

| EDITORIAL |

“Culture Eats Strategy For Breakfast”

As brothers Ron and Don Heidary discussed recently on the podcast “Swim Talk A2B”, culture is *everything*. Without it, you’re just a Sisyphus rolling a boulder uphill day after day after day. Don Heidary, coaching with his twin brother Ron at Orinda Aquatics, is an internationally recognized expert on team culture. In an interview with *Swimming World* magazine, he said, “[The] five key elements required for a winning culture are integrity, leadership, mentorship, support and service—traits that will have life-long benefits.”

Gregg Troy, longtime coach at the University of Florida and The Bolles School prior to that, said “To inspire swimmers and test limits successfully, you have to create a group culture looking for certain goals... Those goals might differ from individual to individual, but the culture has to be goal- and performance-oriented.”

For a winning culture to work, it must be sold daily, says Heidary. “That means setting a vision, defining it, selling it to the team/leaders/parents/board of directors, reaching out to problematic kids and introducing it to younger swimmers. Culture must be the anchor in the organization,” he asserts.

(please turn to page 8)

CHANGING TIMES

“It used to be death and taxes were the only certainties – and rarely were national politics and college swimming packaged together. Welcome to the new world order ...”

SPECIAL REPORT, by Michael J. Stott, p. 7

IN THIS ISSUE

EDITORIAL Cover

CURRENT ISSUES

Fluid Dynamics, M. Stott7

REFLECTIONS ON ACHIEVEMENT

Good to Great, B. Oxley.....12

MY THOUGHTS: Benefits of

HS Swimming and Diving, A. McElroy13

COACHES EDUCATION I

Parametric Training, S. Beliaev14

STRENGTH and CONDITIONING

Biomechanical Variability, C. Hoolihan16

NUTRITION

Hydration Guide, D. Weatherwax.....19

COACHES EDUCATION II

Prioritizing Habits, L. Howard21

COACHING EDUCATION III

Building Mental Toughness, A. Sheaff23

LEADERSHIP

Encouraging Others, K. Pierce26

TEAM CULTURE, L. Wiginton28

The Daily Coach30

Brain Food32

POSTERS3, 22, Back Cover



Start the new year off right, with a timing system from IST! Visit our website or call our unmatched customer service team for more.



Unmatched timing systems for peak performance

(800) 835-2611 istime.com



ARE YOU READY TO JOIN #TEAMFINIS?

FINIS has been a leader in the swim industry for over 25 years, delivering the best training equipment in the world. We have brought that quality and innovation to our tech suits, training suits, and team apparel, making FINIS the one-stop shop for everything your team needs to perform at its best.

SPONSORSHIP THAT MAKES SENSE FOR YOUR TEAM

At FINIS, our main focus is helping athletes and coaches perform at their very best. We recognize that every team has unique needs and we will work with you to incorporate that into your team sponsorship



#TEAMFINIS PERKS

TEAM DISCOUNTING

Receive discounts on all the FINIS gear your team needs to perform at the highest level.

PARTNERSHIP OPPORTUNITIES

We've partnered with JOLYN Swim so athletes can wear what they want! Outfit your male and youth swimmers in FINIS and your female swimmers in JOLYN. (U.S. only).

NON-EXCLUSIVE

We're all about flexibility. Buy what you need from whoever you need.

1ST TO TRY NEW FINIS PRODUCTS

Receive special discounting on our new products and samples so your team can gain that early edge.

ELITE TECH SUITS

Race in the same suits that won 7 medals and broke 2 world records at the 2020 Olympic Games.

WE'RE READY FOR YOU

Go to apps.FINISswim.com/Join-TeamFINIS to get started.



\$29.95

ACR-NIS57

5" x 7" Elegant Acrylic with Full-Color Imprint depicting the All-America logo. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



\$5.00

PAT-NIS40

\$16.95

CM-NIS25

2½" hand-casted medallion comes with 1½" x 30" RWB neck ribbon and crushed velour jewelry case. Personalized engraving on the reverse side is included. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



4" patch combines the heroic colors of red, white, and blue to produce this stylish symbol designed to be sewn onto apparel. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.

\$39.95

WAT-NISCA

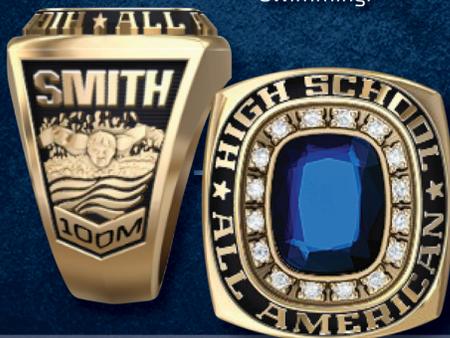
All-America watches are available in both men's and women's styles. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



\$14.95

ACR-NISOR

3" acrylic ornament comes with a red cord for hanging. Personalized engraving on the reverse side is included. Available in Water Polo, Diving, Academic, Team Scholar Award and Swimming.



RNG-NISCA

All-America rings are available in both men's and women's styles. Pricing is based on options selected. For additional information or to receive a free quote, please contact our representative Chris Curtis at chris.curtis@jostens.com / 620-232-7464.

Products produced and distributed by Hasty Awards. All products featured must be purchased through NISCA. See order form for details. For other awards or free catalog, call 1-800-448-7714 / www.hastyawards.com

A woman with dark hair, wearing a red dress, stands in front of a white door set into a brick wall. She is smiling and looking towards the camera. The background is slightly blurred, emphasizing the text overlaid on the image.

**Great leaders don't set
out to be a leader...
they set out to make a
difference.**

**It's never about the role-
*always about the goal.***



National Interscholastic Swimming Coaches Association of America

To Educate... To Promote... To Honor.

Coaches,

As the first set of State Swimming and Diving Championships wraps up, please remember to submit All America Swimming and Diving Applications within two weeks after your season ends. For coaches with athletes meeting All America standards for the first time, please assist them in navigating the application process.

On another note, recent incidents of poor spectator behavior at sporting events, such as spitting on players at a volleyball tournament, highlight a troubling trend. Increasing personal attacks on officials, athletes, and coaches by fans and parents have led many state governing associations to prioritize improving spectator behavior. Unfortunately, persistent negativity has contributed to a significant decline in game officials nationwide, with many citing abusive behavior as the reason for leaving.

As coaches, we can lead by example in fostering a respectful environment. A simple “thank you” to officials at meets can make a meaningful impact. For instance, during my first water polo season, I thanked an official after a tough match, which led to a productive conversation about improving our team’s performance. Officials, like anyone, deserve to work in an atmosphere where they don’t feel defensive or attacked.

Another growing challenge involves negative interactions with parents. Recently, a coach shared on the NISCA Facebook page about a parent’s verbal attack, which pushed them to consider leaving the profession. While not all parents or athletes will agree with a coach’s style, there is no justification for abusive behavior.

When faced with parent complaints, it’s essential to remain composed. Start by listening without becoming defensive, take notes, and reflect on the feedback. Understanding their perspective can help identify areas for improvement. If concerns are raised late in the season, ask why they weren’t addressed earlier. Delayed complaints often stem from small, unresolved issues that escalate over time.

To manage difficult conversations, ensure you have another person present—whether it’s an assistant coach, Athletic Director, or Campus Administrator. This presence often shifts discussions toward rational solutions. Keep a log of any aggressive behavior and report it to your administrator, as it may reveal a pattern unrelated to you. Avoid discussing these parents with others, as it can create additional conflicts.

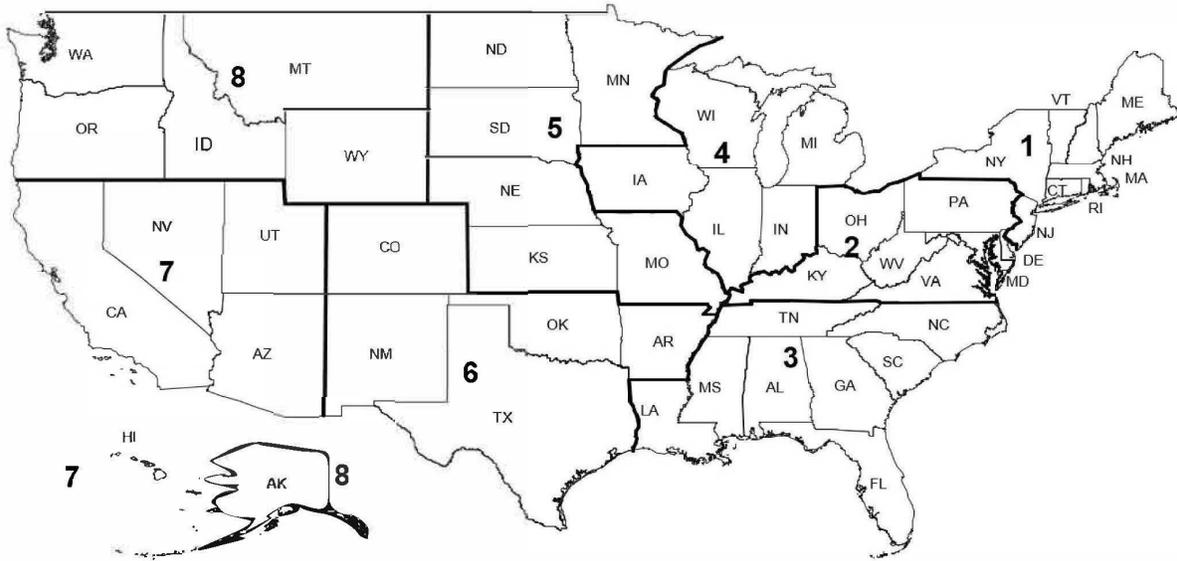
Lastly, we invite you to the NISCA Conference in San Antonio this June. With its family-friendly attractions and timing outside the school year, it’s a great opportunity to combine professional development with vacation. The event will feature an exciting lineup of speakers.

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 DANA ABBOTT 906 Aster Drive Katy, TX 77493 281-347-0689 (H) / 713-412-1610 (C) email: nisca.journal01@gmail.com</p>	<p>Marketing / Outreach 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: 734255-5108 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>	



ZONE DIRECTORS

<p>Zone 1 Director STEPHEN VANDERBEKEN 92 Pennsylvania Ave Manchester, NH 03104 603-533-3554 (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, *continued from front cover*

In an article in this issue, Altus, Oklahoma coach Linda Wiginton writes “[Due] to entitlement and a society and a culture where they are taught that the individual (THEM) is so important, it takes a bit of instruction to get everyone on the same page and to adapt to a team mentality and culture.”

Traditions have a lot to do with the establishment of a culture on a team, and Coach Wiginton shares a compilation of fun and successful traditions she has polished over the years with her teams.

(From *Swimming World*): Jim Koehr has coached Seton School in Manassas, Va. to 10 VISAA Division II championships. He has founded his team’s success on principles of gratitude, excellence, meekness and sacrifice—ideals that are central to every team activity.

“Team captains affect team culture and performance like few other dynamics,” says Koehr. “In addition to training and coach and culture continuity, another driving force is perpetual senior swimmer leadership,” says Heidary. “Tradition doesn’t graduate, so seniors work very hard in all program aspects and set the tone and expectations, which motivates younger swimmers.”

Mike Foley, the winningest high school swimming coach in Massachusetts history, agrees: “The roles seniors play is huge—i.e., carrying on tradition from one season to the next, picking up young teammates and making sure they ‘trust the process’ from start to finish,” says the Wayland High School coach.

