

# RESORT TRAINER

STUDY GUIDE

2017/2018

Professional Ski Instructors of  
America

*Western Division*



**DEFINING QUALITY SKI INSTRUCTION  
&  
INSPIRING A LIFE LONG PASSION FOR SKIING**

**TABLE OF CONTENTS:**

**WELCOME TO THE PSIA-W RESORT TRAINER PROGRAM! .....3**

**THE CLINIC:..... 14**

**THE ART OF THE CLINIC - HOW A GOOD INSTRUCTOR BECOMES A SUCCESSFUL TRAINER: ..... 18**

**LEVEL 1 CLINIC OUTLINES: ..... 21**

**1. MOVEMENT ANALYSIS AND PROGRESSION BUILDING:..... 21**

**2. INTRODUCTION OF TURN MECHANICS TO LEVEL 1 INSTRUCTORS: ..... 22**

**4. SKILLS CONCEPT:..... 24**

**5. SAFETY ON THE BEGINNER SLOPE:..... 24**

**6. TEACHING STYLES:..... 25**

**7. LEARNING STYLES: ..... 25**

**QUESTIONS THE EXAMINER MAY ASK AT THE LEVEL 1 EXAM: ..... 27**

**LEVEL 2 AND 3 CURRICULUM:..... 28**

**TRAINING ORGANIZATION:..... 29**

**THE 5 FUNDAMENTALS:..... 30**

**SKIING STANDARD FOR LEVEL 2:..... 31**

**TEACHING STANDARD FOR LEVEL 2: ..... 32**

**QUESTIONS THE EXAMINER WILL ASK AT THE LEVEL TWO TEACHING MODULE:..... 32**

**LEVEL 3 TURN MECHANICS UNDERSTANDING:..... 33**

**LEVEL 3 DEMONSTRATION SKIING AND FUNDAMENTAL VERSATILITY: ..... 33**

**QUESTIONS THE EXAMINER WILL ASK AT THE LEVEL 3 TEACH MODULE:..... 34**

**MOVEMENT ANALYSIS SKILLS FOR THE LEVEL 2 AND 3 EXAMS:..... 35**

**MOVEMENT ANALYSIS CLINICS: ..... 38**

**DIVISION TRAINER ACCREDITATION PATHWAY INFORMATION & EDUCATIONAL MATERIAL: . 39**

**PSIA-W DIVISIONAL TRAINERS ACCREDITATION ..... 40**

**SKILL ANALYSIS..... 40**

**WHOLE-PART-WHOLE ..... 40**

**TRAINER INTERVENTION..... 40**

**SKILL SEQUENCING ..... 42**

**MOVEMENT ANALYSIS..... 43**

**SUGGESTED READING MATERIALS: ..... 45**

## **Welcome to the PSIA-W Resort Trainer Program!**

Thank you for participating in this program! Our goal is to provide an educational challenging and interactive clinic for every resort trainer in our division, no matter what their level of experience or skill as a trainer. The Resort Trainer clinics are designed to cover the broad spectrum of experience brought to the clinic.

Everyone who completes the Resort Trainer is eligible to shadow any PSIA-W Educational Event, with permission from the Alpine VP. There are some very specific guidelines to follow when shadowing, when you are given permission to shadow these guidelines will be sent to you. If you would like to shadow please e-mail [landerson@psia-w.org](mailto:landerson@psia-w.org) at least two weeks prior to the event. We hope you take advantage of this opportunity.

### **Level 1 Exam changes for 2017/2018**

PSIA-W is making major changes in the Level 1 exam format this season. The in-house Level 1 validation program will be discontinued and the three-day level one exam module has been reduced to two days. All Level 1 candidates will now take the two-day exam module. With these changes our goal is to spend more time educating the candidates and less time on a formal evaluation.

That's good news for the resort trainers! They will no longer be saddled with the task of administrating the in-house validation, with the responsibility of scheduling validation dates, signing up candidates and doing all the necessary paperwork the in-house program required. This will free up our resort trainers to focus on in depth on hill training without having to worry about shuffling papers and making phone calls to PSIA/AASI Western Office!

At our Resort Trainer clinics we can now concentrate totally on developing good clinic skills rather than spending time reviewing procedures on how to administer the in-house program. Because of these significant changes at Level 1, this is an important year for trainers to attend a Resort Trainer Clinic to get up to speed on the new format.

We are also redesigning the scorecard to make it a bit simpler. It will be based on the teaching model and will closely follow the teachings cycle, with a bit more emphasis on "the art" of teaching. The scorecard will still contain a great deal of information on the strengths and weaknesses of each candidate. Reviewing scorecards can help resort trainers modify their training programs to focus on areas that might need improvement.

The Level 1 Certification and Study Guide and the Resort Trainers Manual are in the process of being updated to reflect the changes in the Level 1 exam module. Both those manuals are on the PSIA-W website. We think these changes will make for a more user-friendly experience and a better exam.

## **Resort Trainer Course Outline 2017/2018**

### **Day one:**

8:30 AM—indoor meeting

Welcome to group. Introduce the staff and set the goals for both days of the Resort Trainer Clinic. Explain the difference in goals and curriculum for the Level 3 certified trainers and the Level 2 certified trainers.

Explain the new 2-day exam format.

The participants will receive the PSIA-W Resort Trainer Handbook link and additional written curriculum.

We will break into clinic groups, based on Level 2 or 3 certification. We will also take into consideration your level of knowledge and experience as a clinician, when organizing the groups.

9:00 AM—Indoor clinic exploring the indoor Level 1 Turn Mechanics and Skills Clinic the candidates go through at the beginning of their exam.

9:45am-We will experiment with and discuss the five fundamentals, common language and turn mechanics as it relates to our own skiing. We will discuss in small groups of three and integrate the five fundamentals and common language into our free skiing warm-up runs. For all groups, we will ski through the demos and tasks required for the Level 1 and 2 Exams.

After the demos and tasks, your clinician will assign Level 1 or 2 clinic topics to the group. The Level 2 groups will focus on level one exam the first day. The Level 3 groups will focus on the Level 2 Exam. Your clinician will give a clinic to the group as an example how to present information and engage the group. This will be followed by an educational question and answer group session.

Each group member will give his/her assigned clinic. Those clinics will run about 10 to 15 minutes. After the clinic, each candidate will be coached and given feedback on presentation and content of the clinic. All candidates will be asked what they liked about each clinic and what they might add or change in the clinic. The goal here is to be educational and interactive has a group, Sharing and learning from each other.

12 PM—lunch

1 PM—on snow

Level 2 instructor groups will continue to clinic on their assigned Level 1 topics, followed by group discussion. After each clinic, we will mix in a little free skiing with some personal coaching of your skiing, focused on the five fundamentals.

Level 3 instructor groups will be assigned Level 2 clinic topics. The groups will explore the many differences in subject matter between a lesson and a clinic. Everyone should have given a clinic and received coaching and feedback by 4 PM.

After each clinic, each group member will be coached on ways to make their clinic better, more experiential and interactive. Members of the clinic will also discuss what they liked or other approaches or drills they would suggest to improve each clinic.

At the end of the first day, Level 2 instructor groups will be assigned clinic topics to prepare for the second day. These Clinics will be Level 1 or 2 topics, depending on the clinic experience of the instructor.

For the Level 3, more experienced clinic groups, we will shoot one run of video at 3:30pm (short radius turns). We will spend approximately an hour indoors analyzing each skier to further refine your movement analysis skills on true expert skiers. We will incorporate the five fundamentals into this analysis.

Every Level 3 Clinic member will then be assigned another clinic member to coach on day two. You have overnight to prepare. This is a challenging and exciting assignment. You will be coaching a true expert skier who also has a high degree of technical understanding of expert level skiing. For the Level 3 groups, this is a real coaching assignment working with a Level 3 certified instructor.

### **Day Two:**

8:30 AM:

We will meet indoors briefly. This is a good time for you to ask your clinic leader any questions you may have about the process.

9 AM – on snow:

Warm-up runs. After the warm-ups for the Level 2 groups, your clinic leader will give a demonstration clinic as an example of good clinic skills.

Level 2 group members will give their assigned clinics, (10 to 15 minutes). Each instructor will give a clinic and other members of the group will give their input. The discussion will involve how to cover topics required for a good clinic, i.e. Drills and exercises, experiential Learning, movement analysis, five fundamentals knowledge, individual feedback and interactive discussion. The goal here is to share teaching knowledge among the Level 2 groups.

Level 3 group members will coach their assigned expert skier (15 to 20 minutes). When you clinic, remember you are coaching a very knowledgeable certified Level 3 instructor, who is by definition a true expert. Be sure to coach to the high level of technical knowledge and skill of your skier.

We will follow each one of these Level 3 clinics with the question-and-answer session. We will coach each instructor how to continue to develop his/her coaching skills. At the end of each session we will ask each member of the group what was the most significant thing they learned from that clinic. You will have input from the clinic leader and all the members in your group.

At the end of the day we will have a very brief indoor meeting with all groups to wrap up the training course and answer any questions you may have.

