

# THE INSTRUCTORS EDGE

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

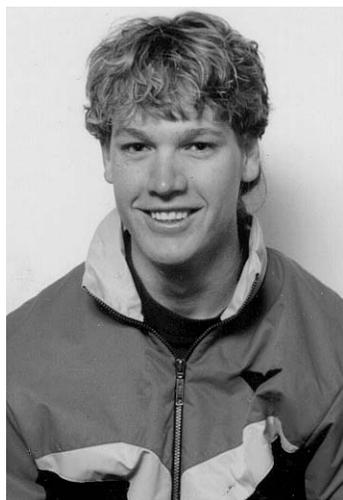
## Gearing Up for Grumpy Gromits

By Isla McNichol

Do you find interacting with kids difficult? Don't be afraid to admit it, there are many people in this position. On the other hand, don't be afraid to tackle the kid challenge either. It may surprise you, but kid's lessons don't have to be a tangled mess of screaming, peeing and hot chocolate spills. They can even be fun if you're prepared to work at it.

I remember very clearly the first kid's lesson I ever taught. It was a group of ten 5 to 7-year-old beginners and, if I'm totally honest, it was a disaster. I had no idea how to talk to them and, as a result, they didn't learn very much. However, it did serve one purpose in that I then desperately tried to improve my knowledge of young children and how they learn before the ski school could hit me with another kid's class while I was unprepared.

So, I spent some time talking to other instructors, shadowing kid's classes and, after moving to the US, did the ACE 1 course. After a good length of time and a fair bit of trial and error, I have now reached the point where I



◆ Lane Clegg, Park City, and Scott McGee, Jackson Hole, will assume their respective roles as AASI National Team coach and PSIA Nordic Team coach in 2008. Along with current PSIA Alpine Team Coach Rob Sogard, Snowbird, Lane and Scott will form an Intermountain trio of national team

feel reasonably confident no matter what age group I'm thrown into.

So, here are the major things I find useful to help me gear up for grumpy gromits.

### 1. Starting the Day: Let them know what the plan is

Start the day well, and you're on to a winner. There are a few things I think are super important. Firstly, introduce yourself and the other kids to each other. Second, tell the kids what will happen throughout the day. It could be as simple as "Here's today's plan. We will ski together all day. There will be a break in the morning and we have

lunch together, then Mum and Dad come to get you at 3:00 PM." Third, let them know that if they need the bathroom or they get cold or tired, they can let you know and you will help them out. These things might seem really simple, but they are key to making the kid feel comfortable and cared for. If the kid feels happy to start with, your risk of enduring hours of screaming and code yellows is hugely reduced!

### 2. On the Hill: Shapes, colors, stories and songs

A good place to start with kids, is

*continued on 3*

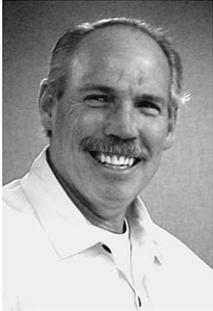


**Whose goal is it?** . . . . . 4  
 Adapt to your student.

**Alpine Development Squad** . . . . . 4  
 Clarity in becoming a DECL.

**What's My Line?** . . . . . 8  
 Better bumping.

**Balance Math** . . . . . 10  
 Searching for the formula of great skiers.



## President's Message

By Dave Boucher, PSIA/AASI Intermountain President

This is always an interesting time of year with the anticipation of snow and embarking on another memorable snowsports season. Snow this time of year never quite matches that of rising expectations for the new season.

As we end a rather long and hot summer and an extended autumn season, business will be heating up in the Division Office, Clinic Leaders and Examiners will be attending pre-season training to hone already sharp skills and, for a fortunate few, drooling over their newly purchased and latest ski and snowboard apparatus.

Many members find alternative means of staying in shape in the off-season. Some enjoy standing in a stream drowning craftily assembled masses of fur and feathers, as others ply their technique against ever increasing vertical inclines while attempting to force mechanical gears in a circular motion. For some, there isn't an off-season and they chase snow throughout the world and enjoy endless winters. Come fall, we all tend to focus on the coming snow and anticipate improving and plying our trade. We in the Intermountain West are fortunate to have many recreational options at our disposal, one of them being profound access to the unparalleled snowsports opportunities within close proximity.

