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Eastern / Education Foundation

SNOW Pro

WINTER 2013

Since we last left our heroes...

An update on National Response to the Joint Resolution of the Eastern, Intermountain, Northwest & Rocky Mountain Divisions of PSIA-AASI

By Ron Kubicki, PSIA-AASI Eastern Division President

Hi folks. Some of you may be of “mature” enough age to remember old Western serials on TV that often began with the words, “When we last left our heroes.” It applies here as well. When we last left OUR heroes (that is YOU – the members) in the fall issue of the *SnowPro* the cover story announced a “Call for Action” and a Joint Resolution signed by the presidents of the Eastern, Intermountain, Northwest and Rocky Mountain divisions asking our national association to address a number of areas of opportunity and concern for members. Since then a number of calls, meetings and e-mails have exchanged between our Eastern leadership, amongst the division presidents and between the individual division presidents and our national association board chair, Eric Sheckleton.

To help bring you up to date on where things stand regarding the issues brought up in the Joint Resolution I’d like to share with you some excerpts of a message sent from ASEA Board Chairman Eric Sheckleton to all division presidents on November 26:

“The ASEA Board of Directors thanks the Presidents of the Eastern, Intermountain, Northwest and Rocky Mountain divisions for the thoughtful expression of concern regarding the future of PSIA and AASI. Like you, the board is fully committed to a collaborative and constructive effort that enables us to collectively serve the needs and expectations of our members and their guests to the best of our abilities.

It is the board’s hope that the next step to address these items further, or those topics left unresolved, will be a more thorough discussion

involving the leadership of all divisions and the national association.”

Joint Resolution Issue: Governance

Eric Sheckleton: The board is committed to a comprehensive discussion and analysis of governance structure as well as the needs of the individual members and related entities. In light of the request from the joint resolution, the board will appoint a governance task force to study the topic by January 15, 2013. We propose that the task force be charged to provide regular communication about its progress to all divisions, as well as a comprehensive workplan with interim milestones, deadlines, and budgetary impact by March 31, 2013.

Joint Resolution Issue: Billing Dates and Dues Payment

Eric Sheckleton: This topic is addressed in the proposed Agreement, which provides that each division is free to set its dues amount and billing cycle. The board wholeheartedly concurs that billing practices should best reflect the needs and desires of the membership, and is committed to engage divisions in defining specific problems to be solved, gathering the data necessary to analyze the problems, and working together to develop solutions to those problems.

Joint Resolution Issue: Membership

Eric Sheckleton: The conversation at Copper revealed that there is no clear consensus on the need, nature, and scope of division-only membership, particularly since a potential solution lies in the new Affiliate member category. The proposed Agreement leaves the door open to discuss other

Reminder -- \$30 Student Dues Discount Available

*By Michael J. Mendrick
 Executive Director*

In an important step toward accommodating new members ages 16–23 who are full-time students, your Eastern Division Board of Directors passed a policy in June 2010 that provides the student discount rate of \$30 off the full membership dues level (\$20 division discount plus a \$10 matching discount from the PSIA national office) upon joining.

For several previous years we had a policy that provided a student discount dues rate upon the first membership renewal year. The policy passed in 2010 should greatly assist snowsports school directors in encouraging students in the 16–23 age group - who are on his/her snowsports staff - to join PSIA-E and PSIA and benefit from the \$30 off the regular rate UPON JOINING (not having to wait until the second year). Student status verification requirements for both the new member and affiliated school director will be clearly stated on the revised member application (available now online at www.psia-e.org).

membership categories on a case-by-case basis, especially if a case can be made for how the needs of a particular member segment are not being met currently by the existing member categories. Member categories have evolved over many years based on division input, and will continue to do so.

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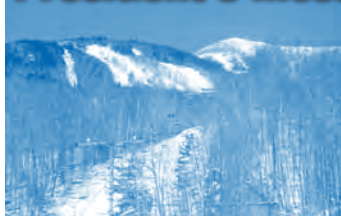
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President's Message



Ron Kubicki

Hey folks, I hope everyone is getting a lot of teaching in and are having enough time to get some runs in for yourselves! Things have been gangbusters at my home resort; we have received some good snow-making temps with enough natural snow to give us good holiday conditions, and a goodly number of appreciative skiers and riders.

While all this "good stuff" was going on we (PSIA-E/AASI) were still tending to your business; part of which was the agreement we are working out with ASEA (your national association). I am pleased to tell you we have a good dialogue going and are working with your best interests at heart. While the agreement is a complicated and detailed process, and involves business and administrative detail, this issue of *SnowPro's* cover story is in regards to the Joint Resolution. If you will recall in the last issue we printed the Joint Resolution, which was a document we developed with three other divisions whose members had similar concerns as yours. Eastern was joined by Northwest, Rocky Mountain and Intermountain in presenting it to the National Board of Directors. These resolutions are directly addressing issues you have identified as important to you; member benefits and services you desire or feel need improvement. Please read this important article, and even more importantly respond to it if you have questions or comments. The Eastern Board of Directors can act on your behalf, only if we know what they are. Be an active member of the largest division in PSIA/AASI.

We developed the Joint Resolution from responses you gave in surveys, email, phone calls and personal interaction with us and staff members in Albany. Please continue this, we need your direction and input; we work for you.

Sometimes as associations get larger and mature, a "business as usual" mentality may set in. Well, that is not the most efficient way to do business, especially when individual services are required. Things like changes in communication, ways of registering for events and paying dues (email, texts, Instagram, Facebook, etc.), a change in demographics (Gen Y's, replacing Baby Boomers) to even greater expectations of our guests for instant success. All these things change and evolve, we need to keep pace with those things; we need to keep pace with you.

The Joint Resolution addresses some specific points you asked for or some you expected improvement in. We have done a number of things in our division, and hope to work with national to achieve others for you. Specifically:

Governance -- to clearly define how you as a member are represented at the national level. What is your "voice" in decisions and the direction of your national association?

Billing and Dues Payment – to research and offer more comfortable or convenient ways for you to pay your dues.

Better Recognition for Members – This was a common concern many of you expressed; where actually is the appreciation for your dedication to advancing the sport and industry by management of school and resorts? Where is the campaign to inform and educate our guests about the value of certification; before they get to the resort? Where is the appreciation of your time, effort, expense and commitment to offer a better experience for your resorts guests?

Reinstate the National Snowsports School Management Committee – one collective national entity to examine, propose best practices and find ways to better serve members of snowsports schools staffs.

National Membership Development and Retention – find the way to encourage and attract young and non-members of schools to keep a vibrant and strong association of snowsports instructors.

These are all important items to address, important to you/us. Please read the cover story article, talk to your peers and other members, decide what you want, let us know if you feel we are moving in the right direction; remember both PSIA-E/AASI and ASEA work for you – we are member driven, and you, kind souls, are the members.

A final thought; I am now about half way through my term as president, it has been an exciting and fulfilling role. I have learned we have a strong, active board working for us, and they are an incredible asset to my position. To a person; Regional Directors and Representatives, Discipline Coordinators, Committee Chairs, all of these people are members like you. Members who decided to take an active role in guiding PSIA-E/AASI. Please consider stepping into a volunteer leadership role; run for your Regional Directorship or volunteer to be a member of a committee become part of the future direction of PSIA-E/AASI and ASEA. It is highly rewarding.

Thanks for reading this, and remember; No matter what, every day take at least one run just for yourself

Peace
Ron ■



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Michael J. Mendrick, Editor

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administrative update

By Michael J. Mendrick
Executive Director

An Honor Well Deserved and Long Overdue for Joan Heaton

At the June 2012 Eastern Division Board of Directors meeting the Board voted unanimously to award Joan Heaton with Eastern Life Membership and to request that the National Board of Directors extend that honor to National Life Membership as well. The PSIA National Board of Directors did just that this past fall and as a result I was able to participate in the very special occasion of presenting that award to Joan at the Snowsports School Management Seminar banquet on Wednesday, December 4 at Mount Snow, VT.

A big thanks to member and Master Teacher Peter Lucatuorto, who coordinated and compiled the nomination for Joan, for making the two and a half hour drive to Mount Snow from Windham Mountain, NY just to participate in the dinner, presentation and well wishes for his long-time friend and snowsports colleague. Peter had to return to Windham later that evening and his five hour round-trip was quite a testament to his respect and admiration for Joan.

PSIA National Board representative Bill Beerman was also on hand to help present the award of National Life Membership to Joan. Here is a brief summary of just a few of Joan's many achievements and contributions to snowsports education during the past few decades (as excerpted from her collaborative book co-written with Jim Vignani, *A Little Book about Skiing Better*).

Joan has been a ski instructor since 1976. She is Level II Certified by the professional Ski Instructors of America - Eastern Division (PSIA-E). She has published many articles in PSIA journals on teaching and learning styles, feedback, and class management. Her first article, "How Do I Teach? That is the Question!" written in 1979, proved to be her benchmark article that brought national attention to the "teaching aspect" of ski teaching.



National Life Award Honoree Joan Heaton shares a fun moment with former instructor colleagues Barbara Hyde (L) and Barbara Baum-Rachels of Mount Snow, VT.

Joan became a pioneer in the educational application of teaching methods in ski teaching. She has been the keynote speaker at many of PSIA's training seminars, namely the PSIA National Academy in Snowbird, Utah. During the 1980's, Joan traveled to ski schools across the country to conduct both indoor and on-snow presentations about the practical application of the 'Styles of Teaching' in ski teaching. In 1983 Joan's book, *A National Survey On Teacher Behavior in Ski Teaching*, was published by PSIA.

Joan is presently working at the Windham Mountain Snow Sports School as a Teacher Trainer and Education Consultant. She has served as PSIA-E's Education Committee Chairperson for two terms and is now serving as the Coordinator of the PSIA-E Area Representative Program.

Here are just a few testimonials received in support of Joan's National Life Membership award.

"During my years as a 'Technical Director' of PSIA Joan was a critical resource in the development of the American Teaching Method (ATM). Joan's contributions were invaluable in moving our teaching method from a technique and instructor focus to a guest, student and learning focus. Joan's unselfish contributions along with her never tiring energy to make a difference in ski instruction already make her a significant member of our profession. Adding National Life Time Membership would finally award her the well-deserved recognition we all owe her."

Horst Abraham

PSIA member since 1964 - 2010 Ski and Snowboard Hall of Fame

"Joan Heaton has been part of the fabric of our instructor lives since the late 1970s when she first published the iconic "How Do I Teach? That is the Question!" With that article, Joan changed the way ski instructors (no snowboard instructors yet!) approached their work. She created much of the information that would lead to the student-centered teaching model that would revolutionize the way skiing was taught around the country and quite possibly around the world."

Kim Seevers, Former PSIA Eastern and National Director of Education

"Joan Heaton's Teaching and Learning Concepts alone would qualify her for this recognition, but Joan has contributed more than that. She has, through her involvement in our Education Committee contributed in numerous ways to the quality and content of all educational programs and materials. She has been a tireless advocate for the average instructor. In particular, her role as Coordinator for the Area Rep Program has had a significant impact on communications and the dissemination of information within the division. She has tremendous personal drive and energy that is infectious. She is an inspiration to all who know her, and can bring people together for a common cause."

Ray Allard, PSIA-AASI Immediate Past-President

Thanks for all your energy, ideas and effort over the years, Joan – we ALL appreciate it!

Thanks to Pro Jam attendees for raising more than \$6,000 for the Education Foundation

The Education Foundation Super Raffle raised a healthy amount of \$6,001 this year during the ProJam banquet at Killington, VT. This is a tribute to the ongoing generosity and spirit of our members and the "expert" emceeding by PSIA-E Alpine Examiner Keith "Hoser" Hopkins. In any event, THANK YOU to all our sponsors that donated raffle items, our tremendous ed staff that sold raffle tickets and most of all our members for supporting the program. The dollars raised will be split as follows between member scholarships, the C.E. Burbridge scholarship fund for adaptive programs and the Education & Programs fund of the EF.

\$3,900 to Member Scholarships Fund	(65%)
\$1,500 to Education & Programs Fund	(25%)
\$601 to the C.E. Burbridge Memorial Scholarship Fund	10%

Think snow and enjoy your time on the hill this season. . . ■

Joint Resolution Issue: Building Better Recognition for Members

Eric Sheckleton: This topic was addressed in large degree at Copper, and staff has been tasked with refining measurable objectives. In the meantime, the board welcomes your specific suggestions and suggested measurements of success to meet the objectives expressed in the joint resolution.

A. Develop a new and broad-reaching consumer awareness program that will produce both statistical and anecdotal results that members observe and acknowledge.

Several ideas have been floated for consideration, including:

1. An opt-in/opt-out contribution added to the member dues statement. This optional fund would be dedicated to public marketing.

