



Section #2

| | |
|---|----|
| MAT Mastery | 3 |
| TOPIC 1 – Disguising Repetition | 3 |
| Back and Forth..... | 3 |
| Rotating Line Drill..... | 3 |
| Defender in the Middle | 4 |
| Spontaneous Defense | 4 |
| Blind Defense..... | 4 |
| Attacker in the Middle | 4 |
| Odd Man Out | 4 |
| Add On..... | 4 |
| Team Self-Defense Monkey Line..... | 5 |
| Contact Training:..... | 5 |
| Disguising Repetition in Forms | 6 |
| Stop and Turn..... | 6 |
| Slow Motion..... | 7 |
| Iso Kinetically | 7 |
| Footwork Only | 7 |
| Bunkai | 7 |
| Blindfolded..... | 7 |
| Different Directions..... | 7 |
| Mild Distraction | 7 |
| Intermediate Distractions..... | 8 |
| Just Handwork..... | 8 |
| Synchronized Form | 8 |
| Continuous Form..... | 8 |
| Competition | 8 |
| TOPIC 2 – Black Belt Leadership Scripts - PERSEVERANCE | 10 |
| Week 1 - Goals | 10 |
| Week #2 Obstacles..... | 13 |
| BLACK BELT COMMITMENT PLEDGE..... | 14 |
| Week #3 Breaking Big Goals into Smaller ones..... | 15 |
| Week #4 Resilience | 16 |
| Week #5 Consistent Practice | 17 |
| Week #6 Never Give up – Never, Never give up | 18 |
| Week #7 Back up Plan..... | 18 |
| Week #8 Being a Problem Solver | 19 |



ProMACSM

Professional Martial Arts College

Session 8A, Section # 2

| | |
|--|-----------|
| Week #9 Overview | 20 |
| TOPIC 3 – Providing World Class Service | 22 |
| Be A Martial Artist First..... | 23 |
| Be A Teacher Second | 24 |
| The Perfect Martial Arts Class..... | 25 |
| Instructor Attitude Adjustment | 26 |
| Trouble-shooting Your Classroom..... | 27 |
| Instructor To Student Ratios..... | 29 |
| Qualities Of An Ideal Instructor | 30 |
| TOPIC 4 – TRANSFORMATIONAL COMMUNICATION SKILLS | 32 |



MAT Mastery

TOPIC 1 – Disguising Repetition

We all know that the key to developing practical self-defense skills is in mastering the appropriate movements. The challenge with this is that most students become bored with the techniques they are learning before they have them committed to memory.

As a professional instructor, your major objective is to develop your students into the best Martial Artist possible, while keeping their interest high. Remember, when the interest is high they will keep coming back. The more often they come back to class, the better they will become. So you will need to trick them onto doing what they don't want to do...the same thing over and over again. Trick into doing the same thing while they think that they are doing something fun and different.

Pick one of your self-defense techniques or one step that you want your students to practice more. Then vary the way they practice it using the following drills. It is important to keep your technique accurate to your style. To keep the students from getting sloppy, don't vary the technique but vary the drill.

Just prior to when the students start to get bored, switch the drill but keep the same technique. (The best time to switch is when they are beginning to feel comfortable and having fun with it.)

Once your students have the basic idea of a particular self-defense or one-step technique, vary the way you have them practice it. The following is a list of drills to keep self-defense training fun. (Note: See Instructors Training Manual #1 for more Self-Defense Drills)

Back and Forth

Each person performs the self-defense technique back and forth on his or her partner. To make this more interesting, you can have them vary the speed of the attack and vary the speed of the counter from slow motion to full speed.

Rotating Line Drill

Have your class line up in two lines, facing a partner. Everybody on one side attacks, while the other side defends. After one attack, everyone rotates one place to the left. Remember, the same side always attacks, so as the class rotates down the line, they



Session 8A, Section # 2

will eventually end up on the other side and doing the opposite of what they started out doing.

Defender in the Middle

Have three or four students surround one student. The student in the middle must defend, using the same technique. The students on the outside attack the student in the middle (usually in a clockwise direction). After each outside student has attacked, put a new person in the middle. Do this until everybody has a chance to be in the middle.

