

The JOURNAL

Official Publication of the
National Interscholastic Swimming Coaches Association of America, Inc.



2024 Sectional Champs Marquette University High School Hilltoppers, Milwaukee, Wisconsin

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2024 NISCA Award Honorees

An Ode to Kicking, Part 7

July - Aug 2024



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THE NISCA JOURNAL

www.niscaonline.org

July - August 2024



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Front Cover: The Hilltoppers of Marquette University High School, Milwaukee, Wisconsin, take their first Sectional Championship since 2011, at the Wisconsin High School Swimming Sectional Championships. The meet was at Wauwatosa East High School on February 10th, 2024.

Captains Aiden Dimino (Left) and Ben Leahy (Right) celebrate with the team upon receiving the Sectional plaque signifying the Team Championship.

From Hilltopper head coach Kyle Bedalov: *"I was asked to come back to my alma mater for the 2023-24 season. It was a tough decision to leave a program that was brought back to prominence during the past 10 years [but] it was also time to go back to my high school.*

"In the 2023 season the team finished 5th and had no State qualifiers. I was the third different coach in three [successive] seasons.

"The picture represents the growth we made, the trust we had in each other, and the journey we were on. And are still on."





National Interscholastic Swimming Coaches Association of America
To Educate... To Promote... To Honor.

Dear Coaches,

I hope you all have had a chance to recharge this summer. It never seems quite long enough in my opinion. All the things I had hoped to accomplish such as getting more exercise, reading more and just getting things done around the house always seem rushed by the time August hits.

As we head into the next school year, I would like you to think about how you can help grow and support our coaching base. Not just in terms of the NISCA membership but in terms of helping the next generation navigate the challenges they may face based upon our career experience. Coaching and teaching has come under attack the past few years and the number of coaches leaving the profession has increased at an alarming rate. Several NCAA institutions have been conducting research as to why swimming coaches are leaving. Some have cited pay or the pressure to succeed which has created family challenges as reasons for leaving.

I decided to step away from teaching and coaching high school in May after 27 years in the same district. My decision to retire was based upon my feeling I had nowhere else to grow within the district. Moving upward within the school district to which I had devoted so much time and energy was no longer an option. I know I'll miss being on deck with my athletes this fall. However, this was the right time for me to look at other options in my career.

No one ever said being a coach would be easy and thinking back I'm sure I could have handled some situations in my career differently, but with age comes wisdom and hindsight (if we're lucky!). Veteran coaches, please share your insight and knowledge with the next generation. Even though some new coaches may appear to be know-it-alls, they really do watch what we do. There is only so much a YouTube video can do to share ideas with someone. Sometimes the story behind why you do things a certain way compared to others is worth sharing. I have been blessed to have had many great coaches to watch and listen to over the years and many of the best conversations about swimming often happened far away from the pool.

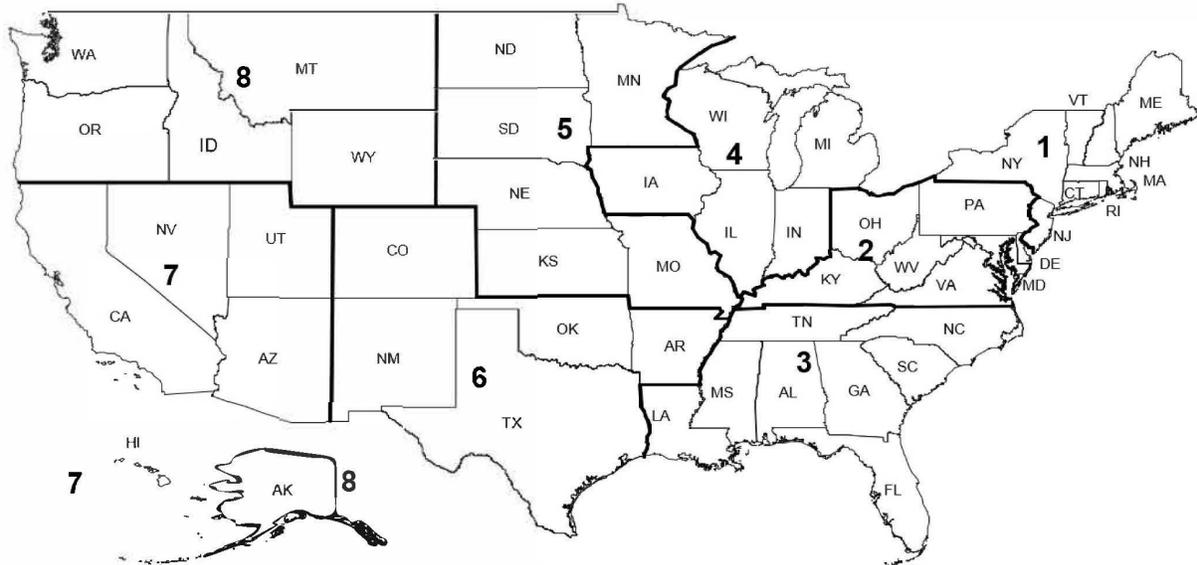
I was reminded recently of a quote from a noted statesman that feels appropriate at this juncture: "***We make a living by what we get, but we make a life by what we give.***" — Winston Churchill. So as we prepare for the upcoming school year reflect not only on what you know, but how you can share your knowledge and experience with others.

Best wishes for the upcoming school year and remember that NISCA is here to serve you.

Sincerely,
Mark Jedow
NISCA President

President	President Elect	Secretary	Treasurer	Past President
Mark Jedow	Kyle Bedalov	Eve Julian	Tim Sirois	Tim Sirois
21425 Encino Lookout	3627 Stillwater Cir.	341 Alger St. SE	673 Hill Street	673 Hill Street
San Antonio, TX 78259	Waukesha, WI 53189	Grand Rapids, MI 49507	Highland Park IL 60035	Highland Park IL 60035
210-259-3986 (C)	262-527-4320 (C)	(616) 475-0807	(847) 877-2669	(847) 877-2669
president@niscaonline.org	pres.elect@niscaonline.org	secretary@niscaonline.org	treasurer@niscaonline.org	pastpres@niscaonline.org

<p>All America Coordinator MARK ONSTOTT 41 Nickelby Down Brentwood, TN 37027 847-644-7029 (C) e-mail: aacoord@niscaonline.org</p>	<p>All America Swimming-Boys TIM SIROIS 673 Hill Street Highland Park, IL 60035 224-765-2234 (W) / 847-877-2669 (C) email: boysswaa@niscaonline.org</p>	<p>All America Swimming-Girls MARK JEDOW 21425 Encino Lookout San Antonio, TX 78259 210-481-6955 (H) / 259-3986 (C) email: girlsswaa@niscaonline.org</p>	<p>All America-Academic/Scholar Team MARNEY SHIRLEY 401 8th Street SW Jamestown, ND 58401-4642 701-952-6642 (H) / 701-269-4324 (C) email: aamerican@niscaonline.org</p>
<p>All America-Diving DON MASON 7101 Cathedral Dr. Bloomfield Hills, MI 48301 248-941-3348 (C) email: aadiving@niscaonline.org</p>	<p>All America-Water Polo SEAN WIMER 7048 Osage Rd Long Grove, IL 60060 847-602-2273 email: wpaa@niscaonline.org</p>	<p>Membership BRAD JONES 9131 Denton Hill Rd Fenton, MI 48430 810-240-1076 (C) email: membership@niscaonline.org</p>	<p>Webmaster EVE JULIAN School 341 Alger St SE Grand Rapids, MI 49507 616-475-0807 (H) / 616-970-1661 (C) email: webmaster@niscaonline.org</p>
<p>Rules PETE HUGO 29 Fairview Avenue Great Neck, NY 11023 516-487-2386 (H) / 516-578-9026 (C) email: rules@niscaonline.org</p>	<p>Journal Editor/Constitution/ International Programs DANA ABBOTT 906 Aster Drive Katy, TX 77493 281-347-0689 email: nisca_journal01@gmail.com</p>	<p>Marketing/Outreach/ International Programs ARVEL F. MCELROY 24372 West 108th Terrace Olathe, KS 66061 785-218-1912 (C) email: marketing@niscaonline.org</p>	<p>Professional Awards TOM HUDSON 1710 Boulder Drive Laramie, WY 82070 307-760-4814 (H) email: profawards@niscaonline.org</p>
<p>Power Point Coordinator MICHAEL MCHUGH 4689 Scots Way Dexter, MI 48130 Phone: 734-255-5108 email: powerpoint@niscaonline.org</p>	<p>Online Store GREGG ANDERSON 1633 Amwell Rd Somerset NJ, 08873 732-873-2225 (H) email: store@niscaonline.org</p>	<p>National Conference Coordinator TOM WOJSLAWOWICZ 3015 Shiloh Lane Charleston, SC 29414 843-637-4663 treasurer@niscaonline.org</p>	<p>Research Coordinator KYLE BEDALOV 3627 Stillwater Cir Waukesha, WI 53189 262-527-4320 (C) email: records@niscaonline.org</p>
	<p>Coaches Education KEVIN PIERCE 808 Hancock Ave Ridley Park, PA 19078 email: education@niscaonline.org</p>	<p>Hour of Power ANTHONY PLUMMER Northside ISD San Antonio, TX email: tedfund@niscaonline.org</p>	



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<p>Zone 1 Director PHILIP EMERY 48 Starlight Dr. Brewer, ME 04412 207-989-0416 (H) / 207-944-8623 (C) email: zone1@niscaonline.org</p>	<p>Zone 3 Director Position Open</p>	<p>Zone 5 Director ANDY CUNNINGHAM 1010 S. 144th St. Omaha, NE 68154 402-715-1403 e-mail: zone5@niscaonline.org</p>	<p>Zone 7 Director RON BLANC 22062 Antonio Pkwy Rancho Santa Margarita, CA 92688 949-766-6096 (W) / 714-396-2096 blancron@smhs.org email: zone7@niscaonline.org</p>
<p>Zone 2 Director KEELER CALLAHAN 2166 Sawbury Blvd Columbus, OH 43235 614-557-7145 email: zone2@niscaonline.org</p>	<p>Zone 4 Director IAN KOBES 3370 Allen St. Hudsonville, MI 49426 616-669-1500 / 616-710-2038 email: zone4@niscaonline.org</p>	<p>Zone 6 Director MARK JEDOW 21425 Encino Lookout San Antonio, TX 78259 210-481-6955 (H) / 210-259-3986 (C) email: zone6@niscaonline.org</p>	<p>Zone 8 Director Position Open</p>

FROM THE EDITOR

As coaches and teachers, we put a lot of time, thought, and energy into developing ways to impart knowledge and life lessons, along with swimming expertise and racing skills/strategies, to our young charges in the water tank. When I first started coaching in 1973, I had the good fortune to land in an area with an abundance of amazing and wonderful families. We had incredible kids, and I began the sometimes dreaded practice of coming up with nicknames for many of them: Mermaid, Bunky, Killer, Jaws, Floss, Jellybean, Hoss, Budderball, Mudshark, and countless others. *And then there was Flash.*

When I first met him, Flash was a freckled redhead whose speed was the source of that moniker. His mom was a true Southern Belle and his dad was a doctor. I was his coach for just 3 years, but the bond between his entire family and me has remained strong and cherished for over 50 years. His given name is Parker, and he and his older brother, Rich ("Killer"), have followed their father's career into medicine. Rich is a diagnostic radiologist and Parker is a highly respected pediatrician, both practicing in Jackson, MS. I taught and coached Parker and Rich for 3 years until the family moved from the Mississippi Coast up to Jackson, and then we didn't see or hear from each other for quite a few years. But recently, "Dr. Flash" has been teaching ME.