In September, the Board of Directors held a meeting, which fabricated the beginning of new introspection for the Division and its leadership. Although we are all engaged in snowsports, we are driven by our passion for the sport and our valence toward education, sharing and coaching. Other interests outside of skiing or snowboarding are a clear indication of the diversity of the membership and those who are engaged in leadership and directive positions. The September meeting was unique in that those in other leadership positions outside the Board of Directors were asked to participate. This provided an increase in diversity of thought and perspective toward the goal of beginning a strategic analysis and plan. While not complete, the beginnings of a plan have been set in motion. For a full day, participants from all quarters of the Division devoted their attention and energies to identifying organizational values, an initial encapsulation of a mission, a SWOT analysis, and accepted assignments to further investigate outputs of the SWOT analysis within the context of division values.

I won't bore you with the detailed explanation of what a SWOT is; however, a brief outline might assist in making some sense of the process. SWOT stands for Strengths, Weakness, Opportunities, and Threats. Briefly put, strengths and weakness are internal to the organizational operation of the division and its mission. An organization must identify and overcome the weaknesses and capitalize on its strengths to survive in the market and grow. Opportunities and threats are external to the organization. Opportunities must be exploited and threats identified and overcome. While this is an excessively simplistic overview, identification of these four elements is critical to the success, or continuing success of any organization striving for excellence, growth, and survival.

I would like to thank all who participated in the exercise. What I found

*continued on*

## The Instructors EDGE

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**SIRC Committee**

**GROMITS continued from 1**

decide what you want to work on and then use something familiar to teach it. What you should never do is play a bunch of games just for the sake of playing games. You can have fun and teach them something at the same time. For example, when teaching pressure control, instead of just telling them to straighten and bend their legs (which is boring and they're never going to remember), you could tell the story of Jack and the Beanstalk and then ski it. Make yourself as tall as the beanstalk and as small as Jack. Then, to help get their legs moving, you could play at jumping like a jumping bean from the beanstalk. Then your lesson is fun and it has a theme they will remember. The same thing can be applied to songs. You may have to brush up on your nursery rhymes, kids TV and songs, but then that's always fun anyway!

The other thing all children are familiar with, especially the very young, are colors and shapes. My outstanding memory of using colors was with a three year old girl named Erin. Erin's parents were beginner skiers, so not familiar with lift procedures or how to help a three year old, but they wanted to ski with her after the lesson. I wanted Erin to be as clued up as possible on how to get on and off the lift to make things easier and safer when with her parents.

I tried for most of the morning to get her to remember what she had to do, "We lift up the bar, wait until our feet touch the snow, then stand up on our skis, ski past the traffic cones and stop beside the trees," but every time she forgot. Then I had a brain wave. I

added colors into the picture. "We lift up the silver bar, wait until our feet touch the white snow, then stand up on our red skis, ski past the orange traffic cones and stop beside the green trees." She remembered it the first time!

The obvious use for the shapes thing is the wedge. Don't fall into the trap of using pizzas and French fries all the time. It's highly unimaginative and pizzas are round anyway. There are loads of other more interesting things that are triangle shaped. Ice cream cones and lollipop sticks, slices of birthday cake and candles, houses and fences, wizard hats and broomsticks..., the list goes on. And again, these things can all be applied to stories and songs.

*What you should never do is play a bunch of games just for the sake of playing games.*

The other shape you can use is round shaped turns. How about skiing in outer space? "Use your space rocket (yet another triangle!) to ski around the moon."

### **3. Help! I'm running out of ideas...: Use the kid!**

There are always going to be times when you run out of ideas, or can't think of a really good one that applies to what you want to teach. In that case, use the kid. They have amazing imaginations.

