



# World Swimming Coaches Association Newsletter

volume 2015 • issue 02

## Response(s) from FINA to the WSCA resolution demanding FINA reform or replacement

by George Block, *April 28, 2015*

Since [our letter to FINA](#) was sent a week later than planned, we gave them additional time to respond. As many of us expected, there was no "formal" response, but a number of informal responses and one response bordering on the criminal or mentally ill.

1. A number of WSCA members and correspondents who were involved in early email chains were asked to meet privately with various FINA staff members or volunteers. All were asked to meet privately and not include any other dissidents. Many were offered, or hinted at offers, financial deals to assist FINA.
2. The Chairman of the Coaches Committee sent a letter distorting our requests. He ironically and deliberately confused WSCA's focus on developing swimming nations with a return to colonialism. Obviously, we find FINA's fraudulent development efforts as worse than colonialism and often leading to corruption.
3. The FINA Vice President for the Americas sent a series of memos to the USA Swimming Board of Directors using current FINA PR to show that FINA is fiscally transparent and making headway with development efforts, so that there is no need for outside, third-party evaluations of FINA finance, management and governance.
4. Rumors (not yet confirmed) have been spewing from all over Europe that a small subset of the FINA staff and Bureau met and signed a massive PR contract to develop disinformation on the WSCA demands and personal attacks on the messengers. Much like the Putin award, this was done without a vote of the FINA Bureau.

In order to not disturb coach and athlete preparation for the World Championships in Kazan, all major actions are being postponed until the 2015 ASCA World Clinic this September in Cleveland, Ohio, USA. There will be a small strategy meeting in Europe in advance of the September meeting.

Based on all of the above, the WSCA staff and board will:

1. Have a DRAFT of a comprehensive strategy in place for discussion, development and decision at the World Clinic meeting;
2. Have a DRAFT of the formal corporate structures needed to replace FINA as the International Federation representing the sport of Swimming in place for discussion, development and decision at the World Clinic meeting;
3. Ask all WSCA members and supporters to be ready to be "picked off" with requests for private meetings and potential FINA funding; and
4. Ask all WSCA members and supporters to notify the WSCA office about any PR-directed misinformation or slander that you see in the media.

We are looking forward to a long battle to do the right thing and to the meeting in Cleveland to prepare for that battle.

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### WSCA Board meeting

September 10, 2015  
Cleveland, OH (USA)  
(at the 2015 ASCA World Clinic)

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# Let us stop being chumps and slaves

by John Leonard

Do you know what the FINA annual or quadrennial budget is? Neither do I. Nor does anyone else except for (perhaps) the FINA Executive. Maybe no one knows except FINA Executive Director Cornel Marculescu. Or he might share that information with his 80-plus year-old President. Or he might not.

But I do know this: once every four years the IOC gives FINA **45 million dollars**. The IOC does that because FINA is one of the top three federations in terms of television views at the Olympic Games.

**Why** do those public folk watch the Olympic Games? Is it to see Cornel Marculescu and his Bureau sitting on their thrones? I think not.

(You thought I was kidding about the thrones, didn't you?)



This will come as a surprise to the FINA Bureau, but people tune in to watch... (wait for it) **the athletes!**

Yes, those children. A famous quote from our Executive Director, Cornel Marculescu, "*FINA is like a family. We have a mother, a father and the athletes are the children, seen, but not heard.*"

And yet, the FINA "children" are more like slaves. They bring in \$45,000,000 to the FINA Treasury (which is only a tiny portion of the total FINA budget, we would guess from figures bandied about for "rights" to the World Championships... and oh yes, remember, FINA doesn't let anyone see its REAL FINANCES), yet they receive **crumbs** in return in terms of prize money dribbled out over a four year period. And the coaches, well, they have never even **asked** to be included in the Royal Largesse. Perhaps that is their own fault, but without coaches, there is precious little elite swimming in the world.

It is time for our professional athletes to end their "SLAVE DAYS". Take a page from Golf and form a "Swimmers Union". (Call me if you need help... but my guess is you don't.)

**Own your own future** with a **tour** where you own a part of the equity... like golf pros. The 45 million dollars, and probably much more, should be **YOURS**, not to seat the likes of the FINA Bureau on **THRONES** at your world championship.

**You** are the show, not the blazers who show up ten minutes after the start of the meet and leave for dinner before the last event of the evening.

**Athlete-centered, coach-directed** and administratively-supported. That's the way to conduct international sport. The exact reverse is what FINA provides now. Administrators are rewarded and glorified (and, enriched), athletes are a "necessary annoyance" without any say and coaches having zero status in the entire organization.

**Money earned on athletes' backs is money that should be in athletes' pockets** and not in the wallets of those who select to sit on Thrones.

**We all deserve better.**

# Swimmer Development Model

by Dr. Ralph Richards

I am continually questioned by parents regarding suitable training parameters for individuals and groups of your swimmers. What should be the focus of training, how many sessions are appropriate, and how many weeks per year should young swimmers train?

Whilst there are no “right” or “wrong” answers and no single formula applies in all cases, there are a number of recommendations that should be taken into account. During the years I served as National Coaching and Development Coordinator for Australian Swimming Inc., a “Multi-Year Age-Group Development Model” was developed to offer some guidance for parents and coaches regarding difficult training decisions.

Prior to puberty the paramount objectives of any program should be to instill a love of the sport, teach quality technique, and develop all-around skill. Training programs must be well thought-out and have goals that include high level skill development as well as an adequate emphasis on physical conditioning.

Questions regarding volume and intensity of training and type/number of competitions during childhood are complex issues. Both over-exposure and under-exposure to these variables may detract from achieving one’s full potential. Age Group competitive swimming should be seen as a means to an end (i.e. long-term participation in the sport), not an end in itself. Careful attention must be given to individual needs and motivations, as well as the conditions that affect sporting development.

The composition of major Australian Swimming team (i.e. Olympics, World Championships, Commonwealth Games) in recent years has reflected the trend toward older, mature competitors staying in the sport. This highlights the need for long-term strategies for swimmer development. Peak performance is the result of many factors, including long-term skill development (both technical and psychological skills), maturity, and the optimum development of physiological capacities.

It is part of our cultural heritage for children to be exposed to a range of aquatic experiences at a fairly young age. The formal process of learn-to-swim instruction provides the basis for life-long skills and confidence in and around the water. There may be several years of “learning” or consolidation of basic aquatic movement skills before any type of “training” commences.

Training is a term that is hard to define during early childhood because the learning process itself relies upon repeated practice. However, training generally involves these broad-based performance objectives:

- 1) the acquisition of complex skills (e.g. such as tumble turns and racing start) that are specific to competition, rather than required for safety or recreational pursuits,
- 2) improvement in physical capacities that allow sustained swimming, and
- 3) improvement in technical capabilities that allow more efficient propulsion in the water.

