

EXTRAORDINARY TEACHING

VOLUME 1



TRANSFORM
YOUR MARTIAL ARTS SCHOOL
INTO A LEADERSHIP ACADEMY!



Stephen Oliver, MBA

9th Degree Black Belt

Jeff Smith

10th Degree Black Belt

Kickboxing World Champion



EXTRAORDINARY
TEACHING

VOLUME 1

*by Stephen Oliver
Jeff Smith*

EXTRAORDINARY TEACHING VOLUME 1

TRANSFORM YOUR MARTIAL ARTS SCHOOL INTO A LEADERSHIP ACADEMY

By Stephen Oliver and Jeff Smith

Martial Arts Wealth Mastery
MartialArtsWealth.com

825 Neville Lane, Golden, CO 80401

1-720-256-0208, Fax: 800-795-0583

StephenOliver@MartialArtsWealth.com

© COPYRIGHT 2025 STEPHEN OLIVER AND JEFF SMITH. ALL RIGHTS RESERVED.

May not be distributed through any means without explicit permission
from the copyright holder.

Other Tools and Resources Available at:
MartialArtsWealth.com

TABLE OF CONTENTS

Foreword: A Master’s Reflection on Brothers in the Arts	8
Reviews OF “EXTRAORDINARY Teaching”	12
Preface: The Brutal Truth about Running a Profitable Martial Arts School	26
Introduction: The Lone Wolf and the Empty Dojo	32
Part 1: Forging The Lifetime Student (Foundation)	39
Chapter 1: The Only Metric That Matters	39
Chapter 2: The Attendance Card is Your Crystal Ball	45
Chapter 3: The First Four Months: Forging the Habit.....	51
Chapter 4: We Don’t Teach Karate: We Create Black Belts	59
Chapter 5: You are The Gasoline In Their Ferrari	65
Chapter 6: Building Character: That’s What Parents Will Pay For.....	71
Chapter 7: The Rhythm of Success: Your Testing Cycle is Your Retention Cycle .	77
Part 2: The Leadership Factory (The Engine).....	87
Chapter 8: The Foundation of Leadership	87
Chapter 9: Building Your Bench: The Instructor Training Program	93
Chapter 10: Cultivating a Culture of Leadership	101
Chapter 11: The Quarterback Approach: In-Class Teacher Training	107
Chapter 12: Beyond the First Black Belt: The Art of Advanced Retention	113
Chapter 13: The Engine of Growth: Rotating Curriculum	119
Chapter 14: Selling the Vision: “The ‘PhD in Martial Arts”	125
Chapter 15: Forging Champions Without Breaking Students	131
Chapter 16: The Full-Meal Class: A Recipe for Engagement	137
Chapter 17: Building Your Culture, Brick by Brick	143
Chapter 18: The Power of Proof: Recognition and Testimonials	149
Chapter 19: From Black Belt to Master: Creating a Legacy	155
Conclusion: From Instructor to Architect	159
Part 3: The Architects of An Industry	167
Introduction.....	167
Jhoon Rhee – The Foundation Builder (1932-2018).....	171
Jeff Smith – The Champion Who Proved the System	177
Stephen Oliver – The Systematizer and Scale Master	185
The Unbroken Chain: A Legacy of Empowerment.....	195
Part 4: The Art of Effective Teaching (The Human Connection)	201
Introduction: Beyond Technique – The Teacher's True Craft	201
Chapter 1: The Psychology of Learning – Understanding Your Student's Brain..	205

Chapter 2: The Essential Teaching Methods – Your Instructor Toolbox.....	213
Chapter 3: Energy Management – The Instructor as Performer.....	223
Chapter 4: Individualization Within the Group – Teaching Everyone at Once	231
Chapter 5: Discipline, Class Management – Creating a Culture of Excellence	237
Chapter 6: The Art of the Mat Chat – Teaching Life Lessons.....	245
Chapter 7: Teaching Different Age Groups – Developmental Considerations.....	251
Chapter 8: The Master Class Structure – Putting It All Together	259
Chapter 9: Teaching Advanced Students – From Student to Master	269
Chapter 10: Teaching Beyond the Physical – Mental and Spiritual Development	277
Part 5: The Structure and Process of Student Renewals in Martial Arts Schools	287
Building Your School's Foundation.....	288
The Marathon Runner Mindset.....	289
Creating an Emotional Account.....	289
The Power of Value Creation	290
Grandfather's Business Wisdom.....	291
Taking Full Responsibility.....	291
Implementing a Progressive Belt System	292
Managing Student Retention	293
Understanding Motivation Cycles	293
Utilizing Attendance and Testing Systems	295
Preparing Students for Advancement	296
Building Your Renewal Systems.....	297
Bonus 1	303
Keep the Momentum Going!.....	303
Bonus 2	321
All Of The Moving Pieces.....	321
Bonus 3	327
Small School Accelerator – For Schools Under 100 Students	327
Bonus 4	351
The Ultimate Team To Grow Your School	351
Bonus 5	393
The Why a Coaching Program Can Make You Rich in All Parts of Your Life	393
Positive Reviews and Feedback	397

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who TOOK ACTION.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

FOREWORD: A MASTER'S REFLECTION ON BROTHERS IN THE ARTS

★★★★★ 5 of 5



Grand Master William "Bill" Clark

Founder of Karate America, #1 bestselling author, and mentor to thousands of martial arts schools worldwide

"A must-read for every instructor who dreams not just of teaching — but of leaving a legacy that endures."

"After more than fifty years on the mat, I've had the honor of calling many martial artists friends, peers, and students — but few have shared the same relentless passion for our craft as Grand Master Stephen Oliver and Grand Master Jeff Smith. I've known these men for decades. We came up together in an era where teaching meant far more than running classes, it meant building character, families, and futures. Reading "Extraordinary Teaching" felt like sitting down with two old friends over a diet coke, reminiscing about the lessons we've learned and the mistakes we've made, all while rediscovering the fire that keeps us teaching year after year. This book is not just another "how-to" manual for martial arts school owners. It's a masterwork — a culmination of experience, wisdom, and love for the arts — written by two men who have lived it, breathed it, and bled for it."

The Message That Every Instructor Needs to Hear

1. Retention Is the Real Art

*"From the first chapter, Oliver and Smith drive home a truth too often forgotten in our industry: **retention is the only metric that matters.** I've seen countless schools pride themselves on being "hard to earn a black belt," but as the authors brilliantly point out, that's not a badge of honor, it's an admission of failure. Their insight reframes the mission of every instructor: your success isn't measured by how many students start, but by how many you help finish."*

2. The Attendance Card — Connection Over Convenience

"Their defense of the physical attendance card struck me deeply. In a world obsessed with digital convenience, they remind us that nothing replaces the human touch — the greeting at the door, the recognition of a face, the warmth of hearing your own name spoken with respect. Those are the invisible threads that keep a student tied to the dojo family."

3. The First Four Months — The Crucible

"I've always said that black belts are forged, not found, and this book's section on the "first four months" captures that process perfectly. The authors give practical, battle-tested guidance on how to shape habits, set appointments, and celebrate small victories — exactly what keeps beginners from becoming dropouts."

4. From Instructor to Architect

*"Perhaps the most profound idea is the mindset shift they describe: **we don't teach karate — we create black belts**. That single line embodies the evolution from technician to teacher, from instructor to architect. It's not about running classes; it's about crafting lives."*

A Leadership Blueprint for the Next Generation

*"Where this book truly shines is in its second half — **Extraordinary Teaching**. Here, Oliver and Smith lay out the system every school needs but few ever build: a structured path that transforms students into leaders, assistants, and eventually instructors. Their **"Quarterback Approach"** is brilliant — clear, organized, and empowering. It gives instructors a way to mentor their assistants in real time, creating a living classroom of leadership development. And their reminder that the leadership program is education, not employment, is one of the most important cultural corrections our industry needs. I can tell you firsthand, having walked the same path as these men: this system works. It's how you move from being a one-person show to a legacy builder — from an instructor to a leader of leaders."*

Beyond the Black Belt

"One of the book's greatest insights is its treatment of the post-black belt journey. Too many schools treat that rank as a finish line. Oliver and Smith remind us that first-degree is not the end — it's the beginning. They show how to turn graduates into mentors, leaders, and pillars of the next generation. It's a message I've preached my entire life, and seeing it so clearly articulated here filled me with pride and gratitude."

Craftsmanship in Words and Wisdom

"The writing is sharp and sincere — equal parts business guide, instructor's manual, and heartfelt conversation between lifelong martial artists. You can feel the decades of experience behind every line. It's modern, relevant, and unapologetically authentic. For me, it read like a reunion — a conversation between old friends still fighting the good fight for the future of the martial arts."

Final Thoughts from One Old Warrior to Another

"If you've ever wondered how to keep your students for life, how to build a team that shares your vision, or how to turn your dojo into a true academy of leadership — this is the book you've been waiting for. After more than fifty years in this art, I can say with conviction: this is the finest modern work ever written on building a martial arts school that lasts. To my friends and brothers, Grand Master Oliver and Grand Master Smith — you've done our community proud. You've given the next generation the roadmap we all wish we had when we started."

REVIEWS OF “EXTRAORDINARY TEACHING”

★★★★★ 5 of 5



Marc Sigle,

7th Degree Black Belt Kenpo-Karate, Owner, Bushido
Esslingen/Germany, Fulltime martial arts teacher since 2003,
Martial Arts Journalist

"Stephen Oliver & Jeff Smith's Extraordinary Teaching is a sharp wake-up call for martial arts instructors. He puts his finger where it hurts: too many teachers show techniques but forget to teach - and they try to do everything by themselves. His solution offers a win-win for instructors and students. With over four decades of experience, Oliver explains how great instruction starts with mindset, empathy, and clarity of purpose. He challenges readers to reflect, question their habits, and focus on the student's growth—not their own ego. Direct, honest, and practical, this book bridges skill and spirit, turning good coaches into true mentors. It will become an essential reading for anyone who wants to teach with heart and excellence and build their school."

★★★★★ 5 of 5



Troy Dorsey,

8-Time World Kickboxing & Boxing Champion
Troy Dorsey's Karate, Mansfield, Texas

"Jeff Smith is the greatest martial artist that ever lived. He can fight. He can teach. He can train martial artists to become teachers — and he can run a multi-million-dollar martial arts school. Extraordinary Teaching captures the depth of that knowledge and shows exactly how true mastery on the mat translates into mastery in the classroom and the business."

★★★★★ 5 of 5



Greg Silva,

Martial Arts millionaire by the age of 40, owner of numerous incredibly successful martial arts schools over the years & CEO of United Professionals and Cornerman Consulting. Authored The Silva Solution *"Building Black Belts from the Inside Out"*

"I've known Stephen Oliver and Jeff Smith for more than 30 years and have always admired their commitment to raising the standard in our industry. Their new book, Extraordinary Teaching, captures the heart of what it means to be a true martial arts professional. A few takeaways that really stood out to me: Teaching isn't just about technique — it's about transformation. Systems and structure create consistent results. Leadership starts on the mat with how we show up and inspire others. Extraordinary teachers build legacies, not just classes. This book is a must-read for any instructor who wants to reignite their passion for teaching and create a lasting impact on students' lives."

★★★★★ 5 of 5



Master Lloyd Irvin,

Team Lloyd Irvin / Lloyd Irvin Mixed Martial Arts Academy and coach for competitive grapplers and fighters. Martial arts business/marketing consultant, positioning his work around online marketing help school owners grow enrollments and revenue.

"I first went through Stephen Oliver's Extraordinary Marketing program back in 1999, and one section of it — Things I Wish I Knew When I Was 22 — changed the way I approached running my school almost overnight. From that point forward, I've always considered Stephen a mentor. He has consistently been ahead of the curve in our industry. His systems have stood firm through every economic cycle. They're real, they work, and they last."

I've personally helped hundreds of BJJ and MMA school owners build 6- and 7-figure schools, and I can tell you without hesitation — Stephen's material is some of the most sound, reliable business and teaching methodology in the martial arts industry.

Extraordinary Teaching continues that tradition. It's clear. It's practical. It's rooted in real school operations — not theory. If you own a martial arts school, I highly recommend you study this and implement it."

★★★★★ 5 of 5



Rob Fletcher,

Internationally recognized speaker, author, instructor

"Extraordinary Teaching is World-class! A transformative guide that inspires educators to embrace creativity and innovation in the classroom. A very refreshing look at passion for teaching and reminded me of the profound impact we can have on students' lives. A must-read for anyone committed to fostering extraordinary learning experiences!"

★★★★★ 5 of 5



Oso Tayari Casel,

55-year Master of Chinese and African Martial Arts. Long Term Top 10 Competitor, internationally known instructor

"This powerful book challenges instructors to expand their vision moving beyond simple enrollment numbers to developing Black Belts and leaders who carry the art forward. Clear, practical, and deeply motivating. Extraordinary Teaching is an essential read for any instructor committed to long term student growth and a lasting martial arts legacy."

★★★★★ 5 of 5



Gerard Robinson,

9th Dan, Founder / Official Tae Kwon Do Hall of Fame

"I have reviewed the various chapters of this book authored by Jeff Smith, a former world champion, and Stephen Oliver. For the first time, there is a comprehensive guide designed specifically for serious martial arts school owners. The authors present a proven, step-by-step system aimed not only at attracting new students but, more importantly, at maintaining and steadily growing enrollment. The content reflects both experience and practicality, offering insights that can be directly applied to the operation and long-term success of a martial arts school. This book stands out as a valuable resource for instructors and school owners who are committed to professional excellence and sustainable growth."

★★★★★ 5 of 5



Hanshi Dave Kovar

Founder of Kovar System and martial arts industry pioneer with 50+ years of experience. Discover the story behind the "Teacher of Teachers."

"Stephen Oliver and Jeff Smith understand every aspect of the Martial Arts business. There is plenty for all of us to learn in their new book series. Get it, study it, and watch your business grow."

★★★★★ 5 of 5



Cezar Borkowski,

Founder of Canada's Largest Multi-Dojo Northern Karate Schools

"This book is an invaluable resource for school operators and educators alike. It seamlessly blends cutting-edge operational strategies with a focus on developing world-class martial arts students. The perfect synergy between sound business practices and martial excellence is truly inspiring."

★★★★★ 5 of 5



Walter Anderson,

Retired Chairman and CEO and Editor-in-Chief Parade Magazine

"One day I was walking down Fifth Avenue in New York with Dick Stolley, a long-time friend. He is the editor who created People magazine, and he is the journalist who persuaded Zapruder to turn over the JFK assassination tape to Life magazine for publication. Dick asked me a question: "How can I define quality? I have to speak at NYU in an hour and I'm always asked that question". Well, no one had ever asked me either so directly. So I answered spontaneously, "Quality in a communication has three characteristics: Clarity, Authority and Substance."

1. Clarity: *Is the message clear? Is it easy to understand? Is it what it says it is?*

2. Authority: *Does the work have the voice of authority? A reader or viewer will sense immediately whether a communication is or isn't authoritative.*

3. Substance: *Did I learn something I did not know before?"*

*You and Stephen Oliver have written a work of quality. It is easy-to-read, expert craftsmanship, and right on so many levels. The book itself is leadership by example. It is thoughtful, practical, smart and an invaluable guide for anyone seeking success, and not only financially. If we can agree that a leader is a person who inspires in others an eager willingness to contribute...well, you have reinforced leadership page after page. Your book should be a text in every MBA program. I won't cheat the reader, or give away the secrets, by repeating point after point. But let me lift two lines from your book: **"Sell character, not karate. The value parents will consistently see is the tangible improvement in their child's discipline and respect at home and at school."***

★★★★★ 5 of 5



Mike Massie,

Author of *Small Dojo Big Profits*

*"Most books on martial arts business stop at marketing and enrollment. *Extraordinary Teaching* goes where others don't—into the art and science of retention, leadership, and legacy. Stephen Oliver and Jeff Smith*

have distilled decades of hard-won experience into a blueprint for building a thriving, lasting school."

"Oliver and Smith have written the definitive guide to attracting lifelong students to your martial arts school. They reveal the key systems and mindset shifts most instructors overlook—retention, leadership, and culture. This is the book every serious school owner needs on their shelf."

★★★★★ 5 of 5



Adam Lux,

7th Degree Black Belt, DLux Martial Arts, Detroit, MI

*"A true Martial Artist is always learning more. Grand masters Jeff Smith and Stephen Oliver's book is made for you. **They have** several decades of running their own schools **and** helping other schools across the world grow.*

This book will help keep your current students and energize your new ones. From drills to tips to make the classroom that much better. If you are ready to take the next step to make your students and self the best they can be, then do not wait, get this book.

I have known of them for two decades and working with them for over a decade, joining their personal group coaching for North American professional martial artists. I have had the chance to train with them at live events across the United States. I have got to see firsthand how much they care about everyone they work with."

★★★★★ 5 of 5



Bertrand Van Den Plas

Krav Maga Global, KMG, West Auckland, New Zealand

*"Master Stephen Oliver and Master Jeff Smith's teaching gave me the confidence to launch my kids' Krav Maga program even though I had no prior experience, other than assisting in my karate school as a teenager more than 25 years ago. I'd been teaching adults for years, but kids are a completely different breed. Their wisdom, structure, and clarity removed the guesswork and gave me the confidence to build something from scratch that I knew would work. I'm genuinely grateful for how much their teaching has changed my perspective as an instructor. I've only implemented a fraction of what they teach so far, yet the results have been transformative, and the room for growth ahead is huge. I'm truly excited about the future. If you're serious about building a thriving, student-centered school that lasts, **"Extraordinary Teaching"** is a game changer."*

★★★★★ 5 of 5



Debi Theros

Level 10 Martial Arts College
Palm Harbor, FL

***"Extraordinary Teaching"** by Grand Masters Stephen Oliver & Jeff Smith is nothing short of transformational. These two are the absolute best in the industry—and trust me, we've tried many. Within the first chapter, I found a solution to a challenge I've wrestled with for over two decades. Every chapter since has continued to elevate my confidence, expand my school, and boost our revenue. This book isn't just about teaching—it's about mastering the art of leadership, business, and personal growth in the martial arts world. Grand Masters Oliver and Smith deliver wisdom born of real-world experience and decades of success. If you own or aspire to own a martial arts school, this is a **MUST-READ**. Practical, inspiring, and actionable from*

*start to finish. An extraordinary book from two extraordinary teachers.
10/10 – Highly recommended!”*

★★★★★ 5 of 5



Dr. Robert Goldman,

MD, PhD, DO, FAASP, World Chairman-International Medical Commission, Co-Founder & Chairman-World Academy of Anti-Aging Medicine, 9th Degree Black Belt & World Champion

"As a lifelong martial artist and physician who has dedicated decades to studying human performance and longevity, I can tell you that Oliver and Smith have cracked the code that has eluded our industry for generations. This book isn't just about running a successful martial arts school—it's about creating a sustainable system that transforms lives while building a thriving business. The authors brilliantly demonstrate how the principles of human physiology I've studied for years apply directly to student retention: consistent small wins create lasting neural pathways, regular testing cycles maintain optimal motivation hormones, and structured leadership development activates the same growth factors that keep us young and engaged. Their systematic approach to building instructors from within your own student body is pure genius—it mirrors how the body builds strength through progressive overload, creating resilient leaders who embody your school's culture.

For any school owner serious about creating lasting impact, this book is essential reading. The metrics-driven approach to retention, the rotating curriculum system, and the emphasis on character development over mere physical technique align perfectly with what modern science tells us about sustained human development. Oliver and Smith haven't just written a business manual; they've created a blueprint for building institutions that forge genuine leaders while ensuring your school thrives for decades. In an industry plagued by high dropout rates and instructor burnout, their methodology offers a proven path to creating what every martial artist dreams of: a true legacy that extends far beyond the dojo walls."

★★★★★ 5 of 5



James Theros

Level 10 Martial Arts College
Palm Harbor, FL

"This book is a gem. Couldn't stop reading. As I read each page I discovered why my school had been struggling and, more importantly, the steps I needed to plug the proverbial holes in my bucket. Do yourself a favor and read it!"

★★★★★ 5 of 5



Joe Corley

Founder PKA Worldwide, Founder of the Battle of Atlanta and Joe Corley American Karate Schools

"AN EXCELLENT! + EXCEPTIONAL!! + STUPENDOUS!!!! + MAGNIFICENT READ FROM TWO OF THE MOST ACCOMPLISHED, REAL-LIFE DOERS IN AMERICAN MARTIAL ARTS. HIGHLY RECOMMENDED FOR NEWBIES TO THE MOST EXPERIENCED AMONG US!"

★★★★★ 5 of 5



Shihan Marc Pamfilis

50 Years of Teaching -- Founder, Shihan Marc's Karate Academy

"Just when I thought I had heard it all, Master Stephen Oliver does it again." In The Leadership Academy, Stephen pulls back the curtain on the systems that turn ordinary schools into extraordinary communities. Every page is packed with practical tools—tested, refined, and proven to work in the real world.

Chapter after chapter, he demolishes long-held myths about retention, motivation, and staffing, replacing them with clear, actionable systems that any school owner can implement immediately. His approach to the attendance card alone could save a struggling school thousands of dollars a month—and more importantly, it saves students who might otherwise drift away unnoticed.

Then he goes even deeper—showing how to grow your own instructors from within, transforming your most promising students into disciplined leaders and confident communicators. This is not a theory. It's a blueprint.

Stephen Oliver's experience, clarity, and compassion shine through on every page. The Leadership Factory isn't just a book about running a martial arts school—it's about building a culture of excellence that sustains itself for generations.

If you're serious about retention, leadership, and long-term success, this is the book you've been waiting for."

★★★★★ 5 of 5



Krista Wells

Owner, 5th Degree Certified Master Instructor at Mercer Island Martial Arts, Mercer Island, WA

Grand Masters Oliver and Smith,

"I must admit that I had mixed emotions reading your book. I mean, no doubt that it is chock full of valuable, powerful and actionable material. It's a great book!

That's what I had mixed emotions about. I was feeling jealous that someone could get a hold of this book for nothing, or almost nothing, and learn SOOOO much about running a great school! I mean, I've been studying with you in this mastermind for years to learn that stuff! (And I'm still working on mastering most of it!)

But, seriously, it is a wealth of information for the serious school owner, and all professional martial arts instructors. It's an easy read, with deceptively short chapters that are packed with powerful information. This book will be our new instructor training manual and a key tool for use in training our instructors and future instructors in our Certified Instructor Training (CIT) Programs. For me it's a welcome reminder of things I know but need to do more consistently, as well as a "treasure trove" of "how did I miss that?"

★★★★★ 5 of 5



Stephen Del Castillo,

Founder and Master Instructor of Krav Maga Martial Arts, KMMA Tampa, FL

*"Thank you for the advance copy. All of Team KMMA will be reading it next. And I look forward to securing an autographed copy of the final version when it's released. This will be one of those **not-a-one-time-read**, but a lifetime study. Thank you for sharing your wisdom with so many."*

★★★★★ 5 of 5

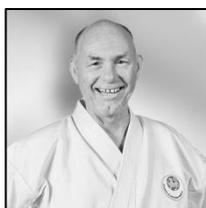


Lorenzo Trujillo,

Ed.D., J.D., Author of Numerous Publications on Education Teaching and Student Development

"This is a remarkable hallmark writing of insights into martial arts leadership. It is a masterpiece of how to achieve excellence as a true Master of Martial Arts. Reading through this work reached deep into my experiences when I was a student and later as one of your Generals running a school. I have used the lessons you provided in this work in my life achievements as a Doctor in Education and Juris Doctor of Law. Congratulations!!!"

★★★★★ 5 of 5



Marty Callahan

Shotokan Karate Leadership School

"Damn! I wish I had written this book! Just the chapter headings draw you in. The only metric that matters / The Attendance Card is your Crystal Ball / We don't teach karate we create black belts / You are the gasoline in their Ferrari / Building Character That's What Parents will pay for. I could go on. What decent instructor is not going to want to read this book! Congratulations Stephen and Jeff on a truly impactful manuscript."

★★★★★ 5 of 5



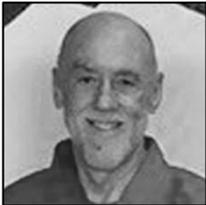
Master Pete Canavan

The Safety Sensei, Self-Defense Instructor

"Excellent information - just read the entire thing. Gave me some additional perspective into the leadership and black belt aspects of how to grow leaders internally."

Thank you so much for this fantastic book! I couldn't stop reading it, even though I had heard you and Grand Master Smith say these things to us so many times; this book presents these fundamental concepts in a concise format. From the importance of keeping excellent attendance, making sure your students don't drop out in the first 30 days, to building bench strength in your school through a robust leadership and instructor training program. I took notes, and I have some great ideas that I can implement right away."

★★★★★ 5 of 5



Pat Worley

10th Degree Black Belt, Founder - USA Karate

"Great information. If you are a new Martial Arts school owner or an old timer. There is tons of useful information. Why reinvent the wheel? Follow the proven path with time-tested principles."

★★★★★ 5 of 5



Scott Sullivan

Bam Bam Martial Arts, Houston, Texas

A Masterclass in Growing a Martial Arts School the Right Way

"Stephen Oliver and Jeff Smith have done it again. For anyone serious about running a thriving martial arts school, not just teaching great classes, but building a sustainable, scalable business, this book is pure gold. I've personally benefited tremendously from their guidance, and this new book captures the exact mindset, systems, and strategies that have transformed so many schools, including mine. What makes it stand out is the balance of wisdom and execution: Oliver brings decades of battle-tested marketing and business experience,

while Smith's operational precision and clarity make every idea actionable. This isn't theory. It's a field manual for growth. Every chapter delivers concrete, proven strategies for:

- *Attracting the right students through modern marketing that actually works*
- *Building powerful referral systems and word-of-mouth engines*
- *Creating structure, staff, and systems that free you from day-to-day chaos*
- *Developing the leadership mindset necessary to scale and sustain success*

They don't just tell you what to do, they show you exactly how to do it, step by step. What I appreciate most is that Oliver and Smith never lose sight of what really matters: helping more people through martial arts. Their strategies are rooted in purpose, not gimmicks. The result is a blueprint for school owners who want both financial freedom and meaningful impact.

If you own a martial arts school, read this book. Then read it again. It will challenge you, equip you, and remind you why you started teaching in the first place: to change lives. This is the definitive guide for every serious martial arts school owner who wants to grow, lead, and thrive."

★★★★★ 5 of 5



Sherry Shaoling

Wu Kung Fu

"Just wow! I originally found Master Stephen Oliver's book, "Everything I Wish I Knew at 22" and I have read and re-read it multiple times; the gems in that book are timeless and even though it was written decades ago, there is so much value within those pages.

I'm so thankful that now there's even more treasure available from Master Oliver and Master Jeff Smith! Reading the first few pages I see ourselves depicted in the scenario with frightening accuracy; I at once feel...seen, not alone, and hopeful that there are answers to be had.

I NEED this book like I need air and although daunted, will most definitely benefit from the years of their collective experience and expertise. This is like a martial arts business owner's Bible."

"THE ULTIMATE AIM OF KARATE LIES NOT IN VICTORY OR DEFEAT, BUT IN THE PERFECTION OF THE CHARACTER OF ITS PARTICIPANTS."

GICHIN FUNAKOSHI

FOUNDER OF SHOTOKAN KARATE-DO (1868 – 1957)

"THE QUALITY OF A MASTER IS NOT JUDGED BY HOW MANY STUDENTS HE STARTS, BUT BY HOW MANY HE FINISHES."

JHOON RHEE

FATHER OF AMERICAN TAE KWON DO (1932 – 2018)

"DISCIPLINE IS DOING WHAT YOU MUST DO, EVEN WHEN YOU DON'T WANT TO."

PETER URBAN

FOUNDER OF U.S. GOJU-RYŪ KARATE (1934-2004)

"IT'S NOT THE ART THAT MAKES THE MAN; IT'S THE MAN THAT MAKES THE ART."

ED PARKER

FOUNDER OF AMERICAN KENPO (1931-1990)

PREFACE: THE BRUTAL TRUTH ABOUT RUNNING A PROFITABLE MARTIAL ARTS SCHOOL

By Stephen Oliver



"YOUR BLACK BELT DOESN'T PAY THE RENT."

STEPHEN OLIVER

"BUSINESS SUCCESS IS SIMPLY THE CONSISTENT APPLICATION OF FUNDAMENTALS."

JHOON RHEE

Before We Get Started – Let's Have a Little Heart-to-Heart Discussion of Reality

Listen, I've been in this business since 1969. I've trained champions, built million-dollar schools, and helped hundreds of martial artists transform their struggling operations into thriving enterprises. And I'm going to tell you something that might make you uncomfortable:

Your black belt doesn't pay the rent.

If you've chosen to run a martial arts school—making—or hoping to make—your living running it for now or for life, then you've chosen to run a business that requires far more than your technical martial arts skills to survive.

Whether you "signed up for it or not," financially successful martial arts school owners soon learn that they are running a "real business." And real businesses require real business skills.

The Brutal Truth About Running a Profitable Martial Arts School

Here's what nobody told you when you were breaking boards and winning trophies: The top-line success of your school requires that you MASTER – at as high a level as your personal martial arts training – three critical areas:

1. Adding New Students Consistently:

- **Marketing to Generate Leads** – You need a predictable system that brings qualified prospects through your door every single month
- **Follow-up Systems to Convert Them** – Most schools lose 80% of their leads through poor follow-up
- **Sales Processes That Work** – Converting trial students into committed, long-term members

2. Maximizing Student Value:

- **Tuition Structures That Make Sense** – Stop undercharging and start getting paid what you're worth
- **Sales and "Proof Systems"** – Persuade students and parents to invest at levels that actually sustain your business

- **Premium Positioning** – Position yourself as the premium choice, not the discount option

3. Long-Term Student Retention:

- **Processes to Turn New Students into Lifers** – The first four months determine everything
- **Leadership Development Systems** – Transform students into assistant instructors
- **Staff Development** – Replicate yourself so you're not forever tied to the mat

Here's What Most School Owners Get Wrong...

They think if they just become better martial artists, better teachers, or run better classes, all their financial problems will disappear.

WRONG.

Don't make the mistake of thinking that improving your teaching and classroom structure solves all your problems. Yes, it's foundational for a quality school. But let me be crystal clear:

You must learn to become a highly visible fixture in your community.

You must learn to add new students continually and *"on-demand."* You must develop systems that work whether you're having a good day or a bad day. And ultimately, you must develop staffing to replicate yourself – because you can't build a real business if everything depends on you being on the mat.

The Path We've Proven Works

With our client schools in Martial Arts Wealth Mastery, we begin with the fundamentals:

- Marketing that generates 50-100+ new leads every month
- Sales systems that convert 80% or more of trials into memberships
- Tuition pricing that reflects your true value

Then, to move schools into the seven-figure range, we focus on:

- Long-term retention systems
- Leadership development programs
- Staff development and succession planning

Why This Book Matters – And Why It's Not Enough

We sincerely hope this book gives you a glimpse behind the scenes at what quality schools must do to develop students to their highest potential. You'll discover the systems that forge lifetime students and build true martial arts dynasties.

But here's the hard truth: **Until you master marketing, sales, leadership, and business operations, you're doomed to struggle.**

I've watched too many talented martial artists – genuine masters of their craft – close their doors because they never learned the business side. They were artists trying to run companies, and it doesn't work.

Your Choice Is Simple

You can continue doing what you're doing – teaching great classes, hoping students show up, wondering why your bank account doesn't reflect your dedication.

Or you can accept that running a successful martial arts school requires mastering the business of martial arts, not just the art itself.

This book will show you what's possible when you combine world-class martial arts instruction with world-class business systems. But reading isn't enough. Implementation is everything.

The question is: Are you ready to stop being just a martial arts instructor and become a martial arts business owner?

Your students are counting on you to figure this out. Because if you don't master the business side, you won't be around to help them achieve their black belt dreams.

Let's get started.

Stephen Oliver *9th Degree Black Belt MBA, Founder Mile High Karate Creator of the Martial Arts Wealth Mastery System*

P.S. – I broke the million-dollar barrier in my schools back in 1985. Created an organization that in today's dollars was doing over \$5,000,000 by the time I was 26. Since then, I've helped create more martial arts millionaires than anyone else in our industry. The systems in this book work – but only if you do. The choice, as always, is yours.

**P.P.S. – We'd love to work with you, if it's a good fit.
Call us at 1-720-256-0208.**

*"THE TEACHER'S ENERGY BECOMES THE STUDENT'S
INSPIRATION."*

PETER URBAN

"TEACHING IS LOVE IN MOTION."

JHOON RHEE

INTRODUCTION: THE LONE WOLF AND THE EMPTY DOJO

by Jeff Smith



"IF YOU BECAME... A 'LONE WOLF.' ...YOU CAN'T GET SICK. YOU CAN'T TAKE A VACATION."

JEFF SMITH

"NO MAN WILL MAKE A GREAT LEADER WHO WANTS TO DO IT ALL HIMSELF."

ANDREW CARNEGIE

Every martial arts instructor starts with passion. It's a passion for the art, a desire for self-improvement, and a love for sharing that journey with others. You open your school, the mats are clean, the uniforms are neat, and you stand ready to make a difference. You picture full classes of eager students, the satisfying thud of kicks hitting pads, and proud parents watching their children grow. But soon, a harsh reality sets in. The dream gives way to the grind. The day-to-day operation of a school is a relentless, all-consuming vortex of responsibilities.

You teach the tiny tigers' class, then the beginners, then the adults. In between, you answer the phone, trying to sound energetic while catching your breath. You respond to emails, update the Facebook page, and attempt to troubleshoot the credit card machine. After the last class, when the final student has gone home, you aren't done. You're the janitor, mopping the mats and cleaning the bathrooms. You're the accountant, staring at a pile of receipts. You're the marketer, wondering where the next new student will come from.

You became, as we often see, a *"lone wolf."* You are the heart of the school, but also its bottleneck. Every decision, class, and problem falls squarely on your shoulders. You might have a dedicated senior student helping out here and there, holding a pad or taking attendance, but there's no system. There's no team. You are the beginning and the end of your school's teaching capacity. You are exhausted, overworked, and start to wonder if this is sustainable. You can't get sick. You can't take a vacation. Your passion is slowly eroded by the sheer weight of it all.

When you look at the most successful, long-standing martial arts schools—the ones with 300, 400, or 500 active students, and those that are true pillars of their community—you don't see a lone wolf. You see a pack. You see a deep bench of first, second, third, and even sixth-degree black belts who make up the heart and soul of the instructional team. They move with purpose, teach with confidence, and share the load. They didn't just appear out of nowhere; they were forged, systematically and deliberately, within the walls of that very school.

This book is about transforming your dojo from a one-person show into a self-sustaining leadership factory.

We've seen it time and time again. A school owner's growth hits a wall. They've figured out their marketing, and they're getting new students in the door. They've even gotten better at converting leads into enrollments, but their numbers remain stagnant. Why? Because the back door is wide open. For every new student they enroll, an existing one is walking away, often for one of two reasons: either the staff is inadequate or improperly trained.

The common complaint we hear is, "*It's just me. I don't have anyone to help.*" This statement reveals the biggest philosophical mistake a school owner can make. It's the belief that instructors are hired, not developed. It's the idea that you must find someone with a "*for hire*" sign and pay them to teach. This is a dead-end street. The real secret, the engine of exponential growth and stellar retention, lies in a place most instructors overlook: their own student body

The most successful schools don't just teach martial arts; they teach leadership. And they don't treat it as an optional add-on or a side program. It is woven into the very fabric of their curriculum, from white belt to master level. They have created a culture where the ultimate goal is not just to *earn* a black belt, but to *become* a black belt—a leader capable of guiding the next generation.

Think about this: if you wanted to become a university professor, would you expect the university to pay you for your education? Of course not. You would pay for the privilege of learning the skills needed to teach at that level. We should view our own instructor training programs in the same way. We aren't paying students to help; they are paying us for an education in leadership that goes beyond the dojo. They are acquiring skills in communication, public speaking, team management, and pedagogy that will benefit them in every aspect of their lives, from their academic performance to their future careers.

This book is your blueprint for building that system. We will dismantle the myth of the lone wolf and show you how to cultivate a thriving team of instructors from within your own ranks. We will guide you through creating a structured leadership program, retaining your advanced students, and fostering a culture where teaching is the ultimate expression of mastery. You will learn to stop losing students and start building a legacy.

You will stop being just an instructor and become the architect of a true martial arts dynasty.

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who TOOK ACTION.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

PART 1

FORGING THE LIFETIME STUDENT
(THE FOUNDATION)

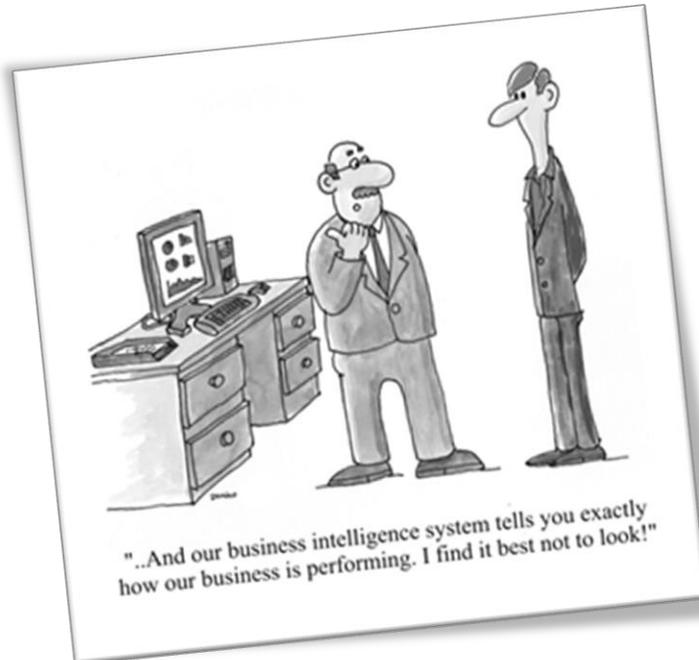


CHAPTER 1

THE ONLY METRIC THAT
MATTERS

Part 1: Forging The Lifetime Student (Foundation)

CHAPTER 1: THE ONLY METRIC THAT MATTERS



"THE ONLY METRIC THAT... SHOWS THE HEALTH OF YOUR SCHOOL... IS YOUR RETENTION RATE."

STEPHEN OLIVER

"WITHOUT DATA, YOU'RE JUST ANOTHER PERSON WITH AN OPINION."

W. EDWARDS DEMING

Let's get something straight from the start. For the past fifty years, martial arts instructors have been judging themselves by the wrong standards. They boast about the sharpness of their students' uniforms, the height of their kicks, or the number of trophies they've won at local tournaments. They'll stand in front of you and say with a straight face, with pride in their voice, *"It's so hard to get a black belt in my school, almost nobody makes it."*

Every time we hear that, we have to stop ourselves from shaking our heads. What they're really saying is, *"I'm a bad instructor. I'm so ineffective at teaching, motivating, and retaining my students that almost none of them achieve the very goal our art is built around."* Their pride is misplaced; it's a confession of failure disguised as a standard of excellence.

Look, we all want high-quality, technically skilled black belts. We want students who can represent our schools with ability and character. But the true measure of an instructor, the only metric that truly shows the health of your school and your effectiveness as a teacher, is your retention rate.

Think about it. If a student trains with you for eight years, as long as you're a reasonably credible instructor, they're going to improve. It's inevitable. The large amount of time and repetition will develop their skills. But if they train with you for only four months, it doesn't matter if you are the greatest grand master in the world—they will learn very little of lasting value. When they quit, they'll forget most of what they learned, their brief journey will fade into the back of their mind, and the potential you saw in them will be completely lost.

This isn't just a philosophical point; it's a business reality. The value of your school isn't measured by how many new students you can attract this month. It's based on the lifetime value of each student. We'll tell you now, one renewal in a Black Belt program is worth six to ten times more than a single new enrollment. Do the math. A new student on a basic program might spend \$3,000 or \$4,000 with you over a year. A student who commits to a four- or six-year Black Belt Leadership program will spend between \$20,000 and \$30,000. Which student would you prefer? The answer is clear. The key is that you can't have the second type of student without first mastering retention.

You need to understand your numbers. The key number we target is student value, which is your total gross revenue for the month divided by your number of active students. Don't deceive yourself by counting students who are on the books but haven't been seen in weeks. Most schools that come to us for help have a student value of around \$125 or \$150. The ones running million-dollar schools are priced at \$300, \$400, with some even reaching \$500. The key to increasing that number is to

keep students enrolled longer and provide attractive upgrade options. We evaluate instructors using a simple scale based on their monthly dropout rate, which is the percentage of active students who leave each month.

- An **“A” Instructor** has a **1-2% dropout rate**. They are masters of connection, motivation, and teaching. Their school is a community.
- A **“B” Instructor** has a **3-4% dropout rate**. They’re good, but there are leaks in their boat that need patching. They are losing students unnecessarily.
- A **“C” Instructor** has a **5-6% dropout rate**. They’re in the danger zone. The school is a revolving door, and they are on a constant, exhausting treadmill of new student acquisition.
- Anything more than that is an **F**. You don’t have an instruction problem at that point; you have a crisis. Your school is hemorrhaging students, and no amount of marketing can fix it.

The entire system we’re about to build in this book is designed to help you reach that “A” level. It’s about creating an environment where students don’t want to leave, where parents see so much value, they refuse to let their kids quit, and where the path to Black Belt is so clear and compelling that it becomes a natural part of their life’s journey. Forget old-school thinking.

The best instructors aren’t those with the toughest students; they’re the ones who can take any student—talented or clumsy, confident or shy—and guide them all the way to Black Belt and beyond.

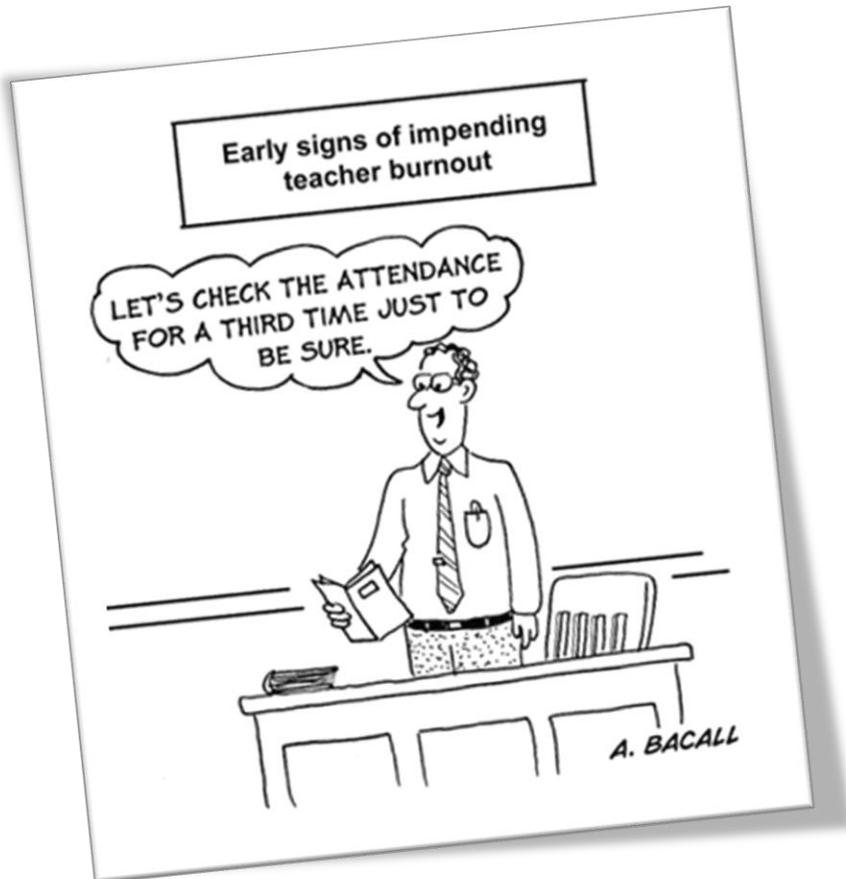
That’s the real art.



CHAPTER 2

THE ATTENDANCE CARD IS
YOUR CRYSTAL BALL

CHAPTER 2: THE ATTENDANCE CARD IS YOUR CRYSTAL BALL



"IF RETENTION IS THE GOAL, THEN ATTENDANCE IS THE KEY THAT UNLOCKS IT."

JEFF SMITH

"YOU CAN'T MANAGE WHAT YOU DON'T MEASURE."

PETER DRUCKER

If retention is the goal, then attendance is the key that unlocks it. You cannot manage what you do not track, and if you aren't monitoring student

attendance with nearly obsessive detail, you are flying blind. Many school owners only realize they've lost a student when the bank indicates the payment didn't go through. **Let me be clear:** by then, the student was already gone. They had emotionally and mentally quit weeks, if not months, earlier. The stopped payment is just the tombstone on a grave that was dug long ago.

We know that if a new student misses even a single week of classes in their first 30 days, they are already halfway out the door. Their new habit hasn't fully formed yet, life gets in the way, and the initial excitement fades. If you don't intervene quickly, you will lose them. That's why all your retention efforts must be based on tracking attendance.

Over the past fifty years, we have tried every method imaginable—from advanced software and barcode scanners to basic sign-in sheets. The most effective, powerful, and informative tool is the physical attendance card.

We understand what some of you are thinking. "This is the 21st century. Why would I use a piece of cardstock when I have software that can do all this?" It's because the software is passive.

A physical card is an active tool for engagement.

It's a tangible part of your school's culture that the student, the parent, and the instructor engage in every class. A barcode scanner is impersonal. An app notification is easy to overlook. A physical card encourages human interaction. It serves as a tool for building relationships.

Let's design the perfect attendance card. It's not just a grid of boxes to punch. It's a complete student dashboard.

On the front, it needs to have:

The Student's Picture: Placed at the top. This is non-negotiable. It helps every instructor, even part-timers, to instantly connect a name with a face.

Full Name: Clearly printed.

Contact Information: Phone numbers for the student and parents, and an email address. When they miss a class, you don't want to be digging through a file cabinet or a computer program. You grab the card and make the call. Right then.

Birthday: You should celebrate your students. A card from the school, a "*Happy Birthday*" in class—these small gestures strengthen the relationship.

Enrollment Date & Program: What day did they start? What program are they in (e.g., Basic, Black Belt Club, Leadership)? This shows you their progress at a glance.

Their Standing Appointment Days/Times: This is important. Their card should say, for example, "*Tues 6:15 PM / Thurs 7:00 PM.*" This confirms their commitment.

On the back, you'll find the grid for attendance marks or stripes, along with a section for notes. Did they have a great class? Did they struggle with a specific kick? Did they mention they have a big test at school this week? A quick note from the instructor makes the follow-up personal and powerful

When students arrive for class, they don't just walk past the front desk. They pull their card from a file box and hand it to the instructor or staff member. This is your first point of contact. You greet them by name, look at their card, and review their history.

As an instructor, what are we looking for when that card is handed to us?

Consistency: Are the marks for their attendance grouped together? Are they attending two classes per week regularly? Or is there a mark, then a two-week gap, then another mark? Inconsistent attendance is a warning sign. It's the earliest sign of a student losing motivation.

Progress Towards Testing: If your testing cycle is 16 classes, we can quickly see, "*Okay, Johnny has 12 classes. He's right on track.*" Or, "*Uh oh, Suzy only has 5 classes and the test is in three weeks. She's falling behind.*"

A Chance to Connect: Looking at the card gives you a reason to start a conversation. "*Hey, Stephen, I see you've been here for every single class this month! That's the kind of discipline a future black belt has. Great work!*" Or, "*Hey, Mary, I noticed you missed last Thursday. Everything okay? We missed you in class. Let's see if we can get you in for a third class next week to get you caught up.*"

The “Missing in Action” Call Script

This simple act of using a physical card changes attendance from a clerical chore into a key part of your retention strategy. It makes you and your staff stay proactive. At the end of the night, just check the file box. Which cards are still there that should have been turned in? Those are the students you call. Not tomorrow, but tonight. This isn't a task to fear; it's a customer service opportunity. Your tone should be one of concern, not accusation.

Instructor: *Hi, Mrs. Jones, this is Master Smith calling from Victory Martial Arts. How are you this evening?*

Parent: *"Oh, hi, Master Smith. I'm fine, thanks."*

Instructor: *"That's great to hear. I'm just calling because we missed Timmy in class tonight, and I wanted to personally check in to see if everything was alright."*

Pause and listen. The parent is almost always impressed. They might explain that Timmy had too much homework or wasn't feeling well.

Instructor: *"Oh, I completely understand. Schoolwork definitely comes first. We just missed his energy in class! Here's what we can do to help him catch up: he is more than welcome to join our make-up class on Friday at 6:00 PM, or he could even attend a third class next week. Which option works better for you?" You've just shown you care, emphasized the importance of attendance, and proactively addressed the risk of falling behind. You've demonstrated more concern and attention than any other activity their child is involved in."*

The physical attendance card is your crystal ball. It shows you the future. It indicates which students are on the path to success and which ones are about to fall off a cliff. It provides the information you need to intervene before it's too late.

Don't delegate this to a machine.

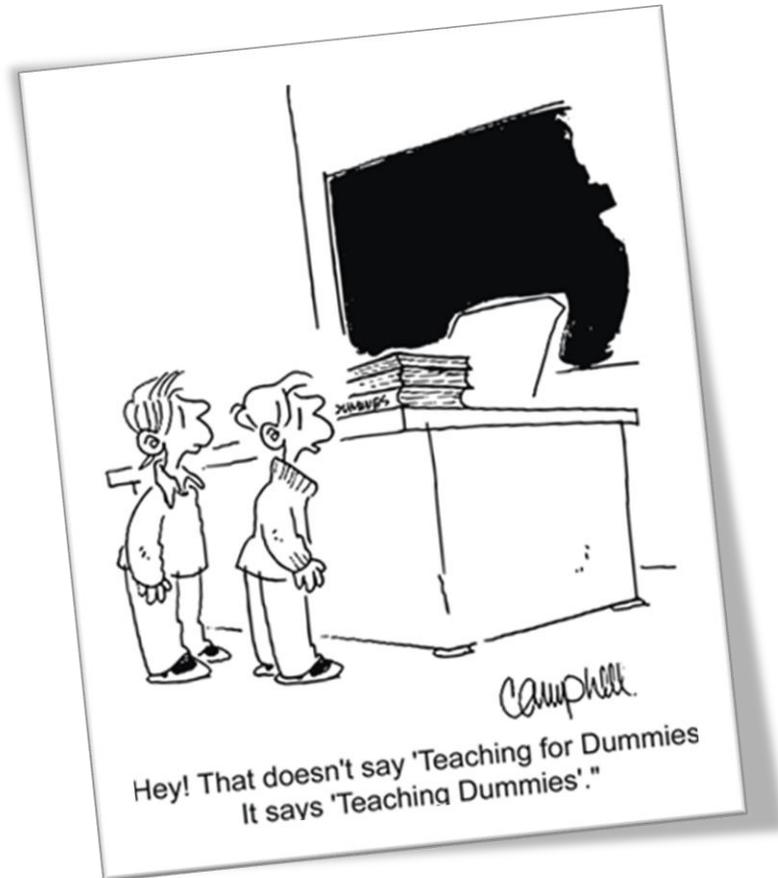
Make it a core part of your human-to-human connection.