For example, if you're teaching the wedge Christie and you want some alternatives to pizza and French fries, how about asking them? Tell them what you're going to work on first, "We are going to make triangle shapes

around the corner and then make our skis straight across the hill." Do it once and then ask the group if they can think of things that are like the shapes you're making. They are usually really good at coming up with answers (no matter how random!) and, if they came up with it, guaranteed they will love doing it. This way of teaching also helps kids to practice the same thing a number of times without getting bored. You could also let them lead when it's their idea you're using, which will make them even happier.

Here's another example. If you want kids to do a drill, such as lifting up their inside ski, ask them if they can think of things that stand on one leg. The first time I did this my group came up with a lamp post, a stork, a pogo stick and a unicycle. We started with the unicycle, so we had to have our hands out for balance, then we were storks, so we tried it with our wings folded, then we were tall like lamp posts and lastly, we hopped on one leg like pogo sticks. It worked really well, because, again, it was fun and we practiced the same thing a bunch of different ways, which really improved balance. And the best thing is I didn't come up with any of it; the kids did the whole thing.

So, kids really aren't that bad. In fact, as soon as I started using my imagination and theirs, I began to enjoy it. Remember:

1. Plan the day
2. Shapes, colors, stories and songs
3. Use the kid!

Don't be afraid to challenge yourself. Gear yourself up and your gromits will be a lot less grumpy! — **Isla McNichol is an instructor at The Canyons**



## **Spring Clinic at The Canyons**

### **April 11, 12, 13**



## Goal Oriented Instructing

By Jeff Burley, Adaptive Manager

As an adaptive instructor, it is very important to remember the goal of the student when teaching a lesson. Often, as professional instructors, we get caught up in making perfect turns and forget that we are providing a service. Other times we get caught up in the goal of a parent. If we focus our energy on a really good assessment and continue to give options to our student during the lesson, we will eventually learn "Their Goal."

I taught a female tetraplegic who sustained an injury to her cervical four vertebrae a few years ago. She came into the center assisted by a friend who did not ski, but joined her on the trip to help a friend accomplish a goal. During the assessment she came up with the original goal of just being out in the snow again; it was her first attempt at skiing since her auto accident. Due to her limited arm and hand strength, I set her up in a bi-ski with fixed outriggers. Even with her limited strength she had enough ability to shift left and right, as well as point out directions. She was very intelligent and at the time was a junior in college (now she's in a masters program) and just absolutely thrilled to have the opportunity to be on the snow again.

After several runs to learn how the bi-ski moves we were really working as a team; she was making smooth obvious transitions, which made assisting on tether a breeze. We stopped on the hill after an hour to discuss a new plan. It was a very calm day with very few people on the hill. I asked if she would like a little more control of the ski. Puzzled at first we discussed how it would work. I would no longer be calling out turns and she would be in charge of direction. A little afraid to take physical control, I comforted her by explaining



## Communication Report

By Nancy Kronthaler, PSIA-I/AASI-I Communication V.P.

Dear members, by the time you read this, we hopefully will be into a promising ski season.

The September Board meeting was a new adventure for all of its participants. Dave Boucher challenged us with his presentation on strategic planning, which is basically determining where an organization is going and

how it is going to get there. This is important to know for our division's growth.

We determined by priority our strengths, weaknesses, opportunities and threats. During the day we created a list for each of these topics. We narrowed them down by importance and created work-study groups to explore various topics and to formulate some conclusions. The topics to be evaluated are: (1) Loss of benefits in relationship to professionals and ski areas; (2) Hiring, turnover and how it relates to PSIA and snow sport schools; (3) Planning leadership development; (4) New technology, web, internet and other advertising media; (5) Cost of dues, clinics, exams and billing dates; and (6) The differing needs of our members based on their diverse age groups.

The process was strenuous and took a lot of concentration and group participation to pinpoint the key concerns of these topics. It was impressive to look around the room and see about 25 volunteer members, Board participants, directors and discipline managers taking hours of their valuable time and energy evaluating these topics. It will be interesting to hear these work group's findings.

In conversation with many of our directors, one of their main challenges is filling their staff requirements. Many of them are going to foreign countries to do so. Looking at our membership, I notice that many members are unaffiliated. I urge you to become a more active participant and renew your involvement with your local ski area. Your expertise would be greatly appreciated, especially during the busy times.

