

UNITED STATES JUDO ASSOCIATION

Level 1 & 2 - Coaching Clinic

Summer of 2022



Gary Goltz, MBA
Hachidan
Past President of USJA & Nanka



WELCOME TO THE 2022 USJA COACHING CLINIC



Thank you for choosing to coach!

- Properly teaching/coaching judo is critical for our art/sport to survive and flourish
- Nearly all high-level competitors in judo got their starts in local grassroots judo programs before advancing to high level training somewhere else.
- The need for quality grassroots instructors is more important than ever before.
- Thank you again, for being a coach!

Course Objectives

- Prepare participants to function as instructors and assistant instructors at the club level
- Improve participants' ability to teach and demonstrate the fundamentals of judo
- Emphasis on how to teach, not what to teach



Classroom

- Responsibilities of Level 1 or Level 2 Coach
- Principles of Coaching
- Principles of Behavior
- Principles of Teaching
- Finding Your Focus
- Student & Parent Interests
- Age-Appropriate Training (Juniors, Teens, and Adults)
- Coaching Tips (Drills, Skills, Planning, Teaching Methods)

Words of Wisdom

“Nothing is of greater importance than education; the teachings of one virtuous man can reach many, and that which has been learned by one generation can be passed on to a hundred.” - Dr. Jigoro Kano



Having a well-developed philosophy removes uncertainty about:

- Training Rules
- Style of Play
- Discipline
- Codes of Conduct
- Competitive Outlook
- Short-term Objectives
- Long-term Objectives



DEVELOPING A PHILOSOPHY

Philosophy consists of:

- Major objectives (the things you value and want to achieve)
- Your beliefs or principles that help you achieve your objectives

Philosophy is acquired from an accumulation of multiple experiences...

Developing a useful coaching philosophy involves two major tasks:

- Develop greater self-awareness
- Decide what your objectives are in coaching



Self-awareness

- As a coach, you must know who you are before you can help your athletes know who they are
- If you have direction and commitment, you can impart these to your athletes
- When your athletes see you behave with reasonable consistency, they will be more likely to respond with appropriate consistency
- If you demonstrate character in guiding your athletes through the competitive experience, you will likely build character in those you guide
- What you teach may well be less important than what you demonstrate through your character and philosophy
- Your athletes are much more likely to become what you are than what you want them to be

Self-awareness

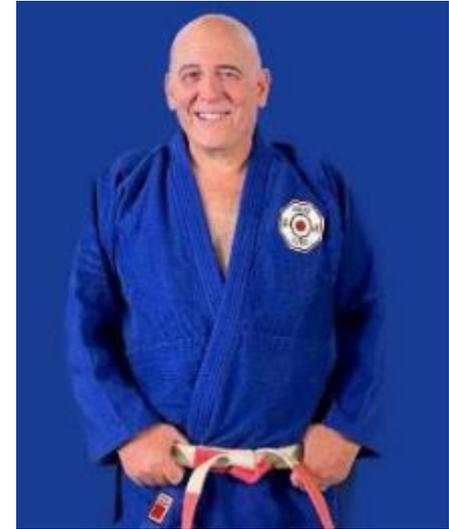
You can increase your self-awareness in two ways:

- By reflecting on your own beliefs and assumptions
- By requesting feedback from other people on how they see you and how they react to you



ASK YOURSELF

- Why do I coach?
- Am I coaching for the right reasons?
- What are my goals as a coach?
- Am I a good coach?
- What would make me a better coach?



WHY DO YOU COACH?

Top 10 Reasons to Coach Youth Sports

1. You love children
2. You want to be a positive role model
3. You love the game and want to pass that love on to children
4. You've seen coaches who are not doing it right and you want to do your part to correct that
5. You want to show kids that hard work and fun can go hand-in-hand
6. You want to make a difference in a child's life
7. You are tired of hearing about abusive coaches and want to be part of a changing tide
8. You love competition and winning but not more than you love to see young players develop
9. You want to give back to the sport that impacted you
10. You want to be part of your child's youth sports experience

They Made an Impact on People



Kyu Ha Kim



On us...



Self-esteem

Too often coaches and athletes base their self-esteem on wins & loses

When they do so they lose control of their self-esteem

Winning and losing is not fully under their control

There are many factors in determining the outcome of a competition:

- Actions of the competitor
- Actions of the opponent
- Officials
- Luck

It is not healthy to base your self-esteem on just winning and losing

Self-esteem

Positive self-esteem:

- View yourself as a competent and worthy person
- Living up to your own realistic standards
- If you feel worthy as a person, you will recognize worth in others
- If you care about yourself, you will more likely care about others

Your success as a coach is strongly related to your perception of yourself as a competent person

A well-developed philosophy of life and of coaching will be among your best friends as you pursue your career in coaching

Mushin – no mind *Mindfulness* Self Confidence – is better!

