



Program Operations for Licensed Professional Trainers The LPT's guide to knocking it outta the park!

Thank you for your leadership, and enthusiastic approach to Safe, Fun, Learning on behalf of the Professional Ski Instructors of Canada! This document provides operational guidance to help you successfully deliver the program that you have agreed to on behalf of the PSIC. Thank you!

This guide DOES NOT provide you with a step-by-step, hour-by-hour delivery checklist for each program. It is important that all LPTs take responsibility for understanding the concepts of the PSIC and the overall purpose of the program you are about to deliver, and that you are committed to exposing and welcoming instructors into the culture that builds from shared values. Fun, Curiosity, Kindness, Respect, and Achievement. The program you are delivering is more than content to be shared and assessed; it is an opportunity for you to provide an unforgettable *Adventure* for each participant and to connect them to the passion that you have for the sport and the industry!

How to “LPT”

- 1) Become very familiar with all things PSIC.
 - a) Website
 - b) Foundational materials and concepts
 - i) The Method
 - ii) The Adventure/ Adventure Builder
 - iii) Progression
 - iv) Technical Blueprint etc...
- 2) Read your specific Program Overview here: [Certification Course Overviews](#)
- 3) Familiarize yourself with the appropriate eLearning module and how they link to your on snow work.
- 4) Understand the outcomes of the program where you will target your approach.
- 5) Understand the meeting times, locations and other logistics relevant to the location you are at.
- 6) Ask questions any time you have them!

Starting Your Program

- 1) “Pre-game” prep is important! Keep an eye out for course lists from the PSIC Admin team. Typically, this list will be sent to you three days prior to the course start. If you are the lead of a multi cell program, be sure to reach out to your team to make a plan.
- 2) Read your LPT Manual before you start! The LPT Manual will not provide a moment by moment guide to your day. Reading through the overall delivery goals and guidance before hand is the bet way to make use of them and to formulate a plan based on your location, group, etc and then adjust from there.

- 3) Be early, be ready!
 - a) ALWAYS check in with the snow school or ski area management to say hi and thank them for having us. This is a signature PSIC approach and you are an ambassador of the "brand". Thank you!
 - b) Check grooming reports and other relevant info to help plan the day and keep you, your colleagues and participants safe.
 - c) Confirm lift ticket arrangements for LPTs and participants, pick up locations and other logistics that require direct ski area support for your program to start smoothly.
 - d) Confirm appropriate locations for indoor meetings or results presentations.

- 4) Registration: Most meeting times are 8:30am unless otherwise stated.
 - e) Welcome your participants and record their attendance.
 - f) If they are on the course list they are already members, have paid, and have signed the participation waiver. It's a good idea to confirm that they have done the eLearning module components as well.
 - g) In case of walk ups and if space is available, they will need to register and pay online before participating. They will not have done the online elearning which they should be directed to do that night.
 - h) Let them know where and when you will meet them to get the day started.

- 5) Morning Sessions
 - i) Consider morning sessions to be a mandatory part of the day and arrive ready to get dressed and get outside. This is an incredible opportunity to learn with and from your peers and evolve your own skills, practice and ideas. Don't pass that up!
 - j) Exceptions should be made in the case of extreme weather, or other conditions of increased risk. Safety comes first and sessions may not always be possible.....please note that not having had coffee yet is not considered a "condition of increased risk" :)
 - k) If an outdoor session is not possible, hold a short, constructive discussion indoors.
 - l) Day one sessions can be difficult with registration taking place however LPTs who are not required for registration should go out to session, check snow conditions, etc.
 - m) Plan start times that allow for a bit of extra time for session on the subsequent days of your program. Encourage your participants to go for a warm up run as well if the location you are at allows for it. Plan sessions while respecting your participants time, if lifts spin at 9:00, you should be meeting them by 9:30.
 - n) A session leader should guide the session around concepts relevant to what we do. This can be specific course content and concepts for that day, or other approaches that help expose and share ideas. Less experienced LPTs should be encouraged to guide and lead sessions with the support of the others around them. Discussions about terrain choices for the day, participant progress and challenges and success from the day before can help everyone have a better day.