Nathan Emerson and his team have put together a great clinic schedule. No matter what your goals are, there are great opportunities to fulfill them. There are clinics in all disciplines designed for certification, skill improvement, or just to meet people that share your same snowsport interests. Our clinics are affordable; they also help you discover other resorts and their amenities. The broader your horizons, the greater the adventure you can offer your clients. All areas have exchange programs for visiting instructors with their clients. Find out the logistics from your snowsport school. Also, inquire about our season pass for clinics. This makes furthering your education even more affordable.

During the course of the season, either myself or another Board member will be visiting your area to ski or ride with you and to have an indoor session to answer questions about PSIA-I/AASI-I. We are a member-driven organization. Your enthusiasm about our division is necessary for our success. I hope you encourage new employees to become a part of our organization. Our goal is to educate, to form a teaching model by sharing ideas, and to set a standard for snowsport excellence. This will create better-equipped employees that will better serve the customer. ■



## Snowboard Communications

By Jeremy Jolly

### National Team Tryouts 2004

Hello fellow Intermountain boarders. I wanted to take up some space and talk about one of the best instructor experiences I have had in my 12 years of teaching. In April of 2004 I was selected into the final 14 candidates for the AASI National Team.

The National Team is a funny thing; I think it started with ski instructors wanting to go to Austria, dress funny and make syncro-turns with Europeans, but don't quote me. Eventually, once snowboarding was deemed not to be a fad, a snowboard team was crafted. The original selectors may have been on skis, or monoskis, or possibly whoever won (or didn't lose) a drinking game; this would be a good discussion the next time you see Lane Clegg, the first team member from our division. The modern Snowboard Team member helps to write manuals, conduct trainings, clinics, and video appearances, and they also attend industry events such as Snowports Industries America and Transworld Snowboarding's Industry Conference.

Now, as you may gather, I didn't make the final cut. I won't use the "F" word here but I didn't pass. Progressing to my Level 3 in ski and snowboard I was able to "F" a few exams, and while it is discouraging for a day, week, or longer, I learned more about the process than any clinic could have provided. The key is to have the right attitude and move on. Attitude and motivation were my only weaknesses that kept me from making the team. But all was not lost, I have no regrets how things turned out, you always have to challenge yourself to make yourself better. With the bad comes the good.

What I remember most about the tryouts was being among so many great riders shredding Snowbird and the instant brotherhood all the candidates had. Tryouts are also a rare event where you can see the level of the national association, as well as the strength of our Intermountain Division. Aside from riding (anything and everything) there were barbecues, house parties, and some other stuff that helped the selectors do their work, but we never stopped having a good time!

A good attitude, motivation to be better, and memories of good times at events (Steeps and Freestyle Camp plug here) are most of what keeps me writing my dues check each year.

Team tryouts are happening once again this spring at Mammoth. If you are able and motivated, use all the resources you have and get training now. And if the team is not on your radar, I hope you still keep challenging yourself to be better, and having fun while doing so. Remember, it is just snowboarding. – **Jeremy Jolley has been named the illustrious Snowboard Communications Manager for AASI-I.**

Visit **PSIA-I/AASI-I Online for event updates**

[www.psia-i.org](http://www.psia-i.org) or [www.aasi-i.org](http://www.aasi-i.org)

how well she transitioned her turns, and that I would be behind her as a break or to assist if she got off rhythm.

On the chair lift back up the hill she explained her experience and how incredible it was to feel "physically" completely in control again. Mentally she said that it felt like she was skiing again completely on her own, sort of like a dream, but real. She had made a five-hour drive for a two-hour lesson and was hooked on skiing again. Her goal now when she comes skiing is to be "in control physically."

Living near mountains my whole life I am amazed at what people will go through for the experience of skiing. I often remind myself that it is my job, while providing this service, to make sure it is the best possible experience it can be for the individual. I remind myself about the steps that this one individual with a disability went through to come skiing. She inspired me to work harder, train harder, and be the best adaptive ski instructor I can be.

