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**Foundations of Development: Perceptions of Character and Leadership**

**Development in Collegiate Judo Student-Athletes**

A Thesis Presented to the Faculty of the School of Education

University of San Francisco

In Partial Fulfillment of the Requirements of the Degree of

**MASTER OF ARTS**

**in**

**ORGANIZATION AND LEADERSHIP**

by

Hiroshi Yamaguchi

Under the guidance and approval of the committee, and approved by all its members, this thesis has been accepted in partial fulfillment of the requirements for the degree.



Chairperson Jane E. Bleasdale Ph.D.

4/16/21

Date

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Firstly I would like to thank my mother, Dina Yamaguchi, and my father, Hiroshi Yamaguchi, a black belt, who introduced me to Judo in 1995. I would like to thank the University of San Francisco Judo Club. I would like to express my gratitude for the USF Head Sensei, Dr. Kevin Oh. I would also like to thank Professor Bleasdale for providing guidance, expertise, and patience. I would like to thank my partner Nora. Your support throughout this journey has meant everything to me. Lastly, I would like to dedicate this project to my grandfather Mike Moran, an immigrant from El Salvador who provided the funds for me to get an education.

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## **Chapter I**

### **Introduction**

#### **Statement of the Problem**

It is the duty of universities to positively develop young people for successful futures. Outside of the lecture halls, millions of students engage in recreational sports clubs. Does involvement in recreational sports clubs develop university students in a positive way? If so, does this have any implications on the acquisition of leadership skills and character development?

Research is needed on what works and what does not in order to optimize the opportunity for personal and professional growth in students' lives.

#### **Purpose of the Study**

The purpose of this study is to determine if there are any extrinsic development in recreational collegiate Judo athletes. This project is designed to provide if having programs such as recreational sports are beneficial for developing leadership skills.

#### **Need for the Study**

Many researchers feel that it is the moral duty of collegiate recreational athletics coaches and leaders to provide personal and leadership development. However, little quantitative or qualitative research has been conducted on the matter. (Dugan, Turman, & Torrez, 2015)

Universities must not only continue to provide access and funding to these programs as they serve a vital role in developing and retaining their students, but they and club leaders must also actively engage their athletes in discussions of ethical behavior and sportsmanship.

#### **Research Questions**

1. Does participation in recreational collegiate Judo benefit and develop students?

2. To what extent does participation in recreational collegiate Judo lead to community development?
3. To what extent does participation in recreational collegiate Judo lead to character development?
4. To what extent does participation in recreational collegiate Judo lead to leadership development?

### **Involvement Theory**

The theoretical framework used for this thesis is Involvement Theory. Researchers have looked into student involvement as a way to develop students positively. At the forefront of this research was Alexander Astin. Astin is the founder of Involvement Theory. He believed "the greater the student involvement in college, the greater will be the amount of student learning and personal development. Students learn by becoming involved." (Astin, 1999). An involved student is someone that "devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and frequently interacts with faculty members and other students" (Foreman 2013). According to Astin, student involvement is "the amount of physical and psychological energy that the student devotes to the academic experience."

A student's experience in a school is not limited to the courses they take. (Brown & Johnson, 2018) Involvement in Student Clubs provides many different development opportunities, such as leadership development, communication development, network building, and community building. As students graduate, they will depend more on learning from experience to find employment (Brown & Johnson, 2018).

Involvement in athletic clubs can assist students both physically and emotionally. It can help with the development of character as well as build confidence and relieve stress (Hardin,

2015). Anderson and Barnes found that students who participated in athletic endeavors had higher leadership levels than students who did not engage in athletic activities (Barnes & Larcus, 2015). Intramural and recreational sports programs that focus on students' socialization rather than winning and losing benefit students the most. This stress-free environment encourages students to play and have fun (Sturts, 2013).

Each student comes into the university with their own experiences and perspectives. Astin states, "the extent to which students can develop their talents in college is a direct function of the amount of time and effort they devote to activities designed to produce these gains" (Astin, 1999) Involvement Theory recognizes that universities are competing with other obstacles in a student's life and share only a portion of the student's time. Kece's study calls for educators to be more efficient since students develop collaboration skills and experience increased success rates, both academically and socially, if club leaders ran them well. According to his study, inefficient clubs had one or more of the following characteristics. Not given enough time, inadequate teacher training, overcrowding, and lack of resources (Kece 2015).

## **Judo**

Founded in 1882 by Jigaro Kano. Judo is a Japanese martial art and Olympic sport. It can be translated as The Gentle Way. Modern-day practitioners are called Judoka. Judo is a grappling martial art. A Judo school is commonly known as a Dojo. The Head instructor at a Dojo is called a Sensei. Classes start and end from a kneeling position known as Seiza. From Seiza, they perform a bow known as Rei. Students must perform a standing bow before and after any interaction with the instructor or a teammate during class. This includes sparring, drilling, and practicing techniques. Students must wear the uniform of judo known as a Gi. All Gi's must be

tied with a belt known as an Obi. All Obi's must be tied a certain way; if an Obi comes undone during practice, the Judoka will stop what they are doing and re-tie their belt.

In Olympic competition, there are three ways to win a judo match besides your opponent being disqualified.

2018 Olympic Judo Rules quoted from NBC Olympics

1. "Ippon via throw: A full throw in which a contestant throws his opponent to the mat with considerable force and speed so the opponent lands largely on his back.
2. Ippon via Pin: An ippon is also awarded when a contestant immobilizes his opponent with a grappling hold-down for 20 seconds,
3. Ippon via Submission: when an opponent gives up or passes out. An ippon immediately ends the match.
4. Waza-ari: A throw that shows power and superiority but isn't clear enough to be an ippon. Two waza-ari's equal an ippon." (NBC Olympics)

Matches are 4 minutes long for black belt males and females. Divisions are split by gender, age, weight, and belt color.

Kano created judo as a way to train the body, mind, and ethics of practitioners.

He set forth the two main principles of Judo.

1. Seiryoku-Zenyo 精力善用 Maximum Efficiency, Minimum Effort
2. Jita-Kyoei 自他共栄 Mutual Welfare and Benefit

The first Dojo Kano opened was called the Kodokan. The Kodokan website states, "Prof. Kano created Judo as the means to learn the great principle of humanity, not only to learn Waza(Judo Techniques)." (Kodokan Judo Institute, 2020)

Below are images of the Judo throw Seoi Nage/Shoulder Throw. Please see Figure 1 & 2.

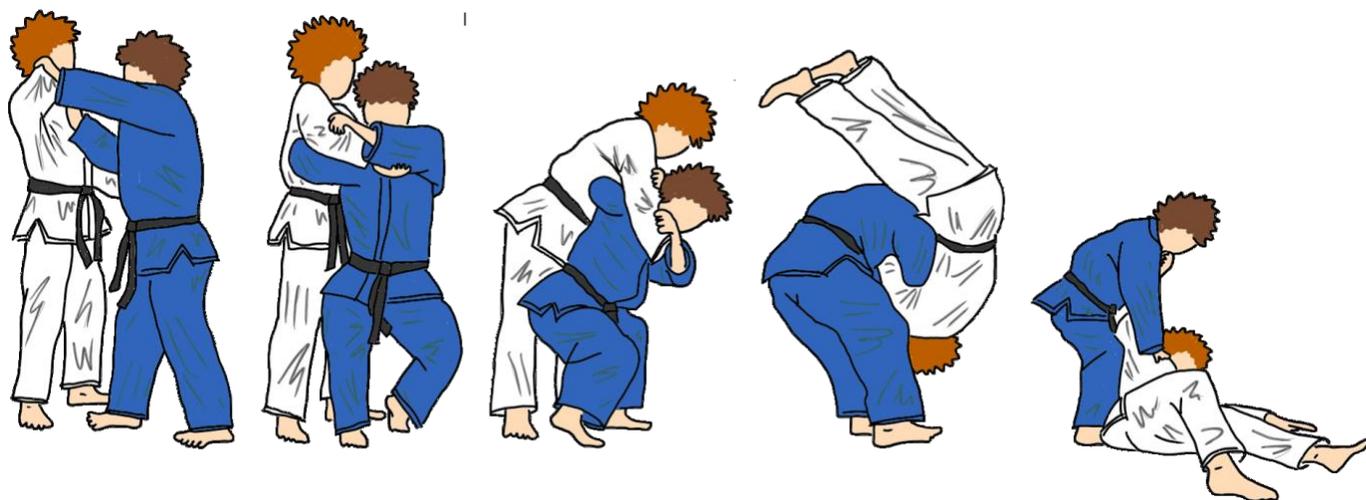


Figure 1(Orali, 2007)



Figure 2 (International Judo Federation, 2019)

**Limitations of the Study**

The limitation of this study is that it only looks at one recreational sports club. Because of this, the data can only reflect the results of participation in a university Judo Club rather than sports clubs as a whole. More clubs would need to be included in the study from multiple higher education institutions to generalize the effects of participating in collegiate recreational club sports.

## Chapter II

### Literature Review

Sports have been a tool for development within educational institutions for decades. In the United States, around 8 million high school students participate in high school sports. Very few go on to play for University Athletic Departments. Out of the 8 million students, only 495,000 (6.1%) of them will compete at NCAA schools (NCAA, 2020). Though the probability of competing in the NCAA's elite divisions is low, university students have plenty of opportunities to play and compete in sports via club/recreational sports programs, intramurals, and physical education courses. Estimates show that over 2 million higher education students in the United States engage in club/recreational sports (Pennington, 2008). Most researchers focus on how club/recreational sports participation retains students at their institution; however, researchers have offered minimal data on club/recreational sports and their relation to college students' growth and development.

NIRSA, The National Intramural-Recreational Sports Association, defines a Sports Club as "A group of students (and if the institution allows faculty, staff, and community members) who voluntarily organize to further their common interests in a sport through participation and competition" (NIRSA, 2008). These programs are separate from the athletic programs financed by Universities. The athletic departments, which often recruit and provide scholarships to athletes, have staff and administrators overseeing the department. Club Sports are often student-led. However, some universities provide partial funding and staff. Many students in club sports regularly pay dues in order to fund the club (Bryant, 2015). Recreational sports athletes have more administrative duties than their scholarship athlete counterparts as they have more

organizational tasks that involve raising funds, scheduling, and provide resolutions to internal conflicts within the community (Lifschultz, 2012).

Nearly half of all college students participate in intra-mural or club sports during their higher education time (Dugan, Torrez, & Turman, 2014). Research has empirically shown that participation and involvement in extracurricular activities such as recreational sports leads to success in higher education and social and professional development (Astin, 1999; Sturts, 2013). Students gain leadership skills by participating in recreational sports programs (Lifschutz, 2012).

This literature review will layout research provided on student involvement in collegiate recreational sports clubs and organizations. This study intends to see if this involvement and participation leads to development, particularly in community building, character development, and leadership development. This literature analysis will discuss each study's claims and determinations and exhibit the data provided on university recreational sports athletes' relation to leadership and character development. This study investigates the effects of participation in recreational sports as a university student.

## **Community**

The first central theme of this literature review is the community. Three major subdivisions within this theme are diversity, bonding, and mentorship—the following research views these subdivisions in relation to collegiate recreational sports programs and athletes.

## **Diversity**

The first aspect of the community that will be addressed in this review is diversity. If an educational organization provides a positive learning environment, then it is a possibility that they can make practical contributions to society (Brown, 2018). Research shows that by participating in club sports, student progress in building community and promoting diversity

increases (Lifschutz, 2012). Active engagement in campus clubs and organizations equips students with a broader appreciation of various cultures and backgrounds. These interplays make students from different backgrounds and lifestyles more relatable (Flosdorf, Carr, & Pate, 2016; Koh, 1993). Furthermore, Hardin affirms that involvement in campus recreational clubs can help students understand diversity and appreciate differences (Hardin, 2015).

Participation in recreational sports brings together many different students from different backgrounds. These students have the chance to build bonds and develop relationships due to their involvement. They come to learn and appreciate each other through the completion of a common goal (Eubanks & DeVita, 2015). Students who were regularly involved in recreational sports improved their ability to work with others and decrease social anxiety (Sturts, 2013).

By choosing to participate in recreational sports, Lifshutz is hopeful that students will have the privilege to build community and promote equity. By being involved in recreational sports, students become more accepting of those from different walks of life (Lifshutz, 2012).

### **Bonding**

Bonding is an essential part of a developing community (Martin, 2014). University recreational centers provide a platform for bonding to take place. These social connections and relationships create a network and community that extends beyond campus. Students who are involved in extracurricular clubs and programs on campus are more likely to foster lifelong relationships (Eubank, 2015).

Students find a sense of belonging by being involved in campus athletic activities. Many students have more social interactions due to being involved in sports on campus. Students' mental health as well as physical health both improve from involvement in campus athletic

activities. All these benefits can be linked to teamwork, and comradery students discover once they are involved in recreational sports (Sturts, 2013).

Participating in campus activities creates an overall sense of belonging in students (Haines, 2008). This belonging can provide students with a higher level of purpose (Flosdorf, Carr, & Pate, 2016). When studying collegiate recreational swimmers, Eubank and DeVita (2015) noticed that consistent participation and attendance pointed to elevated happiness, mood, energy levels, and overall well-being. Moreover, students who participated frequently were more prone to achieve higher rates of success academically (Eubank & DeVita, 2015). University facilities that allow students to participate in recreational sports provide opportunities for building meaningful friendships. The interactions that occur within the facility help students gain skills in communication. These facilities allow students to find stronger connections to belonging (Dugan, 2011).

The choice of whether or not a student chooses to attend a club practice or session can be influenced by their peers. How much friends and the environment can significantly influence a student's commitment. Astin also agrees that students' surroundings play a significant role in rational and emotional development (Astin, 1999).

A team is a community. A team-oriented mindset is just one of the many outcome's athletics provide students that correlate to future success. The more engaged the pupil is the more opportunity for growth they obtain. How a student manages their time during college can affect how a student develops. Students involved in recreational clubs have a higher chance of professional and personal development than those who are not involved (Barnes, 2015).

Approximately half of all university undergraduates engage in intra-mural and recreational sports. These athletic, recreational programs are great foundations for learning and

personal development (Dugan, Thurman, & Torrez, 2015). Students that engaged in recreational sports had an enthusiasm to operate at their full potential. This enthusiasm was correlated with a social connection by being a team member; this identity produced higher self-worth amongst student-athletes. The prerequisite for a student to participate in social transactions is to attend practice (Sturts, 2013).

### **Mentorship**

The final aspect of community that this review will discuss is mentorship. Seventy six percent of working professionals agree that mentorship is vital to development (Horoszowski, 2020). A survey taken by The UPS Store reported that 70% of small business owners that receive mentorship have continued to be successful business owners over five years. Their non-mentored counterparts have a success rate of 35% (Lee, 2015).

Mentorship can be an outlet for understanding resilience and personal growth. It can also have significant impacts on how students develop personally and professionally. Mentorship can come in all forms of relationships, such as classmates, coaches, and program staff, to offer young students' guidance. This relationship can build a better foundation in which the students can have higher success rates in achieving their goals outside of athletics. Students come into these organizations with their backgrounds and experiences. Because of this, Mentors need to meet the students halfway to understand and fully grasp concepts. This situational approach creates opportunities for long term benefits (Barnes, 2015).

Mentors can come traditionally from a position or title of leadership within an organization. Staff and supervisors within recreational sport settings are a vital part of student's leadership development. Students learn leadership skills when they communicate and interface with staff who hold leadership positions (McFadden, 2015). As most recreational sports clubs are

student-run and manage the club's administrative aspects, many students can collaborate with university staff (Lifschutz, 2012).

Mentoring is not limited to individuals with positions of power within an organization. Peer mentoring through encouragement and motivation has demonstrated a higher level of leadership development among club sport athletes. These students did not rely on titles of leadership within the club to offer support (Dugan, 2014). The research did not find a strong connection between status/rank and mentorship regarding professional development. While mentors in leadership positions believe that effective role modeling occurs by having staff collaborate with individuals of the same or higher status, mentees have reported that they are more likely to role model someone successful whom they see as equal or close to in rank. Formal mentoring is more effective than no mentoring, but informal mentoring is the most effective development approach (Allen, Eby & Lentz, 2006).

Many Universities use a mentoring cycle in alumni mentor programs. Students are selected to be mentees to an alumni mentor and post-graduation and can be mentors themselves. This form of community building helps universities retain and develop students (UCLA Alumni Association, 2020).

