I’m not sure of everyone else, but the excitement for winter has hit me. It came with the first frost and I had to clear my windshield as I eagerly awaited to run my 6 year old to school, because we may or may not have been a few minutes late. Probably the latter.

One of our themes lately has been to discuss and highlight the changes and new additions going on in and around Central Division. One of the new aspects is the addition of the online learning options offered across many of our disciplines. These online learning options have opened up a whole new realm of learning and continuing education activities to offer year-round possibilities for participation. This will allow you to stay involved and increase your knowledge base in the comfort of your own home.

I am happy to report that these online trainings are hitting the road with overwhelming success. The feedback and success of these trainings is motivating and encouraging to the respective Education Staff Members for continued enhancement and development of more online and year-round options for our membership.

As we continue to grow in our online offerings, we must not forget our foundation and the importance of an on-the-hill education. We can utilize these new opportunities to enhance the physical aspect of our skis and boards hitting the snow. We must continue to physically practice these skills. Even with our new online education offerings, we must not forget the importance of “getting out there and doing it.” Our great assortment of on-snow education opportunities are the heart of our organization. Together, this combination of online and on-snow education will allow us to create a more and well-rounded year round education package.

This winter’s education and exam calendars are now available.

I look forward to seeing you on the snow.
Every Staff Training session has an objective – a stated “Learning Outcome” we seek to attain. This year, the results were immediately apparent – we left training with a better education staff than we entered. Our mission – to be more consistent, and inspirational.

Understanding the scorecard:
The first objective was to distinguish the Alpine Scorecard elements of Blended, Applied, and Highlighted tasks. The education staff attending at Boyne Highlands and Afton Alps each divided into 3 groups and the groups rotated through 3 training modules. The module leaders were a pairing of one ECC Member and one Tech Team member.

1. “Blended” Tasks are at the core of L2, Applied at L3
While it is possible to score well on applied tasks and poorly on blended, the key concept is that the blended tasks are fundamental to the Alpine L2 Exam, while it is the Applied tasks that stand out as the critical component in the L3 Exam.

Blended Tasks represent equal application of the Skills (i.e. same size circles in the Venn diagram). In contrast, Applied Tasks usually are performed with an unequal blend, and serve to represent “performance skiing.” It was great to see the staff dial up their execution on these applied tasks, tipping-and-ripping as they aligned their scoring reference points.

2. Evaluators may pre-select “which” Blended and Applied tasks they will do, and may agree upon the “where.” Evaluators also have the latitude to change the location (and tasks) based on the suitability of conditions.

3. Highlighted tasks are determined by the evaluators when they determine a particular fundamental merits exploration – either as a missing element or as a point of strength.

The examiners use highlighted tasks to pinpoint the effectiveness of the associated fundamental in overall performance. For instance, the examiner may choose from among a variety of tasks to illustrate Regulation of Magnitude of Pressure. In one task, a secondary fundamental necessary for success might be Managing Pressure from Ski-to-Ski (e.g. “Leapers”), while in another task the fundamental of Rotational Separation might be paramount (like Spiess Hops).

This led the staff to the understanding that Highlighted Tasks are not presented as a final form of anything; a candidate doesn’t pass or fail their RR-Tracks, but rather RR-tracks indicate a flaw in the fundamental being assessed – for instance the skilled use of angulation and inclination. This is a critical distinction, as we seek to have evaluators score a candidate upon the primary and secondary fundamental for which the task was selected, rather than all five. In fact, this was a primary takeaway from the 2018-2019 Tech Team training with Michael Rogan, reinforced again this past fall.

4. The Fitts and Posner model doesn’t have a “.5” on the scale.

We came to understand how the Fitts and Posner model “works,” for a better handle on using the numbers in scoring. Unconscious Incompetence, for instance, is still in the cognitive realm.

A. Early Cognitive – When we score a participant a “1”, it indicates that they have no notion of what is involved in the task, or how to accomplish it. Because we cannot see inside the head of our participants, our scores indicate “Essential Elements were not Observed.”

B. Late Cognitive – A “2” indicates that the participant is processing and comprehending the task, but has not yet come to a functional understanding of the movements or mechanics. Our cards indicate “Essential Elements are beginning to appear.”

C. Early Associative – A “3” means that the participant is able to perform the task, yet still has some elements that are confounding. They are developing their mantra and order of operations. Our score cards state “Essential Elements appear inconsistently.”

continued on back page
After a 15 year absence, I re-entered youth mountain bike coaching this past Fall, with NORTE, a local not-for-profit organization. Surrounded by 30 coaches, 182 athletes and numerous volunteers, I felt as if I’d been wrapped a warm blanket. Biking, working with kindred spirits and more importantly sharing knowledge with the future of our local biking community reminded me how important our role is as coaches and instructors.