THREE MAJOR OBJECTIVES OF COACHING

1. To win
2. To help people have fun
3. To help people develop:

- Physically
- Psychologically
- Socially



THREE MAJOR OBJECTIVES OF COACHING

Which of these objectives are more important to you?

- Winning
- Having fun
- Helping people develop



RECREATIONAL VERSUS COMPETITIVE PROGRAMS

RECREATIONAL - EMPHASIS

- Fun
- Learning
- Participation by all



COMPETITIVE - EMPHASIS

- Winning
- Performance
- Participation by the best



RECREATIONAL VERSUS COMPETITIVE PROGRAMS

- What types of athletes do you have?
- What type of program do you want to run?
- Are your coaching objectives compatible with the program objectives?

helping athletes develop remains the first priority



WINNING PHILOSOPHY

“Athletes First, Winning Second.” – Motto of the American Sport Education Program

What does this mean?



Every decision you make and every behavior you display should be based first on what you judge is best for your athletes, and second on what may improve the athlete's or team's chances of winning.

KEEPING WINNING IN PERSPECTIVE

Winning or striving to win is never more important than athlete's well being



When winning is kept in perspective, sport programs produce young people who:

- Enjoy sports
- Strive for excellence
- Dare to risk error to learn
- Grow with both praise and constructive criticism

STRIVING TO WIN

“Winning isn’t everything, but the will to win is. The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur.”

– Vince Lombardi



Coaching styles

What are the three coaching styles most coaches adopt?

- Submissive Style
- Command Style
- Cooperative Style



Don't be the submissive coach!

Symptoms of a Submissive Coaching Style

- Make as few decisions as possible
- Provide little instruction
- Use of excessive randori to fill up class time
- Minimal guidance in organized activities: “Pick a partner and do matwork”
- Resolves discipline problems only when absolutely necessary

Some coaches adopt this style because:

- They lack the competence or confidence to provide instruction and guidance
- They are unwilling or unable to devote the necessary time and effort to properly prepare

What type of coach are you?

Command Style



- Coach tells athlete what to do
- Athlete listens and complies
- Style prevalent in the past
- Can be successful if winning is the primary objective

Cooperative Style



- Gives direction
- Provides instruction
- Disciplines when needed
- Knows when to let athletes make decisions and assume responsibility.

Cooperative Coaching style



“There is more to being an athlete than just having motor skills. To perform well, athletes must be able to cope with pressure, adapt to changing situations, keep contests in perspective, exhibit discipline, and maintain concentration. These qualities are nurtured routinely by cooperative-style coaches.” - Rainer Martens (Successful Coaching, 4th ed. 2012)

Qualities for successful coaching

Knowledge of the Sport

- Technical Skills
- Tactical Skills
- Rules

Motivation

- Commit fully to the position
- Give your best effort
- Then you can ask your athletes to do the same
- Empathy
- Successful coaches have the ability to understand the thoughts, feelings, and emotions of their athletes. Thus, allowing them to be better communicators and, in turn, better coaches



Communication

Three Dimensions of Communication

1. Communication includes sending messages and receiving them
2. Communication consists of verbal and nonverbal messages
3. Communication has two parts: content and emotion

Coaches are typically more skilled in:

- Sending messages than receiving them
- Expressing themselves verbally rather than nonverbally
- Controlling the content of their message compared with the emotion of it

Is this true of you?

Developing your communication skills

- Developing credibility when you communicate
- Communicating with a positive approach
- Sending messages high in information
- Improving nonverbal communication
- Communicating with consistency
- Learning how to listen



Communication Styles

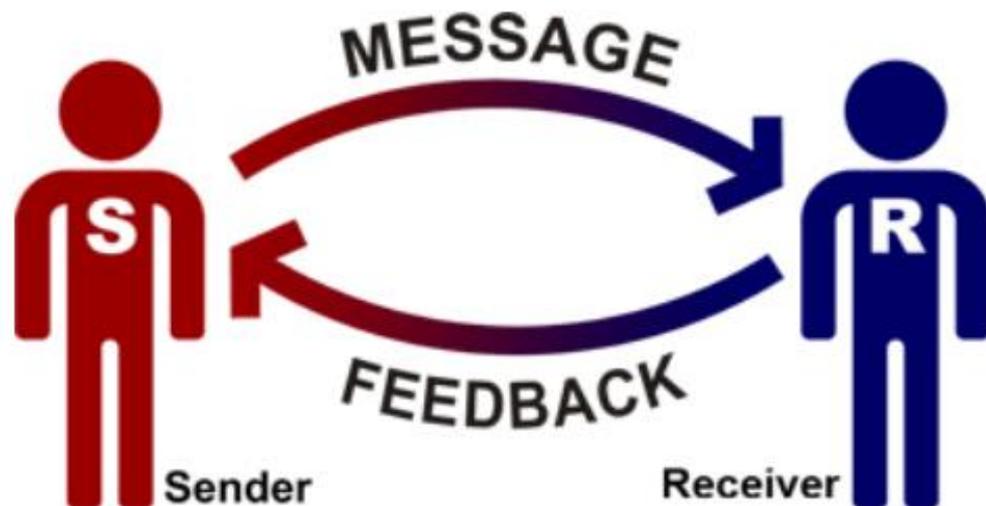
Similar to Coaching Styles:

