

INSTRUCTOR → TO ← INSTRUCTOR



PSIA-ROCKY MOUNTAIN-AASI
ROCKY MOUNTAIN SKI INSTRUCTORS
EDUCATIONAL FOUNDATION

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If you never did you should these things are fun and fun is good... Dr. Seuss

By Dana Forbes, Executive Director PSIA-RM-AASI

Ok, I have a confession to make, up until a week ago I had never telemarked or cross country skied before, a total virgin to them both. This is not what I told my good friend and clinician Patti Banks. I said that I had done it years ago but truth be told I hadn't...I had never ever done either until last week at the Nordic Rendezvous.

So you are probably asking yourselves two things: why did she lie and how in the world after 22 years of teaching did the Executive

Director of PSIA-RM-AASI never try these things?

So why did I lie? Well people it's downright embarrassing to admit at my age that I had never done it! As a past ski school director and in my 3rd year as Executive Director, I had access to some of the best teachers for both of these disciplines but I never took advantage of it. Now for the why ... well I am a bit of an overachiever and failure does not go over well with me. I have always been self

conscious of my skiing. I have always had to work hard to be the least bit good at it, so the thought of putting myself out there with the possibility of looking like a fool was just not an option.

So with these two variables working against me, what made me commit now to trying Telemark and X-country skiing? What changed my mind? Well for one thing, I had promised Patti for the last two years and the excuses were getting lamer and lamer. Telling her my dog ate my foot wasn't going to suffice. So I couldn't bail. I also reminded myself that about a year ago I had decided to try something new everyday. Not an easy undertaking, I'll say! I started with some little stuff like certain yoga positions, talking slower (that one was tough) and then I moved on to bigger things such as training and completing my first triathlon. I even tried a raisin which was quite the hurdle since I have been terrified of them most of my life (they are like grapes with NO life), very scary indeed. I found that most of the things I tried I either enjoyed or they made me smarter or more flexible; and, in the case of the raisin, I now get more iron. So I assumed trying tele and x-country skiing would give me similar results.

I was wrong; I more than just enjoyed them both. I loved it! I actually said that after Telemark skiing "If I could never alpine ski again, I'd be happy" GASP you all say but it's the truth. Though hands down the best part was as an educator going back to being the beginner was in itself an education.

The first day I, well we (Katie Krueger our events clerk was forced to go with me so I wasn't the only one that would look like a fool) tried x-country skiing (classic). I rented equipment which admittedly hurt my feet because I didn't have my foot beds. I couldn't fit my giant gloves in the pole straps, so like





many of your beginners; I was flustered trying to make it work while everybody was sliding around getting better than me. So I changed to my spring gloves and since we were in Breckenridge and it was -10 degrees that lasted about 10 minutes. I couldn't feel my finger tips. So I had to go back and exchange the poles for new ones with straps that would accommodate my warm gloves, all the while everyone was getting better than me. By the time I got back on snow I was so flustered Patti had to slap me a few times to calm me down....ok not really but she did flash her smile and assure me it would all be ok. Once I calmed down, I was good to go. I quickly got the hang of it and by the end of the day we were climbing up and sliding down what seemed to be HUGE hills (reminder we were at Breck Nordic center, they have huge hills there in case you didn't know). It was so much fun and honestly great exercise.

The second day was the telemark day. Again it was brutal cold so I bundled up. I had only one issue and that was it is quite difficult to get your feet into the second ski once the first one is in, that is unless you are some sort of contortionist. Then the safety strap was very difficult to attach it to your foot, requiring removal of a glove...I am still looking for those fingers that fell off during that process.

So once we had our skis and Patti confirmed we were all certified Alpine instructors, she says "let's go up the lift". I thought "NO way; I'll die up there!" She obviously did not hear me or perhaps out of fear of looking like a loser, the words never came out of my mouth because next thing I knew I was on the lift. I still feel sorry for the guy that rode up with me. When we first loaded the lift, he was confident that the unloading process would be a piece of cake but I managed to convince him during the long ride up that this could be our demise. By the time we exited the lift we were clinging to one another screaming in fear. Surprisingly, we somehow managed to not die, though the feeling of the "free heel" was quite odd. So we went on to start the clinic and for those of you who Alpine, there are many similarities in the mechanics. As we progressed through the day, I came to love the "free heel" and by day's end I was easily cruising down blues doing Telemark turns!

I left the event feeling invigorated and excited. I told everyone I spoke to over the next week that they had to try them too. I am telling you all that if you never have you should and additional benefit is you get educational credit. So try something new. It will not only make you a better teacher but it will be so much fun!

INSTRUCTOR TO INSTRUCTOR

The official publication of
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All the submitted material is subject to editing. Use of all material will be at the discretion of the editorial staff. Articles are accepted on the condition that they may be released for publication in all PSIA/AASI National and Divisional publications.

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Goals vs. Expectations

By Linda Guerrette



Are goals and expectations interchangeable? When you ask yourself or someone else what their expectations are from a lesson or clinic, what are you really looking for in the answers? Are there differences between goals and expectations?

A goal is something to aim for, and is achievable in the future. It is within your control.

An expectation is something we hope for, anticipate, and is simply an act of faith that something will happen. Typically we are not in control of expectations.

In order for expectations to be met, it is your responsibility to discuss and develop mutually agreeable goals that support and enhance performance.

Let's be clear about what constitutes a goal.

Write it, don't just **THINK** it. Writing the goal makes it more than just an idea that lacks conviction or motivation. If it is not written, it may also lack energy and/or purpose. A written goal will be a reminder, and it will increase your commitment especially if it is shared with others.

Clearly described **ACTIONS** and **TASKS** are critical to the development and achievement of goals. This will avoid misunderstandings between you and your mentors, peers, etc. Goals need to be defined with the presence of action verbs such as develop, improve, perform, do, etc.

