

The intent of this paper is to differentiate and define the two roles, “Sensei” and “Coach”, used by the United States Judo Federation (USJF). The USJF Development Committee has under its aegis an active Teachers and Coaching Development Sub-Committee. This paper will explore historical, traditional, and current definitions related to the two terms as well as recommend a positioning of each committee to the Board of Examiners.

### **Historical use of the terms “Sensei” and “Coach”**

According to Hayward Nishioka, Sensei the concept of “sensei” originated from the Far East whereas the concept of “coach” originated as part of the Western thought. In Japan the term sensei was intended to reflect a position of honor while at the same time conveying both respect and affection for this individual.

After the Meiji restoration period and the establishment of a formalized education system, the position of sensei in the Japanese society was always looked on as a position of honor. Much respect was accorded any sensei. In fact “sensei” instructions were viewed more as something akin to a command rather than something students might do in order to better themselves. Conversely, the sensei understood that he/she had a duty to and responsibility for their students’ welfare.

As we know, judo derived from jujitsu – Dr. Jigoro Kano is considered the founder of judo and he initially was trained in jujitsu and borrowed many concepts. However, he perceived a difference between jujitsu and judo. His differentiation lay in the emphasis of victor and the vanquished and what he was trying to do with the development of a pedagogical system. Dr. Kano’s judo evolved as a way to educate its practitioners in how to become better citizens. The principles of judo emphasized self-perfection, mutual welfare and benefit, and maximum efficiency with minimum effort - all qualities needed for a civilization to sustain itself rather than take over and control nations.

“Judo sensei” traditionally derived from a small class of practitioners that had excelled in competition. These practitioners received progressively higher rank commensurate with their ability to defeat others; however, throughout this process one never lost sight of the importance of simultaneous development of both judo strength and character.

### **Definitions**

There are several resources to explore current linguistic definitions of the words “sensei” & “coach”:

#### **Sensei**

According to Wikipedia the term “Sensei” is a Japanese title used to refer to or address teachers, professionals (i.e., lawyers, doctors, politicians, clergymen, and other authority figures). The term is also used to show respect to someone who has achieved a certain level of mastery in an art form or in some other specific skill (i.e., accomplished novelists, musicians, and artists). A person of this stature is addressed, for example, Japanese manga (comic book) fans refer to manga artist Osamu Tezuka as "Tezuka-sensei." Sensei is also one of the common Japanese martial arts titles.

In the written (kanji) form of sensei, the Japanese expression “sensei” shares the same characters as the Chinese word, pronounced “xiānshēng” in Mandarin. Xiansheng is a courtesy title for a man of respected stature; its English equivalent is “gentleman,” or more commonly “mister.” It can also be attached to a man's name to mean “Mr.”

Prior to the development of the modern vernacular, Xiansheng was used to address teachers of both genders. This term has fallen out of the Standard Mandarin word usage though it is retained in some southern Chinese dialects such as Hokkien and Hakka where it still has the meaning “teacher” or “doctor”. In Japanese, sensei is still used to address people of both genders. It is likely both the current Southern Chinese and Japanese usages are more reflective of its Middle Chinese etymology.

Neil Ohlenkamp’s “Judo Information” website defines sensei in the following way:

“The term sensei includes several levels of meaning. Some martial artists equate it with “master” but this is a meaning that is not used much in judo circles. As you advance in judo it becomes very apparent that there are so many techniques and aspects of judo that it would take a lifetime to learn them all. Mastery seems to stay just out of reach, and it is not something that can easily be achieved or claimed. There are moments of mastery, like when a competitor achieves the elusive effortless ippon (win), but they are fleeting. There is always more to learn, and Judo teachers are usually the first to admit that they are more like beginners than masters.”

