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March/April 2017

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Table of Contents

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March/April 2017

President's Letter- Arvel McElroy.....	3
From the Editor- Betsy Hondorf.....	7
Contributed Articles:	
Book Review: Waterman- Dave Barney.....	9
Get to know the Letterhead: Cindy Dell and Dianne Hicks-Hughes.....	13
Feature:	
Tough Love Approach to Leadership- John Sikes, Jr.	15
High School Coaches Special:	
Coaching At Practice: 10 Ways to Get Your Message Across- Alexis Keto.....	21
New NISCA National Records:	
NISCA Records.....	26
Techniques and Training:	
Why You Should Still Kick Hard During Taper- CJ Fiala	27
From College Coaches:	
So, You Want to be a College Coach, Joel Shinofield	29
Water Polo:	
The Importance of a Defensive Player- Aaron Brown	31
Related Topics:	
Use and Benefits of Pulley Systems in Training- Kevin Reece	33

Cover Photo:

Photographers
Bernadette Daley

On our cover this issue are the Mainland Regional High School (New Jersey) Boys who have broken national records this season. Pictured from left to right are: Joey Rogers, Justin Liu, Destin Lasco, Glenn Lasco and Brian McGroarty. They set new records in the 200 meter Free Relay and the 400 meter Free Relay. Lasco posted an individual record time in the 100 meter Freestyle.

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Hello Everyone,

This year seems to be flying by at warp speed. It seems like yesterday that the fall season was beginning and now we are ready for the spring seasons to get underway. I guess time seems to fly faster the older one gets to be. By the time you read this, our annual conference will be complete and we will have a new President-Elect. Mark Onstott will be your new President (again). I will have ended my second term as your President. What a rewarding experience that has been. Do not expect me to disappear, however. I plan to stay very involved in the organization. Something I urge you to do as well.

As May rolls around and you begin to reflect on this past year, ask yourself:

- What would you change as far as training is concerned?
- What worked well that you want to continue?
- What worked so well that you should share with others? (perhaps write a journal article or share with other coaches)
- What additional education do you wish to obtain this next year?
- What role do you want to fill locally?
Nationally?

Be proactive! Take a stand. Work to make our sport the best that it can become. Educate. Advocate. Lead.

Congratulations to those of you who have completed successful seasons. Those of you who have been fortunate enough to coach a state championship team this year: your certificates will arrive by the end of June.

Just a quick reminder to submit your Swimming and Diving All America applications. Athletes must have an application on file to be recognized. It does not just happen. Complete the Academic All America applications and Scholar Team applications as well. The Deadline is rapidly approaching. Avoid those late fees.

It has been a pleasure to serve as your President. I wish you the best and remember: THANKS NISCA.

Arvel

It has been a pleasure to serve as your President. I wish you the best and remember: THANKS NISCA.

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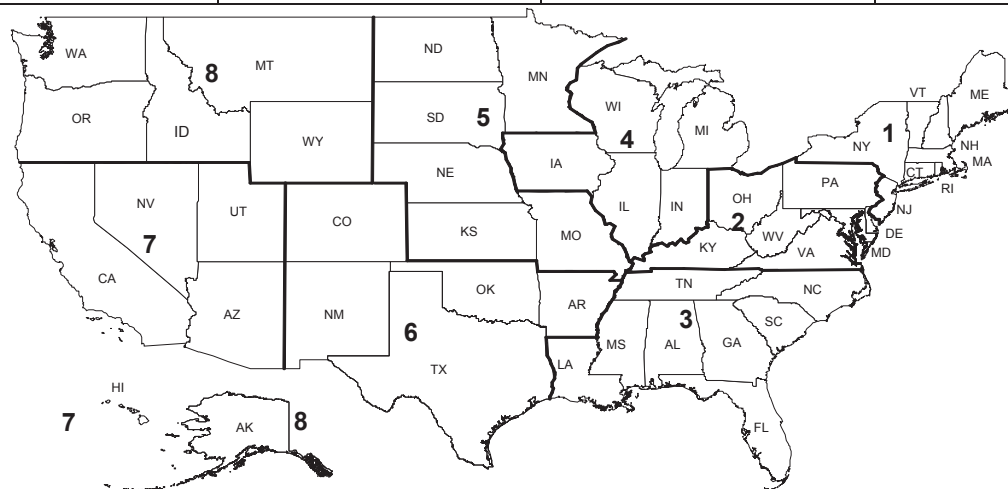
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Questions?

**Contact Claude Valle, NISCA Power Point Chair
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From the Editor:

March Madness! And I'm not talking about basketball! March is a great month for swimming too. I am lucky this year to get to attend both the D1 Men's (NISCA Conference) and D2 (oldest son) NCAA meets. I love the opportunity to watch the best of the best do some really fast swimming and to see what new techniques swimmers and coaches are trying this year. I always find something that I want to take back to my team. I've also realized that beyond the athletic performance, which really is so amazing, the thing that strikes me as being so special is the relationships that are on display at these meets. The closeness of the athletes to their team, the deep trust that is evident between coaches and swimmers and the friendships formed with people from all over the country are valuable gifts that all involved will enjoy for years. Of course, these bonds aren't unique to the NCAA Championship meets- we can foster the same relationships on our high school teams knowing that they will continue as our athletes grow older (see picture below of 6 of my former swimmers now swimming at different colleges, but still enjoying the same old jokes together!)



By the time this issue reaches you many of us will have had the opportunity to brush up on new techniques, motivational methods and topics at the National Conference. In this issue we emphasize some of the same points. The feature article, Tough Love Approach to Leadership, and our High School contribution, 10 Ways to Get Your Message Across, focus on effective team relationships. We have technique ideas about Kicking During Taper and The Use and Benefits of Pulley Systems in Training Championship Swimmers. Our Polo article this month encourages coaches to consider The Importance of a Defensive Player, while our CSCAA contribution will give you something to think about if you want to Be a College Coach. We round out the issue with another great book review, Waterman, some more new National Records and highlights from the Maine Championships.

I am looking forward to wrapping up my March Madness by seeing you at the Conference and then making more of those relationships with my team.

Betsy Hondorf

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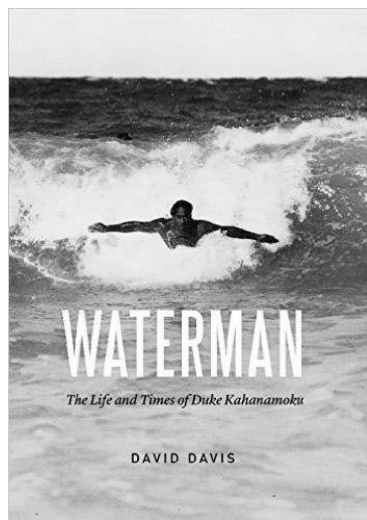
The NISCA Journal is edited and published by NISCA (Editor, Betsy Hondorf). If you have submissions, questions or suggestions for the Journal please contact me at niscajournal@gmail.com

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From the Bookshelf: Waterman: The Life and Times of Duke Kahanamoku



Waterman: The Life and Times of Duke Kahanamoku, David Davis. Published in 2015 by the University of Nebraska Press (336 pp., \$27 US, Hardcover) ISBN 978-0-8032-5477-0

Reviewed by Dave Barney, Albuquerque Academy, NM

Finally, at long last, our thirst for a comprehensive biography of one of the most famous swimmers in American history has been satisfied. If Jim Thorpe can be acclaimed as the most outstanding, all-around athlete in the first half of our country's 20th Century's sporting history, then, certainly, Duke Kahanamoku can lay some legitimate claim to being its most famous swimmer . . . and surfer, for that matter.

