

THE INSTRUCTORS EDGE

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

Gen Y, Spoiled or Just Different?

By Jerry Warren, Maggie Loring, John Pohl

January Board Report on Youth and Young Member Awareness

During the past few seasons we have witnessed a major transformation in the work ethic, final product, and interpersonal work relationships of young people entering the workforce. The main reaction by us, the leaders of snow sports schools and education programs, has been to try to “force” these “kids” into behaving and reacting the way we did and forcing them to conform to what we know. Admittedly, and often reluctantly, when we noticed this wasn’t working we all tried compromising in many ways; however, we may have been reacting opposite to what we should have because we were operating on assumptions, without a

Brian Oakden



Tele skiers signal their approval of the 2006 Spring Clinic at The Canyons. The season finale returns to The Canyons April 11-13.

full understanding of who comprises this this interesting group of people.

First of all, who are these kids? It has been suggested that the idea of Generation Y is a bunch of hooey, and that the characteristics that have been attributed to them are exaggerated and should not be considered valid. However, many studies have concluded that this group of young people is more different than we have ever seen, and when these youngsters enter the workforce many businesses have experienced turmoil like never before. In fact, by 2006, 60 percent of the businesses polled by Time magazine stated that they have had interpersonal conflicts between the Gen Yers and older

employees. Therefore, it is important for us to look at their differences and realize that these differences, although not definite for all involved in this generation, may be attributed to the group as a whole when businesses are trying to deal with them.

While some people may perceive most of the characteristics of this group as negative, it is important for the success of any business to find the positive aspects of these personalities. They can enter a situation appearing overly confident, demanding, having a strong sense of entitlement and lacking in social skills. This generation has been

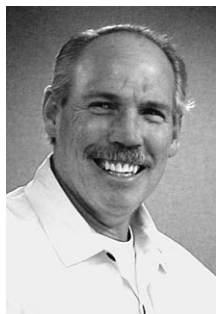
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Vote!

Don't forget to send in your ballot for the PSIA/AASI Intermountain Board of Directors election.

On The EDGE

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President's Message

By Dave Boucher, PSIA/AASI Intermountain President

The season is in full swing and the snow has been fabulous. As we move forward through this snow season, we are also at a crossroads, both on the division and national level. One might reflect and argue that the sport of skiing/snowboarding has been at junctures before. And, one would probably win that argument. Yes, there have been intersections of diversity in the sport before. I'm not sure how long some of you have skied/snowboarded, but if you have been around for any length of time, you have seen change. Change is interesting. It has a way of sneaking up on us. Those in psychological circles call this sensitization. We tend to be bombarded by, and exposed to small changes, and with tacit ascent, voila, we are in a different place.

Take, for instance, changes in equipment. As new and innovative products hit the industry, there are those who purchase new equipment technology early and embrace it. Moreover, there are those who sit and wait, needing to be convinced through personal analysis, exhortations by friends and experts, or just waiting to see if the "fad" sticks. Within the last 10 years, we have probably seen more change, by comparison, in the industry than in the entire length of time people have been transporting themselves on snow. The conundrum is: what do we do when there is change, or innovation in the sport. And it is not just equipment, the economics and business practices necessary to continue in a field of many unknowns is just as responsible for change.

Consider the dawning of snowmaking. What was the impact on the industry, what advantages did it afford to those who embraced the technology early? What changes did producing snow promote; what has it allowed which directly affects those who make their living in this industry? Consider also changes in equipment. What changes did snowboards have on the industry? Did it allow other generations options and enticements to participate in a sport in which they otherwise would not have engaged? Consider, if you remember, what impact "hot-dogging" and "ballet" skiing had on the industry. Although not around in its original form, what did these disciplines spawn? Now consider something more contemporary: the creation of snowboarding and that which was born through its inception. For one, the shape of skis changes and they became shorter. Shorter skis? Not the first time it has happened. Oh, and don't forget an area that seldom gets much recognition – Nordic. The changes in equipment within this discipline have been amazing as well.

Now we have terrain parks and twin-tip skis (again, not for the first time), and freestyle skiing. An analogue to "hot-dogging?" Perhaps. To many, this seems obvious prattle. Why does this matter at all? Because the sport and the organization to which you belong needs the understanding of all of these changes and innovations. Where does that understanding come from? It comes from you. Many participate in the sport on different equipment and see the enjoyment of recreating on snow differently. For this industry to continue to flourish, the edu-

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The Instructors EDGE

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Spring Clinic 2008

At The Canyons

April 11, 12, 13



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

- Spring Clinic Package \$150.00 \$ _____
(Includes Friday non-credit Ski/Ride day, Saturday/Sunday clinics, Souvenir, Banquet)
- One day clinic only \$55.00 \$ _____
- Two days clinic only \$110.00 \$ _____
- Banquet Tickets \$35.00 each Number of tickets _____ Total Banquet cost: \$ _____
(For non-package participants and partners)

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		TOTAL FEES:
Account Number: <input type="text"/>	Exp. Date: <input type="text"/>	
<input checked="" type="checkbox"/> Please bill my credit card. Signature: _____		

RELEASE

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. **I have fully read and voluntarily agree to the above terms and conditions.**

Registrant signature or signature of legal guardian if under 18 years of age <input checked="" type="checkbox"/>	Date
---	------

Mail or Fax your completed registration form to:

TELEPHONE REGISTRATIONS NOT ACCEPTED

PSIA/AASI Intermountain Division
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. Applications not received by event deadline (two weeks prior) are subject to a \$20 non-refundable late processing fee. REFUNDS: Notice given office before deadline, 100%; notice after deadline but before event, 50%; no notice given before event NO REFUND.

*** INDICATE CLINIC TOPICS ON BACK OF THIS REGISTRATION FORM ***

Spring Clinic Topics

Please select your clinic topics from the list below. Indicate your first and second choices for each day attended.