He further states that:

“Most martial artists also consider a sensei to be a life-long guide who provides students with physical, mental, and even sometimes spiritual training. In Japan it is quite appropriate to refer to a church leader or spiritual guide as a sensei. It is also appropriate to use the term for teachers in educational institutions, classical arts and crafts, temples, clubs and many other student-teacher relationships. While a Judo sensei must know the techniques of judo, there is more that can be learned in judo classes besides physical skills. The lessons learned in judo training certainly can be applied to all aspects of life. Over three decades my sensei has shared his wisdom and understanding in many areas. This kind of relationship with a sensei though is quite rare. Students move, Judo clubs close, sensei retires, and it is hard to find an instructor that can provide you with such lessons for a long time.”

The Ohlenkamp site supports the Nishioka position and further elaborates on the Nishioka paper further stating:

The Japanese word sensei literally means “one who has gone before”. This is another way to look at the role of a sensei, and one that I especially identify with. In terms of a martial art, a sensei is the one with more experience who can guide you along the path. My sensei competed extensively and knew what it was like to win and lose. Having demonstrated the required techniques to go through each of the ranks he was competent to help others along the same

path. Having studied other martial arts he had an appreciation for the unique lessons of Judo. Being head coach of a large Judo club he saw a lot of students struggling to achieve their best. Having coached winning athletes he knew what it took to be successful. Sharing this knowledge and experience with others is what a sensei is all about. Ken Shiki, or “the pursuit of knowledge,” is an important virtue of judo practice and it is based on the foundation of the sensei’s experience.

### **Coach**

[Author Note: The following is an exploration of the use of the word “Coach” as reflected in the English Language. Earlier in his paper Nishioka Sensei states that the concept is a Western thought. It has been included in this paper to represent the Western concept.] [The following is a direct quote with some editing to make the text more readable]:

“Coach” as defined in Wikipedia is a term in U.S. sometimes equivalent to the word usage of “manager.” ... Coach is also properly referred to as a “manager,” particularly in the context of a team of adults as opposed to a team of youth. “Game Coaching” entails the application of sport tactics and strategies during the game or contest itself, and usually entails substitution of players and other such actions as needed. Most coaches are former participants in the sports in which they are involved, and those who are not have usually had extensive training in the sport in question. Managing in some professional sports operations, the head coach also serves as General Manager of the team with executive responsible for acquiring the rights to players and negotiating their contracts (generally in recent years with the players agents) and for trading or dismissing players. These roles have been increasingly likely to be seen as separate functions fulfilled by separate persons in more recent years, although many coach/general managers still exist. When related to the concepts of training many coaches, usually those of school-sponsored sports teams, also bear the responsibility of teaching the skills, rules, and tactics involved in a particular sport to its players.

### **Teacher**

As defined in Wikipedia:

In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

The objective of a teacher is to typically provide a course of study, or a practical skill, including learning and thinking skills. The different ways to teach are often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals. A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities.”

**Current USJF Expert Definitions:**

Two of our most prestigious USJF members have forwarded specific considerations for the differentiation of the words “sensei” and “coach.” The following are reflection of their USJF Position Papers commissioned by Mr. Robert Brink, current USJF Chairperson of the Board of Examiners.

**Sensei**

According to Yoshisada Yonezuka Sensei , a sensei is:

“... [A]n educator who teaches Judo to students of all ages. A Sensei teaches the skills of Judo as well as history, philosophy, courtesy and manners and undertakes this in an atmosphere of respect for others.”

Within the paper Yonezuka Sensei implies that the sensei is concerned with the development of the student as a whole person. He specifically states, “A sensei has a long-term investment in the student’s future.” Yonezuka Sensei’s concept emphasizes: A well trained Sensei ... knows each student athlete’s limitations and based upon this information can then formulate a “plan” targeted to each student’s goals and limits ... (therefore) the Sensei will want to have a long term plan for well rounded judo student development which takes into account the total educational experience ... the Sensei’s long term goal of working to help their student’s understand Judo leads to a more successful judo “competitor.” This requires loads of patience from both the Sensei and the student but this plan can pay dividends over the long haul ...A well trained Sensei, on the other hand, knows each student athlete’s limitations and based upon this information can then formulate a “plan” targeted to each student’s goals and limits.

These concepts therefore directly state that the Sensei is an individual who keeps the whole student in mind and who works towards his/her development in a variety of ways.