As you scroll through our division’s 2020 educational and exam offerings ask yourself what generates your individual passion for coaching and teaching. If you’re like me, you may glean enthusiasm from education products which include respective facilitators and participants in a creative learning partnership. The education pathways which I chose have facilitated my hobbies and livelihood far beyond the scope of snowsports.

National Standardized Children’s Specialist programs provide crucial links needed to work with Children. National Standardized Freestyle Specialist programs provide the value of team work and orientate the user to park and non-park features.

Central’s Senior Specialist divisional offering lends insights into working with our Senior snowsports enthusiast clients. Participating in other disciplines can add another dimension to individual coaching and instructing. Webinars create an at-home learning environment. Working with local snowsports or non-snowsports organizations are other great ways to generate passion for coaching and instructing.

Coaching and Instructing are awesome occupations when the passion and knowledge combine forces and can be as simple as riding a bike once you do it.

Gracias Amigos

Brad Miller, PSIA-AASI-C Education VP

Linda Kozacki at the National Academy.
Photo credit: Linda Guerette.
So, the ski school director calls you over and assigns you a private lesson. Your student, who is a reasonably good skier but has never been in the terrain park, wants a one-hour freestyle introductory lesson. Typically out West this is a day-long lesson, but in the Midwest we may be asked to teach all that in one hour. Don’t panic, here is a progression that has worked in the past:

Break up your lesson into three 20 minute segments:
1. Ground maneuvers (skiing switch, surface 360)
2. Elementary contact feature introduction (50/50 over a small ride on/ride off box, preferably a dance floor)
3. Elementary straight air (over a roller with a few inches of air).

**Ground Maneuvers**  
(Teaching Segment #1: 20 minutes)

Switch skiing (skiing backwards) is an element of freestyle. When performing 180’s over a jump or contact feature (box, rail, etc.) landing switch is the proper finish to the maneuver. Taking off switch is another more advanced approach.

Photo 1 shows a student trying switch skiing for the first time. The reverse wedge often develops out of caution as a result of being out of one’s comfort zone. The wedge will tend to disappear as more confidence is realized (Photo 2). Ski pole baskets are a little higher to avoid engagement in the snow. It should be noted that twin tip skis are not necessarily required for this basic progression. However, when performing rotary moves onto a feature and landing switch (more advanced lessons), twin tips are highly recommended, along with helmets. The student in Photo 3 is performing relatively well with the exception of not looking in the direction of travel. Looking in the direction of travel cannot be over emphasized.

Even if your student has not quite mastered switch skiing, it is time to move on to the next surface maneuver, as time is limited. Introducing these maneuvers to your students is the main goal, and perfecting the maneuvers may be done on their own or in future lessons.

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Decades as a coach and competitor have added useful items to my coaching and competition tool box. Having taken multiple exams over the past several years I’ve found there are commonalities between competition training and exam/exam prep. The following compilation are a few tools that have led to coaching success, personal competition success and exam success.

No matter what the competition is, I try to find a goal that day and better that goal. - Bonnie Blair

Five time speed skating Gold medalist Bonnie Blair set daily goals and more often than not surpassed them. Although “competition” has been deemed a less than desirable term over the last few decades it provides a means for individuals to measure their efforts. Bicyclists, swimmers and runners now have access to GPS that records training statistics with comparisons to other athletes and more importantly themselves. Setting training goals for exams can also be used effectively.

- Increasing the number of functional Pivot Slips in a given amount of riding vertical.
- Experimenting with Tele Switch Skiing on different terrain.
- Safely increasing the amplitude of Take-Off in the park.
- Skate skiing with one pole and no poles.
- Entering competitions such as NASTAR.
- Make a plan that leaves you skiing / riding at or above the level of your exam facilitator.

If you’re fortunate, you will have a good coach to help you navigate the exam training journey. Good coaches come in all shapes and sizes however they have a couple things in common, contemporary knowledge and honesty. It would be nice if our coaches constantly praised all of our efforts. Unfortunately, as good as constant praise may feel it glosses over potential issues that might dampen exam results. Good coaches don’t like playing the bad guy when accessing issues, however their honesty can bear positive results. Contemporary knowledge of the exam level you may be prepping for is also a key component, anything less could lead to negative results.

- Seek coaches with appropriate exam level experience.
- Seek coaches with proven hands-on coaching experience including non-PSIA-AASI experience.
- Seek honesty.