The goal must to be **MEASUREABLE**. The result or outcome cannot be disputed. If it is not measurable, then it is not manageable or achievable because you will never know if you reach it.

Establish a **SPECIFIC TIMEFRAME**. Without a given date, there is no sense of importance or urgency to get through the actions or task.

Goals are best established in three parts. First, define the outcome goal or goals, keeping in mind the above criteria and that it may take years to achieve. Second, define supportive performance goals, which are generally reached over a year's time or perhaps, in our cases, a season's time. Third, establish the appropriate process goals (action plan) that will lead you to realize your performance goals and ultimately your outcome goal/s.

Process goals can be obtained in a shorter time, say hours, days or months.

Whenever you establish any goal, you need to be honest with yourself and ask the following questions: How much time and effort will you devote to the goals? Are you willing to make any financial sacrifices to achieve desired goal/s? Is your fitness level up to par to tackle the process goals?

When attending a Divisional event, or meeting your guests, utilize the following PSIA-RM-AASI Strategic Message which states:

As a lifelong commitment PSIA-Rocky Mountain- AASI will provide opportunities to enhance your success and inspire your passion as a snowsports professional by offering experiences that value people and are inclusive and supportive.

This statement is a foundation for discussing expectations and developing mutually agreeable goals. It is a roadmap to reaching a higher satisfaction and more purposeful experiences. Research indicates that 80% of life is emotion-based, and 20% of life is intellect-based. As educators, we need to evaluate both how we educate others as well as what role we take in our own education. Developing a strong learning partnership with your Divisional Educator, or student, will be key to the learning process and benefiting from goal setting.

- Goal setting...
- Defines direction and focus.
- Clarifies expectations.
- Creates motivation.
- Personalizes experiences.
- Provides feedback on efforts.
- Enhances satisfaction in achievement.

Keeping a journal on your process goals and performance goals will record your progress toward your ultimate goal/s. Be specific with your journal entries regarding goal description, due date, and measurements. Set reminder dates to review and update goals.

Good luck this season with all of your goals. Strive to thrive! Use goal-setting to reach your potential and have your students do the same. ❄️

The Snowboard World

By Tony Macri

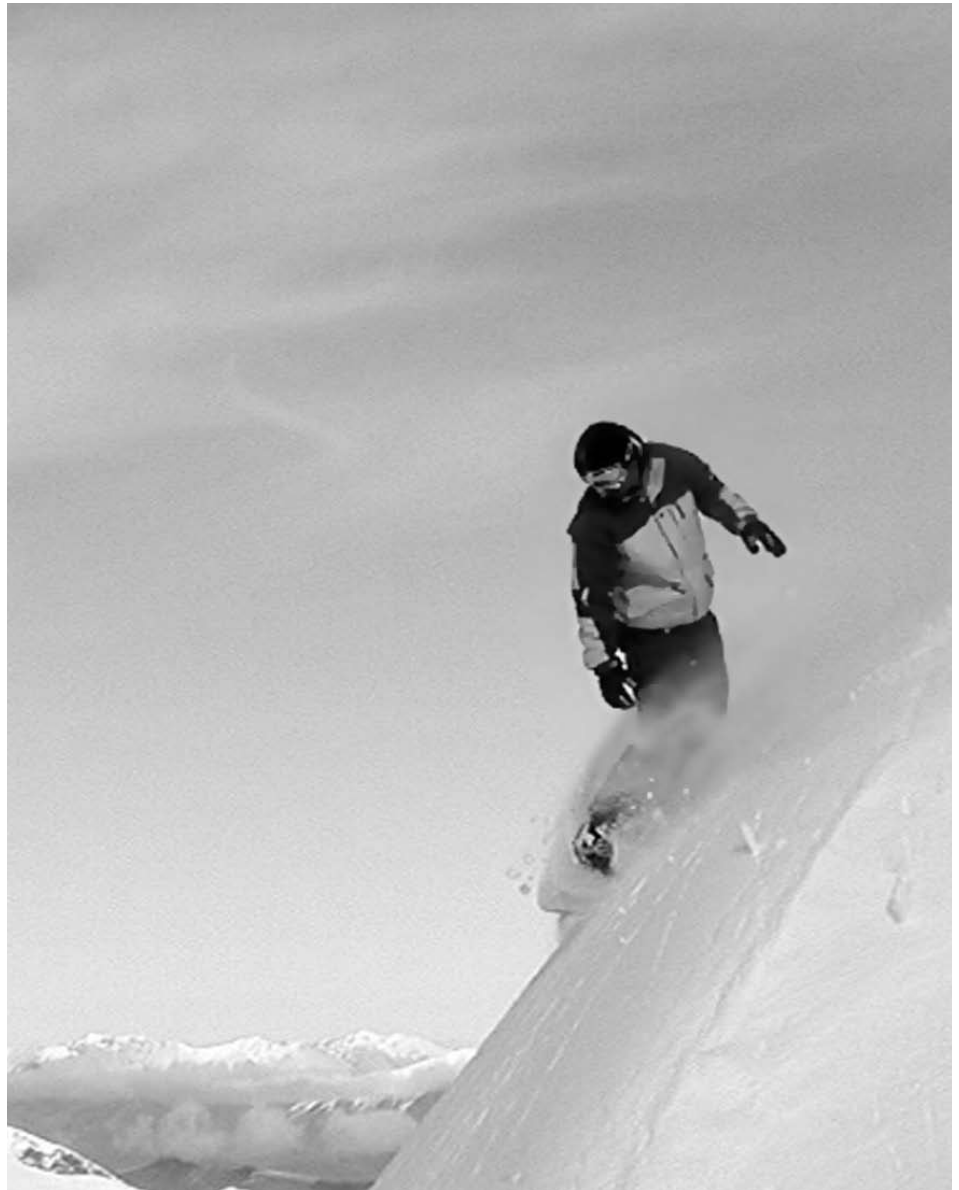
So as we kicked off fall training with a message from the president of the board Linda Guerrette about our strategic planning message. We began to really thinking about how we impact our members, through events or just small talk in the locker room. The more I thought about our strategic planning message, the more I really saw the alignment with our fall training plans for all the AASI snowboard divisional educators this year.