Like college programs at Michigan, Cal, Texas and others, the teams at Orinda, Wayland and Seton benefit from lasting alumni support. Heidary, Foley and Koehr have received extensive correspondence and support from former swimmers who

share college sets, reappear for alumni meets or check in just to say hello. These bonds with former athletes run exceedingly deep and are meaningful beyond words to their former coaches.

“We coaches can be the ones who redefine youth culture,” reminds Heidary. “It begins with sports and ends with life.”

Remembering Texas’ 2001 NCAA Championship title in the chapter “A Living Legacy” in the book “*EDDIE REESE: Coaching Swimming, Teaching Life*”, we wrote: “The performances then, just like the performances since, have been the result of a self-perpetuating process of one Longhorn swimmer leading the next toward finding their personal potential and contributing to their team’s continuing success.

In short, culture eats strategy for breakfast.

“The instigator of that culture is Eddie Reese. In addition to Eddie, Kris, and the coaching staffs, the senior classes and team captains often provide magnificent leadership, each class contributing a link from one championship to the next.

“In the pool, leaders of each stroke pass a baton full of training and racing wisdom every few years ... [Many] have received from their predecessors and given to their successors their personal acumen for swimming as fast as possible.”

Eddie Reese: “We have a great culture.”

TRADITIONS, LEGACY.

CULTURE



NISCA JOURNAL STAFF and Writers

Editor: Dana Abbott

Contributors: Michael J. Stott, Dr. Sergei Beliaev, Dawn Weatherwax, Charlie Hoolihan, Andrew Sheaff, Kevin Pierce, Landon Howard, Linda Wiginton, Arvel McElroy, Brittany Oxley

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

**THE NISCA JOURNAL
NOVEMBER - DECEMBER 2024
ALL RIGHTS RESERVED**

THE NATIONAL INTERSCHOLASTIC SWIMMING COACHES
ASSOCIATION OF AMERICA, INC.



DISCLAIMER: The views, opinions, and information expressed by contributors to the NISCA Journal are their own and do not necessarily reflect, or are endorsed by NISCA, Inc. or its officers. We do not guarantee the accuracy or completeness of the information provided, and nothing in the Journal should be construed as offering medical or legal advice. While we strive for accuracy, mistakes may occur. Please verify information independently. All content on this website is protected by copyright. Unauthorized use or reproduction is prohibited. Some images and text in this publication are used under fair use for educational purposes.

Mind Games Forever

Michael J. Stott



Christophe Simon/AFP/Getty Images

How often have we witnessed personal and team rituals as a prelude to competition? Think Michael Phelps and those flapping arms or Virginia Tech entering Sandman then sliding on the deck followed by a diver parachuting from the 10m with team flag.

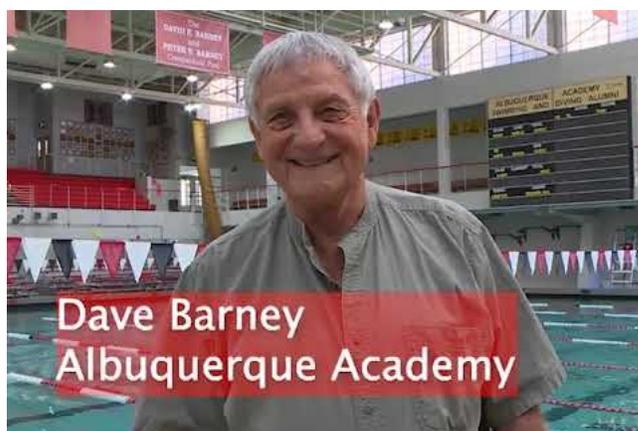
Some rituals are just business as usual. Standard warm-up routines, water carried from a home pool, precision stretching (Cal men), cacophonous cheering (Holton-Arms girls in Bethesda, Md.) and pre-meet music are prime examples.



Photo courtesy Championship Productions

Warm-up music at New Trier under Mark Onstott was country and God Bless Texas not unlike the Johnny Cash tunes played during the Dave Robertson days. National Anthem? The Trevians march in clapping, line the deck and, like The Collegiate School in Richmond, Va., sing it often giving voice to a natatorium whose sound system failed. Swimming? New Trier swims most of their dual meets in drag suits. "When I got there I noticed the best teams did it and we wanted to be the best," says Onstott.

At championship meet time traditions really come to the fore. Themed T-shirts, caps and garb change. At Auburn "it became standard that we were going to be the best dressed team as we arrived at NCAAs. Part of it was the Pygmalion Effect. If you dress people like champions they tend to perform like champions," says David Marsh. "That included whatever detail to make the experience first rate -- from being picked up at the airport (limos within compliance guidelines) to getting rooms. Coaches set up rooms in advance with waters, names on the doors and so on making things really special." Seniors spoke before first day meals to get "people a little more emotionally connected," says Marsh.



In New Mexico Albuquerque Academy swimmers have a first day luncheon, walk to the library, hear from coach Dave Barney and watch videos of great moments at past state meets. Before the meet AA team members enjoy three humorous rituals. One tradition is the reading of a poem about rabbits and their procreating habits. Written by a former Barney student the poem has been recited in English, Spanish, Italian, German, Russian and as a rap by captains and/or coaches.

And the memories remain. Meaghan Stern, 2005 AA graduate says "I still puzzle over how a dramatic reading of a poem about rabbits 'frolicking' in the clover ever became an enduring pre-state meet team routine. We also never failed to gather both boys and girls teams around a large mixing bowl filled with water and floating rubber ducks to scream for a minute before the first day of the state meet. No idea why we did that," she says.

And there is more. "One year after a particularly energetic taper practice, Justine Schluntz (Rhodes Scholar, NCAA Woman of the

Year at Arizona), Celeste Bower and I gathered our teammates into one shower stall," says Stern. "All 20+ of us smushed in tightly and laughed, yelled and cheered all at once. One year later my sister Kendra (10-time national champion at Amherst) called to tell me that they had fit even more people." The "Shower Stuff" continues as an annual rite.

As does a season-ending custom where captains bestow paper plate awards aimed at swimmer foibles. One year swimmer Will Lokke won a "stop talking about my sister in the locker room award." Meaghan Stern "LOVED writing the paper plate awards as a way to celebrate and laugh. I have most of mine," she says.

"Most of this sounds silly, but I've found that easing the mood tends to relax the swimmers," says Barney.



The team shave. At Albuquerque swimmers are on their own. At Woodberry Forest in Virginia it is done together. Afterward the team attends an all-school dinner sporting their new haircuts. At New Trier team members don't wear caps and shaving is optional. "We called it the Ultimate Sacrifice and/or Skin to Win," says Onstott. "Shaving your head puts a little more skin in the game and was one of those things that separated us from the other guys," he says.

"Shaving for the big meet was a big deal and a serious ritual," says former Auburn All-American Dean Hutchinson. "I kept my room hot and took my time like my life depended on this shave. It was spiritual, exciting and the culmination of a lot of hard work. There was an order and meaning to EVERYTHING we did the night before. All orchestrated and all important," he says.



"Wake up swims. Funny how we hated them when we were not good and thought they were punishment," says Hutchinson. "As we became better athletes, we saw the value and counted on them. We loved wake up swims that were Auburn only. We were always early. I don't remember many days where we were doing it with other teams. One time at Olympic Trials David arranged for a few of us to swim in some small local pool. The building had the locker room where Hoosiers was filmed. Kind of cool."



At the Virginia Independent School state meet Norfolk Academy coach Jay Leach always requests the earliest possible session to get his Bulldogs up and focused for the business at hand.

First impressions. "The teams that walked in together to begin a competition seemed to be the ones that performed the best through the entire meet," says Marsh. "I recall Skip Kenney taking the 1996 Olympic team into the aquatic center in Atlanta at sunset where we got the full effect of the excitement about how grand and unique the facility was. Being together can add to the confidence in a brotherhood kind of way," he says.



Athlete rubdowns are de rigeur at college and championship meets. At high school not so much. Though previous Illinois State Meet venues at both New Trier and Evanston had specific gyms set up for rubdown tables that was not always the case. New to Onstott was the starting block rubdown performed by Hinsdale Central coach Corky King prompting host Onstott to ask meet officials to intervene. "I didn't think that anyone should be allowed to come up and spray the blocks with who knows what," he says. (King used water.)

Receiving awards. On the medal stand college athletes are always in full warmups as are New Trier and AA swimmers. In Illinois Fenwick High School athletes wear their monk robes, Evanston carries a big stick and Loyola a large Santa Claus.



Photo Swimming World Magazine

Personal rituals can range from the ridiculous to the sublime. Early on Amanda Beard took her teddy bear to the blocks. Later on Dara Torres took her daughter to the awards stand. For Meaghan Stern race prep was a series of stretches, shakes, circles and an obsessive goggle check as a result of an early career goggle mishap.



Photo Ezra Shaw/Getty Images

Sister Kendra would not sleep well the night before big meets. *"A couple of times I barely slept at all,"* she says. *"Many of my pre-race rituals were focused on managing my nerves and calming/centering myself so that I didn't waste any adrenaline. I would always get behind the blocks with my goggles already on...but whether it was to intimidate my competitors or to hide the fact that I was anxious and panicked out of my mind, I'll never tell!"*

Then there is the ready room. While Hutchinson and Bill Pilczuk preferred the seclusion of the outdoors for prerace visualization they invariably found themselves in the ready room. *"For me,"* says Hutchinson, *"it was headphones on, stare at people and don't talk. Some guys kept it light. Bill Pilczuk and I didn't. It's funny. I think of Amy Van Dyken. She was like us. All business. No friendly faces in a ready room. Now I would consider all those guys friends. Gary Hall was definitely someone I wouldn't want to talk to at all. He WAS the competition. I spent a lot of time training thinking about beating him. Not many people did. Jon Olsen, Gary Hall, Pilczuk and I were in ready rooms together a lot. I hated them in that room. Now I miss them. Thank God for Facebook! They are friends. Ready Rooms are great memories. Gamesmanship. We ALL loved it."*



Photo NBC OLYMPICS



Michael J. Stott is an ASCA Level 5 coach whose Collegiate School (Richmond, Va.) teams won nine state high school championships in 15 years. A member of that school's Athletic Hall of Fame, he is also a recipient of NISCA's Outstanding Service Award.



11 Things That Separate the Good Swimmer from the Great Swimmer

Brittany Oxley

Courtesy Swimming World Magazine

“This is the difference between being good and being great.”

That quote has been ingrained in my head since I started swimming at 6 years old. I believe every coach I have ever swum for has said those words.

But what really is the difference between good and great as a swimmer? Is there a simple black and white answer? I think the answer varies, but I do believe much of greatness is defined by the mental toughness of the individual and how they tackle adversity. What does it take to become great? It takes your mentality, pushed to its limits.

Here are 11 characteristics of great swimmers...

1. Great swimmers know their goals.

They remind themselves of why they are there each day, despite the challenges. Keeping goals in the forefront of your mind keeps you motivated each day and reminds you of the purpose of practice.

2. Great swimmers know there will be bad practices. They are willing to focus through the pain.

This is what makes great swimmers stronger. Making improvements and focusing on the small details while broken down will make so-called “bad practices” more meaningful.

