

# THE INSTRUCTORS EDGE

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*The Professional Ski Instructors of America*  
*The American Association of Snowboard Instructors*

## Intermountain

### PSIA National Board Report

*By Jerry Warren, Sundance*

#### Fall 2003, Intermountain Thoughts

I wish to begin my report by quoting Nathan Pusey. "The close observer soon discovers that the teacher's task is not to implant facts but to place the subject to be learned in front of the learner and, through sympathy, emotion, imagination, and patience, to awaken in the learner the restless drive for answers and insights which enlarge the personal life and give it meaning."

Being a member of PSIA/AASI has awakened in me a restless drive for continued learning. I have enjoyed and contributed to the PSIA material over the years and find the new materials very beneficial. Even so, I find that I'm constantly modifying according to my personal perceptions, biases, beliefs and moods. For me, skiing (and I'm sure snowboarding, x-country, etc. for others), is a lot more fun when I'm learning, growing, creating, and improving, and I seek this challenge constantly. It's also very important for me to enjoy the "right now" of my jour-

Rodger Renstrom



Newly appointed PSIA National Alpine Demonstration Team Coach and Snowbird Mountain School Training Program Manager Rob Sogard, dives into Snowbird powder November 21. The Intermountain area is experiencing its best opening in years.

ney, because if I don't, there really is no guarantee that I will enjoy it more or be happier once I arrive—whenever or wherever that is. I believe that part of our success is in developing a pattern of performance that involves a pattern of learning and a pattern of living. I believe that the actual learning process and improving performance should also develop a greater capacity to enjoy the sport and life.

To stimulate an excitement for learning is a worthy mission for us as teachers and coaches. The PSIA Mission continues to be: "To inspire life long passion for the winter sports experience." It clearly sets a dynamic target for all of us, not only as teachers, but also as

leaders. PSIA/AASI national continues to deliver high-quality products and services. I encourage you to go to the PSIA National web sight and become familiar with the many services and information offered ([www.PSIA.org](http://www.PSIA.org)).

The PSIA National Board meeting was held October 11-12 in Lakewood, Colorado. A highlight once again was to have the division presidents at the meeting. They met with the board for a time, and then separated to their own meeting. Having them with us made decision making quicker as we had their immediate input. Once again it become evident to me that PSIA/AASI

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products continue to be of very high quality, highly acclaimed, and what the members seem to want.

### **Anniversary Billing**

A new member billing cycle is in the works. We will be able to go to an anniversary billing cycle as soon as our division gains the capacity to handle new technology for membership dues and programs. Right now, improvements are being held up by our connection capability. An anniversary billing cycle will be a great gain in fairness and timeliness for our membership benefits. The date that someone joins PSIA/AASI-I will become their membership billing cycle, rather than the fiscal year. National has done good work in making this possible for all divisions of PSIA/AASI and our division eagerly awaits this capability.

### **PSIA Teams Manager**

In case you missed the last issue of the Edge, PSIA/AASI has named a new Teams Manager. Katie Fry of Aspen, Colorado, has been named as new teams manager of the PSIA and AASI Demonstration Teams. Katie is an experienced team member and a long-time instructor, with a strong sense of the role of teachers in today's snowsports industry and the importance of supporting the industry's growth initiatives." As an eight-year veteran of the PSIA Alpine Demonstration Team, Katie is the first woman to hold the teams manager position and will be responsible for all aspects of managing the PSIA Alpine, PSIA Nordic, and AASI Snowboard Teams. One of her primary objectives will be to create a common focus among the teams, namely, how PSIA-AASI can meet the needs of its members as well as area management. Katie replaces Dave Merriam, from Stowe, Vermont, who is retiring after eight years as head coach of the PSIA-AASI Demo Teams.

Rob Sogard has been named Alpine Team coach and Craig Panarisi as Nordic Team coach. We are very fortunate to have these two talents in our division. They will do much to further the great work of these teams in meeting the mission of PSIA. Randy Price has been named as the Snowboard Team Coach and comes to this position with a wealth of knowledge and experience. His professional manner and ability will do much to strengthen the sport.

These positions take effect in May when the new teams are being chosen. Tryout candidate deadline is December 31. Check the web site for info.

Freestyle Best Practices will be on the web soon. This will be a nice guide at this point in time. It will include some recommendations or best practices even in progressions from easy beginner to advanced. It will assist with a common vocabulary.

### **Chair and Manager Positions**

Our division is fortunate to have as our Education chairperson, Ole Olsen; as our Certification chairperson, Kent Lundell; and as our teams manager, Randy Hartwig. The Division is reviewing the process by which these positions and the specific discipline managers positions are appointed. A decision on how to fill these positions for the coming season should be completed after the January Board meeting.

Qualified members, including the present leadership, are eligible to apply for these positions based on job descriptions available in the PSIA/AASI-I office. The Education and Certification chair positions require past or present DECL experience, the Alpine manager position requires current DECL status, and the other discipline manager positions require Level III certification. The Children's manager must also be ACE III accredited. Further information will be available in the Division office and on the web when the selection process is finalized.

## **The Instructors EDGE**

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*President*, Mike Thurgood  
*Administrative V. P.*: Allen Titensor  
*Communications V.P.*: Carl Boyer  
*PSIA Board Representative*: Jerry Warren  
*Certification Chair*: Kent Lundell  
*Education Chair*: "Ole" Olsen  
*DECL Team Manager*: Randy Hartwig  
*Adaptive Manager*: Chuck Torrey  
*Children's Manager*: John Musser  
*Nordic Manager*: Christopher Ulm  
*Senior's Committee*: Junior Bounous  
*Ski School Management Committee*:  
David "Hoopa" Robinson  
*Snowboard Manager*:  
Lane Clegg, Allen Titensor

### **Current Board Members**

*2001-2004*: Danny Edwards, David Boucher,  
Mike Thurgood

*2002-2005*: Carl Boyer, Carolyn Fushimi,  
John Pohl, Scott Rockwood

*2003-2006*: Steve Bills, Tony Fantis,  
Mary Flinn, Mikey Franco,  
Nancy Kronthaler, Stew Marsh,  
Allen Titensor, Jerry Warren.

**Closing**

As a division, we continue to make mistakes, yet for the most part we are moving ahead. Sincere people, who love the sport, are volunteering their time and talent during a time in all of our lives, of increasing time poverty. I hope that each of us will offer more “thank yous” and show more gratitude to those who serve and make available to all of us opportunities to learn and grow. Then, with those wonderful opportunities, it’s up to each of us as individuals to seek and take those opportunities, do something worthwhile with them, and to magnify them in some way.

May each of us enjoy this winter season and contribute in some way, to the growth of someone else.—**Jerry Warren is PSIA/AASI-I National Board representative and a PSIA Intermountain DECL**

**Board Addresses  
Terms, Elections**

*By Carl Boyer, Snowbird*

When the Board of directors was recently expanded from eleven members to fifteen, one of the motivations was to increase the members’ participation as candidates in elections. More at-large seats would be available in each election. The validity of that premise was borne out during this last election when we fielded nine candidates for the five available at-large seats. Due to an oversight in the implementation of the expansion of the Board, all seats were filled for 3-year terms. If left unaddressed, we would have a lopsided election cycle with three seats open in this year’s election, four seats the following year, and eight seats in 2006.

