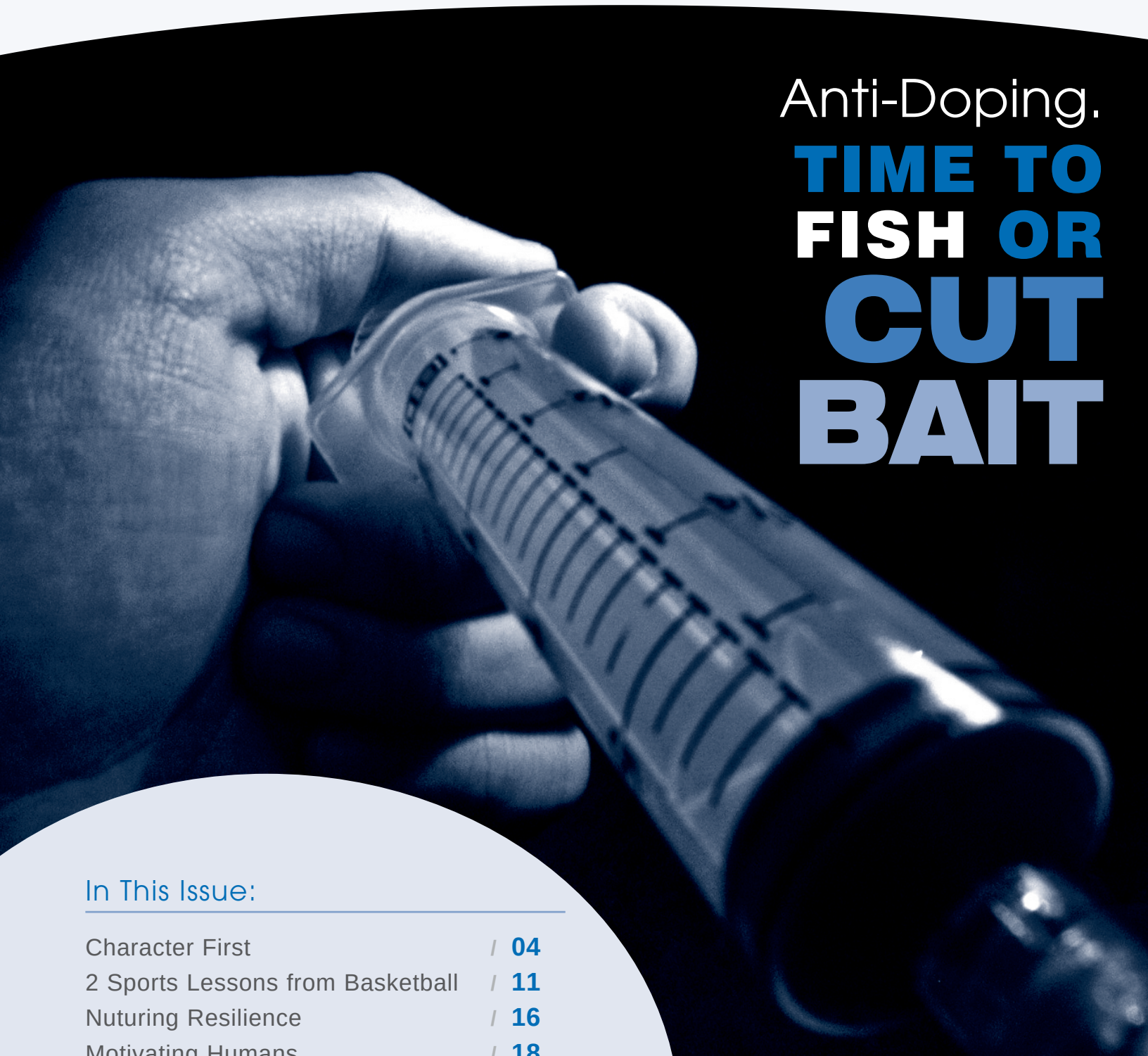


ASCA NEWSLETTER

AMERICAN SWIMMING COACHES ASSOCIATION

2013 EDITION | ISSUE 7



Anti-Doping.
**TIME TO
FISH OR
CUT
BAIT**

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ASCA Newsletter

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On the Cover

George Block is the President of the World Swimming Coaches Association, former ASCA President, and ASCA Hall of Fame member. George also leads WSCA's Anti-Doping efforts. Following a Sports Illustrated article on A-Rod (do we need more of an identifier than that?) here is what George sent to the write of the article, Mr. Jack Dickey:

I read your excellent article in TIME, however one sentence in particular stood out. "The drug users may have broken baseball's rules (**although none of those punished tested positive** for PEDs), but baseball invented its own rules..." For those of us who have spent our lives in Olympic sport, the horrible sham that is drug *testing* is the greatest scandal of all.

Sport - in general - spends millions of dollars annually on drug testing that would be better spent growing sport in the third world, or re-growing it in our inner cities. If we are not going to be serious about testing - and we are clearly not serious - then we should stop wasting precious resources.

Coaches and scientists have been

asking, even begging, the testing-investigative complex to update testing technology from post-WWII technology to current medical, scientific and forensic technology. In spite of having all the information, the testers refuse to update. They are trying to catch 21st century designer drugs with WWII methodology. This is why no one - except idiots - test positive.

The only big name "positives" in recent years (since Sydney?) have been investigative positives. Everyone knows that. That is why baseball invented its own rules. It had to develop investigative evidence, because they couldn't produce scientific evidence.