3. Great swimmers know it takes more than effort to have a good practice. It takes being uncomfortable.

Pushing yourself past the point of comfort will mimic races. The last 50 of a 200 free will be uncomfortable. Training with this discomfort will make the last part of your race seem easier, or at least familiar.

4. Great swimmers know pain is inevitable, but they turn pain into something so minute that it does not affect them.

Pushing through pain and blocking it out will allow swimmers to stay mentally tough. Tell yourself you can get through it and block out the negative thoughts in your head.

5. Great swimmers know there are going to be practices that do not make sense, but they trust their training.

I’m sure we have all had sets where we wondered “why am I doing this?” but this is when you must trust your coach. There is a plan as to why you are doing that. Trust it.

6. Great swimmers put in additional time each day to ensure they’re at their best when it counts.

To be great, you must put in extra work. Do abs, do pull ups, eat right, drink water, get sleep. All of these will affect you at the end of your season. So maximize the opportunities to separate yourself from the masses.

7. Great swimmers learn from their mistakes.

Did you not stick to your race strategy? Did you not take enough dolphin kicks underwater? Then be conscious and make changes to help better yourself.

8. Great swimmers keep their emotions cool and stay focused on the big picture.

9. Great swimmers do not let others’ attitudes affect their own.

Staying positive and inside your own head will allow you to focus on yourself, not others. Do not buy in to others being negative during practice, or being negative at meets. Stay confident in yourself.

10. Great swimmers focus on what they CAN control.

Do not think that someone is taller than you, or stronger than you. Know that you put in all the effort you could and trust in that.

11. Great swimmers do not wait. They take advantage of every opportunity and do not plan for “someday.”

The difference between good and
great is just a little extra effort.

Benefits of High School Swimming and Diving

Arvel McElroy

NISCA Outreach Coordinator and Past-President

Each year, more than 305,000 athletes participate in high school swimming and diving, representing more than 8,500 programs across the United States. Following are just a few of the sport's many benefits.

Fun: First and foremost, swimming must be an enjoyable experience. That is not to say that swimming is “fun and games,” but athletes should enjoy what they are doing—or why swim at all? Most athletes do not have the Olympics or senior nationals as their ultimate goal. What they want is to participate on a sports team with their peers and to improve their skills and times while enjoying their experience.

Leadership: The high school setting provides numerous opportunities for the development of leadership. Traditionally, high school teams are led by captains. Additional leadership skills can be developed within each lane. Each practice session is an opportunity for the more experienced athletes to serve as mentors for the beginners. From team captains to lane line captains to lane leaders, the possibilities are endless. A good coach sees that the life skills of leadership are taught and learned.

Inclusiveness: Generally, high school programs have room for all who desire to participate. All abilities are often welcome, from mentally challenged students to the star athlete of the school. Friendships can be fostered between students of varying abilities. Traditionally, high school sports participation does not require membership fees or entry fees for meets. Membership, therefore, is not dictated by the financial means of the parents. Usually, school budgets offset the cost of equipment used for training.

Concept of Team: High school swimming revolves around the team. Few high school programs are developed around a select few athletes. Nothing beats the excitement of a group of teenagers working for a common goal, to win a meet, cheering for each other during the heat of competition. Working to perfect relay exchanges seems to be unique to many high school programs. Many swimmers welcome the idea of a new challenge. Relays provide that. Maybe the greater emphasis on relays is because relays count for three of the 11 swimming events in a high school meet.

Focus on Technique: Because high school teams, by nature, consist of swimmers of all abilities, many high school coaches are compelled to focus on technique. Without such an emphasis, the teams cannot be competitive. Training for the events in the high school program requires, in general, less distance than the distances for USA Swimming training. More emphasis can be given to drills and improvement of technique during a training session.

Recognition: Everyone loves to be recognized for his or her accomplishments. High school athletes receive recognition from their peers for representing their high school. Their swimming accomplishments are recognized in announcements to the student body, the local newspaper and in the school's yearbook. Research has indicated that students who are involved in programs at their school tend to perform better academically.

Concern for the Total Person: High schools place restrictions on those students who participate in their programs. These include attendance, minimum classroom performance and physicals. If they want to keep their position, high school coaches must address these issues in addition to the daily swimming workouts. Regardless of the talent level, swimmers must attend class, complete classwork and adhere to general health requirements to continue to participate. This is a valuable life-lesson for them to learn. They must be responsible for their actions and decisions.

Bluffton Pirate Swim Team. Courtesy Bluffton (OH) ICON





Interested in learning more about 3S and Parametric Training? Call Sergei directly at (804) 519-1201, or email him at admin@3ssite.com

STRENGTH TRAINING

Biomechanical variability: Every Body Is Different

Charlie Hoolihan

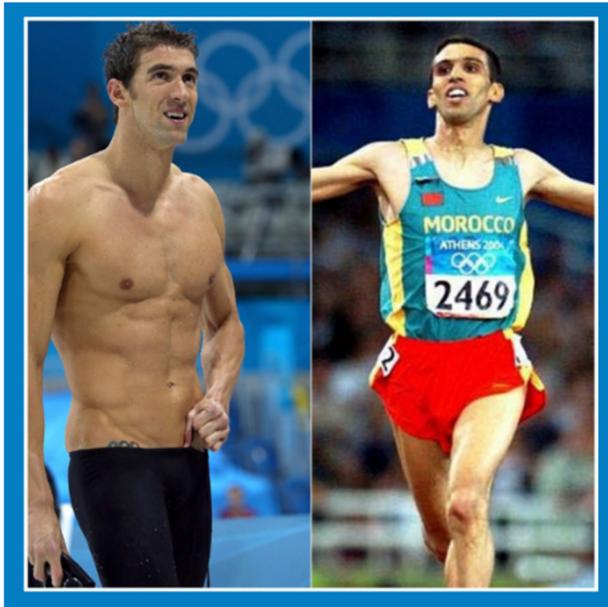
ASCA Swimming Strength and Conditioning Specialist Coordinator

Interest in strength training for swimmers is increasing, and scores of influencers and gurus are touting exercises and programming with rigorous technical requirements and standards. Unfortunately, many of these are usually set up by individuals or groups ideally suited to meet their requirements.

Every body is different in many ways. Some movement patterns set for specific exercises may not be optimal for an individual's shape, size, joint, and muscle configurations.

For example, there are many differences between world-class runners and world-class swimmers. One that stands out is the ratio of torso length to leg length.

Multiple Olympic swimming gold medalist Michael Phelps and 1500 and 5000-meter Olympic gold medalist Hicham El Guerrouj wear the same pants length. Phelps is 6-4, and El Guerrouj is 5-9 - a difference of seven inches.



The obvious correlation here is that an individual whose height consists of more torso than legs is genetically suited for elite swimming rather than elite running. The opposite is true for runners.

This is due to a center of buoyancy closer to the hips and less mass in the lower part of the body, which creates better flotation with less effort.

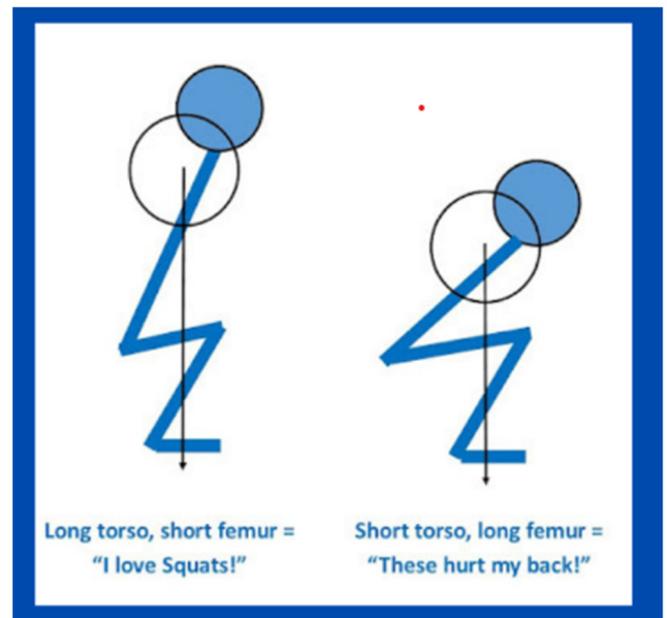
The physical characteristics that make a better swimmer also affect abilities to master movement patterns in different weight-room exercises.

Torso length-to-leg length ratios are important considerations for many lower-body exercises, such as deadlifts, squats, step-ups, and box jumps. A similar relationship exists between arm length and shoulder configuration for upper-body exercises.

This characteristic makes most elite swimmers biomechanically suited to achieve a technically proficient back squat (barbell on back during squat) with hips below the knees, weight towards the back of the feet, and a slight forward lean from the torso.

However, the majority of swim teams are comprised of individuals with a variety of body types that stray from the elite.

Individuals with short torsos and longer legs will either lean forward more to achieve a similar depth or set up a wider stance with knees angled out more to reduce forward lean. Both adjustments may help with squat depth but may also create unneeded stress on the spine or knees, respectively.



Two other considerations are hip and ankle joint configurations.

To squat deeply, the upper leg bone (femur) must fit into the hip socket and have room to move. Individuals who can squat deeply have shallow hip sockets and a thin head of the femur, which creates more areas for movement.

Those with deep hip sockets and thick femoral heads have less area to move in, so they have more difficulty entering a deeper squat.

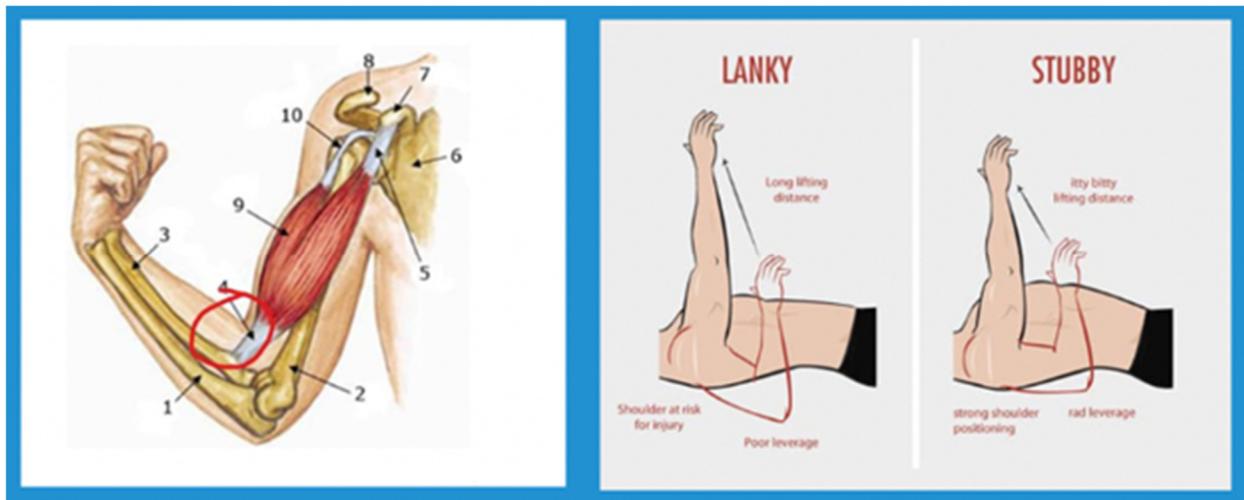
The latter is sometimes called the “Celtic hip” because of cultural and genetic factors in Western Europe that limit squatting. There seems also to be a correlation between greater hip mobility and squat depth the further east one travels. Eastern European and Asian cultures seem more successful in Olympic lifts and squatting due to superior bone structures.