Nishioka Sensei , offers some further thoughts about sensei credentials:

Although there were never any hard and fast rules governing who was qualified to become a sensei, the judo teacher was typically expected to hold a judo rank of at least Sandan. For the most part sensei’s were respectable members of the community and usually traditional in their views and habits. All senseis were expected to be knowledgeable and have superior physical abilities. It was usually assumed that a sensei was one with good technique and an ability to teach others while always conducting themselves in a manner beyond reproach.

This suggests that by the development of skill to Sandan level a title of “sensei” might be given to the teacher with an expectation that the teacher possessed fundamental knowledge of judo and teaching skill.

Combining these two experts’ concepts therefore, we must conclude that the Sensei is an individual who has achieved a minimum rank of Sandan and is capable of creating developmental programs for the “whole” student.

### **Coach**

[Author note: Nishioka Sensei has a special interest and expertise in the concept of “coach.” He has developed a specific course in assistant coaching and within the book defines the concepts and duties of coach and assistant coach.]

Nishioka Sensei defines the “job” of coach as needing to understand the following:

The job of the coach who is well versed in some of the following areas has a better chance of getting his athlete to highest spot of the victory stand if the judo coach understands:

1. The basic rules of the game;
2. The demands of the game;
3. The players’ condition and potential;
4. What he has to do to get his players “up” for the challenge;
5. Exercise physiology;
6. Biomechanics;
7. Motor learning;
8. Principals of strength training;
9. Sports psychology;
10. Training principals;
11. Gamesmanship; and
12. Scouting techniques and knowledge of what the competition is like.

The implication of his definition is that the coach focuses on specific player development for the purpose of improved performance most likely related to competitive performance.

### **Comparison**

Nishioka Sensei states that coaching’s emphasis are essentially on winning. He contrasts the coach’s role with that of the sensei where he believes the emphasis is more on instructing. Typically coaching requires more time with fewer individuals. He further elaborates that when instructing the sensei is usually hard pressed to yell at his/her students in front of others. He implies that the role of the coach is more “parental” and may be prone to provide strong feedback to a player regardless of who is around. He also states that a coach may take a position with a player that may be unjustly enriched with an unwarranted—one which the coach may not be inclined to see corrected where a sensei would disagree with such a result. In other words, the sensei may be more likely to correct an improper result.

Yonezuka Sensei would contrast the different roles of coach and sensei this way:  
A sensei will not be preoccupied only with a short term development goal of “winning” contests during the early period of a new student’s training ... Coaches’

focus is often on the short term goal of winning matches in competition, and “winning” in any way their student can because to this coach, “winning” is everything. ... A coach’s job is to monitor weight in addition to the athletes’ physical and mental condition prior to each competition as well as to serve as both mentor and counselor to the athlete ... A coach must understand their athletes very well. They must find out their strengths and weakness then teach in furtherance of the individual’s best interests.

## **USJF Committee Definitions**

### **USJF National Teachers Institute Sub-Committee**

The USJF National Teachers Institute Sub-Committee through its previous Chairperson, David Matsumoto, Ph.D., and currently Margaret Catt, B.S., has defined through its actions and recommendations the concepts of “Teacher”. The USJF recognizes four levels of teacher:

The Master teacher (Class A) who are at a minimum Godan and whose knowledge should allow them to teach from the local through the international level. It is expected that the Master Teacher credential should require the renewal of one’s license every two years after obtaining an additional six hours of relevant continuing education.

The Associate Teacher (Class B) has achieved a minimum rank of Sandan. The knowledge of this level teacher should entail the teaching of students from the local to the national level. It is expected that the Associate Teacher renews his/her license every two years and has gained a minimum six continuing education units.

The Instructor Teacher (Class C) has achieved a minimum rank of Shodan. The knowledge of this level teacher should entail the teaching of students from the local to the regional level. It is expected that the Instructor renews his/her license every two years and has gained a minimum six continuing education units. .