Spontaneous Defense

This is the same drill as above, only the attackers do not go in any order. Each student attacks when he or she feels like it. This way the person in the middle must be ready for an attack from any direction.

Blind Defense

Have the person in the middle close their eyes (or you can use a blindfold) and respond when he senses an attack. CAUTION the attackers to BE CAREFUL.

Attacker in the Middle

Same as "Defender in the Middle", except the person in the middle randomly attacks those on the outside.

Odd Man Out

Use this drill when you have an odd number of students in class. Pair up the students, and the student without a partner does a set number of push-ups while everyone else is doing attacks or defenses on each other. When the odd person completes his push-ups, everyone must get a new partner as quickly as possible. To add excitement and energy, they must yell while looking for a new partner.

Add On

Another way to make a self-defense technique more interesting is to blend it with other kicking or punching routines. Example: After the students finish a self-defense technique, have them add on a kick or sparring combination at the end. Mixing and

Session 8A, Section # 2

matching various sparring routines with self-defense techniques offers an unlimited amount of exciting possibilities. **Have fun with it!**

Team Self-Defense Monkey Line

Have students break up into teams of four or five in single file lines facing one team member. On the instructor's command, all the team members attack the first person in line one at a time. When everyone has attacked that person, he goes to the end of the line and the next person steps out to be attacked. Each team tries to be the first one done.

It is important to teach your students to not take any one particular self-defense technique too seriously. In a real situation, the technique would rarely come out as originally planned. The purpose of teaching set self-defense techniques is to develop your student's arsenal and to show possible solutions to potentially dangerous situations. The concepts taught behind self-defense are more important than the actual techniques. One way to help the student develop the concept of a particular self-defense technique is to have them do it against a variety of attacks. For example: If you teach a particular technique for a right punch, have your students find a way to work the same move for a chest or wrist grab, or vice versa. This helps them analyze the movements more thoroughly, thereby understanding the concepts on a deeper level.

Note: Once your students understand the self-defense techniques well enough to apply them to any attacks, you can do all of the previously listed drills with varied rather than specific attacks.

Contact Training:

Students should be taught to practice control when performing techniques on a partner. It is also important that students learn to make contact. Everything that is taught and practiced in the air should also be performed on a surface. This way, students actually get in the habit of making contact. The last thing that you would want to have happen is to be confronted with a self-defense situation and have to consciously think about making contact. You would want that to be natural. In order for that to be natural, you'll have to have practiced the moves on a surface.

Session 8A, Section # 2

Making contact with surfaces adds an important element to disguising repetition in Martial Arts training, and also gives your students the additional benefits of striking with the same type of force used in self-defense situations.

Take the same techniques that you have used in other drills and practice them on a surface. Start out with a relatively simple version or technique. Have the students make harder contact than they would in a partner drill (but not necessarily full contact yet). After the student is conditioned to surface contact training, it is recommended to increase the impact up to the force necessary in a real self-defense situation. Save the full contact for advanced training, after the students have been conditioned to impact. Remember, we want to avoid injury – injured students are much more likely to quit than healthy ones.

Disguising Repetition in Forms

These drills will not only help your student learn their forms better, they will help them prepare for tournaments or tests. It's important to be able to do the form regardless of the surrounding environment. This forces your student to go internally and focus on exactly what they are doing at the present time.

The following drills will be the ones that you perform with your students after they have their basics forms down.

Start with a very basic form. Have your students do the normal form from start to finish. This helps remind them of the form and gives them a point of reference. Now, vary the way in which you have them do the form.

Forms Class Ideas

The following exercises are helpful (once a form is completed) in truly testing the knowledge of the form and increasing strength in various movements.

Stop and Turn

Whenever the instructor says stop, he will have the students turn to face in another direction. Continue the form from that point. Once again, have them stop and change directions. Do this several times. This forces the students to have an internal reference as to the direction of the next move within the form. This helps to have them break the habit using the mirrors or walls as a source of direction.



Slow Motion

Doing a form in this fashion allows you to analyze and pay attention to details that may be missed at regular speed.

Iso Kinetically

Have your students go slowly, muscling the whole form and putting as much power into each movement as possible. Super slow, super tight, super intense. Really emphasize those stances. This really makes you think about the middle movements, not the beginning or the end, but what happens between the start and the finish of a movement.