Davis' reach into the life and times of one of Hawaii's great ambassadors, perhaps the greatest by most island estimates, is not only instructive but impressive, especially since, as Davis confesses in his *Author's Note*, "Hawaii prefers to keep its stories to itself," a choice he continues to respect despite the obvious challenges to his investigations. That deflection aside, his biography of Kahanamoku answers a lot of questions that people the world over have been wanting to ask ever since the Duke passed away almost half a century ago in 1968.

Long before the swimming world celebrated the more current and extensive gold medal collections of Michael Phelps and Mark Spitz, and long before his native Hawaii even became his country's 50th state, Hawaiian waterman Duke Paoa Kahanamoku reigned as America's first-ever Olympic super-swimmer. One irony, I suppose, is that were it not for all his World and Olympic records from that early era, as well as his international influence on the sport of surfing, it would be easy to cast him, in today's culture at least, as a "beach bum" of sorts. After all, he spent a major portion of his life hanging out on and surfing off Waikiki Beach in Honolulu. Waikiki was the Duke's domain, and there are reminders everywhere of his omnipresence there: the Duke Kahanamoku Beach



and Beachclub, the Duke Kahanamoku Aquatic Complex, the Duke Kahanamoku Foundation as well as the Duke Kahanamoku Annual Ocean Festival. Another irony is that Waterman's book jacket testimonies are not penned by personalities from the world of swimming but from surfing, a sport that perhaps brought more universal fame to the Duke than even winning several Olympic medals in the early part of the 20th Century.

the most celebrated swimmers and swim coaches in the world of that era. At the zenith of his influence, "he integrated private clubs, pools, and public beaches, not to mention an exclusive Oahu neighborhood with his marriage to a white divorcee." In short, he became a "living embodiment of Hawaii and its exotic culture as well as a distillation of everything that was believed to be good about the Hawaiian people: humble yet powerful, gracious and

"One-hundred and twenty-five years after his birth and nearly fifty years after his death, Duke Kahanamoku remains relevant".

Beyond all that visibility there is another currency to consider: the relevancy of the Duke's personal impact on the history of our 50th state, as partially documented in Davis' epilogue: "One-hundred and twenty-five years after his birth and nearly fifty years after his death, Duke Kahanamoku remains relevant". *Surfer Magazine* crowned him the 'Surfer of the Century' in 1999. In 2000, *Sports Illustrated* selected the Duke as the 'greatest sports figure of the century from Hawaii'. In 2014, the National Portrait Gallery in Washington DC, declared Duke Kahanamoku to be among one-hundred "coolest" American icons. Cool or not, Kahanamoku was unlike any other athlete, before or since, because he straddled disparate cultures, eras, and trends; both the 19th and 20th Centuries; the Kingdom of Hawaii and the 50th state; wooden longboards and foam boards; woolen bathing suits and aloha shirts; silent and talky motion pictures; Versailles, Pearl Harbor, and Vietnam. He knew Pierre de Coubertin and Peter Ueberroth, Jack London and James Michener, Cecil B. DeMille and John F. Kennedy," as well as kings and queens and

noble." All that and more can be said of the Duke.

Between the bookends of the Kahanamoku's actual life-span is Davis's fascinating choreography of the Duke's Olympic years (1912, 1920 and 1924), including his many showdowns in the pool with relative newcomer, Johnny Weissmuller, whose Hollywood career, at least, would eventually go on to surpass even the Duke's. In 1934 Duke Kahanamoku ran for the office of sheriff for the city and county of Honolulu . . . and won. People now began calling him "Sheriff Duke." Following the Japanese attack on Pearl Harbor on December 7, 1941, Hawaii became a war zone practically overnight. Tourism came to an abrupt halt and so did surfing for a time, and so did the Duke's job as sheriff, as the city succumbed to martial law. Reinstated and then re-elected to sheriff following the war, the Duke settled into post-war life as Hawaii began to recover from the ravages of the Pearl Harbor attack. The Duke's new restaurant in Waikiki began to boom and people everywhere were flocking to hear the Duke's new pal and "voice of the islands," Don Ho.

Davis has done a remarkable job of rolling back the final but mostly happy years of Duke Kahanamoku's life until his death on January 27th, 1968. Following the Duke's death, a pall seemed to fall over the Hawaiian landscape. Many folks found it impossible to believe that the islands' most famous citizen and symbol of the islands grace and grandeur was gone, all gone except the memories of his fascinating life, much of which was spent atop the whiteness of a cresting wave

A final note: I am indebted to long-time NISCA friend and loyal NISCA-ite, Paul Gigliotti, for not only calling my attention to Davis' book but providing me with a copy of *Waterman* as well. His generosity not only brought me back to "The Duke" but inspired me to write this review as well.



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Get to Know the Letterhead

Cindy Dell, Lake Forrest High School

Hour of Power



Coach Cindy Dell is in her twelfth year as head coach for boys' swimming and assistant coach for the girls' team at Lake Forest

High School, in Lake Forest, Illinois. In addition, she has been the assistant boys' water polo coach for the past seven years.

Cindy began her coaching career at the Lake Forest Swim Club 26 years ago. Cindy sat on the IHSA Advisory Board for swimming from 2010-2013.

Coach Dell was the Illinois Swimming Coach of the Year in 2013 when the boys' team placed third in state.

She is on the board of directors for NISCA (National Interscholastic Swim Coaches Association) and is in charge of the Ted Mullin Hour of Power.

Cindy was just recently awarded the NFHSCA 2016 Illinois Coach of the Year for Boys' Swimming

Cindy works in the Special Education department at Lake Forest High School, and is the aquatics director at Exmoor Country Club during the summer.

Cindy and her husband Chip live in Lake Forest, Illinois. They have three grown children. Their daughter, Ashley, coaches swimming at Southern Methodist University in Dallas, while their two boys Jason and Rudy are in sales in Chicago.

Diane Hick-Hughes, Lansing High School

Rules Chair

High School Swimming and Diving has been a MAJOR ROLE in my life for the past 37 years. I realize what a critical role high school coaches play in the lives of our young athletes, new generation of coaches and the overall swimming community, which involves ALL of the bodies of Swimming of Diving for all of our members. Recently, as the NISCA swimming rules chair for the past year and a

half, as a former NFHS Swimming & Diving Chair as well as my involvement with all the other bodies of swimming & diving through this position, I learned how ALL of the bodies for swimming & diving interlock and play an integral part of our youth every day. As the NISCA rules chair I am the liaison between NISCA and its members with the National Federation of High School Swimming & Diving Committee. I have the opportunity to present to the NFHS Swimming & Diving Rules Committee concerning how the NISCA members feel about certain rule proposals before they are voted on by

the NFHS committee. The NFHS allows me to sit in and present the viewpoints on all the new proposals during the discussion and prior to the NFHS Committee vote. During the year, I am able to address questions or concerns that the NISCA membership brings to my attention with Sandy Searcy. Sandy is the NFHS Swimming & Diving Editor who oversees the NFHS Committee.