**Additional important information:**

With the Level 3 groups, we will discuss the Divisional Trainer program as an educational pathway to PSIA-W Divisional Trainer status. For those of you who are interested in developing your skills to Examiner Level, the Divisional Trainer Accreditation is the next step beyond the Resort Trainer Series. Your clinicians for this Resort Trainer event are here to help you train towards that goal


You can find more information on the Divisional Trainer Accreditation program in the last chapter of the Resort Trainer Handbook, titled "Divisional Trainer Accreditation Pathway, Information and Education Materials".

## Level 1 Exam Outline:

DAY 1		
Time Line:	Focus:	Specifics:
8:00-8:30	Pre exam meeting	
8:30-9:00	Meet group, begin introductions	
9:00-10:15	Indoor group activity exploring Skills Concept. The activity will then be taken to snow.	Stay focused on one skill at a time. Keep at basic Level 1 understanding.
10:30-12:00	On snow MA activity.	Have one student ski down away from the group. The examiner will give one candidate a description of how to ski, rest of group will listen in then ski down to student who skied away from group. Skier will come to group, and the original person who skied away from the group will give an MA. Then group will analyze MA.
12:30-2:15	Ski the group through the tasks, demos and mountain skiing. Minimize call down.	Ski: Demos: Wedge Turn, Wedge Christie Mountain Skiing: Basic Parallel Turns (Medium Radius Range), Fundamental: Wedge Turn, Side Slip (edge engagement and release), One foot traverse (pressure to outside ski)
2:30-3:00	Team teach activity, based off the teach scenarios.	Examiner does summary to make sure the pieces all fit together and progression makes sense. If there is a redirection needed, examiner will do it before next candidate takes following step.
3:15-4:00	Wrap up and review day 1. If a candidate needs clarification on feedback given during the day this is a time to step off to side with them. Or an opportunity to go through an onhill component again.	Candidates opportunity to meet with examiner one on one, if needed.
DAY 2		
8:30-9:00	Get ready for day.	
9:00-10:00	On snow warm up.	Start with a warm up for the day. Keep focus on the areas that candidates are not able to show desired ski/body performance.
10:15-3:00 (including 30 min lunch)	Team teach.	Candidate will be given a teach scenario. They will introduce that scenario to the group then present a 2-5 step progression. After they finish another candidate will cover ways they can check for understanding with that student. Another candidate will provide summary. Rotate through entire group.
3:00-4:30	Score Cards and exit interviews	



Level 1 Assessment Form:

 <b>PSIA LEVEL 1 CERTIFICATION ASSESSMENT FORM</b>		<input type="checkbox"/> <b>Attained Level 1 Certification</b> <input type="checkbox"/> <b>Did Not Attain Level 1 Certification</b>
<b>Assessment Criteria for Level 1 Certification:</b> B-Basic (does not meet National Standard) P-Proficient (meets National Standard) D-Distinguished (exceeds National Standard)		
<b>ASSESSMENT ACTIVITIES</b>		
<b>Teaching</b> <input type="checkbox"/> <b>Attained Level</b> <input type="checkbox"/> <b>Did Not Attain Level</b>		
Presentations are conducted safely (Must Pass) (Must attain a D or P in 4 of 6)	B P D	B P D
Introduces Lesson	B P D	B P D
Acknowledges Student Profile	B P D	B P D
Outlines Learning Activities	B P D	B P D
Presents Information by Telling & Showing	B P D	B P D
Guides Practice (logical progression & lateral learning)	B P D	B P D
Checks for Understanding Through ?'s & Observations	B P D	B P D
Summarizes Learning Segment & Outlines Next Step	B P D	B P D
Presentations are Fluid & Enhance Guest Rapport	B P D	B P D
<b>Comments:</b>		
<b>Mountain Skiing:</b> Basic Parallel Turns <span style="float: right;">B P D</span>		
<b>Fundamental Versatility:</b> One Foot Traverse (Pressure Focus) <span style="float: right;">B P D</span> Side Slip (Edge Focus) <span style="float: right;">B P D</span>		
<b>Comments:</b>		
<b>Movement Analysis</b> <input type="checkbox"/> <b>Attained Level</b> <input type="checkbox"/> <b>Did Not Attain Level</b> (Must attain a D or P in 2 of 3)		
Describes Turn Type/Shape	B P D	B P D
Describes Body Performance	B P D	B P D
Describes Ski Performance	B P D	B P D
<b>Comments:</b>		
<b>Comments for Continuing Improvement:</b>		

## Teaching Scenarios Matrix:

This Matrix is designed to be used as a training tool. You will take one topic from each column to create a teaching scenario. Not all topics are able to be combined in a way that makes sense, but this is a tool designed to make you think and try lots of combinations to expand your teaching. The scenarios assigned on day 1 and 2 of the exam are all created from this matrix.

All scenarios are developmental			
Age Group	Skill Level	Outcome	Skill Focus
5-6 yrs.	Level 1	Side Stepping/Herringbone	Rotary Control
7-12 yrs.	Level 2	Stopping	Edge Control
13 to 70 yrs.	Level 3	Gliding Wedge	Pressure Control
		First Direction Change	
		Wedge Turns	
		Skidding Through Turn Completion	
		Matching Skis	
<i>*Candidate can create on specific age scenario if desired</i>	<i>*This is so the students know what level they are skiing at.</i>	<i>*Teach to the outcome</i>	<i>*Primary skill focus for lesson</i>

## 8-WEEK ALPINE LEVEL 1 PROGRAM SUGGESTED SYLLABUS

**The Level 1 Training Guidelines are based on 8 weeks of on-snow and indoor training. The content and objectives follow the Level 1 National Standards. Please use this table as a guide for your training sessions. Weather and snow conditions as well as instructor experience will effect how you tailor the program.**

The following education materials should be used to supplement training (please encourage participants to use these resources). The items listed below are available at [psia-w.org](http://psia-w.org) under the resources page.

- PSIA Western Certification and Study Guide
- PSIA National Study Guide

The manuals listed below can be purchased online at [www.thesnowpros.com](http://www.thesnowpros.com) in the Accessories catalog.

- PSIA Alpine Technical Manual
- PSIA Core Concepts Manual

The Goal is to develop instructors who are having FUN learning as well as teaching.

If the candidates are not having fun, they aren't learning.

### SOME TIPS

- Throughout all the training activities, include the candidates in feedback to each other as well as self-analysis.
- By getting the candidates to be involved in discussions, their ability to speak in front of a group is improved.
- Always include free skiing in each clinic - ones that have no focus except to have FUN.
- Give feedback on everyone's skiing as often as possible - both improvement tips and recognized improvement.
- Give the candidates direction of what materials they can read before clinic so they can focus their off-hill training/reading.
- Use Indoor Sessions to go over materials, workbooks and studyguides.
- Use the WORKBOOK as a teaching tool in the In-House Program.
- Emphasize the SKILLS CONCEPT and TURN MECHANICS as the basis for everything we do.

WEEKLY TOPIC & GOALS	ON SNOW ACTIVITIES	INDOOR ACTIVITIES
<p><b>WEEK 1</b> <b>SKILLS CONCEPT</b></p> <p>BUILDING BLOCKS or INGREDIENTS of SKIING.</p> <p>Identify skills and develop understanding of skills as the building blocks of all that will follow. Review the Alpine Technical Model and the Skills Concept.</p> <p>This is a great opportunity to assess the candidate's skiing and equipment (especially boot fit)</p>	<p>Relate skills to candidate's own skiing. Isolate skills in their skiing so they can understand what each skill involves. Use static and skiing exercises to demonstrate how the body moves, how it effects the skis and what results in their skiing.</p> <p>Finish off with a blending of the skills and understanding that the skills do blend in order to ski</p> <p>During this clinic, introduce the concept of the Teaching Cycle - and point out the aspects as you run the clinic. Do this throughout all clinics.</p>	<p>Basic Biomechanics Review: Major joints &amp; what they do</p> <p>The joints we use for all and each of the four skills</p> <p>Ideal v. Realistic Movements in children *See biomechanics handout on alpine education materials page of website under general education resources</p>
<p><b>WEEK 2</b> <b>TURN MECHANICS</b></p> <p>FOUNDATION or IDEAL RECIPE FOR TURNS</p> <p>Identify the skills and how they are blended in order to make a turn. Learn the critical components necessary to make the respective turn.</p>	<p>Introduce <b>DEMOS</b>.</p> <p>Going back to the <b>Skills Concept</b>, experience and discuss how the skills relate to the turn mechanics. Before demonstrating or doing the demos, have candidates go over the turn mechanics. Get in the habit of talking in terms of the skills in instructor-to- instructor discussions. Discuss ways to talk about these very same ideas without using technical words to make it simple for students</p>	<p>Review Turn Mechanics in Level 1 Study Guide</p> <p>Discuss: Carving v. Skidding Importance of good leg turning Mechanics of demos</p> <p>Review: Forces in Skiing: ski-snow interaction, gravity, friction, centripetal force, centrifugal force</p> <p>See online Alpine Education Materials General Resources section for physics handouts.</p>
<p><b>WEEK 3</b> <b>MOVEMENT ANALYSIS</b></p> <p>COMPARISON or JUDGING HOW THE RECIPE TURNED OUT.</p> <p>Learn that movement analysis is comparing a student's movements to the ideal turn mechanics.</p>	<p>Learn a systematic approach to verbalizing movement analysis.</p> <p>Ski like the students and feel what's going on. What went wrong? How should it feel? What needs to be done to make it feel better/correct? Discuss how what you are seeing differs from the ideal turn mechanic for the turn/task</p>	<p>Use video of skiers to allow students more practice in conducting movement analysis and expressing themselves.</p>
<p><b>WEEK 4</b> <b>TEACHING MODEL/CYCLE</b></p> <p>HOW WE TEACH</p> <p>Putting together what was covered in weeks 1-3 in a format to instruct the general public in</p>	<p>Discuss the Teaching Model and Teach Cycle. Trainer should have been demonstrating the Teaching Cycle during previous weeks. Use Teaching Cycle to let candidates experiment with various ways to express themselves and relay information on what/why/where/when and how of whatever they want to</p>	<p>Guest Service Model: Professionalism, Safety – Responsibility Code</p> <p>Class Handling Review teaching Student make up + instructor behavior</p>