Ankle mobility is also necessary for a deep squat, especially in a dorsiflexed position (bent), which may be counter to a swimmer’s need to have more mobility in the plantar-flexed position (pointed) in three of the four strokes.

An additional ankle consideration is that there are bone structure variables in the foot and ankle that can limit the range of motion.

The bottom line for squat instruction is to ensure the athlete can get into their best depth with trunk muscles engaged and supporting the spine throughout the movements.

Long arms for pool excellence. Short arms for guns, pecs, and delts!



Upper-body individual biomechanics in swimmers is a bit more significant than lower-body due to the nature of the sport.

Arms with wing-span width greater than height confer an advantage in swimming and, as mentioned in a recent lower body post, the deadlift.

Arm length, plus a few other variables, such as tendon length and location, can also create strength differences in the weight room.

Long wing spans tend to make most upper body strength exercises like pull-ups and bench presses more difficult because the distance the weight has to be moved from start to finish is longer than for shorter-armed individuals.

In addition to the distance traveled the muscles, tendons, and ligaments are arranged over longer bones, creating further biomechanical disadvantages.

Monitoring the technique and load of longer-armed swimmers becomes more critical during heavy-strength training bouts. The force production required to move weight can be far greater than that required by those with shorter arms lifting heavier weights. Athletes with longer arms tend to overcompensate with improper movement patterns, adding awkward and unnecessary force to overworked muscles and tendons.

The longer the muscles and joints are under tension, the more the possibility of injury.

The location of the working muscle’s primary tendon related to leveraging weight also comes into play.

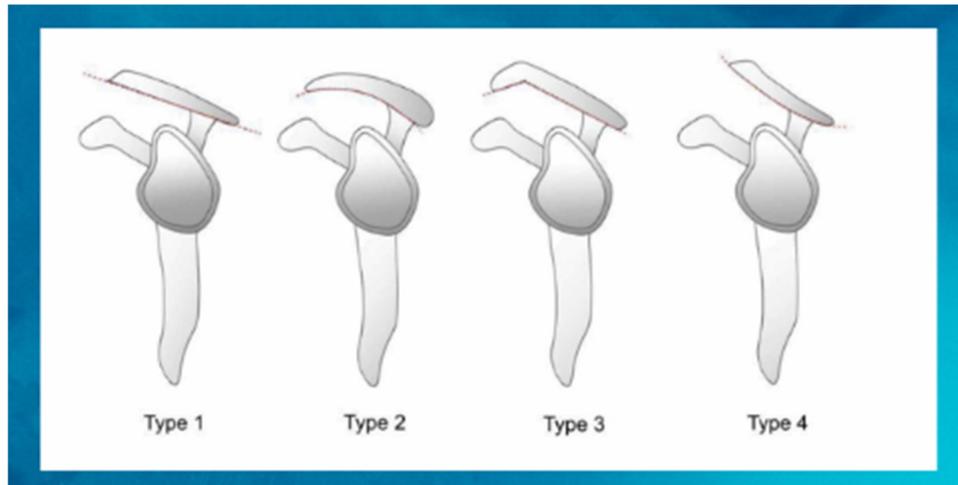
Tendon attachment points closer to the weight lifted enable a more accessible lift with less force production, while attachment points further from the weight require more.

The bicep illustration shows the attachment point for leverage circled. A bicep curl becomes more manageable if it’s located closer to the hand, even if the location is a few centimeters different. The same variance can occur at the triceps and latissimi – the prime movers for swimming.

Tendon length from the muscle can also play a role in strength development, as some individuals have longer muscle-to-tendon ratios. In contrast, others have longer tendon-to-muscle ratios. Going back to the same principle as tendon attachment location, having a longer muscle-to-tendon ratio enables more leverage for weightlifting.

Everyone can gain relative strength for their sport regardless of these minor limitations in absolute strength gains. The takeaway is to avoid comparisons in absolute, push-up, or pull-up competitions that can encourage improper form and get as strong as your biomechanics and anatomy will let you.

Shoulder joint types and overhead exercises



It's no surprise shoulder issues are the most common adverse outcome of swimming. It's safe to assume most swimmers perform more than 1.5 million strokes with internal rotation at the shoulder per year. Numbers like this certainly come under the heading of "repetitive use."

Weight room programming should include exercises that strengthen the shoulder to help develop injury resilience and improve range of motion and mobility.

While there are many exercises to accomplish these goals, it's essential to know of certain biomechanical and anatomical restrictions that limit the range of motion and increase mobility in some athletes.

Four different types of shoulder joint structures have been identified with variance in mobility. Simply put, each of the four has variable room to move. Researchers have found a correlation between smaller space and shoulder injuries; about a third of the population has these types.

What this means to the program is that while we are trying to improve all our swimmers' shoulder range of motion and strength, there may be several who are incapable of doing so to the degree that others can. Forcing mobility in an anatomically limited joint can potentially have the opposite effect and irritate it.

Gradual and more passive mobility exercises and soft tissue work like foam rolling/self-massage, which improve movement without creating excessive tension, are safer than assisted static stretching.

In individuals with a more limited overhead range of motion, overhead strength exercises like shoulder presses, pull-ups, lat pull-downs, or Cross-Fit-style kettlebell swings should be adjusted and monitored for technique.

There are techniques in shoulder pressing that can slightly change the angle to reduce stress. Two relatively simple ones are to switch from double to single-arm presses and rotate the dumbbell so the thumb is pointing behind the athlete. These two adjustments reduce the tension at the shoulder and reduce internal rotation.

Single-arm lat pull-downs and overhead kettlebell swings can accomplish similar goals.

While we can't cat-scan all our athletes' shoulder configurations, knowing some may have anatomical limitations in achieving an "ideal" range of motion can help with programming. Adjusting exercises for swimmers with repeated bouts of shoulder pain is one. Accepting individual range of motion is another.

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



NUTRITION:

Hydration Guide For Athletes

By Dawn Weatherwax, RD, LD, ATC, CSCS



Are you ready to unlock the secret to peak performance? It's time to dive into the world of hydration and discover how staying properly hydrated can be your game-changer!

Why is Hydration Important?

Staying hydrated is crucial for athletes. When you're 1% dehydrated, your performance can drop significantly. Imagine showing up to practice or a game already at a disadvantage!

STATISTICS

- 76% of athletes arrive at school, training, or competition 1% dehydrated in the morning.
- 66% of athletes experience 1% dehydration throughout the rest of the day.

Hydration is crucial for maintaining optimal physical and cognitive performance, especially for athletes who rely on peak conditions to excel. Proper hydration can enhance endurance, reduce the risk of injury, and significantly improve recovery times, transforming an athlete's overall performance and well-being.

How much fluid does an athlete need daily without activity?

ANSWER: Half their weight in fluid ounces a day

Example: 160-lb athlete = Half their weight in fluid ounces per day, which equals 80 fl oz per day

How much fluid does an athlete need daily WITH ACTIVITY?

ANSWER: Half their weight in fluid ounces a day PLUS 10-20 oz per hour of activity

Example: 160-lb athlete doing 2 hours of activity (one hour equals 10-20 oz fluid)

$160\text{-lb}/2 = 80\text{ fluid oz/day} + 20\text{-}40\text{ oz} = 100\text{-}120\text{ oz of fluid/day}$

Quick Hydration Tips

- Start Early: Begin hydrating as soon as you wake up.
- Keep it Consistent: Sip fluids throughout the day.
- Listen to Your Body: Thirst is a late indicator of dehydration!

Track Your Progress

Use apps or journals to track your fluid intake and adjust as needed. Remember, every athlete is unique, and their hydration needs can vary based on activity level and environment.

Embrace the power of hydration and watch performance soar!

Ready, set, HYDRATE!



Photo Courtesy: Andy Ringgold / Aringo Photos
and *Swimming World Magazine*

Building A Better Athlete through Sports Nutrition

DWSNA

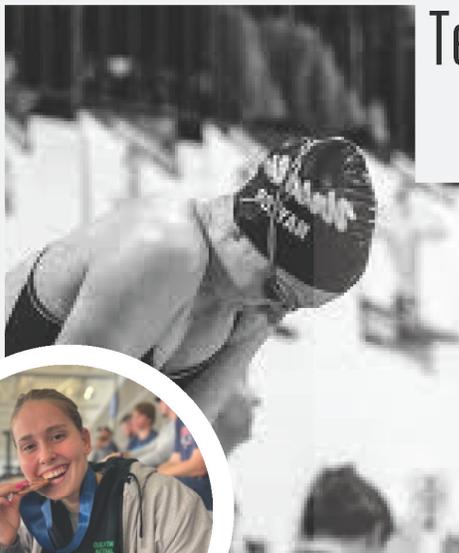


www.DawnWeatherwaxSportsNutritionAcademy.com

"Building a better athlete by optimizing every stage of growth, health, and athleticism through sports nutrition that best fits the athlete. Aimed to parents & coaches of athletes aged 6-18. We do this by being:

- A ONE stop resource you can trust
- Know what, when & how much to eat by providing actual menus with nutrient timing to match fuel needs in our Online Nutrition programs:
 - **WHAT TO EAT & SUPPLEMENT FOR DAILY, SWIM MEETS, TAPER.....**
- Understand how much fuel is needed to have consistent energy, stay healthy and avoid plateaus.
- Provide a way for them to thrive by maximizing growth, health & performance at the same time
- Questions via chat!
- SO MUCH MORE!

Check for Team Specials!



EXPERT
Team Nutrition
SUCCESS



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:



Prioritizing Habits Over Medals

Landon Howard

Head Coach, Lamar Consolidated High School, Rosenberg, Texas

Assistant Coach, Fulshear Racing Swim Team-FRST, Fulshear, Texas

Successful age group swim coaches typically prioritize their goals for athletes as follows: safety first, character second, and success third. Success is traditionally measured by the clock—the fastest swimmer wins the race and takes home the medal.

However, the time has come to rethink this idea of success, especially for younger swimmers. Success should be measured by the habits formed in practice, not solely by race times.

By adopting this approach, an age group coach helps a swimmer pursue long-term goals that can only be realized after the age of 13-15 at the earliest. The short-term goal is to equip swimmers with the necessary technique, skills, and work ethic so that those who choose to set long-term goals have the tools to achieve them. This can only happen if the swimmer is both willing and able to work for it.

Athletes who are willing to work toward long-term goals have a love for the sport and understand the process of improvement. This process includes attending practice to learn new skills and mindfully developing those skills over time to earn the results they seek. These athletes love the sport because practice is not a chore—it's where they make friends, build relationships, and find joy, with swimming as the glue that holds it all together.

They have also experienced moments where friends beat them off a flip turn and won the race—not because they were stronger or faster, but because they had worked to develop a skill beyond their own level. These swimmers want to be at practice and know that gaining speed comes from paying attention to detail.

An athlete who is able to work must remain physically and mentally healthy. Training too intensely at a young age, before understanding long-term goals, can lead to mental exhaustion and a lack of motivation to improve—a phenomenon commonly known as "burnout."

A talented 10-year-old may win races easily due to natural gifts of strength and speed, but these small victories are fleeting. Just as the bigger opportunities come into view, swimmers with better habits and skills catch up and surpass them. The natural talent is wasted, and the motivation to keep practicing disappears.