- Command Style
- Submissive Style
- Cooperative Style



Communicating with your athletes

- If a behavior is good, praise it
- If a behavior is wrong, give instructions on how to improve
- Avoid sarcasm and put-downs but don't sugarcoat a poor behavior
- Follow through on promises
- Be consistent and positive
- Be an active listener
- Improve your nonverbal communication



Coaching and Social Media

Communicating by:

Phone-verbal and texting

Facebook

Club Website

Twitter

YouTube

Instagram

Flickr

Blog



What are the advantages?

What are the potential pitfalls?

Reflection on communication

- What coaching style do you tend to adopt most often?
 - Are you an active listener?
 - Do you use social media to communicate with your public and your athletes?
-
- SEO - Search Engine Optimization





1,200,000 views

Motivation

People are motivated to fill their needs:

- To have fun
- To feel worthy (including feeling competent and successful)

Rewards

- Extrinsic: trophies, medals, awards, recognitions
- Intrinsic: self-fueling, primary purpose is to have fun, “in the zone,” “For the love of the game.”

Motivation

Realistic Goals

- Help players define and set goals, suitable for the individual athlete
- Athletes experience more success and feel more competent
- They gain confidence
- They discover their efforts result in more favorable outcomes and recognize that falling short is most likely caused by insufficient effort

Deemphasize winning and reemphasize attaining personal goals

- Key to meeting athletes' needs to feel worthy
- Maintain self-worth
- Essential to enhancing the motivations of your athletes

Coach “K”

“Goals should be realistic, attainable, and shared among all members of the team.”

