

INSTRUCTOR JOB DESCRIPTION

What is a ski/snowboard instructor? What do they do? It will depend who you ask. As a PSIA/AASI instructor and you may get a list similar to this:

- Area Guide
- Coach
- Therapist
- Companion, Social Guide
- Teacher, Motor Skill Developer
- Disciplinarian, Drill Sergeant
- Historian
- Environmentalist/Nature Guide
- Baby Sitter
- Lift Line Cutter
- Unique Experience Creator
- Mentor
- Encourager/Cheerleader
- Business partner
- Epiphany Engineer
- Fun Facilitator

Why so many hats? Why so many various ‘duties’? It is because needs differ from one person to the next and we wish to create a guest-centered vacation environment. Rather than making assumptions about why the guest is taking a lesson, ask and find out. (As an instructor, what you do in a ‘lesson’ will depend upon the guest/s.)

Some quotes from some seasoned professionals:

- Teaching snow sports is so much more than the result of mechanical guidance of the student.
- Every Snow-Sport School director will educate her/his instructors to the specific reputation a winter sports center wishes to gain or uphold. Ultimately, the lesson content will be directed by the guest’s stated wishes.
- Many pros all too quickly assume that the main purpose why people take lessons is to learn to ski or ride. By failing to ask key screening questions they may miss important primary social and emotional needs that are rarely offered up at first contact.
- While learning to ski/ride may be the desire of many guests, skiers/riders can also learn much about themselves and life balance, requiring a vast repertoire of skills on the part of the instructor.
- Unlike golf or tennis, sport activities that measure success with a score sheet, snow sports are all about mastering control and enjoying the outdoors.

Becoming a snow sports instructor is taking on a lifestyle. We hope we can help train and inspire you to entertain professional methodology as you learn and explore this lifestyle.

RESORT OPERATIONS AND RISK MANAGEMENT

1. Resort Operations

a. Departments

A resort is organized into various departments. Employees at ski resorts work in one or more of these departments such as:

- Administration
- Lifts
- Grooming
- Food Service
- Human Resources
- Snow Safety
- Plant Management
- Mountain School (Learning Center, Snow Sports Center, etc.)

It is important to understand how instructors are often viewed by other employees. Consider this: instructors arrive late, leave early and spend most of the day on the snow with the guests - they are 'users' of the ski resort. It is of utmost importance to always be mindful of this and behave with respect and gratitude to the other employees.

Advice: The lift operators can do the most to help you with your daily 'lessons'. Cultivate their friendship and try to help them at their job.

b. Facilities

As a professional employee at the resort, find out about the following:

- Dispatch phone number to call in case of emergency
- Emergency procedure to follow
- Location of ski patrol clinic
- Location of restrooms
- Location of restaurants
- Location of 'lost and found'
- Location of Human Resources
- Location of child care facilities
- Location of Guest Services

2. Risk Management

Our first duty to our students is to their Safety. Before students can have Fun or Learn, they must feel safe.

a. Mountain Environment

1. Terrain:

As a new instructor, you need to learn about what terrain is available at your resort for your use while instructing as well as any special hazards that exist, such as cliffs, avalanche areas, etc.. Always make use of appropriate terrain for your guests. Be especially aware of the 'crowdedness' of the slopes and any cross-traffic.

2. Conditions:

Conditions will always vary, not only from day to day, but throughout any given day and in any given location on the mountain. Be aware that conditions can sometimes turn an easy green run into a 'black' run for some people!

3. Weather:

As mountain weather can change quickly, always be prepared for what may be coming. Check to make sure that both you and your clients are comfortably and appropriately attired.

b. Guest/Client

1. Equipment

Boards, skis, bindings, safety straps, boots, poles adjusted and in working order?

Dangerous loose clothing?

Proper eye protection from elements?

Helmet (if used) fitted properly?

Sunscreen?

2. Physical Condition

How athletic?

Adaptive needs?

Current health concerns/medications?

Previous injuries?

Fatigued?

Hydration and food?

3. Psychological Condition

Motive for lesson and skiing/boarding?

Fears or anxiety?