### **Character Development**

*“In sport, it is often said, “winning is everything.” For the physical educator and coach concerned with character development, “being is everything.” (Laughlin, 2003)*

-Dr. Neil Laughlin Ed.D. and Judo Black Belt

The second central theme in this literature review is the character development of students. This follows the section on community as positive relationships are necessary for the character development of students. Positive role models, in combination with athletic endeavors,

are more likely to bring forth character development (Ettetal, Burkhard, & Lerner, 2018).

Professor Angela Lumpkin defines character as “the distinguishing moral or ethical qualities of an individual. Character is who a person is. Individuals are described as having character when they demonstrate positive attributes like benevolence, compassion, honesty, humility, loyalty, respect, and responsibility. Rather than inherited, each person learns the characteristics or traits that comprise his or her character” (Lumpkin, 2011).

Professor Neil Laughlin is one of the only American academics who has investigated character development in Judo Athletes. Laughlin expects that the cooperative relationship between a coach and a student-athlete should breed virtuous thinking and ethical behavior. Moreover, Coaches should bring out their full potential physically and ethically in their athletes (Laughlin, 2003). Participation by itself in sport does not necessarily develop character. Efforts must be taken by student leaders, coaches, and administrators to elevate quality in character development (Ettetal, Burkhard, & Lerner, 2018). Program leaders and coaches who create an organized approach to character development can make an impact. While the sport can be a platform for character development, individuals who have genuine intentions on developing the character of athletes will have success (Farmer, 2015). Students absorb the values of people of authority in their life. It is the duty of coaches, teachers, parents, and administrators to introduce character to students. They must teach students how to experience a life based on ethics and values, and they must do so by example. How a coach or parent acts around a student can have significant impacts on a student's character development (Lumpkin, 2011).

Ethics play a major role in character development. Laughlin asserts that good ethics should govern leadership. By reflecting on athletic endeavors, students build character. Coaches, student leaders, and educators supervising intercollegiate athletic activities must have

conversations with their athletes to build a connection between rational thinking and physical action. These explanations and connection of the rational and the physical will help the development of character (Laughlin, 2003).

## **Grit**

One aspect of character development is the concept of grit and resilience. Grit is a form of resilience-building which provides mental toughness to athletes achieving their goals despite negative and positive pressures and challenges (Barnes, 2015). The combination of rational thinking, values, emotions, and experience allows a person to sustain and overcome challenges; moreover, they allow them to continue to accomplish goals despite hardships and develop mental toughness (Coulter, Mallett, & Gucciardi, 2010). Duckworth explains grit to be a strong emotional connection to and determination for long term objectives (Duckworth, 2018). Sports and competition can bring stress on an athlete. Resilience is the consequence of staying consistent and persisting to achieve the goal no matter the adversity level (Barnes, 2015).

Having resilience develops leadership and readiness, as students can adapt and overcome obstacles. Mental and physical wellbeing can affect how students succeed in universities. Resilience, self-efficacy, and a positive mental attitude have significant impacts on students' leadership development (Dugan, 2015). Participation in intercollegiate sports has positive effects on the persistence levels of a student (Astin, 1999). Involvement in sports clubs can be a platform for resilience training (Sturts, 2013).

Successful leaders are individuals who can adapt to situations and environments (Dugan, Thurman, & Torrez 2015). Coaches should include drilling in their programs. Drilling can increase the situational awareness and game sense needed to make rational decisions swiftly.

This development can be carried over into the student's professional and personal life as this is a development of mental processes and leadership capacity (Laughlin, 2003).

### **Leadership Development**

The third theme of this literature review is leadership development. This theme culminates in all of the other themes and subdivisions within this review.

### **Community and Character Development in Relation to Leadership Development**

Students from different backgrounds come together to achieve a common goal to build community. Since most clubs are student-run, students get hands-on leadership development such as de-escalating conflicts and learn many administrative skills (Lifschutz, 2012).

Involvement in athletics on campus increases student friendships (Astin, 1999). Studies have shown that understanding diversity and mentorship are major indicators of leadership development among college athletes (Barnes, 2015). Leadership capacity is learned and developed by student-athletes by interactions with mentors and professional staff (McFadden & Stenta, 2015).

Sports can allow students to access character development if they have positive role models who can discuss and connect what is rational and ethical in athletics. This reflection has the potential to develop character. A coach who leads by example can empower their athletes through this process (Laughlin, 2003).

Collegiate athletes thrive when they are put into situations of adversity with systems of support (McFadden & Stenta, 2015). Grit is a consequence of mindfulness and leadership development. Resilience training and development is necessary for leadership development to happen in recreational facilities on campus (Barnes, 2015).

### **Administrative Responsibilities**

Unlike their athletic department athlete counterparts, recreational sports athletes often do not get additional financial aid from participating. There is little supervision from university staff as most of the administrative work is done by students. Programs are rarely fully financed by universities, and students put in hours of work to participate in the activity they are passionate about. This determination builds character, improves confidence, and increases leadership skills (Pennington, 2008). Students participating and managing recreational sports clubs have seen a positive influence on how they manage their time and overall leadership development. By hosting recreational sports programs, higher education institutions are providing more chances for development to transpire (Haines & Fortman, 2008).

Students who participate in recreational club sports demonstrate gains in travel planning skills and time management (Haines, 2008). Because of all of the administrative skills, students can learn by being involved in recreational club sports. The National Intramural and Recreational Sports Association teaches recreational facility staff and coaches to take a step back to allow students to gain leadership skills. NIRSA firmly believes that a recreational sports club is a student organization, and student reps must be the point person of contact between the organization and the educational institution (NIRSA, 2015).

### **Involvement and Leadership**

Involvement in university sports clubs provides students the opportunity to experience leadership (Flosdorf, Carr, & Pate, 2016). Foreman believes that extracurricular activities strongly correlate with leadership development, and participation in these activities helps students reach leadership development outcomes (Foreman, 2013). Involvement and engagement in recreational athletic activities allow students with tools and administrative skills to use in the workforce post-graduation (Haines & Fortman, 2008). Students who actively engage in

extracurricular clubs or recreational sports have increased communicative skills and self-confidence. This optimizes their leadership skills through observation and experience (Brown & Johnson, 2018).

Student involvement strengthens leadership development (Pascarella & Terenzini, 2005). Furthermore, Flosdorf expressed a need for future research to look if leadership roles within the clubs had any other effect on leadership development (Flosdorf, Carr, & Pate, 2016). The most vital indicators of leadership development came from student involved organizations such as club sports and intramurals. Student involvement was associated with this indicator (Dugan, 2011).

Involvement in college recreational activities provides a broad range of skill development, including leadership. Participation in student recreational activities resulted in improved socioemotional development by giving students a sense of belonging (Dugan, 2015). Miller noticed that recreational facilities were a major contribution in retaining students and that students who utilized these facilities were more likely to manage time properly, become more accepting, and exude confidence (Miller, 2011).

### **Possible Negative Outcomes for Participation in Recreational Sports Clubs**

Haines and Fortman hold that educators should promote preventative measures to assure the safety of students. Their study acknowledges a connection between sports clubs and the following negative factors.

- Use illicit drugs/alcohol
- Injuries
- Overexertion
- Self Harm including steroids and eating disorders (Haines & Fortman, 2008)

Educators and higher education institutions must prevent any unethical practice that damages the sport, club, and educational institution's reputation. Educators should teach athletes in theory and by example, how to live virtuously. This includes but is not limited to pressuring students to compete and practice while they are injured. Laughlin believes there must be a balance between teaching perseverance and being reckless (Laughlin, 2003).

### **Further Research**

More research is needed on the quality of the programs provided by educational institutions.

More research is needed on the quality of coaching and the implications of a positive relationship between a coach and their athletes. Further research is also needed to see how much competition affects development. Do students who participate in recreational sports but do not compete also develop personally and professionally?

## **Chapter III**

### **Methodology**

This study was a qualitative study that examined recreational collegiate Judo athletes. The aim of this study was to provide a response to the research questions. Data were collected through in-person one on one interviews as well as one online survey. The data were transcribed and coded for themes relating to the research questions.

#### **Setting**

All interviews were taken in Cowell Hall 420 on the University of San Francisco Campus. Participants were seated at a round table with two chairs. A camera was in the room recording the audio. All participants agreed to be recorded before the interview. Each interview was 30-60 minutes.

Established in 1855, The University of San Francisco has 10,068 enrolled students as of Fall 2020 and has a 13:1 student/faculty ratio. The U.S. News & World Report 2021 ranked USF 4th in student diversity (USFCA, 2020).

#### **Participants**

The study had four participants in total. Each participant was at some time a student and member of the University of San Francisco Judo Club.

Two participants identified themselves as male. Both participants were 22 years of age when the interview was conducted. The two male participants were of equal rank, green belt, in the Judo club, and participated in 4 years of college. They were both alumni graduating in the same class. They graduated within an academic year of this study. Alum 1 had participated in Judo previously; Alum 2 had a little experience in Judo when they were a pre-teen. Both are working full-time jobs for business firms.

Two Participants identified themselves as female. Both participants were 20 years of age when the interview was conducted. The two female participants were current students. One female is a blackbelt who had participated in Judo before college. The other female is a green belt who had no prior Judo experience. Both females were junior undergraduate students when the interview was conducted.

All four participants were active Judo competitors at the time of this interview.

The participants of this study came from the following regions.

-Hawaiian Islands

-Guam

-Florida

-California

## **Instruments**

### **Survey**

An initial 6 question survey (See Appendix pg. 45 ) was sent to the participants via email prior to the interviews. The poll was sent via google forms.

The survey was utilized as an introduction to the participants, and a means to save interview time by gathering demographic information. By doing this, students had more time to answer the interview questions.

### **Interview**

All interview questions (see Appendix pg. 46) were directed to answer some part of the research questions.

- Interview questions 2,8 and 11 are directed at research question number 1.
- Interview questions 5 and 10 are directed at research question number 2.

- Interview questions 4 and 7 are directed at research question number 3.
- Interview questions 1, 3, 6, and 9 are directed at research question number 4.

Off-script follow up questions were asked ad hoc. The interview was audio-recorded via Zoom.

### **Data Collection and Analysis**

Google Forms processed the survey results, and the responses were emailed to me by the system. The recorded Zoom audio was transcribed on Google Docs and coded for themes. These themes led to findings that respond to the research questions to protect the participants' privacy. All names were removed from the transcriptions. The two current students were labeled Student 1 (S1) & 2 (S2). The two alumni were labeled Alum 1 (A1) & 2 (A2).

## Chapter IV

### Results

#### Findings

The purpose of this research was to detect if students develop character and leadership skills by being involved in collegiate recreational sports. Accordingly, these are the responses from the 4 participants interviewed. These responses had themes emerge which connect to the literature in chapter II.

#### Community

*“The reason why I go to USF Judo is for the people. I liked the community I came into. I like the community I created” -Alum 2*

All four participants stated that their favorite thing about USF Judo was the community. They went to practice to make friends, and they continued to show up because of the friends they had made. Alum 2 found a profound sense of belonging participating in the club; they stated that the community had become a deep part of their life. Alum 1 recognized that the club taught them how to interact with people. A1 viewed the community as a benchmark of success, mentioning that the number of alumni that come back to practice after graduation shows the strength of the community and the success of the club. S1 felt guilty when not going to practice. She felt it was her “big responsibility” to give back to the community. According to S1, sports helps build community and allow student-athletes to branch out.

Student 2 was intimidated by the established communities and hierarchy or ranks when she first joined the club. She feared working out with black belts, but over time realized that working with black belts was more efficient for learning and safer than only working with novice players. She was motivated to work out in a group setting. She found it difficult to stay

motivated without assistance from the community. S2 proclaims to be a better communicator due to Judo. She claims that her confidence has increased, and she is living a healthier lifestyle.

Community building was not limited to teammates and coaches within the organization. Some respondents discussed the connections made with competitors during the competition. Student 1 discussed the mindset of being “enemies” on the mat with your competitor but win or lose after the match you can be friends. These interactions let S1 know that she is capable of making relationships and connecting with people.

### **Diversity**

*“You're not going to choose the people you get to work with. I'm going to have to learn to trust myself and be open to others...We are such a small group, it's so diverse we can all find connections with each other. It is a good community to be apart of” - Student 1*

The four participants come from different backgrounds and locations around the world. The diverse makeup of the participants shows the diversity within the club. Student 1, President and Team Captain, was the only person to recognize that interactions with people from different walks of life help you to develop as a leader.

### **Bonding**

*“No other sport makes me go home and just ache the entire day. I go back because there are people that believe in me.” - Alum 1*

All 4 participants have made close friendships from participating in Judo.

Alum 2 made going to practice a priority in order to strengthen the bonds of friendship with others in the club. Student 2 found motivation in her peers. Alum 1 called the Judo club his foundation when he came to college.

Judo provides an opportunity for students to create impactful and potentially lifelong

relationships. Student 1 is currently roommates with a non-interviewed member of the Judo club who she met during practice. Alum 1 and 2 met as freshmen in the Judo club They lived in the same dorm on campus. Post-graduation and off-campus they are still roommates working at the same accounting firm.

Student 2 found significant value in the friendships made in Judo. She never wanted to miss a Judo practice because since promotions are random and unannounced she never wanted to miss a promotion ceremony. She wanted to see her peers succeed and would feel bad if she was not there to pay respect to their accomplishments. S2 realized that even though Judo is an individual sport in competitions she valued the team aspect. When one person advances rank it is because the team helped them get better to S2. She never missed practice because she wanted each player to know that the team is in solidarity with you during this big promotion.

Judo allows the participants to see each other for who they really are. Alum 2 believes that when someone wins or losses on your team. You feel their emotion and become closer to them as you can see them for who they really are.

## **Mentorship**

*“Sensei has compassion and he doesn't entirely stress on the team always winning and always getting first place. Even though that's something he likes. He doesn't drive practice to tell everyone to always get first place and to always win no matter what he wants you to learn about yourself and to improve and that's what makes him a great coach.” - Alum 1*

S2 saw the Head Sensei of USF Judo as her mentor. S1, A1, and A2 all recognized a more significant relationship. These three participants saw their head coach as a “father figure.” This relationship helped S1 stay motivated and reminded her to keep thinking about the future. A1 found that when he gave up on himself his sensei was there to find ways to keep improving. A2 believed that at the time his Sensei was more result-oriented than his own parents. He

appreciated the support Judo and his instructor gave him while his family was far away.

Judo has mentorship built into the sport. This is due to one of the first principles of Judo *Jita Kyōei* 自他共栄 (*Mutual Welfare and Benefit*). The rank system sets a hierarchy of skills within practice. The white belts learn from the upper belts. The upper belts benefit from teaching and assisting students on their path. When the white belts get promoted and become upper belts the cycle continues.

Consistency is necessary to build meaningful relationships. Alum 2 was also a member of another University of San Francisco recreational sports club. This club had multiple instructors over the 4 years that Alum 2 attended USF. While many of the practitioners had enthusiasm towards the club A2 states that the dedication levels were not at the same level as the Judo club. A2 attributes the dedication Judo club athletes have to their club and coach to the consistency of leadership. Without this consistency, the community becomes stagnant and cannot develop. Student 2 noticed that the connection she had with her coach was drastically different than those within clubs with inconsistent leadership.

### **Character Development**

*“That is what I really like about USF Judo because my coach advocates that the main objective isn't to win it's about learning about yourself and that's what I think makes us a successful group or club. Is that it's not just about winning for us. Of course, Sensei loves winning he is competitive, but he would rather you try your hardest and lose than just lose.” - Student 1*

Participants valued learning & trying new things, playing hard, and having fun more than winning. They connected this to the coaching style of their head Sensei. A2 has been reminded by his head coach that intrinsic value comes to those to work hard towards the things they love and not to those who just value status or money. This sharing of wisdom from a coach to an athlete can connect the mental with the physical and be the catalyst to character development.

The coaching system helped participants dictate their ethics in class. They learned that when they learned a new technique, sharing knowledge was better than keeping it selfishly to oneself. A1 believes that you should share as much knowledge as you can because other people can provide different perspectives and both parties can increase their skills.

Seventy five percent of participants believe that Judo has had a direct impact on their character development. A2 self describes positive increases in sportsmanship, diligence, and personal responsibility. Judo reinforced the idea that breaking rules are wrong and that slacking off in class is only cheating yourself in the long run. Participants realized that if you work hard you will see progress. S2 considered the consistency of practice as a way for her to develop respect. She says that Judo in itself is a very respectful art. This involvement carried over into everyday life.