Footwork Only

This allows you to concentrate your energy just on stances and stance transitions.

Bunkai

(application) Going through each movement with a live attacker. This keeps us from forgetting the original meaning of every move.

Blindfolded

This teaches you to gain your bearings without the use of sight; forcing you to use your other senses more thoroughly.

Different Directions

To really know a form, you should be able to face any direction when beginning, and still finish correctly.

Mild Distraction

Have other students try to distract the performing student within the following rules: They can wave at him, holler at him, even touch him lightly. The performing student's mission is to get through the whole form without smiling, laughing, or making a mistake. If they can't, they will have to start over.

Intermediate Distractions

The rules on the intermediate distractions are to KEEP IT SAFE, so there should be no hitting - in the head or certain other body parts. However, we will be creating not only a verbal distraction, but also an actual physical distraction. Reasonable contact and mild pushing, etc. are allowed. CAUTION: This can get really out of hand. LAY THE GROUND RULES OUT FIRMLY AND WATCH THEM LIKE A HAWK. "BREAK" THEM IF THEY GET OUT OF CONTROL.

Just Handwork

Stand in a horse stance and perform just the hand technique. This is a great test of memory and coordination.

Synchronized Form

Two or more people performing the same form in unison. This is an excellent test of timing and confidence.

Continuous Form

Do the same form over and over without pause. This is an excellent method of developing stamina as well as ingraining this form into your memory banks.

Competition

Nothing puts more pressure on you than competition, either in class or in a tournament. If you can successfully complete your form, keeping your composure the whole way, you know the form.

From time to time, most teachers go through dry spells when they aren't feeling creative or inspired. This can often reflect in their classes and is usually frustrating for students and teachers alike. At times like these, it is nice to have resources to draw from.

Training manuals and seminars are helpful and can often make the difference between a ho-hum class and an exciting class. They are, however, not always necessary. The seeds of countless ideas for great classes are hidden within each and every instructor. The possible variations on drills are unlimited. There are virtually no limits. It is just a



Session 8A, Section # 2

matter of how creative YOU ARE. How can you be more creative? Set aside some time and ask the right questions.

When trying to develop new ideas for the classroom, here are some questions that might help.

1. What areas of my student's training needs the most help? i.e. - forms, basics, kicking, blocking, etc.
2. What qualities do they need to develop more thoroughly? i.e. – stances, reaction time, speed, power, teamwork, balance, endurance, flexibility, accuracy, form, etc.
3. Do I need the assistance of some type of training aids? i.e. – targets, focus pads, kicking shields, blocks, etc.
4. How many students are in class and how should I break them up? i.e. – with a partner, in groups of two or three, large groups, etc.

Remember, the answer almost always lies in the question. When you want to vary a specific drill, change the ingredients (a little or a lot, depending on how much you want to change the drill) and you will have an entirely new drill.

The possibilities of “Disguising Repetition” are unlimited. It only takes time, willingness, and a little imagination. GOOD LUCK!!!

TOPIC 2 – Black Belt Leadership Scripts - PERSEVERANCE

Week #1 - Goals

What Does It Mean To Have Perseverance?

It means to not give up on something, regardless of how difficult things become. Every one of you has shown perseverance in your life many times before. The things you now take for granted like reading, tying your shoes, riding a bike and even the simple art of walking, were things that you at one time did not know how to do.

What helped you to develop these skills and will help you to develop other skills in the future is PERSEVERANCE.

Perseverance is a combination of endurance, doggedness, and determination. It is believing in yourself even when others don't. It is in all of us...sometimes we just forget how to access it.

For the next ten weeks, we will be discussing perseverance and how we can practice it regularly.

Instructor Script

This week, for our perseverance lesson, we are going to discuss our Martial Arts goals. We are all going to break in to groups and the instructors will help you to establish your Martial Arts goals into a clear, believable vision.

(Break up group by age and number of available instructors. Then each instructor will help to set every student's individual goals i.e. Black Belt,



Session 8A, Section # 2

Demo Team, etc. The student will then write the goals down, along with the projected date of accomplishment, on a **BLACK BELT LEADERSHIP GOALS SHEET** that they will take home at the end of class. Bring all the groups back together).