We have the ability to track athletes from the time they are in high school (or earlier) and develop a "metabolic passport" that would trace the physiologic, metabolic and genetic profile of every potential world class performer. For less than what it costs now to run thousands of high-resolution mass spectrometer tests, current high throughput technology lets testers identify (or pennies) "anything that isn't blood or urine" that is present in blood or urine. From there the pre-screened sample would go to 21st century mass spectrometry that could identify to a 95% probability exactly what the high-resolution

mass spectrometry needs to test for. At that point, the old technology would kick in and aim at a target that it knows how to shoot at and identify that target to a 99% probability.

We could be catching nearly ALL of the drug cheats - if there's a will - but there isn't. Why?

I think that's the real story for investigative sports journalists. Personally, I think it's "Follow the Money." In an era of dramatically reduced funding for science, life running a well-funded testing lab is a secure life. The lab directors have gradually become a part of the sports bureaucracies. They're on anti-doping committees and commissions. They're on Federation and NGB boards. They protect their own positions and prevent the adoption of new science and new technology.

We are spending enough money to do it right and catch the cheaters. We are just spending it on 70 year old technology. If we aren't going to spend the money right, shouldn't we spend it on needy kids instead? ■

George Block, President
World Swimming Coaches Assn.
Chair, Anti-Doping Committee

CHARACTER FIRST

Interview with Don Heidary of Orinda Aquatics

By [Dean Ottati, Swim Swam](#)

Twenty years ago, twin brothers Don and Ron Heidary co-founded Orinda Aquatics. Today they're both still coaching at Orinda Aquatics, but they also coach competing High School teams, Don at Miramonte High School, and Ron at nearby rival and high school swimming power Campolindo. Last month, the two brothers coached their respective athletes (Steven Stumph of Campolindo and Charlie Wiser of Miramonte) to the two fastest 100 breaststroke swims in high school history. It has probably never happened before, and will likely never happen again, that twin brothers would coach the two fastest swims in history in the same race. SwimSwam sat down with Don Heidary to talk about "the race," and more importantly their core philosophy of "Character First."

SwimSwam: It's Sunday, June 2nd. We are at the Pleasanton Seahawk's Pool for a Senior 2 meet. I'm talking to Coach Don Heidary of Orinda Aquatics. Don and his brother Ron have been a fixture in Contra Costa County Swimming for 35 years, coaching summer-league teams, high school teams, and as founders and Head Coaches of Orinda Aquatics. For a smaller club of 150 swimmers, the team has done well. I think, Don, you guys (OA) were the third place at Junior Nationals

last year. Is that right?

Don: Yes that's right. Summer long course junior nationals.

SwimSwam: You've coached over 100 All-Americans, and I think three Olympians have come through your program – Kim Vandenberg, Peter Varellas, and Heather Petri. But the thing that really jumps out at me, Don, is a couple things, actually, and I think they're related. First, such a high percentage of your kids are going on to swim in college. I think you told me it's something like 90 percent?

Don: Yes. And the other 10 percent would like to but are in a situation where they can't. I think our culture supports positive, healthy, and elongated swimming careers. It is implied in our program from the beginning. The kids love the sport and want to continue. They also see they value and importance it plays in their lives.

SwimSwam: The second thing I was hoping we could talk about, before we talk about "the race" is your Character First philosophy. It's so near and dear to you. I was hoping we could start there.

Don: Sure. Character was part of our life philosophy and then became embedded

in our coaching philosophy a long time ago. We believe unequivocally that you should live your life, in all facets, with integrity. And I think beyond just a general life of integrity, it will help you in athletics and whatever you pursue. We talk to the kids about athletics being the best learning ground in which to grow as a person because of the challenges, the team interaction, and the sacrifices made. They not only can grow as an athlete through those challenges, but they grow as a person. So we emphasize character and we make demands of them which emphasize character. And we've seen the results manifest tremendously in kids of all ages and all abilities. And so character is the foundation of our program. And one point I'd like to make is that there is some thought that you can't have both, that if you want to create a positive environment, or an integrity-driven culture, that you're going to sacrifice some level of intensity and therefore competitiveness and ultimately success with kids, and it's absolutely not true. We would argue the opposite, that the better the culture and the more positive and more integrity-based the environment is, the better training you will have and the better they will perform. That's at an individual level and a team level. And it's played out in front of us

at all levels, summer-league programs, high school swimming and United States swimming. I think the success speaks for itself, the testimonials do, and it's something that we not only believe in our program, it's something we will support in any way we can with swimming and children in general.

SwimSwam: One of the things I wanted to ask about was about how sports builds character, because that's not always the case. What are you guys doing to help ensure that swimming really does build character?

Don: Sports is merely an activity and you can do it the right way or you can do it the wrong way. I'm sure every coach sees the spectrum of commitment and integrity in athletes. The best of sports can make you an extraordinary human being, and the worst of it can result in a cancer to the program. So sports in and of itself does not build character, but doing it the right way can be a life-changing process. So we just try to focus on a few fundamental things and demand those things of the kids, and character comes out. We make it clear to the kids that, that they need to make a commitment to the core principals of sports, which are work ethic, integrity, and team commitment. It is how they show up and how they participate that matters. And if they will commit 100 percent to those things, they will do better, and the team can become an extraordinary environment. We sell it. We present it to the kids, and then we demand it. And it's 100 percent. We also tell them that we will do virtually anything for them, as long as they are unduly committed to act with integrity and to the team. We let the kids know there is no middle ground with integrity, and respect, and some of those core values. There's just not a middle ground. You have to be respectful of everybody at all times, and be mature and positive always.