...the ASEA board is fully committed to a collaborative and constructive effort that enables us to collectively serve the needs and expectations of our members and their guests to the best of our abilities...

2. Matching funds with divisions, so divisions could organize and select those campaigns that best meet their needs.
3. Search engine optimization and improvements in social media marketing to make better use of short resources.
4. Assessment of divisional best practices to be shared with other divisions.

We look forward to your thoughts on these ideas and others you may have.

B. Joint Resolution Issue: Reinstate and reinvigorate the National Snowsports School Management Committee at the National level as was determined to be a key priority at the 2007 National strategic planning sessions.

Eric Sheckleton: Such a committee was formed in 2007-08, but was short-lived due to a lack of volunteer interest and a clear purpose. That being said, NSAA is renewing its efforts to communicate with directors, and the national organization is actively engaged (see Michael Berry's Q&A on the ASEA website). PSIA-AASI is active with directors and NSAA at the regional and national shows. The board will create a new committee with a focus on industry and recognition issues in concert with

NSAA, and we hope to work with the divisions to clearly define the purpose and outcomes that define success for the committee and our organization.

C. Joint Resolution Issue: Assign the responsibility for membership development and retention efforts on a national level to specific national staff that will take ownership of the efforts to create and facilitate membership marketing initiatives and efforts along with the Divisions.

Eric Sheckleton: This has been an ongoing activity of the marketing department as evidenced by the numerous recruiting, dues messaging activities, and the MRC. Sponsorship and membership marketing have recently been segregated to two departments so that it is clearer who is responsible for membership marketing. One existing staff position has been redefined to direct membership marketing

and communications (meaning print and electronic publications). This position—Director of Membership Marketing and Communications--reports to the Executive Director and CEO. The position was filled November 12, 2012 and begins full-time work in the office on December 17.

In conclusion, the board appreciates your expression of concern. We hope you find this letter responsive to the issues you have raised, and that it conveys the desire to work with all divisions to address topics of mutual interest and of concern to the membership.

I want to thank Eric for his ongoing efforts to work with us in addressing concerns and for allowing me to share his message with our Eastern Division members. Your Eastern Division staff and volunteer leadership will continue to monitor and push for progress on all the items listed within the Joint Resolution and I'll make sure to keep you updated as well in the coming months.

Enjoy your time on the hill this season – it will be here and gone again before you know it!

Peace,
Ron ■

PSIA - Eastern Education Foundation and PSIA/AASI - Eastern Division

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straight talk from the association

The Big Circle

(the third in a series of discussions about the skills)

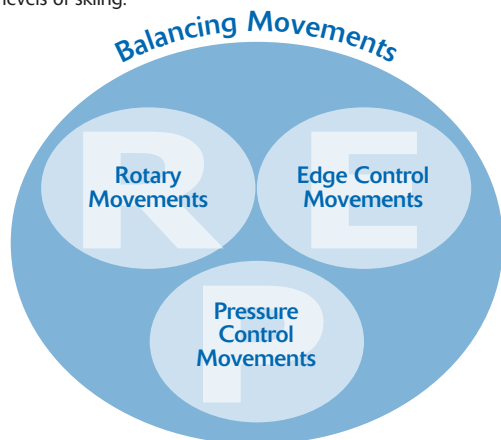
By Peter Howard, *Alpine Education & Certification Chairperson*

Everything they say is true. Everything works better if you're in balance. That big circle of balance that surrounds the other skills seems so right, yet somehow untouchable, unknowable, and unteachable. With the best intentions we tell people how to stand. "Stand like your mother told you not to". "Stand like you got hit in the stomach in a bar". "Jump up and land, there is where you stand". But then, as soon as we begin to slide, our statuesque like standing becomes the end of balancing.

Balancing in motion is a complex process relying on the human body's many facilities to react, be proactive, and generally regulate the sliding experience. What would be nice would be to dissect this big warm and fuzzy circle and give it some specifics beyond the... it's all about the eyes, ears, proprioceptors, how to stand, and the innate balancing ability God gave us.

So let's think about how we move when we apply the other skills. Generally speaking, when we turn we try to keep our center of mass over the center of feet so our bones can support us while our muscles turn the front half of our skis in the intended direction. The more centered we are fore and aft, the easier turning is. When we align our body segments in harmony with the forces experienced during turning, these side-to-side movements allow us to engage and release our edges effectively. When we stretch and bend while generally keeping the center of mass over our feet, this up/down-towards and away from our feet movements help us manage pressure. So the big circle can be divided into thirds and looked at in relation to fore-aft, side-to-side, and up and down (stretch/bend) movements. One has to wonder; does edging, turning, and pressure control work better because we are in balance? Or does the movement mechanics that result from the efficient application of skills result in better balancing?

Figure 2.8 The Skills Concept: These four skills are fundamental to all levels of skiing.



In addition to all this "what is stuff?" there is the much more important question. "What will be?" I once heard it said, "It doesn't matter how it feels; that is over." Future oriented movement requires predictability. Predictability comes

from round turns. It comes from skis that hold, track, cut, guide, and drift based on the skier's intent. Predictability comes from turn transitions that are efficient and free of extra corrective adjustments or abrupt movements. As we end a turn we make a judgment as to how to best topple into the future. When we get it right we are in balance when we get there. It's a bit like a good airplane flight. If everything goes right, you and all of your stuff get there at the same time. Our guess is based off our experience with the speed, terrain, conditions, and where we want to go next, but also off the movement mechanics of efficient skill application. So once again the way we move to apply the skills contributes greatly to the predictability of the future.

To disregard stance in this discussion of balancing would be an error, however the greater error would be to disregard movement in the coaching of balancing. Stance is a fluid place where movements start from, move through and return to. The big circle appears because of ability and learned movement. Coach good movement mechanics; tell students where balance comes from and where they must go to find it... Skiing is such a great metaphor for life. We can make our future or react to what happened. As we topple into 2013 may we all find our balance. ■

Alpine Development Team Tryouts March 13-14 at Hunter Mountain, NY

By Don Haringa
Director of Education and Programs

Are you an Alpine Level III instructor who would like to take it to the next level and join the Education Staff? Tryouts to become a member of the Alpine Development Team or "Dev Team" will be held March 13-14 at Hunter Mountain, NY. As a member of the team you'll have the opportunity to ski, train, and work with some of the best coaches that PSIA has to offer. It is an amazing avenue to realize your true skiing and teaching potential.

What is the Dev Team?

The Dev Team is a group of highly skilled PSIA Level III instructors that are training to become members of the Board of Examiners. They are chosen by way of a demanding and competitive exam that is held once every two years. They receive training that focuses on sharpening their skiing skills, their teaching skills, and their professional knowledge. The goal is to develop highly effective clinicians to deliver a wide range of educational events to the membership of PSIA. Dev Team members are required to attend an annual training event and to understudy members of the Education Staff at various events throughout the season. They may also work at PSIA-E Level I exams, Development Series events, Introductory Mogul events, and other specialty events.

FAQ's

- *How often are Dev Team tryouts held?* Dev Team tryouts are held once every other season.
- *How long are you a Dev Team member?* Dev Team members serve a 4 year term.

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- *Do Dev Team members become Examiners?* The Dev Team is the first step toward becoming an Examiner. Dev Team members who have completed their required understudy days are eligible to try out for the Examiner Training Squad (ETS). ETS members focus on Exam understudies and typically go on to become Examiners.
- *Do Dev Team members automatically become DCL's at the end of their term?* Dev Team members whose term has ended, and who have not become ETS members, do not automatically become DCL's. The training that a Dev Team member receives during their four year term would, however, be outstanding preparation for a DCL exam.
- *If I am not successful at the ETS exam and my term on the Dev Team is ending, what are my options for being an Ed. Staff member?* Former Dev Team members may try out for another term on the Dev team (many do), or they may take any other Ed Staff exam (including ETS) that they are qualified for.

Requirements to try out for the Alpine Development Team

- Must be a current PSIA Alpine Certified Level III member
- Must be actively teaching skiing.
- Must submit an event application, using the regular event application form, which can be found in the Early Fall or Fall issues of the *SnowPro*, or at the PSIA-E website: www.psia-e.org

Included with your application you must submit:

- A letter of introduction stating why you desire to be on the Development Team.
- A ski industry focused resume and two letters of recommendation, one of which is from your snowsports school director or immediate supervisor.

Your letter of introduction, resume, and letters of recommendation will be scored and will count toward your final exam score.

After your application packet has been received you must take an online multiple choice exam. A link to this exam will be e-mailed to you by February 25, 2013. The exam must be taken by March 4, 2013. The written exam will also count toward your final exam score.

The registration deadline for all of the materials listed above, plus the event fee (\$230), is February 20, 2013. This year's Alpine Development Team Exam will be held on March 13-14, 2013 at Hunter Mountain, NY.

If you are preparing for the Dev Team Exam, or you are interested in learning more about the Dev Team and what it takes to be on the team, we highly recommend that you attend a Dev Team Prep event. Please consult the 2012-2013 events schedule for the event list as well as the application deadlines.

Being a member of the Dev Team is an amazing opportunity to take your skiing, teaching and professional knowledge to the next level. We are eager to meet the next group of women and men that will make up this group of highly skilled ski teachers. Will you be one of them? ■

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Region 1 Report

Tom Butler, Regional Director reports: Happy New Year Region 1!

While enjoying a fine pilsner with some of my co-workers prior to Christmas break we were musing about how, if it wasn't for the ski school, none of us really probably would be hanging out together. Just think about the locker room at your hill and the composition of the staff. You have lawyers, high school students, retirees, gardeners, professors, etc...It almost sounds like the start of a joke. "A lawyer, a high school kid, and a psychologist walk into a locker room..." But here we all are, hanging out on the couch (doesn't every locker room have a couch?) reminiscing about the day or perhaps discussing a recent training we were on or maybe an activity that worked particularly well for a student. What is it that brought us all together?

The glue as I'm sure you have deduced is teaching skiing and riding. It isn't just that we love to ski and ride, lots of people enjoy the sport but you don't see them bonding in the way employees of snow sports schools do. The love of teaching is what ties us all together. We get a charge out of sharing what we know with others. We want to make these people love the sport as much as we do. Personally, watching the face of a 5 year old the instant they recognize that they can do it is like crack to me. I'm not sure when I realized that moment though. It may have been buried under all the first year excitement of pro forms, new people, skiing every day, great parties, spaghetti dinners, PBRs, and torchlight parades. That first year excitement though led into second and third years. It led to my father coming up to have 'the talk' with me as to where this was all leading. After spending a weekend with me at the mountain, meeting my friends and coworkers he did an about face and urged me not to leave. "You may find bigger mountains" he said, "but you won't find better people".

He was absolutely correct but what's remarkable is that it really doesn't matter if I happened to be at Stowe or Snowshoe, Gunstock or Gore, Holiday Valley or Hidden Valley. The people inside all of our locker rooms are all remarkably similar in a different kind of way. We are all fiercely proud of our home mountains, we love to be outdoors and we love to teach. I've said this before in a past Region 1 report but the reason we love to teach is that simply teaching is love. To teach someone is to love someone. You are opening yourself up to give what you have, everything you have to this total stranger in front of you with unbounded enthusiasm in what is sometimes horrible weather and conditions. If that isn't love then I don't know what is because we sure as heck aren't getting drenched on a rainy 34-degree day for the money. We do it because we want to be there and we want to share our love.

Hang in there with me because I'm getting to a point, and that point is that as you move through your locker room this season, be mindful of who your colleagues are, what they do and what they like to do. Recognize that what your colleagues know is a fraction of what they are capable of offering. Finally take a moment to embrace the differences and marvel that something as innocent as teaching skiing and riding has the incredible power to pull together such a wide range of people and unite them for a common goal. Love will do that kind of thing.

We hope everyone has a safe and fulfilling New Year and as always, thank you for being a teacher.

Tom Butler, Region 1 Director

Ross Boisvert, Region 1 Representative

Region 2 Report

Katherine Rockwell, Regional Director reports: So I don't know about you, but that Christmas snow was awesome... Many resorts and snow sports schools were packed and the sliding was awesome pretty much wherever you went. It's after this first big push that we can settle in and really begin to examine our own skiing/riding and teaching and place in your school and resort.

Instructors have the privilege and responsibility of being the resort employees that spend the most time with our guests. We are in the business of building trust, enhancing fun and converting newbies into lifelong participants. We need to mentor new instructors to maintain the professional image we feel we represent, as well as maintain it ourselves. Little things like being in uniform and being on time may seem obvious, but those are the things that our bosses notice. What matters to us is that our students have fun, come back and tip well, but what matters to resort management is that we are part of the bigger picture.

That might mean busing some trays along with yours at lunch. It certainly means teaching your students to bus their own trays. It might mean offering to arrive a bit early to help with both fitting in the rental shop. Not that you should do extra work for free, but you should make sure you're one of the people looked at as a leader. Being a professional ski or ride instructor means more than on snow teaching. We're part of the bigger picture.