Parker has a Facebook page that enlightens and "wows" me every couple of days. His care for children and their ENTIRE health is phenomenal. It's not just that he cares for these children, he cares that parents understand the labyrinthine maze of obstacles and challenges that growing kids must navigate every single day of their lives. And so he shares. Not the occasional pithy poster or news blurb or thoughtful quote we all wind up sharing now and then, no. He searches, explores, curates, summarizes, and presents material that I wind up adding to my saved Facebook vault.

I sent him a message recently, asking for permission to share some of his posts: *"Parker, the Facebook posts are great! I'm the*

editor of the NISCA Journal, a bimonthly national publication for HS swim coaches, and I'd like to share some of your posts (edited for relevance). May I? The one today on adversity comes right at the beginning of many HS swim seasons, and would be perfect."

He replied: ***"Your support has always meant so much to me, Dana!! Yes! Absolutely feel free to use any of my posts!!"***

The referenced posts are on the page following. Good stuff. If you want to follow him, just look for Parker Ellison on Facebook.

"DR. FLASH". He's still a pretty good kid!



"Adversity!!! We ALL hate it, but it is so vital to our growth. Just like your body grows stronger by the adversity of more weights on the bench press bar, your psyche grows stronger and healthier through the adversity (and the overcoming of that adversity) that inevitably comes our way. As parents, do not hinder this process! We need more resilient kids (and adults!!!)"



NISCA JOURNAL STAFF and Writers

Editor: Dana Abbott

Contributors: Dr. Karl Hamouche, Mike Peterson, Aimee Schmitt, Michael J. Stott, Dawn Weatherwax, Charlie Hoolihan, Andrew Sheaff, Kevin Pierce, Mark Onstott, Arvel McElroy, Don Mason

Medical Consultant: Karl Hamouche, M.D.

Nutritional Consultant: Dawn Weatherwax

Advertising: Arvel McElroy

Subscriptions: Tim Sirois

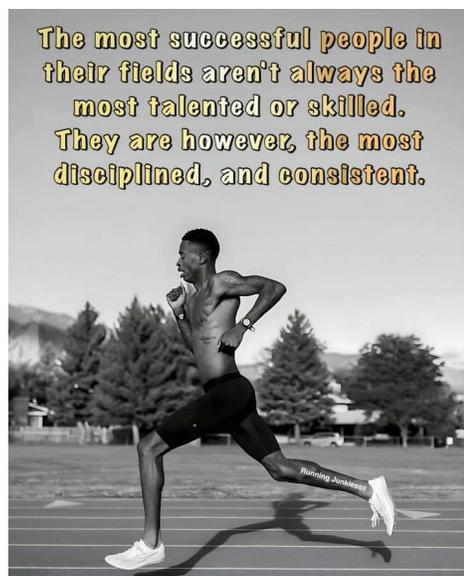
Statistician: Marge Inovera

Regional Director (Atlanta): Frank Lee Scarlett

Online Security: Cy Burnett

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Drink milk---it's good for you. Eat your vegetables. Be nice to people.





Which tree(s) are stronger?

Why?

What does that have to do with kids?



@relationalped

The tree that has to deal with adversity *without* the protection from the wind and cold provided by other trees is going to be the healthiest and strongest. It is made that way BECAUSE it has overcome what nature has thrown at it.

The lone tree is more resilient than the trees in the forest. It has faced adversity and been the stronger for it.

@relationalped

Resilience:
an ability to recover from or adjust easily to misfortune or change-
Merriam Webster Dictionary

Does this describe your child?

How do they handle adversity?
When things don't go their way?
When they don't get what they want?
Would you describe them as resilient?

@relationalped

Adversity comes in all shapes and sizes

- Age ↓
- A collapsing block tower
 - Being told "no"
 - Getting dropped off at the nursery
 - Not getting your favorite food
 - Being disciplined by a parent
 - Not getting to sit where you want at the table
 - Losing the soccer game
 - Not getting called on by the teacher
 - Being left out on the playground
 - A classmate making fun of you
 - Not making the "travel team"
 - Not making the dance team
 - Not getting playing time
 - Not getting into the desired social club
 - Not getting into graduate school
 - Not getting hired for the desired job
 - Not having close friends
 - Getting fired
 - Losing a parent
 - etc., etc. etc....the list is infinite and never ends

@relationalped

Adversity never stops.
It is the ever present fact of life since we live in a fallen world.
Even if you hide out and try to avoid more fully living the loneliness causes adversity!
What are you doing to help your kids deal with adversity?
To build resilience?
MOST parents, unfortunately, cannot help themselves and give in to overprotecting, fixing the problem, or avoiding adversity for their kids
altogether.

@relationalped

Overprotection

Overprotection is rooted in fear. Fear that your child will not be able to handle the inevitable adversity and be scarred from it in some way. So, you carefully hover and manage them so no toddler/preschool spats occur, and no skinned knees or head bonks occur. Your child lives life in a "bubble wrapped" manner where struggle/stress is prevented.

The problem is that you are also preventing your child's psychosocial growth from occurring in a healthy organic manner. Resilience is prevented.

@relationalped

Fixing

"Fixing" is conflict avoidance. You cannot tolerate for your child to struggle and get upset, so you fix the problem for them rather than letting them work things out on their own or suffer the natural consequences of their behavior. (Intervening in playground spats, or giving in to a dinner table seating arrangement demand would be good examples)

Fixing things is doubly detrimental. It prevents the important growth that adversity brings (resilience), but it also sends the message that "you can't handle this without me". Kids are more capable of dealing with adversity than you think. That is where the growth occurs!!

@relationalped

Avoiding

Avoiding is just that...avoiding. Avoiding conflict. Avoiding upsetting your child. Avoiding situations that have been problematic for your child in the past. Ultimately avoiding important growth!

For instance, your child is VERY opinionated about who gets her out of bed in the AM. She gets very upset if the "wrong" parent gets her up. Avoiding this conflict fertilizes this problem. Your child would benefit by you specifically ONLY letting the "wrong" parent get them out of bed. They won't like it, but they will get over it and grow from it.

The only way for your child to learn how to grow from adversity is to let them face adversity and learn some way, some how to deal with it. Resilience can only be learned through actually dealing with the stress on their own...not by avoiding it.

@relationalped

Just like the lone tree in a field growing healthy because of nature's stresses, so will your child grow psychosocially stronger due to the stresses that life will throw at them. We want to grow resilient kids!! Kids that aren't undone by adversity. Don't overprotect, fix, or avoid the adversities! They are growth opportunities and are not to be missed!



@relationalped



Intentionally stressful?

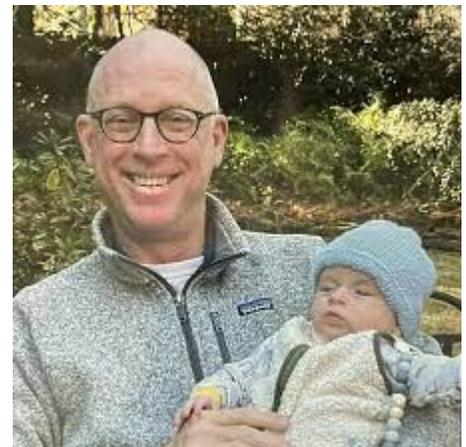
Resilience is a skill that is best learned early. In fact, the earlier your child learns how to successfully overcome life's obstacles the more flexible and resilient they become for the rest of their life.

So, for the good of your child, intentionally let them experience struggle, and let them work through adversity on their own. (I am NOT saying be insensitive and cold...but, rather to not manage their lives so much)

Resilience may be the most important life skill a child acquires in their childhood. Don't hinder that important process. Don't avoid conflict with them to keep the peace (the frustration is the fertile ground for resilience to be acquired).

Move away from overprotection, fixing, and avoiding, and move towards letting your child struggle with life more so they can figure out how to deal with life's hurdles...so they can learn, that "I have what it takes".

@relationalped



Leadership Lessons from My Students

By Kevin Pierce, NISCA Education Chair

Teaching social studies or coaching, I see myself constantly as a leader, guiding young minds and athletes to their goals. However, this leadership journey is two-way, not one-way. Over the years, I have learned that some of the most profound lessons on leadership come from my students. Here is how they've developed my view and sharpened my leadership skills.

The Power of Listening

One of the first lessons I learned was from my students, and it was in the power of listening. In the hustle and bustle of classroom activities and swim practices, one can easily fall into the trap of directing and instructing. However, some of the most rewarding moments come when I step back and listen—listen—to what my students have to say. Their inputs, concerns, and suggestions often bring out a new perspective that could have escaped me. By being active in eavesdropping, I realized that leadership is not just about making decisions but, more so, about understanding the needs and aspirations of the people in your stead. This has helped me create a more inclusive and supportive environment, whether in the classroom or at the pool.

Empathy in Action

Empathy is critical to extraordinary leadership, and my students remind me of this every day. From a student who is struggling personally to an athlete pushing through a tough training session, their resilience and determination have only increased my empathy. These experiences have taught me to approach leadership with a compassionate heart, recognizing that everyone has their kind of battles. By creating an empathetic environment, I can best support my students; they can make their way through their struggles while celebrating their victories.

Value of Adaptability

In both teaching and coaching, no two days are ever the same. This unpredictability has taught me the value of adaptability. They have helped me learn to be flexible with my students, their diverse personalities, and their unique ways of learning. Lesson plans have been adapted as we go; training methods have been changed according to individual needs. Being open-minded and flexible are critical parts of leadership. This adaptability helps not only to meet my learners but also sets them—and myself—up for the ever-changing landscape as it unfolds in life.