Additionally, training hard before learning proper technique can halt a swimmer's progress due to injury. Healthy movement patterns build the body up, while unhealthy ones break it down. This underscores the importance of focusing on skills and technique long before introducing intense work sets.

In conclusion, training swimmers or any athlete intensely before the age of 13-15 (depending on gender and maturity) is a fruitless effort. Winning the 8 & Under Champs won't pay for college, nor will achieving a AAA time at age 13 earn a professional card.

Excessive workloads and yardage for young swimmers are more likely to leave them either unwilling or unable to continue working toward long-term goals. Coaches should focus on teaching skills and creating good habits. A 14-year-old swimming a perfect 28 is far preferable to one swimming an ugly 22.

Good technique and habits will ultimately show results on the clock, and with the right foundation in place, any head coach can develop speed quickly.



15 SKILLS ATHLETES CAN TRANSFER FROM SPORT TO THE WORKING WORLD

 @BELIEVEPHQ



TEAMWORK

Athletes understand how to work effectively as part of a team



COMMUNICATION

Sport provides athletes with important communication skills



GROWTH

Athletes are always looking for opportunities to grow and develop



EMOTIONS

Athletes understand how to manage their emotions effectively



TENACITY

Athletes learn how to work hard and demonstrate this on and off the field



COPING

Athletes have the resources available to deal effectively with setbacks



RESILIENCE

Athletes have developed key skills to be resilient



LEADERSHIP

Athletes understand what it takes to be a great leader



LEARNING

Athletes have a strong sense of continuous learning



DETERMINATION

Athletes have high levels of determination



PRESSURE

Athletes have learnt how to work effectively under pressure



CONCENTRATION

Athletes can maintain concentration levels



COMMITMENT

Athletes understand the importance of being committed to a team



GOAL SETTING

Athletes understand how to set process, outcome and performance goals



MOTIVATION

Athletes understand how to maintain high levels of self motivation



Image courtesy of Proactive Coaching, proactivecoaching.info

(Editor's endorsement: I recently purchased a package of their printed booklets, and they are great! Check them out!)

Building Mental Toughness, Part I

Andrew Sheaff - www.coachandrewsheaff.com

Coaches like to describe swimmers as 'mentally tough'. They certainly like to coach these swimmers. While most coaches will understand what it means when another coach describes a swimmer as mentally tough, it's a pretty vague description. I'd like to put a concrete definition on 'mental toughness':

The ability to do what needs to be done regardless of the circumstance.

This definition puts a premium on action. It's quantifiable.

This definition also highlights the importance of context. Circumstance matters. In certain situations, some swimmers may be much more able to retain task-specific focus

There is a shift between the subjective description of 'toughness' to the objective description of being able to perform specific actions. With this shift, we can start to reverse engineer what needs to be done, thus developing a strategy for how to make it happen. Performance is about what is done, or not done, and our focus should remain there as it is the point of control.

A much better description of what coaches are really looking for is task-specific focus. It is the ability to retain focus on the immediate goal, and persist in the attempt to achieve it.

The Transferability of Task-Specific Focus

Developing mental toughness is simply a context-specific training task. It is about consistently doing what is required in a specific situation, regardless of the challenges that situation presents itself.

A mixed-martial arts fighter, someone most would describe as 'tough', would certainly be able to perform consistently in a fighting environment, staying cool under pressure. However, put them in a high-stakes negotiating environment and the situation suddenly changes. They are out of their element. The opposite is true when the hostage negotiator is thrown into a street fight.

This example simply illustrates the importance of context. Rather than expecting to develop mental toughness in our swimmers, we simply need to train them to manage the challenges presented by adversity experienced in training and competition. This allows for the development of a straight forward approach where outcomes dictate strategy.

Swimmers with good GENERAL task-specific focus will be able to **learn** to retain task-specific focus with novel skills and/or in

novel circumstances faster than those who lack the general ability to focus. It is a skill that transfers. While the transfer is not immediate, it allows swimmers to learn to adapt to novel stressors quickly. They are 'comfortable being uncomfortable'.

Task-specific focus is a habit. The more you do it, the more situations you do it in, the easier it is to access it, and the more transferable it becomes. However, swimmers still need to learn to focus in new situations. They still need to learn to execute the new skill at contextually appropriate intensity. They still need to learn the skill under physiological duress. They still need to learn the new skill with the pressure of competition.

So how to do we build task-specific focus and the ability to retain task-specific focus?

When viewed from the lens of 'mental toughness', there isn't really an obvious place to start. What do we do? Do we meet with a psychologist? Do we perform 'hard training'? It's not clear.

What needs to be done? Swimmers will have to perform a specific skills or actions at a specific intensity with a specific amount of physiological stress while under the psychological stress of competition or evaluation. We have four stages that we need to progress through.

1. Execute a skill. Swimmers must first be able to execute the skill in question consistently and effectively. Until the swimmer can do so, there isn't a whole lot of value in exposing them to a lot of intensity, fatigue, or pressure, unless it directly facilitates the learning process.

2. Execute a skill at intensity. Once the skill is stable and effective, it needs to be performed at the expected intensity or higher. Before a swimmer can perform under fatigue or under pressure, they need to be able to perform the appropriate skill at the required intensity. Preferably, they should be able to perform the skill at a higher intensity than required by competition to create a buffer, a concept that is discussed below.

3. Execute a skill tired. Once skills can be executed at the required intensity regardless of fatigue levels, swimmers need to be exposed to fatigue. In competition and in training, as fatigue is an inevitable outcome, we must expose swimmers to fatigue in a graded manner, ensuring that they are able to retain task-specific focus and execute their skills as much as possible. We want to work at the edge of their abilities, occasionally allowing for failure. Over time, their boundaries expand and they become 'tougher'.

4. Execute a skill under pressure. While some swimmers can execute their skills and retain their focus under high speed and high fatigue, they may lose the ability to focus once the outcomes become more significant. They struggle to execute when the importance of their event becomes large. For instance, it's one thing to perform at a regional meet where there are future opportunities. Most swimmers only get one shot at the Olympics.

As with exposure to fatigue, it is about training. Swimmers must be gradually exposed to greater amounts of pressure, always working through the process of how to retain focus and execute their skills. The focus is on specific strategies to overcome specific problems. It is about how to do what is required regardless of the circumstance.

5. Create buffers. The larger the gap between what a swimmer is required to do and what they can do consistently, the more likely they are to consistently perform as expected. From an intensity perspective, if swimmers can execute their skills at 2 m/s, and only races at 1.7 m/s, they have a larger buffer than the swimmer who can only achieve 1.9 m/s. There is a greater likelihood that the first swimmer will 'act tough' because the task is less challenging.

The same concept applies to execution under fatigue and pressure. It is the global picture of these buffers that determines how often swimmers will 'act tough'. The smallest buffer is the potential breaking point that can compromise performance as the required performances go up.

Getting It Done

Having outlined the different skills that are required in the process of developing task-specific focus, we'll take a look at the general strategies that develop these skills at each stage. While it's relatively simple, it's not always easy. The challenge is in the detail of appropriate training tasks, as well as the critical communication between swimmer and coach that can help to facilitate the learning process.

Within each stage, there may be different strategies that are required to effectively retain task-specific focus. Psychologist or other experts may be of value for solving SPECIFIC problems that arise. When a swimmer is repeatedly struggling with a specific situation in training, and the coach and swimmer can't figure it out, a psychologist or other domain-specific expert can be useful in providing solutions, **provided those solutions are presented and executed in the specifically problematic areas.**

The process of learning to retain task-specific focus mirrors the training process, as outlined in Easy as 123 LINK. It is an extension of the technical, physical, psychological, and tactical learning process where all elements are learned simultaneously and organically.

When performed correctly, all performance requirements should be developed in concert, without devoting specific time to ad-

dress issues in isolation.

When reflecting on the ideas laid out in Easy as 123 LINK, you can see how that process aligns with the process of developing task-specific focus. In both situations, we need to start at the beginning meeting swimmers where they are, while moving towards the goals they have selected.

Throughout this process, it's important to expect and welcome failure. However, failure needs to be **managed and appropriate.** This is where learning happens. At the same time, colossal and frequent failure is not going to facilitate much of anything. Coaches must select and implement tasks that are on the edge of ability, promoting success while appreciating that any challenge will be associated with some degree of failure.

Execute a skill. At this point of the process, it's about learning a skill, and the ability to focus through the challenges of that process. To learn a skill, it requires focus. While there will be little challenge from a physiological or psychological standpoint, swimmers need to stay engaged in learning.

The swimmer is learning to focus on the learning process. They're learning how to focus in an exploratory fashion. They are bumping up against the frustration of being unable to perform a skill in the way they would like. They are struggling through this adversity, yet learning to persevere, be persistent and retain their focus.

The strategies for accomplishing this task have been laid out in various articles on this website. Simply click on the 'skill acquisition tag' in the articles section. In general, successful approaches rely on the following strategies-

Communicating in terms of feelings versus movements. LINK
Designing tasks that place swimmers in optimal learning positions. LINK

Manipulating constraints to provide better learning environments. LINK

Using variability to create novel kinesthetic experiences. LINK

Execute a skill at intensity. Having demonstrated sufficient competence to perform the desired skills, it's time to crank up the speed. It's important to ensure that the selected speeds are appropriate. The range of intensities employed should be challenging, yet allow for success a majority of the time. Errors are fine; blindly flailing away is less appropriate. To help with learning and the ability to maintain focus while pushing intensity, training distances should be short enough, recovery should be long enough, and volumes should be low enough to maintain the relative absence of fatigue.

There will be plenty of opportunity to get fatigue at other points in the training process, as well as during other training sessions. When it comes to speed, you have to do it once before you can do it twice. You can't sustain what you can't produce.

When developing the ability to execute skills at the required

intensity, it makes sense to push the intensity limits beyond what would be faced in competition. If swimmers can focus and execute their skills at faster speeds, they will have a buffer. The greater the gap between what is possible and what is required, the more likely that swimmers will 'be tough', retain their focus, and get it done.

Execute a skill tired. When swimmers race, they are pushing their physiological limits. Fatigue is an inevitable part of this process, and fatigue is uncomfortable. In the context of this discussion, fatigue is *distracting*. Not only is it physically challenging to maintain skills while fatigued as our body simply doesn't 'work' as well, it is mentally difficult to maintain *focus*.

This area is our traditional training where the focus is on developing physiological capacities. To be successful in developing task specific-focus in situations of fatigue, we can and should use these same methods. However, there must be a large focus on retaining focus on the task at hand and executing skills. This is how swimmers become 'mentally tough' in challenging race situations. They learn how to do what they have to do, regardless of the situation.

