

# PSIA-RM

## Alpine Trainer Program Guide

*Updated October 2024*



**ROCKY MOUNTAIN**

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## **Alpine Trainer Program Introduction**

Welcome to the PSIA-RM Alpine Rocky Mountain Trainer Program Guide! The Alpine Trainer Program is updated regularly to support our investment in the development of the Rocky Mountain Region's Trainers.

### **Alpine Trainer Program Intent**

The Alpine Trainer Program is dedicated to providing the best possible education for prospective Alpine Trainers. The Alpine Trainer Program's comprehensive design aims to help you be a successful and effective Trainer for your home resort. You'll develop the skills needed to deliver compelling training clinics that balance the needs of the instructors and your home resort's objectives.

The Alpine Trainer Program is a modular system designed to support your educational needs. It allows you to engage with the process in a self-directed method and pace.

## **Alpine Trainer Program Overview**

Consistent with PSIA-AASI's certification processes, there are 3 modules that make up the Alpine Trainer Program:

- Movement Analysis/ Technical Understanding
- Skiing Performance
- Clinic Leading

Entrance into the Alpine Trainer Program begins by completing the Prerequisites and passing the Alpine Trainer Entrance Assessment to confirm that your Level 3 Certification skiing skills are still intact. After passing the Entrance Assessment, we'll support your preparation for the practical assessments by granting you access to the following:

- Learning Experiences for each Module
- An outline of the Assessment Activities
- On-Snow educational clinics for each Module
- Access to a Mentor from PSIA-RM's Examiner staff

In the spirit of a self-paced and self-directed program, it's up to you to decide how much you want to do, and how to best use these opportunities.

### **Learning Experiences**

For each module, there are Learning Experiences to help you prepare for the Alpine Trainer Module Assessments. You can think of them as optional homework assignments. They are meant to help you consider and develop specific skills within each module. Together, they make up a complete skill-set for Alpine Trainers. You decide which Learning Experiences you want to do, how many times you want to do them, whether you want to do them on your own or with help from other Alpine Trainer Candidates or a Mentor. Each assignment is meant to encourage depth of thought. Consider completing each Learning Experience multiple times to develop your understanding and skills.

## **Assessment Activities**

For each Module, the Assessment Activities that you can expect to do in the Alpine Trainer Module Assessments are listed. We present these for you to prepare and determine which Learning Experiences, On-Snow Educational Clinics, and other activities you will need to prepare for the Assessments.

## **On-Snow Educational Clinics**

For each Module, there are On-Snow Educational Clinics to help you prepare for the Alpine Trainer Module Assessments. The majority of a trainer's work is live and on-snow. Working with other Alpine Trainer Candidates and an Examiner is a great way to take the theories and thoughts developed in the Learning Experiences and put them into action on-snow.

## **Mentorship**

Having a mentor is extremely valuable and beneficial to becoming an Alpine Trainer. Mentorship means different things to different people. Mentors can help guide you through the Alpine Trainer Program, interpret ideas and concepts, and give you honest feedback about your strengths and weaknesses. You may have someone at your home resort that acts as your mentor. We realize that not everyone has access to someone at their home resort who can mentor them. Because of this, PSIA-RM has offered to support your progress by connecting you with an active PSIA-RM Examiner to mentor you. Please see the ["Getting a Mentor from PSIA-RM"](#) section for more information.

## **Completion of the Alpine Trainer Program**

Candidates will be congratulated and awarded the Rocky Mountain Alpine Trainer Certificate after successfully completing the 3 Alpine Trainer Module Assessments, and attaining a Freestyle 1 Accreditation (FS1).

### ***Program Length***

Candidates have 3 complete seasons after passing the Alpine Trainer Entrance Assessment to complete the Alpine Trainer Program. If you have not completed all of the Alpine Trainer Modules before the end of the 3rd season, you will have to retake the Alpine Trainer Entrance Assessment to continue with the Alpine Trainer Program and attend future Alpine Trainer Module Assessments. You will not have to retake any Alpine Trainer Modules Assessments that you have previously passed.