WEEKLY TOPIC & GOALS	ON SNOW ACTIVITIES	INDOOR ACTIVITIES
Level 1 scenarios	Teach.  What, where, when, why and HOW!	Learning partnership Explain learning styles: VAK; Watcher, Doer, Listener
<b>WEEK 5 TEACHING KIDS</b>  HOW WE TEACH  How we teach kids: CAP & PDAS	Now we begin to apply everything that's been covered to children. Introduce CAP and PDAS. Give an example of PDAS. Have candidates take on hypotheticals individually or in groups and experiment with CAP & PDAS	Team Building and Problem Solving  Behavior Management & Class Handling  Introduce Piaget's Cognitive Development of Children  Spider webbing
<b>WEEK 6 CAUSE &amp; EFFECT</b>  WHAT WE TEACH  Honing MA to identify what needs to be taught and why	A culmination of everything covered to date, the candidate is now asked to hone in on what is being taught and figuring out why one is better than the other. Get to the root of the problem. This goes back to having to look at the SKILLS CONCEPT and TURN MECHANICS	Review and explain:  Basic skiing and teaching terminology in the Alpine Technical Manual and Core Concepts Manual
<b>WEEK 7 EXERCISES/PROGRESSION/STEPPING STONES</b>  WHAT WE TEACH  Experiment and Share exercises, progressions and cover the difference between teaching blindly and using the stepping-stones concept.	The culmination of six weeks of training is to have the candidate now fill their bag of tricks, share with each other, and take on teaching scenarios using new and different exercises.  Go back to the skills - what skill does the exercise emphasize and why. How does it relate to a turn mechanic? Why and when would you use the exercise?	Teaching Special Populations: Seniors Children Women Teens  Review: progressions, pacing, equipment needs
<b>WEEK 8 REVIEW</b>  PUT IT ALL TOGETHER  The opportunity to now use everything the candidate has learned and be able to teach off movement analysis as well as from a hypothetical	Go over exercises again. Let candidates teach off hypotheticals as well as off movement analysis.  Practice DEMOS. Answer QUESTIONS.  Leave them all with a strong sense of accomplishment and confidence going into the validation	Review Technical Knowledge  Review National Certification Standards  CELEBRATE!
<b>EXAM</b>	Help them sign up or organize a Traveling Exam (if you have 5 candidates or more).	

## **The Clinic:**

Things that change from a teaching a lesson to giving a clinic:

As a Level 3 certified ski instructor you bring many skills to the table. Your Level 3 pin tells us that you are an expert skier, capable of skiing, teaching and demonstrating for any level of skier. You're knowledgeable in movement analysis, turn mechanics, the skills concept, technique and tactics for all terrain and snow conditions. You have developed good communication skills and you have a teaching personality that enables you to interact, communicate and enjoy coaching skiing.

These skills will serve you well as you develop your ability to clinic. That said, there is a lot to learn. There are two great differences between teaching a lesson and training instructors at any level of certification.

The first difference: Our Ski Instructors vs. The General Public:

As a group the instructors we train are stronger skiers, more passionate about the sport and far more knowledgeable than the general skiing population. They are much more driven to become better skiers and because they've chosen our profession, they are very motivated to become better ski instructors.

Training ski instructors is far more demanding than teaching the general public. The requirements are also different for each level of certification.

Training rookie instructors offers its own set of challenges. It's very important to establish a clinic culture in new instructors. If your clinics are fun and fast paced, as well as challenging, the rookies will come back to train with you again and again.

Level 2 instructors are hungry for knowledge and understand the value of training and certification. They need to understand that at Level 2 the depth of technical knowledge, turn mechanics, skills understanding, movement analysis and teaching skills is considerably higher than Level 1. They must understand that they will have to work harder to develop their skiing skills to a higher level and train much more intensely to achieve a Level 2 certification.

Level 3 candidates are usually highly motivated to train. As a rule they work very hard. They're knowledgeable in the technical and tactical elements of teaching and they work very hard on their skiing. Often they get frustrated because the challenge of true expert skiing is very demanding. There are very specific training suggestions and information about training level threes in the Level 3 curriculum for the resort trainer series.

The second difference - Curriculum:

As a resort trainer many of the topics you cover with instructors are topics that you would never

teach to even the best expert recreational skier. Here is just a partial list of some of those very specialized clinic topics.

The Skiing Model

Skills Concept

Skills Blend

Skill Sequencing

The Five Fundamentals

Turn Mechanics

Low-Level to High-Level Demonstrations

to High-Level Tasks

Movement Analysis & Feedback

Stepping Stones

The Teaching Model

The Learning Partnership

Learning Styles

Teaching Styles

Experiential Learning

The CAP Model

Stages of Human Development Low-Level

Maslow's Hierarchy of Needs

The Teaching Cycle Building Progressions,

Feedback and Coaching

Quite a can of worms! As a resort trainer, when you look this over closely, you can see this is only a partial list of the things your people need to know to be accomplished instructors.

As a Level 3 instructor you're probably quite knowledgeable on these topics. (If you're not, you ought to hit the books, including the new Alpine Technical Manual).

My question to you is how do you teach these clinic topics? Can you make them interesting? Can you make them move? Will you inspire your instructors with this knowledge?

## **INTERACTIVE CLINICS vs . “ THE LECTURE “**

The lecture, passive learning: Passive learning involves: Reading  
Listening  
Seeing and hearing Listening and watching

According to educational studies, students who learned passively will remember only about 20% to 50% of the curriculum after just two weeks!

### **INTERACTIVE CLINICS: ACTIVE LEARNING INVOLVES:**

Speaking, Thinking Outloud, Questioning, Discussing, Saying and Doing  
Teaching back (What they've learned)

Those same studies tell us that students who learned actively remember about 70% to 90% of the curriculum after two weeks.

20% to 50% versus 70% to 90%; that's the difference between a good lesson or a bad lesson.  
That's the difference between passing or failing an exam!

All of our clinics need to move. They need to ski. They need to be interactive and experiential and include movement analysis, individual feedback and coaching. Instructors must be talking and asking questions and teaching back to us just as much as they listen to us. These elements must be in every clinic we give. If our instructors don't exchange ideas, talk and teach back to us, how do we know if they've learned anything?

Yes, leading an interactive experiential clinic can be an involved, messy, noisy and chaotic process. That's what a good learning environment looks like. My advice to you: don't be afraid to embrace some of that chaos! The topic doesn't matter.  
Interactive teaching is good teaching, no matter how technical or challenging the topic or terrain.

Our Resort Trainer Courses are designed to help you embrace all the topics we've listed and more. Our goal is to teach you how to include all the technical and teaching elements that instructors require in our clinics and do it in a positive, experiential and creative way.

Because you're not used to teaching these topics on a regular basis and because of the technical demands and knowledge required to clinic these topics well, you need to do an outline of the technical and teaching material that you will cover in the course of your clinic. As your clinic progresses don't be afraid to change modify or eliminate some of the elements in your outline. As a clinician you need to be flexible and let the clinic focus move with the needs and



requirements of your trainees.

Finally, whether you're training a group of rookie instructors or a group of Level 3's, treat them as peers, respect them for their knowledge and help them grow as instructors.

## **The Art of the Clinic - How a Good Instructor Becomes a Successful Trainer:**

These general ideas apply to all levels of clinics, from hiring and training new instructors all the way to Level 3 exam training and education for your experienced staff.

