



## **The Level 5 Administrative School**

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*The Small Club's Guide to Success*



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ASCA Board Member*

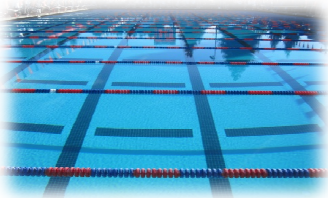


# Course Overview

We are excited to offer this course as an overview on the broader planning and administrative side of coaching. After having taken the previous courses or levels, we hope that this will help round out the cornerstones of a comprehensive coach education foundation. This material is about the aspects of the profession that allow a coach to obtain, keep, prosper, and flourish in their job. The general areas of review will be: macro or visionary, “dry”, and “wet” – both with an administrative or organizational overtone. A wide range of topics are included, such as: workout and travel planning, leadership and team vision, staff, Board, and volunteer management, and communication and marketing . There will also be a summary of the broader organizational bodies that coaches may represent, such as, Club/YMCA, college, and high school.

**Note:** *The Level 5 Course which was originally The Leadership School is now The Administration School, and the material this year is amended from previous courses. The contents will be a blend of administrative/organizational issues relevant to coaching with an emphasis on the “smaller” team setting. And rather than being test or quiz driven, this course will be more interactive and based on self, and club, evaluation.*

It is the objective of the course and ASCA to assist coaches in developing an organizational framework which will lead to enhanced performance and team culture. We thank you for your participation and congratulate you on reaching this level in coaching.



Organizational Framework



Performance



Team/Culture

9:00 – 10:30

1) Vision/The Big Picture

Break

10:45 – 12:15

2) “Dry” focus/issues

Lunch

1:15 - 2:45

3) “Wet” focus/issues

Break

3:00 - 4:30

4) Organizational bodies

Discussion/Q&A



**“Most coaches’ jobs are threatened more by administration, organizational, or communication issues, than by coaching issues or ability.”**

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## Part 1

# *Macro Issues/The Big Picture*

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**“In order to carry a positive action we must develop here a positive vision.”**

**Dalai Lama**

**“The most pathetic person in the world is someone who has sight but no vision.”**

**Helen Keller**



***Why do you coach? (discuss with a partner or small group)***

- What are your ultimate objectives? (list three)
  - 1.
  - 2.
  - 3.
- What are the organizations/teams? (if you weren't there)
  - 1.
  - 2.
  - 3.

Notes:	1	
	2	
	3	
To-do:	1	
	2	
	3	

***Are you “smaller” by a) choice or b) circumstance? (circle one and list three reasons)***

- 1.
- 2.
- 3.



# Think **B I G**

- Have a No excuses mentality (do you?)
- Goals if your team were two to three times its size?
  - 1.
  - 2.
  - 3.
- Three challenges that your club faces
  - 1.
  - 2.
  - 3.
- Three ways to work with the BOD to find solutions to these challenges
  - 1.
  - 2.
  - 3.
- Three ways to work with the staff to find solutions to these challenges
  - 1.
  - 2.
  - 3.
- Three ways to work with volunteers to find solutions to these challenges
  - 1.
  - 2.
  - 3.

Notes:	1
	2
	3
To-do:	1
	2
	3



## Vision

***Central Theme - (VVMOST – Values, Vision, Mission, Objectives, Strategies, Tactics)***

### **Must know identity**

- What is your theme?
  
- What is your vision?
  - How is it articulated?
  
- What are your values?
  - 1
  - 2
  - 3
  - How are they articulated?
  
- What is your mission?
  - How is it articulated?
  
- What are your objectives?
  - 1
  - 2
  - 3
  - How are they articulated?
  
- What are your strategies?
  - 1
  - 2
  - 3
  - How are they articulated?



- What are your tactics?
  - 1
  - 2
  - 3
  - How are they articulated?

*Orinda Aquatics Theme – “Putting Character First”*

*How it is articulated/disseminated/sold/implemented*

*How it transfers to swimming (fast) and team culture*

How do these manifest in daily activity and experience? (short phrase)

- Values -
- Vision -
- Mission -
- Objectives -
- Strategies -
- Tactics -

Notes:	1
	2
	3
To-do:	1
	2
	3

**Vision must be done/sold - every day, every word, every thought, every lap, every one, every thing, every where. There must be an overriding anchor to your philosophy and it must link life and happiness to sports and performance. It must be an organizational mandate (a “we” concept), a blanket wrapped around your team, not by “stars” or “the social elite”. *The team must feel its presence. It must be imbedded in all aspects: (indicate Yes or No to the following)***



- Mission Statement
- Board
- Committees
- Head Coach – lynch pin
- Staff (sites)
- Captains
- Seniors
- Members
- New (be selective/screen)
- Parents (individually and collectively)

***The message should be reinforced at: (indicate Yes or No)***

- Every team event – banquet, etc.
- Team meetings
- Group meetings (weekly)
- Parent meetings
- Workout meetings
- Swimmer meetings (on deck in the wind and rain – learn discipline)
- Swimmer progression criteria
- Daily quotes (on workout)
- Email articles to parents
- Self-police – part of ownership

**You must be all-in. Don't gamble with your teams' future!**





**Have sub-visions for everything else: (what do yours look like?)**

- Teamwork -
- Technique -
- Training -
- Travel -
- Culture -

**What really matters (for ANY organization – coach, staff, or Board). Please rate your for..... You                      Staff                      BOD**

- Passion/drive -
  - Perspective -
  - Knowledge -
  - Culture -
- 
- People/athletes –how many?
  - Facility (a facility/not the facility) – rate your use of yours:

<b>Notes:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	
<b>To-do:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	

**Advantages of a “smaller” program (*are these for your club? Grade:*)**

- Connectedness
- Athlete focus
- Intimacy
- Team dynamic
- Parent dynamic
- Staff interaction
- Unified message
- Other?





### **Disadvantages of a “smaller” club (are these for your club?)**

- Critical mass for:
  - Development (retention is key)
  - Performance/competitiveness
  - Financial security
  - Culture/team feel
- Swimmer issues magnified
- Parent issues magnified
- Other?

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
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	<b>3</b>

### **To grow or not to grow? (evaluate with regards to plan and goals)**

- Merge – who? why?
- Acquire – who? why?
- Be acquired – who? why?
- Satellite – where? why? who?
- Grow organically – growth strategy?

### **Understanding the Community (describe)**

- Demographics/socio-economic nature -
- Support -
- Need -
- Competition/limitations -
- Swimmer inflow systems -



### Community Matters – describe:

- Relationships (win-win)
- Support (win-win)
- Reputation
  - How would the community describe:
    - You
    - Your program

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

### Understanding the competitive landscape

- Other teams/competitors - name three:
  - 1.
  - 2.
  - 3.
- Strengths and weaknesses (of the competition)
  - Team 1:
  - Team 2:
  - Team 3:
- What other (non-swimming) options do you compete with?
  - Summer league?
  - Water polo?
  - Other?
  - Pool time?



## Creating Value

- Competitive advantage
  - Over-coach/Over care
  - What are your competitive advantages?
    - 1.
    - 2.
    - 3.

**“Companies that solely focus on competition will ultimately die.  
Those that focus on value creation will thrive.”** Edward de Bono

- Cultural advantage
  - Culture – positives?
  - Culture – negatives?
  - What are your cultural advantages?
    - 1.
    - 2.
    - 3.

## Impact Coaching

- Doing drills or building strokes *better than anyone*
- Giving workouts or preparing kids to race *better than anyone*
- Knowing *a lot/teaching a little*, or *knowing enough and teaching A LOT*
- Having a schedule, or planning each day for an extraordinary career
- Knowing kids or connecting with them

Notes:	1
	2
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To-do:	1
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**Sub-Cultures (beyond vision) Matter (*describe yours as strong, average, or weak, and positive, average, or negative*)**

- Team culture -
- Training culture -
- Technique culture -
- Academic culture -

**Early Success (small club focus):**

- Nurturing talent
  - Recognize
  - Connect
  - Commit
  - Get buy-in
  - Do virtually anything
- Early sacrifices
  - Time
  - Money

**Have a PLAN for SUCCESS (Y/N)**

- A business plan -
- An organizational (coaching) plan -
- A communications plan -
- An administrative plan -
- A strategic (wet) plan -
- Know how you measure success? (discussed later)
- Know how your BOD/Boosters measures success? “
- Know how your staff measures success? “

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
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## Notes:

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## Part 2

# Dry Focus/Admin Issues

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**“The secret to all  
victory lies in the  
organization of the  
non-obvious.”**

**Marcus Aurelius**





### The Role of the Coach (give example)

- CEO/leader
- Visionary
- Manager
- Administrator
- Ambassador
- Salesman
- Teacher
- Negotiator
- An (open-minded) innovator
  - *Small clubs can be limited in thinking because they generally have less “outside” exposure*
  - ***What areas might you have a limited perspective on?***

### Be **THE** Role Model (rate/note):

- Arrival -
- Attire -
- Demeanor -
- Maturity -
- Language -
- Dialogue -
- Deck presence -
- Travel presence -
- Be transparent/fair/team-oriented -
- Take a stand on ethics and team only -

Notes:	1
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To-do:	1
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***“No one will question your integrity if your integrity is not questionable.”***

*Nathaniel Bronner Jr.*

***“The best way to lead people into the future is to connect with them  
deeply in the present.”*** *James Kouzes and Barry Posner*

***Evaluate yourself – who is grading you?(rate/note):***

- Deck presence?
- Kids response
  - To training?
  - To teaching?
  - To you?
- Preparation?
- Organization?
- Athletic evolution of kids?
  - Don’t be naive – know why kids develop
- Skill development?
  - Starts
  - Turns
  - Legality
- Fundamental (technique) development?
- Race development?
- Relationships with coaches?
- What parents think about you?

<b>Notes:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	
<b>To-do:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	



**Professionalism (with swimmers and parents). Rate yours:**

- General feel or impression
- Attire/Language
- Demeanor/maturity
- Rapport
- Business sense
- Communication
- Decision-making
- Adverse situations/dilemmas

**The Coach as Communicator. Y/N with short evaluation.**

- How often?
- Professional
- Emails
- Text
- Team Unify text
- Updates
- Letters
- Handbook
- Presentations
- Monthly report (to BOD/staff)
- Bulletin board
- Parent dialogue
- Public speaking
- Meetings
  - Swimmer (group and individual)
  - Parent (group and individual)
- Being transparent and open
- Being a good listener
- THE PRIMARY POINT OF CONTACT SHOULD BE THE SWIMMER!



<b>Notes:</b>	1
	2
	3
<b>To-do:</b>	1
	2
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**Personal organization. Y/N with short evaluation.**

- General organization
- Weekly/monthly goals
- Planning calendar
- Idea notebook
- Voice notes on phone
- Office hours
- Work hours
- Email response
- Delegation (not too much, not too little)
- Files/projects
- To-do lists
- Workout organization/writing – when, how?
- Desk (home/office)
- Access to data/team info – laptop, iPad, files, briefcase
- ***How is organization/productivity evaluated?***
- ***Whom are you organizationally accountable to?***

<b>Notes:</b>	1
	2
	3
<b>To-do:</b>	1
	2
	3



**What are your top three administrative challenges? And how can they be mitigated?**

1.

*Fix?*

2.

*Fix?*

3.

*Fix?*

**Issues balancing coaching and other jobs (income sources)**

- Not enough time?
  - What gets neglected the most?
- Too much parent support? (taking over)
- Not enough parent support? (need more help)
- Lack of management flow? (spread too thin)

**Staff Development. Brief description.**

*In a smaller club, coaches MUST be PARTNERS and not “employees”*

- Hiring process
  - Contracts?
- Training process
  - Formal/informal
- Staff policies/job descriptions
- Integrating (like-minded)
- Commitment to vision, future, and success
- Weekly conference calls/on-deck meetings
- Continuing education – articles, videos, websites, clinics
- Staff review – who, how, based on what?
- Head coach must have delegation outlets (or he/she will be doing everything)



- Do staff members/coaches:
  - Have autonomy in running workouts and developing swimmers
  - Coach within a system, progression, and flow?
  - **Articulate why**

Notes:	1
	2
	3
To-do:	1
	2
	3

#### **Staff Retention (evaluate):**

- Communication (open dialogue/avenues)
- Expectations
- Compensation
- Relationships
- Growth opportunities

#### **Compensation:**

- Who decides?
- Based on what?
  - Market research?
- Is it fair?
- Performance based or metric based
- Other forms/total package
- Benefits
- Contract?

Notes:	1
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To-do:	1
	2
	3



### **Staff Education (a daily pursuit). Which apply?**

- On deck training?
- ASCA - Levels, clinics, courses, articles, staff, in-house clinics
- USA Swimming – Clinics, Club Development Consultants
- Articles
- Videos (on-going)
- Publications – swimming, psychology, health, etc.
- Know equipment on the market
- Attend national meets to observe: coaches, elite athletes, success, etc.
- A mentor

### **Website Management:**

- Who manages upkeep and content?
- A marketing tool – does it sell your club?
- A communication tool – does it convey relevant and updated information?
- A team management tool
  - Team Unify
    - Rosters, times, calendars, events, jobs, entries, records, forms, policies, etc.

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

### **Facility management:**

- Relationship with pool manager?
- Do you maximizing capacity?
- Creating a win-win relationship?
- Safety plan?
- KIDS HELP SET UP FACILITY AND CLEAN UP?





### **The Coach and the Board:**

- Board selection process and the coaches' role
  - *Key: knowledge, passion, objectivity, service, they know defined role*
- Please describe your:
  - Interaction with BOD
  - Relationship with BOD
  - Member of BOD?
  - Role with finances
  - Role with key business decisions
  - Role in hiring/firing

### **Monthly Report:**

- To BOD
- To Staff
- To key interest parties
- ASCA/USA Swimming
- Numbers – group, age, new, left club, scholarship, etc.
- Performance update
- Competition plan (plus travel)
- Group goals
- Activities
- Issues/challenges

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>



### **Organizational Structure:**

- Org chart – what does it look like?
- Roles and responsibilities (reporting – is it clear?)
- By-laws (who reviews?)
- Operating Policies and Procedures (who writes?)

<b>Notes:</b>	1
	2
	3
<b>To-do:</b>	1
	2
	3

### **The Coach and Committees/Volunteers:**

- **SELL VOLUNTEERISM**
- Structure
  - Relation to BOD
  - Relation to staff/you
- Purpose
- Need
- Creating
- Interaction
- Maintenance/organization
- Strong volunteers should become BOD candidates
- Recognition of volunteers
- Recruiting officials

### **Athlete/Team Registration**

- Coach's role?
- Try-out process
- Fee structure
- Parent meeting
- Swimmer meeting



- New parent meeting
- Presentation of:
  - Philosophy
  - Policies
  - Parent requirements/roles
  - Team goals

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

**Activities (critical for smaller clubs): (Y/N)**

- Social
- Team-building
- Group interaction
- Banquet
- Meetings
- Buddies
- Other

**Interacting with other (non-team) programs**

- At the facility
- In the community
- Finding partners (cross-sell)

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>



### **Publicity/Marketing:**

- Who?
- What?
- When?
- How?
  - Newspaper – success, events, free ads
  - Sponsors
  - Local group presentations
  - Outreach
  - Word of mouth/referrals
  - Other aquatic programs

### **The Financial Drivers:**

- Income
  - Dues/Fee's (based on...)
    - Market research?
    - What is your value proposition?
    - Who sets? Why/how?
  - Other income sources? Cumulative income?
    - 1
    - 2
    - 3
  - Fundraising/program enrichment
    - Need, activities
    - Philosophy
    - Options:
      - Grants/Sponsors
      - Auctions
      - Meet ads
      - eScrip
      - Swim-a-thon (USA Swimming)
      - Lesson program (ASCA)
      - Boosters (?)