The focus this season at fall training was building consistent terminology including the clinic and exam processes. Working through some of the terminology, we found we were over-complicating some of our terms and providing vague definitions. So, we are now describing our tasks with exactly the type of result being sought. For example, instead of calling it “Basic or Dynamic Skidded Turns,” we are now calling it “More Extended” or “More Flexed at Edge Change”. We are also working on being more consistent with our explanation of the tasks. We are working through a check list to describe these tasks so hopefully this will help make the verbal presentation of the tasks clearer.

As I mentioned we have also been working on being more consistent with the exam processes. This is very important because it will alleviate stress if people know what to expect when they come to their exam and it is the same if they have to retake it.

So as you can see this fall examiner training was all about the member and making our events friendlier with transparency and delivering a better educational experience. In order to really solidify our reasoning for the importance of creating a more friendly and less stressful experience, we took the staff to Woodward for an indoor freestyle training session. This allowed our staff to take the role of the participant once again. It was an important exercise to feel what it’s like to be scared, anxious, and intimidated. It was also really fun to try all kinds of upside-down flip and spin combos!

So as we concluded out 2009-10 fall training we thought back to the message that was sent that first evening through the strategic planning message. It’s all about the members and



creating some fun educational experiences. We hope to see you all this upcoming season.

NEW STAFF!

Join me in congratulating our new examiners. Robin Macri from Copper Mountain has been in the industry for several years and has been involved with Burton delivering women’s specialty clinics all over the country. Robin spends her summers in Summit County gardening and enjoying the sailing. Chuck Hewitt from Beaver Creek has also been teaching and training for quite a few

years and has recently been an integral part of Beaver Creek’s certification training program. Chuck spent his summer running and biking all over the country with some great camping to go along with it. Chris Rogers from Steamboat has been involved in the industry in many different facets, from teaching and training at Steamboat, to editing his Snowboarder Guide website. Chris spends his summers in Alaska where he works for a consulting company doing PR and every now and then he gets some sliding time at Alyeska. ❄️

“My hero... Weems”

By Joel Munn, Vice President

A little white box in the Fall Edition of “I to I” simply stated: For contributions over the years, the following instructor has been awarded Lifetime Membership by PSIA-RM-ASSI and PSIA-ASSI. Weems Westfeldt. Somehow, it struck me as a rather small blurb for such a wonderful award. More importantly, it just didn’t say enough about one of my true heroes.

I’ve been fortunate to have had Weems as a colleague and to continue to get to know him personally for almost 20 years. I could say many things about him but will condense it all by simply stating; “he always finds a way to help others be more!” As an instructor, clinician, examiner, Ski School Director and non-stop guru, Weems Westfeldt has contributed immeasurably to PSIA-RM-ASSI and The Ski Schools of Aspen for, let’s just say... decades. It would be impossible to count the number of people who have been inspired by his talents, his charisma, his knowledge of so many of the things we do, and perhaps most importantly, the passion in which he lives his love...our profession!

You see, Weems is a leader and true leaders “lead by example”. That’s really the only way to lead and for him it just comes naturally. Weems is about vision, patience, communi-

cation, guidance, respect, caring, courage and so many other characteristics we see in leaders. What’s more, he lives these things daily. When you come into contact with Weems, you always find yourself feeling “more than” rather than “less than”. What more could you expect from a hero?

The Aspen Ski School, now the Ski Schools of Aspen, have a long, proud and remarkable tradition. A tradition respected by all of us. In the past decade or so, these schools have accrued, and developed, a larger group of high level talent than I’ve ever seen gathered in one school. It’s inspiring to see how this group always seems to allow room for the addition of more talent in their midst. Every year I visit Aspen, there seems to be more people continuing to evolve as individuals, who offer their discretionary energy for the good of the group, and most importantly, contribute to each other’s success without feeling it takes away from their own. Education and growth have become a very visible culture; a culture which leads to better pros, quality training, and opportunities for success. I can literally feel a tangible partnership between staff and management which is based on respect. I don’t have to guess where a lot of this originates. It’s impossible not to see

his personality and persona like an “ethereal glow” shining through everything. Weems is sprinkled on the schools and what they do as beautifully and gently as the snow is sprinkled on the aspens you see everywhere. He is a man who has for generations now, “made a difference.” It’s unmistakable.

For the past few months, our Board of Directors has been communicating our new Strategic Message. At times it has been a challenge to relate to people why we came up with this message and why we feel it’s so important for our future successes as an organization. Many of us call it an action plan for maintaining a focus on “how” we as pros, Ed. Staff and Administrative Staff do what we do. I personally think the Strategic Message represents what all of us believe deep in our heart – i.e. at the end of the day our behavior and how we make people feel is what they remember most about us. That being said, our Strategic Message can be considered a template, or a benchmark we can use as a reference point when we choose our behavior. It is in many ways a starting point in looking at “how” we do, or have done our jobs.

If you know Weems, or have been lucky enough to have him as a clinician or examiner, take a look back at the experiences you’ve had with him. Place this “template” over those experiences. Did he provide experiences which provided opportunities for your success? Did he show passion and inspire passion within you? Did he value you as a person and help you feel included and comfortable in whatever interaction or processes you were involved in with him? I imagine the answer across the board is...YES! That’s why Weems is my hero; he’s both a perfect and living example of what we mean when we as an association say...

As a lifelong commitment, PSIA-RM-ASSI will provide opportunities to enhance your success and inspire your passion as a snowsports professional by offering experiences that value people and are inclusive and supportive.

