PSIA-RM
RMT Program Guide

Updated March 2021

Contents

RMT Program Introduction

Welcome to the PSIA-RM Alpine Rocky Mountain Trainer (RMT) Program Guide! The RMT Program was redesigned in 2017, updated in 2019, and most recently in 2021 to support our investment in the development of Rocky Mountain Division's Trainers.

RMT Program Intent

The intention of the RMT Program is first and foremost to provide the best possible educational and practical opportunities for prospective Rocky Mountain Trainers. The RMT Program's comprehensive design aims to help you be a successful and effective Trainer for your home resort. You'll develop the skills needed to deliver great training clinics that balance the needs of the instructors and your home resort's objectives.

The RMT Program is a modular system designed to support our increased focus on education. It eliminates the solely evaluative focus of the "all or nothing" assessments and allows you to engage with the process in a self-directed way and pace.

RMT Program Overview

Consistent with PSIA's certification processes, there are 3 modules that make up the RMT Program:

- Movement Analysis/ Technical Understanding
- Skiing
- Clinic Leading

Entrance into the Alpine RMT Program begins by completing the Prerequisites and passing the RMT Entrance Assessment to confirm that Cert 3 skiing skills are still intact. After passing the Entrance Assessment, you will have access to the following to help you prepare for the Practical Assessments.

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

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

Learning Experiences

For each module, we have put together Learning Experiences to help you prepare for the RMT Module Assessments. You can think of them as optional homework assignments. They are meant to help you consider and develop specific skills within each module. Together, they make up a complete skill-set for RMT's. You decide which Learning Experiences you want to do, how many times you want to do them, whether you want to do them on your own or with help from other RMT Candidates or a Mentor. Each

assignment is meant to encourage depth of thought. We encourage you to consider each Learning Experience multiple times to develop your understanding and skills.

Assessment Activities

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

On-Snow Educational Clinics

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

Mentorship

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

Completion of the Alpine RMT Program

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

Program Length

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

Entering the RMT Program

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

Prerequisites

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

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

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

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

Alpine RMT Entrance Assessment

Overview

The RMT Entrance Assessment verifies each candidate's current ability to meet the Level 3 Certification skiing standard. While the RMT Entrance Assessment is not a repeat of the Cert 3 skiing assessment, it will have elements from, or are similar to the Cert 3 skiing assessment.

Process

- 1-day format
- 2 Examiners per group
- Tasks will be pre-selected from each section of the IDP
- Tasks will be performed at least once, and no more than three times
- Short task describers will be provided
- Each Examiner will demonstrate each task
- Clarifying information about the task may be provided if necessary
- Personal feedback will not be given during the RMT Entrance Assessment
- Results will be given at the end of the day

The RMT Modules

Each RMT Module is outlined below. You will find a general description of the RMT Standard, Learning Outcomes for each module, Learning Experiences to help you prepare for the RMT Module Assessments, and the Assessment Activities for each of the RMT Module Assessments.

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

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

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

The RMT Technical/Movement Analysis Module

The Technical/Movement Analysis Module focuses on using your technical understanding of skiing to present movement analysis of all skiing up to the RMT level. You will need to prioritize information based on your audience's understanding of skiing and provide movement/technical analysis of skiing using several skill-to-skill relationships. An RMT can distinguish the technical needs of the various certification levels and tailor their presentation and movement analysis to each certification level.

Learning Outcomes

1. Present accurate movement analysis of peer-level skiing that answers the following questions:
    a. What can be assumed about the skier's intentions relative to their abilities and environment?
    b. What are the noteworthy body-to-ski cause and effect relationships? What does the skier need to change in order to improve their skiing?
    c. What are the noteworthy skill-to-skill cause and effect relationships? What does the skier need to change to improve their skiing?
    d. How does the skier's tactics contribute or inhibit their performance? What tactical considerations do they need to change? <u>or</u> How would the prescribed body-to-ski and skill-to-skill changes improve their tactics?
    e. Can you support your statements with facts using:
        i. Biomechanics
        ii. Skiing mechanics/physics
        iii. Ski design/ tuning
        iv. and/or

<ol style="list-style-type: lower-roman">
Alignment/boot set-up

2. Accurately and clearly differentiate the technical requirements of certification for levels 1-3 by:
   a. Prioritizing significant technical information for different audiences' levels of certification, knowledge, and needs.
   b. Clearly describing body-to-ski cause and effect relationships in 1 turn phase for Cert 1-3's.
   c. Clearly describing body-to-ski cause and effect relationships through at least 2 turn phases for Cert 2-3's.
   d. Clearly describing skill-to-skill (body-to-ski) cause and effect relationships for Cert 3's.