- Expenses/hard costs
  - Pool cost
  - Salaries
  - Admin/insurance
  - Travel
  - ***Who controls?***

Notes:	1
	2
	3
To-do:	1
	2
	3

#### Budget:

- Creation
  - By who?
    - Coach input?
- Management of (who?)
  - In house
  - Outsourced
- Reporting – to who?
- What are the controls (key to...)
  - Protect coaches
  - Protect parents
  - Protect team

Notes:	1
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	3
To-do:	1
	2
	3



### **College Support for swimmers:**

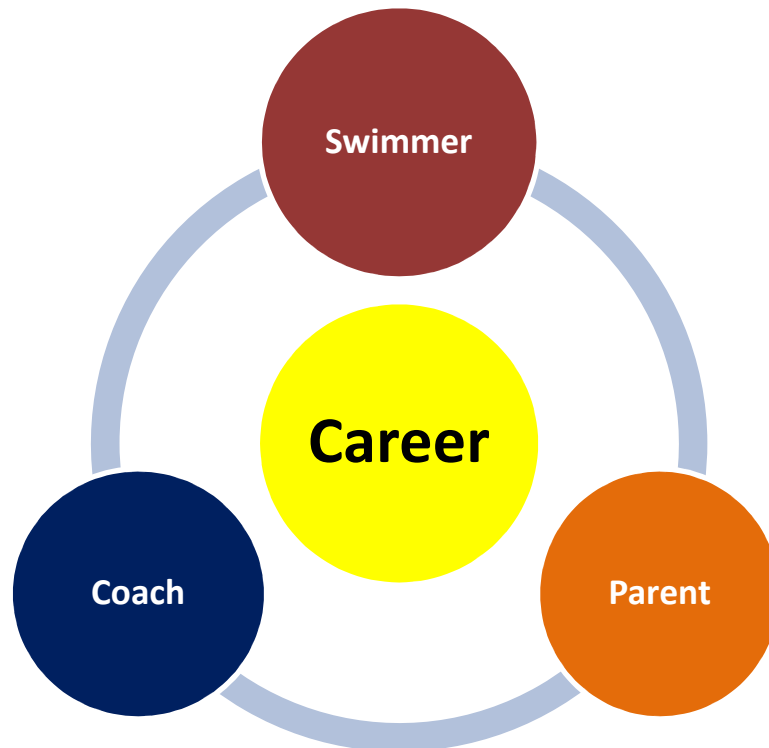
- Imbed in Program
- Extensive support (meetings, college emails/calls, guest speakers, parent meetings, etc)
- Link kids to:
  - Team
  - Sport
  - Training
  - Commitment
  - Retention/connection
  - Longevity
  - Adds value to program

### **Parent Education (relationships/expectations):**

- Meeting – all
- Meeting - new
- Open Q&A (be prepared)
- Articles
- ASCA Parent email
- USA Swimming website
- Weekly updates – info, updates, the “message”
- Individual meetings – pre-set and impromptu
- Parent liaison
- NEW parent liaison
- BOD support
- COMMUNICATE WITH SWIMMERS (can be the best parent communication)
  - Plan
  - Message
  - Evaluation
- ***Note: if you are good, sell it, don't just rely on it (must sell parents)***



Notes:	1
	2
	3
To-do:	1
	2
	3



**Conflict Resolution with Parents (magnified on a small team): Evaluate:**

- Communication
- Partnership
- Openness
- Transparency
- Empathy
- Early action
- Coach input
- Have a parent liaison
- Part ways when needed





- Mitigating practices
  - KEY: Swimmer info (ongoing) log
  - Clear policies (on moving kids up, etc)
  - Show path to success (credibility)
  - Use USA Swimming/ASCA

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

#### **Conflict Resolution with Swimmers (magnified on a small team):**

- Recognize early
- ***Find underlying cause (it is usually not what it appears)***
- Have general conversation about:
  - Team
  - Future
  - Development
  - Policies, group expectations, etc.
  - Moving up in groups
  - Getting coach support
- Commit to help in a key area
- Commit a swimmer as a mentor/monitor
- Give articles, etc.
- Talk to parents before things get out of hand
- Can you name three?

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>



**(Other) Program development: Y/N? Positive/Negative to club?**

*Positives – diversity, inflow system//Negatives – dilution, management*

- Seasonal programs
- Master's program
- Clinics
- Water polo
- Swim School
- Open Water/Triathlons
- What do you offer?
- What is your role as a coach?
- Do the programs add value or not?

**Mentorship:**

- A club mentor/partner – who?
  - For meets
  - For travel
- A coach mentor – who?
  - Advice/guidance
  - Issue/resolution

**Travel Admin (see appendix):**

- Purpose (why go?)
  - Travel
  - Compete
  - Team growth
- The (travel) Meet Plan – sessions, warm-up, finals, resting, relays, etc.
- Session planning – relays/finals, etc.
- Who attends/Why?
- Booking – hotel: where, structure (inside entry), breakfast, rooms together, meeting rooms
- Transportation – how/why? Keep kids in same seats
- Hotel planning – Senior/captains as room captains (room diversity)



- Meeting plan: MANY - before, hotel, meet, dinner, etc.
- Down-time – controlled/planning/managed
- Meals – preplanned
- Safety is paramount – ZERO tolerance, buddies, etc.
- Parents receive detailed info

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

#### **Safety plan:**

- Certifications
- On-site plan
- Travel plan/info

#### **Child Protection:**

- USA Swimming Child Protection course
- Travel Policy on file
- Coach meetings/awareness
  - Physical contact with swimmers – how, when, why?
  - Language/social networking. *Don't say anything you wouldn't say in front of parents.*
  - Coach/swimmer meetings – open
  - Be very specific with all coaches

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
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## **General Athlete Policy Guidelines:**

*Clearly defined and adhered to:*

- Attendance/Dedication
- Behavior/Respect
  - Drugs and alcohol
- Team Commitment
- Group Advancement



**“In the final analysis, there is no solution to man’s progress but the day’s honest work, the day’s honest decisions, the day’s generous utterances and the day’s good deed.”**

Clare Booth Luce



## Notes:

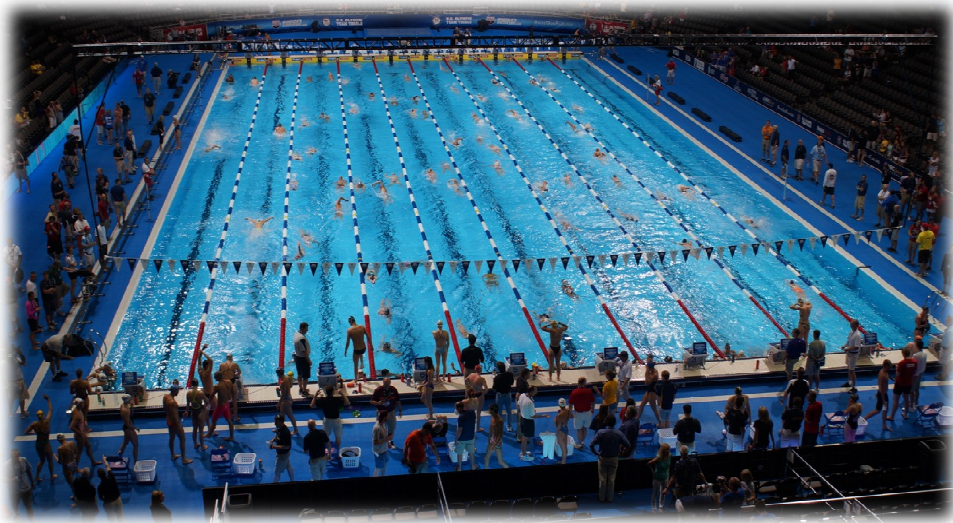
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# Part 3

## *Wet Focus/Admin Issues*

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**“If a man has any greatness  
in him, it comes to light,  
not in one flamboyant  
hour, but in the *ledger of  
his daily work.*”**

**Beryl Markham**



### How do you measure success?

- Team growth (numbers)
- Retention (college)
- Individual performance (national)
- Local performance (win league)
- Team (national) performance (VCC)
- Club Excellence
- IMX
- Scholastic All-American
- High School All-American
- Academic All-American (high school)
- Team culture
- Personal growth
- Revenue
- Personal income

### How does your: (list two or three of the above for each)

- Parents -
- BOD -
- Staff -
- Swimmers -

### List your top five in order of importance to you:

- 1
- 2
- 3
- 4
- 5

Notes:	1
	2
	3
To-do:	1
	2
	3





**How do you articulate the success metrics to the team?**




**Do you have a *Success Strategy* for? (Y/N and comment)**

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- **Technical development**
  - Educate and sell the athletes
  - A process
  
- **Training development**
  - Educate and sell the athletes
  - A process
  
- **Training efficiency (training to race)**
  - Educate and sell the athletes
  - A process
  
- **Attendance and other metrics**
  - Excitement
  - Retention
  
- **Meet planning (at all levels)**
  - Beginner (to JO/Far Westerns)
  - Intermediate (to Sectionals)
  - Elite (to Nationals)
  
- **Dry land**
  - Plan (who, how)
  - Execution (season flow/adds value)



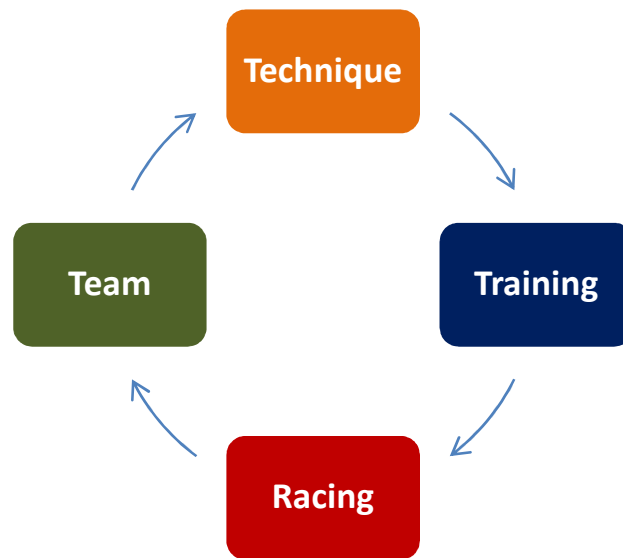
- **Goal sheets/planning**
  - Per swimmer
  - Comprehensive
- **Ongoing swimmer monitoring (see spreadsheet)**
  - Attitude, training, tests, technique, conversations, etc.
- **Quad (or macro) plan – below**
  - Long-term planning
  - Sold to swimmers and parents

<b>Orinda Aquatics - Group Quadrennial Plan</b> "Prepare the child for the path, not the path for the child." 					
2012	Junior Cub	Junior Plus	Senior 1/2	Senior 3	National
<b>Skill</b> 	Streamline, feel, balance, body line, distance per stroke - technique in all strokes	Advanced drills, "build" stroke, better awareness and discipline, refine turn technique, introduce stroke rates	Know drill sheet, drill discipline, know stroke keys, train stroke rates, develop under water speed, improve pacing	Detailed stroke breakdown, pace, back half swimming, aggressive stroke rates, recovery, disciplined walls, turns as an asset	Stroke accountability, precise pacing, back half swimming, aggressive stroke rate training, disciplined recovery
<b>Training</b> 	Light aerobic swimming, 50% skill/drill (all strokes), turn technique, dry land stretching, injury prevention, introduce test sets, develop 200 IM	Introduce/develop all energy systems, increase test sets, base/threshold in free and main stroke, maintain stroke and turn technique while training, increase pulling, train for 400 IM, introduce dry land, core, strength training	Know energy systems/test sets, train with purpose/ focus, more pulling/resistance, increase kicking, increase IM training, add aggressive strength/core work, film (Dr. G), attendance - optional	Increase threshold/Vo2Max for free and stroke, increase stroke training, pulling/resistance training, aggressive IM training, increase core/strength training, film (Dr. G). Attendance at 90%	Increase threshold/Vo2Max and anaerobic training, aggressive IM training, increase pulling and strength training - VASA, med ball. Film (Dr. G). Attendance at 100%
<b>Develop</b> 	Training principles (general - why, how), introduce team culture, character, HAVE FUN!	Training efficiency/maturity, introduce leadership, humility, team commitment, begin long-term planning	Zero tolerance for adverse behavior, look for leadership, humility, team commitment. Elevate focus on training and competing. Strong academics.	<b>Leadership</b> , humility, perseverance, appreciation, vision, reach out to team, strong academics. Attendance is 90%. Begin college focus.	Leadership, humility, perseverance, vision, strong academics. <b>Take responsibility for all aspects of team.</b> College plan. Attendance is 100%.
<b>Competition</b> 	CBA+, JO, FW	CBA+, JO, FW, All-Star Meets, Sectionals	CBA+, Senior Meets, Sr T/F, Clovis shaven, HS, LC - FW, Sectionals	Senior Meets, Sr T/F, Clovis shaven, HS, LC - Santa Clara, Sectionals, Junior Nationals	SC - Clovis (unshaven), HS, LC - Santa Clara, Sectionals, Nationals, Jr Nationals, FALL -LC Grand Prix - MN, SC Jr Nationals, Dec LC
<b>Goal</b>	Far Westerns	Sectionals	Sectionals/High School	Santa Clara, Junior Nationals	Nationals, Olympic Trial Cuts
Become a high-character person and athlete					



Notes:	1
	2
	3
To-do:	1
	2
	3

***Does everything flow (fit)?***



**Group Structure (how and why?):**

- Age/grade
- Ability/performance
- Skill Progression
- Is it based on success or process?

**Move-up criteria – based on?**

- Attendance
- Effort/focus
- Maturity
- Stroke balance
- Test sets
- Time standards



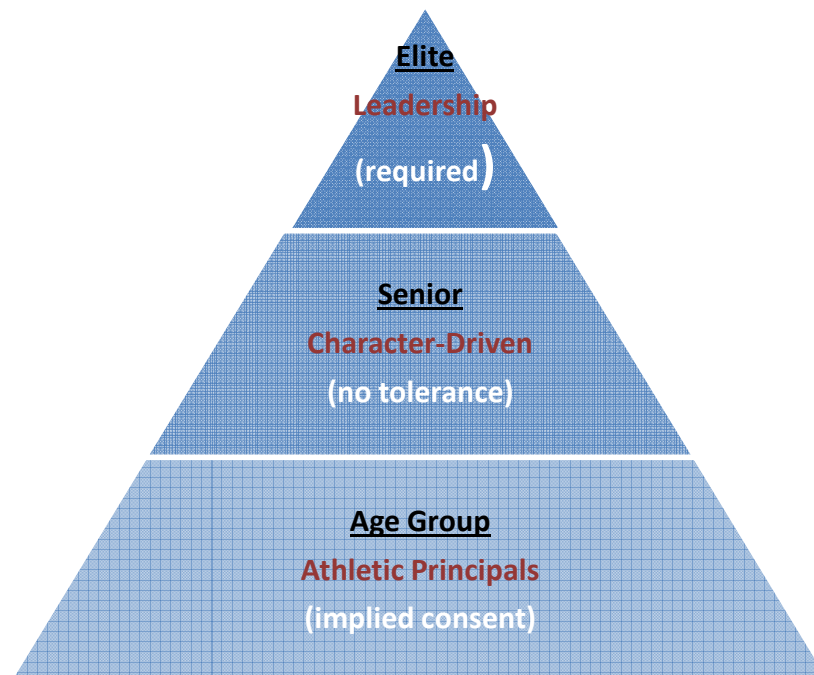
Notes:	1
	2
	3
To-do:	1
	2
	3

### Creating a (perpetuating) leadership model:

- Maturity at an early age
- Demand leadership (a critical criteria)

### Create an Elite Group (based on):

- Integrity
- Dedication
- Team commitment
- Leadership component
- Training
- Relative performance





Notes:	1
	2
	3
To-do:	1
	2
	3

### Workout Organization and Planning. Do you...

- Evaluate prior days/weeks workouts to prepare the next practice.
- Fit the workout into the week, the month, the cycle, the season, and your swimmers' careers! Know the team flow/process.
- Commit to create the most motivating, inspiring, challenging workout possible – everyday! Make them think. Make them work.
- Inspire them to come back tomorrow even more motivated. Make the workout an experience and not just a practice.
- Make sure the workout is written, planned, rehearsed, and ready to be presented.
- Think about any issues, announcements, events, highlights, introductions, articles, challenges, etc.