Whatever role we fill as snowsports professionals, let’s take the Strategic Message to heart, and like Weems, Make a Difference!

joelmunn@wildblue.net



Head First into Foam

SNOWBOARD EXAMINERS TEST OUT WOODWARD INDOOR TRAINING FACILITY AT COPPER

By Erica Marciniac



Fall training took a new twist this year when AASI-RM's snowboard examiners headed over to Woodward at Copper to take part in "One Hit Wonder," a mandatory introductory session that prepares participants to use the 19,400 square foot indoor park and pipe training facility known as "The Barn."

The Barn opened its doors in February of 2009 and is Woodward's most expansive winter-focused training facility. It features Olympic-quality trampolines, foam pits, a simulated snow surface called Snowflex®, and other apparatus to help riders and skiers train safely for on-snow freestyle maneuvers. This is in addition to the indoor skate park, of course.

"The first time I went in there I was like a kid in a candy store," said Pat Wild, who hails from Crested Butte and Sunlight. "To me, that's the excitement of a child—to walk into a situation with big eyes and just say, 'wow, I want to do that.'" True to his word, the 45-year-old was spinning and flipping off the trampolines into the foam pit in no time. "It'll certainly reel back the years," he said, smiling.

Woodward coaches Colin Spencer and Mark Hoyt led the party through the One Hit Wonder progression, starting with a stretch session followed by safe body positions for landing in the foam. Participants practiced tumbling, leaping into the foam pit and get-

ting back out again (which is no easy matter) and then moved on to various exercises on the trampolines before putting on their snow gear and heading over to the indoor slopes. There, they again started small and worked their way up, getting a feel for the simulated snow with straight glides and sideslips on mellow pitches before advancing to the steep run-ins to the big jumps.

Once on top of the big booters, turning is out of the question. "You have to point it and stay flat," explained Charlie Clark, who works out of Lionshead at Vail.

"You definitely have to commit," added veteran national team member Earl Saline.

Much to the Woodward coaches' surprise, not one of the RM examiners ate Snowflex on the run-in. That's not to say that there weren't some lessons learned, however.

For example, even though you're landing in foam, it's best not to do it head first, a fact which more than one person found out the hard way. "But that's what the place is all about—to try things that you normally wouldn't do," Pat Wild commented after a friend's failed back-flip attempt.

When asked what they thought of the experience—specifically how they managed their fears and approached the tasks, the examiners generally fell into two camps, explained AASI-RM snowboard committee chair Tony

Macri. Andy Craig, for example, could barely sit still through the presentation because he was so excited to get on the features and start trying things out. Later, he said that a little bit of fear helped him to perform better. Others expressed feeling hesitant, so they found themselves looking to the coaches for guidance and support. In some cases, fear overcame performance, leaving more than one person looking forward to getting back to Woodward for a second opportunity to stomp their tricks.

In either case, the consensus of the AASI education staff was a solid thumbs-up for Woodward's coaching staff—both on the progression and on their teaching styles. "Honestly it was just really fun," said Jason Schetrompf from Vail. "It was the right small steps to get you to go from a never-ever to stepping up to the big roll in up there."

It's a lot to fit into one session, but after completing One Hit Wonder participants can take advantage of the entire facility during self-guided "Drop in" sessions. There are packages, camps, and pay-per-visit options. Coaches with pro-riding experience assist with tips and movement analysis, and after each jump you can look up from the foam at a video replay before they toss you a rope to haul yourself out of the pit.

"Each time as I was getting out of foam pit, Coach Rick Shimpeno pointed me to the video and made aerial awareness tips to change my rotation and flip combination," said Tony Macri. "That bit of movement analysis, with the visual image of the video, really helped. I was able to be more successful by the end of session."

"We spend so much of our time out in front of people telling them what to do or working with them instead of being worked with," said national team member Scott Anfang. "It was a huge value for [us] to be on the other side... receiving information and trying something new."

In that same spirit, instructors can benefit from stepping into the role of the student from time to time—not only to learn something new, but also to remind ourselves what it feels like to manage our own fears, and thereby gain important insights into the minds of our clients. And, at the risk of sounding too much like an advertisement, if you get a chance you really should head over to Woodward and try it out for yourself. ❄️

BOARD BRIEFS

By Tony Britt

The PSIA-Rocky Mountain (RM)-AASI Board of Directors (BOD) held its quarterly meeting November 17-18, at The Village at Breckenridge, CO, with all members attending. Highlights include:

- Current members welcomed new member **Rick Hinckley** of Pajarito Mountain Snowsports School in Los Alamos, NM, who was appointed in the July quarterly meeting to succeed Peter Donahue, who relinquished his Southern District position in order to be named National Representative.
- President **Linda Guerrette** announced immediate resignation of **Kevin Roop**, who recently took a new position with Vail/Beaver Creek. **Rob Mahan** of Beaver Creek and **John Wiltgen** of Aspen made personal presentations to apply for the vacant position.
- After private balloting, Vice President **Joel Munn** announced that John Wiltgen would replace Roop on the board.

EXECUTIVE DIRECTOR'S REPORT

DANA FORBES

- Announced that **Scott Anfang & Dave Schuiling** joined the Administrative Staff. **Katie Krueger**, Office Manager **Carolyn Krueger's** daughter, has returned as Event Clerk, a seasonal position, too.
- Explained RM's relationship with *mysnowpro.com*, which provides free web space to all RM members, began with a \$1500 investment and waiver of website owner **Jonathan Lawson's** annual dues. Also, if he ever abandons the website, RM owns it.
- Reported an independent contractor agreement is being reviewed by legal counsel.
- Shared financial statements as follows:

ROCKY MOUNTAIN

- **Balance Sheet** as of 10/31/09: total assets = \$408,041.25, total liabilities = negative \$4,472.58, total owner's equity = \$312,513.83. By comparison, the balance sheet as of 09/30/08: total assets = \$142,222.22, total liabilities = \$78,145.39, total owner's equity = \$220,367.61.
- **Income Statement for July 1-October 31, 2009** (followed in parenthesis by identical figures from same period in 2008): income = \$266,531.32 (\$218,893.05), total operating

expenses = \$102,493.67 (\$124,404.47), total net income = \$153,394.38 (\$124,830.83).