Aquatics have been a major part of my life through which I have received much enjoyment, fulfillment and knowledge. Swimming and Diving has changed through the years and I have had the pleasure of being part of many of these venues. First, as an age-group swimmer, then a member on my High School Swimming & Diving team, and currently as a teacher, coach, official and Section 4 and New York State Girls' Swimming & Diving Coordinator, chairing the NFHS Swimming & Diving Committee as well as sitting as a section representative on it, a member, and for last year and a half the NISCA rules chair. Through the NISCA rules chair position I have learned what an important



part the NISCA community plays in the overall picture of high school swimming and diving. I have had many occasions to share my enthusiasm for the field of aquatics, research new ideas, and return some of knowledge that I have gained through my variety of experiences. I like to learn from the opportunities when they present themselves to promote the field of swimming and diving for the young athlete so that they will be able to enjoy the sport of swimming and diving in a safe and enjoyable atmosphere.

NEWS FROM MAINE:

The Maine State Championships were held Feb. 18-21. Five State Records were set at the Girls' Class B Meet! Three records were set by Team Champions, Cape Elizabeth: 200 Medley Relay (1:48.61), 400 Free Relay (3:32.67) and the 500 Free by Emily Ecker of Cape (4:56.15). Other state records were set by team champion runner-up Morse: 200 Free Relay (1:37.62) and Morse's freshman Olivia Harper in the 100 backstroke (56.25). The Boys' Class B Title went to Old Town High School. It had been 14 years since their last state title and their 16th title in school history, the 14th

under Head Coach Dave Ploch! The Old Town team captured a meet record in the 200 Free Relay (1:29.57). Liam Sullivan of Mount Desert Island set a new Class B Meet Record in the 100 breaststroke (:58.47). Ellsworth captured the Class B Boys' team runner-up title. The Boys' Class A Meet was won by Cheverus, Bangor placed second. Bangor set a new State Record in the 200 Medley Relay (1:37.61). The Girls' Class A Meet was won by Cony High School coached by Jon Millett with Brunswick placing second. This was Cony's first swimming state championship in school history! Caitlin Tycz of Brunswick set a new state record at the Class A Meet in the 200 freestyle (1:50.35).

FEATURE:

A TOUGH LOVE APPROACH TO LEADERSHIP

John Sikes, Jr- Championship Performance Coaching



Here's a quick, three-part quiz: 1) Name all of the truly inspirational coaches who have touched your life in so many positive ways; 2) Choose the ones who had the most influence on your coaching

style; and 3) Point out their most endearing quality or characteristic.

I don't know how you answered parts one and two, but I'm willing to bet that most of you answered the third part with, "They cared about us." And isn't that the way it usually goes? The coaches you have tucked away in your memory bank and that special place in your heart are not necessarily the ones who drew the most effective X's and O's, but rather the ones who drew you close to them. They seemed to have a mission that mattered and, more importantly, they convinced you and your teammates that it mattered. Together, you were probably very successful.

Think back on how difficult and demanding those times were, and the number of occasions you considered throwing in the towel - as did a few of your friends.

Eventually though, the ones who stayed decided to buy into what the coach was teaching and

preaching. You learned that if everyone cares enough about the mission, and there is a deep-seated willingness to roll up the shirtsleeves and get sweaty and dirty, great things can be accomplished.

This is the true essence of leadership: Influencing human behavior, bringing everyone together for a common cause, delegating responsibility, taking ownership of the program, and working with a purpose.

As coaches, we all aspire to be great leaders. We want to emulate those coaches who we admired, followed, and thought of as great leaders.

What follows are some things I've learned from some truly outstanding coaches. Some coached me, while others are relatives, friends, or associates. In all cases, I have come away with a better understanding and knowledge of the leadership qualities that have helped me become a better coach.

No one has all of the answers on this subject, but hopefully, you will find some value in these perspectives.

1) Respect and Trust

The basic construct of leadership is underpinned with respect and trust. Without this vital foundation, your team doesn't stand a chance. Eventually, it will crumble under the stress of adversity - and adversity is inevitable.

By adversity, I am not solely referring to losing. Losing is tough enough to deal with, but

there are multitudes of peripheral conflicts - even those brought about by an inability to handle success - that can chip away at the heart of the team.

It is during these times that we always dig deep for what really holds us together, and when everything else slips out of our grasp, we usually latch on to respect and trust.

Earning the respect and trust of the players - and having them earn your respect and trust in return - comes only after all parties have "walked the wall" of labor, hardship, success, setbacks, and perseverance.

Respect and trust have their genesis on the cold, early mornings of winter conditioning. They are welded with the clanging of weights and the grunts of the off-season strength-training program.

They are cemented, one hard-earned brick at a time, over spring drills and through the heat of summer conditioning. They are built during the "ordinary" days, when there is no one around to witness the effort, sweat, agony, and sacrifices that are being made.

There are no fans in the stands, no pep bands, no media, no cheers - just a bunch of eager athletes and coaches pushing the limits to build something great for the "special" days of the season.

Remember, the substance of success goes largely unnoticed, because it is almost always built in small, inconspicuous steps. Respect and trust don't come easy, but that is why they are so valued. Everyone involved had to use both hands to build them, thus they become the common thread that binds the soul of the team. Build team respect and trust first. Everything else you believe in will then have solid footing.

Twenty Tips for Leading the Millennial Generation

Note: While the leadership principles are more directed to millennials in the workplace, many of the same concepts can apply to athletic teams as well. Taken from the COS Sports blog.
www.csosports.org

1. Give them freedom with their schedule. Even limited freedom to vote when they practice will help build team trust and motivation.
2. Provide them projects, not a career. Career is just not the same anymore. They desire options.
3. Create a family environment. Work, family and social are all intertwined, so make sure the work environment is experiential and family-oriented. Everything is connected.
4. Cause is important. Tie in compassion and justice to the "normal." Causes and opportunities to give back are important.
5. Embrace social media. It's here to stay.
6. They are more tech savvy than any other generation ever. Technology is the norm. XBOX, iPhones, laptops, iPads are just normal. If you want a response, text first, then call. Or send a Facebook message.
7. Lead each person uniquely. Customize your approach.
8. Make authenticity and honesty the standard for your corporate culture. Millennials are cynical at their core, and don't trust someone just because they are in charge.
9. Millennials are not as interested in "climbing the corporate ladder." But instead, more are concerned about making a difference and leaving their mark.
10. Give them opportunities early with major responsibility. They don't want to wait their turn. They want to make a difference now. They will find an outlet for influence and responsibility somewhere else if you don't give it to them. Empower them early and often.

11. It's all about the larger win, not the personal small gain. Young leaders in general have an abundance mentality instead of a scarcity mentality.

12. Partnering and collaboration are important. They are not interested in drawing lines. Collaboration is the new currency, along with generosity.

13. Not about working for a personality. They are not interested in laboring long hours to build a temporal kingdom for one person. But they will work their guts out for a cause and vision bigger than themselves.

14. They deeply desire mentoring, learning and discipleship. Many older leaders think millennials aren't interested in generational wisdom transfer - not true at all. Younger leaders are hungry for mentoring and discipleship, so build it into your organizational environment.

15. Coach them and encourage them. They want to gain wisdom through experience. Come alongside them don't just tell them what to do.

16. Create opportunities for quality time-individually and corporately. They want to be led by example, and not just by words.

17. Hold them accountable. They want to be held accountable by those who are living it out. Measure them and give them constant feedback.

18. They've been exposed to just about everything, so the sky is the limit in their minds. Older leaders have to understand younger leaders have a much broader and global perspective, which makes wowing Millennials much more difficult.