Naturally, the achievement of these objectives means that a swimmer is able to move further, faster and more skillfully.

All models for sporting development should embrace the principles of childhood growth and development. It is important to understand that skills and physiological capacities acquired while young will impact upon later stages of development. For example, stroke technique is much harder to modify after many years of application. Endurance and strength develop steadily during childhood; therefore, the physical demands of training should increase in a logical manner.

It is also true that every child will mature at a slight different rate. Child development research gives us normative information on the likely chronological age at which certain abilities are acquired. However, any two 10-year-old swimmers may be 1-2 years apart in their biological ages. Research also suggests that physical training itself impacts on some aspects of biological maturation. These points are made to emphasize the fact that variation between individuals is a consideration when

evaluating the effectiveness of a training program. What is a realistic training progression for an Age Group swimmer?

Four basic periods of Age Group swimmer development have been identified based upon a number of important considerations (e.g. biological maturity, progressive skill development, emotional and social maturity, etc.). The training program at each stage targets certain objectives that are compatible with most swimmers' readiness and ability to achieve. Squad organization and the application of training methods also reflect these objectives. Constant monitoring of an individual's progress will determine if adaptation to the current training program is on track.

For example, a late-maturing 12-year-old girl might best fit into the training plans developed for a group of mostly 10-11 year-olds. Conversely, the 12-year-old girl who has completed her growth spurt may be capable of meeting the training expectations of a more advanced training level. Individual swimmers often demonstrate mastery of a few advanced objectives; however, until they have mastered all (or nearly all) the objectives at their current training level, they are not ready to undertake a more advanced program.

Three important concepts should be noted. First, each training period will have a major emphasis. Second, it is important that both mastery and retention of lower-level skills and fitness are carried forward to the next training period. Third, training generally progresses by first increasing the volume of work, then the frequency of training sessions, and then finally the intensity of training.

### Skill Development



- good technique = high efficiency
- it is important to know the difference between technique and style
- complex skills are often broken down into simplified techniques
- skills develop from “learning” to “performance with speed” to “performance with speed, under pressure”
- the underlying level of physical preparation impacts on skill acquisition
- motor development and the complexity of a skill will affect learning

### Psychological Development

- maintaining motivation requires developing psychological skills within the context of the swimmer's rationale for participation
- Age Group swimmers are not “little Senior swimmers” and Senior swimmers are not “bigger Age Group swimmers”
- success encourages high self-esteem
- positive reinforcement instills a sense of success
- the transition from Age Group to Senior swimming is psychological as well as physiological
- psychological skills should improve with training and practice
- the emotional state of children may be unpredictable and change very quickly

### Physical Development

- success prior to the age of 16 is closely related to biological development / success at the Senior-Elite level is the result of many factors
- late- or average-age maturing swimmers tend to stay in the sport longer
- sporting preparation that coincides with the development stages will result in better long-term improvements
- prior to the age of 12 the energy system which is developing most rapidly is the “aerobic system”
- endurance-based training may be the single-most important component of success throughout the career of an athlete
- capacities for effort (i.e. energy systems) and physical and psychological recovery must be developed concurrently for long-term success
- physical preparation is a major prerequisite for skill development

## Multi-Year Age Group Swimmer Development Model [page 1 of 2]

<b>Age</b>	8 +/- 1 year		10 +/- 2 years	
<b>Training Period</b>	2 years		2 years	
<b>Training per week</b>	<u>pool</u> 2-4 sessions 40-60 min	<u>land</u> 1-2 sessions 15-25 min	<u>pool</u> 3-5 sessions 60-75 min	<u>land</u> 2 sessions 20-30 min
<b>Volume per Session</b>	0.75-2 km		2-3.5 km	
<b>Yearly Training Volume (pool)</b>	24-30 weeks 75-250 km		30-36 weeks 250-500 km	
<b>Training Objectives Program</b>	<ul style="list-style-type: none"> <li>-technique all strokes</li> <li>-racing skills (starts, turns, pace)</li> <li>-aerobic endurance</li> <li>-sculling drills</li> <li>-speed at 25-50m</li> <li>-simple training sets and games</li> <li>-flexibility</li> <li>-general body strength</li> <li>-movement coordination</li> <li>-group activities</li> </ul>		<ul style="list-style-type: none"> <li>-technique</li> <li>-racing skills</li> <li>-aerobic endurance</li> <li>-speed (&lt;50m) &amp; acceleration</li> <li>-greater mix of training methods</li> <li>-increase strength-to-body-weight ratio</li> <li>-even development of all muscle groups</li> <li>-flexibility</li> <li>-improve 'core' body strength</li> </ul>	
<b>Motor Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop a feel for the water, the ability to make corrections in movement patters.</li> <li>2. Learn the technical skills of all four strokes.</li> <li>3. Develop general body coordination and strength.</li> <li>4. Learn good habits for maintaining and improving natural flexibility.</li> <li>5. Learn to maintain correct technique on longer (submaximal) swims.</li> <li>6. Learn to maintain correct technique on short sprints.</li> </ol>		<ol style="list-style-type: none"> <li>1. Improve stroke technique and learn race skills (such as turns, starts, pacing and acceleration).</li> <li>2. Consolidate stroke development.</li> <li>3. Improve conditioning components of endurance and speed while maintaining stroke technique.</li> <li>4. Develop simple race strategy and tactics.</li> </ol>	
<b>Knowledge &amp; Attitudes</b>	<ol style="list-style-type: none"> <li>1. Enjoyment of pool- and land-based activities.</li> <li>2. Learn to function as an individual within a group activity.</li> <li>3. Become familiar with rules and competitive situations.</li> <li>4. Learn about stroke technique and training methods.</li> </ol>		<ol style="list-style-type: none"> <li>1. Enjoyment of pool- and land-based activities.</li> <li>2. Become part of the club, team, squad culture.</li> <li>3. Develop habits which support an active, healthy lifestyle.</li> <li>4. Begin to function with less direct supervision and make positive decisions regarding training compliance.</li> </ol>	
<b>Competition Objectives</b>	Have fun and learn to participate without anxiety or distraction. Personal improvement (in both performance and skill) and enjoyment should be recognized and reinforced.		Club-level competitions leading up to state competitions (e.g. school or Age Group). Skill development, improvement, and number of events swum are the most important goals.	