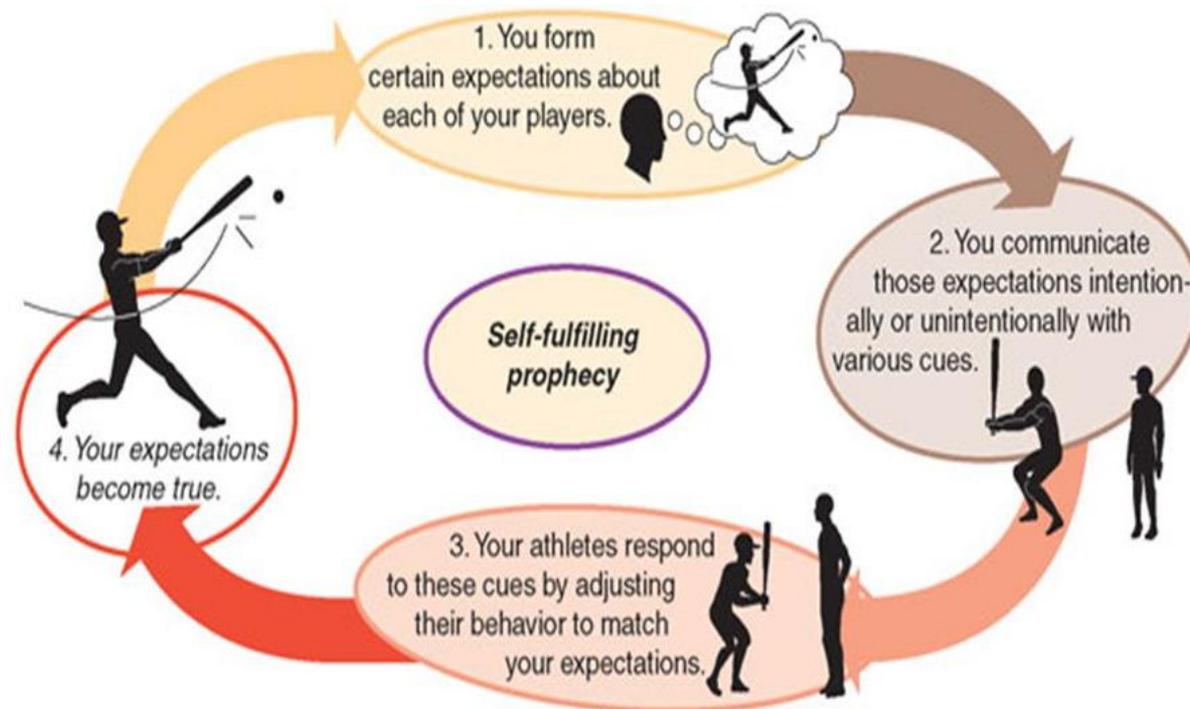
-Mike Krzyzewski



Having fun can be an excellent motivator

- Terms like “The Flow” or “The Zone” refer to Optimal Activation
- When this occurs you are so involved in what you are doing you aren’t thinking of yourself as separate from the game
- The flow experience is so pleasing that it is intrinsically rewarding
- Optimal Activation occurs often when the primary purpose of the stimulation we seek is to have fun

Self-Fulfilling Prophecy

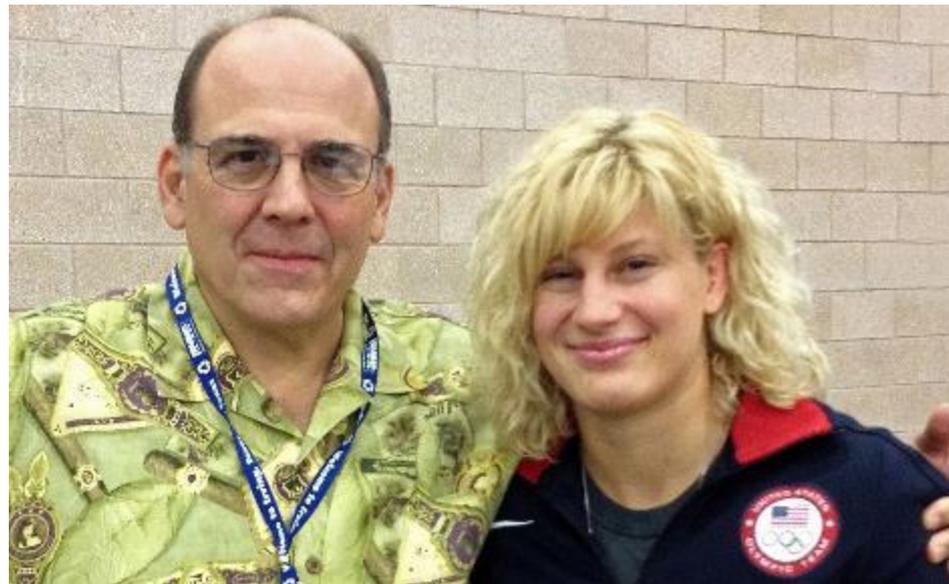


Coaches can create, intentionally or unintentionally, self-fulfilling prophecies

Can be positive or negative!

Reflection

- How do you motivate your athletes?
- How do you motivate yourself to keep coaching?
- Why is intrinsic motivation superior to extrinsic?
- How can you help your athletes set realistic goals?





“Judo is the way to the most effective use of both mental and physical strength. Training you in attacks and defenses refines your body and soul and helps you make the spiritual essence of judo a part of your very being. In this way, you are able to perfect yourself and contribute something of value to the world. This is the final goal of judo discipline” - Dr. Jigoro Kano

Why Do Students Quit Judo?

- Annual Turnover in Judo Clubs can range from 25% to 85% depending on how well the club is run.

42% of annual turnover can be attributed to:

- Loss of interest
- No structure to the training
- Bad falling *ukemi* skills (the Gary method)

9% - Decided to focus on another sport

6% - Too much emphasis on competition

Preputial 'Brown Belts' Discussion

Not surprisingly, no one quit judo because of cost.