EDUCATIONAL FOUNDATION

- **Balance Sheet** as of 10/31/09: total assets = \$628,600.0, total liabilities = \$30,116.76, total owner's equity = \$598,483.25. By comparison, the balance sheet as of 09/30/08: total assets = \$619,121.52 total liabilities = \$96,731.66; total owner's equity = \$522,389.86.
- **Income Statement for July 1-October 31, 2009** (followed in parenthesis by identical figures from same period in 2008): income = \$73,950.00 (\$65,365.00), total operating expenses = \$19,243.86 (\$22,137.58), total net income = \$74,37.91 (negative \$22,187.62).

BUDGET & FINANCE COMMITTEE

TONY BRITT

- Reported the committee conducted a conference call on Aug. 19, 2009, focusing on: 1. Endowment Fund; 2. Office Space; 3. Checks & Balances; 4. Financial Education for the BOD; 5. B&F Committee Involvement with Budgeting Process; 6. Sustainability of B&F Committee Activities.
- Reported Endowment Fund assets as of Sept. 30, 2009 = \$417,681.32.

MARKETING COMMITTEE

RHONDA DOYLE

- Who is our market? Member schools, new employees, returning instructors who have lapsed in annual dues payments & instructors who were not members previously.
- What can be done to create more interest in our organizations? Allow a grace period so those who may be delinquent with past dues to become current. Allow a new member clinic incentive, \$10 off a certification clinic, and/or \$10 off an elective clinic.
- Communications – All members should be given an opportunity to pose questions to their district rep via e-mail. These should be sent to Dana, and then forwarded to the specific board member. This will permit an open line of communication directly from our members to the board if there are questions or difficulties.

MEMBER SCHOOL MANAGEMENT (MSM)

J.P. CHEVALIER

- Still seeking interested committee members, to be followed by an action plan. Made contact with most directors in the fall. Annual gathering at fall training to coincide with BOD meeting, to improve communication and general relations to support organization objectives.

POLICIES & PROCEDURES

LINDA GUERRETTE

- Draft manual distributed to BOD members for feedback, which has begun.

5:28pm, Nov. 17 – Open Discussion. Guest members included **Georgie Bremner, Karen Lyons, Mark Dorsey, Burt Skall, Chris Hagenbaugh, Ben Roberts, David A. Oliver.** Linda asked for any comments, questions.

- **Karen** – Best fall training she's ever attended. **Chris** – Thanks for this opportunity. Suggests making agenda available in advance to meetings. **J.P.** – Young people. Net promo scores/surveys. **Burt** – A member of my staff who established Survey Monkey, would be interested in offering services.

JP motioned that the BOD move forward with the net promotion score idea. Peter seconded. Motion carried unanimously.

As a lifelong commitment PSIA-Rocky Mountain- AASI will provide opportunities to enhance your success and inspire your passion as a snowsports professional by offering experiences that value people and are inclusive and supportive.

- **Georgie** – “Kudos to BOD for Strategic Message (SM).” “Absolutely on board with it.” “Hold us accountable.” How do you, the board, support all? Member? Educator? Examiner? Member school? There's a conflict. Similar conflict between education and examination process. We must acknowledge dual role. It's a challenge. Going from educator to examiner is tough. Teaching, movement analysis (MA) & skiing – three skills treated equally. Some interpretation among Ed Staff is that the SM is “a pendulum swing” in one direction over the other two.

INSIGHTS AND CONSIDERATIONS FROM SPORT PSYCHOLOGY

By Dr. Tony D. Crespi

• **Linda** – Model of certification vs. education is worth another look. At a crossroad. Opportunity. **Earl** – We want to support the Ed Staff. Our intent with the SM is to provide a tool to help meet needs of members. **JP** – This is a discussion point in MSM. Like we work beginners up from magic carpet to expert skiing, which is very intense and complicated. The ITC model may need some adjustments. **M. Chandler** – It was never intent of BOD to make SM create conflict. **Dana** – Communication of standards, expectations is key. Snowboard examiners quite successful. Specific words we choose, body language & compassion makes a difference. **Peter** – Culture change will evolve. Evolution is not easy. Dialogue is most helpful. Long-term process. Specific action plan would be helpful.

• **Georgie** – How do we proceed? “The elephant in the room.” We’re talking. **Chris** – Reiterate need for action plan. **Burt** – Linda, clarify conflict between board and committees. **Linda** – Forest as opposed to trees. All pulling same direction. **Burt** – Communication to members is key. What’s going on? Standards? Expectations? Improve communication. **Karen** – Invite somebody. **Linda** – All levels of inclusion. **Ben** – Nice job. Felt welcome four years ago. Again today.

On Tuesday evening, most BOD members joined ED, staff, committee chairs & guests for dinner in Breckenridge.

On Wednesday, approximately 55 participants in the Member School Management session of annual Fall Training event. Board members absent: Brian Dunfey & Donnie Mechalke.

- Board members introduced themselves.
- **Peter Donahue**, RM’s national representative, presented his report. **Mark Dorsey**, executive director of PSIA-AASI national, also spoke to audience.
- Next Meeting – Wednesday, Feb. 3, 2010 at Eldora Mountain Resort.

9:00-11:00a.m. – J.P. & Dana facilitated MSM session to improve communications & overall relations, & to further the Strategic Message.

11:00am-2:30pm – Ski/ride with PSIA-AASI National Team. ❄️

Goal setting can serve as a critical tool to learning and development. Whether planning educational goals for the next five years or planning a program to achieve specific ski-related dreams, goal setting can serve as a road map marking progress and development. Still, what key points should a ski instructor weigh in planning a student’s goals? How can an instructor build both athletic confidence and skill development?