CHAPTER 3

THE FIRST FOUR MONTHS:
FORGING THE HABIT

CHAPTER 3: THE FIRST FOUR MONTHS: FORGING THE HABIT



"THE FIGHT... IS WON OR LOST IN THE FIRST FOUR MONTHS."

STEPHEN OLIVER

"THE CHAINS OF HABIT ARE TOO LIGHT TO BE FELT UNTIL THEY ARE TOO HEAVY TO BE BROKEN."

WARREN BUFFET

The fight for a student's long-term success is won or lost in the first four months. This is the most vulnerable time. The excitement is fading, discomfort is increasing, and other activities are vying for their attention. If you can effectively guide a student through these initial 120 days, you greatly improve the chances they will stay with you for years. If you don't succeed here, you'll be in a constant struggle, always trying to fix a leaking bucket.

An alarming 80-90% of all student dropouts happen during this critical period. It's not that most students quit in the first four months; it's that the majority of all students who ever drop out do so early on. Your role as an instructor is to build a bridge over this gap of doubt and guide them safely to the other side, where their training becomes a natural habit.

The process begins even before they attend their first regular class. The entire introductory process—whether it's a couple of free lessons or a paid trial—is designed to do one thing: get them excited about the long-term goal of Black Belt and establish the routine of showing up.

The Standing Appointment is Everything

As we discussed, one of the biggest mistakes you can make is offering a flexible schedule. It seems like a benefit, but it's a trap. It tells the student, "Karate isn't important enough to schedule; just fit it in when you can." When something can be done at any time, it is often done at no time.

From the very first introductory lesson, you should set a fixed appointment. When they enroll in the basic program, you don't just hand them a class schedule and say, "Good luck." Instead, you sit down with them and their parents and say, "Great! Our beginner classes are on these days. To ensure you make the best progress, we need you to commit to two days a week. Will Tuesdays and Thursdays at 5:30 work for you, or are Mondays and Wednesdays at 6:15 better?"

You schedule it just like a doctor's appointment. It goes on their calendar. It becomes a regular part of their weekly routine. This accomplishes three things:

It creates a habit. The brain loves routines. When Tuesday at 5:30 rolls around, their internal clock says, "It's time for karate."

It provides immediate accountability. You know exactly when they are supposed to arrive. If they don't show up, you notice right away and can follow up.

It allows you to manage your classes. You can control the student-to-instructor ratio and ensure a high-quality experience instead of having 30 kids one day and 5 the next.

For that entire basic program, you should treat them like they are still on their intro. Use your automated systems. Send them a text reminder the day of their class. Send an email. Reconfirm their appointment

Over-communicate. You need to consistently reinforce the habit until it becomes second nature for them.

The 3-Foot Rule and the Power of Their Name

Once students are in your school, the experience should be inviting. It should feel like a second home, a place where they are known, appreciated, and safe. Our rule has always been the 3-Foot Rule: no student should ever get within three feet of an instructor or staff member without being greeted warmly and by name.

A person's name is the most heartfelt sound in any language. Using it shows you recognize them as an individual, not just another person in a white uniform. We tell our instructors they must use every student's name at least three times in each class.

"Great stance, Michael!"

"Sarah, keep that chamber high. Excellent effort!"

"Alright team, let's follow David's lead. Look at his focus!"

This is where the picture on the attendance card becomes so valuable for your whole team. If a part-time instructor is helping out, they can quickly review the cards for the students in their group before class starts. There is no excuse for not knowing their names.

Another one of our rules is to make three appropriate physical touches per class. This could be a high-five, a pat on the back for a job well done, or a gentle correction of their arm position. These small acts of connection build rapport and trust. An instructor who simply stands on the podium and yells out commands creates a performance, but they don't build relationships. You have to step off the podium and connect with each student, every class.

The First Parent-Teacher Conference

A powerful way to strengthen the parents' commitment during this critical period is by having a proactive meeting at the 30- or 60-day mark. Don't wait for doubts to arise. Get

ahead of it. Schedule a quick, 10-minute *"Parent-Teacher Conference."* The aim is to reinforce their decision to buy in. The conversation should go something like this:

Instructor: *"Hi Mr. and Mrs. Smith, thank you for taking a few minutes to chat. I wanted to give you a quick update on Jessica's first month with us. She's doing wonderfully. Her focus in class has improved dramatically, and I've been very impressed with her positive attitude. Have you noticed any changes at home?"*

This question is key. It prompts them to look for the positive changes you've been promising.

Parent: *"You know, now that you mention it, she has been a little more willing to do her chores without arguing."*

Instructor: *"That's fantastic! That's that 'Black Belt discipline' we talk about starting to take root. We're so excited about her progress. At her current pace, she's right on track to test for her gold belt in about a month. We just wanted to let you know how proud we are to have her in our school. You've made a great decision."*

This simple meeting accomplishes a lot. It reaffirms their decision, links the dojo lessons to home life, sets expectations for the first test, and strengthens the partnership between you and the parent.

Orchestrating the Small Wins

During these first four months, the student needs to feel like they are making steady progress. They require a consistent stream of small wins to keep their motivation high. This is where your stripe system comes into play. You don't just test them for their next belt in two months; you need to break that journey down into smaller, manageable steps. For example:

- 1. Week 2:** They earn their first stripe for demonstrating proper stances and basic footwork.
- 2. Week 4:** They earn their second stripe for their first set of hand techniques.

3. Week 6: They earn their third stripe for their kicking requirements.

4. Week 8: They earn their final stripe for putting it all together in their form or self-defense.

Each stripe is like a mini-graduation, serving as a visible reward that they wear on their belt. It demonstrates to them, their parents, and their peers that they are making progress. At the end of class, you hold a small ceremony for the students earning their stripe. This moment makes them feel proud and provides a fresh burst of motivation to continue.

Remember, students don't drop out. We, the instructors, let them drop out by failing to track them, by not motivating them, and by not building a strong enough relationship with them during this critical initial period.

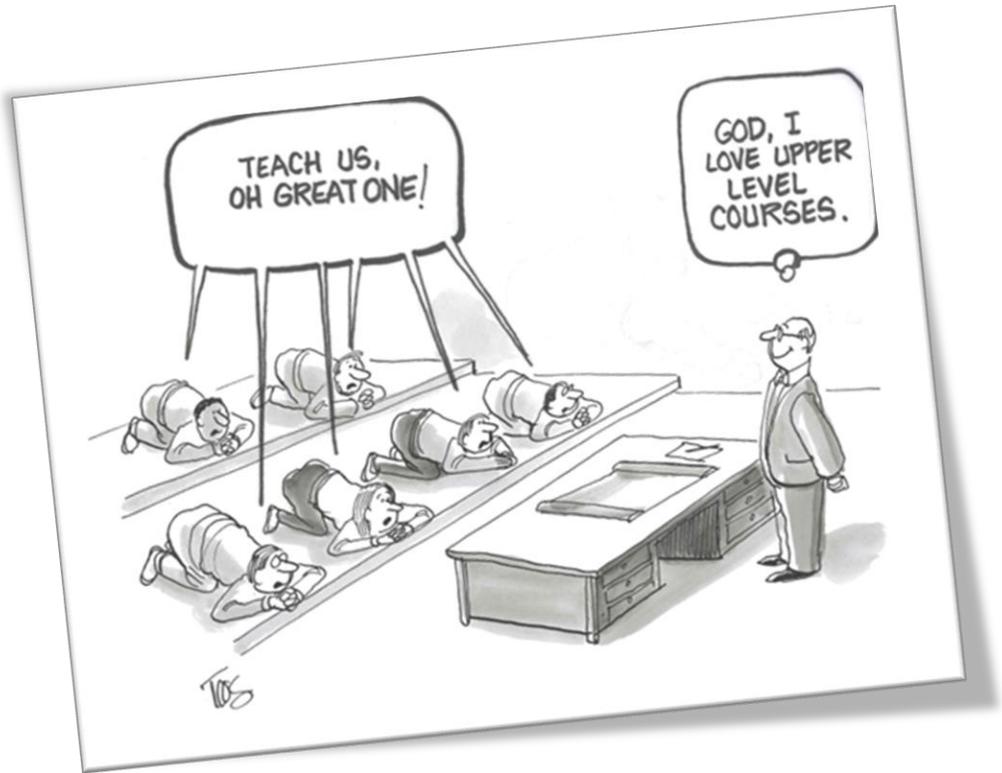
If you can make their first four months a seamless, supportive, and rewarding experience, you can help prevent unnecessary dropouts experience, you won't be building a student for a season; you'll be forging a black belt for life.



CHAPTER 4

WE DON'T TEACH KARATE:
WE CREATE BLACK BELTS

CHAPTER 4: WE DON'T TEACH KARATE: WE CREATE BLACK BELTS



"YOU ARE IN THE BUSINESS OF CREATING BLACK BELTS."
STEPHEN OLIVER

"BEGIN WITH THE END IN MIND."
STEPHEN R. COVEY

There is a fundamental mindset shift necessary if you want to run a truly successful martial arts school. You must stop thinking of yourself as merely someone who teaches martial arts techniques. Your role is much larger than that. You are in the business of creating black belts.

Everything in your school—from the posters on the wall to the words you use in class—must align with this singular vision. From the moment a prospective student walks through your door, they need to understand that this isn't just a place to try out a hobby for a few months. This is a leadership academy, a school of character development, with a clear and defined goal: achieving the rank of Black Belt and beyond.

We once consulted with a school owner who was struggling financially. He had many students, but his income was low and unpredictable. We found out he was still offering month-to-month contracts. We asked him why. He said, *"Well, a lot of families go away for the summer, so they don't want to pay for months they aren't here."* He had it completely backward. He was letting the students' short-term plans control the culture of his school. We told him, *"That's not how you do it. The goal is what keeps them paying through the summer. The goal is what makes karate a priority, not an option."*

Building a Black Belt Culture

1. Your school should embody this philosophy. The biggest words on your wall, maybe above the mirrors or flags, shouldn't be your school's name. Instead, it should be a motto like, *"Our Goal Is Black Belt"* or *"A Black Belt is a White Belt Who Never Quit."* You must continually use what we call *"Black Belt Verbiage."* This is the language you use to frame everything they do in class. Instead of *"Good kick,"* say *"That's a kick worthy of a future Black Belt!"*
2. Instead of *"Pay attention,"* say *"A Black Belt always shows focus and respect."*

When a student is struggling, you ask them, *"Is becoming a Black Belt easy? No! But it's worth it. Let's try that again with Black Belt determination."*

You are constantly planting seeds, connecting their daily effort to that long-term, life-changing goal. You have to teach them the bigger picture. Explain the belt system as an educational journey.

The Enrollment Conference: Planting the Seed

This cultural indoctrination starts during the enrollment process, immediately after a successful introductory lesson. It's not just about signing a contract; it's a formal meeting where you plant the seed of the long-term vision. After the student has had a great trial class, you sit down with them and their parents.

Instructor: *"Johnny, you did an amazing job out there today! You broke that board on the very first try. Did you have fun?"*

Student: *"Yeah!"*

Instructor: *"Excellent! Mr. and Mrs. Jones, as you can see, Johnny has a lot of potential. But as much fun as we have, our school is about more than just kicking and punching. We are a Black Belt school. That means our primary goal is to help every student develop the character traits of a black belt: the confidence, the focus, the discipline, and the perseverance to see a tough goal all the way through to the end."*

You then turn to the student.

Instructor: *"Johnny, does that sound like something you'd like to become? A confident Black Belt leader?"*

He will always say yes. You have just gotten your first buy-in.

Instructor: *"Wonderful. Mr. and Mrs. Jones, the journey to Black Belt is a partnership between us, you, and Johnny. It takes about four years of consistent training to reach that level here. We have a special program called our Black Belt Club for students who are ready to make that commitment to themselves. Let me show you what that path looks like..."*

From the very first conversation, the expectation is established. You aren't just selling a few months of classes; you're inviting them on a life-changing journey.

Making the Goal Personal: The Vision Sheet

Talking about the goal is helpful. Making it visual and personal is even better. One of our most powerful tools is the Vision Sheet. It's a simple yet meaningful exercise. We give the new student a sheet of paper with a cartoon drawing of a dynamic martial artist—maybe performing a flying sidekick.

The instructions are:

- 1. Cut out a picture of your head** from an old photo and paste it onto the body of the cartoon figure. Now, it's *them* on the sheet.
- 2. Color in the uniform and the belt.** They color the belt black. They are visually shaping their future self.
- 3. At the top, they write their goal and a date.** "*I, [Student's Name], will earn my 1st Degree Black Belt by [Date].*" Putting a date to a goal gives it power.
- 4. In speech bubbles around the figure, they write what they will be like as a Black Belt.** They'll write things like: "*Confident,*" "*Strong,*" "*Able to defend myself,*" "*A leader,*" "*Focused.*"
- 5. At the bottom, there is a section for the parents.** They write what changes they hope to see in their child on this journey. This gets their buy-in and makes them a partner in the process.

We then display these Vision Sheets on a "Wall of Future Black Belts" inside the school. The student sees their face and goal every time they attend class. It's a constant, powerful reminder of the promise they made to themselves.

This isn't a sales trick. It's about applying the principles of success psychology that every great leader, from Napoleon Hill to Stephen Covey, has taught. You must start with the end in mind.

The main purpose of enrolling someone as a white belt is to help them set and commit to becoming a black belt.

If your school culture, your language, and your systems aren't all sharply focused on that outcome, you're just running a revolving door, not building a legacy.



CHAPTER 5

YOU ARE THE GASOLINE
IN THEIR FERRARI

CHAPTER 5: YOU ARE THE GASOLINE IN THEIR FERRARI



"THE TECHNIQUES ARE THE ROADMAP... YOU ARE THE GASOLINE."

JEFF SMITH

"WHERE FOCUS GOES, ENERGY FLOWS."

TONY ROBBINS

A good instructor can teach the curriculum. They can show you a proper reverse punch and correct your form.

A great instructor, however, does more. They provide the inspiration, motivation, and belief that keep a student going when training becomes tough, boring, or inconvenient.

We like to use this analogy: A student's potential is like a Ferrari. It's a high-performance machine, capable of incredible things. The techniques and curriculum are the roadmap, showing the Ferrari where to go. But the instructor? You are the gasoline. Without you, that Ferrari is just a beautiful, expensive piece of metal sitting in the garage, going nowhere.

You can't just fill up a student's motivation tank once when they enroll and expect that fuel to last them all the way to Black Belt. You have to be constantly refueling them, every single class. And here's the tricky part: not every student has the same size fuel tank, and they don't all get the same miles per gallon. Some students are naturally motivated. They burn fuel efficiently. Others need a lot more encouragement. They might have a leak in their tank—maybe problems at home, low self-esteem, or other pressures. Your job as a great instructor is to learn to be a master mechanic. You have to recognize the signs of a student running low on fuel and know exactly how to top them up.

What are the signs that a student is running out of gas?

Inconsistent attendance is always the first and most obvious sign. Lack of eye contact means they stop looking at you when you teach. Sloppy uniform or technique indicates they stop caring about details. Standing at the back of the class suggests they're trying to hide. A negative change in attitude, like losing the smile and showing a frown or blank stare, also signals issues. When you see these signs, you must act immediately. This is when the relationship you've built becomes your most powerful tool. It's not about yelling at them to try harder. It's about pulling them aside and connecting with them.

"Hey, Jessica, I noticed you seem a little down today. Everything okay?"

"Paul, your energy has been amazing for weeks, but you seem a little tired lately. Anything I can do to help?"

This is the essence of teaching. It goes far beyond just physical techniques. We've seen world-champion martial artists who were excellent technicians but poor instructors.

They could perform well, but they couldn't inspire their students. They had the roadmap but lacked the fuel to motivate their students. Their classes

were technically perfect but emotionally flat, and their retention rates declined.

How to Be the Gasoline for Different Engines

Not every student takes the same kind of fuel. You have to adapt your approach.

The Shy/Anxious Student: This student's tank is small and drains quickly. They require consistent, gentle praise. Public correction can be overwhelming for them. Pull them aside for feedback. Celebrate small wins privately at first, then more openly as their confidence increases. Your aim is to make the dojo their safest space.

The Over-Confident Student/Class Clown: This student often has a full tank, but they're burning it doing donuts in the parking lot. They don't need more praise for their talent; they need their energy redirected. Challenge them. Give them a leadership role, even a small one. *"David, your front kick is so strong. I need you to be my role model for the front row today. Show them what a black belt kick looks like."* This directs their energy into productive leadership.

The Naturally Talented Student: It's easy to overlook this student because they "get it." This is a mistake. Their tank might be full, but they can still get bored. You need to give them higher-octane fuel. Explain the "why" behind the technique. Challenge them with more complex applications. Keep their mind as engaged as their body.

The Hard-Working/Less-Coordinated Student: This student's engine works twice as hard for every mile. They need the most encouragement. Their fuel is praise for their effort, not their result. *"Maria, I saw you practicing that form three times before class even started. Your hard work is so inspiring to me and the other students. That's the heart of a champion."*

So, how do you become the gasoline?

- 1. Be the Ultimate Role Model:** Your energy is contagious. If you're bored, tired, or uninspired, your students will be too. You have to walk onto that floor every day with passion and enthusiasm, even on the days you don't feel it. They feed off your energy.
- 2. Master the Art of Praise:** Look for what they are doing right. So many instructors only point out the flaws. Our rule is the **Praise-Correct-Praise** sandwich. *"Wow, Chris, the speed on that punch is fantastic! (Praise). Now, if you just pull that*

other hand back to your hip a little faster, it will be even more powerful (Correct). Keep up that great speed, I'm impressed!" (Praise).

This straightforward approach helps the student feel open to correction instead of feeling criticized.

3. Make a Personal Connection Every Class: We've talked about using their name, the 3-foot rule, and the three touches. This is the daily work of filling their tank. It's greeting them at the door, asking about their day at school, and wishing them well on the way out. It's talking to the parents on the sidelines and telling them something great their child did in class that day.

4. Share Stories: Humans are wired for stories. Don't just teach the technique; tell the story behind it. Share stories of your own struggles and triumphs. Share the success stories of your senior students. When a white belt hears about a now-confident black belt who started out just as shy and nervous as they are, it gives them hope. It makes the goal feel attainable.

Your role as an instructor is so much more than a coach. You are a mentor, a motivator, and a leader. You have to provide the fuel of encouragement, belief, and passion.

If you do, your students won't just learn the techniques; they will have the unstoppable energy to complete the entire journey to Black Belt.



CHAPTER 6

BUILDING CHARACTER:
THAT'S WHAT PARENTS
WILL PAY FOR...

CHAPTER 6: BUILDING CHARACTER: THAT'S WHAT PARENTS WILL PAY FOR...



*"IF YOU'RE ONLY TEACHING KICKING AND PUNCHING,
YOU'RE OFFERING A COMMODITY... YOU MUST ACTIVELY
TEACH CHARACTER."*

STEPHEN OLIVER

*"PEOPLE DON'T CARE HOW MUCH YOU KNOW UNTIL THEY
KNOW HOW MUCH YOU CARE."*

THEODORE ROOSEVELT

If you're only teaching kicking and punching, you're offering a commodity. There's always another school nearby that can teach a kid how to kick and punch. To make your school indispensable—so parents feel they can't afford to let their child leave your program—you need to provide value well beyond just the physical skills of martial arts. You must actively teach character.

Think about it from a parent's perspective. Most parents don't know the difference between a good sidekick and a bad one. They can't truly judge the quality of your martial arts instruction.

But they are **experts** on their own child's behavior at home and at school. When they see their child start making their bed without being asked, showing more respect to their elders, doing their homework proactively, and developing self-discipline, **that** is a result they can see, understand, and appreciate.

When you fulfill that promise, you stop selling a one-hour class and start offering a life-changing development program. Your tuition is no longer a cost; it's an investment in their child's future.

This isn't something you can just talk about. It has to be a structured, integrated part of your curriculum. We created a series of what we call "*character sheets*" that form the foundation of this system. This is how students earn special stripes on their belts, but more importantly, it's how we make sure the lessons from the dojo floor are applied in their daily lives.

Sample Mat Chat: The Power of Respect

You need to actively teach these concepts. A "*mat chat*" is a 3–5-minute talk you give during the middle or at the end of class.

Instructor: *"Everyone take a knee. Today I want to talk about one of our most important black belt words: Respect. Who can tell me what respect means? (Take answers).*

Those are great answers. Respect is about treating others the way you want to be treated. But it's also about showing respect at home. When your mom asks you to clean your room, do you roll your eyes and say 'later'? Or do you show Black Belt respect and say 'Yes, Mom' and do it right away? Showing respect at home is one of the fastest ways to show your parents you're ready for your next belt. This week, I want you to focus on showing amazing respect to your parents and teachers. Can you do that for me?"

Here are the essential elements of a top-tier character development program

1. The Self-Discipline Sheet (or Job List): This is a weekly checklist of responsibilities at home. You create a template that parents can customize. It includes things like:

1. Making my bed every morning.
1. Keeping my room clean.
2. Putting my dirty clothes in the hamper.
3. Doing my homework before playing.
4. Showing respect to my parents (saying "please" and "thank you").

The parent checks it off each day, and if the student completes a certain percentage of their tasks for the week, they get a signature. Four weeks of signatures earns them their "*Self-Discipline Stripe*" in class. The parents are now your partners in teaching.

2. The Healthy Eating Sheet: We are teaching them to be healthy and strong, and that starts with fuel for the body. This sheet tracks their nutrition. Did they eat their vegetables? Did they drink water instead of soda? Did they limit their junk food? Again, the parent signs off, and it leads to a "*Healthy Eating Stripe*." You're teaching life habits that go far beyond martial arts.

3. The Book Club Sheet: Leaders are readers. We want to develop our students' minds, not just their bodies. We created a reading list of age-appropriate, motivational, or character-building books. For every book a student reads, they write a short, one-paragraph report on what they learned. After reading a set number of books, they earn their "*Book Club Stripe*." Adults in your program should be doing this too! They should be reading books on leadership, success, and personal development. We can't tell you how many of our most successful adult students traced their career breakthroughs back to a book we recommended.

4. The Academic Excellence Program (The "A-Team"): We emphasize the importance of doing well in school. One of Grand Master Jhoon Rhee's most brilliant ideas was his policy that to test for Black Belt, students had to maintain at least a 'B' average in school. He even involved the White House in recognizing this

achievement. We adopted this approach and created the "A-Team." Any student who brings in a report card with all A's and B's receives a special patch for their uniform—the "A-Team" patch. We honor them in front of the entire school. This demonstrates to parents that we are their allies in their child's academic success. It presents our program as something that supports, rather than distracts from, their schoolwork.

5. The Community Service Challenge: To cultivate true leaders, we must teach them to look beyond themselves. Once or twice a year, host a school-wide community service

challenge. This could be a food drive for a local pantry, a fundraiser for a charity, or a park clean-up day. You track participation and award a special "Community Leader" stripe or patch to everyone who contributes. This teaches empathy and demonstrates that they can make a positive impact on the world around them.

When you implement these systems, a powerful shift happens. The parents begin to see tangible results in the areas that matter most to them. They will come to you and say, *"I don't know what you're doing here, but my son has never been so respectful. We used to fight every night about homework, and now he just does it."* At that point, you've won. The value you provide is so great that they won't let their child quit. They see that your school is the one place that actively teaches the discipline, respect, and confidence they want for their child.

You're no longer just a karate instructor; you become an essential part of their family's success.

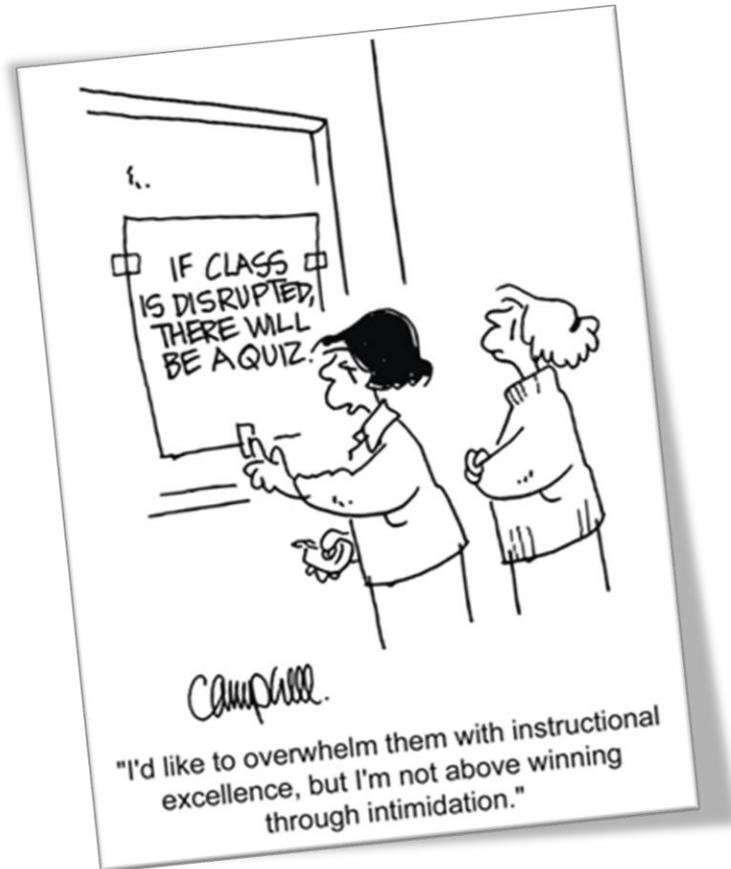
And that is a service people will happily and consistently pay for...



CHAPTER 7

THE RHYTHM OF SUCCESS:
YOUR TESTING CYCLE IS
YOUR RETENTION CYCLE

CHAPTER 7: THE RHYTHM OF SUCCESS: YOUR TESTING CYCLE IS YOUR RETENTION CYCLE



"YOUR TESTING CYCLE IS YOUR RETENTION CYCLE."

JEFF SMITH

"IT'S THE LITTLE DETAILS THAT ARE VITAL. LITTLE THINGS MAKE BIG THINGS HAPPEN."

JOHN WOODEN

Human beings, especially kids, thrive on rhythm and momentum. They need short-term goals to stay engaged on the path to a long-term vision. One of the most fundamental errors we see in old-school or hobbyist martial arts schools is having a testing cycle that is too long. They'll make students wait six months, nine months, or sometimes even a year between belt tests. They think this long wait increases the belt's value. What it actually does is create a motivational vacuum.

Think of a student's enthusiasm like a wave. When they earn a new belt, their excitement and motivation are at a peak. They feel proud, accomplished, and eager to learn the new material. But over time, that enthusiasm naturally starts to wane. The material gets harder, they hit a plateau, and the initial excitement fades. If the next goal—the next belt test—is too far away on the horizon, it seems unreachable. They lose sight of it, their motivation bottoms out, and they quit.

Your testing cycle is your retention cycle.

The rhythm of your belt promotions shapes the enthusiasm of your students. In the early days, we tested every four, five, or even six months. In Texas, Master Rhee would only come to test us maybe once or twice a year! We noticed a clear pattern: students trained intensely for the month or two before the test, then relaxed for months afterward. There was no consistency. Through decades of trial and error, we found the perfect balance for testing up to the rank of Black Belt: every two months, or roughly 16-20 classes.

Here's why a two-month cycle is so powerful:

- 1. It's Always Within Reach:** The next goal is always within reach. A student constantly feels like they are a few weeks away from their next big accomplishment. This helps keep their motivation consistently strong.
- 2. It Maximizes Material Retention:** When you test over shorter cycles, students retain information better. If you wait six months, they forget the details of what they learned in the first month. Testing them on smaller parts of the curriculum helps them learn it more deeply.
- 3. It creates a Rhythmic Pulse in Your School:** Your entire school year follows a rhythm. Every two months, there's a buildup of excitement for the test, a celebration of the promotion, and then the launch into the next cycle. This energy is contagious and keeps the whole school atmosphere lively.

4. It allows for more Frequent Correction: If a student is falling behind, you know it within a few weeks, not a few months. It gives you and the student plenty of time to course-correct and get them back on track for the test with their peers. Getting out of sync with their peer group is a major reason why students drop out.

Some instructors will ask, *"But how can you test so often? There aren't that many belt colors!"*

This is where you get creative and build a more granular system of progress. Don't just use a piece of colored tape for a stripe. Make every step a tangible reward.

We were the first to work with the supply companies to create the belts we see as standard today.

You can have:

1. White Belt
2. Gold Belt
3. High Gold Belt (Gold with a black stripe)
4. Orange Belt
5. High Orange Belt
6. Green Belt
7. High Green Belt
8. Purple Belt
9. High Purple Belt
10. Blue Belt
11. High Blue Belt
12. Low Red (Red with a white stripe)
13. Red Belt
14. High Red Belt
15. Low Brown
16. Brown Belt
17. High Brown Belt

18. Conditional Black Belt (White Stripe)
19. Then Black Belt.
20. Black Belt with Gold Stripe
21. Black Belt with Orange Stripe
22. Black Belt with Green Stripe
23. Black Belt with Purple Stripe
24. Black Belt with Blue Stripe
25. Black Belt with Red Stripe
26. Black Belt with Brown Stripe
27. 2nd Degree Black Belt Conditional (2 white stripes)
28. 2nd Degree Black Belt

And, so forth.

Each of these is a formal test, a new belt to tie around their waist. It's a visible, meaningful sign of progress. The students feel it, and just as importantly, the parents see it. They observe a consistent return on their investment every two months.

The Graduation Ceremony: An Event, Not Just a Test

The belt test itself shouldn't be a boring event. It should be a graduation, a celebration. Make it a special occasion. Hold it on a Saturday. Invite all family and friends. Create an atmosphere of excitement.

Your graduation ceremony is a powerful retention and marketing tool. Here's a sample structure:

The Grand Entrance: Play upbeat music as the testing students line up and march onto the floor. This builds energy.

- 1. The Instructor's Welcome:** Welcome the parents and families.
"Welcome, everyone, to our graduation ceremony! We are so proud of these students today. For the last two months, they have worked incredibly hard, not just here on the mat, but at home and at school. Parents, thank you for your partnership in their journey. This day belongs to you, too."

- 2. The Demonstration:** The students perform their required material as a group. It's a demonstration of their skill and confidence.

- 3. The Board Break:** Every student should break a board. It's a powerful metaphor for breaking through limitations.

- 4. The Belt Presentation:** Call each student up individually. Kneel down to their level. Look them in the eye. "Jessica, you have shown incredible focus and determination. I am so proud to present you with your new Green Belt." Tie the new belt around their waist. Shake their hand. Have them face their parents and bow.

- 5. The Closing Speech (and Renewal Opportunity):** After all belts are awarded, give a closing mat chat about the next step. *"Students, this new belt is not an ending. It is a new beginning. It is the next step on your exciting journey to Black Belt. For those of you who have earned your high-brown belt today, your next step is the biggest one of all. I'll be meeting with you and your parents after graduation to discuss your final preparations for becoming a Black Belt."*

This system isn't about "belt inflation" or cheapening the rank. It's about smart psychology and effective teaching methods. It's about breaking down a huge, intimidating goal—achieving a Black Belt, which can take four or five years—into a series of manageable, exciting, short-term victories.

By establishing a steady rhythm of success, you eliminate the motivational dead zones where students get lost. You keep them engaged, progressing, and motivated to stay in your school.

Don't let an outdated, traditionalist view of testing undermine your students' journey. Your testing cycle is one of the most powerful tools for retention you have. Use it wisely.

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY.**

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who TOOK ACTION.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

PART 2

THE LEADERSHIP FACTORY (THE ENGINE)

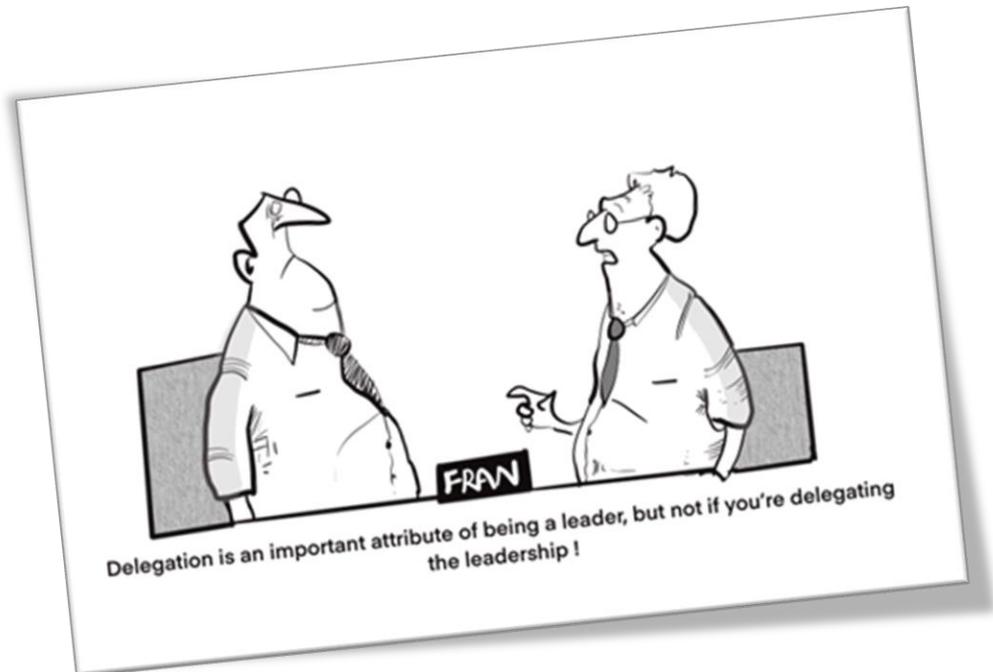


CHAPTER 8

THE FOUNDATION OF LEADERSHIP

Part 2: The Leadership Factory (The Engine)

CHAPTER 8: THE FOUNDATION OF LEADERSHIP



"THE SUREST WAY TO MASTER ANYTHING IS TO TEACH IT."
STEPHEN OLIVER

"IF YOU CAN'T EXPLAIN IT SIMPLY, YOU DON'T UNDERSTAND IT WELL ENOUGH."
ALBERT EINSTEIN

There is an old adage that says, "*The surest way to master anything is to teach it.*" It's one thing to hear an explanation, and it's another to perform the physical action.

But to truly internalize a concept—to understand its nuances, applications, and principles—you must be able to explain it to someone else. You need the ability to break down the movement, describe the process, and convey the "why" behind the "what." This core philosophy should drive the heart of your school.

Now that you have systems in place to create lifelong students, you must also build the factory that develops the leaders who will manage that system. This is how you escape the "lone wolf" trap forever.

When a student or their parent enrolls, they seek more than just punches and kicks. As we've established, they are investing in character development. They want discipline, focus, confidence, and respect. While the physical training is the vehicle, the true goal is leadership. Your job is not just to teach them a martial art, but to teach them how to be leaders. This is not a bait-and-switch; it is the fulfillment of your promise.

The leadership program is the mechanism through which this transformation takes place. From day one, the journey is framed not just as a path to a black belt, but as a comprehensive leadership course. The student is paying for this education. The family is investing in this character development. The physical skills they gain are a vital and fantastic part of the process, but the ultimate goal is to develop a confident, articulate leader.

From Student to Teacher: The Ultimate Win-Win

Integrating leadership training into your core curriculum fosters a strong, mutually beneficial relationship.

For the Student:

Accelerated Mastery: As students begin to assist in classes, they are forced to revisit the fundamental material they have already learned. Explaining a basic concept to a white belt sharpens a green belt's own technique. Their understanding deepens exponentially. They are no longer passive recipients of information; they become active participants in the educational process.

Development of Transferable Skills: The skills learned in a structured leadership program are essential life skills. Participants learn how to be effective team members and then how to become effective team leaders. They acquire public speaking abilities, starting with small groups and eventually addressing larger audiences. These skills give them an advantage in school presentations, job interviews, and future management roles. They are learning how to convey material, lead others, and be a good example.

A Sense of Purpose and Belonging: Being part of a leadership team gives students a greater stake in the school. They are no longer just customers; they are contributors. This sense of responsibility and purpose is a powerful motivator and a key driver of long-term retention. They become a "product of the product," living embodiments of the school's values.

For the School:

A Built-in Support System: Imagine having a school of 400 students. With a robust leadership program, you might have a team of 100 advanced belts—brown belts, black belts, and above—who are trained and available to assist in classes. This isn't about having one paid instructor; it's about having a deep well of leadership talent to draw from. This team can help with introductory lessons, beginner classes, intermediate classes, or simply provide an extra set of hands to ensure every student gets the attention they need.

A Scalable Teaching Model: The lone wolf instructor can only handle so many students in a class before the quality of instruction degrades. With a leadership team, you can maintain a healthy student-to-instructor ratio, even as your school grows. A ratio of 7:1 or 10:1 becomes easily achievable when you have a team of assistants. This ensures a high-quality experience for all students and prevents the back door from swinging open due to neglect.

A Funnel for Future Staff: While the main goal isn't to hire every member of your leadership team, this program naturally becomes the best incubator for your future full-time and part-time staff. When a 15-year-old has been in your leadership program for years, they have been trained in your system, they embody your culture, and they have proven teaching skills. When they turn 18, they are not an unknown quantity you're taking a chance on; they are a seasoned, qualified instructor ready for more responsibility.

The fundamental shift in thinking is this: you are not running a martial arts class; you are running a leadership university. The physical curriculum is the coursework, and the development of teaching skills is the graduate program. When you frame it this way, both for yourself and for your

students, you create a school where the top ranks are not an exit ramp but a launchpad.

You build a culture where the most advanced students see it as their duty and privilege to support those coming up behind them, fostering a virtuous cycle of growth, retention, and excellence.



CHAPTER 9

BUILDING YOUR BENCH: THE INSTRUCTOR TRAINING PROGRAM

CHAPTER 9: BUILDING YOUR BENCH: THE INSTRUCTOR TRAINING PROGRAM



*"STOP LOOKING FOR INSTRUCTORS AND BEGIN
DEVELOPING THEM."*

JEFF SMITH

*"BEFORE YOU ARE A LEADER, SUCCESS IS ALL ABOUT
GROWING YOURSELF. WHEN YOU BECOME A LEADER,
SUCCESS IS ABOUT GROWING OTHERS."*

JACK WELCH

One of the most common and paralyzing misconceptions school owners have is that they need a pool of experienced black belts before they can even consider starting an instructor training program. They look around their dojo and say, *"I don't have anyone to help me,"* because they are only searching for finished products. The secret is to stop looking for instructors and begin developing them.

A powerful instructor training program doesn't start at black belt; it begins much earlier. In fact, the most successful schools usually have a team of 30 to 60 students in their leadership pipeline at any given time—so many that they often need to create a sign-up system to limit how many assistants are in each class. This is the opposite of the "I have no one" problem. It's a problem of abundance, and it's built through a structured, systematic approach.

This isn't about hiring employees. It's about taking a student who has just finished your basic program—let's call them a Black Belt Level 1 trainee—and giving them the chance to return and assist in that same basic class.

The material is still fresh in their mind, but the act of explaining it to a new student forces them to understand it on a completely different level. This is the first step.

The Leadership Candidate Checklist

How do you identify potential leaders? It's not always the most athletic student. Look for these observable traits:

Attitude: Are they the first to say *"Yes, sir/ma'am"*? Do they have a positive demeanor?

Effort: Do they always try their best, even on things they aren't good at?

Focus: Do they make eye contact when you are teaching?

Helpfulness: Do you see them instinctively helping a new student who looks lost?

Consistency: Are they at every class, on time?

Appearance: Is their uniform always clean and worn properly? This shows discipline and respect for the art.

When you notice a student showing these traits, take note. They are your future leaders.

The Tiered System of Leadership Development

The journey from student to instructor should be a step-by-step process, with clear stages, titles, and responsibilities. This creates a ladder for students to climb, offering the same motivation and goal-setting as the belt ranking system does.

Phase 1: Instructor Trainee

This is an entry-level position. A student doesn't start by teaching; they begin by helping. Their role is to be an extra set of hands and a positive example for the instructor. The uniform for a trainee should be distinctive—perhaps a differently colored top or a special jacket. This fosters a sense of identity and pride. It visually sets them apart as leaders-in-training.

Responsibilities:

Assisting with class setup and lineup.

Greet students at the door and help with attendance cards.

Holding pads and targets.

Modeling correct technique during drills.

Encouraging beginner students.

The Golden Rule: The trainee is there to assist you, not to run the class for you while you sit in the office. They are shadowing you, learning through observation and by completing small, specific tasks you give them.

Phase 2: The Progressive Levels of Assisting

As students progress in their training, their responsibilities in the leadership program should increase accordingly. This creates a logical progression and ensures they are never asked to teach material they haven't mastered themselves.

Level 1 Trainees (e.g., Green/Purple Belts): These students have just graduated from the basic material. They are only authorized to help in the basic classes. The information is fresh, and they are reinforcing their own foundational knowledge.

Level 2 Trainees (e.g., Blue/Brown Belts): These are your intermediate students. They can assist in both the Level 1 and Basic classes. They have a broader knowledge base and can support a wider range of students.

Level 3 Trainees (e.g., Red/Advanced Brown Belts): These advanced students can help in any class below their own level: Level 2, Level 1, or Basic.

Phase 3: The Certified Instructor Ranks

Just as students aim for their next belt, they should also work toward their next level of instructor certification. This certification should be directly linked to their black belt promotions. It's not an optional program; it is a crucial part of what it means to be a black belt at your school.

First Degree Black Belt: Certified Assistant Instructor. At this level, they have shown the ability to manage a class or a large group under the supervision of a senior instructor.

Second Degree Black Belt: Certified Instructor. They are now qualified to lead a class independently. They have completed years of training, not only in the martial art but also in teaching skills.

Third Degree Black Belt: Senior Instructor. This rank signifies a higher level of experience and leadership within the school. They may be responsible for training junior instructors.

Fourth Degree Black Belt: Head or Chief Instructor. These individuals are part of the school's core leadership, able to manage programs and oversee the entire instructional team.

Fifth Degree and Above: Master Instructor. This marks the highest level of both martial skill and teaching expertise.

"How Much Does It Pay?" - The Critical Conversation

If a student asks, *"How much does it pay?"* when you invite them to the instructor training program, you have misframed the conversation. The conversation should never suggest that you are hiring them for a job. This is part of their Black Belt Leadership education, a program they are paying for. When you enroll a student in a Black Belt or Leadership program, you must clarify from the start: "A major part of becoming a true leader is learning this material so well that you can teach it to others."

As part of this program, we will guide you through beginner, intermediate, and advanced stages of training on how to be an effective teacher and communicator."

It's part of the curriculum. It's part of what they signed up for. It's a privilege, not a job. By establishing this framework from the start, you create a system where students are eager to learn these advanced skills, and the question of payment never even comes up.



CHAPTER 10

CULTIVATING A CULTURE OF LEADERSHIP

CHAPTER 10: CULTIVATING A CULTURE OF LEADERSHIP



"PROMOTION IS EARNED NOT JUST THROUGH PERSONAL ACHIEVEMENT, BUT THROUGH CONTRIBUTION TO THE COMMUNITY."

STEPHEN OLIVER

"PEOPLE LIKE US DO THINGS LIKE THIS."

SETH GODIN

You can't simply add a leadership program to a school that lacks the right cultural foundation. If you try to pick a few top students from your advanced class and immediately ask them to teach, you're setting yourself and them up for failure. They may be skilled martial artists, but they haven't been trained to teach. They end up, in effect, as part-time employees who are under-trained and often resentful because the expectations were never clearly communicated.

A truly effective leadership system isn't just a program; it's a culture. It must be embedded in your school's DNA from the moment a student steps onto the mat for their first class. The expectation should be that as students move up the ranks; they are given more responsibility and are expected to become leaders. The curriculum should be taught from two perspectives at the same time: how to learn the material and how to share it.

Once this culture is built, leadership naturally becomes the expected path for every student. It's not a question of if you will help teach, but when and at what level.

Weaving Leadership into the Fabric of Promotion

The most effective way to strengthen this culture is to make leadership experience a mandatory requirement for advancement. Your testing standards should show that you prioritize teaching and leadership as much as physical skill. Think beyond just requiring a certain number of kicks or perfect form. Incorporate leadership prerequisites into your testing criteria for higher ranks.

To Test for Brown Belt: Must have assisted in 20 basic classes.

To Test for First Degree Black Belt: Must have accumulated 50 hours of leadership experience and successfully led the warm-ups in 10 classes under supervision.

To Test for Second Degree Black Belt: Must have mentored two junior students through a full testing cycle and helped organize the annual school picnic.

To Test for Third Degree Black Belt: Must be responsible for planning and executing the annual Black Belt Retreat.

By doing this, you send a clear message: promotion is earned not just through personal achievement, but through contribution to the community. Students are gradually given more responsibility, building their confidence and competence along the way. This fosters a school culture where everyone is invested in each other's success.

The Black Belt Club: The Gateway to Leadership

To make the leadership program more elite and attractive, develop a stepping-stone program called the *"Black Belt Club"* or *"Masters Club."* This is the program students advance to from the basic program. It demonstrates their commitment to achieving a black belt. While all Black Belt Club members focus on their own training, you will select the best of the best from this group to join your *"Leadership Team"* or *"Instructor Training Program."*

This adds another layer of prestige. Not every Black Belt Club member is part of the Leadership Team, so an invitation to join is a genuine honor. It recognizes their exceptional attitude and potential. This tiered system keeps the leadership program from feeling like just the next automatic step; it stays a privileged position that must be earned.

This culture results in an abundance of help. You'll find yourself in the fortunate position of having too many qualified people available to assist in any class. This requires you to organize your leadership team, possibly with a schedule or sign-up sheet, to maintain that ideal 7:1 or 10:1 student-to-assistant ratio. A large, established school might have a leadership team of 100 students at various development levels. A smaller, growing school might have 30 or 40. The number isn't as important as having the pipeline itself.

The Youth Leadership Pipeline

A large part of your leadership team will be teenagers aged 12 to 16. Although you might not be able to hire them for full-time roles right now, they are an incredibly valuable resource. More importantly, they represent the future of your school.

These young leaders are often the most relatable mentors for your younger students. They provide a powerful example of what is possible. When a 7-year-old sees a 14-year-old Black Belt confidently leading a drill, it plants a seed. That teenager becomes a hero, a role model to emulate.

This youth leadership corps also becomes your main pipeline for future full-time instructors. By the time they graduate high school, they have gained years of practical teaching experience. They understand your curriculum thoroughly. They are experts in your class structure and philosophy. They are not a risky hire; they are a reliable asset. You have invested years in developing these qualities, and they are ready to become key pillars of your school. Building this culture takes time and consistency. It starts with setting the right expectations from the beginning. It is reinforced through teaching materials that address both the perspectives of learners and

future teachers. And it is strengthened by making leadership a required part of rank advancement. When these elements are in place, you don't just have students; you have a self-sustaining system of leadership development.



CHAPTER 11

THE QUARTERBACK APPROACH: IN-CLASS TEACHER TRAINING

CHAPTER 11: THE QUARTERBACK APPROACH: IN-CLASS TEACHER TRAINING



"SIMPLY TELLING A STUDENT TO 'GO HELP' IS NOT TRAINING... THE LEAD INSTRUCTOR MUST ACT LIKE THE QUARTERBACK."

STEPHEN OLIVER

"THE SCORE TAKES CARE OF ITSELF."

BILL WALSH

Simply telling a student to *"go help"* is not training. Effective in-class teacher development requires a structured, hands-on approach. The lead instructor must act like the quarterback of a football team, constantly pulling the team together, giving clear instructions, and sending them out to execute the play.

Imagine a one-hour class. Instead of a single, lengthy block of instruction, it should be divided into four or five 10- to 12-minute segments. Between each segment, the lead instructor *"huddles up"* with their leadership team—the trainees and assistants on the floor. This doesn't have to be a long, drawn-out meeting; it can be a quick 30-second check-in.

In these micro-huddles, the quarterback instructor performs three tasks:

- 1. Provides Positive Reinforcement:** *"Great job helping Johnny with his stance. I saw you give him that correction was perfect."*

This builds confidence and tells the trainee what they are doing right.

- 2. Offers Gentle Correction:** *"Next time we do that drill, make sure you're keeping your eyes up and scanning the whole group, not just the one student you're with."* This is specific, actionable feedback for improvement.

- 3. Gives the Next "Play":** *"Okay, for the next 10 minutes, we're working on our roundhouse kick. I'm going to demonstrate it to the whole class. Your job is to grab a target and partner up with two beginner students. I want you to focus only on their pivot."*

This cycle repeats throughout the class. The instructor demonstrates, the team executes, and then they regroup for the next play. This approach transforms the class from a lecture into a dynamic coaching workshop. Your trainees aren't just standing around; they are actively engaged in a continuous loop of instruction, execution, and communication feedback.

Progressive Responsibility on the Mat

Just as the leadership program is tiered, so should the in-class responsibilities be. You wouldn't ask a rookie quarterback to call the plays in the Super Bowl. Likewise, you don't turn a brand-new trainee loose on a struggling student. Their responsibilities increase with their experience and rank.

The Model (Beginner Trainees): The youngest and least experienced trainees are not there to correct other students. Their main role is to model the behavior. When the instructor asks for a demonstration of a form or a kick, the trainee is the one at the front of the class showing what "excellent" looks like. They serve as a living, breathing example of the standard.

The Small-Group Orchestrator (Intermediate Trainees): As trainees gain confidence, they graduate to leading small groups. *"Tell Them, 'After the lead of your group, we're doing 10 roundhouse kicks on the pad. I want you to watch for a good pivot and a loud kiai! Go!'"* The trainee is now responsible for counting, holding the pad, and offering basic corrections like *"Good power, now let's hear that kiai!"*

The Class Assistant (Advanced Trainees & Assistant

Instructors): The most experienced members of your leadership team are now helping to coordinate the entire class. They might be asked to lead the warm-ups, run a specific drill for one half of the room while the lead instructor works with the other, or take a group of students aside who need extra help.

The Event Leader (Black Belts & Above): Ultimately, as students attain the black belt ranks, their leadership duties go beyond a single class. They may be tasked with organizing major events—such as a test prep cycle, a belt ceremony, or even an annual school-wide retreat. They are now developing skills in project management and large-scale leadership.

Post-Class Debriefs

The training shouldn't end when the class does. A quick, two-minute debrief with your leadership team after the final bow is incredibly valuable.

Instructor: "Great class, team. David, I loved how you handled that small group drill. Your energy was fantastic. Sarah, what was one thing you noticed in the beginner's class tonight?"

Sarah: *"A lot of them were forgetting to look at their target before they kicked."*

Instructor: *"Excellent observation. Tomorrow, let's make that our 'word of the day':*

Focus. We'll emphasize that in every drill. Great work tonight, everyone."

This quick huddle reinforces what they did well, encourages critical observation, and sets the stage for the next class. It makes them feel like a real team.

A key element in this process is teaching your trainees to use what we call the *"instructor's voice."* This is the ability to project confidence and authority, to be heard over the noise of a busy class without shouting. You can practice this by having them lead the class in counting or reciting the student creed. At first, you do it with them.