## Orinda Aquatics – Daily Workout Planner

<b>Group: Sr</b>	<b>Date: Mar 19</b>	<b>T-PM</b>	<b>Yards: ~6,000</b>
<b>Announcements</b>	<b>Workout Notes</b>		<b>Swimmer Notes</b>
<b>Mutual of Omaha Clinic</b>	<b>Stroke Speed/UW</b>		<b>Be <u>very</u> nice</b>
<b><i>The mind once enlightened cannot again become dark.</i> Thomas Paine</b>			
<b>Warm-up: 3x300 Free, Drill, Choice (by 300)</b>			<b>Warm-up</b> 900
<b>Post WU: 1x600 (by lap)</b>			<b>Post warm-up</b> 600, 1,500
<b>Drill EZ, Drill fast, Swim EZ Free no brth, Stroke Build to 90%</b>			
<b>16x50 Kick @ 1:00 – By 50;</b>			<b>Kick set</b> 800, 2,300
<b>Moderate Str, Fast fly, FAST Stroke, EZ free swim-1 brth/lap</b>			
<b>3 X Speed Ladder Main Stroke(s) - (Fast-EZ)</b>			<b>Main Set:</b> 3000, 5,300
<b>1-1, 2-1, 3-1, 4-1, 5-1, 4-1, 3-1, 2-1, 1-1</b>			<b>UW, Pace, Speed</b>
<b>100 EZ after each round</b>			
<ul style="list-style-type: none"><li>• All fast (first number) are on 30</li><li>• EZ (second number) are choice @ 30, 35, 40, 45, 50, 45, 40, 35, 30. See each round below.</li></ul>			<b>Intervals for main set</b>
<b>1- Under water 15m – two breakout strokes (breast go two pull downs – carry speed to 15m). Use tempo trainer at .40 kick rate</b>			<b>By round</b>
<b>2- 100 <u>pace</u> on “fast” 25’s (first number) – hold stroke rate, race breathing pattern, check stroke count, etc. (free and back flip to feet).</b>			
<b>3- Fins – max speed (going 15m UW off all walls)</b>			
<b>600 EZ choice</b>			600, 5900



**Training for the long-term or the short-term. *It goes hand-in-hand with perspective:***

- **Performance vs. experience and long-term growth**
  - Which is more important and why?
  - Is this reflected in your training plan?
- **Train for the long-term (author opinion)**
  - Allows for more efficiency
  - Longer, healthier careers
  - May lag competitors early
- **Train for the short-term**
  - Allows for quicker recognition
  - Aerobic base focused/age-driven
  - May have collateral damage – injury, emotional breakdown, internal team conflicts
- **Training Admin**
  - Training philosophy articulated
  - Season management defined
  - Specialty or general training
  - Science or art?
    - Pre-planned or intuitive?
  - Cycle plan
  - Week plan
  - Test/track set
  - General week/workout structure
  - Season planning tools?

Notes:	1
	2
	3
To-do:	1
	2
	3





# Some we use

Orinda Aquatic Test Set Overview

TRACK SETS	Junior Group	Juniors	Senior (1-2)	Senior/National (3-4)
Threshold Free	10 x 100 - fins opt. 1,000 Swim with fins (1 set every 4 weeks)	15x100 1,500 Swim with fins (1 set every 4 weeks)	15-25x100 2,000 Swim with fins (1 set every 3 weeks)	15-25x100 2,000 Swim with fins 5x300 @ 5:00 Desc
notes	Focus more on holding stroke count and maintaining technique.		Record average AND stroke count.	
Threshold Stroke	15x50 Stroke 500 Stroke with fins (1 set every 4 weeks)	12x75 Stroke 1,000 Stroke with fins (1 set every 3 weeks)	15-20x100 Stroke 1,000 Stroke (1 set every 3 weeks)	15-25x100 Stroke 1,000 Stroke (1 set every 4 weeks)
notes	Fly should be 3 swim lap per repeat. Breast combine gull & scull.		Adjust Fly some Kick & LR and Breast some pull.	
VO2 Max Free or Stroke	3x200 @ 6:00 6x500 @ 3:00	4x200 @ 5:00 8x100 @ 3:00	4x200 @ 4:00 8x100 @ 2:30	4x200 @ 4:00 8x100 @ 2:00
notes	One set every two to four weeks.		From a dive. Maintain good pacing and hold stroke count.	
Sprint/Lactate Free or Stroke	5x50 @ 2:00 3x100 @ 4:00 (1 set every 3 weeks)	6x50 @ 2:00 4x100 @ 4:00 (1 set every 3 weeks)	6x50 @ 2:00 5x100 @ 4:00 (1 set every 3 weeks)	8x50 @ 2:00 6x100 @ 4:00 (1 set every 3 weeks)
notes	From a dive. Record times, stroke count for Free & Breast, last lap split optional.			
100 Pace	4x75 Stroke with 50-ez (every 3 weeks)	6x75 Stroke with 50-ez (every 3 weeks)	8x75 Stroke with 50-ez (every 2 weeks)	12x75 Stroke with 50-ez (every 2 weeks)
notes	From a push. Focus on pace, technique, turns and use.		From a push. Last 2-25s of 300p splits and 4 <sup>th</sup> 25 faster than 3 <sup>rd</sup> .	
Mid-Distance Free/IM/Stroke	3x300 Free with fins 3x300 IM with fins (1 set every 3 weeks)	3x600 Free desc to 100% 3x400 IM desc to 100% 3x400 Str desc to 100% (1 set every 3 weeks)	3x500 Free desc to 100% 3x400 IM desc to 100% 3x400 Str desc to 100% (1 set every 3 weeks)	4x500 Free desc to 100% 4x400 IM desc to 100% 4x400 Stroke desc to 100% (1 set every 3 weeks)
notes	Comfortable pace. Good.	Maintain technique. Record.	Pace - control and build. Hold technique. Work walls. Record.	
Fastest Possible Send Off (FPSO)	Free 50s @ fast interval Stroke 50s @ fast interval (1 set every 3 weeks)	Free 100s @ 1:30 or 1:15 Stroke 50s @ fast interval (1 set every 3 weeks)	Free 100s @ 1:05b, 1:10g Back 100s @ 1:10b, 1:15g Breast 100s @ 1:15b, 1:30g Fly 50s @ :40 (1 set every 3 weeks)	Free 100s @ 1:00b, 1:05g Back 100s @ 1:05b, 1:10g Breast 100s @ 1:10b, 1:20g Fly 50s @ :35 (1 set every 3 weeks)
notes	Record Stroke, if all repeats made, interval, average, and stroke count.			
Kicking	100 Free w/ board 100 Stroke 50 Kick Fly no board 25 underwater w/ fins 25 underwater w/o fins	3x500 Free @ 3:00 3x300 Free @ 1:35 3x100 Stroke @ 3:00 6x50 Stroke @ 1:30 25 underwater from push (1 set every week)	3x100 Free @ 3:00 3x100 Free @ 1:25 3x300 Stroke @ 3:00 6x50 Stroke @ 1:30 25 underwater from push (1 set every week)	3x500 Free @ 3:00 3x500 Free @ 1:20 3x100 Stroke @ 3:00 3x200 Free Str 25 underwater from push (1-2 sets every week)
notes	Swimmers should know their main stroke kick times.	100 main stroke kick times 50 Fly Kick with no board should	100 main stroke kick times 50 Fly Kick with no board should	100 main stroke kick times needs 50 Fly Kick with no board should
Other				
Hypoxic	1x300 Free NB open turns - timed 1x300 15M UW - breast is 2-3 PD			
Turn Master	1x200 (8) @ 1:30 1x500 (20)			
Breast Turns	Breast PD for distance push and dive Timed turns - flip Timed turns - open			

Adjust sets for long course  
Swimmers should know results  
Set schedule

Orinda Aquatics

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## Technique (drill sheet)/skill development:

- Quad plan/group flow chart
- Planning/progression
- Fundamentals
- Efficiency focus
- Drill sheet/summary
- Language/philosophy



## If the same workout (and drills) was given to ten coaches...

- Would there be ten different experiences?
- How would the workouts differ in effectiveness?
- How would the swimmers respond? Why?
- What if you did that for a month? A season? A career?
- Is it possible that with the same information, some will achieve greatness and other will languish or quit?
- What lies behind the numbers, the set?

If you had the best drills/technique and the best training plan (of all 200 million) from Olympic coaches, would you produce the best swimmers, or elite athletes?

### Orinda Aquatics **Breaststroke** Drill Progression/Stroke Development *Drill the Drill - Build the Stroke*

<b>"Kick" Progression</b> (also vert. & wall Kicking)		<b>Scul/"Feel" Progression</b> (can use pads)	
1	Egg BTR or Cycle - into alt. Rt/Lt. Foot	1	Front Scull (figure 8's/feel outswEEP)
2	UW Knee Down to Whip Kick (PB opt)	2	Shoulder Scull (wipers/insweep) face down
3	On Back (1/2 in SL, 1/2 hands-hips)	3	Sitting Scull (work "catch") knees up
4	On Stomach ( " ) - Brth/Kick/Glide	4	Hip Scull (on back-feet first, work catch)
5	SL Kick UW (can go HU SL part of lap)	5	Pull Downs (UW - fast free kick)

<b>"Body Rotation" Progression-Short Axis</b>		<b>"Pull" Progression</b>	
1	Pulse - Arms at side (breath 3rd-blend)	1	Pull Head Up (fast, compact - fly kick on rec)
2	Pulse - Arms in Front ( " )	2	Pull w/ Flutter Kick
3	2 Pulse-"Slide" to Corners (as you press)	3	Pull with Dolphin Kick
4	2 Pulse/Slide/Pull (start small and build)	4	Alt. rt/lt/2 FULL with FR, FL, or BT kick
5	2 Pulse/Slide/Pull - with Kick	5	Pull - alt BT/Fly to hold rhythm

<b>"Full Stroke" Progression</b>		<b>"Build Stroke" Progression</b>	
1	Pulse/Pulse-slide/Pulse-side-Pull/pspk	1	UW Kick into Pulses
2	2 Pulls HU/1 Kick and Glide	2	HU Pull
3	2 Kicks UW/1 Pull and Glide	3	Pull Dolphin Kick
4	1 stroke per black line	4	1 Pull/2 Kicks
5	100 SR Swim - good rhythm	5	Race Pace Breaststroke

<b>Variations (combo's)</b>		<b>Sample Sets</b>	
	Fist (can alt. hands) Fins Paddles (1 or 2) sculling Vary Speeds Alt Bt/Fly combo's Partner Pull 2 Pull downs PD half way Drill at race SR's		20x25 "KICK" Progression by lap 10x50 1-5 "Scul/Pull", 6-10 "Kick/Full" 8x125 odd "FULL STROKE", even "BUILD STROKE" 1x750 ALL Drills 5x5x125 "FULL" at 2:15 lose 5 sec./round reg, fins, pad/fin, pad fast 30x50 ALL drills - roll by lap 30x25 OA Scramble 40x25 Drill/Pace/UW Speed (lap)

<b>Philosophy, Language, Stroke Keys</b>	
<b>Philosophy</b>	<b>Progressive Learning - Drill the Drill, Build the Stroke</b> PERFECT practice makes perfect, Take PRIDE in technique, Swim for Judges <i>Temporary acceptance of mediocre performance leads to permanent acceptance of poor performance</i>
<b>Language</b>	Effortless Swimming, Ride the Glide/Work from the Core out, SHORT AXIS, swim the LINE
<b>Body</b>	Good line, stay LOW to the water, slide hips forward (on pull) - lunge body FORWARD on recov. Channel energy <b>forward</b> throughout stroke - not up/down, Lean on chest/Hips high
<b>Stroke</b>	Slide (sweep out) to corners (eyes down), "Anchor" elbows (KEEP HIGH), Forearms plane surface Pull compact, fast, strong - squeeze and "shrug", Thumbs <b>graze</b> surface on recovery, <b>Palms down</b> SL Head in Biceps on Streamline glide - AT/NEAR the surface (not deep), eyes down, min. resistance
<b>Breath</b>	Head IN LINE with spine (tennis ball) - eyes on water, STAY LOW, Breathe with body line!
<b>Kick</b>	Narrow, Fast, "Sneak" heels up, "Grab" water and "squeeze" out, "CLAP" feet (Hands ext. prior to kick)
<b>P.D.</b>	Light bulb, high elbows, hand speed, finish, sneak up, "stair-step", Measure PD for dist.





Notes:	1
	2
	3
To-do:	1
	2
	3

### Sven Campbell Assessment

#### Backstroke

- Turn
  - Approach stroke speed – maintain speed on cross stroke, especially to the left
  - Balanced on both pulls into the wall – holding maximum water to maintain speed
  - Submerging into turn – not rolling head up
  - Learning how to be long into the turn and maintain speed and legality
  - Balanced roll to create maximum power off wall – don't throw feet ahead of hips
- Underwater speed
  - Power off wall – from balanced turn
  - Power & speed on dolphin kicks
  - Build kick speed from bigger to tighter and faster
  - Transition to flutter kicks
  - Time breakout strokes to maintain speed through the surface
  - Condition ALL of the above when tired – very important
- Stroke Balance
  - Head position higher
  - Head still – slides to right
  - Right should sit low on recovery
  - Right hand slows at side on recovery
  - Working on riding higher in the water to create less resistance
- Pull
  - Finding the proper depth of the catch
    - Too deep loses leverage and slows stroke rate
    - Too shallow doesn't create enough power
    - **Right now he is his good.** In the summer he was too shallow.
- Stroke Rate
  - **Stroke technique is balanced and very good right now.**
  - His stroke rate had to be a little slower to work on everything
  - I would like to gradually increase his stroke rate without losing technique or power

#### Freestyle

- How can we get faster in the 100 meter Free?
  - Dive - Improve dive reaction, entry and underwater speed
  - Turn - Improve turn technique, power off wall and underwater speed
  - Stroke – improve right arm catch when fatigued on 2<sup>nd</sup> lap
  - Train more breathing every 4<sup>th</sup>
- Stroke balance
  - Head position lower – in line with body
  - Hips ride higher – somewhat depended on head position
  - Rotate more with left shoulder – sits too low after breath
- Arm Stroke
  - Recover with more forward, relaxed hand
  - Work on high elbow catch with both arms
  - Right arm
    - Enters short and across his face when tired
      - Causes hand to slide out and up and elbow to drop
      - Elbow is below hand
      - Loses water on pull and breaks down even more
    - Enter slightly wider and farther over the water to get a better catch
    - Breathe every 4<sup>th</sup> stroke to help stay longer and more balanced



### **Equipment Admin:**

- Swimmer required?
  - Fins
  - Paddles
  - Snorkel
- Team provided?
  - Kick board
  - Pull buoy
  - Parachute
  - Tempo-trainer
  - Turn Master
- Who pays, organizes, stores, manages?