In a basic way, goal setting when tied to specific – measurable – skiing objectives can be an invaluable training tool. In fact, goal setting can be invaluable for lesson planning. We need to understand that when performance increases, self-confidence can grow. And when confidence flourishes, performance also increases. As such, goal setting can serve as a tool for creating positive loops linking planning and performance outcomes.

This article, then, briefly and concisely, is intended to highlight ten key points which are key to effective goal setting. Unfortunately, while goal setting is often discussed, it is also true that too few coaches and teachers for that matter fully understand the full breadth and depth of knowledge involved in goal setting. While not all-conclusive, this article serves to begin to bridge theory and practice.

TENETS TO GOAL SETTING

What are the ten principles of goal setting?

- Consider these points:
- Goals should be specific,
- Goals should be measureable,
- Goals should be achievable,
- Goals should be time oriented,
- Goals should be prioritized,
- Goals should be written,
- Goals should be accepted by the participant,
- Goals should build on previous strengths,
- Goals should be flexible,
- Goals should be continually evaluated.

In a basic way, goals need to be thoughtfully developed. In fact, setting goals which are too high, or unrealistic, will only develop frustration. A talented skier lacking any race

experience but dreaming of the Olympics will need shorter term goals, with local races, prior to entering international competition! Similarly, a novice skier will need targeted skills and goals before tackling double-black diamond terrain. In addition, goals need to take into account motivation, athletic skills, athletic condition, age, commitment, as well as ability. Ideally, goals need to be realistic and achievable. These ten points, can serve as beginning road map.

Conclusions

Goal setting can serve as a vital educational and psychological tool for ski instructors. Have you or a colleague dreamed of various PSIA certifications? Have you planned or accomplished a significant educational goal such as attaining a college degree? Have you carefully planned your goal using these points? Clearly, the ski instructor and student able to jointly plan individual goals can most effectively maximize learning and development. At the same time, goal setting, while seemingly simplistic, can be quite challenging. Not all goals can be achieved in a single lesson, or even one year. Some goals take years to achieve, and best planned using short-term goals as markers of success.

The present article was intended to review ten key considerations for goal setting. Although not all-conclusive, these points can serve to assist ski instructors interested in exploring a framework for integrating goal setting into lesson planning. What goals have you set this year? How do you set goals for students? Are you attentive to choosing appropriate, attainable, goals? Do you link goal setting with lesson planning?

Dr. Tony D. Crespi is presently Professor of Psychology at the University of Hartford. A Licensed Psychologist, Licensed Marriage & Family Therapist, and Certified School Psychologist, he has served as both a Ski School Supervisor and Development Team Coach. He is a frequent contributor to publications throughout snow country. ❄️

Progressive Stopping

By Dusty Dyar



Have you ever started down a short steep hill and you slip a little, so you speed up to a jog or a run for a hand full of steps to get to the bottom? How did you slow back down to a walk? Did you slow down with one big leap landing on two feet? Did you use several steps? Unless you are built like the Hulk and stick to things like Spider Man, you probably slowed back down progressively with several steps. With each step you could slow a little at a time without risking a slip and a fall, and not over taxing your muscles.

I often deal with a very similar situation while coaching upper level children and teens. Except their reaction is one big move to throw on the brakes and decelerate quickly after a sudden increase in speed. This often creates issues. Instead of slamming on the brakes and hanging on for dear life, we practice progressively slowing down. Obstacles which cause acceleration come in many forms: people merge on either side of someone and they straight run to avoid a collision, we ski/ride through a straight gap in

the trees, we ski/ride through a narrow chute, or we jump off of something down the hill (a bump, a jump, a rock, a cliff, a cornice, a cat walk, etc. Some of these obstacles are forced upon us, and some are the result of intentional choices we make. For those times when your students choose to play with these obstacles, here are some tactical points to focus on and practice.

We must overcome the reaction to the acceleration, and use proactive tactics and movements. The common reaction of making one extreme movement causes the body to move back, inside, and brace against the tail of the outside ski. This movement pattern results in a loss of balance, ineffective use of energy (trying to stay upright), and all too often falls and crashes. These results mostly live in the physical realm of CAP. Being outside your comfort zone is usually involved with this reaction, which places a lot of the cause in the cognitive and affective realms of CAP.

To make a change, train your students to make positive reactions. Find a wide open

groomed run where they can spend time skiing faster than normal. As their comfort level increases, increase their speed and the pitch of the run. Next, set up a corridor on the run by looking at grooming tracks, poles, ropes or other terrain features that create natural boundaries. Inside the corridor, straight run for a set amount of time and then use 3-5 turns to come to a stop.

An example of this exercise would be to set a corridor width of two grooming tracks, straight run for five seconds and gradually stop in four turns while remaining inside of the corridor. Play with the size of the corridor, the amount of time straight running, and the number of turns depending on the type of obstacle you plan to encounter with your students. Practicing on groomed terrain is teaching not only their body, but also their mind how to “shut err down” while remaining in control and in balance. Next, move this same exercise into un-groomed terrain where skidding is more difficult and scrubbing a little speed at a time with multiple turns works great.

As they gain confidence in their abilities, start looking for small obstacles with consistent run-outs to play with. Remind your students, they can go fast; they can turn and it is okay to be patient while slowing down. When jumping off a small rock or skiing through a tight chute get them to focus on balancing over their feet and looking for the second turn. By looking for the second turn, the outside leg relaxes which lets the body move forward and across the feet drawing them into the next turn. Also have them reach for a downhill pole plant between turn one and two to promote to same directional movement into the new turn.

This proactive approach helps keep them from moving back, inside, and bracing against the tail of their outside ski. Remember with each repetition one slowly turns movements into muscle memory which, in the end becomes reaction.

To wrap up, ski like you walk! Get your students to progressively slow back down to a desired speed, and remember addressing the cognitive and affective aspects of CAP can have a large impact on the physical.