Alpine Topics for Friday, April 11 (no clinic credit)

___ *Tour de Canyons*-with a DECL. You might even pick up a tip or two

Alpine Topics for Saturday, April 12

___ *Legends*-They've been doing it forever and they're still on top of their game!

___ *Bumps*

___ *Park and Pipe*-an introduction to technique and tactics

___ *"Challenge your Concepts"*-You've been at this game for a long time, but here's a chance to examine your own ski teaching beliefs and see how they hold up!

___ *Women's Ski Clinic*

___ *Race Clinic*- Run some gates and get some personal coaching (conditions permitting)

___ *High Performance Skiing*-Tackle whatever the mountain has to offer that day

___ *Tactics for Offensive Skiing*-Bring the mountain to its knees, from wedge turns to that "sick" line through the bumps or trees

___ *Classic to Modern Connection: A Skiing Experience with PJ Jones* - A look back in time. Explore the movements that brought us to where we are today. Arlberg, projection circulaire, the classics .

Alpine Topics for Sunday, April 13

___ *Advanced Ski Teaching*-DECL will facilitate a round table style exchange of ideas and techniques concerning ski teaching. Learn from and share with your peers. A great way to expand your already considerable Bag 'o Tricks! Video will be used as applicable.

___ *Legends*-They've been doing it forever and they're still on top of their game!

___ *Bumps*

___ *Park and Pipe*-an introduction to technique and tactics

___ *"Challenge your Concepts"*-You've been at this game for a long time, but here's a chance to examine your own ski teaching beliefs and see how they hold up!

___ *Women's Ski Clinic*

___ *Race Clinic*- Run some gates and get some personal coaching (conditions permitting)

___ *High Performance Skiing*-Tackle whatever the mountain has to offer that day

___ *Tactics for Offensive Skiing*-Bring the mountain to its knees, from wedge turns to that "sick" line through the bumps or trees

___ *Classic to Modern Connection: with PJ Jones*

Snowboard Topics for Friday, April 11 (no credit)

___ *Freeride!* Explore the terrain that The Canyons has to offer, with or without a DECL guide.

Snowboard Topics for Saturday, April 12

___ *Kids "R" Us*- A clinic focused on teaching children. Covering everything from games and "Bag of Tricks" to Movement Analysis and C.A.P. Model

___ *Rider Improvement*- For Intermediate and Advanced Riders. We'll ride all terrain available, From groomers to off piste moguls and trees. Steep stuff too!

Snowboard Topics for Sunday, April 13

___ *Spin to Win!* This clinic will help in getting past the fear of spinning! Whether you are a novice or a pro, you'll be dizzy at the end of the day!

___ *Turn to the Dark Side* – Why use two sticks when one will do? Feed your inner desire to learn to snowboard. All you need are snowboard boots, a snowboard and a great attitude. Be prepared to feel the power of the Dark Side!

Nordic Topics for Friday, April 11 (third day \$55)

___ *Backcountry Tour*

Nordic Topics for Saturday, April 12

___ *Tele ski with a DECL*

Nordic Topics for Sunday, April 13

___ *Tele Ski Improvement Clinic*

Adaptive Topics for Friday, April 11 (third day \$55)

___ *Mono Skiing*, Experience skiing in a mono-ski and learning a beginning progression by actually skiing in a mono.

Adaptive Topics for Saturday, April 12

___ *3-Track & 4-Track*, Learn how to properly set up outriggers while progressing from beginning to advanced terrain.

Adaptive Topics for Sunday, April 13

___ *Snowboarding*, Utilize adaptive equipment and techniques to improve your adaptive snowboard lessons.

Children's Teaching Topics for Saturday, April 12

___ *Kid's "Bag O' Tricks"* Have you ever wondered why some games, exercises, and drills work for some age groups, but not others? Explore, learn, and share experiences about how kids learn, act, and move at different ages, and add to your bag of tricks. Clinic emphasis based on group's desires. All disciplines, welcome.

Children's Teaching Topics for Sunday, April 13

___ *Kid's "Bag O' Tricks"*



Spring Clinic at The Canyons

By Nathan Emerson

By the time you receive this Edge we'll be at mid-season. While I'm not looking forward to green grass quite yet, it is time to start planning for that annual segue into the seasons of "no longer frozen snow"; PSIA/AASI-I Spring Clinic! Let's all plan on getting together April 11- 13 at The Canyons for a last hurrah with friends both old and new. With

great conditions expected at the resort, and lots of night life available on and around Main Street in Park City, this promises to be another great opportunity to hone your skills in both venues!

Cost for the event is \$150, which includes two days of clinics and one free day of skiing or riding with the DECL staff in your discipline. The cost of the banquet is also included in your registration fee. Extra banquet tix can be purchased for \$35.

The annual banquet, with recognition given to various milestones reached and awards granted, will be held Saturday evening.

Please feel free to call the PSIA-I office for more details as the date approaches, and make sure to thank the office staff for all the work they've done putting this event together. This is always a popular event, so sign up early and get ready to have a great time.

See you there! ■

Spring Clinic Lodging, Parking

Cost for the event is \$150, which includes two days of clinics and one free day of skiing or riding. The cost of the banquet is included in your fee. Single day clinics are \$55 per day. Extra banquet tickets can be purchased for \$35.

Our banquet will be held April 12 in the Kokopelli Grand Ballroom located in The Canyons Grand Summit Hotel. A no-host social hour will be held from 5:00-6:30 p.m. with the buffet dinner starting at 6:30 p.m. The 2006 Spring Clinic silent auction was such a huge success that we will be having another one this year! Please bring your checkbooks and credit cards – lots of great items to be bid on!

The Canyons will be offering studio and hotel units for Spring Clinic at \$105/night at the Grand Summit Hotel. One Bedroom Suites will be \$165/night. Also, at the Sundial Lodge, they have standard King rooms for \$95/night. Please call the resort at 1-888 CANYONS (226-9667) and specify that you are inquiring about making a reservation for the Spring Clinic with PSIA/AASI-Intermountain in April.