Then, you let them do it on their own. You are actively coaching them on the practical skills of teaching.

This quarterback approach ensures that your leadership development is not just theoretical. It is a practical, hands-on apprenticeship that happens every day on your mat.

By breaking the class into manageable parts and assigning your team clear, progressive responsibilities, you are constantly building their skills, confidence, and value to your school.

You are not merely teaching a class; you are conducting an orchestra of leaders.



CHAPTER 12

BEYOND THE FIRST BLACK BELT:
THE ART OF ADVANCED
RETENTION

CHAPTER 12: BEYOND THE FIRST BLACK BELT: THE ART OF ADVANCED RETENTION



*"MAKE THEM A STUDENT AGAIN... A PAID, EXCLUSIVE,
HIGH-LEVEL PROGRAM."*

JEFF SMITH

"REAL ARTISTS SHIP."

STEVE JOBS

For many school owners, the black belt ceremony is a bittersweet moment. It represents the peak of a student's journey, a culmination of years of effort. But it also often signals the beginning of the end. A large number of schools face a significant drop-off rate after the first-degree black belt. Students earn the belt, reach the goal they've been working toward for years, and then they simply disappear. They reach brown belt or black belt, and you lose their engagement.

This is a catastrophic failure of the system, not the student. The problem is in the view that the black belt is a finish line. If you have designed your school so that first degree is the final goal, you shouldn't be surprised when your students get off the train.

The legendary Grand Master Jhoon Rhee, father of American Tae Kwon Do, even faced this challenge. In the early days, he managed a network of schools but struggled to retain his instructors. His top instructor left to open a competing school just down the street, taking the best talent from all of Grand Master Rhee's locations.

When a young Jeff Smith arrived in Washington D.C. to help out, he asked a simple question: *"Where are all your black belts?"* The system at the time was that once you earned your black belt, your training was basically free, but you had to assist with classes. There was no formal or structured program for them. They simply trained alongside the brown belts, and there was no new goal to aim for, leading to stagnation.

The solution emerged from necessity: to set a new, more prestigious goal. This led to the creation of the *"Master Club,"* a program specifically designed to advance black belts to their second degree and beyond. The innovative idea was not only to launch the program but also to charge for it—and to assign a higher fee for the second-degree program than for the first.

Grand Master Rhee was initially shocked. *"We can't do that! They aren't even staying when it's free!"* But the logic was counterintuitive yet sound. When something is free, it is perceived as having no value. By creating a paid, exclusive, high-level program, you redefine the black belt not as a graduation, but as an entry requirement into an even more elite level of study. You make them a student again.

Make Them a Student Again

If you don't give your black belts a compelling reason to continue their own education with you, they will either lose interest or go find another teacher. They might say, "*I've learned American Tae Kwon Do, now I want to get a black belt in Judo.*" They still have the desire to learn; you've just failed to provide them with the next step in their journey.

The key to retaining your black belts is to immediately give them a new, exciting mountain to climb. The process should be seamless and integrated into your system.

- 1. Renew Before the Test:** The conversation about the second-degree program should happen *before* the student tests for their first-degree black belt. Their focus is high, and their commitment is at its peak. This is the time to present them with the next chapter of their training.
- 2. Frame it as the Next Logical Step:** The journey to second degree, third degree, and beyond should be presented as the natural continuation of their education. The first degree is not the end; it's the beginning of advanced study.
- 3. Charge for It:** This is crucial. By attaching a significant value to the advanced programs, you affirm their importance. The pricing must reflect this. If your Black Belt Club program costs \$20,000 over four years, your Masters Club program (from 1st to 2nd degree) might be \$10,000 over two years. The perceived value remains high. This isn't just a "*thank you*" for helping out; it's a serious, structured curriculum for dedicated martial artists. You are not asking them to do you a favor by teaching; you are offering them the privilege of continuing their elite training.

This single shift in strategy can radically change the dynamic of your school. When Jeff Smith implemented this at his Kensington school under Grand Master Rhee, he renewed 40 students into the new Master Club in a single month. He made more revenue that month than the other three schools combined. The demand was there; it just needed to be unlocked by a compelling offer and a new goal.

But simply signing them up isn't enough. You have to deliver a program that is engaging and keeps them on the path. You can't just have them do the same old drills for two years while they wait for their second-degree test.

This is where the next piece of the puzzle comes in: the rotating curriculum.



CHAPTER 13

THE ENGINE OF GROWTH: ROTATING CURRICULUM

CHAPTER 13: THE ENGINE OF GROWTH: ROTATING CURRICULUM



*"THE SOLUTION... ROTATING CURRICULUM... A SINGLE,
UNIFIED CURRICULUM... ROTATING IN BLOCKS."*

STEPHEN OLIVER

*"WE KEEP MOVING FORWARD, OPENING NEW DOORS AND
DOING NEW THINGS..."*

WALT DISNEY

Signing up a black belt for a second-degree program is the first step. But if that program consists of practicing the same three or four techniques for two straight years, they will get bored and you will lose them anyway. The initial enthusiasm of signing up will fade if there isn't a system in place to provide consistent progress, learning, and recognition.

The solution to this problem is a concept that transformed black belt retention: the rotating curriculum.

The rotating curriculum was born out of necessity for Stephen Oliver, who was running six locations in Denver. He faced two major challenges. First, many of his head instructors were excellent at teaching the under-belt curriculum but were not yet equipped to develop students to the second, third, and fourth-degree levels. He needed a way to centralize and control the quality of that advanced instruction. Second, with black belts at various stages of their training across six schools, managing a separate curriculum for each level was becoming impossibly complex. One school might have a handful of students nine months into their training, while another had a group just starting. It was chaotic.

The solution was elegant: create a single, unified curriculum for all black belts from first to third degree that rotated in blocks of material. For example, a two-year journey to second degree could be broken down into six distinct four-month blocks of curriculum.

Here's how it works:

All black belts, regardless of whether they are a brand new first degree or a student testing for their second-degree next cycle, are in the same class, learning the same material for that four-month block.

At the end of the four months, everyone tests on that block of material.

Then, the curriculum rotates to the next block, and everyone learns the new material together.

This system solves multiple problems at once:

Simplified Instruction: The instructor only needs to teach one curriculum to all advanced students at the same time. This allowed Stephen Oliver to bring all the black belts from all six schools together once a week for a master class, ensuring quality and consistency.

Constant Learning: Every student is always learning something new. There is no stagnation. Every four months, a fresh set of techniques, forms, or weapons is introduced, keeping the training exciting and engaging.

Esprit de Corps: By having all the black belts train together, you create a powerful sense of community and camaraderie. They are no longer isolated individuals working on their own track; they are a team, pushing and supporting one another.

Scalability: This model is infinitely scalable. Whether you have 10 black belts or 200, they can all participate in the same rotating curriculum.

Sample Curriculum Blocks

To make this concept tangible, here's what a couple of four-month blocks might look like:

Block A:

Bo Staff Fundamentals Techniques: 10 basic strikes and blocks with the bo staff.

Form (Kata): A 20-move bo staff form.

Self-Defense: 5 self-defense techniques using the staff against common attacks.

Sparring Drill: Controlled, one-for-one blocking and striking drills with a partner.

Block B:

Advanced Kicking & Combinations

Techniques: Tornado kick, 540-degree kick, butterfly kick.

Combinations: 5 specific hand-and-foot combinations for sparring.

Self-Defense: 5 defenses against multiple attackers.

Sparring Drill: Focus on offensive blitzing combinations.

This variety keeps the training fresh and ensures your black belts are becoming well-rounded martial artists.

The Power of Interim Goals

The rotating curriculum provides structure, but you still need to create a sense of progress. This is where you use the same psychology that works so well for the colored belts in your black belt program. Instead of making students wait two years for a new belt, you establish a system of interim goals and rewards.

This is where the striped black belt comes in. When a student earns their first degree, they receive their beautiful, embroidered black belt. This is their formal belt. But for their journey to second degree, they earn a new "class belt" at each successful testing cycle.

Test 1 (4 months): They earn a black belt with a gold stripe.

Test 2 (8 months): They earn a black belt with an orange stripe.

Test 3 (12 months): A green stripe.

And so on, until they are eligible to test for Second Degree.

This combination of a paid, long-term program, a rotating curriculum, and a system of interim goals is the formula for exceptional black belt retention.

It transforms the black belt from a finish line into the starting block for the next, more exciting race. It wasn't about watering down the curriculum; in fact, this system allowed for a more robust and comprehensive curriculum than before, extending the time to the next rank but filling that period with more substance and consistent, engaging learning.



CHAPTER 14

SELLING THE VISION:
THE "PHD IN MARTIAL ARTS"

CHAPTER 14: SELLING THE VISION: “THE ‘PHD IN MARTIAL ARTS’”



"WE ARE NOT A SEASONAL ACTIVITY; WE ARE AN EDUCATIONAL INSTITUTION."

STEPHEN OLIVER

"PEOPLE BUY FOR THEIR REASONS, NOT YOURS."

DAN KENNEDY

One of the biggest mental hurdles for school owners is the fear of asking for long-term commitments. The idea of enrolling a student, especially a child, in a five, six, or even nine-year program can feel overwhelming. The instructor often projects their own hesitation onto the parent, assuming they will immediately object to the length and the cost. *"I just can't see how anybody is going to sign up for five years,"* is a common refrain.

And yet, at the most successful schools, 90% of students who qualify for their Black Belt Leadership programs choose the longer, more costly option over the basic black belt program. They regularly enroll students in six-year programs that lead them to their second-degree black belt. How is this possible?

It comes down to two things:

You ask them. You can't get a "yes" to an offer you never made.

You prepare them. You structure the conversation so that long-term commitment seems like the logical, appealing, and typical choice.

The most effective tool for this pre-framing is the analogy of the formal education system.

When a parent enrolls their child in kindergarten, are they making a one-year commitment? No. They are implicitly enrolling them for a 13-year journey through elementary, middle, and high school. No parent considers six years of elementary school to be an unusually long time for their child's education. It's simply what is required.

We must position our martial arts schools in the same way.

There are seasonal, recreational activities like soccer or baseball. And then there is school. At one school, you learn reading, writing, and arithmetic. At our school, you learn discipline, focus, confidence, and leadership. We are not a seasonal activity; we are an educational institution.

The Degree Analogy

Once you have established the "school vs. activity" framework, you can use the degree analogy to outline the student's entire martial arts career. This makes the long path feel structured and familiar.

First Degree Black Belt is the High School Diploma. It's a fantastic achievement that prepares you for the next level of your education and your life. It is the foundation.

Second Degree Black Belt is the Associate's Degree. It represents two additional years of focused, specialized study.

Third Degree Black Belt is the Bachelor's Degree. A significant milestone that demonstrates a deep level of knowledge and competence.

Fourth Degree Black Belt is the Master's Degree. This signifies a level of expertise that qualifies you to teach and guide others in a profound way.

Fifth Degree Black Belt is the PhD. This is the pinnacle of formal study in your chosen field. Using this analogy, your goal is to help every student achieve a level of martial arts education equivalent to their highest goal in formal education. Not everyone wants a PhD, but most people recognize the value of a college education. Therefore, the goal for the vast majority of your students should be, at a minimum, their "Associate's Degree"—their second-degree black belt.

This is why top schools design their Black Belt Leadership programs as a six-year commitment (four years to first degree, two more to second). When a parent says, "Wow, six years is a long time," the response is simple and powerful: "Ms. Jones, it's the same length as elementary school. We've found that this is the time it takes to truly build a foundation of leadership that will last a lifetime."

Selling the Vision, Not the Term

People don't purchase the five-year program. They invest in the vision of their child becoming a confident, disciplined, second-degree black belt and leader. They buy the result. The length of the program is simply the means to achieve it.

You need to get them to buy into the goal-setting process. This is where tools like the Vision Sheet become essential. You sit down with the family and help them clearly state, in writing, what they want to accomplish. They write down their goals, what they will look like once achieved, and place it somewhere they can see every day. You are not selling them a contract; you are helping them outline a dream.

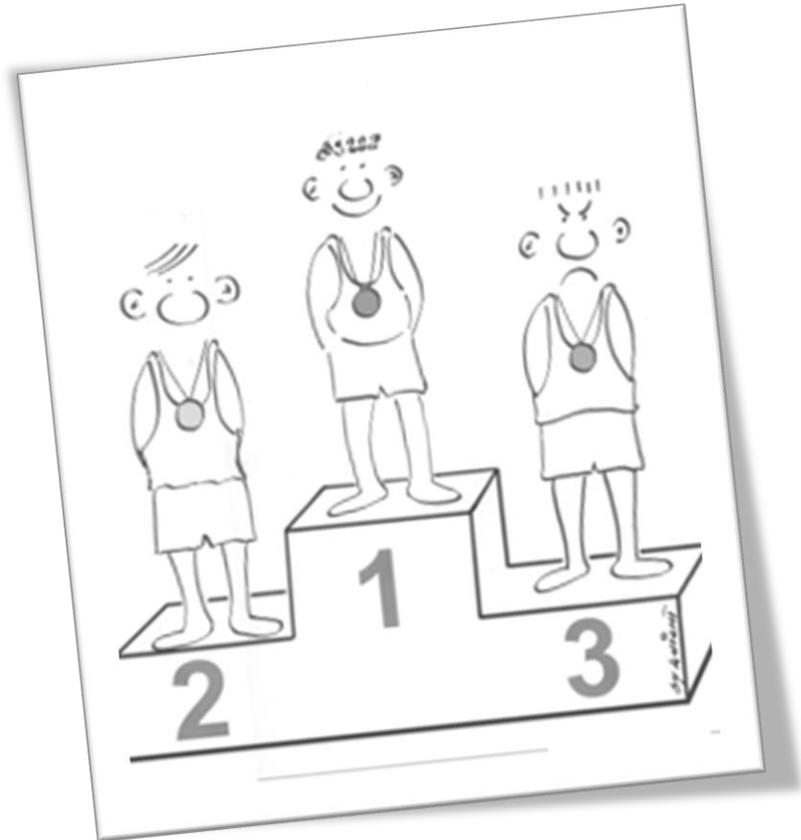
When an instructor says, "*My black belt program is three years,*" they are immediately limiting their students' vision. The conversation should focus on the five-year second-degree leadership program as the standard. Set that goal for them. Most will rise to the expectation you set. By framing the journey in these educational terms and emphasizing the long-term vision, a six-year commitment no longer seems intimidating; it seems necessary.



CHAPTER 15

FORGING CHAMPIONS WITHOUT BREAKING STUDENTS

CHAPTER 15: FORGING CHAMPIONS WITHOUT BREAKING STUDENTS



"IT'S BETTER TO HAVE 100 BLACK BELTS WITH A BELL CURVE OF TALENT THAN A BRUTAL FILTER THAT DRIVES EVERYONE ELSE AWAY."

STEPHEN OLIVER

"MARTIAL ARTS IS NOT ABOUT FIGHTING; IT IS ABOUT BUILDING CHARACTER."

JHOON RHEE

Many instructors operate under the belief that to create high-quality, technically superior students and even world champions, the training must be a brutal, grueling ordeal. They take their beginner students and train them with the same intensity as a world-class fighter preparing for a title match. The classes are punishing, students leave dripping in sweat and sore for a week, and the instructor wears this as a badge of honor.

This approach is what we learned, the hard way, is a recipe for a revolving door. We were training students so hard that we were training them right out of the dojo. In our quest to find a few great students, we were losing hundreds of good ones.

The fundamental mistake is confusing physical force with psychological motivation. You cannot force-feed passion. You cannot bully someone into becoming a champion. The real secret to developing elite students—whether they become tournament champions or simply the best version of themselves—is to shift from a purely physical approach to a psychological one. You must create the *desire* for them to want to learn, to want to excel, to want to be great.

The Competition Team: A School Within a School

So, what do you do with those students who *do* have that fire and desire to compete at a high level?

You create an optional, dedicated Competition Team. This team is a "*school within a school*." It allows you to provide elite-level training for your competitors without subjecting your entire student body to that intensity.

Here's how to structure it:

Invitation Only: Membership on the team is an honor, not a right. Students must be invited based on their skill, attitude, and commitment.

Extra Training: The team has its own dedicated practice sessions, perhaps on a weekend, that are focused solely on high-level competition drills, conditioning, and strategy.

Core Class Requirement: Team members are still required to attend their regular number of classes each week. Their competition training is *in addition to*, not in place of, their regular curriculum. This ensures they remain well-rounded martial artists and connected to the general student population.

Leadership Requirement: Your top competitors should also be members of your leadership team. This prevents the "*prima donna*" mentality. It

teaches them that being a champion is also about being a leader and a role model.

By creating this separate track, you meet the needs of your most driven athletes while protecting the positive, supportive environment of your main classes for everyone else.

The Bell Curve of Black Belts

A school that brags about how tough its black belts are but only has a handful of them is, in many ways, a failure. It's far better to have a school with 50 or 100 black belts. Within that large group, you will naturally have a bell curve of talent. There will be some who are truly great, the ones with the natural athletic ability and the fierce competitive drive. There will be a large group in the middle who are solid, competent, and dedicated. And there will be some who barely got by.

And that is perfectly okay. It's no different than a university. If colleges required every student to have a 4.0 GPA to graduate, there would be very few graduates. Instead, they set a standard for passing—a 2.0 GPA, for example. A 3.0 is better, and a 4.0 is best.

Your school should operate on the same principle. Set a high, clear standard for what it takes to pass a test and earn a belt. But understand that within that standard, there will be a range of performance. By creating a system that allows for this range, you can guide a hundred students to black belt instead of just one.

And within that hundred, you will find your champions. They will rise to the top not because you forced them, but because you created an environment where their own desire and talent could flourish.

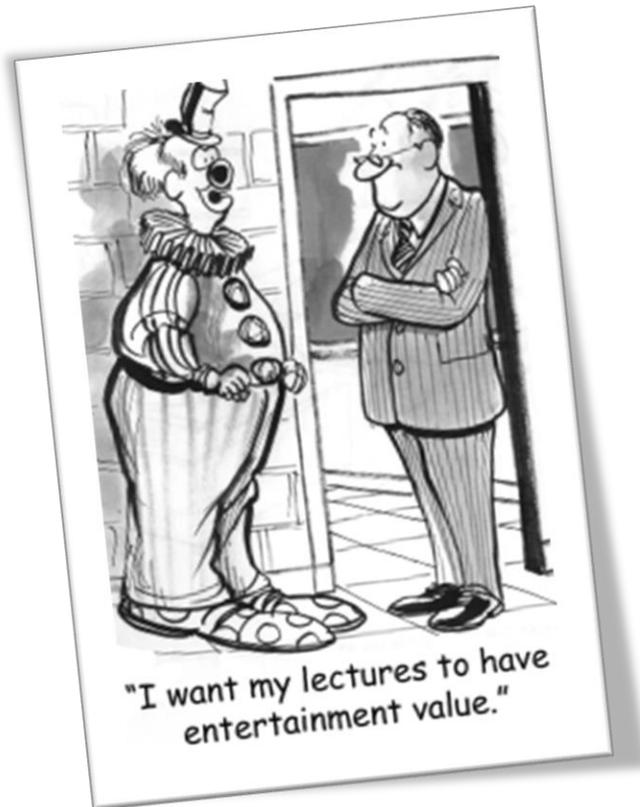
The champions are a byproduct of a healthy, supportive, and large student body, not the result of a brutal filtering process that drives everyone else away.



CHAPTER 16

THE FULL-MEAL CLASS:
A RECIPE FOR
ENGAGEMENT

CHAPTER 16: THE FULL-MEAL CLASS: A RECIPE FOR ENGAGEMENT



"THE KEY... IS A BALANCED STRUCTURE... DISGUISED REPETITION FOR MASTERY."

JEFF SMITH

"I FEAR NOT THE MAN WHO HAS PRACTICED 10,000 KICKS ONCE, BUT THE MAN WHO HAS PRACTICED ONE KICK 10,000 TIMES."

BRUCE LEE

"TRAINING MUST BE ENJOYABLE; IF YOU LOSE JOY, YOU LOSE PURPOSE."

PETER URBAN

Many instructors fall into the trap of believing that student retention is solely about how charismatic and entertaining they are. They think every class needs to be a thrilling, high-energy performance. While an engaging instructor is certainly a positive, true long-term retention is built on two deeper pillars: relationships and goals.

If a student feels welcomed, recognized, and appreciated—if you use their name, remember something about their life, make eye contact, and build genuine rapport—they will feel connected to the school. If that student has a clear, long-term goal they are working toward—a black belt, a second degree, a spot on the leadership team—they will be resilient to the inevitable ups and downs of daily training.

A single "*boring*" class won't derail them if they are focused on a goal that is two years away.

However, if they are only showing up on a class-by-class basis hoping to be entertained, any little thing can throw them off course.

Another myth is that you need to constantly introduce new, flashy, "*extreme*" curriculum—more spinning kicks, more tricking, more hyper-acrobatics—to keep students excited. While learning new things is important, the best-retained schools often have what some might consider a "*boring*" curriculum. Their secret isn't a constant stream of novelty; it's the structure of the class itself.

The key to a consistently engaging class that fosters both skill and enthusiasm is to think of it as a full-course meal. A class that is all dessert (fun and games) will leave students unskilled. A class that is all vegetables (dry, repetitive curriculum) will leave them bored. A great class has a balanced structure that nourishes them from start to finish.

The Full-Meal Class Structure

This analogy provides a perfect blueprint for a balanced and effective class.

1. The Appetizer: The Warm-Up (5-7 minutes)

This is the beginning of the meal, designed to get the students' bodies and minds ready for the main course. It should be energetic and fun, setting a positive tone. Avoid static stretching at the beginning; focus on dynamic movements that mimic martial arts techniques.

2. The Main Course: The Curriculum with "Disguised Repetition" (30-35 minutes)

This is the core of the lesson, where essential learning happens. Students need to practice their required curriculum to advance to the next level. The risk here is that repetition can become boring. The solution to this is what we call disguised repetition. You are still teaching the same technique (like the roundhouse kick), but you are constantly changing how you teach it.

Practice it in the air, with a count.

Practice it on hand pads.

Practice it on a large body shield.

Practice it on paddles to develop speed and accuracy.

Practice it on a heavy bag to develop power.

Practice it with a partner in controlled drills.

Practice it as part of a form.

Break the form down into sections.

Do the form with your eyes closed.

Have two teams compete for sharpness.

By constantly changing the context and the equipment, you can drill the same fundamental skill over and over without it ever feeling stale. The students are getting the necessary repetition to achieve mastery, but it feels different and more fun.

3. The Dessert: The Skill Drill (5-7 minutes)

This is the sweet treat at the end of the main course. During the last five minutes of class, you introduce a fun activity or game. Some call them "*karate games*," but it's important to frame them as skill drills.

Each game should be designed to develop a specific martial arts attribute: balance, coordination, reflexes, speed, or strength.

Before the drill, you explain its purpose: "*Okay team, this game is called 'Belt Tag,' and it's designed to improve your footwork and evasion skills, which are critical for sparring.*" This ensures that students and parents see it not as mere playtime, but as a fun method of targeted skill development.

4. The Check: The Rewards and Recognition (3-5 minutes)

In a restaurant, the end of the meal brings the check, which isn't always a pleasant experience. In our classes, we replace the bill with something everyone loves: rewards. This is the final part of the class where you publicly recognize student achievement.

This is when you award stripes for completed character worksheets, job lists, or book reports. This is when you hand out invitations to your next belt testing for students who have qualified. This is also when the entire class claps for those being recognized.

This public recognition does two things. It makes the students who earned the rewards feel proud and appreciated. It also strongly motivates the other students, reminding

them of what they need to do at home to earn their own stripes in the next class. It completes the cycle, linking the effort they put in outside of class with the rewards they receive inside.

By designing each class like a full-course meal, you create an experience that is balanced, engaging, and effective. You make sure that students are not only learning their curriculum but also having fun, building specific skills, and feeling a constant sense of recognition and reward.



CHAPTER 17

BUILDING YOUR CULTURE,
BRICK BY BRICK

CHAPTER 17: BUILDING YOUR CULTURE, BRICK BY BRICK



*"A STRICT, NON-NEGOTIABLE RULE... YOUR LEADERSHIP
MUST BE DEVELOPED FROM WITHIN."*

STEPHEN OLIVER

"CULTURE EATS STRATEGY FOR BREAKFAST."

PETER DRUCKER

Your school's culture is the unseen force that controls everything. It determines how students act, how teachers instruct, and what is considered important. A strong, positive culture can carry a school to amazing success, while a weak or toxic one can quietly ruin it. Some school owners, desperate to attract top talent, make a big mistake: they try to import it.

They aim to attract fighters or high-level competitors, so they bring in an outside black belt, place them on a pedestal, and hope their prestige will rub off on the school. This often backfires dramatically. The outside black belt may not share your philosophy, follow your rules, or align with your values, and they can bring in an egocentric, "*all about me*" attitude that poisons your environment. They aren't a product of your system, and they can quickly undermine the culture you've worked so hard to cultivate.

A strict, non-negotiable rule for a healthy culture is this: your leadership must be developed from within.

Occasionally, a black belt from another school may move to your area and want to join. This is great, but they must enter through the same door as everyone else. They start at white belt. This does not mean disrespect for their previous training or achievements.

It's a necessary step to protect your culture and ensure it becomes a product of your system. They need to learn your system, your terminology, your philosophy, and your way of doing things from the ground up. If they are truly humble and dedicated to learning, they will embrace this process and progress quickly. If their ego prevents them from putting on a white belt, they are not the right fit for your school anyway.

By insisting that everyone, from a complete beginner to a seasoned black belt from another style, starts on the same path, you foster a strong, unified culture. There are no exceptions. No one is allowed to behave differently, wear a different uniform, or speak disrespectfully. Everyone is held to the same high standard.

The Clean Technique Philosophy

This internal development is also essential for creating a unique and high-quality technical style. Grand Master Jhoon Rhee, an engineer by training, was famously strict about the mechanics of every technique. Everything was broken down precisely: knee position, foot placement, the laws of physics. It wasn't just about looking good; it had to make scientific sense.

This intense focus on detail, consistently taught from white belt onward, is what produced many legendary champions within his system. When people watched his students perform, whether it was John Chung or Charlie Lee, the common comment was *"Wow, their form looks so clean."* It was clean because it was built on a consistent, logical, and unified system.

This is what happens when you develop your talent internally. Your champions become a true reflection of you, your culture, and your system. They are not just advocating for themselves; they are ambassadors for your school.

Avoiding the Mythology of the Industry

The martial arts industry, like any other, is susceptible to fads and trends. Things become popular because someone influential endorses them, and then everyone follows without critical thinking. It's important to be able to tell the difference between solid principles and temporary trends.

One such trend is the idea of hyper-specialized, *"age-appropriate"* curriculum that becomes so fragmented it loses all substance. While you certainly teach a 5-year-old differently than a 15-year-old, the core curriculum should stay consistent. The path to black belt should be a unified journey, not a collection of disconnected mini-programs.

As we've discussed, another myth is that retention hinges on having the most exciting, novel curriculum. The truth is that retention depends on relationships and goals. Students stay where they feel they belong and where they see progress toward a meaningful objective. A simple, *"boring"* curriculum taught by a caring instructor who helps students set and reach long-term goals will always outperform a flashy curriculum taught in an impersonal environment.

Your culture is shaped by your standards.

By focusing on internal growth, you make sure that every leader, champion, and instructor truly reflects those standards.

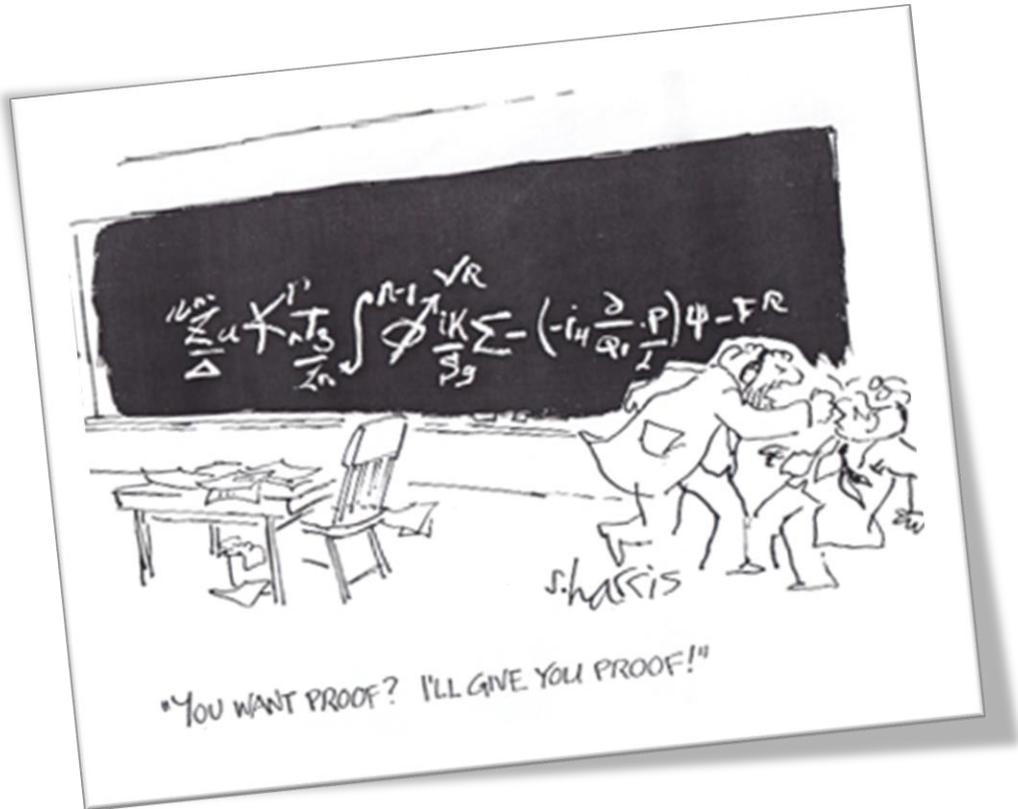
You build your house step by step, making sure the foundation is strong, and each part aligns with your vision.



CHAPTER 18

THE POWER OF PROOF:
**RECOGNITION
AND TESTIMONIALS**

CHAPTER 18: THE POWER OF PROOF: RECOGNITION AND TESTIMONIALS



"THE BEST SYSTEM IS ONE WHERE ANYONE WHO MEETS A CLEARLY DEFINED STANDARD IS A WINNER."

STEPHEN OLIVER

"SOCIAL PROOF IS THE TENDENCY TO SEE AN ACTION AS MORE APPROPRIATE WHEN OTHERS ARE DOING IT."

ROBERT CIALDINI

You can have the best leadership program, the most engaging classes, and the most inspiring culture, but if you don't communicate that value effectively, you're leaving your school's greatest asset unused. The final elements of this integrated system are the strategic use of recognition and testimonials. These are the tools that provide social proof and pre-frame new students, and continually reinforce the value of your programs to your existing members.

Recognition: The Philosophy of Earning It

The topic of trophies and medals can be controversial. Some argue that giving awards to everyone fosters a sense of entitlement. Others take the opposite view, creating a hyper-competitive environment where only one person can win. The most effective and healthy approach is to find a middle ground: standards-based recognition.

We must move away from two flawed models:

The Participation Trophy: You show up, so you get an award. This diminishes the value of the achievement and encourages students to believe that effort doesn't matter.

The Lone Winner: Only one person can be "*Student of the Month*" or the tournament champion. This can be demoralizing for the vast majority of students who work hard but may not be the top performer.

The best system is one where anyone who meets a clearly defined standard is a winner. This is similar to the academic world. If you score 90% or higher on a test, you earn an 'A'. It doesn't matter if one student gets an 'A' or if twenty students do; they all earned it by meeting the standard.

Apply this same logic to your awards:

If you complete your character worksheet with 30 stripes, you earn the gold medal.

If you complete it with 20 stripes, you earn the silver medal.

If you successfully perform all your techniques to the testing standard, you pass and earn your belt. The standard should be high, but it must be achievable for anyone who puts in the effort. It focuses on behavior.

This fosters a healthy, motivating environment where students compete against their own potential, not just against each other. They learn that success is a direct result of their own effort. If they do the work, they will earn the reward. If they don't, they won't. It's a powerful life lesson.

Testimonials: Your Army of Advocates

One of the most powerful and often overlooked tools for any school owner is the voice of their successful students and their parents. You should regularly gather and share their stories.

When a student is preparing for their first-degree black belt test, a key requirement should be to write a black belt essay. In this essay, they should reflect on their journey and describe how their martial arts training has benefited them and changed their life. These essays are marketing gold, but more importantly, they are a powerful tool for inspiration.

Similarly, you should actively gather video testimonials from parents. At a major event like a black belt testing, set up a camera in a quiet corner and ask parents to share their experiences. When a parent, with tears in their eyes, talks about how your school transformed their shy, unconfident child into a focused, respectful leader, that story is more powerful than any ad you could ever buy. The emotion feels genuine and relatable.

A "How-To" Guide for Great Video Testimonials

Set the Scene: Don't film them against a cluttered background. Use a clean wall with your school's logo or a banner. Good lighting is essential—face them toward a window or a light source.

Good Audio: Use an external microphone if possible. The audio on a phone can sound tinny. A simple lapel mic is inexpensive and makes a big difference.

Ask the Right Questions: Don't just say *"Can you give us a testimonial?"* Guide the conversation.

1. *"What was your child like before they started martial arts?"*
2. *"What were you hoping they would gain from the program?"*
3. *"What are the biggest changes you've seen in them since they started?"*
4. *"What would you say to another parent who is thinking about enrolling their child?"*

Keep it Short: Aim for 60-90 second clips. You can edit longer interviews down to the best soundbites. How do you use this arsenal of proof?

Share them with new and prospective students. When a parent is considering your program, have them read the essays. Show them the

video testimonials. These pre-frame their thinking and allows them to see the potential outcome for their own child through the eyes of other parents.

Share them with your current student body. Reading the essays and watching the videos from your recent black belts motivates your beginner and intermediate students. It shows them the light at the end of the tunnel and strengthens their own commitment to the journey. It demonstrates what's possible and reminds them why they started.

All the elements we've discussed are the pre-framing tools you need to successfully ask a family to make a long-term commitment.

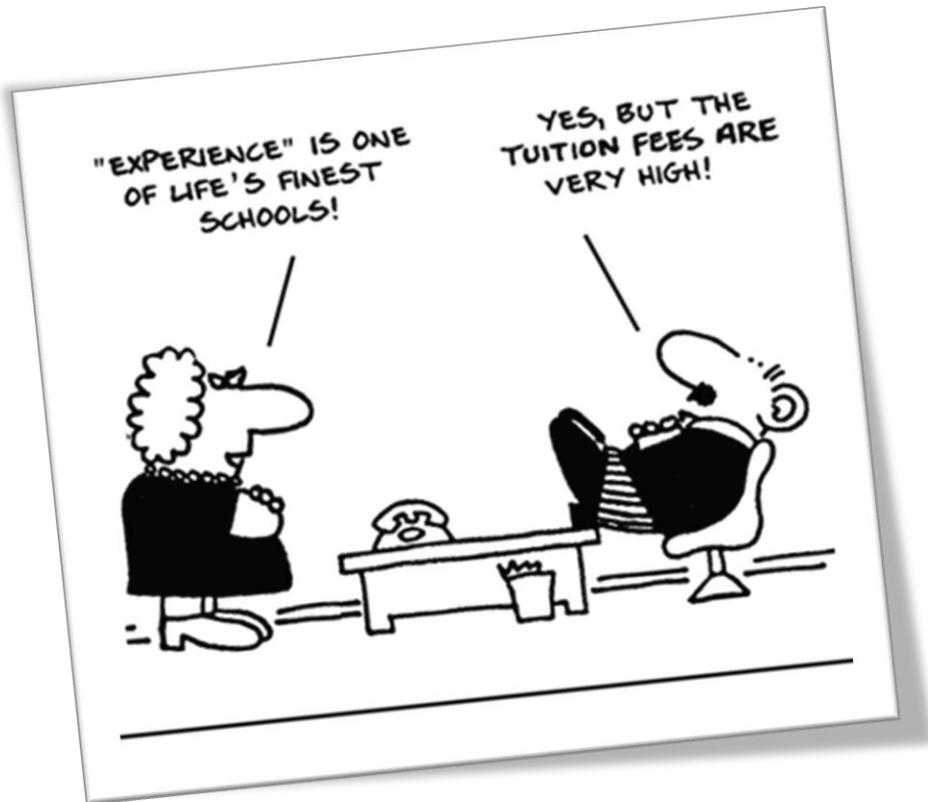
You don't just ask them suddenly. You prepare them. You help them set goals. You make the outcome clear. And you show them, through powerful stories of others who have walked the path before, that your program has a proven track record of delivering on its promises.



CHAPTER 19

FROM BLACK BELT TO MASTER:
CREATING A LEGACY

CHAPTER 19: FROM BLACK BELT TO MASTER: CREATING A LEGACY



" A BLACK BELT WHO ISN'T GIVING BACK IS A BLACK BELT WHO IS STAGNATING. "

JEFF SMITH

" WHEN YOU LEARN, TEACH. WHEN YOU GET, GIVE. "

MAYA ANGELOU

Everything we've discussed so far—the attendance tracking, the Black Belt culture, the character development, the two-month testing cycle—is designed to help a student reach one of the most important milestones of their life: earning their first-degree black belt. But your job as a great instructor doesn't end there. In many ways, it's just beginning.

If you believe what you've been teaching—that a black belt is a new beginning, not an end—then you must have a system in place to keep your advanced students just as engaged and motivated as your beginners. The biggest mistake you can make is to change the rules of the game after they get their black belt. If the steady rhythm of progress checks, clear goals, and constant motivation got them this far, why would you suddenly stop?

We remember when we were new black belts. To test for second degree, we had to wait two years. There was almost nothing to do in between. There were no progress checks, no new curriculum segments to learn, nothing. And student behavior was completely predictable. They would come to class sporadically for a year and a half, then train intensely during the few months right before the test. The consistency was gone.

We realized that whatever you do to get them to black belt, you have to keep doing even after they earn it.

You simply extend the system. You created a curriculum for them to learn every two months as a color belt, so you do the same for them as a black belt. You break down the material required for second degree into smaller portions using the rotating curriculum we detailed earlier.

A black belt who isn't giving back is a black belt who is stagnating. The next phase of their journey must involve transitioning from student to teacher. This is where you create your Assistant Instructor Training Program, the core of your leadership development. This isn't an informal process. It's a structured curriculum, just like their physical training. We select students from our Black Belt Leadership program who show promise and invite them to become instructor trainees.

Creating this program achieves several amazing results. First, it keeps your advanced students engaged with a fresh and exciting challenge. Second, it offers great value to your beginner classes by providing more hands-on assistance. Third and most importantly, it strengthens your team's overall skill set.

We can identify which schools have been with our organization for a long time. They aren't scrambling to find instructors. They aren't hiring outsiders and trying to re-train them. They have a deep bench of talented, loyal, homegrown instructors who are products of their own program. When a full-time position opens, they have a dozen excellent high school or

college-aged leaders ready and eager to step up. They've been preparing for this role for years.

This is how you build a true legacy. It's not just about the students you graduate. It's about the leaders you create who then go on to inspire the next generation. Your goal should be to build a school that can run without you, powered by the very students you guided from their first day as a nervous white belt.

After the fifth degree, the journey changes once more. It focuses less on physical ability and more on your contribution to the martial arts and your community. What does "contributing to the art" mean in a practical way?

Mentoring the Mentors: A Master Instructor (5th degree and above) is responsible for training the entire instructor team. They lead the leadership classes and evaluate the certified instructors. Their job is to ensure the quality of teaching is maintained throughout the school.

Curriculum Development: They can be tasked with developing new curriculum blocks for the rotating system or refining existing ones. They help keep the school's training fresh and effective.

Community Ambassadorship: They represent the school at community events, write articles for local publications, and serve as the standard-bearers of the school's philosophy. You move from being a Master of the art to being a Master who creates Masters.

CONCLUSION: FROM INSTRUCTOR TO ARCHITECT



*"RETENTION IS THE ONLY METRIC THAT MATTERS...
TRACK EVERYTHING."*

JEFF SMITH

"ONLY THE PARANOID SURVIVE."

ANDY GROVE

We began this journey by discussing the challenges faced by the *"lone wolf"* instructor—the passionate yet overwhelmed school owner trying to manage everything alone. The only way to achieve sustainable, scalable success is to stop thinking of yourself as just a teacher and start seeing yourself as the creator of a leadership powerhouse. Your school isn't just a place where you teach punches and kicks; it's an institution that shapes character, cultivates leaders, and changes lives. This isn't hyperbole; it's the true result of a purposeful, integrated system.

This system is based on a core set of principles:

Retention is the only metric that matters. Your success is determined by the students you retain, not the ones you enroll.

Track everything. The attendance card is your crystal ball, showing you who needs help before they are gone.

Forge the habit early. The first four months are crucial for a student's future. Succeed with structure, connection, and small, steady wins.

Create a Black Belt culture. Your job isn't to teach karate; it's to create black belts. Make sure your whole school shares this vision.

Be the gasoline. Provide the constant fuel of motivation, praise, and inspiration that keeps your students' engines running.

Sell character, not karate. The value parents will consistently see is the tangible improvement in their child's discipline and respect at home and at school.

The testing cycle is the retention cycle. Use a steady, two-month rhythm of success to eliminate motivational dead zones and keep students engaged.

Leadership is learned, not hired. Your greatest asset is the untapped potential within your own student body. By developing a structured instructor training program, you build a loyal, competent, and culturally aligned teaching team from the ground up.

The black belt is a starting line, not a finish line. Through advanced, paid programs and engaging rotating curricula, help you retain your top students for a lifetime, turning them into the pillars of your school.

Proof is your most powerful asset. Consistently use recognition and testimonials to validate your process, motivate your students, and set the stage for your value to the community.

By embracing this philosophy and implementing these systems, you will transform your dojo.

The back door will close.

Your student numbers will grow.

But most importantly, you will create a thriving, self-sustaining community of leaders. You will have an army of black belts who are not only technically skilled but also passionate, articulate ambassadors for your school and your values.

You will stop being a lone wolf, and you will become the leader of a powerful, thriving pack.

You will no longer just run a business; you will start building a legacy that will change lives for generations to come.

*"VISION, VALIDATION, AND SYSTEMATIZATION CAN
TRANSFORM AN ANCIENT ART INTO A MODERN
INSTITUTION."*

STEPHEN OLIVER

*"COMING TOGETHER IS A BEGINNING; KEEPING
TOGETHER IS PROGRESS; WORKING TOGETHER IS
SUCCESS."*

HENRY FORD

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who **TOOK ACTION**.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

THE EVOLUTION OF MARTIAL ARTS TEACHING IN AMERICA: FROM VISION TO EMPIRE



THE ARCHITECTS OF AN INDUSTRY

Part 3: The Architects of An Industry

INTRODUCTION

The transformation of martial arts in America from a fringe activity practiced in small, isolated dojos to a multi-billion-dollar industry is a story of vision, innovation, and relentless entrepreneurship. This evolution did not happen by accident—it was architected by a succession of remarkable individuals who each contributed essential elements to build what would become the modern martial arts school system.

This chapter examines three pivotal figures whose interconnected journeys created the blueprint for professional martial arts instruction in America: Grand Master Jhoon Rhee, who laid the philosophical and technical foundation; Grand Master Jeff Smith, who validated the system through world championship success while implementing its business infrastructure; and Grand Master Stephen Oliver, who systematized and scaled their innovations into a replicable model that continues to transform the industry today.



JHOON RHEE

THE FOUNDATION BUILDER
(1932-2018)

Learn more



JHOON RHEE - THE FOUNDATION BUILDER (1932-2018)

From Post-War Korea to the American Dream

Born in Asan, Korea, on January 7, 1932, during the harsh years of Japanese occupation, Jhoon Rhee's early life was shaped by cultural suppression and the subsequent liberation that allowed Korean martial arts to flourish again. At age 13, he began training at the Chung Do Kwan school in Seoul, one of the first kwans to emerge after World War II, studying under Grand Master Won Kook Lee and instructor Nam Tae Hi.

What set young Rhee apart was not just his martial skill but his vision. Captivated by American movies that flooded into post-war Korea, he conceived an audacious plan: he would travel to America and make his living by introducing Korean martial arts to this new world. This wasn't merely a dream of personal success—it was a mission to transform an ancient art into something new that could thrive in American culture.

The Texas Years: Planting the Seeds

Rhee arrived in the United States in 1956 through a military exchange program, landing at Gary Air Force Base in San Marcos, Texas. While pursuing an engineering degree at the University of Texas, he began teaching what he pragmatically called "*Korean Karate*"—the term Tae Kwon Do was still unknown in America. This early marketing insight—adapting his message to his audience—would prove crucial to his success.

In Texas, Rhee trained the first generation of American Tae Kwon Do masters, including Allen Steen (his first American black belt in 1962) and J. Pat Burleson. These students would go on to establish the first commercial martial arts schools in America and create the legendary "Tex Kwon Do" style—a tough, competition-oriented approach that dominated the tournament circuit of the 1960s.

The Washington Revolution: Creating the Modern Dojo

In 1962, Rhee made a strategic move to Washington, D.C., founding the Jhoon Rhee Institute (JRI) at 2035 K Street NW. This relocation to the nation's capital was calculated—Rhee understood that proximity to power and influence would be crucial for legitimizing and spreading his art.

At the JRI, Rhee revolutionized martial arts instruction through three key innovations:

1. Safety Equipment (1972) After witnessing student Pat Worley suffer a broken cheekbone at a 1969 tournament, Rhee began developing protective gear. Using his own instructors, including Jeff Smith, as "*crash*

test dummies," he created the first foam-dipped protective equipment for hands and feet. This innovation was transformative—it made martial arts insurable for the first time, opening the door for children and families to participate safely. Rhee would go on to patent multiple designs for protective gear.

2. Martial Arts Ballet Concerned about the perception of martial arts as mere violence, Rhee created "*martial arts ballet*"—forms choreographed to classical music like Beethoven's Fifth Symphony and the theme from Exodus. This artistic innovation reframed martial arts as a disciplined performance art, appealing to parents who wanted cultural enrichment for their children, not just fighting skills.

3. Character-Based Curriculum Rhee pioneered the integration of academic achievement with martial arts advancement. Students were required to maintain a "B" average or better to be eligible for black belt promotion. The student creed—"*To build true confidence through Knowledge in the Mind, Honesty in the Heart, and Strength in the Body... develop Might for Right!*"—positioned martial arts as character development, not combat training.

The Master Marketer

Rhee was the first martial arts master to harness television advertising. His iconic "*Nobody Bothers Me*" commercial, featuring a jingle by Bruce Springsteen's E Street Band member Nils Lofgren, became a Washington, D.C. cultural touchstone. The ad's most memorable moment came when his young children appeared—daughter Meme delivering the tagline "*Nobody bothers me,*" followed by five-year-old son Chun adding "*Nobody bothers me, either!*" with a charming wink.

By the mid-1980s, the Jhoon Rhee Institute had grown to 11 schools throughout the D.C. metropolitan area, becoming the model for professional martial arts school operations nationwide.

Influence at the Highest Levels

Rhee's relationships with cultural icons and political leaders elevated Tae Kwon Do's status in America:

- 1. Bruce Lee:** Beginning with their meeting at the 1964 Long Beach Championships, Rhee and Lee exchanged techniques—Rhee taught Lee the mechanics of Tae Kwon Do kicks while Lee shared his non-telegraphic punch, which Rhee would later systematize as the "*Accupunch.*"
- 2. Muhammad Ali:** In 1975, Rhee taught Ali the Accupunch technique. Ali used it to score his final career knockout against

Richard Dunn in 1976, explicitly crediting "Mr. Jhoon Rhee's *Accupunch*" in post-fight interviews.

- 3. U.S. Congress:** After Congressman James Cleveland was mugged in 1965, Rhee offered to teach him self-defense, leading to the formation of the U.S. Congressional Tae Kwon Do Club. Over 350 members of Congress trained with Rhee, including 19 who earned black belts. This political capital enabled him to successfully lobby for the creation of National Teacher Appreciation Day in 1986.

The Numbers Tell the Story

By conservative estimates, Rhee and his instructors promoted over 100,000 students to black belt rank during his career. When including subsequent generations trained by his students, the number of practitioners touched by his system likely reaches into the millions. His curriculum and business model became the template for thousands of schools worldwide.



Jhoon Rhee taught Tae Kwon Do to many political figures. From left to right: Jhoon Rhee, Rep. James Symington, Rep. Floyd Spence, Rep. Tom Bevill, Sen Quentin Burdick, Rep. Richard Ichord, Sen. Ted Stevens, Rep. Ed Roybal.

Jhoon Rhee in an early promotional photo at the United States Capital

World Champion Jeff Smith – Head Instructor/General Manager Jhoon Rhee Institute with Jhoon Rhee.



Muhammad Ali and Grand Master Jhoon Rhee train together



Jhoon Rhee takes Muhammad Ali to South Korea, they were greeted by millions



Jhoon Rhee and President Ronald Reagan



Various Martial Arts Magazine covers with Jhoon Rhee, Jhoon Rhee and Bruce Lee training at the beach. Tony Robbins tribute to Jhoon Rhee, photo: Jhoon Rhee presenting Tony Robbins his Black Belt, and Kukkiwon 10th Degree Black Belt Certification posthumously presented. And, finally dubbed by Black Belt Magazine in 1970 – the "Pied Piper of Tae Kwon Do."



JEFF SMITH

THE CHAMPION WHO PROVED THE SYSTEM

Learn more



JEFF SMITH - THE CHAMPION WHO PROVED THE SYSTEM

From Texas Fighter to D.C. Executive

Jeff Smith's journey began in 1964 at Texas A&I University, where he started training at a Jhoon Rhee-affiliated school during the legendary "*Blood and Guts*" era of Texas martial arts. After earning his black belt directly from Rhee in 1969, Smith's potential was recognized by the master himself, who invited him to Washington, D.C. in 1970 to join the Jhoon Rhee Institute as a professional instructor.

Smith's rise within the organization was meteoric. He became Senior Vice President of the JRI, responsible for managing all 12 locations and training the entire instructor staff. This role required him to master not just the physical techniques but also the business systems that made the JRI successful—from curriculum standardization to retention strategies to financial management.

The Dual Career: Executive by Day, Champion by Night

What makes Jeff Smith's story extraordinary is his ability to excel simultaneously in two demanding arenas. While managing a multi-million-dollar business operation during the day, he was also establishing himself as one of the most dominant fighters in American martial arts history.