## **Entering the Alpine Trainer Program**

To get started with the Alpine Trainer Program, you need to complete the following prerequisites and pass the Alpine Trainer Entrance Assessment.

### **Prerequisites**

- PSIA Level 3 Alpine Certification
- Children's Specialist 2
- Complete the liability waiver and register for the Alpine Trainer Entrance Assessment.

It is highly recommended that you consider allowing time between successfully attaining Level 3 Certification and attending the Alpine Trainer Entrance Assessment to:

- Solidify your Cert 3 skills and practice them while teaching
- Develop ideas of how Technical, Teaching, and People Skills relate to training by participating in training
- Potentially start developing basic clinic leading skills depending on your home area

There is no mandatory time-frame for this valuable "maturing" process, however It is recommended a successful Cert 3 Instructor consider a season in between completing their Cert 3 and attending the Alpine Trainer Entrance Assessment.

### **Alpine Trainer Entrance Assessment**

#### ***Overview***

The Alpine Trainer Entrance Assessment verifies each candidate's current ability to meet the Level 3 Certification skiing standard. The Entrance Assessment follows the Assessment Activities, Assessment Criteria, and National Standards of the PSIA-AASI Alpine Skiing Level 3 Certification standards.

## **The Alpine Trainer Modules**

Each Alpine Trainer Module is outlined below. You will find the Learning Outcomes for each module, Learning Experiences to help you prepare for the Alpine Trainer Module Assessments, and the Assessment Activities for each of the Alpine Trainer Module Assessments.

Before you get started, here are some suggestions to get the most out of the modules. The modules are listed here in a suggested order based on Fitts and Posner's Stages of Learning and Bloom's Taxonomy of Cognitive Knowledge. Collectively, they show us that people need to know "what to do" to help them learn "how to do it," and that once they have the ability to "do it", they are better at teaching/training "it" to others. In this way, each module stands on its own and supports the other two. Our suggested order assumes that you don't already possess higher level training in any of these topics. If you have gone through high level training elsewhere (e.g. you have a degree in education, you were/are a competitive skier, you have an education in sports science and biomechanics, etc.) you might consider a different order.

The various educational experiences and modules are designed to be self-paced and self-directed. It is strongly recommended that you work on the Learning Experiences with someone at your home resort. They can help you create priorities and help you use the Learning Experiences to reach new levels of understanding and skills.

Practical experience is an essential piece in the development of any professional. Gaining practical experiences through home school involvement as well as any opportunities outside of one's home school are invaluable. Apply what you are learning and debrief with your mentor(s) to help process your experiences and shape your next move to get the most out of the Alpine Trainer Program.

### **Professionalism and Self-Management**

During each assessment module, candidates will be assessed on their Professionalism and Self-Management as they participate in the event. While the Learning Outcomes and Assessment Criteria are the same for each module, candidates are required to earn a passing score on them for each module independent of the other modules.

#### ***Learning Outcomes***

A PSIA-RM Alpine Trainer is able to:

Strengthen the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

#### ***Learning Experiences***

The following Learning Experiences are designed to help you understand your behaviors and actions to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Assessments.

- Reflect on how you respond and interact with others in situations that don't go according to plan. For example, a sudden change in weather, a change in terrain or order of planned activities, or a change in the social structure of the group.
- What do you need to pay attention to emotionally and physically so that you can adjust and adapt to other people in a training environment? For example, what "drives you nuts," and how do you manage it externally?
- How do you behave when things are going your way, but are not for other people in your group? How do you support those other people without detracting from their experience?

## **The Alpine Trainer Technical/Movement Analysis Module**

The Technical/Movement Analysis Module focuses on using your technical understanding of skiing to present movement analysis of all skiing up to the Alpine Trainer level. You will need to prioritize information based on your audience's understanding of skiing and provide movement/technical analysis of skiing using several skill-to-skill relationships. An Alpine Trainer can use a wide body of technical knowledge to analyze a wide range of skiing and present their findings to instructors with a wide range of experience and knowledge.