-2018, Judo Development



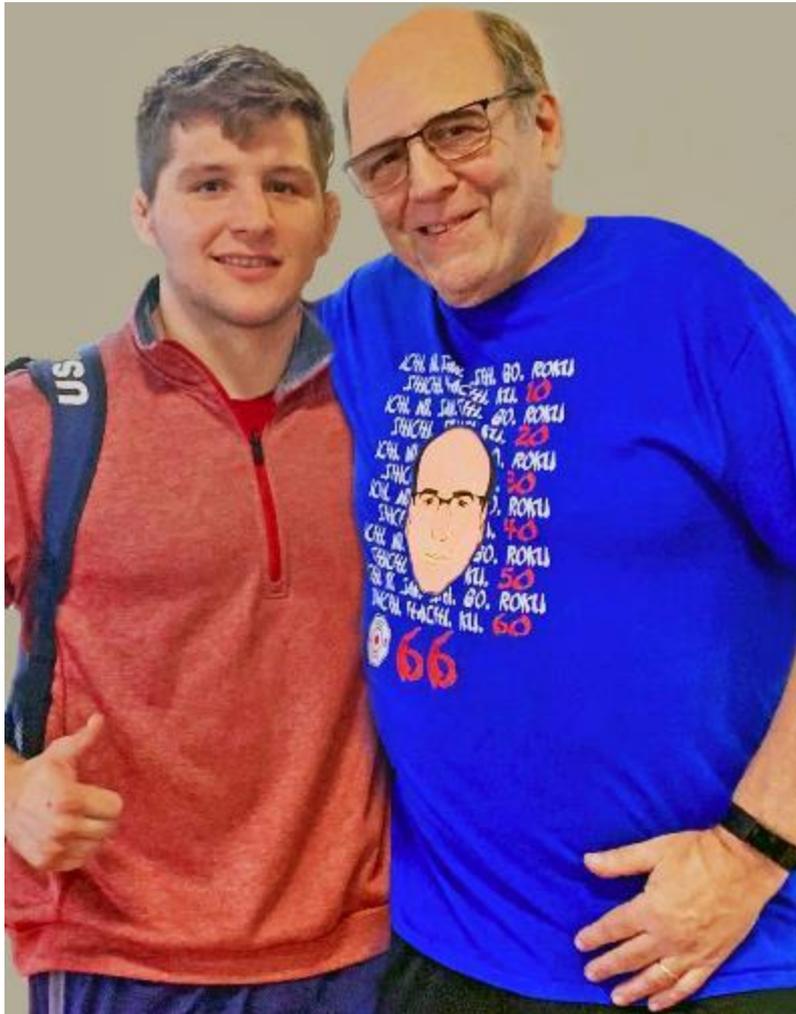
Top 5 Reasons for Quitting Sports

- I found other activities more enjoyable
- I lost interest
- I didn't play enough
- It was all work and no fun
- I didn't like the coach

- *Successful Coaching*, 2018

Take the fun out of participating in sport and you'll take the athletes out of the sport.

a word about Suicide - *the silent killer*



Finding Your Focus

- 85-90% of participants do judo for recreation
- 10-15% are involved in competition
- Less than 2% rise to the elite player status, and yet they benefit from all the national attention and funding (if any)



Finding Your Focus

Ask Yourself:

- Do your interests coincide with the interests of your students and their parents?
- Are you teaching/coaching competitive judo to students who don't compete in tournaments?
- Are you teaching sport judo to students who want to learn self-defense? Or vice-versa?
- Are you using your classes as personal conditioning workouts and your students as throwing dummies?

Student & Parent Interests

What are your students interested in?

- Recreational Judo
- Competitive Judo
- Kata
- Self-Defense
- Fitness
- Coaching, Referee, Judge

Parent's interests and goals

- Pushing their kids to compete
- Do they want their kid to be the next UFC Champ
- Are they against competition
- Do they want their kids to learn discipline
- Healthy exercise for their children



Parental Involvement

- Can be either a great asset or a detriment to your instruction
- Parents have the right to be concerned about their children's progress, safety, and moral development
- Problem parents: coach from the sidelines, pressure for promotions, harass referees, correct techniques you have taught based on what they have read or watched
- Helpful parents help with tournaments, fund-raisers, and other dojo events
- Educate parents from day one will you save you nightmares later on.

Instructional Needs

Instruction should be tailored to student's needs & abilities

- Age
- Skill Level
- Desires
- Goals

Determine what you are comfortable with and capable of teaching

If the student's needs are not met, they will leave

Junior Judo

- They want to have FUN in a safe, non-threatening environment
- They want to be challenged
- They want to be rewarded for their efforts



Our Tiny Tots Class

Junior Judo

- Have regular attainable promotions
- Be assured, getting those colored belts, stripes, and grading certificates is a big deal for both the students and the parents.
- End of the year awards: attendance, attitude, sportsmanship, most improved, and assistance with club activities.



