

# snowbird mountain school



## Training

*Personal and Professional Growth and Development*

for

## R.E.A.L. Teaching

*A Philosophy for Teaching Snowsports:*

*Build Relationships, Create Experiences and Facilitate Learning*



**2008-2009**

## Philosophy

---

*R.E.A.L. Training* is a means for instructors to learn about their profession and attain personal and professional growth. The primary goal of the program is to present instructors with tools to bring *R.E.A.L. Teaching* to our guests.

A well-rounded Snowbird Mountain School *instructor* has knowledge of:

- products and services (what we do)
- process (educational principles, R.E.A.L. teaching, teaching and learning styles)
- our mountain, risk management and group handling
- child and adult needs and expectations
- skiing/riding model
- retail services and etiquette
- customer service and marketing concepts

## REaL Teaching

Watch good teachers and their lessons all share common elements. There are patterns to how they help people learn. But it's not just the observable steps to teaching that make for great teachers; it's also the way they create a learning environment for people. Great ski and snowboard coaches do the same things. They have a solid grasp of fundamental teaching concepts, but they also understand the importance of facilitating learning while emphasizing fun for people on vacation. We call this REaL Teaching.

### R is for Relationships

The most important ingredient to a successful "lesson" at a destination snowsports resort is how you build relationships with guests. Relationships build trust, confidence, friendships and return guests.

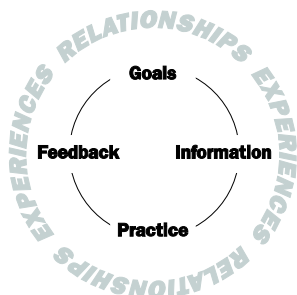
A person can memorize all the steps of teaching, but it is the connections coaches make with people that help create a great learning environment and lifelong customers.

### E is for Experiences

People don't want to learn to ski or ride as much as they want to have fun, challenge themselves and experience new things. Long after someone learns to turn, they will remember the thrill they experienced sliding down a mountain for the first time. Teaching skiing and snowboarding is secondary to creating memorable experiences.

### L is for Learning

The Relationships and Experiences we create form a fun and rewarding environment that allows us to Facilitate Learning. So, how do we Facilitate Learning? How do we "Teach."



## Teaching Basics

All good lessons share common elements that can be used to define a basic teaching/coaching model: Goals form the basis for a lesson plan; Information adds to the learner's foundation of knowledge; Practice allows the learner to gain ownership of new skills and information; and Feedback helps the learner evaluate and understand their progress. These elements may present themselves during a lesson in a linear fashion or, more commonly, the coach will utilize different elements in response to guest needs and progress.

**Goals:** Every lesson or lesson segment requires a goal, or objective, which guides the rest of the lesson. Lesson goals should take into account guest needs and expectations. Goals may have to be modified during the course of a lesson and can vary from very specific to less specific.

**Information:** The purpose of every lesson is to convey information of value to the guest. The amount of information is less important than its quality. Often, less information provided in an experiential format contributes to the most successful lessons. Information can be as structured and complex as all the steps necessary for a guest to make their first turns or as simple as how to find the best powder skiing.

**Practice:** The most important part of teaching any sport is providing and guiding practice time. People only learn motor skills through moving and experimentation. Practice time also allows people to do what they are here to do, have fun skiing and riding. In general, guided practice time should dominate any snowsports lesson.

**Feedback:** Feedback allows the guest to evaluate his or her own progress based on the coach's observations. Feedback also allows the coach to guide practice and make adjustments in the way information is presented.

### **Remember to Make it REaL**

Remember, our guests want to have fun. Studying and implementing the components of a basic teaching model doesn't ensure a good experience for our guests. Learning occurs best in a supportive and interactive environment. The most effective coaches and teachers facilitate learning while building relationships with their guests and creating experiences that linger long after vacations have ended.

*Relationships:* Relationships build trust, confidence, friendships and return guests.

*Experiences:* Long after a "lesson" has ended, the memories and Experiences we help create live on.

*Learning:* Facilitate Learning by understanding how to orchestrate the basic components of teaching.

## **Why Train?**

---

Our goal is to make training fun and valuable so that everyone wants to attend training. But there many reasons for training.

### **Personal Growth and Productivity**

Your ability to reach your potential as an instructor is directly linked to how well you understand and how well you practice the sport that you share with our guests. Your involvement in training will ultimately help determine your success as an instructor.

### **It's Fun**

Not every training topic is inherently exciting, but our goal is to make all of our training valuable and model how we service our guests: by creating fun and memorable experiences.

### **Performance**

Training is part of everyone's job description and instructors must complete the required number training hours to be eligible for wage merit increases. This is simply an eligibility requirement; it does not guarantee a wage increase. Instructors must also meet other performance epectations and the company must approve department wage merit increases.

### **Status and Pay**

Earning an in-house Phase accreditation (or an AASI/PSIA certification) qualifies instructors for immediate pay increases, as does earning dual certifications and specialty accreditations. Attending all required training is also one of the requirements to be eligible for a year end bonus. Review the Policies and Procedures Manual for complete information.

## Program Overview

---

Mountain School Training supports instructors by developing the knowledge and skills necessary to be a motivated and effective instructor. This is accomplished by:

- providing a detailed description of expectations for the job of professional
- providing review and feedback of performance to aid improvement
- providing access to training that helps people reach their potential

### Expectations

Your program manager can provide you with specific information concerning job expectations; however, here is list of job expectations that are directly addressed by the Training Program.