### ***Learning Outcomes***

A PSIA-RM Alpine Trainer is able to:

1. Use their technical expertise to enhance clinic participants' knowledge; make technical, tactical, and/or equipment recommendations; and discuss the technical aspects of the sport from various perspectives.
2. Demonstrate knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' skiing.

### ***Learning Experiences***

The following Learning Experiences are designed to help you develop various aspects of your technical understanding to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Assessment Activities.

#### **1. Analyzing Ideal Skiing Performance**

- a. Analyze a skier demonstrating world-class on-piste or off-piste skiing. Use your observations, physics/skiing mechanics, biomechanics, ski design and tuning, and/or boot alignment and setup.
  - i. What is this skier doing that makes them successful?
  - ii. What can we assume about the skier's intentions relative to their environment and abilities?
  - iii. What are noteworthy skill-to-skill cause-and-effect relationships that make this



skier successful?

- iv. How does this skier's tactical choices contribute to their performance?

## **2. Differences Between Cert Levels**

- a. Outline the differences in PSIA Certification Standards between Levels 1, 2, and 3 for Movement Analysis and Technical Understanding. Reference supporting PSIA documents (IDP's, National Standards, PSIA-RM Assessment Forms, etc.)
- b. What are the purposes behind the differences in the standards for each Certification Level?

## **3. Prioritization**

- a. Using a video of a certification candidate, prioritize the Fundamentals or Skills they should develop to improve their skiing. Explain the reasoning behind your priorities.
  - i. Reflect on how you prioritized the Fundamental(s) or Skill(s). Can you create priorities based on the following situations?
  - ii. The Skill/ Fundamental that will have the largest impact on the other skills.
  - iii. The Skill/Fundamental that will align with the skier's perceived intentions.
  - iv. The Skill/Fundamental that will most immediately enhance their tactical choices.
  - v. The Skill/Fundamental that addresses differences in their performance when speed or environment changes.

## **4. Identifying and Describing Multiple Skill-to-Skill Relationships**

- a. How many skill-to-skill relationships can you identify with accurate body-to-ski cause and effect relationships?
- b. Which skill-to-skill relationships are easier than others for you to observe?
- c. Can you use your knowledge of biomechanics, physics/ skiing mechanics, and/or knowledge of turn shape and speed control to see other skill-to-skill relationships?
- d. Can you describe the skill-to-skill relationships starting with each skill? (For example, if you identified how fore/aft pressure control affects the skier's rotational control, can you describe how the skier's rotational control affects their fore/aft pressure control?)

## **5. Personal Alignment and Boot-fitting**

- a. Participate in either a personal boot-fitting and alignment or a clinic, seminar, or boot-fitting of another person. Use a boot-fitter who specializes in boot alignment.
  - i. What are your top takeaways?
  - ii. How does boot-fitting and alignment affect specific body-to-ski performances?
  - iii. How will you identify misaligned or poorly fitting boots when observing a skier?

## **6. Tactics**

- a. Using a video of a certification candidate, identify their tactical choices. These might include: overall speed, turn size, turn shape, speed control, relative amount of edge

grip, etc.

- b. How would changes to their tactics force changes in their body-to-ski and skill-to-skill relationships?
- c. How would these prescribed changes enhance their overall skiing performance?

**7. Attend Basic Skiing Physics, Ski Design & Tuning, or Biomechanics/ Anatomy Clinics**

- a. What did you learn that changed your understanding of skiing?
- b. What did you learn that confirmed your understanding of skiing?
- c. What did you learn that seems to contradict your understanding of skiing?
- d. How will you use what you learned in your skiing and teaching/training?

