

Sopris Jr/Sr Parent Meeting; Wednesday, September 16, 2015, 6:15-7 pm; Sopris C

- I. Welcome, greetings, sign-in
- II. Philosophy: competitive swimming is an ideal crucible for acquiring the behaviors, attitudes, and skills of success
 - A. Concrete, specific goals derive naturally from the competitive context
 - B. Medium, swimming, involves healthy lifelong exercise with multiple dimensions:
 - 1. Cognitive
 - 2. Physiological
 - a. Musculoskeletal
 - b. Neural
 - 3. Psychological
 - C. Progress is quantifiable and proportional to investment
 - D. Peer group is high-achieving and hard-working
- III. Vision

Parameter of success	Current/most recent	1-year	3-years
Team size	45	70	100
Championship team performance			
WSL Champs	6 th	Top 3	Win
CSI Champs	No participants	Top 20	Top 10
Senior Sectionals	3	4	8
Practice attendance	Approximately 40%	70%	80%
Practice engagement	Approximately 2.5 out of 3	2.8	2.9
Meet participation	Insufficient information	At least monthly	At least monthly
Swimmer involvement	Seasonal	Year-round	Year-round
Parent volunteerism	Strong core group (20%)	35%	50%
Officials	3 including 1 AO; no starter or referee	6 including a starter and AO	9 including a starter, AO, and referee

- IV. Swimmers
 - A. Behaviors
 - 1. Punctual
 - 2. Prepared
 - 3. Diligent
 - 4. Engaged
 - 5. Communicative
 - B. Attitudes
 - 1. Positive
 - 2. Receptive
 - 3. Respectful
 - 4. Resilient
 - b. Acquires and regularly demonstrates grit
 - 5. Disciplined
 - a. Do what you should do, when you should do it, in the manner that it needs to be done
 - C. Full participation in the process of improvement is the primary goal
 - 1. Attendance
 - a. at least 80% with consistent 3s
 - (1) Physical capacity
 - (2) Conceptual knowledge

- (3) Practice management skills
- b. Sustain improvement
- c. Contend on a statewide and regional level
- (1) Standard for travel meets
- 2. Monthly att/eff spreadsheet helps coaches, swimmers, parents understand the link between effort and results (see spreadsheet below)
 - a. Quantifies effective practice hours
 - b. Reinforces that which is done well
 - c. Focuses on areas needing improvement

Monthly Attendance and Effort Report			15-Aug		
Grp1	Prac hrs	Prac %	Effort avg	Eff prac hrs	Eff prac %
Max possible	62	100%	3.00	62	100%
	17.25	28%	2.89	16.62	27%
	35	56%	2.8	32.67	53%
	26.75	43%	2.5	22.29	36%
	12.5	20%	2.14	8.92	14%
	24.25	39%	3	24.25	39%
	29	47%	2.33	22.52	36%
	26.5	43%	3	26.50	43%
	15.5	25%	2.77	14.31	23%
	4.75	8%	1.5	2.38	4%
Group averages	19.89	34%	2.55	18.94	31%
Grp2	Prac hrs	Prac %	Effort avg	Eff prac hrs	Eff prac %
Max possible	62	100%	3	62	100%
	31.25	50%	2.77	28.85	47%
	55.75	90%	2.78	51.66	83%
	18.75	30%	3	18.75	30%
	11.25	18%	2.8	10.50	17%
	20.75	33%	3	20.75	33%
	33	53%	2.76	30.36	49%
	33.5	54%	2.93	32.72	53%
	22	35%	2.2	16.13	26%
Group averages	28.28	46%	2.78	26.22	42%

3. 10,000-hour rule of mastery
 - a. Most important talent is the passion and discipline to do the work
4. Success > commitment > greater success > positive-feedback loop
- D. Career progression has unskippable steps
 1. Training progression through the practice groups
 2. Meet progression through the various levels
 - a. Intrasquad and small local meets
 - b. Local championships and Front Range meets
 - c. State
 - d. Regional
 - e. National
 - f. College
 3. Psychological progression from unfocused to focused and owned
- E. Swimming in college is achievable for all interested
 1. Many different levels of competition
 2. Money available to swimmers even in DIII because of enhanced merit aid
- F. The stress-recover-adapt is the core of all physiological and psychological improvement
 1. Neural conceptual understanding and skill acquisition
 2. Physical--musculoskeletal and cardiorespiratory changes improve physical capacity
 3. Psychological grit, confidence, anxiety-management skills maximize neural and physical changes