Inspiring by Example

The best part about working with children is that I can see growth in them every day, manifested through their enthusiasm, creativity, and drive. Time and again, they remind me that leadership is not merely about structuring the work of others; it's by example. Whether maintaining a positive attitude, showing perseverance, or acting with integrity in challenging situations, my effort is to lead by example. My students look up to me, and they inspire me to be the best version of myself.

Collaboration and Teamwork

Leadership is not a solo endeavor but working together toward a common goal. My students have shown me the importance of collaboration and teamwork. Whether it be a social studies group project or a swimming relay race, what we can accomplish together always feels richer than what we do alone. The lessons these experiences have taught me focus on the kind of community and mutual respect that needs to be nurtured. Encouraging teamwork, I watched as the students bonded together and accomplished the impossible resultantly taught me that group efforts most often resulted in the best success.

Embracing Failure as Learning

My students have made me accept that failure is part of life and view it as an opportunity for growth, not a challenge. From watching them rebound from failures, learn from their experiences, and come back stronger in their knowledge, I knew that failure is an avenue to success. This lesson has affected my leadership style; I create a safe space for my students to take risks, err, and learn from their mistakes. Going further, we embrace failure as an opportunity to learn so we can all move on to grow and become better.

Leadership is a dynamic, evolving journey, and some of my most excellent teachers sit across from me each day. They have taught me how to listen intently, lead with empathy, adapt to change, inspire through action, work effectively in collaboration, and embrace failure. These are the lessons that keep helping one become a better leader and person. As I go further on this journey, I remain grateful for the invaluable insights and experiences my students keep affording me. They remind me daily that leadership is a shared journey, one that is enriched by the contributions and wisdom of those we lead.

Read more from NISCA Education Chair Kevin Pierce and subscribe to his stimulating and encouraging newsletters here:

<https://kevinpierce.substack.com/>

Cultivating Resilience in Leadership

By Kevin Pierce, NISCA Education Chair

In this article we're tackling a crucial characteristic every young leader should cultivate, and that's resilience. How can your athletes, as student leaders, face challenges effectively and bounce back from setbacks even stronger? Resilience in leadership isn't just about handling the tough times. It's about how they learn and grow from those experiences.

As leaders, especially in their formative years like middle school and high school, they will encounter numerous challenges, whether it's dealing with a project that didn't go as planned or handling interpersonal conflicts with their team. Resilience is the key to turning these experiences into steppingstones. First, let's define what resilience really means in the context of leadership. Resilience is the ability to recover quickly from difficulties.

As a leader, this means having the capacity to maintain composure, think clearly under pressure, and most importantly, learn from the experience. There are several components that contribute to resilience.

First, emotional awareness. Recognizing their emotions and understanding what they're feeling is crucial. It's okay to feel disappointed, frustrated, mad, but what they do with those feelings, that's what matters.

The next is perseverance. It's about persistence. It's not just trying the same thing over and over, but adjusting strategies and continuing to push forward.

Lastly, optimism. Seeing the opportunity and challenges is a hallmark of resilient leaders. It's about focusing on solutions rather than problems. So how can they build resilience?

Building resilience is a dynamic process that involves more than just bouncing back from a setback. It's about pushing forward with an informed and thoughtful strategy. Let's go a little deeper into how they can actively develop resilience. First thing they can do is work on your mindset. Mindset does matter. Start by fostering a resilient mindset.

This involves understanding that setbacks are not insurmountable obstacles, but are in fact opportunities for growth and learning. Adopting a growth mindset where they believe that their abilities and intelligence can be developed is absolutely fundamental.

Next, learn how to visualize. Practice visualizing, overcoming specific challenges. This mental rehearsal can prepare them physiologically to face tough situations and can make a significant difference in how they perceive stress and challenges.

Next, set achievable goals. Break it down and set goals that are specific, measurable, achievable, relevant, and time-bound, which is also known as smart goalsetting. Breaking larger tasks into smaller, manageable steps can prevent feelings of overwhelming and can help build momentum with quick wins. Don't forget to celebrate the small victories. Recognizing and celebrating small successes fosters a sense of accomplishment and can put them and their spirit up during tough times.

Lastly, develop strong problem-solving skills. Effective problem solving requires practice. Engage regularly in activities that challenge critical thinking and problem solving skills, such as puzzles, games, or group challenges. Also, reflective thinking. After each project or significant activity, take time to reflect. Ask what went well, what didn't go well, and how they can improve. This reflective practice can enhance the ability to navigate future challenges. You also want them to recognize their emotions. Being resilient also means understanding and managing emotions.

Learn to recognize signs of emotional distress and develop techniques to calm down, such as deep breathing, meditation, or talking to someone they trust. Build emotional intelligence. Engage in activities that requires working in teams or in leadership roles to enhance emotional intelligence.

Understanding and managing both their emotions and those of others can significantly improve their leadership. Next, seek and utilize support systems. Build a network of support. Identify and cultivate a support network of friends, family, mentors, teachers who can provide advice and encouragement. Knowing when and how to ask for help is the sign of a strong leader.

Mentorship. Seek out mentors who exemplify resilient behaviors. Learning from their experiences and insights can provide practical strategies to handle challenges. Trust that they have been there and have experienced what the student has experienced and learn from them.

Next, you want to maintain your physical and mental health. Stay active. Regular physical activity can improve mental health and increase resilience to stress. Find a sport or an enjoyable exercise routine and stick with it. Another way to help with that stress is mindfulness and meditation. Practices like mindfulness and meditation can improve focus, decrease stress reactivity, and enhance overall brain function, all of which contribute to greater resilience. By incorporating these strategies into daily life and into leadership practice, they will not only build resilience, but also become a more effective and empathetic leader. Remember, resilience is not a trait that people either have or don't have.

STRENGTH TRAINING

New Research for Strength Training Program Design

Charlie Hoolihan

ASCA Swimming Strength and Conditioning Specialist Coordinator

Trainers and coaches have access to many strength training program designs. The second edition of *Designing Resistance Training Programs*, published in 1997, lists 29, and internet and social media gurus promote dozens more. This preponderance of information can make making effective choices for athletes and clients difficult.

The good news is that recent research reviews have emerged that can simplify the process. This research runs against the grain of popular programming, but because each comprehensive review examines relevant individual studies exploring these topics, science provides significant support.

This article will examine three review topics – training to failure, full-body programming versus split-body programming, and repetitions necessary for strength improvement.

Strength Training to Failure May Not Be Necessary For Superior Strength Improvements

Strength training to failure (TTF) is a workout technique in which a trainee must work as hard as possible to complete a certain number of repetitions in a set at a prescribed weight. Finishing a workout exhausted and drained of energy is considered a good sign of athletic improvement in the future.

Recently, researchers have compared this method with a “repetitions in reserve” (RIR) strategy in which a lifter intentionally tries to finish a few repetitions before complete failure. The RIR approach allows the athlete to recover quicker and be ready for the next workout, while TTF requires significantly more recovery.

A 2022 review of the research (1) looked at 15 studies totaling more than 400 subjects and found “there was no significant difference between resistance training to failure vs. non-failure on strength and hypertrophy.”

The important takeaway from these findings is that a strength training program can be designed to avoid lengthy recovery periods from single workouts and enable more quality workouts to follow. This would include swim training workouts and additional weekly strength training sessions. Additionally, it could reduce the conditions leading to overtraining syndrome.

Full Body Workouts Are as Effective as Split Body Workouts

Split (SP) workouts are the most common and are designed to train specific body parts on different days to maximize the training of a particular body region. Leg day, chest day, back day, and arms (biceps, triceps, and shoulders) are typically scheduled apart from one another. These can be spread out over three to five workouts in a week.

Full-body (FB) workouts are as they sound—training all body parts on the same day. They are usually scheduled two to four times per week.

A 2024 research review (2) examined 14 studies (392 participants) that compared the two styles of training and found “solid evidence that the use of SP or FB routines within a resistance training program does not significantly impact either strength gains or muscle hypertrophy when volume is equated.”

The authors added, “Individuals (can) confidently select a resistance training routine based on their personal preferences.”

Personal preferences are necessary in designing programs for time-challenged individuals like student-athletes or working parents. FB workouts provide balanced workouts that can more easily fit into a schedule. If there’s only room for one to two strength workouts in a given week, all muscle groups can be trained effectively.

Improved joint health is another advantage because one set of joints is not overloaded daily compared to SB. Different exercises for the same muscle region can also change the force's direction on the joints. For example, the barbell bench press, the incline dumbbell press, and push-ups all work the chest, shoulder, and triceps muscles, but all three are at slightly different angles. The strategy would be to place one of these on other days.

The Number of Repetitions Needed in a Set for Strength Gains is not as Rigid as Thought.

Most training programs dictate specific numbers of repetitions in sets to confer a particular athletic characteristic. Increased muscle strength comes with challenging weight at between one and eight repetitions, muscle size between 8 and 15, and muscle endurance improves with repetition schemes of 15 or more.

While the above numbers are broadly accurate, they do not reflect nuanced exercise needs such as an individual's muscle fiber composition (sprinters vs endurance), specific goals and needs of the participant (Olympic lifting versus swimming), training experience, and other individual variables.

Research indicates strength can be developed across a much broader range of repetitions as long as the overall load is similar – 5 repetitions of 50 pounds can be equated with 10 repetitions at 25 pounds, provided the work effort is identical at the end of the set. Higher repetitions can increase strength similarly, pending fiber composition and work effort.

A 2017 review (3) and follow-up 2021 narrative (4) by the same authors concluded...“despite the widespread acceptance of (the loading schemes listed above), current research fails to support some of its underlying presumptions.

“Based on the emerging evidence... muscular adaptations can be obtained, and in some cases optimized, across a wide spectrum of loading zones.”

This observation would indicate that most individuals can gain significant strength between 5 and 15 repetitions if work effort is consistent at the set's conclusion. The advantage of this variety is that individual needs can be addressed.

Research-based Program Design for the Win!

Training to failure, split body workouts, and rigid repetition schemes have been successful for many individuals and athletes and still have roles in strength development. Newer research has expanded training parameters to improve trainers' and coaches' ability to design more individual and situational programs that are more suitable for athletes.

Swimmers, in particular, can benefit from strength programming, which is more time efficient, requires less recovery, has lower joint stress (especially at the shoulder), and is more suitable for athletes who specialize in different distance events.