**8. Participate in a minimum of two Movement Analysis practice sessions with a mentor**

- a. Watching certification candidates from multiple levels (preferably all levels), practice delivering Alpine Trainer-level analysis:
- b. Describe multiple skill-to-skill cause and effect relationships and include a third skill to create more complex blended relationships as needed
- c. Demonstrate analysis that is appropriate for Levels 1 -3

**9. Center Line and the Common Threads**

- a. Explain how the current Common Threads of the Center Line milestones highlight mechanical focuses that can be observed at all levels of skiing.
- b. Identify a Common Thread in someone's skiing that needs improvement. Choose activities/tasks from the PSIA-RM Skiing IDP that you could use to help them improve the Common Thread in question.
- c. Which Fundamental(s) is the process addressing?
- d. How does the activity/task improve performance of the Common Thread?
- e. In what skiing situations would the skier not want to use the Common Thread as it is described?
- f. How does development of the Common Thread help the skier when they need to adapt their skiing from the Center Line for a specific skiing situation?

***Assessment Activities for the Alpine Trainer Technical/Movement Analysis Module***

**Professionalism and Self-Management**

Professionalism and Self-Management will be assessed from "check-in" until the end of the day when results are announced. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

**Technical Understanding and Movement Analysis**

Candidates will have two opportunities to demonstrate their technical understanding and movement analysis skills.

Candidates will be assigned a peer in their group to observe. The Examiners will provide the group with the 2 Versatility Assessment Activities from the PSIA-RM Skiing IDP to perform and observe. Each Candidate will have up to 10 minutes to share their analysis with their peer in front of the group. The analysis includes

sharing and demonstrating an Individual or Integrated Fundamental Assessment Activity from the PSIA-RM Skiing IDP, and any appropriate variations, to execute the prescription for change. Examiners will ask follow-up questions to assess technical understanding and movement analysis skills in relation to the Assessment Criteria.

The same process will be repeated with different Candidate pairings and 2 other Versatility Assessment Activities to observe each other performing.

## **The Alpine Trainer Skiing Module**

The instructor who wishes to achieve an Alpine Trainer Certificate must display skiing skills recognizably above and beyond those normally displayed at the Level 3 Certification standard. In addition to the skiing standards required as Cert 3 instructors, Alpine Trainers must be able to ski exceptionally demanding conditions. They must also be able to perform requested tasks within a highly structured situation. Demonstration tasks of all ability levels must be performed in an exacting manner. Adaptability to varying conditions and tasks must be second nature. In summary, those who achieve an Alpine Trainer Certificate must show skiing ability which is respected by peers and employers alike as being near the pinnacle within the profession.

### ***Learning Outcomes***

A PSIA-RM Alpine Trainer is able to adjust and adapt the Alpine Skiing Fundamentals at all speeds for various training needs including: inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.

### ***Learning Experiences***

The following Learning Experiences are designed to help you develop various aspects of your skiing ability to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Alpine Trainer Skiing Module Assessment.

#### **1. Comparison of Personal Skiing to Ideals**

- a. Analyze your skiing in comparison to someone who more closely represents ideal skiing. Answer the following questions in your analysis:
  - i. What are the specific skill-to-skill differences between you and the other skier?
  - ii. What is your plan to change your skiing to minimize the differences?

#### **2. Personal Skiing Development Over Time**

- a. Analyze your personal skiing use two distinct points in time. Answer the following questions in your analysis.
  - i. What was learned and achieved?
  - ii. What is the extent of the change? Are you still working on this change?
  - iii. Did it require a change in understanding? What was that change?
  - iv. How did you implement the change?
  - v. Did it include a change in skill blending? Equipment changes? Tactical

changes?

vi. How do you know that learning occurred?