Goals?

c. Responsibility Code

- Always stay in control, and be able to stop or avoid other people or objects.
- People ahead of you have the right of way. It is your responsibility to avoid them.
- You must not stop where you obstruct a trail, or are not visible from above.
- Whenever starting downhill or merging into a trail, look uphill and yield to others.
- Always use devices to help prevent runaway equipment.
- Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

TEACHING SKILL FOUNDATIONS - Basic People Skills

Learning about guest service.

Only when a Vision is complemented by a Strategy are overarching aspirations achievable.

To learn and grow to the level of ‘master’ instructor, it will require your sustained interest and effort, study and practice. Much like anyone pursuing excellence, the hunger to improve will have to become part of your DNA.

1. People Skills

As an instructor your primary mission is your skilled and empathetic interaction with guests. Treat them right and they will keep you in business and even become life-long friends.

As an instructor, your social skills are the basic price of entry. Technical skills, psychological acumen and pedagogical competence will round out your portfolio. All the above will require constant updating and renewal. When your learning stops, your career will atrophy and your personal energy will dissipate. Engage in life-long learning and your career will soar well into a ripe age!

Become more aware of your own learning style and the manner in which you process information. Assessing your own profile will help fuel your understanding how to connect with and help others.

While snow sports instruction does not require a doctorate degree, effective instructing will require some broad and pragmatic understanding and skills in how to communicate, motivate, manage, inspire, influence and teach others. PSIA’s “Core Concepts” book contains valuable information about many of some of these subject areas:

a. CAP Model (Cognitive/Affective/Physical) - Core Concepts, other research

Discussion: In the “Core Concepts” and other manuals, you will find discussion about how, as human beings we operate in three main domains, cognitive, affective and physical. However, there are also two other domains that some believe we operate in - the spiritual domain as the domain of the will - hence CAPS and CAWPS.

People learn more easily when they are fully engaged; i.e. their whole being is attending to the learning. A positively charged emotional environment accelerates both learning and retention. Besides it’s more fun! Safety-fun-learning. If someone feels safe, and is having fun, then they might learn.

b. Maslow Hierarchy

In the “Core Concepts”, you will see the triangular diagram of Maslow’s Hierarchy describing the hierarchy of needs, showing how needs stack up as we reach for self-actualization (develop to their full potential). If your guest feels safe, has fun, and has learned, there is a greater chance that he/she will return.

c. Brain Hemisphere Dominance - Right/Left

Discussion: Are you right or left brain dominant? Most of our population is left brain dominant. Being aware that we are not all wired the same way, will help you both understand people, as well how to communicate with people.

Your right hemisphere has the spatial, intuitive and synthesizer capacity that enables you to ski. **It tends to get confused by logical, linear and abstract description of how to ski.** Give instructions that are in sensory language: VAK-E Visual (Image), Auditory (Sound), Kinesthetic (Feeling), language that requires no translating, language that can be acted upon immediately - Experiential (Doing), language that directly leads to doing.

d. Blooms Taxonomy - Core Concepts, other research

1. Read and research “Core Concepts”. Regarding Bloom’s Taxonomy, as a learner, do you have to ‘understand’ the physics or biomechanics of making a turn, in order to be able to turn?
2. Consider this statement: When you learn a motor skill, you process ‘understanding’ through your ‘body intelligence’ using sensory detail. Becoming an excellent instructor starts by your becoming very aware of what you are feeling when you are skiing and being about to communicate that simply using both verbal and non-verbal methods. Some of the best time training will be simply your paying attention to and focusing on what you are feeling when you ski or ride.

e. Piaget

In the “Core Concepts” and elsewhere, you will find information regarding Piaget and the stages of development. As a newer instructor, to a large extent, you will be most likely working with children. Many ski schools have very excellent and well developed programs for children. PSIA/AASI offers special accreditations for children.

f. Learning Styles - VAK-E and Thinker/Doer/Watcher/Feeler

Discussion: People also have various learning styles. There are many learning style models, however, the ones that PSIA/AASI uses the most are the VAK(E) model, Kolb’s Thinker/Doer/Watcher/Feeler model, McCarthy’s Active/Reflective/Big Picture/Parts model.