19. Recognize their values, not just their strengths. It ain't just about the skills they bring to the team. Don't use them without truly knowing them.

20. Provide a system that creates stability. Establish clear expectations with the freedom to succeed, and provide stability on the emotional, financial, and organizational side.

2) Be a "Difference Maker"

Leadership is about making a positive difference. Just saying, "That's the way we've always done it," doesn't cut it. If the status quo isn't getting it done successfully, change can be good.

Sometimes, change is necessary for growth. We must be willing and able to adapt to change to have a positive impact on leadership.

Most people in the world are reactors, waiting for events to affect them before taking action. They really don't know if something is good or bad, right or wrong, until the end result.

Conversely, leaders step-up; they take control and use their imaginations, analysis, enthusiasm, and experiences to take positive, meaningful, and powerful actions. People follow a leader whose vision inspires them and adds meaning to their lives. That vision helps people see past today and into a bright future. Everyone wants to be motivated to aim for something higher than what they believe can be achieved.

Your athletes look to you as being a difference-maker. They want something better; they just don't know how to get there. You are there to help them clear the path. You can make the all-important difference in their lives - a difference they want and need.

Initially, they may fight and squabble about the discipline and daily grind you have imposed upon them, but deep down in their hearts, they know it is necessary for success.

3) Be Courageous

We are always telling our players to show courage. But what is courage? Courage can be defined as being able to keep going when the burden is heavy and there is no end in sight.

The first step in showing courage is being willing to step out of your comfort zone. Great leaders are able to leave the ease and quiet behind and decide which beliefs to hold onto and which to consider modifying. They are willing to take a certain amount of calculated risk, because they know that not making a decision is a decision to do nothing. And, doing nothing has never resulted in victory.

Don't be afraid of making mistakes, as seldom are they terminal. You will make a mistake on occasion, just be willing and able to learn from it.

Remember: Good judgment comes from experience, and experience comes from making bad judgments.

As with just about everything in life, the courage we exemplify is empowered by our attitude. We have the choice to adopt an attitude that opens our eyes to all of the valuable possibilities available to us.

Our attitudes not only define who we are, they can also determine what we achieve. A courageous attitude is mandatory for leadership. Courage breeds courage, and you will find your players developing the inner fight that will help them now and throughout their lives.

4) One Heart, One Mind

As the ultimate team leader, it is the coach's job to instill a great work ethic in everyone around him. Of course, instilling a great work ethic starts at the top. Your players and coaches know what kind of worker you are, and they admire and are drawn to your passion for the game like a magnet.

With everyone's hands involved in the work, a bunch of individuals can become a true team. And isn't that the most rewarding part of coaching: To see all of those diverse personalities, varying talent levels and wavering attitudes grow and develop into one heart, one mind?

A sign on my office window reads, "Tough love is in effect here: We will not accept you as you are. Instead, we will show you a vision of what you could be, and help you achieve it."

When former athletes drop me a line now and then, many of them sign-off with "Tough Love Forever!"

**Ken Mannie, Strength/Conditioning Coach
Michigan State University**

Excerpted from the book: Championship Performance Coaching Volume 1: Legendary Coaching Wisdom on Leadership, Motivation and Practice Plans to Achieve Your Dream Season. Published by Championship Performance. www.championshipperform.com

"Tough love is in effect here: We will not accept you as you are. Instead, we will show you a vision of what you could be, and help you achieve it."

NISCA Swimming All America

Rules:

1. Applications must be submitted on-line at <http://www.niscaonline.org>.
2. All parts of the application must be completed. Failure to complete any section will delay the processing of your application.
3. For an individual event, the full home address and home telephone number of the swimmer must be included.
4. Relay teams are limited to FOUR swimmers. ALL RELAY SWIMMERS MUST BE LISTED ALONG WITH THEIR NUMERIC GRADE LEVEL. ALL SWIMMERS MUST BE IN GRADE 9-12 TO APPLY. Only **ONE TEAM PER SCHOOL per event**.
5. All times submitted must be achieved in a regularly scheduled interscholastic meet (no time trials) and will include times achieved up to and including *STATE MEET PERFORMANCES*. *NO TIME AFTER THE OFFICIAL STATE ASSOCIATION CHAMPIONSHIP MEET WILL BE ACCEPTED*.
 - USA Swimming OR YMCA meet times will NOT be considered.
 - National Federation Rules must govern the meet.
6. All times must be submitted to the one-hundredth of a second. NO MANUAL TIMES ACCEPTED. Automatic timing ONLY!
7. For times swum at a pool located at an altitude above 3000 feet, enter the time as swum and the correct altitude for the location of the meet. DO NOT ADJUST THE TIME.
8. All meet times must include documentation (copy of, or link to, the official meet results).
 - Non-Championship meet times MUST include the signatures of the Meet Manager and Meet Referee.
9. Only 25 yard or 25 meter times will be accepted.
10. A swimmer may be listed in as many events as his/her times qualify. Each event will require an application. All applications will be paid for as a group at the end of the application process.

Procedures:

1. In order for a swimmer to be considered as a NISCA High School All-American he/she must compete for an interscholastic team and be scholastically eligible as determined by his/her state athletic association or school authority. All swimmers must be in at least the 9th grade level of school to be eligible. Swimmers are limited to 8 consecutive semesters of eligibility. **Fifth year seniors, 7th and 8th grade students are not eligible for consideration. See NFHS National Records Committee Policy Handbook Definition #1.**
2. Applications can be submitted online beginning on November 1st. Application deadlines are:
 - Fall season - December 31st
 - Winter season – March 31st
 - Spring season – June 15th
3. Fall and winter season coaches will be charged a \$30.00 late fee for each application entered after your season's deadline.
4. The application portal will close on midnight (Eastern) June 15th and no applications will be accepted once the portal has closed.
5. Non NISCA members will be charged a \$30.00 non-member fee per application.
NISCA Membership is \$50 at <http://niscaonline.org/Memberships>. On-line membership applications can take up to 24 hours to process.
6. The fastest one hundred (100) submitted and accepted times in each event will be named All-America.
 - Check applications submitted and accepted at <http://www.niscaonline.org/aaswimming/AppsProcessed.aspx>
 - Check applications submitted but NOT accepted at <http://www.niscaonline.org/aaswimming/AppsReceived.aspx>
7. Swimmers who are selected to the All-America teams will be mailed **one** commemorative certificate.
 - Additional certificates may be purchased after the All American Team has been announced. Certificates can be reordered here: http://niscaonline.org/Portals/0/Documents/All%20America/All%20American%20Reorder%20Form_14.pdf?ver=2015-08-28-182020-000
 - **Certificates are sent to the ATHLETES HOME ADDRESS. If the address listed as the athletes home address is NOT their residence, NISCA is not responsible for replacing those certificates.**
8. Print a copy of each application and any payment receipt for your records as proof of submission.



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HIGH SCHOOL SPECIFIC:

COACHING AT PRACTICE: 10 WAYS TO GET YOUR MESSAGE ACROSS

by Alexis Keto



1) Arrive early and ask the lead coach about the practice.

Lead coaches, make an effort to talk about the goals of the workout and where/what you want your assistants to focus on and then keep

talking to each other throughout workout to make sure that the right messages are getting through to the kids. If you're running late - let the lead coach know - stuff happens, believe me, I know!

2) Corral swimmers and help them get into lanes/get ready for workout.