## Multi-Year Age Group Swimmer Development Model [page 2 of 2]

<b>Age</b>	girls 12 / boys 13 +/- 1 year		14 +/- 2 years	
<b>Training Period</b>	2-3 years		3-5 years	
<b>Training per week</b>	<u>pool</u> 4-6 sessions 75-90 min	<u>land</u> 2-3 sessions 30-45 min	<u>pool</u> 6-10 sessions 90-120 min	<u>land</u> 2-3 sessions 45-60 min
<b>Volume per Session</b>	3.5-6 km*		4-8 km*	
<b>Yearly Training Volume (pool)</b>	36-44 weeks 500-1000 km		40-46 weeks 1000-2500 km	
<b>Training Objectives Program</b>	<ul style="list-style-type: none"> <li>-technique</li> <li>-increase training volume</li> <li>-racing skills</li> <li>-speed (&lt;50m) &amp; acceleration</li> <li>-introduce some intense interval training</li> <li>-musculo-skeletal assessment</li> <li>-body weight exercises &amp; simple gym equipment</li> <li>-flexibility &amp; body strength</li> </ul>		<ul style="list-style-type: none"> <li>-increase volume and intensity of training</li> <li>-integrated training model</li> <li>-begin to specialize</li> <li>-perfect technique &amp; skills</li> <li>-periodize strength</li> <li>-transfer power into swimming performance</li> <li>-cross-training activities</li> <li>-maintain flexibility</li> </ul>	
<b>Motor Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Maintain efficient technique as body proportions change.</li> <li>2. Accommodate increases in muscle strength to improve swimming efficiency.</li> <li>3. Retain diversity of performance goals (compete in various stroke events and distances).</li> <li>4. Improve both steady pace and sprint performance using ideal stroke technique (all strokes).</li> </ol>		<ol style="list-style-type: none"> <li>1. Adapt to diverse training methods.</li> <li>2. Refine stroke technique during all speeds and intensity of swimming.</li> <li>3. Apply strength and power to swimming performance.</li> <li>4. Specialize in strokes and competition distances.</li> <li>5. Retain range of motion and muscular coordination at all swimming speeds.</li> <li>6. Refine race skills (starts and turns, tactics, pace, etc.).</li> <li>7. Learn to taper for peak performance.</li> </ol>	
<b>Knowledge &amp; Attitudes</b>	<ol style="list-style-type: none"> <li>1. Enjoyment of swimming activities and desire for personal improvement.</li> <li>2. Broader knowledge of training methods and the resulting performance outcomes.</li> <li>3. Improved personal management skills (balance training, school and social objectives).</li> <li>4. Develop self-discipline and increasing commitment to swimming.</li> </ol>		<ol style="list-style-type: none"> <li>1. Enjoyment of the process (e.g. goal setting) and product (e.g. attainment of results) of sports participation and competition.</li> <li>2. Understand and practice performance management skills, such as good nutrition, recovery techniques, mental skills, etc.</li> <li>3. Independence (e.g. working with a coach and support personnel, but taking responsibility for self).</li> <li>4. Improved personal skills (including education and vocational objectives).</li> </ol>	
<b>Competition Objectives</b>	Club and state level competition group. Performance goals should be evaluated regularly, as they apply to both training and competition. Each race opportunity is used as a learning experience.		State and national "Age Group" goals. Competition in 'open' events as ability improves. Selection of events begins to focus on stroke and distance. Race strategies and mental skills are perfected.	

\* During some developmental stages girls will be capable of handling a greater volume of training than boys, due to an advanced rate of maturation.

**Long Term Athlete Development**  
*Ideal training progressions of elite competitive swimmers*

**Males**

Age	Water (per week)	Land (per week)	Where to train?	Competition stage	LTAD state	
8 or 9 years	3-6 hours	1-2 hours	Feeder club and DARTES Junior Development Squad	Age Group level	Swim skills (stage 2)	
10 years	8 hours 22.5 kilometers	2 hours				
11 years	10 hours 29.5 kilometers	3 hours	DARTES Age Group Squad		Youth level	Training to Train (stage 3)
12 years	12 hours 35.5 kilometers					
13 years	14 hours 41.5 kilometers	4 hours				
14 years	16 hours 47.5 kilometers	5 hours				
15 years	18 hours 53.5 kilometers	6 hours	DARTES Premier Squad	Senior level		Training to Compete (stage 4)
16 years	18 hours 56.5 kilometers					
17 years	20 hours 62.5 kilometers					
18+ years	20 hours (kms individual)	individual				

**Females**

Age	Water (per week)	Land (per week)	Where to train?	Competition stage	LTAD state		
8 or 9 years	3-6 hours	1-2 hours	Feeder club and DARTES Junior Development Squad	Age Group level	Swim skills (stage 2)		
10 years	8 hours 22.5 kilometers	2 hours					
11 years	12 hours 35.5 kilometers	3 hours	DARTES Age Group Squad		Youth level	Training to Train (stage 3)	
12 years	14 hours 41.5 kilometers						
13 years	16 hours 47.5 kilometers	4 hours					
14 years	18 hours 53.5 kilometers	5 hours					
15 years	18 hours 56.5 kilometers	6 hours	DARTES Premier Squad	Senior level		Training to Compete (stage 4)	
16 years	20 hours 62.5 kilometers						
17 years	20 hours (kms individual)				individual		

**Delta Aquatics Development Progression** [page 1 of 4]

Six levels: Fundamental, Developmental, Intermediate, Advanced, Blue and White.  
Swimmers start the next season with the group they finished with the previous season.  
Once they meet the advancement criteria, they move up.

Recommendations	Fundamental	Developmental	Intermediate
<b>Ages (years old)</b>	6-12 y.o.	8-12 y.o.	8-13 y.o.
<b>Attendance (weekly)</b>	2-3 times (5 offered)	3 times (5 offered)	3 times (5 offered)
<b>Practice time</b>	45 minutes	60 minutes	60 minutes
<b>Season length</b>	9 months	9-10 months	9-10 months
<b>Yardage (daily)</b>	500-1,000	1,000-1,500	1,500-2,000
<b>Mornings practice?</b>	during Summer	during Summer	during Summer
<b>Saturdays practice?</b>	No	No	No
<b>Double practices?</b>	No	No	No
<b>Dryland practice?</b>	No	No	No
<b>Equipment</b>	fins, water bottle	fins, water bottle	fins, water bottle
<b>Basic goals</b>	Learning the FUNdamentals of swimming, floating and balancing in the water	Combining skills and drills for improvement. Increasing knowledge of training concepts. Introduction to interval training. Begin basic stretching exercises	Increased emphasis on conditioning. Understand purpose of stroke drills and can incorporate them into faster-paced swimming and intervals. Understanding of clock management. More advanced stretching exercises
<b>Recommended attendance</b>	40-60%	55-65%	60-70%
<b>Competitive performance</b>	dual and conference meets	B-A+, dual & conference meets	B-A+, dual & conference meets. B times in 50s stroke & 100 IM
<b>Training categories</b>	none	6x50 free on short rest 6x50 back on short rest 8x25 fly on short rest 6x50 breast on short rest 8x25 kick on short rest (all strokes) Complete continuous 5 min. swim	8x50 free @ 1:10 8x50 back @ 1:15 6x50 fly @ 1:20 8x50 breast @ 1:30 6x50 kick @ 1:30 (all strokes) Complete continuous 10 min. swim.
<b>Biomechanical progress</b>	25 free & 25 back proficiently with emerging breast & fly skills	All four strokes with starts and turns. Demonstrates a basic understanding of all four strokes & turns. Counts stroke cycles for each stroke on one timed 25. All intervals are made with fundamentally sound technique.	Legal 100 IM with proper starts & turns. Completes 25 of each stroke at same time or faster than previous level with one less stroke cycle. All intervals are made with fundamentally sound technique.

