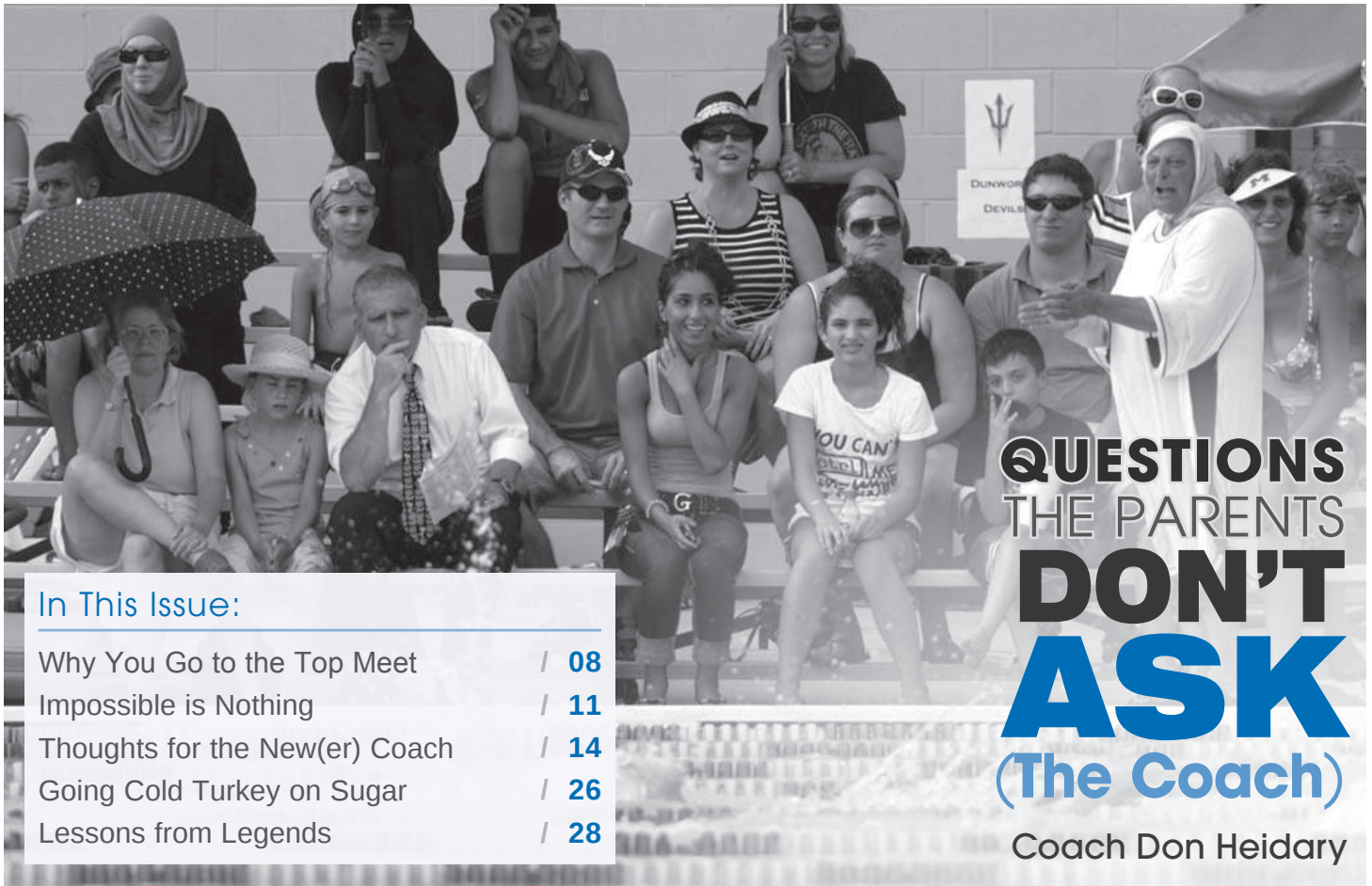


ASCA NEWSLETTER

AMERICAN SWIMMING COACHES ASSOCIATION

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QUESTIONS THE PARENTS DON'T ASK (The Coach)

Coach Don Heidary

I was having dinner one night a while back, and at the table next to me I overheard two mothers talking about their children and the local swim team their kids were competing on. The conversation went on about all of the usual topics that surface with regards to kids and sports. You know them well: which group their children are in, how much they enjoy it, their times, their goals, who their main competition is, team activities, what their coach is like; etc. Most of these considerations are centered on the general contentment/happiness of the child, on the program “working” for them, on how they feel about things, and on their potential for success. I contemplated leaning over and saying something like, “you know, regardless of your child’s ability, place, or even the satisfaction they derive from the program, if they can fully embrace work ethic, perseverance, and unconditional team commitment, it can become a life-

transforming process.” Realizing that might be a little overwhelming for the moment (pizza), I instead continued with my dinner, but did wonder what their kids really would get out of this sport and more importantly, what role these parents would play in either supporting or hindering their child’s personal growth and development, and even their athletic potential.

At our last team’s parent meeting, I decided I would pose some of the questions that parents don’t ask, but are in essence the ones that really matter. In addition to the things a parent needs to know (schedules, group structures, athlete expectations, team objectives; etc.), I talked about the things they should know, the things that may very well shape and define their children’s lives; not attendance (showing up) but real work ethic, not group guidelines but unconditional team commitment, not time standards but developing extraordinary

leadership skills and becoming a true role model in sports and in life. In thirty-five years, no parent has ever asked me to evaluate these things with regard to their child.

It really is staggering to think that a parent will spend thousands of dollars and mold their daily schedules (lives) around practice sessions and competition, and know virtually nothing about what lies beneath the surface, so to speak, of the athletic process. Given the magnitude of the commitment made by both the athletes and the parents (hours committed, miles driven, the effort, sacrifices, opportunity costs, and financial commitment), wouldn’t we all hope and expect there will be some deeply engrained, lasting benefit; something we can actually take with us? And the true long-term benefit will not be the time achieved. While it may be a marker, for most, it will not change the way one lives their life, or the quality of it.

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Continued from Cover: Questions Parents Don't Ask (the Coach)

Of course we all want kids to swim faster, and as coaches, the faster the better – for the child, the resume, and the club. Although performance is the only quantifiable measure of success in swimming, any transforming benefit will only come out of a deep-rooted, substantive, process driven, daily pursuit; a pursuit of virtues that matter whether you are a swimmer (novice or elite), a young adult navigating a treacherous social landscape, college student, or a young professional. And more often than not, the lynchpin in that process is the parent, more specifically, the parent letting go of the need for immediate success, constant improvement, and requisite comfort or enjoyment.

The quintessential component of (youth) sports is that it is one of the very few, if not the best venue, to learn and acquire the cornerstones of a “good measured life”, a life rooted in work ethic, discipline, self-awareness, compassion, and fortitude, yet these are too often overlooked. They are not acquired by simply showing up and they do not come easy. When you ask a child what they reflect on a decade after their athletic career has ended, the response is rarely achievement. Yes, it is the proverbial journey and not the destination. Kids generally won't remember their first JO time, the easy sets, random members of the team, or a coach who made no connection. They always

remember the most challenging sets (a sense of pride), teammates that made a difference (compassion), and a coach who made them not only a better swimmer, but a better athlete and person. So why not pursue adversity and challenge every day? Why not be a better teammate every workout? And why not fully embrace all that your coach is asking of you?

History shows us that young athletes who work hard are happier, yet it is generally not on the parents' need-to-know list. The ones that are more team-committed seem to be more compassionate and selfless in life, but this virtually never comes up in parent dialogue. And the ones that are more dedicated tend to do better academically, but many parents discourage practice while quite possibly breaking down the very self-discipline that their child needs to thrive academically.

But for many parents, they cannot see the “journey” unfolding. Unfortunately we see parents fighting battles and losing the “war” – battles of attendance, performance, groups; etc., with success and improvement trumping personal and athletic growth, when they should be byproducts of it. Too many young athletes feel extraordinary pressure and can't even grasp concepts like work ethic and team commitment when they are singularly focused on the next race, and the next, and the next.

At the highest level of experience, parents just

want their children to be happy. While it can manifest itself in overprotective actions, the essence of that pursuit is also inherent in a parent being happy. We all know that if the child isn't happy, rarely is the parent. But if a parent had to choose for their child to be happier or “better”, what would they choose? What about being more content or more resilient, a better stroke or a better teammate, a faster time or a greater work ethic, what would they choose? I always wonder which a parent would prefer: to have the most successful swimmer on the team who is the least respected, or the weakest swimmer on the team who is the most respected. And why? How does a parent reconcile success or lack thereof, with personal growth?

- ▶ A coach sees a child with limited natural ability but an extraordinary work ethic and great leadership traits who thrives in the athletic arena, while the parent sees the child as a failure for not performing at a higher level, or:
- ▶ A parent sees a child prodigy as scholarship-bound, while the coach sees a disconnected teenager who everyone (but the parents) knows is making self-destructive social decisions.
- ▶ Which would/should a parent be more proud of; a swimmer who anchors a winning relay at a conference championship with a

poor split, or a swimmer who gives up a would-be winning relay anchor leg to the fifth swimmer because they do not feel at their best (when they had the fastest time going in)? Who is the true champion?

It is easier to require daily attendance than to require that your child inspire others. We have all seen successful athletes that don't embrace the work or the team, and "non-successful" athletes leave the sport because they feel there is nothing there for them. Both are a loss that could have been avoided with proper perspective and focus.

It would be hard to dispute that a great work ethic, a more resilient will, and a more compassionate heart would be invaluable to anyone, yes, even a child, or especially to a child. That with these things almost anything is possible in life. But why don't parents look for it? Do they not care? Do they not realize that these things are unfolding daily? Do they not want to know? These qualities may not be overt at the dinner table, doing homework, or in common social interaction with friends, but they are in the pool every day. They are inescapable. They have little to do with intelligence, GPA, social status, and especially not ones level of performance. Parents may not know, but we do. We, as coaches, may actually have a keen awareness of the most important aspects of a child's life.

Let's talk

The typical parent (post-workout) conversation is generally centered on one question: How was workout? To which the most common answers are, "easy" or "hard". What if questions on the ride home were more along the lines of, "did you give your best today" (work ethic) and, "did you help the team in some way?" (team commitment/greater good), two invaluable lessons and life skills. What if parents not only insisted on knowing these things, but demanded them from their children?

Wouldn't a parent like to hear something like this after asking their child how practice was?

"Mom, I really pushed myself tonight at practice. My goal was to make it my best practice ever, and I think it was! I also really tried to encourage and support my teammates. I think I made a difference. And David forgot his goggles so I gave him mine. And, I am sorry I am a little late but I stayed to help the

coaches pull the pool covers."

Life vs. Laps/activity vs. Impact

So, given this extraordinary life backdrop that every young athlete finds himself or herself in, what questions should a parent ask? What should a parent know? What should a parent support? What should a parent demand? These questions could offer a more tangible conversation than, "why is their time not improving?", "why does his arm still cross under his body?" or "why is she the last one off the blocks?" What about:

- How is my child's work ethic? And please be honest.
- How do they perform when circumstances are challenging?
- Are they resilient?
- Can you push them harder? Can you push them to a breaking point? That will happen in life and I would like to see how they respond.
- Do they remain positive at the most difficult times?
- Do they complain? I would prefer they do not, ever, and I support you to let them know it is not acceptable, regardless of the reason.
- Do they remain focused and not social or disconnected?
- Do they like this?
- Do they make sacrifices?
- If they are a leader, do they lead in the right direction? If they are a follower, are they following the right people?
- Do they volunteer to help?
- Do you respect them? If so, why? If not, why not?
- Do they support teammates in workout, not their best friends, but everyone?
- I would like them to do a disproportionate amount of work to help this team. Can you make sure they set up, clean up, and do more than any of the other kids?
- I know this is not your job as a coach, but I would like to be notified immediately if you ever see:
 - » My child being disrespectful to anyone for any reason
 - » Shirk any responsibility
 - » Not be fully committed in workout
 - » Seem distant or depressed for any

reason

- » Them associating with anyone or anything that might be considered a negative influence
- My last question is, how can I support you and the team, in offering this incredible growth opportunity for these children?