Did everyone set his or her Martial Arts goals?
How many set their goal to become a Black Belt?

Everyone say, "A Black Belt is a White Belt that never gave up". Almost everyone that ever got their Black Belt thought about giving up...they just didn't.

Next week we will be learning the Black Belt Commitment Pledge.

(Remind students to post their **BLACK BELT LEADERSHIP GOALS SHEET** in a conspicuous place where they will see it often).



Session 8A, Section # 2

BLACK BELT LEADERSHIP GOALS SHEET

My Black Belt Leadership Goal is to:

I will achieve this goal by _____

Student's Signature

Date

Instructor's Signature

Date

Week #2 Obstacles

Did everyone post their Black Belt Leadership Goals Sheet in a good place? Where? What was your goal and when are you going to accomplish it? Good.

This week we are going to discuss some possible obstacles that we might encounter on our path to Black Belt Leadership, and then we will try to find solutions in advance to these obstacles.

“I, _____, set my goal to become a Black Belt Leader; not only at Kovar’s Satori Academy, but also at school, at home, and in the community. I will pay attention, work hard, and NOT give up. I am on a quest to be my best!!!”

JUNIORS

(Discuss possible obstacles that they might have and how they can overcome them. Next, have each instructor pass out a copy of their BLACK BELT COMMITMENT PLEDGE and have them rehearse it together.

Then bring the groups all back together into one big group).

Let’s say the BLACK BELT COMMITMENT PLEDGE together one more time.

How many of you think you can have it memorized by next week?

Good, that is your assignment.

Is it going to be easy?

No!

Can you do it?

Yes, if you practice perseverance.



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Professional Martial Arts College

Session 8A, Section # 2

ADULTS

Discuss with them what obstacles they might encounter and will have to overcome.

Next, have them either memorize the Adult Black Belt Pledge or write and memorize their own. Let them know that they will be responsible for memorizing and repeating their pledge by next class.

“I, _____, set my goal to become a Black Belt Leader; not only at Kovar’s Satori Academy, but also at work, at home, and in the community. I will pay attention, work hard, and NOT give up. I am on a quest to be my best!!!”

BLACK BELT COMMITMENT PLEDGE

“I, _____, set my goal to become a Black Belt Leader; not only at Kovar’s Satori Academy, but also at school/work, at home, and in the community. I will pay attention, work hard, and NOT give up. I am on a quest to be my best!!!”



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Professional Martial Arts College

Session 8A, Section # 2

Week #3 Breaking Big Goals into Smaller ones.

JUNIORS

Last week we practiced saying the Black Belt Commitment Pledge. Who remembers it?

"I, _____, set my goal to become a Black Belt Leader; not only at Kovar's Satori Academy, but also at school, at home, and in the community. I will pay attention, work hard, and NOT give up. I am on a quest to be my best!!!"

ADULTS

Last week we worked on our Black Belt Pledge. Who remembers it?

"I, _____, set my goal to become a Black Belt Leader; not only at Kovar's Satori Academy, but also at work, at home, and in the community. I will NOT give up. I am on a quest to be my best!!!"

ALL

This week we are going to talk about how to break down big, long-term goals into smaller, short-term goals. Everybody repeat after me:

Mile by mile, it's a trial.
Yard by yard, it's hard.
Inch by inch, it's a cinch

In Martial Arts, many people's long-term goals are to become a Black Belt Leader. This does not happen over night; however, it takes years of practice, patience, and, of course...perseverance. The colored belts represent shorter-term goals and the tips are short-term goals. If we break the goal of becoming a Black Belt Leader down into belts and tips, all of a sudden it doesn't seem so overwhelming. It becomes reasonable and realistic.



Session 8A, Section # 2

Help students figure out which belt rank they will be in three months, 6 months, one year, and so on. Remind the students that if they come to class on a regular basis and try hard, they will progress.

Everybody repeat after me:

Mile by mile, it's a trial.
Yard by yard, it's hard.
Inch by inch, it's a cinch

Week #4 Resilience

In our perseverance training last week, we said, repeat after me:

Mile by mile, it's a trial.
Yard by yard, it's hard.
Inch by inch, it's a cinch

We discussed the importance of breaking big goals down into smaller ones.