V. Parents

- A. Reinforce expectations
 1. If swimmers complain that practice is too hard
 - a. Remind them about the stress-recover-adapt cycle
 - b. I intentionally challenge them beyond their current level
 - (1) May be the toughest thing they have encountered
 - (2) Success will be determined by whether or not kids embrace that challenge
 - c. Encourage them to attend more so that it becomes more manageable
 2. If swimmers asks to skip all or part of practice
 - a. Ask if
 - (1) Their group is practicing
 - (2) If it's on their schedule
 - (3) Their coach would tell advise him to miss
 - b. Partial-practice policy: come late or leave early only if
 - (1) Pre-arranged (24 hours) by swimmer and unavoidable
 - (a) Homework doesn't qualify (avoidable)
 - Time-management opportunity
 - Stay home and get caught up if you can't manage
 - (b) Physical limitations short of dire illness or accident don't qualify
 - (c) Other activities that could be done at other times don't qualify
 - Late school dismissals, doctor's appointments, other hard scheduling conflicts qualify with advance notice where possible
 - c. There are always distractions, intrusions, competing activities
 - (1) Champions plan their other activities around swimming; they do not plan their swimming around other activities
 3. If swimmers complain that the coach plays favorites (who are, allegedly, usually the fast swimmers), remind them

- a. The coach's favorites are the swimmers who come consistently, work hard, pay attention, accept feedback, make changes
 - b. Because those behaviors lead to more enhanced powers of attention and understanding, improved physical and technical abilities, and closer relationships with coaches and teammates, those individuals will by and large be faster, but that improvement is initiated not by favoritism but by the swimmers' passionate engagement in the process of pursuing excellence
4. If swimmers complain that the coach doesn't like them or isn't nice
 - a. Ask what "liking them" or being "nice" look like
 - (1) Swimmers may mention that the coach "yells" at them
 - (a) Is this "yelling" at a volume appropriate for the cacophonous setting?
 - (b) Is it to berate or instruct?
 - b. The coach's responsibility is to assign tasks and maintain expectations that will help athletes develop successful attitudes and behaviors in and out of the pool
 - (1) Those tasks and expectations often don't correspond to what swimmers would like to do at that moment or what would make them most immediately comfortable
 - (2) The ability to defer gratification in pursuit of a long-term goal is a determinant of success in life
 - (a) Research shows that children offered one chocolate chip cookie now or two later will often choose the immediate reward; however, those who choose to wait for a greater reward go on to be more successful as adults in all aspects of their lives
 - (b) Children may prefer to eat Twinkies, but few would argue that broccoli would be the superior nutritional choice
 5. Encourage swimmers to communicate with the coach directly
- B. Other
1. Refrain from approaching coaches during practice
 - (a) Optimal time is after practice
 - (b) Arrange a meeting if a more involved matter
 2. Refrain from communicating with swimmers during practice
 3. Check with coach before assuming everything you hear from your kids is an accurate presentation of the situation
 4. Address concerns directly with the coaches; refrain from complaining to other parents
 - (a) Group coach, head coach, BOD
 - (b) Parent COC applicable
 - (1) Swimmer COC equally relevant
 5. Recognize that swimming at a very high level and achieving scholastically is a manageable balance and is routinely done by high-level athletes all over the world
 - (a) Requires parental support
 - (b) Athlete sacrifice
 6. Allow athletes to assume increasing autonomy over their swimming as they develop
 7. Volunteer
 8. Promote the program in the community
- C. Goalsetting meetings online
1. Need completed goal sheet (have only 4)
 2. Usually done routinely in the fall and at other times by request
 - (a) Will revisit season goalsetting for LCM season
 - (b) Will also do championship meet goalsetting

VI. Closing

A. Excited for the opportunity to coach Sopris and looking forward to a great year

B. Please contact me if you have questions or concerns

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