Learning Experiences

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

1. **Analyzing Ideal Skiing Performance**
   a. Analyze a skier demonstrating world-class on-piste or off-piste skiing. Use your observations, physics/skiing mechanics, biomechanics, ski design and tuning, and/or boot alignment and setup.
   b. What is this skier doing that makes them successful?
   c. What can we assume about the skier's intentions relative to their environment and abilities?
   d. What are the noteworthy skill-to-skill cause and effect relationships that make this skier successful?
   e. How does this skier's tactical choices contribute to their performance?

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

3. **Prioritization**
   a. Using a video of a certification candidate, prioritize the Fundamentals or Skills they should develop to improve their skiing. Explain the reasoning behind your priorities.
   b. Reflect on how you prioritized the Fundamental(s) or Skill(s). Can you create priorities based on the following situations?
      i. The Skill that will have the largest impact on the other skills.
      ii. The Skill that will align with the skier's perceived intentions.

    iii.   The Skill that will most immediately enhance their tactical choices.

    iv.   The Skill that addresses differences in their performance when speed or environment changes.

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

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

6. **Tactics**
    a. Using a video of a certification candidate, identify their tactical choices. These might include: overall speed, turn size, turn shape, speed control, relative amount of edge grip, etc.
    b. How would changes to their tactics force changes in their body-to-ski and skill-to-skill relationships?
    c. How would these prescribed changes enhance their overall skiing performance?

7. **Attend Basic Skiing Physics, Ski Design & Tuning, or Biomechanics/ Anatomy Clinics**
    a. What did you learn that changed your understanding of skiing?
    b. What did you learn that confirmed your understanding of skiing?
    c. What did you learn that seems to contradict your understanding of skiing?
    d. How will you use what you learned in your skiing and teaching/training?

8. **Participate in a minimum of two Movement Analysis practice sessions with a mentor**
    a. Watching certification candidates from multiple levels (preferably all levels), practice delivering RMT-level analysis:
        i.   Describe multiple skill-to–skill cause and effect relationships and include a third skill to create more complex blended relationships as needed
        ii.   Demonstrate analysis that is appropriate for Levels 1 -3

1. **Technical Analysis Practical** – On-snow analysis, and technical discussion (15 - 20 min/person; s*cored using RM scoring describers.)*
   a. Candidates will base their analysis on an assigned member of the general public's skiing performance.
   b. Candidates will share a breakdown of their analysis to demonstrate their ability to differentiate and meet the criteria for each of the 3 levels of Movement Analysis Certification.

2. **Technical Analysis Practical** – On-snow analysis and short presentation (25 minutes/person; *Scored using RM scoring describers*)
   a. Candidates will base their analysis on an assigned partner's skiing performance of 2 assigned Applied Tasks from the PSIA-RM IDP.
   b. Candidates will share their analysis with their partner in front of the group and provide specific demonstrations of Highlighted Tasks from the IDP to improve their partner's skiing based on the candidate's analysis.
   c. Candidates may continue to develop their technical content by using variations of the previously demonstrated Highlighted Task.

The RMT Skiing Module

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

Learning Outcomes

Accurately demonstrate an ability to ski above the PSIA Cert 3 Standard in all of the following contexts:

1. Personal Skiing (on and off-piste on all terrain)
2. Demonstration Skiing (Tasks from the PSIA-RM IDP and PSIA National Task Key)
3. Problem Solving Oriented Tasks and Drills

Learning Experiences

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

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

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

3. **On-piste closed environment race/drill-based practice session**
   a. Use stubbies and/or brushes for skill development in a closed environment
   b. Develop ideas for both setting up the environment and using the environment to create various learning opportunities

4. **Problem Solving/ Skill Development**
   The following should create training situations where you learn through a 50-50 mixture of failure and success. As you are more successful, look for ways to make the training more challenging until you start to fail again. This process develops grit, problem solving skills, diagnostics of your skiing, and expansive thinking. ***The following are suggestions to get you started. This is not a task list for the RMT Skiing Module Assessment.***
   a. Variations to Tasks.
      i. Pivot Slips
         1. On a double fall line
         2. Slow pivots
      ii. Skating
         1. Long Glide
         2. Short Glide
      iii. Crab Turns
         1. Body goes straight down the fall line
         2. Body is deflected across the hill
      iv. Outside Ski Turns