It also means taking advantage of every opportunity to become more versatile. Perhaps learn to snowboard, ride rails or take CS1 not because it's required, but because it can help you become a better kid's instructor. Even continuing your certification path can bolster your value. Not just through the pin, but the experience that will prepare you for that time you're asked to take out the never ever, the kid that's been once and the mom that skied 5 times 20 years ago. In a time when everyone is looking to do more with less, we need to be more. I was saddened the other day to hear the stereotype that instructors are primadonnas is still out there. We, as professionals need to do everything we can to reverse that image.

What do you think?

Katherine

Katherineatpico@gmail.com.

<http://www.facebook.com/RegionTwoPsiaaasiE>

Region 4 Report

Eric Jordan, Regional Director reports: Winter has finally arrived and the cold weather is hopefully here to stay. If you have not done so already, please be sure to check out our web site www.psia-e.org. There are tons of valuable resources available on our divisional website, plus you can register and pay for your educational events online as well.

I am pleased to announce that we will be offering three regional meeting this coming season. All meetings will be held in conjunction with ongoing educational events in order to make it more convenient for you to attend. The meetings will take place at approximately 4:15 pm after all groups complete their ski days. The first meeting took place at Liberty of January 7th, the second meeting will take place at Elk on January 28th and the final meeting will take place at Seven Springs on February 11th. I strongly urge you to attend one of the meetings since this is your opportunity to ask questions and make suggestions as to the direction of YOUR organization!

Lastly, I encourage everyone to vote in the upcoming election. This is your opportunity to choose your volunteer leadership which will represent Region 4 for the next three years.

continued next page

■ **around the regions, continued**

As always, please feel free to contact myself or Steve Kling, your Regional Representative with any questions you may have. My e-mail address is enj5050@yahoo.com and Steve can be reached at skling1@verizon.net.

Eric Jordan
Region 4 Director

Region 6 Report

Jack Jordan, Regional Representative reports: As you read this your season will be in full swing and hopefully Mother Nature has been more cooperative in regard to snow and cold weather than last year. Greater amounts of snow would certainly be a welcome change. Snow in urban areas where many of our guests live, will enhance their interest and desire to ski/ride and potentially make up for last year's lower number of skier visits at many of our resorts. So think snow and remember that some of our greatest northeast snowfalls followed a winter season that started much like what we are currently experiencing.

Another welcome change can be acquiring new equipment and gaining new knowledge to improve and enhance our own skiing and riding experience. This of course, translates to better instruction and greater satisfaction for our students.

Many of you were fortunate enough to attend this year's ProJam and have recharged and revitalized your teaching and skiing skills. Hopefully, you have returned to mountain and shared experiences with your peers and guests.

Another change for us at Belleayre is that we are now under the management of the Olympic Regional Development Authority. We are fortunate to join the ORDA family of Gore and Whiteface. Ultimately it will take some time but we look forward to experiencing some of the positive changes our sister mountains have undergone since ORDA's takeover.

Again this season, Regional Director Brian Smith and I will be conducting meetings at various ski areas in Region 6. Look for specific times and locations on the PSIA-E website and via e-mail. In addition to these scheduled meetings, we would like to encourage snowsports administrators to contact us if you would like us to visit your resort to hear your suggestions or concerns so we can best represent you. A good example of "listening" last season was the rescinding of the NASTAR medal requirement for Level II and Level III certification. While we still believe some sort of race component /knowledge is increasingly valuable for instructors, attaining a specific medal was not very popular with many of those of you who attended last year's meetings.

We hope to see many of you at the regional meetings and please feel free to share your thoughts, ideas and concerns with us at any time.

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Region 7 Report

Paul Crenshaw, Region 7 Director reports: There was a time when most of us "down south" were not sure if winter would arrive, but thank goodness it finally did. Some of the resorts with higher elevations were able to open in early December but most of us were not able until just before Christmas.

We have a lot of wonderful events scheduled in Region 7. We encourage all members to take every opportunity to benefit from the many offerings provided. This is our second year of trying to host an AASI Level 2 Exam in Region 7. Please try and get members ready for this exam so it is not cancelled. It is always rewarding when new instructors join our organization. It is our hope Staff, Directors and members will promote the advantages of membership and encourage participation in PSIA/AASI. Those of us who have been members for many years truly understand the value of membership. PSIA & AASI are wonderful educational groups that improve the skiing/riding ability and teaching skills of every instructor. Please help Walter and me promote membership and the many values it offers.

I hope you were able to join us for the Region 7 meeting at Snowshoe on January 14 to exchange ideas and ask questions. Stay safe, have fun and learn something new this season.

Paul Crenshaw pcrenshaw@massresort.com
Walter Jaeger wjaeger1@mac.com

Regions not reporting: 3, 5 ■

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Call for Regions 3, 4 & 7 Committee Members

The Snowsports School Management Committee Representative, Alpine Education & Certification Representative and Children's Education Committee positions for Region 3 (CT, MA & RI), Region 4 (NJ, PA) and Region 7 (states south of NJ & PA) are currently up for a three-year appointment, pending a recommendation from the Regional Director and Board ratification. The PSIA-E Board of Directors will approve the appointment of these positions at their June 2013 meeting.

If you are a current member of one of these regions and are interested in being considered as a representative to serve a new (or renewing for existing committee members) three-year term for one of these open positions in your region, please send written notification via e-mail to the attention of Michael Mendrick, Executive Director, at mmendrick@psia-e.org by March 20, 2013.

Thanks for your interest in serving your organization! ■

Regions 3, 4 and 7 Board of Directors Election

Voting Rules, Instructions and Candidate Profiles

There are two (2) candidates running for the PSIA/AASI Eastern Board of Directors in Region 3 (CT, MA, RI), three (3) candidates running in Region 4 (NJ, PA) and four (4) candidates running in Region 7 (states south of NJ & PA). The Board candidate receiving the most votes in each region is elected the Regional Director; the candidate with the second-most votes will be elected the Regional Representative (within compliance of the association bylaws provisions relative to Board elections). The three-year Board terms will commence April 1, 2013 and end on March 31, 2016. No write-in votes for any positions are accepted.

Voting for the 2013 election will take place online via electronic voting on a secure, dedicated web page. Paper ballots will be provided only to members without online access, upon request. Online voting will begin in mid-January and end on March 15, 2013.

Official results will be announced at the Spring Rally Annual Membership Meeting on the weekend of March 22-24, 2013 and subsequently via the *SnowPro* and PSIA-E web site. The terms of the new Board members will begin on April 1, 2013, providing the opportunity for newly elected representatives to communicate with constituents prior to the June 2013 Board meeting.

To Vote:

1. Link to our special PSIA-AASI Eastern Board Elections website at www.psia-e.org/vote
2. Log in to the site using your last name and membership number. An e-mail with instructions will be sent out to all eligible voters when the voting is opened.
3. You must be a member in good standing and affiliated with Region 3, 4 or 7 as of December 31, 2012.
4. Follow the steps at the website to complete your secured voting.

Thank you to our candidates and members for your participation in this important annual process.

Note: Candidate profiles are presented "as written and submitted" with the exception of spelling corrections, if needed. ■

Region 3 Board Candidates



Region 3 Board of Directors:
Dave Beckwith Sr. –Alpine Level 3
Mt. Southington, CT – Technical Director

Statement of Background & Qualifications:

Current Region 3 Representative
PSIA member since 1987
Alpine Level 3, CS1, Area Rep
Technical Director Mt. Southington
New England Society of Explosive Engineers –
Board of Directors

Statement of Philosophy & Direction:

The current direction of Region 3 is a positive one. Starting with an excellent regional meeting last season, the establishment of a Region 3 Facebook page, and use of the existing Area Rep program, great strides have been made to improve communication and camaraderie in Region 3. It is imperative that we continue on this path and continuously address the needs of our members in Region 3.

As your Region 3 representative, I have experienced the commitment and passion that each member of the Board of Directors contributes on behalf of the members they represent. My commitment and enthusiasm to the sport and organization inspires me to work with this dedicated group of snowsports pros.

PSIA/AASI is not without its challenges. Membership growth, membership retention, value, educational programs, services and opportunities are all topics we have before us. To meet these challenges and keep the organization moving forward we'll need leaders that have the same commitment, passion, creativity and foresight that has helped the organization reach where it is today.

As an instructor and Technical Director, I am on the snow, involved and have the same perspective as you all do. With your support, I will assure you that your voice will be heard and I will work passionately to represent Region 3.

Thank you for your support.

Region 3 Board of Directors:
Richard Paret Jr. – Alpine Level 1
Blue Hills, MA – Weekday Children's Supervisor

Statement of Background & Qualifications:

Twenty year member (1993), Children's Specialist Level II, PSIA-E Area Representative.

Running for the position of Region III Regional Representative

As a long time ski instructor and area representative I have worked to create an enduring love for and lifetime participation in snowsports.

Statement of Philosophy & Direction:

I strongly believe that increased communication between the nineteen certified and registered schools in Connecticut, Rhode Island, and Massachusetts would greatly enhance our ability to provide the ultimate snowsports experiences to all who visit our mountains. If elected, I would work with the Regional Director in order to improve communication among Region III membership to help identify strengths among our snowsports centers and provide information and resources to better serve the diverse needs of our membership.

Recently a Region III Facebook page was started and I would like to see greater utilization of a variety of social media in order to actively reach out to all snowsports instructors. Additionally, the Area Representative Program under the direction of Joan Heaton should be expanded to include a representative from each of our nineteen member schools. This is crucial to ensure that the needs of our members will be heard. New and changing information must be actively disseminated to member schools before each season with a follow-up post season.

At past Snow Sports Management Seminars, Children's Academies and at Area Representative meetings I have often heard the words "didn't know that" about programs and policies like scholarships, SPARKS clinics, and more. My goal would be to get this information to members rather than having them have to seek it out. By creating new avenues for conversation and knowledge to be communicated we can increase the involvement and expand the opportunities of our region's members.

PSIA-E/AASI is evolving and looking for new ways to serve the membership and be proactive and vital by staying in the forefront of education in our changing mountain sports. I want to be a part of the team that helps make this happen. I would appreciate your vote for Region III Representative.

Region 4 Board Candidates

Region 4 Board of Directors:
Steve Kling – Alpine Level 3
Liberty Mountain, PA – Technical Director

Statement of Background & Qualifications:

- PSIA-E Region 4 Representative
- Treasurer PSIA-E
- Ski Instructor since 1969
- Snowboard instructor since 2001
- Alpine Certified since 1978
- Technical Director, Liberty Mountain since 1991
- Lawyer with background in ski area defense and business

Statement of Philosophy & Direction:

I am completing my third term on the Board of Directors. In that time I've learned much about the operation of both the Board and our Association. I believe I am an effective contributor to both the Board and Executive Committee, assisting us in moving forward as an Association.

In the recent past our biggest challenge has our budget, particularly in light of the dramatic dues increase from our national association. As your treasurer, I have worked aggressively with the full board and our professional management to keep both dues and even fees from increasing in recent years. We will do everything in our power to keep our operations as efficient and cost effective as possible.

Current, our most pressing concern is our relationship, formal and informal, with our national association. As I hope you are aware, we have been working with other Divisions who share concerns over some of the practices and operations of National. We are also actively working to update the formal agreement that establishes the Eastern Division's relationship with both National and the other divisions. I have been very active in all aspects of our dealing with both national and other divisions, both in shaping and implementing our policies. I very much want to see these jobs through to a fruitful outcome.

I have found during my time on our Board that my professional background outside the ski industry along with my more than 40 years teaching skiing, provided a useful perspective in shaping Association policy. If elected again to the Board, I will continue to be open and responsive to the input and wishes of our members and will strive to represent their concerns to the Board and Association management. I would appreciate your support to allow me to continue to serve you on the Board of Directors.

Region 4 Board of Directors:
Mark Malinoski – Alpine Level 3
Roundtop Mountain Resort, PA – Technical Director

Statement of Background & Qualifications:

I have been skiing for the last 44 years and have had the opportunity to ski throughout the U.S., Canada and Europe. I started teaching at Roundtop

Mountain Resort (formally Ski Roundtop) in 1985. Twenty eight years later, I'm still teaching and skiing at Roundtop. Below is a summary of the positions and responsibilities I've performed over the years:

- 28 years snow sports teaching experience
 - 11 years as the RMR Snow Sports Technical Director (current position)
 - 20+ years mountain supervisory experience
 - 20+ years staff trainer experience
 - 5 years teaching multiple week children's program (Mountain Explorers)
 - 20+ years organizing and leading our summer continuing education clinics
- Below are some of my accomplishments:
- | | |
|---------------------------------------|---------------|
| PSIA Certification – Level 3 (Part 2) | February 2002 |
| PSIA Certification – Level 3 (Part 1) | March 2001 |
| PSIA Certification – Level 2 | January 1995 |
| PSIA Certification – Level 1 | January 1989 |

In addition, I had the opportunity to teach in La Thuile, Italy for 8 days in January 2010. This experience allowed me to work, ride and share ideas with other instructors from around the world. I feel that I bring a wide variety of qualifications and experiences that will make me an excellent board member.