Developing a Love for Judo

- If we expect children and teens to maintain an interest in judo, they must develop a “Love of the Sport” at an early age, *judo kureijigei*
- Moving too quickly into rigorous training for competition before they have matured, may turn them off judo for life
- This maturation occurs at about 13-17 years of age
- Generally, children between the ages of 5-12 should have fun and learn to “play judo”
- Integration of games is crucial to developing a love for judo
- Avoid Traditional Judo Teaching Model: Warm up, drill, uchi-komi, randori

Coaching Juniors



Coaching Juniors

- Instructor to student ratio 1-5 (ideal)
- Keep the practice moving (avoid standing around in lines)
- Develop skills that easily link together
- Whole-part-whole method
- Integrate games in between skills lessons to keep it interesting
- Make sure the games relate to the skills being taught
- Games can be a reward for correctly executed drills
- Don't sweat the small stuff. Children are very good at adapting techniques on their own

Transition from Junior to Teen

- Identify the transition point where a young judoka is ready to move from “playing judo” to becoming a serious “judo player” – keeping in mind that not all judoka aspire to be serious competitors
- 85-90% will be recreational judoka and perfectly happy with playing judo well into their retirement years



Teen Judoka

- Biggest challenge in retention for judo clubs
- For every teen that stays in judo a dozen or more quit
- Some leave for other sports (especially those that offer the possibility of a college scholarship or professional career)
- Leave for a myriad of teenage distractions and social engagements
- Considering flexibility in allowing the student to participate in other sports

Ask the experts

How do you keep your teen athletes interested and participating in judo?

Group Discussion



Adult Judoka

- Relatively new phenomena of the adult beginner judoka
- Parents are joining to workout with their children
- Considerations should be on injury prevention (newaza)
- Goals and interests should be identified early on.



What do your adult students want?

- Self-Defense?
- Judo History?
- Physical Fitness?
- To be associated with the art of Judo?
- Competition?
- Referee?
- Experience learning with the children?
- To be a black belt?
- Kata?
- Coach/Teach?

Coaching Tips – Avoid the Ego

- Skill-based Doctrine: 15% teaching 85% doing
- Don't talk too much
- Don't fall in love with the sound of your own voice
- Don't demonstrate 26 techniques or variations before letting the class practice
- Don't conduct lengthy Q & A after each demonstration
- Don't stroke your ego, get the students on the mat



How do you teach techniques?

- Usually achieved through repetitions (uchi-komi and nage-komi)
- Children – begin with fewer reps but expect and encourage good form. Don't want to reinforce poor technique
- Adults – can handle more reps as long as their technique doesn't diminish
- Once static uchi-komi and nage-komi have been mastered, move on to learning the technique on the move
- Controlled Randori: Practice technique against a defending uke. Then against an uke who is defending and countering. Lastly, Free Randori

Teaching Technical Skills

Introduce the Technique

- Have everyone's attention
- Ensure everyone can see
- Name the technique and explain its purpose
- Don't talk too much (no war stories)
- Demonstrate and Explain the Technique - **Whole**
- Demonstrate several times from different angles (full speed)
- Briefly relate to previously learned skills (motor transference)
- Demonstrate one last time before practice



Teaching Technical Skills

Deconstruct Technique and Teach in Chunks – **Part**

- Stance, grip, and body position
- Breaking opponents balance (kuzushi)
- Entering footwork and body movement (tsukuri)
- Completion of technique (kake)

Put It Back Together – **Whole**

- Demonstrate complete technique again several times from several different angles
- Have your students complete the entire technique and measure improvement

Teaching Technical Skills

Three Stages of Learning

- Mental Stage: Overall picture of the task (don't teach too much)
- Practice Stage: Shift from learning sequence of movements to refining timing and coordination. (give positive feedback not negative)
- Automatic Stage: (coach the athlete and not the technique)



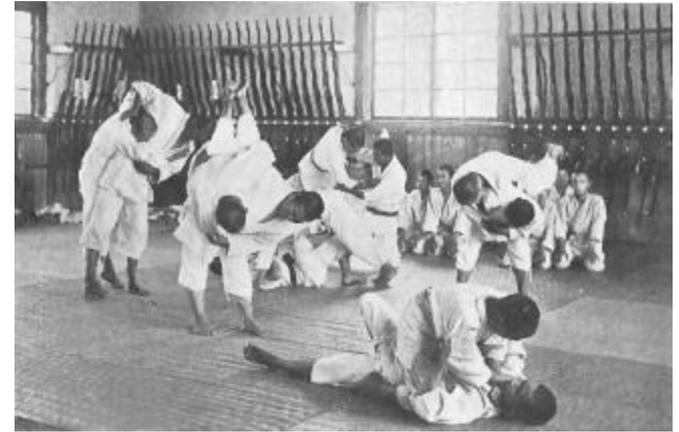
7 Principles for Technical Skill Practice

1. Practice the right technique
2. Practice the technique in game-like conditions as soon as they can
3. Keep practices short and frequent when teaching new techniques
4. Use practice time efficiently
5. Make optimal use of facilities and equipment
6. Make sure they experience a reasonable amount of success at each practice
7. Make practice FUN