### **Dry land Admin:**

- Outsource?
- Coach run?
  - Can they opt out (personal trainer)?
- Equipment? – med balls, jump rope, bands, VASA, TRX, etc.
- 

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

### **Goals Setting:**

- Life/Personal
- Team
- Athletic
- Swimming/times
- Make a difference



## Orinda Aquatics - 2009 Goal Sheet – Senior 4

Swimmer: **SHANNON HERMAN**

### Coach's Comments – Personal

You are impressive for a person of your age. You are mature, dedicated and committed. As I have said, you have the personal skills to be a very good swimmer.

### Workout/Training Objectives – General

Your best asset, besides your personality, is your Breaststroke kick. Other than that, everything needs work. You have to work harder to improve all your strokes, turns and underwater speed.

### Coach's Comments – Training Specific

Breast: Breathe later; pull wider and more in front; kick sooner, narrower and faster; work on all your pull downs

Fly: train more at 52 stroke rate

Free: breathe every 3<sup>rd</sup> more

Back: wider, deeper entry; faster stroke rate

IM: work Back in all IM sets

**Attendance - Coach Expectations:** all workouts, 9 per week – stay healthy: eat (a lot), sleepy, don't worry

**Main Strokes/Events:** 200 Breast (sc & lc), 400 IM, 200 IM, 200 Back

Peak Meets	Date	Meet	Comments
	December	Pacific Sr Champ	Rest/no shave – best unshaven times
	February	Sr Travel Meet	Not sure what we will do
	March	Sectional Meet	Shave and be competitive
	May	North Coast	Shave and achieve goal times
2009 Goals	Event	Time	Comments
	200 Breast	2:25+ sc; 2:44+ lc	Train at 34 stroke rate w/ 7 spl; FASTER TURNS, better pull downs
	400 IM	4:41+ sc, 5:20+ lc	Splits–1:05; 18.5x4=1:14=2:19; 19x4=1:16; 16.5x4=1:06
	200 IM	2:12+ sc, 2:30+ lc	More aggressive Fly & Back; turn speed & UW speed
	100 Back	1:04+ sc	
	100 Fly	1:02+ sc	

### Technique Development

<b>Free</b>	Low, tight recovery – don't swing, keep head down, alternate breathe
<b>Breast</b>	Sweep out wider, keep our head down on the sweep out and breathe later, keep your pull in front and keep your wrists firm on the insweep, kick sooner and faster
<b>Back</b>	Keep chin to right shoulder, left hand wider entry, rotate more, deeper catch, higher stroke rate
<b>Fly</b>	Keep face flat when holding breath, breathe later and lower, stronger 2-beat kick, faster stroke rate
<b>IM</b>	Must improve turn speed and underwater speed in Fly and Back
<b>Turns</b>	Breast: head back sooner, knees up faster, bring hand back behind head, push off on side w more power

### Goal Sets

<b>Free</b>	15x100 @ 1:15, ave 1:05, 15 strokes per lap
<b>Breast</b>	4x100 @ 2:00 ave 1:15; 25x50 @ :45 ave 38, 34 stroke rate w 7 strokes per lap; 6x50 @ :40 ave 38.5
<b>Back</b>	50s or 100s maintaining 36 stroke rate with fast turns and aggressive uw kicking 3+ black lines
<b>Fly</b>	10x100 @ 1:30 (1A, K, 1A, Sw) ave 1:23
<b>IM</b>	400 IM in workout 4:50; 10x100 IM @ 1:15;
<b>Kicking</b>	Breast 100 @ 1:17; improve Fly and Back 50's w no b to the mid 35's

**Next Year:** possibly a Junior National time => 200 meter Breast 2:41??

<b>Notes:</b>	1
	2
	3
<b>To-do:</b>	1
	2
	3



# Orinda Aquatics Senior

		missed the entire week		noteworthy		injury, pain, illness				
		rating =>		1 low	weeks Sept 10 & 17		Week Sept 24			
		Swimmer	Grp	rate 1-5		weekly notes		rate 1-5	weekly notes	
21	21	Kalbus, Miles	3	n/a	0	move to Sr 3?, transferred to Mira; playing water polo		n/a	0	water polo - no workouts
22	22	Larsen, Mollie	3	5	4			5	4	trip to Connecticut
23	23	Lennon, Matt	3	5	4	moved to Sr 3; work on Free rt arm, head position & stroke balance		5	4	worked on Back head position, rotation, better catch on pull; work on uw in all strokes
24	24	Liang, Megan	3	5	5	consider being captain		5	5	doing well - working hard
25	25	Muller, Erica	3	5	4	move to Sr 4? need to get her to train harder, asked her to work harder, race more		5	4	
26	26	Owyoung, Jordan	3	5	4	move to Sr 4?		5	4	work on Back rotation & balance, worked on Fly more kick power and pulling more water
27	27	Schoenfeld, Erin	3	5	4	work on Fly head position, shoulder pain		5	3	shoulder sore/tight in the back - doing more kicking
28	1	Shieman, Alex	3	5	4	consider moving to Sr 3 in Dec		5	4	training better, seems more mature
29	2	Sullivan, Conor	3	4	4			4	4	
30	3	Bartis, Tyler	2.9	n/a	0	water polo - no workouts		n/a	0	water polo - no workouts; swam in meet in Hercules????
31	4	Shaw, Ryan	2.9	5	4	consider moving to Sr 3 in Dec		5	4	working on Free low hand recovery, deeper entry, breathing 3rd; Back wider entry tighter catch, talked to about Free breakout
32	5	Baker, Liv	2	4	4			4	4	question about how she should swim Freestyle - straight or bent arm
33	6	Birdsall, Ryan	2	5	4	consider moving to Sr 3 in Dec		5	4	need to work on Free DPS and training w a stroke count
34	7	Brammer, Lucia	2	4	4			4	4	working hard, good Fly set Th PM
35	8	Byrne, Emily	2							
36	9	Cane, Paul	2	4	4			4	4	needs to work harder; race more, work uw
37	10	Carlson, Mitchell	2	5	4			5	4	
38	11	Catalanello, Sophie	2	4	4			4	4	talked to about Breast 4 bl on all pull downs, swim 7 spl on long sets
39	12	Cavanaugh, Sean	2	4	3	Ronnie should meet with - see email		4	3	hurt ankle this week
40	13	Cohen, Matthew	2	n/a	n/a			n/a	n/a	swam this week Mon & Tu, not Wed, not strong
41	14	Davison, Gunner	2	n/a	n/a			n/a	n/a	
42	15	Flath, MacKenzie	2	n/a	0	water polo - no workouts		n/a	0	water polo - no workouts
43	16	Flower, Sam	2	n/a	n/a			n/a	n/a	
44	17	Funai, Charlene	2	5	4			5	4	we need to push her harder
45	18	Gittings, Will	2	n/a	n/a			n/a	n/a	came Tues, says he will go back to SH, probably should do HSPS
46	19	Griffin, Jolen	2							
47	20	Gwynn, Michaela	2	n/a	n/a	trying out		n/a	n/a	working out this week, doing well
48	21	Han, Kylie	2	n/a	0	water polo - no workouts		n/a	0	water polo - no workouts
49	1	Hata, Kimi	2	4	4			4	4	
50	2	Hunger, Margaret	2	5	4			4	4	looks stronger, Fly is better, was demo for Breast drills
51	3	Jacobs, Noah	2	4	4	joined team; will likely leave in Feb		4	4	need a lot of stroke work

## (Team) Meet Planning:

- Planning
- Entering
- Managing/organization
- Team area (all)
- Team attire (mandatory)
- Process/policies – on-time, warm-up, leaving, etc.
- Cheering



### **National Meet Planning:**

- When?
- Why?
- Anyone who makes a national cut goes?
- What is affect on the rest of the team

### **Injury Admin:**

- Recognition plan/policy (i.e., tell coach, when, for what?)
- Adjustment or change to workout plan?
  - Coach run
  - Swimmer run
- When to see a specialist?
  - Team/coach recommendation?
- Coach's role in recovery?
- What is your philosophy, response, and role with injured swimmers?

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>

### **Race Admin:**

- Around race – race prep, check in, warm-down, check back in
- Race analysis
  - Coach – pace, walls, stroke rates/counts, legality, back-half
  - Swimmer – race oriented (not time), finds value/growth
- Swimmers scratching events
- False starts/DQ's
- Pace quality
- Ability to finish/win close races





- ***Ability to deal with poor swims AND remain positive (bad) and humble (good). Is this response built into competition philosophy?***

**Host-Meet Planning/Admin:**

- Reason/need/benefit?
- Facility
- Parents support
- Financial issues
- Possible partnership with other club
- Swimmers help set up/take down (ownership)

Notes:	1	
	2	
	3	
To-do:	1	
	2	
	3	





## ***Training: Levels of Development/Connection***

- Coach runs workout/swimmer shows up
- Talk to about stroke (may or may not connect)
- Talk to aggressively about stroke
  - Pull out of water
  - Watch constantly
- Connect personally (care)
- Talk about attendance and commitment (link)
- Watch demeanor in all aspects
  - Encourage areas of improvement
    - Arrive earlier, focus, help more, talk to others
- Talk about leadership attributes
- Demand leadership skills
  - Begin giving leadership responsibilities (set up, tasks, lead stretching, etc.)
- Explore life/social choices (easy transition) – the “concepts”
  - From an athletic perspective
  - From a personal perspective
  - Give articles, share a story, talk about past successes
- Talk about life skills that are critical to be a “good person”
  - Relationship with parents
  - Academics
  - Mentoring/inspiring others
- Demand them (fully connected)

<b>Notes:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>
<b>To-do:</b>	<b>1</b>
	<b>2</b>
	<b>3</b>



## ***Common Mistakes in Age-Group Coaching***

- Coaches don't connect with kids (no partnership/shared vision)
- Talent is not aggressively developed
- Swimmers do not become "athletes"/embrace the process
- Mid-level or weaker swimmers are left to languish
- Lack of discipline (or poorly administered)
- Poor technique (or drills are done but not grounded)
- Training is not tied to efficiency
- Technique errors are not corrected early and aggressively
- Behavior issues
- Ego's consume talented kids
- Staff is not "on board"
- Kids are not tied to team/leadership
- Poor (or no) role models (athlete and coach)
- No long-term perspective
- Over train early (neglect emotional toll)
- Racing/competition is not kept in context to career and life
- Both success and "failure" are over-played
- Coaching turnover or lack of continuity
- Overzealous parents not educated, sold, or tempered

<b>Notes:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	
<b>To-do:</b>	<b>1</b>	
	<b>2</b>	
	<b>3</b>	







***Through high-level planning, administration, and foresight, these common challenges to coaches and swimmers can be prevented:***

- Parental pressure breaks a kid emotionally
- Ego erodes swimmer's team commitment and sense of self
- Major stroke inefficiencies are not corrected ("telling" is not correcting)
- Local team recruits your kids. They see better value.
- Swimmer gets injured (poor technique/not ready)
- A great kid begins to hang out with a bad influence
- Discord with the BOD forces a passionate coach off the staff
- Staff members at odds, delays swimmer advancement
- Outburst at swimmer damages relationship
- Coach doesn't feel "ownership" – doesn't care
- Talented swimmer does not connect with coach
- Top two star swimmers don't get along – causes division in locker room/group
- Low numbers equals low pay – coach leaves
- No role models
- Swimmer injured from unregulated dry land
- A bullied swimmer quits
- National group does not perform well
- Over trained kid burns out
- Undertrained kid doesn't reach potential
- BOD wants kids to have "fun", you want to win
- BOD wants to win, you want to have fun



## Notes:

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## Part 4

# *Organizational Bodies*

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### **Club/YMCA:**

- Who do you work for?
  - Organization, BOD, Manager, no one
- The “Y” culture
- Building numbers/growth – LTS, marketing, etc.
- Coach and BOD
  - Coach – swimming
  - BOD admin
  - Know where the two cross over
- Compensation – salary, benefits, coach education, travel, etc.
- Travel
- Parents

### **High School:**

- Intro
- Who do you work for? Boosters, AD, Parent committee
- NISCA – know/use
  - All American
  - Scholastic AA
  - Team Power Points
  - NISCA Journal
- Building the team
- Relation to Club swimming
- Support, parents, boosters
- Budgeting
- College
- Paperwork
- Assistants
- Off campus
- Diving
- Getting certified



**College:**

- Who do you work for (AD)
- CSCAAA – College Swimming Coaches Association of America
- Recruiting
- NCAA guidelines/regulations
- Working with the University
- Balancing swimming and academics
- Lifestyle
- Community
- Support local club swimming
- Alumni maintenance and relationships

**“A genuine leader is not a searcher  
of consensus but a builder of  
consensus.”**

**Martin Luther King, Jr.**

**“If your actions inspire others to  
dream more, learn more, do more  
and become more, you are a leader.”**

**John Quincy Adams**



**Proper organization, planning, and administration, with the backdrop of a clearly defined vision, will lead to a more successful program, and a more secure career.**





# Questions?



**Thank you very much for  
attending, *and* for the great  
work that you do.**

***The American Swimming  
Coaches Association***







### **Additional resources:**

- ASCA
  - Courses
  - Organizational material
  - Club visits
  - On-line resources
  - Articles
  - Periodicals
  - Parent news
  - Access to John/Guy/Board
- USA Swimming
  - Website
  - Club Development
  - USA Swimming Performance Resources
  - Master Coach visit
  - Regional clinics
  - Season planning info
- BoardSource

### **Movies/Documentaries recommended:**

- Miracle (movie) – Coach vision/team buy-in changes history
- I AM – A “meaning of life” move (helps kids connect)
- The Intouchables (French) –heartwarming movie about relationships

### **Don Heidary/Orinda Aquatics resources/samples**

- Senior Meeting
- Parent Meeting
- New Parent Meeting
- College handout
- Banquet
- Age-group talk
- Character talk

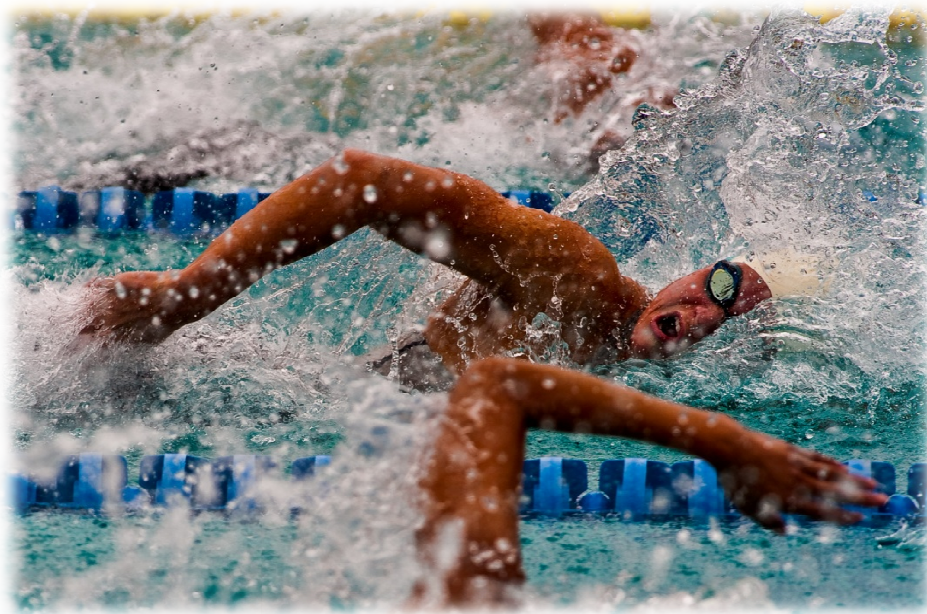


## Appendix:

- Travel Trip Planning
- Selling the Vision, Building the Team, ASCA 2007
- A Good leader, Jeff Immelt
- Getting Organized

## Articles:

- Uncommon professional
- The Butterfly
- The Apple
- Good Luck, Bad Luck
- On Doing Less
- OA Alcohol letter to Team





## Anatomy (administration) of a Travel Trip

### Orinda Aquatics – Clovis 2013: 75 swimmers/no chaperones

#### Numbers

- Total team size - 150
- High school swimmers – 85
  - Invited – all
  - Swimmers attended – 75 (ten had conflicts or were ill)
- ***Number swimmer who had never been on a travel trip – 33***
- ***Two thirds of kids were freshman or sophomores***

#### Planning

- Team info handed out three weeks prior
  - Trip purpose, philosophy, and travel details with itinerary
  - Meet recap – event list
  - Swimmer event list
  - Big picture mission/vision
- Team meeting Wednesday before departure
  - Philosophical handout
  - Aggressive discussion about trip purpose, leadership, integrity and travel vision, and goals

#### Transportation

- One charter bus (with no coach, just team captains)
- Two fifteen passenger vans (Don and Ron drove)
- Caravanned both ways

#### Staff/Chaperones

- Two coaches Ron/Don with Assistant coach Katie there through Sat prelims
- No chaperones

#### Swimmers Organization

- Swimmers remained in the same vehicle and seat for easy and quick swimmer count
- Rooms were organized with captain/senior, mid-level, younger
- Attention is paid to personalities, strengths/weaknesses, social dynamics, training groups, etc.
- Room captains are assigned and accountable (there were no problems)
- For finals, group one went early for warm-up, group two (not swimming finals) went later and arrived ten minutes prior to the start of finals.