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Charlie Hoolihan is the Swimming Strength and Conditioning Specialist Certification Coordinator for the American Swimming Coaches Association and has been strength training swimmers since 1990. He's also a presenter and writer for numerous national fitness organizations and publications.

Set up a complimentary team-specific dryland training analysis of your resources and programming by contacting him at

charliehoolihan@gmail.com



Photo Courtesy of University of Tennessee College of Education, Health, and Human Sciences
Department of Kinesiology, Recreation, and Sport Studies

NUTRITION:

Want to Swim Faster?

By Dawn Weatherwax, RD, LD, ATC, CSCS

Fueling Speed

Navigating Athletes' Journey with Nutrition and Testing Towards Achieving the Desired Finish!

Dream Big, Clear Path

Swimmers at all levels share the common goal of increasing speed and reaching peak performance in the pool. By integrating appropriate nutrition, testing, and training, this objective can become a concrete reality. This guide is centered on improving all facets of your preparation to boost your swimming speed, maintain your health, and effectively prevent injuries.

Optimize Nutrition and Testing

Proper nutrition and precise testing are critical components of an athlete's success. They provide the foundation for building strength, speed, and endurance. By tailoring these elements to the specific needs of each swimmer, regardless of age or experience level, athletes can surpass their competition and achieve their goals.

Medical History & Labs

Understanding an athlete's medical history and conducting regular lab tests are essential first steps in creating a personalized nutrition plan. This helps identify any underlying health issues or nutritional deficiencies that could impede performance. Regular monitoring ensures that any changes in the athlete's condition are promptly addressed, allowing for adjustments in their nutrition and training regimen.

Body Composition

Body composition analysis provides valuable insights into an athlete's muscle mass, fat distribution, and overall physical condition. By understanding these metrics, swimmers can work with their Sports RD (Registered Dietitian) to create a fueling and training strategy that enhances body composition for better performance in water, in a positive and efficient way.

Metabolic Testing

Metabolic testing measures how much fuel is needed to exist daily. This information is crucial for developing a nutrition plan that ensures the swimmer is adequately fueled for training and competition. By understanding their metabolic rate, athletes can adjust their intake of carbohydrates, proteins, and fats to optimize energy levels and recovery times.

MuscleSound

MuscleSound technology allows for real-time monitoring of muscle glycogen (carbohydrates) levels, providing immediate feedback on an athlete's nutritional status. This helps prevent fatigue and injuries by ensuring that muscles are adequately fueled and recovered. By integrating MuscleSound into their routine, athletes can fine-tune their nutrition and hydration strategies to maintain peak performance.

Supplements

In addition to a balanced fuel intake, supplements can play a role in enhancing an athlete's performance. However, it's essential to approach supplementation with caution and under the guidance of a qualified sports dietitian. Supplements should be used to address specific nutritional gaps or to support recovery and performance, rather than as a primary source of nutrients.

Focus on

- Daily
- Gut Health
- Immunity
- Recovery
- Competition

Stay Healthy & Injury-Free

Maintaining health and avoiding injuries are paramount for any athlete striving for success. A well-rounded approach that includes proper nutrition, regular testing, and injury prevention strategies can help swimmers stay in top condition throughout their training and competition cycles.

Sports RD (Registered Dietitian)

A sports dietitian is an invaluable resource for athletes looking to optimize their nutrition and performance. These professionals provide personalized guidance, helping swimmers navigate the complexities of sports nutrition and develop plans that are tailored to their individual needs and goals. By working closely with a sports dietitian, athletes can ensure they are fueling their bodies correctly to achieve peak performance.

Fueling Speed

As we celebrate the spirit of athleticism, it's essential to recognize the role that proper nutrition and testing play in achieving top finishes. This edition focuses on the strategies that elite athletes use to fuel their bodies and optimize their performance. By adopting these practices, athletes at all levels can improve their chances of success and achieve their own gold-medal moments.

Key Takeaways

1. **Optimize Nutrition:** Tailor your fuel to your specific needs, ensuring you get the right balance of macronutrients and micronutrients to support your training and recovery.
2. **Regular Testing:** Use medical history, body composition, metabolic testing, and MuscleSound technology to monitor your progress and make necessary adjustments.
3. **Supplement Wisely:** Incorporate supplements as needed, but always under the guidance of a qualified sports dietitian.
4. **Stay Healthy:** Focus on injury prevention and overall health to maintain long-term performance and success.
5. **Work with Experts:** Collaborate with sports dietitians and other professionals to develop a comprehensive plan that supports your goals.

By following these guidelines, athletes can achieve faster times, maintain their health, and avoid injuries, paving the way for a successful and fulfilling athletic career. So, dream big and chart a clear path to your goals with the power of proper nutrition and precise testing—your journey to faster speeds starts now!

BONUS: Start Fueling Your Goals & Dreams Now!

FREE DOWNLOAD: *Fueling 30-60 Minutes Prior to Training! 30+ Liquid Options (Scan QR code or type tinyurl link into browser)*

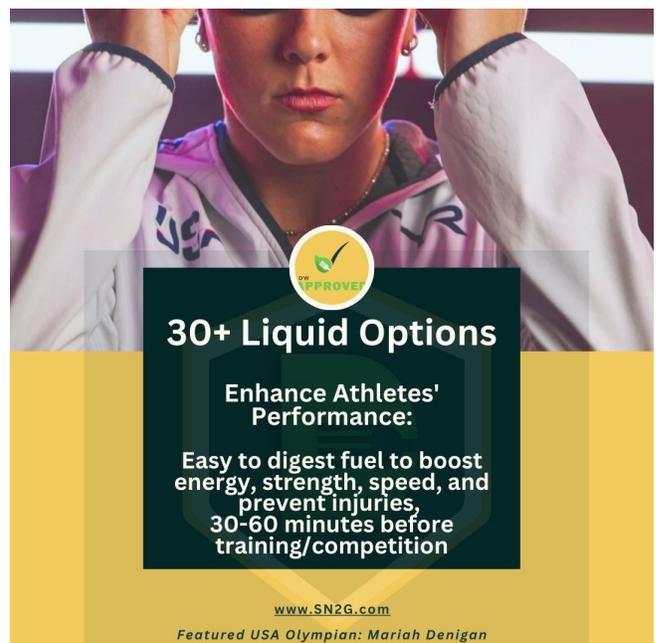
Understanding the importance of carbohydrates 30-60 minutes before training or competition is crucial. To get you started, here are 30+ liquid fuel options for quick-digesting carbs!



<https://tinyurl.com/bdd5ewmx>

By Dawn Weatherwax, RD, LD, ATC, CSCS

Dawn Weatherwax (RD, LD, ATC, CSCS) is a registered/licensed dietitian with a specialty in sports nutrition and founder of Sports Nutrition 2Go and Dawn Weatherwax Sports Nutrition Academy. She is also an athletic trainer with a certification in strength and conditioning from The National Strength and Conditioning Association. She has been working with swimmers and athletes for over 25 years and has launched an online nutrition program for youth & teen athletes.



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- SO MUCH MORE!

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Athletes' Stories

Grant H -Gained over 55lb of lean weight, Top 10 in the country. Added nutrition age 14yr.

Mariah D.-Gained 25lb of lean, got leaner, Top 10 in the country. Added nutrition age 13yr.

Emma D-Got leaner. Won State!
HS-13yr. Tired & barely improving to Rocking it at every meet, growing:





2024
Annual Awards Banquet
National Interscholastic Swimming Coaches
Association of America, Inc.

51st Annual Banquet
March 30th, 2024
Indianapolis, Indiana



Award for Excellence in Media Coverage of Interscholastic Aquatic Sports

2024 is the inaugural year for this award. The Professional Awards Committee is introducing this award to recognize work that displays creative, in-depth, and innovative coverage of high school aquatic sports - especially larger issues and trends related to interscholastic levels of athletic competition. The award is intended to recognize work by daily and weekly newspapers, periodical magazines, local and national television news broadcasts, national news organizations, and multimedia and online news outlets. Nominations are collected from NISCA coaches across the country to be considered during the annual conference.

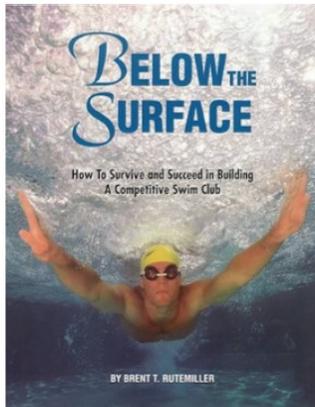


Brent Rutemiller
Phoenix, Arizona

If you have leafed through the glossy pages of *Swimming World Magazine*, watched an episode of “The Morning Swim Show” or tried a new drill because of *Swimming Technique Magazine*, you’ve been touched by the work of Brent Rutemiller. Vehement about distributing the news in an intriguing, accurate, and ethical way, Rutemiller has been dispensing valuable information to the swimming audience since 1985. He has had a microphone in-hand to report some of swimming’s most momentous moments and has become a familiar on-site voice of the sport.

Rutemiller moved to Southern California in the mid ‘80s where he began a publishing career as the creator of a series of animated educational cartoon characters called the AquaZoids, which appeared in 147 countries and were eventually translated into three languages. This educational cartoon strip has been featured in *Swimming World Magazine*.

Beyond the magazines, Brent has also published a book, *Below the Surface*, in 1998. The book is about the administrative side of coaching, and was recommended by USA Swimming as something that all coaches and other swim team officers should read. It was hailed as the first all-inclusive book covering procedures and policies that a swim team should have to unite the team’s mission with its attitudes and expectations.



Life Member Award

This award is given by the NISCA Awards Committee to longtime serving members of the NISCA organization. These members have dedicated their careers to aquatics sports, and served the aquatics coaching community through their volunteer work with the NISCA organization. Service can include holding officer positions, working as a Zone director, and serving on the various committees within NISCA. This award is not awarded annually, but on occasion based on the nomination and selection by the awards committee.

2024 Life Member Award



Mark Onstott
Winnetka, Illinois

Presenter: Tom Wojslawowicz

Mark Onstott has been an outstanding member of the NISCA organization since he joined in 1975. In his time with NISCA he has served in a multitude of roles. He has been a member of the NISCA Audit Committee since 2005, the Professional Awards Committee since 2003, and has been the All-America Coordinator since 2007. From 1997-2003, Mark served as a Zone Director for NISCA, and he has held the roles of President Elect, President, and Past President twice each in his tenure with the association. Mark was a NISCA Representative for 3 years for the Our Kids Initiative. He has conducted, directed, and spoken at clinics at all levels of swimming including NISCA, NHSACA, NFHSAA, ASCA World Clinic and several state association clinics. He has also published multiple articles in swim journals.