Park for day use at bottom of Cabriole Lift. You will need to park in the underground parking at the resort for a discounted price of \$8 for the evening of the banquet. Also, the far southern parking area by the Sundial Lodge is available at no charge; however, it will be a short 3-minute walk to the Grand Summit Hotel, location of the banquet. ■

Noteworthy

- ◆ Keep your eyes out for your Board of Directors election ballot. PSIA/AASI Intermountain is a member-driven organization dependent upon your participation for its success. Be sure to review the candidates from your region (if applicable) as well as those at large candidates. Follow the ballot instructions carefully: vote for your eligible candidates, sign the ballot envelope, and indicate your snowsports school affiliation (or non-affiliated status). Ballot return deadline is March 15.
- ◆ The next PSIA/AASI Intermountain Board of Directors meeting is scheduled for May 16 –17. Any

member in good standing is welcome to observe the proceedings. Please contact the Division office for more information.

- ◆ More great times are in store next season and it's never too early to plan for another Spring Clinic. The 2009 PSIA/AASI Intermountain Spring Clinic is scheduled for Brian Head. Watch for more information. ■

Office Help

PSIA/AASI Intermountain is looking for part-time office help for up to 3 days per week, possibly more in busy times. General office experience required: data entry, filing, etc. Please send resume to admin@psia-i.org. ■

Spring Clinic Donations

Contribute to the Spring Clinic silent auction this season and support educational opportunities for members. Gear, goods, and services make great auction items. Contact the Division office if you have something to offer. ■

Canyons Spouse Tour

The Canyons Resort has graciously offered a two-hour tour of their mountain for spouse's of members attending Spring Clinic Saturday, April 12 or Sunday, April 13. Attendees will meet at the Red Pine Ski/Snowboard School Adult Meeting Area Saturday at 9:45 a.m. and will tour from 10 to Noon. ■

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the most pampered, nurtured and programmed of any generation to date (USA Today, 2005). They have had unprecedented parental supervision and advocacy and have been labeled as the most “hovered over” generation ever (Deloitte, 2005). While these circumstances can lead older employees to perceive this group as selfish and childish, knowing this background may help supervisors interact with the new hires.

Having mom and dad always there has led to the need for constant feedback, but this feedback can be positive or negative (obviously not *always* negative). To this generation, even if the feedback is mixed, it is the attention that is valued. In the previous generation (X), more independence and a “leave me alone” attitude were evident. These people were allowed to work independently without supervision. This new group craves supervision and thrives off of it. However, leaders/supervision will not be respected

just because of the title. This group is skeptical and demands that the leadership proves to them why they should be trusted. This trust can be achieved through friendship and mentoring.

Once this trust and relationship is established one of the most positive characteristics of this group can come forth: This group is one of the most knowledge thirsty groups ever. They want to be taught and coached but not judged. Once these kids feel as if they are being judged their minds turn off and they become unresponsive to

**ROOKIE ACADEMY SKI TIP #3:**

My name is Daniel Bogue, Program Director of Rookie Academy USA. We have been training and certifying ski instructors to the highest level of world certification, including PSIA, for over 15 years.

What is the key to Advanced Skiing? In my opinion it is the understanding of how body movements affect ski performance and behavior on the snow.

Breaking down individual skiing skills and isolating body movements to increase strength and range will ultimately result in better ski performance when blended back together. Find drills that isolate rotational, tipping and pressure control movements. This will help build a better understanding of these movements and therefore give you the skill to coordinate them more accurately for advanced and dynamic skiing.

Check out Rookie Academy training tips at www.rookieacademy.com, or if you are interested in joining us for a training course, e-mail us at info@rookieacademy.com for more info.

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Communication Corner

By Nancy Kronthaler, PSIA/AASI Communications VP

Dear Members, As the year progresses we're well under way as a division with our clinic and exam process. The Ed College held in early December marked the beginning of our DECL body in their new gear, which was well accepted by both them and our participants. The Alpine

DECLs are now very visible in their blue and green jackets. The event was well attended with a variety of clinic topics and people from other divisions who came to take advantage of our early affordable clinic. Many were astonished by how affordable our division clinics were and the variety of topics we offer.

I attended the "learn to snowboard" clinic and had a great experience. It's always good to explore other disciplines. Being a beginner again is a great way to develop empathy for our students in their learning process.

Along with exam prep clinics and ski improvement clinics, the Trainer Accreditation clinic should be of interest to any Level III instructor that wants to stay current on Education and Certification Standards. An update was offered in early December for those of us who took the course in the past. This helped the participants not only with teaching and skiing but also in our interaction with other instructors new to our areas.

Each year at our Ed College we have an open board meeting where members can pose questions. These have been poorly attended in the past. We encourage our members to take the opportunity to attend these meetings or write letters addressed to the board to be read and answered at our regular board meetings. We value your comments and suggestions. Any member in good standing is welcome to attend our board meetings; please call the office to get the schedule and location.

One of the largest challenges PSIA faces is trying to remain an active part of our snowsport schools. This year we are holding open houses at each of our areas to answer questions about our programs and to discuss the membership options that best suit the instructors' needs. We are an educational body and we are want to be versatile enough to fulfill the needs of our diverse market. We will be notifying schools to schedule the event and will be anxious to meet with you and get your input as to how we can create a more beneficial and stronger organization. We hope you help us in this endeavor as PSIA is a member-driven organization designed to help you be better skiers, riders and teachers.

As the areas raise class and private lesson prices, it is even more necessary to be better prepared to provide a quality lesson. We are the direct line to the customer who is looking at us to substantiate the price increase. Your education can improve your professionalism, benefiting you and the industry. Hope to see you at the events. ■

training and leadership. However, another caution should be addressed when it comes to the delivery of the training and knowledge. Gen Xers could be given instructions, told to go home, find out more and come back tomorrow with the answer. These Gen Yers need the answer practically handed to them. They have always lived with the computer and most do not know what it is like to not have the Internet. Knowledge, answers, and the world are truly at their fingertips. True, older individuals feel that this is babying them and contributing to the fact that these people are not independent thinkers. However, these younger individuals do not know any different and they are not necessarily being taught differently as they experience higher levels of education. It would be like putting a cat in a swimming pool: it gets mad, it scratches, it screams, because it doesn't know what to do, and moreover, it responds to the person who put it in the pool with hatred. With people we say, "bad person, bad reaction." Would we say that same thing about the cat, "bad cat?" We know better. We don't put cats in pools, so we need to know better with this generation. We need to know which circumstances they truly do not understand and anticipate their lashing out.

