



Cross Country Trainer (XCT) Workbook

Introduction:

The category of “Trainer” was created to get more high-end coaching and instruction to instructors at the local level. Our goal at XC Trainer selection is to verify that your people skills, teaching/climbing skills and technical skills are such that you can help instructors at all levels to improve and train for XC Certifications. This Workbook has some ideas and questions to stimulate your thinking and hopefully even inspire some experimentation.

Learning Outcomes for the XC Trainer Workbook:

Upon completion of the Trainer Workbook, successful participants will be able to:

- Demonstrate understanding and apply the Learning Connection Model at a Trainer Level for each skill set: People, Teaching/Climbing, and Technical.
- Be prepared to practice/apply what you have learned in on-snow situations with instructors at all levels at your home area and for all levels of Instructors.
- Demonstrate understanding of PSIA-AASI resources and tools to help Instructors at your home area prepare for all levels of XC Certification.

Recommendations and requirements for XCT Selection:

- Be very familiar with the [XC Certification National Standards and Cross Country Performance Guide](#).
- Review the XC Trainer Assessment Form, found on the [Rocky Mountain PSIA-AASI website](#).
- The following online courses are *required* in addition to this workbook. They are available at <https://lms.thesnowpros.org/>. Trainers need to be familiar with the content in all XC E-Learning Courses and workbooks so they can help prepare ski instructors for any level of certification.
 - [New Instructor E-Learning Course](#)
 - [Delivering the Beginner Experience Cross Country E-Learning Course](#)
 - [Cross Country Level 1 E-Learning Course](#)
 - [Cross Country Level 2 E-Learning Course](#)
 - [Cross Country Level 3 Workbook](#)
- It is *strongly recommended* that you complete the Trainer’s workbook before attending Trainer Prep. Please answer all questions and complete all activities in



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the workbook to the best of your knowledge. During the Trainer Prep clinic, we will be going over any questions you may have as well as reviewing the answers/activities in the workbook.

- Other useful references for inspiration and ideas include; the PSIA-AASI Cross country Technical Manual, PSIA-AASI Teaching Snowsports Manual, PSIA-AASI web site www.thesnowpros.org/, and your fellow instructors. The websites www.fasterskier.com and www.ussa.org also provide articles and discussions on the latest racing techniques and are of special interest to advanced skiers.

Please keep in mind the Learner's Responsibility Code: **I am responsible for my own learning!** Be an active learner!

Our intention with this workbook is to make you a more effective trainer and to set you up for success in your Trainer selection. All of the learning activities below mimic activities that you may be asked to perform at your Trainer selection.

How to use this workbook:

- Read through and do all the activities assigned in the workbook, giving yourself ample time to complete all of them.
- Your completed Trainer's workbook (either digital or hard copy) is due on the first morning of the Trainer assessment.
- Your answers may be handwritten on a hard copy of the workbook, typed onto a copy of the workbook and printed out, or a .pdf, .docx, or Google Doc may be emailed to your assessment selector.

Written Assignment 1: Clinic vs. Lesson

1. What is the difference between leading a clinic for fellow instructors and teaching a lesson to a group of high level skiers?




Activity 1: Movement Analysis

Objective: To practice both performing and teaching Movement Analysis as a tool for evaluating skier performance and creating a prescription for change.

Activity: To prepare for this activity, review the Level 3 Technical Understanding portion of the Performance Guide. Find a fellow instructor who can ski at a Level 3 / advanced level and who wants a skiing improvement clinic from you. Video this instructor and review their video with them.

Written Assignment 2: Movement Analysis

The Movement Analysis Grid (below) is designed to identify the “real” elements of the XC Sports Performance Pyramid, using observations garnered from your subject’s skis, poles, and body position. It is a tool that is especially helpful in teaching less experienced instructors how to think about doing the description step of Movement Analysis. As a trainer, you should be familiar with how to use this tool to teach MA.

	Push off	Weight Transfer	Glide
Skis/poles 			
Aspects ↓	X	X	X
Body position			
Body Movements			
Timing			
Power			



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1. Decide how you will introduce the instructor you're training to the MA grid, and then guide them to complete the description part of MA with the Movement Analysis grid above. Please complete the entire MA Grid above together.
2. Now, help guide the instructor to write a complete movement analysis of themselves using the format described in the National PSIA-AASI XC Standards and the Assessment Criteria on the XCT Assessment form. As a reminder, these steps include description, cause and effect, evaluation, prescription, and equipment & wax impacts. Please collaborate to write down the complete Movement Analysis.

