



ProMACSM

Professional Martial Arts College

Session 9A, Section # 4

Pro-MAC National Section #4

Business Management

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TOPIC 1 – The first 100 days

The first 100 days of a new student's training are by far the most critical and should be given special attention. Percentage-wise, more students are lost during the first 100 days than during any other period. This can be attributed to many different reasons, including: a perceived lack of attention, fear of a new situation or environment, an underdeveloped relationship with the instructor/staff, and many others. In fact, many times the reason for a student quitting so early can be because of some easily reparable issue that the child or parent was too uncomfortable or intimidated to talk about and address. To counter this, special care must be taken to ensure that the student and parents are made to feel as comfortable and as important as possible. Following is a list of events that should take place during the first 100 days of a student's training, along with a sample tracking sheet to chart these events.

Orientation: During the orientation appointment, the program director welcomes them to the school, learns what benefits are sought by the parents from martial arts, enrolls the student, and schedules the child's first regular class session. The program director should also take pictures of the new student and their parents for the 100 days sheet and SRM database.

First Class: The student's first group class can be very intimidating for someone new to the martial arts. The student should be greeted by name upon entering the school. If possible, introduce them to their instructor before class, and partner them with a more experienced student to help guide them through the lesson. At the end of class they should publicly earn their white belt in front of the entire class. If the student misses their class, call, inform them that they were missed, and reschedule for another date.



Welcome Letter: An official welcome letter signed by the Kovars should be mailed within one week of enrollment. Ideally this is sent automatically from the corporate office.

Mat Chat/Instructor Call:

In sales, they say, “no matter how good the product is, if the customer doesn’t like you, they won’t buy from you.” Similarly in martial arts, no matter how good your program might be, if the student doesn’t like you, they won’t train with you. The student’s instructor is their strongest link to the school. If a relationship is not built between student and instructor, and just as importantly between parents and instructor, they are likely to quit. For this reason it is very important that the student’s main instructor make a personal connection early in a student’s enrollment.

Within one week of a student’s enrollment (first group class), their main instructor should either call or personally speak with every new student or parent of Junior student. Prior to calling the instructor is to review the student application or 100 days sheet to determine the Values and Benefits the student is looking for.

“Hi, my name is _____ from Kovar’s Satori Academy of Martial Arts. I am (student’s name)’s instructor and I would like to personally welcome you. As you probably already know, martial arts training here at Kovar’s Satori Academy helps to improve _____ and _____ (list the student’s two most sought Values and Benefits). This is done _____ and _____ (talk about the how’s and why’s).

We have an open door policy – so if there is anything I can do to help you please feel free to speak with me directly. *(If the student is a child:)* If you need any extra influence in (student’s name)’s life I would be glad to speak with him/her. This can be a pick-me-up or a corrective action. My



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personal goal is to have a life-long positive impact in each of my student's lives. In order for me to have maximum effectiveness, I will need open communication..."

2-4-6 Calls:

These are calls or in-person chats, performed by either the program director or the student's instructor, to check in with the student and family during the second, fourth, and sixth week of a student's enrollment. They are a great step in going the extra mile and showing that you truly care. Begin each call with the phrase "Is this a good time to talk?"

Week 2: Use this call to officially welcome them to your school, and to thank them for enrolling. Remind them that you offer family discounts, as well as the importance of consistent training. Remind them of the analogy that just like regular school it is the student's job to attend class. Inform them that if the student absolutely cannot make it to class for a week or more at a time that a call is highly appreciated. Also let them know about the process for making up a missed class. You may also inform them of your open door policy if they have any questions or any issues they would like to discuss.

Week 4: Use this call to ask how their training is going, and how they like the program. This is also a good time to explain the tip testing and belt testing procedures. Further remind them of your family discount.

Week 6: Use this call to get their evaluation of the program. Do they like it? Do they have any questions? Can you do anything to improve their experience? Inform them of your regularly scheduled make-up classes or tutoring sessions if you offer them.



Awesome Card:

New students should receive their first awesome card before the end of the third week. This is a handwritten card from one of the instructors, congratulating the student on their performance in class.

Testing:

A new student's tip and belt testing should be tracked through orange belt. Though some of these tests extend past the 100 day mark, they are important milestones in a student's training.