The Assistant Teacher (Class D) has achieved a minimum rank of Sankyū. The knowledge of this level teacher should entail the teaching of students from the local to the regional level. It is expected that the Assistant Teacher renews his/her license every year and has gained a minimum six continuing education units. The actual USJF Certification Documentation can be found in Appendix I.

The competencies of the USJF teacher focus on five main areas: Technical Proficiencies, Program Development, Liability/Legal Issues, Physical Components and History Philosophy.

The Technical Proficiencies are specifically designed to allow the instructor to impart fundamental knowledge, skill, attitudes and behaviors associated with learning of judo technique (waza). It is these same skills that are used to help train the mind, body and spirit of the judoka. It is expected that the teacher will provide beneficial feedback to the student to improve in all the areas.

The Program Development area focuses on design, development, and implementation of learning programs for the student. It further includes incorporation of compliance factors to achieve progress measured by rank. shiai, testing workshops, and instructional methodologies are intrinsic to this area of mastery. Areas of communication mastery (written and oral) are expected for the instructor so he/can create and communicate written plans, grants, etc.

It is expected that teachers at all levels understand liability and legal issues associated with the teaching and performance of judo. The teacher is expected to create and maintain a safe environment, prevent risks where possible and manage whatever risks may arise. It is expected that the teacher has knowledge of and can administer basic first aid. It is also expected that the teacher have knowledge of and runs the dojo in an appropriate business manner.

The teacher is expected to have knowledge of judoka’s physical development. This area of physical components includes such things as physical and mental conditioning, nutrition, prevention and care of sports injuries, substance abuse prevention, and proper weight management. It is expected that the instructor help model this are other areas of behavior and development.

The dissemination of Judo history and philosophy is critical to the development of the judoka’s mind and spirit. The heritage of judo places it in a developmental context. The emphasis on respect, character, and personal/social skills is critical for all judo to carry on the intended philosophy. Judo was created as a pedagogical system to help in the advance of student learning in the realms of mind, body and spirit.

The Teacher Competencies are spelled out in Appendix II.

### **USJF Coach Development & Certification Sub-Committee**

The USJF Coaching Committee through its previous Chairperson, Dean Markovics and currently Stan Wentz (in collaboration with Gerald Uyeno, United States Judo Association Coaching Committee representative) has defined through its actions and recommendations its concept of “Coach”.

The current concepts were created to streamline and improve the development of “Grassroots Judo™ Coaching” in the United States with the specific intent of creating common administration and coaching requirements and coaching levels.

The administrative requirements include consideration of appropriate criteria and process for selecting, “training,” and certifying coaches for the two organizations.

The coaching levels are spelled out through out his document. The highest level of certification is an International Coach. This level coach is capable of training and taking players from the local to the international level. The next level coach, the National level, is those who help prepare and train players from the local to the national level. Coaches are often former competitors who hold judo black belt rank and who help prepare judoka from

the club level through national camps and ready them for national play as well. Assistant Coaches are Brown Belts who are interested coaching Judo at tournaments. Individuals within each group must meet specific requirements before being certified at their level.

Appendix III spells out the current coaching concepts.

The content of the training of coach focuses on the individual development and performance of judoka. Specific areas of study may include psychological and physical development of the judoka as well as specialized preparation for training students with special needs. The specific curriculum can be found in Appendix III.

### **Conclusion**

There are several overlapping concepts discussed above. Both judo teachers and coaches working at any level need to be able and willing to offer help to students from diverse backgrounds. The lessons should include learning about the importance of respect for one another. Both roles should be concerned with fostering the growth of each individual as a human being, and of the importance of each person’s need to contribute something of value back to society.

Starting from the initial presentations of Nishioka and Yonezuka Sensei’s position papers, Ohlencamp Sensei and Wikipedia definitions it appears that the Sensei or Teacher has a specific interest and concern for the development of several aspects of judo. The sensei includes both the little “j” aspects and well as the capital “J” aspects [i.e., technique and personal formation, in teaching judo].

