



**WSCA**

**World Swimming Coaches Association**

**Serving and supporting coaches worldwide**

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**WSCA Newsletter - March 2026**

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*"We aim above the mark to hit the mark." - Ralf Waldo Emerson*



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**A sincere congratulations to revered coach Bill Sweetenham on being recognized with this prestigious honor.**

## **Lifetime-Achievement Carlile Cup Honor to Aussie Leader & Performance Southern Star - Bill Sweetenham**

*"Bill, like Forbes and Ursula, placed a huge importance on professional development and learning. He reflects this in his lifelong learning commitment ... but also in his willingness to share his knowledge and experience with other coaches" -Tim Ford, Carlile Foundation*

The following is an excerpt from Bill's upcoming memoir



# The Twelve-Year-Old Champion

By [Bill Sweetenham](#)  
**WSCA Board Of Directors - Oceania**

[View the Full Visual Presentation](#)

Whether as a teacher, trainer, or coach, you are accountable and responsible for the development of every 12-year-old who arrives via the parents into your care! They have one common denominator... they are ALL different and extremely special.

The 12-year-old athlete developing into the 14-year-old character and champion has neither improved nor varied over 70 years. These concepts will prepare the person and athlete for secondary school at 15, prepare the physical and mental well-being for life as an adult, and ready for the realization of dreams as a senior-level athlete, whether it be a collegiate scholarship, further education, or a career. This article will serve the uninformed of the benefits involved and the dangers to be avoided.

# CREDIBILITY

is paramount and valued to meet the expectations of all the variations of clients that you will encounter during this passage of time.

Skills are both learnable and teachable where talent is neither.

My early belief in my teaching journey commenced in 1972 was that I worked in my teaching to develop the least talented child to become the highest skilled. Confidence delivered at 12 years of age remains a beneficiary of quality of teaching. This is where and how mental fitness is installed into the young mind. Two questions stand out for myself when I observe every 12-year-old coming into my care:

- 1) Is it a matter of “training“ the body to match the fitness of the mind OR is it a case of “coaching“ the mind to match the fitness of the body?
- 2) Is it excellence in sport delivering excellence in life OR can it be excellence in life skills delivering excellence in sport?





Due mainly to the accuracy within these two questions and the talent of the teacher/trainer and coaches, in sixty plus years of teaching and coaching I have neither had to deal with either deficiencies in individual mental fitness or inflicted injuries.

Credibility exists where teachers, trainers, and coaches dress and present appropriately and professionally ALL the time as this sets an acceptance of all clients. All body art is either not existent or covered up when dealing with clients. No compromises regarding this aspect of professionalism regardless of client personal standards.

An understanding of operation between businesses and sport, which commences when this journey of individualization and specialization first begins at 12 years of age. The world of individual sport when compared to team games has never been so varied and divided when it comes to accountability and responsibility.

We must all make the best choice based on standards and acceptability of expectations. Whilst this remains a personal client choice; I am entitled to make MY choice of who I work for and the athletes and clients I choose to engage. Who I coach has dictated my consistency of success over my sixty years. Or, to put it another way, it remains that who I decided NOT to work with has been my winning point of difference... all discovered and identified with the 22-year-old champion.

I have always believed that each and EVERY 12-year-old is a champion person and individual who has not found their personal passion to shine. I have chosen to deliver this as my winning point of difference.

I coach personal individual mental fitness where all injuries are preventable as I train the teams I choose to work within personal goals and ambitions.

I know that in business in today's corporate world it's a winning strategy to maximize profit with minimum costs whilst in sport it has always been a case of maximum of dedicated work commitment for minimum rewards. In sport, we seek improvement aligned with change whereas in business improved profit margins are focused without alignment to change. This can be addressed at 12 years of age when talent is driven by consistency of skill improvement.

## AVOIDANCE

Whilst I love and appreciate them, I never associate with older people, as at best you receive OLD opinions of delusional or conceited arrogance. I much prefer quality facts in preference to old opinions. Consistency of working with the masses of 12-year-old champions defeats this old, conceited, arrogance-based opinions.

In this same way I avoid inept and retired business people who today have as their only option to receive and be reliant on government handouts like pensions, etc. All this does not make for creative parenting or grandparenting for the 12-year-old champions who are adventurous and spirited as they pursue with open minds of independent values.

Values to be instilled in this regard are elite and high performance coaches setting the standards of obtaining all that they do 100 percent correct for a minimum of 95 percent of the time when it counts versus those who assume or think (dream) they are performers obtain outcomes of 100 percent correct 90 percent of the time, usually when it doesn't count.

The initial points under this heading do not facilitate the winning strategy of it's not what you know but more importantly, HOW the mind is conditioned to THINK. Old thinkers and failed retired pensioners set the wrong messages for innovative and creative 12-year-old free-thinking champion people.

12-year-old champions "do" whatever it takes whilst the elders talk about, read about, listen to it, advise about it, and LECTURE on it. Not all will be Olympic champions, however ALL can prepare and *look like* Olympic champions beginning at 12 years of age.

## SKILLS

Always, at any age however, and vital for ALL 12-year-olds in all fields of endeavor ... skill perfection is an essential requirement to be advanced in preference to skill acquisition. Highlight perfection and improvement for all 12-year-olds ... develop confidence in each child in every competition and practice exposure.

12 years of age equals twelve competitive days each year where perfection of skill is an expectation, and progressive skill improvement is recognized and applauded.

12 years of age equals 9 to 12 hours of practice each and every week completed in 6 practice exposures with three at speed-based on 50-meter expected outcomes; two below based on previous best 200 time; and one above based on goal/target time for 100 time.

This is for the odd weeks whilst holding twenty percent of repeat time intervals, and holding volumes of training at 600 meters for speed sets; two below at 800 to 1,200 meters, and for the set above combine broken and straight training exposures for 800 meters. Now at 30 percent of rest/work ratio however prioritize improved outcomes of EFFECTIVE EFFICIENCY for the odd weeks. Odd weeks reverse this order/schedule.

Underwater dolphin kick and best stroke kick in all practices utilizing swim repeat times whilst recording and measuring distance in simulated performance.

Support this with television advert time at night with chin ups, press ups, leg lifts, and dips etc., supported by 10 to 15 minutes of meditation time immediately prior to sleep.

Sleep seven hours every night and on weekends add two hours daily of additional rest. 12-year-old champions do NOT require massage; sport science intervention or specialist training equipment... slightly different for competition equipment.



Each four months conduct a one week test week prioritizing and improving all the above for the 12-year-old champions, applicable to ALL individual activities. Teach all 12-year-old champions the values of the areas of mind preparation for competition. Teach competitiveness outside of the area of measured success and applied training.

## BIRTHDAYS

On the individual's 12th birthday, the challenge is for each person to celebrate their transition from age-group into maturity by accomplishing on their significant day several achievements of note that signal one of many conversions that will mark their life.

These tests and challenges will be celebrated by the entire team. The 12-year-old person begins their journey as a 12-year-old champion. This day will be extremely important, and each person will invite friends, parents, relatives, especially grandparents, brothers and sisters along with respected school teachers.

### *The challenges that can be included are ....*

- 1) 12 chin-ups in 1 minute
- 2) 12 push-ups in 1 minute
- 3) holding their breath for 12 seconds
- 4) how far each can swim in 12 seconds
- 5) 12 breaststroke squat jumps on land in 1 minute
- 6) how far each can swim in 12 minutes of their best FORM stroke or individual medley
- 7) how far each can achieve in 12 dolphin kicks underwater (no breathing) and in 12 seconds ... all from a push and repeated with a dive
- 8) 12-meters band only pull in 12 seconds recording and measuring distance
- 9) athletes' choice conditional of having the number 12 in the description, i.e. 12 explosive strokes as fast as possible measuring time and distance

Presentation of **Merit of Accomplishment Award** to be presented by a senior athlete of their choosing.