Now, while mom and dad were always aware of what was going on in their lives, they learned what would keep the child from lashing out, the relationship was more friendship-like than authoritative, so many decisions were discussed and not forced upon the children, and if something was not right, change was immediately implemented. They changed teams, they changed sports, they changed schools, and now businesses are finding that these kids are changing jobs if job one does not satisfy their needs and wants. However, before such a drastic change is decided on, many of them embrace

Visit PSIA-I/AASI-I Online for up-to-date information and event updates

www.psia-i.org or www.aasi-i.org

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The Way it Was: 1969-1970



George Hartlemair skis the powder without the benefit of 90 mm wide skis during the winter of 1969-70.

Reprinted from the ISIA News and Views, June 1970.

New Skiers

There are difficulties, of course, in attracting new skiers. And it's hard to beat one of the biggest blocks that keeps new skiers out – misguided instruction where technique is emphasized instead of enjoyment, where angulation, hip rotation and anticipation are more important than learning how to negotiate a hill from top to bottom safely. – **Contributed by Lex Kunau**

Last Chance Clinic

Although a date has yet to be finalized, look for a late season alpine clinic some time after April 20. Due to the high teaching loads of many instructors during the season, a need has been identified to include a clinic date during a lower demand period. Since it is late season, the clinic will most likely be at Snowbird. Check the www.psia-i.org website for the actual date — and the drugstore for the sun cream. ■



Alpine Education

By Ron Kipp, PSIA Intermountain Education Manager-Rocket Science

In the Winter 2008 issue of *The Professional Skier*, Ray Alard, president of PSIA-AASI, makes a great commentary about how ski instruction could be viewed as more complex than rocket science. While the hard sciences such as math, chemistry, and physics have predictable outcomes, pedagogy is a gray area. Add a column of numbers and there is only one correct answer. Teach a ski lesson and analyze it afterwards; you will always find elements you could have improved upon. “Should I have performed more practice prior to that last exercise?” “Maybe that task demonstrated was on too shallow a slope”. “Did I mix her up when I pointed to my knee while skiing away?”. Second guessing comes natural and reveals the fragile nature of our profession. It is not black and white. There is no correct answer.

Back to that Winter 2008 issue. Turn the page and there is a letter from Juris Vagners. One of my idols — and in fact a rocket scientist. Dr. Vagners points out that pulling on a student's arm/hand/pole is not an accurate imitation of the forces in a ski turn. He gives a nice alternative by pulling nearer the center-of-mass and explains that we should be teaching sensations and not positions. Why did it take a rocket scientist to point out that this common exercise is not really what we thought it was? Was it that Ph.D. in astrophysics?... or maybe just the ability to put the pieces together.

Ask an exam candidate where the center-of-mass is and they will point to their belly button. Wrong! Ask them what type of joint the knee is, and many will answer that it is a *hinge joint*. Wrong! Is it they don't have the answers, or is it they don't have the pieces to put the answers together. Sometimes our memorization and acquired knowledge gets in the way of our intellect. Back when I was an undergraduate in an anatomy final, a question read:

How many proximal attachments does the m. biceps brachii have?
a. 4 b. 3 c. 2

Oh my, let me think. I can almost envision the picture it in my text book. Let's see, I think there is one on the supraglenoid tubercle, or is that tuberosity?... and then one on the... Well put away the memorization and think. It's a bi-ceps.... Latin for two heads... it has two heads... two attachments. Circle **c.**!

Our center-of-mass is the confluence of three planes. Point to your belly button and you have the intersection of the horizontal plane and the sagittal plane. Without including the frontal plane, the center-of-mass would seem to be at the belly button. Include this third plane and the center-of-mass will be in the approximate middle of the body... at the convergence of all three planes. We need to learn *planes* not memorize *center-of-mass*.

Sit on the chairlift and rotate your skis from right to left. Where is this rotation coming from? Think again about how the lower leg is rotating and what type of joint is it moving from.

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Alpine Certification

By Dave Lundberg, Alpine Certification Manager

A Process to Change

A number of years ago I spent two years living in the Philippines. When I first arrived I did not know the language and could not communicate with Filipino people, seeing that my native and only language was English. Needless to say, it was very frustrating. The frustration made me commit to understanding and speaking their language. I began first by spending hour after hour memorizing words in the Filipino language. The second step was to commit new words to memory by using them as I attempted to speak to the people. As time went by I learned more words, but still in everyday communication I had to first think about the word in English and then translate it into their language. It was initially a very tedious, slow, and ineffective way of communicating. After months of this process my dedication began to pay off and I knew I was having success when I stopped translating in my head and began thinking in the language I was trying to speak. Finally, it was becoming more natural and I was on my way to becoming fluent.

I share this story only because we physically learn in a similar manner, recognizing the similarity of the process as we try to change our skiing. First the way we currently ski is, like my English, the only way we know how to ski and we must figure out what movements need replacing in order to become better. Once we know what to practice it takes countless hours of focused effort before it becomes natural.

Just the other day I was receiving some feedback on my skiing and was frustrated to hear that the same inefficient movement I first heard about years ago was still evident in my skiing. I have been working on the issue for some time and while it is getting better it still rears its ugly head from time to time. Why does a nasty old habit take so much work to change? It's because our brain and body have memorized a movement and will naturally default back to it, however inefficient it may be. We refer to this as muscle memory and replacing that bad habit is going to require a lot of repetition before an alternate memory in our muscles can be created.