SwimSwam: I'd like to pay a compliment to your kids. I happened to be on a flight to winter sectionals, and probably about 2/3 of your sectionals team was on the same flight. These kids were polite. They were helping people with their luggage. They represented your team very well.

Don: Thank you very much. Even though they're little things, I think it supports the

“The best of sports can make you an extraordinary human being, and the worst of it can result in a cancer to the program. So sports in and of itself does not build character, but doing it the right way can be a life-changing process.”

bigger picture. It's in bigger things like respect, support, mature language, appearance, and on down to smaller things like picking up after yourself. When we go out to eat, when we're in a hotel, kids have to bus their tables and always clean up after themselves. It's those little things about living with integrity that we're very strict about. We would get just as upset at an athlete who didn't pick up their tray at dinner as we would for somebody doing something disrespectful. It just doesn't matter. It's not the way you want to live your life and it's not the way we want this team represented, and it won't be tolerated. I think the kids understand that, and they can see character woven into a lifestyle and then into the team culture.

SwimSwam: I'd like to talk about “the race,” the NCS 100 breaststroke championship final. You're in the unique position of being one of Steven Stumph's year round coaches at Orinda Aquatics (with Ron as Steven's primary coach), and you were also Charlie Wiser's coach at Miramonte high school. Both those guys, along with Nick Silverthorn, swam maybe the greatest high school race ever. It was incredible. Can you talk about your dual roles?

Don: The Orinda Aquatics situation is a little unique because we, my brother and I, coach “rival” schools but support all athletes as if they were a family. Our roots in the community run very deep, thirty years, and so we have a history of watching kids grow up in the sport and hope to help them succeed regardless of their level or school.

I would also add that my brother and I do

a very good job at compartmentalizing our roles, and that we have the utmost respect for the programs and the dividing lines between them, it would be easy to blur those lines, and we just don't do it. I would mention that if I'm at Miramonte, I'm 100 percent there, and I don't wear Orinda Aquatics attire. I don't talk about Orinda Aquatics. I want the kids to see me solely as the Miramonte coach and vice versa with Orinda Aquatics. I don't wear high school attire on deck at Orinda. I want the kids at Orinda Aquatics to see me as the Orinda Aquatics coach, and my brother does the same thing. We also don't cross over athlete situations or anything that would compromise a race, regardless of who we coach. We want to see kids succeed and do well and we respect them immensely. At Orinda Aquatics, we have kids in twelve different high schools. They're all going to be at North Coast competing and at some point, they may be competing next to a club teammate who is also a friend of theirs, and we coach both. Our objective is that we help these kids swim at the highest level possible in the best race possible, and it really doesn't break down to who's competing against who, or which hat we wear.

SwimSwam: And can you talk a little about the two swimmers, Steven and Charlie?

Don: Of course. Steven is without question a unique and remarkable athlete and person. As a tremendously successful athlete, he is the most humble, caring, supportive, and compassionate person you will find. Steven is the kind of athlete that performs at the highest level and then

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will stay two hours alone to help clean up the storage room. He combines that with a drive and dedication that is unparalleled. His focus, attention to detail, and work ethic is at a level we have never seen. Steven has overcome challenges and continues to elevate his performance. He's a very mature athlete and racer who prepares with meticulous detail. He shows this time and time again, from Junior Nationals where he swam a record 1:55.88 in the 200 Breast, to NCS where he set the national record.

Charlie, for the great success that he has had in swimming and water polo, is as humble as one could be. He has an innocence about him that makes his ability that much more impressive. He is a high-character young man who has balanced the two sports of swimming and water polo, maybe better than any aquatic athlete in the country: 1st team All American Water Polo and 2nd all-time in the 100 Breast. Growing up in the very competitive summer-league community, the Orinda Moraga Pool Association and Contra Costa County, he has a long history of sprinting and racing. He has not only flourished in this environment but I am sure it has honed his racing skills. As Steven does, he has an innate ability to rise to occasions at the highest levels. 1:49 in the 200 IM is just another example.

SwimSwam: Now did you have any idea what was coming, going into that race?

Don: Well I did. And I told a few people that you could see three 53's in the final heat at North Coast well before the race. We knew very well the history of Steven and Charlie. Nick Silverthorn (a junior) went 54 in the winter at Nationals, and he has really emerged as a top national breaststroker. He's a phenomenal athlete who has trained very hard for ten years and he's coached by one of the best coaches in the country in one of the best programs in the country, with Steve Morsilli at Pleasanton. So clearly, he had the potential to go under 54. And in a race with the elevated intensity that North Coast has, which is probably a little more intense than even nationals to some of these kids, there's an added advantage.

SwimSwam: All three of those guys



elevated to something really special.

Don: Yes, there's pride for themselves as athletes, but there's also pride for the (North Coast) Section, and there's pride for this community. I don't know if that's ever been done before, three swimmers under the national record in the same high school race, and the top two from the same neighborhood.

SwimSwam: Well, you're (OA) graduating some strong swimmers, but it looks like you've got some coming up as well.

Don: We (OA) do have a strong group graduating, led by Steven (Stumph) and Sven (Campbell). They are two irreplaceable athletes and team members. They've done very well, but they've also been the two hardest working swimmers on our team. So when you talk about a culture

where the fastest kids are the hardest working, and the most dedicated, you're going to have a special environment, and they've created that. So yes, we do have great young kids coming up, but it may be a while before we see athletes like that come through the program again.