Let the lead coach address any major issues, but smaller things like no goggles, missing water bottles, lane numbers etc. can be managed by an assistant while the lead coach handles the overall construction of the workout. Remember Assistant coaches assist...Lead coaches lead. There are no "bosses" and thus no need to be "bossy." Make every effort to work as a team on deck.

3) Watch the kids in the pool while sets are explained.

Once the lead coach has explained the set, help any kids who are missing gear/looking confused and get them set to go. As soon as the set starts - squat down, ask them if they get it or have questions, and if they need to miss a 50 to understand the set, do it. Feed them back in as best you can.

4) Try to talk to every kid every day.

This is tricky, I know I try to talk each kid in my workouts at least 3-4 times with strong feedback and I expect my assistants to try to do the same. Kids will be more likely to do things right if they think someone is watching. Things to watch for - leaving on time, streamlines, finishing to the wall, whatever the skill focus of the day is...and more!

5) Put the workout in your pocket.

I see a LOT of coaches holding onto the paper copy of the workout like it's a lifejacket. Once you've looked at the workout, start getting engaged in the set. Look for the details the set is focusing on. If the Lead coach is working with the first few athletes in each lane, work with the next few heats and so on. Pull it out as needed, obviously, but it doesn't need to be out there every minute.

*Remember Assistant coaches assist...
Lead coaches lead. There are no "bosses"
and thus no need to be "bossy."*



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6) Watch your body language. I had a great conversation with one of my executive directors about our default body positions (I cross my arms and lock my knees out, he crosses one arm and puts one hand on the chin) and how it didn't mean we weren't watching, but it sometimes resulted in us getting TOO absorbed in the set and not getting everything done. A closed body position identifies a closed emotional approach to the person in front of you - move your arms, squat down to the level of your athletes, demonstrate skills correctly etc.

7) Temper your actual verbal cues. Try very hard not to yell. This is hard when it's loud in the pool area, but athletes often mistake yelling for anger rather than a volume thing. And believe me, I have a big voice when I need to, but it's scary. I've absolutely had kids who don't want to swim for me because I am too loud (working on that - I yell much, much less than I used to) and usually they will stop listening anyway if you yell. Thirty seconds of silence and they'll figure it out pretty quickly and listen.

8) Treat athletes with respect. Think of your athletes in ways you would like your children to be referred to and identified. I try very hard not to use last names or nicknames, but rather first names and call them ladies and gentlemen - especially at the senior level - it subconsciously draws a level of expectation of respect both for me and for each other. That's a personal preference, I know, and occasionally I will slip up, but for the most part, I believe in engendering respect - what I call them, the athletes will also start calling each other.

9) Dress professionally for workout. No, I don't mean that you should wear office apparel, but it should be clear what team you coach for every

single day. At the bare minimum, look nice - like you're meeting your significant other's parents, because, guess what - everyday parents, school officials, and your athletes are watching. If you aren't a fan of t-shirts or polos - wear team colors and just look classy. If you want respect, dress for it!

If you're having fun...they'll have fun even if the set is hard!

10) Have fun at workout! This should be one of the best parts of your day - it absolutely is one of mine. Get to know all the kids in your program to best provide for every level of athlete. If you want to visit another workout or group or coach - ask the lead coach of that group so you can get exposure to the whole program. Every coach is an integral part of the coaching team, but every coach has to take the initiative to become a part of the program as well for that to work. If you're having fun...they'll have fun even if the set is hard!

How do practice skills translate into coaching a meet?

1) Highlight/circle all athletes from the team in your program, so that if an athlete asks you where they are, you can answer that basic question and they don't see that you only note your swimmers. This may require that you notate your group one way and the team another...that's ok, it's a very subtle step that makes a world of difference with how you frame your coaching.



2) Check and note on your heat sheet final times swum by every athlete on the team if you can - just in case a fellow coach misses a time or something because of an athlete

situation (and we've all had those moments). Obviously, make sure to watch your direct responsibilities and give feedback/pre-game takes precedence, but it never hurts to keep one eye on the clock.

3) If you have a chance, watch athletes either above or below your group so that you have an idea of what we're looking for as we look to group moves across the board as well as potential relay members somewhere. Also, one day, they might swim for you, so it might be good to have some knowledge of what their coach is working on now. Sometimes a nod of recognition from the next group up can go a long way.

4) If a swimmer does not have their PRIMARY coach there, please step up and take care of them, especially if they know you or you have coached them in the past. If the team philosophy is that our staff is one team, then each of the kids are part of your responsibility.

5) Prior to warmups of the session, the coaches will confer and discuss warmup protocol to best benefit all swimmers as well as

ascertain overall expectations of the session. This means it's important for the coaching staff to arrive at least 15 minutes before the swimmers are scheduled to arrive. Please make sure that all coaches know if someone isn't going to be swimming an event or if an athlete isn't going to be there so that the last minute line-up changes can be made smoothly.

Why, you may ask, is this even an issue? I'm an awesome coach, my kids have been swimming fast and I don't see anything wrong with what I do....

ALL swimmers should matter to EVERY coach because one day, you might coach them. In the same respect, EVERY coach that is on the deck carries equal significance to athletes in the water and deserves professional and personal respect. It is not a competition within the program to see whose athletes perform the best - I want ALL the swimmers to perform well and I want each coach to want that as well - not just at championships, but all the time. Celebrate the success of you're your entire team at every competition...watch the meet mobile when kids are at other meets, let other coaches know that you're psyched about their swimmers'



performances, “like” social media posts...that kind of thing, it's the modern way to show kids you care.

But sometimes meets slowly turn into a madhouse...If you have six kids in the water, ask another coach to take splits or watch one kid's turn...it's not poaching when they're on the same team...it's teamwork. That being said, it's also important to respect each athlete's primary coach and default to them for feedback and pre-game, unless they're swarmed (which happens as well). In that setting, it's ok to give a swimmer small, generic feedback or pregame (finish hard without breathing, long pullouts off the wall etc) and a "race hard" or "go warm down a bit and come back" so that they know a coach is aware they are racing soon and has a feeling of good spirit directed towards them.

The best part of swimming in high school, and the memories the kids are going to have, all come from the time they spend with their teammates and the leadership of their coaches. Our job as coaches is just to keep them motivated to work hard – what's written on the board is such a small part of our day-to-day work. The workouts are important, but the team they swim them with is monumentally memorable.

Alexis Keto: Head Coach and CEO, New Trier Swim Club, Head Coach and Aquatics Director, Colorado Athletic Club – 12 years, Head Coach, Southeast Raleigh High School – 1 year, Assistant Coach, NC State University – 5 years , Student Assistant & Masters Coach, Northwestern University – 2 years

Through her experience coaching at multiple levels of the sport, Alexis has evolved her coaching strategy – learning to be a quality assistant coach is a long road, and she believes that it is incumbent for each coach to find a team philosophy that they can support. Each swimmer has the potential to be successful, and she feels that coaches should help swimmers discover their pathways to success and to their goals on a personal and individualized level.

Alexis has coached at multiple levels in the sport all across the country - from college to high school to summer league and Masters. Having coached Division 1 college athletes in the Big Ten and ACC, and a fair handful of Olympic Trial and National level athletes along the way - she brings a wealth of experience to the pool deck every day. Swimming is a platform for future success on many levels – creating the workout is probably one of the smallest things a coach does each day to make their athletes successful and she takes coaching education and support very seriously.