We have a unique opportunity in adaptive to almost always work one on one with our clients. This enables us to really be able to focus on individual goals. Their goal may be to make perfect turns, ski with friends or siblings, or it may even be as simple as rolling in the snow and throwing a snowball. Take the time to find out what their goal is and be willing to allow "Their Goal" to evolve during the lesson. – **Jeff Burley is PSIA Adaptive Level III, TRS/CTRS**

## Nordic Calendar **Changes**

The following events have been changed/added to the Nordic calendar.

- ◆ Jan. 14 Learn to Skate is now Jan. 17
- ◆ Jan. 29 Tele Prescription Clinic moves to Teton Village
- ◆ Feb. 5 Track 2/3 Prep
- ◆ Feb. 14 Tele Prescription Clinic moves to Alta
- ◆ Mar. 13-14 Tele Exam at Alta
- ◆ Apr. 4-6 Nordic Rendezvous, Targhee



## Accredited Trainers Clinic

There is an Alpine Accredited Trainer clinic scheduled January 30 to February 1 at Solitude.

**What this clinic is:** This clinic is designed for the Level III instructor who still meets Level III standards to enable him or her to better understand PSIA-I education and certification standards. The participant will explore key aspects of contemporary ski technique as approached in skiing clinics and as expected in PSIA-I assessments. After the three days of clinics, the participant is invited to shadow a PSIA-I assessment.

**What this clinic is not:** This clinic is not a level of certification. The participant is expected to perform to a high Level III standard, which will enable them to better understand the skiing and methodology of the PSIA-I education and certification staff. This clinic is an important component if one wishes to be a ski school trainer but not an endorsement of the standard needed in that capacity. ■

## Alpine Assessment Score Sheet Change

Assessment score sheets will now reflect the importance of effective movements in all skiing by providing feedback and results on the movements shown throughout the exam and not focused on the success of individual tasks (i.e. wedge, wedge Christie).

There will no longer be a Meets or Does Not Meet the standard with every task but, more appropriately, a score for the entire process focused on the candidate's general movement patterns within the varied tasks. ■



## Alpine Certification

*By Dave Lundberg, Alpine Certification Manager*

### Effective Skiing with Fundamentals

We ski instructors have a tendency to look deep at the complexities of skiing. This can be very good in expanding our understanding of good skiing, enabling us to view skiing from different perspectives. However, the contrast to this is that we also have a tendency to overanalyze each turn and forget that most turns can be very simple. As long as I have been involved with PSIA we have talked about the Fundamental Skills of balance, edging, rotary, and pressure. By manipulating the blend of these skills we see effective skiing in all different situations and turn types. Almost without exception every ideal turn happens while in balance and requires engaging and releasing the edges, steering and guiding the feet, and managing pressure both laterally and for-aft, concluding that the fundamental skills are indeed fundamental.

In both our own skiing and teaching we should be conscious of these Fundamental Skills and how we are blending them at any time. The movements focused on balance, edging, rotary and pressure will create some consistency regardless of the turn type. When we teach a student the movements which create success in a wedge we are also teaching them movements that they will be able to use as they progress beyond the wedge. For example, flattening the outside ski at the turn transition is crucial for a parallel turn, so this should be a focus with the wedge as well. If we aren't teaching and skiing the same fundamentals in almost all turns, only changing the blend, we should be.

What this ultimately means is that our movement patterns, enabling the application of the Fundamental Skills, are primary to our success regardless of what type of turn is skied. Different turns or tasks may highlight or isolate certain deficiencies, but those deficiencies are likely there in all our skiing. Therefore, we should focus more on effective movements in any and all turns. Fix the problem in one turn type and you probably have it solved across the board. Assessment score sheets will now reflect this by providing feedback and results on the movements shown throughout the exam and not focused on the success of individual tasks (i.e. wedge, wedge Christie). There will no longer be a Meets or Does Not Meet the standard with every task but, more appropriately, a score for the entire process focused on the candidate's general movement patterns within the varied tasks.