“So what happens when there’s something in the run-out?” ❄️

Robel Friedrich Straubhaar

AUGUST 11, 1923 – DECEMBER 5, 2009



“It is not everyone whose Grandfather started a ski area.” Those words were spoken by Aaron Blunck a couple of weeks ago. While those words are not completely factual, Robel

Straubhaar did establish the Crested Butte Ski School. Robel passed away peacefully on the morning of December 5, 2009 in Knoxville, TN. Born August 11, 1923, he was 86 years old.

As legend has it, Robel made a turn onto Highway 135 back in 1962 when he learned that a ski area had opened in Crested Butte. Apparently, Robel and his wife, Shirley, were on their way to Utah to work for Alf Engen at Alta. Robel made it to Crested Butte, fell in love with the mountains here, as they reminded him of his native Gstaad, Switzerland, and chose to stay. He opened the Crested Butte Ski School in 1962 as an independent business on the slopes of Crested Butte Mountain. During an ownership change at the ski area, the Callaway/Walton family purchased the ski school business from Robel and hired him to run the school. He did so up until the summer of 1989.

Skiing was not just a job for Robel, it was his way of life. His father was a cartwright in Gstaad and also made skis. Some

of Robel’s father’s skis are on display in the local museum in Gstaad. Growing up in the Alps of Switzerland, Robel skied and skied well. He was a member of the Swiss National team as a ski jumper while in his early 20’s. Eventually, Robel made his way to North America starting in Montreal, Canada in the early 1950s. He continued Nordic jumping while in Canada, and finally made it to the United States (Buffalo, NY) in 1958. Robel taught skiing at Kissing Bridge Ski Area outside of Buffalo, NY. It was here that he met Shirley Kaufman, whom he married.

After their move to Crested Butte, the Straubhaar’s began to establish their roots here. Their first child Lisa Ann was born in 1963 while they were living in the Kerraus on Elk Avenue. When the lifts were not running, Robel worked as a carpenter. He built his family a home at 726 Maroon Avenue in 1967. The previous year their first son, Andre John was born. By October of 1969, the house was full as Peter Allen Straubhaar was born. Back in those days, the Straubhaar house was the only building on the block with the exception of the Ore Bucket Lodge (Christiana). As Robel and Shirley watched their kids grow, they also saw the town grow.

Shirley preceded Robel in death when she succumbed to cancer in 1982. Robel met and fell in love with Abby Butler.

They were married in 1986. The two continued to live on Maroon Avenue until the fall of 1989. Robel and Abby moved to Boring, OR, a suburb of Portland. While in the Portland area, Robel became active with the local Swiss community. An avid accordion player and singer, Robel joined a Swiss choir and performed in many yodeling festivals. Many older residents of Crested Butte may remember similar festivals at the old warming house at the base of the ski area.

During his professional career as a ski instructor, he helped form what is now the Professional Ski Instructors of America (PSIA). Within this organization, he played an integral role in establishing the current standards of ski instruction. He was the organization’s first ever instructor of the year and last month was awarded the Golden Ski Award for lifetime achievement in ski instruction. He touched many lives, both of people who worked for him and thousands that he taught to ski.

Robel is survived by his wife, Abby, his daughter Lisa Ann Blunck (Michael), son Andre John Straubhaar (Brenny), and son Peter Allen Straubhaar. He also has four grandsons, Maximilon and Madison Straubhaar, and Nolan and Aaron Blunck. He will be greatly missed most by his family, but also hundreds of skiers across the world. ❄️



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Job Opportunities



Angel Fire Ski and Snowboard Schools are currently accepting applications for the following positions:

- PSIA Level 1, 2, and 3 certified Ski Instructors
- AASI Level 1, 2, and 3 certified Snowboard Instructors
- New Ski and Snowboard Instructors Angel Fire offers competitive pay, great training opportunities, and limited employee housing. Please fill out an online application at www.angelfireresort.com or mail your resume to:
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PO Box 130, Angel Fire, NM 87710
505-377-4287

Courtney Whitman
Human Resources Manager
courtneyw@a-basin.net
970-513-5732

Please send resume and cover letter to hr@angelfireresort.com or fax to 505-377-4219.



Sandia Peak Ski Area, located 30 minutes from Albuquerque, is accepting applications for ski and snowboard instructors. Part time and full time seasonal positions begin mid-December through mid-March. An interest to instruct and work with children as well as adults is a plus.

Guest-centered attitude a must!

If you are interested in joining our team, please contact:

Susanne Long Keniley, P.O. Box 670, Sandia Park, NM 87047; 505-980-9090 or skeniley@gmail.com



Professional Ski Instructors of America-Rocky Mountain-American Assn. of Snowboard Instructors
P.O. Box 775143 , Steamboat Springs, CO 80477

OFFICIAL BALLOT

FOR REPRESENTATIVES TO BOARD OF DIRECTORS

Please Vote for ONE CANDIDATE in your District ONLY ✍

Ballots Must BE RECEIVED in the RM Office by 5:00 P.M. on February 5, 2010

FAXED BALLOTS WILL NOT BE ACCEPTED

ONE PERSON FROM EACH DISTRICT WILL BE ELECTED FROM THIS BALLOT.

THE PERSON WITH THE NEXT HIGHEST NUMBER OF VOTES (FROM ANY DISTRICT) WILL BE THE MEMBER-AT-LARGE REPRESENTATIVE.