He who learns but does not think, is lost! He who thinks but does not learn is in great danger. - Confucius

Confucius’ statement was simply put, yet deep. There is a fine line between not thinking and overthinking specifically when it comes to training. It has been proven that many hours of concentrated practice are required before a skill is mastered.
• During training sessions make mental notes concerning successes and failures using qualified coaches and video review as your resource.
• If you keep a journal dedicate a paragraph to your failures and how to turn them around based on coaches input and video review.
• Accept constructive criticism.
• Be an active part of the learning partnership.

Accept the challenges so you can feel the exhilaration of victory. — George S. Patton

As the level of certification increases, so does fundamental adaptability in relationship to terrain. Perfecting a lead change on Hickory Hill’s “Buck” run is not the equivalent of perfecting a lead change on “Barbi’s Challenge,” at Afton Alps. By accepting challenges and working through short comings success can be achieved.

• Seek challenging terrain
• Seek challenging conditions
• Seek competitive challenges such as XC races and NASTAR
• Look for terrain outside your home area if needed.

If you have a bad day in baseball, and start thinking about it, you will have ten more. — Sammy Sosa

The very best have bad days, however being the best includes how well we learn from bad days and our ability to put them behind us. Bad days are a fact of life, bonking at a race after a fantastic training week, equipment failures and crashes are part of bike racing. While energy levels are controllable to an extent other variables are very controllable. Properly tuned equipment, awareness and experience in surrounding environment are key exam essentials.

• Make physical and mental fitness part of your lifestyle.
• Make mental notes concerning setbacks.
• Good or Bad, when the day is over its over. We only have control of the moment which includes setting ourselves up for success in the future.

There are only two type of Bicycle racers, those that have fallen and those that will. — Bob McLain

If you are going to be successful at higher levels at any sport boundary limits will be pushed. The same can be said for upper levels of certification. Speeds increase, angles increase, agility and strength are amplified and endurance limits are stretched. With the challenge of pushing limits comes the increased potential for falling. Although the vast majority of falls do not lead to injuries it's important to know they exist and are part and parcel to becoming better.

• Look before you leap. Know your terrain and potential obstacles and abide by the Skiers Code.
• Begin by incorporating your strengths and use “Baby Steps” if needed.
• Avoid peer pressure. This would include tasks you’re not ready for and the “You owe an adult beverage for falling” game performed by Kangaroo courts at many snowsports schools. No means No!
• Take injury and the return from injury seriously. Small nagging injuries can become larger problems down the road. Potential concussions are serious and more recognizable these days. Consult a physician for injury and advice. Rest and time off the snow are key components to recovery and can allow more time for exam study and review.

It’s very dangerous to have your self-worth riding on your results as an athlete. — Jim Courier

Competition and exam results are based on competitive environment and National Standards respectively. Podium finishes and DNF’s are interwoven into the competitive training journey as are certification exam successes and failures in respect to the Exam prep journey. Individual self-worth on the other hand is an introspective based on our efforts along the way. No monetary value, medals, pins or certificates can replace the personal effort put into the aforementioned journey when an all-out effort is given.

• Success or failure remember tomorrow is a new day “The past is the Past.”
• Success or failure make sure to bring your knowledge forward.
• Apply your journey to other faucets of life such as Family, Work or Community

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• It’s human nature to be elated about success and to be disappointed with failures initially. How we use both to improve can be our greatest asset or our largest liability in the long run.

Train for excellence, embrace the challenge and enjoy the journey!

Brad Miller
PSIA-AASI-C
Nordic Education Staff

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Apply now at deervalley.com/jobs or call 435-645-6635 for more information.
Feedback plays a crucial role in any student’s development, from the never-ever skier to expert coaches. Well-crafted feedback can help learners unlock the next step in their pathway. As instructors, we hope to provide feedback that allows learners to develop some sort of sensory input and understanding of a new concept, allowing them to become their own coach and perform the skills autonomously.

Inherent feedback is any internal feedback coming from personal sensory inputs, such as tactile sensations, muscle stretch, vision, proprioception, hearing, etc. The feedback we provide learners, external to themselves, is augmented feedback. As instructors, our goal is to help students develop their own inherent feedback as a result of our augmented feedback.

Let’s go through a quick run-down of the various types of augmented feedback we can provide students:

<table>
<thead>
<tr>
<th>Concurrent vs. Terminal</th>
<th>Feedback given while skill is performed vs. at the end of the performance.</th>
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</thead>
<tbody>
<tr>
<td>Immediate vs. Delayed</td>
<td>Feedback given immediately at the conclusion of skill performance vs. a period of time following conclusion.</td>
</tr>
<tr>
<td>Verbal vs. Nonverbal</td>
<td>Explaining feedback vs. providing feedback through video, demonstrations, or sound.</td>
</tr>
<tr>
<td>Distinct vs. Summary</td>
<td>Feedback given after every trial of a skill performance vs. a few trials or the general trend of a series of trials.</td>
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Would you mix and match the various types of augmented feedback in the same fashion for an expert skier as you would a novice skier? Of course not! Feedback not only provides informational value, but also motivational value. Let’s zoom in to the 4 categories of augmented feedback listed, and breakdown how to best utilize each type for the level of skier you are teaching.