Exams require all types of turns, but success requires consistent and effective movement patterns to dynamically balance, release and engage the ski edge, steer and guide the feet effectively and manage pressure, both laterally and for-aft. If these fundamental skills are blended then efficient skiing occurs regardless of the turn type and shape. Therefore if we focus on improving movements we can let the maneuver take care of itself. ■

### Lecture Series

Lecture two, scheduled Jan. 15, is "What's new in skiing and science?"



## Alpine Education

By Ron Kipp, Alpine Education Manager

### What do we stand for?

When our association's acronym, PSIA, is Googled, a half dozen other PSIA's appear. These range from: *Position Specific Isotope Analysis* to the Japanese *Public Security Investigation Agency*. The PSIA we recognize is buried in the middle of the inventory. Apparently, it can mean anything we assign to it. There are even several jokes about what it could mean, but these are not really how we want to be branded.

Have you ever stopped to think what each letter really stands for? The "P" from our association stands for Professional. Webster defines Professional as: "participating for gain or livelihood in an activity or field of endeavor often engaged in by amateurs." That is an adjective with some meat!

Coming up with the name of our organization was a well thought out venture. Joy Lucas, the first women certified, says that back in 1961 the organizers thought the PGA or Professional Golf Association was such a powerful and respected organization that our charter members incorporated "Professional" in the name to give it similar prestige.

Our founding fathers definitely wanted us to have a "professional" cachet. The regard was apparent by the size of the first pin. Joy Lucas describes it as BIG, and says it felt like you were wearing a billboard. Maybe a billboard was appropriate. Instructors worked hard to become certified and the distinction of the pin was top in the industry. Letting the outside world know the commitment of the badge-wearing professional and all that it entails could only enhance the vocation that was being embraced.

A "Professional" works in a "profession." For us this is "Ski Instruction." The handy dandy dictionary defines *profession* as: "a calling requiring specialized knowledge and often long and intensive academic preparation." Wow! Are we deserving of this Professional moniker?

Do you have specialized knowledge and intensive academic preparation? Well if you are reading this, you most likely belong to the profession and if you have any color of pin look closely, it reads *Professional...* One of our missions as an association is to provide training to enhance the profession, and thereby increase professionalism.

I would like to add an additional criterion to the definition of professional: "The membership in a professional organization." I cannot think of an honorable profession that does not have an association to train and recognize its members.

What are you doing to make sure you are not in masquerade wearing your pin? Do you attend the minimum number of required clinic hours and pay your dues? Are a checkbook and a pulse your distinguishing qualities? Does attending the minimum requirement make you a professional? What have you done above and beyond to keep the pin's luster?

It takes a lot to represent yourself as a Professional. Professional development is a key ingredient in any specialized line of work. When you look at the letters in our acronym, the most important letter may be the first. ■

## Alpine Development Squad

The Alpine Development Squad is the new route to becoming either an Alpine Divisional Clinic Leader and/or Divisional Examiner. This squad will be selected from a tryout process, which will replace the DECL tryout/hiring. Once selected to this squad there will be a rigorous one to five year training agenda to be completed prior to becoming a working DECL.

DECL quality has always been an important component to the PSIA-I goals of achieving and maintaining high standards. From surveys and word-of-mouth, Intermountain members have emphasized and reiterated this need and desire. The Alpine Development Squad is not a new program. It is basically a new or more formalized process into the existing DECL program. We cannot expect instructors entering the DECL program to have garnered the necessary depth and breadth the membership deserve and desire. The members have expressed and reminded the certification and education staff that they want the highest standards in their DECLs. This process will help guarantee that result.

The Development Squad tryout is open to any PSIA-I Level III member in good standing. The tryout is scheduled for February 3-4, 2008 Skiing and clinic leading skills be will assessed at Alta and Park City. Cost is \$160.00. PSIA-I clinic credit will be awarded.

For more information go to [www.psia-i.org](http://www.psia-i.org). ■

**Get your  
PSIA-I/AASI-I  
discount pass and  
learn for less.**

## Whose Line is it, Anyway?

By Chris Mousley

It's a beautiful "bluebird" morning and you are at the top of a long bump run. You are faced with the choice every skier needs to make at the start of such a "beast." You know full well that your first turn will dictate what happens to the second turn and so on for the rest of the run. So what's your line?