Statement of Philosophy & Direction:

I am a strong believer that being a good instructor starts with being a good communicator. Part of being a good communicator requires you to be a good listener. If elected, my primary goal would be to listen to the concerns of the Region 4 membership and represent those concerns to the entire organization. I also believe that there is strength through numbers and I would support initiatives that help bring in new members as well as initiatives the help retain members. It would be a privilege to represent Region 4 on the board of directors and will do my best to represent the interests and concerns of the region. I would appreciate your support and vote.

Region 4 Board of Directors: Bob Shostek – Alpine Level 3

*Alpine BOE – Education Staff Employee
Elk Mountain, PA – Instructor/Trainer*

Statement of Background & Qualifications:

- Member of Elk Mountain Snowsports School 1973 to present.
- Seasonal, Full-time Course Conductor/Examiner 1990 to present.
- Member of the PSIA-AASI Eastern Alpine Steering Committee 1995 to present.
- Assist with Divisional Clinic Leader (DCL's) training 2005 to present.
- Children's Specialist 1 certification 2010 (working toward CS 2 ☺)
- Member of PSIA-AASI Eastern Board of Directors (BOD) 1991 – 2011.
- Past President of PSIA-AASI Eastern BOD 2008 – 2011.
- President of PSIA-AASI Eastern BOD 2005 – 2008.
- Vice-President of PSIA-AASI Eastern BOD 2003 – 2005 and 1996 -1999.
- PSIA-AASI Eastern Education Foundation President 1995 – 1998.
- Examiner Training Squad Coach (ETS) 1995 – 2005.
- PSIA-AASI Eastern Alpine Eastern Team Member 1992 and 1996.
- Regional Clinic Leader (RCL) coach (now called DCL) 1990 – '95.
- Elevated to Board of Examiners (BOE) in 1989.
- Examiner Training Squad (ETS) member 1988.
- Development Team member 1985 -'87.
- Certified member of PSIA in 1977.
- PSIA-AASI Eastern member since 1974.

Statement of Philosophy & Direction:

It has been over a year since I last participated in Board of Directors meetings, but I received such strong encouragement and support from so many fellow Region 4 members and BOD members alike over the past year to become

involved again. The Division's current direction is positive to say the least, with passionate BOD members in all regions representing us well. Coming into my 40th year of ski teaching and coaching, the desire to put my name on the ballot again has to do with the strong on-hill relationships I have formed with fellow members. I found over the past year of my 23 years of full-time coaching with the division, that listening to and more fully understanding regional members and managers concerns, ideas, and recommendations that the passion to be involved is as strong as it ever has been.

The following summarizes some of the concerns voiced from our regional members:

AASI riding community: need for more exam preps, rider updates, children's events, retakes and exam's.

Children-focused members: the need for more events and event diversity in our region.

Adaptive and Nordic Telemark members (both disciplines growing quite fast in Region 4): ideas about how to implement additional events into the region.

Alpine : need for a Level II (teaching & skiing) exam in March, ideas/recommendations about events that will cater to school-specific needs (like in-house events) but still allow members to receive their two year update, and the need for night and weekend events.

Need for events and educational material relevant to the park, pipe and rocker ski and board concept.

As you can see, I have been listening to these concerns. With your support, I will bring these concerns, ideas, and recommendations to BOD meetings, to the BOD, to discipline coordinators and to applicable committee chairs. In advance, I sincerely thank you for your support. Have a great season. See you on the snow!

Region 7 Board Candidates



Region 7 Board of Directors:
John Cossaboom – Alpine Level 3
*Gatlinburg Snowsports Center –
Owner/Director*

Statement of Background & Qualifications:

I have been involved in the snowsports industry since 1974, when I started as a part-time instructor at Otis Ridge, MA. I have had the pleasure of working as an instructor, snowsports director, operations manager, and marketing coordinator in NC, VT, MA, and NH. I currently own and direct the Gatlinburg Snowsports Center, an independent snowsports school that provides instructional services to Ober Gatlinburg Resort in TN.

My involvement with PSIA-E includes serving on the Board of Directors from 2002 to 2004, and again from 2005 to 2009. During that time I was involved with a number of issues that directly affected our members, including the creation of Region 7. I was also a Divisional Clinic Leader from 1992 through 2012.

Statement of Philosophy and Direction:

As a business owner, I understand what it means to watch the bottom line. Our association has done a good job at keeping our budget balanced while expanding member opportunities. This will, however, continue to be a challenge as we move forward. We just are not getting enough new members to replace those who are dropping out. Our flat growth will continue to have an impact on our budget and overall programming. I would like to contribute my management and marketing experience towards finding solutions to increase our total membership.

More importantly, I will make sure that the members in Region 7 continue to get the same opportunities as members in other regions. If elected, you can rest assured that your voice will be heard.

continued next page



**Region 7 Board of Directors:
Paul Crenshaw – Alpine Level 3**
*Massanutten Resort, VA – Snowsports
Learning Center Manager*

Statement of Background & Qualifications:

I feel I have been a teacher my entire life. From teaching swimming and tennis in my youth, to spending 30 years in a public school classroom and the past 36 years teaching skiing. I feel fortunate that I took skiing lessons from the beginning and in a very short

time joined the Massanutten Ski School Staff. This is my 36th year teaching at Massanutten Resort and my passion for what I do is stronger now than when I began. I have held different positions in my ski school and am presently the Learning Center Manager. I am a former member of the DCL Squad which allowed me to travel to most of the resorts in our region. I have just completed 4.5 years as a Board of Directors member for Region 7.

Statement of Philosophy & Direction:

Above all other titles I have had in the snow sports profession, I consider my being a ski instructor as my biggest. This is really the part of the profession which brings me the most enjoyment. Since being on the Board I have come to understand that even an organization as strong as ours has a need for board members with the time, desire, and love of our profession to make our organization even better. PSIA-E is involved in some changes to our organization with our national partner, ASEA. I am interested in continuing to represent Region 7 in these changes and those of the future. I will continue to encourage our members to attend the Regional Meeting each season as a way of having a direct connection with your representatives. E-mails and phone calls sometimes have to do. I encourage all members to vote and become active members in how your organization operates and to voice your opinion when you are not satisfied with a decision or have suggestions. I would appreciate your vote in this election.



**Region 7 Board of Directors:
Walter Jaeger – Alpine Level 3**
*Massanutten Snowsports School, VA –
Senior Trainer*

Statement of background and qualifications:

I am a Level III member of PSIA-E, a seventeen-year member of PSIA and am currently nearing the end of my first three-year term as your Region 7 co-representative. I am enthusiastic about the progress

we've made and humbly ask for your vote so that I may continue serving as your co-representative for a second term.

Statement of Philosophy and Direction:

My first year representing Region 7 was filled with a little humility and a great appreciation for the endeavor undertaken by PSIA-E on behalf of membership. Frankly, during my first year as your co-representative I contributed few comments and instead listened, read and asked questions to better understand the processes of PSIA-E.

During my second year as a Board Representative, Paul Crenshaw and I furthered the Board's understanding of Region 7. Survey results were presented at the Annual Region 7 meeting at Massanutten in 2012 and then e-mailed to each R7 member that provided the first real glimpse into the makeup of our membership and its position within Region 7's instructor community. This understanding is driving efforts to improve member education and benefits for

Region 7. I also agreed to serve on the Board's Finance Committee during my second year.

Spring and Fall Board meetings of 2012, my third year, consisted of lengthy discussions on the practical and effective relationships between AESA (National) and our division, PSIA-E. These discussions were a prime opportunity to introduce the idea of a task force to define the responsibilities of and strategies for the promotion of PSIA-E members internally (amongst instructors & snow sports schools) and externally (to customers, ski shops & mountain management) regarding the very real and continuing value of instruction by PSIA-E members, particularly certified instructors. I proposed this new committee and currently serve as Chairman with a commitment to produce a report by the Fall 2013 PSIA-E Board meeting. Hopefully, one aspect of this report will be the impetus for a renewed focus by PSIA-E as well as other divisions to advocate sustained and accountable action on the part of ASEA (National) for value promotion of certified members to the public.

Value recognition for the certified instructor has been, continues and will remain one of my main focuses as your representative for Region 7.

I am a strong advocate for clear communication and consistency regarding member exam processes by the Board. I will continue to participate as a "shadow" at exam events and as an effective "ear & voice" at each discussion by the Board regarding exam policies.

I ask for your vote for representative for Region 7. It is my privilege to serve you and believe this privilege entails a serious commitment to advocate for the betterment of our Association and Region 7 Members. There remains a myriad of strong opportunities still to be fostered and accomplished at the Board level; it is my desire to contribute towards these goals. With your support this important effort will continue.

Thank you for your consideration.



**Region 7 Board of Directors:
Ty Johnson – Alpine Level 3**
*Wintergreen Resort, VA –
Instructor/Trainer*

Statement of Background & Qualifications:

57 years young, married with two children (both of whom have been ski instructors – a Level I and II) and two grandchildren. Have lived in Virginia for 20 years, Colorado for 7 years and Utah for 11 years. Skiing since I was 15 – wish I had started at 5!

Qualifications:

1. Level III Alpine instructor – done over multiple tries so I understand the trial, tribulations and cost (both monetary and emotionally) of the exam process.
2. Managed several hotels and restaurants for the last 25 years so familiar with budgets, policies and performance evaluation.
3. PSIA Member since 1996 – always in Region 7.
4. Former Supervisor, Training Director, present Trainer and instructor at Wintergreen Resort for 19 years.
5. NCAA College and High School Football Official for 25 years –so I know how to deal with adversity and pressure on the spot.
6. Attended the National Academy, PSIA-E Full Spring Rally, Southern Snowsports Management Seminar (twice), ART and Snowsports Management Seminar.
7. Race coach/Course setter/Timer for UVA NCAA race team for 7 years although never USSA certified.
8. The Fitness and Wellness club that I work for as a Manager full time has been a long time user of the "Net Promoter Score" that NSSA and ASEA is starting to use for data input, so I am very familiar of how that survey works and how that can be used to benefit PSIA/AASI-E instructors.
9. Passionate about standing on snow (would do it 365 if I could but Region 7

is the south after all!) and teaching students to see the “light bulb” come on!
10. Was a Manufacturer’s Representative (both equipment and clothing) in the ski industry covering the states of Utah, Colorado, New Mexico and Wyoming for 3 years and attended the SIA National show as a rep and model for 8 years. 1978 thru 1985.

Statement of Philosophy & Direction:

As I read the fall 2102 *SnowPro* this November, I was thrilled and inspired by reading both Ron Kubicki’s article - “A Call for Action” and Eric Jordan’s article - “A Summary of the National Strategic Workshop” to consider running for the PSIA/AASI-E Board of Directors from Region 7. Many items in both of these articles greatly messed with my philosophies and view of the direction that our Eastern Division and “National” (ASEA) must take for Snowsports Instructors to be held in greater esteem and appreciation by their home areas, the industry and the sliding public. The joint resolution was a tremendous step in getting ASEA’s attention that there should be more return on our national dues and especially on building better recognition for members (the instructor!).

I feel that we, as an organization, must seek out new and innovative ways to increase the value of our lesson as PSIA and AASI certified instructors to the sliding public, the snowsports industry and operators. Some of this falls to the individual instructor themselves by utilizing our educational format to increase

each instructors ability to effectively teach all types of students and that comes from furthering their education therefore increasing their knowledge, value and presence to each and every guest.

I support that PSIA/AASI-E division has recognized this and is working hard to localize events in Region 7 but we, as instructors, must continue to highly attend our regions events and then will be able to ask for more diverse events in our region to further our education and the value of our lesson.

I also support the effort of bringing USSA and PSIA/AASI closer together in terms of mechanics, technical knowledge and terminology in an effort to gain greater recognition from the public and area management, at each of our mountains, for both organizations have much to offer each other.

Listening – really listening- is an achieved skill and I believe I am a good listener. I will be open to communication as I appreciate the fact that an awful lot of instructors in Region 7 have great ideas that can be contributed, discussed and possibly implemented for the betterment of PSIA/AASI-E. The main premise of my management career has been “Take Care of your associates and they will take care of your customers” – to me, you are my associates and if I can help provide you with the tools that you need to be an exceptional instructor through being on the board, I will be doing my job. I would be honored to be your director or representative on the board. ■

2013 Spring Academy – Spring Rally

PSIA-E Alpine Spring Academy - March 21-24, 2013- Register before March 6th

The 5th highest peak in New York State, the greatest vertical drop east of the Rockies, where else.... Whiteface Mountain!