The best part of swimming in high school, and the memories the kids are going to have, all come from the time they spend with their teammates and the leadership of their coaches

NEW NATIONAL RECORDS FOR 2016-2017

Type	Event	Time	Name	School/Coach	City, State	Date
Male Independent	200 Free Meters	1:47.49	Trey Freeman	The Baylor School Dan Flack	Chattanooga, TN	11/11/2016
Female Public	400 Free Meters	4:12.68	Erica Laning	Hardin Valley Academy Larry Hough	Knoxville, TN	11/16/2016
Female Public	400 Free Relay Meters	3:50.74	Emily Aycock, Carissa Armijo Abbey Aycock, Erica Laning	Hardin Valley Academy Larry Hough	Knoxville, TN	11/16/2016
Male Public	100 Free Meters	49.95	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/6/2017
Male Public	200 Free Relay Meters	1:34.95	Justin Liu, Glenn Lasco Brian McGroarty, Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/4/2017
Male Public	400 Free Relay Meters	3:26.36	Destin Lasco, Justin Liu Brian McGroarty, Glenn Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/6/2017
Male Public	200 IM Meters	2:02.14	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/17/2017
Female Public	200 Free Relay Meters	1:47.78	Macy Trattner, Maddie Hannan Natalie Gundling, Gaby Palazzo	Hudson High School Matt Davis	Hudson, OH	1/21/2017
Female Public	200 Medley Relay Meters	1:58.18	Kate Lochridge, Annie Lochridge Amanda Palutsis, Parker Timken	North Canton Hoover Matthew Johnsen	North Canton, OH	2/2/2017
Female Public	200 Free Relay Meters	1:46.11	Amanda Palutsis, Kate Lochridge Caroline Ehlers, Parker Timken	North Canton Hoover Matthew Johnsen	North Canton, OH	2/2/2017
Male Public	200 Free Relay Meters	1:34.09	Justin Liu, Glenn Lasco Joseph Rogers, Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	2/13/2017

TECHNIQUE AND TRAINING: WHY YOU SHOULD STILL KICK HARD DURING TAPER.

CJ Fiala, FINIS



It's the unsung hero of every swimmer's training. It's the pure foundation of the best swimmers in the world. You look at the best

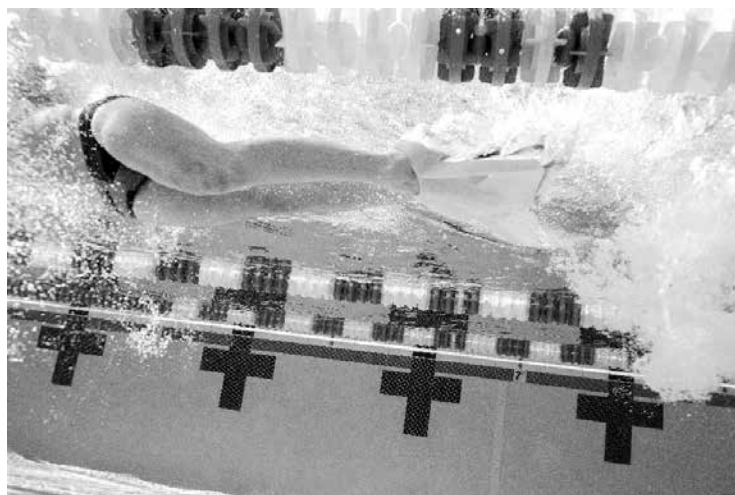
high school athletes like Ryan Hoffer, up to the best swimmer in history, Michael Phelps, they establish their dominance based upon a very strong, efficient and fast kick. Now, you most likely know how important it is to not only kick, but to kick often. But, what many coaches tend to do is back off kicking as soon as taper season comes around. And look, I get it, the legs are arguably the strongest (and largest) muscle groups that you have to use while swimming so they take the most rest, but you don't need to put the kick board and fins aside just yet.

Keep the fins on

Many of today's new fins do much more than make a swimmer faster. The fins of old were designed to produce pure speed and increase a swimmer's leg strength. Today, many fins are developed with similar goals in mind but take a much more targeted focus on technique. Take the **FINIS Edge** fins for example. The Edge fins are designed not only as short-blade speed fins that produce top-end speed, but are designed to help the natural kick cycle. The

hydrodynamic vents (or cut-outs) in the fin are specifically designed to eliminate drag by eliminating areas of material that provide no forward propulsion through the water. The design result allows water to pass freely through vents in the fin, allowing the swimmer to have a deeper, and consequently more natural "down-kick". A deeper kick causes the swimmer to exert more power on the "up-kick"; generally the weakest part of all swimmer's kicks. This happens all the while the swimmer is still moving at high speeds and building leg strength.

In summary, using a fin that provides a **TECHNICAL** benefit, forces the swimmer's body to stay engaged with their core training. The swimmer will then continue to activate key muscle groups so that they are able to perform at top-level throughout the taper process and into their championship meet.





It sparks a cardiovascular response

The obvious objective during taper is to allow the swimmer's body to rest and recover from the extensive training the body has taken on in the months (and years) prior to taper. During taper many coaches will quickly abandon large quantities of aerobic training. Aerobic training is arguably the most “physically” taxing portion of the athletes training. But, aerobic training ties directly to the athlete's cardiovascular system (duh, right?), which is essential to swimming.

Well, by “abandoning” aerobic training, the body lacks the ability to spike a cardiovascular response. Maintaining the body's cardiovascular awareness and endurance is key when carrying a swimmer through a taper. So, in order to maintain the athletes cardiovascular (and in turn, aerobic) foundation, kicking can cause a more immediate and significant cardiovascular response than overtraining the arms. Since the legs have larger muscle groups than the arms, it requires significantly more energy to produce a cardiovascular response.

Get kicking this championship season

In conclusion, don't be scared to break out the kickboards and fins during taper this season. It can greatly assist the athletes in activating the necessary muscles throughout the taper process so that they can finish their races strong rather than start fast and fade at the end.

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FROM COLLEGE COACHES:

Joel Shinofield, CSCAA Executive Director

So, You Want To Be A College Coach?



What do you consider advancement in coaching swimming? For some, coaching at the college level may represent the ultimate goal. Joel Shinofield took some time at NCAA Division 2 Nationals to talk a little

about some of the differences between coaching High School and College.

Things College Coaches Do and Don't Do

- 1- Budget- Most high school coaches oversee a small budget for equipment, meet entries and travel and many must be aware of state and local rules regarding fund-raising and booster programs. Collegiate program budgets take that number much higher: hundreds of thousands to several millions of dollars. To be successful, a college coach must have effective budgeting and accounting skills.
- 2- Managing others- College coaches must be able to effectively manage their assistant coaches. That could be as few as one or two individuals, or many more. Much like the athletes a head coach is handed at the high school level, assistants are usually appointed by the school, perhaps with some input from the coach. College coaches have more flexibility to recruit and hire their own assistants. Add in volunteer assistants and managing a staff can become a major part of the coaching role as well.
- 3- Academics- High school coaches may keep tabs on their athletes' academic progress and may even work with teachers to help students succeed. College coaches are at least as invested in the academic progress of their athletes, but there is a pretty substantial "firewall" between coaches and the academic realm. Certainly, coaches could not directly contact professors on behalf of a swimmer. Instead coaches monitor mandatory study hall and tutoring sessions as well as the swimmers APR (Academic Progress Rate).
- 4- Recruiting- While recruiting is often prohibited, or at least frowned upon, in high school swimming it is a critical part of the college swimming realm. There are myriad rules that govern the minute details of the recruiting process. The NCAA publishes a 300-page document (per division!) outlining those rules and each college coach must pass a test over those rules. Coaches must develop networks to reach out to find student athletes beyond those who come to them expressing an interest in their program. It takes work to find individuals who will fit both the needs of the team and the institution. While swimmers, and parents, can easily find where their best

times rank in a team's top times, the coach must selectively recruit those who will make the team as a whole competitive. In addition, coaches look for athletes that are a good fit for the culture and rigor of the school. Swimmers are often the athletes who can be counted on to meet the APR and to graduate on time. Institutions focus on this stat as much as academic prowess, so coaches must be aware of how each recruit will handle classwork at their institution. The ability to choose the athletes on a team can be a powerful tool, but requires much more input than the "get what you've got" situation most high school coaches deal with.