### 3. On-piste closed environment race/drill-based practice session

- a. Use stubbies and/or brushes for skill development in a closed environment
- b. Develop ideas for both setting up the environment and using the environment to create various learning opportunities

### 4. Problem Solving/ Skill Development

The following should create training situations where you learn through a 50-50 mixture of failure and success. As you are more successful, look for ways to make the training more challenging until you start to fail again. This process develops grit, problem solving skills, diagnostics of your skiing, and expansive thinking. ***The following are suggestions to get you started. This is not a task list for the Alpine Trainer Skiing Module Assessment.***

- a. Variations to Tasks.
  - i. Pivot Slips
    1. On a double fall line
    2. Slow pivots
  - ii. Skating
    1. Long Glide
    2. Short Glide
  - iii. Crab Turns
    1. Body goes straight down the fall line
    2. Body is deflected across the hill
  - iv. Outside Ski Turns
    1. Hop to switch feet
    2. How long can you go on the pinky toe side?
- b. Combine 2 Tasks to develop Accuracy.
  - i. Reverse Javelin Turn Initiation with a Javelin Turn Shaping and Finish
  - ii. White Pass Turn Initiation with a Javelin Turn Shaping and Finish
  - iii. Pivot Slips/ Most Flexed at Edge Chang
  - iv. Railroad Tracks/ Garland
  - v. 1,000 steps/ Skating
  - vi. Lane Changes in the Bumps
- c. Change the Environment, don't change the Speed, to develop Accuracy.
  - i. Wedge Christies on blue terrain that transitions to Basic Parallel on green terrain.
  - ii. Skating through terrain changes (steep to flat and flat to steep).
  - iii. Short Radius Stem Christies through terrain changes.
- d. Change the Speed without changing the Environment
  - i. In the moguls, transition back and forth between skiing short turns and medium radius turns.
  - ii. Alternate between 5 accelerating and 5 decelerating short radius turns.
  - iii. Wedge Christies that change speed (and therefore when the match happens).

- iv. Alternate between skiing the “zipper line” and the “outside line” in the bumps.
- e. Vary Skill Blends
  - i. Create various degrees of ski performance on short radius and medium radius turns on steep blue to black groomed terrain.
  - ii. Steered and carved Stem Christies.
  - iii. Steered and carved outside ski turns
  - iv. Steered and carved white pass turns.

#### **5. Center Line and the Common Threads**

- a. Choose a corridor width and ski 20 turns in a row (5 wedge turns, 5 wedge christies, 5 wedge turns, 5 wedge christies). Using the Common Threads, maintain consistent mechanics between the 2 Center Line milestones.
- b. Repeat using wedge christies and basic parallel turns or basic parallel turns and dynamic parallel turns.
- c. Choose a corridor width and ski through all of the Center Line milestones (5 Wedge Turns, 5 Wedge Christies, 5 Basic Parallel Turns, and 5 Dynamic Parallel Turns). Use the Common Threads to maintain consistent mechanics between the 4 Center Line milestones.
- d. Choose a Center Line milestone and another skiing task of similar speed (e.g. Basic Parallel Turns and Outside Ski Turns). Make 5 turns of one task and then 5 turns of the other. Alternate back and forth to demonstrate distinctions and similarities between the 2 tasks.

### ***Assessment Activities for the Alpine Trainer Skiing Assessment Module***

#### **Professionalism and Self-Management**

Professionalism and Self-Management will be assessed from “check-in” until the end of the day when results are announced. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

#### **Skiing Performance**

Candidate’s skiing is evaluated through Individual, Integrated, and Versatility Assessment Activities and variations to show their skills demonstrating for instructor training needs. Candidates will be evaluated on appropriate situational awareness and risk management skills while skiing in the group.

- Examiners meet the groups on snow and lead Candidates through 10 Assessment Activities selected from the PSIA-RM Skiing IDP on the day of the assessment.
  - 3 from the Individual Fundamentals Assessment Activities.
  - 3 from the Integrated Fundamentals Assessment Activities.
  - 4 from the Versatility Assessment Activities.
- All groups will perform the same Assessment Activities, as agreed upon by the Examiner group prior to the start of the day.
- Assessment Activities may be set in all types of conditions, including groomed terrain, bumps, crud, trees, and powder, on green through double black diamond terrain.
- Examiners will provide specific descriptions and demonstrations of Assessment Activities.
- Examiners observe, assess, and provide feedback consistent with PSIA-AASI National and Regional support material.
- Variations in movements, mechanics, and tactics may be requested at the discretion of the Examiners.
- Candidates may be given the opportunity to “freeski” during the assessment. This time is also part of

the assessment and can be used to assess Instructor Decisions and Behaviors.