If you are looking for a fun, dynamic and educational event for the end of the season, then this is it. Coaches working this event will consist of PSIA-E Examiners, PSIA-E Eastern Team members and PSIA National Team members. The groups will be small, with a maximum of 8 members per trainer. You can expect plenty of ski time and lots of individual feedback! You will be skiing with different trainers during the 4 days to give you an exciting experience, with great input and feedback on your skiing.

PSIA-E Spring Rally - March 23-24, 2013- Register before March 6th

Most everyone knows by now not to miss this event. After all, Whiteface is the “Olympic Mountain.” The Spring Rally is for all disciplines. Great sun, great snow, great mountain, great friends, and Lake Placid is a great town! A super weekend of skiing, training and skill improvement!

This year there will be an “Après-Ski Party” and spring celebration on Saturday afternoon at the Whiteface Mountain Lodge. Be sure to remember the **Hannes Schneider Memorial Race** held on Sunday. Early registration will begin on Friday, March 22 at 3:00pm followed by the **Annual Membership Meeting** at 4:00pm.

Mark your calendar and meet your colleagues in March at Whiteface!

Event 278 – Alpine Spring Academy	- March 21 – 24 -	\$340
Event 279 – Alpine Spring Rally	- March 23 – 24 -	\$186
Event 423 – AASI Spring Rally	- March 23 – 24 -	\$186
Event 557 – Adaptive Spring Rally	- March 23 – 24 -	\$186
Event 687 – Telemark Spring Rally	- March 23 – 24 -	\$186 ■

ANNUAL MEMBERSHIP MEETING NOTICE

The PSIA-E/AASI Annual Membership meeting will be held in the Ausable Room of the Main Lodge at Whiteface Mountain, NY on Friday, March 22, 2013 during the Spring Rally weekend. The meeting will begin at 4:00 p.m. and will include an organizational update, announcement of Region 3, 4 and 7 Board election results, open forum with PSIA-E Executive Director Michael Mendrick and PSIA-E Board President Ron Kubicki and a chance to mingle with fellow members and volunteer leaders. It will be followed by informal après ski with Spring Rally arrivals and Spring Academy attendees so come off the hill (or the road), grab a beverage and join us at 4 p.m. in the lodge! ■



**PSIA-E/AASI
2012-2013
Event Application**



OFFICE USE ONLY

Date Rec'd _____	Event\$ _____
Batch Num _____	Other _____
Event Num _____	Total\$ _____

Please print and fill out all sections. One event per form. Application with payment must be received by event deadline. Applications not received by event deadline are charged a \$25 non-refundable late processing fee. Online registration is now available! Please go to www.psia-e.org and click the Register Online button.

Mail or fax to: PSIA-E/AASI, 1-A Lincoln Ave, Albany, NY 12205 Fax# (518) 452-6099

Call (518) 452-6095 for information only. No applications accepted via phone.

Member No: _____ **Primary Discipline/Level:** _____ / _____ **Date of Birth:** _____
If a non member, check box.

Division: Eastern Alaska Central Intermountain Northern Intermountain
Circle one Western Northwest Rocky Mountain Northern Rocky Mountain

NAME: _____ **Male / Female**
Last First Nickname (for your name tag) Circle one

ADDRESS: _____
Street/Box
 Check box if a change

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EVENT: _____
Event Name Event Location Event Date
 Alpine / Adaptive
 Nordic / Snowboard
 Race / Children's
Circle one

AMOUNT: \$ _____ **PAYING BY:** CHECK #: _____ or Charge

_____ _____ _____ Exp. Date: _____ Signed _____	<p align="center">OFFICE USE ONLY</p> Date Proc _____ Auth # _____ Initials _____
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Please note: Current members wishing to change region must notify the office in writing; change is not generated from this form.

All applicants must sign the following Release Form:

I hereby release PSIA-E, PSIA-E/EF, AASI, the host area, and agents and employees of each from liability for any and all injuries of whatever nature arising during, or in connection with the indicated event. I accept the Event Participant Safety Policy as stated on the official PSIA-E/AASI event schedule, and online at www.psia-e.org/safety.

Signature _____ **Date** _____

If applying for any certification level, your Ski/Snowboard School Director must sign:

As Director, I attest to the following: This applicant is a member of my staff. If a candidate for any level of certification, the candidate has received exam training and preparation. If a candidate for Level I, the applicant has completed the PSIA/AASI minimum entry level requirements, including a minimum of 50 hours of teaching/training.

Director's Signature _____ **Snowsports School**

ADMINISTRATIVE CHARGES FOR NO-SHOWS, CANCELLATIONS AND RETURNED CHECKS

TRANSFERS: Up to one week prior to original event..... \$10.00

During the week prior to original event (notice no later than 4:30 PM on last business day before event).....40 % of fee

NOTE: Transfers to another event must be before the three week deadline of that event.

NO-SHOWS: Regardless of reason..... 75% of fee

CANCELLATIONS: Up to one week prior to event \$20.00

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RETURNED CHECKS/DECLINED CHARGES: Checks returned for insufficient funds will not be redeposited. Registrant's application will be voided unless such checks or charges are replaced by certified check, money order or cash prior to the event. For returned checks, this must include a processing charge of \$25.00.



at the Exam.....

By Greg Fatigate

AASI Examiner

Smugglers' Notch Resort

Snow sports School Training Manager

As you begin the process of training for your exam experience, you'll begin to hear several pieces of advice from examiners and certified members who have gone through the process. Commonly, some advice is given in such a way that it comes off sounding like in the world of the exam you must conduct yourself in a certain way that is unique to the exam. It is important to understand that all of the advice you receive comes back to how much of a benefit you are to your snow-school, your students, and your co-workers. Let's take a look at a few of the most common pieces of advice, how they apply to the exam, and why it is relevant to you, your snow-school, your students and your co-workers.

Create comraderie with the other candidates in your group.

This is a great way to get a high pass rate in your exam group. When the group gels together, leaves egos at the door, and works with each other, they are able to become a team. Those teams typically have a high pass rate because they support each other. As it turns out, candidates who are able to take this advice to heart also tend to be solid team players at their resort's snow-school. Train for this by supporting your fellow co-workers, share ideas at all times, ride together, and hang out together. Doing so will bring success in both venues

Keep it to one concept in your exam teaching segment

The most successful segments focus on one concept. These segments display a movement that affects board performance at a given Timing, Intensity, and Duration (TID). As a result of teaching in this fashion, the instructor is able to offer well pointed feedback to all members of the group. Those instructors who are able to coach in this fashion at their home resort will have students who are pleased to get something to practice and improve at. If a student is offered more than one concept, in

NEW! – AASI Women's Camp – These two-day Camps are now located at various resorts throughout the eastern division and count as an educational update. This Camp is offered to members and non-members at the same low price, so bring a friend! The Women's Camp will provide the opportunity to ride and socialize with other women who share the passion of snowboarding. Interested participants should feel comfortable riding on all blue and many black trails at the host resort. The collective group will make a strong impact on overall event content. A lower clinic fee in addition to a higher staff:participant ratio will assure more individual attention than most of our other events, and an open forum near the end of the first camp day will allow all participants an opportunity to help shape the direction that AASI and the industry takes in the future. Door prizes including a Burton snowboard awarded to one lucky participant should ensure these new Women's Camps become our most popular women's event. Come join us! ■

an hour long session, they often leave confused and unwilling to return. Offering one concept and leaving time to practice it allows the student to properly digest their new-found knowledge.

Move the group

During your coaching segments take the concept and go a ride with it for a long time. The best segments go downhill. Think about it: how much feedback can an instructor offer if they only move the group through six turns? Not only does the segment get stale if it doesn't move much, but the group members become cold and disinterested. Likewise, the most effective lessons given during the season likely had lots of snowboard time with a focus on the given concept. Most students do not sign up for a snowboard lesson to sit and listen to a lecture. If that is what they get, they probably will not come back.

Give feedback to each participant based on the movement

Throughout the segment, give feedback to the group related to the movement that goes beyond "good job". If the segment is based around a movement, offer feedback based around the movement's TID. That shows ownership on what you are coaching. This relates to your students at your home resort. Students sign up for a lesson to get feedback. If you offer them a movement, they want to know if they are succeeding with it, and how to do it more effectively. Rarely do students sign up for a lesson to simply get a pat on the back. Try to offer feedback based around TID. Your students will appreciate it.

Develop the dynamic turn

This is a huge part of the riding standard at all levels of certification. Now if you work at a mountain with little vertical rise, and not much pitch, a dynamic turn of any type might seem like over kill when you can ride the hill in a straight run and never hit terminal velocity. However, at the larger resorts where level 2 & 3 exams are held, and many others where clinics are held, a dynamic turn is vital to be able to ride the upper mountain terrain. As well, to be a more valuable asset to your home resort, upper level dynamic riding will make you of more value to the snow-school due to your professional knowledge and versatility.

Have fun and enjoy the experience

All right: sure go to the exam and *have fun*. If you are like anyone, you'll likely go in anxious and nervous. But look at it from the perspective of how this advice relates to your home mountain and your conduct at the snow school. When you have fun and relax, you are more likely to be yourself and put out the best possible product you are capable of. In the end, that is all you could ask of yourself in the exam situation.

As you prepare for the exam process, many experienced, knowledgeable professionals will offer advice. With all the advice you receive regarding how to prepare for the exam, try to relate it back to how you conduct and prepare yourself at your home resort. All of the advice will have a practical application that makes you a stronger member of your snow-school. If you can actively apply it, you will become a more valuable asset to your snow school and actively training all at once. ■

Finding "the Nugget"

By Greg Fatigate

AASI Examiner

Smugglers' Notch Resort

Snow sports School Training Manager

With winter underway, I have not only been dreaming of powdery winter days, but also knocking the rust off of my teacher brain with regards to being a successful snowboard instructor. In doing so I always seem to come back to what I call the "nugget" and a three part teaching cycle which create successful lessons, as they keep them sweet, simple, and effective.

We teach and coach body movements that affect specific board performances. These movements must occur with specific timing, intensity,

continued next page

■ absolutely AASI, continued

and duration (T.I.D.). Of course there are hundreds of possibilities and combinations of movements and performances. When you mull over all the possible applications, the puzzle can be overwhelming.

Try to make this aspect of the lesson a bit easier by thinking of it as the “nugget,” a bit of professional information or knowledge that you are offering the client.

The nugget includes:

- a concrete body movement
- an affected board performance
- timing, intensity, duration for the above

The nugget is a teaching tactic that can happen once during a lesson or several times, depending on the situation.

For instance, a new rider is learning to link a toeside turn to a heelside turn. The nugget might look like this: Open up the front ankle to move the front hip across the board. Doing so will provide a bit of twist to the board allowing the board to seek the fall line. The timing for the move is at the end of the toeside turn, the intensity is at a 3 on a scale of 10, and the duration is for a few seconds. I find the nuggets especially helpful with people who like to know why something happens or how it works.

Now suppose you have a student who likes the “why” portion of the nugget, but is still apprehensive and therefore does not make the movement effectively. They likely look stiff and un-moving. In these situations try to offer the nugget in a three part format.

These three parts are:

- in a non-sliding situation (maybe even with the board off)
- the basic application where the movement is practiced in a student’s comfort zone (i.e. in series of garlands / traverses, or on terrain that is not challenging to the student)
- the practical application (i.e. the riding situation)

Coaching the movement in a non-sliding environment allows the student to practice the movement with no consequences. Here you will be able to clear up any misunderstandings regarding the movement and provide pin-point feedback. This will also allow you to relate the feel of the movement to a 1- 10 scale, or point to exactly where they feel pressure on their body. This is particularly helpful for kinesthetic learners.

Next, move to a basic application where you and the student are on terrain that makes the movement feasible while sliding, such as, in a traverse, a wavy traverse / garland turn, or on a very mellow pitch. Here you will be able to revisit the feedback you offered from the static situation and provide additional feedback based around Timing / Intensity/ Duration that is now more relevant.

Finally, incorporate the developed movement into the desired goal of the rider. It probably will be best to take the rider, at first, to terrain that is a wee bit mellow than their goal as they will be taking a developed movement and putting it to use. Moving too soon into the rider’s target terrain likely will generate defensive reactions that will not allow the new movement to shine. After gradually increasing the difficulty of the terrain, the rider will be in a situation to take the refined movement pattern right to the trail of their choice and you will be their hero.