PSIA-RM member schools are grouped into Districts as follows:

Front Range: Adaptive Adventures, Arapahoe Basin, Breckenridge, Breckenridge Outdoor Education Center, Copper Mt., Echo Mountain Ski & Ride, Eskimo, Eldora, Eldora Special Rec, Foresight Ski Guides, Gold Run Nordic, Keystone, Lake City Ski Hill, Loveland, National Sports Center for the Disabled, Rookie Academy, Sierra Club Inner City Outings, Snowy Range, Sol Vista Basin Ski School, Winter Park Ski & Snowboard School

Southern District: Adaptive Ski Program Ski School, Adaptive Sports Association, Angel Fire, Arizona Snowbowl, Challenge New Mexico, Enchanted Forest Nordic, Ernie Blake, Never Summer Sun & Ski Sports, Pajarito, Purgatory at Durango Mountain Resort, Red River, Sandia Peak, Santa Fe, Sipapu, SheRide Snowboard Camp, Ski Apache, Sunrise, Telluride, Telluride Adaptive Sports Program

Western Slope: Adaptive Sports Center of Crested Butte, Adaptive Athletic Specialists, Beaver Creek Ski & Snowboard School, Challenge Aspen, Colorado Discover Ability, Crested Butte, Monarch, Powderhorn, Ski Cooper, Ski & Snowboard Schools of Aspen, SOS Outreach, STARS, Steamboat, Sunlight, Vail Nordic Center, Vail Ski & Snowboard School, Vista Verde, Wolf Creek

Choose only one candidate **IN YOUR DISTRICT** and print and sign on the signature line.

Nominees for DISTRICT REPRESENTATIVE to the PSIA-Rocky Mountain-AASI Board of Directors Are:

FRONT RANGE



JP CHEVALIER - JP has been a snowsport-teaching professional for over 30 years, 4 years in the Rocky Mountain division. JP would like to support, consult and guide the President and Executive Director, where appropriate during board meetings and via special initiatives or projects and via the Member School Management committee.



JOEL MUNN - Joel has been a snowsport-teaching professional for 43 years, 20 in the Rocky Mountain division. Joel would like to continue on the board of Directors evolving our association towards education and accreditation-based programs.

SOUTHERN DISTRICT



FRED RUMFORD - Fred has been a snowsport-teaching profession for 22 years in the Rocky Mountain division. Fred 's goals if elected are to inspire young people to remain in the snowsports business long term and to become passionate teachers of skiing and riding. Secondly, he would like to make sure that there is a renewed focus on the importance of teaching first-time and beginning skiers and riders.

WESTERN SLOPE



EARL SALINE - Earl has been a snowsport-teaching professional for 25 years, 6 in the Rocky Mountain division. Earl would like to continue to serve on the board to help the division maintain and grow its position as a leader in snowsports education. He would like to continue to develop educational programs that inspire members, support schools of all size, their resorts and the industry by training and certifying instructors that bring students back. He feels it is vital that we are fiscally responsible, keep dues reasonable and provide services which matter the most to members.



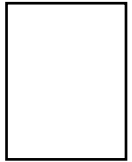
JOE WEBSTER - Joe has been a snowsport-teaching professional for 33 years, 17 in the Rocky Mountain division. Joe would like to ensure that the board is working on issues that are important to our teaching professionals' success while keeping pace with industry changes. He feels it is of the utmost importance that we market the value of skiing and riding with our pros to target the next generation. He would like to encourage the Divisional Educators to strive for a level of excellence and understand the burden an ever-changing certification system has on the membership. He will be available in his district so members may voice their concerns and be properly represented at the board level.

Member Name (please print)

Member Signature

Member Number

Only active status PSIA-Rocky Mountain-AASI members in good standing may vote.



PSIA/AASI Rocky Mountain Division
P.O. Box 775143
Steamboat Springs, CO 80477



Vail Spring Fling!

APRIL 10 & 11, 2010

Registration Deadline is Friday, March 19

Spring Fling is a stand-alone event that celebrates a great season, good skiing and riding, friends, and our 25, 35 & 45 year members. This event hosts a party, awards and food for participants.

Prerequisites: PSIA/AASI membership, prerequisite level depending on choice of specific clinic. Complete prerequisite listings for each clinic located in Elective Course sections of the Curriculum Guide.

Credit Hours: 12 Days: 2 Fee: \$85.00 per day

Alpine & Telemark Freestyle
Freestyle Fiesta Apr 10 & 11

Masters of Levels 8&9-kids Apr 10 & 11

Alpine Clinics

All Mtn Performance Apr 10 & 11
Teach Beginner Bumps Apr 10 & 11
Women's Clinics Apr 10 & 11
Contemporary Movements Apr 10 & 11

25 Year Anniversary Clinic Apr 10 & 11
35 Year Anniversary Clinic Apr 10 & 11
45 Year Anniversary Clinic Apr 10 & 11

Snowboard Clinics

Ride Improvement 301 Apr 10 & 11
Ride Improvement 401 Apr 10 & 11
Intro to Freestyle Apr 10 & 11
1/2 pipe improvement Apr 10 & 11

Telemark Clinics

Tele Ski Improvement Apr 10 & 11

Adaptive Clinics

Adaptive Mania Apr 10 & 11



We are happy to announce a first!...

Tele Academy

the Rocky Mountain Division at
Arapahoe Basin, April 16-18, 2010

This is the first All Tele PSIA Event with the Nordic Team.

If you've ever thought that skiing and clinic-ing with some of the nation's leading Telemark instructors and trainers would benefit you, your school or division, now's the time to take advantage of the opportunity to hone your skills, learn with peers from around the country and enjoy a great mid-April Tele Fest in Summit County, CO. Lodge and party down in Keystone, CO while enjoying late season rates.

"When I was trying out for the Team I wished so hard for an event where we could ski with the Nordic Team to prepare for tryouts. Some people go to every PSIA National Academy to train for tryouts. This is the first such opportunity specifically for telemarkers." Current Nordic Team Coach Scotty McGee

This Tele Academy will focus on the usual suspects, skiing, teaching and mechanics, in a fun and interactive format. Likely topics are Interski 2011 topics, new ski technology, different roads to telemark, racing and carving, short turns for bumps and powder, intermediate skills and drills, video movement analysis, mountain tour, corn-seeking and conditions du jour. Round out your bag of tricks and tele arsenal skiing with the Team and Tele'ers from all over.

Details to follow. Registration will be available beginning mid-January at psia-rm.org



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