There was a recent article about placing the process as the primary focus and not the goal (time). While I truly believe in goal-setting, if your first goal is not commitment to the process, the work, and the team, the time becomes irrelevant. I gave the article to our team at a meeting and offered a few suggestions for becoming process-driven:

- 1. Do everything exactly right.** Become obsessed with being on time, counting repeats/laps, knowing times, stroke counts, executing drills; etc.
- 2. Work every wall – every wall.** Make it a mission. No lazy, illegal, or poor technique turns or streamlines. Have a kick count and a distance underwater and commit to them.
- 3. act everyday as if you were the leader** of the team, as if the success and character of the team was solely dependent upon you.
- 4. train like a warrior.** Push limits. Inspire and motivate others. "If it doesn't challenge you, it doesn't change you." Embrace the path of most resistance.
- 5. touch one person with compassion,** empathy, and support – every day. Care more. Be a great teammate and role model.

What would youth sports look like if kids and parents were obsessed with being great at the process?

the Meet Process/a Life Process

At a meet, too often the process is overly simplified and unfairly quantified. Parents drop the child off, unpack the gear, attend to needs, watch the race, look at the time, and evaluate quickly with limited or no data. End of process. Typically, if a child improves his or her time, all is well. The kids are happy (justifies the process) and the parents are happy (justifies the process and the kids are happy). But, what if the time was indeed better, and the child arrived late, was not in team attire, shortened the warm-up, spent

most of the meet with their best friend (not the team), did not warm down, swam a poor race, and bragged about the swim to others?

What if a parent's response to a race was something like this?

"Statistically, there are few occasions that you will perform at your best. I also know that, statistically, every time you step on the pool deck, you can grow and develop as an athlete, a teammate, and as a person. I know there are some things that you cannot control and some things that you can. The reality though, is that the things you can control can change your life in profound ways. The things you cannot control have virtually no bearing on your development as a human being: natural talent, or your performance relative to the rest of the team. At this meet, I don't really care about your time. I understand that that is part of a complex and long-term process. I also understand that in most competitive situations, you will not improve your time. And while I do truly hope that you enjoy great success in this sport, I would prefer to see you fully embracing the athletic process and in doing so, improve your life and the way you live it. What I would really like to know is..." (Good questions for parents to ask their children of the meet process):

- Were you on time for everything – arrival, warm-up, team meetings?
- Were you in team attire throughout the entire meet? Did you wear it with pride?
- Did you check in with the coach before and after your race?
- Did you warm-up and warm-down appropriately?
- Did you give your best in your races?
- Did you understand the technique and strategy that the coach prepared you for?
- And most importantly, if the swim was "good", did you keep it in perspective, and if it was "bad" did you keep it in perspective?
- Did you find the value in every race?
- How were you in the team area? Positive, engaging, encouraging, supportive?
- Did you complain about anything, or did you remain positive in the face of any challenges (crowded warm-up, tired, hungry, poor swim; etc.)?
- Did you clean after yourself when you left?
- I am sure there are new swimmers on the team. Did you take the time to meet them?



What do you reflect as an athlete, a teammate, and a person? And what do you expect as a parent?

- I am sure someone could have used your assistance today; did you reach out to help anyone – coaches, parents, teammates?
- Did you cheer for your teammates?
- Would you consider your actions today those of a leader and a role-model?
- Do you think you made the meet better and the team better?
- If you did not do these things, why not?
- If you do not, who is going to do them?

Why can't a parent leave a meet with the feeling that their children were extraordinary, even with "poor" swims? Could a post-meet conversation sound like this?

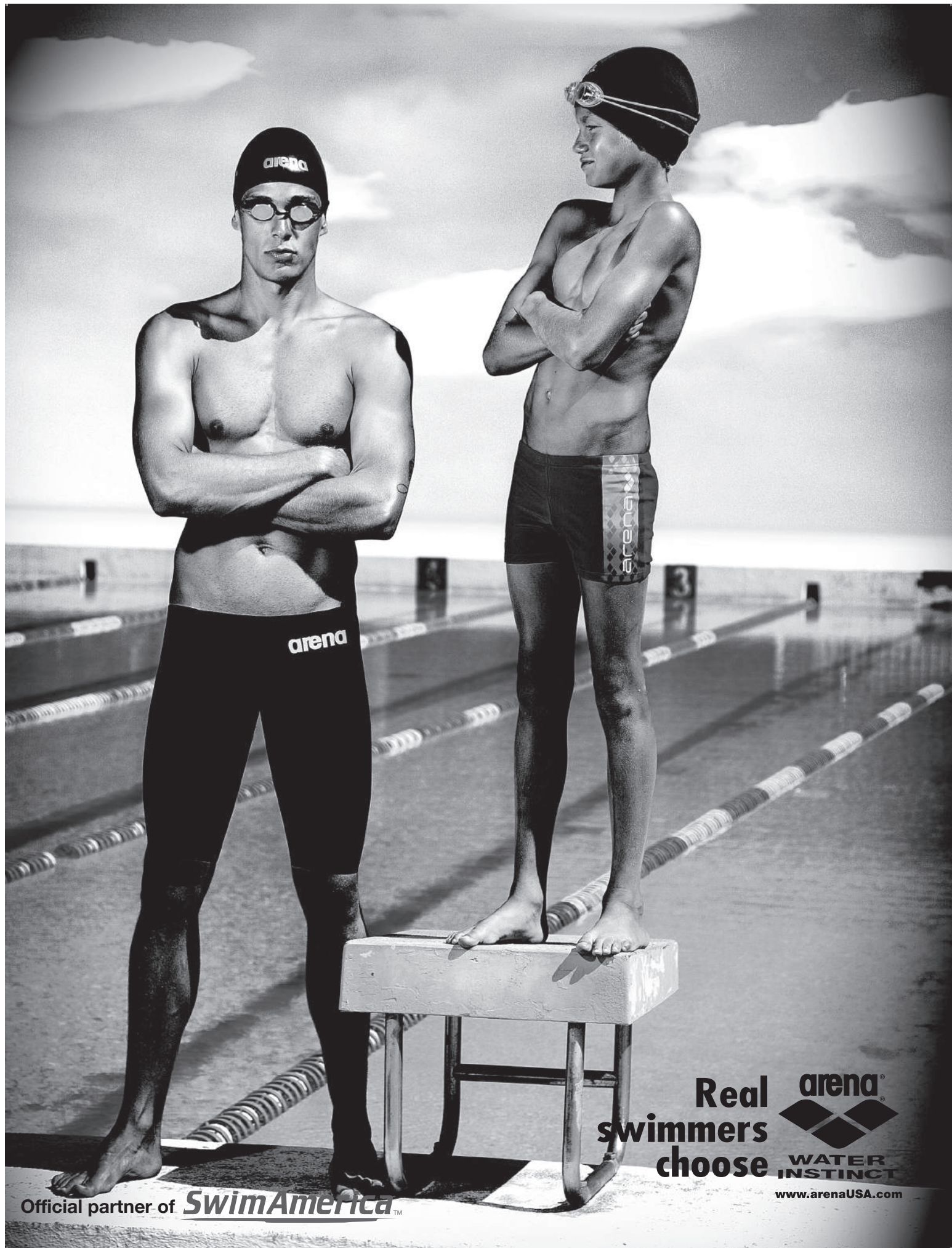
"You were incredible today. You represented yourself as a great teammate and athlete. What you did today would make any coach or parent proud. You had swims that were not near your expectations but you remained positive and committed to the process. You supported your teammates and coaches at every opportunity. You were a great athlete today and it will serve you well in swimming and in life. Here's twenty dollars." (Just kidding, there is no pay-for-character here.)

If only a different set of questions were asked by parents. If only priorities were different. I personally do not have children of my own, but for thirty-five years I have dedicated my life and work to other children. Although perhaps easy for me to say, if I did have children, I would insist that athletics be a part of their life, not so they could win or be recognized or even get into a better college, but to learn lessons that I know I cannot teach them at a dinner table, lessons that can and should become the foundation for their entire life.

I would ask that the coach push them to their breaking point. I would want them to know that place of deciding to give up or push on, to take a true measure of their work ethic. I would demand that every day they do something to make the team better, that they do things that others would not entertain, such as clean up the team area, put the equipment away, or reach out to someone they don't know well. I would insist that they show compassion every day – to look for an opportunity to touch someone's heart – a new swimmer or an introverted teammate. And I would implore them to lead by example (not the lane, but the effort), and to inspire others to work harder and commit more. I would also ask that they show appreciation to coaches who chose a passion as a vocation, and to parents who work diligently behind the scenes to support a program.

Finally, I would suggest that the parent's focus and the questions asked, should apply to all ages, all levels, and all sports. This may be a leap of faith, but why not sell, if not insist upon, these lessons early, as the earlier these skills and traits are acquired, the better. Why not learn to take the path of most resistance and why learn to put the team ahead of your own interests, from day one? There is no magic age where work ethic becomes material or team commitment becomes relevant. If it is athletic, these things should be inherent. If parents truly realized the power behind the athletic process and made their children accountable to these concepts, I have no doubt that performances would be better, teams would be better, and yes, lives would be better. ■

Don Heidary, Orinda Aquatics



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▶ Stephanie Fraser	Guyana
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Why You Go to the TOP MEET

YOU ARE QUALIFIED TO ATTEND

By John Leonard, Executive Director, American Swimming Coaches Association

This topic is one that I think 95% of coaches agree on. And one that parents occasionally “don’t get” intuitively. So let me explain, please.

Fact Number One: We only improve when we “stretch” or “challenge” ourselves.

That’s why it’s called “COMPETITIVE SWIMMING”. Competition....competitive... to “Strive WITH” a worthy adversary.

UNCOMFORTABLE FACT NUMBER 2: the vast majority of athletes are successful at a competition ONE LEVEL BELOW the highest level they have ever attended. that’s the level at which they feel competent enough to relax and “just swim” without involvement in all the distractions of the “highest level meet.” this fact is true for everyone up to and including OLYMPIANS, who are usually much more successful in their second Olympic Games.

Fact Number three: If you Do Not attend the highest level meet you are qualified

for, you will not “benefit” from the “next highest level” syndrome and no matter how many times you attend the same level of competition (High School States for example...) you will experience the same “overwhelmed” feeling you had the first time. HOWEVER, if you qualified for Junior Nationals and actually went and competed, High School States does not seem quite so imposing, does it?

Take the same logic to the local B Meetonce you’ve been on a relay at JO’s, the B meet isn’t such a “big deal”. And the less the athlete perceives the competition as a “big deal”, the more likely they are to focus on all the RIGHT things and perform well. When it’s a “big deal”, the athlete generally is overwhelmed by the experience and performs poorly.

Sadly, lots of athletes and parents, think that they are an “experiment of one” to whom this experience does not apply. In my 43 years of coaching, I cannot think of more than a handful of athletes who succeeded

at the highest level they qualified for, the first time. And those were the kind of people who were largely “unconscious” of what was going on around them....too ignorant to be overwhelmed. (which can work sometimes!) I don’t think there are many exceptions to this rule.

Bottom line advice...when an athlete qualifies for a meet...attend and compete. It’s in their best interest, both long and short term. (Exception...lots of coaches PREFER that an athlete qualify in one season and then WAIT and compete in that meet the NEXT season, when they can be once again rested and tapered.....a good strategy.....but NOT ATTENDING that high level meet is bad thinking.

All the Best for Great Swimming!