## **The Alpine Trainer Clinic Leading Module**

The Alpine Trainer is the substance of quality for the educational program within PSIA-RM. Nowhere else in the educational process of ski instructors can the standards be as unyielding as here. The Alpine Trainer must have an absolutely thorough knowledge of the art of teaching, being able to readily demonstrate, use and vary the spectrum of teaching/learning styles. Alpine Trainers must be recognized by peers and employers as having such abilities as educators that they rank among the very best in the profession.

### ***Learning Outcomes***

A PSIA-RM Alpine Trainer is able to:

1. Strengthen the professional environment by adapting to situations and other group members on behalf of themselves and their resort.
2. Plan learning experiences for the clinic participants based on resort needs and the learners' needs.
3. needs.
4. Adapt learning experiences to meet the clinic participants' needs without sacrificing the resort's needs.
5. resort's needs.
6. Foster the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
7. Maintain 2-way communication with clinic participants on behalf of their resort.
8. Adapt to the interpersonal dynamics within the group as an ambassador of their resort.

### ***Learning Experiences***

1. **What Makes a Great Trainer?** Analyze a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator.
  - a. What does the Trainer do that makes them a great Trainer?
  - b. How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?
2. **Creating Learning Outcomes:**
  - a. Using a clinic topic of your choice, create Learning Outcomes which measure the success of the training by specifying a behavior that is observable and indicates learning has occurred.
  - b. Vary the Learning Outcomes based on 1- hour, 1- day, and 2- day clinics
  - c. Address a variety of audiences which include New Hires, L1 - L3 certification candidates
  - d. Include a variety of settings (i.e. indoor, groomed, bumps and variable, etc)
3. **Progressions/ Learning Experiences that connect Skills/Fundamentals to Ski Design, Turning, and Speed Control**
  - a. Create 2 Progressions of 3- 5 steps and answer the following questions.
    - i. Progression 1- How does the progression help a cert candidate increase their understanding of how ski design (including flex patterns, sidecut, width, and/or rocker) relates to making turns and speed control? How does the progression relate to the Skiing Fundamentals?
    - ii. Progression 2- What are the Ski and Body Performances that the progression will help someone improve? How does the progression relate to the Skiing

## Fundamentals?

### 4. Experiential Learning

- a. Make a list of 5 tasks designed to develop skiing skills through various skill-to-skill relationships.
  - i. Who is the target audience? Describe their general skill level and what the overall goal of the tasks are.
  - ii. How do the tasks help you recognize and influence the participants' behaviors, motivations, and emotions?
  - iii. What are the blended skill-to-skill relationships being developed? How are the ski-to-body relationships affected?
  - iv. How would you modify the tasks for people with higher skill development? What did you change to modify the tasks (Speed, Environment, and/or Accuracy)? Why did you choose the modifications?
  - v. How would you modify the tasks for people with less skill development? What did you change to modify the tasks (Speed, Environment, and/or Accuracy)? Why did you choose the modifications?

### 5. Variations and Lateral Learning

- a. Make a progression of 3 tasks. Start with 1 Individual Fundamental Assessment Activity from the PSIA-RM Skiing IDP. Modify the task by changing the Speed, Environment, and/or Accuracy of the movements to create the 2<sup>nd</sup> and 3<sup>rd</sup> parts of the progression. Include descriptions of the body and ski for each task.
  - i. How do the modifications enhance the body-to- ski cause and effect relationships?
  - ii. What are the skill-to-skill relationships developed by the progression?
  - iii. How does the progression help create an environment promoting exploration, experimentation, and play towards the desired outcomes?
- b. Improve demonstration of a Center Line milestone through Lateral Learning.
  - i. Choose one of the Center Line milestones. Use Assessment Activities from the PSIA-RM Skiing IDP to highlight fundamentals or specific mechanics that will be reintegrated into the Center Line milestone for improved performance.