**Concurrent vs. Terminal**
Concurrent feedback is best given to learners once they have a basic understanding of what the skill performance should be. This feedback should be less than 5 words, precise, and positive. For an example, when learning timing of pole plants, concurrent feedback to cue the swing and the touch of the pole will help develop an inherent sensation for the learner to feel in real time.

Terminal feedback is one of the most often used form of feedback. An example of terminal feedback interleaves with command style of teaching, perhaps where students ski down a section of the hill to receive immediate feedback from the instructor. While this can be an effective way to immediately change skill performance, it may not be best for long-term retention of a skill. Be wary of the quantity and quality of the terminal feedback, and ensure the learner is in a place to receive and utilize this feedback.

**Immediate vs. Delayed**
Immediate feedback is useful when the student is working hard to develop a specific sensory input. Delayed feedback, while rarely able to promote drastic and immediate performance improvement, will help learners retain and develop sensory information. For
example, asking the learners what they thought of the trial, what sensations they are feeling, or moving on to another task delays the feedback, and this helps the learner internalize the sensations they felt. Again, this is a great use of feedback for skill retention in the long-term.

**Verbal vs. Nonverbal**
We often use a combination of these two types of augmented feedback. Verbal is best used when introducing a brand new concept, and nonverbal is best when the student has some idea of the task at hand. Advanced and expert students may be able to watch video on their own without the need for verbal explanations. Beginner and intermediate students will need verbal feedback on video analysis to become aware of sensory input specifics. Accurate demonstrations coupled with concise explanations are great combinations to use out on the cold slopes when time is of the essence (and you are noticing your group poking many holes in the snow with their poles).

**Distinct vs. Summary**
This category is perhaps the most important regarding retention rates and motivation. Providing feedback on every single trial (distinct) can be frustrating to many people - no matter the skill level – if they are not in the right headspace. This feedback should be used when working to hone in on very specific sensory information where a simple yes or no can help students clue in on correct sensations. Be wary of providing too much feedback, even if the learner asks for feedback all the time. They may become dependent on your feedback to perform the correct skill. Summary feedback allows the instructor to give feedback on correct trials, space out feedback during trials, or convey the general trend of performance, thus allowing the learner to develop their skills and maintain motivation.

Feedback dependency is also called the **Guidance Hypothesis**. Spread out feedback, acknowledge correct movements, and avoid trying to fix every trial! As toddlers learn, we let them fail and try again. In a supportive environment, students should be allowed to experiment, and craft their own sensory feedback with some input from expert eyes to improve skiing.

Think back to the various types of feedback you utilize in your lessons. What is the informational value you provide through feedback, and what is the motivational value perceived by your students. Please reach out with any questions, examples, brain storms, etc. to dah1005@umn.edu. Happy teaching!

*Andrea is a ski teacher at Park City Mountain and a coach at Mt. Hood Summer Ski Camp. She graduated from the University of Minnesota with a degree in Kinesiology. Andrea is Alpine III certified with a CSI creditation and a member of the PSIA-C Education Staff.*
The 360 degree surface spin is the next maneuver in your 20 minute ground maneuver teaching segment. This is a great exercise to prepare your beginning terrain park students for more advanced rotary moves. Photo set 4 shows the surface spin 360. From the parallel position, completion phase of the previous turn (Photo 4A), initiate the next turn, keeping more weight on the outside ski (Photo 4B). Continue turning uphill with weight on the outside ski (Photo 4C) until the switch skiing position is reached (Photo 4D). Then, shift the weight to the new outside ski (Photo 4E) and continue the rotation to the parallel skiing position (Photo 4F).

Skis should be parallel and relatively flat for this maneuver. A typical difficulty encountered by students is depicted in Photo 5: engagement of an edge in the snow during the spin. This can occur from not shifting the weight to the new outside ski when reaching the switch position or not keeping the skis relatively flat. Excessive wide track stance also leads to edge engagement in the snow when skis are wider than shoulder width. Statically position your students to determine if their basic stance allows flat skis.

A great exercise to correct accidental edge engagement is to practice the 360 with the skier's weight totally applied to the outside ski as shown in Photo set 6. From the parallel regular skiing position (Photo 6A), the student places all the weight on the outside ski, lifting the inside ski (Photos 6B and 6C). When reaching the switch position, weight is transferred from the old outside ski to the new outside ski (Photos 6D, 6E, 6F and 6G). Totally weighting one ski and lifting the other makes the 360 easier, reducing the possibility of edge engagement.