*****SESSION SAFETY*****

Remember that everyone needs time to warm up. We must treat ourselves and our colleagues with care. Sessions should allow for sufficient physical and mental warm up and help prepare us for the day ahead. Some simple guidelines to follow:

- 1) ***Start sessions with a short, stationary, physical warm up and discussion.***
- 2) ***Choose easy runs.***
- 3) ***Choose lower performance approaches (slower speeds, lower pressure, lower risk).***
- 4) ***Make space for everyone, spread out and ski predictably.***

Simple Guidelines for Safety

Whether skiing on our own time, teaching students, or training other ski instructors, the safety responsibilities for ski hill users is simply and clearly laid out in the Alpine Responsibility Code (ARC). These are the recognized “rules of the road” for everyone and as PSIC LPTs we should consider ourselves to be in the spotlight at all times. Your training of others should include reference to the ARC every time.

Know and follow the Code and make it part of your skiing and teaching!

ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- 1** Always stay in control. You must be able to stop or avoid people or objects.
- 2** People ahead or downhill of you have the right-of-way. You must avoid them.
- 3** Stop only where you are visible from above and do not restrict traffic.
- 4** Look uphill and avoid others before starting downhill or entering a trail.
- 5** You must prevent runaway equipment.
- 6** Read and obey all signs, warnings and hazard markings.
- 7** Keep off closed trails and out of closed areas.
- 8** You must know how and be able to load, ride and unload lifts safely. If you need assistance, ask the lift attendant.
- 9** Do not use lifts or terrain when impaired by alcohol or drugs.
- 10** If you are involved in a collision or incident, share your contact information with each other and a ski area employee.

Know the Code - It is Your Responsibility

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The 8 Minute Activation!

This simple warm up is a signature of PSIC programs and should be included at the start of every day. The physical side of the warm up is obvious - an activated body is a huge factor in reducing injuries and increasing performance. It can also offer an opportunity to get to know your participants, reflect on the day prior, and set the stage for how certain movement principles in the warm up link to skiing.

See the Warm UP in the APP

ON-GOING ASSESSMENTS AND EVALUATIONS

Ongoing assessment is far more than simply an evaluation method that the PSIC has chosen to use. Our commitment to providing training and certification that is an Adventure for participants, is a major influencer in the use of an ongoing assessment and evaluation format. The goal is to Lead with Learning at every possible opportunity, drawing Trainers and Participants closer together in a collaborative effort to reach milestones. This takes work, and invites responsibility on both sides of the student/ teacher relationship. We feel this mirrors what a ski instructor actually experiences in their role teaching guests day to day.

The ability to engage and support learning, especially when high in the challenge zone, is incredibly important, so we want our PSIC Trainer engagement with members to reflect that reality every step of the way.

Additionally, the added time and mutual involvement in the learning process, helps inform both the Trainer and the participant of the reality of their knowledge, and ability to apply it, leading to more meaningful evaluations and development goals.

Be upfront and honest about the process

- Discuss the format at the outset of your program.
- Ensure transparent communication with your participants about your goal to help them through development throughout.
- Acknowledge that you are collecting as much information about their skill set as possible throughout. (you are assessing the whole time) This helps you help them as well as do your job of assessing their skills and abilities.

Create a Fun Safe Learning environment

- Fun Safe Learning is much more than a tag line. Your effort to help learning be fun and safe has a measurable, positive impact on the brain and will up everyone's game, allowing you and them to truly recognize "where they are at".
- Facilitation and feedback is important and must be constructive, motivational and ongoing.

Be accountable to the process

- If feedback is only given at the end, it has been a test, not an ongoing assessment.
- Blending the skiing and teaching outcomes of the program you are teaching is what will help you maintain an ongoing assessment environment. Look for opportunities to apply relevant approaches to the environment at all times.
- It can be difficult to see someone not be successful when they have tried hard the whole time. This is a challenging part of the LPT role.
- By creating caring relationships through connections, helping everyone understand the opportunities that exist in the process and identifying the high expectations for them and for you, it is more likely that...
 - You will be more confident in your observations and decisions
 - They will be more aware of their true capabilities and be excited about learning even if not successful.
- Refer back to the learning outcomes regularly to keep yourself on track.

Provide constructive and Valuable feedback forms

- Written feedback forms should acknowledge the whole process.
- Taking notes throughout the program (use the “save for later” function) will help you provide good examples of work that they did, successes and challenges they had, and observations you made.
- See the **Evaluation Forms and Development Recommendations** section below for more guidance in this area.