1. Hop to switch feet
2. How long can you go on the pinky toe side?

   b. Combine 2 Tasks to develop Accuracy.
- i. Reverse Javelin Turn Initiation with a Javelin Turn Shaping and Finish
- ii. White Pass Turn Initiation with a Javelin Turn Shaping and Finish
- iii. Pivot Slips/ Most Flexed at Edge Change
- iv. Railroad Tracks/ Garlands
- v. 1,000 steps/ Skating
- vi. Lane Changes in the Bumps

   c. Change the Environment, don't change the Speed, to develop Accuracy.
- i. Wedge Christies on blue terrain that transitions to Basic Parallel on green terrain.
- ii. Skating through terrain changes (steep to flat and flat to steep).
- iii. Short Radius Stem Christies through terrain changes.

   d. Change the Speed without changing the Environment
- i. In the moguls, transition back and forth between skiing short turns and medium radius turns.
- ii. Alternate between 5 accelerating and 5 decelerating short radius turns.
- iii. Wedge Christies that change speed (and therefore when the match happens).
- iv. Alternate between skiing the "zipper line" and the "outside line" in the bumps.

   e. Vary Skill Blends
- i. Create various degrees of ski performance on short radius and medium radius turns on steep blue to black groomed terrain.
- ii. Steered and carved Stem Christies.
- iii. Steered and carved outside ski turns
- iv. Steered and carved white pass turns.

Assessment Activities for the RMT Skiing Assessment Module

1. **Demonstration skiing practical** (*Scored using RM scoring describers)*
   a. Level-specific demonstrations of various tasks from the IDP.
   b. Demonstrations will be chosen by the Examiner(s) and group based on perceived and observed needs.
2. **Off-piste skiing practical** (*Scored using RM scoring describers*)
   a. Bumps on various slopes with considerable modification to line and technique
   b. Variable off-piste conditions (non-bumps) with considerable variation to tactics and technique
3. **On-piste skiing practical** (*Scored using RM scoring describers*)
   a. High performance short turns on varying degrees of steepness
      i. Minimum of three variations
   b. Medium - Long Turns: Must be performed on steep (steep groomed blue to black terrain)
      i. Minimum of three variations

The RMT Clinic Leading Module

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

Learning Outcomes

1. Lead Training Clinics from a written outline containing a Goal, Learning Outcomes, and Learning Experiences.
2. Address organizational needs (as stated in outlines, learning outcomes, and/or PSIA-RM processes and National Standards) and individual needs in a Training Clinic.
3. Prioritize clinic participant needs and adapt activities to create fun and experiential learning experiences.
4. Create impromptu Learning Experiences based on Learning Outcomes or Objectives from a written outline.
5. Coach clinic participants to change their application of Skiing Fundamentals and DIRT to develop appropriate skill blending for a specific task.
6. Deliver timely and accurate feedback to clinic participants, effecting change in individual understanding and/or movement.

Learning Experiences

1. **What Makes a Great Trainer?** Analyze a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator.
   a. What does the Trainer do that makes them a great Trainer?
   b. How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?

2. **Creating Training Objectives/ Learning Outcomes:**
   a. Using a clinic topic of your choice, create Learning Outcomes which measure the success of the training by specifying a behavior that is observable and indicates learning has occurred.
   b. Vary the Learning Outcomes based on 1- hour, 1- day, and 2- day clinics
   c. Address a variety of audiences which include New Hires, L1 - L3 certification candidates
   d. Include a variety of settings (i.e. indoor, groomed, bumps and variable, etc)

3. **Progressions/ Learning Experiences that connect Skills/Fundamentals to Ski Design, Turning, and Speed Control**

a. Create 2 Progressions of 3- 5 steps and answer the following questions.
    i.   <u>Progression 1-</u> How does the progression help a cert candidate increase their understanding of how ski design (including flex patterns, sidecut, width, and/or rocker) relates to making turns and speed control? How does the progression relate to the Skiing Fundamentals?
    ii. <u>Progression 2-</u> What are the Ski and Body Performances that the progression will help someone improve? How does the progression relate to the Skiing Fundamentals?

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

5. **Variations**
   a. Make a progression of 3 tasks. Start with 1 Highlighted Task from the IDP. Modify the task by changing the Speed, Environment, and/or Accuracy of the movements to create the 2nd and 3rd parts of the progression. Include descriptions of the body and ski for each task.
      i. How do the modifications enhance the body-to- ski cause and effect relationships?
      ii. What are the skill-to-skill relationships developed by the progression?
      iii. How does the progression help create an environment promoting exploration, experimentation, and play towards the desired outcomes?