This was not the intent when the Board was expanded and does not serve the best interest of the membership. It is at odds with our by-laws, which state that approximately one-third of the directors stand for election each year.

After much discussion by the Board over how best to address this circumstance, Allen Titensor and Steve Bills graciously offered to shorten their terms to end with old business at the next spring BOD meeting. Both express their intent to stand again for election for the seats they are vacating. This would allow three at-large seats to be included in the upcoming election, for a total of five available seats this year. Should this imbalance persist, another at-large member has expressed willingness to similarly shorten their term and stand for reelection to even the election cycle to five seats each election.

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The Board viewed this path as the most seamless and expeditious resolution to this situation. We thank those directors for their willingness to put the interest of the membership first.

Another recent change to the By-laws, matching Directors' terms with the fiscal year, was revisited at the Fall BOD meeting. The intent of that change was to maximize the fiduciary accountability of the Directors to the membership for the budgets passed, and decisions undertaken during their term. The ever-present bugaboo of unintended consequences bedeviled the actions of the Board when that change was implemented. We faced choosing from three options:

1. Postponing the Spring BOD meeting as late as possible in the fiscal year (this was done June 14). Traditionally at this meeting, new members are welcomed and installed, officers are elected, and the budget for the upcoming fiscal year is approved. Procedural questions arose regarding the validity of those votes being cast prior to the technical start of terms for the incoming members. This led to calling the July 29 Special meeting that implemented option 2.
2. Schedule the first meeting as soon as possible after the beginning of the fiscal year. The new members would join the Board, elect officers, and approve the budget for the fiscal year already under way (an inauspicious process to use as a template for actions long term).
3. Invite the incoming members, as a courtesy, to observe the spring budget session. Their terms would begin with the fiscal year, but they would have to serve their first term under a budget approved by several departing Directors. This was both unpalatable, and actu-

ally runs counter to the intent to maximize the fiduciary accountability of all Directors.

During the Fall Board of Directors meeting, the Board voted to return terms to begin with new business at the Spring BOD meeting, as had been the practice in the past. The Board collec-

tively, as always, remains deeply concerned and committed to maintaining the highest accountability to the members for their handling of the finances of the division. It was viewed that, in practice, the previous arrangement best met those goals.—**Carl Boyer is PSIA/AASI-I Communications V.P.**



## President's Report

*By Mike Thurgood, PSIA/AASI Intermountain President*

I hope this finds everyone healthy, happy, and looking forward to a great Christmas season. As I write this report, we are off to an amazing start. We have resorts opening earlier than scheduled and great early season conditions. The weather gods are smiling on us once again.

The Division has just gone through a complete and thorough audit of our financial records for the year July 1, 2002 to June 30, 2003. The audit confirmed that the books and the bookkeeping procedures are in good order. The last time the Division had this done was 18 years ago. This is something that is done in varying degrees depending on the type of business, and the auditors recommended that we look at another full audit in approximately seven years. They suggested we have a review done maybe every two to three years. Even though we have had a couple of tough years, your Division is in sound financial condition.

The financial dealings of the Division are possibly the toughest part of being a board member. We are a not for profit organization, so the balancing act of revenue verses expenses is a tough one. We constantly strive to keep the expenses to our members as low as possible while trying to provide the best possible products and materials for educating and certifying the membership. This balancing act has brought about some lengthy, and even heated, discussions concerning dues, clinics, and assessments on the revenue end and materials, tools, and talents on the expense end.

Your board members are asked to weigh the pros and cons of dues increases, clinic and assessment fees, DECL pay rates, office expenditures, training materials, and a host of other items to come up with a balanced budget each year. They also have to try and guess what kind of a season we will have and how much participation we are going to have in clinics and assessments. This is all done at the spring board meeting, when most of us are thinking about summer.

I would encourage any of you who have some concerns or questions about the budget, whether it is something simple or a request for funding of something you think the division needs, to find a board member and discuss it with them. We won't promise anything, several funding requests are turned down every year, but we will listen and do our best to serve in the best interest of the membership as a whole.

Stein Ericksen (l) and Bill Briggs were inducted into the Intermountain Ski Hall of Fame in October during a ceremony at the Joe Quinney Center. The Hall of Fame is housed in the Alf Engen Ski Museum.



## Making Sense of the Ski Tests

By Mike Sharp, Deer Valley

Are you a little confused about the different “categories” of skis that are out there this year? I was. It seemed like they had morphed or shifted somehow. It wasn’t clear until I sat down with all this season’s buyer’s guides. What exactly is a “mid-fat” nowadays?

The rapid evolution of alpine skis over the last ten years, and especially the last five years, has led to ever changing categories of skis. All the major ski magazines seem to have their own way of grouping skis in their buyer’s guides. Some do it by what type of skier you are, where you normally ski (groomers, off-piste, etc.), or by the width of the ski (usually the waist dimension). Is there an industry standard? Not on par with the familiar DIN standards or skier types. So let’s try to make some sense of it all!

First, most instructors are probably interested in what are commonly called High Performance, All Mountain Expert, or Freeride “advanced/expert” skis. I feel the best way to look at skis is to look at how manufacturers present ski lineups. For example, both K2 and Rossignol’s collections include a series of “freeride” or “advanced/expert” skis that range from narrow to fat. These skis all have the same basic construction within the line, just different dimensions.

K2’s Axis series has actually grown to five skis for this season, from the narrow, slalom derived Axis XR, to the powder hungry Axis AK (essentially the former AK Launcher). In the middle are the Axis XT, X, and XP. The waist widths are 64, 68, 70, 78, 90 mm. Considering that the XR is for all intents the old Mach S slalom race ski, and that the XT and X are very similar in dimension and

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## Communication Corner

By Carl Boyer, PSIA/AASI Intermountain Communication V.P.



### Is Your Voice Being Heard?

Do you wish to have a more active role in setting the direction of your professional organization and influencing how it serves our members? If you want to speak out on an issue or voice a particular concern with your Board

of Directors, take advantage of the ‘contact us’ link on the home page of our division website [www.psia-i.org](http://www.psia-i.org). This service is underutilized at the moment.

Your current Board of Directors have rededicated themselves to reaching out to the members. We have committed ourselves to visit and make ourselves known and available in areas outside our region, especially those areas not having a Board member on staff. Consult your snowsports director to find out who might be coming to your area, or one nearby, and when.

Have you considered running for the Board of Directors? The Board is always looking for interested, committed volunteers to participate on the Board. Allen Titensor covers the particulars you must follow to become a candidate for this election on page 11. Terms are for three years, commencing with New Business at the spring BOD meeting, stipulated to be held the third weekend in May. The fall BOD meeting has been moved to the first weekend in September to aid in planning the upcoming season, and allow notice of changes in policy to be included in the fall EDGE. A January meeting may be called at the discretion of the Board. Notice of any date change will be given to Board members 30 days ahead. Directors are expected to attend, with no more than two absences per 3-year term. The Board may take some discretionary action after looking at the cause or reason for the absence.

Seats in region III, representing Snowbasin, Nordic Valley, and Powder Mountain; and region IV, representing Brian Head (and hopefully Elk Meadows sometime again) are up for election. Three at-large seats will also stand for election this year for a total of five seats, one-third of the Board of Directors (see explanatory article on page four of this issue) We welcome your active participation.