These same tests will be repeated each future birthday using their respective age; however, without the Merit of Accomplishment Award. It has to be SPECIAL AND SPECIFIC to the 12-year-old person.

## **Coach the person. Train the event distance with improving skill perfection.**

In today's world of immediate gratification by parents reading of short cuts on the internet written by non-achieving opinion-based theorists, we can find recipes where young, developing age-group swimmers are advised to reduce or limit low intensity and boring training exposures. Yes, this may be true however great achieving individuals in sport requires high-level repetition-based exposure to skill delivery sustained and acquired by the protocols of performance. All have transferred controlled slow motion perfect technique and skills into accuracy of implementation into optimal individual speed. This is planned execution of excellence never if ever by chance.

Fewer drills with improving skill.

Fitness and speed can be added and aided by inclusion into skilled talent however rarely if ever the reverse.

There is never a better opportunity to achieve this than with the 12-year-old open-minded talent or limited talented athlete.

Early ripe / early rotten principle also applies where over exposure to competition or any one form of training can cause irreparable damage to the mental and physical aspects of the 12-year-old where it can fester like an infection limiting sustained consistent improvement into the teens and older gifted athletes.

I have never encountered a 12-year-old who could be considered a person without talent. Whilst talent may possess an accelerated rate of learning, we must as teachers, trainers, and coaches celebrate accelerated rate of personal and team improvement.

Pele' in soccer kicking a somewhat defaced ball up against a wall not knowing or being able to anticipate where the ball will bounce except that he knew he had to be where opportunities would dictate.

Michael Jordan describes in his book "I cannot accept not trying" where he was an average talent until his father installed a home hoop and mentally instilled his self-worth by throwing 100 hoops every day from wherever he could get his hands on the rebound with only those shots which went in were counted in the 100.

After a personal presentation at Wimbledon on athlete development where I expressed many of these ideas, the father of the Williams sisters approached me to convey his support as he stated that his 12-year-old daughters were withdrawn from fortnightly domestic competitions so that they could compete at training against older and faster male athletes.

Greg Chappell related a story to me on his family's cricket afternoons. EVERY afternoon where he and his brothers would have four loose palings on their home fence and they could remove then replace them every afternoon for their not so friendly game of competitive cricket ... should the very old well-worn tennis ball make it through the hole in the fence, you were considered "out" whilst using the 4th paling as a bat.



Every 12-year-old person who desires to be a 13-year-old athlete should spend each and every week with a ball of any type in their possession for a minimum of 12 hours per week. It's not possible for a 12-year-old to have possession of a ball and not wish to bounce it, throw it, catch it, kick it etc., regardless of which sport you thought you might like to compete in; ball team sport or individual sport non team.

**Compete and you shall grow mentally.**

The 12-year-old person in all sports should be taught the values of no compromise, competitive attitudes of skilled aerobic development, measured and controlled endurance, and most importantly managed speed.

For the proven philosophy of - three at praise the person; two below critique the fault, and the one above to develop effective and applied efficiency both with and without pressure.

For the 12-year-old champion, it is always about the protocol of superior skills and attitude where the least talented can be nurtured so that they will be the highest skilled whilst being the least talented.

The rising tide moves and lifts all boats regardless of calm or cyclonic weather.

These philosophies I share with each of the readers has allowed me to teach sixty thousand children to swim where I have saved lives ; and over two thousand representing their nation with podium outcomes at national and international championships where I have enhanced lives all in the last 60 years due mainly to the truly great people that I have worked with on a consistent basis.

# CONCLUSIONS

## **Based on my teaching experience and knowledge-based facts in advance of theory-based opinion....**

In order to understand where I came from and where my story and education began, try reading the story (as included) told in her own words as one of my first swimmers who in my knowledge and wisdom by extensive observation became one of the very best teachers of swimming in the world today.

CHRIS DELLITT - teacher extraordinaire ... an all-important and vital aspect of a systematic development of 12-year-old champions! Whilst the vast majority of all teachers possess “the touch of genius“ an outstanding few are exceptional! Chris is one of these few.

Every successful teaching program must have an extremely well-balanced learning and teaching program which incorporates excellence and quality teaching and learning systems to fit a superior planned model of progressive and controlled development. In order to capitalize on a systematic superior teaching program to develop 12-year-old champion students into 14-year-old champions, a quality teaching program is required!

I have spent 60-plus years studying pathways, systems, and models of progression, which are displayed on the attached diagrams of development. It was during my global teaching and learning ways and years of research that I came to fully comprehend the complete process of talent development, and adolescent enlightenment focused on a committed future in competitive aquatic related sport.

The solution is the vast, with very few exceptions of having understanding parental enlightenment and support for children of 12 years to 14 years, to be involved in three sporting activities leading to

commitment to a singular sport at approximately 14 years of age.

Each and every 11- to 12-year-old is best served by having a summer sport or a winter sport as a priority before enrolment in a team sport!

As mentioned previously and highlighted, teach and develop an achievement in an individual sport leading into a successful team sport.

## **Teach competitiveness.**

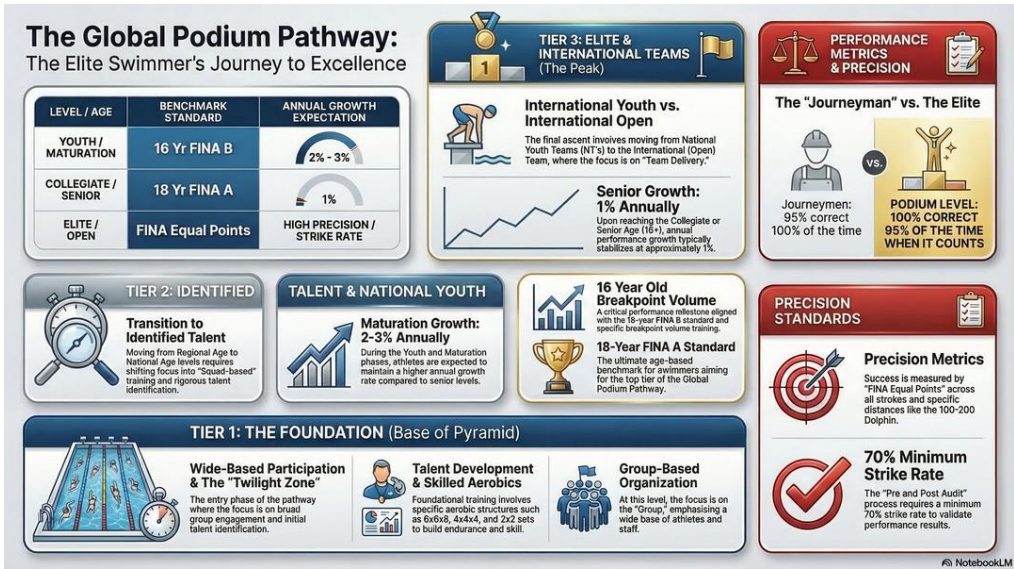
As a 13-year protocol, successful athletes are committed to a singular sport either individual or team (see diagram).