SwimSwam: I know Sven Campbell was sick going into NCS, but in that last 100 free on the 400 freestyle relay, he just really showed the heart of a champion. Can you talk about that?

Don: Without question, and he has competed that way his entire career. He can set the tone to an entire meet the way he closes races and anchors, or leads off, relays. When you talk about the best swimmers in the country, Sven Campbell is definitely one of them, and as I said, his work ethic is unparalleled, as is his attention



to detail, and he has a race toughness about him that you rarely see. This was evident in that relay. He was not feeling well, was anchoring a relay from a body length and a half behind, in an attempt to win and set the NCS record. He was patient to make his strongest push on the last lap and touched first by .03 and split 43.6. There were a number of things critical to that swim – mentally, physically, and tactically. Sven's got a lot of growth ahead of him, and he's been a blessing to our program.

SwimSwam: Yeah. We're looking forward to good things from him at Cal, as well as Steven at USC and Charlie at Sanford. That's quite a set of resumes.

Don: It is.

SwimSwam: Before we go, if there are coaches out there who want to learn more about your character first philosophy, where can they go to find information?

Don: ASCA and John Leonard have enthusiastically supported the message and given us the opportunity to speak

“ We [at Orinda Aquatics] emphasize character and we make demands of them which emphasize character. And we've seen the results manifest tremendously in kids of all ages and all abilities. ”

at the World Clinic on the topic. In the near future, there will be video presentation available. There is also an archived Online Seminar on the USA Swimming site.

SwimSwam: Don, I thank you for your time. Is there anything you would like to add?

Don: Thank you very much for what you're doing and the quality of writing that you're bringing to the swimming community.

SwimSwam: Thanks for taking care of these kids.

Don: It's a privilege.

(Interviewer's Note: Don is one of these guys whose presence fills up the space

around him. He's a lot of fun to talk to. We exchanged a couple of e-mails after the interview, and in one of them he shared a list of 19 graduating seniors on Orinda Aquatics this year that will be swimming in college next year. 19 out of 20!) ■

Dean has been a summer rec swimmer, an AAU swimmer (yes, he is that old), a swim coach, a swim team director (social suicide through volunteerism), a meet director, a starter, an official, and just about everything else a swimmer/parent can be. He is the author of The Runner and the Path: An Athletes Quest for Meaning in Postmodern Corporate America, and is currently working on Swimming and the Meaning of Life: A Father, A Son, A Philosophy, and A Sport.



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The Nature of DELIBERATE PRACTICE

Allen's Big Shot was Years in the Making

By [Mike Finger](#)

MIAMI — Ten years before it ended, the loss that might be remembered as the most crushing in Spurs history already was under way.

Rashard Lewis saw how it started. He considered himself a good shooter back then and thought he had good practice habits. But every day, without fail, he would arrive at the gym to find the Seattle SuperSonics' new trade acquisition, Ray Allen, soaked in sweat.

"I loved to take that extra hour for a nap, but Ray was always there early," said Lewis, now a teammate of Allen's on the Miami Heat. "No one put up more shots than him."

And when Allen put up those thousands of shots, he didn't simply catch and fire. He practiced shots with pump fakes, shots off a dribble to his left, and shots off a dribble to his right. He practiced shots from the elbow, from the wing, from the baseline and from the top of the key. He practiced shots falling out of bounds, and he practiced shots while sitting on his backside.

Then there was another one he thought might be useful someday. Over and over again, he would backpedal into the corner and launch a 3-pointer. The tendency in that situation is for a shooter to float backwards upon his release.

But Allen taught himself to avoid that by getting his feet set and jumping forward.

So when Chris Bosh grabbed an offensive rebound with the Heat trailing by three points with nine seconds left in Game 6 of the NBA Finals on Tuesday, Allen didn't need to think. Later, he'd say it was all muscle memory. "My body wasn't unfamiliar with that situation," Allen said.

He backpedaled into the corner, caught a pass from Bosh, and his feet set automatically. Upon his release — known as one of the quickest and prettiest in NBA history — his body did not float backward. He flicked his wrist and knew it felt good, but he didn't react because, he said, "as a shooter, you never pre-celebrate." And just after the ball left his fingertips, there was no more on his mind than there had been in the practice gym 10 years earlier.

What happened, of course, is the ball swished through the net, and the game went to overtime, and the Heat won 103-100 to force a Game 7. Only moments before Allen's shot, Miami fans started filing out of AmericanAirlines Arena, and security personnel strung a rope

around the floor in preparation for a Spurs championship celebration. But Allen, who admitted Wednesday, "The yellow rope pissed me off," said the Heat knew all along it wasn't over. "We felt like this is not how it was supposed to be," Allen said. "This is not what our future is. Not right now."

From his seat on the Heat bench, an old teammate wasn't surprised by what came next. "He trained his whole life to hit that shot," Lewis said of Allen.

Still, Allen said he didn't fully comprehend what had happened. Then he woke up Wednesday morning, realized he had a Game 7 to prepare for, and it hit him. "Sometimes you forget, because we live in a fishbowl, you don't understand the magnificence of the situation," Allen said. "It's an amazing situation to be part of."

And one that was a long time coming. ■

Mike Finger has worked for the Express-News since 1999, writing about the Big 12, the NBA and the NFL, as well as spending two years as a general sports columnist. He's covered 13 Spurs postseasons, six Final Fours and more than a dozen college bowl games. He's covered University of Texas athletics since 2009.