The only way to make a new movement automatic, committing it to muscle memory, so to speak, is to practice that same movement over and over. This process could take months or years to perfect, depending on an individual's dedication to practice, and their unique muscular learning system to retain that practice. The main point is that there is no quick fix for the challenges we face in our skiing. Despite all of our desires there is really only one way to improve and that is to simply get to work. Repeating accurate movements thousands of times through focused practice is the only way of making a positive, lasting change. If we can be committed and disciplined enough to continually practice a new movement it will eventually become our default movement. The good news is that we *can* make changes; the bad news is that the unknown variable to the equation is the *time* it will take for this to occur.

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GEN Y continued from 7

changing life on the fly. If something is not going well, changing mid-season will not be so disruptive to this group as it may have been to the Gen Xers or the Baby Boomers. Include this knowledge with the idea that these kids want to be heard and really want to make an impact no matter where they are (probably due to the fact that their parents told them that they could make a difference anywhere, that they could do anything), listening to their issues and being open to their ideas may open channels of communication and reduce the feelings of structured management that this group does not respond to well.

One reason this group does not like structured management is that while their lives have been overly-structured, they have had friends for leaders (moms, dads, coaches, teachers, etc.) and not dictators. This upbringing has led to another interesting characteristic: To them everything they did was a part of the whole and life is fun and engaging. Interestingly, this means that everything has importance to life but it is necessary that everything is enjoyable. So, work is not just about punching a card and getting money; it has to contribute to the overall welfare of the individual's life. If work is not "fun" then just like if the soccer team was not fun, these kids will choose to leave even if they see that there are opportunities for advancement. Previous generations would work through the drudgery and live with not having fun at work because it was achieving the title or money that was the number one motivator. To this group success is not always defined by money or title, but rather by enjoyment and absolute contribution to the success of the group as a whole.

Finally, these young employees do not want to own the company even

continued on 10

GEN Y continued from 9

though they may appear to act as if they already do, but they do want to make a difference in the success of the company. Therefore, whether advancement is possible or not, they thrive off of being able to show off their skills, receiving recognition for a job well done and having a knowledge of how what they do affects the bottom line. This generation has had more information about business than any other up until now. They learn about profits, IRAs, 401Ks, retirement, corporate structures, and budgeting in high school economics classes. Therefore, they are groomed to find their place in the money machine. If they are introduced to the position and contribution they make to the end product they will see more clearly how they are making a difference and have reason to perform for “the man.”

With these thoughts in mind, take a look at some of the characteristics that can be attributed to a few of them.

1) This guy was teaching a lot of the younger children’s groups, just like everyone else, but it wasn’t his thing, it wasn’t fun, so he decided to report shin bang and stop working. He did this after he bought new boots and skis because he had “earned” the discount and he wanted to have more fun. Then remember he wanted to come back. Why would he want to come back? Because it was fun!

2) Uh, I forgot what time/day my program was, but I’m here...isn’t that enough? Oh, and since I’m in the ROTC, I work out a lot and that means that I can wear tight shirts.

3) I was quiet through most of the first two weeks and the training, then I started working and I didn’t get the respect I thought I should, so any feeling of respect for authority I had for the supervisors was lost because I didn’t trust you.

4) I went to every early morning clinic. Isn’t that worth something?

Where is my reward?

5) (Said in a soft, sweet voice) I don’t know what I’m doing beyond never evers. Can you help me? Maybe watch me and tell me what I’m doing or what I should do. Well, I’ll just do whatever because I keep getting more advanced people. I mean, I went to one training session, but I don’t feel good about what I know because no one has told me exactly what to do.

It may be surprising to note that each of these people contributed to the snow sports school in a positive manner and that these examples only show off their negative characteristics. And as much as we need to be aware of the negative and how to deal with them, we

Previous generations may have been able to reason good hows and whys to progression outlines; these youngsters need a bit more guidance and need the blanks filled in.

need to understand how to use and capitalize on the positive characteristics of this enthusiastic group.

First of all, it has been mentioned that they are hungry for knowledge. They are excited to start new things and to be involved with anything that exemplifies fun in life. This job is perfect for them if the atmosphere is conducive for amplifying their enthusiasm. Information introduced in a more traditional way may squelch this fire. Training should include ho’s and wh’s giving meaning and purpose to their efforts, while incorporating time from the very beginning for their opinions to be expressed. This may be the very way to bridge the gap between the levels of experience and immediately open lines of communication that we so often try to pry open later: let them talk and share their thoughts and experiences from day one even if they are wrong. Previous generations may have been able to reason good hows and whys to progression outlines; these youngsters need a bit more guidance and need the blanks filled in. This does

not mean that we do it all for them, but we need to give them the resources, in their hands, to fill them in. Saying “there are books in the back” really isn’t enough anymore. This style of training takes more time and many businesses have complained about this costing money. This complaint applies to us as well, especially in November and December. However, one solution to this would be to empower younger employees, even second years to be one-on-one mentors. Research has shown that Gen Yers relate to Gen Yers the best. Sure these young instructors may not have all the answers or even right answers, but they may feel more comfortable asking for the answer from

one of us and relaying it to the youngsters.

Once this line of communication is developed, the new hires may see the relationships that the more experienced instructors have with the “authorities” and this may also bridge the gaps that we have seen so evident in years past between the “rookies” and those in the “back of the office.” Once the new hires feel as if they can communicate with the leaders, and the leaders begin to express a friendlier, more casual interaction with the other employees and not an authoritative one, the new hires may begin to feel valued and respected. When this occurs, the leaders can continue to encourage the enthusiasm and desire to show off the skills of the new hires to their superiors (who they really do want to please so long as they respect them) and it becomes easier for the supervisors to give praise because the kids are showing them and expecting the supervisors to be watching.

If we are more coach-like, having a more open relationship, these instruc-

tors will try to show off for us rather than react against our wishes. Since they want to be watched and are used to it, watch them more often and give them praise/criticism. It was often relayed that some supervisor would say something and the rookie would say, "How does she know, I never saw her watching me?" They know if we are watching or not. They want us to. This opens the door for easy instant, constant feedback.