## Delta Aquatics Development Progression [page 2 of 4]

Recommendations	Advanced	Blue	White
<b>Ages</b> (years old)	9-14 y.o.	12-18 y.o.	13+ y.o.
<b>Attendance</b> (weekly)	4 times (5 offered)	5 times (6 offered)	5-7 times (6+ offered)
<b>Practice time</b>	75 minutes	90 minutes	120 minutes
<b>Season length</b>	10 months	11 months	12 months
<b>Yardage</b> (daily)	2,000-4,000	3,000-5,000	5,000-8,000
<b>Mornings practice?</b>	during Summer	during Summer	during Summer
<b>Saturdays practice?</b>	Yes	Yes	Yes
<b>Double practices?</b>	No	Yes (with 85% attendance)	Yes (with 85% attendance)
<b>Dryland practice?</b>	No	2-3 times (per week)	3-4 times (per week)
<b>Equipment</b>	fins, water bottle	fins, water bottle	fins, water bottle
<b>Basic goals</b>	Increased training within a season plan. Understand the importance of continuity of training. Introductory dryland exercises. Increased personal responsibility. Goal setting, race strategy.	Begin adaptations to higher-level swimming. Begin cardio, body-weight circuit (push-ups/sit-ups/etc). Intro to medicine balls and tubing, jump ropes, partner stretches.	Prepare for transition to high school, college and higher-level swimming.
<b>Recommended attendance</b>	65-75%	70-85 %	over 85%
<b>Competitive performance</b>	Regular commitment to competition. B times in 50s stroke & 100 IM	Regular commitment to competition. A times in the stroke 100s and 200 IM	Regular commitment to competition. A times in the stroke 200s
<b>Training categories</b>	10x100 free @ 1:50 10x50 back @ 1:05 10x50 fly @ 1:10 10x50 breast @ 1:15 10x50 kick @ 1:15 5x100 IM @ 2:10	15x100 free @ 1:30 10x100 back @ 1:40 10x100 fly @ 1:50 10x100 breast @ 1:50 10x100 kick @ 2:00 3x400 IM @ 6:30	20x100 free @ 1:20 12x100 back @ 1:25 12x100 fly @ 1:30 12x100 breast @ 1:40 10x100 kick @ 1:50 4x400 IM @ 6:00
<b>Biomechanical progress</b>	Increased focus on distance per stroke. Has ability to race a 200 of each stroke. Can calculate, with assistance of coach, swim speed, stroke rate and pace. All intervals are made with fundamentally sound technique.	Can calculate, without assistance of coach, swim speed, stroke rate and pace. Continues to improve DPS and/or swimming speed during training and competition. All intervals are made with fundamentally sound technique.	Continues to improve DPS and/or swimming speed during training and competition. All intervals are made with fundamentally sound technique.

## Delta Aquatics Development Progression [page 3 of 4]

The categories below identify the requirements for an individual to enter the above listed group.  
These progressions are guidelines and subject to the coach's final decision, space permitting.

### *Character Development & Life Skills*

	Fundamental	Development	Intermediate
<b>Accountability</b>	Understands rules and consequences	Can listen to coach and tries to make appropriate changes. Talks to coaches before and after races. Respects teammates. Understands "Team".	Can listen to coach and tries to make appropriate changes. Talks to coaches before and after races. Respects teammates. Understands "Team". Can put on swim cap without assistance.
<b>Work Ethic &amp; Self-Discipline</b>	Is attentive during instructions and follows directions	Follows team rules for proper practice behavior as listed in Swimmer's Responsibilities in team handbook.	Follows team rules for proper practice behavior as listed in Swimmer's Responsibilities in team handbook. Understands and takes responsibility for daily practice attendance.
<b>Time Management</b>		Is punctual to practice sessions	Is punctual to practice sessions
<b>Commitment &amp; Team Loyalty</b>	Knows the team name, team colors and coach's name	Knows teammates and names of other practice groups	Knows teammates names and names of other practice groups and coaches. Knows all best times
<b>Concentration</b>		Has a basic understanding of what concentration is.	Has a basic understanding of what concentration is. Aware of loss of focus during practice.
<b>Goal Setting</b>			Beginning use of goal setting over the season.

## Delta Aquatics Development Progression [page 4 of 4]

## Character Development &amp; Life Skills

	Advanced	Blue	White
<b>Accountability</b>	Demonstrates understanding of sportsmanlike behavior. Knows the names of local competitors. Can repair goggles and utilize pace clock without assistance.	Learns to accept responsibility for performance. Communicates in a non-derogatory manner. Accepts responsibility for being a leader or role model. Leads by being a positive example. Demonstrates leadership responsibilities by working with younger swimmers. Understands importance and consistency of seasonal planning.	Understands the relationship of seasonal and yearly planning. Recognizes the effects of poor communication.
<b>Work Ethic &amp; Self-Discipline</b>	Challenges themselves at daily practice. Not influenced by negative behavior. Understands and takes responsibility for attendance, performance and habits.	Learns coping strategies for dealing with peer and parental pressures. Understands and performs personal race strategies. Demonstrates self-motivation. Takes pride in doing little things well and goes beyond the call of duty.	Manages setbacks so they do not interfere with long-term planning. Consistently makes choices that positively affect training performance. Demonstrates an understanding of the short- and long-term affects of performance enhancing drugs.
<b>Time Management</b>	Understands importance of hard work in classroom as it relates to swimming.	Demonstrates an ability to balance school, swimming, social life and family.	Mastered time management skills so that outside activities do not interfere with attendance.
<b>Commitment &amp; Team Loyalty</b>	Chooses a national swimming hero and knows their events and swimming history. Knows all best times and local time standards. Knows the team goals and takes active part in developing practice group goals.	Can effectively communicate commitment to parent, coach and teammates. Demonstrates a supportive attitude towards teammates. Understands the need to sacrifice self-interest for team goals. Works to include, not exclude. Contributes in group activities. Minimal involvement in outside swimming programs.	Treats teammates as special and unique individuals, uplifts them at difficult times in and out of the pool. Welcomes difficult training loads. Outside swimming programs don not conflict or interrupt daily training or competitions.
<b>Concentration</b>	Understands what to focus on and what to block out at meets and practice. Aware when focus leaves target.	Develops a pre-race ritual/routine. Develops race focal points for concentration. Can quickly return concentration focus from uncontrollable in practice and in meets to appropriate focus.	Skill refined to “tunnel vision” as needed in practice and competition. Develops control of “eyes” and “ears” concentration-wise. Demonstrates ability to quickly rebound from mistakes and failures. Consistently swims “in own lane” in practice and meets.
<b>Goal Setting</b>	Understands the value of setting goals to improve performance. Uses goal setting as a motivation during practice and throughout the season.	Understands the principles of effective goal setting. Has developed a long-range goal within the sport. Develops short and intermediate goals that ultimately tie into long-range.	Utilizes ultimate goal to persevere in the face of set-backs and losses. Completely intrinsically driven.