EAT Pray RECOVER

By Buck Harvey

MIAMI — Gregg Popovich rushed to the podium after Game 6 before he was scheduled to talk. “He got there faster,” said one NBA official, “than any coach in Finals history.” Only a dozen members of the media had made it to the interview room by then. They asked him eight questions and, with that behind him, Popovich walked briskly to the back of AmericanAirlines Arena. He wanted a cab. Told cabs didn’t come to the loading area, he found a driver and an SUV.

With that, Popovich was on his way to an Italian restaurant in downtown Miami called Il Gabbiano. Zagat lists it as the fifth-best restaurant in the city; had things gone differently Tuesday, Il Gabbiano would have hosted 2013’s best NBA team. But plans changed as Game 6 did. So Popovich sped to the restaurant, partly to get a glass of wine, and partly to let the restaurant know other arrangements were necessary. Popovich wanted a private room for fewer people — because he wanted a way to alter what had just happened.

Maybe it’s all irreversible. No team



San Antonio Spurs coach Gregg Popovich gestures during the first half of game two of the NBA Western Conference Finals in San Antonio, Texas on Tuesday, May 29, 2012. (Courtesy of Kin Man Hui, San Antonio Express-News)

has won a Game 7 on the road since the Finals 2-3-2 format has been adopted, and no team has lost a Game 6 exactly the way the Spurs did. For those in San Antonio who always wanted the Spurs to get more national attention: You got your

wish Tuesday. Losing a five-point lead in the final 28.2 seconds, with yellow ropes already in place for the championship ceremony, with the trophy ready for a postgame presentation ... the Spurs had become part of a drama that will be remembered for years.



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"It was by far the best game I've ever been a part of," LeBron James said, and television ratings suggest the rest of the country agreed. It fits with Spurs history. Their losses have arguably been more memorable than their more numerous successes. Tracy McGrady once scored 13 points in 35 seconds against them, and Derek Fisher once scored two in 0.4. But Tuesday took that further. The Spurs were Bill Buckner, this time with a trophy rolling between their legs.

Baseball teams such as the 1986 Red Sox have struggled to recover from such disappointment to play a Game 7, and that's with another starting pitcher. The Spurs, instead, return tonight with the same chests that had their hearts ripped out. Manu Ginobili has expressed that the best. After the game, he said he had "no clue how we're going to be re-energized." And he slept that night, he said Wednesday, but only "with some assistance."

Enter Popovich, ever trying to figure out what his team needs. After Game 6, he went from player to player with locker-room psychology, often with a message made for each. His staff marvels at his ability to dig into the souls of his guys. It also marvels how authentic he is even though the exercise is tactical.

Popovich is not a magician. The Spurs went back to Los Angeles after the 0.4 game in 2004, after all, and went flat. Still, this is a different team at a different place, and Popovich has some logic on his side. The Spurs are tired, but Dwyane Wade might be in worse shape than any Spur.

The Spurs also led for most of Game 6. It isn't as if Miami has figured them out. The Finals remain what they have been, an alternating sequence of fitful runs. If Tim Duncan and Kawhi Leonard can't be better than they were Tuesday, then Ginobili can't be worse. Tony Parker and Danny Green

can certainly shoot better, too.

But those are specific, tangible thoughts. Popovich was shooting for something else Tuesday night, and he's done this before. Team dinners are not uncommon during the season. This outing, however, was closer to an emergency. Popovich couldn't let his guys sit in a hotel and stare at the walls. He needed them in Il Gabbiano, eating and talking, remembering that life goes on.

Popovich didn't speak to the players as a group. Instead, he wanted to treat this like another dinner, to return to normalcy, to let the players talk to each other.

Food was part of his plan. So was nourishment. ■

Buck Harvey has been writing a sports column in the San Antonio Express-News for more than 30 years.

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Nurturing RESILIENCE

Olympic Gold Medalists and Raising Resilient Kids

By Michael Ungar, Ph.D.

In an article in *Psychology of Sport and Exercise*, David Fletcher and Mustafa Sarkar report on their interviews with Olympic gold medalists and how they cope under the incredible stress that accompanies elite level sport. There are some good lessons here for us parents who want to help our kids achieve the resilience they'll need when life dishes them up some extreme challenges. Of course, there is one big difference between an Olympic athlete's resilience and a child who must endure cancer, or whose family tumbles into poverty after a parent loses her job. Olympic athletes "actively seek to engage with challenging situations that present opportunities for them to raise their performance level." While our children may not choose the challenges they endure, it is good to remember that coping under stress is a skill that we can coach our children to be better at.

Reaching peak performance, it seems, requires the psychological discipline to remain positive despite setbacks, the ability to maintain inner motivation, be confident even when you feel unsure of yourself, an enduring focus on achieving one's best, and perceived social support. While the list may sound obvious, there are some not so obvious ways that gold medalists succeed at keeping themselves psychologically resilient.

1. The Advantages of Setbacks

As odd as it sounds, most of the study's participants said that while serendipity (being in the right place at the right time)

sometimes helped them get a chance to show what they could do, it was life's challenges that provided them with the motivation to push a little harder. Without some setback, most would not have reached their full potential.

The experience of failure brings with it opportunity: the chance to say with certainty whether one wants to give everything one has to achieving one's goal. Sometimes, those personal challenges were as simple as a bad performance or being denied a spot at a qualifying competition. But personal milestones also played a factor. The loss of a parent, a divorce, a personal injury all caused these athletes to pause and reconsider their commitment to success.