As a 12-year-old, successful development is recognized and supported with a participation background for females in ballet and for males in gymnastics, prior to 12 years of age - addressing core strengths, range of movement, flexibility, and most importantly, and crucial for future excellence in life with advanced and superior mental fitness.

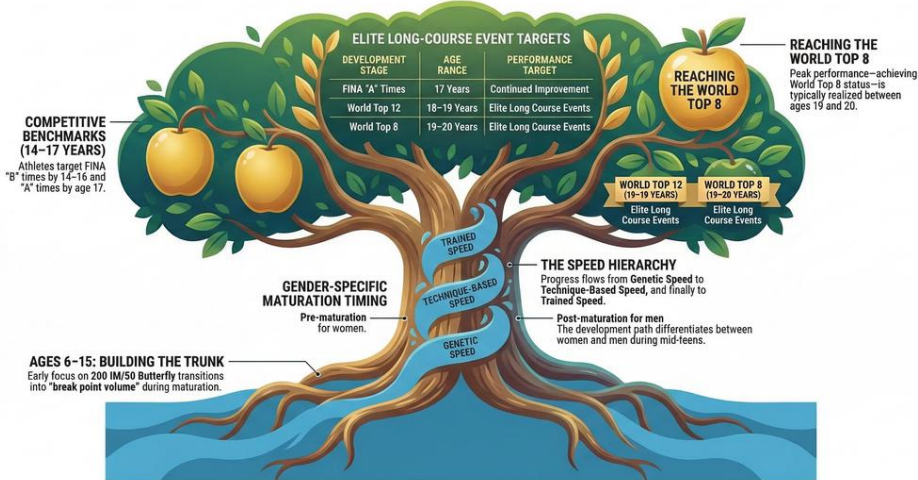
# SKILLS

## **Note my opening comment to have the least talented person to be developed as the superior skilled athlete.**

TEACHERS, TRAINERS, AND COACHES BE SUPERIOR IN ALL THAT YOU DO FOR THE 12-year-old person to provide them the attitude (team) and character (individual) to become the 14-year-old champion. Understand that parents are the key to this successful development.



## The Tree of Success: A Swimmer's Path to Elite Performance



# Energy Systems Simplified

By **Walter Bolognani, WSCA Board of Directors**

**2024 - 2025 Head Coach,  
German Swimming Federation Olympic Base - Hamburg**

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**2026 - Consultant**



Throughout my career, I've always tried to keep things as simple as possible, using clear and accessible language to explain training concepts and situations.

The idea is to offer a framework that people can actually use—something that gives direction, but still leaves space for each coach or athlete to build their own way of working, within solid and widely accepted principles.

Europe is a great mix of different cultures, including in sport. We're all chasing the same goal—performance—but the paths we take can be very different. Sometimes the approaches even seem to contradict each other, and that's exactly what makes the exchange so interesting. The mix of 'East–West' influences, in particular, has created a really unique environment for developing ideas.

The table below shows the training zones. As an Italian coach, I've mainly based this on our system. It's not meant to be the only way of doing things, just a clear and practical reference that you can adapt to your own context.

Don't forget that training effectiveness is determined by the balance of Metabolic Stress and Technical Precision. Always prioritize the athlete's physiological profile—adjusting distances and rest intervals to

ensure that 'Quality' remains the primary driver of performance

*Before the table, here are a few definitions – in my opinion*

**AEROBIC ENDURANCE** - Aerobic activity performed at low to moderate intensities, where lactate production and clearance are balanced or only slightly elevated. It allows the swimmer to maintain a given speed for a prolonged time by relying primarily on aerobic metabolism. (No progressive accumulation)

**ANAEROBIC THRESHOLD** - The exercise intensity at which lactate production and clearance are in balance, representing the highest intensity that can be sustained without a continuous rise in blood lactate concentration and without changing the mechanical performance. Maximal lactate steady state.

**VO2 MAX** - The maximum rate at which an individual can uptake, transport, and utilize oxygen during intense exercise. It is a measure of maximal aerobic power (Åstrand & Rodahl). Anaerobic metabolism contributes to reaching VO<sub>2</sub> max intensity, but VO<sub>2</sub> max itself reflects the aerobic system's upper limit, not anaerobic capacity.

**AN CAPACITY** - The ability to produce energy through anaerobic glycolysis and to

tolerate high levels of lactate and metabolic acidosis. It reflects the total amount of energy that can be supplied by the anaerobic glycolytic system. It allows the swimmer to sustain high or near-maximal speeds for limited durations despite increasing acidosis.

High intensities (near maximal) are required to fully activate the glycolytic system. Exercise duration strongly influences lactate accumulation. Starting at sufficiently high speed is important to stress the system immediately. Anaerobic Capacity → *amount/volume* of lactate produced (Olbrecht)

**AN POWER** - lactate peak: maximum concentration of lactate that the athlete can accumulate. lactacid power: maximum rate of lactate production by anaerobic glycolysis. Anaerobic Power → *rate/speed* of lactate production (Olbrecht)

**SPEED** - The ability to perform movements at maximal velocity with optimal coordination and technique. It is primarily supported by the alactic anaerobic system (ATP–CP), does not involve significant lactate production, and depends on neuromuscular efficiency and explosive strength

**Classification Training Zones**

TRAINING ZONES	AEROBIC END	AN THRESHOLD	VO2 MAX	AN CAPACITY	AN POWER	SPEED
<b>TIME</b>	Up to 50'-60'	Betw 20' to 45'/50'	Betw 10'-30'	10'	2'-5'	—
<b>VOLUME</b>	3500-5000	1500-3500/4000	1200-2500	600-1200	300-400	400-600 (blocks of 200+200)
<b>HR</b>	<150	160-170	~180	-> max	Max	Not significant
<b>DISTANCES</b>	100-400	100-300	200-500	50-100	2/3	10-15-25
<b>REST</b>	5"-30"	10"-30"	30"-2'	30"-2' passive	Up to 7'	Up to 2'30"
<b>FUEL</b>	glucose, lipids, lipid-glucose mixture	Muscle glycogen.greater intensity, lower lipid intake.	Mainly Muscle Glycogen & Blood Glucose. Plus fats plus protein.	glucides	ATP-PC System (Phosphagen System). Anaerobic Glycolysis (Lactate System)	alactic anaerobic system and ATP deposits and the resynthesis of ATP through CP.
<b>LACTATE</b>	<2,5 Mmol	3-5 Mmol	~ 8 Mmol	> than 8 Mmol	max	Not significant
<b>VENTILATION</b>	small change in respiratory rate and amplitude	increase in respiratory rate and amplitude, although not excessive	sub-max	max	max	—
<b>WHAT FOR</b>	To build aerobic endurance	no progressive accumulation of lactate. allows the swimmer to maintain a certain speed for as long as possible	VO <sub>2</sub> max training focuses on improving the body's ability to consume and utilize oxygen during intense exercise. It involves high-intensity efforts that push your heart, lungs, and muscles to their limit, forcing adaptations that enhance aerobic power. Key Goal: Increase the maximum amount of oxygen your muscles can use, allowing you to swim faster for longer without fatiguing as quickly.	Max amount of energy your body can produce without oxygen. Crucial for high-intensity efforts like sprinting or finishing strong in a race. Unlike VO <sub>2</sub> max, which focuses on oxygen usage, anaerobic capacity relies on stored energy (ATP-PC system and glycolysis) to fuel short bursts of maximum effort. However, this system produces lactic acid, leading to fatigue.	Lactate power refers to your ability to produce and tolerate high levels of lactate while maintaining speed and efficiency. It is essential for sprint and mid-distance swimmers, especially in events like 100m and 200m.	Improves race performance and sprint capabilities. Enhances stroke efficiency and technique under high-intensity conditions. Develops fast-twitch muscle fibers necessary for explosive movements (?). Builds anaerobic capacity and power output. Helps simulate race conditions during practice
<b>SETS</b>	(8-10)x400 rec 30"	24/30x100 rec 15"	4/5/6x400 rec 1'1/2'	6/10 x100 rec 1'1/2'	3x100 max 5' rec	See above. 1/2/3/4 x distance
	20x100 rec 15"-20"	15/20x200 @20"-25"	4/5/6 (2x200) @10"	16/20/24 x50 @1'-1'10" ....	6x50 all out 2'3' rec	Blocks of 2/4 x distance chosen (10-15-25)
	(400-300-200-300-400) x4 rec 15"-20"	10x300 rec 30"	4/5/6 (4x100) rec 5"		4/6x75 max up to 7' rec	
	(20-30)x100 re. 10"		16/20/24 x100 @1'30"/1'45"/2'			