#### Entries

- Each kid is given an event list. They are to review for accuracy, additions, or deletions, and return



- The coaches enter the team
- Trip cost is billed through Team Unify

#### **Meals:**

- Debi Stumph plans months in advance
  - Lunches pre-ordered for each day and delivered to pool or hotel
  - Dinners are all catered including: Chinese, Pasta, BBQ, and ....
- Two parents volunteered to have fruit and water in the team area throughout the meet.
- One stop at a grocery store for kids to buy miscellaneous items, drinks, snacks, etc.
- The hotel provides breakfast daily
- We coordinate with the hotel to use a large conference room for meals and meetings every day

#### **General behavior**

Included in meetings are discussions about respecting everyone they encounter: hotel staff, hotel guests, teammates, roommates, etc. as well as never leaving any litter.

#### **Meetings:**

- Pre-warm-up: warm-up overview and event focus, and meeting time
- Post warm-up/pre-meet: day plan, lunch, event focus/strategy, time trials
- Lunch/Pre-finals: Trial review, time trial review, finals departure
- Dinner meeting - Recap day, highlights swims, inspirational stories, be a great athlete and teammate, give departure instruction for AM.
- Bed check is adjournment of meeting, period. NO ONE leaves room without calling the coach.

#### **Communication:**

- Meetings – four a day
- Group text

#### **Managing time**

- Minimize downtime – use for recovery, stretch, sleep, homework. All time is productive.

#### **Attire**

- Captains design shirt and preorder
- Always in team attire (meet or otherwise)
- Coordinate shirts – trials/finals

#### **Cheering**

- Trials – sparingly, focus on events
- Finals – those not swimming remain behind the lanes (both ends)

#### **Relays**

- Everyone swims/entered a “J” Relay (ten women), and eight men



## Conclusion/Recap (note to parents)

We would like to take a minute to recap an extraordinary trip and to acknowledge a unique group. We recently took seventy-five senior swimmers to Clovis for the Juanita Arlington Memorial Senior Meet. There were 650 swimmers in the four-day competition, including teams from Northern California, Central and Southern California, as well as teams from Arizona and Utah. We have been traveling in the spring to this meet for a number of years and to San Diego prior to Clovis. This year we took the largest group we have ever taken on a travel trip. While we are used to travelling with a very large group, this year presented increased challenges, as we needed one Charter bus and two fifteen passenger vans (with every seat accounted for). Additionally, feeding seventy-five teenagers in a timely manner can be a daunting task, but with *Stumph Catering*, the kids had lunch (made to order) delivered, and had a great dinner each night waiting at the hotel (see photo)! One key and very telling element of the trip was that thirty- three of the seventy-five swimmers had *never* been on an OA travel trip. While most teams would view this as a recipe for disaster, our trip was flawless and a leadership model at its best. No swimmer was ever late (four trips a day), no swimmer was ever out of team attire, and no swimmer was ever out of their room after our post-dinner meeting. Those were issues that we as coaches actually had no concern over. Our concern was how positive and powerful could this group be, with so many new kids? How much leadership could the upper classmen impart, and how much spirit could be created on the deck. It was truly empowering. Our teams' presence was highly visibly, vocal, spirited, positive, and connected. We talked to the kids about the leadership (and growth) opportunity that this trip presented, and the opportunity to inspire other teams across the country to show that this can not only be done, but it can be done *extremely well*, highly efficiently, and with an infectiously positive group. In conclusion, your kids were a part of something very special. We could not be more proud of them and we thank you very much for supporting them to travel us.







# Selling the Vision, Building the Team

***Don Heidary, Head Coach Orinda Aquatics, ASCA World Clinic 2007***

*It is our privilege this morning to be able to introduce the next speaker. Over the last several years I have had the opportunity to watch from afar the program development of the Orinda Aquatic Club and the thing that has always impressed me the most about it is, it is a team first. It is a team that seems to embrace the concept of team better than most teams are able to do. I believe the team is in the range of a hundred swimmers and yet, every year they are putting kids at the National level – the great Kim Vandenberg hails from the Orinda program. A lot of that, the team concept and the team vision that is brought to their athletes is to the credit of our next speaker, Don Heidary. And so, with that, I will turn it over to Don.*

Well, first of all, I would like to thank ASCA and John Leonard for the opportunity to be here and I would like to thank you for attending. I want to apologize; I have some overheads that the font may be a little bit small on some of the slides. They came from a handout that I put together.

Now, clearly this is not one of the most popular topics at the clinic, but it is something that I have actually been obsessed with and consumed with for many years and it is outside the scope of the traditional training and technique talks that you may have the opportunity to hear. What I want to talk about is clearly top down, big picture – it is not quantifiable, but I truly believe is the greatest force in swimming and in life.

On the overhead there is a quote that I came in contact with about 20 years ago and the quote was, “Leadership is all about painting the vision, giving people something worthwhile to follow.” Twenty years ago I read that quote and I thought a lot about it. I was coaching at the time – about 300 kids – and I thought well, by definition I am a leader. So was I offering something worthwhile to follow or was I just doing what I thought was right? Was I painting a picture? From that day on I took a global approach to everything that I did and I still think about it today.

In many aspects it is like putting a puzzle together. The borders or framework are the vision of what we do. We work our way into philosophy, culture, policies, integrity, respect, work ethic and finally as we finish the puzzle we achieve great results. Too often we focus on the wrong thing. We try to win a meet with a team that has no identity. We try to fix a stroke for someone who does not work hard. We condemn a parent before we bring them into the process and we criticize a team for not caring when they do not know what to care about. There is often a disconnect between coaches and kids, coaches and parents, parents and kids, and coaches and administrators. They are all involved in the same activity, but yet not on the same page. I believe the disconnect is a lack of a shared vision and an articulated vision.

One story many years ago that stays with me is about somebody that I had coached, who graduated and went on to a major university. He was a water polo player. I called him in the fall and I asked him how things were going, and he said “Great.” I asked him how the team was and he said, “We have a lot of talent.” And I said, “So you have a shot at winning the National Championship,” and his response was, “Probably not.” I said, “Well, why not?” And he said, “The guys really are not into morning workout,” and that really struck me. So, what happened? I have no doubt that the coach was exceptional and that he obsessed with winning the National Championship every night. But, there was a disconnect and in my opinion the disconnect was the vision was not articulated and not sold. So, John put this in the business track – so how does this relate to business? If you were running or owning a business and you had five minutes to sell your business plan and your objectives to your investors 38 (who would be parents) and your customers (who would be swimmers) on why they should commit their time and money to you – what would you say? How would you differentiate yourself and your program? Take a minute and think about it. How would you define yourself and your program if somebody had to make a choice?



So whether you are a swim team director, a head coach, a group coach, a lane coach, recruiting, or you work with one kid from novice to Olympian – you are a salesman and you are selling a product. And I believe it is the greatest product in the world - sports teams, human potential and human development. Not because it is swimming-related, but because it is life-related. As with my experience that with one quote, I hope that in what I say you find at least one thing that may change your team, your coaching career or your life. A man named David Lent did a study and a documentary on successful people. He found five common traits which I would guess everybody would agree on. But the most significant was, a passion about a vision. In northern California, for those of you that may be aware – the famous De La Salle football team began a dynasty in 1982 when a young coach named Bob Ladouceur was hired. They were a losing team. A quote by a former player, “When Coach Lad was hired, he articulated a vision where he wanted to take the De La Salle program. We all shared in that vision and committed to him.” Now if you are not aware, that became one of the greatest sports success stories in all of high school.

So what I want to do today is ask you a few questions that may be a little introspective, and go through the components of the swim team from a visionary perspective. We all can learn drills. We all can learn sets, but in my opinion, the glue that holds all of that together is the vision that you have, the vision that you sell and the vision that your team buys into. Vision is the invisible force that shapes the world, countries, corporations, individuals and teams. It is said that people spend more time planning a vacation than they do their life. What about your coaching life? Your team’s life?. Not on a day-to-day basis, but a road map to an incredible environment or culture that breeds character, success and fulfillment.

One thing that I would like you to do is list three significant things about your life as a coach – or think about them – what are the three most significant things about your coaching career? For me: I love what I do, I have an opportunity to change lives, and I have an opportunity to serve a community. List the three most important things about your team. What would be the three most significant things about your team? Again, I did this this morning: our character, our respect, our success in developing student athletes that go on to swim in college.

Next question – If you had amnesia and remembered nothing about your past, how would you like to be remembered as a coach and how would you like your team remembered? It is worth taking a minute to think about that. And how would you like other coaches and teams to think about you as a coach and your team? In terms of vision and visualization, we do an exercise every year. This is what I ask the kids to do: to visualize the greatest team in the country – anywhere – I want you to see them clearly in every aspect – what they are wearing – how they carry themselves – how they communicate – how they walk in the gate – how they act in the locker room – how they walk out of the locker room – how they get into the pool – how they warm-up – how they deal with adversity. I want you to create that visualization. We do that with every team every year. And then I ask the kids to put our uniforms and our suits on that team and I ask them, why is it that we cannot be this team? If anybody has a good response, please tell me. And obviously nobody does. We move forward and I tell them – this is our objective. If you can see it – we can be it. It is only our limitations that prevent us. So in terms of vision, that is our vision - nothing less. I would encourage you to do the same.

The next line asks a few questions. What can you sell 200 kids, 400 parents and a staff that will make them commit and sacrifice to you? What are you offering that is worthwhile following? So – what is your vision? Again – there are an infinite number of drills and an infinite number of sets, but I truly believe the vision and your ability to sell it is the glue that holds everything together. What is your hero’s journey and how would you like your story written? I don’t think it is unfamiliar to anybody that coaches do this for passion and I truly believe it is closer to a hero’s journey than anything else. I think it is important for you to know what you would like to be remembered for and what you would like to be accomplished.

Now, I read a great book called, “The Secrets of the Millionaire Mindset.” Now, it was a financial book, but I read it in context of a coach and in terms of success, and he had an interesting concept. If you took all of the money in the United States and put it on a plane and flew over the country and distributed it evenly, within five years it would end up in the same hands. So I thought a lot about that. The interesting thing is – from vision to reality – it probably takes on the average – five years. For somebody to have a vision and to create a reality – it is probably a 5 year plan. So what about swimming success? If you could take all the swimming success in the country – put it on a



plane – fly over the United States and distribute it evenly – in 5 years would it end up in the same place? I think that the answer is yes, and the reason is – we all have a success blueprint.

So it is important to understand what your blueprint is. And if it is not the one you want – you need to change it. You need to be willing to reach for more. Next question: What is preventing you from getting you from where you are now, to where you want to go? These are common obstacles: staff, swimmers, parents, facility. In my opinion, the only real obstacles are vision and mindset. There are too many teams that achieve success and Olympic level swimmers out of a small six lane pool with minimum staff. I believe, and I have seen, and it has been a part of our program, that you can do anything that you truly believe in. The rocking chair test: What could possibly matter 50 years from now – when you are sitting in a rocking chair – for those that are a little bit older – it would be 50 years, but what could possibly matter 50 years from now in terms of what you are doing now? Can you define it? I would say if you can define it, then sell it every day to your team because ideally, 50 years from now, every one of your kids will reflect back on something that was significant.

The next page – some quotes from some books that I have read. The first one, “Jesus, CEO.” What do you tell yourself on a daily basis? What is your mission? Can you define it in one or two sentences? Do feelings stir inside you that might contribute to a better way of life for others? How much do you believe in yourself? What daily energy keeps you from being focused? How do you show your daily commitment? And on and on – again – I truly believe the end result is directly affected by the big picture plan. The next page I am going to talk about selling the vision. There is a quote that says if you want to be happy – set a goal that commands your thoughts, liberates your energy and inspires your hopes. That is not just for you – that is for every kid on your team.

Another one of my favorite quotes, “Come to the edge he said – they said we are afraid – come to the edge he said – they came – he pushed them – and they flew.” Now, it is definitely a quote, but if you think about many teams – too many kids are afraid to make 100% commitment. They are afraid to fully immerse in the process. They like to stay with the mainstream – stay with their friends, but the ones that fully commit realize the benefit. And in addition to that – for a lot of coaches and teams – they fail to fully engage kids in the program. The next quote – “The most pathetic person in the world is the person who has sight, but no vision” – so you can see and you can do, but you have no vision about what is possible. So what is your vision about your team? What is it that you are going to sell every day to kids and to parents? In our program, clearly and simply, we want to create a model organization. We want to have an extraordinary environment where character, integrity and mutual respect rule. We want kids to love swimming and love coming to practice every day. So much so that they want to go on to swim in college and train harder for four years. That is our vision.

You need to have a vision and you need to sell it every day. We talk to the kids constantly about this – why we do what we do. Be clear while you are here. Your vision must be about the greater good. We talk to the kids constantly about this – why we do what we do. Be clear why you are here. Your vision must be about the greater good. When we talk to our kids it is not about us – it is not about the program – it is about them – everyday and they understand that. Specifically, you need to know the community – the environment – the needs – the challenges – the individuals and the opportunities. It has to be a win-win situation. There are programs that focus on winning for the team or winning for the coach. The kids need to know that they are involved in the process.

Sell the bigger picture. Regardless of what your objectives are – you want to win a national championship – you want to win a conference championship – whatever your objectives are – there is a bigger picture and in our view the great lessons of sports and life are here to be learned and enjoyed by everybody. The virtues of commitment, spirit, teamwork, attitude, effort will stay with you forever. Specifically, keep it simple. One of the teams I coached many years ago – we had a catch phrase – simply the best. And it was simply the best about everything and we told the kids that. The way you walk in the gate – the way you warm up – the way you look – the way you talk – the way you act – simply the best and we used the Tina Turner song, “Simply the Best.” It is a great song. We played it at all of our parties, but we reinforced it every day. Our objective is to be Simply the Best at what we do – at everything we do. And the kids bought into it. It was easy to discipline after the fact because they liked the idea and when we did something or somebody did something that did not fit into our philosophy – we talked about it and we made it very clear.