For the snow sports instructor, being aware that not all of us approach new learning the same way is essential. Being adept at adapting to your guests will facilitate both fun and learning for You.

We learn through our experiences. Engineering learning experiences is the work of instructors. Thoughtful composition of terrain, snow conditions, simple, unambiguous instructions defining experiential ‘territory’ is the challenge the instructor needs to creatively develop. Debriefing and learning from such experiences is the shared task of both instructor and student.

For the skier/rider, spending time in focused practice is essential. One variable at a time, the student explores possibilities and registers cause and effect resulting from his efforts.

VAK-E is the language of the learner, leading experimentation with:

- a clear image to pursue
- a sound the ski makes on the snow, if applicable
- a sensory feeling to learn to differentiate, and
- an intensity level with which to engage in the practice

Practice VAK-E with your training partner.

g. Stages of Learning

As an instructor (facilitator of learning), there are many teaching models that explain the path of learning. One very simple model is helping the student move from a level of:

1. Unconscious incompetence to... (it's not working and I do not know why?!)
2. Conscious incompetence to ... (I get it, this is what is not happening yet)
3. Conscious competence to ... (I know what I am doing and it is working)
4. Unconscious competence to ... (I am good and do not need to think about it)

h. Teaching Styles

Just as there are various learning styles, there are also many teaching styles. The instructor's teaching style is governed by the student's learning style, requiring of the instructor style agility and seamless shifting from one student's learning style to the next. Let us resolve in **this text** to use 'teaching' and 'facilitating' interchangeably even though there are differences. What is important to note is that effective teaching/facilitating is a process in which instructors actively collaborate with their students in achieving their goals.

TEACHING SKILLS

*“It is **not** theory and concept we are feeding our students, but in order to function as a teacher/instructor on a highly effective level, we (the instructor) need to understand at least some of the most basic theories, concepts and frameworks in order to serve one of our basic functions as a teacher: **designing a learning environment** within which the student can and will learn, and do so without the shackles of a mostly 'convergent', technique focused approach to skiing.... It is the instructor that needs to understand concepts so the experiences he/she can design and facilitate serve the learning process optimally.” - Horst Abraham*

Ski industry literature has many teaching process models and teaching cycle models. Master instructors utilize a variety of these, however, there are certain skills that they all share.

a. Observation/Awareness Skills -

Certainly, as a snow sports instructor, you need to be able to observe someone skiing or riding and understand what you see. However, that physical observation of motor skills is only a small part of your development as a master instructor. You will also need to observe your clients cognitive and emotional state as well as their motivations.

b. Communication Skills (Verbal and Non-Verbal) -

While all of us speak and communicate every day, such practice may not render us necessarily skilled in this practice. Do a self-check on your communication skills. Ask a friend, spouse, family member about how they perceive your communication skills.

Are you a good listener? Do you make yourself clear in a minimum of time? Are your verbal and non-verbal messages mostly congruent? How is your communicating energy? Too bubbly? Monotone? Screechy voice? Energized? What is the balance between positive, encouraging and critical messages?

Since **affect** is so powerful, what is the feeling you tend to leave behind when completing a conversation? Can you use simple, clear language to describe desired outcomes? Can you put someone at ease when they are scared to death? How well do you listen to ‘what is not said’, but emoted? Are you comfortable with pauses in communication after asking a question, or do you, when answers are not quickly forthcoming, fill in the blanks? Often the most important communication is contained in the white spaces (i.e. between the lines).

Practice, practice, practice with other instructors. Ask for help when things are not clear to you, and **be sure to balance ‘tell’ and ‘ask’ at about a 50:50 ratio**. Be open about asking for clarification when you don’t understand something.

Sincere, heart felt communications will go a long way not only in transmitting data, but also in developing a relationship of trust with your client.

c. Analytical Skills -

Analytical skills depend on knowledge and understanding on the subject matter. This also leads to confidence. As an instructor, you need to know not only about the discipline you will be working in (i.e. the physics and bio-mechanics), but also about people, what motivates us, how we all learn, etc. As a new instructor, you will not be expected to know ‘everything’, however, now is a good time to start to analyze your current knowledge base and

Rate yourself in the following areas:

	Very Knowledgeable	Somewhat/ Need to Learn	Totally New to Me
Psychology/Sociology (People Physics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics/Bio-mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching/Facilitating Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Organizing/Goal Setting/Planning Skills -

The human mind is a goal seeking mechanism. Setting goals is a prerequisite to achieving goals. The clearer and the more compelling a goal, the greater the chance of reaching the goal.