**Walter - ENERGY SYSTEMS simplified**

Brief Definition	System	FUEL	latency	duration	power	capacity	Restore
<b>SPEED</b>	<b>AN ALACT</b>	CP	ZERO	6"-8"	80-100 kcal/min VERY HIGH	5-10 Kcal/min POOR	50% 30" 100% 2'30"
<b>LACTATE</b>	<b>AN LACT</b>	GLUCOSE/GLYCOGEN (muscles and liver)	15"-30"	10"-15" to 90"-120" best efficiency 15"-50"	50 Kcal/min MEDIUM-HIGH	Up to 40 Kcal/min MEDIUM-HIGH	50% 15' 1h 100%
<b>ENDURANCE</b>	<b>AEROBIC</b>	AE GLYCOLYSIS - Krebs cycle - Electron Transport System	2'-3' start activating after 50"	technically it has potentially unlimited energy autonomy	20 Kcal/min POOR	Up to 2000 Kcal/min HIGH	36h to 48h (Threshold up to 36, VO2 up to more than 48h reaching 72h)
<b>RESUMING</b>		<b>METABOLISM</b>					
		<b>ANAEROBIC</b>	<b>ANAEROBIC LACTATE PROD.</b>	<b>AEROBIC</b>			
		No O2	Poor O2	O2			
		CP	GLYCOGEN - FATTY ACIDS	no lactic acid residue that causes fatigue			
		From 0" to 15"	From 15" to 2'30"	From 2'30" up. Max utilization after 20'			
		<b>BIOENERGETIC SYSTEMS</b>					
	<b>TIME</b>	<b>% ANAEROBIC ALACTACID</b>	<b>% ANAEROBIC LACTACID</b>	<b>% AEROBIC</b>			
	10"	60	38	2			
	30"	30	50	20			
	1'	20	30	50			
	5'	2	8	90			
	30'	0	5	95			
	60'	0	4	96			
	180'	0	2	98			



# The “KILLER” SWIMMER

## Walter Bolognani, WSCA Board of Directors

### **The swimmer as a performance system: technical analysis of the metaphor**

The definition of the swimmer as a “killer” can be interpreted, in technical terms, as the description of an optimal performance state characterized by high cognitive control, motor efficiency, and strategic management of energy resources.

The first element is the reduction of cognitive noise. During competition, an effective athlete is able to limit the interference of external stimuli (crowd, opponents) and internal stimuli (anxiety, expectations). This state is close to what in performance psychology is defined as “selective attention” or a flow state: focus is narrowed to a few relevant parameters (pace, stroke rate, stroke length, turn timing).

The second element is execution precision. Technical movement in swimming is highly constrained: small variations in hand trajectory, body position, or underwater phase produce significant effects on efficiency. In competition, the athlete does not construct the movement, but reproduces it. This implies a high level of automatization, achieved through repetition and motor consolidation.

A third central aspect is energy management (pacing). In distances such as the 200 or 400 meters, performance depends on the integration of aerobic and anaerobic systems. An error in effort distribution leads to premature lactate accumulation or, conversely, inefficient use of available reserves. The athlete must therefore modulate intensity according to their physiological capacities, maintaining a margin for the final phase.

This is followed by fatigue resistance with maintenance of technical quality. As lactate concentration and neuromuscular fatigue increase, coordination tends to deteriorate. A high level athlete is one who manages to preserve key technical parameters (rate, length, alignment) even under conditions of high physiological stress.

Finally, there is emotional regulation. Pre-race anxiety and psychophysiological arousal must be maintained within an optimal range: levels that are too low reduce reactivity, while levels that are too high impair precision and control. The “cold” athlete is not devoid of emotions, but capable of modulating them according to performance demands.

In this sense, the “killer” metaphor effectively describes a highly efficient system: elimination of the superfluous, focus on the objective, precise execution, and adaptability under pressure.

# Building the Dream Pool

## The Birth of ACME Swimming Academy in Shanghai, China

### Will Wang, WSCA Board of Directors - Asia

This story begins with a dream—to create a world-class aquatics facility in Shanghai, fueled by an unwavering love for swimming and a relentless pursuit of competitive excellence. But passion alone doesn't build pools. Like any business, success demanded strategy, grit, and navigating hurdles that tested resolve at every turn.

#### **The Foundation: More Than Just Concrete**

From the outset, two things were non-negotiable: location and business model. A prime spot in Shanghai's bustling landscape was imperative, but securing it meant battling endless red tape, decoding ever-shifting regulations, and negotiating a lease that wouldn't sink us before we even broke ground. And then came the capital—surprisingly, the easiest hurdle, thanks to a solid vision and relentless persuasion.



In November 2020, pen finally met paper: a five-year lease signed, construction underway. The timing? Brutal. The world was locked in the throes of COVID-19, and government policies shifted like sand. Mistakes happened. Delays piled up. But through it all, ACME didn't just survive—it thrived. This summer marks our fourth year, a testament to the team behind it: the managers who strategized, the staff who hustled, and the coaches who turned water into wins. Here is how I turned ambition into reality!

## **The Blue Print: Key Phases of Building a Swim Empire**

I'll spare you the tedious minutiae, but the four pillars of our build are:

### **Phase 1: Location, Location, Location**

Market Research: Know your audience. Are you catering to families, athletes, or casual swimmers? This shapes everything.

Lease Logistics: Utility costs, maintenance clauses, insurance, parking—every detail matters. Miss one, and it's a ripple effect.

### **Phase 2: The Business Model**

Clarity is King: Investors need to see your roadmap. For ACME, it was dual-track: a top-tier swim school and competitive training programs. We have also established Artistic Swimming and Water Polo training to our services later on.

Plan for the Deep End: A bulletproof business strategy isn't optional. It's your lifeline when storms hit.

### **Phase 3: Government Labyrinth**

Permit Pursuit: Pool construction? Three permits. Operations? Two more. Bureaucracy moves slow; start early.

Regulation Roulette: Local health authority, fire departments, sports facilities management and work-safety's bureau codes dictate everything from pool depth to emergency exits. Ignorance isn't bliss—it's a belly up for the business.

### **Phase 4: Pre-Opening Crunch**

Staff hiring. Program design. Systems testing. The devil's in the details, but here's the golden rule: Protect your core. For ACME, that meant flawless lessons and elite coaching—the “**bread and butter**” that keeps clients coming back.



