

NSCA

COACHES

CONFERENCE 2023

JANUARY 4 – 6, 2023

Charlotte, NC & Online | 2.0 CEUs

#NSCACoaches23

CONFLICT OF INTEREST STATEMENT

I have no actual or potential conflict of interest in relation to this presentation.



Brian Thompson, PhD, CSCS*D, RSCC*E and MK Feit, PhD, CSCS, *D, RSCC
Supervising and Mentoring Tomorrow's Strength Coaches



***Expanding the Field:
Supervising and Mentoring
Tomorrow's Strength Coaches***



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Plan For Today:

Discuss research related to strength and conditioning coach development

Apply theories and best practices to create a coach development plan

Strength and Conditioning Coach Development Research



Brian Thompson, PhD, CSCS*D, RSCC*E and MK Feit, PhD, CSCS, *D, RSCC
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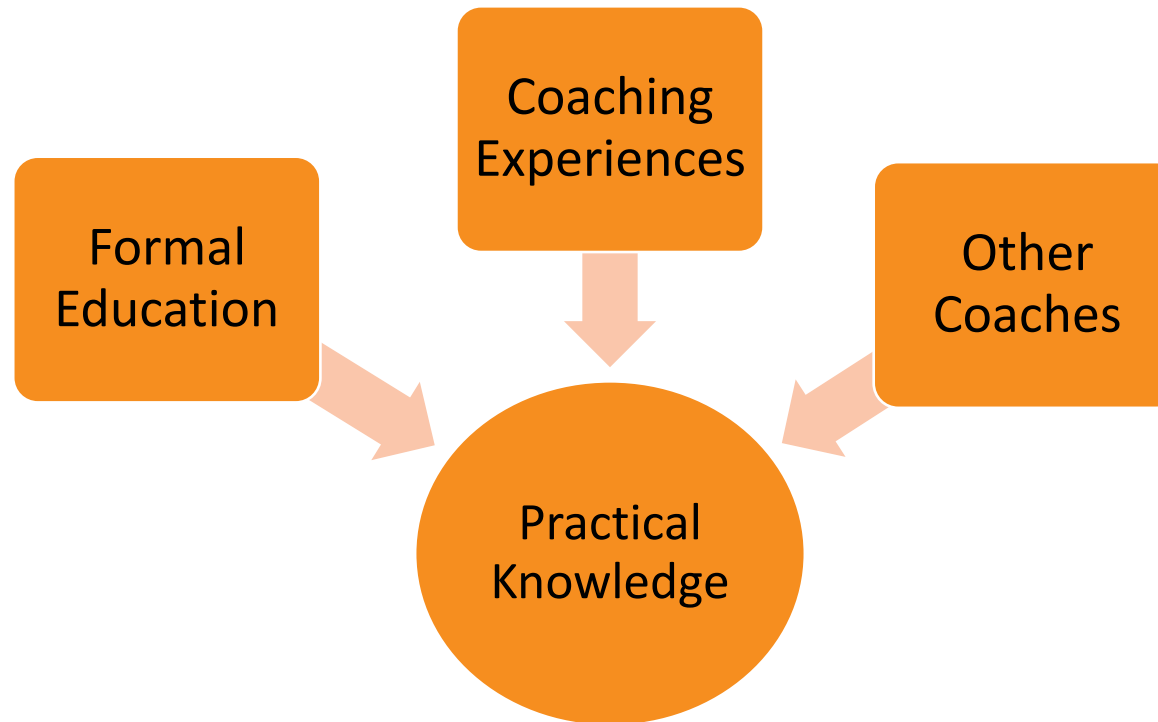


Research States:

Unfolding the Practical Knowledge of an Expert Strength and Conditioning Coach

Sandor Dorgo

Department of Kinesiology, The University of Texas at El Paso,
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Research States:

Effective Behaviours of Strength and Conditioning Coaches as Perceived by Athletes

**Chistoph Szedlak¹, Matthew J Smith²,
Melissa C Day² and Iain A Greenlees²**

Relationships

- Relatedness/Closeness
- Authenticity/Sincerity

Actions

- Instruction/Feedback
- Planning/Organizing

Values

- Motivation/Inspiration
- Confidence/Passion

Research States:

The Characteristics Differentiating Expert and Competent Strength and Conditioning Coaches

David A. LaPlaca & Paul G. Schempp

Knowledge Areas

- Formal Education in Exercise Science
- Understands Movement
- Effective Program Writing
- Filters Information

Experiences

- Coaches Multiple Sports
- Coaches Teams at Various Times of Year
- Leads Individuals and Groups
- Established Mentor/Mentee Relationship

Skills

- Demonstrates and Corrects Exercise Technique
- Communicates with Stake Holders
- Manages Training Space
- Knows Coaching Philosophy

Practical Recommendations for Development



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Knowledge Areas

Competent Knowledge Areas

CK1)	A competent S&C coach has a strong level of understanding of exercise technique and thus knows when an athlete's movement pattern needs to be modified.	4.48 (0.59)
CK2)	A competent S&C coach understands how to manage a large group of athletes and enforce rules, regulations, and associated disciplinary actions.	4.43 (0.61)
CK3)	A competent S&C coach has gained knowledge from coaches under whom they have worked and other coaches in the field which has aided in their own development as a S&C coach.	4.41 (0.65)
CK4)	A competent S&C coach understands their training program thoroughly enough so that they can explain the purpose and reasoning behind every aspect of the program, such as periodization and exercise selection, and how it reflects their philosophy.	4.35 (0.65)
CK5)	A competent S&C coach has earned at least an undergraduate degree in a kinesiology related discipline and obtained at least one S&C related certification, such as a(n): ASCA, ASCC, CSCS, CFSC, FMS, MSCC, NASM-PES, RSCC, SCCC, SFG, SFL, or USAW.	4.34 (0.76)
CK6)	A competent S&C coach understands how to design an individualized training program and implement the program based on an athlete's needs. This program can be designed by the coach based on their knowledge of energy systems, nutrition, stress management, injury rehabilitation, performance testing, sports psychology, and a variety of training methods.	4.32 (0.63)
CK7)	A competent S&C coach has a strong level of knowledge of exercise science, possibly obtained through a master's degree and current research, and understands how to apply this knowledge in training an athlete for their specific sport.	4.20 (0.71)
CK8)	A competent S&C coach knows how to effectively filter new information so that they can integrate new ideas while still maintaining their focus on achieving their primary goal.	4.18 (0.67)
CK9)	A competent S&C coach enhances knowledge and fosters a continual improvement model through continuing education and active participation in S&C development courses, events, and programs such as: FMS, SFMA, PRI, FST, and FRC.	4.04 (0.91)
CK10)	A competent S&C coach's knowledge should be rigorous and scientific in nature gained from sources such as books, journals, and direct transfer of applied practices and outcomes.	4.03 (0.75)

A competent S&C coach understands how to manage a large group of athletes and enforce the rules, regulations, and associated disciplinary action.

Observe/Intro to team

Explain a block of the program

Lead a warm-up

Explain and lead a block of the program

Lead break-down

Lead entire training session

Observe mentor enforcing rules and disciplinary actions

A competent S&C coach has gained knowledge from coaches under whom they have worked and other coaches in the field which has aided in their own development as a strength and conditioning coach.

Weekly meetings with interns

All interns work with a variety of coaches

In-services taught by each staff member

"Friday with a coach"

A competent S&C coach's knowledge should be rigorous and scientific in nature gained from sources such as books, journals, and direct transfer of applied practices and outcomes.