It is clear that the role of Sensei originates in the orient, as the person who appears responsible for the societal concepts of Judo as well as ensuring proper development within the dojo. The sensei has a minimum rank of Sandan and is capable of teaching several aspects of judo beyond the techniques. One can begin teaching (as an assistant teacher) at the rank of sankyu. It is expected that the lower ranks of teacher are under guidance from the upper ranks. The knowledge, skills, attitudes and behavior of this person incorporate those of coach and goes beyond into the realm of philosophy and quality of how one lives. The Sensei has an interest in the whole development of Judo and the issues surrounding judo in the community. The sensei’s focus is the development of the dojo’s program and he has particular interest in the outstanding individuals within his dojo who go on to contribute to judo’s sustainability as a sport and learning system.

The coach has a focus on the development of the person for competitive purposes. The coach as used in practice is the person responsible for growth and development of the individual judoka with an emphasis on competition as the main form of growth.

### **Recommendations**

The following recommendations are based on the above discussion. The USJF Board of Examiners should consider formal adoption of the following:

1. Approve the above discussion as the official USJF view of the terms and concepts for USJF “Coach” and “Teacher” or “Sensei” for USJF Teaching and Coaching Committee purposes.
  - a. A USJF member Teacher is one who has acquired some level of pedagogical training in concert with the USJF Teaching Curriculum in the aspects of technical training of techniques, developmental, and social components of Judo. The training includes such areas of knowledge as judoka development (physical, emotional, and spiritual), dojo management (including liability and legal issues), and judo philosophy and history.
  - b. A USJF member Coach is one who focuses on specific player development for the purpose of improved performance most likely related to competitive performance.
2. Once approved by the Board of Examiners, request all affected USJF Development Sub-committees conform their programs and activities to these concepts and definitions.
3. Once approved, the Board of Examiners is to assist the USJF Public Relationship Committee in any way possible to disseminate the report and to underscore important differences between the two roles/titles including inclusion of the approved treatise on the USJF web site.

## Appendix I

### USJF National Teachers Institute Sub-Committee Certification Curriculum

| <b>Certificate</b>     | <b>Masters</b>  | <b>Associates</b>             | <b>Instructors</b> | <b>Assistant</b> |
|------------------------|---|-------------------------------|--------------------|------------------|
| <b>Requirements</b>    | Class A   | Class B                       | Class C            | Class D          |
| <b>Minimum Rank</b>    | Godan   | Sandan                        | Shodan             | Sankyu           |
| <b>Teaching Level</b>  | International<br>National<br>Regional<br>Local  | National<br>Regional<br>Local | Regional<br>Local  | Local            |
| <b>License Fee</b>     | \$20.00   | \$20.00                       | \$10.00            | \$10.00          |
| <b>License Expires</b> | 2 Years   | 2 years                       | 2 years            | 1 year           |
| <b>License Renewal</b> | Instructors must earn 6 units of continuous education credit prior to their license expiration date. Recertification required if continuing education not verified. |                               |                    |                  |

## Appendix II

### USJF National Teachers Institute Sub-Committee Teacher Competencies

| <b>Technical Proficiency</b>  | <b>Program Development</b>                                   | <b>Liability/Legal Issues</b>   | <b>Physical Components</b>                    | <b>History-Philosophy</b>                       |
|---|--|---|---|---|
| Judo Skills concurrent with rank requirements                               | Curriculum Development (teaching, testing, evaluate, adjust) | Risk management   | Physical and mental conditioning              | Judo History                                    |
| Teaching Methodologies - Redirection, re-teaching, learning style direction | Registration USJF  | Facility/Safe Environment   | Nutrition                                     | Judo Etiquette                                  |
| Measurement of student progress   | Sanctions  | Teacher Certification   | Prevention and Care of Common Sports injuries | Code of Ethics                                  |
| Communication skills to show interest in student development                | Promotion Requirements                                       | Emergency procedures  | Substance abuse                               | Character Counts!                               |
| Non-verbal communications   | Grant Writing  | CPR   | Proper weight control/loss                    | Personal and Social Skills                      |
| Cognitive and physiological developmental stages of children                | Communication Skills - Public Relations/ Media               | Business Planning/strategic planning: regulations, reporting, resources | Modeling                                      | Education study skills development, achievement |
|   | Instructional planning                                       |   |   |   |

## Appendix III

### Joint Coach Development Program Plan (2007) USJA, USA Judo, & USJF

#### 1. Objective

USA Judo, the United States Judo Federation (USJF) and the United States Judo Association (USJA) established the Joint Coach Development Program (JCDP) to streamline and improve the development of Judo Coaches in the United States.