Judo also reinforced the importance of modesty. Many participants stated that participation in the club provided feelings of humbleness. Participants mentioned that this is due to the physical demands of the sport as well as the spectrum of skill that exists within the community. S2 mentions that the hierarchy of the ranks humble you. The structure within the class reminds athletes that there are others that have worked harder than them and you can reach that level if you work hard.

## **Discipline**

*“He's hard on us, he yells, he's strict, and he gives us the brutal truth but it helps us in the future so we're not going to be shocked when someone's like you didn't do your shit.” - Student 1*

For Student 2 Judo practice provided structure. She mentions that structure was not something they experienced in everyday life. Judo taught Alum 1 how to reserve his emotions when he is emotionally flustered. He mentions that when his coach turns his back to him in

practice it is easy to give up. Though it's easier to give up if you push yourself you can develop a work ethic.

Judo unlike other sports has a higher level of discipline and formal respect. Uniforms must be worn in a certain way. Students must bow from the knees at the beginning and end of class. Participants must bow to each other before and after any interaction. Many participants mentioned that ethics and discipline were taught by parents but reinforced by Judo. A2 tried never to be late for practice because he wants to live up to the standards of a Judoka.

### **Grit**

*“Judo helped me learn that it's ok to lose. Because you learn more from losing it showed me that not everything turns out the way you want it to go but through that, you can kinda see this is where you made a mistake, this is what I can fix. It showed me that I shouldn't be as nervous as I am all the time.” -Student 2*

Competition in Judo showed all four of the participants that if you do not do well at a competition it does not mean they are bad at Judo. Mentorship from the head coach assisted athletes in making these realizations as long as athletes tried hard they believed their coach was proud of them. All four participants have completed multiple times. These repetitions in competition allow students to gain confidence and determination to achieve goals.

Promotions in Judo can assist athletes in staying motivated. S2 stated that earning her green belt had great significance. It taught her that if she puts effort into something results can come. S1 and A2 both agreed that there are expectations of a higher belt within the club. Both felt that the combination of good coaching and Judo drove them to live up to the expectations.

Judo is a very physically and mentally demanding sport. Athletes can be thrown many times in a single practice. For A1 it was a way for him to see his limitations and find the confidence to push past them. A1 has gained humility and grit from “getting tossed and getting

beat up”. The physical taxation of the sport allowed athletes to develop perseverance. A2 claims that Judo can be a humbling experience; the mindset of always getting up from a throw builds confidence.

## **Leadership**

*Judo helped me build confidence as I move forward in my professional career Judo will make me a stronger leader -Alum 1*

Judo provides leadership opportunities. S1 was one of the rare black belts of the club. She feels strong in her feelings that having the black belt is a position of leadership in itself. To her the belt is the highest form of leadership she has in the club; Team Captain and Club President come secondary to the black belt. Judo has made A2 more mindful of the junior members of the club. His utilitarian approach seeks the greater good. Even if he does not benefit he feels relieved that he can help others on the journey. Being a part of the team has shown A2 that “life is not all about yourself.” S2 feels that it is the duty of good leaders to lead those below you. She thinks that this has a mutual benefit for both students and instructors in terms of leadership development.

Judo has provided the participant’s skills that are valuable to leadership development. With the skills Judo has given S1 she is confident in her instincts. She claims to have trust in herself and she can believe in herself due to this confidence. Students learn to take constructive criticism by engaging in the Judo Club. S2 states that this criticism helped her get better in the long run and others should learn how to learn from it. A2 believes that he is more intuitive from competing in Judo tournaments. He believes his adaptability has been strengthened through competition as you cannot predict what your opponent will do. According to A2, this intuitive mindset will help him as a leader in his professional career. A2, S1, and S2 all said that time management skills were developed since joining the club.

## **Chapter V**

### **Conclusion**

#### **Discussion on Reported Findings**

##### **Community**

Students at the University of San Francisco are fortunate they attend such a diverse school. The diversity within the participants of this study proves the wide variety of cultures and experiences. With this diversity, students will gain new perspectives and promote equity.

Students found a sense of belonging by being members of the Judo club. Social skills and interpersonal interplays allowed students to bond as well as grow personally.

Novice students did not join and continue to attend intrinsically for judo but rather to find and build community. While advanced students also wanted to also make friends and develop community many of them would find themselves participating in judo for the principles of judo itself.

Recreational sports organizations need consistency in leadership in order to strengthen the community. Clubs without consistency in leadership and attendance of students were unable to create an effective platform for students to bond. Friendships in the USF Judo club are stronger and more established than other clubs because the club community is stronger and more established.

Because of the physical contact of grappling martial arts and the wave of emotions that competitions bring with it; students are able to push past social stages of uncomfortableness. Because Judo is so skin to skin it has helped students create tighter bonds and it is much easier to communicate with a teammate after they interact during practice.

All four participants came from locations outside of San Francisco. Because of this

distance from parents and guardians, 3 out of 4 students described their coach as a father figure. This relationship goes beyond sports. If coaches and mentors are to make impacts in the lives of their students they have to create an environment of care, understanding, and guidance.

The mentorship was not limited to the head of Sensei. All four participants recognized that as they progress in Judo they will assist the less experienced Judoka. Much like the alumni programs Universities implement this relationship between two athletes of different skill levels allows both to grow and develop professionally and personally.

### **Character**

The sport of Judo is a rare sport, in the fact that it has both discipline and respect ingrained into the art. For many students, this is an introduction to a formal system of athletics. This structure and discipline assist in providing character. Mindfulness and appreciation of self is found in the process among students.

Among participant response competition was the greatest opportunity for character development. Though it is the greatest opportunity ethical behavior must be reinforced by positive figures of authority within the club. The desire to win is natural. A1 describes his mental state during the competition as “animalistic”. Judo is a combative sport, he mentions all of his senses were gone, tunnel vision on the task at hand, taking the opponent down and winning. Having a coach who discusses the intent of competition with their athletes can increase ethical behavior. Athletes need to be reinforced with concepts such as the intent is on being the best Judoka they can be and not on just winning. Coaches need to communicate these concepts to athletes to increase the possibility of character development. The participants all mentioned this philosophical discussion they had with their Sensei in some form. Having a positive mentor or coach can significantly increase ethical behavior and character development. All sports have

rules and codes of conduct. While these can impact character development in athletes, good coaches are more likely to promote the character development of their athletes.

The physical taxation of the combative sport brought humbleness. Participants mentioned the ancient Japanese martial art proverb of “Fall Down Seven Times, Get Up Eight.” This tenacity was learned participating in the sport. Participants were able to establish grit and perseverance. Winning and losing in the competition had major implications on the development of grit among participants. They were learning how to come back from losses and make rational decisions on how to improve and show that these students are proactively building grit, perseverance, and establishing discipline. Through competition and participation in the club, students felt they had a better understanding of their emotions and how to control them.

### **Leadership**

Administrative duties led to the acquisition of leadership skills. Such as communication skills, time management, and project management. Interactions between the formal student leaders of the club and university staff allowed students to gain these skills. Research concurs with this claim that recreational sports clubs must be student-run. (NIRSA, 2008)

While these administrative duties led to formal routes to leadership development, students found more value in the informal interactions between upper belts and lower belts in terms of leadership development opportunities. Students gain experience by participating in the club and pass them down to newer students. This informal relationship is the strongest indicator to provide student-athletes with the most opportunities for leadership development.

### **Conclusion**

Collegiate recreational Judo clubs can be a way for students to develop. Judo clubs can be a way for students to find a sense of belonging and build community. Consistency in leadership

is needed in order for the community to prosper.

Formal mentorship with a positive role model indicates that students respond when they feel like someone believes in them and cares for them. All participants informed the study that they benefited from having such a result-oriented figure in their life. This relationship led to an increase in self-efficacy.

Students can develop character through involvement in Judo competitions if they have put in sufficient effort during practice prior to a competition. Grit and resilience are developed through this process of training for a competition and competing.

Informal mentorship between more experienced players and less experienced players was the biggest indicator of leadership development among participants. Formal titles held less significance among all participants.

Participation in recreational collegiate Judo programs benefits and develops students. Involvement in Judo leads to an increase in community development as long as there is consistent leadership within the organization. Involvement in Judo is more likely to lead to character development if the Sensei creates meaningful full relationships with their athletes. If students feel like they have a community that believes in them, they are more likely to continue to come to practice and compete. Through judo competition Judoka was able to build resilience and grit. The combination of a positive role model and the grit gained through competition leads to an increase in discipline, mindfulness, and character. Involvement in judo leads to an increase in leadership development. Students who gain experience from being involved in the club and then pass the knowledge down to the less experienced students observed this cycle as the greatest increase in leadership development.

As a Judo blackbelt and member of the USF Judo Club I had many preconceived notions

about student development.

In executing this study, my understanding of why students choose to participate changed. I had believed that students came to judo to learn judo or to work-out and that the friendships made were a great addition but not the main reason students continued to practice. Many of the participants of this study listed friends and community as the main reason they consistently showed up to practice. I learned that as a small group comes together to accomplish a common goal, through adversity, they strengthen the bonds of community and friendship.

In doing this study I learned how empathetic this group was for one another as they cared and felt the emotions of their fellow teammates. It amazed me that they not only wanted their team to succeed but they wanted to be involved so that they personally could witness the success of their friends.

My understanding of ethical development among collegiate judo athletes also changed. I had believed that participation in the sport brought about the most ethical development as my personal experience with Judo makes me see it as a very humbling and respectful sport. In this study I became more aware of the importance of positive role models and mentors and their relation to the character development of student athletes. During competition, students can overwhelm themselves with emotions. These emotions can be constructive or destructive to the morale and confidence level of an athlete. I learned that these role models and mentors have an opportunity to redirect the athlete to have a positive mental attitude. The support system provided by these formal and informal mentors provide a safe space for students to feel vulnerable as they battle the emotions that come with winning and losing in competition.

Mentors and role models are not limited to black belts and the club Sensei. The role of the informal mentor was realized by executing this study. I did not realize the importance of

students being able to relate to one another. While formal mentors and leaders within the club still have significant impact on student development. Informal mentors provided a different level of understanding as they made the sport and competition more relatable. I also realized during this study that these informal mentors gain a lot of leadership skills; the coaches and black belts are not the only ones who gain leadership skills. As student athletes continue to help out more junior athletes they develop as better leaders. I appreciate the new insights that these student-athletes have shown me by doing this study.

### **Further Research and Recommendations**

Universities and recreational facilities should recognize the importance of consistency in recreational sports clubs. Hiring a new coach every semester will have implications for the development of the community. The community is the foundation for character development and leadership development.

All participants in this study were active Judo competitors. More research is needed to determine how much competition played in the development of athletes. More research is needed on the development of students who are involved in sports clubs but do not compete.

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## APPENDIXES

### Instruments

#### 1. Survey

Please provide your name, major, age

Your answer

Are you a....

- Freshman
- Sophomore
- Junior
- Senior
- Alum

Tell me about yourself?

Your answer

What has been your previous experience with sports?

Your answer

How did you find USF Judo

Your answer

## 2. Thesis Interview Questions

General Question: Please tell me a little about yourself, your background, your previous experiences in sports, and how you came to join the USF judo club?

Question 1: What is your favorite thing about the USF Judo club. Why do you choose to go to practice and do you or have you ever held any leadership positions within the club?

Question 2: Do you think there are benefits in joining a recreation club sport as a college student?

Question 3: Do you think the USF Judo club is a successful organization? If so what makes it successful?

Question 4: Judo practice intrinsically comes with a lot of structure and discipline such as the belt system, lining up according to rank, formal activity of bowing, uniform etc. Do you think the structure and discipline of the sport has had any effect on you outside of practice?

Question 5 : How has your head coach made an impact on you? Would you consider him a mentor? Please give examples of impacts made in your experience with them.

Follow-up- How do you think the club would be without Sensei Oh; do you think his presence has a major impact of development of athletes and the club itself and/or safety?

Question 6: Do you think that participation and involvement in the club has or will assist you in your professional career and development? Do you think it has affected your academic career?

Question 7: Has involvement in the judo club had any impact on your character? Please elaborate if yes or no.

Question 8: Do you think competition has made any impact on your life outside of the impacts of going to practice?

Question 9: Do you think that as you move into a professional career that participation and involvement in the judo club will make you a stronger leader? Please elaborate as to why yes or no?

Question 10: When traveling with the team do you feel safe? If so why do you feel safe? If not, what are some things that can be done to make you feel safer?

Question 11: If you were in a position to change an aspect of the club in order to make the experience better for future students what would you change?

**Student 1 Interview transcript**  
**Friday, Dec 6, 2019**

Y: So, From the google form you submitted, Did you start Judo first of Wrestling first  
Student 1: Judo First

Y: How did you get involved in that?

Student 1: My mom's boss was really big into Martial arts, and he knew my sensei at Hawaii Tenri and he was suggesting things to my mom like, oh you know you should bring the kids to judo. I heard it's really fun and popular, so my mom dragged all 3 of us and took us to Hawaii Tenri. I was like seven years old. I was Young

Y: I guess it's the same for me. well My dad well started me at 5 like your just doing it

Student 1: Did your dad do Judo?

Y: Yea my dad is a blackbelt; it's big in my family. My dad and my uncle are black belts and their uncles are black belts. It goes back to my family for a long time.

Student 1: Yes It's weird to me because everybody asks me like oh your mom did do it (judo) and I'm like no my mom didn't do it. She would never.

Y: Well out of all the schools in Honolulu she could have put you in. Hawaii Henri, that's like the best one you could possibly go to you got super lucky but I bet it was tough growing up there.

Student 1: I hated it at first. It was so horrible. I would cry like every time I went to practice and then my mom would scold me. She would be like why are you crying. And then my brother and sister would have no problem. I hated it. I was getting beat up. I don't like doing this and like I don't know over the years I learned how to enjoy it.

Y: Tough love, when do you think it switched from chore to something like yea.

Student 1: I think like High school, In Middle school, I was a rebel, I was just like I don't know going through some shit. And like when in high school I kind of matured it was a way for me to explore what I actually like to do and I don't know if it was a time when I actually started winning in the competition so it felt like I'm winning so I actually like to do this. So I will keep going

Y: That will make you like it so much more if you win.

Student 1: When I started winning matches my mind was open to like ok fine I am going to try this again and see how this goes.

Y: Judo is a yearlong sport. It's not like there is a judo season. How did you get into track and field and wrestling? Out of the two which did you start first and how did you get into that?

Y: What high school?

Student 1: Farrington, IT was like uh you know how high school sports and middle school has students transitioning into high school. Yea I was not in high school we just practiced there. For track that was only in the summer. My mom got introduced to it by outside people. We did it every summer for like 3 years.

Y: Running or what type of track and field?

Student 1: Running I didn't do any type of long jump or anything I couldn't. I ran mainly short distances.

Y: Damn your mom kept you busy. Were you still doing judo during summer or how did that work

C : yea judo I did all year long and wrestling was kinda like we had seasons or availability and then in high school because I did it all through high school it was always like wrestling in winter and judo in spring, and I always did judo in the summer.

Y: Did they help each other out?

Student 1: yea, Well you can't grab the legs in judo anymore so I was like what is this gonna help me with. I think mainly keeping myself in condition like keeping that mentality all throughout . Because it's kinda like if I didn't have any sports to do I was just lying around doing nothing so it helps to have both and I think even technique wise they are kinda similar with the matwork having a wrestling background helps because half the time I do not know what I am doing but fishing around for something and doing like wrestling moves and like aslo my coaches would be like don't do any judo this is wrestling. Sometimes they were open like judo is your background so I will let it slide. You can do some judo but this is wrestling and they want to see you wrestle because wrestling was kinda hard to try and not to do judo.

Y: I did a straight wrestling class last week. It wasn't last week. Actually it was a couple of days ago. It was so interesting and I am so used to judo and without grips it's so different. Dude just been in that stance for so long it's so exhausting just being down there because in judo you're so used to standing straight being down it's like dude my legs. Who did you know from Hawaii that went to USF Jayne or Nikky?

Student 1: Nikky, I was friends with the Chau sisters and I would see her sometimes at our practices and I would see her at tournaments and I would see her post about judo and I wasn't even set about going to USF.

Y: What other schools were you looking at?

Student 1: I was looking at Santa Clara and UC Davis.

Y; So definitely california you wanted to get off the rock huh

Student 1: yea off the rock but not too far away

Y: you have family out here.

Student 1: yea

Y: ok so let's get into the questions. So I have 11 questions. What is your favorite thing about USF Judo?