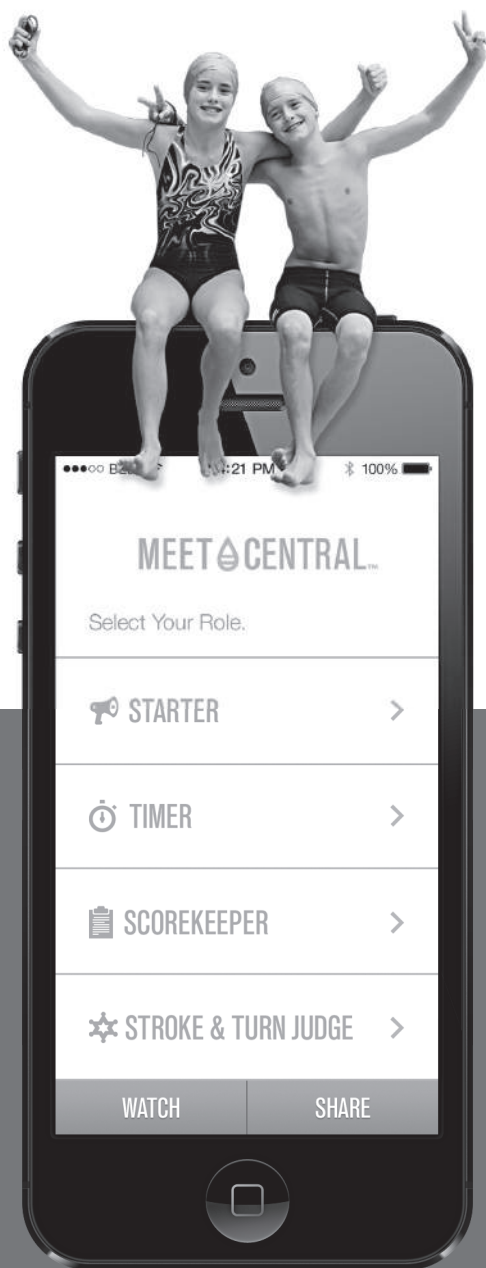


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IMPOSSIBLE IS NOTHING

Thoughts on Muhammed Ali

“Impossible is just a big word thrown around by small men who find it easier to live in the world they’ve been given than to explore the power they have to change it. Impossible is not a fact. It’s an opinion. Impossible is not a declaration. It’s a

dare. Impossible is potential. Impossible is temporary. Impossible is nothing.”

Theo St. Francis, alum of NBA and student at M.I.T., brought this to our attention two weeks ago when he was discussing the power of the Mind-Body connection as it relates to his willingness to overcome hardships. Our team faces the same tasks

daily as well, though in a different arena.

Ali was indeed ahead of his time in many respects:

Positive affirmation – “I am the greatest!”

Relaxed Jaw – He lost more mouth pieces than any fighter ever.

Value of Hard Work – “The fight is won far from the witnesses.” ■



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MORE ASCA HISTORY

By John Leonard

asCa member John Collins of New York, sent along a tYPeD copy of the asCa membership list dated august 10, 1964. (from the files of his coach father and mother...)

It is a remarkable list of names and history of our sport.

This is 50 Years Ago: 361 Members. 35 Women. 17 International.

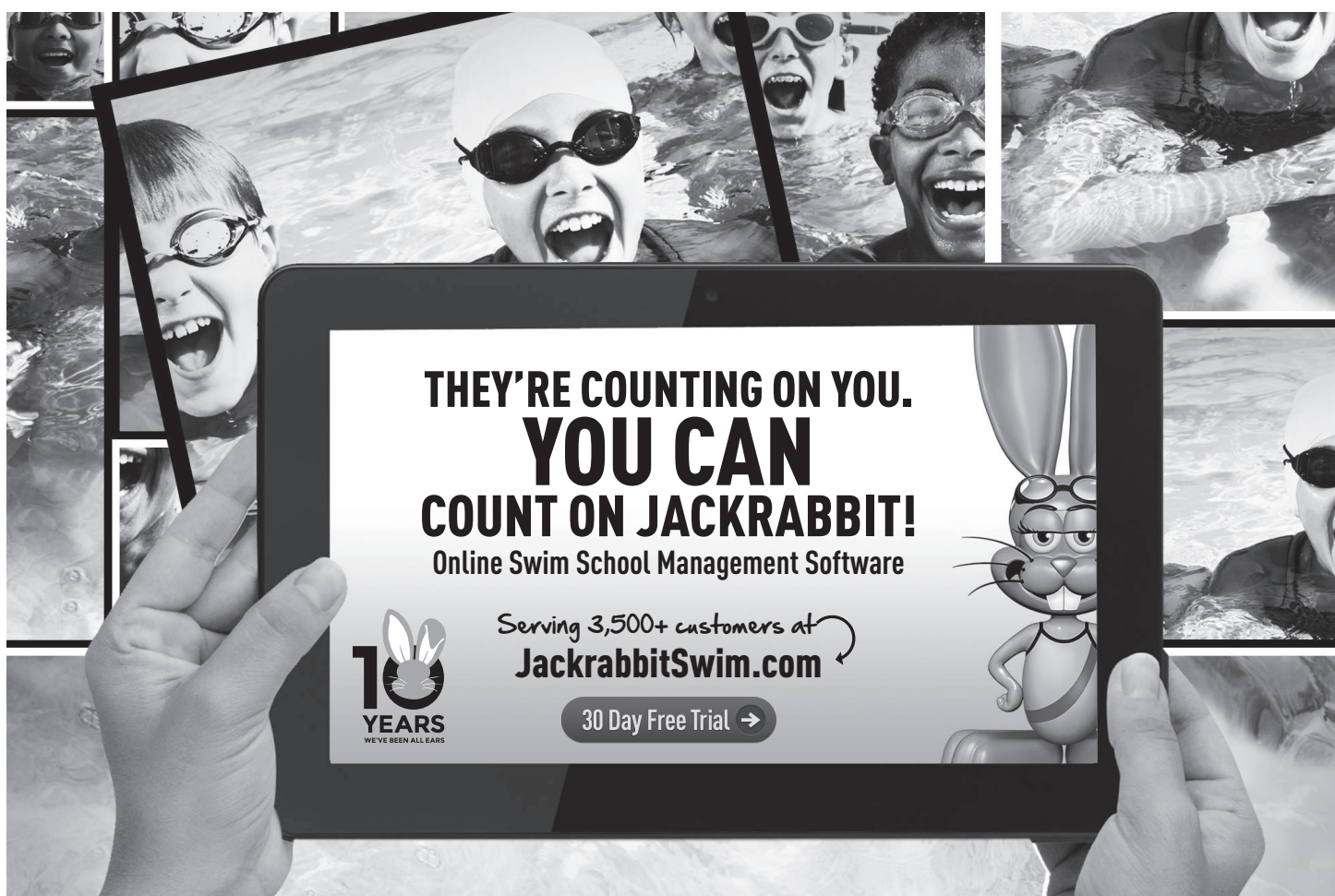
SEVERAL ARE STILL MEMBERS TODAY. Among them, (but by no means exhaustively, because I may not know several of them....)

Buddy Baarcke, Cal Bentz, Niels Bouws

(Germany), Forbes Carlile (Australia), Frank Elm, Don Gambril, Larry Hill, Bruce Hutchinson, Robert Karl, Bob Mattson, Nort Thornton, Stan Tinkham, Mark Milliman.

Quite Amazing. ■

John Leonard



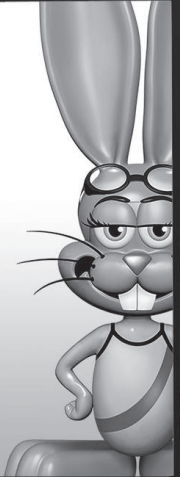
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Thoughts & Ideas for the NEW(ER) COLLEGE COACH

By Arthur Albiero, University of Louisville

That is setting the bar high over there Joel; thank you, I appreciate that. In preparing for this talk, there was not a whole lot of guidance and they left it up to me. Much so that I was noncommittal; the title was not even on the list, right. You came here wondering: what is this guy going to talk about? I still have kept it fairly loose: just some thoughts, some ideas, some things that I have learned — some of it the hard way. But I was thinking about if I am a young coach and trying to... aspiring to be head coach, or I am a head coach trying to get something going, what would I want to know? I think this is the kind of information that would have really helped me ten years ago, when I first took this over. When you are 29 years-old and you take over a program, you think you know everything. When you turn 40, and you have been there for ten years, you realize you know very little. That is called wisdom, right?

Some thoughts here. First of all, lots of people to thank. But certainly ASCA and the opportunity to be here, and John Leonard, Guy Edson. Then the CSCAA. Bob Groseth was the past Executive Director; I think he did a phenomenal job. Those of you that have been around long enough to know CSCAA is I think a much more - serious maybe is not the right word - but much more improved organization. I think as a coach, I certainly feel personally that they are doing a lot for us. I think Joel has come-in and brought a whole new level of enthusiasm and continued to improve and create opportunities for all us college coaches. Thank you, Joel.

As we go forward, of course this [on slide] is a highlight moment as a coach: from humble beginnings to be in a situation where you are coaching national champions, always special. What makes it maybe a little bit more special is the fact that as a freshman he went to NCAAAs, he made it. But he did go 1:56.3 in 2009 with rubber suits. He struggled all meet long with figuring out the suit situation; and it was mess. As a freshman, I had this conversation with him and I just threw it out there, I said, "Why can't you come back here and have a shot of wining this thing? Why not?" He reminded me after he won; I forgot that I had said that, but he reminded me.

What I want to do here — and some of you were there and I don't mean to bore you but — I want to just take a moment and just share this race. It is about three minutes.

(Video Begins.) Look at the top qualifier Carlos Almeida, swimming for Louisville his senior year, Coach Arthur Albiero. *(Race starts, commentary continues through race; video is of the Men's 200 Breast final from the 2012 NCAAAs. Video ends.)*

Thanks for humoring me. Every time I watch that, I still wonder how did he win that race? He had no business; those are really good breaststrokers. I believe that was the fastest field, up to that point; third fastest time. This was a short little guy who had no business being that fast, but he figured out a few things. I wanted to show the team portion of it because... if you watch the interview after

the race, that is the first thing he said. He said, I thank all the people that have done a lot of things for me. I think... that is why we try to create a culture. To me, this race was a culmination of, at that point, nine years of creating something where this is expected to happen. The rest of the team was just as happy for him — you saw the guys on the sidelines.

Moving forward, you know, we are a product of our environment in many ways, and I am very fortunate to have an athletic director who, he is an outside-the-box kind of guy. You know he is an incredible supporter of the program. I had to earn his respect; and ten years later, I think I have, but it was not always easy. But the support was there, the vision was there. We are very fortunate to work with TYR. They have been great to us for nine years, and Brent and Steve have been good friends and I certainly appreciate their support. When we were in the bottom of the barrel, it was difficult to get any kind of support, and those guys were right there. Matt Zimmer, at that time, from TYR. But it has been a great partnership for us, and those are things that I think have helped us.

Many mentors over the years. My first club coach back in Brazil, Merco was his name, and he left a huge impression. A lot of us that came out of that club are involved in coaching today. Just the way he went about things: he included the athletes in the conversations. He would sit us down. There were no computers; he was not a computer guy — I still don't think

he is. He would have a written down plan, and I just... I loved that, I loved knowing what we were doing and the fact that this guy had a plan for me. It really stuck with me.

Ernie Maglischo: that was an enlightening experience. Unfortunately, it was one year; my freshman year. That is the main reason why I came to the U.S., from São Paulo, Brazil, to swim for Ernie. Then he left after my freshman year. Left a hole in my heart, unfortunately. But I ended-up moving to Oakland University, went on to win Division II Championships at that time, and Peter Hovland has been a great mentor, a great friend.

Jim Steen. I had an opportunity to go to grad school at Oakland. I had my master's paid for; what an incredible opportunity. Then I got somehow invited, or invited myself, into the Jim Steen accelerated-learning program. I learned, in three years in Division III, I learned more than... honestly in the last, you know, fourteen years since I have been away from Kenyon. There have been really very few things that I have encountered that were new situations. When you are in Division III, you are doing it all: you are dealing with the touch pads, you are cleaning everything — that is what we did. Certainly as a young coach, nothing is beneath us. To this day, I don't... I feel like I can do anything. I don't feel like because I am the head coach, I should not do this or should do that.