Finally, once their accomplishments are recognized verbally, at some point it will not be enough. So we have to reward them differently. However, that does not mean money with this group as it may have done with the Gen Xers. Creating individually customized season plans, providing information on where they fit into the machine, special training sessions, titles, special one-time jobs with complete disclosure of the rules of the special "calling" for the day, or any other creative praise will replace any money as a reward. These kids were not spoiled, like the Gen Xers; they did not get everything they wanted but they got attention and were acknowledged in front of their peers for a job well done. Again, unlike the Gen Xers who want to be anonymous, the Gen Yers want to be the center of attention. If they are not given it positively, they will take it negatively. Fortunately, if one of them does not meet the standards, spending a bit more time with him or her will be as much of a reward as anything and will be more successful than traditional methods of motivation as more homework, ultimatums, or reduction of workloads.

Often these circumstances are viewed by the older generations as coddling, babying, or methods that promote the activity and do not change patterns of behavior. However, many sources have shown that with a bit more time provided by the superiors in more mentoring relationships, more outward expressions of accomplish-

ments and a reduced expression of authority by the leaders, a balance can be achieved without either side losing strength or pride. This equilibrium can only be achieved when each group understands the efforts of compromise.

Younger employees need to recognize that they may:

- ◆ Have less flexibility than they'd like, but more than most managers would prefer
- ◆ Have to work more hours than they'd like, but less than others think they should
- ◆ Need to undertake menial tasks because repetitive work generates more profit than development

Unlike the Gen Xers who want to be anonymous, the Gen Yers want to be the center of attention.

When managing younger employees, older employees and the organization at large will need to understand that they are apt to:

- ◆ Want to be mentored, but are not inclined to follow leaders simply due to position
- ◆ Prefer to avoid difficult people than engage with them
- ◆ Have a "show me why I should trust you" attitude toward big business
(*Great place to work institute, INC, 2007*)

Therefore, it is important for both sides to understand the differences and the concessions that must be made to create harmony in the work place.

This may have some value to you as you consider direction in your various snow sports schools and divisional programs, including certification. We wish to thank Lex Gidley of the Sundance Snowsports School for her assistance in this research. — **PSIA-I Youth Task Force**

Movement Analysis

By Gene Gautieri

Great movement analysis skills are an important part of lesson planning and ski teaching. Those skills, based on knowledge of cause and effect relationships, provide a basis for our lessons.

Effective movement analysis takes experience and time. This is a simple outline to help you on your way to better understanding. This is by no means the final word, as many of you will discover new and creative ways to see what I do not.

Start: The big picture, what is it that you see? In the stance, balance, whole package.

Snow ski contact: try to assess what is taking place between the ski and snow Is the ski moving smoothly or with lots of chatter. Is the ski tip coming off the snow or staying in contact throughout the arc of the turn?

The joints of the body: Is there an over-flexed joint? Or non-flexing joint? Do the joints all stack over the feet? Do they move? Is there direction in the movement?

Problems: Are there problems with turn shape, edging, pressure control, or balance? Sometimes it is in the turn before you see the problem. Look back to find the cause of the effect you see before moving ahead.

Considerations: What is the mood of the student, their physical or emotional demands or their willingness to correct old movements?

I believe that with a reasonable rapport with your student you can effectively introduce change. It is always important to establish what their goals are to open the window of opportunity to implement any effective change. Be positive but honest, choose your words wisely and have fun with your teaching Good luck.— **Gene Gautieri, PSIA Level III alpine instructor and Park City Mountain Resort trainer.**

Creative Differences

By Terrie Hanrahan

Ski instructors strive to help students be safe, have fun and learn. In a perfect world, we would achieve this through ski classes grouped by similarities in age, attitude and ability. However, we all know that quite often our clients bring a variety of skills and issues to a class. It is our charge as their instructor to address these differences in a creative and constructive manner.

One of the most significant differentiators among students is age. By using the CAP model as a basis for understanding how students differ at various stages of maturity, we can better meet their needs. CAP stands for three developmental domains: *Cognitive* – how people think; *Affective* – how people behave and interact with others, and *Physical* – how people move and grow. The characteristics of the cognitive, affective and physical domains change as the child grows and matures. An effective ski instructor will be well versed in the characteristics of each stage and will provide the appropriate instruction based on this model.

Let us look at the first stage the instructor might encounter in a lesson – that of 3-to 6-year-old child. Cognitively, 3-to 6-year-old students have short attention spans and enjoy fantasy. Engaging their imagination is a great way to make the lesson fun. For instance, the instructor might say, “Wow, look at the rabbits hiding in the woods. They’re watching us, so we can learn to stop and ski around the trees. We need to show them how to ski.” Quite often the children will envision entire families of rabbits watching the process. Whatever the fantasy, we need to keep them moving more and ourselves talking less.

At this age students are egocentric;

the world revolves around them. They do not understand spacing and often crash into each other. They also learn from their environment by interacting with it physically. We often find our 3-to 6-year-old students as interested in eating the snow as skiing on it.

Affectively, 3-to 6-year-olds take great joy in the silly side of life. They giggle about silly things and love slapstick humor. For a child at this age to tell an instructor, “You’re silly,” is a true complement. Because of their egocentricity, they tend to play beside each other. Competition is not an issue; playing is winning. They are far happier being part of a train than competing in a race downhill.

The characteristics of the cognitive, affective and physical domains change as the child grows and matures. An effective ski instructor will be well versed in the characteristics of each stage and will provide the appropriate instruction based on this model.

Students at this stage of development present an interesting challenge physically. A 3-to 6-year-old’s head is disproportionately large, causing the center mass to be chest high rather than waist high as in older children. When these children ski, they tend to counter-balance the head by sitting back on their skis. To bring the balance forward, the instructor might have them ski while holding a snowball in both hands. Throwing the snowball at the instructor at the end of a successful run provides a reward for working hard.