Taking these approaches together will create solid lessons for you and your students. Combining the nugget with the three part teaching format allows you to take conceptual information and deliver it to your group in an easy to understand format.. ■

Improvs: 5 Basic Rules to Help You Teach on the Hill

By *Chris Marcoux*
Snowboard L3, Children’s Specialist 1 & AASI Dev Team

As an instructor, I am always looking for ways to help me teach better and relate to the guests more easily on the hill. Having done some improv work while growing up, I was always reminded of 5 basic rules that help improv shows run smoothly on stage. I have found when put to use on the hill, these same 5 rules have helped me deliver some of my best lessons. Here is how the Improv’s 5 basic rules may help you out on the hill.

1) Don’t Deny. Accept the offer.

One way to kill a scene is to deny what people are saying as they build the reality on stage. It leaves everyone wondering where to go next. Often the denial leads to that awkward moment that no one wants.

While interacting with your guest, instead of denying an “offer,” accept it, listen, and try it out. It is easy to say certain movements do not work. They might however have a valid application somewhere else. Taking what others offer will help you build trust, confidence and rapport with every one you work with. Who knows you might learn something new.

2) Don’t ask open-ended questions. Ask Guided Ones.

Asking open-ended questions puts too much pressure on any one person on stage. Giving short simple questions that can get quick responses help the scene move along faster resulting in more humor.

An open-ended question I am guilty of using is “How’d that go?” It is a question attached to no specific part of a task. Instead, I try to ask guided questions that may lead to one or a few answers. For example the lesson is to get my guest more comfortable with toe edge turns. I set up a task using pivot and then twist. A guided follow up question might be “What did you find easier, pivoting or twisting?” Guided questions give you options, open up dialog, and keep teaching on task.

3) You don’t have to be funny. The funny will happen.

On stage you can always pick out the person trying too hard to be funny. The real goal is to stick with the scene and let it go in a direction. The funny parts usually just happen.

My intention on the hill is not to fall, but I do and it always seems to make my group laugh. Snowboarding is fun enough and everything else that happens along the way is icing on the cake. Instead of trying to be funny, stick to your lesson plan and clinic goals. When you wrap up your lesson, your group should have plenty to laugh about, even if it is because you fell on the beginner slope.

4) You will look good if you make your partner (guests) look good.

All too often one person tries to make themselves look great on stage. While doing this they tend to neglect the other actors and the scene in general. The overall picture ends up looking like a mess and it is never that funny.

Teaching is a team effort between the guest and the coach. If we make our guest feel and look great then we tend to look and feel great. Guest-centered teaching is the way to go. Working towards your guest’s goals and helping them achieve them is the easiest way to make your coaching on the hill look great.

5) Tell a story. Good improv is good story telling.

Jumping from point A to G and then back to B the over to C can leave an audience confused about what happening in a scene. Telling a story start to finish is what makes great improv.

Having a beginning middle and end are the most important things to make our lessons work. Like any good story, good teaching comes from taking our guest from point A to point B and wrapping it all up nicely in the end.

These 5 basic rules are rules I have used to help me coach in moments where I feel a little improv is needed. Sticking to your story or plan, making your guest look good, not trying to be funny, asking guided questions, and accepting the offers are just a few ways you can use the rules of improv to help you out on the hill. ■



Adaptive Trainers' Track a Positive Experience

By Ed Chernosky

Wachusett Mountain Adaptive

Waterville Valley Adaptive

Adaptive Level 2

Alpine Level 2

Children's Specialist 1

I recently attended an Adaptive Trainers Track clinic at Gunstock that was ably led by Augie Young of the Adaptive Board of Examiners. Additionally, Leslie White, an Adaptive Clinic Leader from Maryland, attended to understudy and assist with the clinic. This was the first time an event of this nature was offered and it was successful enough that it should be offered again in the future.

Day 1 of the event found us briefly exploring the terrain available while we focused in on the movements we make to create a turn. Next, we paired off and were asked to watch our partner's skiing as we made slow wedge turns, in order to help us tune up our movement analysis skills. As we watched, we were instructed to dial in on the relationship between the angle of the skier's spine and their lower leg, which was difficult as we instructors usually observe the bigger picture. And, when we reached the bottom of the run, we were not allowed to be instructors by sharing our observations with each other! As the morning progressed, we continued to become more aware of positioning of the hips and turning of the leg beneath the body as we explored sometimes more challenging wedge turn terrain. This terrain selection also increased our awareness of applying a task suitable to the terrain present.

On Day 2, by popular consensus, we applied our teaching expertise to one of the participants who was headed towards a 3-track exam at Level 3. In turn, we each observed the student's 3-track skiing, then developed and applied changes based on what we saw and what made this especially useful for me was that we all participated in an analysis of each other's teaching style as it related to the student's learning style; visual, auditory and kinesthetic. As adaptive trainers, our teaching is rarely 'examined' and combined with feedback from the whole group, we were able to step up our presentations a notch or two.

This Adaptive Trainers Track clinic was well worth the time and expense. The details of movements at lower levels, combined with live teaching practice, made this a clinic I will want to attend again in the future. ■

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PARK CITY, UTAH

In Memoriam

Kåre Fridtjof Andersen*

*See Mickey Stone's tribute to Kare Andersen on page 19 of this issue.

LONDONDERRY, Vt. - Kåre Andersen died on December 20, 2012 in Brattleboro, VT. He was born on October 1, 1916 in Kolbotn, Norway. As a boy, Kåre learned cross-country skiing in order to travel 20 km to school and was a regionally recognized ski jumper. In the USA, Kåre was an early proponent of Telemark skiing and was a PSIA Telemark instructor at Bromley Mountain until he was in his mid 90's. In 1985 he started his annual Telemark ski race, which has run continuously for 27 years, currently held at Bromley Mountain in Peru, VT and is one of the oldest Telemark races in the United States. Kåre was famous for his almond cakes which he gave to sponsors of his race. PSIA made Kåre a lifetime member in 2002 and in 2011, the Kåre Andersen Telemark Center at Bromley was named in his honor.

Kare will be missed throughout the state of Vermont by his many friends and neighbors, as well as in many more states across the country.

Excerpted from the Rutland Herald



A Look Back on the Children's Academy "Circus"

By Rosie Kelly
Level 1 AASI and Nordic Telemark

The thought of using digital media as a tool in Snowsports frightens me. You're looking at a 59 year old that has called room service for assistance in operating a TV remote control. (What might be even more shocking is that I don't even have TV). I thought I was pretty good on the computer till my kids moved out of the house and I totally lost my link to the digital world. I will admit that I have felt more comfortable bicycling in China than figuring out how to download a photo from my camera on to a computer.

In the fall issue of the SnoPro I read Sue Kramer's article on the 2012 Children's Academy. With the theme being "under the Big Top" I envisioned balloons on our ski poles and board bindings while jumping through flaming hula hoops, wearing our favorite super hero costumes.

Sue's write up confirmed that "today's kids are different in many ways, than their teachers." The event (in Sue's words) "would feature many new and fun approaches to teaching this generation of digital natives." I took a deep breath as I envisioned us being plugged into Ipods while filming each other over the course of the 2 – 3 day event. I would be embarrassed to tell my fellow event participants that I have never even turned on a video camera. The thought of attending that type of event left me feeling well out of my comfort zone.

Having been to the Children's Academy a few times before, I knew that the staff would make it fun as well as educational. "How can you expect your students to stretch beyond their comfort zone" I thought "without doing it as well?" I read Sue's write up another time – word by word, instead of only focusing on words and phrases such as "touch of a finger", "digital", "video games", "digital learning devices" and so forth. I realized the event would be much more than that.

Our event started with a slide presentation and an intro to the event. This portion was not so much

about our students as it was about us. Who are we as people, what are our interests, what is our level of experience, how do we interact with others and see the world even when we are not on snow? How can we really teach others without understanding ourselves, I wonder?

We were given choices for what "tracks" we wanted to focus on depending on years of experience, if we were interested in preparing for Children's Specialist events and even the ability to go for our PSIA or AASI Level 1. Although I had not intended to go for my CS1 (Children's Specialist 1) I opted for that group. I was pleasantly surprised to have Griz (Gary Caudle) as our clinician; I was equally pleased to have mix group of skiers and riders.

Before hopping on the lift Griz had us playing games to get us feeling comfortable with one another as well as realizing we all have different learning styles. Although much of this was about our needs and how we learn, he always relates things back to who are students are (how do they learn, what are their needs, etc). As with all PSIA/ASIA events (and our lessons with our students) we took first runs at a slower pace. Many of us had not been "on snow" since last season.

When the Hero and the Flip camera came out of Griz's pocket this snow dinosaur felt intrigued but uncomfortable. I knew this is a great tool for lessons as well as self-evaluation and I wondered why I hadn't used that tool before. There was very little "standing" (or in my case sitting) on the side of the trail, as we do in some clinics. Mixed in with some great skiing and riding were discussions about The CAP model, Teaching Styles, Maslow's hierarchy of needs, lesson content, etc.

The afternoon session transported us to being "under the big top". While eating our lunch several of us kept one eye on our food and another eye on the scurry of activity of our course conductors. I felt like a seven year old peeking through the door while mom and dad were furiously arranging gifts under the Christmas tree. With the bold announcement

of "Ladies and Gentleman" we were invited under the Big Top for an afternoon of fun, more fun and learning. We were greeted by ring masters, a fortune teller, cowgirl and even a bearded lady.

As we traveled throughout the circus in small groups I was pleased to see both digital and non-digital games and learning devices, with something for everyone (thinker, doer, and feeler). Being a Kinesthetic learner I felt myself most drawn to the array of Vew-Do balance boards and other "toys" helping me work on balance and stance. After riding with Griz all morning I didn't mind looking and feeling foolish as I fell off the balance board a few times. How can one really feel foolish after skiing with a guy who had us doing a group sing on the way back to the lodge? For me, the highlight was reviewing some turns from the morning session on the video screen. The Flip camera looked easy enough for even a computer illiterate to both shoot and download to the computer.

On the afternoon of our second day we had yet other choices to make. Those ranged from bag of tricks to the continuation of scenarios and what is expected with CS1 and CS2 certification. Those of us lucky to participate in the third day were able to piece it all together with better clarity and enjoy a beautiful day of skiing and riding thanks to Okemo.

My clinicians not only gave me some tools to help improve my riding, but also new ways of effectively improving our lessons from the moment we meet the student to the recap with the student and parents. Although understanding and working with digital age students was a part of the focus of the event, it by no means overrode the importance of the old bag of non-digital tricks.

Though I might still create a treasure map out of a brown paper bag (to help kids develop map reading skills) or a make a paper board game with students (to review skier safety) I do feel a lot more open minded about the wide array of digital tools available to us. Besides that, I also had a blast. Thanks. ■

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Turning Telemark Instruction into a Business

By Bill Powell - Waterville Valley, NH
Nordic Downhill 2, Alpine 1

I think many of us in the Telemark world spend time considering the state of the sport, particularly in the off-season when we're not fixating on the next weekend's weather. On one hand Telemark is small, intimate, and draws its devotees together like few other activities. This is one of its most attractive aspects and I suspect if you polled a population of freeheelers, they would admit that they like the fact that it's just not that popular. On the other hand, we suffer because of its inherent lack of appeal to the masses. Access to equipment through brick and mortar dealers is next to non-existent. Technological advances are spastic and generally fail to address Telemark's most glaring challenge..that it's hard to learn and physically demanding. Lastly, Telemark instructors are left to their own devices to promote Telemark at their home mountains because established snowsports programs are unable or unwilling to comingle it with alpine and snowboard instruction.

I became a ski instructor about 6 years ago and when I joined the staff at Waterville Valley in NH. With 20 odd years of experience under my heels, I fashioned myself as a tele-vangelist. I was determined to show management and my fellow instructors that they were missing out on a great opportunity. I mean come on..Telemarking is so cool. Who wouldn't want to try? And I reasoned that if Waterville could start offering regular Telemark group lessons, they would be overrun with new business. Right??? I got my Level 1 and Level 2 PSIA certifications over the next 2 years and nothing was going to stop me.. except everything did.

To make the proverbial long story short, I really did work hard to promote Telemark over the next couple of seasons. Although I had to also teach alpine, I would don my tele gear at every opportunity and would chat up anyone who would listen about the joys of dropping a knee. I heard all the standard objections (it's hard on your knees, the gear's too

The Passing of a Telemark Legend

By Mickey Stone, PSIA-E Nordic Coordinator



At this past 2012 Sno Pro Jam we honored Greg Decell, formerly from Bromley Ski Area and now at the Pico, VT ski area. Greg carried on the logistics for the Kåre's Telemark race the last few years and kept telemark lessons and rentals going at the area. The past few years Kåre's health began to decline. On the Thursday night of the Pro Jam we honored Greg and Kåre's history. The day after the recognition we learned that Kåre Andersen had passed away.