This week we are going to discuss how RESILIENCE is a part of perseverance.

Everyone say, "To fall 7 times and rise 8, life begins from here".

Resilience is the ability to take a failure on the chin and bounce right back. It means to learn from the experience but not to be destroyed by it or forever run by it. If we can't roll with the punches that life throws our way, then we can't persevere. Remember failure should be our teacher, not our enemy. You NEVER fail as long as you keep trying.

(Ask the students about some challenge (problem) that they were able to overcome).

Everyone say, "To fall 7 times and rise 8, life begins from here".

Week #5 Consistent Practice

For the last few weeks, we have been discussing different aspects of perseverance and how it relates to our Martial Arts training. Let's review what we have learned so far.

The first week we set goals.

The second week we memorized our Black Belt Commitment Pledge. Let's say it again_____.

The third week we talked about breaking down our long-term goals into a bunch of smaller short-term goals. Everybody say, "Mile by mile, it's a trial; Yard by hard, it's hard; Inch by inch, it's a cinch".

Last week we talked about how resilience is a part of perseverance. Everybody say, "To fall 7 times and rise 8, life begins from here".

This week we are going to learn a slogan that will remind us how we can become good at ANYTHING we want. Everybody say, "Consistent practice, with effort, over time". That's it. Whatever you want to be good at, just remember, "Consistent practice, with effort, over time."

Ask several students what they want to be good at.

Ask the class, "How do you get good at something?"
They respond, "Consistent practice, with effort, over time."

Week #6 Never Give up – Never, Never give up

Last week we learned the key to becoming good at anything. It is “Consistent practice, with effort, over time”. This week we are going to memorize an entire speech given by one of the world’s greatest orators, Winston Churchill. Winston Churchill was the Prime Minister (that’s like the President) of England during World War II. He was known for giving long and involved speeches. Are you ready to learn one of his most famous speeches from beginning to end? Sounds hard, doesn’t it? Well, here it is:

“Never give up. Never, never give up.”

Repeat after me, “Never give up. Never, never give up.”

That was his whole speech. At first the people of England were a little disappointed, then over time they came to appreciate it.

(Ask the students what they could accomplish if they never gave up).

Everyone say, “Never give up. Never, never give up.”

Week #7 Back up Plan

Last week we learned Winston Churchill’s famous speech. Who can remember it? That’s right. “Never give up. Never, never give up.”

This week we are going to talk about the importance of having a back up plan if things aren’t going right.

Everybody say, “There is always a way when you know there is always a way.”

What that means is sometimes you have to change your plan to become successful at something. There will be a time when you get a chance to break a board. Hopefully you will break it on your first attempt, but if you don't, you can try again. Let's say you tried it three times and it still didn't break. Instead of giving up, you could try using a different, more powerful strike that will allow you to break the board. Everyone here has tried to do something a certain way, only to have it not work. Then you tried it differently and you were successful.

((Have the class come up with an imaginary problem then, as a team, have them come up with various solutions).

End by saying, “There is always a way when you know there is always a way.”

Week #8 Being a Problem Solver

Last week we learned that, “There is always a way when you know there is always a way.” Everybody repeat that phrase for me.

This week we are going to teach you a simple technique to help you become a better problem solver. If you can become a better problem solver, you will have the ability to persevere over nearly any challenge.

Being a problem solver is easier than you might think. It is really about making a habit of asking yourself the right questions. You see, most of the time when we are faced with a challenge, we will ask ourselves, “Why did this have to happen to me?” or “How come I have to face this?” If you

Session 8A, Section # 2

ask yourself these kinds of questions, you will never come up with a solution.

Everybody say, “Ask yourself the right question and you will get the right answer.”

A better question to ask yourself when faced with a dilemma is, “How can I benefit from this?” or “What is a good way to handle this solution?” When you ask yourself empowering questions like this, your subconscious will go to work and find solutions.

(Ask the group negative questions like “Why did I always have so much work?” (Ask in a whiney voice). Have them figure out a better question for the same situation. “How can I get my work done sooner and do a better job at it?”)

Everybody say, “Ask the right question and you will get the right answer.”