Point Fighting Dominance (1969-1974) Smith conquered the semi-contact tournament circuit, winning virtually every major championship:

1. Battle of Atlanta (Joe Corley)
2. International Karate Championships (Ed Parker)
3. U.S. Championships (Allen Steen)
4. Pan American Championships Grand Champion (1972)
5. Voted #1 Point Fighter in the USA by Professional Karate Magazine (1974)

The PKA Era (1974-1980) When full-contact kickboxing emerged, Smith seamlessly transitioned to the new sport:

1. Won the first-ever PKA World Light-Heavyweight Championship (September 14, 1974)
2. Successfully defended his title seven times
3. Retired with a professional record of 21-1 (7 KOs)
4. Fought on the undercard of Ali-Frazier III "Thrilla in Manila" (October 1, 1975), viewed by an estimated 50 million people worldwide

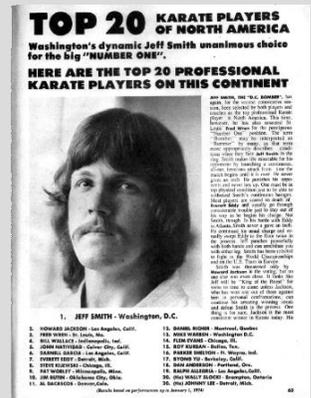
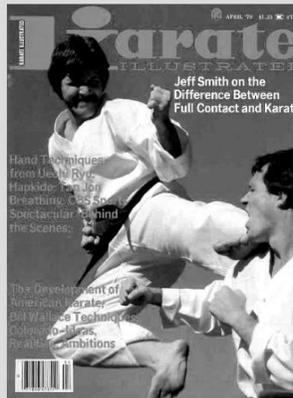
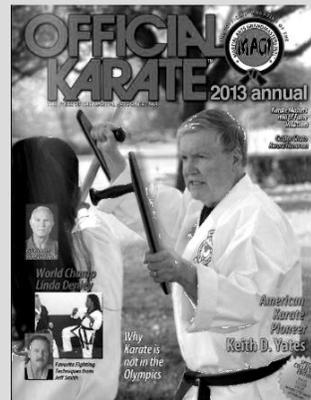
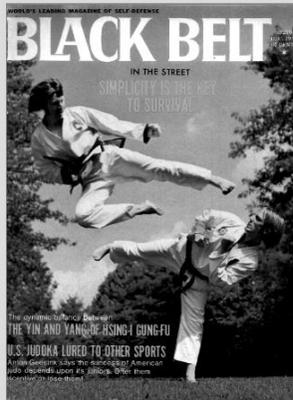
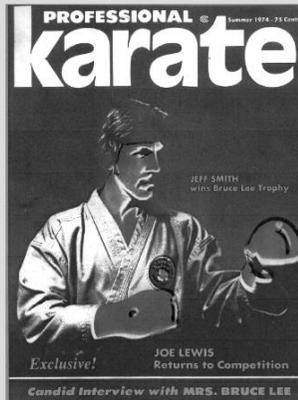
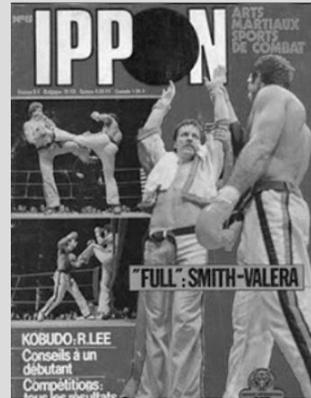
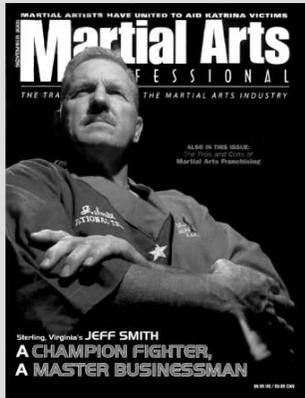
Beyond the Ring: Coach and Mentor

After retiring from competition, Smith's influence continued to grow:

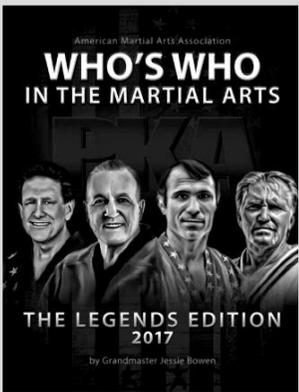
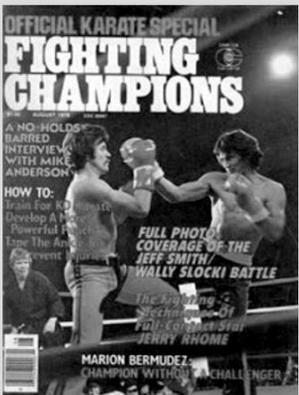
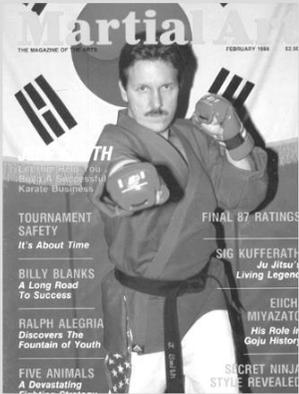
1. Coached the WAKO United States Karate Team to 10 consecutive World Team Titles (1980-1990)
2. Opened successful schools in Northern Virginia
3. Became President of Sports Operations for PKA Worldwide
4. Promoted to 10th Degree Black Belt (Grand Master) in 2016 by a panel including Glenn Keeney, Allen Steen, Pat Johnson, and Pat Burleson

The Business Champion

Smith's unique perspective—having been both a world champion and a successful executive—made him invaluable as a mentor to the next generation. His philosophy was simple: the discipline, strategic thinking, and systematic approach required to become a world champion could be directly applied to building a successful business. This insight would prove crucial in his later partnership with Stephen Oliver.

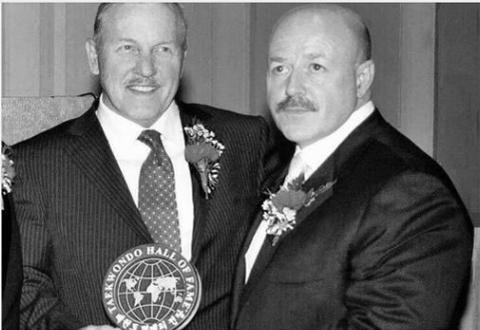


Various Martial Arts Magazine covers with Jeff Smith



Various Martial Arts Magazine covers with Jeff Smith







STEPHEN OLIVER

**THE SYSTEMATIZER AND
SCALE MASTER**

STEPHEN OLIVER - THE SYSTEMATIZER AND SCALE MASTER

A Product of the Complete System

Stephen Oliver represents the synthesis of everything that came before him. Beginning his training in 1969 at a Jhoon Rhee Institute branch in Tulsa, Oklahoma, he was immersed in the tough "Blood and Guts" tradition established by Steen and Burleson. As a National Merit Scholar, Oliver brought exceptional academic ability to his martial arts training, seeing patterns and systems where others saw only techniques.

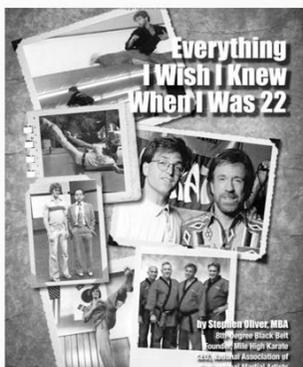
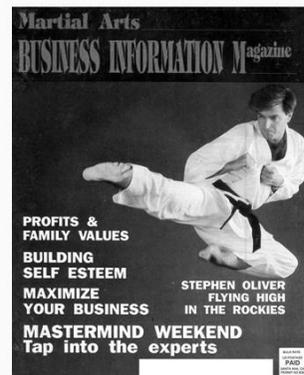
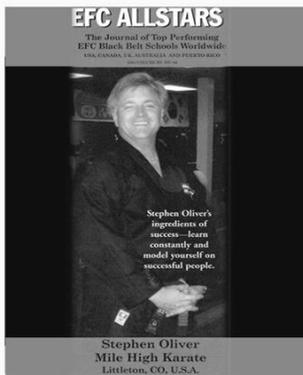
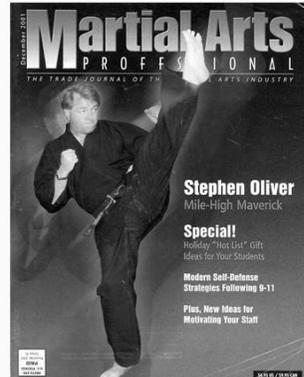
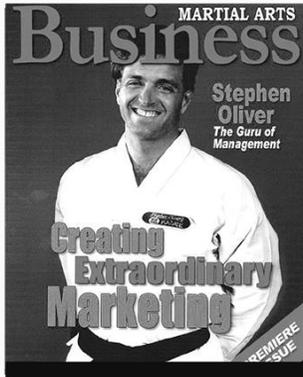
His journey to mastery took him to the Jhoon Rhee Institute headquarters in Washington, D.C., where he trained under both Rhee and Smith while working his way through Georgetown University as a head instructor and branch manager. This unique position—training under the art's greatest masters while implementing their business systems—gave Oliver unparalleled insight into both the technical and commercial aspects of martial arts.

The Denver Experiment: Proving the Model

After graduating Cum Laude from Georgetown with a degree in International Economics in 1982, Oliver made a decision that would define his career. Rather than pursue opportunities on Wall Street or in corporate America, he chose to test whether the JRI model could be replicated and scaled.

With Jhoon Rhee's blessing and just \$10,000 borrowed from his parents, Oliver moved to Denver in 1983 to found Mile High Karate. The results were extraordinary:

1. First school enrolled 150 students in 90 days
2. Expanded to 5 schools with 1,500 students in 18 months, then 6 with 2,500+ students in 36 months
3. Exceeded \$3,000,000 in annual revenue (in today's dollars) by 1985, then over \$5,000,000 by 1988.
4. Eventually grew to become one of the top five martial arts organizations globally
5. Promoted over 1,000 students to black belt rank



Various Martial Arts Magazine covers with Stephen Oliver

The Innovation: Systematic Replication

While the JRI had been successful, it relied heavily on Rhee's personal charisma and the exceptional talents of individuals like Smith. Oliver's contribution was to extract the underlying principles and create systems that could work regardless of the owner's personality:

1. Curriculum Engineering Oliver refined the three-part curriculum model (practical self-defense, personal development, artistic expression) into a precise, age-appropriate system that could be taught by any properly trained instructor.

2. Marketing Systematization Drawing on his later MBA studies (completed in 1992), Oliver developed sophisticated direct-response marketing funnels, moving from traditional advertising to targeted lead generation and conversion systems.

3. Franchise Development In 1998, Mile High Karate accepted its first franchisee, creating a true turn-key system that included:

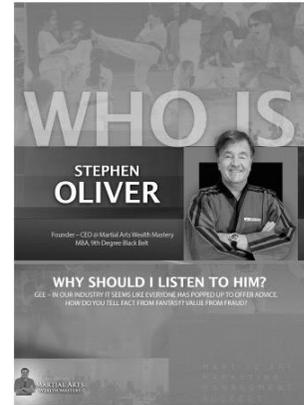
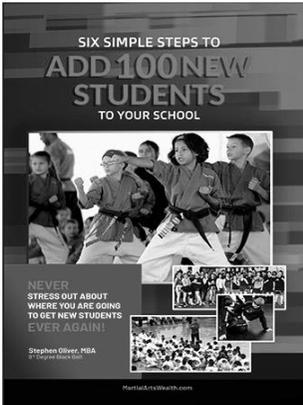
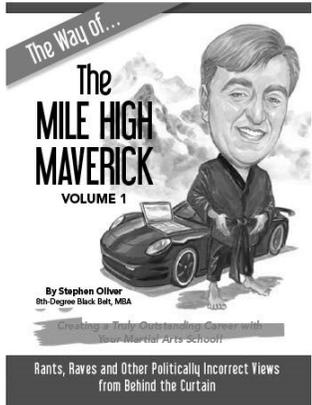
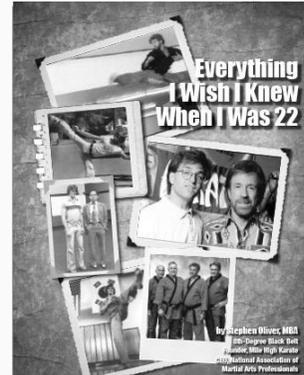
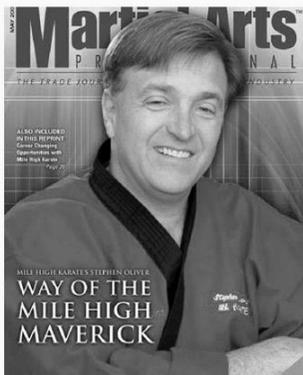
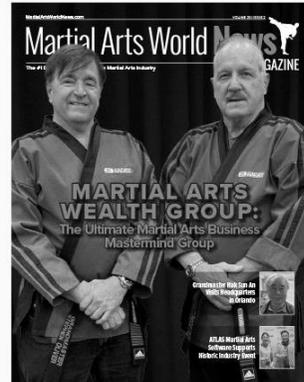
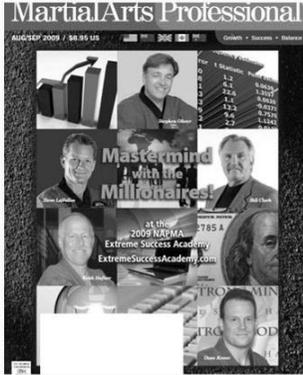
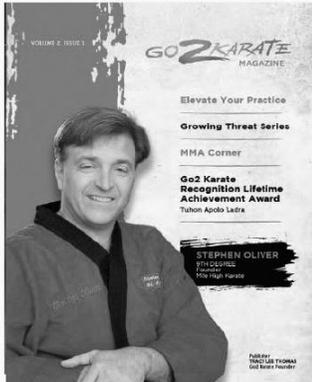
1. Complete operational manuals
2. Scripted sales processes
3. Marketing templates
4. Ongoing training and support

The Multiplier Effect: From School Owner to Industry Architect

Oliver's influence extended beyond his own schools through strategic leadership positions:

1. Board of Directors, Educational Funding Company (founding member)
2. Board of Directors, North American Sport Karate Association (NASKA)
3. National Sanctions Director, NASKA
4. Lead Developer, NAPMA (National Association of Professional Martial Artists)
5. CEO, NAPMA
6. Publisher, Martial Arts Professional Magazine
7. Founder/CEO Martial Arts Wealth Mastery

These positions allowed him to shape the infrastructure of the entire industry, promoting professional standards and business practices that elevated martial arts instruction from hobby to profession.



Various Martial Arts Magazine covers with Stephen Oliver

The "*Millionaire Maker*": Martial Arts Wealth Mastery

Having proven that the model could create extraordinary success, Oliver launched his consulting career to teach others his systematic approach. Martial Arts Wealth Mastery, founded in partnership with Jeff Smith, became the premier business education program for martial arts school owners.

The program's results speak for themselves:

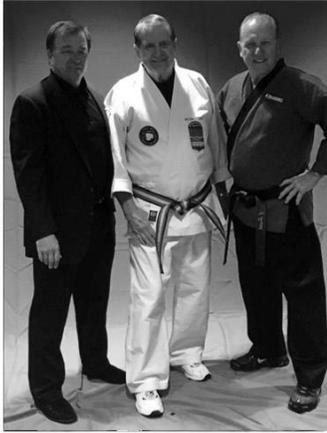
1. Clients reporting growth from \$15,000/month to over \$100,000/month
2. Owners achieving financial freedom while maintaining high teaching standards
3. Creation of a mastermind community where success becomes the norm

Published Legacy

Oliver has authored eight books on martial arts business, including:

1. Everything I Wish I Knew When I Was 22
2. Direct Response Marketing for Martial Arts Schools
3. The Way of the Mile High Maverick

He was also the first to publish a book on internet marketing for martial arts schools (1999), consistently staying ahead of industry trends.







THE UNBROKEN CHAIN:

A LEGACY OF EMPOWERMENT

THE UNBROKEN CHAIN: A LEGACY OF EMPOWERMENT

The story of American martial arts' transformation from niche activity to mainstream institution is the story of three remarkable men who built upon each other's contributions:

Jhoon Rhee provided the vision, creating a philosophy that reframed martial arts as character development and invented the innovations (safety gear, artistic forms, academic integration) that made it accessible to American families.

Jeff Smith provided the proof, demonstrating through world championship success that the system produced not just good students but the best fighters in the world, while showing that martial arts professionals could be both warriors and successful executives.

Stephen Oliver provided the scale, taking the proven model and creating systematic, replicable processes that could be taught to others, transforming individual success stories into an industry-wide phenomenon.

Together, they didn't just teach kicks and punches—they created a professional industry that has:

1. Enabled thousands of instructors to make a living doing what they love
2. Brought character development and physical fitness to millions of students
3. Created a sustainable business model that ensures martial arts schools can thrive for generations
4. Proven that traditional values and modern business practices can coexist and reinforce each other

The modern martial arts school—professional, safe, focused on character development, and financially sustainable—is the direct result of their combined innovations. Their legacy lives on in every school that uses contracts to ensure student commitment, protective gear to ensure safety, and systematic curriculum to ensure quality. Most importantly, it lives on in every student who learns that true strength comes not from the ability to fight, but from the discipline to develop "Might for Right."

This is not just the story of three successful men—it's the story of how vision, validation, and systematization can transform an ancient art into a modern institution that serves millions while staying true to its core values. It's proof that with the right foundation, the right validation, and the right

systems, any passionate instructor can build a professional career that changes lives and strengthens communities.

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your **FREE "Leadership Academy Toolkit"** (A \$497 Value — Yours **FREE** When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who TOOK ACTION.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

PART 4

THE ART OF EFFECTIVE TEACHING:
MASTERING THE HUMAN CONNECTION



INTRODUCTION

BEYOND TECHNIQUE

THE TEACHER'S TRUE
CRAFT

Part 4: The Art of Effective Teaching (The Human Connection)

INTRODUCTION: BEYOND TECHNIQUE - THE TEACHER'S TRUE CRAFT

When most martial arts instructors think about improving their teaching, they think about refining their demonstration of a roundhouse kick or perfecting their explanation of a form. They focus on what they teach. This is a mistake. The difference between an instructor who struggles with 50 students and one who thrives with 500 isn't technical knowledge—it's teaching skill.

We've spent decades training instructors, and we can tell you this with absolute certainty: the best martial artists don't automatically become the best teachers. In fact, some of the most technically gifted practitioners we've known were terrible instructors. Why? Because they never learned that teaching is itself a skill—one that must be studied, practiced, and mastered with the same dedication they brought to mastering the martial arts.

Think about this: you spent years learning how to execute a perfect side kick. You studied the chamber, the pivot, the hip rotation, the rechamber. You practiced thousands of repetitions. You had instructors correct your errors. You refined your technique until it became second nature.

Now ask yourself: how much time have you spent learning how to teach that side kick to someone else? How many hours have you invested in understanding how people learn? How many repetitions have you done of the teaching process itself?

For most instructors, the answer is uncomfortable. They've spent thousands of hours perfecting their art, but almost no time perfecting their ability to transfer that knowledge to others.

This section of the book is designed to change that. We're going to take you through the fundamental principles of effective teaching—not generic educational theory, but practical, battle-tested methods specifically designed for martial arts instruction. These are the techniques that allowed us to build schools with hundreds of students, to develop instructor training programs that produced confident, capable teachers, and to create a culture of excellence that sustained itself across multiple locations and generations of students.

The principles you'll learn here aren't just about being a better teacher. They're about building a better school, creating a stronger culture, and ultimately achieving the financial success that allows you to make martial arts instruction your career rather than just your hobby.

Let's be clear about something: effective teaching drives retention, and retention drives revenue. This isn't mercenary—it's reality. You can't help students achieve their black belt if they quit after four months. You can't build a leadership factory if you don't have students who stay long enough to become leaders. You can't change lives if people walk out your door and never come back.

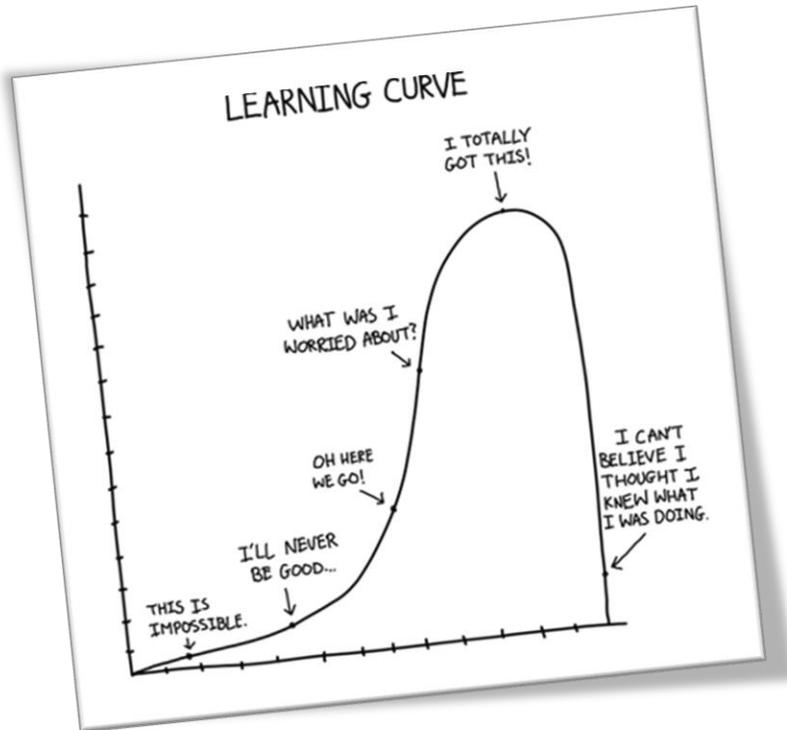
Every principle we're about to share is grounded in this fundamental truth: your ability to teach effectively is the single most important factor in your school's success.



CHAPTER 1

THE PSYCHOLOGY OF LEARNING
UNDERSTANDING YOUR
STUDENT'S BRAIN

CHAPTER 1: THE PSYCHOLOGY OF LEARNING - UNDERSTANDING YOUR STUDENT'S BRAIN



"THE BRAIN LEARNS THROUGH REPETITION, PATTERN RECOGNITION, AND EMOTIONAL CONNECTION."

STEPHEN OLIVER

"WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEN, IS NOT AN ACT, BUT A HABIT."

ARISTOTLE

"I FEAR NOT THE MAN WHO HAS PRACTICED 10,000 KICKS ONCE, BUT I FEAR THE MAN WHO HAS PRACTICED ONE KICK 10,000 TIMES."

BRUCE LEE

How People Actually Learn (And Why Most Instructors Get It Wrong)

Let's start with a simple question: when you learned your first form, did you master it by watching your instructor perform it once? Of course not. You watched it multiple times. You broke it down into sections. You practiced each section separately. You made mistakes. You got corrections. You practiced more. Over weeks or months, the form gradually became ingrained in your muscle memory.

Now, here's the question every instructor needs to ask: if that's how you learned, why do you expect your students to learn any differently?

We see this mistake constantly. An instructor demonstrates a technique once, maybe twice, then moves on. They cover five or six different techniques in a single class. They wonder why students can't remember what they taught last week. The problem isn't the students—it's the teaching method.

The human brain learns through repetition, pattern recognition, and emotional connection. Understanding these three principles will transform your teaching.

Principle One: Repetition is the Mother of Skill

The brain learns by creating neural pathways. Every time you repeat an action, you strengthen that pathway. This isn't theory—it's neuroscience. You literally can't learn a physical skill without repetition.

But here's what most instructors miss: effective repetition isn't just doing something over and over mindlessly. It's what we call "purposeful repetition"—repetition with focus, with feedback, and with progressive challenge.

Here's how purposeful repetition works in practice:

Stage One: Slow and Correct (Awareness) When introducing a new technique, the first repetitions should be slow and deliberate. The student is building the neural pathway from scratch. Speed doesn't matter here—accuracy does.

Example: Teaching a front kick

- Demonstrate the full technique
- Break it down: chamber, extension, rechamber

- Have students perform each element separately, slowly, 10 times each
- Provide individual corrections
- Have students perform the complete technique slowly, 20 times

Stage Two: Faster with Consistency (Automation) Once students can perform the technique correctly at slow speed, gradually increase the pace. The brain is now reinforcing the pathway, making it more automatic.

Example: Front kick progression

- Perform on your count, gradually increasing speed
- Perform with a partner holding a target, 50 repetitions
- Perform in combinations with other techniques they know
- Perform in the context of their form

Stage Three: Variable Practice (Mastery) Now the brain needs to learn to execute the technique in different contexts. This is where real learning happens—the ability to apply the skill flexibly.

Example: Front kick application

- Perform from different stances
- Perform against moving targets
- Perform in sparring drills
- Perform with different levels of power and speed

Most instructors never get past Stage One. They show the technique, have students do it a few times, and move on. Then they wonder why students can't remember it next week. You haven't given their brains enough repetitions to build the neural pathway.

Our rule: a new technique needs a minimum of 100 repetitions in the class where it's introduced, and at least 50 more in each of the next three classes. That's not busywork—that's basic neuroscience.

Principle Two: Pattern Recognition and Chunking

The human brain is a pattern-recognition machine. When you learned to read, you didn't memorize every word individually—you learned to recognize patterns. Common letter combinations became automatic. You chunked information into manageable pieces.

The same principle applies to martial arts instruction. When you teach five unrelated techniques in a single class, you're overwhelming the brain's capacity for pattern recognition. But when you teach five related techniques that build on each other, you're creating a pattern the brain can grasp and remember.

This is why curriculum design matters so much. A well-designed curriculum isn't just a list of techniques—it's a carefully structured sequence that builds patterns progressively.

Example of poor pattern design:

- ▶ Class 1: Front kick, knife-hand block, back stance, elbow strike
- ▶ Class 2: Roundhouse kick, down block, forward stance, ridge-hand strike
- ▶ Class 3: Side kick, outside block, cat stance, hammer fist

Nothing connects. The brain is processing four separate, unrelated pieces of information in each class.

Example of good pattern design:

1. Class 1: Front stance (foundation for everything)
2. Class 2: Stepping in front stance + front kick from front stance
3. Class 3: Down block in front stance + front kick combination
4. Class 4: Three-step combination: step forward with down block, front kick, reverse punch

Now we're building a pattern. Each class adds one new element to an established foundation. The brain can chunk this information: "front stance week" becomes a single pattern with multiple variations.

Jeff implemented this at his schools and watched retention shoot up. Students felt like they were making progress because they could see how everything connected. They weren't learning random techniques—they were building a comprehensive skill set, one pattern at a time.

Principle Three: Emotional Connection

Here's something that surprised us when we first encountered the research: emotion is not separate from learning—it's central to it. The brain prioritizes memories that have emotional weight. This is why you remember where you were during significant events but can't recall what you had for lunch last Tuesday.

For martial arts instructors, this principle is powerful. Every technique you teach can be emotionally neutral—just another move to learn—or it can be connected to something meaningful.

The difference is in how you frame it.

Emotionally neutral instruction: *"Today we're learning the side kick. Chamber here, extend here, rechamber. Go ahead and practice."*

Emotionally connected instruction: *"Today we're learning one of the most powerful weapons in your martial arts arsenal—the side kick. This is the technique that can stop an attacker twice your size. Bruce Lee called this the 'stopper'—the kick that stops everything. When you master this technique, you'll have the confidence of knowing you can defend yourself in the most dangerous situations. Let me show you exactly how to generate that kind of power..."*

Same technique. Completely different emotional impact. The second version creates excitement, connects to the student's goals (self-defense, confidence), invokes authority (Bruce Lee), and frames the learning as important and valuable.

This is why we emphasized in earlier chapters the importance of "Black Belt Verbiage"—language that constantly connects what students are doing to their long-term goal. It's not just motivational fluff. It's leveraging the brain's tendency to remember information that has emotional significance.

The Three-Part Learning Cycle

Understanding these three principles allows us to structure every class using what we call the Three-Part Learning Cycle:

Part One: Presentation (Build the Pattern)

1. Demonstrate the technique with energy and precision
2. Create emotional connection through framing and story
3. Break the technique into logical chunks

4. Explain the "why" behind each element

Part Two: Practice (Create the Neural Pathway)

1. Lead purposeful repetition through all three stages
2. Provide continuous feedback and correction
3. Use varied methods (air technique, target, partner, form)
4. Maintain high energy and positive reinforcement

Part Three: Performance (Strengthen the Memory)

1. Have students demonstrate for each other
2. Create small "showcase" moments
3. Connect to long-term goals and progress
4. Celebrate success and effort

This cycle respects how the brain actually learns. It provides multiple exposures, builds patterns, includes emotional connection, and uses varied contexts to deepen understanding.

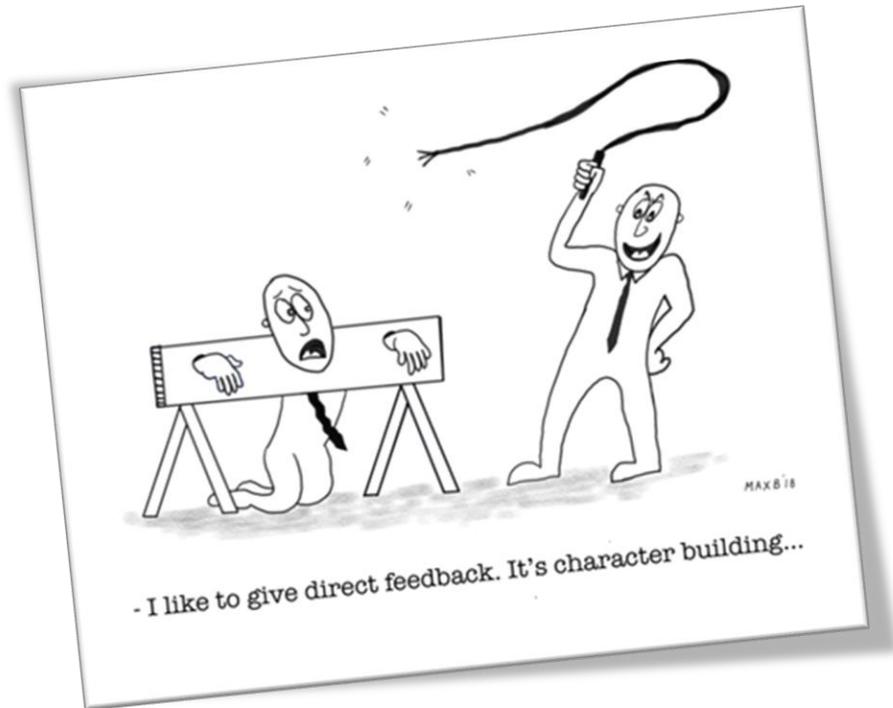
Most importantly, it works. When you structure your classes this way, students retain more, progress faster, and stay longer.



CHAPTER 2

THE ESSENTIAL TEACHING METHODS
YOUR INSTRUCTOR
TOOLBOX

CHAPTER 2: THE ESSENTIAL TEACHING METHODS - YOUR INSTRUCTOR TOOLBOX



"MASTER THESE METHODS, AND YOU CAN TEACH ANYTHING TO ANYONE."

JEFF SMITH

"FEEDBACK IS THE BREAKFAST OF CHAMPIONS."

"THE TECHNIQUES OF AIKIDO CHANGE CONSTANTLY; EVERY ENCOUNTER IS UNIQUE, AND THE APPROPRIATE RESPONSE SHOULD EMERGE NATURALLY."

MORIHEI UESHIBA

Now that we understand how learning works, let's talk about the specific teaching methods that make learning happen. These are your tools—the techniques you'll use in every class, every day. Master these, and you can teach anything to anyone.

Method One: The Power of Demonstration

This seems obvious—of course you demonstrate techniques. But there's a vast difference between showing a technique and demonstrating it effectively.

An effective demonstration is a performance. You're not just executing a technique; you're creating a moment that captures attention, communicates excellence, and inspires effort.

The Five Elements of an Effective Demonstration:

1. Command Attention First

Never start a demonstration while students are still moving, talking, or looking elsewhere. This seems basic, but we see it violated constantly. The instructor says, *"Okay, watch this,"* and immediately launches into the technique while half the students are still finishing the previous drill.

Instead, create a clear break:

1. Use a verbal command: *"Everyone stop and face me"*
2. Wait for complete stillness and attention
3. Make eye contact with the whole group
4. Then and only then, begin your demonstration

2. Demonstrate with Excellence

Your demonstration must be technically perfect. Not pretty good. Not *"good enough for beginners."* Perfect. Why? Because you're creating the mental blueprint your students will try to copy. Any flaw in your demonstration becomes a flaw in their learning.

This is one reason why technical mastery matters for instructors. You don't need to be a world champion, but you do need to be able to execute every technique in your curriculum with precision and power. If you can't, you need to keep training until you can.

3. Use the Three-Speed Method

The most effective demonstrations use three speeds:

1. Full Speed: Show them what it looks like when done correctly
2. Slow Motion: Break it down so they can see every detail
3. Full Speed Again: Reinforce the end goal

"I'm going to show you the technique at full speed first, so you can see what we're working toward. Then I'll slow it down and break down each element. Finally, I'll show you one more time at full speed."

This approach accommodates different learning styles and gives students multiple chances to absorb the information.

4. Narrate the Critical Elements

As you demonstrate, particularly in the slow-motion portion, verbally highlight the key points:

"Notice my front knee is directly over my front toe. That's critical for power. See how my back leg is straight and my back heel is grounded? That's where the power generates from. Watch my hip rotation as I execute the punch—the hips drive everything."

Don't narrate every single detail—that's overwhelming. Highlight the three or four critical elements that make the technique work.

5. Show Common Mistakes

This is an advanced demonstration technique that's incredibly powerful. After showing the correct technique, show the common mistakes:

"Now let me show you what not to do. If my front knee goes past my toes like this, I lose power and put stress on my knee. If I don't rotate my hips like this, the punch is weak. Watch the difference..."

Then show the correct technique again.

This works because the brain learns by comparison. Showing contrast—right versus wrong—makes the correct technique clearer and more memorable.

Method Two: Explanation – The Art of Clear Communication

After demonstration comes explanation—the verbal instruction that helps students understand what they're doing and why.

Many instructors talk too much. Others don't talk enough. The key is strategic communication—using words purposefully and sparingly to enhance understanding.

The Rule of Three

The human brain can easily remember three things. Four starts to get difficult. Five or more, and most people struggle. This is why the most effective explanations focus on three key points.

When teaching a new technique: *"There are three critical elements to this kick. One: chamber high. Two: extend from the hip. Three: rechamber before setting down. Let's practice each one separately."*

When correcting errors: *"I'm seeing three things we need to fix. First, keep your guard up during the kick. Second, pivot your base foot. Third, keep your eyes on your target. Let's run it again, focusing on those three things."*

This isn't dumbing things down—it's respecting how memory works. You can layer in additional details later, but initially, focus on three key points.

Use Concrete, Vivid Language

Abstract instruction doesn't stick. Concrete, vivid instruction does.

Abstract: *"Maintain proper structural alignment throughout the technique."*

Concrete: *"Stack your joints—ankle under knee, knee under hip, hip under shoulder—like building blocks. If one block is out of alignment, the whole structure is weak."*

Abstract: *"Execute the technique with maximum speed and power."*

Concrete: *"Snap that kick like a whip. Fast out, faster back. The sound should be sharp and crisp—SNAP!"*

The more vivid and specific your language, the more memorable it is. Use analogies, metaphors, and sensory descriptions.

The "Why" Behind the "What"

Students need to understand not just what to do, but why they're doing it. This creates deeper learning and better retention.

When teaching any technique, include a brief explanation of purpose:

"We chamber high on this kick for two reasons. First, it protects you by keeping your knee up as a shield. Second, it loads the power—like pulling back a slingshot before releasing it."

"We practice this stance in every class because it's the foundation for fifty percent of our techniques. Master this stance, and half of your curriculum becomes easier."

Notice these explanations are brief—one or two sentences. You're not lecturing; you're providing context that makes the technique more meaningful.

Method Three: The Art of Correction

This is where teaching becomes truly skillful. Anyone can demonstrate a technique. Fewer can explain it well. But effective correction—helping a student fix an error without destroying their confidence—that's the mark of a master teacher.

The Praise-Correct-Praise Sandwich

We mentioned this technique earlier, but it's so important it deserves deeper explanation. This is your default correction method for ninety percent of situations.

The structure is simple:

1. Identify something the student is doing right
2. Provide one specific correction
3. Praise the improvement or effort

Example: "David, your chamber on that kick is excellent—really high and tight. Now let's work on your rechamber. Instead of dropping your leg straight down, pull it back to chamber position before setting it down. There you go! That's much more controlled. Great adjustment!"

Why does this work? Because it protects the student's emotional state while still providing clear feedback. Learning is most effective when students feel safe, confident, and supported. Starting with criticism creates anxiety, which impairs learning. Starting with praise creates openness to feedback.

The Five-to-One Ratio

Research in education and psychology has consistently shown that optimal learning occurs when people receive approximately five positive comments for every one correction. This isn't about false praise—it's about actively looking for what students are doing right and acknowledging it, while being selective about which corrections you make.

Many instructors get this backwards. They ignore what's going well and only speak up when something is wrong. This creates a negative learning environment where students become anxious about making mistakes.

Your goal: catch students doing things right, constantly. And when you do need to correct something, make it one specific, actionable correction, not a list of everything they're doing wrong.

The One-Correction Rule

When a beginner is executing a technique, they're likely making multiple mistakes simultaneously. Resist the temptation to correct all of them at once.

Pick the most important error—usually the one that, if fixed, will have the biggest impact or make other things easier—and correct only that. Let the other errors go for now.

Example: A white belt is practicing a front kick. Their chamber is low, their base foot doesn't pivot, they're not recoiling, and their hands drop. You might be tempted to say, *"Your chamber is too low, pivot your base foot, pull your hands up, and rechamber the kick."*

That's overwhelming. The student will likely forget all four corrections before the next repetition.

Instead: *"Great effort! Let's work on one thing: chamber that knee higher, bring it up to your chest. Try it again, focus just on that high chamber. Perfect! Much better!"*

On the next set of repetitions, you can address the pivot. Then the rechamber. Then the hands. Layer corrections progressively, celebrating each improvement. This builds confidence and ensures actual learning rather than temporary compliance followed by forgetting.

Method Four: Questioning – Making Students Think

Most instruction is one-directional: instructor talks, students listen. But learning deepens dramatically when students actively think and engage. Strategic questioning is how you create that engagement.

Three Types of Teaching Questions:

1. Checking for Understanding

These questions verify that students understood your instruction before they practice.

"Before we practice this combination, who can tell me the three steps? Sarah?"

"What's the first thing we do when executing this block? James?"

These questions serve multiple purposes: they engage the student who answers, they reinforce the information for everyone listening, and they alert you if there's confusion before students start practicing incorrectly.

2. Critical Thinking Questions

These questions make students analyze, compare, or apply information.

"Why do you think we pivot our base foot on this kick? What would happen if we didn't?"

"We learned the down block last week and the outside block this week. When would you use one versus the other?"

These questions develop deeper understanding. Students aren't just memorizing movements—they're learning the principles behind them.

3. Motivational Questions

These questions connect technique to goals and build excitement.

"Who's ready to break through a board with this kick?"

"How many of you can see this technique as part of your black belt form someday?"

"What would it feel like to execute this perfectly in front of your family at your belt test?"

These aren't really asking for information—they're creating emotional connection and building anticipation.

The Think-Pair-Share Technique

This is particularly powerful for older kids and adults. When you ask a complex question, use this sequence:

1. Think: *"Take thirty seconds and think about this question..."*
2. Pair: *"Now turn to the person next to you and share your answer..."*
3. Share: *"Okay, let's hear from a few people. Who wants to share what they discussed?"*

This accomplishes multiple things: it gives everyone time to formulate an answer (instead of just the fastest thinker), it creates peer-to-peer interaction, and it makes sharing less intimidating because students have already verbalized their answer once.



CHAPTER 3

ENERGY MANAGEMENT THE INSTRUCTOR AS PERFORMER

CHAPTER 3: ENERGY MANAGEMENT - THE INSTRUCTOR AS PERFORMER



"STUDENTS WILL NEVER HAVE MORE ENERGY THAN YOU BRING."

JEFF SMITH

"ENERGY IS CONTAGIOUS. CHOOSE CAREFULLY."

BRENE BROWN

"LIFE IS GROWTH. IF WE STOP GROWING, TECHNICALLY AND SPIRITUALLY, WE ARE AS GOOD AS DEAD."

MORIHEI UESHIBA

Here's something we learned from Master Rhee that transformed our teaching: you're not just an instructor, you're a performer. Every class is a performance. And like any performer, you need to manage your energy and the energy of the room.

Your Energy Sets the Standard

Students will never have more energy than you bring. If you walk onto the floor looking tired, bored, or distracted, your students will match that energy. If you bring intensity, enthusiasm, and focus, they'll rise to meet it.

This is non-negotiable. Even on days when you're exhausted, even when you've taught three classes already, even when you're dealing with personal stress—when you step onto that floor, you bring full energy.

How do you do this consistently?

Pre-Class Energy Ritual

Develop a pre-class ritual that gets you into the right state. This might include:

1. Five minutes of physical warm-up to get your blood flowing
2. Reviewing your class plan to get mentally focused
3. Three deep breaths and a personal affirmation
4. Putting on your uniform as a psychological shift into "teacher mode"

Jeff's ritual was simple but effective: before every class, he'd step outside, do twenty jumping jacks, take three deep breaths, and mentally declare, *"This is the best class of the day."* It sounds simple, but it worked. It shifted his physiology and psychology into high-performance mode.

The First Five Minutes

The energy you establish in the first five minutes of class sets the tone for everything that follows. This is why successful schools have a strong opening ritual—student creed, bow-in ceremony, warm-up—that immediately creates intensity and focus.

Your opening should:

1. Get students moving immediately (physical activation)
2. Establish clear expectations (behavioral standards)

3. Create group unity (everyone together, synchronized)
4. Build anticipation for the lesson (this is going to be great!)

Energy Cycling

You can't maintain peak intensity for an entire hour. Neither can your students. Instead, effective classes cycle through different energy levels:

High Energy (Peaks):

1. Introduction of new techniques
2. Target work and dynamic drills
3. Games and competitions
4. Belt promotions or demonstrations

Medium Energy (Plateaus):

1. Technique refinement and practice
2. Form work
3. Partner drills

Lower Energy (Valleys):

1. Explanation and demonstration
2. Stretching
3. Mat chats
4. Cool-down

A typical one-hour class might look like this:

1. Minutes 0-10: High energy—warm-up, review of previous material
2. Minutes 10-15: Medium energy—introduction of new technique
3. Minutes 15-35: High energy—dynamic practice of new technique with targets and partners
4. Minutes 35-45: Medium energy—form practice incorporating new technique
5. Minutes 45-55: High energy—game or drill that reinforces new technique

6. Minutes 55-60: Low energy—cool-down, mat chat, closing

This creates natural rhythm. Students can sustain high energy because they get periodic breaks to recover. You maintain their engagement because energy levels are varied, not monotonous.

Reading the Room

The best instructors are constantly reading the energy level of their students and adjusting accordingly.

Signs students need more energy:

1. Distracted looks
2. Sluggish movements
3. Side conversations
4. Decreased effort

When you see these signs, shift gears. Change activities, increase intensity, introduce a quick game, or create a challenge. Don't just push through—respond.

"Alright, I can see we need to wake up! Everybody drop for twenty push-ups right now. Let's go!"

"Let's have a little competition. Boys versus girls. Which group can hold a better front stance for sixty seconds? Get ready..."

Signs students are over-stimulated and need to calm down:

1. Silliness and loss of control
2. Inability to follow instructions
3. Excessive talking
4. Wild, uncontrolled movements

When you see these signs, bring energy down. Slow things down, give them a focused, controlled task, or bring them together for a brief mat chat to reset.

"Okay, everybody freeze. I need to see if you can show me perfect control. Horse stance. Nobody moves. Show me the discipline of a black belt. Perfect stillness for thirty seconds."

Voice Control

Your voice is one of your most powerful tools. Learn to modulate it strategically.

The Four Voice Levels:

1. Conversational

This is your explanation voice. Clear, easy to understand, friendly. You use this for demonstrations, explanations, and mat chats.

2. Commanding

This is louder, more authoritative. You use this to give instructions during practice: *"Front kick! Again! Push harder! Don't drop that back hand!"*

3. Motivational

This is high-energy, enthusiastic, designed to inspire effort: *"That's it! I'm seeing black belt power! Show me you want it!"*

4. Corrective

This is firm but not angry. You use it when behavior needs to be addressed: *"Stop. That's not the focus I expect. Try again with control."*

The key is variety. If you only use one voice level, students tune out. If you constantly yell, your commanding voice loses impact. Strategic variation keeps students engaged and responsive.

The Power of the Pause

Silence is a teaching tool. A well-timed pause creates anticipation, allows information to sink in, and commands attention.

When demonstrating a technique: show it at full speed, then pause before breaking it down. The pause creates anticipation.

When explaining something important: make your key point, then pause and let it hang in the air for a moment. *"The difference between a good martial artist and a great one is this..."* (pause) *"...consistency."*

When the class is getting too loud or unfocused: stop talking completely. Just stand still and look at them. Within seconds, the room will quiet down as students realize something is wrong and refocus on you.



CHAPTER 4

INDIVIDUALIZATION WITHIN THE GROUP
**TEACHING EVERYONE
AT ONCE**

CHAPTER 4: INDIVIDUALIZATION WITHIN THE GROUP - TEACHING EVERYONE AT ONCE



"STRUCTURE EVERY ACTIVITY WITH BUILT-IN LEVELS OF CHALLENGE."

JEFF SMITH

"WHAT A CHILD CAN DO IN COOPERATION TODAY HE CAN DO ALONE TOMORROW."

LEV VYGOTSKY

"EVERY STUDENT HAS A SPIRIT THAT CAN BE REFINED, A BODY THAT CAN BE TRAINED IN SOME MANNER, A SUITABLE PATH TO FOLLOW."

MORIHEI UESHIBA

One of the most challenging aspects of martial arts instruction is that you're teaching a group of students with wildly different abilities, learning speeds, and needs—all at the same time.

The beginner needs step-by-step guidance. The intermediate student needs refinement. The advanced student needs new challenges. How do you serve all of them in the same class?

The Multi-Level Approach

The secret is to structure every activity with built-in levels of challenge.

Example: Basic Technique Practice

Instead of having everyone do the exact same thing, give the instruction in layers:

"Everyone, we're practicing front kick for the next five minutes. White and gold belts, your focus is chamber and extension. Get that knee high, kick straight out. Green and orange belts, I want to see fast rechamber—don't let that leg drop. Blue belts and up, I want full power, full speed, and perfect form. Challenge yourselves."

Same technique. Three different levels of expectation. Everyone is appropriately challenged.

Example: Form Practice

"We're working on our forms for the next ten minutes. If you're a white belt learning your first form, focus on remembering the sequence. If you know your form but it's not perfect yet, focus on your stances—make them low and strong. If you know your form well, I want to see it performed with complete focus and intensity, like you're testing for your black belt. Show me the level you're capable of."

The Station Rotation Method

For more complex classes, particularly with large groups, the station rotation method allows you to differentiate instruction effectively.

Set up three or four stations around the room, each with a different activity:

1. Station 1: Basic technique with an assistant instructor or senior student
2. Station 2: Target work for power and speed
3. Station 3: Form practice and refinement

4. Station 4: Partner drills or self-defense applications

Divide students into groups by rank or ability. Each group spends 10-12 minutes at each station, then rotates.

Benefits:

1. Different activities maintain engagement
2. You can personally supervise one station and ensure quality
3. Advanced students can help lead stations, getting leadership experience
4. Each student gets appropriate instruction for their level

The Role of Senior Students

This is where your leadership program becomes invaluable. Senior students aren't just helping you manage class size—they're providing individualized attention that you couldn't provide alone.

When you have a class of forty students and three assistant instructors, you effectively have four groups of ten. That's a ratio where individual attention becomes possible.

Train your assistants to:

1. Circulate constantly during practice time
2. Provide one specific correction per student
3. Offer encouragement and praise liberally
4. Identify students who are struggling and need your attention

"Sarah, I've noticed this white belt is having trouble with the down block. Can you work with her one-on-one for the next few minutes while I supervise the group?"

This is also excellent training for your assistant instructors. They're learning to teach by doing it under your supervision, making mistakes, and getting your feedback.

Individual Check-Ins

Even in a large group class, you can create moments of individual connection. While students are practicing independently, circulate the room. Stop with each student for five to ten seconds. Use their name. Give one specific piece of feedback. Move on.

This seems like it wouldn't make a difference—it's only five seconds per student—but the psychological impact is enormous. Every student feels seen, recognized, and cared for. You've made a personal connection with all forty students in ten minutes.

"Michael, that stance is looking solid. Keep it up."

"Jessica, watch that back hand—keep it up by your face. There we go."

"Marcus, excellent focus today. I can see your improvement."

These micro-interactions add up. Over the course of a month, you've had hundreds of individual moments with each student. They don't feel like just another face in the crowd—they feel like you know them and care about their progress.

Strategic Grouping

Sometimes, the best way to individualize instruction is to separate groups by need rather than rank.

Example: *"Everyone who feels confident with this technique, move to the right side of the room and work on target drills. Everyone who needs more practice, stay on this side with me for more detailed instruction."*

This removes ego and shame from the equation. You're not saying *"beginners over here, advanced over there."* You're saying *"wherever you are is fine, let's make sure you get what you need."*



CHAPTER 5

DISCIPLINE AND CLASS MANAGEMENT
**CREATING A CULTURE
OF EXCELLENCE**

CHAPTER 5: DISCIPLINE, CLASS MANAGEMENT - CREATING A CULTURE OF EXCELLENCE



"THE BEST MANAGEMENT IS PROACTIVE... CLEAR EXPECTATIONS AND CONSISTENT ROUTINES."
STEPHEN OLIVER

"DISCIPLINE EQUALS FREEDOM."
JOCKO WILLINK

"TRUE VICTORY IS VICTORY OVER ONESELF."
MORIHEI UESHIBA

Teaching technique is only effective if you can maintain a learning environment. That requires discipline—not militaristic harshness, but clear expectations, consistent enforcement, and positive reinforcement of good behavior.

Prevention Over Punishment

The best classroom management is proactive, not reactive. You prevent behavior problems before they happen rather than punishing them after.

Clear Expectations

Students can't meet expectations they don't understand. From day one, clearly communicate your behavioral standards.

Your student creed should articulate these standards. Ours emphasizes: focus, respect, discipline, and control. These aren't just words—they're behavioral standards we reference constantly.

"Show me focus. Eyes on me, body still, mind on what we're learning."

"That's respect—saying 'yes, sir' and following instructions the first time."

"Control means you can stop instantly when I say stop. Show me your control."

Consistent Routines

Predictable routines reduce behavioral problems. When students know exactly what's expected at each point in class, there's less confusion, less idle time, and fewer opportunities for misbehavior.

Your class should follow a consistent structure:

- 1. Line up:** Students know where to stand
- 2. Bow-in:** Formal beginning
- 3. Warm-up:** Same basic structure every class
- 4. Lesson:** Presentation, practice, performance
- 5. Cool-down:** Brief stretch and mat chat
- 6. Bow-out:** Formal closing

Within this structure, the content varies—you're teaching different techniques, different forms—but the framework is consistent. Students can focus on learning the content because the process is familiar.

Positive Reinforcement

The most powerful discipline tool is recognizing and rewarding good behavior. Students repeat behavior that gets positive attention.