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sidecut, you can start to see the three categories for all mountain skis.

Rossignol's Bandit Line is an even better example. You may have seen the magazine ads already: "The Best Get Better." But what they really did was get wider, and it's a straightforward reflection on what's happening industry-wide (no pun). For this year, Rossignol has renamed them the B1, B2, and B3. Dimensions under foot: 70, 76, and 94, respectively. And it's that simple: three skis – three categories.

So, while neither of these two industry leaders have *officially* declared it, the numbers don't lie when it comes to how *they* view ski categories. If you dig deep into their web pages and brochures, read the fine print, and do some averaging, this is essentially what the new standards are (brace yourselves):

Ski Categories			
Class	On-Trail	Off-Trail	Waist
Low-Fat	75%	25%	~65 to 75
Mid-Fat	50%	50%	~75 to 85
Fat (Powder)	10%	90%	85+

Now that's putting it pretty simply. The percentages are rough averages. The dimensions are probably plus-or-minus one or two millimeters. (Some manufacturers, like Head and Fischer, are currently going with a much deeper sidecut than others. So for their skis you have to look at the tip and tail dimensions to figure out what category the ski really fits into.)

The above is also an average of the way the magazines tested skis and present them in their buyer's guides. At the Ski Press test in Canada, the dimensions were actually 68-74, 75-82, and 83+. However, the only ski in the fattest test category *less* than 85mm was the Volkl 724 AX4 (at 83mm), rather than the much fatter Explosiv (at 95mm), which probably should have been tested, but wasn't available. Ski Magazine still groups their test skis by some-

**Education Corner**

By Ole Olsen, PSIA/AASI Intermountain Education Chairperson

This will be short and sweet. The Division is looking for some new Alpine DECLs. We've had some people move out of the area, some have switched to emeritus status, some are injured, and some haven't met the performance requirements. We need to get the DECL body back to full strength. We are looking for good skiers. We are looking for excellent clinicians. We are looking for the future leadership. This is not a tryout. This is a hiring process. (Dates are Jan. 14, 26-27; see the fall Edge for application information.) We need people capable of working as a team that is dedicated to the membership. I hope that we get some fresh faces and a little more "new school" thinking and skiing incorporated into our pool of outstanding clinicians. This is a great opportunity. Good Luck.

what vague categories such as All-Mountain Expert, Freerider, and All Mountain Cruiser (not to mention "Player" and "Aspiring Carver"). Even more confusing, they do things such as put both the B1 and B2 in the Freerider category, and the B1 and Axis XT in both the All-Mountain Expert and Freerider category.

Of course there are still the race skis, most of which have waist dimensions under 65mm. And you could also add a new category for the few models that actually crack the century mark underfoot: Super-fat. Atomic kicked this into high gear last year with the Big Daddy (107mm) and Sugar Daddy (OK, it's "only" 99mm), though it really started with the Fischer Big Stix 106 a couple seasons ago. K2 officially enters the fray this year with the 108mm Kahuna (rumor has it K2 wanted to call it the "Fat Elvis" but couldn't get permission from Graceland!).

So, bottom line, what used to be called a "mid-fat" is probably only a "low-fat" again. As the manufacturers realize the demand for fatter, and perhaps more versatile skis, they continue to indulge us with just that. Entire lines are shifting to the right, filling in that area between the old "mid-fat" and the powder skis that have been around for

some time now (since the Volant Chubbs of the early 90's). This year nearly every manufacturer has a "new-school" mid-fat to show off.

**What Should I Buy?**

Here's a guideline for skis instructors should have in their quivers: At least one ski for every level of certification.

In other words, level ones only *need* to have one ski, probably a low-fat or mid-fat (by the above definitions) – all-the-better to master that ski in all conditions, and hone your SKIING skills rather than confusing yourself jumping back-and-forth between skis. That allows more time to master your teaching. An extra pair of beaters for teaching on the magic carpet might be in order, though. Level two's (or those going for it this year) should consider adding one high end ski. That ski could be either less fat, or more, depending on where you like to ski. If it's time to replace your old skis, then consider going in both directions, depending on your early season budget. If you prefer groomers, the race course, or bumps, then go narrower. If you ski at a Wasatch Front resort or Jackson Hole, and want to make to it last chair/tram on a powder day, then go bigger. Whatever makes you happy! But use your



## Certification Corner

By Kent Lundell, PSIA/AASI Intermountain Certification Chair

Now that the season has started and you have planned out your year, it is now time to implement your plan. If you missed the Education College don't fret, there are plenty of events the rest of the season. Look at the calendar on the website at [www.psia-i.org](http://www.psia-i.org) and find the ones that work for you. January is a slow time for some of the destination resorts. Many people find this is the time for them to get away for a few certification or education clinics. For you quick studies, January can also be a great time to take one of the assessments. For some of the resorts, January is when ski and boarding programs hit heavy. Don't fret, in February and early March we have clinics and assessments scheduled.

If you have any questions about the certification process be sure to ask. You can ask your home area trainer or a DECL at one of your clinics. He or she will know the answers for your questions. Remember, communication is two-way, so if you have a question, ask. I hope to see you at one these events.

## International Ski Science Congress

By Ron Kipp

The 3rd International Congress on Skiing and Science is scheduled to open March 28 at the Snowmass Conference Center located in Snowmass Village Aspen, CO. The past two congresses have attracted an average of 350 top scientists from 30 countries, all presenting novel research on various aspects of skiing in all disciplines: Alpine, X-C, Jumping and snowboarding.

Congress topics include biomechanics, sports medicine and rehabilitation, fitness testing and training, physiology, psychology, and coaching. The five-day meeting is being co-chaired by Dr. David Bacharach of St Cloud and Dr. Riggs Klika of Aspen. Accommodation have been reserved at the Wildwood Lodge, [www.wildwoodlodge.com](http://www.wildwoodlodge.com), and the Silvertree Hotel with special rates for Congress members.

For those interested in registering for the meeting or submitting materials for presentation, the website and online application can be found at: <http://web.stcloudstate.edu/icss2004/index.html>.—Ron Kipp is a PSIA-I DECL

## Web Page Update

Each year the web site goes through changes to hopefully make it easier for you, the membership, to attain information. We have streamlined the site again and made everything a little easier to find. You can also use the site to access the PSIA/AASI national's database and to sign up for events in our Intermountain region. If there is anything that you would like to see there drop a line to [chris@ustsa.org](mailto:chris@ustsa.org) and we will see what we can do to make it happen. ♦

more narrow skis for your everyday teaching and any exams, barring a 3-foot dump overnight. Level three's should seriously consider adjusting their quiver to cover a narrow ski (low-fat or mid-fat), a "fatter" ski (mid-fat, powder, or super-fat), and a specially ski (twin tips, fat-twins, SL or GS race).

and for different types of turns, terrain, or conditions. By focusing on the predominant skills used in varying situations, you'll refine and master those. They will become part of your quiver of skills. Eventually, you may not even notice the difference when you switch between skis, and be able to take your "short sticks" into the deep pow without even thinking about it. It'll become intuitive—you'll become unstoppable!