What does this tell us about raising resilient kids? Don't shelter them from every challenge. Let them fail! Let them experience the bitterness of having not measured up so they can consider what they will have to do to succeed. When things come too easy for those who are gifted, they can become too complacent. A little failure, in manageable amounts, may actually produce a child who can endure life's setbacks better than a child who is sheltered from failure.

2. The Advantages of Getting Control Over One's Thinking

Also known as meta-cognitions, elite athletes control their thinking. There has been an enormous amount of focus on mindfulness training to help people with

mental health problems think about how they are behaving in order to help them control those behaviours. It's like an observer floating above us, watching what we think and do. Elite athletes control their self-talk, know what their goals are, and notice when they are talking themselves out of being able to win.

What does this tell us about raising resilient kids? Help kids think about thinking. Ask a child who is anxious about an exam what he thinks will happen, then offer him some new ways of thinking about the challenge before him. Are the consequences really as bad as he thinks? And is a less than perfect score really the tragedy the child is making it out to be? Ask a child to clarify his goals: what grade does he need to succeed? Learning to control our thoughts is as simple as giving them voice, though terribly complicated to change if we fail to recognize that we can talk ourselves into a panic or a depression.

3. Have a Positive Personality

Elite athletes tend to be open to new experiences, conscientious, innovative, extroverted, emotionally stable, optimistic and proactive. They seek opportunities to take on challenges and make the most of those opportunities for personal growth.

What does this teach us about raising resilient kids? It is very difficult to change personality types. An Eeyore-like child who is eternally pessimistic may never want to see the world as being full of possibilities. But that doesn't mean the child can't be



South Africa's Chad le Clos reacts after beating Michael Phelps in the men's 200-meter butterfly swimming final. (Mark J. Terrill/Associated Press)

encouraged to try new things by a parent or teacher. Most kids are naturally curious. As caregivers, we can provide kids with the security they need to launch themselves with the confidence they'll need if they stumble. I liken this to encouraging a child to try out for the school play or basketball team even when she thinks she is good at neither acting or sports. We can train a child to take chances by giving her a push in the right direction and a soft landing when she fails. Optimism can, in fact, be learned.

4. Self-Confidence Needs Others to Believe in Us

We may think that elite athletes have endless self-confidence, but many Olympians told stories of their self-confidence lagging at critical moments in their careers. At those times, it was their teammates, coaches and family members who provided the external sources of support they needed to maintain their belief in themselves. Those perceived social supports are enduring reasons why elite athletes can train as hard as they do.

What does this teach us about raising resilient kids? Our kids can succeed even if they lack self-confidence as long as

those around them maintain a belief in the child's ability to succeed. As caregivers, we matter a great deal. Being resilient is not something that is necessarily reliant on individual qualities alone but can be awakened by a supportive environment. A child who hears "You can do it" is more likely to succeed at times when he is unsure whether he has what it takes.

5. The Goal has to Be Optimal Performance - Not the Medal!

Elite athletes rarely focus on the medal. They focus on doing their absolute best, exploiting every ounce of their energy and passion. That's what is satisfying. That is what convinces them they are truly worthy of the prizes they win.

What does this teach us about raising resilient kids? We need to focus much less on the medals and accolades and much more on encouraging children to do their best and fully use their abilities. I worry about Tiger Moms and other types of push parenting that insist that good enough is only achieved when the child comes first, which leaves most kids feeling like losers. I admire children who strive to do their best.

That's what I want to applaud, genuine effort rather than another trophy on the wall or admission to some special academic or sport program that brings status to the child (and often the parent). Being resilient means striving to succeed in ways that are meaningful. A student who completes high school and becomes a mechanic is every bit as worthy of my praise as the concert pianist. That's something Tiger Moms seem to overlook, except when they need their cars fixed. Why would we push the mechanically inclined child into university or the musically inclined to become a doctor? Let's help children be their best.

I've always loved the poetry of the Olympics. These are rare world-class performances that inspire us to be our best. They can also, it seems, teach us something about what makes children resilient. ■

ABOUT THE AUTHOR:

Michael Ungar, Ph.D. is a Marriage and Family Therapist and the Scientific Director of the Resilience Research Centre at Dalhousie University. --- Submitted to ASCA by Kathleen K. Prindle, Founder and Head Coach of Performance Aquatics.

RES

Motivation is Three-Dimensional:

1) GOALS

- Responsive environment
- Activity Relevance
- Multiple Goals
- Goal Alignment

2) BELIEF

- Positive Feedback
- Flexible Standards
- Optimal Challenge
- Direct Evidence
- Reality

3) EMOTIONS

- Emotional Activation
- Just Do It
- Baby Steps

OPTIONS:

- Creative Goal Setting
- Creative Self Concept
- Creative Use of Emotion



SPECT

Motivating Humans

An adulteration of M. Ford's
17 GENERAL PRINCIPLES OF MOTIVATION.

Motivation Encompasses the Whole Person.

- The past, present and future will effect current motivation
- Changes in the above can effect motivation.
- Motivational interventions may not result in the same outcome if repeated.
- One Motivational technique will not work the same with multiple individuals,



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(Coach Don Heidary is an ASCA Board Member.)

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AFTER failing my first major exam as a college student (note: it's not wise to begin studying for an 8 am exam at midnight the night before), I decided to create a "studying process." By using this process during the rest of my collegiate career, I survived college and was able to graduate from Johns Hopkins University with a 3.74 GPA.

