

MM: Recording in the top that you are not recording perfect. So, Kim, thank you for

3:50 KM: It is a very good question because the hours are horrendous, in swimming I'm sure everybody knows the 5:30 starts the antisocial hours and do weigh heavy on you. But I think to be honest with you, I just love swimming and I love like developing

as well. So I try and I try and plan to try and make sure everyone gets as much out as they can for the sessions.

MM: Yeah. So, you talked quite a bit about your athletes in within your coaching approach, said when your coaching philosophy. So, I was to speak to one of your athletes. Or some of your swimmers, how do you think they might describe your coaching approach? If I asked them "what's what's Kim's coaching philosophy", what do you think they might say?

KM: I well, I would I think they probably would say that I'm quite yes, that I'm quite approachable and that also that I do listen to them and that I'm not a behaviorist. So I'm a constructivist coach. So I do see it as not black and white needs to be all those different colors of the rainbow because otherwise if you're so rigid. Like, for example, if you're putting criteria in or anything like that and you're so rigid, you would then miss somebody that's amazing, that probably hasn't quite got all the tick boxes. And it's like, well, do you ignore them or do you allow them to come in and just be part of it? So I think they would like to I think they would say that I'm quite supportive. I think they would like to say that I'm quite firm, but fair. So if I've got something to do, I'll do it and I'm not. But then also, I think there's times where they will say, "is there any chance we could do a little bit more speed work today?" And I can say, "yeah, that's no problem. We can optimal speed working, but we need to do this section here that we can change this bit." So I would hope that I would say as a partnership and that, you know, because they are part of that. But, you know, the power ratios and things like that as a coach to athlete and I think as soon as they feel like they're being heard then potentially, as I said, they'll do anything for you.

MM: Yeah, perfect. So that leads really nicely actually into that the next section around player learning. Player development. What do you think then are the crucial elements that are needed to enable your swimmers to learn or develop? And as you said, you're working with some elite and regional and national level. So what do you think is crucial to enable them to continue to learn and develop?

KM: So, I think a lot of it is particularly with swimming it's a lot of like feeling so so they they have to obviously realize that it's a process as well. So for them, they need to focus on certain things, such as process goals. So something really simple, like three front exits off the wall, not breathing in and out of a turn those little things where they can actually, like, learn and they learn through time as well. So I'm just focusing on the distance swimmers because sometimes the easiest to give an example of that. So a lot of it's pacing. So so, for example, if I said to one of my swimmers I need you to swim a 1 12 in this bit, they will they will count in their heads and they will swim pretty much to a one 12. And a lot of it's more about how they feel. So using the pacer the timings just the feel the water and stuff like that. And I think being having the conversations at the start of training as well and saying "this is going to be a really hard set the heart race that we need, the heart rates go up, we need to go down. That's going to get you quicker." Those types of conversations, even though they're quite short and at times it actually enables them to kind of understand why I need to get my heart rate up to this particular area in order to get that type of fitness. So a lot of it is through communication, questioning and just kind of having them having ownership, really, because a lot of I do have some swimmers that question me on sets, which is absolutely fine, as you do. But I kind of like that because then I can say "actually this is the reason why you doing this, because this this and this". And then "I got it now." And then they carry on and they get on with it. And I think that in itself is important that the athletes are able to ask you

those questions and actually, you know, feel comfortable asking you questions as well. And in the club, we send out a lot of emails as well. So regards

KM: Yes, it does.

MM: In terms of the opportunity for your athletes to have that trial-and-error guide to discovery approach to maybe whether it's timings or whether it's time.

KM: Yeah

20:32 MM: So how do you approach that safely within your sessions or, you know, if you work with someone that's maybe quite new. So I appreciate right now you're with some experienced swimmers, but when you working with juniors or your very first and you kind of swim, how did you approach or how do you approach safely the learning of a new skill or I guess technique that potentially carries an element of risk to it?

KM: Yeah, it's to be honest, it is quite difficult sometimes. So if I take for you the younger groups, just kind of the variation. A lot of it is. So if we if we think of like pre covid because obviously it's different, though I think for me it's things like making sure the lane is a little bit
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pool and just getting them use to kind of the bike side, at the spot. Slightly highlights the sounds
and all those are the bits that can trigger anxiety and stuff. But just really simple instructions I
find so. Ordinarily, the younger ones could be right, you going to swim 50 metres freestyle,
that's two lengths freestyle, and you direct them in terms of the way the lanes are going
round. And you also make everybody else aware that there's a new person in and they need to
be aware of them, because the way that we try and encourage the names to be is that lanes a
team. So potentially they have to work together to make the set, because if one one of them
kind of falls off the wayside, then potentially that causes a bit of issues of congestion and
stuff like that. We do have rules where any overtaking is normally at the end of the line rather
than going throughout. Obviously, that sometimes needs to be reminded for the younger kids
because goes in one ear and out the other. But I think demonstrations are really key. I think
really, really clear instructions, really stupid, like taking the goggles off and putting them
on the top of the head. For some reason, the kids can't hear when they've got the goggles on
ndom and I have no idea. But it is true. So it's just those little things. And also, if
they don't understand something, get them out and say, look, this is what I want you to do,
this, this and this. And sometimes we while most of the time we write on the boards as well.
So the child would have had the communication, verbally non-verbal communication through
demonstrations on pool side or by another swimmer in the water, and then as well as being
able to read off a board. So potentially they're going to have three. Tone312 Tfng hTf1 T648.7275.69Tm0 g0

problem. You can't do that. But you just need to be aware that we're

qualifications and coach education along the way. What would you say is the biggest lesson you have learned within coaching to date?

28:43 KM: Well, I think to me it is definitely as head coach, I would say, and it's probably not what you expect and I wouldn't say it's about the coaching, if I'm honest. Well, it is a little bit. So I would say to be adaptable, you have to be adaptable and open minded because you don't know everything. I even I don't know everything. And actually, it's good to be able to kind of take different views on and think actually, do I agree with that? Do I agree with that? Yeah. Or do I agree that? Probably not. So I think there are the two things in terms of coaching. I think in terms of kind of other things, I would say it's really important to write everything down and I think that's not necessarily said a lot in coach education programs, because particularly if you are in a head coach job or in a job of leadership, you do get a lot of criticism and a lot of people that aren't nice sometimes. But then you do get some people that are awesome and it obviously outweighs the negatives that you get. But I think my thing is to write absolutely everything down. So if you spoke to an athlete about something that