Mark's coaching experience spans several schools and states, encompassing 39 years of high school coaching along with over 30 years of club and summer league coaching. He actively participated in state swimming coaches associations throughout his career in Iowa, Texas, and Illinois, serving in many officer roles within these associations while also leading his swim programs to outstanding levels of success. His boys teams were recognized by Swimming World Magazine as National Champions in 2007 (public and private schools) and 2012 (public schools) and were named NISCA National Power Point Dual Meet Ranking National Champions 4 times from 2009-2012. He coached his teams to 430 dual wins, 10 State Championships, 3 Region Championships, 24 District/Sectional Championships, and 26 Conference Championships. Mark coached 191 NISCA All-American Swimmers, over 160 Academic All-American Swimmers, over 260 All-State Swimmers, and a multitude of All-Region, All-Conference, and All-District athletes. His athletes have posted both Individual National Records and Relay National Records, including the first boys relay to break the 3:00 minute mark in the 400 free relay with his 2012 New Trier team.

These coaching accomplishments along with Mark's involvement in associations across the board have not gone unnoticed. Mark has been awarded District/Sectional Coach of the Year Awards 17 times, in 3 states, and Conference Coach of the Year 3 times in Iowa. He was awarded State Coach of the Year twice in Iowa, once in Texas, and 11 times in Illinois, while also receiving 6 Region Coach of the Year Awards in Texas. He has been inducted into 5 Halls of Fame: Cedar Rapids Kennedy High School, University of Northern Iowa Athletics, NISCA, Illinois Swimming Association, and New Trier High School. NISCA has also awarded Mark with several Special Service Awards, the Outstanding Service Award, the Collegiate-Scholastic Award, and the David H Robertson Award for Excellence in Coaching. But that's not all. Mark Onstott has been recognized with a National Coach of the Year Award 3 times in his career: by the National High School Coaches Association (2005), the National High School Athletic Coaches Association (2005), and the National Federation of State High School Associations (2010)

2024 NISCA Outstanding Service Award



Greg Phill
Livonia, MI

Presenter: David Johnson

Greg Phill has been coaching Livonia Stevenson High School for 46 years, coaching numerous national swimmers, high school All-Americans, and an Olympic Gold Medalist. He has been on the Michigan Interscholastic Swim Coaches Association Board for 34 Years and has served as the MISCA President during this span on the board. Greg has been awarded the Michigan Interscholastic Swim Coaches Association National Regional Coach of the Year Award 4 times, Michigan High School Girls Swim Coach of the Year, has been a 3-time NHSACA finalist for National High School Coach of the Year, and was inducted into the Michigan High School Coaches Hall of Fame in 2012.



Corky King
Peoria, IL

Presenter: Mark Onstott

Corky King coached high school swimming for a combined 48 seasons (boys and girls) from 1979-2014, while also coaching private clubs for 30 years and USA Swimming clubs for 35 years. His overall dual record was 372 wins – 67 losses – 1 tie. His teams won a combined total of 46 Conference Titles, 41 Section Titles, and 8 State Trophies. He coached 77 All-Americans in the course of his career. As a coach, he was awarded Illinois High School Association Coach of the Year 8 times, National Federation State Coach of the Year twice, and has been inducted into the Illinois High School Swim Coaches Hall of Fame, the National High School Athletic Coaches Association Hall of Fame, and the Greater Peoria Sports Hall of Fame. Outside of coaching, Corky has served on the Illinois Coaches Association board for 5 years, and the Illinois High School Association Advisory Committee for 3 years, while also speaking at numerous coaching clinics and state association clinics.



Tim Sirois
Highland Park, IL

Presenter:
Tim Richardson

Tim Sirois coached high school swimming for 33 years in Illinois. His high school coaching career began at Fenton High School where he coached IHSA state medalists as well as NISCA All-Americans. Tim finished 22 years at Highland Park High School where he coached both the girls and boys teams. His girls team won the school's first conference championship ever in his last year of coaching. His boys team won the conference championship 5 times during his tenure. Prior to his arrival, the boys had not won a conference championship since 1989. His boys team also won a sectional championship title in 2019 (the first time since 1979). Tim has coached 18 NISCA All-Americans. Tim has served the sport of swimming in a multitude of ways. He locally catalyzed a school district referendum that resulted in 2 state-of-the-art pools at two high schools, founded a swim club and helped develop a student-led learn to swim program for underprivileged youth in the community. Tim has been named Sectional Coach of the Year multiple times. He was recognized by the NFHS and IHSA as the Illinois State Coach of the Year for Boys Swimming in 2019-20 and also recognized by his peers as Illinois Boys Swimming Coach of the Year in 2023. At the state level, Tim served as President of the Illinois Swimming and Diving Coaches Association. Nationally he has served a variety of roles in NISCA as All-America Support (2015-2017), Boys All-America Chair (since 2017), President (2021-2023), and is also now serving

as Treasurer.

2024 NISCA Outstanding Service Award



Judy Storie
Corvallis, OR

Judy Storie has coached Corvallis High School (OR) boys and girls since 1977. Her boys team was state champions in 2011 and have finished in the top 3 six other times in her career, while her girls team has finished in the top 3 four times. During her high school coaching career, Judy has worn many other hats in the swimming community. These include coaching a masters swim club (1986-1998), a summer league team since 1994, instructing an Oregon State University Competitive Swimming Physical Activity course 2015-2020, and teaching swimming to Muslim Women at OSU 2013-2020. Judy served as Sports Chairman for Swimming for the Oregon Schools Athletic Association and a Regional Representative to NISCA in the '80s and '90s, and has served as an editor in both State and League record keeping of top times in swim events. Judy has been recognized as the NFICA Boys and Girls Swimming Outstanding Coach of Oregon (1996), been a nominee for the NHSACA Region 7 Swim Coach of the Year (1989) and a national finalist for the same award in 1998 and 2003. She has been named Oregon Athletic Coaches Association Swim Coach of the Year three times, the Valley League Swim Coach of the Year seven times, the Mid-Willamette Valley Swim Coach of the Year twice, and the NFHS Sectional Swim Coach of the Year (NW Section) in 2002. She has also coached numerous NISCA All-Americans and Academic All-Americans.



David Zulkiewski
Bloomfield Hills, MI

Presenter: Darin Millar

David Zulkiewski has been coaching swimming in Michigan for a combined total of 23 years coaching at several schools: Lahser High, De La Salle, Andover, and Bloomfield Hills High, while also coaching and serving as a Swim Rep for suburban swim leagues. In his coaching career, he has coached 21 All-Americans in swimming and over 70 Academic All-Americans. He has had Oakland Activities Association team champions in the Blue Division (2010 Andover Boys) and the White Division (Bloomfield Hills Girls 2015-2018, 3 titles, and 2021). He has had 2 teams place in the Michigan High School Athletic Association Top 10. David has been awarded the Zone 2 Coach of the Year in 2000 and 2010, the Oakland Activities Association Coach of the Year in 2016 and 2017, and was a Matt Mann Award Winner in 2019. Outside of these coaching accomplishments, David has served many leadership roles in the Michigan Interscholastic Swim Coaches Association: President Elect, President, and Past President 2012-2018, Media Design Coordinator since 2007, Awards Chairperson 2001-2004, and the Zone 2 Vice President 2004-2007. He also served on the Michigan High School Athletic Association Swim Committee from 2010-2012 and 2014-2016.

Collegiate/Scholastic Swimming Trophy

The trophy was conceived, commissioned, and grant-funded by the Kalos Kagathos Foundation in 1957 to Princeton Sculptor Joe Brown. The original sculpture is on display at the International Swimming Hall of Fame and is considered to be one of the nation's most distinguished honors. A replica of the original sculpture is conferred annually during the NISCA Conference.



2024 Recipient

Don Mason

Novi High School

Bloomfield Hills, Michigan

Presenter: Ethan Burke



Don Mason has been coaching diving for over 40 years, much of it in Novi High School, Michigan, and has been an active NISCA contributor for over 30 years. His career has been studded with diver accomplishments including 21 County Champions, 19 Regional Champions, 10 State Champions, over 50 State Finalists, 4 Diver of the Year Awards, and over 45 NISCA All-American Divers, including 2 NISCA National Champion divers (1989 and 1992). Don has been awarded the Michigan Diving Coach of the Year 5 times in his career, and been a part of 5 State Champion Boys Teams. In age-group coaching, Don also has a long list of accomplishments including 7 State Champion teams and 15 teams in the top 3, 27 National Finalists and 1 National Champion, a Bronze Medalist in the 1991 Junior Olympic World Championships, and 2 USA International Junior Team members. As a college diving coach, Don coached 5 National Champions, 12 Conference Champions, 18 NCAA All-Americans, 4 NCAA Diver of the Year awarded divers, was part of a Women's NCAA Division II National Championship Team (1990-1992), and was named NCAA Division II Coach of the Year (1990).

This coaching experience has led to Don being selected as a judge for diving at all levels including the Men's and Women's Big 10 Championships, the Women's Ivy League Championships, USA Diving: JO East Nationals, Junior Nationals, Senior Nationals, Synchro Nationals, Winter Nationals, World Cup Synchro Trials, World Team Trials, Junior World Team Trials, Olympic Trials Qualifying Meet, and Olympic Team Trials, the FINA Rostock Grand Prix and FINA World University Games, and the NCAA Division III Nationals and Men's and Women's Division I Nationals.

Outside of coaching, Don spends an incredible amount of time serving in a large variety of diving and coaching organizations. He has been the Michigan Junior Olympic Chair since 1985, has been a member of the College Swim Coaches Association Diving Subcommittee (1986-1992), the NCAA Diving Rules Subcommittee (1988-1992), has run the diving portion of the NISCA National Championships (1996-2001), was the AAU Diving Michigan Diving Director (2005-2018), and was the Technical Director for the Michigan Diving Association (1996-2000). For USA Diving, he was a member of the Grant Review Committee (1998-2004), the Junior Rules Committee (2001-2004 & 2009-2012), the Law and Legislation Committee (2004-2005), the Senior Rules Committee (2004-2008 & 2012-2018), and the Governance Committee (2006-2014). Don is currently serving on the NISCA Diving Rules Committee (since 2022), the NISCA Diving Rules Committee (since 1996), the NISCA All-American Diving Selection Committee (since 1993, chair since 2006), the NISCA Rules Committee (since 2006), the NISCA Professional Awards Committee (since 2012), as a NISCA Representative to the NFHS Rules Committee (since 2021), is the NISCA Diving Chair (since 2015), and has participated in the NISCA National Championship Committee (2008-2012). This dedication to the sport and these organizations, along with his coaching accomplishments, have led him to be awarded several awards through these organizations, including the NISCA Outstanding Service Award in 2017 and the NISCA Bruce Harlan Award in 2005.