While I definitely worked hard in college, my GPA was not the result of spending 50 hours a week in the library. Instead, it was the result of a very strategic approach to learning and development that you can use to become an expert on anything in record time.

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Step 1. Study. Your first step to expertise is to identify the world's 3 top experts on a topic/skill, and to read one book by each expert. (You could also participate in their online courses, live seminars, or training programs.) Just make sure you learn from the right people. Thanks to the Internet, anyone can self-publish a book or create an online course and call themselves an "expert" on any topic. Learning from unqualified sources will actually stunt your development. Make sure you learn from the world's best.

Step 2. Apply. While you will definitely benefit just from absorbing the wisdom of leading experts, you can't become a true expert on a topic/skill until you apply your new knowledge. For example, you can't become an expert on public speaking just by reading about public speaking; you have to speak in public. You can't become an expert on project management just by reading about project management; you have to manage projects. You can't become an expert on LinkedIn just by reading books about LinkedIn; you have to use LinkedIn firsthand. By applying what you learn through your initial study, you'll deepen your understanding of the material and fill in some of the inevitable gaps found even in the world's best books or training programs.

Step 3. Summarize. Before any major

The FASTEST WAY to BECOME an **EXPERT** At ANYTHING.

By Aaron Piersol

exam in college, part of my studying process was to go through my textbook and class notes and create a concise review sheet of the major ideas and concepts. This step forced me to identify the key points and to translate the ideas from the authors and my professors into my own words. In addition, my summary was much easier to review before the exam than a 500-page textbook. So, after you read your 3 books (or take a course, attend a seminar, etc.) and after you apply what you have learned, you should create a brief summary of your new knowledge. This will deepen your learning even further and leave you with a very concise, valuable resource to refer to for years to come.

4. Teach. After studying, applying, and summarizing what you have learned, the next best way to deepen your mastery is to teach your findings to others. By teaching your topic to someone else, your level of understanding reaches an even higher level. You can "teach" your topic by writing articles about what you have learned, by delivering presentations about what you have learned, or simply by sharing your ideas informally with friends, family, or colleagues.

According to a study by a publishing firm called The Jenkins Group, 42% of adults never even read one book after graduating college! If you read 3 books on a topic, apply what you have learned, summarize your findings, and teach your new knowledge to others (by writing or speaking), you will know more about that topic than 99% of the population, classifying you as a true expert. The payoff in personal satisfaction, professional recognition, and financial compensation will be well worth the effort.

P.S. Here is My Challenge to You:

Identify the #1 topic or skill you need to develop to get to the next level in your career, and work this 4-step process over the next 30 days. For public accountability, you can comment below with the topic/skill you want to master, and you can report back on this blog again in 30 days with an update on your results. ■

Pete Leibman networked his way into a job with the NBA's Washington Wizards when he was only 21-years old and later went on to become their number one salesperson. He is the founder of the Dream Job Academy and the author of "I Got My Dream Job and So Can You" (AMACOM, 2012).

Keeping Things Simple

By Don Swartz

Following up on what we wrote about last week, looking to make changes in how we approach our season, it occurs to us that we can make substantive changes but still keep things simple.

This occurred to us as we mused about why a very fast swimmer on our team decided to try his talents on the football field this fall, his freshman year in high school. We certainly don't ever want to be in charge of another person's life and yet it made us think, "Why isn't swimming, especially on our team, compelling enough to make such a decision a foregone conclusion?"

We said we were not thrilled but we support him. We will welcome him back in mid-November and he knows he will need to earn his spot in our SR 1 training group. We said, "We love coaching you but we can only coach you when you come to the pool. That's where we hang pretty much every day," pretty simple.

Whichever path it is you choose please

remember the old adage "work works," pretty simple.

Eddie Reese says do 3 things in freestyle:

1. Put your fingers in the pool in front of your shoulder pointed in the direction you wish to follow, then
2. Point your fingertips to the bottom of the pool as quickly as you can, and finally
3. When you recover, point your fingers at the lane line, pretty simple.

In this month's Swimming World Magazine there is a discussion on hypoxic training. University of Arizona Coach Rick DeMont says, "The secret is to just keep moving," pretty simple.

It seems to us that as coaches we oftentimes try to justify our programming and changes we make to it by giving complex detailed explanations. We are not so sure that is necessary or valuable. Someone once said about investing that

if you cannot hear the pitch and understand it in 5 minutes, take a pass. Might be worth adapting to how we present our program.

10x100/1:15 is indeed different than 10x100/1:45. Make the explanation simple and you have a better than average chance of having the ears connect to the brain and the set getting done with the correct intention you had in mind.

What do you think? ■

ABOUT THE AUTHOR:

Don Swartz has been a club coach for 40+ years. He is the Senior Group & Masters Coach of the highly regarded North Bay Aquatics program under the direction of Ken DeMont. North Bay Aquatics is a rapidly developing program with senior swimmers at the Sectional and National level.

Coach Don Swartz and Coach Ken DeMont maintain a weekly blog, called *Swim Coach Direct*, which offers ideas and observations of interest for both coaches and swimmers.



REQUIRED CERTIFICATION SCHOOLS

The 5 Levels of the ASCA Certification Program each have its own required school. The purpose of these schools is to provide "state of the art" fundamental information on coaching to the appropriate level of coaches. Since 1985, this five level progression of courses has been the world standard for coaching education, used in more than 18 nations around the globe. Each school is geared for a different need in a coach's career, as described below. Over 35,000 individual required courses have been taken by coaches since 1985. All five of these courses are available in either home study or live clinic format. You can access the list of live clinics online at www.swimmingcoach.org.