6. **Feedback**
   a. Reflect on providing feedback in a training clinic and its effect on the clinic participant's learning.
      i. *Timeliness-* How do you determine the timeliness of providing feedback? When is it better to provide immediate feedback, delayed feedback, or feedforward? (Feedforward focuses on future solutions instead of past shortcomings.)
      ii. *Detail and Accuracy-* How do you determine how much detail a clinic participant needs? When is it helpful to provide the clinic participant a complete movement analysis of their skiing? When is it helpful to provide information about what they did poorly or wrong? When is it best to provide information for future solutions?
      iii. *The Right Amount-* How do you decide that the clinic participant has received enough feedback?
      iv. *Relevance-* How do make the feedback relevant to the learner? How do you make sure that you are providing feedback about what you are coaching them on and not being distracted by other movements or actions that have not been

brought up yet? How do you prioritize what you will give feedback about? How was your feedback related to the coaching/learning topic?

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

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

Assessment Activities for the RMT Clinic Leading Module

1. **On-Snow Clinic Leading Practical- Assigned PSIA-RM Clinics** (scored using RM Scoring Describers)
   a. Each candidate will be assigned a clinic (from PSIA-RM curriculum) to present to peers.

  b. Each candidate will have up to 30 minutes to their peers with a 10 minute debrief/short interview with an Examiner.

  c. Each candidate will participate in a short exit interview to reflect upon their own presentation as well as assigned areas of their Peer's presentations.

2. **On-Snow Clinic Leading Practical -Impromptu Topics** (scored using RM Scoring Describers)

  a. Candidates will lead a 10-minute clinic to their peers based on an impromptu topic.

  b. Topics are chosen from PSIA Technical or Teaching material. Each participant will have 10 minutes to prepare prior to presenting.

  c. Emphasis is on presentation dynamics, ability to organize a topic and to a lesser degree create an experiential setting of potentially mind-numbing technical topics.

The RMT Mentor Scholarship Program

Information for RMT Candidates

Overview

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

Getting a Mentor from PSIA-RM

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

Renewing a Mentor from PSIA-RM

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

Application For a Mentor from PSIA-RM

Send your complete application to Dave Gregory at dgregory@psia-rm.org

1. You must be enrolled in the RMT Program by passing the RMT Entrance Assessment.
2. You must be currently teaching for a PSIA/AASI member school.
3. Applications must be completed in full.
4. Include a letter to the PSIA-RM Director of Education in 500 words or less describing why you need access to a mentor from the PSIA-RM Ed Staff to help you prepare for the RMT Assessments.
5. Write an essay of 800-1000 words on **one** of the following topics:
   a. Analyze a world-class skier skiing on or off-piste that answers the following questions:
      i. What is this skier doing that makes their skiing world-class.
      ii. What can we assume about the skier's intentions relative to their environment and abilities?
      iii. What are noteworthy skill-to-skill cause and effect relationships that make this skier successful?
      iv. How does this skier's tactical choices contribute to their performance?

       b.   Write a technical analysis of your skiing in comparison to someone who more closely represents ideal skiing. Answer the following questions in your analysis:
           i.   What are the specific skill-to-skill differences between you and the other skier?
          ii.   What is your plan to change your skiing to minimize the differences?
       c.   Write an analysis about a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator that answers the following questions:
           i.   What does the Trainer do that makes them a great Trainer?
          ii.   How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?

Information for Mentors

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

Mentor Duties and Expectations

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

- Use you expertise to help mentees prepare for the RMT Module Assessments.
- Reach out to your Mentee within 48 hours of being assigned to them.
- Communicate with the PSIA-RM Director of Education to determine time commitments and compensation.
- Collaborate with your mentee to determine a communication plan. Include communication modes and timeframes for responses.
- Collaborate with the RMT candidate to develop their plan. This might include: determining a plan and timeline to prepare and pass the RMT Module Assessments, helping them assess their strengths and weaknesses, and/or prioritizing Learning Experiences to prepare for The RMT Module Assessments.
- Provide coaching, advice, and information for Mentees working on Learning Experiences to prepare for the RMT Module Assessments. You can work with your mentee to determine exactly how you will use the Learning Experiences (For example, a Learning Experience can be the topic for a series of emails, a phone call, or a written document to spur conversation.)
- Refer to the RMT Program Guide, your expertise, and their experience to help clarify questions.

Director/Training Manager Acknowledgment

Please complete and send this form to the PSIA-RM Director of Education (dgregory@psia-rm.org) to attend the RMT Entrance Assessment.

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

Ski School: _____

Ski School Director/Training Supervisor:

_____

Signed:

_____

Date: _____