Student 1: I would have to say the people that are a part of it. I feel like at home we all have the same background because we grew up on this small island and there are not many differences between us but I feel like being at USF and because were such a small group you know everything about everyone and it's so diverse we can all find connections with each other like a good community to be apart in.

Y: Why do you choose to go to Practice?

Student 1: Because I have to, well, not because I have to but because it makes me happier. It relieves my stress. I dont know theres a part of me that because it's become such a big part of my life i feel like a little bit of regret or like if I dont go to practice I feel bad like uhg I should have gone. Like it's just like a guiltiness in me like you know it's only two days a week like I should have gone. It's a good stress reliever for me. It's like one of those obligations that I have to do but it's not because I have to but because I want to. ITs something I enjoy now, I enjoy now.

Y: Have you ever held any leadership positions in the club?

Student 1: well not before, but I am currently the president.

Y: Do you feel like being a blackbelt in the club is a leadership position?

Student 1: yes , absolutely.

Y: You said that kinda because you go to practice because you “have to” do you think you have to because of your a black belt?

Student 1: yes, I think that what part of it has to be once your a black belt your already at that position were you know everything so my mom always tell me, you have to do this to give back I made it this far you need to go and have to give back to the people in your shoes right now who want to learn. I think being a black belt is a big responsibility and part of it is showing up to practice and helping out other people.

Y: Do you think there are benefits in joining a recreation club sport as a college Student?

Student 1: um yea like in any club? Yea I think that your mental health will benefit you alot for me. Being in college people say it's the best years of your life but I am like are you sure? Like yeah it is but I feel like i'm drowning but I am like yeah.

Y: It is the best year working 9-5 5 days a week all day every day it's different.

Student 1: Being a part of Having something to do on the side especially in sports it helps people build community. And you have people you can reach out to other than your friends or people in classes it's a good way to branch out I think and also I think that it's good to keep in shape and build a good routine and go out and do something when maybe your trying for the first time or something you've done before but are getting into again. I think it's good for your wellbeing as a whole person.

Y: Is there anything that club sports outside of the routine that has benefited you. Besides the stress relief

Student 1: Can you repeat the question?

Y: You said that routine is one of the things that benefited you, but you grew up with routine your entire life. Is there something specific to collegiate sports that has benefited you.

Student 1: I think it's good because it's right here on campus it's so easy for me to be a part of and I don't have to go out of my way to do it and it's available for me. I think that is one thing that has benefited me that I don't have to travel far or do a lot of things and I think that is just something in my area I can just walk chill and take the bus to practice. So yea

Y: Do you think the USF Judo club is a successful organization? If so what makes it Successful?

Student 1: Yes, I think so. I think it's successful in a way that we don't like because we don't like to use the words we are successful because we are a club that does not necessarily care about winning or losing. Sensei really advocates for just to play hard and have fun and learn new things and try it out. You're not just here to win. Based on other sports like other coaches don't understand like their players. That's what I really like about USF because my coach is at home the same way he's really like he really advocates that the main objective isn't to win, it's about learning about yourself and that's what I think makes us a successful group or club. Is that it's not just about winning for us.

Y: He cares way more about the effort,

Student 1: Yea, the effort and community

Y: Of course sensei loves winning. He is competitive but he would rather you try your hardest and lose than just lose and he'll be so pissed.

Student 1: That's how my mom and my other coaches and not the other groups like 40 students in a club were really such a small club it's about the effort not the outcomes. It doesn't matter if you win or lose we all come together for this one thing to practice together and I think that's what makes it successful. It's not just about the gold although it would be nice too. yeah

Y: Next question Judo practice intrinsically comes with a lot of structure and discipline such as the belt system, lining up according to rank, formal activity of bowing, uniform etc. Do you think the structure and discipline of the sport has had any effect on you outside of practice?

Student 1: um yes I would say so I think like um I wrote about this in my essay for my college apps. Ugh I would say that for school wise like just having things like a certain way or like there is just like a lot of rules and things you have to follow in judo and like you know like tie your belt this way and it teaches me to help my mind with repetition it helps me practice like it helps me study like I don't know where I am going with this but like yea repetition with school work or I would say like maybe when I'm doing chores or something not like OCD but things have to be a certain way because judo taught me to do things a certain way. And following things this way makes me very nit picky about certain things even in judo. I have to do things a certain way. I can't do it another way like I learned it this way so that's the way I am going to do it.

Y: Judo has a lot of respect built into it, not many other sports have that respect built into it. Do you think you're more respectful in the real world because of judo?

Student 1: yea, especially to my mom and other people around me. Judo is a very strict sport, Sensei Oh and other senseis are always like (Makes aggressive noises) it's just like ugh I hate it I want to scream sometimes but because of the way judo is IDK it helps build respect for the sport because of what I get out of it. I would say I am a lot more disciplined now and to my mom and people outside of judo because of it.

Y: Have you ever bowed to someone outside of judo on accident?

C: One time, I was like when I see my sensei I am so used to bowing to him. It happened to me once but never again it was so embarrassing. I think I did it to my wrestling coach and he knows I do judo but he was like why did you just bow to me.

Y: That's funny. How did Sensei Oh make an impact on you? Or has he?

Student 1: I would say that he has. I don't know if there is a strong impact yet. I feel like this is the year that we kind of grow more together. I think I'm starting to get to know him. freshman year I only came for one semester I was the new girl I didn't know anybody and just last year I think it was but this year now that I have a big role in the club this year I am starting to see the impact he's made on me, I think that he helps me be more confident in myself and he's always encouraged me he's a fun guy he likes to crack jokes but yea he motivates me a lot to be better.

Y: Your first semester was Sofia's last semester so I think in the beginning he was more focused on her competition and now that you're his star female blackbelt he's putting more focus on you. You consider him a mentor .

Student 1: yeah, I feel like he's more like a dad. like less of a mentor and more actually like his kids when you think about it he helps you he's kind of like that father figure for us that some of us need while we're away at college And I think like yeah more of a father figure I don't really see him as a mentor yeah he's my coach but he's really invested in helping us learn even outside of Judo he's always like volunteer work or internships he's always thinking about the future it's really helpful.

Y: yes for sure his first question is, what's your major? It is not your name he's always thinking of the future.

Student 1: He's like yeah I know a guy it's like wow I didn't have this in like high school.

Y: Do you have any examples of impacts that he's made with your interactions with him?

Student 1: like specific examples? Um yeah I would say actually like does the first two years of my freshman and sophomore year was the hardest for me I would say that I was on and off for coming to practice I was falling behind not only in school but like even going to judo and I think he noticed that and he would always try to reach out to me like hey is everything okay I just like having somebody check up on me like he knows like I'm super committed to Judo and I love it and I want to come but its like i need that push to come out and actually go out. It's not like he would actually sit me down and talk to me like "Hey you" but it's kinda like the little things he does he's like is everything ok and I would text him I can't come to practice I'm a little frustrated he's like the chill Coach and he's like it's fine I school comes first and the kind of person he is he's very understanding of everyone's individual situation and he's super patient and I have a lot of respect for that so that I think in a way that kind of impacted me to love judge but also learn to take care of myself.

Y: I think that if you send him a text that means a lot to him instead of just not showing up give me the same result but just the fact that you sent that little text means a lot to him.

Student 1: my Moms like did you text your Sensei do you let him know cuz she knows that you got to let her know.

Y: It's kind of like you growing up in the Judo world so you understand the roles of the sensei and the unspoken rules. Some of the white folks in the club don't understand the same things that you do . Follow up to a question: how do you think the club would be without Sensei oh?

Student 1: I think that we would be okay, we wouldn't be the best. I think that Sensei provides and is like a really big part of the club. Not just Because he's just a coach because he has us and we could teach but I don't think we could provide students and players the kind of care and love that Sensei gives to us because I feel like Sensei is all about Judo Judo Judo that's his life all of us have these outside things to worry about and he's so committed to Judo and committed to helping us.

Y: Do you think his presence has had a major development on athletes?

Student 1: Yes, like just having him there cuz like I said I feel like he helped me learn more about myself not just in judo but outside of judo. I think that with him there He helps out each person individually. we all come in with our own backgrounds in Judo. you know and like the fact that he's so invested in each person. He pays attention to all these little things he knows how you're going to grip he knows what throw you're going to throw. And he knows it for everyone he really cares and he's always so encouraging. He yells at you sometimes but it's because he cares about you. And after he always has something to say like its criticism but its criticism you should take because it shows you really care about him.

Y: Super tough love. Like when Savvy fought I was like you'll get em next time and Sensei was like you didn't show up today I don't know who this savvy is I was like dang he really did need to hear that though but dang

Student 1: And something is not like the quiet type like he's quiet but when he needs to say something he'll say it like with Savvy he sounds like my coach back in tenri. It got Savvy pumped and he won his next match.

Y: I learned a lot from the interaction don't just be nice to be nice, sometimes they need to hear that. That was a learning experience for me.

Student 1: That's like why he helped students like us with these skills because it's like in the real world we're not going to be able to like you're not going to get sugar coated you're going to hear shit like it is. he's hard on us and he yells and he's strict and he gives us the brutal truth but it helps us in the future so we're not going to be shocked when someone's like you didn't do your s\*\*\* or like what the hell. when he's honest with us in that way it helps develop.

Y: His presence has an impact on the club itself?

Student 1: Adding onto that outside of the club like we were competing and stuff I've noticed she's not like other coaches who are very I don't know sensei is very friendly he's always like to watch these people whereas other coaches are like do whatever until you have to compete. That's the impact he has on the club that he teaches us to learn more outside our club. He wants you to learn more about how other people do judo and the fact that he really reaches out to us to go to other practices. I think it would be different if we didn't have these connections with the clubs that were such a small club that we needed to venture out.

Y: yea its not like other clubs visit us I think only two other schools have visited us in my time here SFJI came once but that's just because sensei goes to sfji and city college came one time but that's about it. It's also because Sensei doesn't want them to come. He's like we will come to you. That's good

Student 1: Reaching outside of the club is a way that he impacts us a lot. We would not get the experience or the learning that we need.

Y: It's funny that you mention the other coaches besides Fresno; he's the only coach that's in shape.

Student 1: He is so eager to learn and it motivates us ; he tells us about all of his experiences and he's always watching videos on youtube. I noticed that in Mei I liked Mei before she was never super into judo like I do it but now shes watching olympic or world judo stuff. And it's like not even I do that

Y: Michael Sensei and I have a group chat on IG and we just send videos

Student 1: You should add Mei. I feel like I notice that in her that impact I never saw in her and now she is so eager to learn. I was meaning to ask you guys if you notice that.

Y: I see it on the IG Liked by Mei.

Student 1: I think now that she saw her get promoted she's eager to compete more.

Y: Mei is close she's always won its just her pledging took her away from practice. How did you meet Mei?

Student 1: Judo and now we're best friends. It's so weird I would say Judo really changed my life. All of my closest friends I met through judo. Another friend who wrestles in Menlo is my best friend. That's why I like this sport. I give my whole life to this sport because I hate it and sometimes I love it but it's more of a love. That's how I met Mei we had the same class freshman year like the same Chem class and when I finally came to judo she noticed and I was like hey I see you in class sometimes but we never noticed each other and then we became judo besties and now were actual besties which is really nice. And Like Sofia and Nicole were like our mentors or judo bigs and that helped out alot someone to look up to.

Y: It's always good to have someone to connect to. It's always like a pair like Sofia and Nikky and for me it's like Kevin, you remember kevin from West Point, we were hanging out all the time and we ended up becoming roommates because of judo and Kevin and I were super close and now David and Michael it's cool.

Student 1: It's not like a friendship you get from classmates.

Y: It's a close sport you wrestle with their sweaty bodies

Student 1: It's blood sweat and tears. Like everything

Y: You see the highs and lows you see when they win and they are happy when they lose and are super defeated like it's crazy when they are tired and they are about to give up or when they are on roll you see all their emotions and it's like regular real life people you don't see that.

Student 1: That's what I love about it Judo is so crazy learning about people

Y: You see their true colors not just their instagram or what they want you to see.

Student 1: Yeah, like by the time I leave you guys are gonna know every little thing about me.

Y: Do you think sensei's presence has had a major impact on safety?

Student 1: Yes I would say because he's the black belt and like the head of the club. Well like this year the president is going to take more initiative but then I feel like this is his baby. I like yeah I'm the president but I feel like I haven't been doing much. sensei is always the one who is consistent with everything he runs it by me he's like you want to do this. The fact that he's the head of the club with the fact that he's just being there helps with us feel more safe and protected and without him or without you or we would all just be little scared babies like what are we doing you guys just provide a lot of safety and just make us feel safe in a way that not just injury-wise just being in a group like you make our community feel safe. He knows when something is wrong or does not look right and he makes an effort to reach out. The fact that he knows everything about everybody and makes you feel safe doesn't push people aside or have favoritism. He sees everyone the same. He makes everyone feel included and safe . It's a safe space for us all to be together

Y: I like your Sensei. to be a Sensei at like City College with hundreds of students rather than a small Club It would be crazy because our club is so small were so tight knit it would be interesting to see him with hundreds of students

Student 1: It's not going to be different it's gonna still be the same it just wouldn't be with 15 people it would be with a hundred.

Y: Do you think that participation and involvement in the club has or will assist you in your professional career and development?

Student 1: Yea forsure, I think so a lot I would say because I am environmental science I am pretty iffy about what I want to do, I am still pretty interested in the medicine side of things like helping people in that way but like i am also interested in public health but like either path I choose to take its such a challenging path as medicine is evolving all the time and I am so scared to fail like what if someone dies on my watch I think that Judo has taught me about not giving up and picking myself up from my failures like when I am in that field that because of judo I win and lose. I wouldn't say that I won more I would say that I lost more than I won but I feel like that is important that Judo has taught me that yea i lost but move on I built that mentality that ok I lost I can fix these mistakes I can improve and it's not the end of the world. It would help to know that with this Judo background to not give up its ok to fail it's gonna be hard. Keep preserving. It's not about failure but how you move on from that failure.

Y: Judo was a different one because let's say there's a basketball game there are 5 other people on your team there's so many different reasons for things to happen , but in Judo it's all on you and you know I did this and I fucked up and it's crazy because and you learn more from losing than winning so that when you

do lose its not a complete loss because you learn from that . Like judo is a team sport but you fight by yourself. It's a trip.

Do you think that participating has affected your academic career?

Student 1: Yes I would say in a good way and a bad way. So like in the beginning I feel like since I was so well in high school I was always a student-athlete so I always try to stay on top of my school. But coming into college and not being on the rock around my family or people who I knew I was all by myself I was introduced to this different world and I was like ahh I don't know what to do. In the beginning I couldn't come to judo Because I was trying to figure everything out. And that's when I felt guilty too like oh you should really be going to Judo. Like academically I felt like I failed a little bit. I tried to put too much effort into Judo and not enough in my academics . My mom is always pushing me to go to practice and to win. But at the same time she was like you need to work hard. And so hard for me to find that balance lately between academics and judo. Obviously I want to succeed academically but I also want to succeed in Judo. At first it was really hard for me and I was not getting the best grades. Learning more about myself that's why I decided to switch Majors like maybe I could step away from bio a little bit and find something that I am interested in something that it's not just like learn this this and this like let's look at the bigger picture which environmental science did for me. I felt like I was failing in classes. It was good too because it forced me to give back and make a switch. I noticed like why am I not succeeding in bio and maybe I'll figure out a way how I can learn about science and medicine and Environmental science was that push that I needed. So I feel like I focused too much on Judo so it forced me to fail but that failure made me reconsider what I am doing here and find that balance. Judo has that huge impact like damn I dont have my shit together so I can find that balance between both of them. And Now I feel mentaly alot better and now that I have a big responsibility in the club that it makes me want to do more in the club and it forced me to yeah academically I feel like im doing alot better than my freshman and sophomore year which is good so I feel like I am more on top of my game for judo and school.

Y: Has involvement in the judo club had any impact on your character?