Example "Equipment Progression" For Intermountain snow conditions			
Category	Level 1	Level 2	Level 3
Low-Fat		x	x
Mid-Fat	x		
Fat (Powder)		x	x
Race			
Twin-Tip			x
Fat-Twin			
Super-Fat			

As you improve your skiing (and pass your levels), you'll want to continue to improve by skiing on different skis. By expanding the different types of skis you ski on regularly, you'll truly refine your skiing. Especially challenging is to switch between skis with greatly different sidecuts, like current shaped skis and twin tips. You really begin to feel what skill blends you are using for each type of ski,

### What Does the Future Hold?

If you look at a brochure such as Rossignol's, where they put every one of their skis side-by-side, it seems a bit much. At least skis are grouped by performance (similar to many magazines). So most skis are immediately related to those on either side. The Bandit series is a perfect example. In the future I see manufacturers making it easier on everyone by combining these cousins into just one ski with different sizes. Width will vary proportional to ski length, while sidecut stays the same. Therefore, the number of skis in a

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## Shadowing: The All-Around Training Tool

By Dwina Noesbar

What training tool is used by all but taught by none?

What training tool costs so little and yields so much?

What training tool gains in value the more it is used?

That's right, *shadowing* is all this and more. But perhaps we take it for granted when we send our new hires off to shadow their first lesson. After all, we lay all the necessary ground work with clinics on lesson content, teaching methodology, learning theory, class handling, CAP model, etc., etc.—not to mention training on resort & department policies and procedures—but how do we prepare them for their first shadowing experience? Do we outline our expectations when we send them off to shadow? Or do we leave them somewhat “dangling”? Here is an article geared to the New Hire Instructor that perhaps everyone can relate to!

Most people have the general concept of what shadowing is just by virtue of its name. Very simply you follow someone around like a shadow while they go about their business. The goal is to learn by *watching them in action, listening to their presentation and experiencing their lesson first hand*. Yep, the old VAK for those of you on the ball. There are a few things, however, that will help you get the most out of each lesson you shadow and keep the instructor you are shadowing happy at the same time.

### 10 Guidelines For Successful Shadowing

*Do Watch:* Watching is obvious, but be sure to watch such things as how the instructor builds rapport with the group as a whole and with individuals in the group, keeps control of the class physically as well as socially and cogni-

tively, presents him/herself professionally, chunks information, paces the lesson, uses the terrain features, pays attention to traffic patterns, moves the class from place to place, demonstrates movements towards and away from the class, delivers feedback, positions the class, uses run outs, and how these things evolve throughout the lesson.

*Do Listen:* To the student for cues to underlying emotions and attitude such



as tone of voice and inflection, questions asked, and comments made to other students.

To the instructor for content, verbiage, analogies, metaphors, jokes, inflection and tone as well as the answers to student questions.

*Do Participate:* Join in as an active member of the group as the instructor has the class jump, step, walk, quack like a duck, whistle like a train, or ski like a lion. Not only will you experience the class as the students do, and therefore understand viscerally the instructor's teaching focus, but you will have more fun and it may just help your own skills!

*Do Assist...When Asked!* Assist the instructor as much or as little as the instructor indicates, such as demonstrating a movement or skill, helping catch up a late-comer, helping a student with equipment or clothing or even teaching a segment of the class. Just limit your assistance to what is asked of you—unless you clearly

believe it is in the interest of safety to intervene on your own.

*Do Ask Questions:* Questions are very important to enhance your understanding of the teaching segment, however, be sure that asking them does not interfere in any way with the lesson itself. Take notes discreetly if possible (chair ride, aside) and then follow up with the instructor after the lesson. If there is no opportunity to meet with the instructor afterwards you can always direct your question to your training supervisor.

If you have an immediate question such as what the instructor sees or is looking for while the student is passing by, then ask if the instructor minds the interruption. You'll find many enjoy being asked for insight into their expertise and willingly involve you in their cognitive processes. Others may feel it is a distraction to their thought processes and takes their focus away from their students. Take your cue from the instructor you're shadowing. A keen eye will soon reveal the answers you are looking for.

If you observe something in a lesson that was counter to your understanding of what is expected of you, it may be best to diplomatically ask your trainer for clarification, rather than risk appearing to challenge the instructor. Keep in mind at all times that each instructor is unique, as is each lesson, and judge accordingly. Steal what you like and can relate to, and take the rest with a grain of salt. The instructor you shadow may have been in your shoes more recently than you think.

One last thought: Everyone appreciates some positive feedback, so if you liked the lesson or gained anything from it at all, say so!

*Don't Teach:* If you have a natural affinity/talent for teaching you will find this guideline the most difficult to follow. You will want to help. You will believe that not only are you giving great guest service to the students by providing extra guidance and feedback



(2 for 1) but you are also helping the instructor (especially when the group is large) by providing another set of eyes, ears and lips. If this is the case and the instructor asks you to help in this way, by all means go for it!

Unfortunately, it is just this second set of eyes, ears and lips that can confuse students and sabotage a good lesson. The problem is threefold. First, you are doing the students a disservice by distracting them from their instructor (with potentially confusing and perhaps inappropriate information). Second, you are undermining the integrity, cohesion, and flow of the lesson for the instructor, and third, you are not benefitting from the experience yourself by seeing how the instructor handles the group as a whole and as individuals. Remember you are there to learn. If those aren't reason enough, consider the potential consequences if you make a suggestion and the student gets hurt.

*Don't Divide:* Almost every group class will have some degree of skill variation referred to as a "split." When the split is significant, it is very common for the shadower to end up with the "slow" students, too often ending up completely out of sight of the instructor who has the "fast" students. Sometimes this is because the shadower gravitates to the individuals having more difficulty while the instructor is engaged with the group as a whole. Resist the temptation to focus on slower students. Many times this happens at the request of the student if they are feeling left behind or neglected by the instructor. If the instructor is too far away to help the struggling student(s), do as much as you can to help them reunite with the group and then blend back into the group yourself. Other times however, the instructor will actually "palm off" the struggling students on you. This is a dirty trick. Make every attempt to avoid this situation if you can but if you can't, you may as well take advantage of your opportu-

nity to put your teaching skills to work and prove what a rock star you are by sky rocketing the confidence of your flock. They will love you for it. And maybe you'll see them again, soon.

Remember this, 88 percent\* of all complaints from students in group lessons, and 92 percent\* of complaints from group lesson instructors, relate directly or indirectly to the existence of a split. 100 percent\* of lessons involving more than one student can be found to have a split by 9 percent\* of the instructor population, and 98 percent\* of

*A large split in a group lesson, in the hands of a competent and experienced instructor, can be one of the most valuable learning opportunities you will ever experience.*

supervisors cite complaints about splits as their number one complaint.

What does all this mean? Who knows? If you see a split developing, gradually back away, avoid eye contact, and heel. If you stick close to the instructor, you will learn from, rather than get in the center of, a sticky split situation.

The bottom line: A large split in a group lesson, in the hands of a competent and experienced instructor, can be one of the most valuable learning opportunities you will ever experience.

(\* Please note: It has been found that 64 percent of all statistics have been made up on the spot. I repeat: 73 percent of all statistics have been found to be made up on the spot.)

