

# Myth Busters

The goal of this topic is to discuss and clear up commonly held misconceptions generally steaming from coaching statements which are specific to a situation that get interpreted by some to be absolutes that we should always strive for.

This will be a presentation for fall training; while also creating content for educational day clinics, tech series and team training that will bring consistency in our messaging. We believe we should be spending a large amount of time at team trainings focusing on consistency within the team so members and Divisional Staff are hearing a similar message from us.

With this topic, delivery should be simple and understandable, information presented from an expert, questions answered and explored if necessary – but clarity is paramount. Lessening confusion, reduction in “what do you think?”, we’ve been vague in communication and concepts for quite some time. Creating an environment open to communication of thoughts and ideas to get to the clarity is important as well.

Nothing out of this topic will be a MOTY, unless we think clarification is the move of the year.

## Foundational Concept

The foundational concept idea is the consistency piece, with our messaging starting at the top. The goal is for team members to be similar in concepts and language used about basic, fundamental or foundational components of good skiing or just skiing. This piece is critical in the trickle down with our divisional clinic leaders, trainers and the membership. We also need to be very clear about the situations or type of skiing our coaching applies to so that participants understand where the coaching they are given is applicable.

Theme can continue to roll out in the tech series trainings and day clinics – year in year out. It isn’t going to be anything “new” that is presented. What may be new is the concept of one voice – the membership, trainers and staff consistently hear the same thing. This will better comprehension and the ability to continue the consistency theme when they are working with instructors and the outcome will be the client receiving a better product.

## Tactics vs. Technique

Defining the difference between tactics and technique when coaching and teaching. Have an outcome of understanding how tactics and techniques are used, the reasoning (why) and seeing the bigger picture out of their use. There seems to be confusion when receiving a tactic that “works” that it’s application is in all conditions and all terrain, etc. rather than a bigger understanding of the large picture.

## Terminology

Start from the list Brad created (see below) and work from there on defining what is meant when the terms or sayings are used, why they are used, should some of them not be used – example “hips over feet”. Again more clarification for better understanding than creating more “lingo”. Keeping it simple and approachable. In addition to these skiing terms, we will also touch on teaching concepts that have been shared over the past few seasons, where and how they fit into a great lesson. For instance, turn

and talk is an excellent method of checking for understanding. However, checking for understanding is only one part of the teaching cycle and if you are ignoring the rest of the teaching cycle, you will not be teaching a great lesson.

We will pick 3 to 5 of these concepts that we know we want to clear up and allow participant interaction to guide other concepts we discuss for clarity.

## Outcome

Simple, easy, informative understanding that is inspiring to the group when going back to work with membership, school staff or the walk up client.

## Terminology List

\*\*\*\*Please note, this is just a starting place for examples, feel free to add to it.

- hips over feet
- the only way to pressure the top is to move hips forward
- the taller you stand the more range of motion you will have
- vertical femur
- I don't want my butt to stick out
- if my back isn't vertical my center of mass isn't over my feet
- there is a right and wrong way to ski, therefore all conditions all the time I move this way
- I have to ski like PSIA wants me to, to pass an exam or tryout
- slow and accurate is what examiners are looking for
- the more fancy tools and vernacular I use in my teaching the more likely the selectors or examiners will like my teaching segment
- teaching in exams means I just check the boxes of what is expected
- if I dazzle them with words, I don't have to ski well
- teaching knowledge and tools or how smart I appear is more important than my skiing ability