3. Discuss what the focus of your time skiing together with them will be. Write a brief lesson plan which states the goals and learning activities that you will collaborate on, and that you will implement during a clinic with this instructor.

Goals & Proposed Outcomes:

Proposed Clinic Activities:



Activity 2: Training & People Skills

Objective: To improve your training and people skills while delivering clinics.

Activity: To prepare for this activity, review the People and Teaching Skills Fundamentals. **Create and execute a 30-60 minute clinic** for the person on whom you videoed and taught Movement Analysis.

After the clinic, you will use the following template of suggested “Feedback Questions” to solicit feedback from your fellow instructor about your clinic leading and people skills. These questions are a way to put the Learning outcomes/Assessment criteria from the XC National Standards into real world training. **You do not need to write the answers to these questions in your workbook, as this is for your personal improvement.**

Feedback Questions

1. What questions did I ask you, so I could learn your goals for the clinic?
2. How were you involved in planning the learning activities?
3. Did the tasks/drills I suggested build on one another and make sense to you? Please describe.
4. Did I clearly describe and demonstrate the skiing skills and drills that were presented?
5. Was there enough practice time to incorporate the new information? Was the terrain you skied helpful in your learning, or was it too easy or too hard?
6. What questions did I ask you to help you review and reflect on what you learned?
7. Did you and I discuss your equipment? If so, please describe what you learned about it.
8. Were you ever scared, frustrated or bored? If so, when?
9. What were your important take-aways from this clinic? Did I give you an opportunity to say it in your own words?
10. Did I help you reach your initial goals for the clinic? Or did you and I collaborate on another meaningful goal? Please describe.



11. Did I clarify what you worked on in the clinic helped you towards your goal? Please describe.
12. What did you learn in this clinic that you can use to enhance your own lessons?
13. What other feedback would you like to share with me?

*This is not a one-time exercise. Continue to question your fellow instructors and yourself to reach your goals as a trainer. Practice what you learn until it becomes second nature.

Written Assignment 3: Clinic Reflection / Clinic Leading & People Skills

1. What materials are available through PSIA-AASI to hone your people skills and help you be successful with people and teaching skills at a Trainer selection?

2. Using the People Skill Fundamentals, please reflect on your conversation with your students, where you solicited feedback on your clinic in the prior activity. How do you feel about your people skills in that conversation? Where do you have room for improvement in your people skills, and what's your plan to work on it?



3. Reflect on the clinic that you led. Write a summary of what you learned about your clinic leading skills in the above activity. Include the following:
 - a. The feedback that you got based on the questions that you asked.
 - b. Your biggest take away that you learned about your clinic leading skills from this activity.
 - c. Your plan to improve your weakest clinic leading skill.

4. What do you think your strengths and weaknesses are in your people and teaching skills? Identify one People and one Teaching Fundamental that you will work on and explain your plan to improve them.

Written Assignment 4: Clinic Creation

You have been asked by an XC Ski School Director to lead a clinic for a group of new instructors, as well as veteran instructors. The XC Ski School Director wants you to create a 2-hour clinic that helps their instructors to better connect with guests and to tailor lessons to guest's individual goals. When you gather this group of instructors to lead in a clinic, you realize that they each have their own, individual goals to improve their skiing, which they see as being separate from their Director's goals for them.

1. How do you reconcile the differences in goals between the Ski School Director and individual instructors?



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2. Create a rough outline for a clinic that meets both the goal to teach instructors how to better tailor lessons to a guest's individual goals while also helping the instructors in your clinic with their own skiing. Make sure your clinic is reasonable for a 2-hour time period.

Activity 3: Technical Understanding - Skate Skiing, Classic Skiing, and Downhill Skills

Objective: To evaluate and improve your own skiing skills.

Activity: To prepare for this activity, review PSIA-AASI resources that describe ideal skiing skills. Find a friend or fellow instructor to video yourself skate skiing, classic skiing, and skiing downhills. Compare your skiing to the ideal skiing technique videos found in [The Matrix](#). To find videos of Level 3 skiing on the Matrix, select "Exam Task" and then "Cross Country." Note that The Matrix is being updated over the next couple of years, so refer to the [Performance Guide](#) for the most updated written descriptions of ideal ski performance. XCT candidates are expected to perform above and beyond that of Level 3 candidates, so that they inspire others, create participant understanding in their clinics, and demonstrate versatility in achieving continuous forward motion, tactical choices, and problem solving in their skiing.