Make a big deal out of students who are focused, trying hard, showing respect, and demonstrating control:

"Can I have everyone's attention? Look at Jennifer's front stance. Perfect depth, perfect alignment. That's exactly what I'm looking for. Jennifer, thank you for showing us the standard."

What just happened? You reinforced Jennifer's behavior. You showed everyone else the standard. And you created a positive moment instead of a negative correction.

When you catch a typically disruptive student having a good moment, praise it immediately:

"Marcus, I noticed you were first in line and ready to go before I even called everyone up. That's the discipline I expect. Thank you."

Marcus just learned that he gets positive attention for good behavior. He's likely to repeat it.

Strategic Responses to Misbehavior

Despite your best prevention, misbehavior will happen. Your response should be immediate, consistent, and calibrated to the severity.

The Hierarchy of Responses:

Level 1: Non-Verbal Correction For minor misbehavior—a student talking during instruction, not paying attention, slouching—use non-verbal correction first.

Make eye contact. Give them *"the look."* Pause what you're saying. The silence will draw their attention and they'll correct themselves. Or simply move physically closer to the student while continuing your instruction. Proximity often corrects behavior without a word being said.

This works and doesn't disrupt the flow of class.

Level 2: Brief Verbal Redirect If non-verbal doesn't work, use a quick, matter-of-fact verbal redirect. Don't make it a big deal.

"Danny, eyes up here."

"Sarah, we're on this side of the room."

"Focus, Michael."

Brief, direct, back to instruction. You've corrected the behavior without creating drama or singling the student out harshly.

Level 3: Private Correction If behavior continues or is more disruptive, pull the student aside briefly for a private word while the class is practicing.

"Hey Marcus, come here for a second. [Quietly] You're having a tough time staying focused today. I need you to get it together. I know you can show better discipline than this. Are we good? Okay, get back in there and show me the Marcus I know you are."

This is more serious—the student knows they're on thin ice—but it's private and it's framed as you believing in their ability to do better.

Level 4: Time-Out For continued misbehavior, the student sits out. They watch the class but don't participate.

"Marcus, you're sitting out for the next drill. I need you to sit right there and think about whether you're ready to be part of this class. When I see you sitting quietly with good posture, showing me you're ready, I'll invite you back."

This is not punishment for the sake of punishment. It's a consequence—you can't participate until you show you're ready to participate appropriately. The student controls when they come back by demonstrating readiness.

Level 5: Parent Conversation If behavior problems are persistent, it's time to involve parents. But this shouldn't be a surprise to the parents. You should have been making notes on the student's attendance card about behavioral issues.

When you call the parent, you're not tattling. You're partnering:

"Hi Mrs. Smith, I wanted to touch base with you about Marcus. He's a great kid with a lot of potential, but I've noticed over the past few weeks he's been having trouble with focus and following instructions in class. I wanted to let you know and see if something's going on at home or school that might be affecting him? I'd love to work together to help him get back on track."

This is collaborative, not accusatory. You're expressing concern and seeking partnership.

The Line You Can't Cross

There are certain behaviors that demand immediate removal from class: physical aggression toward another student, open defiance or disrespect toward you, or dangerous behavior that could hurt someone.

"That's enough. You're done for today. Go sit in the lobby. I'll speak with you and your parents after class."

This is rare, but when it happens, the response must be immediate and non-negotiable. You cannot allow behavior that threatens safety or completely undermines your authority.

Using Discipline as a Teaching Moment

The goal of discipline isn't to punish—it's to teach. Every correction is an opportunity to reinforce your school's values.

When a student misbehaves and you correct them, frame it in terms of black belt standards:

"Marcus, I just asked you to sit still and listen. You're still moving and talking. That's not the behavior of a future black belt. Black belts have control—over their bodies and their impulses. I need you to show me you can control yourself. Are you ready to try again?"

You're not saying "you're bad." You're saying "this behavior doesn't match your goal." That's a subtle but powerful difference.

When a student corrects their behavior, acknowledge it:

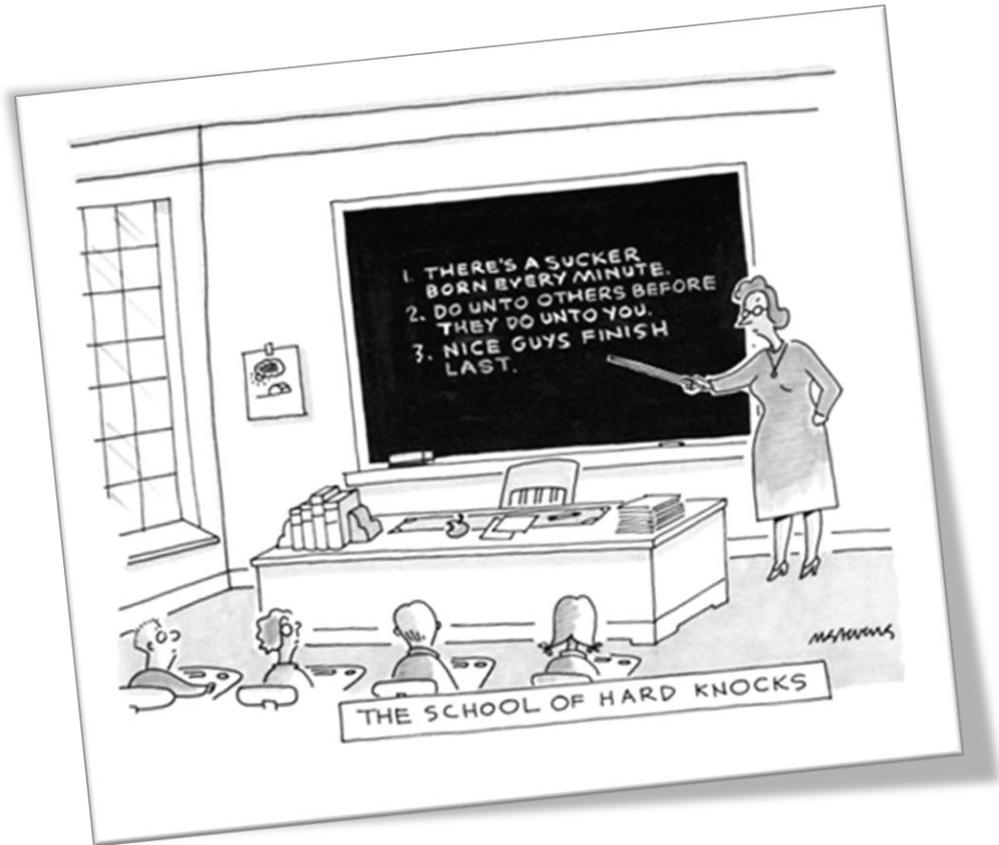
"Marcus, I just watched you stand perfectly still for that entire demonstration. That's the control I know you're capable of. That's black belt discipline. Well done."



CHAPTER 6

THE ART OF THE MAT CHAT TEACHING LIFE LESSONS

CHAPTER 6: THE ART OF THE MAT CHAT - TEACHING LIFE LESSONS



"A WELL-DELIVERED MAT CHAT CAN BE THE THING A STUDENT REMEMBERS TWENTY YEARS LATER."

JEFF SMITH

"PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL."

MAYA ANGELOU

"LEAVE YOUR EGO AT THE DOOR."

CARLOS MACHADO

Technical instruction is important, but some of the most powerful teaching happens during mat chats—those brief talks where you step away from physical training and discuss character, mindset, and life lessons.

A well-delivered mat chat can be the thing a student remembers twenty years later. It can shape their character. It can change their perspective. This is where you transcend being a martial arts instructor and become a mentor.

The Three-Minute Rule

Mat chats should be brief. Three minutes maximum. Any longer and you lose attention, especially with kids.

The structure is simple:

- 1. Hook** (15 seconds): Start with something that grabs attention
- 2. Lesson** (1.5 minutes): Make your point with a story or example
- 3. Application** (1 minute): Connect it to their training or their life
- 4. Call to Action** (15 seconds): Give them something specific to do

Themes to Rotate

Your mat chats should align with your school's values. If your creed emphasizes confidence, discipline, respect, and perseverance, those should be recurring themes.

Respect

Hook: *"Can someone tell me what respect means?"*

Lesson: "Respect is treating others the way you want to be treated. It's about recognizing that everyone has value and deserves to be treated with dignity. In martial arts, we show respect by bowing to each other, by listening when our instructors speak, and by being patient and encouraging with students who are learning. But respect isn't just for the dojo. The real test of respect is how you treat people when no one is watching. Do you show respect to your parents at home? To your teachers at school? To kids at the bus stop?"

Application: "This week, I want you to practice respect in three ways. First, when your parents ask you to do something, respond with 'yes, sir' or 'yes, ma'am' and do it right away. Second, hold the door open for someone at school. Third, if you see someone being picked on or left out, include them or stand up for them. That's respect in action."

Call to Action: *"Next week, I'm going to ask who practiced respect this week. I want to hear your stories."*

Perseverance

Hook: *"Has anyone here ever wanted to quit something because it was too hard?" [Hands go up] "Good. That's normal. That's human. But you know what separates successful people from everyone else? They don't quit when it's hard."*

Lesson: *"I'm going to tell you about a student I had ten years ago. When he started, he was the least coordinated kid in the class. He couldn't do a front kick without falling over. Other students would laugh. He could have quit. But he didn't. He kept showing up. He kept practicing. And you know what? Five years later, he earned his black belt. Today, he's a third-degree black belt and one of my assistant instructors. The difference wasn't talent—it was perseverance."*

Application: *"Right now, some of you are struggling with your form. It's frustrating. Your brain knows what to do, but your body isn't cooperating. That's the moment when you get to choose: am I going to quit, or am I going to persevere? I'm telling you now: if you choose to persevere, if you keep practicing, you will get it. And when you do, it will feel amazing."*

Call to Action: *"This week, when something feels too hard—whether it's martial arts, school, or anything else—I want you to say to yourself: 'I am not a quitter. I persevere.' Say it out loud if you have to. Then keep going."*

Confidence

Hook: *"What does confidence mean? Is it being loud? Being tough? Walking around acting like you're better than everyone?"*

Lesson: *"No. Real confidence is believing in yourself even when things are hard. It's knowing that you can figure things out, that you can handle challenges, that you're capable. And here's the secret about confidence: it comes from accomplishment. You build confidence by doing hard things and succeeding. Every time you learn a new technique, every time you test for a new belt, every time you do something you didn't think you could do—your confidence grows. That's why we challenge you here. Not to frustrate you, but to build your confidence."*

Application: *"Some of you are getting ready to test soon. You might be nervous. That's normal. But I want you to remember: you've already done the hard part. You learned the material. You showed up to class. You practiced. The test is just showing us what you already know. Believe in yourself. Trust your training. That's confidence."*

Call to Action: *"When you feel nervous about your test, I want you to take three deep breaths and say: 'I am prepared. I am confident. I am ready.' And then step on that mat and show us what you're made of."*

Using Stories

The most powerful mat chats use stories. Stories are memorable. They create emotional connection. They make abstract concepts concrete.

Your stories can come from:

- 1. Your own experience:** *"When I was testing for my black belt..."*
- 2. Current or former students:** *"I had a student who..."*
- 3. Historical figures or famous martial artists:** *"Bruce Lee once said..."*
- 4. Hypothetical scenarios:** *"Imagine if..."*

The key is to make the story relevant and relatable. If you're talking to eight-year-olds, don't tell a twenty-minute story about your tournament career in the 1980s. Tell a story about a kid their age who faced a challenge they can relate to.

Timing Your Mat Chats

The best time for a mat chat is usually at the end of class, after physical training is done. Students are cooling down, physically tired, and more receptive to quiet conversation.

But mat chats can also be strategic responses to what you're observing:

1. If the class is unfocused and silly, a mat chat about discipline and respect might refocus them
2. If students are frustrated and struggling with difficult material, a mat chat about perseverance and growth mindset can re-motivate them
3. After a particularly good class, a mat chat can reinforce what made it good and set expectations going forward



CHAPTER 7

TEACHING DIFFERENT AGE GROUPS
DEVELOPMENTAL
CONSIDERATIONS

CHAPTER 7: TEACHING DIFFERENT AGE GROUPS - DEVELOPMENTAL CONSIDERATIONS



*"ADAPT TO DEVELOPMENTAL STAGES—ATTENTION,
COORDINATION, MOTIVATION."*

STEPHEN OLIVER

*"THE BIGGEST MISTAKE... IS TO TREAT ALL CHILDREN AS
IF THEY WERE VARIATIONS OF THE SAME INDIVIDUAL."*

HOWARD GARDNER

*"IF YOU ASK ME WHAT BELT I AM TODAY I'LL TELL YOU
THAT I'M A WHITE BELT THAT NEVER GAVE UP."*

JEAN JACQUES MACHADO

A six-year-old and a sixteen-year-old learn differently. They have different attention spans, different physical capabilities, different emotional needs, and different motivations. Effective instruction requires adapting your approach to match developmental stages.

Little Tigers (Ages 4-6)

Developmental Characteristics:

1. Attention span: 5-7 minutes maximum
2. Coordination: Still developing, often clumsy
3. Cognitive: Concrete thinking, can't grasp abstract concepts
4. Social: Ego-centric, learning to share and take turns
5. Motivation: Fun, games, pleasing adults

Teaching Adaptations:

Keep it Short and Simple Don't try to teach a complex technique. Break everything down to its simplest form. A *"front kick"* at this age is just *"lift your knee and push your foot forward."* Don't worry about perfect chamber, hip rotation, or rechamber yet.

Use Repetition Through Variation Little kids get bored quickly, but they need lots of repetition to learn. The solution: disguised repetition. You're practicing the same kick, but:

1. First in the air
2. Then kicking a target
3. Then kicking while moving forward
4. Then playing "tag the target" as a game

Same technique, five different ways, so it feels varied even though it's repetition.

Make Everything a Game Learning happens through play at this age. Turn everything into a game:

1. *"Simon Says"* for following instructions
2. *"Red Light/Green Light"* for stopping and starting

3. *"Balloon Volleyball"* for hand-eye coordination
4. *"Freeze Dance"* for listening and body control

Keep Them Moving Four-year-olds cannot sit still and listen for long. If you must give instructions, keep it to 30 seconds, then get them moving again. A typical Little Tigers class might have students physically active for 45 minutes of a 50-minute class.

Use Positive Reinforcement Constantly Little kids need constant encouragement. Praise effort, not just results: *"I love how hard you're trying!" "That's getting better!" "Great job listening!"*

Avoid criticism. If they do something wrong, simply redirect: *"Let's try it this way instead."*

Partner with Parents

Parents of Little Tigers should be actively involved—watching from the sidelines, cheering, reinforcing at home. Brief conversations with parents after class keep them engaged and help reinforce learning at home.

Kids (Ages 7-12)

Developmental Characteristics:

1. Attention span: 10-15 minutes
2. Coordination: Rapidly improving
3. Cognitive: Developing logical thinking, can understand cause and effect
4. Social: Peer groups becoming important, concerned about fairness
5. Motivation: Achievement, recognition, peer acceptance

Teaching Adaptations:

Set Clear Achievement Goals This is the ideal age for your stripe system, belt testing, and achievement tracking. Kids this age are motivated by visible progress. Make sure they know exactly what they need to learn to earn their next stripe, belt, or promotion.

Use Friendly Competition Kids this age love competition, but it needs to be structured carefully. Avoid declaring *"winners"* and *"losers"*—instead, use team competitions where everyone contributes: *"Let's see which team"*

can hold the best horse stance for sixty seconds." "Boys versus girls—who can do the most perfect front kicks in two minutes?"

Make sure everyone feels they contributed to the team's success.

Explain the "Why" Unlike Little Tigers, this age group can understand explanations. They want to know why they're doing something. Take thirty seconds to explain: *"We practice this stance in every class because it's the foundation for most of our techniques." "We bow before we spar to show respect and remember that our partner is not our enemy."*

Use Peer Modeling When one student executes a technique well, showcase them: "Everyone stop and watch Brandon's kick. See how high his chamber is? That's what we're all working toward."

This motivates the student being showcased, gives everyone a clear model, and uses positive peer pressure.

Teach Life Skills This is the age when character development really takes hold. Use mat chats to teach respect, discipline, goal-setting, and perseverance. Connect these lessons to both martial arts and school/home life.

Teens (Ages 13-17)

Developmental Characteristics:

1. Attention span: 20-30 minutes
2. Coordination: Near adult levels
3. Cognitive: Abstract thinking, long-term planning
4. Social: Peer relationships paramount, questioning authority, seeking independence
5. Motivation: Mastery, social connection, meaning and purpose

Teaching Adaptations:

Respect Their Intelligence Teens hate being talked down to. Treat them as young adults. Explain techniques in depth. Discuss principles and applications. Ask their opinions.

Give Them Responsibility Teens in your program should be junior leaders. Give them opportunities to assist with younger classes, lead warm-ups, or mentor newer students. This fulfills their need for independence and purpose while building your leadership pipeline.

Make Training Challenging Teens aren't motivated by games—they're motivated by becoming skilled. Push them. Raise expectations. Introduce advanced techniques, complex combinations, and intense physical conditioning.

"This is the level we expect from future black belts. Show me what you're capable of."

Build Community Teen retention is heavily influenced by social connection. Create opportunities for teens to bond: special teen-only classes, leadership workshops, social events outside the dojo. If their friends are training, they'll keep training.

Connect to Real-World Application Teens care about relevance. Connect martial arts training to their lives:

1. *"The discipline you develop here translates to academic success."*
2. *"The confidence you build here helps in job interviews."*
3. *"The goal-setting skills you use to earn your black belt work for any goal in life."*

Give Them Voice Ask for their input. What would make class better? What techniques do they want to learn? What goals do they have for their training? You don't have to implement every suggestion, but asking shows respect and creates buy-in.

Adults (Ages 18+)

Developmental Characteristics:

1. Attention span: Variable, but generally strong if engaged
2. Coordination: Set, but can be retrained
3. Cognitive: Fully developed abstract thinking
4. Social: Diverse motivations and life circumstances
5. Motivation: Fitness, stress relief, personal challenge, community

Teaching Adaptations:

Respect Their Time Adults are busy. They're sacrificing time from work, family, or other commitments to be there. Make every minute count. Start on time. End on time. Keep the pace moving.

Explain Thoroughly Adults want to understand. They learn better when they know the principles, applications, and reasons behind techniques. Take time to explain biomechanics, strategic application, and the "why" behind every "what."

Vary Intensity Adults have different fitness levels. Some are athletes; others haven't exercised in years. Provide modifications: *"If this is too intense, modify it this way. If you want more challenge, add this element."*

Create Adult-Only Opportunities Adults sometimes feel self-conscious training with teens or kids. Offer adult-only classes or training times. This creates a comfortable environment and builds community with peers.

Focus on Practical Application Adults are pragmatic. They want to know how this helps them. Emphasize:

1. Real self-defense application
2. Fitness and health benefits
3. Stress relief and mental health benefits
4. Personal development and confidence

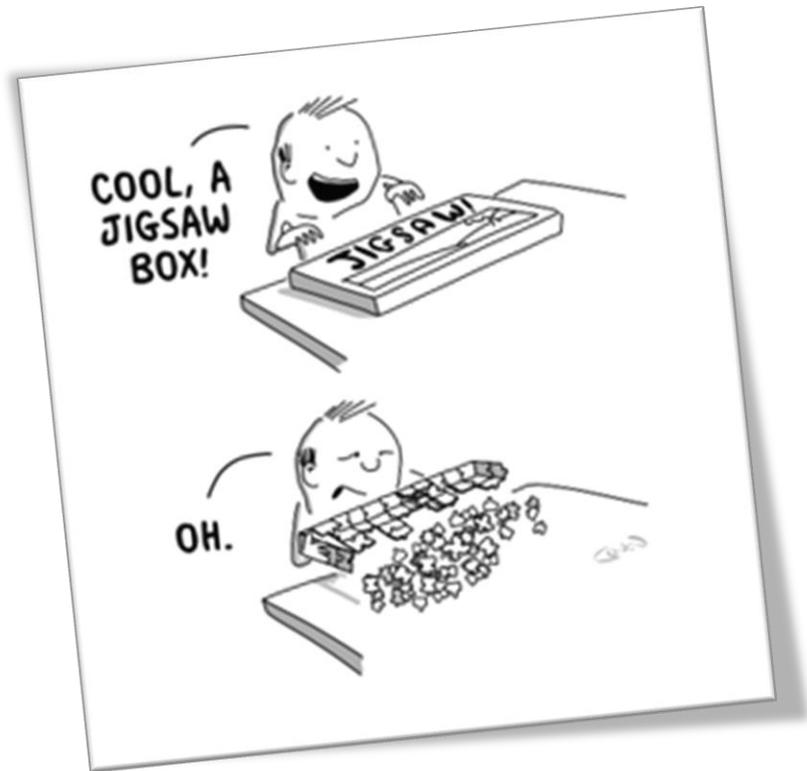
Build Social Connection Adults stay where they have friends. Create social opportunities: monthly dinners, weekend seminars, social media groups. When students build friendships, retention skyrockets.



CHAPTER 8

THE MASTER CLASS STRUCTURE
PUTTING IT ALL
TOGETHER

CHAPTER 8: THE MASTER CLASS STRUCTURE - PUTTING IT ALL TOGETHER



"A CLASS THAT IS ALL DESSERT OR ALL VEGETABLES FAILS; THE WIN IS A FULL-COURSE MEAL."

JEFF SMITH

"STRUCTURE DETERMINES BEHAVIOR."

TIM FERRISS

"THE ULTIMATE AIM OF KARATE LIES NOT IN VICTORY NOR DEFEAT, BUT IN THE PERFECTION OF THE CHARACTER OF ITS PARTICIPANTS."

GICHIN FUNAKOSHI

Now let's integrate everything we've discussed into a comprehensive class structure. This is the template we've refined over decades. It works for every age group with minor adaptations.

The Ideal 60-Minute Class Structure

Part 1: Opening and Warm-Up (10 minutes)

Objectives:

1. Establish energy and focus
2. Prepare bodies for physical activity
3. Review previous material
4. Set expectations for the class

Structure:

1. Line up by rank (1 minute)
2. Bow in and recite creed (1 minute)
3. Dynamic warm-up (5 minutes): Jumping jacks, stretches, basic kicks, punches, stances
4. Quick review drill (3 minutes): Fast-paced practice of techniques from previous classes

Teaching Notes:

1. High energy from the start
2. Brief, clear instructions
3. Immediate correction of effort or focus issues
4. Positive reinforcement: *"Great energy today! That's how we start every class!"*

Part 2: Introduction of New Material (15 minutes)

Objectives:

1. Present new technique or concept
2. Ensure understanding before practice
3. Build excitement about learning

Structure:

1. Focus statement (30 seconds): *"Today we're learning one of the most powerful kicks in martial arts—the side kick."*
2. Demonstration (3 minutes): Full speed, slow motion, full speed again with narration
3. Explanation and breakdown (3 minutes): Break the technique into 3-4 key components
4. Check for understanding (1 minute): Ask questions to verify comprehension
5. Guided practice (7 minutes): Lead students through slow, controlled practice with constant feedback

Teaching Notes:

1. Medium to high energy
2. Use Black Belt Verbiage: *"This is a technique every black belt must master"*
3. Clear demonstration with multiple viewpoints
4. Limit talking—more showing, less explaining
5. Praise-correct-praise constantly during practice

Part 3: Dynamic Practice (20 minutes)

Objectives:

1. Build repetitions and muscle memory
2. Increase intensity and speed
3. Apply technique in varied contexts

Structure:

1. Target work (7 minutes): Students practice technique on hand targets or kicking shields
2. Partner drills (6 minutes): Controlled partner practice with specific focus
3. Combination practice (7 minutes): Integrate new technique with previously learned material

Teaching Notes:

1. High energy
2. Rotate through different practice methods to maintain engagement
3. Use assistant instructors to provide individual attention
4. Create small challenges: *"Let's see ten perfect kicks in a row"*
5. Celebrate success: *"That's the improvement I want to see!"*

Part 4: Form or Application (10 minutes)

Objectives:

1. Integrate new technique into broader context
2. Develop flow and continuity
3. Practice memorization and sequence

Structure: This varies based on the curriculum, but typically includes:

1. Form practice (if new technique is part of a form)
2. Self-defense scenarios (if technique has defensive application)

3. Sparring drills (if technique applies to sparring)

Teaching Notes:

1. Medium energy
2. More individual practice, less group instruction
3. Circulate and give individual feedback
4. Connect to testing requirements: *"This will be on your next belt test"*

Part 5: Game or Skill Drill (7 minutes)

Objectives:

1. Maintain engagement through fun
2. Reinforce new material in playful context
3. End class on positive note

Structure: Choose a game that reinforces the day's lesson:

1. If you taught kicks, play *"dodge ball with kicks"*
2. If you taught stances, play *"stance freeze tag"*
3. If you taught forms, play *"form relay race"*

Teaching Notes:

1. High energy and fun
2. Still maintain discipline—fun with control
3. Frame as skill development: *"This game develops your reaction time"*
4. Everyone participates

Part 6: Cool-Down and Closing (8 minutes)

Objectives:

1. Bring energy down to close class
2. Teach life lesson
3. Recognize achievement
4. Send students out motivated

Structure:

1. Brief stretch (2 minutes): Gentle stretching while heart rate comes down
2. Mat chat (3 minutes): Life lesson or character discussion
3. Recognition (2 minutes): Award stripes, recognize effort, announce upcoming events
4. Closing (1 minute): Final words of encouragement, bow out

Teaching Notes:

1. Low to medium energy
2. Personal, conversational tone
3. Make eye contact with students
4. End on a positive note: *"Great class today. See you next time!"*

Adapting This Structure

This is a template, not a rigid formula. Adapt based on:

Class Length:

1. 45-minute class: Cut 5 minutes from dynamic practice, 5 minutes from form/application, 5 minutes from game
2. 90-minute class: Double the dynamic practice and add a second skill focus

Age Group:

1. Little Tigers: Shorten each segment, add more games, less static explanation
2. Adults: Lengthen explanation portions, shorten games, add more intensity

Class Size:

1. Small class (5-10 students): More individual attention, more complex drills
2. Large class (30+ students): More station rotations, more assistant instructors, simpler drills that everyone can do simultaneously

Testing Prep:

1. Replace game with test simulation
2. Extend form/application segment
3. Add pressure: *"Perform like I'm grading you right now"*

The key is maintaining the essential elements: warm-up, new material, practice, application, fun, and closing. The proportions can shift, but all six elements should be present in every class.



CHAPTER 9

TEACHING ADVANCED STUDENTS
FROM STUDENT
TO MASTER

CHAPTER 9: TEACHING ADVANCED STUDENTS - FROM STUDENT TO MASTER



*"WITH ADVANCED STUDENTS YOU REFINE PRINCIPLES,
NOT JUST TECHNIQUES."*

STEPHEN OLIVER

*"IF YOU CAN'T EXPLAIN IT SIMPLY, YOU DON'T
UNDERSTAND IT WELL ENOUGH."*

ALBERT EINSTEIN

*"MY FATHER DIDN'T MAKE US FIGHTERS, HE MADE US
TEACHERS."*

ROYCE GRACIE

As students progress to advanced ranks—brown belt, red belt, and especially black belt—your teaching approach must evolve. These students have mastered the basics. They need different challenges, different instruction, and different expectations.

The Shift in Focus

With beginners, you're teaching techniques. With advanced students, you're refining principles.

A beginner needs to learn what a front kick is. An advanced student knows what a front kick is—now you're teaching them how to generate maximum power, how to set it up strategically, how to modify it for different situations, and how to teach it to others.

This requires a different instructional approach:

Less Demonstration, More Exploration

Instead of showing advanced students exactly what to do, give them a problem to solve:

"We've been working on our roundhouse kick for years. Today, I want you to experiment with generating power from different sources. Try generating power primarily from your hip. Now try generating power primarily from your core rotation. Now try generating power from your base leg driving off the ground. Which feels most powerful? Which feels most controlled? Discuss with your partner."

You're not telling them the answer—you're guiding them to discover it. This creates deeper understanding and develops their ability to think critically about technique.

Introduce Conceptual Frameworks

Advanced students can understand and apply principles across techniques:

"Every striking technique has three phases: setup, execution, and recovery. For any punch or kick you throw, you need to set up the angle and distance, execute with maximum speed and power, and recover to a position where you're protected. As you practice today, I want you thinking about all three phases, not just execution."

Now instead of teaching fifty separate techniques, you've given them a framework they can apply to every technique. This is higher-level teaching.

Develop Personal Style

At advanced ranks, students should begin developing their own approach within the fundamental principles:

"You're all at the level where you understand the fundamentals. Now I want you to start finding what works best for your body, your strengths, your temperament. Some of you will be power fighters. Some will be technical and precise. Some will be fast and tricky. All are valid. Start experimenting with what feels natural to you."

This respects their development while maintaining standards. They're not abandoning the fundamentals—they're expressing them in their own way.

Teaching Teachers – The Leadership Development Track

When your advanced students enter your leadership program, you're no longer just teaching them martial arts—you're teaching them to teach martial arts.

This is a distinct skill set that requires explicit instruction.

The Leadership Curriculum

Your leadership program should have its own curriculum, separate from your martial arts curriculum:

Module 1: The Fundamentals of Teaching

1. How people learn
2. The three-part learning cycle (presentation, practice, performance)
3. Effective demonstration
4. Clear explanation
5. Purposeful correction

Module 2: Class Management

1. Setting expectations
2. Maintaining attention
3. Managing energy
4. Handling behavioral issues
5. Creating positive learning environment

Module 3: Communication Skills

1. Voice projection and control
2. Body language
3. Using names
4. Giving feedback
5. Active listening

Module 4: Building Relationships

1. Connecting with different age groups
2. Building rapport
3. Motivating students
4. Parent communication
5. Creating community

Module 5: Specific Teaching Skills

1. Teaching forms
2. Teaching sparring
3. Teaching self-defense
4. Teaching weapons
5. Teaching testing preparation

Each module should include:

1. Written materials they can reference
2. Observation assignments: *"Watch how I teach this class and take notes on three techniques I use"*
3. Practice opportunities: *"Next class, you'll lead the warm-up under my supervision"*
4. Feedback and evaluation

The Gradual Release Model

Don't throw your leadership students into teaching without preparation. Use gradual release:

Stage 1: Observe Leadership students watch you teach and take notes. After class, you debrief: "What did you notice? What questions do you have?"

Stage 2: Assist Leadership students help during class—holding targets, giving individual corrections, managing groups—while you lead.

Stage 3: Co-Teach You and the leadership student share teaching responsibility. You might lead the introduction; they lead the practice portion. You're there to support and intervene if needed.

Stage 4: Lead with Observation The leadership student leads the entire class while you observe and take notes. Afterward, you provide detailed feedback.

Stage 5: Lead Independently The leadership student teaches without your direct supervision. You spot-check and meet weekly to discuss how classes are going.

This progression builds confidence and competence gradually. Each student moves at their own pace based on demonstrated ability.

The Instructor Feedback Session

After a leadership student teaches a class, hold a brief feedback session. Use this structure:

Start with Self-Assessment: *"How do you think that went? What felt good? What would you do differently?"*

This develops their self-reflection skills and often they'll identify the same issues you noticed.

Provide Specific Positive Feedback: *"Three things you did really well: One, your demonstration was clear and you used the three-speed method. Two, you remembered to use students' names constantly. Three, your energy was excellent throughout."*

Provide One Targeted Correction: *"Here's one thing to work on next time: when you were correcting students during practice, you sometimes corrected multiple things at once. Remember the one-correction rule—pick the most important error and correct only that. Let's practice that next class."*

Set a Goal: *"Next time you teach, your specific focus is on the one-correction rule. I'll be watching for that. Everything else you're doing is strong—let's refine that one skill."*

This structure is the same praise-correct-praise sandwich we use with students. It protects confidence while driving improvement.



CHAPTER 10

TEACHING BEYOND THE PHYSICAL
MENTAL AND SPIRITUAL
DEVELOPMENT

CHAPTER 10: TEACHING BEYOND THE PHYSICAL - MENTAL AND SPIRITUAL DEVELOPMENT



*"EFFECTIVE TEACHING DEVELOPS THE WHOLE PERSON:
BODY, MIND, SPIRIT."*

JEFF SMITH

*"THOSE WHO HAVE A 'WHY' TO LIVE CAN BEAR ALMOST
ANY 'HOW.'"*

VICTOR FRANKL

*"THE ART OF PEACE BEGINS WITH YOU. WORK ON
YOURSELF AND YOUR APPOINTED TASK IN THE ART OF
PEACE."*

MORIHEI UESHIBA

The martial arts are called an *"art"* for a reason. They're not just about physical technique—they're about developing the whole person: body, mind, and spirit.

As an instructor, you have the opportunity and responsibility to teach beyond the physical. This is what transforms martial arts from a sport into a way of life.

Developing Mental Toughness

Physical techniques are relatively easy to teach. Mental toughness—the ability to push through discomfort, overcome fear, and persist in the face of difficulty—that's harder. But it's also more valuable.

Teach Through Strategic Challenge

Mental toughness is developed by encountering and overcoming difficulty. Your job is to create appropriately challenging situations:

Physical Challenge: *"We're going to hold horse stance for two minutes. Your legs are going to burn. Your mind is going to say 'quit.' But you're not going to quit. You're going to prove to yourself that you're tougher than you think. Ready? Begin."*

During the two minutes, you're not silent. You're coaching: *"Your legs are burning. That's good. That's where growth happens. That discomfort is your body getting stronger. Breathe through it. You can do this. Thirty more seconds. You're stronger than your discomfort. Ten seconds. Push! Five, four, three, two, one. Stop. That's mental toughness. You just did something hard, and you didn't quit."*

Technical Challenge: *"This combination is complicated. Most of you will not get it right the first time. That's okay. That's expected. The question is: will you get frustrated and give up, or will you stick with it until you get it? Let's find out. Here's the combination..."*

Competitive Challenge: *"We're going to have a push-up competition. But here's the twist: it's not about who does the most. It's about who gives maximum effort. If you can do ten and you do ten, that's maximum effort. If you can do fifty and you do fifty, that's maximum effort. I'm not judging you by numbers. I'm judging you by whether you pushed yourself to your limit. Begin."*

In each case, you're deliberately creating a challenging situation and framing it as an opportunity to develop mental toughness. Over time, students internalize this: challenges aren't threats, they're opportunities.

Teach Self-Talk

What students say to themselves matters. Negative self-talk—"I can't do this, I'm no good at this, I'm going to fail"—undermines performance. Positive self-talk builds confidence and resilience.

Explicitly teach students how to talk to themselves:

"When you're struggling with a technique, your brain might say, 'This is too hard. I can't do it.' That's normal, but it's not helpful. Here's what I want you to say instead: 'This is challenging, but I can figure it out. I've learned hard things before. I just need more practice.' Say that to yourself right now. Say it out loud. 'I can figure this out.' That's the voice of a black belt."

Reinforce this constantly. When you see a student getting frustrated:

"What are you saying to yourself right now, Marcus? Are you saying 'I can't' or 'not yet'? Change your self-talk. Say 'I'm going to get this. I just need more practice.' Say it. Good. Now try again with that mindset."

Teaching Mindfulness and Focus

In our distracted, screen-saturated world, the ability to focus deeply is becoming rare. Martial arts training is an antidote—if you teach it intentionally.

Begin and End with Stillness

Start and end every class with a moment of complete stillness:

"Before we begin, I want everyone to close your eyes and take three deep breaths. As you breathe in, bring your attention to this moment, right here, right now. Let go of whatever happened at school today. Let go of what you have to do later. Right now, you're here to train. Open your eyes. Let's begin."

This brief ritual trains attention. It's a mental shift from the outside world into the focused space of training.

At the end of class:

"Close your eyes again. Three deep breaths. Reflect on what you learned today. Feel proud of the effort you gave. When you open your eyes and walk out of here, take that focus and discipline with you. Open your eyes."

Teach Present-Moment Awareness

During training, constantly redirect attention to the present:

"Don't think about the next technique. Don't worry about the test next month. Right now, all that exists is this kick. Focus completely on this one kick. Where is your chamber? Where is your balance? Where are your eyes looking? Be fully present with this one moment."

This isn't mystical—it's practical. Performance improves when attention is fully engaged.

The Spiritual Dimension

We're careful with the word "spiritual" because it means different things to different people. We're not teaching religion. We're teaching something deeper: connection to purpose, values, and something larger than oneself.

Teaching Service

One way to access this dimension is through service—teaching students to use their abilities to help others.

"You're learning these skills for self-defense, fitness, and personal development. But the ultimate use of your skills is to protect those who can't protect themselves, to stand up for what's right, and to make your community better. A black belt isn't just strong—a black belt is strong for others."

This is why we emphasize leadership training, community service projects, and teaching younger students. These activities connect individual development to contribution.

Teaching Values

Your school should stand for something beyond techniques. What values do you want to instill?

At our schools, we emphasize:

- 1. Integrity:** Doing the right thing even when no one is watching
- 2. Respect:** Treating all people with dignity
- 3. Discipline:** Doing what needs to be done even when you don't feel like it
- 4. Perseverance:** Never giving up on yourself or your goals

5. Courage: Facing your fears and doing hard things

These aren't just words. They're the underlying foundation of everything you teach. Every correction, every mat chat, every class reinforces these values.

Teaching Legacy

As students advance, help them see themselves as part of a larger lineage:

"You're not just learning techniques. You're carrying forward a tradition that goes back hundreds of years."

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who **TOOK ACTION**.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

PART 5

THE STRUCTURE AND PROCESS OF STUDENT RENEWALS IN MARTIAL ARTS SCHOOLS



Part 5: The Structure and Process of Student Renewals in Martial Arts Schools



"A LOT OF PEOPLE GIVE UP JUST BEFORE THEY'RE ABOUT TO MAKE IT. YOU KNOW YOU NEVER KNOW WHEN THAT NEXT OBSTACLE IS GOING TO BE THE LAST ONE."

CHUCK NORRIS

"THE INTELLIGENT MAN IS ONE WHO HAS SUCCESSFULLY FULFILLED MANY ACCOMPLISHMENTS, AND IS WILLING TO LEARN MORE."

ED PARKER

"THE ULTIMATE AIM OF THE ART OF KARATE LIES NOT IN VICTORY OR DEFEAT, BUT IN THE PERFECTION OF THE CHARACTER OF ITS PARTICIPANTS."

GICHIN FUNAKOSHI

Successful martial arts school owners understand that student renewals represent the lifeblood of their business—the difference between merely covering operational costs and building genuine wealth. The renewal process isn't simply a transactional moment; it's the culmination of carefully constructed systems, relationship-building, and value creation that begins the moment a student walks through your door.

BUILDING YOUR SCHOOL'S FOUNDATION

Before attempting to renew a single student, you must establish the structural foundation of your school. The lifecycle of a martial arts student follows a natural progression: introductory lesson, basic program, Black Belt program, master level, and ultimately leadership training. Many schools make the critical error of introducing advanced programs prematurely, before fully developing the earlier stages. This approach inevitably fails because you cannot successfully renew students for programs that lack substance or clear value.

Think of your school's structure as a building process—you must construct it from the ground up. Your introductory program should be compelling enough that students naturally desire to continue. That exciting basic program should create momentum toward Black Belt training, which then leads to master and leadership programs. This sequential development typically requires several years, but there's no substitute for building your school's structure methodically and completely.

The correlation between program structure and renewal success is direct and undeniable. Without a properly developed program structure, creating a climate for renewal becomes impossible. Without that renewal climate, you cannot renew maximum numbers of students. And without renewing students consistently, you'll never achieve the status of a martial arts millionaire.

THE MARATHON RUNNER MINDSET

The renewal process demands a fundamentally different approach than most school owners employ. Consider the distinction between a sprinter and a marathon runner. The sprinter—representing the average school owner—focuses on short-term renewals, providing prospects with basic information, offering an introductory course, and contracting for an extension. This approach requires minimal effort, consistency, and just three classes of motivating instruction.

The sprinter's limited requirements yield limited results. They successfully navigate the "short distance" renewal process but lack the preparation for the marathon that Black Belt and leadership renewals truly represent. These advanced renewals constitute only about 1/26th of the complete student journey—a single mile in a twenty-six-mile race.

Marathon runners understand that reaching the finish line requires time, preparation, and endurance. Similarly, closing leadership or Black Belt renewals demands sufficient rapport and relationship development for students to recognize and trust your sincerity and commitment. Building this foundation takes considerable time and cannot be rushed.

CREATING AN EMOTIONAL ACCOUNT

Master Oliver introduced the concept of an "*emotional account*" with each student—a metaphor that perfectly captures the renewal dynamic. Every positive interaction, every moment you contribute to your relationship in a constructive way, represents a deposit into this account. Conversely, when the emotional account runs low or enters deficit, attempting to close renewals becomes futile because the positive climate doesn't yet exist or must be rebuilt.

This emotional banking system operates on a simple principle: never request a commitment without first making a deposit. Twenty years ago, contracts rarely appeared in the martial arts enrollment process. Schools couldn't expect students to commit beyond one month at a time. Today, virtually all successful schools utilize contracts for programs lasting six months, twelve months, or even longer, representing a tangible manifestation of commitment from both parties.

Contracts symbolize mutual commitment. Never offer a commitment unless you genuinely intend to honor it. When you do commit, you've initiated relationship development, and relationships naturally lead to longer-term commitments and contracts. You must prove your commitment to each

new student by signing contracts, demonstrating that you only contract when totally committed. Your professional integrity demands this standard.

The mutual recognition of commitment through contracts builds rapport, which constitutes another essential component of successful renewal climate. Compare this to an information call—the initial contact with a prospect. These first steps of a sprinter require mere seconds. Developing substantial rapport during such brief interactions proves virtually impossible between two strangers engaged in a short-term sales process.

THE POWER OF VALUE CREATION

Creating a climate for renewal requires generating genuine value in students' minds for your programs, motivating them to advance. This lesson came early in the author's career through observation of Master Jhoon Rhee's approach. When asked why so few Black Belts existed despite Jhoon Rhee being considered the father of American Tae Kwon Do, Master Rhee explained that most students quit after receiving their Black Belts, though he didn't understand why. He noted that his program was structured so students didn't pay for training after achieving Black Belt status—they helped teach classes instead of paying tuition.

The subsequent inquiry revealed a second-degree program requiring two to three years of additional training, consisting of a few forms and additional materials. This conversation sparked critical thinking about value creation. If second-degree Black Belt training was essentially free, how could students be expected to value it? If they weren't attracted to a free program, how could you expect them to pay for the privilege of participating?

This fundamental dilemma has a straightforward answer that many should have learned previously: programs must possess real, easily recognizable value before students will pay for participation.

I learned this lesson fortunately before working for Master Rhee. When teaching martial arts at a university in Texas, the class initially had approximately twenty-five students paying twenty-five dollars per semester—a fee that covered uniforms and belt testing but provided virtually no compensation for instruction. The previous instructor had conducted classes more like workouts, teaching without conveying the material's worth, resulting in students not valuing the instruction.

Upon taking over the program, the author doubled tuition to fifty dollars per semester and charged students for uniforms and testing separately. By the first semester's end, enrollment had grown to one hundred students.

By charging more for the program, the author felt motivated—more accurately, compelled—to work harder to deliver greater value.

GRANDFATHER'S BUSINESS WISDOM

My grandfather, a sharp self-employed businessman in Missouri farm country who operated a farm and raised horses while also owning a gas station and garage, understood the employee's perspective from his experience as both employer and worker. He shared invaluable wisdom: *"The only way to stay employed is to be worth twice what you're paid."*

This philosophy applies equally to martial arts businesses. If students pay one hundred dollars monthly for classes, you must provide two hundred dollars of value for that service to convince them your program offers excellent value. Surprisingly, once students feel you've provided them with this superior value proposition, you experience mutual satisfaction of your program's worth. This reciprocal recognition of value proves crucial to creating a renewal climate because satisfied customers naturally become candidates for renewals.

TAKING FULL RESPONSIBILITY

Providing greater value for tuition received carries considerable responsibility, which explains why many schools fail to prepare students for renewal at the highest program levels. Excellent instructors and school owners who are also Black Belts shouldn't be deterred by responsibility challenges, especially when directly related to school success. As mentioned earlier, you begin by making commitments to every student, then invest time developing programs that motivate, inspire, and influence students to achieve the highest possible levels.

Before reaching for the highest levels yourself and with your students, you must rigorously evaluate yourself and your school to determine whether you operate a complete Black Belt school. Obviously, if you lack a complete structure for a Black Belt program, you cannot be considered a master or ICT leadership training school.

My strategy involved creating systems and structures that helped motivate students to overcome the challenges of achieving Black Belts and eliminate the numerous dropouts occurring after first-degree programs. Thirty-five years ago, only approximately four belt levels existed before reaching Black Belt, and often eight months were required to earn each belt. That timeframe and effort level demanded considerable determination to complete each belt level. As mentioned, even after students achieved Black

Belts, the next level—second degree—required two to three years more training. No wonder so many dropouts occurred.

Recognition quickly developed that these programs lacked sufficient short-term goals. Since then, the martial arts community has learned extensively about goal-setting, especially understanding that achieving any belt or goal becomes more easily accomplished when conceived as thousands of small steps rather than one giant leap. As a colleague stated yesterday, *"Inch by inch, it's a cinch."* Achieving short-term goals provides strong psychological motivation to continue the process and reach the ultimate goal.

IMPLEMENTING A PROGRESSIVE BELT SYSTEM

I successfully convinced Master Rhee, who was considered a traditionalist but maintained an open mind, that attracting students from broader audiences and completing the required tasks demanded a different approach. The egg metaphor explained that treating each student with care, as one must handle an egg, would eventually allow them to hatch as healthy chicks. Once hatched, continued careful treatment could enable growth into adult chickens capable of continuing the *"chickenhood"* process.

The first innovation for providing better student care involved increasing belt numbers. The goal was to be careful without implying belts were simply given to students or that enrolling in a Black Belt program merely provided an opportunity to purchase a belt. Black Belts—any belt—must still be earned; otherwise, they lose value in students' minds and become less motivating for continued work.

The author suggested a belt every three months, allowing students to achieve Black Belts within three years. These three-month, short-term goals proved easier for students to achieve and maintain motivation. Each curriculum level, corresponding to different belt colors, had to be exciting, influential, and represent natural progression from previous belt levels. Students now possessed a step-by-step program with goals at every step leading to their Black Belts.

The plan was sound, but implementation required that students experience success—the strongest motivator for convincing students to renew. Enrolling students in Black Belt programs after just two or three lessons proves nearly impossible; in fact, it represents poor business practice. Students cannot possibly experience sufficient success to motivate reaching for such lofty goals after minimal exposure.

MANAGING STUDENT RETENTION

Even with step-by-step plans featuring short-term three-month goals, many schools continue suffering from excessive dropouts. In the author's opinion, ten percent of dropouts are attributable to employment, school, parents, and other outside influences. You want to help students overcome these external obstacles, when possible, but in most cases, these factors remain outside your control. You should maintain eighty percent of your students, but if any students become dropouts, the responsibility lies with you and falls within your control.

An excessive dropout rate indicates insufficient commitment on your part. You're not honoring your portion of the agreement made with those students. The faster students become dropouts, the more you've abandoned your responsibility. If you fulfill your commitment and follow through, students will experience success and very likely continue with the program rather than becoming dropout statistics.

As mentioned previously, and worth repeating: you help students experience success by creating a success climate and by motivating students—this has always symbolized great teachers. The author tells instructors constantly that they are great teachers. This statement proves easy to make, but the author holds them to a measurable standard of greatness. Instructors are told that their expertise level or greatness is measured by retention percentages. High retention rates translate into students who learn more, which increases their thirst for knowledge and maximizes the number who will enroll for higher-level programs.

UNDERSTANDING MOTIVATION CYCLES

Creating Sustained Motivation

Motivating students represents your portion of the bargain—your commitment—because this creates win-win situations: students succeed, they desire more success, and you're able to accommodate their ambitions with enrollment in higher-level programs.

Motivating students also depends on your belt advancement system. During breaks, an audience member and the author discussed how much time was required to achieve Black Belts at his school. He stated eight years. The author's immediate reply was, *"Don't have many Black Belts, do you?"*

This represents an important anecdote because it reveals that although an eight-year Black Belt probably exceeds a three-year Black Belt in quality,

an eight-year Black Belt isn't necessarily more motivated to advance further. One would expect a three-year Black Belt program to result in more first-degree Black Belts and more well-motivated first-degree Black Belts who successfully experienced achieving goals in much less time than eight years—these students will be more inclined to renew for second-degree programs, third-degree programs, and so forth.

Master Oliver's program includes numerous third-, fourth-, and fifth-degree students who have remained in the program for ten years and more. The author has maintained Black Belts for twenty years, but if it required eight years to achieve those Black Belts, very few would exist, if any.

Two graphic representations help illustrate student motivation. *The "stair step"* represents the classic representation where students start at White Belt and progressively climb to the next belt level, eventually reaching Black Belt.

In the author's opinion, student motivation is better represented by a cycle or the S-curve of an audio signal. The motivation cycle is approximately thirty days. In other words, students remain motivated for thirty days, but then motivation begins waning, bringing it to the low point on the graph. Students then need continued motivation to rise to a high point again, and the cycle continues.

The graph demonstrates that the optimal time to present students with renewal opportunities occurs when motivation reaches high points. Taking advantage of that opportunity first requires a proactive system throughout the month to boost motivation.

The stripe system and inexpensive electrical tape rolls remain your best investments in motivational tools. These may seem insignificant, but children are particularly motivated by any symbol of achievement. That little stripe of black tape on their belts creates smiles on their faces. Invariably, they quickly run from class to show their parents they received another stripe.

Students with stripes are easily motivated, but students who haven't yet earned their next stripe require more effort on your part to remain motivated. Although these students bear some responsibility for failing to receive stripes, the primary responsibility is yours—the great instructor.

Take control of situations by discussing with parents why their child didn't receive a stripe. This represents one of the ways you make *"deposits"* into that student's emotional account, which the author referenced earlier. Students need you most when they're in the *"down"* portion of the motivational cycle. Tell parents that their child just needs a little additional effort on a specific part of a lesson. If the child practices at home, then you will test them during the next class for their stripe.

Taking this initiative, assuming responsibility for helping and motivating these students to reach the next level successfully, is critically important. Only then can you expect that most students will return. It may seem like a small setback, but to the child and/or parents, it may be the one incident that results in becoming a dropout.

UTILIZING ATTENDANCE AND TESTING SYSTEMS

You can also create motivation by using attendance cards and belt requirement sheets. Again, it's your responsibility not only to provide instructors with the tools for success, such as attendance cards, but also inform students of the exact requirements of every belt level in writing. Students must know in advance that they will be tested, how often, and on what lessons. State exactly what you expect them to know after seven, fourteen, and twenty-one lessons or however your program is organized. They should know there will be a final exam and that their attendance record and attitude in class will also determine whether they advance to the next belt level.

If you don't use these tools, then introduce them into your school as soon as possible. I am convinced that these seemingly innocuous tools will quadruple your retention rate. Because students are aware of the exact requirements in advance, they know the "score;" they know the challenges, and that motivates them to achieve.