“The Golden Age of Strength and Conditioning” book review and discussion

Research Article Analysis - 5 times per semester

Two hours of of structured applications time, and daily unguided applications development without athletes present



Learning Experiences

Competent Experiences

- | | | |
|------|--|----------------|
| CE1) | A competent S&C coach has had experience training multiple sports and working with the sport coaches in developing an offseason and in-season evidence-based training program that encompasses the ideas of the sport coach, demands of the sport, and needs of each athlete, such as injury rehabilitation if applicable. | 4.21
(0.75) |
| CE2) | A competent S&C coach has five to nine years of S&C coaching experience where they were responsible for leading the training sessions of both individual athletes and large teams. During this time they have worked with a variety of sports, sport coaches, and athletes with different needs. | 4.08
(0.74) |
| CE3) | A competent S&C coach has had experience as a protégé in a mentor-protégé relationship where they experienced challenging situations and overcame them with the help of their mentor, who is an experienced and qualified S&C coach. | 4.01
(0.81) |
-

A competent S&C coach has had experience training multiple sports and working with the sport coaches in developing an offseason and in-season evidence-based training program that encompasses the ideas of the sport coach, demands of the sport, and needs of each athlete, such as injury rehabilitation if applicable.

Design 5, 3-week programs based on their own training goals

Develop a 12-week off-season program for a specific team

Design a year long program starting with a needs analysis for the sport with guided feedback for each section

Discuss injury adaptations in the class/meeting room, then gain hands on experience in the weight room

Sit in on meetings with the mentor strength and the sport coaches

A competent S&C coach has had experience as a protégé in a mentor-protégé relationship where they experienced challenging situations and overcame them with the help of their mentor, who is an experienced and qualified S&C coach.

Meeting after each training session

Giving direct feedback

Discussing any challenges that manifest during the periodized education

Skills

Competent Skills

CS1)	A competent S&C coach confidently communicates proper exercise technique to athletes using simple verbal coaching cues and through physical demonstration.	4.68 (0.47)
CS2)	A competent S&C coach develops a positive relationship and communicates effectively and regularly with sport coaches and training staff to gather their input and report the progress being made by athletes during S&C training sessions.	4.63 (0.53)
CS3)	A competent S&C coach designs an effective periodized program based on the athlete's needs and their sport, making adjustments in the program when needed. Adjustments could be based on factors such as recent testing, injury, or input from the sport coach.	4.60 (0.56)
CS4)	A competent S&C coach effectively manages a training environment involving a large group and runs the daily activities of a S&C program including managing a variety of circumstances that may arise.	4.56 (0.57)
CS5)	A competent S&C coach clearly explains to an athlete or a sport coach the purpose and reason an exercise is included in the training program.	4.49 (0.65)
CS6)	A competent S&C coach develops a professional and personal relationship with the athletes and all personnel involved in the development of each athlete which generates more effective communication and understanding between everyone involved. The competent S&C coach then takes the knowledge gained from these relationships in better developing the athlete's athletic performance.	4.43 (0.72)
CS7)	A competent S&C coach provides specific corrective feedback to athletes immediately when needed in order to improve performance.	4.35 (0.71)
CS8)	A competent S&C coach evaluates training techniques and proficiency to assess if regression or progression in training should be implemented.	4.34 (0.57)
CS9)	A competent S&C coach has a firm identity of who they are as a coach, their coaching style, and their coaching philosophy, which they clearly communicate.	4.10 (0.75)

A competent S&C coach develops a professional and personal relationship with the athletes and all personnel involved in the development of each athlete which generates more effective communication and understanding between everyone involved. The competent S&C coach then takes the knowledge gained from these relationships in better developing the athlete's athletic performance.

Rule #1 - Know all the athletes' names

Know all the athletes' majors

Know all the athletes' hometowns

Say something individually to each athlete every training session

It takes time to get to know the personality of each athlete



A competent S&C coach evaluates training techniques and proficiency to assess if regression or progression in training should be implemented.

Some type of yearly screening

"Assess, reassess, and reassess" - Dan John

Taught how to design regressions and progressions for all exercises

Design and demonstrate regressions and progressions for all major exercises

Understanding of corrective exercises



A competent S&C coach has a firm identity of who they are as a coach, their coaching style, and their coaching philosophy, which they clearly communicate.

5 Principles assignment

Philosophy Paper

Portfolio project (resume, cover letter, principles, philosophy, programs, influential articles and videos, research project)

Practical side - guidance and mentorship throughout internships

Importance of Feedback and Evaluation



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Assist with the Reflective Practice

Springfield College On-Campus Internship Example:

Date: 9/15/22

Weekly Positives:

I felt very comfortable coaching and queuing the front squat with both football's lift and cross country's lift. With cross country especially, it's been incredibly rewarding to see them grow and become comfortable in the weight room. For their first time doing front squats this year, both teams did an incredible job and I am genuinely impressed. I am pleased with myself too for building rapport with the athletes and coming very close to learning all of their names.