Then Dave Marsh. I say Dave Marsh... when I first took the job at Louisville, I went to the clinic, I went to San Diego. I had been on the job literally for... (I'll go back to that). I have been on the job for just a couple of days, literally. Dropped my bags at Louisville, and went to straight to ASCA [World Clinic]. When I got there, Dave Marsh was Coach of the Year. He was... first time, I think, he won the men and women; and the guy is on top of the world. I have known him; I used to be an assistant at Alabama and always had a good relationship.

But I asked him, I said, "Hey, can you give me some suggestions; give me some pointers, point me in the right direction here." That night he went to dinner, and he came back and he called me — it was about close to 11. He says, Hey, I am ready to talk and let's meet on the courtyard. We sat there for about an hour and a half. This guy took, for no reason, took me aside and really gave me an hour and a half of his time and his expertise. I am very appreciative of that; that just got me thinking about a lot of different things — kind of jump-started the process. I don't even know if he

“This race was a culmination of nine years of creating something where this is expected to happen. The rest of the team was just as happy for him — you saw the guys on the sidelines..”

knows that, but he is going to find out shortly that I remember that.

Coaching staff, that has been huge. Our diving coach has been there forever; I put “20+” because he does not even know and who is counting. There are pluses and minus to that. But Ryan Wochomurka has been with me for six years. Rachel Komisarz-Baugh was two years a volunteer coach, when she transitioning from pro-athlete to college coaching; and then four years as a full-time coach. Chris Lindauer: in nine years, he is the youngest guy on the staff. Chris swam for us, and to bring somebody back who experienced that. As a senior, he went to NCAAAs for the first time; Cinderella senior year. I felt that was important to have that belief, that culture, that hey, this can happen here. Whenever I had a chance, I brought Chris back. He is been all that; he has done a phenomenal job. Then Vlad Polyakov. Some of you may know Vlad. I recruited Vlad out of a high school, when in was at Alabama, and coached him for a year. We have always had a phenomenal relationship, and the guy has been great, great addition to our staff.

Then previous staff, because we get to... we are where we are today because of all the people that you met along the way. David Walden, who was a G.A. [graduate assistant] at Auburn for a few years, who came and did a great job for us for three years. Karin Olmsted, who was my right arm for nine years. I've learned a lot of different things without Karin for the last year-and-a-half now.

Then my family. That is my oldest over there, 18 year-old; he will be a freshman swimmer at Louisville. That might be another talk for another time — I will come back and tell you how that works. 18-year-old boy. 14-year-old boy, Nicolas; also a swimmer. Little Gabby, 11, and her name is true: she is a gabber — she talks a lot. Then my beautiful wife. (In case you are wondering, we are going to the Kentucky Derby — that is what you are

doing in Louisville, right? First time I brought my kids; they loved it, great experience. My daughter did say, “Dad, that was great, but I don't think we need to do this every year.” That was a very nice, good observation on her part.)

Who am I? I do have a Junior on my name; nobody calls me Junior. There are a few people in the room that know me from my early years, and some people called me Junior at that time. São Paulo, Brazil, that is where I was born. Cal State Bakersfield, Ernie Maglischo; Oakland University with Coach Hovland. Then coaching: three years at Kenyon College, four years at Alabama, and now eleven at Louisville. (That is me. I did show my kid that picture, and my daughter says “Who is that? Is that one your friends?” That tells you a couple of things; it was a long time ago.)

Why Louisville? A friend of mine called me and said, “Louisville had an opening for a Head Coach; you should look at it.” My first gut-reaction response was Louis-who? Swimming? What are you talking about? I don't mean that disrespectfully to the previous coaches who were part of the program there. But certainly it was not a program that was doing anything on the national level, a regional level, or really not a whole lot was going on there. There were reasons for that.

But once I started learning about the city of Louisville, those are the things that impressed me. Ron Foreman; H&B, that is Louisville Slugger — everybody knows, Louisville Slugger bats. Investment firms; Humana, the insurance company. Papa John's Pizza, Josh Schnatter is a University of Louisville alumni; he lives in town. I see him around. He drives his Camaro to the games: loves supporting U of L. Texas Roadhouse. UPS. Every package you send, anywhere in the country, goes through Louisville; and I have the luxury, I could put something in the mailbox at 11:45 pm and it would be in your house the next



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Thoughts for the New Coach (Continued)

morning. Yum! Brands Corporation, that is... you know, everybody knows KFC. All the major food groups are covered: Pizza Hut, KFC and Taco Bell; that is all you need to know. Great place.

Home of Churchill Downs; literally about a mile from my office. I think this year we have the 137th consecutive run of the Kentucky Derby. I don't know anything about horse racing, but it does not matter: it is something that happens and the whole community goes nuts. I still don't know a whole lot about horse racing, but it is a fun environment and definitely something that is easy to be a part of. A great city to raise a family. Beautiful city, lots of thing to do, great environment, and a city that is crazy for athletics. There is no professional team in town, so anything Louisville athletics is what's on the agenda.

Cutting-edge leadership. I think this is a crucial point. The University President, Ramsey, is a hands-on guy. He is the kind of guy that goes to meets. He will... you know, I will invite him to a meet. He will call me last minute; he says, "You know, I am really concerned about parking; I don't want to be late." I go over there, I move my car, he parks in my spot; that is... President Ramsey is going to be at the meet, that is not a problem. He knows that.

Then our Athletic Director, Tom. When I met him, I was still under the Louis-who impression, so I went in there skeptical — at best. This phrase kind of changed things for me a little bit; he said "We don't want to be a two-sport institution." I said, that is sounds like a very novel concept. He said, "We want to be a 22-sport institution." As a matter of fact, now we have 23: we have added Women's Lacrosse. When you look things, you say, what does that mean? That sounds like a great thing to say for Olympic sports right? You start looking around a little bit and this is a special year in Louisville athletics. Obviously Men's Basketball, that is a big deal — that is good for Swimming. This I took it straight from the website, so national champion, Joao De Lucca is there, and then top-25 nationally-ranked teams.

I think the thing that impressed me about this guy is he is doing it. He is not just saying it; he is doing it. He is supporting... you talk to any of the coaches, there is incredible support. Everybody feels supported, whether it is Field Hockey or Rowing or you know. There is a great community of coaches.

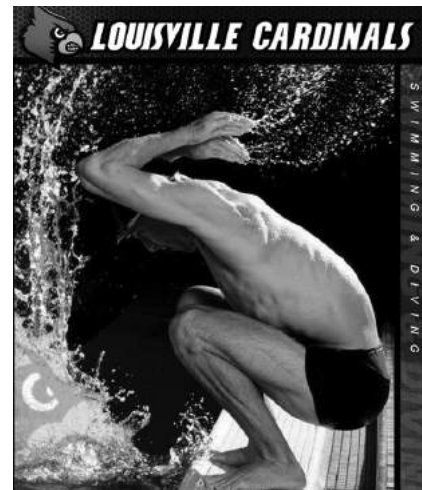


That is something new to me; when I came in, that did not exist. It is... the fact that the swimmers will go to the volleyball games, and the volleyball players will come to the meets and soccer players; there is this culture that is very different, and that is part of it.

Then of course, this past year we named it the Year of the Cardinal. This is the entry, whatever... they had a daily something they put-out throughout the whole summer, and this was one of the daily entries. Fantastic way to promote our program, you know. Joao De Lucca obviously won that 200 free in a fantastic race. Our A.D., he may not know too much about Swimming, but he knows winning. He knows what top-10 means at NCAAAs.

Moving forward, so how do we get here? Year number one, I accepted the position on August 16. My first day on campus was actually September 3; they had been in school for a couple of weeks already. I laid the groundwork to be competitive in the Big East. They told me, off the record, we had two years in Conference USA before we moved into the Big East and we want to win the Big East, by the way. I appreciate the lofty, bold vision. (We will go back to that in a moment.)

I felt it was important and actually it is a book; if you have not read this book, I strongly encourage the Good to Great book by Jim Collins. It is really a business book; but it is about people, it is about organizations. I think that is definitely something that I felt was really important, is we had to get the bus in the right direction. But then we need to get the right people on the bus, and that is sometimes a painful process. One that you have to very delicately manage. But ultimately that is key:



you cannot go forward if you don't have the right people on the bus — if you will.

Then instill team pride in everything we did. That sounds very obvious, but when you take over a program that just does not know what winning is.... Winning is not winning first place or winning the trophy; just a winning mentality. Simple things: the way we carry ourselves, the way we carry of equipment bags, the way we leave the pool deck. To me, it is... I challenged them to take pride in everything they did, and created a little culture.

There were some guys that were in trouble with previous coaches. I just came in, I said clean slate, everybody has a chance — Carol [Capitani] touched on that today — a chance to reinvent yourself. If you were a lazy bum, today is a good day for you to start being the hardest worker on the team. If you did poor academics, same thing: start over. From my end, everybody has a chance, and then after that we will revisit. The mindset at that point was just daily focus on what it can be, not on what it is. What it was, it was not pretty. There were plenty of days that I went home and I said: What am I doing here? Is there something else I could be doing in my life? True story. There were some major challenges. But that was the mindset: how we keep changing that, how we keep plugging away. Little by little.

We had lofty visions, probably somewhat irresponsible, from day one. I had been there for three or four days, and some guy comes in, puts a microphone in my face, and says: "What are your goals for the program?" The height of a 29 year-old, first-time head coach; I thought, you know, 'We can be a top-20 program, no problem.' Not really knowing

what that meant. But, certainly, once I said it, I felt like I couldn't go back on it, so now we had to try to make good on it, somehow. But then we really started laying the groundwork to be able to achieve those things.

National respect. First of all, winning the Big East. We had two years in Conference USA, so we had a little time to prepare. Great start, great goals. This is exciting: we have got a new pool coming up — there was a lot of talk about this new pool we are going to build. But we had none of those things, so we are trying to set the groundwork. Top-20, in the state program, qualify athletes for Worlds, Olympics. I mean, why not? Even U.S. National Team: we have not done that yet, but that is on the to-do list.

Then create an environment where all flourish. Sounds simple, but to me that's what I love most about college swimming. I never experienced that coming from Brazil, a club system is a little different. You come to college; that is your team, what you do matters. You know, somebody put you on the relay, it's for your team. It's not about you and how you feel at the end of a long week of training; you've got to do it for the team. I love that; I felt like I've got the best out of my experience as an athlete from the team concept.

The reality — shocker. We want to win, we want to do all these things. But the reality was, we were 5th place in Conference USA. I don't say this disrespectfully, but that is towards the bottom; I believe there were six teams. We were 4th on the men side, and I believe there were five teams. That is the reality. U.S. Nationals qualifiers, we did not even post cuts — there was no need for it, certainly at that initial onset.

Regional respect — and I listed that in there. Talk about a sobering experience. I go to southern Indiana to visit a kid. Good kid. I had done some homework; I liked this kid. I go over there and am with him and his mom, and he let me talk for a little bit. About twenty or so minutes into it, he says, "Coach, can I be honest with you?" So, you know, you brace yourself: I am not sure where this is going to go. He says, "I'm going to be real honest. Anybody who has ever been serious about swimming in this region, would never," — with emphasis — "would never consider Louisville." I closed my folder, I got in my car, hit the head against the steering wheel a

couple of times. What am I doing here? But right then and there, I had to make a decision: Where am I going with this? Am I going to let that define me or am I going to battle that?

That was a defining moment for me to say, this is where we are; that is the reality check. We've got to change everything. NCAA championships were something really nice, that we saw on TV every once in a while. There was no aspiration of going to NAAs; that was just not realistic. We had one full-time assistant coach.

There was a seasonal culture. At the end of the first year, we finished the year and I said, "We are going to have a couple of weeks off, and then we are going to start some spring training and get ready for a good summer." And, kid you not, kid comes up to me and he says, "Coach, I know you're new here, but we don't do spring training." I appreciate you letting me know. We are going to miss you. Thank you for coming. That is where we were; that was the culture. I am sure they ran to the Athletic Director to tell him I was doing more than twenty hours; I was making them do crazy things. You know.