- **Black Tip test:** A student's first black tip test is dependant upon when they begin training within the curriculum cycle. If their first class is during week #1 or #2, they will test for their tip within the same cycle, assuming consistent training and attendance. If they begin training during or after week #3, they will tip test at the end of the following cycle. Before their tip test, the instructor should review the tip testing process and what material they will be responsible for. The instructor should also give a pre-frame about red tip testing.
- **Red Tip test:** Before a student's first red tip test, the instructor should again review the process – that the red tip means they are invited to the belt promotion – as well as what is expected. If there are any minor points of improvement in the student's curriculum, they should be addressed and corrected in the week before the Gold Belt Promotion. Students should also receive Intent to Promote letters and Belt Promotion Invitations.
- **Gold Belt Promotion:** During the promotion, contact should be made with the student's parents to discuss their child's training, and to give congratulations on their accomplishment



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- Black Tip test: Instructor should be monitoring the student's progress and review testing procedures.
- Red Tip test: Any points of improvement should be corrected before the Orange Belt Promotion. Intent to Promote letters are sent home along with Belt Promotion Invitations. The Orange Belt Conference can be done at this time (see below).
- Orange Belt Promotion: During the promotion, contact should be made with the student's parents to further discuss the student's training, as well as to review changes in class times and required gear packages. A 10% discount is usually offered for buying the Orange Belt sparring package the day of the Promotion.

BBC Conference:

The Black Belt Club conference is a huge step in a student's progress towards earning their Black Belt. Following the student's second Black Tip Test (Gold Belt with Black Tip), the instructor should approach the student and parents regarding Black Belt Club. Whenever possible, this should be done when the instructor has at least 15 minutes. Following is a series of questions to be asked during the Black Belt Club conference:

1. What do you like best about our program?
2. Is our program living up to your expectations?

If you get a lukewarm response from either question, discontinue the Black Belt Club conference and instead use this time for service recovery.

If the response is positive, continue with the conference.

Example for child: Johnny has really developed into a fine Gold Belt. He tries hard and his skills are improving every week. He is very fast

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and flexible, which is apparent when he does his kicking skills. He did great at his Black Tip test. He does need to work on his stances and sometimes his Kiah is a little weak.

Example for adult: I'm not sure if you are aware of how far you have come since you began your training, but I've seen an amazing improvement in several areas. You look like you've lost some weight, your flexibility and strength have improved dramatically, and you're really starting to look like a martial artist. I've noticed that you could recoil your kicks a little more, but that is just a detail

1. Discuss the student's current belt and recent accomplishment of earning his/her black tip.
2. Give constructive feedback as to the areas you've seen improvement in and the areas that the student needs to continue working on.
3. (For Child) How is your child doing at school? How about at home? How can we help him/her do better?
(For Adult) How has martial arts helped you at home? How about at work?
4. Is there anything that I can take back to the other instructor(s) concerning your child's training?
5. What belt rank would you like to achieve?
6. What belt rank would you like your child to achieve?
If they say Black Belt, then continue as normal.

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If they aren't sure, remind them that they can always do more than think they can and encourage them to set the goal of Black Belt.

7. Explain to them that becoming a Black Belt is based on attitude, attendance, progress, and desire. Discuss the fact that it is a real commitment, but they will never regret achieving it.
8. Give them a Black Belt Club application and encourage them to go home and talk about it with their family.
9. BBC Awarded: After the student has returned the completed forms, they should receive their framed Black Belt Club certificate along with their patch within one week. They should be publicly commended in class on making their commitment to earning their Black Belt.

Orange Belt Conference:

After their second red tip test (Gold Belt with Red Tip), the student's instructor should talk with the student and parents regarding the student's training and progress. The instructor should also discuss upcoming changes in class times, responsibilities, and expectations that come with being an Orange Belt/Intermediate student, as well as gear requirements.

Renewal Letter/Call: A letter should be sent to the student/student's parents approximately 2-3 weeks before their program is set to expire/auto-renew. This letter should be sent directly from the Program Director. Alternatively, the Program Director can make a phone call to the Head of Household, informing them that their program is coming up for renewal.