Another consideration of creating motivation for students involves the adjustment you may have to make to your existing program to maximize renewals. It's perfectly understandable if current students balk at changes to your belt program, but the author suggests you tell them that they're not learning anything different, just being checked or tested on the materials more frequently. You should be able to convince them that the changes to your program will actually benefit them because instructors will take a closer look to ensure students are on track.

You don't want systems that check students every six months. If they didn't completely understand a very early lesson, then they may be six months behind. You want systems that check students after seven lessons, for example. Now, if they don't understand a few lessons, it's much easier to put them on track. With that type of system, virtually all of your students should be able to graduate together—and that creates motivation, which adds to the climate for renewals.

PREPARING STUDENTS FOR ADVANCEMENT

Identifying "Ripe" Students for Renewals

Various schools of thought exist about when represents the first renewal opportunity. For school owners who operate *"by the numbers,"* level three typically represents the first time you present renewals. Master Clark has fine-tuned the renewal process, so students are approached with renewals two weeks after becoming new students. That's impressive, but most schools will be unable to utilize that strategy unless you've made some big deposits in those students' emotional accounts and developed personal relationships. As mentioned earlier, you generally need more time to fill those accounts, although some school owners are able to accomplish this quicker than others.

The author's *"school of thought"* is that the best time to sell occurs when students want to buy. For most students, that occurs when they experience the success of their first belt test (gold), which happens after twenty-eight classes. Of course, all students don't fit neatly into this school of thought or any other. Some may not be ready after those twenty-eight classes to pass their test, which means they haven't experienced success, which makes it easy for them to say "No" when you ask for renewals.

The Black Belt renewal process, however, provides you with more flexibility than selling an introductory course. If prospects say *"No"* to the introductory course, then *"one strike"* and you're *"out."* Conversely, existing students will be in your program for six months to a year, so you have many opportunities or *"strikes"* to ask for renewals.

I prefer no strikes, however, and if mixing metaphors is allowed, tells instructors, *"Don't pick the watermelon before it's ripe."*

Of course, they ask, *"How do you know when it's ripe?"*

The answer is, *"By thumping the melon."*

As a southern boy, thumping watermelons to determine when they are ripe and delicious is an important technique. Of course, you may think it is ripe, cut it open and discover you were premature—and then the melon rots.

Just as the impatient watermelon lover occasionally makes a mistake and opens a melon too early, you will occasionally misjudge when it's time to ask for renewals. You'll ask at the wrong time and receive enough *"No"* answers to know those students are not quite ready; they're not quite ripe yet. As stated above, the author thinks the best first time to "thump those melons" is after they experience the success of passing their first belt test.

BUILDING YOUR RENEWAL SYSTEMS

Creating Monthly Renewal Lists

There are exceptions to every rule, however. Occasionally, you'll have students who participated in tournaments early and may even win trophies. Another student may have a brother or friend in the Black Belt Club, and that motivates them to want to be members also. Those positive exceptions represent students you want to target early for renewals, and since they will almost renew themselves, you should renew ninety percent of them.

Those are the rare melons in your patch, and they tell you when they are ripe without the need for much thumping. The real challenge involves knowing which "*standard*" melons to thump and those are the ones you think are ripe.

Enough of watermelon metaphors for the moment; let's explore some concrete methods for preparing and selecting students "*ripe*" for renewal.

- 1. Create a renewal list and update it every month.** Add students to your renewal list based on the feedback of instructors, program director, and anyone else who has regular contact with your students. You probably have too many students today (and expect to have even more in the future) to know enough about each one to determine who should be on the renewal list. Rely on your staff to provide you with complete analysis. Remember that although we all consider ourselves great instructors, there are probably greater instructors on your staff, and often they are able to reach and motivate some students that would never respond to you. A martial arts class, unlike a school, is not a requirement; in fact, students pay for the privilege of your training. Your students may miss lessons that are necessary to stay in the same cycle as the entire class. Those students need for you to act responsibly and help them learn missed lessons because if they are too far behind the rest of the class, then they become potential dropouts. They will not be motivated to continue and be included on your renewal list unless they receive some personal attention. Students may also be falling behind because they don't pay attention during class and have other attitude issues. They also need personal attention because learning those lessons are also a requirement for advancement. Remember, once you have your master and leadership programs in place, you may be testing as many as one-third of your students every three months, and that represents a large number of students experiencing success and "*ripe*" for renewals.

- 2. Create an appointment list for the month with introductory students "*ripe*" for renewals to extensions.** Your appointment list is fluid. Throughout the month you update it with each new introductory student who you will try to renew to extensions.

STOP!

Before You Turn Another Page...

You just read something that could change everything about your school. But here's the brutal truth: **Reading doesn't pay your bills. Implementation does.** That's why we created something special for serious instructors who are ready to take action—not someday, but **TODAY**.

Claim Your FREE "Leadership Academy Toolkit" (A \$497 Value — Yours FREE When You Call)

This isn't another PDF that collects digital dust. This is the **exact implementation system** we've used to help thousands of school owners go from struggling to thriving:

- **Done-For-You Attendance Card Template + Setup Guide** — The retention system that makes dropouts nearly impossible
 - **"Missing In Action" Call Script** — Know exactly what to say when a student misses class (same-night follow-up)
 - **Vision Sheet Pack + "Wall of Future Black Belts" Instructions** — Transform casual students into committed warriors
 - **Complete Character Sheets Pack** — Self-Discipline, Healthy Eating, Book Club, A-Team, Service sheets ready to print
 - **Leadership Candidate Checklist + Trainee Role Sheet** — Build your bench of future instructors
 - **Quarterback "Huddle Sheet"** — Run your floor like a championship team
 - **90-Day Leadership Academy Implementation Workbook** — Your week-by-week blueprint for transformation
- PLUS:** Reserve your seat for a **LIVE Authors Q&A** with Grand Masters Stephen Oliver and Jeff Smith. Ask us anything. Get answers that took us 80+ combined years to learn.

Here's What To Do Next:

CALL: 1-720-256-0208

Say: *"I want the Extraordinary Teaching Toolkit."*

That's it. No credit card. No obligation. No hoops. Our team will get your Toolkit shipped within 24 hours and schedule your Q&A seat.

Fair Warning: We're only accepting the first 100 serious school owners into the Q&A. Once those seats are gone, they're gone. Don't be the instructor who read this book, got inspired, then put it on a shelf and went back to business as usual.

Be the instructor who **TOOK ACTION**.

P.S. If you've already applied even one idea from this chapter and seen results, imagine what the complete Toolkit could do for your school. The call takes 2 minutes. The results last forever.

P.P.S. You can also text **1-720-256-0208** if you prefer. Just say **"Toolkit"** and we'll take it from there.

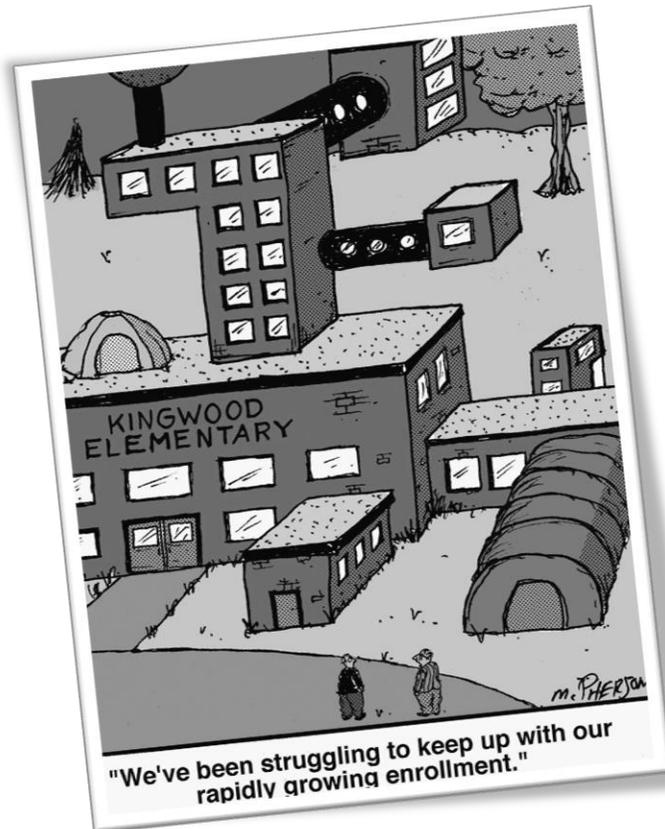


BONUS 1

KEEP THE MOMENTUM
GOING

Bonus 1

KEEP THE MOMENTUM GOING!



We have some of the top schools in the world that we are coaching presently. We have many, many single schools, right now, that are in the \$70,000 a month, \$85,000 a month, \$100,000 a month, \$125,000 a month, \$150,000 a month, and even more. Plus, we have about 10 of our schools we are working with that are targeting \$2 million a year in the coming months!

What we've decided to do is run this program to jumpstart schools by adding 100 new students to YOUR bottom line. This program is PURELY focused on a Grassroots Marketing Program—with all the tools you need to add 100 students QUICK and GAIN momentum from there.

**This program is the JUMP START that you need to
RAPIDLY grow (or regrow your school)
in 6 weeks to 90 days.**

What is this? It's a blitz! An intensive program that will give you *every single tool* you need to add 100 new students to your school in a 6-week period. Now, to be fair and honest, some schools will add 100 students in 6 weeks. Other schools within 6 weeks will have all the tools they need to hit that number in maybe 60 days or even 90 days, but still in a very short period of time. Some of you may ask, "*What qualifies me to do this?*" Well, if you don't know my background, go all the way back to when I opened 5 schools in 18 months, 6 schools in 30 months. The business plan in every one of them was 100 students in the first month, 200 students in the first 90 days, positive cashflow from month 1. And I hit that with every one of those schools.

Since then, I have hit enrollment numbers in single months of up to 486. This has been done by many clients that I coach who hit high numbers over and over again and we have unlimited proof of this.

See feedback below from Ben Brown, a relatively new client, (and others.) He got started with us grossing \$16,000 a month in his school. Within 5 months, he was grossing \$60,000+ per month, and he added 158 new students in that period of time. Over and over and over again with our coaching clients and with our members that we work with, we've hit big enrollment numbers with them.



THE TERM THAT THEY USE IS
"DRINKING FROM A FIRE HOSE."

It was coined by one of my clients many years ago about their experience working with me and it has stuck—and been repeated many times. And the image, which is very clear, is creating so much NEW student traffic that it's overwhelming.

And with our new members, we teach them how to drink from a fire hose, how to keep it from not being overwhelming in one way or another.

This six-week program is very inexpensive. It includes six sessions, and it is ALL interactive, on Zoom. Any and all questions will be answered, we'll make sure we answer your specific question and give you the step-by-step answer and not a theoretical answer, but how to immediately implement.

I will teach you some principles of marketing you should know in order to really explode your growth. And if there's an expert in this industry on Sales, Marketing, and Filling Your School... I'm it.

With every session I will focus on an additional system that, once implemented in your school, will explode your NEW student growth. There is always a new system that you can go out and immediately implement. The focus is going to be predominantly on things that you can do with little or no budget, things that you can and will immediately implement, and that will create a huge flow of new quality students for your school.

It's six weeks. Six powerful modules. With every module, you'll have an implementation strategy from your new session that you will do immediately.

Frankly, in each one of the modules, each process that I'm going to teach you is capable of enrolling 100 students by itself. However, we're going to teach you a process that I call a **Parthenon**.



The Parthenon is many different systems that work together create a FLOOD of traffic and implemented consistently, create a steady flow of new students regardless of season, style, target audience, or location.

I'm going to teach you systems that each individually are good for a massive home run. When you combine them all, you can create consistency; you can create a massive flood of new students right away to jumpstart your school! Within this six-week program, you should have every tool ... not should, you WILL have every tool you need ... to add a minimum of 100 new students, which should translate to a minimum of \$20,000 additional revenue per month (and most of that will be net profit.) Now, I know that you may have struggled for years, and when I use numbers like that, it seems inconceivable. Or perhaps you used to own a thriving school and "took a hit" and are now regrowing slowly and/or painfully. You know how to grow a good school slowly but don't want to wait 5, 10 or more years to regain past glories. This is your chance for that much-needed jumpstart.

Again, we have unlimited proof that I can show you with schools that have gone from small to medium to large to huge to top half of 1% in the industry through the systems that I teach. And, of course, it's going to be my team that will be joining me.

We're going to have Bob Dunne who's been working with martial arts schools, mostly under my tutelage, for 17 years now. Jeff Smith, who is a former World Kickboxing Champion, but he's also a World Champion at running martial arts schools and coaching martial arts school owners! We're going to have Chief Master Greg Moody who's at one of the top ATA schools and has been coaching ATA schools and martial arts schools under

my tutelage and through Rev Marketing and other online sources. We will also have some other special guests.

We're going to cover the entirety of community outreach, marketing, and host-beneficiary relationships—finding people who already have your clients and are working with them. We're going to be working with all of the online marketing options: search, organic search, paid search, social media, including Facebook, et cetera. But we're going to go through online marketing, community outreach, internal marketing, referral marketing within your school, and all of the things that you can do.

And I'm going to share with you what I did repeatedly with my own Mile High Karate schools—what I've implemented for many start-ups, and what I've used to fill schools that needed a Jump-Start, over and over, again. And I'm going to share with you what's working today in this market right now with the top 1% of schools that we're working with to flood their school. One of them just did 60 enrollments last month implementing the Parthenon Theory. Again, I mentioned another one who added 158 new students in 5 months. But we will show you everything that you need to do to really get your school into the big leagues, to make sure you're making a 6-figure income, and to jump your martial arts school by 100 new students.

Why am I running this Program? At such a ridiculously LOW tuition?

As I mentioned before, most schools who contact me just don't qualify for our primary elite coaching program. I see this as a guaranteed way to jumpstart those schools to the point where they can move to our full coaching/Mastermind program. So, what's in it for me is growing YOU to qualify to work with my team at the next level and to have the opportunity to help you get into the top 10%, then top 1% to a Six Figure + Net Income and then multiply that while creating a lifestyle you would have never dreamed possible.

Now to be perfectly honest, I could be working in many other industries, but what keeps me permanently tied to Martial Arts is the incredibly positive impact that we have on our students and on our community. **My MISSION is to help credible martial artists grow their student body, improve their student service, and have a dramatic impact on their community**. Since the crisis of the last few years, I have doubled down on that effort to have a massive impact on our communities through growing quality martial arts schools and teaching them how to massively improve the impact that they have on their students and on their community. If we

do no more together than I just give you the tools to flood your school and to continue growing, I'll be fulfilling that mission.

You don't have to take my word for it.

In a member meeting, we had just yesterday, one of our newest HUGE success stories shared was that he'd heard about our results for three years before finally exploring it for himself. Why did he wait? Well, in Paul Helsdon's (Chicago) language (not mine!), *"I had heard of what Jan was doing, she told me about the results your clients were getting. Frankly, I thought it was bullshit. I thought it was just exaggeration and bragging. I don't want to think about how much I cost myself (he's now a \$90,000.00 a month school) by waiting to check you out for myself."*

Another, Colby Winkler (MN) said just as bluntly: *"Honestly, I thought you were an asshole. I'd seen you around the industry for years but friends, who in retrospect were broke and honestly ignorant, were badmouthing you. Then one time I ignored them and attended a free webinar. One idea you gave me added \$60,000 net income in December. That was enough for me to check out what you were doing. It's been a tremendously eye-opening experience."*

Yet another, Scott Sullivan (Houston) said: *"I was skeptical. I'm a serious martial artist, teaching kickboxing and BJJ. I didn't want to become a McDojo. So, I was skeptical. What I found is that he taught me how to have even better students. I found that after working with just about everyone and, thinking that I knew what was going on I knew nothing!"* By the way, Scott went from \$24,000 a month to bursting at the seams and grossing over \$90,000 a month with no increase in his expenses. (And he did 60 Enrollments for his BJJ school – last month!)

OPTION 1:

Enroll today at MartialArtsWealth.com/100

Pay \$997 or divide it by two or three and get registered.
We'll set a time for a walk-through and
get you started in our next session.

OPTION 2:

Set a time to talk, ask any questions and make a decision:

CALL or TEXT 1-720-256-0208



We have kept this very inexpensive, and the program includes what we call our "**Complete Fill Your School Program**", which in and of itself is an invaluable tool and has been sold for \$1,997. It was recorded live at our high-level member meeting and covers the pillars of sales and marketing. There's a section that's a complete three-hour session on grassroots marketing. It covers the sales process. It covers all of the A to Z of marketing, but also the introductory process, the enrollment process, and so forth.

You'll get access to our top-level members through our discussion forum, which is very active. We're all engaged—no question goes unanswered, and you'll get a variety of perspectives from very high-level schools.

And we include the 6 sessions, each 60 to 90 minutes, usually closer to 90 minutes. It's every Wednesday for an hour and a half, fully interactive on Zoom. You can ask any question. There's nothing withheld and you'll get complete systems each time that you can go and implement immediately. Each one of them is good to add 100 net new students.

***The 6-week program is guaranteed to have
all the tools, strategies, and implementation tactics that
you need to hit 100 or more new students.***

I hope you will join us. It is a proven program over and over and over again. I think you'll find it extremely empowering.

6 Weeks to 100 Students

(special program)

- **6 Live Sessions - 60-90 Minutes Each Wednesday at 12 pm Mountain Time.**
(Each session is recorded with replay and transcript available to all participants)
- **Access to "Member's Only" Discussion Forum During Term**
(which includes our highest-level member schools who will help answer your questions and share their results.)

Week 1

Get in Front of 100's, 1,000's, or even 10,000 or more potential students and scoop them up!

Create a Literal Flood of Appointments to turn into Introductory Lessons and Students at little or no cost. You may have tried and failed to promote in this way, but I'll teach you the missing secrets to accomplishing appointments that turn into great students. Our clients have generated as many as 20 enrollments in 4 hours using the structure, operations plan, and script for this incredible system. Your area has a HUGE number of opportunities for you to get in front of 100's or perhaps even 10's of thousands of people in a few hours, a day, or a weekend.

We've seen in just the last few weeks... 154 appointments (and 42 enrollments) from live promotions with movie theaters. 47 appointments (and 14 enrollments) in 4 hours at a community event, and I could go on and on. This has been a huge feeder for over 40 years for my own schools and has been replicated with my Martial Arts Wealth clients over and over again. Some of our biggest success stories come from a few well-timed "homeruns" with this system.

Week 2

The Secret of Multiplying Each Student—Family & Friends and Word of Mouth

Most schools create just a "*trickle*" of students each month from referrals. They give out guest passes, ask their student to bring their friends, and try other impotent processes.

I'll teach you the "*insider's secrets*" to creating a flood of referrals. Four Complete Systems that consistently fill your school with excited friends and convert them quickly and easily into enrolled students. Also, two great (and very valuable) FREE bonuses both aimed to help you dramatically accelerate your internal growth from referrals: the "*Ultimate Referral Machine*" (sold otherwise for \$997), and the "*Ambassador Program*" (also sold separately for \$997.)

For every child, what if you also had Mom and Dad training with them?

This one system will show you how to go from enrolling kids to truly enrolling families. I've personally averaged about half of the kids having mom or dad enroll with them, and often both. How would your school change if you created a huge flow of adults with no additional effort? As much as doubling the number of students who enroll (and pay) for each child. No amount of "*Mother's Day*" & "*Father's Day*" specials will make much of an impact, but I'll show you how to convert parents at your first contact and create a great family environment.

Week 3

Most schools create just a "trickle" of students each month from referrals. They give out guest passes, ask their student to bring their friends, and try other impotent processes.

For children's programs, I've literally enrolled 1,000's of students from direct outreach with local elementary schools. With one location as many as 36 in one day, 78 in one month, 486 in 10 months. Most "*gurus*" in our industry completely miss what makes this work. I'll share with you the missing ingredient giving you a step-by-step on how to explode your school by going directly to where your market is. You'll have "*carte blanche*" to promote your ongoing program and completely dominate your market.

Targeting adults?

For years I had VERY productive relationships with 5 of the 10 largest employers in our state with free reign to promote to their employees in everything from small live groups, promotions in their newsletters, paycheck enclosures, and other internal communications, to invitations to employee-only events with the ability to run booths, host seminars, and promote in many other ways to the employees. This opens up a huge range of opportunities. I teach you step-by-step to create access to 100's or 1,000s at a time with full endorsement.

Oh, and there's more...how to get major restaurants and retailers to distribute your materials and promote your school—all for free. I've had everyone from a \$780,000,000 Electronics chain to McDonald's, Dominos, Pizza Hut, Papa John's, Burger King, Chik-Fil-A, and others happily promote my schools. You'll learn how.

Week 4

Guerilla Marketing

54 Things that you can do at minimal expense to be visible everywhere in your community and create a steady and dependable flow of new students every week with little or no labor AND little or no effort.

Suspect - Lead – Introductory Lesson - Enrollment

Discover the missing secrets to turning leads—whether it's attendees at a Birthday Party or Buddy Day, a lead from a live event, or leads from your Website or Social Media advertising—into real solid paying students. Even schools or outsourced media agencies that do an otherwise good job of creating leads (people who "raise their hands" that they are interested whether by filling in a form or attending an event) often fail to turn the leads into enrollments. I've seen even \$100,000 a month schools WASTE 25%, 50%, or more of their leads by enrolling ½ or less of the ones that they should. We'll teach you insider secrets to closing more enrollments and maximizing everything you do to market your school.

Week 5

Online Marketing Done RIGHT

Since I wrote the book on this subject 24 years ago, most in our industry still don't understand how to effectively use content marketing combined with effective website design to dominate your area and create a FLOOD of seriously interested and highly qualified leads. And how to then turn them quickly into paying students. We'll cover the A-Z of search, content marketing, lead capture, lead conversion, and sequential follow-up.

Special Guest:

Tracy Thomas



Tracy Lee Thomas is an acclaimed business coach, marketing strategist, and author with a career spanning over three decades. He is the pioneering founder of Rev Marketing, a firm renowned for helping thousands of businesses enhance their online presence and growth trajectories. His business acumen extends to the founding of

multiple successful companies, including Local Trust Navigator, Rev Publish, and Form A Strategy, showcasing his versatility and entrepreneurial spirit.

Week 6

Social Media Marketing

Making social media work for you. We'll hit the A-Z of all of the social media options working right now to drive traffic to the highest levels for martial arts schools.

What's working now is the range of new organic and perhaps viral social media ranging from "shorts" and "reels", new platforms such as Threads and TikTok to established "titans" such as Facebook, LinkedIn, Instagram, and YouTube.

Learn how to make social media advertising turn into students and avoid wasting your time and effort buying traffic, clicks, and too often leads that don't turn into students. This is the A-Z of paid advertising across platforms and what's working right now for our \$1,000,000 schools.

Special Guests:

Liz Cole,

Campaign Manager – LinkedSelling

LinkedSelling has booked countless sales appointments for B2C and B2B companies alike by utilizing Facebook and LinkedIn. Our proprietary social appointment system has launched experts, consultants, and service businesses into transformational and sustainable growth. Are you ready for that kind of progress?

Tanner Stolte

Lead Strategist, Ads Division - LinkedSelling

Over the past 10 years, Tanner has helped clients build, run, and scale lead-generation campaigns that grow email lists, feed sales teams, and expand pipelines. 8 times out of 10, he can drop your lead cost or fix your broken ads.



I look forward to working with you!

Stephen Oliver, MBA
9th Degree Black Belt
Founder – Martial Arts Wealth Mastery

P.S. Two Quick Warnings...

First, this may not be for you. If you are satisfied with where you are; if you want to be a tourist or spectator; this isn't for you. This requires you to step up and be winning and growing your school and improving your operations. Just a warning, I work with "winners" ~ with players, not spectators.

Second, beware of the "*Bozo Explosion*". There's an explosion of people giving advice to martial arts schools and attempting to be "*Gurus*." I've helped develop some of the most profitable schools in the world and have been "*In the Trenches*" personally for over 40 years. Much of what you'll hear from these people aren't things that are really working to create top 10%, \$1,000,000+ Martial Arts Schools.



THIS PROGRAM WILL 100% BE NO BS. NO FLUFF.

NO "OLD SYSTEMS" THAT DON'T WORK IN TODAY'S WORLD.

NO THEORY WITHOUT REAL-WORLD PROOF OF RESULTS.

**IT'S WHAT'S WORKING FOR TOP-PERFORMING MARTIAL ARTS SCHOOLS,
RIGHT NOW.**

Finally, I'll share over \$3,997 in Free Bonuses to accelerate your results including my "Complete Fill Your School Program", Ambassador Program, and Ultimate Referral Machine Program.

The Amazing Thing About This Course Is the Speed at Which This System Works.

It Is Rather Remarkable You Can IMMEDIATELY Generate Thousands Of Dollars In Additional Revenue Without Ever Being Salesy.

"All of Grand Master Oliver's sales, marketing, and operational mentorship helped us organize a weekend event that generated 107 appointments and over 35 immediate enrollments. We have increased our monthly billables by 15K. Easily worth the price."

Here is a taste of what you'll discover in this astonishing school growth system:

- Instantly Increase Your Monthly Revenue by up to \$20,000 Using A Single-Step PROVEN System
- Effortlessly Enroll 100+ New Students in The Next 30 Days Without Being "Salesy" ... And do that month after month
- The Top-Secret Strategy to Getting Referrals On Autopilot *Without* Having To Ask For Them
- The Complete System to Crafting Powerful Offers That Bring In New Students Like Clockwork
- The Key to Massive Social Media Success Top Martial Arts Schools Are Using To Bring In Hundreds Of New Students Each Month
- The Single Most Effective Enrollment Process That Has Registered Over 35,000 Kids and Families at A Martial Arts School Just Like Yours
- The Exact Method to Overcoming Money Objections And Getting Students To Sign Up Regardless Of The Price.
- That's just a small sample of what you get when you decide to put this system to work for your school starting now...

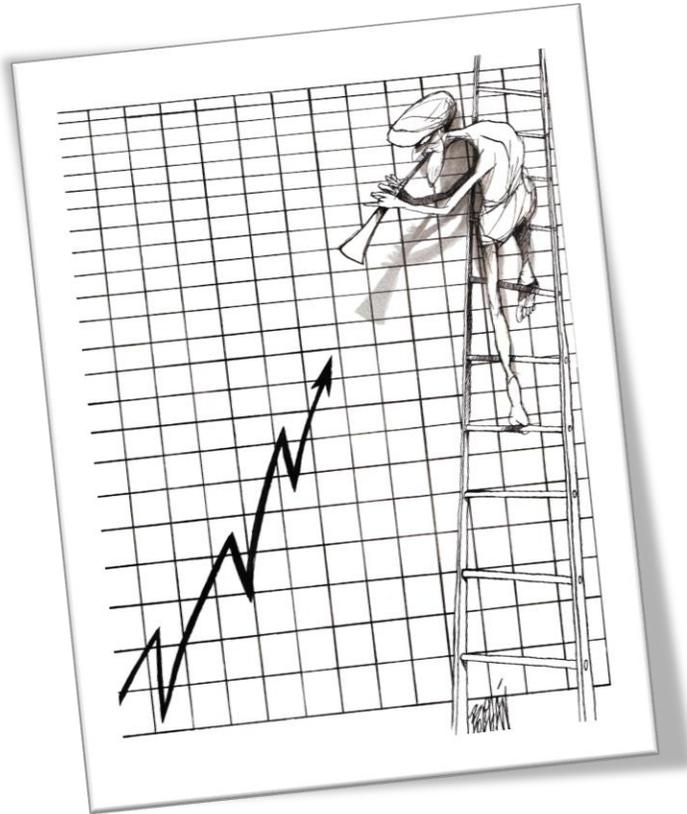


BONUS 2

ALL OF THE MOVING PIECES

Bonus 2

ALL OF THE MOVING PIECES



Here is **my prescription to create a \$1,000,000.00+ Martial Arts School** that creates great students, keeps them long-term, and maximizes your lifestyle and income.

1. Raise your tuition rates.
2. Demonstrate right away the value of your training and curriculum.
3. Create effective new enrollment processes. Make sure no one *"falls through the cracks"* and that your closing rates meet or exceed expected benchmarks.
4. Learn to *"Drink from a Firehose"*—organize and simplify your enrollment processes so that it's possible to double or triple your volume without having your ratios fall apart.

5. Create the "*Parthenon*." Have a lot of different marketing activities regularly happening to expand your reach into your community and to feed more new students into your school.
6. Create a compelling vision for Black Belt excellence and lifestyle for your students. Expand and create "esprit de corps" in your school.
7. Solve your drop-out problem. Really make sure all new students are welcomed to your family and become committed to your process.
8. Solidify goal setting and renewal processes to create renewals and long-term commitment.
9. Understand and organize your business effectively so as to maximize your net profit.
10. Create effective recruitment and training processes for ongoing quality staff.

This isn't comprehensive, but it gives you a pretty good idea of the sequence of development I've used to repeatedly take schools from \$7,000 a month to \$17,000 then to \$30,000 then to \$50,000 then to \$75,000 then ultimately to \$100,000, even \$120,000 or \$150,000 a month with 50% or more to the bottom line.

What does that school look like?

With 300 Active Students:

- ✓ 2% or less monthly dropout rate—therefore, only 3-6 new students a month needed to stay even.
- ✓ \$400-\$500 a month average revenue per student (all in: Enrollment initial tuition, monthly tuition, renewal initial tuition, renewal monthly tuition, retain, miscellaneous, any pre-paid tuitions)
- ✓ Therefore, \$120,000 to \$150,000 (or more) monthly tuition
- ✓ With \$60,000 to \$80,000 MONTHLY net profit.

At that point, what comes next?

Well, personally I've owned a chain of schools. I turned it into an internal franchise network and worked with 1000's of schools as a coach.

Some will follow my footsteps.

Others will maximize a single school and continue improving their student quality, develop 100's of Black Belts, and maximize their net profit.

All avenues are available.

***Would you like for me and my team to
work with you to grow your school? Call
now and let's chat to see if it's a good fit:
1-720-256-0208***



BONUS 3

SMALL SCHOOL ACCELERATOR
FOR SCHOOLS UNDER
100 STUDENTS

Bonus 3

SMALL SCHOOL ACCELERATOR - FOR SCHOOLS UNDER 100 STUDENTS

Finally... A Proven System Designed Specifically for Smaller Martial Arts Schools to Break Through the \$20,000 Revenue Barrier and Add 100+ New Students in Just 12 Months



Dear Fellow Martial Arts School Owner,

If you're running a martial arts school with fewer than 100 students and generating less than \$7,500 per month, I have some sobering news for you... You're not alone. In fact, after personally coaching thousands of martial arts school owners over the past 40+ years and I've discovered that over 90% of schools fall into this exact category. They're stuck in what I call the "Small School Survival Trap" – working harder and harder but never quite breaking through to the financial freedom they dreamed of when they first opened their doors. Here's what keeps me awake at night, I know that you didn't get into martial arts to struggle financially. You started your school because you're passionate about changing lives, building character, and sharing the incredible gift of martial arts with your community.

But somewhere along the way, you probably discovered what every school owner learns the hard way... Being a great martial artist doesn't automatically make you a successful business owner. And that's exactly why I'm writing to you today.

The Harsh Reality Most School Owners Won't Tell You

Let me be brutally honest with you for a moment. After four decades in this industry – from opening my first school in 1975 to building Mile High Karate into a multi-million-dollar operation – I've seen thousands of talented, dedicated martial artists fail in business.

Not because they weren't good instructors and not because they didn't care about their students. It is because nobody ever taught them the business systems that separate struggling schools from thriving academies.

Here's what I see happening in small schools every single day:

The "*Feast or Famine*" Enrollment Cycle

- You have a great month and sign up 15 new students
- Then the next month, 12 people quit and you only sign up 3 new ones
- You're constantly scrambling to replace students instead of growing

The "Jack of All Trades" Burnout

- You're the instructor, the salesperson, the janitor, the accountant, and the marketing department
- You're working 60+ hours a week but taking home less than you could make managing a McDonald's
- Your family suffers because you're always at the school, yet you still can't pay yourself a decent salary

The "Hope and Pray" Marketing Strategy

- You post on Facebook and hope someone sees it
- You put out yard signs and pray someone calls
- You rely on word-of-mouth and wonder why growth is so slow

The "Revolving Door" Retention Problem

- Students start with enthusiasm but quit after a few months
- Parents complain about the cost but you're afraid to raise prices
- You watch competitors with inferior instruction steal your students

Sound familiar?

If you're nodding your head right now, don't worry, you're not broken and your school isn't hopeless. You just need the right system.

Why Traditional Business Advice Doesn't Work for Small Martial Arts Schools

I get at least a dozen emails every week from school owners who say things like:

"Stephen, I've tried everything. I bought every marketing course, attended every seminar, read every book on business. But nothing seems to work for my small school. What am I doing wrong?"

Here's the problem, most business advice is designed for established companies with big budgets, large staffs, and existing customer bases. When you're running a small school with limited resources, that advice is not only useless – it's actually harmful.

Let me give you an example:

A marketing "*guru*" might tell you to run Facebook ads. Sounds great, right? But when you only have \$200 to spend on marketing this month, and you don't know how to write compelling ad copy or target the right audience, you end up wasting that money and getting zero results. Then you conclude that "Facebook ads don't work" when the real problem was that you were using a strategy designed for schools with \$5,000 monthly marketing budgets.

Or take another example: A business consultant might tell you to "*hire a sales team.*" But when you're only grossing \$6,000 a month and paying rent, utilities, and insurance, the last thing you can afford is to hire anyone. You need systems that work with just YOU until you're making enough money to expand your team.

This is why I created the **Small School Accelerator.**

After watching too many talented martial artists struggle with advice that didn't fit their situation, I decided to build something specifically for schools like yours. Something that works when you have limited time, limited money, **and limited staff.**

Something that takes you from where you are now to consistently grossing over \$20,000 per month with 100+ active students.



Introducing the Small School Accelerator

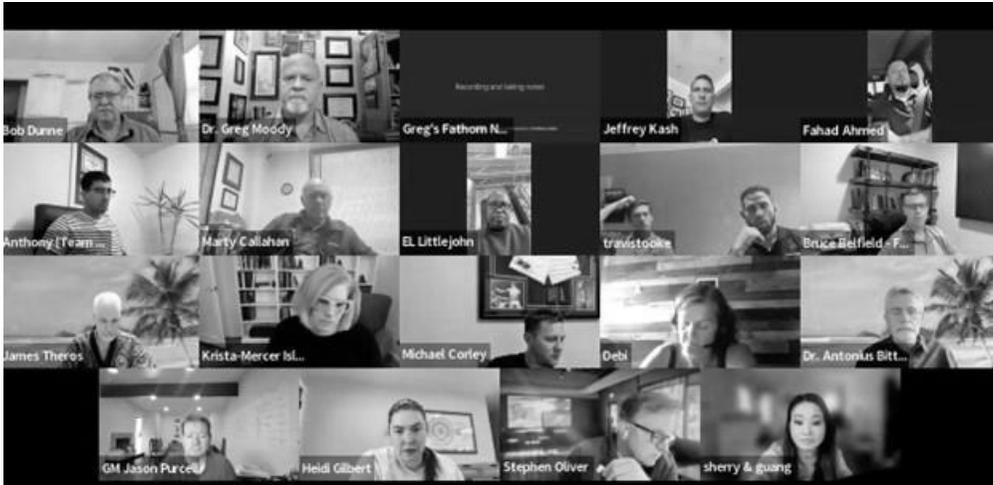
The **Small School Accelerator** is a comprehensive 12-month program designed specifically for martial arts schools with fewer than 100 students and less than \$7,500 in monthly revenue.

This isn't another generic business course or one-size-fits-all marketing system. This is a step-by-step blueprint created exclusively for small schools that want to make the leap to financial stability and sustainable growth.

Over the next 12 months, you'll get:

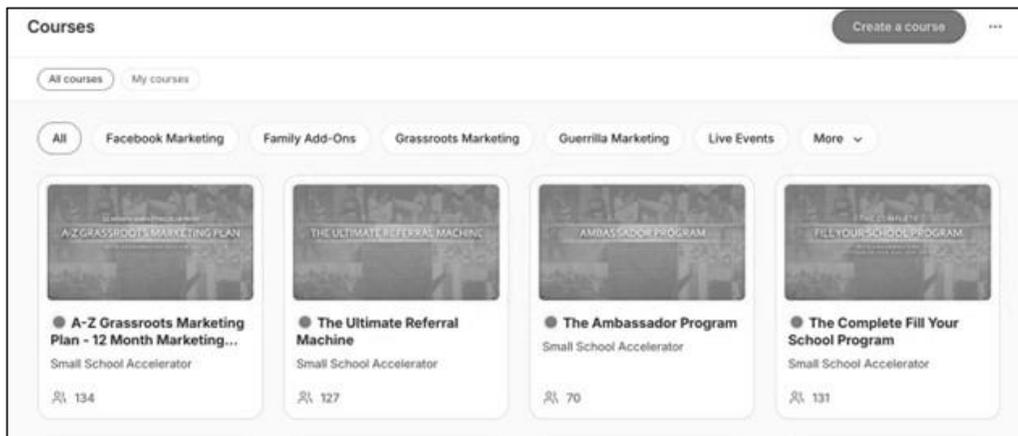
✓ The "**Small School Success Formula**"

A proven system that has helped over 500 schools break through the \$20,000 monthly revenue barrier. This isn't theory – it's a battle-tested formula that works even when you're starting with less than 50 students.



✓ Weekly Group Coaching Calls

Every week, you'll join me and other Small School Accelerator members for live coaching. Bring your questions, share your challenges, and get real-time solutions from someone who's been exactly where you are. Anytime you can't make it live, no worries. You'll get the recording, a summary, even the transcript. We'll even answer all your questions, just let us know ahead of time in the discussion forum.



✓ The "Grassroots Marketing Mastery" System

Forget expensive advertising. I'll show you how to fill your school using low-cost, high-impact marketing strategies that cost less than \$500 per month but can generate 50+ new leads.

✓ **"Retention Revolution" Training**

Learn the psychological triggers that keep students training for years instead of months. Discover why some schools have 98% retention rates while others struggle to keep students for six months.

✓ **The "Premium Pricing Playbook"**

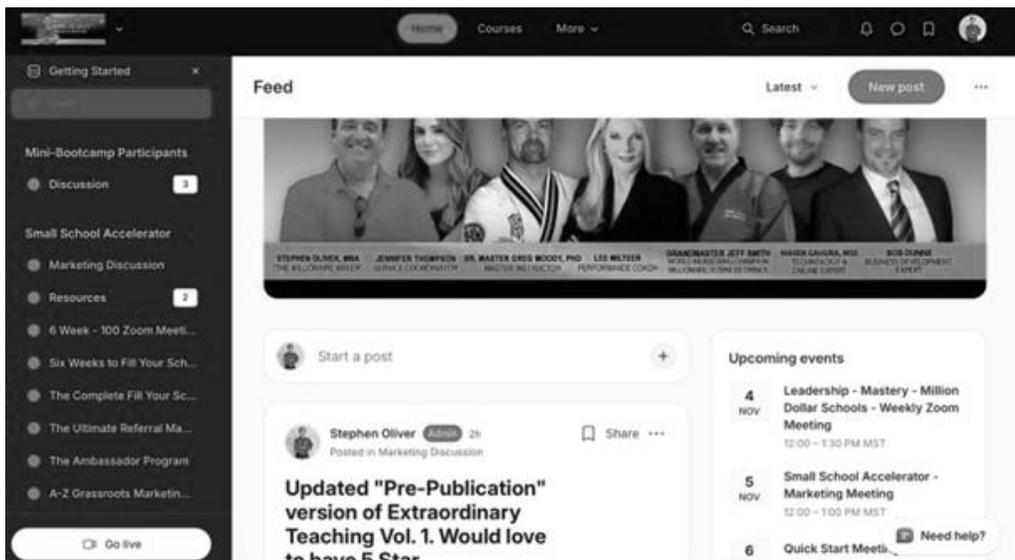
Stop competing on price and start charging *what you're worth*. I'll show you how to position your school as the premium choice in your market, even if you're currently the cheapest option.

✓ **"Systems That Scale" Implementation**

Get the exact business systems, forms, scripts, and processes that allow you to grow without working more hours. These are the same systems we use in our million-dollar schools.

✓ **Private Members-Only Community**

Connect with other small school owners who are on the same journey. Share victories, ask questions, and build relationships with people who understand exactly what you're going through.



✓ **Regular "Hot Seat" Coaching & Progress updates**

We'll regularly progress update. We'll dive deep into your specific situation and create a custom action plan to overcome your biggest obstacle. Giving you guidance and course correction.

But Here's What Makes This Program Different...

I know what you're thinking. *"Stephen, this sounds great, but I've heard promises like this before. How do I know this will actually work for my school?"*

Fair question. Let me tell you what makes the **Small School Accelerator** different from every other program out there:

1. It's Designed for Your Reality

Every strategy, every system, every piece of advice in this program is specifically created for schools with limited resources. I'm not going to tell you to hire a team you can't afford or spend money you don't have. Everything is designed to work with you and maybe one part-time helper.



2. It's Based on Real Results

This isn't theoretical fluff. Every strategy in this program has been tested and proven in real schools with real challenges. I've personally used these exact methods to help over 500 small schools break through to six-figure revenues.

3. It's Implementation-Focused

You won't get overwhelmed with information. Each month, you'll focus on implementing just 2- 3 key strategies. By the end of 12 months, you'll have a completely **transformed business**, but you'll never feel overwhelmed or confused about what to do next.

**THE ULTIMATE TEAM
TO GROW YOUR SCHOOL**

STEPHEN OLIVER, MBA
THE MILLIONAIRE MAKER

JENNIFER THOMPSON
SERVICE COORDINATOR

SR. MASTER GREG MOODY, PHD
MASTER INSTRUCTOR

LEE MILTEER
PERFORMANCE COACH

GRANDMASTER JEFF SMITH
WORLD KICKBOXING CHAMPION
MILLIONAIRE BUSINESS OWNER

MAREK GAHURA, MSE
TECHNOLOGY &
ONLINE EXPERT

BOB DUNNE
BUSINESS DEVELOPMENT
EXPERT

**SO, WHAT EXACTLY IS THE "MARTIAL ARTS WEALTH MASTERY"
AND WHAT WILL IT DO FOR YOU?**

4. It's Supported by a Proven Team

You're not just getting me for training, you're getting access to the entire Martial Arts Wealth Mastery team, including World Champion Jeff Smith, Greg Moody, PhD and performance coach Lee Milteer, and Martial Arts Business Expert Bob Dunne. Combined, we have over 150 years of martial arts business experience!

The Small School Success Stories That Prove This Works

Let me share a few quick stories from schools that have been through this exact system:

Gemma Sheehan

"If you told me when I started that in one year I could go from 7-15k a month to 35-40, with my record month at 50k - I would not have believed it

I have a long way to go. I am so excited for the journey, I can't wait to see myself 1. 5, 10 years from now. And having this group gives me strength and support I didn't know I needed.

Thank you, Martial Arts Wealth Mastery, for being my secret weapon!



Sensei Riley Fyfe

Sensei Fyfe has been training in the Martial Arts since he was 4 years old. Over the years, he has had the opportunity to compete in many tournaments all over North America. He holds ranks in Karate, and Jiu Jitsu, and is well versed in the styles of Kobudo and Tai Chi. Sensei Fyfe is passionate about helping students achieve their goals.

Riley Fyfe the owner of a traditional karate school in Grimsby, Ontario, Canada (Grimsby Karate Dojo) grew from \$6,000 a month to \$55,000 a month and from 55 to 200 students in 8 months upon starting to work with me.

Scan this code



These aren't isolated success stories. They're typical results when you apply the Small School Success Formula correctly.

Here's Exactly What You'll Get

Month 1: Foundation Building

- Complete business assessment and goal setting
- The "*Small School Success Formula*" overview
- Setting up your tracking systems
- Creating your 12-month growth plan

Month 2: Lead Generation Mastery

- The "*Grassroots Marketing*" system
- Building your community presence
- Creating irresistible introductory offers
- Social media strategies that actually work

Month 3: Conversion Optimization

- The "*Perfect Introduction Lesson*" structure
- Enrollment conversation scripts
- Handling objections like a pro
- Follow-up systems that turn 'maybes' into 'yesses'

Month 4: Retention Revolution

- The psychology of student motivation
- Creating milestone programs
- Family engagement strategies
- Building a "sticky" school culture

Month 5: Premium Positioning

- Raising your prices without losing students
- Creating premium programs
- Positioning against competitors
- Value communication strategies

Month 6: Systems Integration

- Automating your administrative tasks
- Staff training systems
- Student communication workflows
- Quality control processes

Month 7: Advanced Marketing

- Referral program implementation
- Community partnership strategies
- Event marketing mastery
- Creating marketing that sells itself

Month 8: Team Building

- When and how to hire your first employee
- Training systems for new staff
- Delegation strategies for owners
- Building a leadership team

Month 9: Financial Optimization

- Understanding your numbers
- Profit maximization strategies
- Cost control without cutting quality
- Building your emergency fund

Month 10: Scaling Strategies

- Preparing for rapid growth
- Managing increased enrollment
- Facility expansion planning
- Multiple revenue streams

Month 11: Competition Domination

- Competitive analysis and positioning
- Stealing market share ethically
- Building an unbeatable reputation
- Creating customer loyalty

Month 12: Sustainable Growth

- Long-term planning strategies
- Avoiding the growth traps
- Building systems for continued success
- Graduation to the next level

The Investment (And Why It's Practically Risk-Free)

Now, before I tell you the investment for the **Small School Accelerator**, let me put this in perspective.

If you continue doing what you're doing now, where will you be in 12 months? Probably still struggling with the same problems, still working too many hours for too little money, still stressed about making payroll and paying rent or out of business.

But what if, 12 months from now, you were consistently grossing over \$20,000 per month? What if you had 200+ active students? What if you were finally paying yourself a real salary and maybe even had an employee to help you?

How much would that transformation be worth to you?

- An extra \$15,000 per month in revenue = \$180,000 per year
- Being able to pay yourself \$60,000+ annually instead of \$20,000
- Having the security of knowing your bills are covered every month
- Finally having a business that works without you being there 24/7

Honestly, even if this program cost \$50,000, it would pay for itself in just a few months based on the revenue increase alone.

But here's the thing: I remember what it was like to be a small school owner. I remember counting every dollar and wondering if I could afford to invest in my business. That's why I've priced the Small School Accelerator to be accessible to schools at your level.

The total investment for the complete 12-month Small School Accelerator program is just \$497 per month.

That's less than what most schools spend on utilities. It's probably less than you spend on gas driving to and from your school and it's definitely less than you'll make from just ONE additional student per month.

But here's what makes this decision even easier...

My Personal "Success or Refund" Guarantee

I'm so confident that the Small School Accelerator will transform your business that I'm making you this iron-clad guarantee:

If you implement the strategies, I teach you for 90 days and don't see a measurable improvement in either your student count or monthly revenue, I'll refund every penny you've paid.

Not only that, but you can keep all the training materials, systems, and resources as my gift for giving the program a fair try.

I can make this guarantee because I've seen these strategies work hundreds of times. When you follow the system, you get results. It's that simple.

The Real Cost of Waiting

Let me ask you something: How long have you been thinking about getting serious help with your business?

Six months? A year? Two years?

And where has waiting gotten you?

Here's the truth most people don't want to face: Every month you wait is another month of lost revenue, lost students, and lost opportunities. While you're thinking about it, your competitors are taking action. While you're hoping things will get better on their own, other schools are implementing systems and growing.

If you could have started this program a year ago, you'd already be at your goal by now. You'd already have the 200+ students and the \$20,000+ monthly revenue. You'd already be paying yourself a real salary and building wealth for your family.

The question isn't whether you can afford to join the Small School Accelerator. The question is whether you can afford NOT to join it.

But There's a Catch...

I will be honest with you about something, I can't accept everyone who wants to join the **Small School Accelerator**.

This program requires a high level of personal attention from me and my team. Between the weekly group calls, monthly hot seat coaching, and ongoing support, there's a limit to how many schools we can work with effectively.

That's why I'm limiting this launch to just 50 schools.

When those 50 spots are filled, the program closes and won't reopen until next year.

I'm not saying this to create false urgency. I'm telling you because I want you to understand that this opportunity won't be available indefinitely.

Who This Program Is NOT For

Before you decide to join, let me be clear about who should NOT apply for the Small School Accelerator:

- ✘ If you're looking for a *"get rich quick"* scheme - This program requires work and implementation. There are no magic bullets or overnight miracles.
- ✘ If you're not willing to invest time - You'll need to dedicate 3-5 hours per week to implement what you learn. If you're not willing to make that commitment, this isn't for you.
- ✘ If you're already grossing over \$10,000 per month - This program is specifically designed for smaller schools. If you're already at a higher level, you should consider our Quick-Start Mastermind instead.
- ✘ If you're not coachable - If you think you know everything and aren't open to new ideas, save your money. This program is for people who are humble enough to learn and change.
- ✘ If you're looking for someone to do the work for you - I'll give you the systems and strategies, but YOU have to implement them. This isn't a *"done for you"* service.

Who This Program IS Perfect For

- ✓ Small school owners with fewer than 100 students who are serious about growth
- ✓ Instructors who are tired of struggling financially and want to build a real business
- ✓ School owners who are willing to implement proven systems even if it means stepping outside their comfort zone
- ✓ Martial artists who want to serve more students and make a bigger impact in their community
- ✓ Business owners who understand that investing in education and coaching is the fastest path to success
- ✓ People who are committed to following a proven system rather than trying to figure it out on their own

If this sounds like you, then the Small School Accelerator could be the breakthrough you've been looking for.

Frequently Asked Questions

Q: How is this different from your other programs? The Small School Accelerator is specifically designed for schools with fewer than 100 students. Everything is scaled appropriately for smaller operations with limited resources. Our other programs are designed for larger, more established schools.

Q: What if I can't make the weekly calls? All calls are recorded and available in your member portal within 24 hours. You'll never miss any content, though I strongly encourage attending live when possible for the interactive elements.

Q: Is this just theory or will I get practical tools? This is extremely practical. You'll get templates, scripts, forms, checklists, and step-by-step implementation guides for everything we cover. No theory without application.

Q: What if I'm in a small town with limited population? Some of my most successful students are in small towns. The strategies in this program work regardless of market size, though we do adjust expectations and tactics based on your local market.

Q: Can I cancel if it's not working for me? Absolutely. You're covered by our 90-day guarantee. If you implement the strategies and don't see results, we'll refund your money.

Q: How much time will this require each week? A: Plan on 3-5 hours per week for the training and implementation. Most of this will be during normal business hours as you're implementing the strategies in your daily operations.

A Personal Message from Stephen Oliver

Listen, I know this might feel like a big decision. After all, \$497 per month is a significant investment when you're already struggling financially.

But let me share something personal with you.

When I opened my first school in 1975, I was exactly where you are now. I was passionate about martial arts, I cared about my students, but I had no idea how to run a business. I made every mistake you can imagine – and probably a few you can't.