“1 2 1” Check Ins

1 2 1 Check Ins:

- a) must occur with each participant at least once (ideally twice) throughout the program.
- b) can be done on a chair lift or inside during a break and can be 5 - 7 minutes long.
- c) should serve to allow each individual to ask questions that they may not want to ask in front of the group and for you to check in on their understanding, comfort, interest, concerns, etc.
- d) should not only be framed around their performance in relation to the intended outcomes of the course although this should be part of it.
- e) allow an opportunity for you to calibrate focus and provide clear input in specific areas for development for individuals who may be “at risk” of not meeting the targeted outcomes.
- f) should be motivational, encouraging, and constructive.
- g) should take place in a public location with enough privacy to be able to hold a professional conversation with limited distraction.
- h) should be expected by your participants so it doesn't feel like an “intervention”.

Optimizing Learning and Performance

Keep an eye on energy levels at all times and make sure to take short breaks when necessary. Often, you will get more out of a longer morning and shorter afternoon as many people will start to “peak” two to three hours in, right when it's time to stop for lunch. Be sure to let your participants know that the morning might go a bit long, they may have noticed in the program summary that we

recommended packing a snack, but some may not, so judge accordingly. By the time lunch comes around, it can be 4 - 6 hours since you, and they ate.

Keeping an eye on the outcomes of their efforts is important. You'll often see a peak, followed by a gradual decrease in the success from their effort when the "fuel tank" starts to empty.

Meaningful Debriefing and Reflection

Every day should conclude with a focused opportunity to debrief and reflect on experiences, learnings, challenges and milestones. It is a very useful habit to get into for all ski pros whether they do it with their peers or quietly in their own head as they reflect on their day.

Do this in a comfortable, safe spot. Indoors if necessary.

Guiding a focused reflection at the end of each day can help you with the following:

- 1) Gauging individual understanding and thinking
- 2) Recognizing areas for continued work and milestones achieved
- 3) Understanding the effectiveness of your teaching including pace, messaging, engagement, etc.
- 4) Expose questions or confusion
- 5) Formulating a plan for the next day

Some tactics and do's and don'ts:

- 1) Allow some time before the debrief for them to consider the questions you might ask
 - a) At the top of the last run or bottom of the last chair ride, let them know the day is wrapping up and give them an idea of what you want to ask them. Then ski to the bottom or ride to the top and start the discussion.
 - b) In case of a chair ride, provide a clear question or topic for discussion and have them talk to each other about it and then ask how the conversations went.
- 2) They should talk WAY more than you do. This is a chance for you to hear their understanding. Active listening on your part is vital.
- 3) The debrief is NOT the time to teach them more. More info now will interrupt any chance for them to filter what they have learned or have questions about. Areas of confusion can be addressed tomorrow.
- 4) Open questions:
 - a) What helped you today? What hindered you today? What can we adjust tomorrow?
 - b) What is one thing you learned today? What is one thing you knew already?
 - c) What did you do today that you want to try more tomorrow?
- 5) Leading questions
 - a) What was one of the keys to those amazing short turns today?
 - b) Describe how you now think about starting a medium turn. How is that different from your earlier approach?

Evaluation Forms and Development Recommendations

- 1) Evaluation forms are designed to be as easy to fill out as possible on mobile or laptop.
- 2) Learning outcomes are marked based on:
 - a) Exceeds expectations (EE)
 - b) Meets expectations (ME)
 - c) Development required (DR)

- 3) Development recommendations are where the value comes for each participant. These must be written simply and clearly.
- 4) Writing comments:
 - a) Make sure they are outcome based. "Evidence" of the outcomes of their actions, decisions, etc, must be provided for clear understanding of why they should continue, start, or stop doing something.
 - b) Avoid stating your opinions about what you might do differently in relation to what they did. If you can't clearly state what they did, and the related outcomes, it doesn't belong here.
 - c) Constructive is positive. It's not always sunshine of course, but helpful, constructive feedback IS positive by nature because it helps lead them to a better outcome. Tell them what to try in order to get new or different results. Telling what they do wrong doesn't really help create change.
- 5) Results must be submitted to participants at the time of the presentation.
 - a) They must be provided time to review the comments and results and ask questions.
 - b) To do this:
 - Ensure that you have completed ALL Eval forms and feedback for each participant before the results presentation. Each one should be "saved" but not submitted yet.
 - Following the presentation, you can immediately take five minutes and submit each one. This will make discussions with your participants more productive.

