise and never before – French evidence suggests that stretching before training/competition can fatigue the swimmer

Example Sets

- Min Leg Circuit for 12/13 Age Group
  - Squat x 3, Lunge x 3 (each leg), Step up x 3 (each leg), Jump x 3
- Mid Leg Circuit
  - Squat x 10, lunge x 5 (each leg), step up x 5 (each leg), jump x 5
- Full Leg Circuit
  - 20, 10, 10, 10

Additional

- Always a speed component – tough to make fast
- Window of adaptation, focus on the process, process, process
- Day to day, week to week, month to month, Year to year
- Individualisation – swimmers all different – what is the process needed to get that swimmer to the same outcome
- Training effects – acute (during), immediate (after), accumulative (week)
- Adaptation – flexible and individual – sleeping crucial (both age group and senior) both for physical and neurological recovery
- Use reaction drills throughout including lead in to taper
- Women need strength training on the week of main competition (stop 4 days out)
- Less weight room work with girls
- Maintenance of strength/power = slow leak – athletes begin to lose. Maintain only in taper, otherwise look to progress at all times
“Maximise the Moment Together”: 10 Steps toward reaching success in and out of the water

Todd Larkin

“Look closely at the present you are constructing – it should look like the future you’re dreaming.”

- Staring point; PASSION. Passion + belief + vision = motivated swimmer
- Age group swimmers are watching you all of the time – need to take the role and status seriously. Professional swim coaches are role models.
- Applies coaching philosophy in line with “Wooden’s pyramid of success”.
- Throughout must hold the athlete accountable to their goals on a daily basis.

COMMUNICATION – cornerstone for all elite programmes.
- Triangular relationship – coach, swimmer, parent – Be Professional!
- Choose your language carefully – make sure you think about it before you say it. Treat all athletes with dignity and don’t speak like a swimmer! Take time to speak with parents – don’t be running to the car park after practice.

CULTURE – sets the team apart and defines your program.
- Always develop to where you want to go.
- Try to find positive ways of doing things and never base decisions or plans on FEAR.
- Team formation crucial – what do you want it to look like and set the culture to achieve that suggests a “deep” practice philosophy – no sort cuts.

CONSISTENCY – training and discipline (backing up what you say and sell)
- Applies to all things – technical skills, approach, attitude – ensuring positive habits on a daily basis. Must be coaching to a standard that allows an athlete to understand all objectives.

CREATE – introduce positive change – embrace innovation and never stand still!
- Challenges and creative tasks produces inspiration. Push to always be the best but have fun and recognise achievement.

COMPETENT – must have the ability to develop proper skills. In doing so, reduce anxiety or inadequate feelings in swimmers.

IMPORTANT – coaches if you are not excited to go to work then your swimmers will feel the same way!

SPECIFICS

1. **Technique** – quality over quantity concept. Fast swimmers are able to hold quality technique at the end of races. Finish ever session technically perfect – have this approach – don’t accept mediocrity in warm downs – insist on perfect technique.

2. **Positive Thinking** – cornerstone of all programmes (successful ones!). First step to becoming great. Fear is short term, positivity is long term.

3. **Enthusiasm** – builds an excitement/buzz around the team – not just at meets but around practice every day.

4. **Confidence** – creates and maintains success and allows for performance. Circular and on-going – in successful programmes, runs all the way through.
5. **Attitude** – walking and talking like a champ. Believe in the attitude and pay attention to body language – hold yourself up even when it gets tough. Having **Discipline** – doing things right, all of the time.

6. **Goal Setting** – Final destination should be clear – the dream. Then long, medium and short term, daily.

7. **Leadership** – Courage, measured risk taking, UNSELLFISH and courageous decision making, accepting responsibility and accountability.

8. **Competition** – describes the moment – training can only take you so far – must be ready to rumble.

9. **Athlete Centred** – swimmer is core, decisions need to be made with the swimmer as the main beneficiary. Promote self esteem and self reliance. Hard work the key.