# Upcoming Clinics

(all dates in 2015)

## Colombia

ACOLTEN Congress 2015  
September 17-20 • San Gil, Santander

## Germany

[DSTV Clinic 2015](#)  
May 15-17 • Frankfurt

## India

ASCA International clinic  
July 22-25 • Mumbai

## Ireland

[ASCA International clinic](#)  
September 26-28 • Dublin

## Kuwait

ASCA International clinic  
June 1-8 • Kuwait City

## Mexico

MEXSCA clinic  
June 19-21 • Boca del Rio, VER

## New Zealand

[NZSCTA Conference 2015](#)  
May 20-23 • Rotorua

## Norway

[NSF Coach/Leader Conference 2015](#)  
September 4-6 • Oslo

## Slovakia

[SPF Coach Seminar](#)  
May 23 • Bratislava

## South Africa

ASCA International clinic  
August 28-30 • Pretoria, Gauteng

## Trinidad & Tobago

ASCA International clinic  
June 12-14 - Turtle Beach, Tobago

## Tunisia

ASCA International clinic  
August 17-20 • Tunis

## United Arab Emirates

ASCA International clinics  
[May 21-26 • Dubai](#)  
[September 10-12 • Dubai](#)  
[September 13-15 • Abu Dhabi](#)

## United Kingdom

BSCA Conference 2015  
September 25-27 • Birmingham, England

## USA

[ASCA World Clinic 2015](#)  
September 7-13 • Cleveland, OH (USA)

# Building a Coaching Career: Professional – Financial – Family

by George Block

## Professional

Take care of your sport

### Formal Education

- -undergraduate
- -graduate
- -certifications
- -non-certification courses

### Autodidactic Education

- Early: the coach's "concept"
  - be a junkie
  - surround yourself with junkies
- Midlife: What is like coaching?
  - great books
  - great people
- Late: Where does coaching lead us?

### Have an agenda... but not a hidden agenda

- professional
- political
- personal

### Stages of Leadership Development

- operations
- cooperation
- lead by example
- lead by voice

### Coaches versus Athletes

Short term

- competitors
- athlete-focused
- switching teams

Long term

- "strive with" – athletes come and go; coaches are around "forever"

### Coaches versus Athletes (continued)

Environment focused

- competitors become colleagues
- work together to build an environment to grow our sport

### Coaches versus Athletes (continued)

The day after you retire

- you are a "has been"
- relationships endure
- you can do things now that you could not do before

## Financial

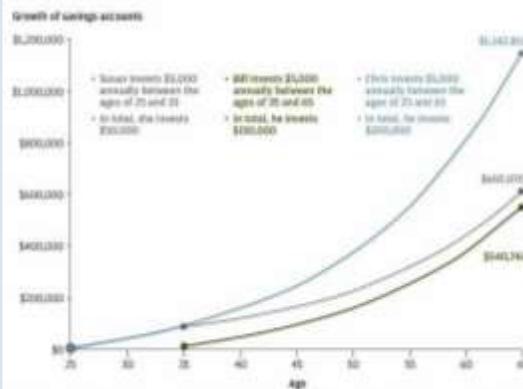
### Take care of your resources

### Rule #1: Spend less than you make

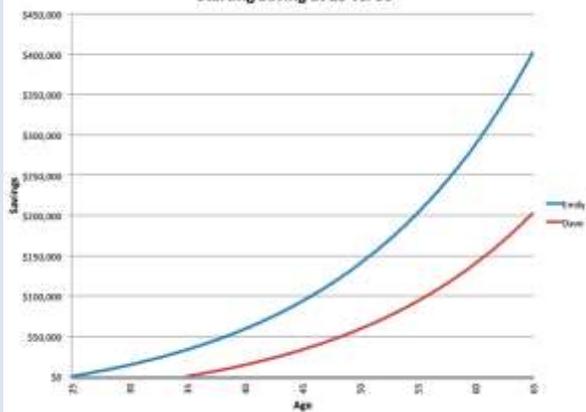
- Lower-cost neighborhood than you could afford
- Lower-cost cars than you could afford
- Clothes and furniture: high-end consignment
- Electronics: high-quality used

### Rule #2: Invest the difference

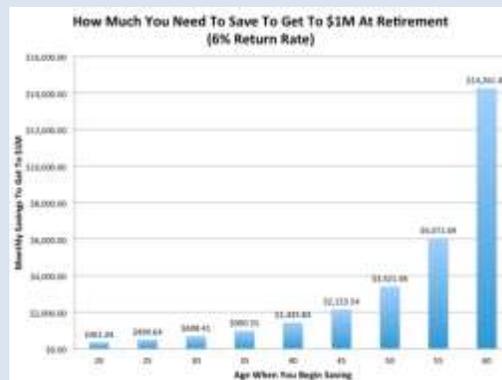
- Regularly (dollar-cost averaging)
  - do not “time” the market
  - buy bargains
  - buy value
- Compound interest
- Start early
- Automate it!



Starting Saving at 25 vs. 35



### What if you don't start early?



### How much?

- 10% rule of thumb
- 12.5% let's you retire at  $\leq$  what you are making now
- 15% let's you retire at 100%+ current earnings
- 8x annual income = absolute minimum
- 15x annual income = retire at 65
- 25x annual income = retire whenever you want!

### Advanced issues and opportunities

- Other funds needed in the USA
  - rainy-day fund: 3-12 months of income
  - college fund for kids
  - opportunity fund
  - insurance(s)
- Real estate
  - great long-term returns
  - must provide current income
  - very non-liquid

**Advanced issues and opportunities**

Estate plan (USA)

- will
- living will
- powers of attorney
- death details
- trusts for your children

**Advanced issues and opportunities**

Your greatest resource is your staff

Be a mentor to your staff

- They are applying the swimming lesson – deferred gratification – to their own lives.
- Decide once – another swimming lesson – means “automate it”!