What to do if you want to be a college coach

- 1- Become a volunteer assistant, one allowed per program- For a high school coach who thinks the next step in their career is at the collegiate level the best foot in the door is to get experience as a volunteer assistant coach. Teams are limited to one volunteer coach per program (i.e.- men, women, diving), so these positions can be hard to find. The ideal experience allows for actual coaching work and exposure to all of the facets of coaching at the collegiate level- folding towels will not help you move to the next level.
- 2- Form relationships with college coaches- As high school coaches help their swimmers explore colleges they are also forming relationships with the coaches at those colleges. Fostering those relationships can

lead to volunteer opportunities and help when a coach decides to make a move to the college level.

What you can do as a high school coach to help your athletes and college swim programs.

- 1- Take your high school team to college meets- Many swimmers arrive at their new schools having never seen a college meet prior to the recruiting process. College teams appreciate the support and high school swimmers need to know what they are getting into. It would be unthinkable for a football player to arrive at his new college never having seen a college football game, but it happens to swimmers all too often.
- 2- Talk to your swimmers about the expectations of collegiate swimmers both academic and athletic- Having strong relationships with college coaches can help high school coaches better prepare their swimmers for the next level, even if they have no plans to move on themselves. Swimmers need to understand what is expected of a collegiate student-athlete in terms of academics, practices, meets, performance and behavior. The differences between the life of a typical high school swimmer and that of a collegiate swimmer, particularly one who may be on a scholarship, are vast. Recruiting trips are one way for swimmers to learn about college swimming, but high school coaches should also be able to provide a realistic view.

Water Polo:

THE IMPORTANCE OF A DEFENSIVE PLAYER

Aaron Brown, illpolo.com



If you ask most coaches, they will tell you that one of the most important elements of their team's success is having a high quality defender. Without this type of player, even the best offensive teams become vulnerable and have a hard time winning games when goals are hard to come by. Yet, most of the statistics and glory in the sport of water polo is heaped upon high-scoring offensive players, while the top defenders continue to go quietly about their business, doing the "dirty work" on the other end of the pool.

In covering the sport, one of the biggest difficulties I have faced is finding a way to reward the best defensive players. Unless someone is there to see each game to determine the impact a defensive player makes, it is not uncommon to see the game's best defenders 'fly under the radar' and not get the credit they deserve.

It is commonplace to see a game recap that

mentions the leading scorer, it is possible that 2-3 other players also get credit for their offensive contributions, and it may be likely to list a goalie's number of saves. Rarely will the recaps make mention of a defensive player's performance, since the position is naturally less about statistics and more about the impact a defensive player can have on a game. For example, how do you quantify the impact a defensive player may have in forcing a team's offense to change their strategy, simply because a defender is not allowing the opposition's best offensive player from getting the ball? It may not show up in specific statistical categories like steals or forced turnovers, but it might nonetheless change the outcome of the game and cause frustration to an opposing team.

Thus, the question for me as a reporter becomes: How do I reward defensive players for their efforts without being able to see every game?

This caused me to think back to my athletic career, starting in adolescence. I remember playing little league soccer back when I was young and still have some of the local newspaper clippings that coaches sent in to report scores. It would list any player who scored a goal, recorded an assist, or made a save. There was never a category for defensive players.



As a coach, I remember some of the most memorable performances coming from defensive players. In my first year as a coach, we lost an early-season game to a more experienced Evanston High School team by an 8-4 score. Later that year, we faced them again, only we had more time to prepare and work on both team and individual defensive strategies, and as a result, we won a low-scoring game by a 4-2 margin. We scored the same amount of goals and probably had about the same amount of offensive talent and ability, but it was our defense that stood out and held a talented team to a two-goal performance.

As a reporter, I have been able to see the top teams' best defensive players at key tournaments, sectionals and the state tournament, but I fear that there are many other great defensive players who are not being rewarded for their efforts.

If you have any suggestions for how to reward the top defenders in water polo, please send an e-mail to illpolostaff@gmail.com.

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SB swimmersbest.com

Contributed Article:

USE AND BENEFITS OF PULLEY SYSTEMS IN TRAINING CHAMPIONSHIP SWIMMERS

Kevin Rees, DirectoR, RRACE, LLC

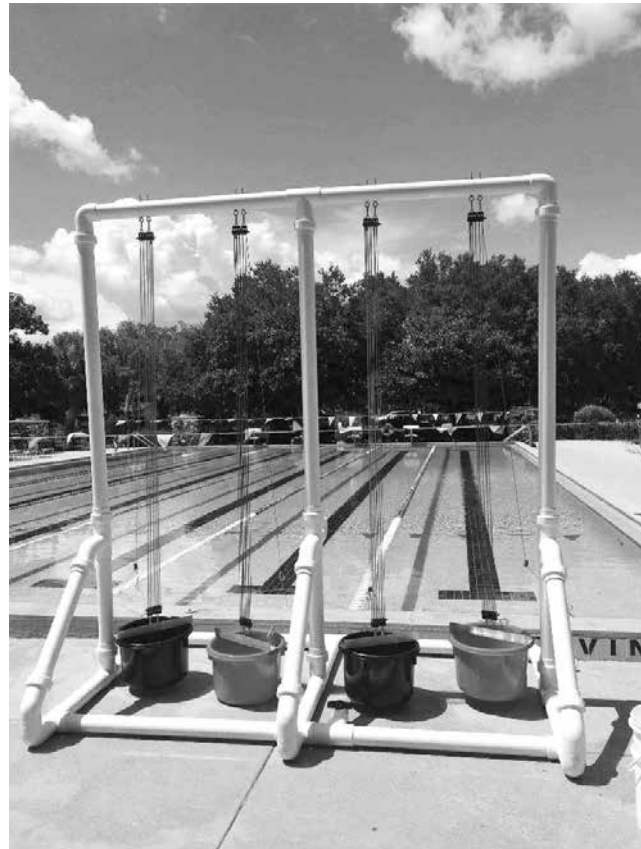
Pulley systems have been in use in swim programs since, at least, the early seventies. Randy Reese, in his first age group/high school program, recognized the need for a more intense and effective approach to building strength and endurance in his swimmers. He has been a believer in this “system” ever since. Reese’s design and application was, to say the least, a bit primitive decades ago. However, his philosophy has remained the same, striving to have the best and strongest conditioned swimmers possible.