Training Participation  
Safety Management  
Service Expectations  
Resort and Program Knowledge  
Workplace Versatility

### Review

Every instructor's job performance is reviewed mid season and at the end of the season. Some instructors, such as new hires or instructors with specific needs, may be reviewed more frequently. Please be proactive and seek out your program manager or other supervisor any time you would like feedback about your job performance.

### Training

Training serves multiple purposes.

- Training helps develop the skills and knowledge needed to serve our guests and fulfill our job responsibilities.
- Training helps create a fun workplace.
- Training provides opportunities for personal growth and development.

To meet our training needs, we have different training focuses.

- *Teaching*  
Concepts, Age Group Profiles, and Teaching Tactics
- *Skiing/Riding Improvement*  
Performance and Understanding
- *Personal Development*
- *Phase Program*  
In-house Professional Development Accreditation
- *Policies and Procedures*  
Resort and Department operations
- *Specialty Training*  
Park & Pipe  
Gate Training  
Accreditations  
Other

## How it Works

---

### Scheduling

A training calendar will be available during the season online at [www.snowbird.com](http://www.snowbird.com) and in the locker room. To reach the online Training Page, click on “mountain school”, “our beliefs”, and then click on the middle picture in the left column. The rest of the training site is self explanatory. Additional material and links are also available on the Training Page.

We will make every effort to run the training calendar as scheduled and will try very hard not to cancel training; however, situations involving weather (mountain closure), our business levels (our guests always come first), or other unforeseen situations may necessitate cancelling a scheduled training session.

If no one shows up for a scheduled session, the trainer may be assigned to shadow a class (or classes) and provide personal followup for the instructor after the lesson.

! Because we are committed to keeping our training schedule intact, instructors must plan ahead and pay attention to their personal training schedule. For instance, if there are only two scheduled dates for a particular Phase I session, do not count on more being added if you miss them both – even if no one showed up for the scheduled sessions. Although we want everyone to have access to specific training opportunities and will try to make accommodations, we want to maintain a training calendar that is clear and dependable. Adhering to a schedule helps make this possible.

There are several “categories” of training:

#### Early Season Refresher

Refresher training begins with our fall meeting and continues into January. This training is paid at the training rate. Instructors who do not complete Refresher training will not receive paid training pay or be eligible for merit pay increases or bonuses.

#### New Hire

Instructors new to Snowbird will take training specific to their needs. Non-certified instructors will participate in basic and extended training. Certified new instructors will participate in Mountain School orientation training and join returning staff in Refresher training.

#### Phase Program, Phase Updates

The Phase Program consists of many training components that can be completed during New Instructor Training, Refresher Training, and during specially scheduled training sessions. This training will begin as soon as Mountain School is up and running for the season and continue per a published schedule through the season. Refer to Phase Program details later in this handbook.

Maintaining your Phase status requires annual Phase Update training beyond the regular Refresher training. See “Maintaining Your Phase Status” in Phase Program information.

#### Certification

PSIA and AASI certification specific training will be scheduled; however, these clinics are only a small part of certification preparation. Participation in Personal Development clinics is one of the best ways to prepare for certification. Instructors preparing for certification should realize that certification is simply a validation of acquired skills and knowledge, not some mystical test. Personal skiing/riding improvement clinics, terrain specific training (bumps, crud, powder, etc.), teaching methodology clinics, and other training opportunities should all be considered “certification prep” training. In addition, participating in the Phase Program is a good way to help prepare for PSIA/AASI certification.

### Personal Development

Ski/ride improvement, teaching methods, movement analysis, variable conditions, and similar training is distributed throughout the season. Check the training calendar for scheduled dates.

### Unscheduled Training

Unscheduled training sessions are often conducted after class line up when people are free. These training sessions also include last minute opportunities for trainers to shadow instructors.

### Mentoring

Upper zone veteran instructors may be able to fulfill some of their training requirements by shadowing and coaching other instructors. Contact the Training Manager if you would like to take advantage of having a veteran instructor shadow your lesson.

#### **! Being Shadowed**

Contact a supervisor to arrange to get feedback by being shadowed by another instructor or supervisor

### Coaching

Any time we talk to each other about our sport we are in training. Whether it is a supervisor taking the time to counsel someone on a work-related need, a trainer answering a question about certification, or instructors talking about what they saw or did on the hill, we are coaching each other. But that only happens if we create a climate of communication. Take the time to talk to your peers, trainers and supervisors and realize that coaching each other is perhaps the most valuable form of training we have.

### **Getting Credit for Training and Accreditations**

Your clinic leader is responsible for documenting most training attendance and will turn that information into the Training Manager, but you are also responsible for documenting certain aspects of training.

#### **! Phase Program Documentation**

Instructors working through the in-house Phase Program will attend clinics where attendance is taken by the clinic leader, but the instructor is also responsible for logging that training on their Phase Log Sheet (see the Phase Program descriptions). You will not receive credit or the associated pay increases for completing Phase training until the completed log sheet is turned in to the Training Manager.

Completed Phase Program Portfolios and Workbooks should also be turned in to the Training Manager.

#### **! AASI/PSIA Certification/Accreditation Documentation**

Likewise, you will not receive credit for obtaining a AASI/PSIA certification or accreditation until you notify the Training Manager of your certification/accreditation results. Once the Training Manager has been informed of your new PSIA/AASI certification status, your pay rate will be adjusted beginning with the start of the next pay period. For example, if you pass your certification in the middle of a pay period and immediately notify the Training Manager of your results, your pay will be adjusted starting with the beginning of the next pay period. However, if you fail to notify the Training Manager until after the next pay period begins, your pay adjustment will be delayed an additional two weeks until another new pay period begins.