We had a 6-lane, 25-yard dungeon — literally. But it had water in it, it had flags; we had two pace clocks — not the digital ones, the analog ones. I felt there is no... if we don't swim fast, it is not because of facility. Sometimes we put ourselves I think in a little box, and the reality is: swimming is swimming, and you can get it done. You know, I trained a lot of my years in club swimming in a 20-meter pool, and a lot of good kids came out of that club. So, I think it is a mindset. This is reality though: we had 5 scholarships on the women, and half — that is not a typo, that is 0.5 — on the men's side. We had some ways to go.

Crawford pool: that is where we were. Crawford pool holds this mythical thing at the University of Louisville — maybe no longer — because Crawford gym is on top of Crawford pool. Crawford pool is in the basement, literally. That is where the basketball team from 1986 trained before they won the national championships. That was like a place of worship, almost; this place is an eyesore on campus. Still there; the day we left, they put some tape around the pool, locked the door, and it is still there.

Then really, the low internal expectations.

There were none to be honest with you. They were happy to have a t-shirt and say, Hey, I am part of Louisville athletics. I can go to the games; I get special privileges. They were not bad kids, by no means; and some of them are involved in coaching today and hopefully we are on good terms. I did my best to remain on good terms. But the reality was, we were trying to do something different and change is hard. Change is really hard. Poor team self-image — I mean that goes without saying. You know, they were just happy to be there.

Elements of change, as I call them. They're in no particular order. Like I said, these are somewhat random thoughts.

- Elephant thinking. Elephant thinking is... if I say to you: How do you eat an elephant? You know, now depending your personality, you might say, "Man, an elephant has thick skin. It is going to take a long time to cut all the little pieces. Might be a little chewy." You might go that route. But what I am trying to get to is, Look, it is a big thing: you have got to one little bit at a time. We continue to remind ourselves: elephant thinking. It's a little phrase that we always use. We have just got to keep going; one little bite at a time.
- Establish a new culture. I would be lying to you if I told you that I thought through, sat down and came up with this brilliant plan. These are the four pillars. They kind of evolved. Looking back at it, that was a huge thing. That was a huge thing because the four pillars are the same today. I am sure you may have something different in your program; they're things that are non-negotiable. Every time we have a problem, we go back to the four pillars: if it doesn't fit, there's a problem — it's really simple.
- Raise the expectations daily. Sounds redundant. It's still something that we do every day and will continue to do. For that group especially, it was a challenge.
- Teach, teach, teach. Everything. How to push-off from the wall, how to read the clock, how to manage a set, how to... do everything.
- Constant one-on-one meetings. I learned that from Jim Steen; Jim Steen holds meetings pretty much every day at every opportunity. I love meetings. I know my

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kids go crazy because I love meetings. To me, this is where it happens. It is a little bit like politics; you know, you can deliver a great thing on the House floor, but if you did not work the background and people are buying-into that ahead of time.... Because change is hard, so you have got ease into it, one by one.

- We realize that we had to meet the athletes where they were. For me, posting the National cuts was not a reality; it was counterproductive. It was not a reality for that group.
- Challenge one-by-one to “more better”. That is a concept by Coach Eddie Reese. That is to do more things, better. We are not trying to break the World Record; we are just trying to do more things a little bit better, every day.
- Realize — this is a hard realization for me and I still struggle with this — that not everybody wants to be saved. I was talking to a swimmer a little bit earlier today. It is sometimes you, as a coach, keep throwing the buoy. Grab it; they don't grab it. You keep throwing the buoy, keep throwing the buoy. After a while, you have to say, I cannot be throwing the buoy anymore and they may drown. That is the reality; it is a little bit sad. But it is a reality that we all have to face: not everybody wants that. Not everybody wants to be part of the program; not everybody wants to commit. As a team that is trying to change your culture, that was definitely... there were lines of people who are against my ideas.
- Then, this is the big one: we had to earn the respect within our department. Not freely given, we had to earn it. We had to show that we are a contributing member of the athletic department.

Continuing on that, what are the things that we felt we needed to make some adjustments. I like the idea of touch: establish relationships with all the people who touch our program. Anybody and everybody that has an impact on our program, I need to make sure that that person understands what we're doing, make sure they feel like they are part of the team. Whether it's the lifeguards; the guys in the physical plant that make sure the chemicals are correct, the temperature is where it needs to be; or the guys that I need to call if we have a problem and I know they're going to be there in a heartbeat because they care. We had to

establish the relationships. The janitor: we have a guy right now who does a phenomenal job. I admire him, because I come in the pool... he works all night. When we come in; the place is spotless. Those are things that sometimes we forget. But I mean that guy, his job, has a huge impact on what we do as a program, and we cannot lose sight of that.

Then of course, in college you got the recruiting part of things — small little part of it. That is something that I think for me is a key. I want people to share the vision, who are going to be crazy enough to believe that we could do those things when there was nothing there. Special group. Looking for self-starters, maturity. Humble and hungry combination: that is definitely something that I think if you talk to anybody in the University of Louisville Athletic Department and you say define the Athletic Department or define your program, you are going to see a combination of those words in some fashion. Humble and hungry. It comes directly from our Athletic Director, and that is his personality. There is a lot of talk about Football, Basketball and this and that and all the sports doing these great things; and he is just like, “Look, we're just trying to get a little bit better. That's all we are trying to do.” Humble and hungry.

Year two. Carol touched on this: year two is harder — I promise you. Year one, everybody is willing to give you a shot; year two, reality sets in. Now we've got a new regime here, and I have to make a decision whether I want to be a part of it or not. We lost a few I call them, honorably; and I appreciate that they had the courage to say, “Coach, this is not for me, but thank you.” Those people have high... I have high regard for those people. That had the honesty to say this is just not what I signed up for, awesome, I am going to support you, but I am going to step away. A delicate process, but I think it is one that we need to encourage.

Then the first recruiting class, I call them the brave pioneers. They weren't superstars; not necessarily major scorers for us. There were people that were crazy-enough to come-in and say, You know what, this guy is crazy, but I like it. I want to come in with him; let's see what we can do. I respect those people tremendously, and there is no team meeting really, especially at the beginning of the season, that goes on that I don't touch on the impact of that first group of people,

especially the ones that stayed through four years. There was a couple that came-in and realized the going was a little bit tougher than they wanted. But those that stayed all four years really had an impact, and some other things we have been able to achieve as a program ties directly to those kids and what they did in there. They are grown-ups now: they have families, they have babies. But certainly they had a lot to do with it.

I felt the second year was going to be a defining year for me personally and for the program, whether I was going to really impact the change or not. I was just a nice guy, working hard to try to do something, and I had to make some decisions. I started thinking ahead: Two, three years and I am ready for the next thing, because it was difficult. I had a Women's Soccer coach — she is still there — and she was my... my office was beside hers. Quite often, I came into her office and shut the door, and she was awesome. She said, “Just hang in there. You've got to stay long enough so everybody that's in the program is people that came in with that vision. It's going to be night and day.” I said, “Karen, I don't know; I don't know if I believe you.” She is like, just hang in there, hang in there. That was so true. It was like this cloud was lifted-off once we got through that period where all those kids had been part of the program.

This is one of the defining moments. Carol touched on this today, and that is to me was something that rocked my world a little bit. Because I came in as an assistant: high-strung, energy, and I want to do all these things and I believe the sky is the limit. But I am thinking as a head coach; I am thinking as a coach. My boss, Julie Hermann — now Athletic Director at Rutgers — she pulled me aside, and she says, “Arthur...” When somebody says your name, it catches your attention, right? She says, “Arthur,” so I looked her in the eyes, she says, “you are not the Head Coach of the program.” I said, “Wait a minute, my title says Head Coach. That's what my contract says; that's who I am.” “You're not; you are the CEO of the Swimming and Diving program.”

Well, that was a life-changing event for me, because it meant global thinking, much more higher level than just coaching. That is something that... sometimes when you are an assistant, I thought I was ready, I thought I knew everything. Honestly, right?

29 [years-old], man, you are on the top of the world, you know everything, right? When you get to that situation where you are handed the keys, now, it is on you; now every decision is global. Every decision I make it is... everything is connected, and I have to think globally. My staff sometimes gets a little frustrated because I am a little bit slow to make decisions, but they are seeing as a coach-perspective and I am seeing as a CEO of the program perspective, little bit different.

We are very proud of that NCAA top-10 banner in there. That is something that it kind of sits alone; it has its own place of notoriety, if you will. But it is definitely something that we don't take for granted. Those of you that have been doing this for a while, you know that to be a top-10 program in the country and level of coaches that we have, level of structure, facilities, everything else, it is... for Louis—who to be in that level, it is something that we take great, great pride.

One of the guiding principles — and just talking to somebody here — passion. Right? If you don't have it, it is... it is just work. I love what I do in coaching because I never feel like it is work; it is just something I love doing. I am passionate about building a program; I am passionate about helping kids to be successful, in the classroom, in the pool, in everything we do. I am passionate about helping people be successful. The most powerful weapon on earth is the human soul on fire. Every year I feel like it is my responsibility to continue to keep that fire burning. If I can impose or share that responsibility with my entire team, then we are all on fire, then good things are going to happen.

The four pillars: I put a trademark in there — it is not really true, but I just want to let you know that I trademarked that. Umm... really simple. That is nothing like really... I am disappointed. That is your four pillars? Yes, that is the four pillars: academics, swimming or swimming and diving, team, social responsibility.

High-level commitment to your academic career. Sounds silly. Let us call like it is: when I went to college, I went to class, I got good grades, but my goal was to swim. I wanted to swim. That is why I left Brazil to come to California: to swim for Ernie Maglischo. I came to swim. That was my dream, I am chasing it. Academics was secondary. Then you learn quickly — some quicker than

“..When you get to that situation where you are handed the keys, now, it is on you; now every decision is global. Every decision I make is connected, and I have to think globally.”

others — that is kind of a big deal. That is something that I want to impart all the time, especially with the freshmen. Do not miss a step from the get-go, fully utilizing all resources available to be successful. There are people that get paid now to be there to help you be successful in the classroom. That is insane to me. When I was in school, we went to the seniors or we went to somebody on the team. Now we have an academic advisor whose sole purpose is to make sure that our athletes are going to the right classes, they are doing the right things, they are fulfilling their assignments. It is almost like you have to really try hard not to be successful.

High-level commitment to your, your, development as an athlete. I think that is an important one for me. I am looking for people who have a burning desire to get better. If you don't have it burning, you're not my guy, you are not my girl. I want burning. Because to me that ties into your commitment to your development. It's your development; it is nobody else's, yours. It's personal. I like the idea of partnership: fully partnering with the coaching staff and creating and executing a plan. Just like my old coach did it to me: he showed me the plan, he included me in the plan. That is something that I take it to heart, and I make sure that everybody has a great understanding of what we're trying to do.

Be a team player. That is the reason why you go to college swimming. I hear this all the time, I just heard it last week: summers are great, but they are also tough because we lose the team. We want to be here, we want to be with the team. To me, that is what college swimming is all about. That certainly summarizes my experience, being a team player. I expect people to be in that

position. The whole is greater than the sum of its parts: very profound, yet so simple — yet so simple.

High-level commitment to social responsibility. I put the picture of the city in there because we do have a city behind us. Everything we do has consequences either way, positive or negative. Remembering that you represent the entire organization, at all times — that is something that our Athletic Director always puts in. We live in a glass house, and you have to be aware. You recognize when you come and you are a student athlete, a lot of things are given to you. You have incredible access to things, that the regular population does not. With that being said, you have a responsibility. You have some responsibilities that come with that kind of freedom, if you will.

Engage in community outreach opportunities. That is something that I think our university does a phenomenal job of creating opportunities for people to interact and do a lot of different things. We host a Special Olympics meet, normally in April. It's one of the most moving events; you know, to be in that environment, to be able to give back. We have something called L Care, L for Louisville. It's something that's an outreach arm of the university. Everything that happens, we expect our athletes to be involved in some capacity.