Kåre came to every tele event at Bromley and Stratton through the years with a special Norwegian Almond cake and support for us all. He was also a supporter of the great Dick Hall and NATO as well as New England Telemark. All of our Examiner staff and all our members who knew Kåre would like to share with you his optimism, smile, motivation and dedication to telemark skiing. He will live in each one of us as fully as if he was with us today. Good bye Kåre. Your legacy will live on forever in our skis, our soul and every time I talk to my son Kory, your namesake.

I encourage you to read more about Kåre in the In Memoriam on page 17. ■

expensive, I like to shower, etc.) but I remained convinced, and still do to some extent, that there is pent up demand for Telemark if it can just be "packaged" a little more thoughtfully. I got a few private lessons at Waterville but I couldn't make any inroads into what I thought was a fertile market. I blamed it on management, on the lack of good rental gear, and even on the skiers themselves who obviously didn't realize what they were missing. Then I figured that if I got my Level 3 my luck would change.

Okay, so that didn't really work out. I'm a decent skier but at 57 with a fulltime job, I was clearly not Level 3 worthy. I was disappointed but after a brief mourning, I rationalized that there were other goals to chase. So I joined Waterville's junior seasonal program.

Waterville may be lacking in many ways but they have an incredible kids' seasonal program. On weekends from before Christmas until the end of March hundreds of families use it to teach, socialize and otherwise occupy their children. About 5 years ago, my friend David Berowitz started a Telemark group within junior seasonals and built a competent and loyal posse that went out in the mornings on Saturdays and Sundays. My own daughter was even a somewhat reluctant participant. This past year was a watershed season for the tele group. A new tele-friendly director took over the seasonal program and added 2 instructors and expanded the group to include some younger kids and siblings. We beat the bushes for used gear and utilized Waterville's rental shop (yes, they do rent tele gear!!) to get everyone outfitted. The existing morning session remained for the older all-mountain skiers and an afternoon session was added for first-timers and younger inductees. In addition to basic skills instruction, we tried to make it fun, taking video whenever we could and we even had Josh Lanzetta from the

US Telemark Team come to conduct a race clinic. This year if the snow cooperates we'd like to take them into the woods and perhaps on a field trip to MRG or Burke. Race and freestyle clinics are also in the works.

So we haven't exactly changed the face of Telemark in my little part of the ski world, but I have begun to recognize what I think is a mechanism for growing the sport. Waterville is about as un-tele as any ski area in New England and yet we have a thriving program that is getting local and (dare I say) national recognition. Two of our teen skiers raced in last year's USTSA Nationals at Gunstock and did well enough to be named to the Junior Development Team. That's pretty cool. But why can't other resorts do the same thing? Grassroots efforts by other televangelists at their local hills could replicate our success in a few short years. It just takes someone who has the passion.

So how do we do that?

PSIA-E can play a critical role by establishing clinics for Tele instructors who know how to teach, but want to learn how to grow their business at their home mountains. Junior seasonal programs may be part of the answer but it seems reasonable that a thoughtfully developed template for growth could accelerate the process. That might include strategies for approaching local snowsports management, identifying the markets, finding solutions for Tele equipment shortages, figuring out what "products" to offer, generating ideas for promotional events and, of course, how to make it all make money.

I've tempered my expectations over the years and (painfully) no longer feel like Telemark will ever be the next BIG THING. Even so, there is no reason that it can't be a larger part of the snowsports mix but it will take a concerted effort by the Telemark community to cause that to happen. ■



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Roberta “Bertie” Holland Honored with 2012 Einar Aas Award

The 2012 Einar Aas Award for Excellence in Snowsports School Management was presented to Bertie Holland, longtime school director at Pats Peak, NH during the Snowsports School Management Seminar banquet on December 4 at Mount Snow, VT. Bertie began her snowsports career at Pats Peak as a part-time instructor in 1981 and went on to become the snowsports school director in 1989 – a position she has held ever since./

The Einar Aas Award is presented to a snowsports school director or management staff in the Eastern Division as a tribute to Einar Aas and to honor his memory. Einar was an outstanding snowsports school director; his dedication to his students, his school, this organization (both divisionally and nationally) and the snowsports industry is legendary. This award recognizes dynamic leadership of a snowsports school while achieving and maintaining the highest standards, as nominated by members and selected by his/her peers. The inaugural award was presented to Frederica “Freddie” Anderson of the Schenectady (NY) Ski School at the Snowsports School Management Seminar banquet in December of 2009. In 2010 the award was presented to Dave Merriam of the Stowe (VT) Snowsports School; in 2011 an award recipient was not named.

Bertie was one of 25 nominees for the 2012 award submitted by the membership-at-large and then narrowed down by the Snowsports School Management Committee to a group of four finalists that included Sherm White of Smuggler’s Notch, VT; Karen Dolan of Cranmore Mountain, NH; Franz Krickl of Windham Mountain, NY and Bertie Holland from Pats Peak, NH. Those finalists were then voted on by snowsports school directors from throughout the Eastern Division to determine the 2012 honoree.

Bertie received nominations from ten different members – a real tribute to the respect and admiration her staff feels for her. **Below is just a small collection of the comments received in support of Bertie’s nomination:**

“Bert has been a mother to countless part time high school students and other employees of the ski school as well as other departments and she has taught them respect, honesty and a solid work ethic. She is a good listener, sounding board and a source for guidance. She still teaches a lesson or two because she loves to do just that. She is a great believer in continued education and has always been a strong supporter of PSIA. In my mind, she is a great example of what we all ought to be in the sport of skiing and riding.”

“Bertie’s passion and dedication to snowsports is contagious. She leads the staff by example, expecting no more from anyone than we’d expect from her. She supports PSIA, encouraging our instructors to join, and more importantly providing the resources that instructors need to train for their goals. This is no more clearly visible, than simply looking at the number of gold and silver pins that adorn the parkas of the Pats Peak Snowsports Staff.”



Roberta “Bertie” Holland accepts the 2012 Einar Aas Award in front of 150 snowsports school director peers at Mount Snow, VT on December 4.

“Bertie works with each one’s schedule and needs, whether a high school student, stay-at-home mom or college student on break. We are a family. Teenagers of those who started teaching here as teenagers under Bertie are now teaching here! Because of her commitment to PSIA, membership is encouraged and those pursuing a certification track are supported. For such a small mountain, we have an amazing number of Level II and III instructors. She is always cheerful, ready to listen and help, a great ambassador for our sport.”

“We have a LARGE ski school--mostly part timers--ranging in age from 14-70 plus. With those numbers come the multiple personalities, interpersonal conflicts, and day-to day struggles that people, unfortunately, bring to the workplace. Bertie deals with it all--she listens, she is all-too-fair, she is pro-active--all while balancing the needs of the individual with the needs of the resort. What a role model! So what brings us back year after year? Small hill, short runs, minimal pay, lots of work..... Bertie understands the need for training and she embraces it whole-heartedly.”

Congratulations on an honor well-deserved, Bertie! ■

*If she can do it...
YOU can do it!
Schenectady Ski
School Director Freddie
Anderson rocks and
rolls a Vew-Do Balance
Board in the sponsor’s
room at the 2012
Snowsports School
Management Seminar
(with a slight assist
from daughter and
school co-director
Christina Anderson).
You GO girl!*



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▲ Festive Banquet Attendees



▲ Eugene Lewis Showing off Benji Award

▼ Sue Kramer as Max and Kathy Brennan as Martha May Whovier



▲ Lani Tapley as The Grinch and Ken Sauer as Mayor Augustus Maywho



now online at www.psia-e.org

Painting a Park

By Judith Dixon
Alpine Level II

You can create a freestyle park with a little imagination and a spray can of marker paint.

Children (and some adults) are both attracted to and apprehensive of park features such as rails and butter boxes. Even beginner parks hold the potential for injury if students are not sufficiently skilled or not aware of park etiquette. By painting your own park on appropriate terrain, you allow your students the chance to learn, practice and refine the necessary skills in a challenging but safe environment, and to become familiar with park rules.

Here's how it can be done. I scope out some green/blue ski terrain in a low traffic area and get permission from my School Director to paint the snow in that area. I use the same paint that the race department uses for marking their courses. I arrive before class and paint the features right on the snow. I start by painting three features on the snow (there's no actual boxes or rails). I lay the features out as they would be in a beginner park and paint a straight butter box, a curved butter box, and a rail. Then, with my class, we scout the features, stopping at each and discussing how we could ride it (50-50, side slip, 45° slide, etc.), where we would start and where we would land. We practice ATML (approach, takeoff, maneuver, landing). For small children I use: getting ready, hop, sliiiiide, hop. We return to the beginning of the park. We use local etiquette (raise your hand, call loudly "dropping in!"), and try the (painted snow) features one at a time; hopping "onto" the feature, sliding, then hopping "off". We continue to practice and refine our skills. And eventually we ride all the (snow) features just as if we were sessioning the park. Both you and your students will know when they are ready to try the smaller features of the learning park.

Technical Hints: Water based blue paint is the most groomer-friendly option. Marker paint is better because the can is designed to spray upside down without clogging. One large can will do the outline of three features. Wear old pants and boots when you spray the paint.

****Always get permission of your school director before painting the snow. ■

Way Beyond Pizza and French Fries

By Jim Polinchok
Divisional Clinic Leader

When I themed our training last season, "We are way beyond Pizza and French Fries," the staff looked at me dumbfounded. Questions arose such as, "you mean we can't teach Pizza and French Fries anymore?" My point was that we can be more than just Pizza and French Fries. Our understanding of effective teaching and coaching has evolved into so much more.

Consider that the origin comes from an era when most of us thought that they were "special treats" to kids. These treats were not a daily occurrence. Going to McDonalds was an outing, something that kids of the day could relate to and be excited about. But our culture has changed. Today, pizza and French fries are daily options in many school meals.

In today's world, we should also recognize that not all pizza and French fries are the same. They come in so many variations. We now have square pizza, bagel pizza, and French bread pizza to name a few. French fries come in just as many shapes and sizes with waffle cut, curly fries and steak fries, etc. Thus, we should recognize that images we assume may not be the ones that the student perceives.

What was good about the Pizza and French Fries exercise? They were good images of movements that we wanted to create in our skiing. At the time it was a great way to relate skiing in a fun and exciting way to our customer. That is the good message we should take away. What was bad? Often it was the only trick that many instructors had in their bag, and not everyone could relate to it.

To be effective teachers and create a fun learning environment for our customers, we need to assess our students, select a skill that will develop their skiing or riding, and present it in a way that is fun and exciting. The first two tend to be easy; the third often becomes difficult.

Why? Because to be fun, we need to connect the skill in a way that the student thinks is fun, which requires being creative and individualized with our presentation. We have evolved in our understanding of students, and recognize that not everyone is alike. Each student will have different motivations and experiences, different likes and dislikes, and according to age, a diverse understanding of the world and its cultures.

I believe to be fun and effective in this day and age, we must embrace the interests of all kinds of people. This may become a daunting task for many instructors. First of all, it can be overwhelming; secondly, it may be uncomfortable at times. But if we really wish to increase our chances of being effective, we must embrace the current popular culture. Creating that culture connection with all kinds of customers is paramount for being successful. But, I think we all will find this creativity refreshing and inspirational regardless of the demographic.

How effective is relating a drill with Harry Potter playing Quidditch on a broom to a 50 year old bus driver? Conversely, how effective is relating driving and turning a bus to a 12 year old who is home schooled, and into fantasy and role playing video games? Can these examples be successful or fun? Possibly? But, more often than not, it is unlikely that they would be relevant to the customer.

To put the fun into our teaching, I encourage all of us to expose ourselves to all different parts of our diverse culture, and stay abreast of it as it evolves. Meet with colleagues, friends, and students and research what is current; what is relevant; what is popular? Use our creativity or that of others to find ways to implement current cultural activities into our lessons. We can start by building our culture-oriented bag of tricks by finding one specific interest for each population. What is the hottest toy for 6 year olds? How can we create a fun game? What video games do 12 year olds play right now? How can we relate it to skill development? What TV shows or music do 17 year olds follow? How can we make a "buy in" connection with them? What movies do 25 year olds think are hot right now? And so on.

Start with finding one current culture reference with every generation. Go into the six year old section of a Toys R Us, watch a 12 year old play a video game, read a Harry Potter book, or watch an episode of "Jersey Shore." (This can be painful.) Do this with peers, colleagues or Snowsports School. Share the ideas, create new ones and embrace the culture. Evolve with it and we will find a better connection with the customer. Will this work with every student? Not necessarily. These exercises will have fantastic results but involve trial and error on our part. That is the point of creativity and invention. As Thomas Edison said when experimenting with the invention of the light bulb, "I have not failed; I found 10,000

continued next page

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■ **your turn, continued**

ways that won't work." Take advantage of our student's interests, find what they are into, do research after the lesson, and continue to build our inventory of culture oriented knowledge. It is like anything in life, the more we practice, the easier it becomes.