We sell everything - anything and everything – as positive, which I will talk about later. Discipline, as a statement of character; technique, as a statement of efficiency and focus; punctuality as a statement of commitment to the process; team attire as a statement of pride; and humility as a statement of selflessness. We made sure that they understand every component and why it was significant.

What is possible? We talk to the kids a lot about this. Be an athlete as opposed to a participant. Too many kids participate. They show up – they go through the motions. What is the essence of being an athlete? The best of an athlete? Do a sport as opposed to doing an activity, be a team as opposed to a roster, and create a culture as opposed to an organization. We talk to the kids constantly about these things. Anybody can participate. Anybody can do an activity. It is easy to create a roster and it is easy to create an organization, but can you create a culture of athletics, sports that is superior?

The strategy: Communicate and articulate at every opportunity. It is easy to visualize what you want to do, but how do you communicate it? We do this every chance we get – team meetings – pre-meet meetings – group meetings – coach’s meeting – parent meetings – workout meetings, individual meetings. I would encourage you to talk to kids and parents at every opportunity. Ask for buy-in. I know that it is a rhetorical question when you have a group of kids in front of you and you say something like, do we want to be the best team in the country? And they say yes, but once they do, they have bought in. And two significant things happen – they have made a commitment and you now have the responsibility. So buy-in is critical. Everyone must be on the same page. Too often there is an identity crisis in teams. Some want to have fun – some want to win – some are striving for success – there has to be a common theme on a team and everyone must understand it. Now, don’t make it about winning – make it about mastering. It may seem a little bit off what your objective is, but winning is relevant. If you are in a weak league – winning may seem successful at first, but it is not really moving you forward. Make it about mastery – getting better at every aspect of your team – training – warming up – walking in the gate – your appearance. In that respect, everybody can win. Don’t make it about being better than somebody else - people want to beat teams in leagues, but you know what? If the next year that team is weaker and you beat them – you may be weaker as well. Make it about being better than you were the day before.

Reinforce the positive – don’t tolerate the negative. We make it very clear to our team – when they do well we let them know – when they do not do well as a team or as an individual – we are very aggressive about sending that message. Empower leaders, engage laggards. If there are people that are moving forward, pull them out and talk to them. You are doing a great job. If there are people that are struggling – pull them out and talk to them. These are the things that we want you to do. Begin with tactical discipline – it is just not how we do things and this is very important. If things are not working you should send a message of discipline. The reason is – this is not who we are. If you have articulated a vision – you need to send the message back – we don’t do it this way. You need to understand. The kids that buy into the bigger picture will understand.

Visualize everything. We have a saying that we talk to our team when we do things and if they think they do a good job we say, well – that would be great for an average team. Is that your objective? And they realize again – a rhetorical question – well no, but it is poor for a great team. You need to understand because in simplified context – kids think they do a good job. If they want to be the best team, it needs to be better, so you need to put it in perspective.

Okay next – on selling a team – building the team. The best way to improve the team is to improve yourself and again with regard to team there seems to be a disconnect. Kids think the team is an entity and they are over here. If they like what the team is doing then they will get involved. If they don’t – they will stay over here. Maybe they come late – maybe they get in late – maybe they are not as focused. You need to make sure there is no disconnect. Everybody affects the team in every way. And we talk about this – literally from the time you walk in the gate – how you take the covers off the pool – you are a part of the team process. There is no disconnect. You do not get to choose when you are a team player and when you are part of a team process. Another quote, “Personal relationships are the fertile soil from which all advancement, all success and all achievement in real life grows.” We



sell that. So what is your vision with your team? Our vision is to have the greatest team environment possible. We do not tolerate any negative behavior. There was a great quote from the movie, "Miracle." I am sure most of you have seen it. "This cannot be a team of common man – who do you play for?" If you saw the movie – emotionally it was a great point in the movie, but the significance which we told our kids – it is not that that was emotional, it is that that was the point where all of the players in the US Hockey Team abandoned their individual identity and

gave in to the team process. They let go of themselves and gave over to the team. The other thing that they did was they embraced work ethic. If you remember that scene again – again – again – they finally got it, so the two significant things in that movie that changed the course of the US Hockey Team and the greatest sporting event in US sports history was the abandonment of individuality and ego – giving over to the team and embracing work ethic. And if you really look at what a team needs – that's it. It could not have been more evident and certainly wasn't more evident than in that movie.

I read a book called "Mutant Message Down Under," which I do not think was widely distributed, but I think it had a good message. There was a US reporter that ended up with an Aboriginal tribe in the Australian outback and she wanted to learn more about them and she wanted to write a story. In one specific instance, they wanted to play games and she said, "Well, I have a game. Why don't we all line up here and we will race to that rock and see who wins." And there was silence and she looked around – they didn't speak English – there was a translator – and she said, "I do not understand." and the translator came back to her and said, "Why would we play a game where one person wins and everyone else loses?" Well, to me, that was the most significant thing in the book, and I thought, "Can we create an environment where everyone wins?" Certainly we want to swim fast and we want people to do well, but can we have a winning opportunity for everybody? In selling the team, you have to sell commitment and sacrifice, as talked about in the movie "Miracle." Without sacrifice, it won't happen. The more you sell the kids – the more they sell the parents – the more you sell the parents – the more they sell the kids. Your success depends on the team success and we tell kids this often in developing a team vision. It is not about you, it is about the team success. The better the team does – the better you do.

Another concept – the team is no more than the collective actions, attitudes, and efforts of everyone. As I said earlier, it is not an entity unto itself. If somebody walks into morning workout with their head down I stop them. You can't do this – this is not good for the team. Tell me why you don't want to be here. We reverse that pretty quickly. So in terms of selling the vision and the team, everybody must understand the greater benefit. This is probably one of the most significant aspects in visualizations – you can have the wind at your back or the wind at your face. We talk about this regularly with the team. A great team environment is like you as an individual having the wind at your back. A weak team environment is with you having the wind at your face – which do you choose?

Another concept is One Stitch. The one stitch concept is - visualize the greatest piece of clothing that you have. It is probably easier for the girls than the guys, but they come up with something. I ask them to think about one stitch coming undone from a seam – it is not a big deal. Two? Probably not a big deal. You would still wear it and it looks good. Three, four – a hole develops in your favorite article of clothing, but if you don't deal with it – eventually it unravels and you need to understand that. So, what is the one stitch? Is it walking in late? Is it having a negative attitude? The kids need to understand – the one stitch concept. The power of one – we talk about a lot. The power of one is – it only takes one person to make a commitment to the process and to the team and that is you. One – one person will make this an extraordinary organization. We have 70 kids in our high school group. We only ask one kid – make a commitment.

Create an environment where people swim more for the team than for themselves. We recently had a situation at our championship meet where a kid came up to me and said, "Don – I would like to talk to you about the free relay." My first thought was, there is a problem. I said, "What do you want to talk about?" and he told me about a kid in the group that had been working hard and really wanted to swim on the relay and I said, "What is your point?" And he said, "I want to give up my spot." Now, that is not too common, but if you create an environment that is focused on team – the kids will pick up on that sort of thing.



In terms of the strategy: the thing that we demand is team attire at all meets. Team caps – we tell kids they cannot swim in a meet if they do not have a team cap. We have team caps worn at workouts. We reinforce everyone as part of the team – its success and its failure. Celebrate the success of others. We go to a lot of meets and we demand that kids cheer for everyone because you will never know when you will be the one in the water in a final swim, struggling to win an event and you want to see your teammates at the other end of the pool. So we demand it. We create a “WE” environment. We use WE always. It is never “I” or “You.”

This is another significant thing. We punish and reward as a team. Now, if you do this the individuals will not like it. They may rebel. They may even quit. “Well, that is bullshit – I didn’t do anything wrong.” – clearly the individual. The team players embrace it. “You are right. We didn’t do a good job.” So that is another thing that we do.

Communicate with everyone every day. We try to talk to every kid every day about something. Two cancers on a team are ego and negativity. Recognize them early and take action. On our team – it is not tolerated and not allowed. We have a saying, if you have an ego – you have a problem. We will help you with your problem or you can get help somewhere else, but not here.

Manage the life of an athlete – not the season of a swimmer. Very big picture. We like to write workouts. We like to make sure that workouts are the right workouts for the day, but can you take a step back – enough to look at this workout in the life of a swimmer? We do that. Be great the way you walk in – warm-up – cheer, as I talked about. Being a committed team person and being great is not just one action, but it is constant. In this picture we were at the San Diego President’s Day Classic in February and you can see that there was a lot of team support. This is the thing that I watch, and I am not going to sugar-coat it, we tell the kids to do this. But they actually embrace it and, as you can see in this picture, everyone is in team attire. Even the coach on your right is in team attire. That is definitely a high priority when we travel. When we went to this meet we had 50 teenagers with no chaperones. They were on time every time. They were in team attire at every point on the trip and there was no problem. And I want to tell you – this was our vision right here. That we could take 50 teenagers, when in a community everybody was concerned about traveling. But because we had established an infrastructure that was based on character, integrity, and respect, that we could do this. And not only did we do it – it was easy. We really did not have to do anything. So, this is a phenomenal group of kids and this picture was one example of the great things that they did at this meet.

So to conclude: When I was young, at meets I used to watch times. Now I watch the team and I try to see if this team is moving forward in the way we want, that this team is creating the vision that we want. It is less important how they do in individual races and more important how they act in the big picture. The next slide is selling the coaches. Now in terms of the coaches, what we look at is – a team within a team. Coaches need to understand, if you are the head coach, that your staff is working with you and not for you. It will accelerate the process. There is a quote that you may be aware of. “The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, the great teacher inspires.” There was a book by Jim Collins, “Good to Great,” which talked about the close link between a great company and a great life. Now we certainly look at our swim team as a great company and it is the people that you ride the bus with. Are they people that you love and respect on a daily basis? You need to make sure you find those people, hire those people, embrace those people and keep those people.

So in terms of your coaching vision, what is it that you are trying to accomplish? Again, our objective is to be a team within a team. On our coaching staff, we literally go back 40 years. We have known our next assistant coach since he was two years old. We grew up with him, coached him, hired him and have been with him ever since. I think that the staff that you employ is critical to your overall vision. Some of the things that we sell coaches: How many people can influence a large group in some of the most significant areas of their life? If you think about it, and I have talked to even young coaches about this, it is not a common thing and it is very significant. How many people? Can an accountant do that? Can a lawyer do that? Maybe a doctor. A coach can do that. The opportunity to work with and positively influence a large group of people – primarily children – is the greatest thing you can do. Now, I can’t imagine anything better, so in terms of coaches, we sell the benefits, we sell the vision, we make sure



that we hire the right people. The strategy: It begins and ends with you. Lead by example. The staff must buy in. You must speak the same language and see the same vision – everyday. A divided staff will lead to a divided team. You may not realize that early on, but it will materialize.

Another concept: Who is grading you? After 30 years I literally do this on the way in. I challenge myself to do a great job. On the way out, I grade myself. And actually, when I don't do a good job, I get upset with myself. Do you have ten years experience, or one year experience repeated ten times? A great saying I heard a long time ago and I thought about it. You know, a lot of people have some something a long time and they think they have a lot of experience, but they repeat the same thing over and over again. Are you gaining experience or repeating experience?

Create an environment where people will want to volunteer to work for you. Be a leader: look like a leader, act like a leader, talk like a leader. Respect is key. The kids and the coaching staff must respect you. On our coaching staff, some small things: we don't sit, eat, socialize. We try to send a message back to the kids every day – "We are as committed as you are to this process." Be willing to do what is in the best interest of the team – even if it is not popular. Now, in terms of strategy: Hire from within, all things being equal. Hire great people, great role models, great character, great leaders. Have a progression plan, a succession plan, a backup plan. Delegate. Have regular staff meetings, pre and post-meet meetings. Have workout meetings, head coach to spend time with all of the staff. The kids used to joke with us that we would set up meetings to schedule meetings. The main thing was communication about every aspect of the program. I am going to go quickly through the rest of it because this is important.

Selling the parents: Now, can I take a quick show of hands? Positive or negative: Positive - you view parents as positive. Raise your hand. Negative – raise your hand. Okay, so the question is, Clearly they can be an asset – how do you embrace them? How do you bring them into the process? How do you get the best of parents? I know that it is a double-edged sword. Some programs do not allow parents on the deck, some programs do. I will be honest with you. In our program parents ask if they can come and watch workout, and I tell them, "I want you to watch workout because I want you to see what your kid is doing. I want you to see the peer group. I want you to see what the workout does. It is an extraordinary process. Please come and watch it. Understand your boundaries, but yes – watch the workout. We would love for you to see what you are making an investment in." In terms of the parents – sell the benefits of the program, the process, the sport, at every opportunity. Every time we talk to parents, whether it is an individual, or a meeting or community event, we talk about our program and the process. We just keep trying to sell it. We know it is not easy, but we want parents to buy in. One note: Know how you are perceived. There are some coaches that are not perceived strongly by parents and they discount them. In my opinion you should always understand how you are perceived by parents. You should know, and if there is something you do not agree with, you should address.

Selling training: This is an easy one. In my opinion, and I think in general consensus, the greatest virtue in the world is a work ethic. So we sell that. Don't look at it as getting up in the morning or coming to workout. Look at it as embracing workout ethic – the greatest virtue that you can have. The strategy: Have kids start with the big picture. When we do goal setting we don't look at times. We don't look at records. The first thing we look at is attendance, work ethic and attitude. If you cannot set those goals and meet them – forget the time. It is never going to happen. Set the big goals first. In terms of selling training – it is the greatest virtue you can possibly master. There was a movie out recently called "The Greatest Gift". It was not widely viewed. I went and saw the movie. The first gift – the first gift that was given to an arrogant, undisciplined, young man was a work ethic. The first one – the foundation of everything else was work ethic.

In terms of training: there are things that we do – we monitor the workout in every capacity. We try to make sure that we prepare the best workout, for the week, the cycle, the season, the year, and I'm going to be honest with you, the career. When we write a workout, does this fit into the career – will this make him better? Make them think – make the stroke better – create an environment where discipline is inevitable. We try to control technique and control endurance. It is easy to do. The things we emphasize: If you don't count, you don't care. Every lap, every stroke matters. We make sure we organize groups to build a team environment. In terms of selling



technique – we clearly sell it as the foundation of your development. Perfect practice makes perfect. Practice makes permanent. Technique is like ironing the wrinkles out of a beautiful shirt, and we create that visualization. The most valued thing that you own is wrinkled. Imagine doing stroke work as ironing the wrinkles out, because most strokes can be beautiful, but they need work. The strategy: Stroke keys. Every swimmer must know personal stroke keys and fundamental stroke keys in their stroke. The way we do things – we get buy-in from kids on committing to technique. We make technique a source of team pride. We take pride in the way we value technical development. We talk about bottom up or top down. We will either train you and develop your strokes or develop your strokes and train you. If you do not focus 100% on your strokes, you are going to get trained - You choose. They always choose technique.

Okay, my personal favorite is selling the negative, building the team. This is probably the most significant and the hardest. Obviously, in sports and in anything that is adverse, there are challenges. What we try to do is position them as a positive. That which challenges you makes you stronger. The glass is always half full. A thing is not good or bad – only your perception makes it so. We talked about this the other day. Vegetables, homework; the kids go – ah, that's good – that's bad. But in terms of things being bad, if you can deal with them and get good at it, that only makes you better. We have a very strong theme - that is, to be above the weather. It is a mental and a physical challenge and our entire team has embraced it. We had a championship meet and it happened to rain. And we did really well. Our team embraced the concept. What we try to do is find the most negative thing and position it as a positive. The positive is that, if I can do this well – what else can I do? We also tell them, taking pool covers off in the wind and rain at 5:30 in the morning may be a negative thing, but can you position it as a positive? And it is pretty easy to do. If I can stay positive when I can do this – how will I be in the rest of my life? So, we strongly encourage that.