*Don't Interpret:* For basically the same reasons already mentioned, avoid getting in a situation where you are asked to interpret what the instructor has said. Avoid that by staying within earshot of the instructor if possible. That way you can defer to the instructor. If you can't avoid being asked for clarification by the students, do your best to convey your understanding of what the instructor is ask-

ing for, but preface it with the qualification that you will check to be sure (even if you are sure) just in case. This will not only ensure that you are indeed communicating accurately, but it will reinforce the fact that you are only shadowing the class and the instructor is the ultimate authority. Also, learn by noting the cause for the confusion and consider how you will communicate differently to minimize confusion in your future lessons.

*Don't Distract:* Now, you may be the funniest, most charismatic character on the slopes, and you will inevitably be sent out to shadow "Mr Monotone," but resist the temptation to prove it. Unless, of course, the instructor you shadow embraces your charisma. The last thing you need to do is upstage the instructor. So keep conversation to the light and social and redirect attention back to the instructor when appropriate, otherwise you'll both be missing out on those gems of wisdom.

If you are wearing a uniform jacket you will automatically be viewed as an authority and attract questions. Take every opportunity to reinforce the leadership of the instructor you are shadowing. This is not because the instructor necessarily knows more than you (you may in fact be his or her trainer), but in the interest of continuity and consistency for the students, in such a subjective venue as a lesson, leadership is imperative.

What may help to follow the last four guidelines is to remember that the students are the responsibility of the instructor you are shadowing, legally, physically, socially, professionally, and relative to what they learn. So, although your presence will automatically change the group dynamic, be conscious of minimizing any interfering effect you may have on the overall lesson experience. Remind yourself that the instructor would be handling this group alone if you were not shadowing.

**continued on 14**

## Multiple Intelligences and Teaching

By John Musser, Alta

One of my favorite ACE topics centers on Multiple Intelligences.

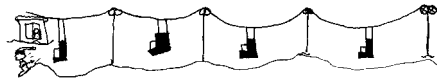
Howard Gardner is a professor of education and psychology at Harvard University. He is best known for his theory of *Multiple Intelligences*, which is described in the Intermountain ACE Study Guide and in the PSIA Children's Instruction Manual. This theory is usually discussed during indoor training for ACE I and addressed at the ACE II on-snow event. Gardener's theory can be used as a tool for instructors to better present the content of their lesson to a wide variety of students. Gardener proposes that teachers present the content of their lessons in ways that stimulate or appeal to various "intelligences" or ways of learning. The eight "Multiple Intelligences" that Gardener describes are:

- ◆ Music smart
- ◆ Spatial-Visual smart
- ◆ Math-logical smart
- ◆ Linguistic-word smart,
- ◆ Kinesthetic-body smart
- ◆ Intrapersonal-people smart
- ◆ Interpersonal-self smart
- ◆ Naturalist-nature smart

Gardener encourages using music, cooperative learning, art activities, role-play, multimedia, field trips, inner reflection, and much more in the learning experience. He asserts that as we develop as humans, we gain proficiency at some or all of these different intelligences through study and disciplined practice. However, as young children, we tend to show a particular strength or natural proficiency in one or two of these areas "right from the get-go."

By understanding the various intelligences, instructors can prepare for many types of students and have games or drills specifically designed for that student. In other words, if you

have a student who is "logical-math smart" they may have more success with exercises or games that involve numbers or counting in some way or logical physical principles. If you have a student that is "music smart" you may utilize rhythms, songs, or sound patterns in your drills. If you have a student who is visual-spatial smart, you may use visual images or drawing shapes in the snow. Instructors should always try to facilitate interaction amongst the group and team building. This will appeal to the "social smart" students. And finally, some students may be more analytical and need time to digest the new skill or information in



their own way. The instructor provides guidance throughout a long term learning partnership. An instructor may give the student meaningful activities, ideas, or challenging tasks that the student can work on over a period of time. These students benefit from independent study and will learn the material in their own way at their own pace (see "Mosston's Individual Teaching Style" Professional Knowledge Appendix A pg.13).

The most notable feature of the theory of multiple intelligences is how it describes eight different potential pathways to learning. If an instructor is having difficulty connecting with a student in the more traditional linguistic or logical ways of teaching, Gardener's theory gives several other ways to present the material to facilitate effective learning. Whether you are a teacher or instructor for adults or children in any discipline, or an adult learner teaching yourself on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you can associate it with:

- ◆ words (linguistic intelligence)
- ◆ numbers or logic (logical-mathematical intelligence)
- ◆ pictures or visual images (spatial intelligence)
- ◆ music (musical intelligence)
- ◆ self-reflection (intrapersonal intelligence)
- ◆ a physical experience (bodily-kinesthetic intelligence)
- ◆ a social experience (interpersonal intelligence)
- ◆ and/or a natural world experience (naturalist intelligence).

So now that you know more about the "multiple intelligences" you can begin asking questions of your students along with observing their behavior and listening to everything they say to try to discover what each student's "intelligence" and learning style might be. A good way to determine a child's "gift" is to see what activity they choose when they have "free time" or are not given any specific task but to which they are drawn on their own choice. Visual-spatial kids may be drawing, kinesthetic kids will be engaging in physical activities, Intrapersonal kids may be interacting with others and making new friends, music kids may be singing songs. Some good questions to ask your student are, "What do you like to do best (other than skiing)?" or "Do you have any hobbies or what other things do you do for recreation?" The answers you get will help you decide what types of exercises will be most effective for each student.

Instructors can categorize their games and drills based on the intelligence for which they work best. A critical point in Gardener's theory and a good practice for instructors is finding ways of appealing to all of the intelligences in any learning situation. This way you can connect with more students in a group situation more efficiently. And remember, sometimes a student may have talents or gifts that

*continued on 14*

## Park and Ride

By Tony Fantis, Brighton

“Dude, your double grab was totally dope, yo!”

Here’s my best English translation: “You, whom I worship, the way you grabbed your skis in two different tricks in the same air time was very impressive!” The slang version seems easier, though at first awkward, even to me.

This season the Intermountain Division of PSIA is offering its very first Alpine Park and Pipe Accreditation Level One. No other division has previously accredited alpine instructors in the park and pipe, and we are excited to bring it to you this season!

This brand-new accreditation will be filled with three days of coaching, learning, and riding the park and pipe.

There will be no rail slides included in the course. Features to be included are: riding switch, riding the pipe, carving, leapers, basic jumping, and on-snow rotations. The accreditation segments will consist of a written test, teaching evaluation, and a riding assessment.

Candidates for the accreditation must be PSIA Alpine Level 1 certified. Let your non-member friends know there is a great new benefit in PSIA-I/AASI-I. The information will be appreciated, since non-members do not receive the *Edge*. They’ll need to join PSIA and get certified before they can participate in this awesome event!

The premier event is scheduled February 27-29 at Park City Mountain Resort. For the free Park and Pipe Manual, including the accreditation format and standards, please visit our division website at [www.psia-i.org](http://www.psia-i.org). Who said you can’t get something for nothing?