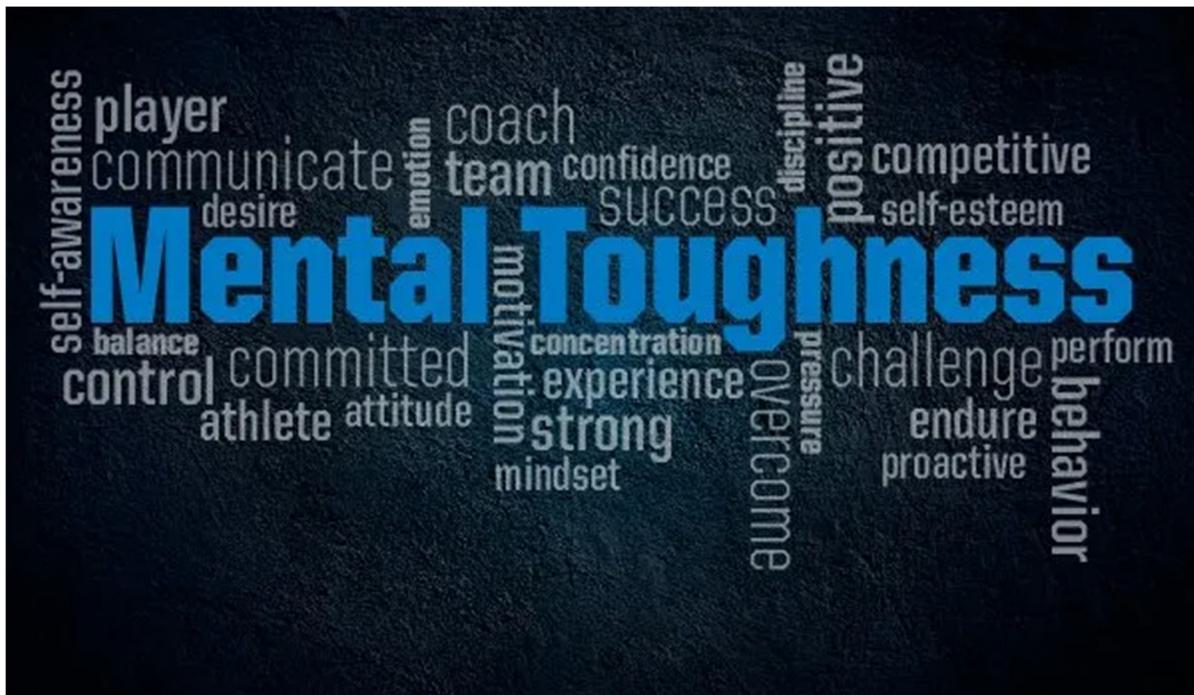
What's important is to scale the demands of the training not to what can be physically completed, but what can be completed while maintaining focus on the tasks at hand and executing the desired skills. If the physiological demands are consistently too high, swimmers are simply being trained to lose focus and stop executing their skills as soon as it gets challenging. This is the OPPOSITE of what you want. Observe the training, watching carefully, and adjust accordingly.

As with retaining focus while training intensity, it makes sense to create a psychological buffer in the context of executing skills under fatigue. If swimmers are accustomed to retaining task-specific focus in situations that are more demanding than racing situations, the relative challenge of the racing context is lowered. It becomes more familiar, and thus less stressful. This increases the chances of retaining focus, and finding a way to get the task accomplished. While exposure to these situations should be limited, a very small frequency stimulus can make a major impact.

Conclusion

At this point, swimmers have hopefully developed resilience towards physical stress. They've developed the ability to stay focused under physical pressure as a consequence of the physical development process. They've learned how to do what needs to get done when they are physically challenged. This process is a straightforward consequence of an intentioned technical development and physical training program. If coaches are executing these aspects of the program well, task-specific focus should develop organically.

The above approaches simply look like good training, rather than a psychology intervention. That's because good training should develop sound psychology. When it comes to performing under psychological pressure, it requires a different approach. We'll discuss those strategies in part II.



Encouraging Others and Motivating Your Team

By Kevin Pierce, NISCA Education Chair

How do you deal with conflict on your team? This is something that every leader faces at some point. I want to break down a five-step process for navigating conflict, making sure it doesn't weaken your team, but instead makes you stronger.

Step one, acknowledge the conflict. The first step in resolving any conflict is to acknowledge that it exists. This can be uncomfortable because as leaders, we often want to believe that everything is going smoothly, but ignoring issues doesn't make them disappear. In fact, it usually makes them worse.

So what does it mean to acknowledge conflict? It's about being aware of your team dynamics and recognizing when something feels off. This could be as simple as noticing body language or overhearing a heated conversation. Maybe one of your teammates is giving the silent treatment to another, or maybe there's tension on the field that wasn't there before.

As a leader, you have to keep your finger on the pulse of your team. And when you notice these tensions, you don't wait for someone else to address them. You take the initiative. You don't have to make a big announcement or call a team meeting just yet. It could be as simple as pulling one or two teammates aside, saying, *Hey, I've noticed something's been a little tension lately. What's going on?* Acknowledge that something needs attention, and by doing so, you can create an environment where people feel comfortable addressing issues instead of letting them fester.

Step two, stay neutral and listen. Once you've acknowledged the conflict, your next role is to listen. And I mean really listen. You need to make sure you're hearing both sides without jumping to conclusions. Staying neutral is critical because as a leader, your teammates will look to you for fairness.

Here's what I suggest. If two teammates are having an issue, try talking to them separately at first. This gives each person a chance to express their perspective without feeling judged or attacked. Create a safe space for them to talk. Sometimes just being heard can ease some of the tension. As you listen, try not to interrupt or offer solutions right away. Your goal at this stage is simply to understand. Ask open-ended questions like, *What has been bothering you lately? How do you feel the team is handling this? Is there something you wish was different?*

By asking these questions, you're showing your teammates that their feelings matter. It also helps you get to the heart of the issue without making snap judgments. Staying neutral doesn't mean you don't care about the outcome. It means you care about fairness.

Step three, identify the root cause. Now that you've listened to each side of the conflict, it's time to identify the root cause. Often conflicts are about much more than what's on the surface. What seems like a disagreement about playing time, for

example, might actually be about something deeper, like feelings of disrespect, frustration over communication, or a difference in team goals. As a leader you need to dig a little deeper.

Here's an example. Let's say two players are arguing over who should take the last shot in a game. On the surface it's about that one moment in time, but maybe the real issue is that one player feels like they're being overlooked for leadership roles or they don't feel like they're being supported entirely by the team.

To identify the root cause, don't be afraid to ask tough questions. Help each player explore their feelings beyond the immediate conflict. Questions like, *Why do you think this issue is so important to you? Have you felt this way before? What would make you feel more valued or respected?* Once you understand the deeper reasons behind the conflict, you can start thinking about long-term solutions. And the key here is to remember that the surface issue is rarely the full picture. Now you know the root cause.

Step four, facilitate a solution. It's time to work towards a solution. As a leader, your job is to facilitate that solution, not force it. This is important because forcing a solution can create resentment, while facilitating allows everyone to feel like they've had a hand in resolving the issue.

How do you do this? First, bring the parties involved together in a neutral space and reiterate that their goal is to find common ground, not to prove who's right or wrong. Encourage open dialogue and make sure that both sides feel heard. Sometimes just having a conversation can clear the air. Ask both teammates what they think the best way forward is. Often they'll have ideas for compromise. Maybe one player needs to step up their communication while the other needs to be more patient.

Whatever the case, guide the conversation to solutions that will work for everyone, rather than just imposing your own solutions.

Here's a tip. After the meeting, summarize what you've all agreed on. You could say, *OK, so we've agreed that moving forward, we'll have clear communication about roles and we'll check in regularly to make sure everyone's on the same page. Does that sound good to everyone?*

Remember, the best solutions come when both sides feel like they've contributed. Encourage them to own the solution so they're invested in making it work.

Step five, move forward as a team. The final step in resolving conflict is moving forward as a team. After a solution is reached, it's essential that both parties and the team as a whole move on to focus on the bigger picture. Holding onto grudges or dwelling on past conflicts can drag the entire team down.

As a leader, you play a vital role in setting the tone for this next phase. Once the conflict is resolved, reinforce the importance of unity. Remember your teammates. Remind your teammates that everyone is working toward the same goal, whether that's winning games, building the team culture, or improving personal performance.

Acknowledge that everyone has contributed to resolving the issues and encourage them to support one another moving forward. This is the time to bring the team back together, both mentally and emotionally. You might even consider some team building activities to solidify the bond and remind everyone of the importance of working as one.

Check in regularly after the conflict is resolved to make sure the solution is holding up and that relationships are healing. It's important to show that as a leader, you're still paying attention and you care about the well-being of the team.

In summary, here are the five steps for effectively handling conflict on your team.

- **One**, acknowledge the conflict. Don't ignore it. Bring it out into the open.
- **Two**, stay neutral and listen. Give each side a chance to share their perspective.

- **Three**, identify the root cause. Look beyond the surface to understand the deeper issue.
- **Four**, facilitate a solution. Help both sides work together to help find a fair resolution.
- And **five**, moving forward as a team. Once resolved, encourage unity and refocus on the team's goals.

Conflict is a natural part of any team, but how you handle it will define you as a leader. Use these steps to ensure that you not only resolve conflicts, but also strengthen your team in the process. Conflict can be an opportunity to bring your team closer together if handled the right way.



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

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



A Culture of Excellence

Linda Wiginton

Altus High School, Altus, OK

Definition of "Culture"- the holistic combination of learned and shared beliefs, values, and practices that create cohesion in a group. Basically the way of life for a particular group of people at a particular time.

As coaches we are an integral part of establishing the "culture" of our teams. Sometimes we get so wrapped up in "practicing" or "winning" that we forget what being on a team is really about for MOST of our kids. They want to belong to SOMETHING! At the first parent meeting I always tell everyone that I want being on the swim team at AHS to be the best memory our swimmers carry with them throughout life. I sincerely mean that.

Not everyone will be a State Champion, but every swimmer needs to feel important in the overall culture of the team. Example: Getting someone who is a great artist to design the team shirt.

We let our seniors design our team suits and our team shirts each year. Sometimes we (the coaches) do not like the designs, but we go with them. It is a huge deal for them to get to do this.

In my other life I was an English teacher, so I write a motivational saying on the board every day. There are a million quotes out there. Example:

"Winners are ordinary people with extraordinary determination."

Just when I wonder if I should bother, a kid says, "I really liked the quote today." That makes my day!

When I first started coaching 43 years ago, most kids came to the team KNOWING what being on a team required. More importantly, so did their parents. Some do today, but due to entitlement and a society and a culture where they are taught that the individual (THEM) is so important, it takes a bit of instruction to get everyone on the same page and to adapt to a team mentality and culture.

Example: Johnny may want to swim the 50 free more than life itself, but you need him to swim the 200 free to score points. Sometimes kids volunteer to take one for the team, but sometimes you must explain to a kid and the parents why. I have a totally open-door policy from the beginning. I always listen, but I usually win the battles. (:

We let everyone swim at the home meets, but we usually have a travel team. That just depends on the year and the numbers. They really want to make the travel team. That incentive teaches them that everyone does NOT get a ribbon or medal. It requires WORK!

At the beginning of school, we do some kind of team bonding. I know a lot of you do that. I have figured out that it does not have to be expensive. This year we are having a pizza party at the pool and letting them go down the slides. As a surprise we are getting glo sticks and bracelets and wrist ones. They LOVE this. We have done this as a night practice for New Year's Eve, too. Of course, we do have our own pool which is a luxury some of you do not have.

We do ONE fund raiser a year. The swimmers each sell 12 raffle tickets. We draw a ticket or two each home meet. We are very fortunate because we have many merchants who donate items such as, a recliner, a rug, a gift basket, an iPad, and free meals at restaurants. We give a prize to the top two sellers.