The JCDP establishes common a) Administration Requirements, b) Coaching Levels, c) Requirements for Certification, d) Renewal Procedures and e) Process for Transition from Existing Programs to the Joint Program. Details are provided below.

#### 2. Administration Requirements

The JCDP is administered by the a) USA Judo Coach Development Committee (CDC) , b) USJF CDC, c) USJA CDC and d) Joint USA Judo, USJF and USJA Coach Development Committee.

The USA Judo, USJF Coach and USJA CDCs are responsible for administration of Coach Development for their respective organizations. Here, administration includes, but is not limited to the following items:

1. Develop and maintain a CDC
2. Establish a schedule of fees for Certification Clinics, Applications, Certificates, Badge and Continuing Education.
3. Select and Develop Clinicians
4. Develop and maintain Processes and Procedures for Certification and Renewal
5. Organizing Coach Certification Clinics and Continuing Education (see below)
6. Communication to members of their organization including, but not limited to, list of Certified Coaches and Clinicians, Dates and Locations of Certification Clinics, Schedule of Fees
7. Review of Coach Applications, Approval/Rejection and Notification to Applicants of Results
8. Participation in the Joint USA Judo, USJF and USJA Coach Development Committee.
9. Communicate the list of Certified Coaches to the other Organizations.

The Joint USA Judo, USJF and USJA Coach Development Committee is responsible for coordination of the JCDP. Here, coordination includes, but is not limited to the following items:

1. Develop and Maintain the Joint Coach Development Program. This includes documentation of the JCDP and development of a procedure for changes to the JCDP.
2. Participation in an Annual Meeting to review the Joint Coach Development Program.
3. Timely communication to the three member organizations of any changes to the JCDP.

### **3. Coaching Levels**

Four Coaching Levels are recognized:

Assistant Coaches are Brown Belts who are interested in Teaching Judo and Coaching Judo at tournaments sanctioned by USA Judo, the USJF or the USJA.

Coaches are Black Belts who are interested in Teaching Judo and Coaching Judo at tournaments sanctioned by USA Judo, the USJF or the USJA.

National Coaches are Black Belts who are interested in Teaching Judo and Coaching Judo at tournaments sanctioned by USA Judo, the USJF or the USJA and those International tournaments identified in Table 3-1.

International Coaches are Black Belts who are interested in Teaching Judo and Coaching Judo at tournaments sanctioned by USA Judo, the USJF or the USJA and those tournaments identified in Table 3-1 and Table 3-2.

### **4. Requirements for Certification**

Requirements for Certification are listed in Table 4-1.

### **5. Renewal Procedures**

Assistant Coaches, Coaches and National Coaches must re-new their certification as described in detail below. There are two options for renewal. They may re-certify. Alternatively, they can apply for renewal to the Coach Certification Chair if they are a) Coaching and b) earning JCDP Continuing Education Units (CEUs) as described in detail below

Assistant Coaches must renew every year. They must a) have coached 50 hours in the previous year and earned 4 JCDP CEUs within the past 4 years or b) re-certify

Coaches must renew every 2 years. They must have a) coached 100 hours per year in the past two years and earned 4 JCDP CEUs within the past 2 years or b) re-certify.

National Coaches must renew every 3 years. They must have a) coached 100 hours per year in the past three years and earned 12 JCDP CEUs within the past 3 years or b) re-certify.

1 JCDP CEU = 4 hours of instruction at a Certification Clinic or Continuing Education Clinic approved by the Coach Development Committee.