Regardless of whether you are going for accreditation or just taking in a new experience this year, I hope you will have the opportunity to play in the park and pipe at your own comfort level. Remember to “Inspect, Respect, and Perfect” while enjoying the park and pipe!— **Tony Fantis is a PSIA-I DECL and serves on the PSIA-I Board.**

## Adaptive Manager

By Chuck Torrey, NAC



Hello everyone, my name is Chuck Torrey, and I am excited to have been appointed as the adaptive discipline manager for PSIA-I. I have been teaching skiing since 1988, and I

am Level III certified in both alpine and adaptive. My bachelor’s degree is in K-12 physical education. I have a master’s degree in recreation with an emphasis in therapeutic recreation. After graduate school, I worked for the Association for Retarded Citizens as a certified therapeutic recreation specialist for several years in Knoxville, Tennessee. I then moved to Utah to teach skiing full time. I have been with the National Ability Center in Park City for the past eight years.

While in Utah, I also served as director of an independent living program. I currently teach physical education at Treasure Mountain Middle School. I spend my weekends at NAC coaching the adaptive junior race team and teaching adaptive lessons. I plan to serve all of the instructors of the Intermountain region as best as I can, and I would appreciate any input or suggestions. I can be reached at [ctorrey@parkcity.k12.ut.us](mailto:ctorrey@parkcity.k12.ut.us).—**Sincerely, Chuck Torrey**

## Administrative Report

By Allen Titensor, PSIA/AASI Intermountain Administrative V.P.

### Board of Directors Elections

It is that time of year again. You, the membership, will be electing five Board members this spring. This is really a grassroots process. Any Certified member (Level I, II or III) in good standing is eligible to run and, if elected, serve.

The opening Board positions are: Region III (Powder Mtn., Snowbasin, Nordic Valley), Region IV (Brianhead, Elk Meadows), and three Member-at-Large positions. The requirements to appear on the ballot are pretty basic; the following must be received in the Division office by February 15:

- ◆ The signatures of five Division members in good standing who are willing to support your candidacy.
- ◆ A black and white photo of yourself (suitable for publication in the *Edge*) and a short biographical sketch, which includes education, past and present employment, divisional employment, and years of membership, along with a statement of their expectations and goals for the Division.

There is a minimum of two Board meetings a year; there are typically four meetings a year and you need to be available to attend all of those meetings. The term is three years. If you spend your off season out of the area it will be difficult to attend the meetings. Board meetings can be long and tedious. They can also be very rewarding and interesting. If you feel snowboarding and skiing have been good to you and you would like to give something back to your sport, serving on the Board is a great opportunity.

## Back to the Basic **Fundamental Skills**

*By Guillermo Avila Paz, Deer Valley*

Ski technology and the methodical aspect of skiing have been changing before our eyes over the past few years. It is so much easier and fun for our guests to excel beyond their expectations in various terrain and snow conditions. As a result, our job is more interesting and in some ways easier. This is a win/win situation for the ski industry.

Our teaching momentum is emphasizing customer service. As instructors, honing this quality is what keeps us in business.

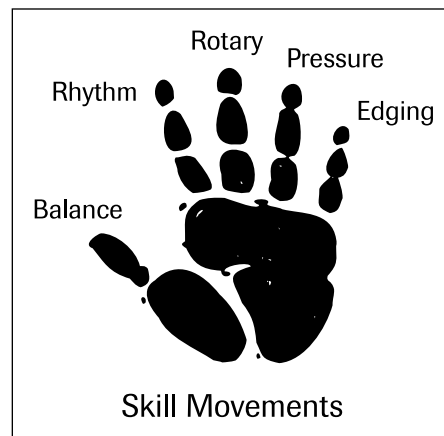
While “customer care” is of great value, we must not neglect the fundamentals of instructing. While participating in and leading clinics and assessments, I have seen the lack of understanding by our instructors in how to help students develop the basic fundamental skills. This is the foundation and technical aspect on teaching students how to ski. Without these tools, it will not matter how much a client likes us as a person. Remember, the customer’s ultimate goal is to learn how to ski better!

There needs to be a clear and precise method of teaching skills that gives adequate visual, verbal, and kinesthetic information with accurate progressive activities to help develop the student’s skiing ability.

Today we have introduced shaped skis. We see students and instructors tipping and ripping on groomed slopes. They are skiing faster than their headlights (both the lower and higher skill levels). They are like flying squirrels flapping in the air with fear in their eyes. Moments later we hear the screams as they go off the groomed and onto the soft snow and bumps. They are struggling and cannot understand why. The reason is they did not know or were not taught how to change their

skill application according to speed or when the snow conditions change.

While skiing and speaking with many top world class coaches and athletes from national, international, and Olympic ski teams, I have been asking the following questions: How do they produce great skiers and athletes? How can we help our students improve their skiing? How can we help our fellow instructors improve their skills, knowledge and understanding? The answers



from the coaches and athletes were quite similar. In essence they said:

We need to work on producing progressive activity formulas for each fundamental skill individually. An instructor needs to demonstrate good discipline with repetition of these progressions to help reinforce muscle memory in all maneuvers.

For example: Teach a progressive activity formula for a fundamental skill with different turn shapes at different degrees of difficulty at all levels. Teaching this formula will be valuable at any stage of a skier’s learning curve, thereby establishing a good foundation. A sequence of progressions will become the instructor’s and student’s own language to help them replace old movement patterns with new ones and facilitating change. Top athletes improve and develop fundamental

skills at slow speeds on gentle terrain with wedge turns, open parallel, and dynamic parallel at different turn radii—focusing on one individual skill at a time throughout each maneuver, and then changing progressively to another skill but on the same maneuver. It is great to see how effortlessly and precisely these athletes focus on this method to improve their skiing abilities.

As ski instructors, we all share the same tools and goals. We all seek to help our students in the most efficient way. We all are focusing on the same fundamental skills with our own individual interpretation. What we see. How we see it. Where we see it. When we apply it. Why we see it. These might sound like old school or “Back to Basics.” By understanding and mastering the basics in the fundamental skills we can apply them to our teaching – achieving good efficient movements personally and professionally.

While studying many different teaching manuals from different regions and countries you can find in each manual various ways to teach the basic skill development in order to strengthen, clarify, and broaden personal knowledge of the fundamental skills. You then have the opportunity to pass on this information to your students and other instructors.

Instructors and coaches are like artists, blending their colors on a palette with passion, the goal being to create a masterpiece. The vision is the student. The canvas is the terrain.

We look at fundamental skills as a blend of skills that work together at different degrees to produce a desired outcome. To adequately facilitate any change, we need to apply a skill and/or a degree of intensity of one skill or a blend of skills. Focusing on a sequence of single skills can systematically help the student receive clear information towards the development and enjoyment of skiing. One of the best ways to explain the basic fundamental skills to a student or instructor is as follows:

An open hand: An open hand has a thumb and four fingers that are all working together, if you take one out, the hand works but does not work as efficiently. Name and place all the basic skills in the order of the accompanying diagram.

- 1: The Thumb, Balance Movements
- 2: The Pointer, Rhythm Movements
- 3: The Middle, Rotary Movements
- 4: The Ring, Pressure Movements
- 5: The Pinkie, Edging Movements

As you can see, this method looks at five skills instead of four. By looking at balancing movements and rhythm movements as individual skills, and then combining them, the result is *dynamic balance!* Dynamic balance is the foundation of skiing and the most important combined skill we teach. These two skills are needed before we can address the other three skills.