1. Don't change your teaching personality when you clinic! That's what makes you great! Although the specific goals, content and depth of knowledge can be very different in a clinic versus in a lesson, the skills and experience that make you a gifted instructor will serve you well when you learn to clinic and train instructors at any level.
2. Establish the "Clinic Culture" with your instructors. Make sure your staff knows that one of the great perks for instructors is to be able to train and ski with good clinicians in a solid ski school training program. A good clinic program should be fun, challenging, specific in its educational goals, very interactive and fast paced. If your clinics are boring, it will be very difficult to develop and sustain that clinic culture in your instructors.
3. Goal setting and planning for the Training Season. Sit down and set goals with your instructors for the training year. Their input is critical to the success of your program. For new instructors the Level 1 In-House Study Guide and Portfolio will help them understand the "game plan" for the season. Your Level 2 and Level 3 instructors should have a good idea of where their strengths and weaknesses are in both their teaching and skiing. Knowing their specific goals and needs will help you develop training priorities. It's really helpful to get this stuff in writing from them if you can. Be sure they download the Study Guide.
4. Invite all members of your staff to train and clinic. Every staff has a few people who never clinic regularly. Personally invite them to come, encouragement to train can impact their motivation. You may be surprised who may turn into a clinic junkie!
5. First Day on Snow - The first on snow clinics should include equipment and skills assessment, boot fit and boot geometry/canting needs and ski selection. If you can solve equipment problems early in the season, your instructor's progress will be much quicker. Our sport is dependent on proper equipment and fit.
6. Safety is no accident. Safety is always for real!! You should always address safe procedures whether the clinic is about teaching or skiing. It's easy for an instructor to become so involved in the clinic that they become unaware of an obvious safety issue. Re-enforce their awareness all the time in every clinic situation. I like to remind them that sitting on the couch is not a good way to spend the winter. It's safety, fun and learning. Address safety in every clinic, always!
7. Do your homework. Prepare for every clinic in advance. Written handouts help many teaching clinics in two ways. Your instructors will not have to take notes during the clinic and if they are given the handout in advance, they will have some background and knowledge before the clinic starts. Good clinic skills go beyond teaching skills, you should prepare your clinic outline in advance. Be sure to incorporate Common Language, Mountain Skiing, Demonstration Skiing, Fundamental Versatility descriptions and the Five

Fundamentals into your clinic outlines.

8. Focused Clinics. Clinics should be very focused. Cover a manageable amount of material in depth. Don't overload your instructors! They will capture very little if your clinic is mostly talk. Good skiing demos will help them remember, involving them in the experience will develop their understanding.
9. How am I Looking Coach? No matter what the clinic topic, always ski a run or two and coach their skiing a bit. Every good skier is driven to get better. If you do this, they will come to all your clinics (even the ones with the boring titles). Coaching a group of instructors all year can give you a tremendous perspective on how highly motivated skiers learn. It will really help you understand the dynamics of the learning partnership and help you as a coach and clinician.
10. They are watching you! Use the teaching model! Instructors tend to teach the way they have been clinic'd, especially rookies. Your clinics should mirror the way you want your instructors to teach. If you stand on the side of the run and lecture for 20 minutes in your clinics, don't be surprised if your instructors do the same thing when they teach! Your clinics should be fun, fast paced, educational and interactive no matter what the clinic topic.
11. Just a Little Smarter! No matter what level instructor you are clinic'ing, be "just a little smarter" than they are. It's very easy for an experienced clinician to overwhelm less knowledgeable instructors with too much information. Keep it simple, but never be condescending. Treat them as peers and respect them for the knowledge they are acquiring. Remember if they already knew this stuff they wouldn't need your clinic!
12. Request and Expect Feedback. Clinics are a two way street, at the end of each clinic I'll ask each instructor to give me one thing they learned about teaching and one thing they learned about their skiing. I learn a lot about my effectiveness by the answers I receive. Their feedback and critique can help foster the learning partnership, teacher to student, coach to athlete, and instructor to instructor.
13. Establish a reading list for your instructors and keep a training log for each level of training. Encourage your instructors to keep their own training logs and check with them regularly to keep your training program on track. Level 1 In-House participants will have a training log in their portfolio. Sign off each clinic you cover in that portfolio each day you clinic. Each clinic in the portfolio must be signed off before a candidate can attend a Level 1 Validation.
14. Be Available. You are a mentor to the people you are training. You should always be available to answer questions and help your instructors. Often the most learning takes place in the locker room after a tough day teaching. Don't be stingy with your time!
15. Auditing Classes. Part of your training program should include encouraging your instructors to observe/audit more experienced instructors teaching. It's also very helpful for you to audit your instructor's classes so you know where you need to direct your training program.
16. Indoor Clinics. Indoor clinics can be a great help:

- a. In reviewing teaching and skiing clinics that have to take place on hill.
  - b. Using video analysis to coach skiing and movement analysis.
  - c. To handout written material and prepare for future on snow clinics.
  - d. To take notes on teaching clinics/progressions and cover technical information in a comfortable environment, keeping on hill time fast paced and productive.
17. Duh.... I don't know! Every once in awhile you may get a question you can't answer. If you can't answer a question, don't blow smoke. You'll lose all creditability. Tell your people you will find the answer, and then do it!
18. Ok, I'm Crazy. Teach your passion for the sport. That is the single most important thing your instructors can learn from you. Some of my most memorable days on skis involved giving and taking clinics with fellow coaches and instructors. One more thing, have fun and keep your perspective, remember skiing is fun, that's why we do it. That's why we teach it. It's only rock and roll, not world hunger!

### **Level 1 Clinic Outlines:**

This curriculum was written to help you develop beyond a good instructor to a good clinician. Becoming a good clinician creates many more demands on Resort Trainers than teaching does. I've included ideas for difficult topics for Level 1 instructors like "Introducing Turn Mechanics" and "Understanding Movement Analysis". If your instructors get this early grounding in the American Teaching System, they will be stronger instructors with the knowledge they need to continue to develop. Here are some tough clinic topics!

Some clinics move across the snow as easily as the wind. Skiing improvement clinics tend to be fast paced and involve lots of movement. Any good clinician will find it easy to give a good skiing improvement clinic.

Then there are the clinics from Hell. Many Level 1 clinic topics don't lend themselves to movement. Clinicians can easily find their feet in cement, talking and explaining these concepts on the hill. Some clinicians cover many of these topics during indoor clinics. This is far from ideal. For our new instructors these Level 1 clinics need to be taught primarily on the hill. Newbie's need to see these topics in action and experience them.

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand."  
Confucius 450 BC.

What follows is a list of clinics that tend to move little and involve a lot of talking. Our goal as trainers is to make these clinics move, be creative and get our instructors participating in the process. Included are some ideas and ways to be creative and fast paced with each clinic topic. You may be asked to give one of these clinics at the Resort Trainer course. Be interactive, talk a little less, ski a little more, smile often, have fun.

### **Can You Make These Clinics Move?**

1. Movement Analysis, straight run to Wedge Christie, and beginner progressions.
2. Understanding turns mechanics/physics and biomechanics of beginner skiers.
3. The Teaching Model/Kid's Teaching Model
4. Skills
5. Safety on the Beginner Slope.
6. Learning Styles
7. Teaching styles.

#### **1. Movement Analysis and Progression Building:**

At beginner levels beginner movement analysis can be one of the most tedious and boring clinics you can ever give. Watching beginners ski can be like watching grass grow! Here's a better way to introduce movement analysis to new instructors and develop beginner progressions at the same time. Word of caution, this clinic will only work with instructors that have had some experience teaching beginners for at least a week or two.

At the risk of being politically incorrect, I call this clinic “Geek of the Week”. This clinic doesn’t have to be in the beginner area. You can use any small flat area on the mountain so you can ski a bit to keep them happy. Here are the steps:

1. Ask your instructors to think of a beginner they’ve had in a lesson with a skills problem.
2. Don’t tell us what they were doing, ski it. (The role-playing can be fun).
3. The group (with your guidance) begins to learn how to analyze the skills and mechanics of the skier.
4. With your help the group develop drills, exercises or a focus to “fix” the skier. As your instructors develop the necessary skills to correct each problem they are learning to build corrective progressions.
5. After each instructor has demonstrated a skier, you can demo any typical beginner problem the group may have missed.

This approach can be fun, interactive and fast paced. More importantly, it addresses real problems your instructors see in their teaching every day. You are giving them solutions/progressions to build their “bag ‘o’ tricks” corrective skill development. It’s a good idea to do this for five or ten minutes in all of your Level 1 teaching clinics. It really develops their movement analysis skills and quickly develops their teaching at this level.

In the new Level 1 exam format, day one will involve movement analysis. Make sure your instructors are well trained in recognizing common skill problems in low-level skiers and have progressions to fix those problems. This type of movement analysis clinic will develop the skills your instructors need to perform well at the exam module.

## **2. Introduction of Turn Mechanics to Level 1 Instructors:**

This is a scary clinic title for both Level 1 instructors and some clinicians. Understanding turn mechanics is a key part of good ski instruction. If you don’t understand the mechanics of the sport, how the heck can you teach well? We can begin to lay the foundation of technical understanding in our new instructors by using a turn they already know well. Use Five Fundamentals and Common Language Descriptions when talking about turn mechanics.