Student 1: Yes a lot of impact. I think you can tell if my previous answers.I would say the biggest thing is my compassion for other people like Passion and respect for other people. I think that Judo has forced me to learn How other people are because I've built such close relationships to people. In this club and back at home. I've learned how to love people not in a romantic way But to have this compassion for other people and the fact that we're all doing the same thing striving for the same goal . It's not like we want to be Olympic judo players. I didn't choose to be in a group of these people and it's not like I hate all of them It's like we were dealt like we're here all together and try to build this relationship. She doesn't want me to have compassion for more people. I see how other people are struggling in the club. I see the struggle and other people that forces me to have more compassion for them. To see the better side of things and not be that person who's always like judgemental or doesn't care about people. Like yeah I'm the president and I could be like I'm better than all of you but it's about building better relationships. It Forces me to build better relationships and have respect for the same reasons like we're all going through the same s\*\*\* or our own s\*\*\* and I have more respect for those people because we're all in the same boat. I think they also see me as a mentor. I mean like one student is always asking me things about Judo. It makes me feel

good about myself. I get people out of respect for them having compassion for me and so I feel like I got to give back that compassion to them too. S2 will always be like can you help me out with this move Sensei is telling me one thing Yoshi is saying another but I don't know. And I'm like a girl. I'm going to tell you a whole 'nother thing.

Y: Are you older than Mei?

Student 1: No we are the same age.

Y: I always felt like you were her big sis but that's just because of judo and the black belt. you're her Judo bigs in that sense.

Student 1: Yeah we are best friends and we are on the same level but in Judo I see so much potential in all of them should I just want to give them the motivation that you can actually do this like I did it. I love to encourage and I see that in May I used to not be hard on her but now I'm like girl you need to get on your s\*\*\* you need to go to the gym, get stronger and so definitely yeah.

Y: Do you think competition has made any impact on your life outside of the impacts of going to practice?

Student 1: Yeah I would say like the things leading up to competitions are like a mental game for me not so much a physical game And I have to be in the best shape to be the strongest person. And bulldoze everybody down. I think that in that way in cutting weight I always have to challenge myself because I always doubt myself. I mean I still do but it's not super bad anymore because I've got more confidence in myself over the years in judo. but the steps leading up to the competition i need to challenge my mind To be more confident in myself that has impacted me in life maybe not academically but like me as a whole to be more confident. To know that I'm capable of doing things. Because in the end it's only going to be me. like yes I am going to help support systems. I don't have anyone else to depend on. it forces me to think about my future and persevere whatever way I decide to take things.

Making Connections in Judo like you're going against these people like essentially there your worst enemies on the mat but off the mat its like you are really good you beat me up and it's nice to build these Connections in competition and when other people see you compete and they reach out to you like yeah it gives me more confidence. I know that I'm capable of building relationships and connecting with people even though we're out to kill each other on the mat. it's nice to know you can build connections outside of competition. It forces me to think about that. People are going to judge you or people are going to like criticizing you, you know but it's nice to have these connections.

Y:Do you think that as you move into a professional career that participation and involvement in the judo club will make you a stronger leader?

Student 1: Yes definitely oh man. I had no prior position before being a president now it's like yeah Serena now you're going to be president.

Y: Your team captain too right?

Student 1: Yes. Being a leader to them will teach me how to be a leader when I'm working on a team with different people. I'm not saying we're a small community but it definitely helps teach me. you're not going to choose the people you get to work with . it's like the same thing I said before. I'm going to have to learn to trust myself and be open to others. I'm not going to say I'm not going to be a leader to my professional career. But with the skills that I've learned I feel and my career I'll be more confident in my instincts or that having the trust in me will help me believe in myself

Y: You hold three leadership positions in the club black belt, team captain, and president. Which position has helped to develop the most on how to be a leader ?

Student 1: I would say the black belt. I think that being team captain president is the same thing or kind of the same thing but being a black belt is a whole different thing even with you you're a black belt and you hold this title of assistant coach but the black belt is a big deal. I work so hard to be a black belt and you had to go through so much Triumph that I think that I learned a lot from it and taught me that even though it's just a color of a belt but you busted your ass to get it. And the fact that I hated it at first and now I'm a black. It's like taking what we talked about earlier. I have this responsibility now. Even though the black. I'm still learning. That's the best part of being able to teach as I'm learning. That was a good question. I haven't really even thought about that.

Y: When traveling with the team do you feel safe? If so, why do you feel safe? If not, What are some things that can be done to make you feel safer?

Student 1: Yes I would say because you're in a different environment that's not the dojo we're out in the real world. And with a group of people that you're with I definitely feel safe Bond alot together. like everyone has their own little clique but it's nice to learn about other people. The fact that we are able to travel with each other that's what makes it safe for us to connect with each other so that one person doesn't feel like they don't belong.

I don't think anything could make me feel safer other than just try to build more bonding with each other. Sometimes I feel like because we're so alike so little of us are also different that's hard to practice with each other since we're all so different in size or practicing with the guys and they're still learning so sometimes I feel like I have to stray away from the bigger guys cuz I'm scared I'm going to get hurt in a physical sense mentally and emotionally I feel like we continue to build I reach out to each other outside of practice to feel included

Y:Last question, If you were in a position to change an aspect of the club in order to make the experience better for future students what would you change?

Student 1: I don't want to say everything's perfect about this club. I think it'd be really nice because I think sometimes practice is so consistent it always feels like the same thing. Sometimes I would change what we practice. Like it's always the black belt teaching I think it would be cool if we could have some of the white belts teach. having them more involved would be cool sometimes they are so shy. Like have them

had this role to receive criticism not just from black belts but from everyone. Other than that everything in our community building is really good. I think everything else is good, just so repetitive. Nothing outside, I think we're doing so well outside of Judo; Jess (Club Sports Manager) is always so proud of us.

**Student 2 Interview transcript**  
**Friday Dec 6, 2019**

Y: So from the google form you filled out who did you go to Koret Night with? How did you find the Judo Table

Student 2: I was a part of the Muskrats Scholars program and you come to school two weeks early; we take a couple classes that they don't tell you count towards your GPA so science messed me up. They take us around SF since most of us are first generation college students. They took us to Koret night and that's the last thing so after that we were free to do whatever we wanted. So I went because my mom wanted me to join a club. She said you're gonna have to go to the gym. So for me I thought it was going to be easier because you'll meet people and going by yourself was a little intimidating at first so when I went to Koret Night I wanted to join the boxing team but the line was so long and I made eye contact with Sofia and Michael and they were like sign up. I didn't end up going to the boxing team because I was not gonna wait that long. So then I guess like I asked them when the sports were gonna start and they told me a week late so I came to judo a week late after they already started. So then I was like I heard a bunch of kids came the first week and then they all left.

Y: Yea after koret night there are like 30 people and then most of them leave because they are like this is hard. Plus sensei throws cardio for the whole hour and the kids are like I'm good.

So question number 1, What is your favorite thing about the USF Judo Club?

Student 2: I like that everyone tries to become friends outside of judo. Everyone is very friendly and welcoming. Because the thing about it is I was intimidated to come in. With a white belts it's easier because we all know what we're doing but with the black belts I don't know what to do they are kinda scary.

Y: Yeah It's like if you saw a room full of black belts you would have been like c'ya.

Student 2: I have learned it's nicer to go with the black belts because you get hurt less. Everyone is welcome and that is my favorite part of the club.

Y: That same for black belts as well we usually get hurt with white belts.  
So you're saying the fact that these other white belts made it less intimidating?

Student 2: Yeah because there were other people who also didn't know what they were doing. I think that even now knowing I have to go to another club During the time I'm not here to practice I'm still scared even though now I'm a green belt I'm still just as scared because it's like I don't know anyone. Everyone already has a connection and I'm just like the new kid so being around new kids helped out.

Y: Why do you choose to go to practice?

Student 2: Learn to like working out and working out with a good way to de-stress because school is um it gets really difficult. Working out helps get your mind off of things. Also the kids like I said I'm also become friends with them this is the only time I get to see them. So I get to see them and like for me it's fun working out in general. Because outside of the club I workout by myself but going to the club it's nice to go with someone else. Or even going to the gym like when I go with my friends or if I go by myself I don't like to go with them because they're not on the same pace as me or if I'm working at a different speed as them but you know we're all doing the same thing in judo club. Everyone's doing the same thing but like when you do it by yourself you already know what you're doing. So when you have an instructor it's all planned out for you.

Y: Have you held any leadership positions within the club?

Student 2: Yes I was the equipment manager last year but I'm unable to hold a position this year as I'm going to study abroad next semester but next year hopefully though.

Y: Question 2 do you think there are any benefits in joining a recreational Club sport in college.

Student 2: I think it's beneficial for a lot of students because I think that Come to school you're always in classes like you're seated I feel like coming to a new place when you don't know anyone Any type of Club is held pool because you can meet people Recreational clubs because it gives people of boost to actually do things Way they can maintain a healthy lifestyle or goal.

Y: Can you tell me more about what giving people of boost to actually do things move to?

Student 2: I think that if you're not used to working out; with people in a group it's easier because you get the push likes there is gonna be other people it's not just gonna be me because when you first start working out by yourself you don't know what your doing but in a group setting you have someone to tell you this is what your gonna do and you learn more about it. I think that's kind of a push because it's nicer to me in a group because you're able to talk to others and you're not by yourself and you're able to make friends a lot easier.

Y: Do you think your lifestyle has changed since you started judo?

Student 2: My first came to USF I was 180, now I am 150-160. I think it's because I learned real quick because if I want to fight 180 it's hard. Once you pass a certain kilo you fight anyone. And I think for me I was on the lower side of the big girls so it was difficult you don't want to be in the lower side of a division. And it made me think maybe I should start working out more. And my mom told me I should lose weight. Last semester because I had more time I started working out 5 6 times a week.

Y: Go away. What would you do on your off days outside of Judo.

Student 2: I would switch it up. Sometimes I did more cardio, sometimes I did more weight lifting. I

would go for an hour to an hour and a half each time and my diet changed. I realized quick that I had to eat stop eating greasy food at the cafe It also didn't help that I was running out of flexi. What sucks sometimes on campus is that the more healthy options are very expensive. And I don't trust the salads because of the rat problem.I actually started eating more salmon and fish. I stopped eating meat the only time I would eat meat is when I got a sandwich. I tried to do intermittent fasting and it works but this semester my schedules doesn't allow me to.

Y:Do You think participation in club sports made you choose the healthier options or would you have chosen them anyways?

Student 2: Definitely not, knowing I have a competition or something to do is the motivation and helps a lot. I was talking to my aunt who does intermittent fasting and she really loved it so I asked her, At one point, I wanted to do meal plans but you can't really do that on campus. I think it's because I don't like to be in the kitchen on campus. The kitchen in Toller is really sensitive. The fire alarm goes off all the time. Judo helped give me a push towards a goal I wanted to achieve. In your division heres always gonna be a girl bigger or more advanced but it's nice to have that advantage in being stronger.

Y: Do you think that USF Judo is a successful organization?

Student 2: I think so I think because cuz I think yes or no no only because the way we recruit makes it more difficult especially because they are scared to join because they know oh you get thrown. I think it is successful because a lot of students have stuck with it because they enjoy it alot students were nervous at first but they started to get used to it and then that way we were able to keep a lot of students I just think recruiting is a little hard.

Y: Outside of recruiting what would you do to make it more successful if you could?

Student 2: Honestly I would prefer be worked out an extra day.Every time I come back on Tuesday it would hit me hard since it was so long since we practiced on Thursday.And with my schedule I couldn't work out as much as I wanted to.I just think Tuesday and Thursday is not that bad but once you leave Thursday you have nothing in between Thursday and Tuesday  
I wish we had an extra day to practice especially for Nationals. In my division there were only two girls and they both came from West Point and they train 5 days a week. I think for us at something we lack two times is not enough. One girl from a school in Florida worked out 3 times a week but for longer periods of time. We work hard, but yeah.I think what helps is a lot of students work out outside of the club like swimming and BJJ. Sometimes we do an occasional workout but that is super rare.

Y: Judo practice intrinsically comes with a lot of structure and discipline such as the belt system, lining up according to rank, formal activity of bowing, uniform etc. Do you think the structure and discipline of the sport has had any effect on you outside of practice?

Student 2: I think so. I think the way for me it's structured as nice because a lot of students don't have that kind of structure In their everyday life because they have work and school Had a lot of things are happening but at least in there it's structured and it's the way it's supposed to be It's nice to have

something that is a constant. I think Judo is a very respectful type of martial art. Martial arts in general are very respectful. To have that type of structure like this is your instructor, these are the people that are above you. It's a nice hierarchy. Nice because the people above you are trying to help you and the lower belts are striving to be like a higher belt and be better. And get higher in the belt system.

Y: We never really talked about the philosophy of Judo but the two tenets of Judo are maximum efficiency and minimum effort as well as Mutual benefit Just like you're saying there is that hierarchy but we're just trying to make each other better. They're helping us but we're helping them that back and forth. Do you think you have become more respectful since you started judo?

Student 2: Funny story during Thanksgiving when I went back home. I'm at my mom's sister in law's fiance she just got engaged and when I went to shake his hand I bowed. And he was like what happened and my mom had to explain and was like she's in judo it just happens. I feel like in the states people shake hands but people really don't shake hands. Like it's really small greetings. My teacher is japanese and she is like greetings are really important when I go (Study abroad in japan) Other sports you really don't see that as much other sports are really disrespectful. In soccer how you end soccer is similar to how we end judo. You slap hands but no your competition, some soccer players dont even look at each other and are nasty about it my team has done it and the coaches would tell them you can't do that. It was bad because my dad was one of the coaches. And he was like you guys can't do that. Don't be mad if we lost it was our fault we lost. In soccer you can get red cards and yellow cards a lot of students are kinda like that and dirty because if the ref doesn't see you it doesn't count. So there is a lot of nasty stuff in soccer. I was a goalie and they are so rude because if you let a goal in they don't realize that it's the defence's fault not just the goalie. Not all sports teams are like that but I have seen it in a lot of sports where they are mean. In every sport it's unavoidable. Sometimes you get DQ'd for small stuff like wearing things. One time I saw a 12 year old get DQ'd for wearing her bracelet.

Y: Yeah they are so strict at these local tournaments I don't get it. Like when that guy's cell phone came out. It's like ugh let them fight. If It's nationals I get it but at city college dude c'mon they are so by the book.

Student 2: Yea one time this girl i went with left her nametag on for her school

Y: Did the DQ her?

Student 2: No they let them compete, It's good because there are no issues but sometimes they are too strict. You always have that 1 ref who does not know what is happening.

Y: Has you head coach made an impact on you?

Student 2: Like inside or outside of Judo?

Y: Let's start with outside and then talk about inside.

Student 2: Outside it's been nice to have someone. I think in college you're supposed to build these relationships with like teachers or coaches or things like that. Especially if you're trying to get into outside programs so you can get recommendation letters. I was going to ask Sensei Oh for a recommendation letter but it had to be an academic professor. So it didn't work out. But I think it was nice that he was willing to write me a recommendation letter since i was trying to get a scholarship. He's helped me out a bunch of times I don't live in the state I live in. I didn't have space for everything I couldn't fit into my luggages and a lot of my friends are also not in SF. So he let me leave a fridge in his office. It's nice to have someone to reach out to when you need help. Inside judo i think he's helped out a lot because he's the coach. it's nice that he is very strict. You say it, I think too. You're not being mean, you're trying to correct us because you want us to get better.

Y: Yeah I need to work on that too. Sometimes I can be mean. Were not criticizing were critiquing that's what sensei says

Student 2: I think that's good to learn because alot of students don't know how to take criticism. I think it's good to take criticism becaues it helps you get better in the longrun like I can improve this . Yeah there is mean critiques and that bad but If it's something that can help you out in the long run it is definitely something you should listen to. I think that is something I have learned from him. Also I think just try something like just do a move like just because...i think thats what has calmed me down for tournaments I used to get really nervous for tournaments but Sensei would tell me it's just an extension of practice, like if you lose yea it sucks but that way you learn.

Y: You learn more from losing that you do from winning. So even when you lose you still kinda win because your learning even though it still feels bad.

Student 2: Yeah, I think it's nice that he actually records them (the fights) and he will send it to us saying oh this is what you did wrong, you should work on this. It is really nice because I feel like most stuff you don't get to see it after it's been done so this way you're actually able to see yourself and see things you did wrong and stuff like that yeah.

Y: Would you consider Sensei Oh a mentor?

Student 2: I think so, He was helpful when I needed a LOR even though it didn't go through but I would say I could go to him if I needed something for like school wise or academically..

Y: I was gonna ask of specific examples of impacts he has made on you but it seems like you already spoke to that earlier when you talked about your experiences in the coaching. Was there any other examples or is that the general gist of it all?

Student 2: I think that's a good jist, let me think if I can think of any other examples. Could you repeat the question?

Y: Are there any impacts he has made on you in your experience with him as a mentor?

Student 2: I think what's nice is that us all going out to dinner I think that way he gets to know more about the students not just inside judo, because even then I think that is helpful. It builds a connection with athletes.