Special group of guys [on slide]. Our first NCAA top-10 team. We've only had one, but I am a positive guy, so that is our first. Interesting story: as we are driving... this is Seattle, so we decided to take the overnight flight, for a number of different reasons. We were on the van driving from the meet; we had just left the meet, got on the van to the airport. One of the guys in the back of my van says,

"Coach, I'm going to be honest with you." One of those statements where you go, oh boy, here we go. He says, "The first time you talked about being top-10, I thought you were full of it. I really did. To be honest with you, even until last week, I didn't believe it." I said, "Do you believe now?" He goes, "Well, now I do." We were 9th. Leah is here, so we had a shot at Florida: they were one point ahead of us. One point for 8th. It's a random group of guys, that believed in something somewhat stupid at the time, because it was not reality. Our progression before that, it was 22nd, 17th; and we had really no business thinking that we could be top-10. Very few people believed that. But enough of them believed, and I know my staff believed. But you know, it was definitely outside-the-box thinking.

How do we continue to move in the spectrum? I think those are things that we have done and continue to do. The President of the university, and the Provost, were at the Men's NCAA meet; that's unusual. I don't know how many of you that can say that, and I think it says a lot about who these people are — they make a big deal about it. We invite our Athlete Director to all the home meets; he does not come to every one of them. He is definitely on the schedule, he comes to our senior day, and he comes to a lot of different meets. But not all of them. But the fact that he is there, and shows this is the priority, I think is important for our kids to know. That is what I told him. I said, "You need to be there, even if it is for twenty minutes. Our kids need to know that you care. That carries a lot of different weight." He took me up on that, so he shows up.

In the history of Louisville Athletics, we have had two Fulbright scholarship winners. That is a big deal: academic scholarships, national program. We have had two student athletes; well, both of them were swimmers. We were in good standing with our admissions office, and doing a few things that way. That is part of continue to move that spectrum. Community involvement; we volunteer at the Louisville Ironman last week. Special Olympics, I mentioned that. The L Care.

I say this somewhat shamelessly: promoting/market the program within the community at all times. Anybody in radio and TV, they know that if they have an open spot and they need to put somebody in there, they can call me and I will be there. Hey Arthur, I need you to be at Kroger's down Shelbyville Road; that's about

twenty minutes away, in an hour. We have a live-TV and we need somebody, somebody fell through, can you be there? Yes. I am going to be there to talk about our program, and I am going to bring some kids. I think you have got to have that mentality to be able to promote, and whenever I can.

Once a week, there is a radio show; it is called the Cardinal Insider. I battled my way, so every Tuesday, for about ten minutes, there is a little update on the Swimming team. The first time, my wife says, "You know, you are crazy: nobody listens to 790 AM radio. I mean, who listens to that?" Well, in the city of Louisville, the entire population listens to that. The first time I heard about the radio thing, I was really excited. I went home, and she says, "Come on, I'm sorry to burst your bubble, but nobody listens to this." We go to church on Sunday, and I could not go two feet without somebody saying, Man, I heard you on the radio; great job, keep it up. It is reality: people listen to that thing — they are crazy about sports. Every opportunity, I put myself in that position.

Booster touch. Our university does a great job of, you know, it is the Final Four, they invite the head coaches to come in for no other reason than just to hang out with the boosters, the people that support the program. It's a system in place. When we hired Charlie Strong, our new Football coach, it happened last minute and I got a phone call. It says, "Hey, by the way, we are doing something for Charlie, downtown Marriott. We invited all the head coaches." You know, it is a Thursday night, in the middle of the week, a lot of things are happening. I called my wife, and I said, "Drop everything you are doing; we are going to be there." We went in-there to welcome Coach Strong and his wife. I was the only head coach there, all right.

To me, those things are important, and it's part of the global thinking. For Athletic Director, those things make a difference. Again, Tom is a fantastic guy, but I don't take any chances; I keep playing the game.

Then being a team player with the Athletic Department. I get a phone call from the Football team. It was not. Coach Strong, it was the strength and conditioning coach. Hey, Football guys need to get-in the pool. We need to come-in at this time; that's the only time we have. Can you help us? Rearranged my schedule; not all the time, they don't abuse that. But I rearranged my schedule to make

sure they had access. Guess what happens? Next time I need something, a little chip, I know where to go, right. It happens, and it happens. I think that is something that happens really well at Louisville. The facilities are open to each other, and it is a great synergy.

We are in the business of developing people. It is always sobering when, you know, somebody walks-in your office — it happened to me a couple of days ago. Somebody was waiting in my office; I am on an important phone call. They are sitting there waiting for me for 45 minutes; and I am thinking, wow, this is going to be serious. This is a young lady did not see eye to eye with me for most of her career and made some questionable decisions that I never approved of. We went separate ways. She disappeared for a few years; I didn't know what happened to her. She is outside my office waiting to talk to me. I am thinking, 'Oh, boy..'

She comes into my office and she says, "Coach, I just want to thank you." I fell off my chair, because this girl was not a thank-you kind of girl. She said, "I finally got my life together; I finally figured it out. I'm sorry it took me so long. I got a job. I am doing this; I love it. I get-up at 4:30 in the morning." I am like, What? You struggled with 6 am! She goes, "I know, it is hard to believe. But I get up at 4:30 because I am doing this and I am coaching Masters, and I teach school all day and I am loving it. I get up early so I can — I love to get my day started." It was very sobering, all right. But to me, that is a great reality that those kids that are making poor decisions, they are going to grow up, some sooner than later. It's important that we provide that: developing people. As students, of course it's a big mission of it, as athletes and as people.

I always tell them, you are going to be a CEO of a company one of these days. You are going to be a very successful. You are going to be husband, you are going to be a wife, you are going to be a parent. You are going to be a parent: that is always a scary thought, right, for a 20-year-old kid. You are going to be a parent. You have got to make those decisions; you have got to think globally.

I like the partnership approach, and I know different people have different ways. I have been accused of being a little soft at times: so be it. That is my personality; that is the only way... that is who I am. I am not trying to be somebody that I am not. I am not a dictator;

that is not the way I work best. I have tried, and it did not quite fit. I like the partnership.

Those of you who are married, appreciate this, I went to a marriage retreat a while back. I learned this, that partnership is not 50/50; it's a 100/100. I use this often with our kids. I am giving you 100% of everything I represent: our university, our personnel, the entire staff; a lot of things are here for you. What do they expect from you? I expect 100% of who you are; the best shot. Give me everything; don't give me 98, don't give me 99, give me a 100. That is the way I think the partnership works best, when everybody is committed together.

Then we go to great lengths. This is where it gets a little hairy, as we try to tailor the program as individual as we possibly can. This chart did not come-out properly, but basically you have all the names in here, and I have it broken down, so each person has a different schedule. Now there are a few people that have the same schedule. But I really felt it was important that if we are going to do what we say we are doing, which is still an individual sport, and I am going to be a partner with them, I want to hear their thoughts and I have some suggestions. I put this together and I post it. I give them about a few days to give me some feedback. If you don't like what I have in mind for you, come tell me. Coach Steen used to say, "I have a great plan for you. Unless you have a better plan. You have just got to convince me that you have a better plan." That is the same idea as I try to impart. I think what it does is they know that Wow, this is my plan; this is my plan. There is a confidence that comes with it.

This is a little behind the scenes. Different schools offer different things. I think this is one of the things that... it is a movement, it is growing tremendously. It is Fellowship of Christian Athletes at the University of Louisville. We have a number of athletes that are involved that I am certainly a great supporter, personally. But the guy in the middle is Chris Morgan. This is our football meeting room; it fits about 150 people and you can see, it is standing-room only. This is from a couple of nights ago; Monday nights. I think it creates a different connection within the athletic department that I had not seen before.

Then toys. I didn't want to come here and talk to you about training. You guys know the training: we do a little kicking, we do a little

pulling. A little bit more, a little bit less. That is important. I have a Master's in Physiology; yes, that is very important. But to me, having the structure is more important than the physiology, honestly; to build a program. If I am training three people, this would be a whole different conversation. But I am talking about moving a group of people, 60-strong. Just a couple of things.

I am really excited for our endless pool. We got this late spring, and the feedback that I have gotten has been fantastic. It took me a two-year project to be able to raise the money. A couple of companies in town liked the idea. There was a father whose daughter is in the Age Group program, and he has a very successful company. I got him at the right time and he was willing to write a check. It basically took two companies to do it, but it's something that is different. I think it's something that breaks a little bit of the monotony of what we are trying to do in the pool, and the feedback from our kids has been fantastic.

AvidaSports: we play with it a little bit. Because I am trying to do the team thing, that is difficult. I think there is great value. We play with it some; lots of graphs. I can tell you a little bit more about the things we have found and the challenges that certainly we have faced.

Power towers — you've seen those. This is not a commercial for Sam VanCura, even though him and Jim Steen were partners in this company. But I think it is part of toys.

I always use this phrase: we have to find a way. You know, you have to find a way. No matter what, you are going to have obstacles; and you have got to find a way. This is right after the training camp; this girl is from Pennsylvania. I said, "You have got to find a way. You cannot go home and just lay on the couch. You have got to find a way, keep moving forward. You know, when I see you six days from now, you need to be readier." She thought it was funny to send me that picture [she is swimming in snow]. I told her, I am going to put it to good use. But to me, that is so simple and silly. She is like, "Coach, I am finding a way." I think that's the attitude that we're trying to pass on, the mentality.

Of course, that was the highlight of that swim. It wasn't really the swim; it was the celebration of the swim and how he did the little clap. I had no idea that was going on; apparently it is been a dare within the team. He won it. I said,

"Were you planning on doing that?" He goes, "Oh yeah, the whole time." I am glad, because that is not... I did not even want to talk to him about, Hey, you know, in case you win, you might have an interview. I said nothing. "Just go swim. Do what you do."

Anyhow, it is been a pleasure. A few thoughts on what I have learned. The biggest thing is I realized that there are very few things I do know and I am learning constantly. I love coming to clinics, because there's so much you can get from somebody. Hopefully, if you've gotten one little nugget that can help your program, I think we can call it a successful day.

So, questions for me, comments. Yes sir. Coach Schubert, it is an honor, by the way.

With Carlos, we dabbled a little bit back and forth in a lot of different ways whether he was going to, you know. He actually got disqualified a couple of times, painfully, for lack of separation of the hands. It's something that we kind of... we took a while to.... It actually did cost him the chance to swim the 200 Breast in the Olympics in 2012 because that was his final chance to qualify.

But, you know, we think of strengths and really the ability to... there is a connection. You know, I remember having this conversation with Sean Hutchison awhile back: everything happens in a perfect sequence. Really I think we try to break it down, the components. Really concentrating on, you know, to be honest with you, making it as simple as how fast can you be to the 15. We played with it, we tried different things, and we constantly just kept playing with it. What you find is, you know, Carlos is a short guy, stocky, very heavy legs. The way he works his pull-out is going to be very different. We had another kid on the team, who was not quite as a good breaststroker but a little bit quicker actually, and he has to do it totally different.

What we found is we just kept going trial-and-error, and tried different ways. Try head positions. Hold your breath a little bit longer, you know, make sure your lungs are fuller, so you have a little bit more of a buoyancy effect to it. Again, for him, he took that. I wish I could tell you that my entire team figured that out; he did. He is a special kid; in many ways, he understood those things and he made adjustments. There are some that are still trying to work on it. I don't know if that's a great answer to your question. The reality is,

the kid is special and I think we created an environment. Maybe that is the best thing I did: I created an environment where he could try to really play with it and figure out his talent. Coach Monty Hopkins, thank you.

I am very fortunate to have a guy like Ryan Wochomurka, who has been a huge part of our program. He brought some different things from his time in the heydays of Auburn, and the synergy they had as a group. I think that's the key. There is a pride within our guys, and the girls too, to be honest with you. Some of it comes on Tuesday mornings.