Week #9 Overview

Review

Quickly review all previous eight lessons, having them repeat the weekly slogans:

1. A Black Belt is a White Belt that never gave up
2. “I, _____, set my goal to become a Black Belt Leader; not only at Kovar’s Satori Academy, but also at work, at home, and in the community. I will NOT give up. I am on a quest to be my best!!!”



Session 8A, Section # 2

3. Mile by mile, it's a trial. Yard by yard, it's hard. Inch by inch, it's a cinch
 4. To fall 7 times and rise 8, life begins from here
 5. Consistent practice, with effort, over time
 6. Never give up. Never, never give up
 7. There is always a way when you know there is always a way
 8. Ask the right question and you will get the right answer
- Ask the class how they are going to put these lessons to work.



Session 8A, Section # 2

TOPIC 3 – Providing World Class Service

KEY PRINCIPALS FOR PROVIDING WORLD CLASS SERVICE IN YOUR MARTIAL ARTS SCHOOL

People often speculate about the future of our industry. Have we reached our prime, are we past our prime, or are we still growing? The answer lies in the way that we, as an industry, run our schools now and into the future.

If some schools decide to take advantage of the good reputation that we have all worked so hard to create and begin “hard selling” and using lots of gimmicks, then we may see a significant decline in business.

If, on the other hand, the majority of schools decide to improve on the already good reputation we have created, then the sky is the limit. In other words, we just have to remember to put the students before the money and the money will follow.

This concept is not new, nor is it controversial. The challenge for many instructors is finding a way to keep this truth in sight: The key to our long-term success as an industry lies in our ability to focus on improving other people’s lives.

BE A MARTIAL ARTIST FIRST...BE A TEACHER SECOND..BE A BUSINESS PERSON THIRD

The only way to do good business is to do good business. Because we are in the business of teaching martial arts, the most vital element to the success of our business is employing quality, passionate instructors who are committed to their job. Once you have that covered, you can concentrate on the details of running the business.

The location and cleanliness of your school, advertising and marketing, bookkeeping and phones skills are all extremely important elements and

have to be superior in order for your business to thrive. But remember, for long-term success, be a martial artist first, a teacher second and a businessperson third.

In this article, I will address being a martial artist first and a teacher second.

Be A Martial Artist First

Martial arts as we know it today has its roots in “bushido,” the code of the Samurai. The word “samurai” means “to serve” and the best Samurai did not take their position lightly. They held themselves to the highest standard in all aspects of their life.

Because they were warriors, they constantly honed their martial arts skill and fitness level, as these literally meant the difference between life and death. Perfect health was their goal, so they lived their life accordingly, constantly aware of how their environment and habits of consumption affected them.

Most importantly, the best Samurai lived a life of service – giving to their community and being a noble example of human potential. Commit yourself to living the life of a modern day Samurai.

Here are a few traditional Samurai phrases that are as relevant to today’s martial artist as they were the first time they were spoken:

Bushi-ni-nihon-nashi = “No two words” or “Don't speak with forked tongue”
– In modern times, we call this living with integrity.

Hou' shi Sei-shin = “Spirit of contribution” – Being service-minded.

Chou you de ari = “Moderation, variety and balance”

Gan batte kuda sai = “Always doing your best”

Be A Teacher Second

Is there a better way to contribute than teaching? What is more rewarding than giving to others the gift of what you have learned and discovered over many years? The best teachers teach by example. By being a martial artist first, your job as a teacher is already half done.

The next step is to sincerely believe in your students’ potential and make their needs a high priority. Excellent teachers do their best to live up to the Instructors’ Creed: “I will teach this class because it is the most important class I will ever teach. I am patient and enthusiastic. I lead by example.”

Many “old-school” instructors were of the mindset that their students were lucky to have them as a teacher. A new, more empowering mindset for an instructor to have is to appreciate your students, for without them you can’t be a teacher.

An old paradigm that many instructors still have is that since a student enrolled in their program, they will be successful in their training and someday be a black belt. Reality paints us a completely different picture. Unfortunately, most students who enroll in a martial arts program quit, usually quite quickly, unless we intervene with superior student service.

How can we provide superior student service? One way to begin is to ask yourself these empowering questions:

What can I do today to insure that Von Ike will come back to his next class?

Session 8A, Section # 2

What can I do today to insure that Von Ike has the best possible class and will return for one more?