Completing and Submitting Evaluation Forms and Results

See the [Evaluation Guide](#)

Results Presentations

Results presentations must be positive and professional with as much effort and focus as you have put in for the duration of the program. Celebration of milestones is as important for your participants as you have convinced them it is for the students they will teach. Those who have not met the learning outcomes deserve as much respect as those who have and your words in this presentation should exemplify support, encouragement and a commitment to helping everyone.

- 1) Choose an appropriate location for the presentation and a time to meet. Quiet is best so that you can address the group clearly.
- 2) Please wear a PSIC logo if you have one, ideally on a piece of TNF clothing or hat. Although we welcome LPTs who are trainers from other organizations, please avoid wearing logos from other certification organizations during the presentation.
- 3) Take a photo! Ideally with everyone, before the presentation if time and location allow. Post and tag PSIC!
- 4) Invite a ski area representative to attend the presentations. Make a point of introducing them and thanking them publicly in front of the group. You are an ambassador for the PSIC

and we encourage you to speak confidently and professionally about our relationship with ski areas.

- 5) Take a positive, enthusiastic approach, being sure to thank everyone for their involvement and for choosing to challenge themselves, develop and help others through that process. Read the room and add your professional flair as you see fit.
- 6) Remember that not everyone may have achieved their goal today. Acknowledgement of the effort and achievements that are not necessarily marked by a pin is important. Use your judgment and be sensitive in your approach..
- 7) Provide results in this order:
 - a) Skiing only
 - b) Teaching only
 - c) Full
- 8) What they receive:
 - a) Everyone receives an Evaluation Form electronically (see above)
 - b) Those who have completed both parts of a certification successfully receive a pin (this is the only physical material provided)
 - c) Those who have completed both parts of a certification successfully receive an electronic certificate which will be available in their member profile. They can download or print.
- 9) Thank everyone once again and conclude the presentation.
- 10) It is VERY important that the participants have access to you for discussions and feedback at the conclusion of the presentation. Your support at this time is vital particularly for those who have not achieved their goal.
- 11) In the case of a participant not achieving their goal, this should not come as a surprise to them at the results presentation. "1-2-1 Check ins" and your direct feedback along the way will have been an indication, but you should also ensure that you have a final 1-2-1 with them if you feel they may not recognize that they need more work. This is a delicate balance and needs to be approached respectfully. Clear and constructive input along the way is important to avoid misunderstanding but not discourage them.

Injuries, Incidents and "near misses"

Even in a Fun Safe Learning environment, accidents, incidents and near misses can happen. In cases of confirmed or suspected injury, the Trainer must submit an [Incident Report](#) to the PSIC. This is to ensure that if any follow up is required, we have a record of the incident and can respond accordingly.

In extreme cases - for example, litigation - the documentation and accurate, unbiased account of the incident will be vital. Recording contact details and statements from injured parties and witnesses is an important aspect.

If an incident has occurred that you feel may have resulted in an injury even though the participant may recognize or admit it, you are encouraged to fill out a report so that the details of the incident are not forgotten.

If you are unsure of whether a report may be required, it is likely a good reason to make some notes and complete a report, but please also feel free to email or call your immediate supervisor to discuss.

Completed incident reports should be forwarded within 24 hours to the PSIC team member who is responsible for the area in which your program is being run as we as:

mark@psic.pro

info@psic.pro

Expenses and submitting invoices

Once you have completed all program responsibilities (results submitted, left over pins returned, etc) please submit your invoice ASAP so that we can ensure review and payment as quickly as possible.

Please use and follow the guidance within this [INVOICE FORM](#)

Thank you for your hard work and commitment to all of our PSIC members!

LPT ADMINISTRATIVE REQUIREMENTS

Criminal Record Checks SOP

LPT PROFESSIONAL DEVELOPMENT

The PSIC knows that you put your heart and soul into this. If you are reading this document, you have worked hard, and you are passionate about sharing your experience with others. We want to support your development as you have supported others.

This commitment combined with the desire to deliver the best ski instructor training possible for the ski industry is what drives us to ensure that the development of our LPTs is valuable, accessible and proactive.

The [LPT Copilot Program](#) is a major part of development within the pathway of the PSIC. We encourage you to take a look, and get involved.