Weekly Room for Growth:

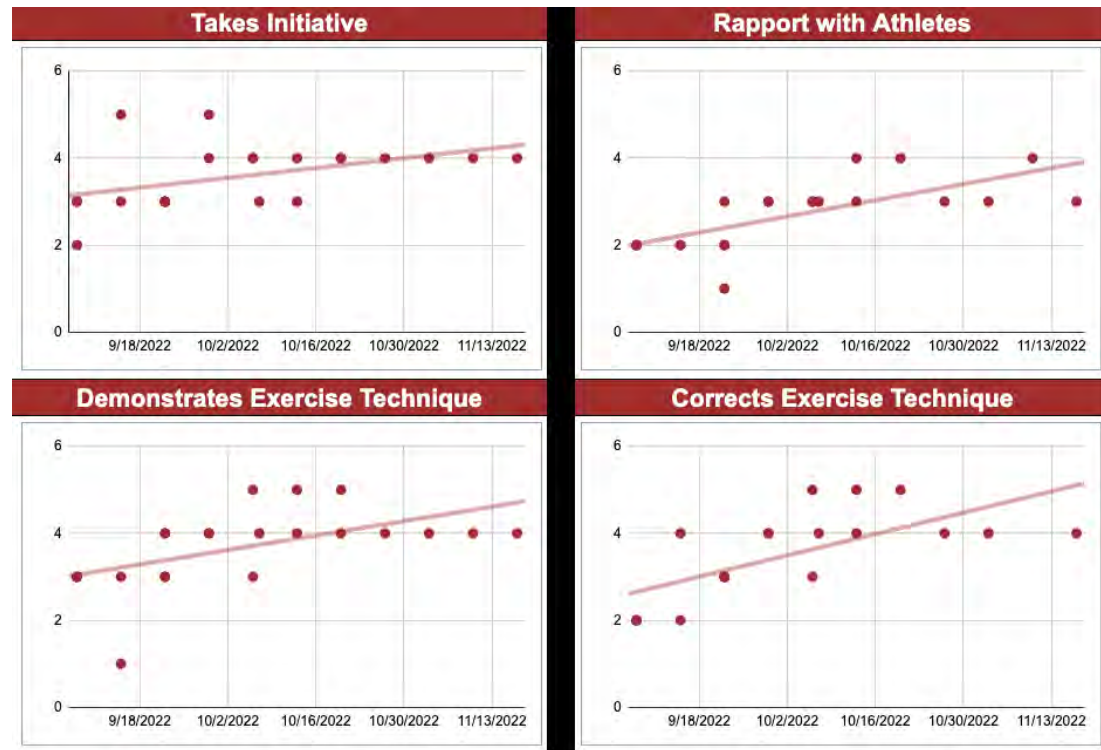
For football over the weekend, I was given the opportunity to train the injured players using their modified program and I feel it could've gone a lot better. With such a large team creating a chaotic environment, I feel as though I could've taken control more as a coach. I had to look back at the screen one too many times to remind myself which player does which workout depending on their injury. We normally decide who coaches the modified program just a few minutes before the session starts, and next time I would ask the coaches at least two hours before and to decide who handles the modified card for the session and if it were me, to send me a copy so I can review it. I would then like to look at the screen no more than two times when explaining the card to the players.

Actions Steps:

- Get a copy of the modified program for the day at least 2 hours before the session
- Ask an intern/GA who has worked with the injured players in the past about spacing and needs of the injured athletes
- Look at the screen no more than 2 times during the entire explanation of the modified program

Assist with the Reflective Practice

Springfield College On-Campus Internship Example:



360 Degree Evaluation

**Springfield College
Graduate
Assistants:**

TBD:

**Coach Eval
Peer Eval
Supervisor Eval
Self Eval**

Questions?



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