Today, ACME stands as a powerhouse brand in China's aquatics scene - the kind of institution that transforms careers and ignites pride. Our coaches wear the ACME logo like a badge of honor, knowing they're part of something that will boost their professional trajectories for years to come. Meanwhile, our swimmers and their families ride an endless wave of achievement, their joy evident at every medal ceremony and personal best celebrations. ACME isn't just another swim school—it's a trailblazer in the current swimming atmosphere in China.



# A Hidden Gem in the “World” of Swimming!

By Don Heidary, WSCA & Orinda Aquatics



# The Glenmark Aquatic Foundation - Mission and Inspiration

*Don Heidary, The World Swimming Coaches Association & Orinda Aquatics*

I was asked to come to India to evaluate the Glenmark Aquatic Foundation program and offer any insights on development, with specific regard to the age-group program. Having spent the past forty-five years (yes forty-five) pursuing elevated performance and culture at the age-group level, and working in the highly competitive world of USA Swimming, I felt that I could help in some way. Twenty-four days and eleven flights later, I am dissecting a story that is extraordinarily powerful and unique to the sport in so many ways.

The trip offered another example of the diversity and inspiration in the world. I have always viewed sports as the youth neutralizer. Aside from occasional advantages, the bulk of development comes from available water, athletes willing to commit to a program, and passionate coaches that offer structure and a pathway to development. This they have, and so much more.

I believe this may very well be the most inspirational (and greatest) story in the swimming world today.

Let me begin with the Glenmark organization. The foundation is a subsidiary of Glenmark Pharmaceuticals of India, and its outreach (CSR - Corporate Social Responsibility) vehicle, which supports and subsidizes the sport of swimming throughout India. As the corporate founder was a pioneer in medicine, GAF is a pioneer in swimming. I hope you're sitting down for this. Kids pay nothing. Everything is paid for by the foundation - swimmers' fees, learn-to-swim lessons, pools fees, staff salaries, travel, equipment, and on and on. In a world of corporate condemnation or profit mongering, you need not look here. This is the model that should exist everywhere; corporations embedded in the communities, lifting children up, and creating limitless opportunities where they are rarely found.

The program was spearheaded by Neha Saldanha. Swimming is in her family (daughter swam for Johns Hopkins), and in her blood. She is not only passionate, altruistic, but driven to produce the top swimmers in India and the broader region, and to change the status quo. This is a sea change in swimming in India and Neha, and her leadership team, are driven to succeed.

The program is run by COO Vijay Bharadwaj, a former IT and sports marketing executive. Although not a swimmer, he lives and breathes the sport and this program. He is an infinitely wise and insightful "get-it-done" individual and he is on this 24/7, working the phones, the room, the politics, the facilities, travel, and everything that touches the GAF.

Ian Els oversees the age-group program. He is a veteran coach from South Africa, and is a measured and thoughtful man, unduly dedicated to young athlete development. He is as caring as he is wise and has a depth of sincerity that is rare at the age-group level, or anywhere. He oversees the entire development program, beginning with learn-to-swim. Under his purview are some 1,000 swimmers that operate in a stunningly organized and highly efficient manner.

Partha Majumder runs the national development program. He came highly recommended as one of the highest-level coaches in India. He was so much more. He is charismatic, firm, humorous, obsessed with the sport, data, and physiological applications, and the James Earl Jones voice only adds to his presence. He strikes an incredible balance of firm and nurturing, and the athletes respond.

Although I went to support Glenmark, I found myself in meetings with senior officials from The Sports Authority of India (SAI), aka, the government sports arm. They too are highly motivated to develop swimming in India and are looking at Glenmark to take the lead.

While I visited five sites, I will touch on three that offered profound inspiration, hope, and potential fulfillment of the Glenmark mission. And the inspiration that I mention, is not only inspiration to Glenmark or India, but for youth sports in entirety.

### **Delhi**

The Delhi site, Partha's, was home to a group of 25(ish) athletes ranging from 15 to 24 years of age. They have reached a level of achievement that allows them to join an elite group of athletes in a camp setting where their main focus is training. They live on an SAI (Sports Authority of India) site, something akin to the USOPC in Colorado Springs. Swimming (and school) is their life, and their teammates are their family. I gave a few talks to his group and mostly watched the flow of Partha's incredibly well-constructed training sessions that blended energy systems (heart rates), feel and movement, creative drills, and main sets that were as strategic as they were challenging. And as well-thought and well-prepared as his sessions were, they were executed even better. I could not tell whether or not the swimmers were driven more for their training performance, or for the coach's approval. This coach and this group offer incredible hope as the pinnacle of the Glenmark program, and a pathway to international success.



### **Trivandrum**

This site, in the south of India, also resides on an SAI site. The facility is older and shows its wear, with cement and tiled blocks, flags with no flags, actual ropes for short course training (and with no flags in that direction - and no one minds). While the coaches are still younger and developing, they operate at high levels of professionalism; prompt, polite, eager to help, eager (almost begging) to learn, and hurrying to fill any need.

And then there were the kids. The worst thing they did in my two days/four sessions was forget to say, "good morning Sir", and "thank you Sir". They were on time, including every AM (five senior and three age-group - note, that's 11-14). I never saw a hint of demonstrable fatigue, apathy, negativity, and the concept of anything resembling disrespect was not in anyone's DNA. They were, however, very quiet, reserved, if not guarded. As far as training, it was machine-like, for everyone at every age and ability. In my four sessions, not one swimmer stopped, rested, or had an issue of any kind. It was almost like the concept of not leaving on a send-off was completely foreign or illogical, therefore it was never even contemplated.

My first workout was a morning session. We arrived in the dark and I watched kids walk onto the deck at 5:00AM. What I assumed would be the senior group was in actuality *every* group - the senior group, three junior (age-group developmental) groups, and, wait for it, the learn-to-swim program. Yes, LTS at 5:30. That was a first for me. Each group ran a self-led pre-workout dryland activation, impeccably executed, in unison, no talking or socializing, and highly focused.

The entire 50-meter pool was occupied with groups running the 25-meter width, from LTS in the shallow end to senior in the deep end. They swim quite a bit (in our terms) with regard to volume, with workouts up to 6,000 meters at eight to nine sessions a week, for age-group swimmers.

The session I ran was much shorter with more focus including skill/effort mixes, underwater work, broken and paced swims, and even relays. The kick & chat, "What superhero would you want to be and what would you do with your superpowers?" seemed to be a good ice breaker, but no ice was broken, as no one wanted to share. I was hoping for Spiderman (my superhero) and to cast a web to the other end of the pool to get there at superhero speed!

This site could grow and be an anchor site to the Glenmark system.



## **Bhubaneswar**

I next flew to Bhubaneswar, in the east. There I met the co-head coaches of the program, Hussain and Afra. They drove to the hotel to give me an overview of the program the evening before the first session. They are a young couple, former national level swimmers for India, and now in charge of some 700 children. All I knew was that it was a large site - 500ish competitive swimmers and 200+ learn-to-swim members.

As they described their program, I couldn't help but think a documentary film should be made. I had never heard the word "tribal" to describe a swim team roster, but it was the very core of theirs. If you were sitting down for the "Glenmark covers all expenses", you may want to lay down for this. This program is housed at the **Kalinga Institute for Social Sciences** (KISS – look it up), a truly massive entity that boasts a Medical School and several colleges under their prestigious University umbrella. It also provides schooling from kindergarten through high school, and college, for indigenous or tribal children, who come from families that cannot properly care for them. I asked how many. "Thirty thousand". I now understood how this program was so large.