Often a skier will "charge" without much thought, hoping that being aggressive is the solution, only to be left on their heels by the third turn. The other side of the spectrum is the skier who looks so long "into the fire" that they lose all confidence before they begin their first turn. By employing some simple tactical tools and skiing with a feel for the snow the challenges of a bump run can be managed with precision and finesse.

The common question is "when do I turn?" What our students want to know is how to "pick a line." In the context of typical skiing on groomed terrain this concept may seem quite abstract. Most people don't seem to plan where to turn, but simply make a habitually comfortable turn and try to avoid other skiers or objects. Racers, on the other hand, are all about "line." Why not take your students to a race course and introduce the concept of employing tactics to ski a particular line?

In the instance of skiing bumps, tactics are typically a strategy of skiing a particular place or line that will allow our students to control speed and maintain balance, as well as control. It is worth noting that strategy will not stand alone to produce a skilled bump skier. It is important to check or develop the skier's ability to make well controlled medium and short radius turns on groomed terrain prior to adding the "texture" of bumps. Emphasize

turn shape for speed control.

A typical deficiency that can be identified on any bump run is a lack of patience in the early phases of the turn, which is necessary to develop a round turn shape. If the rate of rotation of the skis tends to cut off the top of the turn, the skier will not have the necessary turn shape to control speed. This will also prevent the skier from developing a feel for the snow and what is happening during the turn. If a skier rushes into a turn they also will rush out of the turn.

*Reading terrain and skiing a line in the bumps will allow the student to move from static habitual movements to the world of active perceptual skiing.*

Reading the terrain and honing an eye for line can be developed by sharing the concept of the "rise line." For the sake of this discussion, I'll keep this concept simple. The basic concept is that the rise line is an imaginary line that extends directly uphill from a turning gate. For a round line, initiate a turn on this imaginary line and it will allow you to finish "high" on the line and headed in the proper direction of the next turn. It is good practice to have the student follow you slowly through the course to avoid the temptation of racing the clock. Check for understanding after several practice runs and prepare to add some texture.

Start by finding some small bumps on easy terrain. Apply the "rise line" or line of initiation to the terrain. Imagine a turning gate in the trough of the bump.

***continued on next page***



## ACE

By Mark Nakada, PSIA-I/AASI-I Children's Manager

Hau'oli Lanui! I hope you're gearing up for a great season. The ACE Team is offering a number of clinics that will enhance your "Kids" knowledge base. Please refer to the ACE calendar at [www.psia-i.org](http://www.psia-i.org) for more details. ACE Program updates:

- ◆ New! For ACE I, we now offer ski- and ride-specific on-hill groups! Last season's pilot program was such a success that we're implementing this element into the ACE I curriculum based on participant interest. Please sign-up early – as the discipline-specific ACE I clinics will sell out.
- ◆ The ACE Study Guide and ACE I and ACE II Workbooks have been updated for the 2007-2008 season! The new materials are available at [www.psia-i.org](http://www.psia-i.org).
- ◆ To clarify the time limitations for all ACE accreditations, you must complete all of the curriculum requirements within one calendar year - from the time you start - to receive credit.
- ◆ Starting next issue, this column will evolve into an information and education corner – featuring members of the ACE Team. Stay tuned for more details.

Thanks again for taking the time and effort to seek ACE accreditation, or attend one of our clinics. We look forward to seeing you at one of our events this season. ■



- ♦ For the first time in several years PSIA-I DECLs are sporting new uniforms. The blue or green shells from Descente will now be visible at all PSIA-I functions presenting a unified and professional appearance for the Division. AASI-I DECLs are awaiting the arrival of their new uniforms.

### ***PRESIDENT continued from 2***

very interesting is that many of the topics identified during this division meeting came up at the national meeting in October. I believe others have written more on the subject of the strategic planning session more extensively perhaps, so I won't belabor the issue.