In addition to the center mass problem, 3-to 6-year-old students do not have upper-lower body separation and tend to move the entire body in a turn. At this age, turns should always be taught without the mention of the word “turn” because students will tend to twist their entire body at the mention of turn. Instead, the instructor should begin by having the students look and point their wedges where they want to go. After that point, the instructor will

be ready to play games such as race car and train to achieve the turn without mention of the “T word.”

The 7-to 12-year-old is a quantum leap from the previous stage. Cognitively, the child can judge time and space to allow maneuvering around cones or people when skiing. “Race courses” of cones become appropriate at this age. Additionally, as students are able to process more than one direction, the “task” approach to instruction becomes more viable. These children are able to see the world from more than one point of view. Along with the broader view comes the tendency to overestimate abilities. An instructor may have a class of 8-and 9-year-olds

all clamoring to ski the “pork barrel.” They are convinced the more challenging slope will be easy; however, when faced with the actual slope, they find that their skills are not up to the task. The knowledgeable instructor will seek a terrain that provides a balance between the students’ inflated expectations and their actual emotional and physical abilities.

Affectively, the 7-to 12-year-old has also advanced significantly. These students see the world from more than one point of view and have developed empathy for others. They tend to take care of each other, helping someone who falls or encouraging someone who is struggling. They work well with buddies and respond well to a team approach through multiple pairings of partners. Although these tweens are becoming more competitive, losing can be devastating to them. The savvy instructor will create tasks in which students are competing with their own personal best rather than each other.



For instance, the student can count the number of turns down a particular slope, striving for more on the next.

Humor has also matured in this stage. Students enjoy knock-knock jokes and, quite often, potty humor.

The instructor's role in the humor has also changed, moving from a participant in the silliness to a monitor who sets acceptable limits on student input.

Physically, the difference between the 3-6 and 7-12 groups is quite signifi-

cant. The older group now has upper and lower body separation as well as fine motor control. These two developments open a wide range of teaching options for the instructor. Because of the body articulation, the instructor

Skiing Skill	Skill Expectations	Differentiated Task
<i>Traverse</i>	<p>3-6 Students can ski across the hill, can put pressure on downhill ski and can ski with one ski heavy, the other light.</p> <p>7-12 Students can ski with one ski heavy, the other light, edge with ankles, and angulate at the waist to face downhill.</p>	<p>3-6 The instructor demos more weight on downhill ski in and a parallel stance. Students are to ski to instructor in appropriate stance.</p> <p>7-12 The instructor demos edge angle and body position. Students are to try to leave two even tracks in the snow. Students are to look downhill and make a letter C with their bodies.</p>
<i>Small wedge & traverse on flatter terrain</i>	<p>3-6 Students' wedge will be still be fairly wide</p> <p>7-12 Students can make a smaller wedge and get into a more balanced stance.</p>	<p>3-6 Students will raise both hands in the air on the traverse and bring them into a waist high v position during wedge.</p> <p>7-11 Students will concentrate on shin against tongue of boot as well as body position in the traverse.</p>
<i>Skating on flat terrain</i>	<p>3-6 Students will be able to skate but do so slowly with shorter glide.</p> <p>7-12 Students should skate easily with long glide step.</p>	<p>3-6 Students will mimic the instructor's monster stomp, making monster sounds with skis in large v.</p> <p>7-12 The instructor will demo the longer glide and challenge pairs to decide which is more fun – more steps or longer glides.</p>
<i>Wedge garlands</i>	<p>3-6 Students will be able to stand tall at start of turn and match skis at the bottom of turn.</p> <p>7-12 Students will be able to flow downhill in an adult stance matching skis and skidding at the end of the turn</p>	<p>3-6 Students will be riding on a dinosaur's back. They will thump the inside ski at the end of the turn to match their skis.</p> <p>7-12 Students will rise up to the new wedge turn, down to match skis and skid after matching.</p>
<i>Smaller wedge on steeper terrain with no traverse</i>	<p>3-6 Students will be able to steer with both feet. The inside ski may not come parallel but the wedge will be smaller.</p> <p>7-12 Students will have good shin-tongue and the light ski will pivot in to match ski's after the fall line.</p>	<p>3-6 The students will play race car really stepping hard on the accelerator and squashing the banana with the shin on the outside ski. Some skid may happen.</p> <p>7-12 Students will go faster. They will pivot to match the inside ski, to match skis parallel and skid the last of the turn.</p>
<i>Controlling speed with turn shape (S, C, and J turns) on green and easy blue</i>	<p>3-6 Students will have trouble conceptualizing how C and J turns will help them stop.</p> <p>7-12 Students will grasp the concept easily and be able to execute various shapes on various slopes.</p>	<p>3-6 Students will ski behind the instructor making various shapes. Instructor will ask what shape they thought they made.</p> <p>7-12 Students will ski with a buddy. The first will do a letter, choosing S, C, or J to fit the terrain.</p>



can work on a balanced adult stance with these students. They can also be introduced to the use of poles. Also at this stage, many of students play other sports; elements of these sports can easily be incorporated into both explanation and execution of technique.

We have spent a great deal of time looking at the differences between the 3-to 6-year-old and the 7-to 12-year-old and assessing best practices for successfully teaching each age group. In a perfect world, your classes would be divided neatly into the two age groups and your approach would be seamless. However, it is the real world and a busy Saturday morning. You have a class of six level three skiers; that is the good news. The bad news is that their ages range from 5 to 11. What do you do?

The level three lesson in the accompanying chart accounts for the differences caused by age while creating an experience that the students share as a group. — **Terrie Hanrahan, Snowbasin, is Alpine Level III and Adaptive Level 1 certified and a Division ACE clinic leader.**

It's Classified

All members of the Division in good standing may place one free classified ad per season in the Edge (up to six lines of text). E-mail your ad to editor@age-groupsports.com. The next issue of the Edge is scheduled for May publication .

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PRESIDENT'S MESSAGE continued from 2

cation processes, retention of membership, and expansion of informational understanding requires participation from every facet of the sport.