Balance and rhythm movements can be taught as separate skills. I pose a question to you, the reader. Does balance affect movement or does movement affect balance? Both skills can affect the desired outcome – Dynamic Balance. Dynamic Balance affects the outcome and the efficient application of the other skills and with the direction and duration of movements on any progressive blend of skills. Let us add other skills to Dynamic Balance:

Dynamic Balance and Rotary movements on soft snow, Dynamic Balance and Pressure movements to manage terrain changes in bumps, Dynamic Balance and Edging movements to carve through a race course, and all these combinations on a wedge turn or open parallel.

It is a good idea to build progressions from simple to more complex for each individual skill in every level of the old centerline maneuvers or tasks. The focus can change depending on the desired outcome of a skill that needs to be added in order to improve and facilitate control, for example What blend of skills are been applied to stay in balance? What blend of skills is been

applied to connect the turns or what blend of skills are been applied to shape the turns, remembering the skiing level of the student? The student will feel a positive response from the snow once he has a foundation of understanding when to apply the combinations of these basic skills.

The instructor and student then need to evaluate the separate skill levels of the right and left side of their body. They need to identify and understand the symmetry of movements. Can they see the strength and weakness on either the right side or left side of the student’s body at each progres-

*The more time we spend helping new and veteran ski instructors with the fundamental skills, the greater the service to the ski industry.*

sive level and in specific stages of the student’s skill development?

The more time we spend helping new and veteran ski instructors with the fundamental skills, the greater the service to the ski industry. Don’t just give them a bag of tricks—help them understand the importance of skill development. Emphasize repetition for muscle memory. Instructors will be able to be more affective in helping their students. Most of all they will be given the tools they need to improve their personal understanding in their own skiing. When they are with a challenging student, or when they are training for assessments, the fundamentals learned will significantly increase the level at which they ski and teach. This simple approach can be used with the PSIA-I skiing/teaching terminology list.

An additional way to improve the fundamental skills is by reintroducing the basic alpine skills evaluation designed and prepared by the USSCA that has tasks and exercises for self assessment of skills on snow (see USSCA booklets and videos on this



Andrea (Martin) and Robert Lane celebrate their wedding day Aug. 1 in Keuka Park, NY. Andrea is a Level III instructor at Deer Valley.

subject). This could help us see how to develop a better understanding on what a good skier does to help develop the fundamental skills while reinforcing muscle memory.

The PSIA-I board of directors should invite the USA Ski Team coaches and athletes to participate during PSIA-I clinics. We all can learn. Invite them to help within our local ski schools to have an exchange of ideas and information. Ski schools have gained a lot of strength in our personal and teaching skills in the past when we utilized this great resource of knowledge. The “Top Guns” of our industry are right there in our front yard! It is important that PSIA-I and our ski schools get more involved and familiar with what the USA Ski Team/USSCA are doing with their athletes and coaches. Let us learn from each other regarding how we assess and develop technical skills and programs.

With adequate understanding and performance of the fundamental skills, with experience, and with our imagination and passion, we can come up with our own progressions for developing the fundamental skills in our own style. Then we can pass it forward. Remember: “You can not give something you don’t have or understand. You can not keep something that you don’t give a away” and “no one cares how much you know until you show how much you care.”—**Guillermo Avila Paz is a PSIA-I DECL**

## PSIA-I Hall of Fame

By Clark Parkinson

Two Intermountain Division members, Pepsi Steigler and Woody Anderson, are to be inducted into the PSIA-I Hall of Fame. The board of Directors in their November meeting unanimously approved a recommendation made by the Past President's Committee to honor these individuals.

Steigler, the former Olympic Gold and Silver medal winner, recently retired as Ski School Director/ Director of Skiing for the Jackson Hole Ski Corp. after 37 years. Pepi became a member of the Intermountain Division in 1970 and served on the Board of Directors. He was inducted into the National Ski Hall of Fame in 2001 and will be honored by the Ski Instructor Veterans Reunion in December at Deer Valley. Pepi is scheduled to be inducted into the Hall of Fame in a ceremony at the Veterans Reunion banquet.

Woody Anderson is the owner of

the Pomerelle ski area just outside of Burley Idaho. He was a cofounder of the Intermountain Ski Instructors Association and served as its president, certification chairman and a member of the Board of Directors over a 17-year period. He was national certification chairman for PSIA in 1962-64. He began ski teaching in Brighton and was the assistant ski school director there under K. Smith. He owned the Woodhouse Ski Shop in Brighton. Woody was the second ski school director at the newly opened Park City Ski Area in 1964 and later became general manager. He also owned and operated the Miners Find Ski Shop in Park City. The Utah Ski Archives honored him as one of ten ski instructors to receive their 2003 History Maker Award. Woody is scheduled to be inducted into the Hall of Fame at the Spring Clinic in Jackson Hole.

The Hall of Fame was established in 1989. Charter members were Alf Engen, Bill Lash, Earl Miller and K. Smith. Junior Bounous was inducted in 1991, Keith Lange in 1995 and Lou

Lorenz in 1996. The PSIA-I Hall of Fame is housed in the Alf Engen museum in the Joe Quinney Center at the Utah Winter Sports Park in Park City. ♦

### **INTELLIGENCES continued from 10**

they didn't know they had, or have been untapped or unused for a long time. Some students experience "learning breakthroughs" by being taught in ways that they might have thought were not their preferred learning style. Using Gardener's theory, your students will learn the new skills you are teaching them more quickly and thoroughly because they can associate the new skill with other skills they may already possess or understand. And, the whole learning experience will be more fun for the student because it relates to things they already like to do.

I hope you all find this article helpful for your teaching and have a safe, fun, and successful season.—**John Musser is the PSIA-I/ASSI-I children's manager and a PSIA-I DECL.**

### **SHADOW continued from 9**

Don't Be Late & Don't Leave Early: As with all lessons and clinics, don't consider you've attended unless you have been there from the very beginning to the very end. Like great movies, great lessons begin and end with purpose. Often the middle will make little sense on its own relative to the desired outcome. Imagine missing the last five minutes of "The Usual Suspects." But unlike movie-making, ski instruction is transient art. So don't miss out on the creation of a masterpiece because once it is over it only exists in the minds of those who participated.

Is shadowing just for Rookies? By no means! Shadowing is a valuable way to continue your professional development. The beauty of snow sports is that there is always room for growth. The

winter environment provides ever-changing conditions to challenge enthusiasts on even their most familiar terrain—and so too do lessons. There is an ever-changing dynamic of instructor, student, terrain, skill level, and condition, so don't stop at just one. And don't limit yourself to shadowing just veterans. Some of the most creative stuff comes from those rookies who've not yet worked themselves into a teaching rut.