Y: How do you think the club would be without Sensei Oh. Do you think his involvement has had an impact on the development of athletes?

Student 2: I think it would not be how it is today. Because I have seen other clubs who have changed coaches before like the BJJ club. I think that Sensei Oh has been there for such a long time like when I started he had already been a coach for the seniors whole college time. I think that's such a long time because then students who don't even go here still come back and visit. Like when we went to Nationals we saw Sofia. I think that building that kind of connection is nice. Building a connection is very important but if we did not have that it would be more difficult for students or they would not feel the way they feel just because they keep switching coaches you can't really feel like you can rely on the coach as much when the program isn't that stable.

Y: Yeah if the coach doesn't care about it why should students.

Student 2: Yeah.

Y: Do you think his presence has had an impact on the development of athletes?

Student 2: I think so, because I feel like him pushing us to be better. I think what has worked for a lot of students in the judo club is that he doesn't give multiple colored belts like some colleges do. Like some schools do yellow and orange and I think it has helped because a lot of us white belts who have been there for 2 years have always strived to be a green belt. Because you are not a beginner anymore but you still are and it's nice because then you're like Michael and David and everyone remembers when they got their belt. Wait, was I there? I know I was there for Davids. anyway and it's nice to see that they worked super hard and now they are there. And one thing for for me I never wanted to miss practice because I know you guys do not tell anyone and so I was like I never wanted to miss a day and you promote people because then I wouldn't get to see them or like the day you guys wanted to promote me I didn't want to come to practice.

Y: Wow, wow.

Student 2: And it's funny because it's not like I knew that was the day you guys were gonna promote me but I had so much work to do that I was like I even told my roommate I didn't want to go. But i ended up going anyway because everyone especially sensei says this is that one hour really gonna affect anything will that hour and a half affect anything. And I probably was not because I probably won't....I needed to take a break. I feel like studying . If you take breaks you can process it and you don't burn out. And that day is like this is why I don't miss practice.

Y: That line you said it really hit here (points to heart) You want to see your friends succeed and you don't want to miss seeing that. That is really cool, yeah that's really cool.

Student 2: Yeah, I never wanted to miss because I know that me, Michelle and all of us all came around the same time. And I always expected we would all get it around the same time. I remember I missed someone getting advanced and it sucks because this whole team you have been with but you didn't get to see this big moment.

Y: When you got promoted did you think you were all getting promoted?

Student 2: I did , We all came at the same time, I mean I came a week late but I thought when we got promoted I thought it would be most of us. I knew someone was getting promoted because of you because you came and sat down and you had your hand behind your back. And when someone else got promoted that's how sensei pulled it off. And when you came and sat down with your hand behind your back and you weren't showing your other hand. And I was like ooh this seems suspicious.

Y: Next class I am just going to keep one hand behind my back haha.

Student 2: And when you guys said one person. You guys didn't say who it was of course but like when most kids get awards they say he or she because they are a kid and we didnt have alot of boys who had been there for awhile. After class we all discussed who we thought was gonna get promoted. Like I thought that savvy was gonna get promoted because I thought he was really good. And savvy thought Michelle was gonna get promoted. Um none of us said lanna but yeah maybe because she wasn't there with us. I didn't think I was gonna get promoted because there was that one month I missed half a month because I was doing work and I wasn't training. Savvy messes with me now saying I love your new green belt and I am like stop. I get nervous really easily about a lot of things. I am just a whole ball of stress. Um, I was like I can't. Now they can put me with the green division like higher. Savvy was like hey I don't understand what you're worried about your no better than you were yesterday. But you fought a brown belt before it was fine. I'm just freaking out, but no one of us knew who was getting promoted so when you said one person we were all looking around.

Y: Yes sensei adding drama and suspense.

Student 2: Because to me I was like, everyone has worked so hard and like in the last tournament like Savvy was super sad about the last tournament even though he got bronchitis and we were like it could have been anyone.

Y: Do you think Sensei Oh has had an impact on safety?

Student 2: Um, ooh, I am gonna say no on that one just because I feel like sensei sometimes with certain things like when kids get hurt he brushes it off a little bit and I feel like that's not the best thing. Because of a lot of injuries you kinda need to check it out because if you keep going you could make it worse. Like my toe ever since I jammed it it still hurts and I don't know what to do about it and one time I hit it again and it hurt so bad and I was like can I sit out and he was like no you cant sit out.

Y: He makes you push past it.

Student 2: Yeah, I think that's one problem because I know sometimes its like you will be fine but sometimes..It also depends on the student because I was like you know what I will be fine I learned how to wrap my foot and that definitely made a change because like now it does not hurt as much when I practice but also it teaches you how to take care of yourself. Like I learned how to wrap my foot and that I need to ice it every once in a while like I had to learn that. I had to learn that a jammed foot takes a while to heal because it's just an awkward place, but I feel like some students like Lanna are really sensitive and she is like I get hurt and sensei doesn't care. It's just that she is really sensitive and he could say anything and if it's mean It will hit hard. One time he told her I don't understand why you guys aren't doing as well. He compared her to Michelle and she broke down.

Y: Oh no.

Student 2: But I think safety wise we haven't had as many injuries this year but I think one thing we definitely um is that sometimes I feel like he isn't as serious about the injuries and I'm like its valid like sometimes it's not that bad but I think sometimes they are and it's kinda like...

Y: Yeah it's a fine line between allowing someone to give up and be tough. While giving them confidence that they can overcome these things they think are impassable at the same time taking care of them it's a balance. Plus he is a tough guy so he is gonna be like tough it out

Student 2: I think that when some of us get hurt it's like you know what it's fine. That's why I learned to wrap it. It will stop it from hurting. Now I know it hurts when I play. I just have to wrap it. It won't be as bad but when I played indoor soccer I knew I couldn't come to the next practice because my foot you know when your toes get stuck in the mat. My whole foot was like that. It wasn't scabbing for a while. I think that for example we should not have played soccer on the mat with no shoes because I think that Josh, one of the new kids, kicked May really hard and he was like oh no because she is really tiny and she bruises easily.

Y: We have to move on for the sake of time we have 6 questions left. Halfway through right now. Do you think that participation and involvement in the club will assist you in your professional career?

Student 2: Like what I have learned from judo?

Y: Yes.

Student 2: I think so because it has taught me that you can push through things. Like if you have a goal you can work hard towards it. I think for me it helped to have that constant like ok I have been able to plan things more. Like when we all had to lose weight I was like oh ok I can do this. And you have to learn how to navigate to reach your goals beyond promotion . I have to be able to do this to be able to do that. Yeah.

Y: Do you think it has affected your academic career?

Student 2: I am gonna say yes. I actually did a whole project on Judo for one of my Japanese classes. Like the history of it and basically we had to pick a Japanese subject and I did that. I talked about some of the original popular ones like it's a Japanese sport and rank system and in Japan it used to be mandatory to learn a sport and judo was one of them. And like I think it helped that I liked the subject and it showed me that I am interested in learning new things. Does that make sense?

Y: Yes, have there been any negative effects?

Student 2: Sometimes, sometimes I think that sometimes I should take the time and study more, but then I think in my mind it's only an hour and half. It's not that bad. I don't think it had the worst effect. Because I see it as only twice a week I should go. It's not a big deal. But sometimes it's also super late. I should relax before judo but then I don't do my work before. And so I do my work after judo and it's already so late. But you know, it's just me I think I have to learn how to schedule everything better.

Y: Has involvement in judo had any impact on your character?

Student 2: Just because um I am a little timid at new things and I get anxious and nervous easily. But I think it's helped me in kinda like competition wise. It's ok to not do well as long as you worked really hard for it. Because like if you don't do well you can try again. I think it showed me that it's ok to fail. Like it's ok it happens.

Y: What about from the class itself and not competition?

Student 2: I think so, it's made me work harder for other stuff. I don't know if I feel like I can get where I want to be. Like in judo when I got my green belt it was a goal that I was working towards. I think that for other stuff it has shown me that if I work really hard and put my mind and time into it it will pay off in the long run.

Y: I said that separately because my next question is Has involvement in judo competition had any impact on your character?

Student 2: Yes, I think so because it's helped me be, well maybe not all the time, but it's helped me learn that it's ok to lose. Because you learn more from losing like we talked about but it showed me that not everything turns out the way you want it to go but through that you can kinda see this is where you made a mistake, this is what I can fix and yeah it showed me that I shouldn't be as nervous as I am all the time.

Y: Do you think your confidence has improved from your experience in competition in life?

Student 2: Yeah.

Y: Do you consider yourself a competitive person?

Student 2: Yeah. Compared to other kids in judo probably not the most competitive. Sometimes I am in that mindset where it's like yeah. But in competition sometimes I feel like if it's just like an exhibition match or your time to practice it's different but when it's in a tournament I get a little bit. Competitive. Or when we play mini sports during class I get super competitive.

Y: Yeah, when I was a white belt it was whatever but as soon as I started competing black belt it got really competitive. If I lost a match I wouldn't talk to anyone on the trip I would be so mad at myself.

Student 2: I felt that; I remember a girl I fought this competition in Fresno she beat me a year before and when she beat me I really felt it because I know I made a mistake that I should not have made. I crossed my feet. As soon as I crossed my feet I knew that I was like yeah I think it hits you harder. She remembered me but I beat her the last tournament but like yeah defs I am a competitive person depending on what it is.

Y: That's a trip because everyone knows mistakes have consequences but when you put it into a different type of visualization not just martial arts it makes you understand it more.

Student 2: Confidence wise I think it's helped because I work out more. I am living a little healthier. I lost a lot of weight and sometimes I still kinda get down on myself because I should probably work out. Especially this semester since I have more time to work out. And it's like man I wanna work out more. It's made me want to work harder and lose more weight. In the time off during break I still want to work out and get back to the way I was during competition.

Y: Do you think that as you move into a professional career that participation and involvement in the judo club will make you a stronger leader? Please elaborate as to why yes or No?

Student 2: Yes, I think I have seen it alot more especially now when I see it in other students like Michelle and Savvy. When they have questions we can answer basics. It showed us that we have been working at this so hard and now we have the ability to help someone else. And in competition we can show the new kids that there is no need to be nervous, it's ok you just need to calm down. I think that would help in a leadership role. Because in leadership you have to help those below you and show them that this is what you are gonna do and to help them out as they do their work and things like that.

Y: Do you think that you would think that way because that's the way it is or has judo had any specific impact on leadership development?

Student 2: I think judo has helped because in other jobs you do not get that connection. Like this is my job helping you won't help me mentality because I wanna work towards what I wanna be. But what people don't realize is if your subordinates do well you will also do well because it shows that you are able to lead them to be better because in a business if your subordinates make more money you will make more money and it shows that as a leader in a company you are able to make the company more money. I think that helps because you want to help others get better and succeed. Like yeah if you focus on

yourself it's like I wanna get better but in tournaments and things like that when you help them it's like this is what I have to do. It (judo) is a very team oriented sport and I feel like a lot of jobs are also like that because you have to work with people above and below you like you can help those under you and that will help out those above you as well. Why not just help other people .

Y: You have held a leadership position in the club as equipment manager do you think that it has had any impact on your leadership development?

Student 2: Even though I was the equipment manager sometimes I would take over the role of Vice president because sometimes our vice president wouldn't do his job. He would be like I am teaching you so that when you become vice president you will know what to do. I think through that along with my job right now, I work as an assistant with HPS. I have to do a lot of paperwork and plan things and when I was working with Michael to plan things I had to and was able to learn how to plan and communicate. When I had to talk to Jenny to discuss injuries or when we ordered things or when we went on an itinerary it has helped me a lot in my current job because we actually had to plan an event. Through that I had to do a lot of emailing and have to talk to a lot of people and plan the whole itinerary on who we had to invite so I think in that sense it has helped me a lot with communication with people you do not see on a regular basis.

Y: What had a greater impact on your relationship development helping people learn something or being equipment manager and holding an actual position in the club?

Student 2: I think helping people gave me more experience in leadership because as equipment manager your job is really set. I know for us our job was to help clean and to help take away. So it was important to show up early and make sure the floor is not dirty so no one gets sick. But that job was so set it was not set up like the president or vice president. If a student was to reach out to someone those were the people so I feel like an equipment manager it was nice but you learn different skills from that. You don't really learn how to talk to other students. I feel like helping students helped more because that's where the communication came through more.

Y: Do you think you're a better communicator now because of that?

Student 2: I think so because I have been able to talk to a lot of different people from our club from different places and different majors and like I have had other jobs where I had to talk to people but I think this helped because how would you say judo is very skin to skin and that has helped me create tighter bonds and it's easier to communicate because it's such a close sport that you just kinda like you learn to get past that uncomfortableness It's one of those sports

Y: Yeah it is a very close sport you swear on someone's face and then it's like the next person.

Student 2: It's one of those sports too, like a lot of people give me and Lana shit for talking to our competitors, like your gonna fight them why are you talking to them

Y: Yeah I never talk to them.

Student 2: It's nice because you meet people, you fight them and it's fine there is no bad blood, it's all for fun.

Y: It's just a sport

Student 2: I definitely think that helping people taught me more than the manager position.

Y: Two questions left; When traveling with the team do you feel safe?

Student 2: Yes, because I am not alone when I travel which its always better to not be alone when you're travelling. And also it's like we are a team and we have our designated adults like you sensei and Bryce when he is there. Plus all of us know how to do judo so it's never like we're ever alone since we're in a group. So if someone attacks you we all know how to moderately defend yourself.

Y: Or at least deescalate the situation.

Student 2: Yeah. I remember in 3 years of high school I took self defence classes but I honestly don't remember any of them. But like I think of Judo even though I do it I know if you have the chance to run do it.

Y: What are some things that can be done to make you feel safer? Is there anything?

Student 2: Uh I don't think I have anything to add on.

Y: If you were in a position to change an aspect of the club in order to make the experience better for future students what would you change?

Student 2: Communication, I feel like we have really bad communication with the new kids. So I know one kid had been avoiding Lana I don't think he was purposely doing it to not pay his dues but I also I don't want to mention it to him but I think communication skills could be better I don't think texting is always the most efficient because some of us have Iphone and some of us don't. Like someone who has android will text back and it will go into another group chat. Someone will ask us in a different group chat what is happening. Like Michelle, someone else asked Michelle what was happening and she turned around and asked me what was happening and in that sense we sometimes have trouble communicating because all of us live in different places and all of us have our own things.

Y: How would you change it?

Student 2: Thats hard, I think that's a little difficult.

Y: Just better communication.

Student 2: Yeah I know we talk about it like we are gonna do this on this day.

Y: But not everyone has the same platform I got ya.

Student 2: I think it would be helpful for events like competitions to have a google calendar reminder since all of us have emails like oh it can remind you like you have this event it would be nice to have everything together. Like I know Sensei has the dates for everything but everyone is always still asking when is the date. I have asked so many times about nationals and he tells me but I forget because I don't have anywhere to put it down at that moment.

Y: Is there anything more than communication that you would change?

Student 2: I think another day of practice would be nice because we do a lot in the time we have but I think we could be alot better if we did have that extra day. But beside that I think we do well we try to do things and events like go out to eat or play basketball sometimes we go to other schools it does not happen all the time but I think that's a nice way to learn more because one problem we do have we aren't able to practice a lot with other teams we get used to practicing with ourself we get used to who we fight and it gets easier for us because we already know what we are gonna do.

Y: Last question it's not on the list but I just wanted to ask you. Do you think you handle stress well?

Student 2: No, not at all.

Y: Do you think judo has had an impact on handling stress because I feel like Judo is a stressful situation? The fight is stressful and learning how to stay calm means that I am wondering if it had an impact in your outside life?

Student 2: I think Judo has helped. Alot of it is because I think exercise is a great reliever of stress and when I started Judo When I knew I had to start working out with the club. Working out is a way for me to forget about everything else that is happening. Especially right now.

Y: Why right now? Finals?

Student 2: Yea because finals? I have a test tomorrow, Monday, Wednesday and I am not ready. For any of them.

Y: So an hour and ten minutes we are done. Is there anything else you would like to add?

Student 2: I believe we are technically athletes. I hate that we are not considered athletes. My japanese teacher thinks we are athletes.

Y: We are just not scholarship athletes, we are recreational athletes, but for sure there is no other professional judo team. You are the judo team.

Student 2: Yeah, I hate that they make it seem we are not a team by putting club judo we are a sport.

Y: Does that have an affect on you that they call it club judo?