**Family**

**Take care of your brood**

**The myth: Time management**

Spend most of your time on what is most important to you

- you (and your family) will starve to death
- you will be a poor example to your kids
- work is love made visible

**The reality**

- Marry up
- Their terms
- Calendar their time
- Values
  - Live the values you teach
  - Make them proud

*And I say that life is indeed darkness save when there is urge,  
And all urge is blind save when there is knowledge,  
And all knowledge is vain save when there is work,  
And all work is empty save when there is love;*

*And when you work with love you bind yourself to yourself,  
and to one another and to God...*

*Work is love made visible*

-Kahlil Gibran

*Nobody cares how much you know, until they know how much you care. – Theodore Roosevelt*

Your swimmers have to know how much you care.

-Jack Nelson: love the girls, challenge the guys

Your kids have to know how much you care.

Your spouse has to know how much you care.

-Appreciation

-Love and respect (by Emerson Eggerichs)

**Work is love made visible**

Your swimmers should see that you love your sport and you are your team (them).

Your kids should see that you love your work.

Your kids should see that you love your spouse.

Your spouse should know that love is the difference between a high-achiever and a workaholic.

# Building a Swimming Career: Progressive Development

by George Block

**Chart of development progression:** Note: both scientific and cultural inputs (e.g. this chart matches the Texas school system)

Ages:	6-8 year-olds	9+10 year-olds	11-13 year-olds
Entry requirement	-25 free with good side breathing -25 back kick	-Legal 200 I.M.	-team specific training requirements (free/stroke/IM)
Technique goals	-balance      -breathing -rhythm      -starts	-kick!      -breathing -soft catch, high elbows -body alignment      -starts -streamlining	-distance per stroke (DPS) -walls!      -underwater sequences -body alignment      -streamlining
Physical goals	-running      -climbing -balance      -active games -coordination	-basic fitness -core -agility	-body-weight strength -swim-specific movements on land -athleticism
Mental goals	-love the sport!	-great technique & fun -eager to go to practice	-listens well -becomes a “pool rat” and teammate
Training frequency	3x per week 30 min land / 60 min water + team meetings	3x per week 30 min land / 75 min water + team meetings	4x per week 45 min land / 90 min water + team meetings
Training focus	General fitness	Aerobic speed	200 free – 200 IM (workouts may look like 400 free/IM)
Base capacity development utilization	Aerobic base	Aerobic capacity	Aerobic development Aerobic base
Competition focus	-technique -meets	-no bad events -develop a very good free, IM and stroke event. -2 local championships per year	-2 regional championships per year -look for season best “every month” -learning to race

Ages:	14-17 year-olds	18-21 year-olds	22+ year-olds
Entry requirement	-team training requirements -regional time standards	-team training requirements -national time standards	-FINA time standards
Technique goals	-maintain DPS during growth spurts, add stroke rate -walls      -underwater sequences -streamlining	-strokes mature with strength -stroke fits individual -streamlining	-individual refinement and experimentation
Physical goals	-strength-endurance focus -circuits -shoulder + knee stability -run hard for time of main sets	-developing adult strength	-putting strength into the water
Mental goals	-work ethic -become team leader -learn to make good decisions	-resilience -become a competitor	-become a champion and role model
Training frequency	9x per week -90 min a.m. / 120 min p.m. -dryland changes seasonally -mentally training weekly	9x per week -90 min a.m. / 120 min p.m. -dryland changes seasonally -mentally training weekly	7-9x per week -custom to individual & events -sports psych -life coach
Training focus	-aerobic power -anaerobic endurance -race strategies	-discovering and refining best events	-build strength -minimize weakness
Base capacity development utilization	-aerobic development -anaerobic capacity	-aerobic utilization -anaerobic development	-aerobic utilization -anaerobic utilization
Competition focus	-2 championships per year -compete every 3 weeks after initial base training -season bests	-2 championships per year -compete every 3 weeks after initial base training -season bests	1.5 championships per year -maintain close to PBs -international focus

**The Dance**

Tickets to the dance, or...

- minimum standards
- designed to allow steady progress
- required to stay on teams
- don't over-push late-bloomers
- boys versus girls

**Dance with the Prettiest Girl**

The best future international swimmers:

- 50% more as 13&U swimmers
- committed earlier

Fast-track swimmers:

- need more
- want more:
  - in-water,
  - mental-psychological-spiritual-historical
- girls versus boys

**Bill Sweetenham & Pete Malone**

Sweetenham: What will the Olympic champion of 2020 look like?

- have you thought about it?
- have you planned it?
- do you have people preparing for it?

Malone: Select Olympic team qualifier 5-years out

- worked 3 times
- near-miss the fourth time

**Planning**

The most important coaching activity

Where I spent most of my time:

- season plan
- weekly plan
- practice plan

**Sample weekly plan**

Week # 3	Plan for: April 5 to 11				Training emphasis: Distance		
Monday 5	Tuesday 6	Wednesday 7	Thursday 8	Friday 9	Saturday 10	Sunday 11	
6:15-8:15 a.m. <u>5000</u> 700 K 900 P  LD / bk	6:15-8:15 a.m. <u>5000</u> 700 K 900 P  SR-S / fy + wts F30	off  <b>OFF</b>	6:15-8:15 a.m. <u>5000</u> 700 K 900 P  SR-L / bk + wts F30	6:15-8:15 a.m. <u>5000</u> 700 K 900 P  SR-S / fy	8:00-11:00 a.m.  6x100 dive  + wts F30	off  <b>OFF</b>	
4:40-6:40 p.m. <u>5000</u> 800 K 1000 P  Q-D / br	4:40-6:40 p.m. <u>5000</u> 800 K 1000 P  RP / im	4:40-6:40 p.m.  <i>mental training</i>	4:40-6:40 p.m. <u>5000</u> 800 K 1000 P  Q-D / im	4:40-6:40 p.m. <u>5000</u> 800 K 1000 P  RP / br	off  <b>OFF</b>	off  <b>OFF</b>	

Notes:

“5000” is the total meters for the work, of which 700 is kick (K) and 900 pull (P) (in the mornings).  
LD = long distance; QD= quality distance; SR-S = short-rest spring; SR-L = short-rest long; RP = race pace  
F30 = force – 30 seconds (for circuit weight system: 30 seconds on station with 30 seconds between stations).