References 3 and 4 provide additional information on beginning terrain park surface maneuvers.
Contact Feature
(Teaching Segment #2: 20 minutes)

A ride on/ride off contact feature is the best for your beginning free-stylist. (Gap-on contact features are usually better for your intermediate free-stylists.) A dance floor or low box is recommended since it is easily accommodated when performing the 50/50 (straight run over the feature). It is time to introduce your student to the PSIA (Reference 6) ATML acronym (approach, take off, maneuver, landing). The approach involves a good line-up with the feature and appropriate speed control.

A wedge is an appropriate method of speed control rather than making short turns. The wedge allows for easy fine adjustment of speed with the upper and lower body facing the direction of travel. Short turns will work, but realignment after a turn requires more time and may result in too much speed reduction or improper alignment. The sequence in photo 7 shows a good 50/50 move over a ride on/ride off feature. Adjust speed with a wedge (Photo 7A), but make sure the wedge disappears before the take-off (Photo 7B.) The takeoff is mounting the feature, the maneuver is skiing with flat skis straight over the feature (Photo 7C) and the landing is exiting the feature at the ride-off end (Photo 7D).

Performing a wedge on the plastic surface (Reference 5) of a contact feature usually results in the skier doing the splits. Photo 8 shows a student mounting a feature with the wedge, which resulted in, guess what, the splits. Common problems include misalignment with the feature, not keeping the skis parallel, edging and leaning back or forward. Work on these statically, but repetition over the feature usually results in confidence building and improved performance.
Straight Air  
( Teaching Phase #3: 20 minutes)

The final phase is to introduce the student to jumping: the straight air. A small roller (a non-contact feature, ie. a small jump without a lip) is a good feature to start since the student can feel the lifting force at the ramp without being thrown out of position. Photo 9 is a sequence of a good straight air. In photo 9A, the student's knees and ankles are flexed after adjusting the appropriate speed using a wedge – the approach. In photo 9B, the student is in the take-off phase by extending the legs (pushing down with the legs) and projecting slightly forward to avoid landing in the back seat. In photo 9C, the student gets some air and lands (photo 9D) on the down side of the roller with absorption (landing on egg shells). Even if the student does not get measurable air, the basic dynamics of jumping, compression up the ramp, the lift and absorption at landing are experienced.

A common problem with beginning jumpers is taking off without projecting forward and landing in the back seat. Static exercises may help by suggesting that the student should push down and lean forward slightly. Emphasize “slightly,” since excessive leaning forward can result in a head first landing. Another problem with beginning jumpers is throwing the upper body in an attempt to get lift. The upper body should be relatively quiet with the pop coming from extension of the legs (pushing down). See Reference 2 for more advanced aerial maneuvers.

This short progression gives your student an introduction to the many aspects of freestyle skiing. Reference 6 is worth getting, if you plan to teach freestyle. Obviously, a discussion can ensue regarding increasing the length of such a lesson, which is a valid endeavor. However, some customers want the one-hour freestyle lesson and this brief progression has been found to deliver.

References:

Chuck Roberts teaches at Wilmot Mountain in Wisconsin. He is a Level III Certified Alpine Ski Instructor, a Level II Snowboard Instructor and Level I Freestyle Specialist. He has been teaching skiing since 1970 and snowboarding since 1987.
As I took the gold in my hand its weight was overwhelming, the implications bringing tears to my eyes ... 

As we begin this new season, it is my great pleasure to share with our membership the excitement surrounding Cross-Country Skiing in our Division. Central is one of the largest and fastest growing Cross-Country skiing populations in the country. Cross-Country is the fastest growing discipline in Central Division. The achievement of two exceptional athletes at the 2018 Winter Olympics in PyeongChang is a testament to this Nordic invasion. For the first time in the history of US Cross-Country skiing our athletes won gold! The repercussions of Kikkan Randall and Jessie Diggins’ win continues to give back to the skiing community.

Kikkan has stepped away from the World Cup but continues to inspire us on the race course and at speaking engagements across the country. You may have met her at last year’s Birkebeiner. I did and got to hold her gold medal!!! This season will see the FIS World Cup come to Minneapolis, MN. Jessie Diggins helped inspire the first US event since 2001. The world cup race has blossomed into a four day winter festival. The schedule includes youth through masters race events, concerts, and expos. If you are interested in what Cross-Country racing culture is all about this is the event! Even if you are not interested, it’s the only World Cup ski event in the Midwest. It’s an opportunity to see Jessie Diggins race along with fellow midwesterner Kevin Bolger from Minocqua, WI. It’s an opportunity to see both these athletes compete in their most successful format, the freestyle sprint.