In the following list, we explain content and intent of each of the five courses.



Level 1 - Foundations of Coaching Course

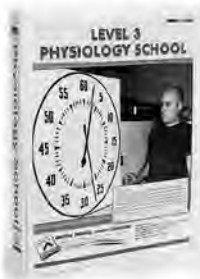
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Level 2 - The Stroke School

This course is the most popular course in ASCA's history. Over 14,000 coaches have taken the Level 2 Stroke School since 1986. This current 2013 revision is currently available in two forms: a home study course that can be done "via notebook" on paper, or the preferred method, a video-based course available online. The duration of the online course is approximately 8 hours and can be accessed through the ASCA website at swimmingcoach.org. The manual is also available, with the corresponding test which can be taken online directly. However, we strongly urge you to consider the online video course, as it is a superior learning experience, and one of the best teaching methods available today. Once purchased, the course can be completed at your convenience according to your schedule by accessing your progress via password upon your return. The cost of manual is the same for each version: \$50.00



Level 3 - The Physiology of Training School

The purpose of this course is to give the coach practical knowledge on how to develop a long and short term training plan, and write workouts that will demonstrate the progression necessary for swimmers to improve. It begins with a review of the interaction of various physical and mental systems, continues with the scientific background for training, descriptions of training methodologies and terms, and then proceeds to discuss the planning of training for both new, developmental swimmers and accomplished swimmers of all ages, up to and including Senior Swimmers and Masters Swimmers. Also required by USA-Swimming for the head coach of a new club program. Once again, available in home study form via manual and once again, recommended for a live presentation if practical for the individual coach. Cost of the manual is: \$50.00



Level 4 - The Leadership School

Once a coach can master the basics, do a wonderful job of teaching strokes, can plan and conduct brilliant training sessions and do an expert job at running their team, there is a critical skill left...and that is LEADERSHIP. In point of fact, this might be one of the schools that is far too important to leave to last in the progression. One can argue that effective coaching is ALL about effective leadership and in that picture this is a course to take EARLY in your coaching career. Leaders are not born, they are made. This course can help make them. The course teaches specific skills and steps that you need to master to lead children or other adults, effectively. Manual based, rarely offered in live mode, the cost of the manual is: \$55.00



Level 5 - The Administration School

For the coach who is, or aspires to be, the head coach of any organization, high school, college, YMCA or Club, this school covers every topic from budgeting to communications to fund-raising, to team entries of meets, to hosting meets, to working successfully with assistant coaches, volunteers and boards of directors. Frequently described as the area where coaches are "weakest" in their job, this course is designed to give new head coaches a tutorial on how to deal with administrative tasks, before they become "administrative issues". There are sections devoted to the special needs of high school and college coaches. While not about the "fun" parts of coaching, this course is about the parts that allows a coach to get and keep and prosper in, a good job as a head coach. We recommend that the wise coach take this course LONG before they expect to "need it". Having this information will help you GET the job you're dreaming about. Manual based, rarely offered in live mode, the cost of the manual is: \$55.00

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The Difference Between Active & Inactive **INGREDIENTS**

What does this have to do with Competitive Swimming?

By [Don Swartz, ASCA 2013 Hall of Fame Coach](#)

Active ingredients are those which are intended to have a therapeutic and pharmacologic activity. An active ingredient is the main portion of a drug product intended to produce a therapeutic effect. An active ingredient is any component that provides pharmacological activity or other direct effect in the diagnosis, cure, mitigation, treatment, or prevention of disease, or to affect the structure or any function of the body of humans or animals.

Inactive ingredients are added for the purpose of formulation compatibility and proper drug delivery (i.e., binding ingredients, disintegrants, etc...) Inactive ingredients can also include flavors, color dyes, and are intended not to offer any pharmacologic activity.

Our contention is that this has everything to do with competitive swimming.

We were speaking informally to our team at the annual end of season picnic, working on coming up with yet another way to

deliver "the message." You know it well if you are a coach or parent. Encouraging our young ones to connect the dots between input and output; helping them take charge of their swimming...this is an ongoing and constant theme.

So we took a slightly different tack and pulled out a couple of products from the bathroom cabinet, including sunscreen. We noted that each has active and inactive ingredients. We paraphrased the FDA above and simply said something to the effect that the active ingredients get the job done, without them nothing happens. The inactive ingredients were important in that they helped with the proper delivery of the active ones. In other words, both are needed, but the active ultimately makes the difference.

We then said we believed that passion and commitment were the most important active ingredients to successful competitive swimming. Without them nothing happens. We then said that most

all of the other stuff were inactive. You needed them but by themselves nothing was going to happen. The list is quite lengthy: pool time, various sorts of training equipment, stroke technique, fitness and even coaching – yes we think that coaching is often an inactive ingredient.

We could see a few wheels turning. Perhaps we had made a connection in the minds of some. We encouraged them to figure out what made them passionate about their swimming and then commit to it. Of course, a swimmer needs pool time, technique, equipment and coaching. Yet without passion and commitment very little lasting progress is made. A lot of laps get swum but that's about it.

Said another way, inactive ingredients only become relevant when you add the active ingredients. A pool and a coach become relevant when the swimmer adds passion and commitment. ■

SOURCE: [Food & Drug Administration \(FDA\)](#)

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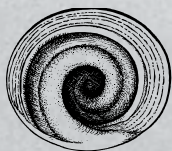
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