Teaching Styles

Traditional Style

- Warm-up and stretching
- Teach technical skill
- Repeated practice of technical skill
- Randori
- Generally done by command style of teaching
- Often overemphasis on technical skill
- Drills not specific to actual sport. Static versus dynamic uchikomi, without transition to newaza
- Standing in line to do nagekomi causes students to get bored



Teaching Styles

Games Approach

- Emphasis is on learning through game-like practice (Shaping)
- Situational Randori (Focusing Play)
- Regular Randori (Enhancing Play)
- Activities that create realistic and enjoyable learning situations
- Emphasis on students learning to make decisions during game play
- Goal of developing tactical awareness
- Focuses on helping students understand what the game of judo is about and helps them learn how to play the game
- Students learn what to do by experience rather than being told what to do

Recap methods for teaching

Games approach

- Athletes learn principles underlying a technique
- Learn tactical skills
- Learn responsibility and leadership

Traditional

- One clear way to learn a skill with little decision making
- When the risk of injury is significant
- Skill is too complex to master as a whole
- Limited time to prepare for a contest and focus is on short term outcome of winning.

Plan your practices

Legendary Basketball Coach John Wooden planned out every practice to the minute, never wasting time.



“I would spend almost as much time planning a practice as conducting it. Everything was planned out each day.”

– John Wooden

What to consider

- Objective of the practice
- Equipment needed
- Warm-up
- Practice of previously taught skills (Branching)
- Teach and practice new skills
- Cool-down
- Coach's comments (review of the practice as a group)
- Evaluation of practice (immediately afterwards with assistant coaches)



Planning for Teaching

- Identify the skills your athletes need
- Know your athletes
- Analyze your situation
- Establish Priorities
- Select the methods for teaching
- Plan practices



Identify the Skills

- Technical
- Tactical
- Physical
- Mental
- Communication



Know Your Athletes

- Age
- Knowledge
- Experience
- Athletic ability
- Skills
- Capabilities



Analyze Your Situation

- How many practices throughout the year
- How many tournaments will they attend
- How many athletes
- Special events
- Equipment available or needed
- Expenses
- Support / staff
- Gear the teaching to your attendees



Establish Priorities

How do you prioritize which skills you will be able to teach:

- Importance of skill
- What must be taught
- What should be taught
- What can be taught
- Readiness of students to learn the skill
- Do they have the strength, endurance, flexibility, and motor coordination to learn the skill
- Do they have the mental capacity to learn it
- Pre-requisite needed for skill
- Is it safe to teach this skill

Guidelines for Teaching

How do you decide what and how you are going to teach?

- Prepare what you intend to teach ahead of time (Don't wing it)
- Imitate the best. (Beg, borrow, or steal if you have to. It's the highest form of flattery).
- Do not teach what you do not fully understand. (Know your limitations)
- Understand student limitations.
- Be flexible. (Different students learn differently)
- Don't teach too much. (Don't teach every variation, counter, and combination of a technique in the same lesson).
- Teach, practice, refine, and repeat often. Guided repetition is essential to developing good technique.
- Involve your students in setting goals.

Have a Lesson Plan

- Statement of objective – clear purpose with any variations. Keep it simple.
- Input. How you are going to teach. Start simple and work toward complex.
- Modeling should be clear and correct. Show from different angles.
- Check for understanding.
- Guided practice.
- Closure – summary feedback or questions from students.
- Independent practice.

(Mark E. Roosa “The Teaching of Judo”)

Competition Judo





JUDO WINTER NATIONALS®

Competition

- Competition is an integral part of any quality judo program
- Competition provides an opportunity to test one's skill development and mental discipline
- Winning is great but losing can be more instructive
- Competition is a great value to the instructor in evaluating a student's technical progress
- Competition fosters humility, a fighting spirit, respect for one's opponents, and sportsmanship
- Must remember, competition is not for all judoka and should not be pushed upon the athlete
- You want the athlete to compete for the right reasons and not your own personal needs

How do you coach Novices & Juniors on Match Day

- Have a game plan based on past experience
- Nervousness is contagious, be calm and confident
- Treat each player as an individual
- Keep advice simple and focus on what is effective (Match day is too late to introduce new ideas or techniques)
- Encourage your players to study their opponents
- Make small adjustments for opponents no major changes
- If the player is well trained and well prepared, then the coach is only needed for moral support
- Make notes
- Never belittle a player's performance on the mat
- Save critiques for back at the dojo, and know how to turn a loss into a positive learning experience
- Attend the referee meeting