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Renewal: If all the other 100 days items have been done properly, this final step should be an easy and positive experience. "If you show them the value of the program, the money won't seem important."

Tracking the 100 Days:

Following is a sample sheet for tracking the important events in a student's first 100 days.

Legend:

 **Green** = Program Director's Responsibility

 **Blue** = Instructor's Responsibility

Instructors:

Before classes, review binder to see who needs what.

Program Directors:

Review all binders at the beginning of the day to check for upcoming calls and conferences.

Dates:

Mat Chat – Within first week of classes

Call 1 – 2 weeks after enrollment

Call 2 – 4 weeks after enrollment

Call 3 – 6 weeks after enrollment

Students who begin attending class during or after Week 3 will black tip test in the **next** cycle.

Black tips – Check calendar

Red tips – Check calendar

Promotions – Check Calendar

Awesome card – Before the end of week 3



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what Values and Benefits are being sought, as well as any other important information that should be shared with other staff members.

The main body of this sheet is devoted to the many events that take place in the first 100 days. The events, discussed earlier run vertically down the left column in chronological order. Next to the event name is a column for the expected date of completion for that event. Beside that are columns to record the actual date each event was completed, as well as the initials of whichever staff member completed each event. Space is also provided to write notes pertinent to each event. The colored column on the left is to denote which staff member is responsible for which event. In the sample provided, Green boxes denote responsibilities of the Program Director, while Blue boxes represent Instructor responsibilities.

These sheets should all be placed in a single binder divided by Program. At the beginning of every day the Program Director should look through this binder and take note of what responsibilities they need to accomplish for the day then return it to the main floor. Instructors on the other hand should review the binder before each beginning level class and review what needs to be done. Once a student has been successfully taken through each event, the sheet should be placed in the student's file for future reference.

It is important to remember that this is merely a tool to help us provide each student what they deserve – the very best of our attention and efforts.

TOPIC 2 – Team Management Briefings

Kick “Should” Off Your Team

When they hear the word “should” —as in, “This is how it *should* be done”—many people feel boxed in.

What was meant as a simple guideline turns into a rigid, fixed process. Too many rules and expectations can drain your team of its creativity. Give team members freedom by eliminating the “shoulds” that limit them.

Whenever you hear yourself or someone else using a “should”:

- See what happens if you substitute “could” for “should.” *Reason:* “Could” immediately opens up the possibility of choice, without discarding important rules and guidelines.
- Ask “Why” five times, building on the answer each time. *Example:* Why should you print five copies of the report? Because five managers want to see a copy. Why do they all need to see a copy? And so on. When you’ve asked and answered “Why” five times, either you’ll see the strategic reason behind the “should” —or you’ll have uncovered a senseless argument that discounts it.
- Pose smart questions. Uncover the heart of the task. Questions like these can help: “What do you do that impedes ...?” “Who’s responsible for ...?” “What can I do to ensure ...?”

— Adapted from *Sharpen Your Team’s Skills In Developing Strategy*, Susan Clayton. McGraw-Hill, www.mcgraw-hill.com.

Mastering Meetings

Tired of meetings where no one contributes? Schedule a mandatory meeting and tell team members their “admission ticket” will be an index card with an original idea written on it. Collect the tickets at the door and start the meeting by reading every member’s idea.

— Adapted from Michael Michalko writing in *SellingPower*,

Rewards and Recognition - 21 Ways to say “Well Done”

Sometimes, offering praise is harder than it should be. In a busy office, it’s easy to forget to compliment and voice your appreciation. But praise can really make a team member’s day. Here are some reminders of how easy it really is to say, “Thanks, well done”:

1. I’m proud you’re on my team.
2. Congratulations on a terrific job.
3. You’re so helpful. Thank you.
4. You keep improving. Well done.
5. Thanks so much for your consistent effort.
6. I really admire your perseverance.
7. Your mood always lifts the team’s spirit.
8. You’re a champion.
9. Wow, what an incredible accomplishment!
10. Great effort. You make us all look good.
11. I have great confidence in you.
12. You’ve grasped the concept well.
13. Your customer service skills are sensational.
14. Your sales results are outstanding.
15. You’re a valuable part of this team.
16. Your efforts are really making a difference.
17. You are a bonus.
18. You continue to delight our customers.
19. You make the team’s vision come alive.
20. Your accomplishments inspire the team.