1 JCDP CEU = 1 College Credit in a subject approved by the Coach Development Committee

USA Judo will establish renewal procedures for International Coaches

## 6. Process for Transitioning from Existing Programs to the Joint Program

Each Coach will re-apply to their organization’s Coach Development Committee. The Coach Certification Chair will assign each Coach a level based on the current requirements of the Joint Coach Development Program.

Transition will begin 01 April 2007 and be complete 01 October 2007.

### Table 3-1 National Coaches: Tournaments

This table identifies those tournaments that require the Coach be certified as either a National Coach or an International Coach

Rendezvous Canada  
Benito Juarez  
Ontario Open  
British Open  
What other tournaments?

### Table 3-2 International Coaches: Tournaments

This table identifies those tournaments that require the Coach be certified as an International Coach

All tournaments sanctioned by the IJF:  
Olympic Games  
Senior World Championships  
Junior World Championships  
All tournaments sanctioned by the PJU:  
What other tournaments?

### Table 4-1 Requirements for Certification

#### Assistant Coaches

1. Rank of 3rd degree Brown Belt
2. Successful Completion of Coach Certification Clinic\*
3. Current Background Screen
4. Application
5. Review and Approval by the Coach Certification Chair

#### Coaches

1. Rank of 1st degree Black Belt
2. Successful Completion of Coach Certification Clinic\*
3. Current Background Screen

4. Application
5. Review and Approval by the Coach Certification Chair

**National Coaches**

1. Rank of 1st degree Black Belt
2. Successful Completion of Coach Certification Clinic\*
3. Current Background Screen
4. Application
5. Review and Approval by the Coach Certification Chair

\* Note: The Certification Clinic for Assistant Coaches, Coaches and National Coaches must meet the following minimum requirements:

1. Conducted by Clinicians approved by the Organization’s Coach Development Committee.
2. Sanctioned by the Organization
3. Cover all topics identified in the “Assistant Coach, Coach and National Coach Certification Clinic Topics” listed in Table 4-2.
4. Minimum 16 total hours.

**International Coaches**

USA Judo shall establish requirements for International Coaches

**Table 4-2 Joint USA JUDO, USJF and USJA Coach Development Program: Assistant Coach, Coach and National Coach Certification Topics**

01 March 2007

**PSYCHOLOGY**

- Character Development
  - Modeling, Via Practice, Via Shiai and Social Construction of Experience
- Cognitive Development
- Socio-emotional Development
- Motivation
  - Self and Athletes
- Communication
  - Body Language and Conflict Resolution
- Stress Management
  - Relaxation and Anger Management
- Mental preparation
  - Relaxation, Imagery and Focus / Refocus

**PHYSICAL**

- Nutrition

- Nutrients Macro & Micro, For Health & Performance and Weight Gain & loss
- Weight Training
  - General, Plyometrics, Anaerobic, Aerobic and Circuit
- Care & Prevention of Common Injuries
  - Evaluation, First Aid / CPR and Taping
- Technique
  - Gripping, Newaza and Tachiwaza
- Tactics
  - When Ahead, when behind and when even
- Mat Side Skills
  - Referee Interaction, Competition Rules and Verbal Instruction

#### SPECIAL POPULATIONS

- Coaching Physically Challenged
  - Blind, Physically Disabled and Deaf
- Coaching Mentally Challenged
  - Post Traumatic Stress Disorder, ADHD and MD
- Women’s Development
  - Recruitment, Retention and Safety
- Children
  - Developmentally Appropriate and Cognitive Development
- Masters
  - Injuries

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The concepts set forth in this directly derived from a position paper submitted to the Board of examiners on October 17, 2007 entitled, Sensei or Coach composed by section Hayward Nishioka. Much of the material is directly used from his writing.

From Wikipedia, the free encyclopedia, found under the term “sensei”

This definition was taken from the Judo Information Site from an article by Neil Ohlencamp entitled, “What is a Sensei.” This source was utilized due to the popularity of the site and it reflection of American thought.

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Ibid

From Wikipedia, the free encyclopedia, Coach

From Wikipedia, the free encyclopedia, Teacher

Position paper submitted to the Board of Examiners on October 17, 2007 entitled, “Differences Between The Sensei and The Coach”