What can I do today to insure that the parents of Von Ike bring him back to class one more time?

What can I do today to insure that Von Ike leaves class thinking, “I’m glad I came”?

What can I do today to insure that Von Ike likes how he feels about himself when he is at Satori Academy?

Asking these questions is the first step to providing superior student service. The real key, however, is taking action on your answers. Most likely, whichever question you ask, the answer will involve teaching a great martial arts class.

The Perfect Martial Arts Class

Vince Lombardi once said, “True perfection is unattainable. But if you chase perfection, you will catch excellence.” The perfect martial arts class has probably never been taught, although many people certainly have come close. Still, there is always room for improvement.

If someone was to teach the perfect martial arts class, what would it be like? It would include a perfect balance of the smiling, sweating and learning (SSL) theory; the protocol would be intense; the audience would be engaged; and everyone in the room would leave the building a little bit better than they were when they arrived – and not just as a martial artist, but as a person. Let’s discuss some strategies that we can apply to help us get close to teaching the perfect class.

Before stepping out on the mat to teach every day, it is important to remember that “you are the product.” Your students look to you for knowledge, guidance and leadership and there is no better way to meet their needs than to lead by example.

The most important things to remember are (in order of importance):

- #1 – Your attitude
- #2 – Your appearance
- #3 – Your presentation
- #4 – The attitude, appearance and presentation of your teammates

If you consistently do well in these four areas, then you are well on your way to teaching the perfect class.

Instructor Attitude Adjustment

On occasion, even the best of us have off days. What can you do when your attitude is not where it should be? First off, acknowledge and accept the fact that you're having an off day. Then, simply fake it and pretend that you're having the best day ever. Very often you will find that in a short period of time you no longer have to fake it at all. It is empowering to realize that you are able to change your attitude for the better just by making a decision to do so.

Another strategy when you are having an off day is simply to recite the Instructors' Creed to yourself. In many cases, these two strategies alone will help to get you back on track.

However, if you start to find that you are frequently not at your best, then perhaps you need to take a look at your lifestyle. Are you training consistently, eating properly, getting enough rest, hanging out with the right people and exposing yourself to positive input (books, television and

other media)? As you know, all of this can have a massive affect on your attitude.

Your appearance is a little easier to manage. Just remember the rule of three for professional appearance:

- #1 – Your uniform is neat and new
- #2 – You practice good hygiene
- #3 – No negatives (wild hair, extreme piercings, obscene t-shirts, etc.)

The quality of your presentation is a direct result of your teaching skills, your knowledge of the curriculum and the amount of time you spend preparing for your class. Take the time to learn from other successful instructors, be sure you know your stuff and spend time planning your class so you can present the curriculum with confidence and enthusiasm.

You have less control over the attitude, appearance and presentation of your teammates. With that said, if one of your teammates is not performing at their best, you should hold him or her accountable. A private chat and gentle reminder should do the trick.

Trouble-shooting Your Classroom

The first step to trouble-shooting your classroom is to learn to recognize the symptoms of a less-than-perfect class. Some of the symptoms might be: low energy, bored facial expressions, lack of eye contact, poor discipline, an obvious lack of interest, slacking protocol and respect, lost control (looks like a playground, not a martial arts class), impatience and weak verbal responses (kiais, yes ma'ams, etc).

Once you have diagnosed the exact problem, the solution becomes much more apparent. Remember, when trying to figure out how to improve on

your class, always start with yourself. Is your head in the game? Are you playing full out? Are you being patient and enthusiastic? Sometimes the problem with the class is not your students, but the fact that you are not as “into” your class as you should be. Often all it takes to get you and your class back on track is to ask yourself one or more of the Superior Student Service questions.

A competent instructor operating at a high level can usually teach a class that is infused with energy, protocol, fun, structure and discipline. Once in a while, however, even the best instructors need to make a little adjustment to get their class back on track.

Let’s look at some solutions for two of the most common challenges.

Challenge = Low energy, boredom

Possible Reasons = Working on a complicated technique, doing one drill too long, poor partner pairing, distracted by personal issues.

Solutions = Initiate a huddle discussion to refocus students on their goals and objectives; work on a specific aspect of a complicated technique; change partners; infuse the class with an unexpected, high-energy drill; find a way to make it fun (slow motion, super-fast motion, pushups for mess-ups, etc).