### **Wedge Turn Mechanics:**

Example one:

**Flexion/extension:** This clinic outline takes a guided discovery, experiential approach to basic understanding of wedge turn mechanics. Understanding the turn mechanics of these low-level turns Will also help your ski instructors perform the demonstrations well. It’s a great place to start.

1. Ask the question “Why do we flex and extend in our wedge turns “ a simple question that will make them think.
2. After a bit of discussion, ask them to make ten wedge turns in a very flexed stance, no

extension.

3. Questions: What part of the turn was easy? What part of the turn was harder? How do your quads feel?
4. Now make ten wedge turns as tall as possible with no flex.
5. Questions: What part of the turn was easy? What was hard? Why? “The light bulbs” go on very quickly with these drills. This should kick off a very good discussion based on what your instructors feel. Easy turn entry when extended, strong steering in control phase as you flex a bit, etc.
6. Question: Does this have anything to do with why we flex and extend when we free ski?
7. Take a run at speed. Focus on the feel/kinesthetic.
8. Now discuss question 6 again. You have begun to open their eyes to skills, turn mechanics and movement analysis, both in wedge turns and their own skiing.

This type of experiential learning and discussion lays the groundwork for simple understanding of turn mechanics in wedge turns and how that relates to the mechanics used in advanced skiing. If I can get my instructors to see the common threads/common skills between wedge turns and their own skiing, I’ve done my job.

Example two:

**Leg Steering:**

1. Question: Why do we turn both feet in a wedge turn? Wouldn’t it be easier to just turn the outside foot?
2. Do 10 wedge turns turning both feet. Do 10 wedge turns turning outside foot.
3. Discussion. What happens to the wedge size? Does it change? Good or bad? Simple biomechanics discussion on leg steering and wedge size.
4. Free run-focus on steering both feet in their own skiing. Relate rotary skill in wedge turns to their own skiing. Teach what you do! Steering both feet is good skiing even in a wedge. Skills developed in wedge turns should transfer to all skiing.

Example three:

**Spontaneous Christy:**

1. Ask the question “What is our hardest demo”? Almost everyone will say the Wedge Christy.
2. Do the demo.
3. Why is it hard? Lead the discussion. Describe the demo. There’s lots of stuff happening! Skis steered into a wedge while extending in the direction of the turn. Weight is progressively transferred to the outside ski; inside ski is steered to a match while flexing, skis skidding through the bottom of the turn. Perhaps we add a Pole plant. That sounds incredibly complicated!
4. Do the demo again.

5. Question: "If this demo is so hard, why the heck can many new skiers do it spontaneously after only a few hours of wedge turning?" What's up with that?
6. Ski Wedge Turns into Spontaneous Christies.
7. Talk about priorities. A bit more speed, smaller wedge, emphasis is on steering both feet, linked turns, move in the direction of the turn, flexion extension, etc.
8. More wedge Christie turns.
9. Now you can introduce a simple explanation of the physics, centrifugal force making one ski heavier, one ski lighter. The lighter inside ski steers more easily. If you're steering both feet and moving in the direction the turn the match happens naturally without a lot of conscious thought, smaller wedge keeps the skis flatter and easier to steer, the turn shape rather than the wedge now controls speed etc.
10. You are now breaking ground on important concepts using simple low level turns. Your instructors can both feel and understand how Wedge Christie's work. They are on the way to developing an understanding of turn mechanics, physics and biomechanics from the snow up in a simple way.

### **3. Teaching Model / Teaching Cycle- Kids/Adults (give them an outline)**

Every clinic you give to new instructors should follow the teaching model. In skiing improvement clinics, identify each piece of the teaching cycle as you use it,

i.e. "this is guided practice". In a skiing improvement clinic it only takes a few seconds to reference the part of the teaching cycle that you are using. If you simply do just that, they will see the teaching cycle in action and understand the concept. Now you can demonstrate it in action at a beginner level. Take them through the teaching cycle in the beginner area then take them through the cycle with their own skiing. That will do two things, keep them moving and help them see that the model works for beginners as well as intermediate and advanced skiers. Understanding that is a big step. Go back to the beginner area and have each instructor teach a step. Repeat the cycle for kids, both pre-operational and concrete operations age groups. Get them active. Help them when they need it. Keep the group moving with a little skiing after each presentation and discussion. (Guided practice!) Finally debrief the learning experience. Wrap it up with a bow. On the last run or indoors, review, answer questions and help with notes. Remind them every time they teach in a clinic or in a class use the teaching cycle!

### **4. Skills Concept:**

The Skills Concept is the language we use to analyze and understand our sport. Level 1 instructors need to know that basic skills understanding is critical to their development. Rather than just doing special "skills" clinics, the skills concept should be integrated into every clinic so they grasp how it all applies from the beginning. Talk simple skills whenever you are coaching their skiing, doing demos, movement analysis and teaching progressions.

### **5. Safety on the beginner Slope:**

The temptation here is to hand out cards with the N.S.P.S. Code and have your instructors



memorize the seven steps. Safety is such a critical issue; we need to do much more than that.

1. Begin with their own skiing. Take a warm up run on intermediate terrain. On the way down, give an example of each of the seven rules of the N.S.P.S. code, i.e. signs, boundary ropes, stopping zones, merging trails, etc. You should be able to cover this in one run.
2. Assign one of the seven topics to each instructor and have them introduce it as they would in a beginner lesson. Use green terrain. Example: "Always be in control". What should a beginner do when they lose control?
3. Expand on the teaching they do. Fill in the gaps.
4. On a second run on blue terrain, have them cover the seven steps of the code again. Let them do the talking.

Involvement is the key. Taking this approach gets them teaching, keeps them moving and covers safety both when they teach and free ski or clinic. This is ten times more effective than just memorizing and regurgitating the code. This is the difference between simply hearing and really understanding what is being taught. Always address safety in every clinic you give. Remember, safety is no accident!

## **6. Teaching Styles:**

This is another topic that can easily lend itself to lots of explanation and talk, not much movement. Instructors need to learn this experientially. Teaching and learning are opposite sides of the same coin. Demonstrate the teaching styles in a skiing improvement clinic then show them how to use that knowledge when they teach beginners.

1. In a skiing improvement format, use each teaching style to develop your instructor's skiing (task, command, problem solving, etc).
2. Ask them what they liked about each style. What teaching style was your favorite?
3. Ask what would be the disadvantages if we only used one style all day. (Make them think!)
4. With your help, have them name the advantages and disadvantages of each teaching style.
5. ski them. Develop one skill in their skiing using a good mix of teaching styles to show the advantage of mixing styles.
6. Go to green terrain and have each instructor teach in a specific style at wedge/wedge turn levels. You may need to demonstrate how to use guided discovery or reciprocal styles at wedge/wedge turn levels. (It can be done and it can be fun!)
7. Finally, using various teaching styles, relate how this applies to older kids (concrete operations) and younger kids (preoperational).

## **7. Learning Styles:**

By actually showing how Teaching/Learning Styles work on the hill, your instructors will get a good grasp of it and get in some good skiing and coaching.

1. Use a written handout on learning preferences.

2. On a chair ride, have each instructor give some thought to how they learn. (Are they watchers, thinkers, feelers, doers?)
3. In skiing improvement mode, coach their skiing. Using each one of the learning preferences, visual, conceptual, kinesthetic, experiential (fancy words for watcher, thinker, feeler, doer)
4. Ask, what style do you like? (Maybe more than one) how do you learn?
5. Ask, what primary styles do kids use? Doer, watcher.
6. Advise them that instructors tend to teach the way they learn. Not always a good thing if your skier has a different learning style.
7. Continue to mix in skiing, focusing on one learning preference/style at a time. Have each instructor teach to a specific learning style.
8. Teach them how to recognize learning preference in your skiers. Make them aware of “gong words”, i.e. “show me that again”, “Let’s do that some more”, “That felt weird/good/smooth”, etc. or “what’s the purpose of the wedge?”
9. Give them examples of how to “tweak” their teaching to fit each style at wedge/wedge turn levels.
10. It’s very important to show how to use teaching and learning styles with younger kids 3 yrs. to 5 yrs. old and older kids 7 yrs. to 12 yrs. old. If you are not a children’s instructor, I highly recommend taking Children’s Specialist Level 1 or Level 2 Accreditation to give you the knowledge to clinic effectively.

**Final thoughts on developing your clinic skills:**

The material covered these clinics is remarkably different than anything you would teach to guests taking a lesson from you at your ski resort. In order to become a strong clinician you need to develop creative ways to teach these critical, but sometimes abstract concepts.

Feel free to use these ideas to help keep your clinics moving. Be creative and experiment with your own ideas. Use the Level 1 Training Syllabus and the Level 1 Study Guide to help you plan your training. The PSIA-W website has the 2014 National Teaching and Skiing Standards for Level 1, 2, and 3. It includes lots of material to help you design a good training program and develop as a good clinician. Enjoy the people and the process and whatever else you do, enjoy the experience.