So whether you are a brand new instructor trying it for the first time, a confirmed user going for higher certification, or a certified junkie looking for better stuff, hone your skills, expand your bag of tricks, and keep your rut as wide as the Yangtze! Don't dangle, *shadow!*—**Dwina Noesbar is an instructor and trainer at Lost Trail Powder Mountain in Montana and a former PSIA-I DECL.**

### **SKIS continued from 7**

manufacturer's line could condense by a factor of three. Does anyone really need a 168cm B3? If you're small enough to ski that length, then you probably don't need the flotation of such a wide ski! Each longer length of ski would get proportionally wider. We will choose our manufacturer and model based on performance first (stiffness, sidecut, etc.), then pick the size. It will be like choosing clothes. It's possible we'll have more than one of the same pair of skis in different lengths. Why not have a smaller or shorter pair for groomers and a fatter or longer version with familiar performance characteristics for powder? All in the name of fun!—**Mike Sharp is a Level 3 instructor at Deer Valley and has been a tester for Ski Press Magazine's annual "big mountain" ski test at Whistler.**



# Event Registration

## Professional Ski Instructors of America Intermountain Division American Association of Snowboard Instructors, Intermountain

REGISTRANT INFORMATION				
NAME		PHONE		FAX
STREET		CITY	STATE	ZIPCODE
E-MAIL		SKI SCHOOL		<input type="checkbox"/> CHECK IF NEW ADDRESS
YOUR CURRENT MEMBERSHIP STATUS <input type="checkbox"/> Entry Level <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III		MEMBERSHIP NUMBER	INDICATE DISCIPLINE FOR THIS EVENT <input type="checkbox"/> Alpine <input type="checkbox"/> Snowboard <input type="checkbox"/> Nordic <input type="checkbox"/> Adapted	

EVENT INFORMATION					
<b>EDUCATION</b>	<b>*** LIST CLINIC TOPIC FROM SCHEDULE ***</b>	LOCATION	GROUP (if applicable) <input type="checkbox"/> Moderate <input type="checkbox"/> Aggressive	DATE	COST
			<input type="checkbox"/> Moderate <input type="checkbox"/> Aggressive		
			<input type="checkbox"/> Moderate <input type="checkbox"/> Aggressive		
			<input type="checkbox"/> Moderate <input type="checkbox"/> Aggressive		
<b>ASSESSMENTS</b>	<b>LIST ASSESSMENT TITLE FROM SCHEDULE</b>	LOCATION		DATE	COST
<b>Assessment registration requires ski school director's signature:</b> ➔ _____					

FEES		TOTAL FEES:
Level 1 Clinic & Assessment (incl. Alp. Portfolio, Wkbk.) \$80.00	PAYMENT METHOD: <input type="checkbox"/> Cash/Check/MO <input type="checkbox"/> MasterCard <input type="checkbox"/> Visa <input type="checkbox"/> Discover <input type="checkbox"/> Am. Express  Account Number: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>  Exp. Date: ➔ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Level 2, 3 Written Test \$12.00		
L2, L3 Assessments/per day \$55.00		
One-day Clinic \$35.00		
Add extra for Cat Skiing \$20.00		
Lecture \$20.00 one/\$30.00 both		
Please bill my credit card. <b>Signature:</b> ➔ _____		

RELEASE	
<p>I, (print name) _____, have requested to attend the Professional Ski Instructor of America Intermountain Division (hereafter "PSIA-I") or American Association of Snowboard Instructors (hereafter "AASI") education or certification function led by a PSIA-I or AASI designated clinic leader or examiner (hereafter "Event Facilitators"). As a professional ski or snowboard instructor or experienced skier or snowboarder requesting participation in this event I fully understand and accept sole responsibility for my personal safety, behavior, and performance. I am fully aware of the risks of skiing and snowboarding associated with this event, including the possibility of serious injury and death, and release and forever discharge PSIA-I and AASI, their officers, directors, employees, facilitators, agents, member ski areas, sponsors, and all persons from any and all claims, injuries, damages, expenses, or actions arising from or related to my participation in the PSIA-I or AASI sponsored event and under no circumstances or eventuality will suit be filed against PSIA-I or AASI, their officers, directors, employees, facilitators, agents, member ski areas, or sponsors for any injuries resulting from participation in this program. I also agree to incorporate by reference all the provisions of the Utah Risk of Skiing Act (when applicable), and Your Responsibility Code as endorsed by the Professional Ski Instructors of America. <b>I have fully read and voluntarily agree to the above terms and conditions.</b></p>	
Registrant signature (your signature also verifies that you are over 18 years old)	Date

**Mail or Fax your completed registration form to:** PSIA/AASI Intermountain Division  
**TELEPHONE REGISTRATIONS NOT ACCEPTED.** 7105 South Highland Dr, Suite 201  
 Salt Lake City, UT 84121  
**f: 801 942-7837**  
**v: 801 942-2066**  
**e: admin@psia-i.org**

Completed registration form and payment must be in the Division office at least 2-weeks prior to the event date. Postmarks not accepted.  
**REFUNDS: Notice given office before deadline, 100%; notice after deadline but before event, 50%; no notice given before event NO REFUND.**

## Cert Pins **Stolen**

On October 15, longtime member Clark Parkinson was notified that his office had been broken into and several items seemed to be missing. Clark and his wife were in Moab enjoying a late spring vacation. After an inventory with his son Tony, it was discovered that two sets of 2002 Olympic pins, one set of Park City Mountain Resort pins, and all of Clark's certification pins dating back to 1965 when he certified had been stolen.

Lost were the late 50s full certified, early 60s PSIA, late 70s – present, PSIA-Intermountain, 20 year and 30 year PSIA-I, 15-year Intermountain and 50-year Intermountain Anniversary pins. Clark posted a \$500 reward in the newspaper classifieds, but has yet to recover his pins. He is interested in replacing his collections. If anyone has any extra certification pins give him a call at 984-1830, he would be happy to buy them from you. ♦

## It's Classified

EARN \$50 FOR REFERRALS when your lead results in a rental for Skiers Accommodations of Utah. We offer 2,3,4 and 5 bedroom Townhouses at the mouths of Big and Little Cottonwood Canyons. Contact Tom and Nancy Kronthaler, information (801) 943-2426, [www.utahskilodging.com](http://www.utahskilodging.com).

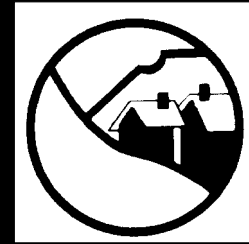
## Nordic Report

By Christopher Ulm, Alta



We have been working on redoing our Level I Nordic Track Workbook. We have made sure that it will coincide with the "New" National Book that will be coming out shortly. We have also made sure that it has track specific questions. Yes, there are differences between Nordic Downhill (Telemark) and Track skiing. I only bring this up because I have encountered some that do not know. So, if you don't know, then come out and see what else Nordic has to offer and pick up your NEW Level I Track Workbook Online and see your teaching expand to a new level.—**Christopher Ulm is PSIA-I Nordic manager.**

SKI AND WATCH LE TOUR DE FRANCE LIVE this spring. Les 2 Alpes, site of the premier 2002 Tour mountain stage, is home to the Les 2 Alpes Summer Ski Camp. Visit [www.summerskicamp.com](http://www.summerskicamp.com) for more information, e-mail [sc\\_huve@yahoo.com](mailto:sc_huve@yahoo.com), or call Gerard Huve at 202 338-0079. Gerard is a PSIA-I member and a university French professor.



## CANYON SERVICES

**\$50 for referrals**

Earn \$50 when your guest referral books their vacation stay with Canyon Services. Canyon Services offers the finest accommodations in Little Cottonwood Canyon serving the Alta, Snowbird Resort area.

Call Nancy Perkins  
801.943.1842

**Next Edge Deadline**

January 15



### The Instructors EDGE

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