Sample season plan

Season Plan: Long Course 2004						
wk#	dates	meet(s)	training emphasis	wts	avg mtrs	mental
P1	February 23-29	Sectionals @ Texas A&M	with team	none	n/a	
P2	March 1-7	none	4:40 p.m stroke drills	6:45 a.m. dryland	n/a	
P3	8-14	none	4:40 p.m stroke drills	6:45 a.m. dryland	n/a	
P4	15-21	none	4:40 p.m stroke drills	6:45 a.m. dryland	n/a	
1	22-28	12x50	D	F 20	6.0 / 7.0	
2	29-April 4	12x50	D + test sets	F 25	8.0 / 9.0	
3	5-11	6x100	D	F 30	10.0	
4	12-18	6x100	D	F 35	11.0	
5	19-25	3x200	D + test sets	F 40	12 / 12 / 11	
6	26-May 2	SrCt #1 @ Woodlands	D	F 40	13 / 12 / 11	
7	3-9	3x200	SR	P 40	13 / 12 / 11	
8	10-16	Broken Swims	SR + test sets	P 40	13 / 12 / 11	
9	17-23	SrCt #2 @ Texas A&M Senior Series 1 @ NS	SR	P 35	13 / 12 / 11	
10	24-30	[final exam week] Russian Death Set	SR	P 35	13 / 12 / 11	
11	31-June 6	SrCt #3 @ SMU Senior Series 2 @ NS	SR	P 30	13 / 12 / 11	
12	7-13	Broken Swims	SR	P 30	12 / 11 / 10	
13	14-20	SrCt Champs @ UT Boerne 5K (distance)	Q	P 30	12 / 11 / 10	
14	21-27	Soler Invite @ NS	Q	V 12-12	11 / 10.2 / 9.4	
15	28-July 4		Q	V 10-10	11 / 10.2 / 9.4	
16	5-11	So.Tx Champs @ Brownsville US Olympic Trials @ Long Beach	Q	V 8-8	9.1 / 8.4 / 7.7	
17	12-18	US Olympic Trials @ Long Beach	Q	V 6-6	9.1 / 8.4 / 7.7	
18	19-25		Q	V 12	7.2 / 6.6 / 6.0	
19	26-August 1	Sectionals @ UT	T	V 9	7.2 / 6.6 / 6.0	
20	2-8		T	V 6	5.2 / 4.8 / 4.4	
21	9-15	Olympic Swimming (14-15)	i	none	5.2 / 4.8 / 4.4	
22	16-22	Olympic Swimming (16-21)	i	none	individual	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
LD / bk	SR-S / fy + wts	OFF / film	SR-L / bk + wts	SR-S / fy	DIVE + wts	
Q-D / br	RP / im	mental / film	Q-D / im	RP / br	OFF	

Weekly plan worksheet

Week #: _____	Plan for: _____ to _____		Notes:			
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a.m.	a.m.	a.m.	a.m.	a.m.	a.m.	a.m.
p.m.	p.m.	p.m.	p.m.	p.m.	p.m.	p.m.

Season Plan worksheet

<i>wk #</i>	<i>dates</i>	<i>meet(s)</i>	<i>training emphasis</i>	<i>wts</i>	<i>avg mtrs</i>	<i>mental</i>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

**What makes a great Age Group coach?**

Block:

- love of the sport: a “kid magnet”
- great technique: a creative teacher
- work ethic: a personal motivator

**What makes a great Age Group coach?**

Sweetenham:

- Did the child have fun?
- Did they learn something new?
- Do they want to come back?

U.S. Army:

- Take care of your troops
- Take care of your swimmers

**Training**

“Coach, is this a good workout?”

With sample sets:

- Don’t copy them! Understand them.
- Make your own that fit your understanding/personality.

Endurance versus USDULRUHV

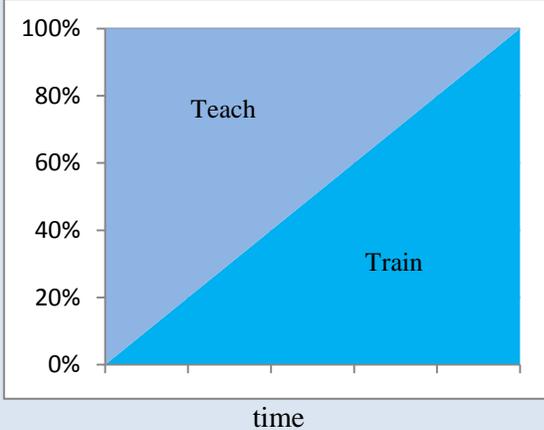
**Capacity vs. Utilization**

Bob Bowman (2011 ASCA World Clinic)

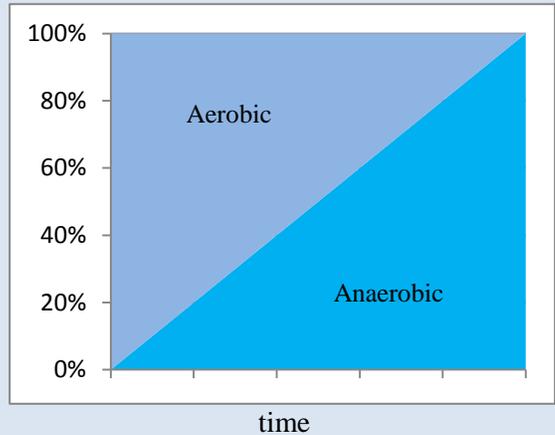
- base
- capacity
- development, then
- utilization

Both aerobic and anaerobic

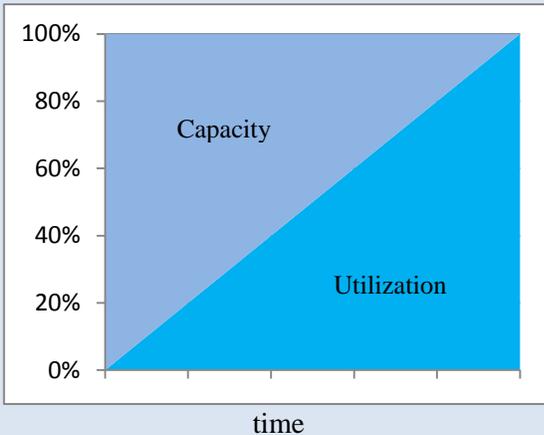
This slide applies to everything (practically)