2024 Recipient

Peter Hugo

Great Neck North High School

Great Neck, New York

Presenter: Chris Hugo



Peter served 25 years as head coach for boys and 17 years as a head coach for girls for the varsity teams at Great Neck North High School in Great Neck, New York. In his time teaching for Great Neck North High School, Peter also created a before-school physical education swim class to give students the opportunity to integrate swimming into their physical education program and free up time during the day for other considerations. Between his teams, the accomplishments include 4 boys Nassau County Champion Teams (1991-1993 & 2001), 4 boys Conference Champion Teams (1988 & 1991-1993) and 2 girls Conference Champion Teams (1986 & 1997), 6 boys Division Champion Teams (1991-1993 & 1999-2001), a streak of 49 straight wins for boys from 1991-1994, a boys Team Sportsmanship Award from the Nassau County Swim Officials Association in 1999, over 300 Dual Meet Victories, and 2 NISCA All-American Swimmers, one male and one female, who both went on to become NCAA Division I All-American swimmers as well.

His experience in the swim coaching world doesn't stop with his coaching accomplishments. He is also actively involved in multiple coaches associations including serving as Vice President for the Long Island Swim Coaches Association (since 1986), Treasurer for the Nassau County Boys Swim Coaches Association (since 1985), the Meet Director for the United States Games for the Disabled (1993), an Honorary Coach of the NISCA National Team (1998), a member of the Long Island Swimming Officials Association (since 2009), a coach for the Long Island Empire State Games Swim Team (2001 & 2002), Assistant Coordinator for the New York State Public High School Athletic Association (NYSPHSAA) for Boys Swimming (1998-2010), Coordinator NYSPHSAA Boys Swimming (since 2010), Coordinator for Nassau County Boys Swimming (since 1985), and a member of the NYSPHSAA Strategic Planning Committee (2022).

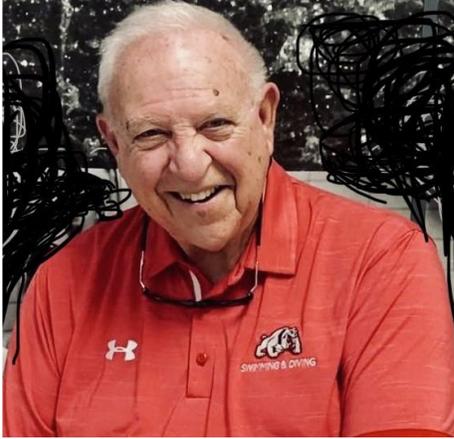
For NISCA, Peter has served as a member of the NISCA/USA Swimming Strategic Planning Committee (1997), a member of the National Meet Committee (1995-1999), the Marketing Chair (2014-2015), a member of the Professional Awards Committee (since 2017), Chair of the Rules Committee (since 2017), Chair of Membership (2007-2017), the Chair of the NISCA All-American Awards Committee (1992-1999), Chair of the NISCA All-American Boys and Girls Swimming Committee (1990-1992), and the association's President (2001-2003).

Peter has been awarded the International Swimming Hall of Fame 2003 Paragon Award, has been named to the "Top 100 List of Who's Who in Aquatics" by *Aquatics International Magazine* (2003), has been made an Honorary Member of the Long Island Swimming Officials Association, awarded the NISCA National Service Award, and has been named the Nassau County Coach of the Year 6 times.

2024 NISCA Hall of Fame Award

Origin of the NISCA Hall of Fame Award

In 1958, NISCA invited the Kalos Kagathos Foundation to conceive, commission, and grant funding to Princeton sculptor, Joe Brown, for the NISCA Hall of Fame Trophy. The original sculpture is on display at the International Swimming Hall of Fame and a replica is conferred during the annual NISCA conference to the new inductee.



Roy Snyder

Wilson High School
Reading, Pennsylvania

Presenter: Alison Snyder

Roy Snyder has been coaching the Wilson High School boys swim team in Reading Pennsylvania since 1964. Over the past 60 seasons, their overall record is 623 wins and 114 losses with a league record of 469-59. This excellence has brought with it 4 Pennsylvania (PIAA) State Championship teams, 24 Pennsylvania Interscholastic Athletic Association district titles, and 36 Central Penn Interscholastic Conference championships. Roy has coached over 350 NISCA All Americans in swimming, water polo and academics. Under Coach Snyder, the Wilson boys have won 9 NISCA National Dual meet (Power Point) Championships. He started the Water Polo team in at Wilson in 1973, coaching it for 12 seasons with a 111-23 record. Roy has also coached two National High School Record Holders and one silver medalist Olympian. Prior to coaching at Wilson, Roy coached the Reading, Pa. YMCA swim team for 6 years, winning many regional and state titles with 5 National Age Group Champions and 3 national Age group record holders.

His leadership in the sport goes beyond great coaching. Roy has served as a co-founder and former president of the Pennsylvania State High School Swim Coaches Association as well as co-founding and directing the Central Penn Swim Conference for 60 years. For NISCA he has served as National Water Polo chairman where, under his leadership, the first high school water polo rule book was developed along with the NISCA All American Water Polo system that is still in use today. Other leadership roles include sitting on the State and District Swimming Steering Committees for the PIAA and establishing the local Age Group League. Roy has served on many boards including the Berks County Interscholastic Athletic Association, the Pennsylvania Aquatics Hall of Fame and the Wilson Sports Hall of Fame and the Berks County Aquatic Hall of Fame. Roy is currently serving as the president of the Berks County Chapter of the Pennsylvania Sports Hall of Fame.

Roy has helped spread aquatic knowledge through many avenues. He and partner Dick Guyer conducted Swimminar Clinics throughout the nation. He has also brought swimming education as a Red Cross WSI instructor, a YMCA Aquatic Leader Examiner, and as a water polo official at the scholastic and collegiate levels. Serving as the Wilson School District's Athletic Director for 20 years, he supervised more than 60 teams and extracurricular activities. As A.D. Roy was an instructor for the National Federation ACEP and First Aid courses.

Recognition has come to Roy throughout his career, including his inductions into the Pennsylvania Sports Hall of Fame, the Pennsylvania Aquatic Hall of Fame, The Berks County Sports Hall of Fame, The Wilson Sports Hall of Fame, the Berks County Aquatic Hall of Fame, and the East Stroudsburg University Hall of Fame. He has received the NISCA Outstanding Service Award, the Reading YMCA Service to Youth Award, the Wilson Leader of Character Award and has been named Berks County and Pennsylvania Coach of the Year numerous times. A final honor bestowed on Coach Snyder is naming Wilson High School's Natatorium in his honor.

Roy would like to thank his family for their unconditional love and support. His wife of 57 years Mary Jane passed away from brain cancer in 2015. His son Mike and daughter Alison both swam for Roy and continue to be his biggest supporters. He has three grandchildren and two great-grandchildren.

An Ode to Kicking, Part VII

Andrew Sheaff - www.coachandrewsheaff.com

In part VI, we looked at the nature of kicking skill. In this article, we're going to learn how to put that kicking skill to use for faster swimming. As we saw in the part I, the timing of the kick plays many important, yet often underappreciated roles.

Great kicking timing allows the whole stroke to work together. Whether is freestyle, backstroke, or butterfly, timing dictates whether swimmers are working with or against themselves. They key task is to get swimmers to FEEL the right timing, and then build off of it. Once they feel it correctly, they'll stick with it.

***A warning about timing.** There is always a danger of making swimmers aware of skills and actions that they weren't previously aware of. If swimmers are integrating the kick well into the stroke, it may be worth leaving well alone. However, sometimes we have to take a chance to take the next step. If you choose to intervene, focus more on accomplishing great tasks and minimize the use of verbal instruction. This will help to keep the learning process unconsciously. As a general rule, swimmers tend to figure out kick timing on their own in backstroke more often than freestyle. Freestyle can be problematic for many swimmers.*

Freestyle and Backstroke

Great timing is simply a matter of timing the kick with the arm recovery and hip rotation. Rather than continuous transitions from one side to the other, body rotation is often characterized by relatively rapid shifts from side to side. This whole process is best facilitated when the limbs are coordinated to facilitate the whole process at the same time.

The 'shift' tends to occur right around when the hand enters the water, with slight deviations amongst swimmers. The shift occurs with the hips and the shoulders, although the shoulders tend to rotate more than the hips, especially as velocity increases.

In freestyle, this shift can be optimized if swimmers kick down with the opposite leg when the hand enters. This pops the hip up to help shift to the other side. As an example, when the left hand enters, the right leg will kick down. The shifts the right hip and shoulder up, and the left hip and shoulder down. When timed right, it makes the transition much smooth.

In backstroke, a similar dynamic is occurring. Right when the swimmer begins to drive into their catch, the same side leg kicks up. By kicking up, the same side hip is driven down. If the swimmer enters and begins to catch with the left arm, the left leg kicks up to facilitate a shift to the left side. The timing helps

to facilitate the shifting from side to side, which can aid in the function of the upper body in recovering the arms and creating propulsion.

You can see these dynamics in freestyle when watching underwater footage from the World Championships or Olympic Games on Youtube. The effect tends to be exaggerated in the longer events, and is always much easier to see it in slow motion.

The better swimmers are kicking with a straighter, whip-like action from the hip the more effective they will be in learning the timing. The longer, straighter lever is better able to provide the torque required to create a body shift. This is why working on kicking skill before or in conjunction with kicking timing is important

Improving Timing

If we simplify kick timing to facilitate the side to side shifting action, we can start down the path to integrating effective kicking into full stroke swimming.

1. Vertical kicking. Most swimmers are unaware that kicking actions can affect hip movement. The easiest way to help swimmers appreciate this is to get them vertical in the water where they can see and feel these actions. Once in the right environment, we can work on facilitating awareness.

Once vertical, have swimmers take big, smooth kicks, preferably with relatively straight knees. Then have them pay attention to when and how the hips move back and forth in conjunction with the kicking action. They should notice a subtle rocking action in conjunction with the kick.

Once they have an awareness of that sensation, then have them take more distinct, aggressive kicks with the intention of popping the hips back with every forward kick. They want to feel the hip shift that comes as a result of the kicking. They then want to establish a back and forth rhythm that is driven by the kick.