I can only *understate* this campus. Think Cal times five, with every athletic facility/stadium imaginable, and state-of-the-art, including the aquatic facility used for training, and some fifteen other pools throughout the campus. When I asked where the founder, **Dr. Achyuta Samanta** "got his billions of dollars from" (I assumed a tech start or something), I was told that he himself grew up as a tribal child, in poverty.

He went on to earn a Ph.D. and worked in the Indian Parliament. To “give back”, he started a single group home, which has since grown in the behemoth that is KISS and KIIT (the **Kalinga Institute of Industrial Technology**). Also look for the book, The Art of Giving, A Away of Life, by Dr. Samanta himself.

The children live in hostels, get three meals a day, full schooling, and have the opportunity to participate and compete in a vast array of sports. Enter Glenmark and its staff, some twenty coaches, that are all on the deck at 5:00AM and ready to fill any need for these kids, including providing supplementary nutrition after every workout (for two to three hundred kids). They not only teach swimming skills but life skills as well. They go to the hostile and walk the endless line of young athletes to the pool, help them locate their goggles, caps, and suits (all held at the facility), and get them organized for the workout, feed them after, pack up the goggles, cap, and suit, and walk them back, one to two times each day. Personal note - these kids are absolutely precious, all seven hundred of them!

And while a program (shockingly) in its infancy, it is well organized and staffed, and poised to become the engine of swimming in India.

Let me close by saying that one of the primary take-aways for me was that the “character first” concept of athlete and youth culture, that we work daily to procure, is NA in this program, i.e., not applicable. The kids are off-the-chart respectful, humble, helpful, grateful, and resilient, *every one*. If anything, *they* can teach the lessons of character and values to anyone who wants to real world demonstration. It was truly an honor to witness the Glenmark mission. I will be honored to assist in any way I can, and I will incorporate lessons that I learned into our program, and into my own life.



Photos above: After workout meal, AM workout. Photos below: suits, goggles, the staff, hanging out with the kids, a group shot, photo with Dr. Samanta, Vijay, Partha, and Neha, image from the Kalinga Institute website.



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## Chapter 10

# Career and Life (You) Management



**“We do not attract what we want, but what we are.”**

**James L. Allen**

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*“I want to express my gratitude for your unwavering dedication, passion, and commitment to the development of our swimmers. Your influence reaches well beyond the physical aspects of swimming, and it is evident that the positive aspects of your coaching extend well into adulthood.”* Swim Parent

# Chapter Overview

- **Life Plan and Life Priorities**
- **Coaching Plan**
- **Career Management**
- **Physical, Emotional (and Spiritual) Health**
- **Financial Health**
- **Giving Back**
- **Course Conclusion (yes, the end is near!)**



This chapter will be short (we know, enough already, let's get to the test, you've got a ton of other stuff to get to!), but it **may be the most important of all**, as it will look deep into the profession, and the role that coaching plays in your life, and more importantly, finding security and true value.

## Life Plan and Life Priorities



We are not going to do a "What Color is Your Parachute" (reference to the classic career book) analysis here, but this is a *preeeetty* important topic. Coaching is like few other occupations or professions, and it does need to fit into your life plan and your life priorities. We talked earlier in this course about understanding why you coach and who you are as a coach. In reality, most coaches hurry through questions like this with quick, check-the-box type answers. After reviewing all of this material (assuming so), **it is time to take a step back and rethink (or think for the first time) this journey.**

Let's be clear, the deeper you get into coaching, the harder it is to reverse course, or even change course. Yes, you can work with children, maybe teach, but you're typically not going to wake up one day and decide that coaching is not for you, and that you would rather be a marketing executive or something. It is actually more like waking up one day and panicking because you're not sure what options you have. That is why it is critical to be strategic, proactive, and forward-thinking. As the clipart suggests, have a plan (and maybe a hard hat!).

And let's not forget the whole (all-important) family thing. Many coaches begin their careers young, passionate, single, and free-spirited. Then, life changes, and they are contemplating marriage, children, mortgage, healthcare, etc. And sometimes the two paths do not line up well. From modest pay, to evenings and weekends, and endless hours of planning and prep work, many coaches begin to reconsider. And it is not that they do not love coaching, it is simply not their life priority at this stage. **Part of being proactive is playing "what-if" scenarios** from the very beginning. And other than marrying a swim coach, you need to find a *pretty* forgiving partner to remain in the profession.

In an aquatic vein, let's use **an open water swimming analogy** (say a 10K) and relate it to a coaching career. A 10K is challenging, but you were an adept swimmer back in the day, so why not go for it. You know the water (career) can be cold and a little choppy (hazardous). What you were not prepared for was a **brutal current** halfway through that leaves you feeling stuck, and that you are continually bitten by **jellyfish**. And to make it worse, you are alerted of a **shark sighting**. At this point, it would be a little late to decide that open water swimming is not for you. Not to be dramatic, but a career in coaching can be as treacherous. Cold and choppy at times is par for the course as a coach, as it is never smooth sailing (or swimming). Parent issues can feel like jellyfish bites, and there

is always the career-killer (antagonistic board of directors, etc.) lurking out there like a shark. Corny analogy aside, you get the point, don't be naive and assume things like:

- cute kids
- the parents love me
- the board will take care of me
- this is my life passion
- everything will work out

**Long-term, successful, passionate coaches will tell you that the rewards in coaching are second to none, but the pitfalls and challenges are brutal and unforgiving.** This is why introspection and career management are critical. And we are not simply talking about “run a swim school” and everything will be fine, but deeper, serious stuff, i.e., is it who you are, and can you, and are you willing and prepared to, navigate the “10K”?

## Coaching Plan



The first step in planning is the destination. You can't plan a vacation/holiday without knowing where you are going. Of course you could just get on a bus or plane to get going *somewhere*, but that typically is not the most efficient way to land at your ideal destination. **So you should have a strong sense of your desired role in coaching**, such as teacher, age-group coach (club), senior/national coach (club/NGB), school coach, university coach, program director, etc..

Of course there is the balance of *needing* (and taking) a job, and actually planning your career. Sometimes you don't have the luxury of choosing the ideal job. But even if your position is one of need, or even desperation, **you should always have a plan.**

If you have to take a “lesser” job than you would like, you must leverage it. Be great at it. Create great references. Move to a managerial position, etc. **DO NOT STAGNATE.** You need to build your resume while professionally contributing to the organization you are with, all the while, staying focused on your long-term career objective.

A common theme in young careers is patchwork coaching, or two to four part-time jobs, in that none are full-time in hours or compensation. While this pathway is not ideal, it can expose you to multiple organizations and opportunities to grow within one.

The ultimate objective is to work or stair-step your way into a position of ownership (club, swim school, organization), or to hold a senior, full-time position in an established program. Career-building/income options might look like:

- part-time only (no other income) - hard to survive
- multiple part-time jobs - can be manageable income wise, and give exposure
- part-time coaching with full-time (other) income, i.e., teaching
- full-time coaching - club

Job options might look like:

- swim instructor (in any organization)
- school coach (head coach or assistant)
- club team assistant
- club team head coach
- club team administrator
- youth organization instructor/coach - YMCA, community program, orphanage, etc.

## Career Assessment/Growth



ALWAYS (purposefully capitalized) measure your career in four areas:

1. **Professional growth** - are you learning and growing?
2. **Career growth** - are you moving upward/forward?
3. **Financial growth** - are you enhancing your current or future financial position (salary, benefits, retirement, bonus, etc.)?
4. **Personal fulfillment** - are you working in a positive, supportive, collaborative, and nurturing environment?