Written Assignment 5: Self Analysis - Skate Skiing

1. Write a complete movement analysis of yourself skate skiing using the MA format described on the Cross Country Trainer Assessment Form.



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2. Do you adjust and adapt the XC Fundamentals in skate technique at all speeds for various training needs including: inspiring participants, creating participant understanding, and demonstrating versatility in achieving continuous forward motion, tactical choices, and problem solving? If so, why or why not? Please refer to the XC Technical Model to complete your answer.
3. If you feel you do not meet these XCT skiing performance assessment criteria, what changes would you make in your skiing, and how would you accomplish them?
4. Would changing the terrain or your tactics improve your skate skiing skills?

Written Assignment 6: Self Analysis - Classic Skiing

1. Write a complete movement analysis of your classic skiing using the MA format described on the Cross Country Trainer Assessment Form.



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2. Do you adjust and adapt the XC Fundamentals in classic technique at all speeds for various training needs including: inspiring participants, creating participant understanding, and demonstrating versatility in achieving continuous forward motion, tactical choices, and problem solving? If so, why or why not? Please refer to the XC Technical Model to complete your answer.
3. If you feel you do not meet these XCT skiing performance assessment criteria, what changes would you make in your skiing, and how would you accomplish them?
4. Would changing the terrain or your tactics improve your skate skiing skills?

Written Assignment 7: Self Analysis - Downhill Skiing Skills

1. Do your downhill maneuvers (for example: parallel turns, tele turns, etc) inspire participants, create participant understanding, and demonstrate versatility in achieving continuous forward motion, tactical choices, and problem solving at all speeds and for various training needs? If not, how would you improve your downhill skills?



Activity 4: People Skills Observation

Objective: To observe and help train aspects of communication, connection, and self-awareness to a fellow instructor.

Activity: To prepare for this activity, consult PSIA-AASI resources to review people skills at all certification levels. People skills are aspects of our teaching that allow us to provide a positive, memorable, and successful learning experience for all students. These skills can also be improved with focused practice and mindful reflection.

In this activity, find a fellow instructor (of any level) who wants to work on people skills. Then, observe this instructor teach an entire lesson to a group of students. Ideally, this is a XC skiing lesson, but it could be any lesson on snow. Ask the instructor and the students if you can quietly observe the lesson and take notes.

During your observation, notice how the instructor communicates with the students, establishes a connection with each student, and their level of self-awareness regarding how their actions and instructions influence the students.

Written Assignment 8: People Skills Activity Questions

Answer the following questions with the instructor you're shadowing to help identify some of the instructor's people skills, so they can understand how these skills can impact the learning environment and reflect on aspects of their own teaching. **Please be concise in your answers.**

1. What specifically did the instructor do to connect with the students on a personal level to build trust?
2. How did the instructor communicate with the student **non-verbally**?
3. What non-verbal communication did the students provide to the instructor throughout the lesson, and did the instructor respond?
4. Describe any **verbal** communication (positive or negative) from the students to the instructor. How did the instructor respond?



5. How did the instructor show he/she was listening when a student was speaking?
6. When and how did the instructor provide feedback to the students?
7. Did the instructor adjust additional feedback to the students based on the students reaction to the initial feedback?
8. Did the instructor ask for permission to provide feedback before giving feedback?
9. Did the instructor have to adapt the lesson at some point to match the motivations, behaviors, and emotions of individuals within the group? If so, how did they adjust their teaching to meet these changes?
10. How did the instructor show they were engaged with the lesson?
11. Was there a period of time that the instructor was distracted? If so, how was this shown? If the instructor was distracted, did the instructor adjust their actions to become re-engaged in the lesson?
12. What did the instructor do that indicated they were identifying and managing their own emotions?



Written Assignment 9: Observation Summary

1. Based on your lesson observation, did the instructor provide a positive, memorable, and successful learning experience for all students? Why or why not?

2. Based on your answers to the above People Skills Activity Questions, develop training ideas that would help the instructor improve their people skills. How might you implement these training ideas into a clinic, and how would you deliver specific feedback to that instructor?

Thank you for participating in the PSIA-AASI Cross Country Trainer Selection. It is our hope that this process has stimulated your thinking and your desire to be the best clinician you can be.