Challenge = Loss of control (playground syndrome)

Possible Reasons = Too much emphasis on fun, under-utilization of focus anchors, not stressing protocol, poor time management (doing a particular drill too long), inadequate instructor to student ratio.

Solutions = More frequent use of focus anchors, huddle discussions to refocus students on their goals and objectives, stationary drills (in a horse stance or from a kneeling position), Q and A time.

There are certainly more challenges that an instructor faces when teaching martial arts, but these two tend to be the most common.

Instructor To Student Ratios

The instructor to student ratio on the junior floor should be approximately eight to one. That number can vary, of course, based on the skill of the instructor and the age and rank of the students. Generally speaking, if you have a highly skilled instructor and/or an older, more advanced class, then you can run that class with fewer instructors. On the other hand, if you have a less skilled instructor and/or a younger, less experienced class, then you should have more instructors on the floor. Keep in mind, the curriculum being taught can also have a dramatic effect on the instructor/student ratio.

Guidelines for your instructor to student ratio on the junior floor:

- 1 – 10 Students = One Instructor
- 6 – 20 Students = Two Instructors
- 16 – 30 Students = Three Instructors
- 20 – 40 Students = Four Instructors

Generally speaking, working with adults is easier and you can have a higher instructor to student ratio of approximately twelve to one:

- 1 – 15 Students = One Instructor
- 8 – 24 Students = Two Instructors
- 20 – 40 Students = Three Instructors



Qualities Of An Ideal Instructor

Solid martial arts skills – The ideal martial arts instructor does not have to be a world champion, but he or she should possess enough skill and passion to motivate and inspire students.

Health-conscious – The ideal martial arts instructor understands that health is a “do it to yourself” thing and lives her life accordingly.

Fit – The ideal martial arts instructor works hard at keeping himself fit.

People person – The ideal martial arts instructor enjoys working with people, especially children. She doesn’t just tolerate children, she really enjoys them.

Dependable and Emotionally Steady – The ideal martial arts instructor is always where he is supposed to be, when he is supposed to be there. He is not moody and, regardless of personal circumstances, is able to put his game face on.

Proactive – The ideal martial arts instructor is solution-oriented and always takes action to make things right.

Believes in students – The ideal martial arts instructor knows that nothing is more important than believing in her students. There is an old teachers’ maxim that goes like this: “I am not like I think I am. I’m not who you think I am. I am who I think you think I am.” This saying simply means that if the students feel that the instructor believes in them, then they will believe in themselves.

“Whatever it takes” attitude – The ideal martial arts instructor is always willing to do whatever it takes to get the job done.



Session 8A, Section # 2

Ability to follow plan – The ideal martial arts instructor is able to effectively follow a class plan, but can improvise when the situation calls for it.

Team player – The ideal martial arts instructor not only cares about her students, she also cares about her teammates and acts accordingly.



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Session 8A, Section # 2

TOPIC 4 – TRANSFORMATIONAL COMMUNICATION SKILLS

Transformational Communication Skills

| -10 Energy Fueled from Negative Energy | 0 No Energy | 10 Energy Fueled from Positive Energy |
|---|---|---|
| Rapid Shallow Breathing Clenched Fist Hunched Shoulders | Physiology Limp, Lazy, Slow Movement | Deep, Efficient Breathing Encouraging Gestures Strong Posture |
| Rage Fear Disgust | Physiognomy Poker Face | Joy Excitement Approval |
| Sarcastic Irritated Angry | Tonality Monotone | Enthusiastic Supportive Patient |
| Negative Disempowering | Vocabulary Bland Non-Descriptive | Positive Empowering |



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Session 8A, Section # 2

Phrasing

| Creates a competitive survival of the fittest mentality. | Creates a cooperative, strive to be the best you can be. |
|---|---|
| Who is going to be the fastest to line up? | Everyone line up as fast as you can. |
| Who has the best Kiai? | Give me your best Kiai. |
| Who is going to hit the bag the hardest? | I want you to hit the bag as hard as you can. |
| Who is going to do the best pushups? | Let me see your very best pushups. |

Avoid using words such as beat up, hurt, kill, tear him up.