### 6. Feedback

- a. Reflect on providing feedback in a training clinic and its effect on the clinic participant's learning.
  - i. Timeliness- How do you determine the timeliness of providing feedback? When is it better to provide immediate feedback, delayed feedback, or feedforward? (Feedforward focuses on future solutions instead of past shortcomings.)
  - ii. Detail and Accuracy- How do you determine how much detail a clinic participant needs? When is it helpful to provide the clinic participant a complete movement analysis of their skiing? When is it helpful to provide information about what they did poorly or wrong? When is it best to provide information for future solutions?
  - iii. The Right Amount- How do you decide that the clinic participant has received

enough feedback?

- iv. Relevance- How do you make the feedback relevant to the learner? How do you make sure that you are providing feedback about what you are coaching them on and not being distracted by other movements or actions that have not been brought up yet? How do you prioritize what you will give feedback about? How was your feedback related to the coaching/learning topic?

### **7. Clinic Leading Active Observations/Auditing:**

- a. Audit a Training Clinic. Using reflective observation (vs evaluation), answer the following questions:
  - i. What did the Trainer do to develop relationships based on trust?
  - ii. How did the Trainer emphasize the Learning Outcome(s)?
  - iii. How did they align Learning Experiences with the Learning Outcome(s)?
  - iv. How did they combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?
  - v. What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?
  - vi. What did the Trainer do to engage and encourage meaningful, two-way communication?

### **8. Clinic Leading – Reverse Audit:**

- a. Lead a Training Clinic either on your own or as part of a Reverse Audit. Using reflective observation (vs. evaluation), answer the following questions:
  - i. What did you do to develop relationships based on trust?
  - ii. How did you emphasize the Learning Outcome(s)?
  - iii. How did you align Learning Experiences with the Learning Outcome(s)?
  - iv. How did you combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?
  - v. What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?
  - vi. How did you identify, understand, and manage your emotions and actions to create positive interactions with the participants?
  - vii. What did the Trainer do to engage and encourage meaningful, two-way communication?
  - viii. What will you do the same for the next clinic you lead? Why?
  - ix. What will you do differently for the next clinic you lead? Why? What is the intended outcome of the change?



## **Professionalism and Self-Management**

Professionalism and Self-Management will be assessed from “check-in” until the end of the day when results are announced. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

## **People Skills and Clinic Leading Skills**

Each Candidate will be assigned a clinic outline with a description and learning outcomes. Assignments will be emailed to Candidates one week before the assessment.

Each Candidate will have up to 25 minutes to clinic their peers based on the assigned outline. The clinic will be followed by a conversation between the Candidate and the Examiners that may include questions related to the PSIA-RM Alpine Trainer Clinic Leading and People Skills Assessment Criteria. New clinics will start every 40 minutes.

# **The Alpine Trainer Mentor Scholarship Program**

## **Information for Alpine Trainer Candidates**

### ***Overview***

Mentorship is the cornerstone of professional development. Mentors serve as guides, instructors, coaches, and sounding boards to help people achieve their goals. The relationship between you and a mentor are whatever you want to make of it. While we encourage you to work with at least one person you consider to be a mentor to help you prepare for the Alpine Trainer Module Assessments, we also recognize that you might not want a mentor. It is ultimately up to you to decide if you want a mentor and how you want to engage with them as you prepare for the Alpine Trainer Module Assessments.

### ***Getting a Mentor from PSIA-RM***

If you work at a resort where you do not have access to someone who can mentor you in the Alpine Trainer Program, PSIA-RM can connect you with an existing PSIA-RM Examiner at no cost to you. The application details are below. An assigned mentor will be available to you until May 1<sup>st</sup> of the season.

### ***Renewing a Mentor from PSIA-RM***

If you are currently enrolled in the Alpine Trainer Program and have an assigned mentor, you will need to apply to continue receiving mentorship from a PSIA-RM Examiner. This decision is an opportunity for you to reflect on your progress in the Alpine Trainer Program, accessibility to people who can mentor you at your home resort, and the accessibility and relationship you have with your current mentor.