I wasted money on marketing that didn't work. I undercharged for my services because I was afraid people wouldn't pay more. I worked myself to exhaustion trying to do everything myself. There were nights I went to bed wondering if I'd be able to keep the doors open another month.

But I was fortunate enough to have mentors who showed me a better way. People like Jhoon Rhee, Nick Cokinos, and Jeff Smith who had already figured out the business side of martial arts taught me that success in this industry isn't about luck or natural talent – it's about having the right systems and strategies.

That mentorship changed everything for me. It's what allowed me to build Mile High Karate into a multi-million-dollar operation. It's what gave me the financial freedom to focus on what I really love – teaching and changing lives.

Now, 40+ years later, I have the privilege of being that mentor for other school owners. And I can tell you with absolute certainty that the strategies in the Small School Accelerator work. They're the same principles that have helped hundreds of schools go from struggling to thriving.

The only question is: *Are you ready to stop struggling and start succeeding?*

This Is Your Moment

Right now, you're at a crossroads.

You can continue doing what you've been doing – hoping things will get better, trying random marketing tactics, working harder but not smarter. If you choose this path, I can pretty much guarantee you'll be in the same place (or worse) a year from now.

Or you can make the decision to finally get the help you need. You can join a proven program designed specifically for schools like yours. You can get access to systems that have already been tested and proven in hundreds of real-world situations.

If you choose this path, a year from now you could be running a thriving school with 200+ students, grossing over \$20,000 per month, and finally paying yourself the salary you deserve.

The choice is yours.

But remember – I'm only accepting 50 schools into this program, and I expect those spots to fill quickly.

If you're serious about transforming your martial arts school, don't wait.

Ready to Transform Your School?

ENROLL NOW - LIMITED TO 50 SCHOOLS

Join the Small School Accelerator Today 12 Monthly Payments of \$497
Includes 90-Day Money-Back Guarantee

Visit our website SmallSchoolAccelerator.com to secure your spot in the Small School Accelerator today.

Or call us directly at 1-720-256-0208 to enroll over the phone.

Important: Due to the personalized nature of this program, we can only accept 50 schools. When those spots are filled, enrollment closes until next year.

P.S. - Don't Let This Opportunity Slip Away

I want to leave you with one final thought.

Five years from now, you're going to be somewhere. You're either going to be running a successful, profitable martial arts school that serves hundreds of students and provides a great income for your family... or you're going to be in the same place you are today, still struggling with the same problems.

The difference between those two futures isn't talent, luck, or circumstances. It's the decisions you make today.

The Small School Accelerator represents your best opportunity to finally break through the barriers that have been holding you back. It's your chance to get the proven systems, ongoing support, and personal coaching you need to build the school you've always dreamed of.

But only if you take action.

Don't let another year go by wondering *"what if."* Don't keep hoping that things will magically get better on their own. And don't let this opportunity pass you by because you're afraid to invest in your success.

Your future self will thank you for making this decision today.

Visit our website SmallSchoolAccelerator.com to secure your spot in the Small School Accelerator today.

To your success,

Grand Master Stephen Oliver CEO,
Martial Arts Wealth Mastery
"The Millionaire Maker"



Finally, don't fall victim to the Bozo Explosion:



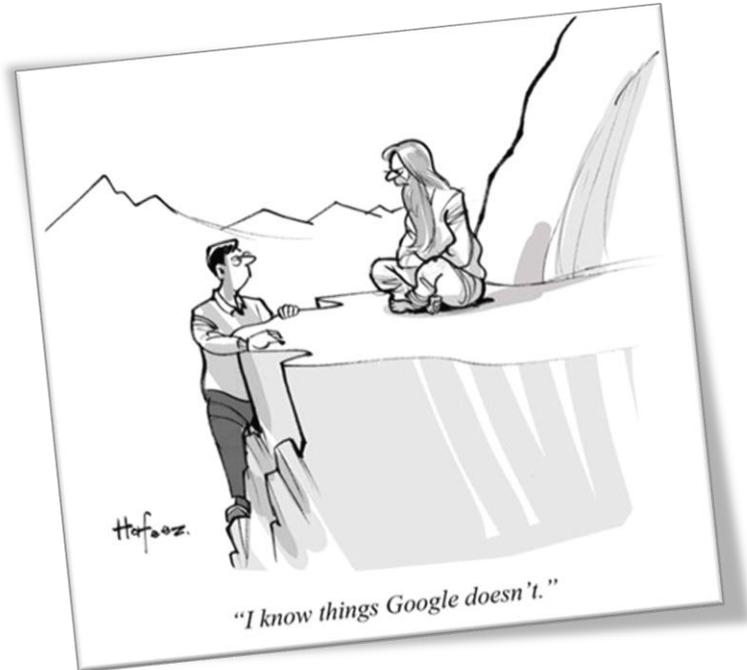


BONUS 4

THE ULTIMATE TEAM
TO GROW YOUR SCHOOL

Bonus 4

THE ULTIMATE TEAM TO GROW YOUR SCHOOL



So, What Exactly Is the "Martial Arts Wealth Mastery" And What Will It Do For You!

In the simplest terms – we are organized the same way a professional martial arts school should be – and the way yours probably is – in a simple progression with powerful outcomes, built around each individual student's skill, abilities, and desire for excellence.

The "Martial Arts Wealth Mastery" program helps martial arts school owners who are already operating profitable schools, multiply their results with SMART marketing systems, proven successful "operations" systems, world class staff development and management systems, hyper effective sales systems and MUCH, MUCH more!

ONE IMPORTANT WARNING:

Although often we can make BIG Improvements quickly in new Martial Arts Wealth Mastery schools, the reality is that it's a process not a QUICK FIX.

It's an educational process where you'll benefit from a similarly motivated peer group along with a focused and highly skilled teacher.

What differentiates the "Martial Arts Wealth Mastery" program from other programs in general?

Primarily.... it's NOT about more stuff.

It's not about filling your mailbox or inbox with more videos, recordings, or stuff to read, and it's not about a huge amount of content on the website although there's plenty there to keep you busy if you so choose.

There is a COMPREHENSIVE well-designed curriculum designed to help you Master Influence, Marketing, and Leadership.

We'll walk you through maximizing your revenue per student and the necessary skills to run a high quality, high profit martial arts school. We'll give you the tools to fill your school with quality students and to keep them for life.

The "*Martial Arts Wealth Mastery*" program combines several essential elements to make sure move from knowledge to implementation. To make sure you move from support tools to a dynamic and profitable school. We'll not only train you, but also your staff and associates to be dynamic professionals in the career that you love.

Our Explicit Mission for the Martial Arts Wealth Mastery is to move each and every Martial Arts Wealth Mastery member to success in their profession of teaching martial arts.

CLEARLY THIS ACHIEVEMENT INCLUDES:

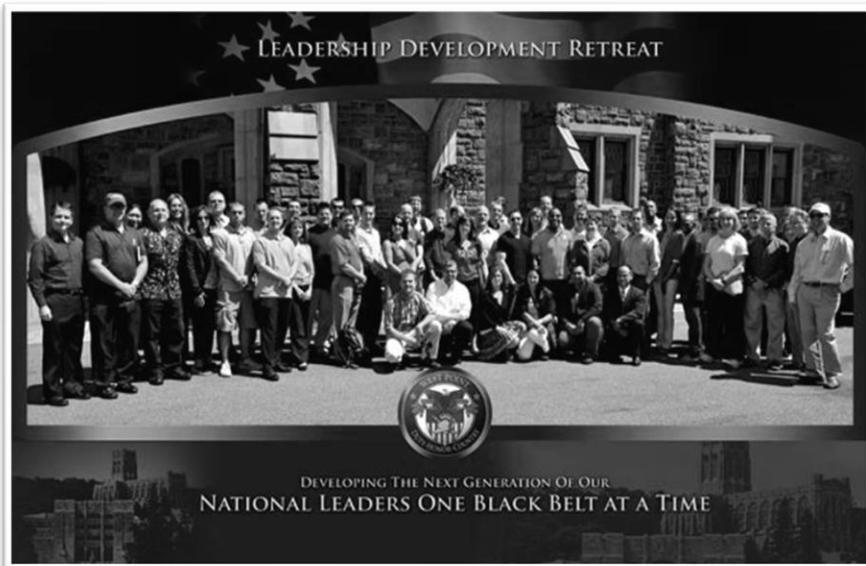
Having an incredibly positive impact on their students.

Mastering recruiting to insure a constant flow of new students.

Achieving a personal income in the Top 1% of our Industry.

The Key Elements that differentiate the Martial Arts Wealth Mastery are the following:

1. A "Powerful Peer Group" of fellow successful Martial Arts Wealth Mastery members – Who Range from the Top 1% of MMA Schools – to Multi-Million Dollar Multi-School Owners - to some of the most successful "Transported After-School Care" operators in the world.



Typically, we meet in person face-to-face in various locations on a quarterly basis. These are two-day Master-Mind sessions.

In support of our themes of "Leadership & Abundance", sometimes the location for our sessions is designed for "Wealth and Abundance" perspective.

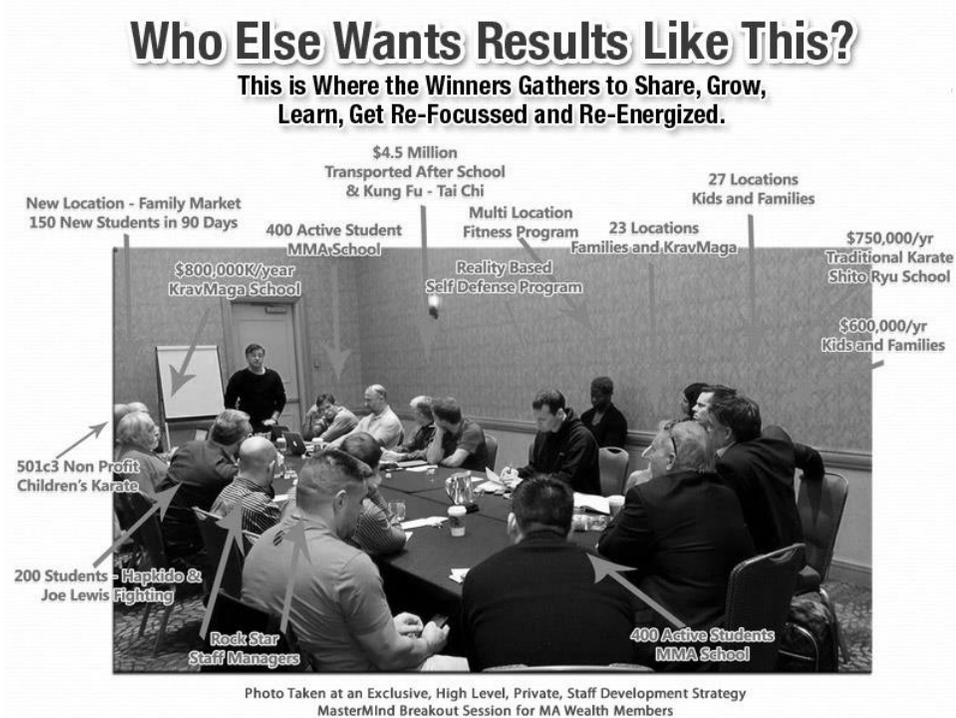
Held in locations or at events that are "Magnets" for high-income entrepreneurs from a variety of professions and businesses.

Other locations are designed to support our theme of "Leadership."

Locations that exemplify either the pinnacle of leadership development or, unique business environments that demonstrate leadership in a category (martial arts instruction or other categories of relevance to our chosen profession) to allow our members to "benchmark" success or be inspired to new innovation.

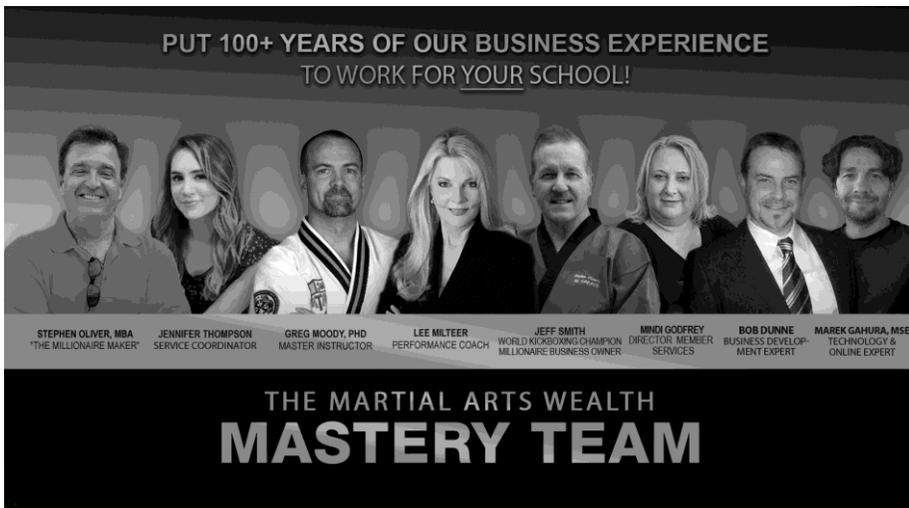
On months that we don't meet face-to-face for two or three days -we meet on either a teleconference or webinar (and, soon by video conference as technology improves.)

On those months we can solve your problems and opportunities as a team or feature a PEAK outcome of a Martial Arts Wealth Mastery member or other contributor. Highlighting excellence in marketing, sales effectiveness, or student service in real-time.



2. A "Mentor-Coach." To support your grow and motivate you to new heights.

We all realize that peak achievement requires a teacher to support your growth and motivate our growth and achievement. In the Martial Arts Wealth Mastery process, you'll be personally coached by "Millionaire Maker" Stephen Oliver and have support from our "Super Star" team including World Champion Jeff Smith, Sr. Master Greg Moody, Bob Dunne, and the rest of our incredible team. We'll be reviewing your results in real time.



We'll be "*looking over your shoulder*" to point out opportunities and help you clarify your implementation strategies. You'll keep us up to date on your results and on your challenges and opportunities. Every month we'll schedule a time to review your results and your gaps in understanding. The Coaching Process is valuable in many ways but, perhaps most important is in having a VERY Knowledgeable coach to pat you on the back when you need it - and, frankly, to kick you in the ass when necessary.

It's also, very valuable for that often-missing subtle understanding of how specific universal sales or marketing apply specifically to your school, students, style, or area. It's often the final implementation.

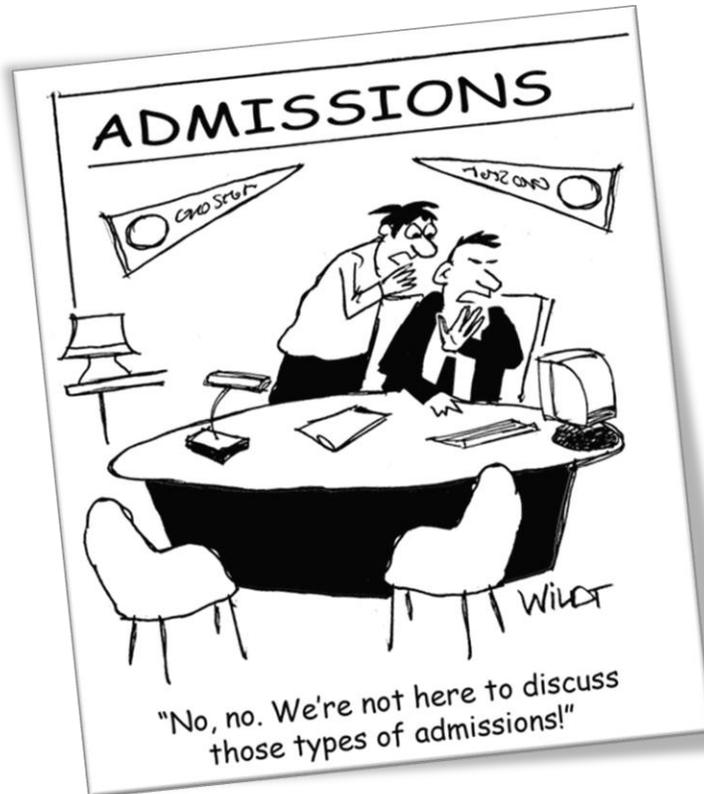
It's often the missing link in implementation for your specific situation or need.

In these coaching sessions at times, they are used as "staff" meetings to clarify implementation for your staff or associates. At other times it may be to solve highly personal and sometimes extremely sensitive and confidential concerns or challenges.

My guess is that you had **a sincere and capable teacher**. A teacher who mentored you and urged you on to higher performance. Sometimes through a concerned arm around your shoulder or a much-needed pat on the back. Other times by an appropriate "kick-in-the-ass."

That same instructor was able to see the "*small details*" that made a big difference. Able to point out the small things that would make a massive improvement in your technique and understanding.

I'd also guess that you like me had a peer group of other students who were struggling and striving towards the same goals as you. Some were more advanced and helped you along. Others were behind you and gave you an opportunity to internalize and understand what you had been taught by teaching it to them. Some were competing with you directly helping you rise to a higher level with your skills.



BEFORE WE GO ANY FURTHER....

**DO YOU QUALIFY FOR ACCEPTANCE?
WILL YOU BE ACCEPTED?**

Are you looking for a "Lifeboat?"

Our program is for schools that are doing a lot of things right – but who are ready to triple, quadruple, or more their personal incomes – their school's NET INCOME after expenses. If this is your last hope to survive – we're the wrong place for you.

Are you already a full-time –Martial Arts Only Professional?

If you are working a "day-job" to support your "hobby" teaching martial arts in the evenings – again, we're the wrong place for you. Our starting point is in almost all cases you're already running your school as a full-time professional.

Are you already grossing at least \$200,000.00 a year from your Martial Arts School?

We have three levels of new members:

\$1,000,000.00+ Many are multiple school owners – however we have many members at or near \$1,000,000.00+ single schools. Not only is that possible – we have a bunch.

\$500,000.00 to \$1,000,000.00 Mostly single schools (although some small multiple school operations)

\$200,000.00 to \$500,000.00 – Single schools. If you're not already at 100 students and/or over \$15,000 a month we can point you in directions to help you qualify but you aren't a good fit for our Martial Arts Wealth Coaching/Mastermind Program.

Our members approximately break down evenly (on the way into the program) 1/3 in each level.

Most new members have worked with others and are ready for the top-tier where they can massively grow their NET income – and improve both their lifestyle along with improving the quality of their students.



Don't confuse us with the "Bozo Explosion" of incompetent, ignorant, or well-meaning but inadequate "coaches or consultants" – there are many pretend experts.

We have BOTH been in the trenches, run multi-million-dollar martial arts school operations, been the industry leader in many, many areas – have set industry records PERSONALLY and, for decades AND duplicated that success OVER and OVER Again throughout North America and throughout the world.

The proven path to duplicate that success for you.

Rules for acceptance to the Martial Arts Wealth Mastery:

1. A Proven Willingness to "Empty your Cup" and Implement Proven Success Systems.
2. A willingness to share cooperatively with other Martial Arts Wealth Mastery Members to help them grow and develop, and a deep commitment to the confidentiality of any and all proprietary and/or sensitive information you'll be entrusted with.
3. Honesty and Personal Integrity.
4. A proven sincerity in promoting martial arts and developing students to their highest potential.
5. A willingness to "get out of bed in the morning and get to work." Ultimately none of this works if you aren't willing to IMPLEMENT Aggressively.



Finally, to be Frank.... we have a "no-assholes" rule.

It's essential that each member enhance the experience of their peers and frankly that they be a "joy to work with." We will only accept members that our Executive team can be excited to help grow and can feel proud of their results.

Clearly the Martial Arts Wealth Mastery team is only open to school owners personally making a top 5% or Better Personal Income and, who are running a Truly Excellent School. It's only open to schools that are capable of sharing equally and supporting the growth of all of our Martial Arts Wealth Mastery Members.

Martial Arts Wealth Mastery members are often \$1,000,000.00+ a year schools, Strong Multi-Unit School Owners and, often are accepted at \$500,000.00 or more a year with a mission to radically improve their personal lifestyle, while continuing to increase their personal income. This is the team that comprises the primary "Role-Models" for our lower-level members and who work closely with Stephen Oliver personally to dramatically support and grow the martial arts profession as a whole.

Ultimately how should you decide if this is "For You?"

If you are a "Growth Oriented" school or multi-school owner who's ready for the next "big leap" in financial results – improved staff results – and, enhanced lifestyle this is your accelerated path to those results.

Ultimately, we'll evaluate to make sure that you are capable of AT LEAST a 10 to 1 return on your time and money invested. "Behind the scenes" we're looking for "BIG SUCCESS STORIES" – for participants likely to grow dramatically through our process and support.

By the way.... before our next call PLEASE Make sure that you've done your research.

We'll be making a decision next time whether this is the best path forward for you.... If you need your wife or husband to be involved in your decision making – or, if you have active or passive business partners then PLEASE include them on our next call and get them up to speed with this information and all of the support materials that we've already shared with you.

Specifically, how do we work together?

Typically, we meet virtually face-to-face via small group member's only "Zoom Video" meetings essentially Every Week.

These are fully interactive live meetings facilitated by Stephen Oliver, Jeff Smith, Bob Dunne, and Greg Moody. Every question will be answered. No stone left "Unturned."

You won't be left confused or overwhelmed. It's an "Iterative process" to make sure you are on-track and getting great results.

Between these live "Zoom" Video meetings (all of which are recorded and available to members immediately) our entire team is continually available in the "Secret" member's only discussion forum.

We also have two-day Face-To-Face Quick-Start Master-Mind sessions, typically spring and fall. Those are held in beautiful Evergreen or Golden, Colorado.



A recent Master-Mind meeting facilitated by Stephen Oliver



A recent Master-Mind meeting at Clearwater Beach Florida – learning Management Skills from former New York City Police Commissioner (and 5th Degree Black Belt Bernard Kerik)



Behind the Scenes at the United States Naval Academy with Commander Hung Cao and Former World Champion Jeff Smith



The Annual "Marketing Bootcamp" typically held in Golden, Colorado.

With this ongoing daily & weekly support we can solve your problems and opportunities as a team – or feature a PEAK outcome of a Martial Arts Wealth Mastery member or other contributor. Highlighting excellence in marketing, sales effectiveness, or student service in real-time.

We'll be "*looking over your shoulder*" to point out opportunities and help you clarify your implementation strategies. You'll keep us up to date on your results and on your challenges and opportunities. Coaching Process is valuable in many ways but, perhaps most important is in having a VERY Knowledgeable coach to pat you on the back when you need it – and, frankly, to kick you in the ass when necessary.

It's also, very valuable for that often-missing subtle understanding of how specific universal sales or marketing apply specifically to your school, students, style, area. It's often the final implementation.

It's often the missing link in implementation for your specific situation or need.

My guess is that you had **a sincere and capable teacher**. A teacher who mentored you and urged you on to higher performance. Sometimes through a concerned arm around your shoulder or a much-needed pat on the back. Other times by an appropriate "*kick-in-the-ass.*"

That same instructor was able to see the *"small details"* that made a big difference. Able to point out the small things that would make a massive improvement in your technique and understanding.

I'd also guess that you like me had a peer group of other students who were struggling and striving towards the same goals as you. Some were more advanced and helped you along. Others were behind you and gave you an opportunity to internalize and understand what you had been taught by teaching it to them. Some were competing with you directly helping you rise to a higher level with your skills.

We meet face-to-face for "Quick-Start" High Level "Mastermind" meetings where our other Martial Arts Wealth Mastery members provide a POWERFUL Sounding Board and Support Team for your Growth. These meetings will be facilitated by Stephen Oliver.

Periodically we do *"Behind the Scenes"* of the highest-level leadership development with Grand Master's Jeff Smith and Grand Master Stephen Oliver at the Mile High Karate Black Belt Retreat and Testing.

You'll Participate in our Annual "Ultimate Martial Arts Marketing Bootcamp" This is the industry's most elite "Marketing Bootcamp."

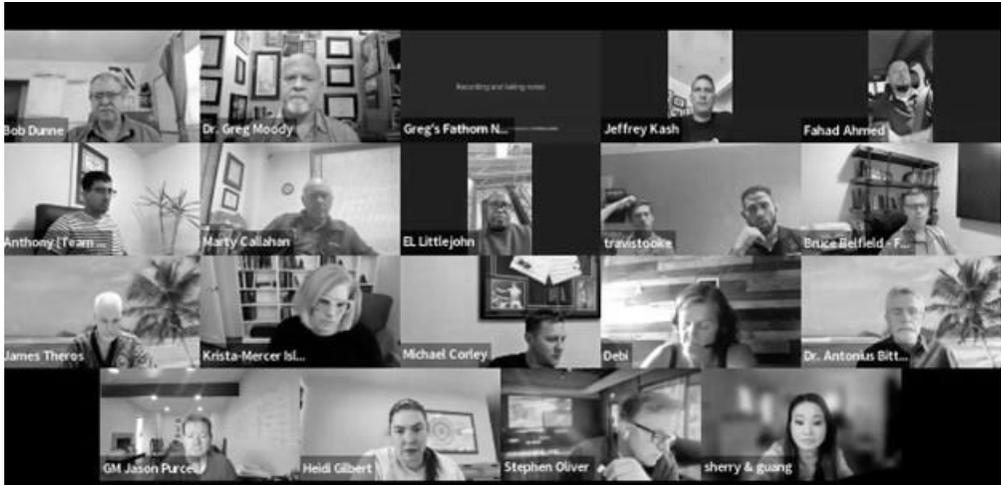
You'll participate in our New Member "Quick-Start" Process – Small New member meetings by "Zoom" Video Conference. These are designed to walk you through each stage of opportunity to dramatically improve your revenue and profits. These will walk you through Marketing, Sales Processes, Renewal Methods, Tuition Pricing, Systems Design, Software Implementations, Online Methods and more.

We'll get our Team Together in Small-Group Mastermind "Zoom" Video Conferences several times per month – on the months that we don't meet face-to-face. These are live and interactive. Ask any questions, share your best results, get new ideas and solve your existing challenges. If you can't make these live, they are all recorded for your review or for staff training after the events.

Also, you will get:

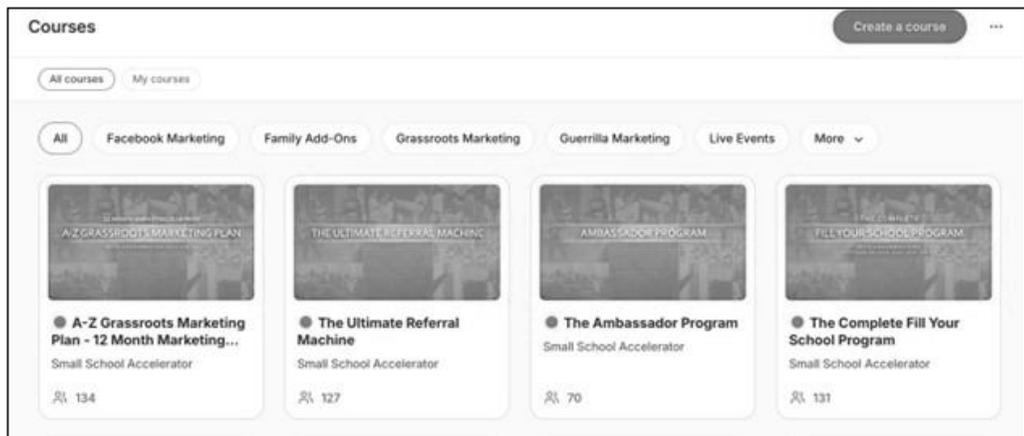
✓ **The "Small School Success Formula"**

A proven system that has helped over 500 schools break through the \$20,000 monthly revenue barrier. This isn't theory – it's a battle-tested formula that works even when you're starting with less than 50 students.



✓ Weekly Group Coaching Calls

Every week, you'll join me and other Small School Accelerator members for live coaching. Bring your questions, share your challenges, and get real-time solutions from someone who's been exactly where you are. Anytime you can't make it live, no worries. You'll get the recording, a summary, even the transcript. We'll even answer all your questions just let us know ahead of time in the discussion forum.



✓ The "Grassroots Marketing Mastery" System

Forget expensive advertising. I'll show you how to fill your school using low-cost, high-impact marketing strategies that cost less than \$500 per month but can generate 50+ new leads.

✓ **"Retention Revolution" Training**

Learn the psychological triggers that keep students training for years instead of months. Discover why some schools have 98% retention rates while others struggle to keep students for six months.

✓ **The "Premium Pricing Playbook"**

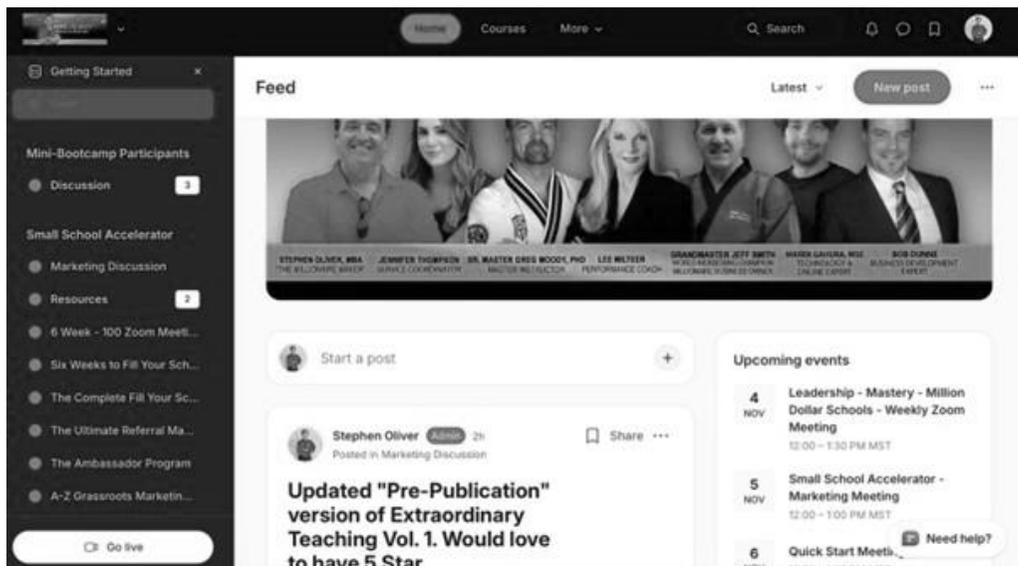
Stop competing on price and start charging *what you're worth*. I'll show you how to position your school as the premium choice in your market, even if you're currently the cheapest option.

✓ **"Systems That Scale" Implementation**

Get the exact business systems, forms, scripts, and processes that allow you to grow without working more hours. These are the same systems we use in our million-dollar schools.

✓ **Private Members-Only Community**

Connect with other small school owners who are on the same journey. Share victories, ask questions, and build relationships with people who understand exactly what you're going through.



✓ **Regular "Hot Seat" Coaching & Progress updates**

We'll regularly progress update. We'll dive deep into your specific situation and create a custom action plan to overcome your biggest obstacle. Giving you guidance and course correction.

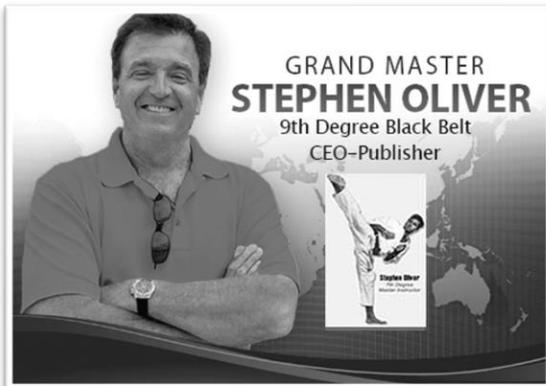
Complete Member Walk-Through and of Systems and Member Resources with Member Services and Support Director – Bob Dunne.

We Start with a THOROUGH School Evaluation.

Each new Martial Arts Wealth Mastery Member will be asked to send a "BOX" of information for a thorough analysis and initial development plan to locate Missing Opportunities and Hidden Opportunities for BIG Revenue Growth. We'll work together to go through all of your current systems and simplify and enhance your operation starting from day 1.

So, who exactly will be helping you every step of the way?

Who is Stephen Oliver and Why Should I Listen to Him???



Gee – in our industry it seems like everyone has popped up to offer advice how do you tell fact from fantasy? Value from Fraud?

Unfortunately, in our industry most of the really successful people are spending their time growing their staff, students, schools, and especially their net profit not sharing their

secrets with you. I am different from most of those sharing information in a variety of VERY important ways that are important to you and will help you dramatically grow your school – and your income.

Many of the "gurus" in our industry fall into one of the following categories:

1. Never been there – never done that.

That's right – there's a BUNCH of people trying to sell you advice who have never sat where you sit – and, dealt with the problems and opportunities that you face every day. They often are excellent speakers – and persuasive purveyors of their own products, programs, or subscriptions but really never did it themselves. Their ideas are unproven. Their perspective limited to that of an outsider.

How am I different?

"Well – I opened my first school in 1975. And have been continuously operating my Mile High Karate schools in Denver since 1983. Mile High Karate currently has successful locations throughout North America. I've operated a large school operation – have taught 1000's and run every aspect of a school. And can teach you step by step, item by item how to replicate my success – without the "brain damage!"

2. Not even a martial artist!

Believe it or not – there are “*experts*” in the martial arts business who aren’t even martial artists. They don’t understand the training, mindset, and love for the martial arts that we share – then dare to tell real martial artists how to run a school teaching real martial arts skills and curriculum.

How am I different?

"I began studying martial arts in 1969. Trained in Tae Kwon Do with the Jhoon Rhee Institute alongside the likes of World Champions Jeff Smith, John Chung, Charlie Lee, and the most awesome stable of kickboxers ever assembled. More recently I was promoted to 9th Degree Black Belt by Jeff Smith. Mile High Karate includes some of the top martial artists in the World from former World Champion Jeff Smith to the top people in the "Parker Kenpo" lineage, the top instructors in Kung Fu, Traditional Karate, Tae Kwon Do and, event Thai Kickboxing & BJJ."

3. Only run a school in their memory.

Some of those who consult or run organizations or even “*fake franchises*” only run a martial arts school in their memory – in some case distant memory. Some of those recollections seem more like a distant dream (or, in some cases vivid nightmare!) Many of these people operated in very different circumstances and times.

How am I different.

"I am still totally immersed in the daily operations of martial arts schools – up to doing 527 enrollment conferences in the past 3 years personally – nose to nose, belly to belly. Every Friday I meet (by phone & webinar) with our Regional Developers from around the world. Every Wednesday I meet with our school owners, school managers and instructors – and solve the everyday problems that you face in the real world (albeit at possibly a higher volume.)"

4. Never ran a successful school.

Even those advise givers who really are Black Belts – and, run or have run schools – usually never ran a particularly successful operation. Many got into offering advice about running a school or, put together an organization (license, association or other fake – often illegal – franchise) since they really couldn’t figure out how to make much of a living running a school or schools of their own.

How am I different?

"Right now – several Mile High Karate schools will do over \$500,000.00 in gross revenues (in some cases much more) we will add many more locations with owner-operators like you, and with regional developers who develop multiple schools in their protected region. I broke the \$1,000,000.00 a year barrier – way back in 1985 – and continue to operate a hugely successful operation. I've made a six figure + personal income for over 26 years strictly from schools."

5. "Flash in the Pan"

Often this comes in the guise of – gee I just started figuring this stuff out and had a great year last year. What if you pay me to tell you about my short-term successes. I did \$ (pick a number \$100,000 net, \$400,000 gross, etc., etc.) will do more this year – and would love to show you how I did it.

How I am different?

"Well – I've already covered this for you – but let's just say that there are many people who have a good year of two. Let's see if they can weather the ups and downs of our industry – and, boom years and recession."

6. Personality driven – not duplicatable.

I think we'd both be able to draw upon a few examples of Magnetic Personalities – who's personal success is exciting – but really not something that could EVER be replicated in your operation.

How am I different?

"I've run a large school operation since 1983. In that time nearly 100% of our teaching, marketing, and sales were accomplished by employees (or, now franchise school owner/operators) who had to implement my systems. They are not dependent upon charisma or unstoppable energy. I have spent years studying operations and marketing – including formally achieving a Master in Business Administration – that included having a literal bevy of MBA's and Ph.D.'s analyzes the martial arts school business – to help me create powerful duplicatable systems for school operations."

7. Have lost touch with what works in the 21st century.

Unfortunately, the industry is full of dinosaurs and leaders of the past – whose time has long since passed, but who’s friends and associates are unwilling to say, “the emperor has no clothes.” Systems that may have been revolutionary in 1970 or 1980 (even 1990 and beyond) may be out of date or just plain insufficient in the current environment.

How am I different?

“In a variety of ways, I continue to explore the “leading edge” of new technologies, teaching techniques, marketing strategies, and technological enhancements. I explore the latest approaches not only through my own school implementation but through an unmatched “mastermind” team of industry leaders that I network with and share ideas with constantly. The latest strategies and tools are immediately available to all of our franchisees.”

A Little Background:

Maybe I was just born under a lucky star – but when it comes to running a professional martial arts school I was born with the proverbial “Silver Spoon.”

My training started in 1969 in the Texas/Oklahoma “Blood & Guts” era. I was with the at Jhoon Rhee Institute Branch in Tulsa, OK in the Jhoon Rhee, Allen Steen, Pat Bureson lineage being directly taught at when I started by Jhoon Rhee Black Belts Gran & Greg Moulder, Bob Olinghouse, and David Harrelson.

I started my first school (under Jhoon Rhee) in 1974 and, concurrently trained with Jeff Smith along with Roger Green (Joe Lewis’ first Black Belt), and a variety of others in Oklahoma and Texas.

In 1978 I received by Black Belt directly from Jhoon Rhee along with Jeff Smith and a wide collection of champion Kickboxers and forms competitors. I was offered a teaching position in Washington. I was a National Merit Scholar and A student and already was accepted for college at the University of Tulsa with a full scholarship for the first year and partial scholarship beyond the first year. I attended school there while applying for transfer to Princeton, Stanford, and Wharton along with Georgetown University.

While attended college at Georgetown University I was a head instructor and branch manager for The Jhoon Rhee Institute, in Washington, D.C.

At the time the Jhoon Rhee Institute was the #1 martial arts business organization in the world. I sat through hours and hours of training sessions and meetings with a few notable figures in the martial arts industry: Jhoon Rhee (father of American Tae Kwon Do,) Nick Cokinos (Then President of the Jhoon Rhee Institute, now chairman and owner of Educational Funding Company,) Jeff Smith (the DC Bomber – first World Light Heavy Weight Kickboxing Champion and one of the top school owner's in the United States,) Ned Muffley (then General Manager for the Jhoon Rhee Institute and now General Manager for Educational Funding Company) and many other's.

When I graduated from Georgetown – I decided against moving on to big corporate America – and, put pursuing an MBA on hold.

I put together a very extensive business plan with Jhoon Rhee, Nick Cokinos, Jeff Smith, and Ned Muffley's help. Spent 12 months studying direct response, business management, and sales marketing at the Library of Congress and the SBA. Read everything that I could get my hands on about advertising – specifically direct mail and copywriting. I also spend several months at the Federal Trade Commission where I had an opportunity to read the sales manuals and management training materials for every major health spa chain in the United States and the other larger martial arts school organizations.

In a rather gutsy move, I then moved across the country to Denver, Colorado and with \$10,000 opened 5 schools in 18 months – and grew to over 1,500 active students and over a \$1,000,000 in revenue by 1985.

Over the years I've continued to develop my schools and experiment with a huge number of approaches.

In 1989 I decided to extend my management knowledge base and went back to school for a Master's Degree in Business Administration (i.e. MBA) with a primary focus marketing.

At the same time, I began promoting the Mile High Karate Classic – which for 10 years was a very successful and highly rated NASKA world tour event.

During these many years I've had the privilege of meeting and working with just about every successful businessperson, teacher, and school owner in the martial arts industry. I'm lucky to count as close friends a range of leaders including Nick Cokinos, Jhoon Rhee, Jeff Smith, Andrew Wood, Tim and Dave Kovar, Steve LaVallee, Keith Hafner and just about everyone who's accomplished anything in our industry.

These industry leaders have taught me much – and I believe often consider me a mentor and leader in the business of martial arts school operations.

During these years I've had many huge successes – and some spectacular failures. As in all endeavors – the failures have taught me much more than the successes. What I consider by greatest strength is a willingness to continue to take risks and try new approaches to all of the challenges of school operation.

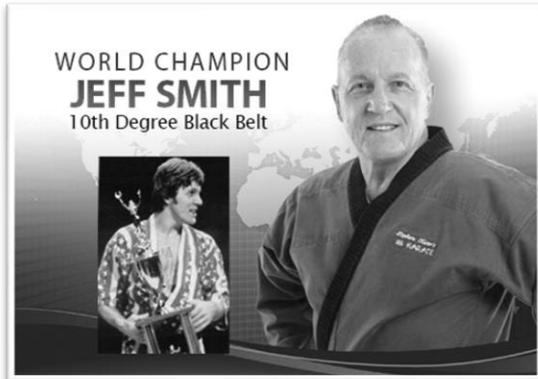
In the recent past – I decided to pursue what I think of as an informal Ph.D. in Internet and Direct Response Marketing. I've traveled around North America – and spent way over \$250,000 on a variety of internet marketing, direct marketing, and sales training seminars and programs – and have developed several internet companies – many totally unrelated to martial arts.

I continue to run a chain of schools that's spread out from Washington, D.C. where we have a national training center, to Denver to Fresno and Miami along with New Zealand and Australia.

I've written a series of books on Marketing and Management for Martial Arts Schools and a series on Character Development and Leadership for kids and lecture around the world on School operations – and continue to expand my knowledge of all details of running a successful martial arts business.

Former World Champion and Multi-School Millionaire Grand Master Jeff Smith

A World Champion Competitor AND LONG TIME Martial Arts School Millionaire!



Grand Master Jeff Smith, a 10th Degree Black Belt Master in Tae Kwon Do, has devoted over 60 years to martial arts. He currently has two karate centers in Northern Virginia and travels worldwide officiating at tournaments, teaching, and conducting seminars. He is one of the most successful examples of translating the same core beliefs, behaviors, and habits it

takes to become a world-class competitor into the martial arts school business.

He is perhaps best known as the seven-time **"World Light Heavy Weight Karate Champion."** His title defense against Don King's heavy-weight fighter Kareem Allah was seen by over fifty million viewers as a preview before the Ali vs. Frazier World Boxing Title Fight, known as the "Thrilla in Manila."

He was the coach of the World Champion United States Karate Team and the Junior National Team. He is a member of the Black Belt Hall of Fame, the first recipient of the Bruce Lee Award selected by Mrs. Linda Lee (Bruce Lee's wife and Karate Magazine) and listed in the Who's Who of Martial Arts. Jeff is one of karate's legends along with Chuck Norris, Bruce Lee, Joe Lewis, and Bill Wallace.

Career Highlights

Grand-master Smith has made appearances on ABC's *"Wide World of Entertainment," "The Champions"* TV series, Showtime, ESPN, and Pay-Per-View events. He co-starred in a martial arts movie in Korea. He has been on the cover of every major martial arts publication and was selected by Washingtonian Magazine as one of Washington's top athletes.

Jeff *"The DC Bomber"* Smith was a World Kickboxing Champion and the first recipient of the *Bruce Lee Award* for *"fighter of the year."* (Selected by Mrs. Bruce Lee and Karate Magazine) He was from Kingsville Texas where he started his training in Tae Kwon Do at the Texas A & I University TKD club in 1965. He got his Black Belt in September of 1969.

Jhoon Rhee would come every 3 months to Texas and teach and test at several college clubs that he had started while at the University. After Smith got his Black Belt, Rhee invited him to come to Washington D.C. to teach in his schools and train. Smith's tournament background reads like the other *"Red, White & Blue"* Superstars in the famous photo with wins such as...

- 1972, Grand Champion of the Pan American Championships in Baltimore.
- 1972, North American Championships in Toronto/Canada, wins the heavyweights title.
- 1973, Battle of Atlanta defeats Frank Hargrove, John Natividad and Everett Monsterman Eddy in the semi-finals but loses in the finals against Howard Jackson.
- May 1973, he defeats Bill Wallace 5-1, Fred Wren 5-1, Darnell Garcia 5-1 and Howard Jackson 6-5 at the US Pro/Am (US Open Championships), in Ocean-City.
- 1973, Karate Team Championships, the Texas team is composed of Kurban, Butin, Gotcher, Watson and Havanas, and is coached by Allen Steen and Pat Burleston. The Washington DC team, coached by Jhoon Rhee is composed of Gordon Franks, Wayne Booth, Wayne Van Buren, Pat Worley, and Jeff Smith. Smith won his match against Havanas 3-0, and the team of Washington beat Texas 6-4.

- 1973, Top Ten Nationals he defeats John Natividad, and after James Butin for the heavyweights' finals, 4-3.
- 1973, US Open Professional, Ocean City he defeats Howard Jackson 7-6, in the finals.
- 1973, wins the title of Grand Champion at the first "Professional Karate Tournament", for the West Coast team.
- On May 17th, 1974, in Berlin, the first European Championship Professional Karate tournament is held. At the end of the day, fights take place between the Europeans and the Americans. Smith defeated Harald Schrader, 5-0, second in the European middleweights.
- 1974, he defeated Darnell Garcia, in the Ed Parker's Internationals Karate Championships, in Long Beach, CA, USA.
- 1974, he defeated Fred Wren for the middleweight crown, at the Karate Olympics in Houston.

During the first battle, Jeff Smith defeated Budimir Vejnovic of Yugoslavia, a resident of Berlin, in the 1st round, with a right hand followed by a kick.

Next Smith beats Wally Slocki of Canada, on points. Smith wins the first round and Slocki the second.

Finally, Smith wins the third round, as a point is deducted against Slocki, following the instructions given by the referee. That evening, Jeff Smith becomes World Champion of the Middleweights for the PKA. Joe Lewis and Bill Wallace also become Champions of the World, in their respective categories.



On September 14th, 1974, in Los Angeles, California, USA, the Full Contact World Championships are organized by the new federation, the PKA (*Professional Karate Association*). Traditional karate from the USA and European fighters are matched in an unknown manner.



On October 1st, 1975, at the 3rd fight between Pro Boxers Muhammad Ali and Joe Frazier in Manila, Philippines, Jeff Smith defends his title on points, in 11 rounds, against Karriem Allah of USA, (aka Karriem Abdallah). This event is widely broadcast on television and seen by over fifty million viewers as a preview before the *Ali vs Frazier* World Boxing Title Fight, known as the "*Thrilla in Manila*." Smith wins by a split decision. *Allah* won the first rounds and Smith taking the later rounds.



In 1979 Dan Macaruso defeated Smith for the title by split decision after 12 rounds. Word has it that Macaruso would never give Smith a rematch. Macaruso went on to defeat Dominique Valera by KO in round 6, Dale Michaud by KO in round 1 and Carl Beamon. From 1982 to 1985, Macaruso fought Pro Boxing and amassed a record of 9-3 with 5 wins by KO.



Smith defended his title of World Champion 7 times and when he retired from the sport, he amassed a full contact kickboxing record of 21-1 with 7 wins coming by KO. He currently operates a martial arts school in Virginia where he teaches Tae Kwon Do, in which he holds a 10th-degree black belt. On April 6, 2007, he was inducted into the Official Tae Kwon Do Hall of Fame.

Current Activities

Grand Master Smith is President of World Champion Jeff Smith Karate and the Chief Operating Officer for the Mile High Karate franchise organization. His students include children, adults, professionals, sports celebrities, and senior citizens.

He has performed at the White House in the "*Kick Drugs Out of Your Life*" campaign and again with his students in California for "*Drug Abuse is Life Abuse*" program. He conducts seminars in public schools for the "*Just Say No to Drugs*" campaign.

He also performed for Arnold Schwarzenegger on the White House lawn with his students for the Great American Workout and the President's Council on Physical Fitness. In addition, he conducts seminars both nationally and internationally for other karate schools and karate tournaments.

He officiates at major karate tournaments, coaches' teams in international competition and has done color commentary for karate events on national television, ESPN, and Pay per View events.

He is a key figure in the Martial Arts Wealth Mastery educational system for martial arts school owners to help raise the professional standards in the martial arts industry.

**To learn more and watch video
about World Champion Jeff Smith the scan code**



Chief Master Greg Moody

Greg Moody is recognized across the country as one of the nation's number one martial arts instructors. He was recognized by the American Tae Kwon Do Association (the largest single-style martial arts organization in the world) as the Instructor of the Year in 2000. In addition, he was honored with a Special Service award for developing a special curriculum for pre-school-age kids. His schools have been selected the Nation's Number One Schools every year from 1999 to 2006 - no school has ever earned that honor more. He also teaches seminars around the nation on instruction, curriculum, marketing and business.



Chief Master Greg Moody

Chief Master Moody's experience goes far beyond martial arts. He has a bachelor's degree in engineering from Arizona State University, a Master's Degree in Counseling from ASU's Education college, and has a Ph.D. in Curriculum and Instruction with a specialization in special education and psychology.

He left a very successful career in engineering in 1995 because he wanted to spend his energies developing people. He felt that while engineering and developing technology is an important way to make a contribution to the world, the better way for him would be to help people directly, not through technology. His research showed that martial arts does indeed reduce bullying in kids and further research indicated a link between martial arts training and improved self-esteem in kids. All research prior to this was only survey or case study work - this was the first controlled academic experiment ever done. He is dedicating future research activities to the links between martial arts and their benefits for kids.

He has helped martial arts schools all over the nation. Many schools have doubled or tripled their business success due to coaching and working with Chief Master Moody. This is not just due to business advice, but because of the complete attention to all aspects of running a martial arts academy. He feels everything that is done in a martial arts school must be with extreme student service with benefits to the students first in mind. Success in business and in life starts with integrity.

Chief Master Moody has trained world and state champions. His schools have developed numerous world and national champions and hundreds of state champions in Arizona.

Starting martial arts in 1989, he earned his first-degree black belt in only 20 months and his seventh-degree black belt in 2012, and the title of Senior Master Instructor in 2013. He is a certified instructor in all primary weapons systems, including single, and double weapons, 2 styles of a long staff, three sectional staff, cane, Ssahng Nat (Kama) and more. He also holds certifications in Joint Locks, Knife Defense, Pressure Point Control Tactics, Tai Chi, Ground Fighting, Olympic Sparring, Compliance / Defense/ Takedown (CDT), Last Resort Tactics (LRT), Sexual Harassment and Rape Prevention (SHARP), and Keysi Fighting Method (KFM). He is also an Olweus Bullying Prevention Certified Trainer.

Lee Milteer Performance Coach, Author & Speaker



Lee Milteer is a Performance and Productivity Coach, Author, Professional Speaker, and TV Personality.

She is the founder of the *Millionaire Smarts®* and *Untamed Success Coaching* programs. Lee hosts America's Premier Experts TV Show, which is aired on NBC, CBS, ABC, and Fox Affiliates. Lee also hosts *Untamed Success: Positive TV*, a Monthly Web-Based TV Show.

Lee speaks all over North America and Europe at Conventions, Private Companies, and Entrepreneurial and Niche Market Events.