Student 2: Yeah: I hate it. I think because it's like my econ teacher dumbed down the words for economy class and I think that it made it more stressful because by dumbing it down for the class and by calling it club judo. And I know that and Judo club and club judo are the same thing but it emphasis we are club and a club could be anything but I think that we are a judo club we are a sport we are not scholarship athletes but saying club does not make is seem like a sport and they will not let us change our shirts. We are a club but we are still a sport but by saying club people don't take it as seriously. Your not first division but it does not make sense. Like you said there is no professional judo team.

Y: Anything else?

Student 2: No that is it.

Y: Thank you

**Alum 1 Interview transcript**  
**December 10, 2019**

Y: Yoshi Yamaguchi  
Alum 1

Y: All right, what's your favorite thing about the USS Judo Club?

Alum 1 : The main thing that I like about the USF Judo Club is the people there and the friendships. Do you want me to elaborate more? Okay basically when you go to it, when you come to a college you don't really have any foundation you kind of come like on a clean slate and so being able to join a club and forming close bonds that's really important to how you view your college Years once you graduate.

Y: Why do you choose to go to practice?

Alum 1 : So at first when I joined Judo I chose to go to practice to just change cuz I'm as a freshman like coming out of high school I will I just wanted to change as much as possible as fast as possible but then slowly as I got to know the people more I went to practice mainly for those who practice with me and to learn new moves.

Y: As an alum who no longer goes to the university why do you still continue to go to practice?

Alum 1 : As an alum I feel like to be frank it's a good . It's a good way to exercise and as well as also a good way to relieve stress.

Y: Have you ever held a leadership position within the club.

Alum 1 : Yes, I was the Judo Club treasurer for 2 years.

Y: How was that experience?

Alum 1 : It was it was all right as a treasure even though I feel like I could have explored that position more. I felt like there weren't many avenues to make that position greater.

Y: Do you think that leadership position has given you any leadership development skills in the professional world?

Alum 1 : That particular leadership position not really I feel like but as a leader in Judo I guess we at the beginning of the year and at the end of the year when we meet with the sports director we do come up with like new agendas that we want to import or like give off in the next year's so I think that has definitely shaped my leadership skills.

Y: Question 2, do you think there are any benefits of joining the recreational Club as a college student.

Alum 1 : As I said earlier definitely when you start off in college you're on a clean slate and you know no one so joining a club or especially a sports club definitely motivates you to meet new people and also to so basically learn something that you've never done before that's in my opinion that's what I experienced.

Y: Do you think that USF Judo is a successful organization?

Alum 1 : I think so I base success off of the amount of people that come back and although USF Judo hasn't grown exponentially large. The amount of graduating seniors that come back and continue to contribute to the club definitely shows Judo club success.

Y: Judo intrinsically comes with a lot of structure and discipline such as the belt system lining up according to rank for my activity. Do you think the structure and discipline of the sport has any effect on you outside of practice?

Alum 1 : Definitely, so having structure goes a long way especially when you want to work out by yourself or if you want to do any activity by yourself you kind of set a list and you kind of give yourself some ground rules and be realistic to yourself just like how it translates to Judo. Judo by lining up and by having an agenda with what we're going to do that day definitely shapes our mind set to concentrate on what we want to do that day and during that practice.

Y: So Judo comes with like a lot of respect built into it. Not many other sports have that aspect of respect built into the sport. Do you think that you're a more respectful person now that you participate in Judo?

Alum 1 : I definitely have had that respect but for sure I understand more about those who are more skilled than I am so I'll definitely through Judo I was definitely able to learn who was better than me a but to not learn from that but continue to excel at my weaknesses so even though that there's a rank system and that there's respect you shouldn't be able to let yourself down just because you don't know how to do a move you can continue to improve and earn that respect.

Y: Could you give me an example of that?

Alum 1 : For instance, if you don't do well at 1 tournament that's not the end of your career in Judo you can continue to come back and our Sensei, he shows that he continues to help you improve and he never liked is disappointed in you so yeah.

Y: Has your head coach made an impact on you?

Alum 1 : Yes, he has a Sensei as a as a person has definitely shaped who I am today he pushes me unlike anyone else and he was like the mentor that I needed throughout my high school years but I never got because most of my so I played a lot of Varsity Sports in high school and most of the coaches never really paid attention to one individual they always try to get the best out of the team and then like if we were winning the now's great but I think what Sensei does really well is that he cares about each individual player and even though the team does well on it as a whole he wants to see individual success as well.

Alum 1 : So my question is would you consider him a mentor? And you already said yes, can you give any impacts or examples of any impacts made in your experience with him?

Y: So I guess a specific example that's most memorable to me was that I think it was after either Sacramento tournament or Palo Alto tournament I went down on my shoulder and I was like I was like I had a ice bag on my shoulder and he even though he like no I like lost really badly that day he didn't like condemn me for it. Even though he was like you could have done better, he always asked me what I could improve and then how I could or what's my next step to fight again.

Y: What was the big change that turned the relationship from coach to mentor?

Alum 1 : I guess as time went on you got closer with him. I guess that was the breaking point. Just the way he talks the things I can. I can start to tell he means more. I guess there wasn't a specific Breaking Point maybe every day of practice.

Y: How do you think the club would be without Sensei Oh,

Alum 1 : Very different I think Sensei Oh has compassion and he doesn't entirely stress on the team always winning and always getting first place even though that's something he likes but he doesn't drive practice to tell everyone to always get first place and to always win no matter what he wants you to learn about yourself and to improve and that's what makes him a great coach .

Y: Do you think his presence has had a major impact on the development of athletes?

Alum 1 : Oh yeah for sure I basically stressing what I said before his way of pushing you isn't always isn't something that you would go home and just get mad about you reflect on what he says and the way he says it I definitely helps you think about how you can improve instead of being mad at him or being mad at yourself.

Y: Do you think he has had a major impact on the development of the club itself?

Alum 1 : Yeah USF Judo basically encompasses what Sensei is. He is the only coach that has taught it he is USF Judo.

Y: Had a major impact on the development of safety?

Alum 1 : Yeah I think every practice he tries to tries to let the people know or like let the students know that even that if you're hurting you can sit out and that's that's fine just just once your hundred percent then come back and try even harder as enforcing safety yeah definitely I could see that when one particular player is rougher he tends to tell the player to calm down and to not show as much force on the like the weaker participants.

Y: what do you think about that?

Alum 1 : I think that's great cuz you're not there to show force on those that are weaker your you're there to learn and you're there to match those with the same strength just cuz you can assert dominance doesn't mean you're necessarily good at the sport.

Y: Has that carried over to any aspect your life outside of the mat?

Alum 1 : Yeah definitely I definitely am humbled by Judo and so going into like any interview or any meeting I know that I have ways to improve but that's not necessarily the first thing I say but I understand in the back of my mind there's always ways to improve and with that with that humbling you can definitely you definitely know how to be successful through that I guess.

Y: Do you think that participation and involvement in the club has or will assist you in your professional career and development.

Alum 1 : I guess knowing your limits that's that's a great thing because if you're in over your head about like a business meeting or about like a decision that you want to make for your your group as in a professional sense then definitely Judo can definitely teach you your limits because you like mentally you do understand where you can go and that's what you always want to strive for more but physically sometimes you can't reach that and that's okay and that's what judo has taught me that even though you want to be the best sometimes it's okay to the fall or take a fall or to not be the best to definitely for the next time to learn how to overcome that how to overcome your limitations the back of a circle.

Y: When you're a student do you think that participation in the Judo Club affected your academic career.

Alum 1 : No, it never has.

Y: Has Judo in or involvement in Judo had any impact on your character?

Alum 1 : For sure let's just let's just go with like the first day so when I did Judo my first time I was able to get to a pretty low weight and that let my character become more confident and cocky in a sense and so that definitely was a however you want to take it a positive or a negative but then as you stop doing Judo you gain more weight and your confidence goes down.

Y: I feel like you're talking about your attitude, what about your character, like your ethics or your morals?

Alum 1 : I mean I've always had OK ethics and pretty mediocre morals.  
I mean it has but I can't think of it. Can we come back to this question?

Y: Speaking of like ethics and respect and all that s\*\*\* Have you ever bowed to someone outside of judo on accident?

Alum 1 : No never. No other sport has gotten me on my knees and bowed out in Tae Kwon Do. We bowed standing up but that's it.

Y: Do you think competition has made any impact on your life outside of the impacts of just going to practice?

Alum 1 : Competition has something is a whole different animal if you ask me then practice it's basically you you're able to zone out everything that that's wearing you in your life and you just go out to the mat and you just do what you got to do and even though it's not Judo but my first tournament was jiu jitsu but my first fight ever I was I didn't feel like I was the same person when I went out I feel like an animal like I like all I cared about was how I could defeat this guy that was the only thing i cared about at that moment like all my adrenaline was focused on how I could do it and like no matter what I didn't worry about my safety at all like everything was like gone all my senses were kind of gone and the only thing I could focus on at that moment was like how I can take this person down and like in what means.

Y: Do you think that type of attitude has helped you in any way outside the mat?

Alum 1 : It's definitely taught me how I am if I ever get that angry it's definitely taught me how to reserve my emotions in a sense that if something ever triggers me to the point I I know that that's what kind of emotion that will be emitted and I know when to stop or when I'm going to reach that point.

Y: Do you think now that you're the professional world where there might be times when you get emotionally riled up that having competed or having participated in the club sport you are able to control yourself a little better?

Alum 1 : Oh forsure, the side comments that your boss might give you or an associate might give you tends to mellow out and you're pretty much gaining that thick skin so like words don't really hurt any more.

Y: Do you have any examples now that you have been working for a few months now of how any aspect of that has helped you? The way judo taught you control?

Alum 1 : In a sense we have a lot we have a lot of freedom in when we can leave and like when we can like when our boss like tells us like you got to keep working and in a sense that control has helped me stay longer and help me want to do more for my boss than just my basic limitations.

Y: How do you think competition in collegiate sports played a role in that?

Alum 1 : I guess a sense of control like like not giving up basically in a sense so when Sensei at the end practice every time or we have to do Sprints or any of the conditioning you it's easy to give up and to when he turns his back away from look at you is easy to not do the the move anymore cuz it's just it's just easier to give up at that moment but through that hardship and through understanding of what the reward comes out to after you gained that control and after you've committed to giving all you got that definitely translates to Work ethic because in work ethic you can do the bare minimum and get by and always be

able and always be okay with it but if you have that control and you want to want to give more to your company than necessarily you can see improvements and you can see greater things that your company can get back to you.

Y: Seems like you gained a lot of confidence from participating in club sports; confidence and determination and grit.

Alum 1 : Yeah definitely something I needed as a as a college student in a sense because in high school you know a lot of high school middle school students come out with a lot of insecurities and they come out with not feeling completely confident in who they are themselves but when you go to when you join a join anything in college or basically in college you want to try to find who you are and you want to be in a sense I wanted to build that build my confidence to learn anything and I'm still trying to build my confidence so that's I guess that's how judo helped me.

Y: Three more questions, do you think that as you move into a professional career that participation and involvement in the club will make you a stronger leader?

Alum 1 : As I move forward in a professional career will it make me a stronger leader?

Y: Yea.

Alum 1 : Being stronger leader so I guess I guess top of my head but one thing is when you randori with someone you understand their weaknesses and you understand their strengths and you you as a player you understand who what type of player you are and how you want to how you want to deal with this particular opponent or this particular obstacle and so in randori you can either be passive and wait for the first wait for your opponent to attack first or you can be aggressive and initiate whatever is happening and so I think knowing that balance is really beneficial to your everyday life cuz as a leader you can either always , you need you need a good balance to understand who you who you're working with and who you represent cuz you if you're representing like a company or a business you can always be aggressive and always want the the top things you need to you know also like take a step back and observe your surroundings and that definitely is what judo has taught me and that definitely is what makes me a better leader in the future in the professional world.

Y: So when you first started judo you were getting help from the higher belts now that you're a higher belt amongst all the white belts you're helping them whenever you come to class. You're giving them tips. Do you think that has helped you in your professional career as leadership development builds with you?

Alum 1 : Yeah I think I think something you said is that I heard somewhere that what you've learned you don't want to just keep to yourself cuz that I guess that's a good feeling that's like selfish but you want to try to give off as much knowledge as you can because knowing everything isn't always beneficial to yourself because once you able to like admit knowledge people might have a good have a better twist on it or they might have a better sense of it and so when I teach the white belts a move there there that satisfaction is definitely there as well but they might have a different opinion on it and that's what I look forward to.

Y: How does it make you feel now that you're like a higher belt in the club and white belts are asking for help.

Alum 1 : Of course it feels good but at the same time I feel like I shouldn't be giving that advice because I haven't gotten to the level where I am confident enough to give that advice. I feel that I haven't gotten enough confidence to give the best advice to them.

Y: When traveling with the team do you feel safe?

Alum 1 : Yeah.

Y: Why?

Alum 1 : Like I said nothing has ever happened to me I feel safe the only time I wouldn't feel safe is when Sensei drives but...(laughs)

Y: What are some things in your opinion that can be done to make the people in the club feel safer?

Alum 1: Emotional safety is kind of hard because everyone has different limits. I guess the best way for emotional safety would be to take someone out of practice if they're getting too worked up. If their anger is too high. Physically that rolls into what I just said earlier but physically physical safety definitely understanding that if you're heavier in a sense or if you're a higher belt like you don't have to go 100% with a white belt like that's not going to benefit you at all it's mainly to help them learn and to also understand a person's movements that are so yeah. Judo is a toughie.

Y: if you're in a position to change an aspect of the club in order to make the experience better for future students what would you change?

Alum 1 : So an aspect that I wanted to change was when I like to have a high turnover rate at Judo club and so I know that if there's someone that we don't like in a sense we tend to try to like boot them out as fast as possible but I feel like.. Where I was going with this...basically like it was the beginning of junior year. We had 30 people come but I don't know why most of them never stayed but I wasn't there for that so I can't comment on it. so basically when college students are coming into a club or any other sport they want to feel like they have a home and they want to feel like they have a goal that they're trying to earn and so I think that we're kind of lacking in that sense of community. When I first started there was a community already established which I like which was you Nicole like Sophia that entire group right there right so that was like I wanted to be part of that group cuz that group made me feel good that's why that's why I was so that's why I kept going to judo. I feel like now everyone has their own clicks and everyone's like not really being as a whole family so I think that's why I lost that a lot of people are trying to like move away I think like me John and Mike were just trying to but it didn't work out as well it just worked out for the three of us and that was about it but yeah yeah I guess so to help our retention rate am I'm supposed to like be a business proposal?

Y: Whatever you want.

Alum 1 : Also to like their commitment to being better has to come from a place in their hearts cuz a lot of people come in there like it's too hard but I guess at that moment for me I wanted to do everything in my power to know my limits and to do everything in my power to be better and judo was that outlet that I found and I'm grateful for that.

Y: Is judo the hardest physical endeavor you have ever taken on>

Alum 1 :

Y: Why do you choose to go back to practice?

Alum 1 : cuz I know that there's people there that believe in me.

Y: How do you meet your roommate Michael?

Alum 1 : Through Judo

Y: How did you find out about Judo?

Alum 1 : Through David Callahan, he brought me with his roommate to Koret night and we went up to the Judo table and he's like my dad knows this coach and he invited me to go to Judo and I was like alright imma try something new let's do it. You have to want to meet new people. You have to have that sense of desire if you are coming to college and all you want to do is just hang out with your ex or your girlfriend or if you want to just like not do anything in life that's how you end up not making new friends.

Y: What sports did you play before USF?

Alum 1 : I played volleyball, soccer , basketball and then Taekwondo.

Y: Let's go back to the question we skipped. Has Judo had any impact on your ethics or your morals?

Alum 1 : Sure I guess it has definitely affected the way I'm able to view life and definitely has had an impact on my motivation everyday. Like Humility , something that sensei says is you have to be thrown 1000 times to really learn a throw and so I felt like that was great cuz every black belt or every person that has gone through Judo understands has gained humility through getting tossed and getting beaten up every day so I think being like be able to withstand that and continue to persevere with the sport has definitely impacted people's personalities especially mine.

**Alum 2 Interview transcript**  
**Dec 10, 2019**

Y: How do you find USF Judo?

Alum 2: I was introduced into USF Judo by avoiding it at Koret night but going to USF Jiu-Jitsu and then having one of my teammates John and then one of my other teammates at the time David Callahan asked me to go to Judo and I was like well I still want to make friends so I guess I will go to judo too.vvv

Y: Why did you go to jiu-jitsu?