### ***Application for a Mentor from PSIA-RM***

Send your complete application to Dave Gregory at [dgregory@psia-rm.org](mailto:dgregory@psia-rm.org)

1. You must be enrolled in the Alpine Trainer Program by passing the Alpine Trainer Entrance Assessment.

2. You must be currently teaching for a PSIA/AASI member school.
3. Applications must be completed in full.
4. Include a letter to the PSIA-RM Director of Education in 500 words or less describing why you need access to a mentor from the PSIA-RM Ed Staff to help you prepare for the Alpine Trainer Assessments.
5. Write an essay of 800-1000 words on **one** of the following topics:
  - a. Analyze a world-class skier skiing on or off-piste that answers the following questions:
    - i. What is this skier doing that makes their skiing world-class.
    - ii. What can we assume about the skier's intentions relative to their environment and abilities?
    - iii. What are noteworthy skill-to-skill cause and effect relationships that make this skier successful?
    - iv. How does this skier's tactical choices contribute to their performance?
  - b. Write a technical analysis of your skiing in comparison to someone who more closely represents ideal skiing. Answer the following questions in your analysis:
    - i. What are the specific skill-to-skill differences between you and the other skier?
    - ii. What is your plan to change your skiing to minimize the differences?
  - c. Write an analysis about a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator that answers the following questions:
    - i. What does the Trainer do that makes them a great Trainer?
    - ii. How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?

## **Information for Mentors**

The Alpine Trainer Mentor Program began as an opt-in program for Alpine Trainer Candidates in the 2019-2020 season. We encourage Alpine Trainer Candidates to use their resources at their home resorts to prepare for the Alpine Trainer Module Assessments. If they do not have access to adequate resources at their home resort, they can apply for a mentor through PSIA-RM. The PSIA-RM office will contact you directly to request your services as an Alpine Trainer Mentor. In the meantime, you may be asked by Alpine Trainer Candidates at your home resort to mentor them. The decision to mentor them is up to you and your time will not be compensated by PSIA-RM.

### ***Mentor Duties and Expectations***

If you are requested by PSIA-RM to be a Mentor, please refer to the following duties and expectations to guide you. Mentor/Mentee relationships end on May 1<sup>st</sup> of each season.

- Use your expertise to help mentees prepare for the Alpine Trainer Module Assessments.
- Reach out to your Mentee within 48 hours of being assigned to them.
- Communicate with the PSIA-RM Director of Education to determine time commitments and compensation.
- Collaborate with your mentee to determine a communication plan. Include communication

modes and timeframes for responses.

- Collaborate with the Alpine Trainer candidate to develop their plan. This might include: determining a plan and timeline to prepare and pass the Alpine Trainer Module Assessments, helping them assess their strengths and weaknesses, and/or prioritizing Learning Experiences to prepare for The Alpine Trainer Module Assessments.
- Provide coaching, advice, and information for Mentees working on Learning Experiences to prepare for the Alpine Trainer Module Assessments. You can work with your mentee to determine exactly how you will use the Learning Experiences (For example, a Learning Experience can be the topic for a series of emails, a phone call, or a written document to spur conversation.)
- Refer to the Alpine Trainer Program Guide, your expertise, and their experience to help clarify questions.

## Director/Training Manager Acknowledgment

Please complete and send this form to the PSIA-RM Director of Education ([dgregory@psia-rm.org](mailto:dgregory@psia-rm.org)) to attend the Alpine Trainer Entrance Assessment.

I do hereby recommend \_\_\_\_\_ to pursue a PSIA-RM Alpine Trainer Certificate. I believe he/she is a highly qualified and responsible person. Should this individual achieve an Alpine Trainer Certificate, I agree to allow him/her to attend events as requested by PSIA-RM during the season.

Ski School: \_\_\_\_\_

Ski School Director/Training Supervisor:

\_\_\_\_\_

Signed:

\_\_\_\_\_

Date: \_\_\_\_\_