21. Customers are noticing the efforts you're putting in.

— Adapted from *The Fun Factor*, Carolyn Greenwich. McGraw-Hill, www.mcgrawhill.com.

Motivation Matters

When Ray Berry coached the New England Patriots, he took pictures of all the ball boys who assisted the team. At a team meeting, he distributed the photos and told each player to learn the boys' names. "The boys know who you are," Berry told the team. "I want you to know them. Everybody's important."

Make a list of the "ball boys" in your organization—those vital, but sometimes overlooked, contributors to your team. Make sure all of your "players" know these people—and their value.

— Adapted from *First Team*, Dartnell, www.dartnellcorp.com.

Handling Rotten Jobs

Your team has just been handed an unpleasant assignment. How do you break the news to your team members?

Present the project as a joint problem to be solved, not as a crummy job that you're going to dump in the team's lap.

Most people genuinely like to help and to share their wisdom. So call a group meeting. Instead of asking,

"Guess what management expects us to do?" say:

- "Can I get your insights on a situation that just came up?"
- "I was hoping to hear everybody's point of view on this."
- "Have you ever had an assignment like this? How did you handle it?"

By sharing the responsibility for the job with team members, you let them know that, even if it's a lousy assignment, you're all in it together.

— Adapted from *Smash The Pyramid*, William Doyle and William Perkins. Warner Books, www.twbookmark.com.

How To Be A Terrible Leader

Leading a team poorly is at least as difficult as leading a team well. After all, you don't become a failure overnight—it takes hard work and practice. You have to really *try* to be the worst you can be.

So, if you want to alienate your team members and stall your career, follow these rules:

- Never take risks. What could you possibly gain by rocking the boat? People who take risks put everything on the line as they strive to reach new heights. Why bother? If you go the extra mile with a teammate or customer, you only increase your chances of making an error.
- Don't let emotions show— particularly your enthusiasm. Don't let your work get to you. After all, it's only a job. It's not supposed to be fun. Avoid showing your concern for your work or your teammates at all costs.
- Always have an excuse ready. At first, you may find yourself taking responsibility when things go wrong. But with practice, you can avoid taking blame for anything.

Start with: "Maybe things would go better if I could get a little help around here." Then move on to: "How was I supposed to know? Nobody ever tells me anything."

- Point out team members' faults. Only by criticizing others can you maintain your status. Study how your team members perform and analyze their flaws. Be as scathing and biting as possible when you do.
- Avoid professional development. Let's face it. You've come this far on your own merit. Why strive to learn more? Beware of reading materials and workshops that could make you more productive. And discourage your team members from taking part in these

programs. You don't want to wind up with a bunch of problem solvers who'll question your authority.

Certainly, you can probably think of more ways to be a horrible team leader. But we guarantee that if you follow these simple rules, you'll be a complete failure before you know it!

— Adapted from *Indispensable You*, David Dee. Dartnell,
www.dartnellcorp.com.

Don't Mess With My \$50

To design a great pay-for-performance system for your team, follow the example of Turner Brothers Trucking Co., based in Houston. After pinpointing unsafe driving as a financial drain on the company, managers decided that a pay-for-performance system was a must, and safety was the place to start.

The managers held a meeting with Turner's 25 employees (truck drivers, crane operators and field supervisors). They put a check for \$1,250 on the table and told the workers, "If we have less than \$300 total losses this month from injuries, cargo damage and driver accidents, the check is yours to divide equally—everybody goes home with \$50."

Managers didn't tell team members *how* to accomplish safety goals, but they did provide four general guidelines:

1. Personal safety. Don't have an accident yourself. If you do, it costs everyone \$50.
2. Awareness. If you see an unsafe act—speak up! Tell the other person, "Don't mess with my \$50."
3. Self-control. Don't lose your temper if someone says to you "Don't mess with my \$50."
4. Teamwork. Cooperation benefits everyone. Work as a team to earn the \$50.

The program has been a resounding success. The company estimates that for every dollar it spends on bonuses, it saves four dollars in workers' compensation and insurance claims.