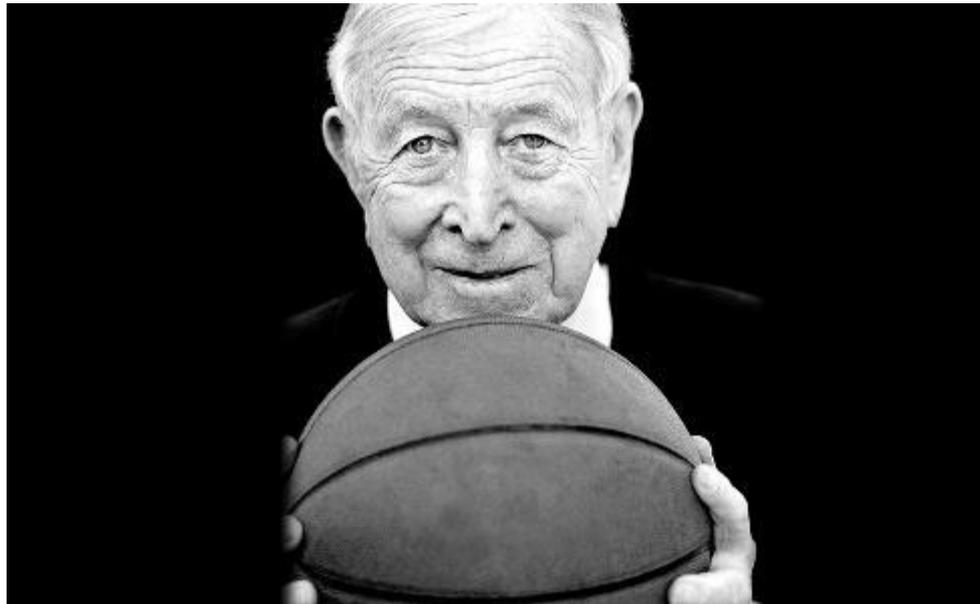
Pre-Tournament Preparation

- Nothing prepares the athlete more, mentally or physically, than knowing that they have done everything humanly possible to prepare for the competition
- Barring any nagging injuries, if the athlete has followed the coach's training program, they should be going into the competition at their physical, technical, tactical, and psychological peak.
- They should be arriving at the shiai organized and eager to fight, not nervous and apprehensive
- Gi should fit properly (IJF requirements)
- Women white tee shirt & hair ties
- Bring own white belt and blue belt



Words from Wooden

“Before the game I told my players, I’ve done my job coaching you this past week. Now go out and do yours.”



Coaching Mat-Side

- IJF rules have restricted mat-side coaching, except when the referee has called matte, creating a break in action
- USA Judo has not enforced these rules locally, but it is a good practice
- What would Wooden do?



Coaching Behavior

Coaching at Tournaments

- Coaching should be limited to:
 - Communication with athlete
 - Tactical advice
 - Encouragement
- Coach will remain seated in coaching chair
- Do not coach from the sidelines or stands
- Coach between Matte and Hajime
- Do not chastise or demean your player at the Tournament
- Dress appropriately



Coaching Behavior

Forbidden Behaviors

- Any abusive gestures toward, referees, officials, competitors, other coaches, or spectators
- Physically assaulting referees, officials, competitors, other coaches, or spectators
- Any behavior showing disrespect to referees, officials, competitors (even your own), other coaches, or spectators
- Comments and criticism of referee verdicts
- Calling out or signaling a score
- Yelling at the referee to change his/her score or decision
- Talking/yelling constantly

Recap for Retention

- Age-appropriate judo: Juniors will always be the future of judo but maintaining a core group of seniors is also critical to growth
- Make it fun, interesting, and challenging
- Develop social activities, fund-raising events, and judo camps to further develop sense of community within the club
- Host clinics for all members: competition, coaching, kata, and refereeing
- Reach out to former students and encourage them back
- Exit Survey

Final Thoughts

- Try to remember how you felt the first day you stepped on the mat or the first time you competed. (Judo can be stressful)
- Put as much fun in practice as possible. (Judo is a grueling sport, and the people you train with and teach need to enjoy practice if they are going to stay with it)
- Make practice as safe as possible. (No one comes to judo class looking for an injury)
- Teach effective judo. (Why take judo if it doesn't work?)
- Learn when to send your students to other places to train. (Know your limitations)
- Be patient. (Learning takes time, and everyone learns at different rates)
- Teach respect, and be a role model for your students.
- Never ask your students to do anything that you wouldn't do yourself.
- Remain humble.
- Remember where you came from and the people who helped you along the way.

Refereeing another key to Coaching



Paul Bova - 2018 IJF World Veteran's Gold Medalist

Referee Credentials - Local, Regional, & National

- Understand the match from the referee perspective
- Imperative to know the dos and the do nots!



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Chima Manmohan & Matthew Vander Horck Edgardo Rodriguez – U.S. Veteran's Judo Coach