Another early season activity we do is to let the seniors and the juniors conduct a mini-swim clinic. We do a circuit and change every 15 minutes. They watch and critique and learn each other's names.

Our parents are great! One mom sets up dinners on Sign-up Genius. We do about one a month after practice. They do Italian, Bar-b-que, Breakfast, sandwiches, etc. There is usually a theme per dinner. Some parents love to cook, and some just give some money. It is just team bonding. They sit on the bleachers and visit. If parents serve, they can eat, but usually just for the kids.

In October we have pumpkin races, I buy the little ones and we do all kinds of relays and races, We have had costume competitions, too.

At Christmas we have a big party. Everyone brings a dish. They play games (sometimes crazy), but set up by the parents. We set up a photo booth. We have an ugly sweater competition, too. We also do a sock exchange. We set a limit of \$10.00 or \$15.00, and then we play the game where they pass them around. A couple of moms will buy a few extra, so no one is left out. I also write a poem every year which includes every person on the

team's name. The seniors get several lines- often with a punch. The only parents invited to this party are the seniors' parents.

I usually write a couple of crazy Christmas practices. There are lots of examples online.

Sometimes as a surprise after practice we have cookies or popsicles or a drink. A bottle of water or Gatorade can be a gift. (We teach them to say, "Thank you.")

We have a big end-of-the year banquet. Everyone is invited. We charge the parents and guests but the swimmers are free. We do fun awards (usually with a theme). Everyone gets something. Team Manager keeps your points scored, so we do a high point male and female. We also give a leadership/sportsmanship award. Each senior is required to do a "thank you" speech. There are always surprises here.

The main thing to remember is that some kids need swimming and being on a team more than the team needs them. Do NOT ever lose sight that every child is of value and worth.

We have to be able to forgive them when they mess up, too. This is not always easy, but a necessary part of coaching.

We as coaches are so critical to the values and core beliefs of our athletes. I have coached three NAVY SEALS, many doctors,

teachers, engineers, businessmen and women, and many other careers. Many have told me that swimming helped them so much with discipline, teamwork, and success.

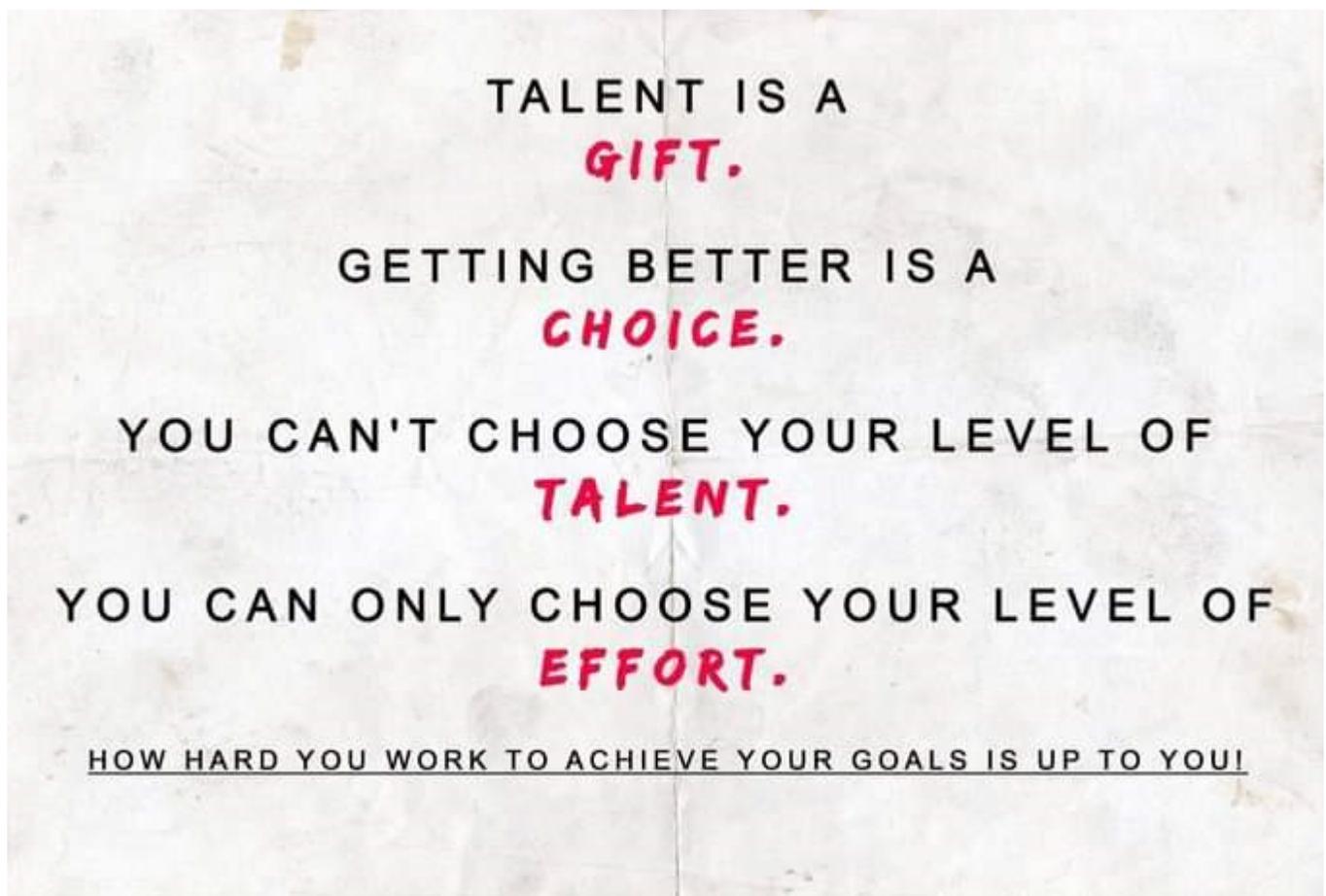
Never forget that excellence takes time and commitment on your part, too. Do NOT be afraid to admit when you make a mistake. I have apologized to a swimmer or the entire team. Do NOT be afraid to let them know you are human. You can't be on your phone when you are supposed to be coaching. Speaking of phones- we have a couple of those shoe holders on the back of the white board. They put their phones in there BEFORE they go to the dressing rooms every day.

Do NOT be too hard on yourself either. (:

I got a letter once from a guy in basic training in the Army. He said, "Wig, I just realized swimming is NOT just about swimming, is it?"

Do NOT forget this!

My husband gave me a quote the other day. It said, "A good coach can change a game, but a great coach can change a life." Remember to be yourself and treat every swimmer special- because THEY ARE!



THE DAILY COACH

- ◆ The greatest obstacle to success may be success.
- ◆ The world has too many unhappy people. Let's reduce unhappiness with random acts of kindness.
- ◆ One of the best feelings in the world is knowing your presence means something to someone.
- ◆ Defensiveness is the enemy of good listening.
- ◆ It's easier to make decisions for others than for yourself.
- ◆ Hope is the desire that life can and will be better.

"Thinking is the hardest work there is, which is probably the reason so few engage in it." — Henry Ford



- ◇ Trust is the currency of leadership. It is rooted in the very essence of why people follow other people.
- ◇ Meet your future at the intersection of innovation and need.
- ◇ Failure is the world's greatest teacher.
- ◇ Don't try to control people. Learn to serve them.
- ◇ Stay humble even if you're sure you're right.
- ◇ Being a listener is just as important as being a good speaker.
- ◇ Make others feel seen, heard, and valued.



Be Worth Following

What leadership is *not* about:

- ◆ The title
- ◆ The power
- ◆ The paycheck
- ◆ What leadership is about:
 - ◆ Investing in others
 - ◆ Believing in others
 - ◆ Developing others
 - ◆ Serving others
 - ◆ Maximizing the potential of others
- ◆ Be worth following.
- ◆ Source: Kevin DeShazo, Co-founder of BETTER

Follow the Whisper

You'll know it's meant for you when the idea of never even trying scares you more than the fear that you might fail. When you realize there's something more important than your fears. Something greater. Something that can't be ignored.

You'll know it's meant for you when it feels like it isn't just something you can do but something you must do.

When you've tried ignoring the call but it only gets louder. When you recognize that this gift you've been given can no longer be kept inside you—that you must share it with something bigger and greater than yourself because this is what the world needs.

You'll know it's meant for you because every cell of your being will scream while your inner voice whispers: This is right. This is worth it. This is the way.

Source: Zanna Keithley, *This Is How You Find Your Way*



One day...it will all be over.

And those insignificant things, situations, and people that took so much of your precious energy and time will mean nothing.

And those significant things, situations, and people that deserved so much of your precious energy and time will mean everything.

Source: Branden Collinworth, *Nike Global Performance Coach*



6 Steps of Leading Your Life Like a CEO

Embracing the objective, action-oriented mindset of a great CEO enables us to overcome emotional and behavioral barriers.

Imagine hiring the world's top CEO to steer your life.

What would his/her 100-day action plan for you entail?

This question, posed by best-selling author James Clear, offers profound insights into overcoming two key hurdles in personal and professional transformation: Emotion and inaction.

As inherently emotional beings deeply invested in our lives, we often have a hard time separating feelings from decisions.

The comfort of maintaining the status quo often outweighs the discomfort of taking action. But great CEOs are renowned for their bias toward taking the next step.

So, if a CEO were to take a comprehensive approach to lead, manage and transform your life, what areas would they focus on?

Identify and Overcome Limiting Beliefs:

- Challenge Self-Doubt: Foster a growth mindset to replace self doubts and limiting beliefs.
- Let Go of Perfectionism: Value progress over perfection.

Develop Empowering Habits:

- Commit to Continuous Learning: Dedicate time to acquiring new skills and knowledge daily.
- Prioritize Health: Embrace exercise, proper nutrition, and adequate sleep.

Curate Your Circle:

- Seek Mentorship: Find mentors who inspire and challenge you, offering honest feedback.
- Build Your Tribe and Supportive Network: Surround yourself with like-minded individuals who share your values and ambitions but also empower you to live and think differently.

Take Decisive Actions:

- Define Clear Goals: Establish specific, measurable, and achievable goals for the next 100 days, while reflecting on your past 100 days and behaviors. We often neglect looking at the past as we look ahead in making changes.
- Break Goals into Steps: Divide objectives into manageable tasks with consistent effort, tackling those that challenge and empower you daily

Establish Effective Routines:

- Begin with a Morning Routine: Energize and focus your day with grounding activities.
- Schedule Reflection Time: Regularly review progress while adjusting and pivoting plans as necessary.

Confront Your Fears:

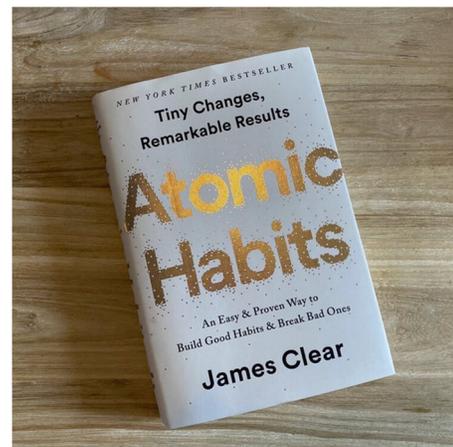
- Acknowledge Fears: Identify and confront what holds you back, gradually pushing and stretching your comfort zone.
- Take Incremental Steps: Build confidence by confronting fears one decision and choice at a time.