As president of Lee Milteer, Inc., Career Development Strategists, she has counseled and trained over a million people in her speeches. Her presentations are so effective that organizations such as Walt Disney, AT&T, XEROX, IBM, Ford Motor Co., NASA, Federal Express, 3M, Sales & Marketing Executive International, plus hundreds of government agencies and scores of conventions, associations meetings, and Niche Market Events repeatedly retain her to inspire and motivate their audiences with up-to-date wisdom.

In her career, Lee Milteer has shared the platform with many well-known and famous personalities, such as Dr. Phil, Gene Simmons from KISS, George Ross (Donald Trump's Chief negotiator who appeared on the TV show *The Apprentice*), the late Dr. Norman Vincent Peale, the late Og Mandino, Dan Kennedy, Jack Canfield, Mark Victor Hansen from the *Chicken Soup* book fame, Tony Robbins, Zig Ziglar, Stephen Covey, Brian Tracy, Ted Koppel, Lynn Redgrave, Marlo Thomas, Bill Glazer, Robert Cialdini, T. Harv Eker, Mike Ditka, Les Brown, Wally "Famous" Amos, Ivanka Trump, George Foreman, and Joan Rivers, to mention a few.

Lee has created and hosted educational programs airing on PBS and other cable networks throughout the U.S. and Canada. Her video seminars are distributed through the Mind Extension Universe (MEU) Network, reaching 350 of the top FORTUNE 500 companies and major universities. She has developed training films for Bell Telephone, the U.S. Navy, Dun & Bradstreet, the U.S. Air Force, and many private companies, as well as hosting infomercials and TV commercials. Lee is a recognized, best-selling audio and video author, whose products have been endorsed by Nightingale Conant, SyberVision, and CareerTrack. Lee's book, *Spiritual Power Tools for Successful Selling* is published by Hampton Roads

Publishing Company. She is the Author of the book *Success Is An Inside Job* and, Co-Author of *Walking with the Wise for Entrepreneurs*, *Reach Your Career Dreams*, *The Secrets of Peak Performers One and Two*, *The Phenomenon: Achieve More in the Next 12 Months than the Previous 12 Years*, *Ultimate Entrepreneur Success Secrets*, and *Walking with The Wise Overcoming Obstacles*.

Lee is a regular guest on National TV and radio shows. Lee hosted and produced her own cable television show, "LifeStyles" and had her own advice segment on Canada's #1 rated daytime talk show, "The Dini Petty Show." In addition, Lee has been an expert guest on more than 700 TV and Radio shows throughout North America in her career.

Lee's background includes extensive experience in Sales & Marketing and commercial real estate. She was the owner and President of an electronics equipment sales and leasing company. Lee also traveled all over the world as a professional photographer. In addition, she was a Rock & Roll Disc Jockey on WNOR-FM in Norfolk, VA, and a National Catalog Model. Lee has been interviewed in newspapers, magazines, and trade journals all over the world, including U.S.A. TODAY, Wall Street Journal, and many magazines.

In recognition of her achievements, Lee received an Honorary Doctorate in Motivational Theory from Commonwealth College. She attained top honors as "Highest Rated Speaker", presenting public seminars in over 100 cities annually while with CareerTrack, North America's premier seminar and training company. She was awarded the "Rising Star Award" by General Cassette Corporation, named "Most Outstanding Young Woman" by the Jaycees and "Most Professional Woman in Hampton Roads." She also received the Entrepreneurial Woman of the Year from the National Association of Women Business Owners for the Southeastern Chapter, and The Best of Virginia Beach in Training and Services. Lee's latest awards are The Inside Business Women in Business Award, and the Inside Business & Regent University Entrepreneurial Excellence Award.

Lee is not only a successful businesswoman she is also a talented artist, writer, photographer, and painter who has shown and sold her work in galleries and art shows.

Lee lives in Virginia Beach, Virginia on the Chesapeake Bay, and the mouth of the Atlantic Ocean on the beach with her dog "Angel" Cat "Midnight" and her husband Clifton Williams. Her hobbies are painting, photography, reading, walking on the beach, and traveling. Her favorite charities are the SPCA and animal rescue organizations. She owns her own office building where her Publishing Company Lee Milteer Publishing office is located in VA Beach, Virginia.

LEE MILTEER GIVES BACK: Lee has worked with SPCA, Horse Rescue organizations, WVEC, WTKR, WHRO AND WAVY TV stations as on-air personality for charities such as Easter Seals, and many charity Organizations. Lee has donated time to the NSA chapters of VA for Speakers, spoken for free for many nonprofit organizations to help them raise funds for their projects.

3. The high-level “curriculum” designed for schools that can and will understand and appreciate a more sophisticated and ultimately more profitable approach.

Whether it’s sales and persuasion at the highest level targeted specifically at our industry or the most sophisticated (AND, INCREDIBLY EFFECTIVE) Marketing Secrets on the planet you’ll be on the leading edge (and, sometimes “bleeding edge”) of effective marketing trends.

And

NOW, I KNOW HOW YOU MAY FEEL.

You are inundated with “*Stuff*.” There’s a cacophony of voices telling you what to do in our industry. You may be getting emails, YouTube videos, magazines, and a bunch of stuff from various guru’s and support organizations.

You don’t have time for “*More Stuff*” and, certainly don’t need more DVD’s, CD’s or 50 more pages to read this week.

But that’s not what Martial Arts Wealth Mastery is all about.

What you need is more new students. Ways to keep students longer.

And systems to attract and keep more loyal students. And, of course, you need more revenue but more importantly more net profit.

The best way to understand Martial Arts Wealth Mastery is to look back on your own training in Martial Arts.

Now, I don’t know but I bet you weren’t self-taught. You didn’t get to where you are not in your martial arts training by reading Black Belt Magazine, by watching some DVD’s or a stack of VHS tapes and training in your basement.

Here is a small sampling of recent Master-mind sessions



Mastering the Art of Outstanding Customer Service with the Walt Disney Company



Benchmarking Excellence in High-Level Education at the Harvard School of Business



Mastering the Art and Science of Leadership at the US Military Academy at West Point



Management and Systems Mastery at the Hotel Del Coronado



Various "Behind the Scenes" Martial Arts Wealth Mastery member events including at U.S. Naval Academy at Annapolis, a tour of the USS Gerald Ford, Meetings at Stephen Oliver's home in Evergreen Colorado and with Captain Hung Cao at the Naval Diving and Salvage Training Center.



Our live member's Master-Mind events are always small, intimate and fully interactive events. We combine small Master-Mind events with "Behind the Scenes" looks at high level Black Belt retreats, or excellence that's transferable that's included the U.S. Military Academy at Westpoint, NY, the U.S. Naval Academy at Annapolis, MD, Disney World, Disneyland, the U.S. Naval Diving and Salvage Training Center and many more.

While all are lead by Grand Master Stephen Oliver and, our team including World Champion Jeff Smith. Often, we have guest speakers that it the past have included Marketing Guru Dan Kennedy, Black Belt and Motivational Leader Tony Robbins, Millionaire Smarts Coach Lee Milteer, 5th Degree Black Belt - Captain Hung Cao, 6th Degree Black Belt and former NYC Police Commissioner Bernard Kerik, Black Belt and motivational trainer Brian Tracy, All Pro Quarterback Karl Mecklenberg, Grand Master Bill Clark, and many others.

Michael Jai White is with Jeff W. Smith and Bill Wallace.
Jul 4, · 🌐

I've always considered myself the luckiest Martial Artist on the planet. Growing up, I had two only living martial arts hero's pictures on my bedroom wall and not only did I get to be taught by them, I'd eventually have the honor of doing international seminars alongside them. A couple weeks ago I was given the iconic Century "Stars&Stripes" uniform at the home of my teacher, friend, mentor and living legend, Bill Wallace. The uniform, made famous by the 3 fighting kings; Wallace, the late, Joe Lewis & Jeff W. Smith (who's now also a friend and mentor) will be worn with great pride by me at my very next martial arts cover shoot. Big OSU to the MA Fam!
#ADreamSurpassed!

John Godwin is with Bob Dunne and 6 others at United States Naval Academy.
3h · 🌐

Enjoyed 3 days of Business And Leadership Training at GM Stephen Oliver's Mastery seminar at the United States Naval Academy. Thank You to Captain Sal Convento class of 1996 for inviting Kenneth P. MacKenzie and I to join this Special Program. 3 days Full of the most up to date Leadership strategy, management and marketing skills.

Update 4. I started reviewing notes from Annapolis. Have not even gotten through Captain Cao's presentation yet, there is so much great stuff in there!!! A. Make posters from some of the things he said: "Success is not from never failing. It comes from rising after every fall." "Teach how to Fail" "Teamwork. The fuel that allows uncommon people to achieve uncommon goals." And also his request for us to come up with what is important to me as a leader (to teach leaders)...I can't write out more right now. GREAT STUFF!
I'm very grateful to have been there for this weekend.

Stephen Oliver's Martial Arts Wealth Mastery - Members Only
Samurai-Inti Martial Arts · 1h · 🌐

Re-Focus and motivated!
I'm at \$50k and it the 7th day of the month

Jeff W. Smith
Admin 20h · 🌐

Congratulations Scott Sullivan. 26 enrollment this month so far and we are not even at half the month. Scott and I were playing with those numbers and concluded...
1. With his down payment of \$397 and 1st month tuition of \$347 X26 enrollments that's \$19344 more gross for this month.
2. Monthly billing each month will be 26X\$347=\$9022 more each month
3. Total billing for the year \$9022 a monthX12 months =\$108,264 tuition increase for the year plus the down payments of \$397X26 enrollments =\$10,322 Makes a grand total of \$118,586 For a half of months work!!!
Congratulations to Scott and his staff!

Stephen Oliver
2h · 🌐

Jason Purcell
We have been in this group for a number of years now. When we first joined, we were making at most 15 k per month. We are now making over 70 k per month and should be at 100 k easily within 6 months! This group is incredible and I can't recommend them enough!!!
19m Like Reply Message Hide

Jeffrey Konich and 3 others

Stephen J. Del Castillo
I am grateful for the personal and professional growth I've made in only two years too; and excited for what's coming next.

Tim Harrison
Feb 1 · 🌐

Strong start to 2024! Mr.Clay, Ms.Scahill,and the rest of the staff are pulling it all together!

MONTH	TOTAL	EVERYONE
Feb 2024	\$15,721.23	\$2,000.00
Jan 2024	\$100,333.19	\$945.00
Nov 2023	\$114,300.78	\$2,948.00

Mr, Dunne,

I'd like to say that the paradigm change I'm experiencing alone has been easily worth the price of admission.

3 days into implementation and zero leads for October has become 10 leads and 1 new enrollment so far..

It's so obvious.. my job is marketing and sales. It's easy to get lost in the curriculum, administrative, gym maintenance ect.. The bulk of the work is marketing and sales every month without relent.

Very happy I joined this program.

Jan Hamilton Lappin · **Stephen Oliver's Martial Arts Wealth Mastery - Members Only**
14m · 🌐

Master Oliver and group Thank you for all of your guidance. I am in such a different place financially now because of your advice and scoldings . (I got one today)! But seriously , we are signing the closing docs on my dream of having prime horse property and because of you guys I was able to pay cash for it. I was able to save over 200k this year alone. This would never have happened without your guidance, support, and honest critique. Thank you for what you do for us and for our industry.
Amanda Christensen and 2 others

Master Oliver What's your next? What's the ideal outcome for our school? This isn't just cashflow. If there's a major headache, how can we get rid of that? If we are really struggling with something from the business, how can we fix this? Then think about what things I need to work on to improve my person health? What will help my mental health? What can I do to help stay hungry?
We have been able to create a million-dollar school. Our next step is to make a million-dollar NET profit! We aren't going to get to this by being distracted by the small things.

More real feedback from members about the events and the processes used to create \$1,000,000+ Martial Arts Schools.

Stephen J. Del Castillo
 Master Oliver and his team are top notch. I was able to survive and thrive through the Coronavirus pandemic and shutdown largely because of his help and he and Master Jeff Smith's mentoring is instrumental in me getting my dojo to the next level in 2021. I have already learned so much and look forward to becoming a million dollar dojo with this team's help. - Nov 7

James Theros
 Stephen Oliver helped take my business to the next level (and stay there for 17 years). Thank you, sir 🙏 - Nov 7

Stephen Oliver's - Martial Arts Wealth Mastery
 Posted by Stephen Oliver Yesterday at 10:57 PM

Olga Keith sent me this text:—
 Thank you! Last year was amazing. Actually, ever since we joined you, things have been better and better. I was happy to hear that we are on track with the abundance mindset. Last year: new beautiful house in an upscale neighborhood, Larry's dream car (2016 Shelby gt350), white baby grand piano for me. That's only the material things. The mental growth and gaining of emotional peace when it comes to finances is priceless. Ability to serve more people in more ways is the most rewarding outcome of our relationship with Wealth Mastery. So, truly, thank you!
 Olga Keith
 Larry Keith

Stephen J. Del Castillo is with Stephen Oliver and 2 others.
 Top Contributor Feb 27 · 📅

Thanks again for another great live event Grandmasters Smith and Oliver and Chief Master Moody! We had a productive drive home yesterday, making a bunch of calls and scheduling 3 intros, a couple enrollment conferences and 5 renewal conferences (8 people). Also came back to a week of school talks and came back from today's and closed 4 renewals- one with 5k down. Every little bit helps! 🙏🙏🙏

Krista Wells
 Dec 26 · 📅

As the year is winding to a close I like to reflect upon all of the things that I'm grateful for and what I'm looking forward to in the coming year. I had to put the Wealth Mastery Group on my gratitude list this year. Not just Master Oliver, Master Smith, Master Moody, and the team but also all of my colleagues and friends that I have met in this group. You have helped me with your kindness and willingness to collaborate. This is a large part of what makes this group so valuable to me, and there are far too many of you to name individually, so I will just give all a blanket thank you!

Michael Massie
 15h · 🌐

Michael Massie
 I'll say this once for the benefit of anyone who is too wet behind the ears to tell a huckster from the real thing. Too many unqualified people are selling consulting services to school owners these days. Many of them have never owned a school. Some of them haven't even worked a day in the industry.

And of those who have achieved some success in the industry, most of them have no idea how to coach someone to success. Just because you batted 1000 for one inning, it doesn't mean you know how to repeat it, and it damned sure doesn't mean you can teach someone else how to do it consistently.

14h Like Reply

Jeff W. Smith
 Admin Mar 21 · 📅

Got this text from Heidi Gilbert For her (\$20K) PIF tonight. She was at \$75K for March before this already. "Ask and you shall receive"! Looks like she could hit \$100K this month. Congratulations 🎉🎉
 Yesterday 11:34 PM



Olga Keith
 April 25 · 🌐

Our marketing list for May:

1. Rack cards in 300 businesses
2. Door hangers (ordered 5,000)
3. Bandit signs (ordered 100 to start with)
4. Pizza box flyers for charity
5. Decals on school windows (never had them)
6. Mothers train for free in May
7. Free Women's Self Defense class on 5/18
8. Bring a buddy week 5/13-5/18
9. GM Smith bring a buddy seminars on 5/25
10. Open house on 5/25 with radio remote
11. Booth at STEAM Extravaganza on 5/18
12. Free TV reports about May events
13. Free radio interviews about our events
14. Birthday and pizza parties
15. Facebook, YouTube, Google ads
16. Direct mail (former students, 1-year leads)
17. Family ad-ons
18. Paid radio show
19. Paid TV show
20. Workplace violence prevention workshop
21. Kicker guy (if we can find one in stock)
22. Seasonal banner on our building
23. New and improved business cards
24. New and improved website
25. Kindergarten registrations

... to be continued.

Phas3 Martial Arts
 Jan 31 · 📅

Well holy sh\$t. Our first month doing Leadership, and we went from consistently hovering around \$60K to \$70,675...in one month. And I could be wrong but I think this is getting easier. So...
 -HUGE respect and appreciation to MAWM.
 -Special thanks to Jason Purcell for his putting in his personal time to walk some of us through the basics.
 -Shout out to my brother in arms and misery Jeff at Laguna Beach Dojo. And honorable mention to Adam D. Lux, one of the most enthusiastic and interesting son of a bitches I have ever met.
 #humbledandgrateful

View Insights 126 Post Reach

Tim Babyok
 Feb 18 · 📅

Having listened to master smith's advice about how to go about a proper intro for kids...
 I have to say that I'm knocking the intros for my new kids program out of park. Kids smiling ear to ear.. parents practically beside themselves with gratitude and appreciation for what I can offer their child.
 Upon closing the enrollment and asking " is this in the budget" ? I get responses like:
 " its gonna have to be! "
 You guys are absolutely brilliant!
 Scary to think I almost didn't join.

Stephen J. Del Castillo
 Top Contributor Jan 4 · 📅

Today I want to express my gratitude to Grandmasters Smith and Oliver, Senior Chief Master Moody, Bob and the whole team of Martial Arts Wealth Mastery. We joined during the pandemic a few years ago, at a time when the investment was counterintuitive, given that my income had cut in half. But, with their help, we were back on track quickly and have doubled our pre-Covid revenue since we started with them- 4x where we were when we started with them. We have grown on average about 20% every year and are postured to make the next our best yet. It's equally important to me that our product remains great and, it too has gotten better and better since I joined this group. Our Blackbelt Leadership Program and the quality of our students and tribe are better than ever and so are we. I am proud and grateful to have Grandmasters Smith and Oliver as mentors and for the outstanding education and support my team and I receive from this group. 🙏🙏🙏 And proud and grateful that I am able to fulfill a goal I've had for many years- to have a great team of martial arts professionals



BONUS 5

WHY A COACHING PROGRAM CAN MAKE
YOU RICH IN ALL PARTS
OF YOUR LIFE.

Bonus 5

THE WHY A COACHING PROGRAM CAN MAKE YOU RICH IN ALL PARTS OF YOUR LIFE

By Lee Milteer



Choice and Not Chance Determines Your Destiny

Remember when you were a kid, and you used to dream about a time that you would be in charge of your destiny, and nothing could stop you from being exactly what you wanted to be? Now as an adult, you have the authority you wished for as a child, but things aren't going the way you had planned. Does your life seem to be all work and no play? Do you feel uneasy about your future, or anxious about your financial security? Have you given up your hopes and dreams without realizing it? You're not getting the sense of gratification that you had hoped for? For many of us, the dream of a great life has somehow faded away.

Within each of us lies a massive amount of potential. We all have dreams and the desire to live the good life. Here's the problem: how do we do that? Just wanting to be successful doesn't always mean we can find our way alone to achieve our dreams. Success Experts say human beings only use 5 to 15 percent of our natural potential. That means we have as much as 85% more potential within ourselves to manifest the life and financial security that we want.

Most people talk about what they want but only a small number of people actually take action on making their dreams become a reality. The truth of life is that if you don't take action, you will not achieve exactly what you want in life.

As a professional coach for the last 25 years, I can personally share with you that to be able to utilize that 85% potential, you need a mentor or a coach to accelerate your progress by providing focus and awareness of how to use your life energy. As Woodrow Wilson once said, *"I not only use all the brains I have but all the brains I can borrow from others."* In our coaching program, I will be sharing wisdom from many of the most successful people that I have studied over the last twenty-five years to give you new perspectives and resources to make your life easier and more fun.

We have five types of life energy: mental, physical, emotional, spiritual, and financial. How you spend your life energy determines what outcomes you get in life. To change your life, you must use your life energy in an effective and efficient manner. In my coaching sessions I will provide you with proven Success Principles and a Holistic approach to assist you in breaking past any mental and emotional blocks to reach your personal and professional goals.

As your personal mentor, it's my job to assist you in producing extraordinary results in your life and as an entrepreneur. The purpose of this Coaching Program is to assist you to transform the QUALITY of your life in all areas. Our goal is to be happy throughout the journey-not just go for a destination of money or wealth. Using the proven techniques, I am going to share with you in my monthly mentoring program, you will improve your professional performance and enhance the quality of your personal life. My goal is to give you solutions to build a solid foundation so that your greatest potentials for learning, achievement, and success can be utilized. This is what I call your *"Intellectual Capital."*



This exciting new program will help you determine where you want to go in the future. It will help you determine how to create intentions, choices and actions that will help activate the remaining 85% of natural talent and potential within you that is just waiting to be used.

We only have 24 hours per day and as a society, we have become so reactive to the needs of life we often times forget to use some of our life energy towards our real goals. We are reactors instead of actors. Being part of a coach's process will give you the opportunity to break free of the daily

reactive cycle. The real power of being in a mentoring program is that you get support you need; however, you are accountable for you making sure you get what you want. A coach can supply you with value to help you get in touch with your passion, dreams, hope and purpose. In other words, help you reclaim your own childhood dream of the good life. Having a coach can help you overcome your fears and doubts and give you the necessary motivation, tools, and resources to keep you taking the necessary steps day by day until you reach your goals.

The bottom line is that belonging to a mentoring program will help you set clear intentions and goals. As your success coach, I will give you new insights about how to think and act. My monthly calls and e-mails will assist you to uncover and remove any limitations, fears, and doubts so you can create the life you really want to live. As your personal mentor

it's my job to assist you in producing extraordinary results in your life and as an entrepreneur. Using the proven techniques, I am going to share with you in my monthly coaching program will improve your professional performance and enhance the quality of your personal life.

Having a coach in your life will create a solid foundation from which you can maintain integrity with yourself. Having someone who will challenge, stretch, and empower you to have a bigger income and to truly go for the financial independence you want as an entrepreneur is priceless.

As your coach I can provide you with an outside view to see life from another perspective. During my coaching teleconferences you will uncover skills and resources, find direction, and discover insight. My guidance will allow you to move past blocks that have prevented you from reaching your goals, both in your personal and professional life. My goal as your coach is to give you solutions to build a solid foundation so that your greatest potential for learning, achievement, and success can be utilized. This is investing in your Intellectual Capital.

The bottom line is that choice and not chance determines your future. The choices you make today will create your future. To really be in control in your life, you must become an actor to life and not a reactor to the circumstance. It's true that you may not have any control of outside events, but you do have the power within you to control your internal reactions.

It has been said by wise teachers that the day you take complete responsibility for yourself, the day you stop making excuses, that's the day you start to the top. Your power of choice is your one true personal power, and it is your greatest ally as you design your destiny. It is your destiny you are ultimately shaping with the results of the choices you make every single day of your life. In fact, your power of choice is the only power you have that can ensure you will create a life that fits your own unique personality and needs.

As a mentor and professional success coach I believe more than anything else, it's our decisions, not the conditions of our lives that determine our future and destiny. You must realize that you are responsible for the fulfillment of all your dreams.

The power to succeed or fail is always yours to choose. Make the choice today to be a student of success principles and to be a lifetime learner. No one can take knowledge away from you. Wisdom with the power of action is the true secret to wealth in life as an entrepreneur. All top executives and athletes use coaches; so, why not you?



Think Rich!

Lee Milteer

*Professional Speaker,
Wealth Mastery Coach*

Positive Reviews and Feedback

Reviews, Success Stories and Testimonials

by Martial Arts Wealth Mastery Members and Friends.



Geoff Cielo reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Master Oliver's knowledge in business systems and martial arts excellence is second to none. It has truly been a pleasure to have learned from him and his team.

5 stars ★★★★★



Greg Moody reviewed Stephen Oliver's - Martial Arts Wealth Mastery

There are a lot of so-called consultants or experts giving people amazingly bad and sometimes dangerous advice. The Martial Arts Wealth Mastery Team helps with real, practical, proven tools, but even more importantly helps the school owner implement it.

5 stars ★★★★★



Marty Callahan reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver is the man to see about improving your school. The time we've spent with him has improved our outlook tremendously. Thank you!

5 stars ★★★★★



Jeff Bartsch reviewed Stephen Oliver's - Martial Arts Wealth Mastery

It's been said that you can't attach a rope at the top of a mountain to help you in your first ascent... you need someone to set the course and throw you the rope. Master Oliver has climbed the mountain many, many times over, and he'll get you where you want to be. It's what he does.

5 stars ★★★★★



Simon Chang reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Awesome group of people working together to bring our clients the best quality of service. Master Oliver is truly a martial arts guru... He helped me to bring my business from failing to now bringing in over \$70,000 a month! I highly recommend this group to anyone looking to succeed in the martial arts industry.

5 stars ★★★★★



Mindi Godfrey reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Master Oliver is uniquely positioned to help others be successful in the martial arts business. His passion for the industry combined with his understanding of best business practices and effective marketing gives him the knowledge needed to not just run schools, but to run schools that are effective in martial arts and financially successful. In his coaching sessions, he helps others gain the knowledge needed to be a success too.

5 stars ★★★★★



Hayden Buckner reviewed Stephen Oliver's - Martial Arts Wealth Mastery

These guys know what it takes to be successful as a martial art professional and give you no nonsense action steps based on what level your business is currently at. Following their advice, I had 50 more leads than usual check out my academy my first month in the program.

5 stars ★★★★★



William Hernandez reviewed S. Oliver's - Martial Arts Wealth Mastery

Master Stephen is a great Instructor his business skills are amazing he has the tools to take your School to the top.

5 stars ★★★★★



Dojo USAWTC reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Martial Arts WEALTH Mastery? We think of Martial Arts & talk of mastery seems common, but "Wealth Mastery" is uncommon, and for most uncomfortable. Growth happens outside our comfort zone, its not easy, but IS worth it. If you wish to expand the positive impact you're having in your students, community's and family's lives, seek our Master Oliver. Operations & systems based on doing the greater good for your students and your life. You CAN serve in raising the level of what a Martial Arts professional can accomplish, physically, mentally, emotional and financially. Master Oliver, thank you.

5 stars ★★★★★



Middleburg Martial Arts reviewed Stephen Oliver's - Martial Arts Wealth Mastery

I have learned so much from Grand Master Oliver and his very successful group. You get the real deal here from people who are in the trenches running very profitable schools. I also like the fact that the integrity of this group is impeccable, and they show us how to really change and improve our students lives.

5 stars ★★★★★



Bob Olinghouse reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Master Oliver has 'been there, done that' in every aspect of this business! He knows what he is talking about. He can tell you what you are doing wrong; what you are doing right; and what you need to do next.

5 stars ★★★★★



Troy Cheatwood reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver is the go to guy in Martial Art Business!

5 stars ★★★★★



MARTIAL ARTS
WEALTH MASTERY

www.MartialArtsWealth.com

Reviews, Success Stories and Testimonials

by Martial Arts Wealth Mastery Members and Friends.



Tim Nelson reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Some of the best Martial personnel in the world listen to what the fine Sir has to say when he speaks their business, keep that in mind when deciding who to take business advice from.

5 stars ★★★★★



Bob Dunne reviewed Stephen Oliver's - Martial Arts Wealth Mastery

There is not a better place or Coach for serious school owners to learn how to conquer plateaus and build a school that once only a dream but can now be a reality.

"Train for the fight of your life".

Your future!

5 stars ★★★★★



Walter Bergeron reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Thank you for REAL business mastery and all the help over the last year and a half. Couldn't have done it without you.

5 stars ★★★★★



C. Matthew White reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Mr. Oliver and crew have helped turn my school from mediocrity financially into something to be proud of. We continue to grow and beat previous milestones. Thank you for the continued support.

5 stars ★★★★★



Lee Milteer reviewed Stephen Oliver's - Martial Arts Wealth Mastery

I have worked with Stephen Oliver and His Martial Arts Wealth Mastery for years and I am always still VERY IMPRESSED with the quality of knowledge, usable strategies, mindset and practical skills he always shares.

Lee Milteer

5 stars ★★★★★



David Kang reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver's help has been extraordinary in the short amount of time I have been signed on. I have been through a multitude of consultants and they have all fallen short of my expectations. His knowledge and experience as well as personalized assistance is invaluable.

5 stars ★★★★★



Karis Brody reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Boots to the ground, real-life strategy. Proven results. I'm so thankful for both the large group training and the personal coaching we receive as members of Stephen Oliver's Martial Arts Wealth Mastery program.

5 stars ★★★★★



Gilbert R. Boutoumou reviewed S. Oliver's - Martial Arts Wealth Mastery

Looking for more business , more students ??? Grandmaster Stephen Oliver is THE MAN... !!!

5 stars ★★★★★



Keith Copeland reviewed Stephen Oliver's - Martial Arts Wealth Mastery

I have been with Master Oliver for a year now. He and his group have helped my school get to the next level and we have been able to develop some things I have wanted for now a while. Four us it has been a good investment of time, money and staff. Thanks!

5 stars ★★★★★



Walter Bergeron reviewed S. Oliver's - Martial Arts Wealth Mastery

Unparalleled business master! Thank you for all your help and guidance over the last year and a half.

5 stars ★★★★★



James DeGrechie reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Master Oliver and company have a true wealth of knowledge to impart to those wise enough to listen. If you own a martial arts school / studio, and you want to be more successful, these are unquestionably the right people to get you there.

5 stars ★★★★★



FMAC Fitchburg reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Incredible wealth of knowledge and experience. If you operate a martial arts school give them a call for a free consultation. You won't regret the investment.

5 stars ★★★★★



Dave Dee reviewed Stephen Oliver's - Martial Arts Wealth Mastery

A great organization run by people who deeply care about their members.

5 stars ★★★★★



MARTIAL ARTS
WEALTH MASTERY

www.MartialArtsWealth.com

Reviews, Success Stories and Testimonials

by Martial Arts Wealth Mastery Members and Friends.



Carol Middleton,
DC Self Defense

Stephen Oliver is #1 in the industry for martial arts school management and marketing advice. Can't beat his expertise nor that of the people he works with to help you.

5 stars ★★★★★



Travis Tooke reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Master Oliver is one of the most forward thinking, innovative, and systematic men in the martial arts industry. He, and his organization, will definitely get your school going in the direction you need it too.

5 stars ★★★★★



John Worley, Owner at Network Karate Services, Inc

Stephen Oliver has been a leader in the martial arts industry for over twenty-five years. He is one of the nation's most respected authority on the ownership, management and promotion of martial arts schools and related businesses.

5 stars ★★★★★



James Theros
Level 10 Martial Arts

Stephen Oliver is a walking business success system. Anyone who taps into his knowledge will be positively affected. He is able to see the weak spots in any business and give instant feedback on how to quickly correct key problems and enhance business operations.

5 stars ★★★★★



Andrew Wood, Legendary Marketing
The World's Leader in Golf & Destination Marketing

Stephen Oliver was always someone who impressed me. He was never afraid to step out of the box and try new things. Over the years he has become one of the top thought leaders in the world for the business of martial arts. Lots of people have come and gone including myself by Steve Oliver is still there leading the industry!

5 stars ★★★★★



Clara E Minor, Martial Arts-Defense
Master Trainer-Instructor at MINORSAN Self-Defense & Fitness

Stephen Oliver is a master consultant of martial arts businesses. He has extensive knowledge about how martial arts operations need to be systemized and how to make the wheel continuously turn smoothly. He has made many a millionaire, and he freely shares his knowledge as your consultant. His expertise and knowledge about martial arts businesses is by far the best in the industry. Highest recommendation!

5 stars ★★★★★



Joe Corley, 10 Degree Black Belt
Professional Karate Association

Stephen Oliver is one of those highly competent, hard working, visionary people who can literally make things happen by bringing all the resources he has to a project and by inspiring those around him to work synergistically in the effort. He consistently sees what is possible and works tirelessly for powerful results.

5 stars ★★★★★

Sensei David Crum

Stephen is the real deal when it comes to coaching martial arts clients into healthy, wealthy businesses. Highly recommended!

5 stars ★★★★★



Mark Graden,
Joe Lewis Systems

For fighters, their claim to greatness is determined by who and how many people they have defeated or knocked out in the ring.

For martial arts business educators like Stephen Oliver, it is how many martial arts millionaires they have created. Based on this criterion alone, Stephen Oliver would be considered the greatest champion of all time.

His martial arts school operations have been running at a high level for decades, and have yielded time tested answers to the questions of how run a successful business.

His leadership and determination have helped his clients, be they Mile High Karate students, schools owners, franchisees, coaching clients or MARTIAL ARTS WEALTH MASTERY members, place a laser focus on the best Operational, Marketing and Sales practices that lead to quantifiable results.

5 stars ★★★★★



Don Wilson, Former World
Middleweight Kick-Boxing Champion
Actor/Producer

I know of no other martial arts professional who has more business experience and knowledge of how to maximize profits in the martial arts. I wish MARTIAL ARTS WEALTH MASTERY was around when I had my Kung Fu school because, although I could punch and kick, I was lacking the kind of information which he provides that increases the "bottom line". Keep it up Stephen, you're doing great work. your friend, Don "the Dragon" Wilson

5 stars ★★★★★



Rob Atalick
Niagara Kung Fu Academy, Ohio

Unparalleled coaching and education for the serious martial arts professional.

5 stars ★★★★★



MARTIAL ARTS
WEALTH MASTERY

www.MartialArtsWealth.com

Reviews, Success Stories and Testimonials

by Martial Arts Wealth Mastery Members and Friends.



Don Willis reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Great opportunity to dramatically increase your bottom line. Very well done seminars and good follow up.

5 stars ★★★★★



Travis Tooke reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver's Program is the Disney of Martial Arts Business! Everything I have learned so far has helped me become one of the most successful schools in Texas. I still have a ton to learn but Master Oliver has tons to offer. This program has taught me more in the past 2 years than in the previous decade. Thank you for such great value and for always over delivering!

5 stars ★★★★★



David Crum reviewed Stephen Oliver's - Martial Arts Wealth Mastery

When it comes to teaching martial arts or the business of martial arts, Stephen is the real deal. I have been involved in four high level marketing meetings with him and he always teaches something amazing.

5 stars ★★★★★



Colby Winkler reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver's - Martial Arts Wealth Master Group is top notch, second to none. Master Oliver has helped my school have a new level of optimism for what is possible. We no longer worry about what next month will bring, because we have a plan with a proven successful track record. Thank you, Master Oliver and team.

5 stars ★★★★★



James Murphy reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen Oliver is not only a great guy, he really know his market and how to take a martial arts business and turn it into sizeable profit. I have not only seen him do a phenomenal job in growing his own business, but helping others grow theirs. If you are looking for the answer on how to better market and manage your martial arts business, this is your guy!

5 stars ★★★★★



David Arnebeck reviewed Stephen Oliver's - Martial Arts Wealth Mastery

"If you want insight into what the top 1% are doing and thinking, listen to Mr. Oliver. He provides the "cutting edge" of successful martial arts business systems along with the various perspectives, attitudes and techniques that support those systems. His information applies to ALL styles of martial art. Martial art instructors should heed his advice, but for many it will require a significant paradigm shift toward doing what is best for your students, your competition team, and your community.

5 stars ★★★★★



Jeff W Smith reviewed Stephen Oliver's - Martial Arts Wealth Mastery

If your a school owner and want to increase your enrollment no one knows more about marketing and getting a lot of new students in a Martial Arts school than Stephen Oliver! He has run multiple schools for over 35 years and has developed a system that can help you get your school hitting on all cylinders. From marketing, enrollments, upgrades and retention he can get your school to the next level.

5 stars ★★★★★



Tony Gedge reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Stephen's ideas, strategies and tactics are so powerful he teaches them to other business owners. I teach his philosophies to dentists would you believe.

5 stars ★★★★★



Andre T Johnson reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Very happy to be a client of Stephen Oliver's Martial Arts Wealth Mastery. I originally signed on because I watched a good friend of mine who is a client of Master Oliver, in a few years turn his school around, so I thought if he can do it for him, then I'm confident he can do it for me.

At first it took some time to fully let go of the old business paradigm that I was clinging to but wasn't working for me. However, after attending one of his live events and meeting other school owners who were experiencing the type of success that I had been dreaming about. I decided to purge the old business paradigm and fully commit myself to his program.

I have been very pleased with the results of working directly with Master Oliver and his team. They have helped me view myself and my business with fresh eyes and have helped me regain the passion and my vision for making an enormous impact as a professional martial arts academy in the South Florida community.

5 stars ★★★★★



Greg Macy reviewed Stephen Oliver's - Martial Arts Wealth Mastery

From running multi-schools, to maximizing revenue in a single school, Grand Master Oliver's Team will put you on the fast track to success and make your life easier! 35 years of experience in running extremely successful schools makes him the Industry expert in all aspects of starting, growing, or recreating your school. Before making an major decision, I first check in with him and his team for consultation and guidance without having to worry about someone that has no real life experience in the matter--there is alot of crummy advice out there....don't be fooled!

5 stars ★★★★★



Jeff Klaubert reviewed Stephen Oliver's - Martial Arts Wealth Mastery

Want to take your business to the next level.... this is the guy to work with!

5 stars ★★★★★



MARTIAL ARTS
WEALTH MASTERY

www.MartialArtsWealth.com

HERE IS WHAT HONEST, HARDWORKING SCHOOL OWNERS JUST LIKE YOU HAVE TO SAY ABOUT OUR PROGRAM.

"If you want insight into what the top 1% are doing and thinking, get the book. It represents the 'cutting edge' of successful small business systems along with the various perspectives, attitudes and techniques that support those systems. The information applies to ALL martial arts schools.

"I personally enjoy and agree with Mr. Oliver's perspectives but, for many it will require a significant paradigm shift toward doing what is best for your students, your team, and your community. That is the 'gateless gate' that many school owners will fail to pass, resulting in failure to achieve the full potential of your school for your students and community. Get the book, avoid these common mistakes, and reach your full potential!"

David Arnebeck

"As someone who grew up working with Stephen Oliver and had the opportunity to know him as both an instructor, employer, school owner, and mentor I can tell you first hand he knows what he is talking about. In my 25 years as a part of his organization, I have experienced first-hand the dramatic effects of what Stephen Oliver's business models can do for new schools, and established schools alike. I have seen him walk into schools with 20 students and within weeks have the school flooded with hundreds of new students.

One of the things I appreciate most about Stephen Oliver, is his fresh but historical perspective on the martial arts industry as a whole. He has captured that perspective, along with a blast of sometimes brutal honesty in his new book. Every chapter has insights and benefits that will help both novice and experienced school owner alike. I would highly recommend this book to anyone and everyone in the martial arts industry looking to move to the next level."

Korey and Sara Stites, Wheat Ridge, CO

"Stephen Oliver is the 'Maverick of Business Success.'" His book is inspirational!"

John Chung

"The strategies that Stephen shares and at times 'pounds in' will resonate well for both martial arts school owners and entrepreneurs alike. The Way of Mile High Maverick is a playbook for those not only looking to improve not only their bottom line, but the concepts he stresses will successfully take any business to the next level."

Don Southerton, CEO

Bridging Culture Worldwide and Author

"Stephen Oliver is the hidden genius behind some of the most successful martial arts schools in the world. He's become the 'go-to' consultant for the very top tier to take them to the next level of profitability while showing them how to improve their life-style in the process. I've known him for over 15 years and have seen him in action. He's the 'Real Deal' — straightforward, at times even brutally so."

I'd highly recommend his latest book: The Way of The Mile High Maverick as a rare peak behind the curtain to help you jump your business into the top 10% or, even 1% of your Industry. I promise you this book will shave years off your learning curve!"

Lee Milteer, Author of Success Is an Inside Job

Millionaire Smarts Coach

"I HATE, HATE, HATE it ... when one of my competitors produces an incredible resource. I read Stephen Oliver's Book and was blown away by his content, insight and 'just tell it how it is' style, complete with facts and figures. This is an absolute MUST read for EVERY school owner out there. I hate to admit it but it is GREAT! Get and read this book NOW! Congratulations to Stephen Oliver on a great job very well done!"

Leigh Childs, The MA Success Guy

"I just read Stephen's new book; it is a great resource for anyone to grow their martial arts school."

I especially liked the sections talking about ethics and "walking the walk." For everyone, I liked the chapter "The 10 Secrets of Leadership."

There are tons of valuable strategies for the old timers and for those who are new to running a school. If you are thinking about opening a school or if you have been around for years, this is a must for you. As it mentions in "Mile High Maverick," NEVER stop learning. One last point: 'Why reinvent

the wheel?’ Get the book and take advantage of those who have years of experience in business and are willing to share it with others.”

Pat Worley, USA Karate, Inc., Minneapolis-St. Paul

“I’ve known Stephen Oliver for over 40 years. It’s amazing to have watched his growth in our industry. He’s now the ‘Go To’ expert for all of the veterans like myself who would have thought there might not be anything left to learn as well as the ‘Young Guns’ who are in the top 1%, or top 5% of school owners. He’s the guy who stays at the ‘Leading Edge’ of what’s REALLY working today — and, I guarantee you he’ll be the first to use and share each of the new tools that come available.

If you are successful in our industry, you’re probably already working with him, if not you should be. If you are planning on ‘making your mark’ in your industry, Stephen’s the only School Consultant to get you into the very top rungs!”

Grand Master Jeff Smith

“When people ask me how to advance, I always give the same suggestion: ‘Find someone who has mastered what you want to do, and then find a way to learn their secrets.’ You believe you have the ability to support and treat your clients well, and you believe you have the duty to prosper to where you live with dignity and the financial power to permit your family to follow their dreams too? Find a master who has done what you dream of doing and learn the tested secrets.

“My friend Stephen Oliver is one such master who has invested years to build and test his program for creating school success. Get his book and study it, and pay attention to any ideas that cause you to balk or resist; that is where you need to upgrade your thinking to get bigger better results. Stephen Oliver shares lots of good secrets and guides you through the confusion to help you build success.”

Stephen K. Hayes

Black Belt Hall of Fame

“OK, I am blown away with the content of your book. There is so much. I need to study all of it! God Bless You and Thank You. I do not think there is another publication out there that can come close to your book!”

Keith Joseph Bennett

"Just finished Steve's new book. Must read for everyone in the biz. Jump to the chapter on leadership first then go back and read the rest. Fast read worth the time spent. Many hidden ideas inside. Take notes while you read."

Bill Clark

*"If you play at running your practice and are fed up with playing and you are ready to take your school to the next level, there is no other choice but the one. If you do not know who the one is that's OK. Read his book *The Way of The Mile High Maverick* and you too will be the 1.... The top 1% that is. I have lingered in the lower 90% for six years thinking I knew the answer; After all, I am great at the technical aspects of my practice. Thanks to Stephen Oliver I learned that you can be the best technician in the world but that does not mean you will be a great school owner. Bottom line: With this man's expertise and help, along with this amazing book, I know I am we'll on my way to joining him in the top 1%. Will you join me? Worth its weight in gold!"*

Adam DiStefano

"Stephen Oliver has set the standard in true consulting professionalism. I have known Mr. Oliver for three decades and he had my attention when he produced a national event, but it was behind the scenes that really impress me. His organizational skills are the standards for some in the industry, he is my friend and fellow professional who will be continually be in the eyes of our industry for progressive progress in the martial arts world. He is a Professional Maximizer."

Professor Gary Lee

"History allows us to take a step back and evaluate the impact of those before us. It opens our eyes to disappointments but it also reveals pathways to success. Our business has a unique history going back to its roots and extending itself to the rest of the world. As it spread across the country, it has changed, recreated itself many times and continues to evolve; and such is the case for today's small businesses."

Gone are the days of just asking for a referral, today we have the Internet, social media and a variety of ways to bring awareness to our practice. Stephen Oliver is not only a man who has had his share of battles, but has proven to overcome all obstacles and establish one of the most successful schools in our industry today."

In an effort to share his methodology of building a more successful school environment, he has created a more comprehensive approach at bringing the modern-day school owner into this new era of social media. In this new book, he provides a unique way of examining our own history and taking our passion into a more rewarding and even profitable industry. The world has changed and so must our school. I found this book to be very encouraging.

It is not a how-to book, but a book on philosophy and reshaping our mindset to make a successful living on something we love. Stephen doesn't hold back, he says it like it is, and if you can keep an open mind and not get offended, he provides a series of concepts that will have an immediate and direct effect on business enrollment, a more improved working environment and a pathway to running a more successful school."

Michael Matsuda

"Thank you for allowing me an advance look at your latest book. I simply couldn't put it down, and although I have followed the teachings of the "Mile High Maverick" for 8 years now, this book will be read and re-read as are your other publications. Your absolute clarity and clear road map to success have seen the quality of our students, the standard of our school and my family's financial security take massive leaps forward.

Having previously been at the top of the industry in New Zealand, I traveled to the USA in 2006 looking for the next step.

With my oldest daughter in my business and three more about to start I knew I had to find the best I could for them. Attending your Extreme Success event, I learned more about client service and running a business in two days than I had in the previous twenty years — and I had tried many avenues.

I couldn't believe here was the opportunity to go straight to the top of the industry.

I have since brought my own Instructor into MHK in what is the true full circle we often speak of in the arts. Any school Owner who wants to improve their impact in their community — dramatically improve the quality of their service to create a prosperous and secure financial future for themselves and their families — must get connected with you either via your books, your coaching or your live events.

Your knowledge is universal as evidenced by our success in New Zealand, obviously a long way from the States. Again, thank you for your contribution to our Industry. No one know where a teachers influence ends."

Grant Buchanan, New Zealand

"Stephen Oliver is without a doubt one of our industry leaders in outstanding client service with tried-and-true business skills. This book is a must in recommended reading for anyone considering opening up a successful school!"

Karen Eden

*"Ignorance is not bliss, it's torture. I didn't know what I didn't know, once I read this book — *The Way of the Mile High Maverick* — I realized how deep the rabbit hole goes. This book is the tipping point from mediocrity to excellence in school management, comprehensive, thorough and to the point. Beware, a read through means you can no longer use the excuse, 'I didn't know.'"*

Peter Johnson

"I found Stephen Oliver's new book very interesting. I have been doing this a long time, but I found this book fantastic reading. Stephen has great ideas and knows how to put them to use. I highly recommend his book and I believe that you will see results immediately."

Bill "Superfoot" Wallace

"Stephen Oliver and I have been close friends since the early 1980's. Been through a lot together. I count him among my closest friends."

*"And yet, reading his latest book, *The Way of the Mile High Maverick*, left me boiling mad!"*

"Wanna know why? Because each time I turn a page, I find myself saying, 'I WISH I HAD WRITTEN THAT!!!!' "

"Nobody - and I mean nobody — shoots straight the way Stephen Oliver does." "Straight talk. Without apology. So straight, at times, that faint hearted, timid readers might feel like they've been gut-punched. I can just hear Stephen saying, 'Tough! This isn't for you, anyway!'" "

"If you are a serious entrepreneur; if you are totally committed to building a financial future for you and your family...do this, right away: Take the

mushy, touchy-feely business books you've been reading and throw them in the garbage. Then, as fast as you can, get Master Oliver's book."

"Next. Go home and lock the doors. Turn the phone off. And don't leave your home until you own each one of these powerful lessons."

"If you can't use the information to reach your personal and financial goals...you might as well close your business and take the safe job your family thought you should have taken in the first place!"

Keith Hafner, Ann Arbor, Michigan

"Our industry has been waiting a long time for a genius visionary like Stephen Oliver! He is the greatest, most knowledgeable role-model for the modern-day Business professional. Every school owner MUST READ this motivational, inspirational and educational guidebook for success! This book will take your school three steps higher by skyrocketing your income, enrollment, retention and reputation. "

Y. K. Kim, Best-Selling Author

"Stephen Oliver is on the cutting edge of modern school. His new book combines decades of focused experience with exceptional business insight to share the secrets to building a multi-million-dollar empire. If you want to create a successful future for yourself and your students, you can't miss The Mile High Maverick!"

Kirk Pelt, President of MAW, Inc.

To receive your copy of "Way of the Mile High Maverick" or, "Everything I Wish I Knew When I was 22" call 1-720-256-0208 or, visit MartialArtsWealth.com

To hear more success stories, implementation results, and real conversations with Martial Arts Wealth Mastery schools visit:

<https://martialartswealth.com/testimonials>



“Fill Your School”

6 WEEKS TO ADD 100 STUDENTS CHALLENGE

This program is the **JUMP START** that you need to **RAPIDLY** grow or regrow your school in **6 weeks to 90 days.**

with Millionaire Maker Stephen Oliver and former World Kickboxing Champion Jeff Smith.

6 Live Sessions – 60-90 Minutes Each.

Receive additional 3 **FREE** bonuses, and access to “Members’ Only” Discussion Forum

We are starting this program, frankly, for a variety of reasons. First: Nearly 90% of the schools that contact us don’t qualify for our High Level coaching program. We have some of the top schools in the world that we are coaching presently. We have many, many single schools, right now, that are in the \$70,000 a month, \$85,000 a month, \$100,000 a month, \$125,000 a month, \$150,000 a month, and even more. Plus, we have about 10 of our schools that we working with that are targeting \$2 million a year in the coming months!

What we’ve decided to do is run this program to jump-start schools by adding 100 new students to YOUR bottom line. This program is PURELY focused on Grassroots Marketing – with all the tools you need to add 100 students QUICK and GAIN momentum from there.

This program is the JUMP START that you need to RAPIDLY grow your school in 6 weeks to 90 days.

What is this? It’s a blitz! An intensive program that will give you every single tool you’ll need to add 100 new students to your school in a 6-week period. Now, to be fair and honest, some schools will add 100 students in 6 weeks. Other schools within 6 weeks will have all the tools they need to hit that number in maybe 60 days or even 90 days, but in a very short period of time.

This six-week program is very inexpensive. It includes six sessions and it is ALL interactive, on Zoom. Any and all questions will be answered; we’ll make sure we answer your specific question and give you the step-by-step answer. It’s not theoretical, but how to immediately implement. I will teach you some principles of marketing that you should know in order to really explode your growth. And if there’s an expert in this industry on Sales, Marketing, and Filling Your School... I’m it.

With every session I will focus on an additional system that, once implemented in your school, will explode your NEW student growth. There is always a new system that you can go out and immediately implement. The focus is going to be predominantly on things that you can do with little or no budget, things that you can and will immediately implement, and that will create a huge flow of new quality students for your school. It’s six weeks. Six powerful modules. With every module you’ll have an implementation strategy from your new session that you will do immediately.

6 Weeks to 100 Students Special Program Include: 6 Live Sessions – 60-90 Minutes Each

- Week 1** ✓ Get in Front of 100’s, 1,000’s, or even 10,000 or more potential students and scoop them up!
- Week 2** ✓ The Secret of Multiplying each student. Family & Friends. Word of Mouth.
- Week 3** ✓ Community Outreach – Elementary Schools & Local Employers and more.
- Week 4** ✓ Guerilla Marketing. Suspect - Lead - Introductory - Enrollment. 54 Things that you can do at minimal expense.
- Week 5** ✓ Online Marketing. We’ll cover the A-Z of search, content marketing, lead capture, lead conversion, and follow-up.
- Week 6** ✓ Making social media work for you. We’ll hit the A-Z of all of the social media options to drive traffic to the highest levels.
- Bonus 1** ✓ Access to “Members’ Only” Discussion Forum - where our highest level members will help answer your questions.
- Bonus 2** ✓ The Ultimate Referral Machine Program and Ambassador Program
- Bonus 3** ✓ The Complete Fill Your School Program

The 6-week program is guaranteed to have all the tools, strategies, and implementation tactics that you need to hit 100 or more new students. I think you’ll find it extremely empowering. Thank you very much.



Call, Text, Click or Scan
1-720-256-0208

MartialArtsWealth.com/100