**Questions the examiner may ask at the Level 1 Exam:**

Here are the Level 1 topics for the questions the examiner may ask each candidate following their teaching scenario:

- Describe the turn mechanics of all the level one demos, using common language/ body performance/ski performance.
- CAP Model through all ages.
- Piaget's stages development.
- Teaching Model/Cycle for both kids and adults.
- Teach any age skier how to use ski lifts.
- Typical problems and corrective progressions we see for each level and demo, from beginner to Wedge Christy.
- Several ways/approaches to teach each level. (Example: kid or adult, athletic or nonathletic).
- Prepared and practiced progressions/steppingstones for all the Level 1 teaching scenarios found in the Level 1 Study Guide. Be sure the lesson is applicable for the age group described.
- Movement analysis from beginners through Wedge Christy skiers.
- Turn Mechanics.

### **Level 2 and 3 Curriculum:**

Training/coaching instructors for their Level 2 Certification is a long step up from the Level I In-House. Gone are the “newbie’s” needing to learn the most elementary concepts of teaching at beginner levels. They have been through many skiing and teaching clinics. They also understand how certification and education can improve their ability to get work and improve their teaching and some may have hundreds of hours teaching under their belts. In short, they are becoming professionals (Hey, it says so right on the Pin!).

Successful training at Level 3 requires a solid season long schedule and structure if your instructors are to be successful. Because the skiing improvement and teaching requirements are both at expert level, everything you do to improve your instructor's skiing can and must be directly applied to their teaching knowledge.

This training is very intense, though it can be seamless, because both their teaching and skiing are at expert levels. Your instructors need to walk the walk and talk the talk!

Help your athlete realize that the hard work, the hard skiing and the personal challenge of becoming a better teacher and skier has its own intrinsic rewards. It's about the journey. If and when the gold pin comes, it simply says, “I’ve made and continue to make that journey.”

### **Beginning of the Season**

Boot canting, flex, fit, and orthotics are as important for Level 2 candidates as they are for Level 3 candidates. Take the time to make sure your athletes are balanced, canted and properly sized in their boots. Their progress will be faster if their set up is right.

Ski selection, for Level 2 candidates, needs to allow them to demonstrate slow movements, basic parallel, and moderate bumps. Typically an all mountain ski will provide the most versatility and performance for this level. For Level 3 candidates it's very important to be on a versatile ski that will work on the steeps, bumps, crud, and hard pack. A mid-fat all mountain ski is a good compromise for the conditions we typically find in the Sierra.

### **Goal Setting for the Season**

Because your instructors have at least one season experience under their belts, they should be very involved in the process of goal setting and setting training schedules. Spend time here helping them understand the skiing standard and teaching standard for Level 2 and Level 3. Build a season long schedule and structure containing all the elements you will be training. Be sure your instructors know the game plan. The Study Guides and National Standards are a critical source for training. They contain all the prepared teaching scenarios, the Five Fundamentals, and the standards for Mountain Skiing, Demonstration Skiing and Fundamental Versatility.

**Training Organization:**

Although it's tempting to train just skiing until they pass the skiing module, don't do it! They will have great difficulty passing the teaching module if you try to cram all the teaching clinics into the last three or four weeks.

The things they learn in teaching clinics will help them develop as skiers. Turn mechanics, movement analysis, the Teaching Model and Service Model, building progressions and doing demos will help them understand how they learn and improve their skiing in the process. Your Director will appreciate your skills as a trainer, when the instructors you're training are fast becoming better teachers as well as better skiers!

Just like Level 1's, your Level 2 and 3 instructors should carry a 4"x6" notebook with them every training clinic, skiing, or teaching, on snow or indoors. This will help them capture all the information they are learning.

As you help your instructors develop teaching scenarios and progressions remember they need workable teaching progressions for both kids and adults, and athletic and not so athletic skiers. They will also need progressions to develop skills and progressions to correct problems or misplaced skills (i.e. upper body rotation). As they develop these progressions they need to write them in their notebooks.

At the end of each clinic, ideally in an indoor setting, review what you worked on. Your instructor's need to add new information to their notebooks after each clinic and it's very reassuring to have that notebook in your pocket at the exam module.

As your instructors train for the next level you will see them become better skiers and teachers. Don't be afraid to make demands of them to take responsibility for their own development. Give them homework. Assign a chapter in the Core Concepts manual or the Children's Manual. Have them write out progressions.

Expect them to practice on their own. Encourage them with enthusiasm when they make the effort. Lean on them just a bit if they get lazy. Inspire them as much as you can. You may be amazed at the response. Since you have been chosen by your Director to be a trainer, my guess is you're a gifted instructor who really enjoys teaching. Even though giving a clinic is different than teaching in many ways, don't give up your teaching personality. That's one of the things that make you great. Work hard and enjoy the process.

**The 5 Fundamentals:**

The Five Fundamentals and Common Language is used to describe skier movement and define skills. Use this language when you clinic your instructors.

**THE 5 Fundamentals:**

- Control the relationship of the Center of Mass to the base of support to direct pressure along length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction

**Skiing Standard for Level 2:**

The Mountain Skiing component of the exam will include showing appropriate tactics and varying skill applications in a variety of conditions, including un-groomed snow and powder. They will ski on moderate bumps and moderate steeps (including groomed Black Diamonds and off-piste moderate terrain).

The Demonstration Skiing part of the exam will include wedge christy turns, basic parallel turns, parallel short radius and medium radius turns with a functional pole plant.

The Functional Versatility part of the exam will include hockey stops, outside ski turns with the tail of the inside ski lifted, leapers, and skating. These are tasks not demos! Your candidates may be asked to do variations of them to show skill development.

The tasks are not just a bunch of tricks invented to make the exam harder! They are drills to help your instructors develop rotary and edging skills, foot-to-foot movement and dynamic balance and pressure control skills. Use them as drills in your skiing clinics. These drills can also be “de-tuned” and used in teaching progressions for upper intermediates in teaching clinics.

You will probably find you have an ability split and a terrain split with your Level 2 candidates. If you have enough people you can form two training groups based on skiing ability. Do not abandon your weaker skiers! Keep them involved in Level 2 training. It may take two or sometimes three seasons for some of your instructors to reach the standard. Remember, they are valuable members of your school (your Director did hire them back!), respect them for their knowledge and commitment to our sport.

### **Teaching Standard for Level 2:**

Level 2 instructors need to demonstrate the ability to teach all ages through the intermediate levels, including teaching intro to parallel skiing, improving parallel skiing, intro to short turns, intro to small bumps and intro to soft snow conditions. This included teaching the appropriate tactics that fit the terrain and the skier.

They need to be able to develop and use the Learning Partnership, the Teaching Cycle (both children and adults) and the Service Model in their teaching. They need to be able to show a good mix of teaching with practice time and exploration, to inspire a lifelong passion for the mountain experience.

In the Level 2 Teaching Module they will present teaching assignments from scenarios the examiner assigns. Movement, pace, demonstrations use of terrain, and presentation for intermediate levels should be developed and practiced in your instructors training.

At the exam they will need to show that they are able to do accurate movement analysis on intermediate skiers, including skills synopsis and turn mechanics strengths and problems/errors.

### **Questions the Examiner will ask at the Level Two Teaching Module:**

These are the topics covered in the questions that will be asked after the teaching scenarios. The examiner will ask questions of each candidate. These are topics that your candidates should be familiar with.

- Describe turn mechanics using skills, the Five Fundamentals, body performance and ski performance as well as cause-and-effect for all the demonstrations and skiing up to and including introduction to bumps.
- In-depth understanding of the CAP model for all age groups and know how to apply it to their lessons.
- In-depth understanding of the Teaching Model and Teaching Cycle as applied to all age groups.
- Teach parallel turns, short radius turns and introduction to bumps to both adults and children.
- Terrain based teaching
- Understanding the parallel turn, including turn mechanics, movement analysis, and progressions.
- Prepared and practiced progressions/steppingstones for all the level to teaching scenarios found the level to study guide be sure the lesson is applicable for the age group and skier described.

In order for your instructors to be comfortable at the exam when entering these follow-up questions you should ask questions based upon these topics during every training session throughout the year.



**Level 3 Turn Mechanics Understanding:**

Level 3 instructors must have a good working knowledge of the sport. This includes an in depth understanding of turn mechanics, and the ability to be comfortable in describing those turn mechanics in the language of the Five Fundamentals used in the demo and task descriptions.

One of the best tools at your disposal is video. There are many good videos that you can use. Both Sean Warman and Chris Fellows have produced excellent videos on high end skiing; turn mechanics/technique and tactics for terrain and snow. The supplemental videos on the PSIA National website are also an excellent source of information. Your instructors should be routinely looking at videos on their own.

Part of your training should regularly include shooting and analyzing videos of your instructors. At the beginning of the year, its okay for you to do most of the analysis, but as the season progresses, your potential Level 3 instructors should be skilled enough to do video analysis on themselves and each other. You can assist them here, but you must remember, they need to talk the talk, as well as walk the walk!