Fundamental achievement goals emerge from the conversation with the guest where her/his reason for taking a lesson are explored. Beyond that, the instructor will have to help set goals that are learning and performance oriented, as the student may lack insight into setting realistic goals for her/himself.

Lesson planning and goal setting are core competencies of any instructor. Lesson planning represents a skill-set that needs to be practiced, honed and developed, much like practicing skiing/riding skills. In the absence of paying attention to lesson planning and goal setting, lessons become ‘problem solving’ lessons rather than goal achieving lessons. While there are many possible paths to achieving a goal, customizing the methodology to the student’s body type, learning style, time available, environmental conditions, is the mark of an effective instructor. A ‘one-size-fits-all’ approach is a tell-tale of a highly limited and limiting instructor. For any goal, there are also a myriad of possible approaches, but only a select few approaches will best suit the student in question.

While the instructor will take the lead in setting developmental goals at first, the objective should be to increasingly make goal setting and goal getting a collaborative effort. This will often necessitate spontaneity and improvisation along the way! Human beings are not machines. As you study the literature and research online, look for S.M.A.R.T. goal setting as a source for help in this matter.

e. Entertaining/Performing Skills -

As an instructor, you are ultimately the ‘one’ responsible for the guest’s experience. To make the guests experience a pleasurable one, you will have to wear many hats. In that sense, you will have

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to seamlessly multi-task most of the time while conducting lessons, always sensing which of the roles you are playing is needed most.

In multi-person lessons, this capacity will be tested to the hilt, as each person may have different needs at any give time. This is indeed an area where the more competent you are, the more confident you will be and the better you will perform. While in training, we have the luxury of attending to each of the roles we play separately - a highly recommended practice; during lessons we need to constantly have our radar going to determine what is needed most right now with whom. While this multi-tasking proposition may be a daunting challenge for instructors in the early development phases, keen observation of human behavior and the study of such will quickly allow you to gain confidence in this regard.

Attention to detail in interpersonal relationships can be exhausting, far more so than any physical exertion during a day of teaching. Pay attention not to get distracted by your own 'curriculum' to missing important clues from the students.

One key to enhancing performance in this arena is by developing routines that help you stay abreast of both the general development plan, as well as paying attention to the guest and student. Rehearse routines for when you first meet and greet your guest. Develop other routines for setting goals, periodically assessing the process/practice focus; taking stock of what has been learned; checking on pace and time; checking for motivation and energy; etc.

Play is indeed a powerful way to learn. Play is generates energy as it taps into man's natural instinct to 'explore' and learn. So, play and have fun! Isn't ski instructing wonderful!

TEACHING PROCESS AND LEARNING CYCLE

Good instruction is based upon developing a reliable partnership with the guest and student. Create a shared understanding about the role you, the instructor, will play; identify the role the student will have to play; identify collaborative functions you and the student will have to engage in; introduce the importance of goal setting and learning about the motivation the guest brings to the lesson. Why are you taking the lesson? What results do you hope to achieve? What will achieving these results enable you to do?

Also start with the heart by connecting with the guest on more than a 'skiing level'. Who are you? What turns you on/off? What excites you? What are things you have done that helps me understand you better? Here are some things I want you to know about me!

While the neophyte instructor limits himself to teach skiing in a very mechanical way, the more effective instructor connects with the student on many levels.

As you read through the PSIA and other materials, you will find good material on the teaching process and learning cycle. There are many teaching/learning models many of which share the following basic characteristics:

- 1) Meet, greet, rapport
- 2) Determine the desired outcome-goal
- 3) Assess - analyze the current reality
- 4) Design - goal setting
- 5) Focus Practice - with adjustments
- 6) Feedback & Celebrate Successes (acknowledge progress - catch the student doing something right)
- 7) Re-calibrate and repeat

Use the "Core Concepts" to help you develop a solid understanding of suggested teaching processes along with the practice examples for each specific development target. While these recommendations instruct you to a step-by-step approach to teaching skills, don't allow this linear progression/teaching process to derail you from realizing that learning is not necessarily a linear process. Debrief yourself at the end of each lesson and note (yes, notebook) what you have learned from each lesson.