Set one-year and five-year plans for the above. **It can be very easy in coaching to settle, wait, hope, accept, and let year after year go by with no change (OR GROWTH) in anything;** always thinking or hoping that something will change. It usually doesn't. This is why time-frames with objectivity, and alternatives, are critical.

## Career Management

And it is just that, managing your career. **Simply taking or doing a job is not career management.** As mentioned in “key skills”, be good at what you do. In the world of job security, other than “knowing people in high places”, this is it.

## Education

**Leverage your job prospects by learning all that you can.** There is no shortage of information available, whether it be certification programs, on-line education, or on-deck learning. Just learn all that you can, and make it clear that you are hungry, if not desperate to learn. Ask for information. Ask to shadow or learn from a superior. Ask to sit in meetings (above your pay grade). Find a way, any way, to learn and grow.

And beyond basic education, never forget the *professional* aspect of work. Would someone hire you simply on the characteristics of your work? Remember The Uncommon Professional story - inspiring. Should you leave one job for another, you want to make sure you have a resoundingly positive reference.

## Mentor

Find one. People that are well-established or successful typically like to mentor others. It is common and invaluable. **Find a mentor either inside your organization or outside.** Not only can they guide and teach you, they can advise you career-wise and possibly help you find a better position in the future.

## Assess Employer

Yes, you may need to take a job (the only job), but regardless of whether you chose your employer, or they chose you, **you must evaluate the organization**, regardless of type (club, school, etc.) in the following areas:

- integrity - do you trust them, and do they treat employees fairly?
- security - is there medium and long-term security in the organization, or high turnover?
- **upward mobility/growth** - do you see a pathway to move up in the organization or is there a ceiling on your position?
- compensation - is compensation fair, and is there a pathway to grow financially? Are there regular reviews?

## Back-Up Plan

No matter what job you have, even if it *is* your dream job (and you make a lot of money), **have a back-up plan!** This is called emergency preparedness in the corporate world. They **plan for worst-case scenarios** (like an earthquake) and so should you. Your “earthquake” could be:

- a new director wants to change directions and eliminate your position
- the organization is struggling financially and has to cut your pay
- influential parents don't like a decision you made and move to get you fired
- while you love your job, you hate (strong word) your boss
- your organization relocates or disbands, etc.



## Physical, Emotional, (and Spiritual) Health



Yes, the “take care of yourself first” mantra. Many coaches become singularly focused on the team/club, the athletes, performance, etc., with some in the obsessed category. News alert: don’t do this. **Coaching can easily become a 24/7, always connected, always thinking, always worrying, job and lifestyle.** It can suck you in, especially if you are successful. It’s a typical model of - a lot of work, a lot of success, therefore, more work, more success. **Taking care of yourself first** is the best pathway to a long-term career, and yes, long-term emotional and physical health.

We see this in too many coaches (in all sports) with end of career regrets, i.e., “I should have taken care of myself better, and had better career/life balance.” Don’t make the same mistake. Start now, in self-care and life balance.

### Physical

We know you don’t need parental advice, but please take care of yourself. In addition to your general health, you are a role model for athletes. There are a large number of coaches who do not take care of themselves physically with diet and exercise. So you can be there for your athletes and avoid longer-term health issues, embrace a healthy nutrition and fitness lifestyle. OK, end of lecture there, sorry.

### Emotional

The world of coaching (i.e., the world of parents of athletes that you coach), **can be emotionally challenging, draining, or even debilitating.** Add to that the intense pressure of performance at the individual and team level, and this can weigh on the emotions like few other vocations. Even those coaches who have come from, or gone to, high-level business jobs will tell you that it was nothing compared to coaching. **Providing emotional balance helps with a multi-dimensional life.** Don’t forget that mental health is critical for coaches as well as athletes.

- read (self-help/personal growth)
- meditate (below)
- family
- friends
- hobbies
- etc.

### Spiritual

No, we are not going to get religious here, but, in this (coaching) world, **it can be helpful to reach beyond yourself for guidance, direction, and purpose.** Meditation is a generally accepted practice that helps create life emotional balance and perspective. Make time for quiet reflection and to ask/seek:

- purpose in life
- purpose in coaching
- ways to connect to youth better
- ways to lead better
- how to be a better servant
- how to achieve greater impact
- general guidance

Well beyond workout and set design, and race strategy, this practice may very well be the most “streamlined” (pun intended) pathway to ultimate success and fulfillment. This can be the navigational equivalent of an airplane pilot shifting course a few degrees and ultimately reaching a drastically different destination. **Optimal performance should begin with optimal vision and direction from your internal GPS.**

## Financial Health



It is important to **be intelligent and proactive** in this area. You may have your dream job, and feel personally fulfilled (and that might be OK for you), but **there is a financial reality** that must coincide - bills, rent/mortgage, college, retirement, etc., etc. It is also important to NEVER assume anything financially and always have a plan, AND a back-up plan. We know the financial rewards of coaching are elusive, but with aggressive learning, professional growth, networking, and professionalism, a committed coach can stair-step their way to fair, if not rewarding, compensation. As you develop your career and grow in the profession, be sensitive and attentive to things like:

### An Emergency Fund

This is **setting aside funds** for an emergency. Yes, this is financial planning 101, but young coaches often find themselves with no reserves. We recommend setting up a disciplined system of regularly putting some money aside for an emergency (car breaks down, medical expense, housing situation changes). One strategy has been to live off the income from a job (or jobs), and to teach lessons on the side and put ALL of that money into savings.

### Retirement Plan(ing)

While this is next-level financial planning, it should always be top-of-mind. Ideally it is through an employer, school, or government agency, but do not ignore or forget this critical area of financial management. This comes into play when pursuing and deciding on a job. If there is no option from an employer, **you must take responsibility to create it**. Once an emergency fund has been established, find a way to put long-term money aside (and invest it if possible). This may mean working weekends (if no competition) for a number of years to create those funds. In short, take responsibility for your financial future.

### Side Business (lessons/swim school)

We mentioned teaching lessons to supplement income. For those with business savvy, strong skills, and community awareness, a small business can be built, which offers the best leverage of coaching in general, and greatest sense of job security, as you are your own boss.

### Giving Back



Assuming the whole coaching thing *is* working for you, **it is incumbent upon the coaching community to “give back” to the sport at some level, any level.** This sport is volunteer-driven, and is always in need of support at every level: competition, coaching, teaching, administration, etc., etc. And if you believe in this sort of thing, it is good karma. Yes, in the world of giving, serving, and (positive) energy flow, it does come back to you, in some way, at some time.