We, as a Board of Directors and Executive Committee, can only be as good in supplying value to the membership as the amount and quality of information available. I urge you to communicate with your Board Representatives, question where we are going, get involved, help us understand changes in the sport, and if you have the desire, run for a seat on the Board of Directors. Participate, to a greater degree, in your winter vocation, or for many of us, our avocation. Help us provide to participants in snowsports, and broadcast the joy of participation to those who currently do not, the joy and exhilaration granted by this wonderful sport. Attend a Board of Directors meeting – experience and become informed.

Elections to the Board of Directors are approaching. Although cliché, participate, consider who you want to represent you and the interests of your sport – vote.

I wish each of you bottomless powder, sunny skies, and endless premium skiing days. Remember to join us at Spring Clinic at The Canyons.— **Dave**

ALPINE EDUCATION continued from 8

Knowledge is not just the memorization of facts and data; it is the ability to put observations and information together in a meaningful form. At the last lecture series, I gave a synopsis from the 4th International Congress on Science and Skiing. Over 160 presentations were given at the Congress. I chose about 20 to give brief descriptions on. Choosing and condensing the information was difficult. To me all the information presented at the Congress was valuable. Everything that I can learn will someday in some way assist me in making a better decision as a ski instructor. Gaining education is not a *how little can I do to get by on* decision, but a *how much can I garner* on the journey. Ski instruction is complex, but the more pieces to the puzzle we have the easier it is to make it uncomplicated. Yes it is not rocket science, but sometimes it may take a rocket scientist to make it simple. ■

ALPINE CERTIFICATION continued from 9

Just as I had to replace my native English vocabulary with Filipino words, I am finding myself trying to replace my old movement patterns (bad habits) with more efficient ones as I continually strive to improve my skiing. Ownership of any characteristic or skill comes through repeated practice and the effectiveness of that practice is dependent upon the commitment to that process. Changing and ultimately retraining our desired movements won't be fast or easy, but it can be done. Remember that when creating muscle memory, realistically, the process could take months or even years to perfect. ■

Development

Development Squad Tryouts

The Alpine Development Squad is the new route to becoming an alpine divisional clinic leader or examiner. The first members of this squad were selected February 3-4 in a tryout process conducted at Alta and Park City, which replaced the former DECL tryout/hiring. This new route toward becoming a Division clinic leader and examiner will permit greater training for the prospective DECL. Those selected to this squad will encounter a rigorous training agenda prior to becoming a working DECL.

Twenty-four candidates from seven snowsport areas attended the tryouts. A special thank you to these resorts for lift tickets and use of their facilities. Congratulations to all areas represented for sending a very high-level group of instructors.

Development Squad Tryout Candidates

Massimo Cavalli, Grand Targhee
Kipper Cluff, Sundance
Michael Conrad, Jackson Hole
Peter Evans, Sundance
Heather Fielding, The Canyons
Paul Franzeim, Jackson Hole
Colleen Hickey, Park City
Eric Kaiser, Grand Targhee
Mathew Lettick, Jackson Hole
Thad McGowan, Park City
Isla McNicoll, The Canyons
Marcel Radu, Deer Valley
Karin Sieber, Jackson Hole
Mike Sellers, Deer Valley
Kip Smith, Sundance
Jakub Stanek, The Canyons
Wayne Sullivan, Non-Affiliated
Pablo Thomas, Park City
James Thomson, Jackson Hole
Bryce Thornley, Powder Mtn.
Gail Troen, Deer Valley
Christopher Tyson, Jackson Hole
Michael Wilwert, Park City
Steve Woodward, The Canyons

The first tryout day was held at Alta (in the powder). Generally, the skill level of the group was high. Nine tasks were performed and the demand of the

soft snow conditions showed those who had a deeper motoric understanding of the needed skills. A ski cut was made following this first day at Alta. Those selected to continue into the second day included Michael Conrad, Peter Evans, Heather Fielding, Paul Franzeim, Colleen Hickey, Eric Kaiser, Thad McGowan, Isla McNicoll, Karin Sieber, Mike Sellers, James Thomson, Steve Woodward.

PSIA-I's new Development Squad

*Colleen Hickey, Eric Kaiser,
Thad McGowan,
Isla McNicoll, Karin Sieber*

The second day was conducted at Park City Mountain Resort. The 12 candidates who were not selected to continue were invited to ski with two examiners and receive firsthand on-the-snow feedback in an all day clinic. Nine of the 12 returned for that clinic. Although this group did not make the ski cut, we believe they are of great importance to the continued education of our members through their respective snow sport schools.

The 12 candidates who made the ski cut continued to have their personal skiing watched during the teaching situations at PCMR. In addition, there were two graded ski runs: dynamic short radius turns on blue terrain and a very long free ski run in powder-covered, cut-up bumps on the Shaft, a black diamond run.

Two teaching sessions were graded. Participants were asked to share and ski the group through a technical concept of their choice for a seven-minute period. This could be something they have been working on or just a technique they find effective with others. An interview process to investigate their technical understanding followed. The second teaching session was 10-15 minutes in length. Candidates picked a task from the previous

day and presented that to the group.

A movement analysis session was conducted on a peer with an interview session afterwards. Many questions were open-ended and out of the box.

Coachability was judged by separating the candidates from the group where they were challenged with a short personal ski lesson. In the end, based on skiing, teaching, mechanical understanding, and coachability five people were selected to the Alpine DECL Development Squad: Colleen Hickey, Eric Kaiser, Thad McGowan, Isla McNicoll, Karin Sieber.

This group will now start with a 1-to-5-year training process that will be individually designed. Those that did not make the Development Team will receive their feedback in written form compiled from each examiner.

While there is limited space on the Development Squad, this entire group is important to the continued success of the education and certification process within PSIA-I. We have plans to have clinics geared to a group of this caliber through our education process to foster continued trainer growth. — **Submitted by the selection staff: Ron Kipp, Dave Lundberg, Stephen Helfenbein, Nathan Emerson, Maggie Loring, Joey Stoeger, Patrick Rice.**



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