BASIC PHYSICS/DYNAMICS of SNOW SPORTS

Learning about the physics of sliding and motor skills development.

As a snow sports instructor, there are some basic physics with biomechanical concepts that are universal for all snow sports. These concepts revolve around how the human body utilizes the 'tool' (board/ski) to control the tool/snow interaction.

1. Skills Concept

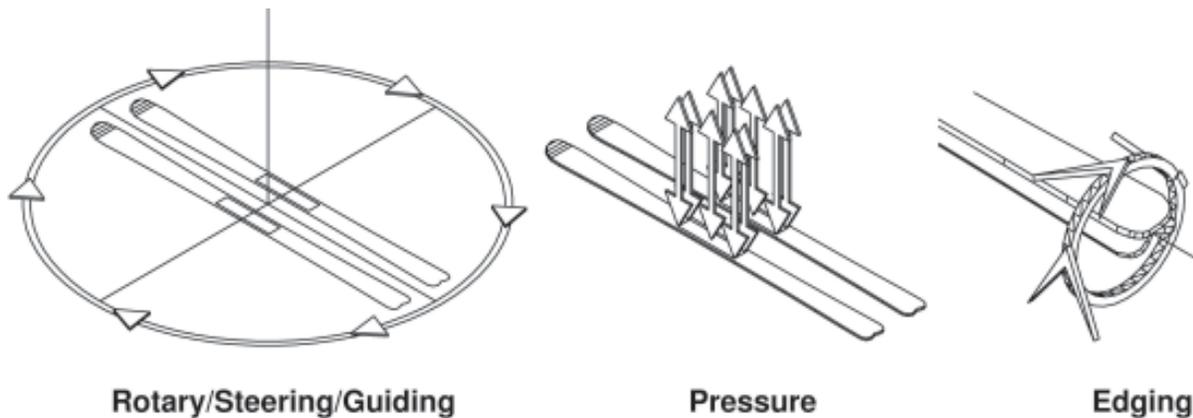
The skills concept identifies three primary functions by which a skier/rider interacts with the snow: (*Note: Snowboarders also have the ability to twist or torque the board. This will be discussed further in the discipline specific study guide.*)

Rotary Skill: Directional guiding and steering the skis/board

Edging Skill: Tipping the tool from edge to edge about the long axis of the ski(s)/board

Pressure Control Skill: Regulating the pressure of the ski/board on the snow accomplished by "vertical" movements of the skier/rider

(Balancing - a function of rotary, edging and pressure control; the result of ongoing interplay of these three skills along **in conjunction with sensory functions** of the skier/rider activating deliberate and unconscious bodily movement)



(Note: The above diagram shows skis only for clarity.)

Some of the most important things in snow sports cannot be taught, but they can only be learned; i.e. learning to improve balance can often be assisted by deliberately disturbing balance in a controlled environment. For the new and beginner rider/skier, improving balance along with controlling speed is a top priority. Let us elaborate:

1. Spatial awareness is an important part of 'learning to learn'. Many students will require extensive awareness practice to gain a better sense of space and time.
2. Sensing when we are in/out of balance is a given mechanism, but the speed and nature of our responses to sensing ourselves to be in/out of balance is trainable. Strength, agility, flexibility, response options are basic elements we can train students in.
3. Exercises improving balance in the spirit of the above include, but are not limited to, learning how to carry arms - our balancing poles; practicing push-over while standing, learning

experientially to adjust our way of standing by contracting our core muscles and flexing all joints. Proprioceptive Awareness x Muscular Strength = Equilibrium.

The one variable that is innate and cannot be changed is the time required to signal disequilibrium to the muscle response. THAT is a birth given reaction time that can only be optimized by increased awareness and the directed strength of the muscular response. The wiring/inner ear sensory mechanism is a given from birth.