### Community

In your own neighborhood or community, look to:

- teach learn-to-swim (drowning prevention) or adult lessons for those who cannot afford them
- advise a community aquatics program in some capacity
- support a local school team as volunteer coach

### Club

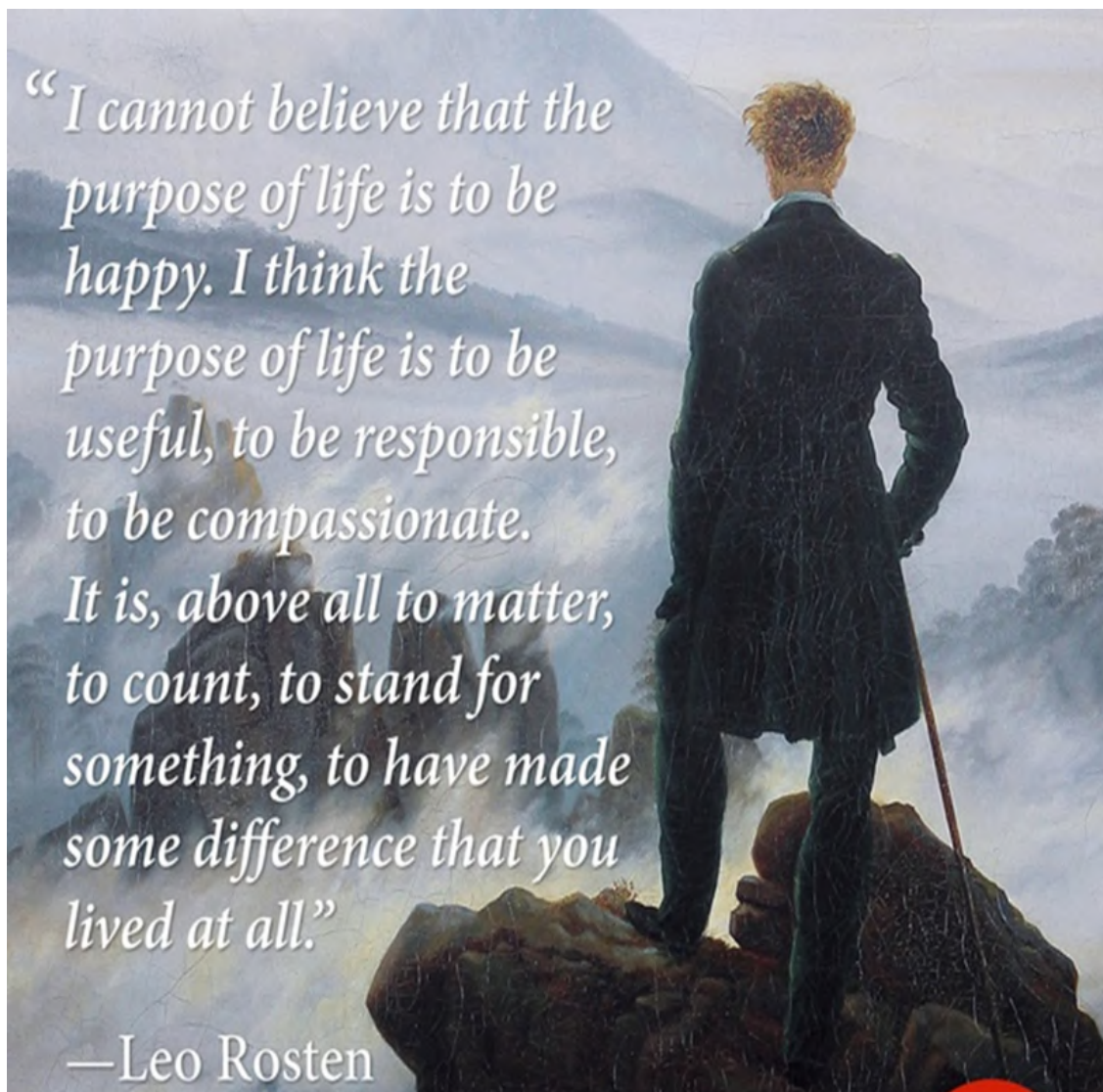
Within your own club there will be plenty of need. Don't always be “on the clock”. Look to help your organization grow in some capacity outside of your paid responsibilities. This can/should pay dividends to your career down the road.

### Region

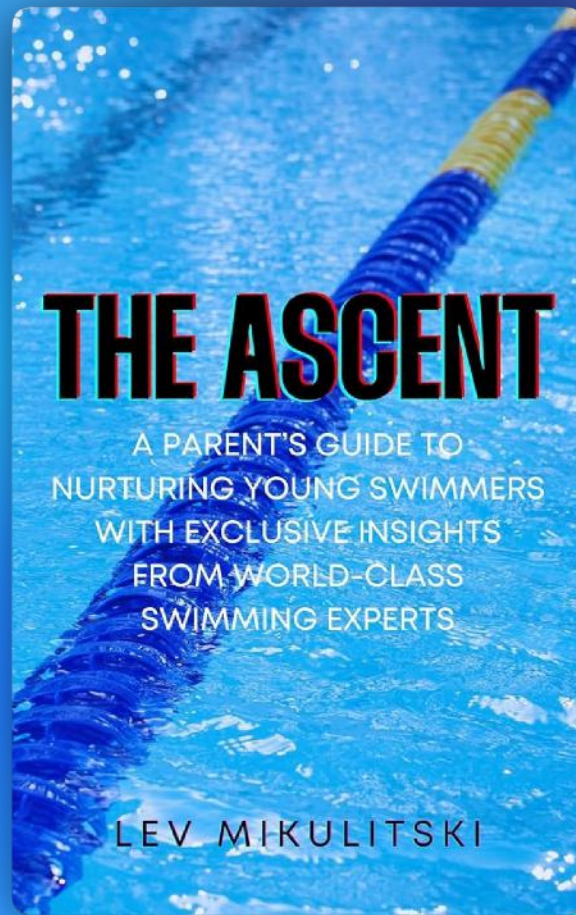
Regional organizations are generally all volunteer-driven. **There is always a need for coach support, guidance, and expertise.** Do what you can in some way, large or small, to support your regional swimming organizations.

### National/International

Should you reach a high level of coaching proficiency, you will have the capacity to contribute to larger organizations such as coaches associations, a National Governing Body (NGB's), or international organizations. We know that it is the *coach* that is the true driver of the sport and the insight, wisdom, and direction of accomplished coaches is invaluable to these groups, and to the direction of the sport. **The World Swimming Coaches Association is your resident example** with two of the greatest coaches in the world, serving as volunteers and true sport servants in **WSCA Chair, Dr. Jon Rudd, and WSCA Vice-Chair (past President) George Block.** You need look no further than these two for examples of not only giving back, but profoundly impacting the sport of swimming on a global level.



Thank you again, on behalf of The World Swimming Coaches Association, for your contribution to this incredible sport and to our most valuable resource.



# Book Recommendation

## A Unique Collection of Wisdom for Parents of Young Swimmers

The only book featuring insights from approximately 20 top experts in the field, including Olympic coaches, legendary former Olympic swimmers, and leading professionals in technology and the industry. Each shares their wisdom to help you become a better parent for your young swimmer.

A unique book that explores the fundamentals of competitive swimming, covering essential topics such as the critical role of parents, balancing swimming with academics, managing burnout and motivation, nutritional guidance, and more.

A guide offering a fresh perspective for parents who want to be more involved, providing practical approaches to support their child effectively while understanding the unique challenges of the competitive swimming journey.



**The International Swim Coaches Association (ISCA) presents an innovative and groundbreaking recognition program for age-group athletes and coaches.**



## **What are the ORCAs?**

The ORCA Awards were created to honor the athletes, coaches, clubs, and community leaders who elevate the sport of swimming from the ground up. This event shines a light on the people who build our sport every single day — from age-group programs to grassroots efforts happening in pools across the country. Across three unforgettable days in St. Petersburg, the ORCAs bring the swimming community together for celebration, education, and connection. Think of it as the ESPYs or Golden Goggles but specifically for our age-group community. - **Doug Fonder - Founder, ISCA**



# WSCA Question to Coaches

Rank in order of importance to you and your program:

Talent

Numbers

Culture

Resources

**“A leader takes people where they want to go. A *great leader* takes people where they may not want to go, but ought to be.” -  
Unknown**



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