**Level 3 Demonstration Skiing and Fundamental Versatility:**

Level 3 tasks are designed to first develop then demonstrate true expert level skiing skills and dynamic turn mechanics. Introduce and work on these tasks early in the training year. Your group should run through them every training session. It doesn't take a lot of time. Regular practice of these tasks will not only improve the task but also the underlying expert level skills required for true high-level expert skiing.

Early in the training you may need to further breakdown the tasks into sub skills and exercises to develop them in your skiers. Hop turns, one ski, and pivot slips often need to be further broken down into components to develop the skill sequence required to perform these tasks well. As the tasks improve so do the instructors' free skiing skills. Coach Level 3 tasks using the Skills Concept and The Five Fundamentals descriptions from the Level 3 Study Guide.

**Questions the Examiner will ask at the Level 3 Teach Module:**

These are the Level 3 topics covered in the questions that will be asked after each teaching scenario. The examiner will ask follow up questions of each candidate after they finish their teaching assignment.

**Topics:**

- Explain the turn mechanics for all advanced and expert level skiing, including the practical applications of those turns.
- Understand and be able to explain the five fundamentals as they apply to all skiing from beginner through expert levels.
- Movement analysis of expert skiers in steeps, bumps, chutes and all off piste terrain.
- Understanding of cause and effect relationships. Understanding of how tactics and technique apply to all types of conditions and terrain.
- Talk in terms of skills, the five fundamentals, body performance and ski performance when talking about efficient movements and tactics on expert level terrain.

In order for your instructors to be comfortable at the exam when answering these follow-up questions, as a trainer you should ask questions based on these topics during every training session throughout the year.

### **Movement Analysis Skills for the Level 2 and 3 Exams:**

The ability to do good movement analysis quickly is the stock and trade of a good instructor. It takes knowledge, skill, practice and effort to develop a “good eye”. It's a skill you will use every single day you teach. Training your instructors to do good movement analysis is an extremely important area of development. These skills must be practiced from early in the season for your instructors to be comfortable with their movement analysis at the exam modules. Your Level 2 and Level 3 candidates must be familiar with the Five Fundamentals and Skills Concept to be successful.

The PSIA Technical Manual (2014 edition) states on page 82 “while there is no single way to do movement analysis, all approaches have three elements in common: Observation, evaluation, and prescription”.

Our PSIA–W certification and study guide gives us a very complete description of how to do movement analysis on a skier. In a real teaching scenario, we have time for a warm-up run, time for a complete assessment of the skier, time to establish turn type, turn size, turn shape, comfort level on terrain, athleticism and goals. This outline works quite well in real life, when you have the time to establish the learning partnership and get to know and analyze your skier.

### **Things to remember:**

At the Level 2 exam you will be doing movement analysis on good intermediate skiers traveling at you at upwards of 20 miles an hour! You will have approximately 30 seconds to do an accurate and concise movement analysis on that skier. At Level 3 you may well be looking at skiers approaching in excess of 30 miles an hour, and you will probably have 20 seconds to do a complete analysis.

My strong recommendation for doing movement analysis at exams is to begin with the analysis of skills, Five Fundamentals, and turn mechanics first. From that point talk about turn type, comfort on the slope, skill level, and athleticism. You have a very short time to solve a puzzle. Put the skills and fundamentals pieces together first, and the overall picture, turn type, comfort level, etc. will be easier to describe.

### **The Structure of Movement Analysis:**

Your point of view relative to the skier enables you to see certain things quickly. Here is a very workable system and sequence that can be used to analyze a skier quickly and accurately.

As you look up the hill at a skier approaching, it's easy to see the following skills:

- Rotary skill. Does your skier Control the ski's rotation (turning, pivoting, steering) with leg rotation, separate from the upper body?
- Edge control. Does your skier control edge angles through a combination of inclination and angulation? What joints of the body are used to create those angles? Are the skis

carving or skidding?

- Pressure control, ski to ski. Does your skier control pressure from ski to ski and direct pressure toward the outside ski?
- Pressure control through flexion and extension or extension retraction. Does your skier regulate the magnitude of pressure created through ski/ snow interaction?
- Symmetry. Do both left and right turns have symmetry? Are the turn mechanics the same turn to turn?

As the skier passes in front of you, look for three things.

- Are the Skier's ankles open or closed? (plantar flexion, dorsi flexion)
- Are the Skier's hips back, moving forward, or over the front binding in the direction of travel?
- Are the Skier's arms, hands and poles forward or low and back? Does the pole swing and touch/plant assist in controlling the relationship of the center of mass along the base of support, directing pressure along the length of the skis?

Pole plant/ pole touch and hand and arm discipline are important elements to intermediate and expert skiing. It has always amazed me how many times candidates will simply forget to address pole plant and arm discipline in the moving analysis. Make sure that doesn't happen to your instructors!

As the skier skis downhill away from you, it should be easier for you to see these things:

- Skier profile, comfort level, and turn type.
- Equipment assessment.

Skiers that are in an "A frame" are often in boots that are under canted. Skiers that are over canted will appear bowlegged. Skiers with minimal ankle flex may be in a boot that is too stiff. Skiers who are over flexing the boot are in a boot that is too soft.

Skis are our tools. They have a huge effect on the way we ski. Your skier may be on deep side cut skis, rockered fat boys, or a ski that's too long, too short, too stiff or too soft. It's good to look at the equipment and assess the ski relative to the skier.

In the observation phase of movement analysis we look for skier performance through the Skills and Five Fundamentals.

In the evaluation phase of movement analysis we evaluate the skills and look for cause-and-effect, and body performance / ski performance to evaluate the skier's strengths and weaknesses.

In the prescription phase we build and execute corrective or developmental

progressions/steppingstones based on the Skier's skill development, problems, needs and goals.

Be sure the instructors that you are training have corrective progressions for all of the typical problems that you may see. Every teaching clinic should involve helping your instructors develop 3 to 5 step progressions to correct problems or develop new skills/movement patterns.

### **Movement Analysis Clinics:**

Here are four ways you can train movement analysis skills:

1. Video analysis. Using video analysis is a great way to get your instructors to develop his/her eye. You can rewind and view the same skier over and over again. You can also use slow motion to help your instructors easily see the movement patterns and skills. The drawbacks to using video are; it's difficult to judge the speed of the skier, the angle of the hill, and the snow conditions.
2. Geek of the week! While on the hill in a clinic, I will have each instructor demonstrate a skier that they have seen in a class. The rest of the group will do movement analysis on that demonstration. The advantage of this format is that we can look at the demonstration over and over again and develop the skills we need for good movement analysis. You can also develop corrective progressions on snow, for the turn mechanics problems you see.
3. Finally, I will have the group look at "real" Skiers on the hill to polish their movement analysis skills. This is the type of analysis they will do every day when they teach. It is also the format used in our current teaching modules.
4. Instructors for Level 3 or Resort Trainers should do movement analysis on each other as well as video movement analysis on themselves. With your help, based on their movement analysis on each other, they should also spend time coaching each other to develop the level of skill required for working with true expert skiers.

**Division Trainer Accreditation Pathway Information & Educational Material:**

For those of you Level 3 instructors who are interested in developing your skills beyond The Resort Trainer level, the Divisional Trainer Accreditation is the next step.

This final chapter in the Resort Trainers Handbook is the DTA curriculum that was put together by Finlay Torrance. This written material is an in-depth study of the technical and teaching knowledge required to become an exceptional clinician.

The Resort Trainer Series is the first step on the pathway to becoming a Divisional Trainer. The high-end training that Level 3 instructors will receive on the second day of the Resort Trainer Series is aimed directly at preparing Resort Trainers for the Divisional Trainer Accreditation.

For instructors who successfully complete the Divisional Trainer Series we have added the opportunity for you to shadow some PSIA-W educational clinics or exams at no cost to you (except the \$15 event ticket where needed). Shadowing will be allowed as long as there is room in the event. If you wish to shadow please e-mail [landerson@psia-w.org](mailto:landerson@psia-w.org) to request a spot at least two weeks prior to the event.

You will be introduced to the group as a Divisional Trainer. You'll have the opportunity to observe and interact with the group. Should the examiner/clinician want you to participate in the training, he/she may ask you direct questions or seek your opinions. So as not to disrupt the group dynamics, you should only answer questions or give opinions when asked directly by the examiner.

You can ask questions and discuss the process with the examiner/clinician away from the group. This can take place on chair rides, at lunch and at the end of the day. This is a terrific way to develop your skills as a clinician at very little monetary cost to yo

## PSIA-W Divisional Trainers Accreditation

### SKILL ANALYSIS

This module will address the pedagogy (the art of teaching) of *whole-part-whole* and aspects of behavior modification in a complex sport.

**By the time you have completed this part of the course you should be able to:**

1. Increase the participant's level of confidence through constructive feedback.
2. Maintain the participant's enthusiasm by providing him/her with drills that simulate race conditions.
3. Choose from a variety of different drills that will benefit the individual.
4. Gain enjoyment from being innovative while helping the participant attain his/her goals.