Once swimmers can feel that coordination, we can shift into horizontal positions. Ideally, you don't have to spend much time here, and you don't want to need to keep coming back to it. It is simply a quick trick to help swimmers appreciate a potentially novel concept. At this stage, it's not about mastery, just exposure.



2. Switch drills. Now it's time to get a feel for the kick timing in horizontal positions. We've all seen backstroke and freestyle drills where swimmers are kicking on their side for an extended period of time or numbers of kicks, and then recover the arm and switch sides. The focus here is on teaching swimmers to rotate more.

I like to co-opt this drill to help swimmers learn how to time the kick and the recovery to facilitate the shift. In most cases, swimmers will simply use their recovery arm to rotate over and they fail to use the kick.

In this situation, the swimmers should on minimizing their kicking while on their side. When they want to shift, they should really focus on snapping the kick to facilitate the shift. When the swimmers can hit the kick and the arm recovery at the same time, the shift should happen with greater speed and ease. To start, it's valuable to have the swimmers take a large kick to facilitate the shift so that they can feel the impact.

Over time, this skill can be progressed by working towards making the kick much less dramatic, yet just as effective as they won't have time to make a big kick. They can also work to reduce the time spent between shifts. Doing so will necessarily limit the amount of rotation. Swimming is not about the magnitude of rotation, but the timing.

This leads nicely into the next step, two-beat kicking.

3. 2-beat kick swimming. Once swimmers have a sense of how to time the arm recovery and the leg kick to transition from one side to the other on a one-off basis, it's time to put those skills to the test and add some rhythm. Instead of shifting from side-to-side with a pause, we're going to start swimming freestyle.

To keep it simple, starting with a two-beat kick allows swimmers to progress to full-stroke swimming. When the right hand enters, the left leg kicks. When the left hand enters, the right leg kicks. Start with a low stroke rate, get a sense of the timing and once it clicks, slowly start building the tempo.

It can be useful to add some descending swims, or swims where the stroke rate builds across each repetition. Once it starts to click a bit, keep increasing the effort and the stroke rate. Making the kick tighter and faster can help with that process.

Once this rhythm starts to feel pretty good, we're ready to get into it.

4. 6-Beat freestyle. Now, it's time to go. When swimming at faster speeds and with a full 6-beat kick, the impact of the kick timing is going to be less obvious, yet still just as impactful. What swimmers will feel is not so much the impact of the kick, but they should feel a more dramatic shift that happens on the entry for each arm.

They'll feel the legs behind them, and they feel an easier transition from side to side, driven by the arm entries. The kick simply

drives the process along.

As with the 2-beat kicking, use descending and building efforts to challenge stroke rate intensity. Work up to the point where the connection is lost, and then take a step back. Repeat that process. Sooner than later, swimmers will be able to swim at race intensity with a full kick behind them that's fully integrated into the stroke.

Butterfly

Kick timing in butterfly works to accomplish similar goals as backstroke and freestyle, although in a different context. As opposed to shifting the body from side to side, the kick can help to shift the body up and down. As with freestyle and backstroke, these actions serve to facilitate the recovery and propulsive actions of the arms.

As with freestyle and backstroke, improving kick timing in butterfly is going to be more effective when swimmers are more skilled at kicking butterfly. If they have more range of motion through the ankles and are able to snap and whip their kicks, the impact of effect timing will be magnified.

The timing of the kicks in butterfly is straightforward and conceptually simple. Swimmers need to kick once when their hands enter the water and once when their hands exit the water. That's it. If swimmers can lock this down, they've accomplished 95% of the requirements of fly. The rest can be adjusted.

Why does it matter?

The kick in the front of stroke gets the hips up and the chest down. This serves to re-establish body alignment after breathing and the arm recovery. If swimmers fail to re-set the hips, they're going to begin swimming with worse and worse horizontal alignment, and the stroke is going to fall apart from there.

The kick upon entry also serves to create leverage which the swimmer can use to create torque when the chest rises back up during the arm pull. The rising chest can help to accelerate the arm pull. The latter effect is similar cocking the hammer of gun.

The second kick serves two purposes as well. The first purpose is to counteract the arm pull, which tends to cause the hips and legs to sink. If the kick doesn't counteract this lower hip position, it will be infinitely more challenging to recover the arms, greatly reducing rhythm and increasing the cost of swimming.

The second purpose is to magnify the impact of the pull. By finishing the kick at the same time as the finish of the pull, the propulsion generated by the two actions is summated. This creates a surge in velocity which will be required to compensate for the loss of velocity that accompanies the arm recovery. This kick also ensures that hand speed is maintained or increased at the end of the pull, which can then be used to aid in the ballistic recovery of the arms. Again, this effect will greatly aid in a smooth and efficient recovery.

Because of the physical demands of the stroke, the challenge is placing swimmers in situations where they can swim with the rhythm of the full stroke while limiting the physical requirements of full stroke butterfly.

While the physical demands of butterfly can be demanding, it is effective timing that serves to reduce these demands, making the stroke sustainable. This creates a feed-forward cycle where the reduced physical demand makes it easier to sustain appropriate timing, which further reduces the physical demands.

1. Single-arm butterfly. Single-arm butterfly is a great way to reduce the physical demands of the stroke, while still retaining the rhythm of the entire stroke. It allows swimmers to feel the flow and learn how to use the kick to set and drive the rhythm. Simply have swimmers perform butterfly with one arm at a time, leaving the non-working arm by the side or out in front. Both can be useful and provide a slightly different feel.

When working specifically on kick timing, the only focus of this drill should be kicking when the hands enter and kicking when the hands exit. Once swimmers get a sense of the timing, they can start to feel what the kick does for the stroke. They can start to exaggerate how the kick upon entry sets the hips up, and they can play with how the kick upon exit facilitates both the finish of the stroke and the recovery of the arm.

2. Underwater recovery. The major challenge of butterfly is the overarm recovery and the physical demands it requires. There is also a strength demand on the pull itself, and if swimmers aren't strong enough, it can be a challenge to create enough hand speed to facilitate a fluid recovery. When learning the timing of the stroke, this can present a problem. The solution is to just recover the arms underwater.

The drill is set up with the swimmer horizontal and the arms out in front. From that position, the swimmer kicks the hands forward as they would upon entry. Once they feel the hips rise up, they can take their pull and finish the pull with a strong second kick, finishing the kick at the same time as they finish the stroke.

This drill builds upon single arm freestyle in that it not only reinforces the timing of the kick, it reinforces the impact of the kick. You have to kick well to make sure the impact is positive. It teaches swimmers how to use the first kick to re-establish body alignment and prime the arm pull. It teaches swimmers how to add the 2nd kick to the finish of the stroke, as well as generate the hand speed necessary to recover the arms effectively.

If done well, the swimmer will feel a surge in the front after the first kick, and they'll feel their hips pop up. After the second kick, they should feel like they're shot of out a cannon, realizing a major increase in speed. Whereas the first drill helps swimmers learn the timing, underwater recovery helps swimmers learn the function of the kicks, making the entire stroke more effective.

***Underwater recovery and single-arm fly can be used concurrently, as they develop complimentary skills. One doesn't nec-**

essarily have to be focused on first, unless it clicks faster for a given swimmers. Start with wherever you get better traction*

3. Butterfly. Once swimmers have a feel for how to kick and when to kick, it's time to start putting it all together. The idea is to simply focus on the kick timing and let that rhythm drive the stroke. The key to training the skill, and building the physical capacities to sustain the skills, is patience and progression.

If swimmers can hold the stroke for 2 cycles, start swimming with 2 cycles. To build fitness, you can have them swim 2 cycles and then switch to freestyle or switch to one of the drills. You can continue to repeat that process once swimmers have sufficiently recovered to return to full stroke butterfly.

It requires an attention to skill and patience to let swimmers develop the ability to sustain their skills. If swimmers are falling apart, perform fewer cycles, decrease the distances, or give them more rest. Over time, increase the distance, duration, volume, and speed, while reducing the rest intervals between efforts. With a commitment to skill, swimmers will build the capacity

The ability to effectively swim full stroke butterfly can be supported with continued work on the drills listed above. Timing comes first, then fitness and speed.

Conclusion

Timing matters. When swimmers kick is going to have a dramatic impact on how the whole stroke flows. This will directly impact both speed and sustainability. Importantly, these skills can be taught in a straightforward and simple manner, as long as we commit to creating change.

Helping swimmers understand that WHEN they kick is a critical component of their swimming can help them take their swimming performances to the next level. By presenting swimmers with simple concepts, then placing them in environments that are conducive to learning, we can create changes that make a difference, and we can create changes that stick. Importantly, it can be done in a context that simultaneously develops physical capacities.

A key consideration is finding the right tasks that make understanding and FEELING appropriate kicking timing easy, and then slowly building into full stroke swimming. Once the appropriate kick time is executed, it's about conditioning those skills to hold up under greater fatigue and intensity. With the right tasks and patient progression, we can help swimmers transfer their kicking skills to fast swimming in a relatively short period of time. What's required is patience and commitment.

In the final article of this series, we'll zoom back out, and try to focus on what the big takeaways are about the contribution of the legs. To simplify our approach to helping swimmers improve, we need to decide what is really important, and what we need to do create change that results in fast swimming.

THE DAILY COACH

- ◆ It's better to be hurt by the truth than comforted by a lie.
- ◆ Everything changes once you believe in yourself and know that what you do and who you are is making a difference.
- ◆ Never compare yourself to anyone. Everyone is on a different journey, and our paths and lessons differ.
- ◆ "Be thankful for the little struggles you go through today. They make you stronger and wiser. Don't let them break you. Let them make you." — Marc & Angel Chernoff
- ◆ Sometimes, the most ordinary things can be made extraordinary just by doing them with the right people.



- ◇ Never ruin an apology with an excuse. Excuses are not apologies.
- ◇ Be a question, looking for an answer.
- ◇ Confidence is about being able to trust yourself.
- ◇ Fill your mind with happy thoughts.
- ◇ Dreams have an expiration date. Hope endures forever.
- ◇ If you cannot do great things, do small things in a great way.
- ◇ Create a life you can't wait to wake up to.
- ◇ Do something today that your future self will thank you for.



Two reasons a lot of people won't become who they want is because:

1. They're too attached to who they've been. And you hear it all the time when people say "I've always been that way." Okay, well, if that's working for you, keep doing that. I knew it wasn't working for me any longer. I had hit my version of rock bottom.
2. See, another reason people won't get there is that the doorway is for you to fit through. You're trying to carry everybody else through because you're trying to be rescue 911, and you have to rescue you first.