The first six weeks we do a lot together as a team. I'm trying to build the whole team thing. But after that, we start breaking-up into really specific groups and go into what we call power mornings, power group. Power mornings are Tuesday and Friday mornings. The idea is they go to the weight room for 45 minutes, maybe; it isn't lifting, but it is athletic development. Jump boxes, boxing; anything that is fast, active and, more importantly, in a competition environment. Then they go straight from the weight room, come to the pool for the last, 30 minutes, but depending on how quickly you do the transition. All we do in the pool is we do simple, short, racing things. You are under the flags, you have your back against the wall. On the whistle, you do a flip turn, swim to the wall, flip turn, come on back; whoever gets to the 15 is the winner. We line them up in heats, and we encourage trash talk; we expect trash talks.

What you get is at 6:45 in the morning, incredible energy — incredible energy. Almeida never won anything, was beat every time. But he's one of those guys like, Well, it's going to be there when I get there, you know. He is a confident guy — what can I say?

Then we do something silly: we found a heavyweight belt — it is a replica, something at the Dollar Store. We pick the winner of the morning. You think, well that is so stupid, right? You would be shocked. When we announce the winner of the morning, and we hand them the belt, they keep the belt on the locker until the next practice. It is for life, it is for blood; and there are plenty people that leave upset because we did not pick them, you know. We created this culture where it is okay to race. If you got beat, you are going to take it and you have got to get-up and do something. I think that is been a big part of it.

I don't know if that answers your questions, Coach Hopkins. I do think that something that adds to it. You know, certainly, training. But I think what I found is you create a little synergy. To get really four random guys to put-together a relay, like we did this past year, to go 2:50-point, that was absurd — to be honest with you. You know, because we thought we had one leg, we had a half leg, and two legs that we had no idea which way they were going to break. Those guys put together a heck of a relay. I hope that's helpful. In the power. Then they go to the weight room another two times, that actual lifting.

We have a phenomenal strength and conditioning coach who is an Ironman triathlete. He thinks very differently than most strength and conditioning coaches I have met. He brings this idea of the athletic development is crucial in everything he does. It is random. It is different things. You know: heavy ropes is something that we found that we like to do, is different. He went old school with some different things, and kettle bells.

You know we run a little medley for the first six weeks: we create a little competition environment where we are building them as a team. Then we come to the Red and Black week, which is the sixth week. That week is competition only, in anything. It is a mile run. I think it's 15-mile on the bike, for time. You are scoring points for your team. It is shuttle runs. There is a truck push — that is where it finishes. We have the Kentucky fairgrounds for almost a 3-mile course. We thought it would be a great idea to divide them in teams, red vs. black, and they push this truck around the whole thing, for time, as a team. Four at a time; every minute you have to switch to a different four. The goal is to get the darn thing through the line. You'll be shocked how much they put-out for those things, you know.

These are competitive people. You create a little environment and you let them go, they go. It is creating, a team setting that I find to be very special. I want it to be the case all the time. We've got to play at the top of our game. Our range is small as a program; so if we're going to do anything, we don't have to perfect — I don't like to say that because it puts a little too much pressure. They don't have to be perfect, but we have to play the top 5% of our game. That is my challenge for them every day: top 5% of our game. If you know the bell-shaped curve, that is what we are talking about. It is a special place.



I appreciate the time. Thanks for listening. Thank you. ■

Albiero is in his tenth year at Louisville and is a three-time Big East Conference Coach-of-the-Year. In his nine seasons, Albiero has led the Cardinals to their highest placing ever at the Big East Championships, including a first-place finish for both the men and women in 2010-11. Albiero has also qualified numerous NCAA DI Championship qualifiers. In 2012, Albiero earned the NCAA National Coach of the Year award and coached NCAA 200-breast Champion Carlos Almeida at the Olympic Games for the country of Portugal. Prior to Louisville, Albiero spent 4 successful seasons leading the IM and stroke groups at the U of Alabama and 3 seasons as an assistant at Kenyon College - where he helped the Lords and Ladies to six national championships. A successful swimmer himself, Albiero was an 18-time All-American swimmer for Oakland University where he helped lead the Pioneers to three straight NCAA Division II team titles. He also earned 3 NCAA titles and was a Scholastic All-American 3 of those years.

Going Cold Turkey ON SUGAR

CANCER, METABOLISM, FRUCTOSE, AND ARTIFICIAL SWEETENERS

By [Lewis C. Cantley](#)

Quite early in your research career, you discovered the enzyme phosphoinositide kinase - usually known as PI3K - whose crucial activities are still central to your research. Can you briefly say what it does?

PI3K generates a lipid - and a lipid that wasn't known prior to our discovery. It's a very minor lipid - that's why it had been missed - that is the product of inositol phosphorylation mediated by PI3K. Even at the time of our discovery that PI3K makes this novel lipid, we already had evidence that high levels of this enzyme correlated with malignant transformation of cells: in collaborations with Tom Roberts, Brian Schaffhausen and Ray Erickson we had shown that viruses that cause cancers in mice and chickens often do so by activating this novel enzymatic activity. So we knew early on that well-studied viral oncoproteins such as Src and polyoma middle T activate this lipid kinase. We went on to show that the product of PI3K, phosphatidylinositol-3,4,5-trisphosphate (PIP3), was quite high in cells transformed by these viruses. Because of its correlation with cancer, we suspected very early on that PIP3 was an oncolipid - although we didn't actually name it that.

So the connection with cancer was established very early on and then, in an overview of PI3K signaling that you wrote in 2002, you predicted that studies on the PI3K pathway would lead to new targets for diabetes and cancer. Did you realize then that metabolic

disturbances like diabetes and cancer might actually be linked?

Well, we did because we published a paper in 1990 where we reported that not only was PI3K activated by growth factors like EGF and PDGF, but it was also activated by insulin. In fact, insulin turned out to be the very best way to activate it. As we continued to pursue that finding through the very early 1990s, we and others found that virtually everything that insulin did required the activity of PI3K. In other words, inhibitors of PI3K or knockouts of PI3K in mice abrogated insulin signaling. Insulin-dependent glucose uptake, for example, required PI3K.

And as we were doing our work in mammalian systems - on cell lines and mouse knock-outs - other labs were studying worms and flies, and the gene encoding PI3K popped up in genetic mutants of flies, in a pathway that was downstream of the insulin/insulin-like growth factor (IGF) receptor. While mammals have separate but related receptors for insulin and IGF1, flies and worms have a single receptor that is the ancestor of these two receptors. So PI3K showed up genetically in the insulin/IGF-1 signaling pathway that controls cell growth in flies. In worms, it popped up in a nutrient-dependent age-related phenotype. In fact, it was called 'age-1' before it was identified as PI3K because loss-of-function mutations in the gene dramatically extend the lifespan of worms. The genetic network for ageing turned

out to be the insulin receptor, IRS-1, PI3K, AKT, FoxO network - the same network that we were uncovering in mammalian systems.

So it was very clear by the late 1990s that PI3K evolved as a mediator of insulin/IGF-1 receptor signaling. And as full genome sequences of flies and worms became available it became clear that while the insulin receptor-PI3K-AKT-FoxO pathway was well conserved, other pathways for activating PI3K that we had found in mammalian cells were less conserved. And that led us to conclude that PI3K and PIP3 originally evolved to mediate insulin/IGF-1 signaling and to control nutrient uptake - particularly glucose uptake in response to feeding - and distribute it into the appropriate tissues for the organism to grow.

What you are mostly focused on now is specific disturbances of growth-related signaling networks in tumor cells that might suggest new drug targets, and I'd like to ask you about one noticeable thing about these studies - the frequent discovery of apparently paradoxical results. Would you like to say why these studies so often throw up paradoxes?

I think what we're learning, of course, is that biological systems are far more complicated than we'd imagined. As we acquire tools that allow us to acutely knock out or knock down the expression of a particular gene, or have a drug that inhibits a particular step in a metabolic pathway or signaling pathway, we are finding that the system responds to these



perturbations by attempting to reactivate the pathway. In other words, a lot of what we call robustness in nature comes about because biological systems have numerous negative feedback regulatory networks that sense when the system is out of balance and become altered to restore homeostasis. So some of the paradoxes come from the fact that whenever you inhibit a component of a signaling or metabolic network, you end up reactivating things upstream of it, giving a result that's the opposite of what you expected to see.

In metabolic networks particularly, it's been known for a long time that there are all kinds of feedback control. One example of a paradox from our research was the observation that pyruvate kinase, which is the enzyme in glycolysis that synthesizes ATP, actually tends to get turned down in cancer cells. This is paradoxical because cancer cells are typically utilizing glucose at 50- to 100-fold the rate of the normal tissue surrounding it, so why would they want to turn down one of the steps in that pathway and make less ATP? In the end, we figured out that it's because that allows the cells to use the intermediates in glycolysis for other purposes than just making ATP, such as making NADPH, or making ribose, or making serine or glycine.

These are for biosynthetic pathways?

That's right. The cancer cell of course needs to grow, and it needs to be able to control

its oxidation-reduction potential. Those are typically a greater challenge for a cancer cell than just making ATP, which it can do through oxidative phosphorylation in mitochondria. So if you turn down ATP synthesis through glycolysis because you're using glucose intermediates for metabolic processes, you can make up for that in the mitochondria and the cell is fine.

So would you conclude that you really need to know your way around metabolism before you can start to predict what will happen if you interfere with a particular step in the pathway?

That's right. It's only now that we have the tools to acutely perturb metabolic systems and monitor what happens, and we can really begin to understand the wiring diagrams of these pathways.

I'd like to ask you one last question, on fructose. You've written recently on the very topical issue of whether fructose is a particularly important cause of metabolic disease and, as we now know, with possible very strong links to cancer. As I understand it, sucrose - and even other carbohydrates - in excess can be metabolized to fructose. So if we're just eating too much carbohydrate generally, does it really matter whether it's fructose or any other kind?

It turns out that it does matter. Quite honestly, four or five years ago I was in your camp of assuming, you know - fructose, glucose, they

have exactly the same number of calories per gram, they can be interconverted instantly inside most cells, so what does it matter? The answer is, it's really important - and quite striking - because the liver differentially metabolizes fructose and glucose. This specialization is pretty much unique to the liver; in any other cell, the fructose and glucose are pretty much interchanged quite rapidly. But liver does not have hexokinase, so it cannot phosphorylate fructose at the six position. This is in contrast to glucose, which can be phosphorylated at the six position in the liver by glucokinase to make glucose-6-phosphate, which is then converted to fructose-6-phosphate. And that is then phosphorylated at the one position by phosphofructokinase (PFK), which is - and here's the key point - the ultimate gatekeeper for entering glycolysis. In contrast, fructose that enters the liver is phosphorylated at the one position by fructokinase (also called ketohexokinase) to make fructose-1-phosphate rather than fructose-6-phosphate. The liver is almost unique in regard to the ability to differentially metabolize glucose and fructose.

And that matters because...?

That matters because once it's phosphorylated at the one position, fructose can be a substrate for aldolase, and shoot down the glycolytic pathway, bypassing the gatekeeper PFK, which is the control step for going into glycolysis. In most tissues, if the

cell finds itself with plenty of ATP and plenty of citrate (the building blocks for making fatty acids), it will stop all flux through glycolysis because ATP and citrate inhibit PFK - a classic example of a metabolic negative feedback control. So the glucose that enters the cell can still get phosphorylated but it doesn't go down glycolysis and doesn't get converted to fat but rather gets stored as glycogen or exits the cell.

But in the liver, fructose bypasses that whole machinery, because it doesn't need PFK; it gets phosphorylated at the one position directly, without phosphorylation of the six position first and, as a consequence, now becomes a substrate for aldolase, and it produces even higher levels of ATP and citrate that go on to make fatty acids. No matter how much you've eaten, you will still make more fat if you eat fructose.

There are two other things about fructose that make it different from glucose. One is that all the fructose you eat is cleared on its first pass through the liver. In other words, the liver scarfs up all the fructose and immediately converts it to fat, while glucose stays in the bloodstream for some period of time. That's why we call starches hyperglycemic molecules; they keep glucose levels in your bloodstream high for a long time. That is good for the brain - the brain loves to eat glucose. It's good for the muscle. But fructose doesn't actually supply any energy to your brain at all, it doesn't supply any energy to your muscle; it only gets stored as fat. That's really quite remarkable, if you think about it. You eat sucrose - one molecule of glucose and one molecule of fructose - that glucose is being used by your muscle and your brain - your brain loves getting that glucose - but the fructose is all just getting stored as fat.