10. **High Expectations** – always look to achieve at a high level – be prepared to make mistakes, learn, be better and move forward.

**MAKE IT PERSONAL – SHOW THAT YOU CARE ABOUT WHAT YOU ARE DOING!**
Starts & Turns
Steve Haufler

Steve made various reference to and used videos from www.goswimtv.com, a great resource for coaches

Dive
A dive is a controlled surrender of balance
- Sit on side look at belly button
- Knee lean – next step shoot arms forward
- Standing dive – “as you push see your feet”
- Do grab start before track start

Track Start
Get kids to hop on one foot to decide the front foot, FRONT FOOT MUST PUSH HARD

Back Start
- Take your marks – keep elbows in
- ever thing in line, no knees out
- double noodle, coach behind blocks and hole noodle behind swimmers back just touching
- some will push nose & chin forward, try and keep face back
- nose plugs an option, can help develop staying under water for longer
- fly kicking under lane line will allow swimmer to see the speed and identify dead spot

Breaststroke
Wide Knees – drill to help prevent
- hand approximately 1 foot below surface, do kick, this should help them feel the width of kick
- should feel like the water is running by in a constant flow – like swimming in a flume

Frontcrawal
A thought on break-out as to which hand should do first pull – if you tumble and go of on your right side, first pull with the arm of the lower shoulder!

Dive
- Squeeze Butt
- Pull belly button to back
- Squeeze ears
During stream line coach should only see one hand from the surface and not two

Breaststroke Turn
- During turn, rather than throwing upper hand high in the air, try to keep the elbow in the water
- Drill – Lie streamlined – pull knees in and roll backwards, toes and knees come under body, good video of this on goswim website. (elbow your brother, phone your mother)
- Touch the wall, exhale while the head is down at the wall, breath in when turning
- Before push off – head on line with toes

Backstroke
- To stop over-rotation and coming up to early, push once they see the surface of the water and keep face parallel with the surface of the water

Butterfly Start
- Start first pull before back comes out of water.
How to use the Vasa Trainer
Sales pitch by Vasa

How to use vasa trainer for technique
• Cuffs – use in catch position on land, for fly very slow movements, eventually athlete gets tires, elbows drop, corrections are made to create muscle memory.  
  http://www.youtube.com/watch?v=EEwWEH_W4RE

Some coach’s use handles on an incline, pulling fast downhill and slow uphill 
Effective in overcoming ear ache etc. in athletes!!!
Used when athletes are injured.

Working on recovery muscle groups (video 2) easy to vary exercises by changing inclines, exercises vary everyday  
http://www.youtube.com/watch?v=82w51CIyxko

Different muscle used for high elbow catch and there is a need to build muscle around the scapula, Vasa trainer a very good tool for teaching high elbow, also good for the position of power in the stroke.

Can be uses for technical concept on land and then moved to the pool for some fast work. Can also be used for explosive movements for 15 – 20 secs.

Open water - have a mirror below, develops nice long strokes to replicate normal stroke cycles.

Some said that after some time when in water it felt like they were still on bench and not in water. 
Used as part of circuit as a power station to get some sense of endurance.

Injury – working on the Vasa trainer properly will reduce injury, small muscle groups cause most of the injuries, the Vasa trainer works the small muscles. An easy way to build strength is out of the water

Andrae
• Injured athletes
• Maximum power
• All in land training must transfer to water

Vasa trainer
• New stress on body
• New stress = improved performance
• Changing stress in practice during season and one year to the next very important
• Supplement training in water with land
• Identifies weaknesses, use Vasa trainer to help
• Helps to work and make beginning of stroke strong as it is easier to finish stroke strong.
• Vasa can be used to develop power at the beginning of stroke by holding position at the weaker part of stroke.

http://www.youtube.com/watch?v=S6kQOBW5d7s
http://www.youtube.com/watch?v=98Db6V-nAXU