— Adapted from *Management Ideas And Actions*, W. Jack Duncan. Oxford University Press, www.oup.com.

Improving Performance

Leaders often call meetings when productivity is down. But think how much more useful it would be to call a meeting when your team's operating at its peak. Instead of the demoralizing questions posed at most productivity meetings— "What went wrong?" "Why are the numbers so low?"—you could ask these energizing questions:

- "What are we doing that's allowed us to increase productivity so much?"
- "What can we do to continue this trend?"
- "What can I do, as team leader, to help you continue this trend?"

— Adapted from *Enlightened Leadership*, Ed Oakley and Doug Krug. Simon & Schuster, www.simonsays.com.

Making Reviews Valuable

Use the following tips to add value to your team members' performance reviews:

1. Schedule "mini-reviews" throughout the year. A mini-review should be quick and to the point. It can take fewer than five minutes. Keep accurate notes to prepare for more formal reviews.
2. Don't schedule raises at the same time as evaluations. Or, make sure that if you give an above-average review, you give an above-average raise.

Team leaders tend to say only good things about a team member, and then give what's perceived as an average raise. That sends inconsistent messages.

3. Avoid the terms “average” and “satisfactory”—they're meaningless. *Better:* Use phrases such as “fully meets the job requirements with work of good quality.” This accurately defines the member's performance.

4. Set clear performance standards. *Keep these questions in mind:*

- Does the team member agree with me on the wording and meaning of each standard?
- Are the standards specific?
- Are they realistic and attainable?
- Will each of us know when a standard is met?

— Adapted from *Managing People*, Bob Adams et al. Adams Media Corporation, www.adamsmedia.com.

Solve Their Problems Later

When a team member comes to you with a problem, you don't have to deal with it on the spot. Sometimes, postponing the problem is the best tactic.

Let the team member know, diplomatically, that you care about the problem, but you can't help her immediately.

Example: “This sounds important, Dana—too important to deal with right now when we might be interrupted. Let's sit down at 2 p.m. when it's quieter. Until then, would you be willing to take an index card and write down the results you want to see from our discussion?”

This approach encourages Dana to do some homework. And it buys you time to ponder the problem.

— Adapted from *Managing Multiple Bosses*, Pat Nickerson. AMACOM, www.amanet.org/books.

Curing Apathy on the Team

You have one team member who just doesn't seem concerned about the team's mission or its day-to-day functioning. He comes in, does his work, and goes home. He doesn't cause any blatant problems, but his "Who cares?" attitude has begun to affect other team members.

How can you confront him constructively? In a counseling session, ask the following questions to shake this team member out of his complacency:

- "What are some of the things that you think contribute to a productive work atmosphere?"
- "To me, you seem to lack commitment and energy lately. Is that impression accurate?"
- "How do you think your behavior affects productivity?"
- "What do you think is behind your lack of support and involvement?"
- "Do you look forward to coming to work in the morning?"
(If the answer is yes, follow up with: "What can you do to show it more?" If the answer's no, ask: "What do you want to do about it?")
- "If you're not happy with the job, is there something specific we can do to change things?"

— Adapted from *Smart Questions*, Dorothy Leeds. McGraw-Hill, www.mcgrawhill.com.

TOPIC 3 – The 5 laws of employment

1. Loyalty: When you are faced with a problem or a challenge: Own the challenge: Take care of it as it is your own. Support and help others to be successful. Do not talk bad about anyone when they are not present with you and you will make a great deposit with the people that are present..

2. Support: When decisions are made, they are final. You don't have to agree with everything, but learn not to be disagreeable. Give your opinion, but don't complain. Remember the mind works like a parachute, it only works when it's open.

3. Follow Through: Learn to become a RESULT oriented person. Finish your projects and do it as it is the most important task in our operation. Remember that we are here to serve others. Remember: To know and not to do it is NOT TO KNOW. Take action on your projects, stop - Take a look at your results and make sure that they are aligned with your Outcome.

4. No Secrets: Remember to keep the benefits of the Students, Academy, and the Instructor in mind at all times. Talk about your challenges (problems) with me.

5. CANI Attitude: Have a **C**onstant **A**nd **N**ever ending **I**mprovement attitude. This means to live your life inside and outside the Academy like a champion.