Back to Pizza and French Fries. Can these analogies have their place? Absolutely! We should never throw them out. But let's not make it our one and only approach. Use it judiciously and appropriately. Evolve and embrace the current culture, integrate it into our lessons, and we will make a better connection with the customer. If we create fun and excitement for our customers, we will all have fun! ■

Some Thoughts on the Inexorable March of Time

By Dick Fox, Alpine L 3 & Region 5 Board Representative

If you had asked me even three years ago if I would ever be writing a piece on skiing as a "less young adult" (LYA), I would have said, "Hell no. All I need is a new paradigm shift in ski equipment every five years or so, and I am set for life." After all, at the tender age of sixty, I honestly felt that I was skiing the best of my fifty-six years on snow. Ok, so there were no full days of banging the zipper line and a full day of teaching level one and level two lessons made my knees look like under-inflated kid's soccer balls. But there was no end in sight for the desire to ski the gnarliest terrain and rip big and small arcs in nearly any snow condition. I would be very content to trade skill and wisdom for spring-steel legs and cat-like reflexes.

But, nature's march is inevitable and now it is time to trade in my denial for some personal skiing strategies and methods for coaching my aged cohorts. Without trying to set up a "Not-so-children's Specialist" program, here are a couple of observations that should help when dealing with the leading edge of the baby boom:

BALANCE: Yes, the internal balance mechanisms become less effective as the fluid in our inner ears thicken (much like the opinions directly behind the inner ears). However, nature has given us some skills that actually improve to offset this. We become more effective at using visual clues such as trees, horizon lines, etc. to tell us where we are relative to our world. These new habits make it easier to maintain balance (as long as there is no heavy fog or whiteouts). As I coach LYAs, I pay attention to

staying where we can take advantage of our skiing life skills. We can also learn to associate feelings such as boot / leg contact and other bio-feedback with balance related outcomes. With a little trust, these can even offset poor visibility, so learning and locking in these feelings is very valuable. Finally, there simply is no need to push the limits of our balance just to see if we can recover before going horizontal. Leave that for the young bucks. Personally, I prefer to arrive at the bottom of any given slope, vertical and smiling.

EDGING MOVEMENTS: Thank God we have skis that respond accurately to relatively subtle edging movements. The distance between that wonderful ball and socket joint in our hips and our feet makes relatively small, not particularly athletic muscular movements translate into accurate changes in the angles of our skis to the snow. Gone is the need to bend the snout out of the skis in order to lay down pretty impressive arcs. The key for LYAs is to know what muscular feelings to reproduce in order to have TWO sets of arcs in the snow. Not only are well fitted boots important in terms of staying comfortable, but they making it possible to be "efficient." (Am I really saying this?)

PRESSURE CONTROL: Let's keep it simple – it takes only very subtle movements to keep both skis pushed into the snow. Who needs more? If contemporary skiing is largely about dynamic balance, then LYAs definition of balance is being able to stay over our feet. In most cases, nature will take care of putting forces where they work best.

ROTARY MUSCLES: Here is a heartfelt thank you to the ski designers. The relatively new design toward rockered ski shapes means that it is much easier to turn the skis by rotating our femurs in our hips. This is no minor thing for new LYAs since it preserves energy and makes it easier on the strings that hold our joints together. Why wouldn't we take every possible advantage? For those coaching LYAs, developing stances that let the bones carry the weight (yes, there is commonly more weight than preferred) and which allow edging movements while remaining balanced makes for even less resistance to changing direction. Add a little movement of the center of mass (which is a bit lower than it might once have been) in the direction of travel and LYAs can accomplish speed control and avoid fixed objects easily. (Easy is good.)

Finally, let's put things into context. There is nothing wrong with taking more frequent fluid breaks (in and out); wearing helmets to keep our heads warm (without our previous fur); and paying attention to warmer foot and hand wear in order to offset what may be reduced circulation. It is nice to be able to pause and enjoy the fact that we are outside in weather when many of our cohort group are squeezing their behinds into upholstered chairs in front of the TV. There is a true sense of "arrival"

when you can feel pity for the testosterone induced behaviors that produce the epic yard sales. Who needs it? ■

The Long and Winding Road... to Examiner

*By Tom Chase
PSIA-E Alpine ETS*

I'm a forward looking person by nature. I don't rest on my laurels. I don't trumpet my achievements. However, I received lots of positive support after making ETS and a number of my friends asked me to share my story with you. I won't presume to write a road map for success for everyone, but I want to outline what worked for me and share some key learnings about the process that may be helpful to you.

It has been a long and winding road to ETS. I started teaching skiing at Killington in 1985, right after completing the Killington Instructor's School. I knew that I had a lot to learn...so I joined PSIA-E.

In 1990 I'd studied and worked enough to pass my L2 exam, in the pouring rain at Jiminy Peak. The next season, I went for L3 at Stowe. Rude awakening; I was NOT ready. I passed by the skin of my teeth and I've spent the rest of my teaching career making sure no one questions my gold shield. [Key learning: Do NOT go to an exam because it's a good idea, or your friends think you're ready, or "for the experience." Go when you truly are ready.] Ready is when you'd be reasonably certain to pass on a bad day.

I found an outstanding mentor while working toward L3; Holly LaFontaine, a Killington staff Examiner. She showed me many innovative exercises and teaching approaches. [Key Learning: Find a great mentor; someone who will work with you regularly. Get frequent, honest feedback. Take it to heart and work diligently to improve your coaching and movements.]

After 10 outstanding years in the Killington Ski School, I migrated to work at Ski Sundown in CT. I coached the USSA race team there and began the USSA coach's certification process. [Key Learning: It's okay to seek knowledge outside of PSIA.] Coaching young ski racers is a specialty that requires advanced study of high performance skiing and coaching theory. USSA offered a pathway. I followed it.

Around 1997, I set my sights on becoming a Division Clinic Leader. I trained hard and in 1998 I

made the team. I was a DCL until 2006 and took part in fantastic training sessions. I also understudied and taught many PSIA-E events. [Key Learning: Take advantage of opportunities to broaden your skills.] Make time for this. Understudies, for instance, are amazing chances to see how individual clinicians work with a group and approach the development of skiing skills.

By 2000, I'd worked my way up the USSA ladder, through L100 and L200 and decided to take the L300 coaching exam at Sunday River. I studied and trained diligently both on and off of the slopes to be ready. I passed and became an L300 Alpine Coach, but it felt like my PSIA L3 exam. I had issues to work out in my skiing, centered on a lack of core movement into the new turn. [Key Learning: You are NEVER done improving your skiing. Enjoy where you are, but never be satisfied.] I had to make a new plan for progress. I set my sights on the Alpine Development (DEV) Team. I felt like it was a long shot for me, but I knew that this goal and the training process would drive me to improve.

I found a new key mentor in Mermer Blakeslee. She's an incredible coach, getting right to the heart of what I needed to work on. We put lots of effort into getting to where I could self-coach my movements. [Key Learning: Knowing if you are or aren't making accurate movements yourself is critical.] Your coaches and mentors can't be with you every day. You've got to know what's going on with your own skiing, understanding what sensations equate to both effective and ineffective movements.

It took me a few tries to make the DEV Team. Twice I was extremely close, missing by 1 and then 2 spots. [Key Learning: Be persistent! If a goal is worth your effort, be persistent until you reach it.] Being denied by tiny margins steeled my resolve. I knew I deserved a DEV Team spot and in 2006 I was selected 2nd. Throughout this process, I continued to attack my goal of becoming a more versatile, athletic skier. [Key Learning: It is the process of working towards a goal that yields improvement. Achieving that goal is an invitation to greater learning.]

By working more and more with our Examiners, I began to think "Hey, why not me? Why can't I become an Examiner?" So, I took advantage of DEV Team training days and more understudies. I picked fun events like bumps, trees, racing, and teaching seminars, which would drive me to improve my skiing and coaching. In 2009, I felt ready to try out for ETS. Once there, however, I performed poorly. I didn't manage the mental aspects of the try out well and missed the cut. [Key Learning: Know how to take an exam. Learn strategies for relaxation and focus. Practice them outside of the exam. Use them in the exam.]

In 2011, after what seemed like the longest 2 years of training in my life, I was selected 2nd at the

ETS tryout at Hunter Mountain. [See Be persistent!] I've opened another door to learning and best of all, a door to share what I have learned with all Eastern members.

It's taken a phenomenal amount of hard work for me to make the ETS team; definitely a long and winding road. I also hold down another career besides teaching skiing. I've worked for over 28 years as a mechanical systems engineer for a major aerospace company in CT. My main product is the NASA spacesuit worn by astronauts outside the International Space Station. Working with astronauts inspired me to shoot for the stars in my ski career.

I thank my wife Judy and our two daughters Holly and Jacquelyn, who continue to support me in both of my careers. Plus, I'd like to thank everyone who has helped me over the years: directors, coaches, teachers, racers and students alike.

What's my next goal? Well, I've always wanted to run my own ski school. Hmm...what do I need to work on next?

Most importantly though: What is your next goal? Please take my key learnings to heart and use them to work towards and to achieve your own goals. Your path will certainly be different than mine. You will not get there overnight, but you will get there if you are open to feedback, honest with yourself and dedicated to the learning process. ■

Embracing Change

By Kathy Ford

Alpine Level 1, Camelback Snowsports School

"Any change, even for the better, is always accompanied by drawbacks and discomforts." - Arnold Bennett

When I first heard about the new Children's Specialist requirement for certifications, I wasn't too happy. I have been working hard for years to get my skills up to Level 2 and now they are adding one more hoop to jump through. So I dug my heels in. The rebel in me didn't want to be told to do one more thing, spend more time, and spend more money to get my certification. But then, I found out I don't have to do it. I started the process early enough not to be required to do it. What a relief. Or is it?

Now that there is no pressure and I am not being forced into it, I started to think about it. Eventually I should do it. So why not start now. I could download the workbook and start there.

The workbook is not easy. Sure I have been teaching children for a while – 10 years. I have read

the Children's Instruction Manual several times. I have used the Children's Alpine Teaching Handbook for ideas for lessons. So it seems as if it should be easy. Digging out the answers from multiple sources is more than just reading the material: it is studying the material!

And along the way, I learned some new things. I have had some "ah-ha" moments. There is the day that I had the obnoxious tween, who didn't know how to fit in with others and her behavior to fit in annoyed the other children. Also, in the class was the "follow the rules" 7 year old who didn't like how this girl behaved. At the time, I had no idea he was upset with her and I had felt I was managing her behavior well. Unfortunately, he left the lesson upset about her and I never knew during the lesson that was how he was feeling. After studying the children's material provided by PSIA I can see how the dynamics played out and now have a greater awareness of what can happen when those two age groups are in the same lesson. I now have a plan. I now have knowledge and tools to use that I didn't have before.

Change is hard. Change takes work. In the end, what I have learned doing the workbook will make me a better children's instructor. And one day, maybe even this winter, I will take the workshop and get my Children's Specialist Certification. ■

Using Tech for Easy Memories

By Al Shaver, *Alpine Level 2 Roundtop Mountain, PA*

Many times I've been asked to take a picture of family members, friends at the conclusion of a lesson. I recall the smiling faces and the great joy these people were able to share and thought, why don't I ask if they would like me to take a picture and email it to them? I began doing this with my iPhone and after instantly sending to their email address and I have been rewarded with super smiles and sincere appreciation. In fact, one couple sent an email the evening after a lesson and picture thanking me again and advising they'll be back for another lesson next week. It's a rewarding and fun experience for us all and so easy to do. . .give it a try! ■



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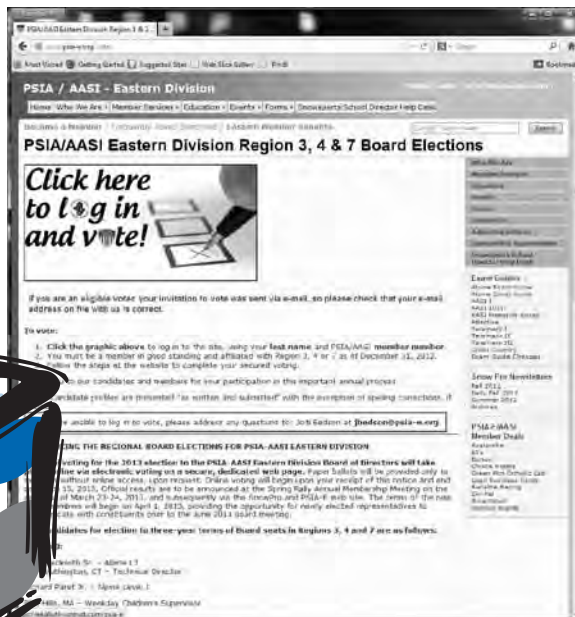
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