2. Basic Physics

Gravity and friction are the basic physical forces that effect you on the snow. They are your 'engine'. You spend your time 'playing' with these forces as they effect your body on your 'tool'.

Turning is what defines both skiing and riding. Gravity and friction and your body mass in motion down the inclined plane produce the forces that you manage with the three basic skills of rotary, edging and pressure control on your tool. Gravity and friction create momentum that you manipulate as you turn necessitating managing also centripetal force.

[Note: The nordics also go uphill and along the flats. The Nordic Study Guide will elaborate on That!]

You can make this as complicated or as simple as you like and you will find much in the literature discussing this as you continue your study.

However, understanding at a basic level how forces are generated as well as diminished is at least helpful. Fundamentally, whenever you two forces are in the same direction, the resulting force increases; i.e. in the lower part of a turn, after the gravity line (alias falline), when gravity is pulling you down the hill, if you resist gravity by also pushing against your edge/s at that time, you increase the force on you and your 'tool' - what you feel is an increase in pressure on your board/skis. Conversely, if at that same moment, you move with the force of gravity with your body mass, you will decrease the total force and you will feel less pressure on your board/skis.

PUTTING IT ALL TOGETHER

(What a Snow Sports Instructor Does)

On the snow with the guest.

With all the background you now have on the psychology of learning and teaching, how to diagnose the situation, not just movement, how to use 'enabling language', how to provide 'feedback' effectively, how to manage group dynamics, how to develop collaborative learning environments, how to plan for lessons... you are ready to put it all together and have some fun with the guest/s! Remember to look for where the guest is already skillful and to build on that!

A. Guest Contact

1. Introductions

As a snow sports instructor, you are one of the employees on the mountain that spends the most time in direct contact with the guests. Often first impressions set the stage for future success.

2. Creating Group Cohesion

Many times as a new instructor, you will be instructing in group lessons. Creating group cohesion will depend on how you set the stage for the members of your group learning more about each other so that they will enjoy the time they spend together.

3. Developing Trust

You will find that developing trust is discussed many times in the literature. One of the primary concerns of most of your guests will be safety. A common apprehension in the beginner skier is the 'new' factor. They do not know much about skiing and that can be worrisome, for adults as well as children.

B. Lesson Planning

1. Observation/Assessment - CAPS (CAWPS) data input

Observation begins even prior to actually greeting your guests. It continues as you follow through the initial introductions. You 'dig' deeper as you ask more questions and possibly even take a warm-up run, if the group can indeed already ski.

2. Setting Goals - the "DO" plan

Your skills as an instructor relate to your ability to create and manage a learning environment collaboratively with the guest.

a. Including the guest

After you have collected enough data about and from the guests, you will need to make a plan as to what to do.

b. Goals for the day

The daily goals will vary and be based the guest/s abilities as well as their expectations and desires and needs.

c. Longer term goals

Many times long term goals will facilitate return business and a long term learning partnership with your guest.

C. Dealing with class skill and personality diversity

Quite often, when instructing a group, you will have not only varying personality types, but also skill levels. Many snow sports schools have an arrangement for moving guests around in the groups at the beginning of a lesson, however, this is not always possible. Make it a goal to give each person their own private lesson!

D. Prudent Snow and Terrain Selection

Terrain selection will depend on the snow conditions. Familiarize yourself with your choices at your resort for the various skill levels. Fear generally inhibits learning.

E. The Game - What you “Do” on the Snow

1. Full Engagement

Once you know what you are going to do and where you are going to do it, you start doing it! Safety, fun, and learning are foremost. This is the time we help create ‘memorable experiences’; this is the time that ultimately is about ‘life balance’ and engaging in the lifestyle that are the snow sports. This is the time that we spend together, but ultimately also within our own selves as we “Do It - Feel It- Be It”.

Full engagement refers to the whole spirit, soul (mind/emotions/will) and body. The more successful both your guest/s and yourself will be, depends on full engagement. Research the literature and online and learn about what this entails.

