

**MM:**



it was done in a different way compared to the seniors that I currently coach at the moment, older you can give them a bit more independence. You don't have to, like, mother them, so to speak. Obviously some you do to get them going especially up in the morning. But I think there's that slight change of role. But in terms of my philosophy, my philosophy is there, I just think it's a bit more concrete now because I now know because I've

**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:0 59Tm0 3941(dopnl)fac3.M4E020Andlead1hings060-30eae1'64y-276(c)39UTEQ.000008871 0 5**

gone slightly out the way with covid, but potentially it is a lot of communication. So, for example, leading up to nationals when we have nationals, not this year but last year it was a lot of a lot of conversations with with the athletes that would go into those nationals saying, look, this is why we're doing this. You've got to do this this way, this way and tell me how it feels. And and then if it didn't feel great, we change it. And it's it's allowing them to be part of the process so that they can learn basically.

**17:12 MM: Yeah. To kind of talk about them being part of the process. What do you view your role as the coach being in supporting the learning and development of your athletes?**

KM: So I think for me, I have to make sure that I'm obviously up to date with all the rules and all the kind of all the appropriate things that should be in place. So you know you've got that to make. Sometimes the rules change with time, and it's kind of instilling then the rules change slightly. This is the way we've got to not be aware of. And I think with me, me going to see like the programs and kind of other setups makes me realize actually I'm doing the right thing and therefore I can then explain to them. And then obviously it then kind of moves on from not really. I hope that answers your question.

**18:05 MM: Yeah, absolutely. And then if you're a swimmer, so you've said you want to be part of the process, but. Yeah. What do you expect from them within that? How does how does that look? What is the part that you expect your athletes to play in the process?**

KM: So for me, with the senior swimmer for me personally. I feel that if I write something on the board, for example, the warmup, I would expect them to get in and get ready and get on with the first part by themselves. I'm not walking off poolside as other problems might happen, but for me, I would expect them to be independent and organized, a positive attitude, coachable, absolutely coachable and I think just wanting to be there and actually realizing that. The importance of that, you know, the stuff on the board is done for a reason and it is the reason is to help them progress as they go. So I think the ultimate athletes, if you ever have the ultimate athlete and I have had some amazing athletes, I really have that's what I would expect and just take ownership of their learning and their kind of their effort, because I've seen. Don't get me

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**

KM: Yes, when you asked me this question I had a real think about. I was to think about it because I think everybody always says, oh, I, I learn by watching , I learn by watching. And the people always say that. And I was I was going to say that. Well, actually, I don't think I do you know. I think I learn more by doing so I have to say a little story, if you don't mind. So when I went to,

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 you thought was an injury, write it down, make sure you got that date and that evidence, because potentially you may or may not need it at some point and make sure you've got people around you that you can trust. Definitely. I think you know you've got you know, whether it's as you say Shell, whether that's somebody else that's that's higher somebody. That's higher or somebody that's the same level as you that you can bounce ideas off and you know that it won't go any further, you know, and somebody that can say, "do you know what Kim, that's an awful idea. Don't do it." "OK, fine yeah." So I think always have some good support mechanism, because as I said earlier, it's such a social complex and emotions and everything like that with parents, with volunteers, with athletes. You know, it's really important that you do look after yourself as well. And so there are things that I probably would say and I think enjoy it because it's it's hard work being a coach. And,