Fortunately, transforming your life doesn't require hiring a renowned CEO. By leveraging these principles and acting on this approach, we can craft a powerful 100-day plan that reflects, while also propelling us forward.

Embracing the objective, action-oriented mindset of a great CEO enables us to overcome emotional and behavioral barriers, making significant strides toward our leadership impact and life's purpose.



James Clear's book, **Atomic Habits**, is a book that talks about the power of small habits in creating lasting changes in your life. Unlike generic and repetitive motivational books, this book tells you that real change comes from countless small decisions, not just motivation. It is available at all the usual places!



The Daily Coach

A daily hands-on approach to becoming a better leader. With the help of some unique wisdom as well as an action plan to tackle your day, **The Daily Coach** aims to be an inspiration in your email inbox each morning. Plus, it's **FREE**. Sign up for **The Daily Coach**: www.thedaily.coach/subscribe

BRAIN FOOD: Ideas, Thoughts, Insights, and Links To Get You Thinking (<http://fs.blog>)



“You cannot define a person on just one thing. You can’t just forget all these wonderful and good things that a person has done because one thing didn’t come off the way you thought it should come off.”

Aretha Franklin

“Too often, the people we ask for feedback are nice but not kind. Kind people will tell you things a nice person will not. A kind person will tell you that you have spinach on your teeth. A nice person won’t because it’s uncomfortable. A kind person will tell us what holds us back, even when it’s uncomfortable. A nice person avoids giving us critical feedback because they’re worried about hurting our feelings. No wonder we think other people will be interested in our excuses.”

“Reputation is like a shadow. Sometimes it’s bigger than you, and sometimes it’s smaller.”

“Too often, the people we ask for feedback are nice but not kind. Kind people will tell you things a nice person will not. A kind person will tell you that you have spinach on your teeth. A nice person won’t because it’s uncomfortable. A kind person will tell us what holds us back, even when it’s uncomfortable. A nice person avoids giving us critical feedback because they’re worried about hurting our feelings. No wonder we think other people will be interested in our excuses.”

“So much of life isn’t about intelligence or luck but putting yourself in a position for success.

The cash-rich investor thrives in crashes. The well-rested athlete outperforms the exhausted star. The student who studies daily aces the pop quiz. The employee who leaves early gets to the meeting with the CEO on time while the other person sits in the unanticipated traffic. All seem lucky, but they’ve positioned themselves to succeed.

Master your circumstances before they master you.”

General Thinking Concepts | First Principles

“**First principles thinking** is the art of breaking down complex problems into their most fundamental truths. *It’s a way of thinking that goes beyond the surface and allows us to see things from a new perspective.*”

Thinking in terms of **first principles** allows us to identify the root causes and strip away the layers of complexity and focus on the most effective solutions. Reasoning from first principles allows us to step outside the way things have always been done and instead see what is possible.

First principles thinking is not easy. It requires a willingness to challenge the status quo. This is why it’s often the domain of rebels and disrupters who believe there must be a better way. It’s the thinking of those who are willing to start from scratch and build from the ground up.

In a world focused on incremental improvement, **first principles** thinking offers a competitive advantage because almost no one does it.”

Source: [The *New* Great Mental Models v1: General Thinking Concepts](#), by Shane Parrish

“In my whole life I’ve never been good at something I wasn’t very interested in. It just doesn’t work. There’s no substitute for strong interest.”

Charlie Munger

“There are two ways to measure how you are doing: internally or externally. Most of our growth comes from internal measurement, while most problems stem from external comparison.”

“Compromise on small things but stand firm on important principles. By not sweating the small stuff, you build goodwill and save your influence for when it matters.”

“The advice I like to give anybody who’ll listen to me, is not to wait around for inspiration. Inspiration is for amateurs; the rest of us just show up and get to work. If you wait around for the clouds to part and a bolt of lightning to strike you in the brain, you are not going to do an awful lot of work.”

All the best ideas come out of the process; they come out of the work itself. Things occur to you. If you’re sitting around trying to dream up a great idea, you can sit there a long time before anything happens. But if you just get to work, something will occur to you and something else will occur to you and something else that you reject will push you in another direction. Inspiration is absolutely unnecessary and somehow deceptive. You feel like you need this great idea before you can get down to work, and I find that’s almost never the case.”

Chuck Close



90 percent of success is not getting distracted.

Talent and potential mean nothing if you can't consistently do the boring things when you don't feel like doing them.

The person who carefully designs their daily routine goes further than the person who negotiates with themselves every day.

Let inertia work for you.



A timely reminder from Richard Feynman that you don't have to be the same person you were yesterday:

“You are under no obligation to remain the same person you were a year ago, a month ago, or even a day ago. You are here to create yourself, continuously.”

Jerry Seinfeld on what to do when people say something bad about you:

“All this hand wringing worry and concern over how are people viewing me — someone said something bad about me, and you get so upset about it — is wasted time and energy. Your only focus should be on getting better at what you're doing. Focus on what you are doing. Get better at what are you doing. Everything else is a waste of time.”

Estée Lauder on seizing the moments in life that matter the most:

“In every life there is a moment—an event or a realization—that changes that life irrevocably. If the change is to be a happy one, one must be able to recognize the moment and seize it without delay. Rose Kennedy once told me that good luck is something you make and bad luck is something you endure, a very wise observation indeed. People do make their luck by daring to follow their instincts, taking risks, and embracing every possibility.”

Physics | Inertia

"Inertia is the stubborn resistance of the universe to change. It's the reason why objects at rest tend to stay at rest and objects in motion tend to stay in motion. You can think of inertia as the guardian of the status quo.

At its core, inertia is a property of mass. The more massive an object is, the more it resists changes to its state of motion. A feather, with its tiny mass, is easily blown about by the slightest breeze. A boulder, on the other hand, requires a powerful force to get it moving. This is why it takes more effort to push a heavy cart than a light one, more energy to launch a rocket than to toss a ball.

But inertia isn't just a physical phenomenon. It's an illuminating lens to see habits, beliefs, and our resistance to change. The longer we've held them, the larger the mass and the more force required to change them. The path of least resistance is always the status quo.

Getting started is the hardest part. Once something is moving in a direction, it's much easier to keep it in motion. But once something is in motion, it's hard to stop. This is why most self-help books about positive habits break things down into very small steps— to reduce the force required to overcome the status quo. For example, if you want to get in the habit of doing push-ups daily, start with one rather than with fifty. If you want to start a flossing habit, start with one tooth. After all, the bigger the mass— in this case the gap between where you are and where you want to be— the more effort required.

Inertia is both a challenge and an opportunity. Successful companies struggle with the inertia of their own success and the resistance to change that comes with size, complexity, and entrenched interests. Startups, on the other hand, can leverage their lack of inertia— their agility, their willingness to pivot and adapt— as a competitive advantage.

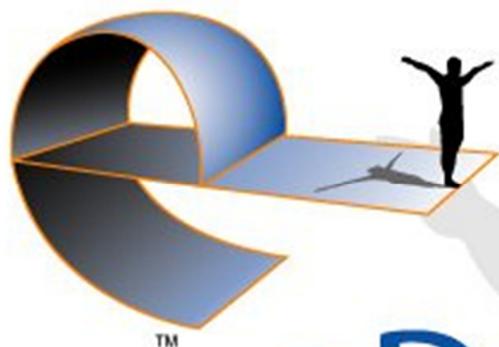
Momentum and inertia are closely related. While inertia is the tendency to resist change, momentum is the oomph an object has when it's moving. The more momentum something has, the harder it is to stop or redirect. The key is to pick the right direction and build momentum so inertia works to your advantage and carries you forward. This is the essence of the “flywheel” concept in business—the idea that success breeds success, that small wins can compound into big gains over time.

When you're fighting the status quo, remember the physics at play. Resistance is natural. Understand that it takes a sustained force in the right direction to build momentum in a new direction.

While the universe resists change, it always rewards those who dare to overcome that resistance.”

— Source: The *Updated* Great Mental Models v2: Physics, Chemistry and Biology, by Shane Parrish





"The program is so incredibly easy to use, it is virtually impossible to mess things up!"

"Having used the program for a number of meets now, I can honestly say that it rocks!!!"

eDive

The easy way to
run a Diving Meet!

"It's quite obvious that the collective minds who devised the program are very familiar with, and share a deep love for the sport of diving."

"... without knowing all the tricks I ran (according to all the coaches) a great meet on schedule and with a wireless network!!"



10

10

10

10

10

www.eDive.info

Email: sales@edive.info

Phone: 585-317-9445

Discounts available for NISCA members

- ** Online meet registration
- ** Wireless judging using eJudge
- ** Popular timing system integrations
- ** Live results
- All at no additional cost

PLAQUES

\$49.95 / PQ-NISFAC

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.



\$79.95 / PQ-NISLAM

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.

\$54.95 / PQ-NISFDE

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.



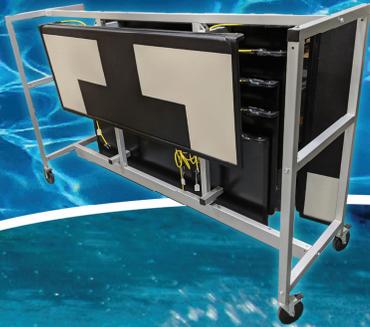
\$79.95 / PQ-NISACR

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.

Products produced and distributed by Hasty Awards. All products featured must be purchased through NISCA. See order form for details. For other awards or free catalog, call 1-800-448-7714 / www.hastyawards.com



Offering the best hardware and software solutions for your aquatic center at unmatched prices, backed by the team you trust



YOUR LOGO GOES HERE			
IST	BK GR, #4	50 BK, #5	50 BRST GR, #6
1	CIRCLE SWIM*****	NO DIVING	1
2	FEET FIRST ENTRY* * *	CIRCLE SWIM	2
3	CIRCLE SWIM*****	NO DIVING	3
4	TREVANS		4
5	CIRCLE SWIM*****	NO DIVING	5
6	FEET FIRST ENTRY* * *	CIRCLE SWIM	6
7	CIRCLE SWIM*****	NO DIVING	7
8	FEET FIRST ENTRY* * *	CIRCLE SWIM	8

(800) 835-2611 ISTIME.COM



Prints of Nancy Bryant's Art Work Now Available For Purchase
Color Individual Stroke Prints or Color/Sepia Quartet of All Four Strokes
All Are *Limited Editions* and Individually Signed and Numbered by the Artist



12" x 12" Premium Giclee Color Prints (*PRICES REDUCED FOR HOLIDAY SALES!)

Individual Stroke (Back, Breast, Fly, Free)	\$ 55*
Special Package of All Four Strokes (SAVE \$50!)	\$200*
12" x 12" Color Montage (above) of All Four Strokes	\$125*
12" x 12" Sepia Montage (above) of All Four Strokes	\$100*

Secure Packaging and Priority Shipping **\$ 15**

Order your prints from: nancybryantstudio.com

Questions? Contact Nancy here: <https://www.nancybryantstudio.com/contact>

Nancy donates a portion of all sales from these prints to NISCA!

PRODUCTIVE STRUGGLE

It's OK to struggle. We need to remind ourselves we can do hard tasks. Learning happens in these moments!

————— If you... —————

- feel overwhelmed
- feel stressed
- don't understand

————— You can... —————

- try again.
- ask for help. (teacher or friend)
- use your resources.
- break the task up into parts
- take a break!