2. Oscillation

In our world here on earth, there are rhythms in every living thing: we breathe in and out, our heart pumps, the tides flow, the sun rises and sets, we are awake and we sleep, we run and we rest, we concentrate on study and we relax, we play and we relax. As you spend time with your guest, executing your ‘plan’ and adapting, learning to sense when to change, to stop, to start will help you develop into a master instructor. If you are not aware of oscillation in human behavior, the challenge now is to become aware of it.

3. Energy Management

Often when we speak of energy management in snow sports, we only think of pacing in regards to the physical realm. However, learning how to manage our energy within our beings is a critical aspect to nurturing full engagement with maximum performance with ‘flow’.

If you are scratching your head now regarding the previous sentence, add this to your oscillation challenge - research, ask and learn.

4. Flow

Learning how to use enabling language, enabling non-verbal language, creating an enabling environment to produce maximum performance, ‘brilliant’ (thank you Weems) skiing/riding, ‘flow’ is perhaps the ‘holy grail’ of snow sports instruction.

Olympic bump skier Shannon Bahrke Happe (the pink haired young lady) relates how she would prepare herself for a competition run. As she would stand in the starting gate, she would first look up and gaze at the mountains, then down on the crowds, scanning for her parents, then finally at the course and go. She was in the moment, with her whole being, she could flow.

5. Adaptation

While you are with your guests, you will need to be adept at adapting your action plan to your goals, or even adapting your goals to reality. This is where the ‘art’ of what an instructor does comes into play - and literally it is often ‘play’ (play energizes - it releases and even creates energy).

F. Dealing with Accidents

It will be wonderful indeed if in your career, there is never an accident while you are instructing. Know the proper procedures at your area for handling and reporting an accident.

G. Closing Lessons

Your resort school will most likely also have some procedures to follow to close a lesson such as escort the guests to a certain location and thanking the guest. Building a client base through return clientele is an immediate goal as a new instructor that you should start working towards.

Core Teaching Competencies List

- 变 Values and demonstrates respect
- 变 Listens well (not just to what is being said, but also what is emoted)
- 变 Reads students through the intangibles of tone of voice, body language, listening beyond spoken word.
- 变 Empathizes well.
- 变 Able to connect using non-verbal communication
- 变 Able to develop trust (listen and relate and connect) with both guests and peers
- 变 Exercises sound diagnostic skills = mechanics, emotional state, understanding needs and motivations
- 变 Deals with the full reality of the student.
- 变 Exudes self- confidence without arrogance.
- 变 Explains things in brief and easy to understand language, both verbally and non-verbally..
- 变 Shows skillful ability to weave social- with instructional communication.
- 变 Shows a working understanding of building and working lesson plans.
- 变 Demonstrates skilled goal setting/goal getting coaching.
- 变 Customizes lessons according to gender, learning style, energy, culture.
- 变 Offers diverse methodologies and solutions fitting diverse learning styles.
- 变 Uses terrain, snow conditions and other environment ‘aids’ such as quiet places, in support of desired goal achievement.
- 变 Attends to mental, physical and emotional development tracks in coordinated manner.
- 变 Uses sound exercise lines to achieve desired goals.
- 变 Able to promote challenging but supportive learning environment.
- 变 Uses experiential learning/learning by doing (create experience-reflect-generalize-apply-experience)
- 变 Able to enjoy, play, and use humor.
- 变 Understands how to motivate students.
- 变 Able to encourage
- 变 Creates a relaxed interpersonal relationship and collaborative environment.
- 变 Creates and manages productive, collaborative group dynamics.
- 变 Balances ‘ask’ – ‘tell’ in the instructional process (50:50 rule).
- 变 Manages ‘stretch’- task difficulty well.
- 变 Manages pace of lesson.
- 变 Produces and manages positive energy (Self and other)
- 变 Shows working understanding of ‘oscillation’.
- 变 Knows how to bring about FLOW conditions in the instructional process.
- 变 Productive feedback - share what doing “right” and next goal, not focus on what is “wrong”
- 变 Is able to move from instructor- to self- provided feedback.
- 变 Is aware of her/his own emotional ‘wake’.
- 变 Readily can assess his/her own learning at any time about self and others.
- 变 Exercises real time self-observation while teaching.
- 变 Sound conflict management - positively, with confidence
- 变 Generates return business through the strength of interpersonal skills.