A look back at the early days found Reese attaching ropes to belts worn by swimmers (these belts were the same design used by football players). These ropes were connected to the swimmer’s belts with clips. The swimmer would swim to the opposite end of the pool, unattached the rope, then re-attach to another pulley, and swim back to the other end of the pool. The free weights were added or removed from a milk crate to create the complete “pulley system” enabling needed variability in required training resistance.

Obviously, the projected results from using this system, along with some other “creative” techniques, produced a group of swimmers and championships that proved the effectiveness of this device. Randy Reese continued for decades and up to the current time to incorporate this activity into all of his successful swim programs. Today, many coaches have added pulley systems to their training

regiment and found that there is no other way to achieve such significant results.

Over the years, the design and use of this pulley system has evolved into a more sophisticated and easier to use machine, but the justification for adding this type of training to building stronger swimmers has remained, fundamentally, the same. The following points show a few examples of how a pulley system can be used.



By using a pulley system, a swimmer is forced to use a more efficient technique to be able to pull a taxing amount of weight for the period of time it will take to complete each lap.

Depending on what work objective a coach is trying to accomplish, interval and pre-set weights of pulley can be adjusted to reach individual's goal(s).

The use of fins, paddles, and snorkels can be added, in any combination, to achieve desired training set for a swimmer or a particular stroke.

The current system, can now be used in a 50 meter course. For example, it might take 50 seconds of non-interrupted work with amount of weight in the pulley and equipment (fins, paddles, etc.) to get to one end of a 50 meter pool. This equates to going 125 yards in a short course pool because of the time involved in doing turns and push-offs. This is a huge

Pulley Workouts:

DISTANCE GROUP-

2 swimmers per lane. (with extension hooked up to allow swimmer to go both ways)

- 2 x 25's on 40 sec
- 12-20 per set depending on how much weight is in the bucket

MIDDLE DISTANCE-

3 swimmers per lane (with extensions)

- 4 sets of 8-16 x 25's
 - 2 on, 1 off, on 40-45 sec.
- For beginners you can go 4 to a lane so they can go 2 on 2 off and get more rest or increase the interval. (50-1:00)
 - Coaches will quickly see what level of weight needs to be used, and if they need to use equipment (fins and paddles). The workout variations coaches can do with these are endless.
-

cardiovascular and muscle endurance training set for a swimmer.

It is apparent that, over the years, use of a pulley system has made it possible for beginning and seasoned swimmers to realize significant drops in their swimming times. An added bonus for swimmers – there is a break in the monotony of just swimming, kicking, or pulling laps in a regular swim practice.

The latest design, for which a patent was granted in 2015, has made it easy and affordable for any coach to purchase and add to a swim program. This new and better design and usability is marketed and sold under the name RRACE, an acronym for Randy Reese Aquatic Conditioning Equipment. Kevin Reese, Randy's son, grew up around the swimming world and can be credited for the improvements and engineering changes that make this newly named "Pinnacle Pulley System" what it has become today.

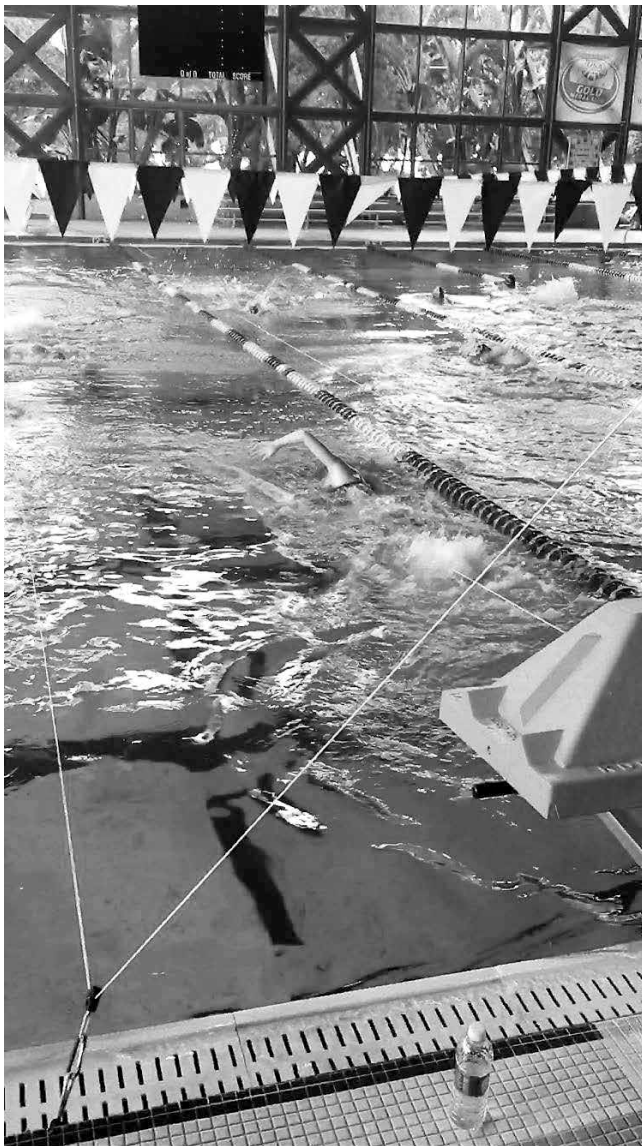
In addition to the points so noted in this article, the following facts give an accurate picture of why this device, greatly improved from the "milk crate" version used decades ago, can make a valuable addition to any swim program.

Stroke Strengthening:

Provides resistance through the exact range of motion of the swimmer's stroke. Also, it allows the swimmer to feel their stroke's weak points and magnify what needs to be changed. For instance, if they are pulling too wide in freestyle they will feel it more and adjust their stroke to get the most power with greater efficiency.

Safety:

The Pinnacle Pulley System puts the safety of the swimmers and coaching staff first. The design makes it virtually impossible to slide or tip over. The design itself prevents tipping over or sliding on the deck. With the base filled with water, the extra weight adds additional safety and peace of mind that none of your swimmers will get hurt. Our competitor has had documented accidents of systems falling in on swimmers and causing injuries. All of the load bearing parts are over rated by a minimum of 10 times the max working load.



Usage and Storage:

We have designed the units to be very mobile and easily dismantled and stored. Deck space is essential to swim facilities and teams, especially when hosting a meet. Our units can be off the deck and stored in a small space in just minutes. A unique feature of the Pinnacle Pulley System that separates us from our competitor is the ability to go 50 meters, as well as go both ways in the same lane. Going both ways allows a more intense workout with minimal rest. Training in this way allows for a distance swimmer to train with a moderate level of resistance going less yards versus doing a high volume distance practice. Not only saves time, but much easier on the shoulders.

After graduating from Florida State University, Kevin Reese worked for several years in the orthopedic sales business. He witnessed thousands of knee and hip replacement surgeries, which heightened his awareness of the damage done when one exercises on hard surfaces over a period of years. Through discussions with orthopedic surgeons, Kevin realized that a light impact exercise device was a needed entity. Developing this type of machine would not only help avoid initial injuries, but aid in the rehabilitation process after surgery. No stranger to athletics and training philosophy, Kevin is the son of well-known world-class swimming coach, Randy Reese. He grew up watching his father design and produce training devices to help swimmers perform at their optimum level. The fact that exercising in water is a natural contribution to easing impact coupled with the durability of PVC materials led to the development of the Pinnacle Pulley System, Aquatic Elliptical Trainer and the Piston Vector Resistance Machine.

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