But does it also mean that you get hungrier - you want more sugar if you're using fructose rather than glucose?

Exactly. You would have to eat exactly twice as much sucrose as starch to get the same amount of energy supplied to your muscle and brain. The brain realizes that, it keeps relaying a feedback so that the more sugar you eat, the more it wants you to eat. Hence the addiction to sweetness. That's the dangerous thing about this molecule.



You might ask - well why did we evolve such a complicated system? Why does only the liver feed fructose straight into fat? I think it's quite clear why this happens. We have a symbiotic relationship with plants. Plants want to spread their seeds around, so they surround them with fructose. High-fructose material surrounding the seeds gets us and other animals to eat them and this craving of fructose makes us eat them a lot and we end up carrying their seeds around and spreading them. But at the same time, it gives us an advantage because those fruits ripen just at the end of the growing season, which generally means, in almost all environments, that you're not going to have much to eat over the next few months. So the best way to survive is to convert everything you eat at that time into fat. That is the long-term storage mechanism that allows you to survive until the next growing season. That's why fructose was spectacular for us 10,000 years ago, getting us through these famines that we faced every year. But today we don't have famines and so we just get fat.

Does this put a whole new gloss on Eve and that apple? You'd probably have to eat about a bushel of apples to get the same amount of fructose as in a 40 oz Coke, which we're trying to ban here in New York City unsuccessfully.

And here's an additional comment. The way we've attempted to avoid this problem is by using artificial sweeteners. The problem with those is that a disconnect ultimately develops between the amount of sweetness the brain

tastes and how much glucose ends up coming to the brain.

So the brain figures you have to eat more and more and more sweetness in order to get any calories out of it. The consequence of people eating lots of sweeteners, no matter what they are - whether they're natural or unnatural - is that it increases the addiction for the sweetness. As a consequence, at the end of the day, your brain says, 'OK, at some point I need some glucose here'. And then you eat an entire cake, because nobody can hold out in the end. The only way really to prevent this problem - to break the addiction - is to go completely cold turkey and go off all sweeteners - artificial as well as fructose. Eventually the brain resets itself and you don't crave it as much. ■

Lewis Cantley graduated from West Virginia Wesleyan College in chemistry and took his PhD in biophysical chemistry at Cornell University where he worked on enzyme kinetics. He did his postdoctoral studies at Harvard where he stayed as an assistant professor until he moved to Tufts University where he discovered phosphoinositide-3-kinase, the enzyme critical to the control of growth that has dominated his research ever since. He returned to Harvard as a Professor of Cell Biology and later as a member of the new Department of Systems Biology and is now Director of the new Cancer Center at Weill Cornell Medical College and New York-Presbyterian Hospital.

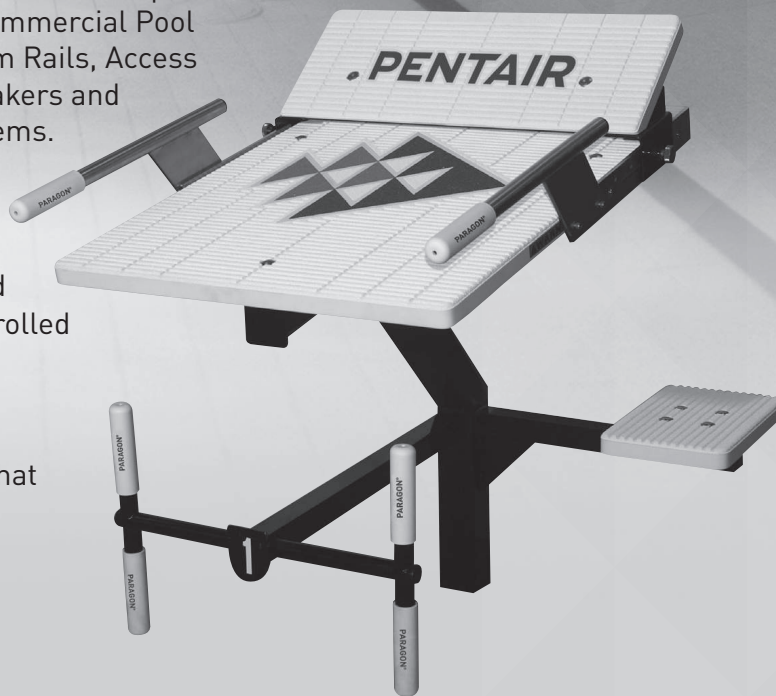


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Lessons from Legends:

Jason Lezak & Seeds of Third Effort

By Chuck Warner

Do you ever get tired of trying and coming up short of your goal? You're just not getting where you want to be and you've tried and tried again? For many people the capacity to push through obstacles to get where they want to go demonstrates a strength of character trait groomed and implanted in their early childhood. Changing one's character later in life happens, but it's usually difficult.

The result of the 2008 Olympics in the Men's 4 x 100-meter Freestyle Relay is a prolific example of the impact of character change in at least one adult.

With seventy-five meters remaining in the relay race, France's Alain Bernard was pulling away from the USA's Jason Lezak who lagged a body length behind him. Bernard had set, and reset, the world record in the 100 freestyle three times over the previous six months. The eight-gold medal dream for Michael Phelps seemed dead, and with it his \$1,000,000 bonus from a sponsor, Speedo swimwear.

Even Jason Lezak admitted later, "The thought really entered my mind for a split second. There's no way [to win]."

America had once boasted winning this relay at every Olympics. When the event was added to the swimming program at

the 1964 Games, America won going away with the great Don Schollander anchoring the foursome. The results were the same in 68, 72, 76, (80 boycott), 84, 88, 92, and 1996. But in 2000, with Jason Lezak at his first Olympics, and on the relay, the USA lost for the first time in Olympic history at the hands of Ian Thorpe and the Australians, all in front of a raucous home crowd, by .21 seconds

In 2004, the Americans, and Jason Lezak, finished third behind South Africa and the Netherlands. Now in 2008, trailing badly it seemed the Americans would lose again. Even in what appeared to be obvious futility; did Jason Lezak have the will to give a second or third effort on the anchor leg of this race?

Lezak being in this position was improbable. He was a good, but not a great age-group or high school swimmer. He wasn't highly recruited at the major NCAA swimming powers. He received a small scholarship to attend UC Santa Barbara (UCSB) for his undergraduate education and swam for the ever-patient coach Greg Wilson.

After two years at UCSB, Coach Wilson had grown weary of Jason's lack of effort. One example was a sprint set of 6 x 100s on 8 minutes that one would expect him to thrive on. Jason swam decently on

number one, average on number two and he was awful on number three. "I tried my hardest," he told Coach Wilson after the girls starting beating him on the third one. Making matters even worse he exhibited a "me first attitude" and lack of consideration for the team. Greg Wilson didn't give up on a swimmer easily. He knew all about the value of third effort and persisted in trying to motivate his talented sprinter. He tried heart to heart talks, tried taking him to lunch and he tried yelling at Jason. But his efforts didn't change Jason Lezak's behavior.

Finally in the fall of Jason's junior year Coach Wilson gave up trying to change him. The coach held him accountable for his behavior and kicked him off the team. One week later Jason approached Gregg to see if he could return.

Coach Wilson told him, "You're done."

Another week later Jason came to see his coach again and told him, "I really want to swim."

Wilson told him, "You're done."

This time Jason would give a third effort. But first he needed more information and ideas from experts. He spoke with his mother who suggested that he write out a contract for a new commitment and





present it to his coach in the hope of being reinstated on the team. Jason did just that.

Coach Wilson reviewed the contract, consulted his staff and they decided to give Jason another chance with conditions. "When you sign your name on this contract," Greg told him, "you will be making a huge impact on your life. You are placing your integrity and character on that piece of paper." In this process the coach was helping Jason Lezak change his life. One day this moment would also enable Michael Phelps to have the chance to win eight Olympic gold medals.

Lezak's final step to reinstatement on the UCSB team was to apologize to his teammates for his behavior, further experiencing the emotional aspect of speaking change into his life as he promised better effort and substantially improved behavior moving forward.

Jason's new effort helped him train harder and therefore race faster. He began to win-even racing against swimmers from the big name schools. He qualified for the NCAA Championships for the first time. Perhaps Jason had found that second and third effort wasn't so difficult after all. And like an alcoholic that simply takes sobriety one day at a time, good character that can be exhibited in second and third effort only need be applied...one-day-at-a-time.

That summer of 1998, he qualified for his first USA National Team competition. But it wouldn't be held until 1999, so he would have to wait another year for it to take place, after college graduation. Then why not swim another year and compete at the Olympic Trials in 2000?

Eight years later he would speak belief into his team and himself at a team meeting prior to the 2008 relay when he implored them to win. Garrett Weber-Gale who swam the second leg on the relay said later, "I could see in his face the pain of losing like that [2000 & 2004]."

And so as Jason Lezak neared his turn with 50 meters remaining and trailing Bernard he replaced the thought of 'no way' by speaking second and third effort into himself. "I changed," he said afterward. "I thought, 'That's ridiculous. I'm at the Olympic Games, I'm here for the United States of America. I don't care how bad it hurts, I'm going after it.'"

"I just got a super charge."

Lezak surged back toward Bernard, hugging the lane line, riding his opponents wake an inching closer and closer. His second effort pulled him even with Bernard as they neared the finish. And then his third effort to extend his fingertips quickly to turn the clock off by depressing the touch pad before the Frenchman kept Phelps'

dream of eight gold medals alive. Then USA National Team coach Mark Schubert, called Jason's 46.06 split the greatest relay swim in Olympic history.

Ten years before Jason Lezak had no team and had no coach. In 2012 he earned another Olympic berth at 36 years old when he finished ninth in the semi-finals of the 100 freestyle, but because of Ryan Lochte's scratch was able to move into the final eight to race for the USA Team. With yet another surge for the wall he finished sixth to earn a last spot on the squad for the relay and a place on his fourth Olympic team.

It seems that Jason Lezak has learned well the value of giving a second and a third effort. Today, by all accounts, this man of great character is a terrific father and husband. He also enjoys speaking to groups and telling them how he replanted the seeds of third effort at a late age, how they grew and how they blossomed. ■

For more information or to order Chuck Warner's books *Four Champions, One Gold Medal* or *...And Then They Won Gold*, go to www.aretswim.com (access Books * Media) or the American Swimming Coaches Association. You can follow Chuck Warner on twitter@chuckwarner1.

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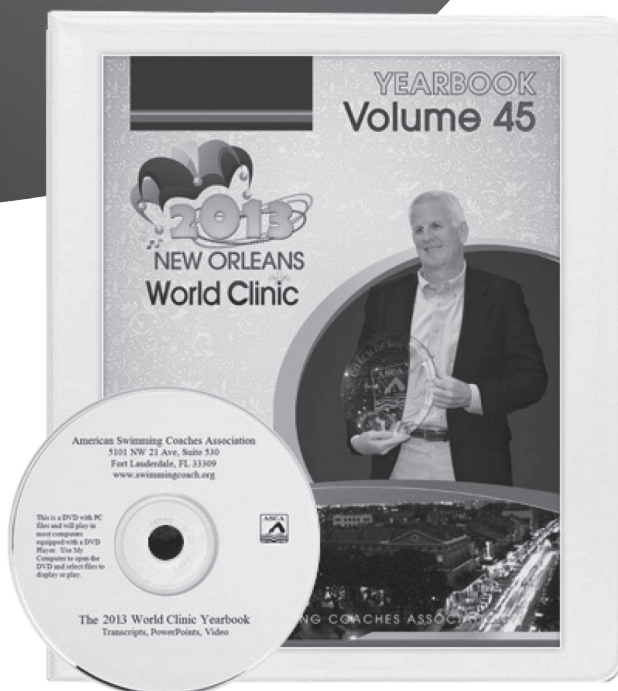
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