Source: Lisa Nichols, *Abundance Now*



Let Nature Be Your Teacher

- ◇ Let the trees teach you that growth requires patience.
- ◇ Let the wind teach you that you can change direction and speed as you desire.
- ◇ Let the flowers teach you that beautiful things do not bloom all year long.
- ◇ Let the ocean teach you that you can be both calm and chaos, gentle and strong.
- ◇ Let the clouds teach you that when things get too heavy it is time to release.
- ◇ Let the stars teach you that darkness is needed to see the light.
- ◇ Let the sun teach you that no matter how long you've been hidden you will always rise again.



Old-school values that are worth preserving include:

Respect: Showing respect for elders, authority figures, and others is an important value that fosters a sense of community and social cohesion. Respect promotes harmony and prevents conflicts.

Courtesy: Being polite, considerate and having good manners creates a more pleasant environment for everyone. Courteous behavior makes people feel valued and appreciated.

Responsibility: Taking responsibility for one's actions and not blaming others is a mature value that allows for personal growth and accountability.

Kindness: Performing acts of kindness and being caring towards others promotes empathy, altruism, and a stronger sense of connection between people.



- ◆ Make others feel seen, heard, and valued.
- ◆ Learning is cheap. Education is expensive.
- ◆ Don't run away from success.
- ◆ Hope is a desire that life can and will be better.
- ◆ I'd rather regret what I've done than regret what I haven't done.
- ◆ Good conversations with the right people are priceless.
- ◆ Weak people revenge. Strong people forgive. Intelligent people ignore.

10 DIFFERENT WAYS LUCK FINDS US

Regardless of our leadership position, they're relevant as we try to catch our own breaks and elevate our own respective careers:

1. Work harder than expected
2. Stay teachable
3. Give without expecting a get
4. Read and write more
5. Show up on time
6. Focus on your customers
7. Develop good manners
8. Be humble
9. Be kind and generous
10. Surround yourself with smarter people



The Power of Positive Leadership

The framework for great leadership:

Positive Leaders Drive Positive Cultures

Positive Leaders Create and Share a Positive Vision

Positive Leaders Lead with Optimism, Positivity, and Belief

Positive Leaders Confront, Transform, and Remove Negativity

Positive Leaders Create United and Connected Teams

Positive Leaders Build Great Relationships and Teams

Positive Leaders Pursue Excellence

Positive Leaders Lead with Purpose

Positive Leaders Have Grit

Source: Jon Gordon, *The Power of Positive Leadership*



Not everything you lose is a loss.

Some things are a freedom. Some things are a second chance.
Some things are a miracle in disguise.

Some things are a detachment long-needed, a clarity brought to blurry eyes. Some things are an intervention.

Some things are the unexpected answer to a long chanted prayer. Some things are a healing. Some things are a becoming.

Some things are planned long before you ever came to be.
Some things are devastation, but others are a kind of vital guidance, the kind of course correction you did not even know you needed.

Karin Hadadan's "10 Rules of Life"

Simplicity and clarity can be found amidst chaos.

Be present. The now is the only moment you have. Don't ruin it by dwelling on the past or worrying about the future.

Give it time. Things are quietly unfolding, even if you can't see it yet. Time heals everything.

Be grateful. The more blessings you count, the more blessings will flow in.

Exude kindness. You never know what others are going through. Choose to spread more love.

Let it go. By releasing what no longer serves you, you create space for what will.

Don't compare. The only person you should try to out-do is the previous versions of yourself.

Take responsibility. Only you are in charge of your happiness. The outcome of your life is based on your own thoughts, decisions and actions.

Embrace change. See it as an opportunity for growth and transformation. Nothing changes if nothing changes.

Cultivate resilience. When things go downhill, choose to bounce forward instead of staying stuck.

See the light. There is always something to smile or laugh about. Choose to see the good in every situation.

Karin Hadadan, *Beauty in the Stillness*



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"It's tough to be good at something you're not interested in. It's nearly impossible to be great at something you're not obsessed with."

"The difference between great success and bitter failure is often found in consistently applying the fundamentals."

"Give people what they want in a way they're not expecting."



"It isn't what you have, or who you are, or where you are, or what you are doing that makes you happy or unhappy. It is what you think about."

Dale Carnegie



"The difference between average results and exceptional is often found in what you don't do. Everyone can say yes to great opportunities but only a focused person will say no to average ones. You can do anything, but you can't do everything."

"Keep the goal. Change your mind about how to reach it. One sign you're getting in your own way, is not changing your tactics when you're not getting the result you want."



Charles Schulz, creator of Charlie Brown, on hard work, committing to your craft, and getting better every day:

"One of the hardest things for a beginner to do is merely to get started on his first set of comic strips. It is strange that most people who have ambitions in the cartoon field are not willing to put in the great amount of work that many other people do in comparable fields. Most people who have comic-strip ambition wish to be able to draw only two or three weeks' material and then have it marketed. They are not willing to go through many years of apprenticeship."



"The cold water doesn't get warmer if you jump late."

Unknown



"You don't need more intensity; you need more consistency."

Intensity impresses; consistency transforms."



"So much can be accomplished in one focused hour, especially when that hour is part of a routine, a sacred rhythm that becomes part of your daily life."

Dani Shapiro



"A positive mindset won't carry you to victory, but a negative one guarantees defeat."



"So many advantages come from being willing to look like an idiot in the short term."

You stay silent in an important meeting, afraid to voice your critical thoughts and watch the project fail. You don't write the novel because people might not read it. You don't admit you were wrong and repeatedly make the same mistake. You don't go to the gym because it means you would have to admit to not knowing what to do. You don't ask the person out because you're scared of rejection. You don't start the business because you might fail. You don't say sorry because you're waiting for the other person to go first ...

A few seconds of discomfort changes everything.



Circle of Competence

"The first rule of competition is, you are more likely to win if you play where you have an advantage. Doing so requires a firm understanding of what you know and what you don't know. Your circle of competence is your personal sphere of expertise, the area where your knowledge and skills are concentrated. It's the domain where you have a deep understanding, where your judgments are reliable, and your decisions are sound.

The size of your circle isn't as important as knowing the boundaries. The wise person is the one who knows the limits of their knowledge, who can say with confidence, "This falls within my circle," or "This is outside my area of expertise."

Operating within your circle of competence is a recipe for confidence and effectiveness. But venturing outside your circle of competence is a recipe for trouble. You're like a sailor navigating unfamiliar waters without a map, at the mercy of currents and storms you don't fully understand. This isn't to say that you should never venture outside your circle. Learning new things, gaining new skills, and mastering new domains is one of the most beautiful things about life.

Celebrate your expertise, but also acknowledge your limitations."

School tests weaknesses. Life rewards strengths.

Spending more time on our weakest areas is tempting, but life mostly rewards us for investing in our strengths. Imagine a student who struggles with math but excels at writing. In school, they might spend hours raising their math grades from a C to a B. However, spending the same time on writing might move them from an A to an A+. Focusing on math makes sense when you're taught to think in grades. It doesn't make sense if you think about life. The difference between an A and an A+ in writing ability might mean the difference between a New York Times bestseller read by millions and a book that only 100 people read."

Address weaknesses only to the point where they stop holding you back. Then concentrate effort on your strengths.



Become what you want to see in the world, and the world will return it to you. If you want an amazing relationship with your partner, be an amazing partner. If you want people to be thoughtful and kind to you, be thoughtful and kind to them. If you want people to listen to you, listen to them. The best way to achieve success is to deserve success. Small changes in your actions change your entire world.

"People are always looking for happiness at some future time and in some new thing, or some new set of circumstances, in possession of which they some day expect to find themselves. But the fact is, if happiness is not found now, where we are, and as we are, there is little chance of it ever being found. There is a great deal more happiness around us day by day than we have the sense or the power to seek and find."

Thomas Mitchell



"Most people go through life using up a very, very small part of their potential. You could have a three-hundred-horsepower motor and get three hundred horsepower out of it or you can get a lot less. The people who I see function well are not the ones with the biggest "motors," but the ones with the most efficient ones."— Warren Buffett

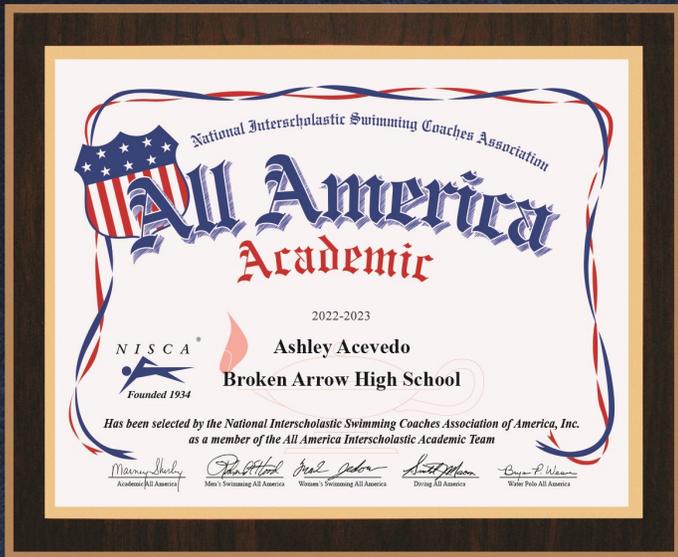


(Photo by Getty Images)

PLAQUES

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Wood plaque displays the All-American certificate printed on a clear acrylic overlay so it's waterproof. It measures 10½" x 13" and comes individually boxed for presentation. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



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Laminated certificate plaque displays actual All-American certificate laminated on a wood plaque. It measures 10½" x 13" and comes individually boxed for presentation. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.

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Engraved certificate plaque depicts the All-American certificate laser engraved directly into a black brass plate. It measures 10½" x 13" and comes individually boxed for presentation. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



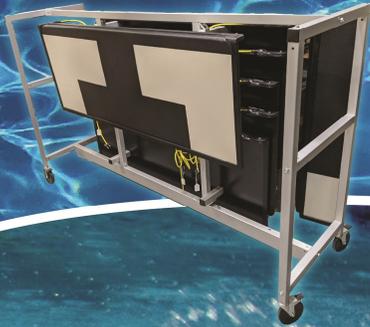
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Acrylic plaque with stand-off displays the All-American certificate printed directly on the acrylic. It measures 10½" x 13" and comes individually boxed for presentation. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.

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3	CIRCLE SWIM*****NO DIVING			3
4	TREVANS			4
5	CIRCLE SWIM*****NO DIVING			5
6	FEET FIRST ENTRY* * *CIRCLE SWIM			6
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