The c-word: no complaints – not tolerated – not allowed. You are not allowed to complain about anything. In our workouts we get kids out of the water on a regular basis. That is for several reasons – mostly to explain the sets. A lot of times it is windy and it is raining. We tell them simply, "If you cannot deal with five minutes of wind and rain, how do you expect to be an elite athlete?" And immediately they realize, "I need to deal with this." And they do. So, we get kids out of the pool in the wind and rain, and we go over a set, and nobody says a word. They don't even shiver. They do not let their teeth chatter. They just listen, because they understand the mental and the physical challenge and they want to overcome. That alone is a great concept and we all often hear kids say, "Be above the weather." And another thing – well actually it is anything. If you are warming up and the pool is crowded – typically kids will come out and say, "It is too crowded. I can't do a good job." We say, "But what if you had to do a good job? What if this was the biggest meet of your life and you had to do a good job in a crowded pool? Would you do it?" "Maybe." "Well, do it." So any negative repositions as a positive. Get kids to do that and get them good at it.

Selling character: This is easy, and our catch phrase is "Character first." Our philosophy is, "With character first - work ethic, integrity and everything else follows." I think you end up chasing a lot of things if you put character last. So we tell them right off the bat, "This is a character first environment. If you can't live in that environment, it is probably not going to work out well for you." So from a character-first environment, it is easy to get work ethic. It is easy to get kids to focus on technique. It is easy to get kids to focus on the team commitment. "Do the right thing." The litmus test that we use, which makes it easy for kids is, "If Ron or Don were standing next you, would you do it?" And, the answer gets pretty easy. "We sell character as the foundation of your life – not the foundation of this swim team, but the foundation of your life – do the right thing. The better the athlete – the better the person – the better the team."

I will conclude with: Let's get real: which is based on a story from years ago and my public service message to coaches. When I was young and I was coaching 16 hours a day – I remember a dad came up to me and he said, "How is it going?" And I said, "Ah you know – it is actually pretty hard. You know, I am up at six and I am going to bed at 12 and doing a lot of work and I am in the sun." And his response was, "Wait until you get into the real world!" And I thought, "Wow – the real world. I wonder what that is like?" because I was pretty stressed and pretty fatigued.





So as years went on, I thought about the real world versus my world and I realized eventually that my world *was* the real world. We were dealing with life. We were dealing with change. He was dealing with success and money. And I really remember looking up to him – he had a white shirt, red tie, navy suit. He was very successful and I did want to be like him.

One note I made on this is, depending on your coaching situation, negotiating with a 5 year old to swim the fourth leg of a relay, as the third swimmer approaches on a cold Wednesday night meet – some of you have been in that situation – giving a motivational speech to bring a team back from a deficit, dealing with a teenager that decides to put themselves ahead of the team, staying composed when dealing with an upset parent – we deal with this sometimes on a daily basis.

So what is the real world? Being creative? Being challenged? Communicating clearly? Having a positive attitude? Dealing with pressure every day? Being analytical? Being organized? Supervising? Teaching? Motivating? Negotiating? Managing? Disciplining? Planning? Goal setting? Creating a vision? It is not uncommon for you to do this every day, so what is the real world? In my opinion – and I did work on the business side for years – the real world is what we do. We do change lives. We do make a difference. We do deal with things every day that most of the world doesn't deal with. And I made a few notes – business has too much individualism, ego, selfishness. They want what you offer. I have talked to several people over the years and their response is. "I would love to do what you do and I would love to be who you are." So in conclusion, on the summary, I encourage you to create a vision for your team. Sell it with a passion. Articulate it. And all things will follow. And again, in terms of drills and sets, they are there for everybody. But I truly believe there is an invisible force that really drives the success of your team, and it is not a drill and it is not a set - and I love them and I use them. But you need to have a vision, and you need to sell it, articulate it and you need to build your team from that point. Finally, I thank you for your time and I wish that your vision becomes your reality. Thank you very much. Don Heidary





# How to Differentiate Great Leaders from Good Leaders

Jeff Immelt, Chairman of GE

Recently, I attended a memorial service for Dennis Dammerman, a retired GE executive and one of the very first people I interviewed with at GE 30 years ago. He was a mentor and friend to me and a great leader for GE.

Dennis was proof of the power of GE's meritocracy. He started at the bottom and worked his way to the top, ultimately becoming CFO and a vice chairman. He was tough-minded but fair; a great coach. He had excellent judgment and displayed calmness during crisis. He was loyal, and he loved his work. Simply put, he was representative of the best from GE.

GE is a company that takes great pride in developing leaders, like Dennis; and it is something I'm asked about often. People want to not only know about our philosophy for cultivating the next generation of leaders but also sometimes the more difficult question of how we differentiate among senior executives. How do you evaluate the talent at the very top of GE, or any other organization?

I always ask five questions about our top leaders:

## **1) Is the leader self-aware?**

Everyone has strengths and weaknesses. We can all improve, and we should embrace cultures of continuous learning. But top leaders cannot allow weak spots to be blind spots. We all need an accurate perspective of what we do well and where we need work. You can't lead credibly without it.

## **2) Is the leader committed to the company/organization; do they drive change?**

Senior leadership positions are tough jobs and we live in hyper-competitive times. Success requires real effort, and at the senior levels of a company like GE the ability to drive change distinguishes you. It's not easy and you have to be stubborn; you have to be resilient. After all, every idea begins with a constituency of one. There's probably one or two times a year that I turn to our very top leaders and say, "we're going to do it my way." Do that too often and good people will leave. But if you never do it, nothing ever happens. Trust your instinct (and make sure you have the right instincts).

## **3) Is the leader a "giver or a taker?"**

Just as the best leaders need to go with their gut, they must also be responsive to those around them. They realize that open, respectful, transparent conflict is a hallmark of great companies. Top leaders must also give back to the culture to make it meaningful and lasting. Build a *WE* not a *ME* organization. You have to inspire people. An idea or initiative may start with that constituency of one, but eventually you need buy-in from a company of many (about 300,000, in fact, at GE).

## **4) Is the leader a critical thinker?**

It is easy to follow the crowd and allow the status quo. It is also the way companies and organizations get in trouble. The very best leaders avoid "group think." Instead, they look at challenges through different lenses and from different perspectives. They understand context and have a strategic sense of how to put things where they



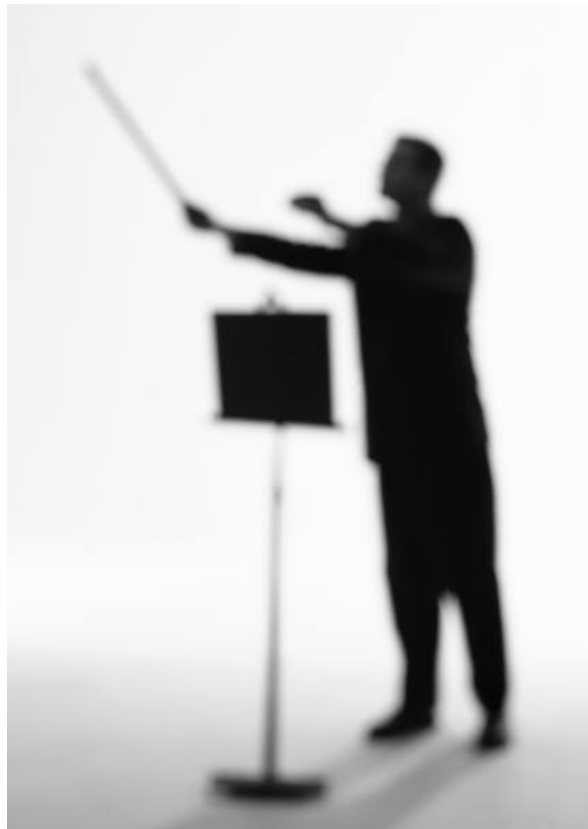
fit both within the organization and in the world. As a matter of imperative, the top leaders know how to simplify. This might be the most important leadership trait of our time. The very best leaders cut through the complexity. Every process drives speed and accountability. They get results.

**5) Lastly, does the leader have a dream for themselves and the company?**

Good leaders have passion. They have a vision. They think and dream big.

At GE, we view leadership development as integral to our culture and our future. We try to create global leaders, people who can navigate the complexity of our times with clarity, courage and integrity. I believe we have a pretty good track record. Dennis Dammerman was proof of that. But I also know we don't have all the answers.

What attributes do you look for in a top leader?







## How Do You Know If You're Organized Enough?

I have always assumed that people who could benefit from organizing help know it, because they feel the stress and burden of being disorganized. But lately I'm becoming more aware that there are a lot of people who have no idea how stressed they really are, or how different life could be with a bit of organization. So I've come up with some questions you can ask yourself.

*Most of the time...*

- Do you feel like your home is a welcoming, safe haven when you walk in the door?
- Are you able to fully relax in your home?
- Do you enjoy what you see in your home?
- Are you comfortable letting other people see your home?
- Are you comfortable letting co-workers see your workspace?
- Are you able to meet your commitments (or at least the ones that don't depend on other people)?
- Are you achieving your personal and professional goals?
- Are you able to pursue the hobbies and leisure activities you enjoy?
- Do you feel like you have enough free time?
- Are you spending the majority of your time doing activities you consider to be worthwhile?
- Can you find things when you need them?
- Are you able to keep up with the laundry so that you have clean clothes to wear?
- Do you eat a healthy diet?
- Do you pay your bills on time?
- Are you on time to work?
- Are you on time to appointments?
- Do you have time for exercise and regular health care?

How did you do? These are quality of life issues that I think a reasonably organized person can expect to enjoy, and everybody deserves to enjoy.



## Fifty Ways to Lose Your Clutter

New habits are easier to establish one at a time. Here is a list of fifty ways to lose your clutter. Choose the one that seems easiest, and start there. You can implement more when you feel you're ready.

1. "Erase the Evidence" of your daily activities, or in other words, clean up after yourself!
2. Cancel any magazine subscriptions if you are more than 3 issues behind in your reading.
3. Never buy something the first time you see it. Give yourself a 3 day waiting period.
4. Set a limit for how much you will spend on non-essentials each month.
5. Keep a donation bag in your closet and in your laundry area. Feed it regularly.
6. Take all the stuff out of your kitchen, and put it in boxes in an adjacent room. Put things back in the kitchen as you use them. Seriously consider donating things that are still in the boxes after a month, or at least store them elsewhere.
7. Clear off one small area that you use often (bathroom counter, desktop, kitchen table, etc.) and make sure it is clear before you go to bed every night. Clear off a new spot each week.
8. Call the toll free number listed inside your catalogs to take yourself off their mailing lists.
9. Put a trash can and recycling receptacle in every room where trash and recycling are generated, preferably located along the exit path out of the room.
10. Always take something with you to put away when you leave a room.
11. Put a hamper wherever dirty laundry accumulates.
12. Spend at least 5 minutes a day creating and then maintaining a [mail management center](#).
13. Take yourself off junk mail lists. A few clicks from this site and you'll be well on your way: <http://www.recycleworks.org/junkmail/residential.html>
14. When you get the urge to go shopping, go for a walk instead.
15. Clear a space of honor with a prominent location in your home and display some sentimental items that are currently stored away.
16. Spend an hour a week (at least) using and enjoying your craft supplies. See how long you can go before you run out.
17. Make your bed every day.
18. Take all the stuff out of your bathroom, and put it in boxes in an adjacent room. Put things back in the bathroom as you use them. Seriously consider discarding or donating things that are still in the boxes after a month.
19. Spend 5 minutes every day putting things away.
20. Spend 5 minutes every day gathering things to donate.
21. Spend 5 minutes every day envisioning how you would like your home to look. Write descriptions and draw pictures. Include as many descriptive details as possible.
22. Develop an awareness of how you spend your time. Use a timer and keep a log to record how long it takes you to complete any task.
23. Spend the first 15 minutes of your day doing the task you dread the most or working on the project you've been avoiding, then revel in the fact that the worst part of your day is over!
24. Remove one knick-knack per week from each display area. Put them away to rotate with the seasons or donate them. Don't stop until you can't get used to how bare things look, even after a full week.



25. Fill a bag with trash every day as soon as you come home. Tell yourself that you're not "home" until the trash is out the door.
26. Establish a one in/one out rule. Make sure that you donate or discard one item for every new item you bring into your home.
27. Raise your standards: If you don't love something or use it regularly, don't keep it in your home.
28. Use an attractive container such as a wicker basket or linen-covered box to corral clutter that collects on your horizontal surfaces. Empty it when it gets full.
29. Pack up 75% of your kids' toys, and do an exchange every month or so. Notice how much better your kids play when they aren't so overwhelmed by too many choices!
30. Spend 5 minutes a day to choose 3 things you will accomplish the next day. Write them down wherever you will remember to look at them and then do them!
31. Clean out your car while you pump gas. Most gas stations have trash bins right next to the pump.
32. Create a launch pad/landing strip where you can place things that you need to take with you when you leave or put down when you come in.
33. Choose one item of clothing or one pair of shoes to donate each week.
34. Every time you're tempted to purchase an item that you don't really need, instead put the money into a fund to save for a pleasurable activity such as travel, tickets to the theater, a massage, etc.
35. Put things away during the commercials.
36. Take all the stuff out of your desk drawers, and put it in boxes in an adjacent room. Put things back in the drawers as you use them. Seriously consider discarding or donating things that are still in the boxes after a month.
37. Spend 5 minutes a day, or 30 minutes a week purging old files.
38. Find a clutter buddy and take turns spending an hour a week keeping each other company, either in person or on the phone, while you declutter.
39. Choose one book per week to donate.
40. Sign up for online bill pay.
41. Discard expired medications. Check your local community resources for safe disposal guidelines.
42. Create a household notebook to hold take-out menus, frequently called phone numbers, kids' sports schedules, team rosters, invitations and tickets for upcoming events, etc.
43. Host a monthly swap meet to exchange donation items with friends. Left-over's go to a local charity.
44. Talk to at least one person each week about your efforts to reduce clutter.
45. Take weekly pictures of your "clutter spots."
46. Gather all the items you are keeping that need repairs or work (such as shoes that need to be resoled or pictures waiting to be framed). Use masking tape and a marker to put an expiration date on each item. Schedule time to do the needed repairs, and if you haven't followed through by the expiration date, donate the items.
47. Spend 10 minutes a day to catch up on your reading.
48. Forgive yourself for unwise purchases and don't hold the items hostage, hoping they will make sense after another 5 years in your garage. Let them go and get on with your life.
49. Establish a daily 10 minute family ritual during which everybody picks up after themselves at the same time every day.
50. Choose one receptacle for your magazines, and purge when it gets full.