Alum 2: I went to bjj because I wanted to do a grappling sport. I didn't want to do something like muay thai. I've done Taekwondo before and I didn't like it and I thought about boxing but it just didn't seem like my thing at the time so I went to bjj first. I really liked the first few days like I really liked how the class went and the instructor in the people were pretty chilly it also helped that like I was going with other people so is like me trying to find a community to get along with and that's why I went into bjj but that's also the same reason why I stayed in Judo because after I was introduced to judo I had you as one of the people helping me out and oh so the tournament for jiu jitsu is what made and the fact that you helped me for that tournament made me also want to stay in Judo.

Y: You hit the only submission. An ezequiel. What is your favorite thing about USF judo?

Alum 2: My favorite thing about USF Judo is honestly I'm not going to lie it's kind of like seventy 70% of the reason why I go to USF judo. is only the people I liked the community I came into I like the community I created I sort of like the community its becoming sort of because i am like down for some of the people but also not down for some of the people you know some of the newbies are cool but just like we get some iffy people and it's like I don't like seeing you.

Y: What else?

Alum 2: really only just to see like my judo fam honestly practicing is cool to like stay in shape but I did not gain Freshman 15 if anything I lost 10 pounds doing judo but so besides like staying in shape in keeping my community keeping like creating a place for me to like hang out with people to have fun that's it that's the only reason.

Y: Why do you choose to go to practice consistently?

Alum 2: Because sensei was harping on me to go. 2 a lot of my friends like John and David would give me crap if I didn't go and like and honestly like I still like I definitely wanted to keep I felt like part of our friendship was based off of Judo because like it was a reason for all of us to like hang out see each other keep connections and kinda like social media but like I feel like it's deeper because it's one on one more one on one than social media and for that reason I just kept going to judo.

Y: Speaking about friendship judo is a very close sport. You see them sweating on you rolling over you gets you closer than most friendships actually get. In competition you get to see them happy when they win or when they are defeated when they lose. How has that had an impact on friendship?

Alum 2: wasted effort feels like trash but answering back to the question which was...

Y: Closeness and friendship how has that impacted you?

Alum 2: Seeing people in their lowest shows you I think seeing people at their lowest will show you what kind of person they are and sometimes people like smile it off sometime like with sometimes maybe fake smiles and like you kind of know that they're the kind of people that don't want to show off their weakness sometimes you see people that like wear with their weakness on the shoulder and like cry cry about the loss or like are really down on their luck like looking whenever they lose so I think when I get to know a person more I become close friends with them and seeing someone who's like that lets you know what kind of person they are.

Y: Have you held any leadership positions in the club?

Alum 2: Yes I held two positions in the club I've been vice president and I've also been equipment manager. yes those are the two.

Y: Did they help you with your professional development in any way?

Alum 2: Equipment manager made me more responsible because I was the person who had to be at the club first I had to clean up make sure the mops make sure Im mop the mats and then I also usually left the latest because I had to put away the stuff but do I think that help me in my professional career? I think most people should have those that sense of responsibility to whatever they put effort into. I don't think a lot of people do and i'm not saying I have a lot of responsibility I just know I need to do what I can to help things a lot I don't have I don't necessarily have to improve anything at least have to make sure when I start being part of a working organism like an organization or anything like that I have to make sure I I keep it better I keep it as good or better than one when I leave it.

Y: You said you were the first one there and the last one to leave do you think that putting so much care into the big picture made you appreciate practice more.?

Alum 2: Oh definitely it made me , making sure I was there first made me feel like if anyone was late I kind of feel bad cuz I'm I'm like wow how are you going to be late how are you not going to stay as long as me or come here as early as me and like be bitching the whole time like yo I'm here earlier and later than you like who are you to like be acting the way any inappropriate inappropriate manner then like what's already been set as a standard like what however I'm acting as a standard so it's like you're not reaching that then it would make me feel bad because I'm I'm trying to uphold the standard for Judo if you're not meeting it then.

Y: Do you think there are any benefits of joining a recreational Club sport as a college student ?

Alum 2: Yes I do. Joining a recreational Club Sport in college helps you how to get fit. No one wants to get fat, no one wants to get unhealthy. if you don't do Recreational Sports in college then you end up just sitting in your dorm not making friendships. not taking full advantage of college College is different than real life where real life everyone doesn't care about each other and they're in their own special bubble and it's hard to break that bubble in try to meet a new person unless you have like common ground college is easy because everyone breaks their bubble because they're scared that they're only going to have themselves in that bubble so one way to make common ground is all these clubs sports that you can have in college that you're not going to you're not really going to have that chance do when you're in when you're working like I know I'm working right now and it's like crap how do I meet people how do I meet girls like what is life. Its just your coworkers and what else maybe their friends like it's got It's hard to like Branch out farther than that unless like you have a lot of money and time like I do not have like that fucking sucks

Y: Do you think USF Judo is a successful organization?

Alum 2: It depends on what its purpose is if USF judo's purpose is to become a large Club technically not because although we usually get a good amount of students per year it's not as large as like boxing or let's say I assume club soccer is huge club rugby is huge but I think judo's mission is not to become a large Club it is to promote Judo which I think it does successfully in the members that stay as long as at least as I have I know judo has impacted most of the alumni who stay there for at least four years an example would be alan he stayed there for like 8 years. Besides that I think Judo has done its part in becoming impactful in the students who stay in its live example to be me, David, John, you, Alan, Sofia, and Nicole who have been in judo for as long as they started I feel .

Y: Well that's something you started here so how does that make you feel?

Alum 2: Well that's not entirely true I started doing Judo when I was in Middle School 8th grade or freshman year.

Y: What I never heard about this?

Alum 2: I did it for a little bit but I hated it. I didn't like make any friends at that judo club and I was like this isn't Fun my mom kind of pays a lot for this so I'm like and if I'm not having fun like kind of sucks plus like randori wasn't that long so I didn't really get to fight that long and yeah.

Y: Who got you into that you or your mom?

Alum 2: A little bit of both. It was a community center yeah I think it was called the community center and I was like oh they're doing Judo here like that's kind of cool I don't know if I want to do it though like I said like I didn't want to do it because of money and my mom's like why not I'm just like cuz I don't wanna pay for that s\*\*\* like I'm a pretty freebie boy. If it ain't free it aint for me.

Y: What did your mom think about you competing and being so active in the combatives world?

Alum 2: She thought it was good and bad she wanted to make sure judo know wasn't going to impactful negatively for school but she was also happy that I was actually doing something else other than playing games and staying at home yeah so like it was the greater of two evils I Dont think judo impacted me negatively I'm not going it didn't all the time like sometimes I just pushed off school work and I just like screw it like I really want to like to see everyone I don't want to deal with my school work and it's better than just playing video games in my opinion because at least I'm working out. Like video games creates some good hormones in my brain but at least I'm meeting people face-to-face sometimes I'm just sitting at home just like screaming at my computer at 10 p.m.

Y: Judo intrinsically comes with a lot of structure and discipline like the belt system lining up according to rank bowing before and after class before sparring, the uniform do you think the structure and discipline of the sport has had an effect on you outside of practice?

Alum 2: I think it does. I think discipline is important in any part of your life although I will say like if you look in my room I am not very well disciplined but I made sure that we're sort of there. We try to do our best to have separation but I think that's true in your private and public life you should always be relatively clean and that shows what kind of person you are and where you come from. If you don't have discipline in your own life, who's to say you will show discipline in any other portion of it? your responsibilities you're work ethic like who you are as a person if you want if you want discipline then it means your unruly and also translate as to being unruly in your personality and like the before mentioned qualities as a human.

Y: Has discipline had an impact on your professional career?

Alum 2: I always like to think that I gained discipline from my parents growing up. I think Judo reminded me of something like I definitely think of Sensei as a father figure. A little more than my own dad personally. He is a lot more strict, a little more intensive, a little bit more than result-oriented which I think I needed in college because the only other person I was going to scream at was my mom and I made sure not to call her every week for that reason. I think judo has definitely helped me become and stay disciplined.

Y: How has your head coach made an impact on you?

Alum 2: Like I said earlier I look at sensei as a stricter father figure he really shows that effort means a lot to him I know he is I like I said he is a result orientated but I think the reason he treats me as well as anyone else as well as anyone who makes results is because I've spent just as much time if not a little bit more like on my relationships with everyone in the club as well as he seen me like go up and down in weight and like work really hard to hit my weight but to make sure that I hit my weight classes properly so that I can better succeed.

Y: Do you consider him a mentor?

Alum 2: Depends on what the definition of a mentor is if it's someone who teaches Judo I think Sensei does that well but I think he teaches about life a little better I think he uses judo as his medium to teach about life but definitely definitely as I think of sensei as a great mentor because of the way he teaches about life and about how judo has affected him and how it can affect other people and how it has affected me to become a little better of person.

Y: Do you have any examples of the impacts he's made in your experiences with him?

Alum 2: Sensei like achieve inner peace sort of sounds like kind of b\*\*\*\*\* but like actually I think that's what he's like pushed subconsciously into my brain just a little.

Y: How do you think the club would be without Sensei Oh?

Alum 2: I think the club without Sensei Oh would be like Jiu-Jitsu is now desolate no one wants a train or like there's no one who's dedicated enough to train any more like the real reason why I left Jiu-Jitsu was because Caleb last and I knew he was leaving and so I think everyone else knew in the club that he was leaving and they started distancing themselves and not being part of Jiu-Jitsu not training that Community anymore about nearly it's about humility like keeping humble and being respectful and but when Caleb left you kind of only had 2, 3, 2 and 1/2 Juniors John Joseph and Vi trying to work together at the same time to keep the club and like they can only do so much as people who haven't trained that much and will haven't like learned the art for like so many years has any other black belt has. So exactly like bjj if judas didn't have Sensei then Judo wouldn't be what it is or ever will be.

Y: Do you think his presence has had a major impact on the development of athletes?

Alum 2: I definitely think his presence has had an incredible impact on athletes. I don't think S2 is very confident and I think sensei's training and his encouragement makes her stronger or at least more confident in herself and her ability and hopefully that translates to her real life personality and ability and how she like strives forward towards her future goals

Y: So not just the training but the encouragement. Do you think his presence has had a major impact on the club itself?

Alum 2: I think I've said it earlier but definitely I think without sensei judo at usf would not be judo at USF.

Y: Do you think his presence has had a major impact on safety?

Alum 2: Well that's kind of hard cuz all of us are kind of stupid when it comes to physical safety. anyways a good example would be like the difference between actually yeah that would be a difference between Savvy and David like David knew that when he was hurt he like you wanted stop savvy's like if I get hurt and make only makes me stronger which I don't think is really true but like we'll see how that goes I know Sensei is. So is Sensei beneficial towards the safety of Judo? I think anything outside of Judo

Sensei is extremely beneficial for safety. Everything inside of Judo I think he says it's up to the player. I think he lets us judge how far into danger we go and he'll just try to repair us.

Y: Do you think participation or involvement in the club has or will assist you in your professional career and development?

Alum 2: I think in the social aspect it allows me to create professional relationships but at the same time making them more like turning them into more interpersonal relationships. I don't think Judo has made any other impact there's a possibility that if I had better grades that Sensei would match me up with someone who was like deep in the financial district or whatever to help me get a job but besides that personally for my professional Improvement I don't think Judo could help but that's only because sensei's network is more towards education and the the more liberal arts.

Y: Not so much about sensei but what about the club itself?

Alum 2: So like I said before judo help me keep discipline in my life again has helped me improve my communication skills and my the ways I can connect to people and relate so in those aspects I think judo has helped me improve in my professional life but besides that I think judo's has more on the side improved my life personal life and how I grow as a person.

Y: How has it affected your personal life? How does it make you grow as a person?

Alum 2: Like I said before it's hard to tell deeper into that but hard work, diligence, responsibility, and discipline are the ways that judo has either created a larger or stronger foundation or has kept me always thinking about how to improve.

Y: How does it affect your academic career?

Alum 2: Yeah so about judos effect on my academics. I think it has both been detrimental and beneficial but that was that's not specifically because it's judo that it was detrimental it's more that I wanted something else to do I wanted to spend my time on something else other than school work and personally I think Judo is a better form of time spent rather than my other recreational activities.

Y: Has involvement in the Judo Club had any impact on your character?

Alum 2: I think we touched base on this before that judo has has had an impact on my character I definitely think diligence and keeping responsibility shows a sign of of a person's a person's character and how much they're willing to put themselves towards a cause, I think Judo was one of my top priorities in college after the first year actually just because I wanted I wanted this community to become a deeper part of my life and I think I achieved that goal and at least strengthen my bonds the community I don't know if the community is going to grow later on I'm hoping it does I don't know about these freshmen sophomores whatever but like hopefully they keep it going. I know sensei will keep it going at the very least.

Y: Do you think it has had any impact on your morality or ethics.

Alum 2: I think I have a relatively skewed sense of ethics and morality. I don't think judo has made it worse. I don't think it has made it better. The only thing I can say is my sportsmanship has been strengthened because of Judo.

Y: Well that's better sportsmanship is ethics.

Alum 2: Sort of like I say I say it's definitely helped me in my in my ethics I think it's helped just because I have never I haven't been part of any like major Sports Authority in like school never really cared about it but now like since I have like I understand like breaking rules is like wrong. I think it's wrong because you're cheating both your hard work and progress and your opponent so you should relatively respect yourself as a competitor until you beat them and then you're like whatever bro.

Y: Do you think competition has an impact on your life outside of just going to practice?

Alum 2: It sets me back for Judo every once in a while I know and I lose like I just it really pisses me off.

Y: What about outside of judo though?

Alum 2: Truthfully I think it has made an impact on my life outside of Judo competing really showed where my limits were and honestly I'm not someone who's going to it's hard for me to try to push past my limits I'll do it every once in a while and like it's a big surprise like oh my God like wow that's awesome but before or after that like I'm usually someone who like stays within the limits once i found my limits I'm like I'm kind of stuck in it so competition was a way to test that and try to push that every once in awhile and I wanted and it kind of makes me want to try to push past my limits every once in awhile in real life. Not saying it's gonna happen everyday but yeah.

Y: Do you think that as you move forward into your professional career that involvement in the club will make you a stronger leader?

Alum 2: Yes or no in terms of leadership development well being in the leadership position in Judo has made me more watchful of all of my juniors in the club like I always want to see them improve and seen them improve was like my way of like feeling a little better by myself cuz like even if I don't totally improve in judo at least I help someone else improve which I felt good and it felt made me feel like I'm still part of the community even though it's indirectly and I think like that's how people should feel about life it's not always going to be about yourself and sometimes you can find you can find like happiness in like helping improving the greater good rather than the one person.

Y: When traveling with the team do you feel safe?

Alum 2: Yes I do feel safe with the team I don't think I've ever felt scared or watchful of anyone yeah.

Y: What are some things that can be done to make you feel safer or are there any things?

Alum 2: I think the future students need to stop being 2020 kids but I think it's hard for people to understand judo is not dangerous as long as you do it properly as long as the community does it properly so as long as everyone who goes into Judo knows how to properly handle either lower belts or people who are not as big as you are then there shouldn't be any injuries as long as you don't push yourself during competition like savvy.

Y: If you want a position to change to an aspect of the club in order to make it a better experience for future students what would you change?

Alum 2: That's hard I don't. I don't want to change anything about the club. I think people of the generation need to change which isn't possible or realistic to change a generation..

I think my class of people who joined judo was like a relatively receptive class and we we slack we slacked every once in a while but it wasn't during practice it was like more like after practice when we should not be eating crappy food but we eat together like we were in it together both working out both slacking off and stuff like that but we always had this mentality when we were going to Judo like we're going to do Judo like more it wasn't only just it was like a social thing for me was like the before maybe like during breaks or stuff but I think future students who join Judo should be going to improve themselves and like the Community Development comes like a secondary with it as well it's like I like the cherry on top for people.Or it should be at the end of it.

Y: Well that's the end of the questions. Have you ever bowed to someone outside of practice?

Alum 2: I have on multiple occasions it's kind of bad.

Y: Tell me about it.

Alum 2: I've done it in professional and like personal settings. I've done it when I'm saying sorry or shaking someone's hand I'll tell my head a little bit and then I'm like wow that's weird. And I think it's partially because I do it with sensei.

Y: What does that mean to you?

Alum 2: I think judo has been very impressionable on how I treat people. I think you should treat everyone with respect and in life and judo has ingrained that in me and I hope I keep that going with my life and I spread that to everyone I meet.