The emergence of midwestern athletes on the US team and World Cup podium can only be expected to grow with the increase of youth programs across the region. PSIA Cross-Country instructors are working every day to help build this next generation of skiers that will win on the world stage. But, it’s not all about racing. As participation grows in Cross-Country skiing so too grows the market and need for instructors and coaches of all ages. It is my goal, as a member, to keep PSIA at the front of this Nordic Invasion. This will be my last season as the Nordic Rep to the Central Board of directors. The experience has offered me the opportunity to share my excitement for Nordic skiing and work with a fantastic group of dedicated educators. If you are dedicated to cross country and Telemark skiing, it’s your turn to represent us as the Nordic Rep. Contact me, Brad Miller or the central office if you’re ready to join the leadership team of PSIA Central. The invasion is coming and it’s led by you!

Zeke Fashingbauer
PSIA-C Nordic Rep, Cross-Country Examiner

YOU ASKED FOR IT! CENTRAL DIVISION DELIVERS!

Senior Specialist 2, Afton Alps
Feb. 28-March 1, 2020. Senior Specialist 2 (SS2) is a new Central Division offering following the success of the first year of Senior Specialist 1 (SS1) clinics. Many members left the SS1 clinics asking “When will the SS2 be offered?” Well, your Executive Director, Ron Shepherd, was listening and Thanks to Northwest Division and the Examiner Exchange program, Central Division will be offering its first SS2 this season. If you have successfully completed the SS1 in 2018-19 season or earlier, you are eligible to take the SS2 clinic. For more information go to the Central Division’s website http://www.psia-c.org/ TAB-Education+Certification, Senior’s. We hope to see you at Afton Alps for the SS2! Please note that next season, Senior Specialist 2 will be offered throughout the division.
Have you wondered about the use of your dues, and the cost of events in Central Division? It’s a reasonable question, and it deserves an answer. In this article, I will try to break down the budget into manageable chunks – the numbers are not exact as I have combined some categories to keep the data manageable, but they come pretty close.

For the most part, calculating the budget for PSIA-C is a straightforward endeavor. 3400 members multiplied by $55 annual division dues yields $187,000.00.

Half of the membership needs education credits each season, and most courses are $177, so 1650 x $177 = $292,050.00.

Take the two numbers together, and you’ve got $479,050 of annual revenue to operate the organization each year.

A few qualifiers factor into this figure. First, dues revenue is reduced by discounts to students, seniors, and alumni, while event revenue is also limited by student discounts, alumni and exemption credits.

The single biggest reduction in event revenue comes from a wobble in the credit cycle (more credits become due in even years than odd), the next largest has to do with weather and pass rates. The $292k figure works over time, while 2019 event revenue was actually just over $225k.

Meanwhile, like any organization, we have both fixed and variable costs. Rent, for instance, is fixed at $8,856.00/year. Our office salaries are fairly steady at just under $90k (for our two administrators and executive director) – give or take for overtime, plus another $12k for our contract with PSIA-AASI National for telephone support. (Wondering about why we need two admins and an executive director to run the office? We field thousands of calls and emails each season, and manually administer event coordination, payroll, staffing, education history and credentialing. It takes many hands to make this possible, and even with our staff and assistance from National, we still find ourselves overwhelmed at times.)

Likewise our insurance costs, consisting of liability and workers comp in 5 states, while varying based upon hours worked and experience (injuries), is fairly consistent at $28,000.00. Telephones, internet, newsletter printing, mailing, and all of the normal expenses associated with running an office add up rapidly, last season totaling about $37,000.00.

So, you count upon $480K coming in, and immediately allocate $175,000 for fixed administrative costs. That leaves $305,000 in the bank. What happens to that money?

Before we know what the weather will be like, before factoring in the economy or what event participation will amount to over the season, the division education staff has training. Every three years that training is joint, bringing staff from throughout the division together – while normally this means two locations for training. Training is unpaid for the ed staff in training, yet the cost to the division is quite high considering lodging and travel expenses from throughout the many states we represent. So, on a normal season the training

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expense is just under $40k – add in National fall training for discipline administrators and the tech team and we’re actually closer to $45k. That leaves $260k for those doing the math at home.

And then the events begin. Delivering a total of 180 exams and clinics to 1641 participants, our education staff makes $115/6 CEU’s Education (per day), $135 (per exam day) – totaling to $82,685 in exam wages. You were probably anticipating this next statement, but $14/hour isn’t really the expensive part of conducting events. You guessed it – $146,277 in mileage, lodging, and meals represent the real cost of exam and clinic delivery, with wages the total is $228,000. Our new exam format doesn’t help, adding an examiner day to both the L2 and L3 alpine exams – and the quality control effort that lead to the tech team, and ed staff review process brought extra expenses with no appreciable increase in revenue.