## ***The Uncommon Professional***

I went to the dark end of the inventory shelves, pressed my forehead against the wall and indulged myself in a few moments of quiet despair. Was this the way it would be for the rest of my life? Here I was, two years out of school, working at yet another mindless, low-pay, dead-end job. Up to this point, I had avoided the question by just not thinking about it, but now, for some reason, the awful possibility had come crashing down on me. The thought sucked every bit of energy from my body. I clocked out sick, went home to bed, pulled the covers over my head, and tried to forget about tomorrow and all the tomorrows that would follow. By morning I was a little more composed, but no less depressed. Listlessly, I went back to work and resumed my hopeless drudgery. There were several new guys on the job that morning - temporary workers even lower on the totem pole than I was. One of them caught my eye. He was older than the others, and wearing a uniform. The company didn't issue uniforms - in fact, the company didn't care what you wore as long as you showed up. But this guy was decked out in smartly pressed tan trousers and work shirt, complete with his name, Jim, embroidered on the pocket. I guess he supplied himself with the uniform. I watched him all that day and the rest of the days he worked with us. He was never late or early. He worked at a steady, unhurried pace. He was friendly to everyone he worked with, but rarely talked while he was working. He took the designated breaks at midmorning and afternoon with everyone else, but unlike many others, he never lingered past the allotted time. At lunchtime, some of the crew brown-bagged it, although most of us got our meals and drinks from the vending machines. Jim didn't do either. He ate his lunch from an old-fashioned steel lunch box and drank his coffee from a Thermos bottle - both of them well-worn with use. Sometimes people would be a little careless about cleaning up after they ate. Jim's place at the table was spotless, and, of course, he was always back on the line exactly on time. He wasn't just odd; he was outstanding - admirable! He was the kind of worker managers dream of. Despite that, the other workers liked him, too. He didn't try to show anybody up. He did what was asked of him, no more, no less. He didn't gossip or complain or argue. He just did the job - common labor - with more personal dignity than I had believed was possible with this kind of low-level work. His attitude and every action proclaimed that he was a professional. Labor might be common; he wasn't. When the temporary work was finished, Jim left for another job, but the impression he made on me didn't. Even though I had never talked to him, he turned my head completely around. I did the best I could to follow his example. I didn't buy a lunch box or a uniform, but I did start setting my own standards. I worked like a businessman fulfilling a contract, just the way Jim had done. To my great surprise, the managers noticed my new productivity and promoted me. A few years later, I promoted myself to a better-paying job with a different company. And so it went. Eventually, many companies and many years later, I started a business of my own. Whatever success I've had has been the result of hard work and good luck, but I think the biggest part of my luck was the lesson I learned from Jim so long ago. Respect doesn't come from the kind of work you do; it comes from the way you do the work. by Kenneth L. Shipley, from *Chicken Soup for the Soul at Work*



***Let the Butterfly Struggle*** - (unknown) – a parable on the benefits of struggle

A man found a cocoon of a butterfly

One day a small opening appeared

He sat and watched the butterfly for several hours as it struggled to squeeze its body through the tiny hole

Then it stopped as if it could go no further

So the man decided to help the butterfly

He took a pair of scissors and snipped the remaining bits of cocoon

The butterfly emerged easily but it had a swollen body and shriveled wings

The man continued to watch it expecting that at any minute the wings would enlarge and expand enough to support the body. Neither happened

In fact, the butterfly spent the rest of its life crawling around

It was never able to fly

What the man in his kindness and haste did not understand:

The restricting cocoon and the struggle required the butterfly to get through the opening was a way of forcing fluid from the body into the wings so that it would be ready for flight once that was achieved

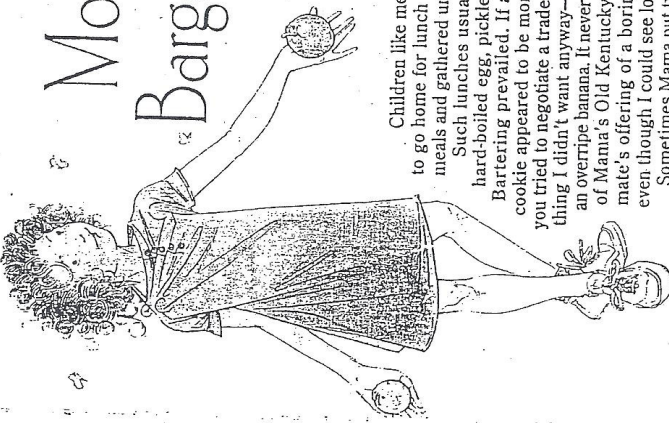
Sometimes, struggles are exactly what we need in our lives

Going through life without obstacles would cripple us

We will not be as strong as we could have been and we would never learn to fly



What Stella offered went beyond fair trade



# More Than I Bargained For

by Jean Bell Mosley  
Cape Girardeau, Missouri

It was an ordinary school day. I was in the fifth grade. Children like me who didn't live close enough to go home for lunch brought their paper-wrapped meals and gathered under the shade of a tree.

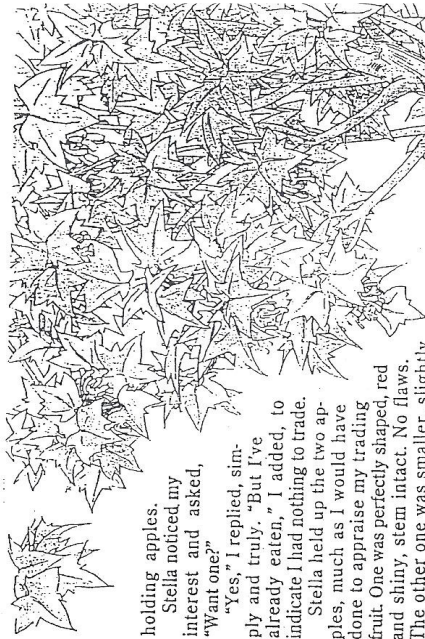
Such lunches usually consisted of a sandwich, hard-boiled egg, pickle, cookie and a piece of fruit. Bartering prevailed. If a schoolmate's sandwich or cookie appeared to be more appetizing than your own, you tried to negotiate a trade. I always tried to trade something I didn't want anyway—a mashed-bean sandwich or an overripe banana. It never occurred to me to trade a slice of Mama's Old Kentucky walnut cake for my schoolmate's offering of a boring-looking molasses cookie, even though I could see longing in the barterer's eyes.

Sometimes Mama put two pieces of fruit in my lunch package, one to be eaten at morning recess if I was hungry. Quite often, though, I saved that piece of fruit as my bargaining chip to trade for a sugary doughnut or fried apple pie.

Unabashedly, I always examined the looks and quality of my fruit to see which piece was best and then offered my classmate the poorer, less-attractive piece. I felt no pangs of selfishness. It was just good trading sense.

That autumn day after the lunch-bringers had eaten their food, disposed of the wrappings and dispersed to various parts of the playground, I lingered under the shade of a maple, watching monarch butterflies drifting lazily southward. I was still hungry and Mama had put no fruit in my lunch that day.

I saw my classmate Stella Downing coming up a path. She was returning from her home, one of the lucky ones who lived near the school. The sunshine glinted on Stella's black curly hair. Her blue dress matched the color of her eyes. We had something in each hand. When she drew closer I saw she was



holding apples.

Stella noticed my interest and asked, "Want one?"

"Yes," I replied, simply and truly. "But I've already eaten," I added, to indicate I had nothing to trade.

Stella held up the two apples, much as I would have done to appraise my trading fruit. One was perfectly shaped, red and shiny, stem intact. No flaws. The other one was smaller, slightly shriveled and dented on one side.

Without hesitation, Stella handed me the perfect apple. I held it for a minute, waiting for her to realize her mistake. But when she started to eat the flawed one I began to eat mine, casting puzzled but appreciative glances in her direction. Stella had no closer bond with me than any of our other schoolmates. But it had taken her no time at all to decide which apple she would give to me. I realized she would have made the generous gesture with others as well. Evidently it was her nature to give away the best.

Sitting there eating our apples, we laughed as a softball from a nearby game rolled between us. To me at that moment, it seemed the moving ball was marking a dividing line between Stella and me. I was the shriveled one, she the perfect.

When I finished the apple, overcome with admiration for Stella and shame at my own bargaining practices, I could barely stammer a thank-you.

But the thanks I give today is for that defining moment when I began to refine my bargaining powers. Now I attempt to cross over that imaginary line in the grass to join with the Stellas of this world who always give their best—and in doing so conduct their lives in a way that makes others wish to do better with their own.



## ***Bad Luck, Good Luck. Who Knows?***

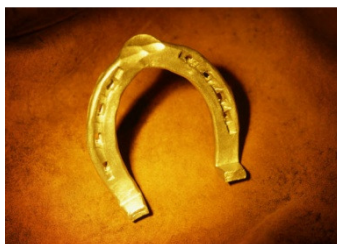
From "Healing Words for the Body, Mind and Spirit" by Caren Golman:

An old Zen story goes like this: An old Chinese farmer had a mare that broke through the fence and ran away. When his neighbors learned of it, they came to the farmer and said, "What bad luck this is. You don't have a horse during planting season." The farmer listened and then replied, "Bad luck, good luck. Who knows?"

A few days later, the mare returned with two stallions. When the neighbors learned of it, they visited the farmer. "You are now a rich man. What good fortune this is," they said. The farmer listened and again replied, "Good fortune, bad fortune. Who knows?"

Later that day, the farmer's only son was thrown from one of the stallions and broke his leg. When the neighbors heard about it, they came to the farmer. "It is planting season and now there is no one to help you," they said. "This is truly bad luck." The farmer listened, and once more he said, "Bad luck, good luck. Who knows?"

The very next day, the emperor's army rode into the town and conscripted the eldest son in every family. Only the farmer's son with his broken leg remained behind. Soon the neighbors arrived. Tearfully, they said, "Yours is the only son who was not taken from his family and sent to war. What good fortune this is..."







# On "Doing Less" ...a Story

BY JOHN LEONARD

Once upon a time, in a swimming pool in the far north, near the arctic circle in upstate New York, I learned a lesson.

There was a lane we called "the national team". Some of these 8 or 9 bodies had national cuts and others just aspired to have the national cuts, and were close. They all thought they were special. They came early, they stayed later, they were "the National Team".

They weren't the only ones I had in the pool during this time, and I moved from group to group, so periodically, I'd pass them by and say something like "Nice Job. You guys are working hard, keep it up, Good Work". They improved when they went to swim meets and swam faster and faster.

One day as I walked past, I heard Lynn Scully say to Amy Richards, "hey, cut me some slack here, slow down, I can't go that hard right now." (for purposes of full disclosure, Lynn is a male, Amy a female) Amy looked at him in a quizzical way, and went hard again. I ignored it and walked away.

The next day, I walked past, said "good job, Good work, makin' progress". Lynn and two other male swimmers didn't look me in the eye. Later in that practice, I heard Pete say, "Amy, I'm dyin' here, give me a break hey?" and heard Lynn chime in, "Yeah, no need to go this hard". And a third male said "Crap Amy, you're makin' us all work too hard to keep up with you!".

I learned from this that we can be two kinds of people... the kind that encourages everyone around us to work hard and achieve more, or we can be the kind that says "we don't have to work that hard to achieve more."

Amy slapped her hands on the water with frustration, gave up, stepped aside and moved to the middle of the lane to let Pete lead.

Our nationals Sucked.

I learned from this that we can be two kinds of people....the kind that encourages everyone around us to work hard and achieve more, or we can be the kind that says "we don't have to work that hard to achieve more". We each of us have both people within us. And everyone who has ever coached or ever swum or ever competed knows this is the truth.

If just one person backs off, it lets the next weakest person do likewise. It's a disease, and it spreads fast.

After that lesson, I always paid attention to the "lane talk" in workouts. And I'd talk to my teams about how to encourage each other to be achievers and how no one person in the group can achieve more than the group aspires to achieve. The group has got to get it right, and none can have the attitude that says "we don't have to work that hard".

And if they didn't want to be their personal best selves, they didn't

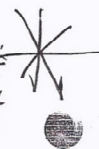
want to train with me. They could train somewhere else and float through with some other coach. Life, and this sport, does not reward those who "float through" ...it rewards those that enjoy the work for its own sake.

I would say for awhile that I was "amazed" at how much satisfaction the swimmers took from encouraging each other to do more than they thought was possible.

Now, I look back and know it was not amazing at all. It was normal. Because, you see, we can all chase to be the person who says "lets do less" or the person who says "lets swim faster". And once the team decides to only accept the positive input, there is nothing amazing about it. Its normal.

Since 1974, that experience left an indelible mark on me. It marked me with the knowledge that just one person who thinks they can "do less" can ruin a team, or a group, or an office, because we all have the capacity to sink, or to rise to leadership.

Think about that when your team is swimming up and down that lane. □







## Our (OA) Alcohol Issue

***Our written response to the team in a letter and an aggressive meeting about a non-team related alcohol incident.***

“Let’s simplify the key issues for all of you to understand. We do not own your social life, nor do we want to. We do however own the team and have a responsibility to every member. That being said, ANYTHING that affects the team IS a team issue. Period. It does not need a memo attached or Board approval. One person or one action can become a “team” issue. Chatter in the locker room Saturday morning made it a team issue. If in your world, this is not a team issue, what is? Will you know when it is a team issue and when behavior threatens reputations, athletic careers, and even lives? We truly believe that we as coaches are infinitely better qualified than you to assess the effect on the “team”. You do not have to answer to parents, or rumors. You do not sit in living rooms defining our team and its environment to perspective members, or sit in Board meetings answering questions.

What you did was not legal, not right, not positive, not conducive to being a serious athlete, not responsible, showed no leadership, hurt parents, and deeply affected coaches that have unconditionally supported you for most of your swimming lives. It is not obvious to us why someone could think this is “OK”. And the fact that your peers or friends may have done this does not legitimize it but rather suggests that you need to find other friends and better role models. We have seen, up close, every aspect of substance abuse from alcoholism to hard drug abuse to endless rehabs, an abyss of a mother’s pain, and even prison. Please don’t insult us by telling us it is “no big deal”. Wait until your daughter tells you not to worry, that, “it’s no big deal.”

About five years ago, a swimmer walked on the deck of this pool and told us he wanted to join our team. We knew he was a known drug user. We pulled him aside and told him that we were aware of his reputation and his social life and while we would allow him a trial period, if we heard one word related to drugs spoken in front of any member of this team, at any time, he would be gone and regret this meeting. He chose not to join the team. You were about twelve years old at the time and neither you nor your parents were ever aware of a two-minute conversation that put your safety and the protection of this team ahead of a new member, added revenue, and his “social life”. So you tell us where a “social life” ends and “team” character begins. We may not know the exact answer but we will always err on the side of caution, for you. And by the way, while some of you want to draw a line that separates this team from the rest of your life, we never have. We have never stopped caring about you or stopped supporting you when we leave the pool or take off our team jacket.

Some day you may have a thirteen, fourteen, or fifteen year old child and you will pray every time they walk out the door that they are safe and with good people doing the right things. You will pray that they can avoid drugs and alcohol, that they don’t lie to you, and that someone is looking out for them. You will also hope that they might find an athletic program that places a premium on character and doing what is right. While you would not assume it, you would take comfort in finding overprotective people



that run the program, people who actually care about your child as a person, even when they are not at practice. You will be grateful for a second pair of eyes to watch over them. You will care less about their success as an athlete than you will about their safety and personal well-being. Ask any parent.

Too often in this day, the coach is simply a spoke in the wheel of a teenager's life, and not a partner. Today, focus is more about being happy and being "right" rather than being respected and doing what is right. We cannot, and will not, fit into that world. We want to be your partner and not someone who is dismissed when he is not in agreement with you. We are not administrators enforcing rules, we are simply people who care passionately about you bringing out the best that lies within you and those around you.

As for insight into our reaction, it is not when we care this much or get upset that you should be concerned. For this you should feel fortunate. It is when we stop caring that the greater loss and the greater problem begins. And if you are not into the whole "character first, do the right thing" thing, you should know that every college coach we talk to asks about it and praises us for emphasizing it.

***Should you disagree with this, that is fine, it simply means that our priorities and our philosophies are opposed to one another and that this clearly is not the proper environment for you."***

Donnie & Ronnie

**"Integrity has no need of rules." Albert Camus**