### Whole-Part-Whole

The basic structure of any good coaching "system" is simple.

- **Whole:** refers to the current technical ability of the participant to perform specific movements (i.e. Dynamic turns, bumps, crud, park, race etc.) and infers that the trainer has an understating of what the ideal execution of these turns should be.
- **Part:** refers to the breaking down of the "final form" (i.e. bump skiing into manageable components that can be taught in an ordered and logical progression, for example: working on one of the five fundamental movement patterns. A specific weakness may be identified in one phase of the turn becoming the focus for modification. The training environment actually becomes a laboratory for testing and improving simple skills.
- **Whole:** refers to the integration of the modified part/parts back into the ideal turn or outcome that is now further refined, developed and made stronger as a whole.

The trainer and participant will continuously work through this process of evaluation, skill development and integration of the new skill to achieve the desired outcome. At any level of technical ability the basic structure of the system remains the same.

### Trainer Intervention

The role of the trainer is to modify the participant's behavior and understanding through a combination of verbal, visual and sensory experiences or situations called training. Training or "*Coaching*" is the mutual sharing of technical knowledge and kinesthetic feelings towards the goal or improved performance. Training must take place within a framework defined by a mutual understanding of optimal technique and the participants current level of skill, this may change at any time so preconception and the ability to adjust your training plan is imperative. This will seem a daunting task to the inexperienced trainer who has no organizational system to guide him/her. The material in this chapter will introduce the 'how to' of coaching to assist coaches to be more effective and efficient. In addition, the concept of drill/skill matching will be developed.

*Giving Direction*



To be effective the trainer must do much more than simply identify weaknesses in technique. Telling a participant that he/she is always “back and inside” (detection =) and that he/she must center the hips (correction) will be of limited use. The trainer should ensure that he/she gives positive, specific directions (cause/affect) pertaining to how the hips should be centered using:

- Clear instructions
- Precise drills
- Good demonstrations
- Feedback/reinforcement relating to the athlete’s kinesthetic feelings (feel)

These directions are often implicit within drill/skill matching session however they must be expressed by the trainer after each training module or technical session.

For example... “That was a good run Jenny but a few times you fell back and to the inside. If you can maintain your hips in a high centered position between turns that weakness will be eliminated. From here to the lift make round GS turns with a big jump between each turn to emphasize that movement of the hips up and forward. Feel your legs fully extend and when you land after the jump your weight should be centered on the ball of your foot. Go and give it a try!”

### *Principles*

A drill can be designed to assist the candidate to:

- Feel a new sensation
- Pattern a new movement or
- Reinforce correct movements

The drill should be focused specifically toward the primary weakness since that will offer the most reward since it will provide for the greatest improvement.

Once a drill has been correctly performed and repeated it is often too soon to go back to the “whole” to integrate the movement into final technique. Drills can and should be progressed to lead smoothly to the eventual technique desired. While ensuring that the correct movement or feeling is being experienced a drill can be progressed in 3 ways:

- Increase the speed
- Select steeper terrain
- Introduce more refined movement

In this way the use of drills will be appropriate for all participants no matter where they enter the spectrum of technical development. For example both novice and expert skiers will know that a carved turn requires commitment to the edge. The novice skiers will perhaps be working on stance and balance drills on flat, slow terrain while expert skiers may be working on edging

and pressure control on hard icy pitches. In both instances drills can be designed to develop the skill of ski performance however the selection of drills and their complexity would vary between each participant. The trainer should watch the participant for difficulty in adapting to the terrain progression and make the necessary modifications to the drills.

### *Drill/Skill Matching*

Drill/skill matching is part of the “art” a good trainer. This is the design of specific drills that will teach the participant the skills he/she lacks. There are an infinite number of drills that can be designed – the trainer is limited only by his/her imagination!

Once a weakness has been identified it may be helpful to select one of the 4 Basic Skills to provide a framework for the coaching intervention. Much temptation exists to “over coach” and attempt to prescribe too many aspects of a skill instead of focusing on a single component. Keep your training simple and on-task. For example, by deciding to work within the framework of Stance and Balance both coach and participant will know how the drills relate to the desired outcome. The drills the trainer designs and all comments to the participant should constantly relate to the skill that has been selected.

The 4 Basic Skills each provide a “window” into board technique that is specific and unique. The trainer’s design of drills should follow this pattern called skill sequencing.

### **Skill Sequencing**

Skill sequencing is a technique for ordering skills into a progression that facilitates learning. Specifically, each progression moves the participant through ordered “stepping stones” from the easiest level of skill development to the more challenging facets of an activity. The skill sequencing cycle is represented by six steps:

They include:

1. Identify competencies
2. Isolate difficulty
3. Divide skills into component parts (sub skills)
4. Incorporate variations into skill sequences
5. Organize skills, sub skills and variations into progressions
6. Evaluate the progression

Participants may not be capable of performing a skiing skill at the simplest level (lack of readiness or ability), or he/she might not have learned the necessary prerequisite skills (lack of prior experiences).

The goal of skill sequencing is to plan a logical progression of skills that leads to the proficient use of widely applicable, integrated movement patterns. Ease of learning depends on prior

learning prerequisite skills. It is important that participants not be rushed from one skill to the next before that specific skill is learned. This can create frustration when the participant's basic skills don't support the new skill being introduced. If the participant is having difficulty with a new skill, perhaps the trainer should reevaluate the progression.

### **Movement Analysis**

As mentioned previously, the first step for the trainer is to identify a single weakness that needs to be modified. The participant should be told what they will be training on and how the trainer plans to modify these goals. Most trainers begin their analysis of technique by watching how the skis interact on the snow and from there progressively look at the 3 major joints of the leg (ankle, knee and hip).

Finally, the trainer will look at the upper body and arm positions. Always begin performance analysis at the skis.

### **Implications for the Coach Using Skill/Drill Matching**

1. The trainer must understand the duality and specific functioning of the left and right hemispheres of the brain. Intervention should utilize both verbal and non- verbal methods so that the dominance and preference of each participant is respected. In effect work with the participant in the "language" they relate to best. This is their preferred learning style.
2. Drills should always relate back to the desired outcome. The participant must become skillful at performing the "parts" of technique without sacrificing the ability to pull these skills together into a final desired outcome that will enable him/her to perform at a higher level of skill than previously experienced. Drills are always the means to an end and good drill performance should never be an end in itself. This is where mileage plays a critical role in "growing" the drill into the whole.
3. Drills should be a clearly defined learning experience. A minimum of detection and correction will allow the participants to focus on the feel of the drill that the trainer has designed. If the participant is not able to perform the drill, the drill must be altered so that the result is the desired performance.
4. Positive self-image achieved through successful drill performance will often carry over into improved performance in all skiing situations. Drills should reinforce and become a positive learning experience.
5. Always remember, practice does not make perfect, but rather perfect practice makes perfect.
6. Drills can become boring if they are repeated too long or too often. The trainer should make drills interesting and challenging. This does not mean that skiing must always be broken down to its component parts. Hours of free skiing are needed to evaluate performance, integrate new skills and ingrain new sensations. No more than 25%-30% of total snow time should be spent on drills, i.e. the parts.
7. Video is not necessary when doing drills. The participants should concentrate on

movements, balance and feelings. Reserve the video for a review of the integration of skills learned through the drills, back into their desired outcome i.e. turn type or situation to, ideally, reinforce progress and self-image.

8. Every on-snow session should have a planned theme. The drills that the trainer designs must be simple and focused on the single technical component or skill that has been selected for modification. It will be confusing and counterproductive to switch drills part way through a session. Once a certain drill can be performed correctly and consistently it should then be progressed.

### **Compelling Situations:**

As soon as specific corrective exercise have been identified and have created the desired effect, the trainer must present compelling situations that repeat the modifications and therefore repeat the training effect. The trainer should place the participant in a situation where he/she must perform the desired movement perfectly and in a variety of situations. (Care must be taken not to place unrealistic demands on the participant when using this coaching strategy).

The key is to create a constructive progression, inspired by a given weakness but turned it into an actual strength through detection, correction, progression through compelling situations, and finally requested and timely reinforcement.

For example:

- Skiing bumps will encourage suppleness and leg independence
- Skiing very steep terrain will cause commitment to move down the fall line
- Skiing courses, terrain parks or off-piste will develop general mobility and movement skills with timing

Requiring a trainee to enter an unfamiliar environment will challenge skill development. Far too often trainers have participants perform only on groomed flat terrain at the cost of mobility, and the ability to react and adapt to new situations.

Keep it interesting...

**APPENDIX:****Suggested Reading Materials:**

- Alpine Technical Manual- Second Edition and 2014 Edition
- PSIA Children's Manual
- Core Concepts Manual
- ATS Manual – 1990s
- Park and Pipe Manual
- PSIA-W Level 1-3 Study Guides
- National Standards 2014
- Skiing: An Art... A Technique 1970s (Georges Joubert) Poudre Publishing Co. \*this is a historical yet very relevant piece.
- Resort Trainer's Handbook