Are you also down to $32,000 in the bank for the division? Each year, we hold two board meetings at low cost venues, and we try to keep travel and lodging combined to about $18k – for 16 board members, discipline administrators, and office administration. We attend the NSAA National Conference as participants – both the executive director and the President, and the Midwest Ski Areas Association as presenters. As you can imagine, this participation puts us close to operating in the negative.

Granted, we are a Not For Profit organization, and landing in the negative, or slightly contributing to reserves is pretty much where we expect to be – but it’s important that you the membership have insight into the revenues and expenses of your association, and that you support the direction in which we are heading.

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Changes

By Ron Shepard

I was sitting at my desk, recently, and Charla was reading some members’ comments out loud. It occurred to me that an important change had taken place over the past two seasons…a really nice change.

When we first landed in this office, we also would read members’ comments and we would hear each other remark “Oh my goodness-our members really don’t like us.

Charla’s recent comment that made me take notice was just how frequently members are taking the time to say “Thank you,” in a cordial tone over the telephone. It is refreshing and leads to our sincere “Thank you, too,” for noticing our hard work and responding to it.

We are a small office, with a lot of Central Division members to service-and sometimes we’ll fall down in the course of doing our jobs-and yet the day goes by quicker and the work feels more rewarding when you know it is appreciated.

If you were among those who once viewed PSIA-AASI Central in a less than enthusiastic light, and if you are now one of those who has taken the time to note the changes and recognize the effort, thank you for your patience and support.
John Helgesen, a PSIA-C ski instructor taught and was, later, a ski school director at Villa Olivia Ski School in Bartlett, Illinois. Friends recall that he shared his love and skill for skiing with those willing to learn. John attended the PSIA National Academy and had many friends throughout Central Division.

Robert Hittinger worked as a realtor in Southeast Michigan. He was a Central Division certified Alpine Ski Instructor. He volunteered as a ski instructor for Optical Illusion Michigan Blind Association and the Alpine Blind Ski Team. He was also involved with Michigan Adaptive Sports and the Special Olympics.

Bob taught skiers at Pine Knob Ski Resort in Clarkston, Michigan and was known for his kindness and patience while teaching.

Robert Neff, Jr., of Northville, Michigan was a PSIA-C Level 2 ski instructor, Children Trainer and a “First Participant” in the Senior Specialist 1 clinic last winter. Bob taught at Blizzard Ski and Snowboard School for over 50 years. Bob inspired his students to learn and knew how to make a lesson a lot of fun. He also taught for Vail, at Mt. Brighton and Beaver Creek Resort, in Colorado. Bob was known for his infectious smile, patience and his kind and compassionate spirit.
Cascade-fest, under the guidance of PSIA-C Staff member Erika Meier, has become one of Central Division’s Premiere Events.

Cascade-fest VII will have something for everyone. Telemark, Snowboard, Adaptive, Children’s accreditation, Senior Accreditation, Free Style, and Alpine.

Go to the PSIA-C.org events, event descriptions to see all of the events that you have to choose from.

So, what are you waiting for? Mark your Calendars now and join us at one of PSIA-C’s Premiere Training and Education Events.

- Select your event and Get Registered Now.
- Cascade Mountain is an outstanding venue for taking Level I and Level II exams. The Terrain is great and Snow Conditions are impeccable.

Just so you are aware, Cascade Mountain hosts on-snow Certification Clinics every Wednesday from 1 pm to 8:30 pm. Everyone is welcome. We have a great learning environment! It’s a BLAST. Come join us.

Call Erika Meier (1-608-963-1360) for details. This is a great learning experience and a great way to polish off your Certification Skills!

Plan on arriving early Friday and ski/ride with some of Cascade Mountain’s Certified instructors and coaches. They can give you a tour of our mountain, help you with teaching progressions, and give you and your family some pointers that will enhance your personal skiing or riding skills. Be sure to take advantage of this free opportunity.

A block of rooms has been set aside, for your convenience, at the Best Western Hotel in Portage (10 minutes from Cascade Mountain). The price is $102/night plus tax $11.73 = $113.73/night.

Cascade Mountain is offering a Discounted Two-day Lift package for $54.00 plus tax and Three-day Lift Ticket packages for $67.50 plus tax for you and your family. Remember, at Cascade Mountain Kids 12 and under ski/ride FREE! To utilize the Cascade Mountain Discounts you and your family members must all be present at the same time to make the purchase. If you arrive one day and your family does not arrive until the next day there will be NO discount for the family.

Cascade Mountain has a state of the art “Montana” Tuning machine. Cascade Mountain will be offering a tuning special of 30% off for all of our PSIA friends and their families.