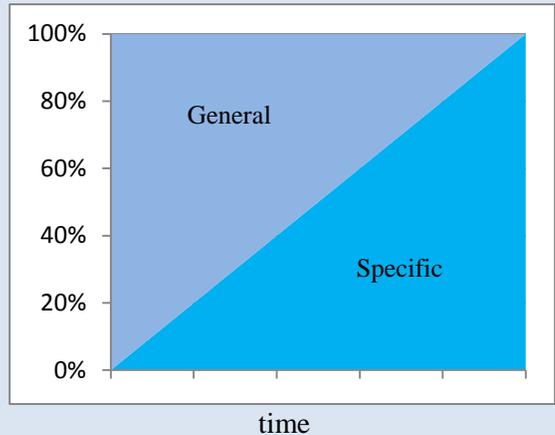
Career... Season... Practice



Career... Season... Practice



Career... Season... Practice



# 25m World Records (as of April 20, 2015; from FINA)

event	male	female
<b>50 Freestyle</b>	20.26 Florent Manadou, France Dec.5 2014	23.24 Ranomi Kromowidjojo, Netherlands Aug.7 2013
<b>100 Freestyle</b>	44.94 Amaury Leveux, France Dec.13 2008	51.01 Libby Trickett, Australia Aug.10 2009
<b>200 Freestyle</b>	1:39.37 Paul Biedermann, Germany Nov.15 2009	1:50.78 Sarah Sjöström, Sweden Dec.7 2014
<b>400 Freestyle</b>	3:32.25 Yannick Agnel, France Nov.15 2012	3:54.52 Mireia Belmonte, Spain Aug.11 2013
<b>800 Freestyle</b>	7:23.42 Grant Hackett, Australia Jul.20 2008	7:59.34 Mireia Belmonte, Spain Aug.10 2013
<b>1500 Freestyle</b>	14:10.10 Grant Hackett, Australia Aug.7 2001	15:19.71 Mireia Belmonte, Spain Dec.12 2014
<b>50 Backstroke</b>	22.22 Florent Manadou, France Dec.6 2014	25.67 Etiene Medeiros, Brazil Dec.7 2014
<b>100 Backstroke</b>	48.94 Nick Thoman, USA Dec.18 2009	55.03 Katinka Hosszú, Hungary Dec.4 2014
<b>200 Backstroke</b>	1:46.11 Arkady Vyatchanin, Russia Nov.15 2009	1:59.23 Katinka Hosszú, Hungary Dec.5 2014
<b>50 Breaststroke</b>	25.25 Cameron van der Burgh, South Africa Nov.14 2009	28.80 Jessica Hardy, USA Nov.15 2009
<b>100 Breaststroke</b>	55.61 Cameron van der Burgh, South Africa Nov.15 2009	1:02.36 Ruta Meilutyte, Lithuania Oct.12 2013 Alia Akinson, Jamaica Dec.6 2014
<b>200 Breaststroke</b>	2:00.48 Dániel Gyurta, Hungary Aug.31 2014	2:14.57 Rebecca Soni, USA Dec.18 2009
<b>50 Butterfly</b>	21.80 Steffen Diebler, Germany Nov.14 2009	24.38 Therese Alshammar, Sweden Nov.22 2009
<b>100 Butterfly</b>	48.44 Chad Le Clos, South Africa Dec.4 2014	54.61 Sarah Sjöström, Sweden Dec.7 2014
<b>200 Butterfly</b>	1:48.56 Chad Le Clos, South Africa Nov.5 2013	1:59.61 Mireia Belmonte, Spain Dec.3 2014
<b>100 I.M.</b>	50.66 Markus Deibler, Germany Dec.7 2014	56.70 Katinka Hosszú, Hungary Dec.5 2014
<b>200 I.M.</b>	1:49.63 Ryan Lochte, USA Dec.14 2012	2:01.86 Katinka Hosszú, Hungary Dec.6 2014
<b>400 I.M.</b>	3:55.50 Ryan Lochte, USA Dec.16 2010	4:19.86 Mireia Belmonte, Spain Dec.3 2014
<b>200 Free Relay</b>	1:22.60 Russia Dec.6 2014 (Morozov, Sedov, Tikhobaev, Fesikov)	1:34.24 Netherlands Dec.7 2014 (Dekker, Heernskerk, van der Meer, Kromowidjojo)
<b>400 Free Relay</b>	3:03.30 USA Dec.19 2009 (Adrian, Grevers, Weber-Gale, Phelps)	3:26.53 Netherlands Dec.5 2014 (Dekker, Heernskerk, van der Meer, Kromowidjojo)
<b>800 Free Relay</b>	6:49.04 Russia Dec.16 2010 (Lobintsev, Izotov, Lagunov, Sukhorukov)	7:32.85 Netherlands Dec.3 2014 (Dekker, Heernskerk, Kromowidjojo, van Rouwendall)
<b>200 Medley Relay</b>	1:32.78 Russia Dec.4 2014 (Donets, Geibel, Popkov, Sedov)	1:44.04 Denmark Dec.5 2014 (Nielsen, Pedersen, Ottesen, Blume)
<b>400 Medley Relay</b>	3:19.16 Russia Dec.20 2009 (Donets, Geibel, Korotyshkin, Izotov)	3:45.56 USA Dec.16 2011 (Coughlin, Soni, Vollmer, Franklin)
<b>Mixed 200 Free Relay</b>	1:28.57 USA Dec.6 2014 (Schneider, Grevers, Kennedy, Weitzel)	<b>Mixed 200 Medley Relay</b> 1:37.17 USA Dec.21 2013 (Godsoe, Cordes, Donahue, Manuel)

# Coaching 48 years ago

by Bill Sakovich, *Doha, Qatar; December 2014*

I was invited by the Northern Mariana Islands to coach two young swimmers in the 1<sup>st</sup> FINA youth program in Doha, Qatar, December 3-7, 2014. My wife and I had lived on Saipan (Northern Marianas) for 31 years, and established the Saipan Swim Club and have been back regularly to organize triathlons, work with the Saipan Swim Club team members and Masters swimmers.

While Sitting in the bleachers watching the finals of the 2014 Short Course Worlds one night, someone from behind me called out, “Bill Sakovich?” I stood up and acknowledge I was Bill, and immediately walked up to him.

I did not recognize him a first, but when he mentioned his name it rang a bell. He had a Moroccan I.D. on, and in 1966-67, my job as a U.S. Peace Corps volunteer in Morocco was to coach Swimming. He was about 10 years-old at the time and was one of the better young swimmers in Meknès, Morocco.

We immediately hugged, tears came to my eyes. I couldn’t believe it: 48 years later, someone recognized me and called out my name at a major international Swimming competition! This is awesome; this is sport!

He brought up several other names that I also remembered. He introduced me to his friend, who was the son of another club’s coach from the city of Fes, whom I also conducted clinics with. My main job was at Bellevue, the national sports training center in Rabat, teaching teachers how to teach swimming, along with coaching the national team. Often I would go to other towns and conduct clinics working with the local swims teams and coaches.

Another time, in the early ‘90s, while living on Saipan and taking Saipan swimmers to the 1991 World Championships in Perth, Australia, I recognized another Moroccan, Zidouhia Azzedine, who was the National Coach at the time. He trained with me in Rabat, at Bellevue Sports Center, and was a top Moroccan swimmer. At the same competition, I met my former UCLA Swimming and Water Polo coach, Bob Horn, who was Head Coach for the USA Water Polo team at the championships.

I am amazed and pleased at the number of former swimmers and water polo players that are still involved in Swimming, either as coaches or administratively, overseas. I tell you this because I have gained so much from sport, specifically Swimming, and it has been my life. I am truly thankful for all my experiences. My wife and I have travelled around the world through Swimming, and the reason we are still involved is not about the medals won but the friendships and experiences gained and passed on over the years.

Even after 48 years, people still remember! This is what sport is all about!