Some other issues that I would like to draw your attention to, which are: scheduling Spring Clinics into future years so instructors, resorts, and the Division can better plan for these activities; early planning and a commitment to participate in 2010 with sister divisions in a multi-divisional Spring Clinic (Sun Valley has been discussed as the potential location); and as mentioned above, strategic analysis and planning to better identify the Division internally and externally and provide better planning and operation in the future.

We, as a Board, continue to look for ways to better serve the membership. In that regard, we need your help in letting us know what is important to you. One of the things that came to the forefront, as it always does, is providing increased information. We are striving to find ways of providing more information in a better format, and are investigating ways to provide more value for your membership in the organization. The education and certification groups, for all disciplines, are seeking ways to provide better service to the membership. This is exciting and there are exceptional individuals working to make the Division great; many of them behind the scenes without praise and acknowledgment, encouraged by their own desire to enhance materials and the educational and certification processes. I am continually amazed at the myriad capabilities, talents, and exceptional work of so many.

As a final and closing thought I would like to extend my thanks to those who provide so much to the Division – many receive no thanks, do not expect any, and are content in that posture. If you meet these folks and know of their excellent work, take a moment and thank them. Further, I would like to thank each of you for your continued desire to provide an excellent product to the snowsports consumer. Snow's coming! I hope you all have a safe, productive, and excellent season. – **Dave Boucher**

### ***LINE continued from 8***

The rise line is directly up the hill, so turn initiation will be on the shoulder of the previous bump and the finishing phase of the turn will be the back side of the bump under the “turning trough.”

Practice skiing different lines by moving the rise line to the top of the bump, shoulder, or back of the bump to adjust tactical decisions. By focusing on the initiation of each turn, you will develop the students' ability to look forward to the next turn. Developing an offensive skiing attitude will focus attention on being proactive in turn shaping movements as opposed to focusing on defensive or “braking” movements that cause a breakdown in fundamental skill application.

Reading terrain and skiing a line in the bumps will allow the student to move from static habitual movements to the world of active perceptual skiing. Developing turn shape and a feel for the snow will open the door of skiing more of the mountain with precision. This precision will give the student the tactics to ski the line they choose and not the line the skis choose. Whose line is it anyway?— **Chris Mousley is a PSIA-I DECL teaching at Deer Valley**

## Movement + Touch + Strength + Discipline = Balance

By Rodger Renstrom

Can you pick out the most accomplished skier in these captured video images? That isn't hard, even for those of us who can't ski to Richi Berger's level. People possess an amazing ability to see balance and lack of movement and disci-

pline are probably the biggest reasons most of us are out of balance so often.

Now let's see if you can see specific differences in these photos. Then, burn an awareness of those differences into your mind and explore them on hill.

Keep these points in mind:

◆ Richi is skiing faster, so even if the

other skiers were skiing to the same level, images would vary from his.

- ◆ All of these skiers would be considered better than average skiing ski instructors by their peers.
- ◆ Capturing images showing Richi in balance was the easy; it was rare to see him out of alignment.



- ◆ Notice the hips and torso back in relation to the skis. The body is not moving forward with the skis.
- ◆ The inside half of the body: arm, shoulder, hip, is rotated back in relation to the direction of travel. "Counter" is not developing and the outside ski cannot bend effectively.



- ◆ Notice the commitment and discipline of the torso, arms and vision toward the direction of travel, which maintains alignment over the skis and enables the ski tips to grip and bend through the turn.
- ◆ Notice the leg independence, which creates a short inside leg and high edge angles.



- ◆ Similar to the first skier, notice how a lack of movement and commitment of the body forward through the turn in relation to the skis results in a slightly back and rotated alignment of the body and a shift in balance away from the outside ski. (Notice the inner half of the body in relation to Richi.)



- ◆ Closer, but the skier would still benefit from a more discipline inside half and stronger movement/commitment of the torso and hips toward the intended direction of travel.



- ◆ What's there to say? Notice the body's movement forward with the skis, the short inside leg, strong outside leg, the alignment with the outside ski. Bend it!



- ◆ Close again, still the hips are slightly back and inside. A stronger forward movement of the body would create better alignment along the length of the outside ski. ■



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