Each day will begin with “DOOR PRIZES”. In the past we have had some very cool door prizes. (Water park tickets, Goggles, Mittens, Snowboards, Dinner packages, Wood Workings, to name a few.)

On Saturday evening there will be a dinner and program for a fun evening. This event is for all of our PSIA-C members and their families. The food and beverage will be outstanding and we have some fun things to make the evening special for everyone. (Last year we had over 60 members take part in the Saturday evening event.)

PSIA-C Education Events are for everyone. You can join in the fun and learning even if you do not need a “CEU” (Continuing Education Units). SO, mark your calendar now, get registered, and come join in the FUN and LEARNING.
EDITORIAL INFORMATION

The Central Line is published four times per year by the Professional Ski Instructors of America-American Association of Snowboard Instructors Central Division (PSIA-AASI Central Division). Permission is hereby given to all PSIA-AASI divisions to copy original material from this newsletter providing credit is given to PSIA-AASI Central Division and the material is not altered. Articles that contain specific copyright notices may not be reprinted unless written permission is obtained from the author. Please contact the PSIA-AASI National office with questions.

SUBMISSIONS

Submissions, including articles and photos, are welcome. Articles should be emailed to garyski3@att.net in MS Word format with the following header: article name, date and author. Photos and graphics should be high resolution (300 dpi or greater and at least 2 inches in the smallest dimension) and submitted in JPEG or TIF format. A photo release must be obtained from any person(s) included in the submitted photo. Articles are accepted on the condition that they are released for use in all PSIA-AASI Central publications. PSIA-AASI Central reserves the right to edit all articles.

ADVERTISING INFORMATION & SPECS

Advertising rates and submission form are available at psia-c.org. Please contact the PSIA-AASI Central office with questions. Acceptance of advertising does not imply endorsement or approval of product or service advertised. The PSIA-AASI Central Division Board of Directors reserves the right to refuse an ad that they consider inappropriate or does not hold to the standard and principles of the association.

Advertisements should be submitted to the PSIA-AASI Central office at info@psia-c.org in high resolution PDF, TIF or EPS format. Trim size is 8.5 inches by 11 inches. Live copy should be at least one-half inch from trim edge. Bleeds may be included on full page ads and must extend one-quarter inch beyond trim size on all four sides.

PUBLICATION CALENDAR

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GENERAL INFORMATION

To ensure the most effective representation, PSIA-AASI Central Division members should contact their Section Representative to share concerns or opinions on the policies, procedures or content of The Central Line. Materials that have been provided by persons not writing as PSIA-AASI Central officials are the responsibility of the author and are not necessarily endorsed by PSIA-AASI Central Division.

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All articles and photographs intended for publication in The Central Line should be submitted to the Editor.
Erika Meier, Central Division Instructor Of The Year-2019

You may have noticed an error on your membership card, and perhaps in the recent Certification's column of The Central Line magazine. I am writing to apologize and have sent to you a corrected membership card.

It appears we had an issue with a “workflow”—a macro in our records system. This step-saving software is designed to replicate the keystrokes necessary for applying a credential, when other factors are checked or triggered. A change manifest in a different aspect of our database management system had unexpectedly triggered some of the criteria, and a number of people were granted a variety of credentials by the system. Some regained an old credential, others earned a new one. We have endeavored to address and correct the issue.

We’re embarrassed that this happened and hope that you’ll accept our sincere apology.

Kind Regards,
Ron Shepard, Executive Director

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D. Late Associative – A “4” means that the participant can perform the task so long as they recite the steps or process while doing it. “Essential Elements appear Regularly – at a satisfactory level.”

E. Early Autonomous – A “5” means the participant can perform the task without thinking (mostly), but occasionally needs to remind themselves of the movement pattern. Essential Elements appear Frequently above the required Level.”

F. Late Autonomous – A “6” means the movement is ingrained, they do it because that is how it is done. “Essential Elements appear continuously at a Superior Level.”

5. (The Biggest Thing). “See the Good.”

We spent a great deal of time discussing a video exercise the education staff has been conducting. We call it candidate 2, level 2, and the staff reflected upon how “Snow-Up” plays into our assessment. We explored the tools a skilled clinician employs to identify the positives before the negatives, and states them as part of the skills assessment, and agreed that it is only appropriate to score a candidate from what we see, and the tasks we set up, and inferences may only come from activities, not supposition.

“Coaching”

When discussing to what extent an examiner may “coach” during an exam, the education staff agreed that at Level 2- appropriate coaching can include a sentence, not a paragraph, an exercise but not a progression. At Level 3, coaching is limited to a word or phrase, suggesting a trigger or nudge.