



TEACHING AND PEOPLE SKILLS | Tech Series 2019-2020

Activity: Find your M&M color mate

Partner 1 – Story teller

Partner 2 – Listener (get instructions)

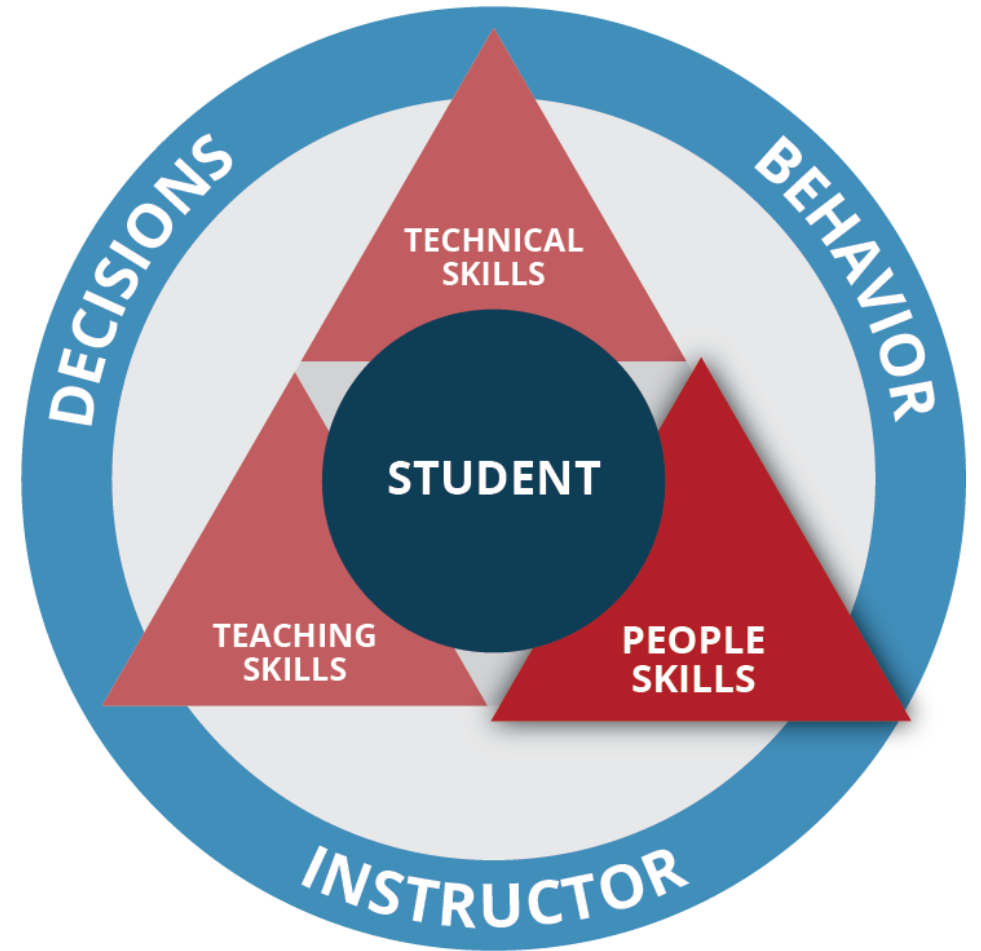
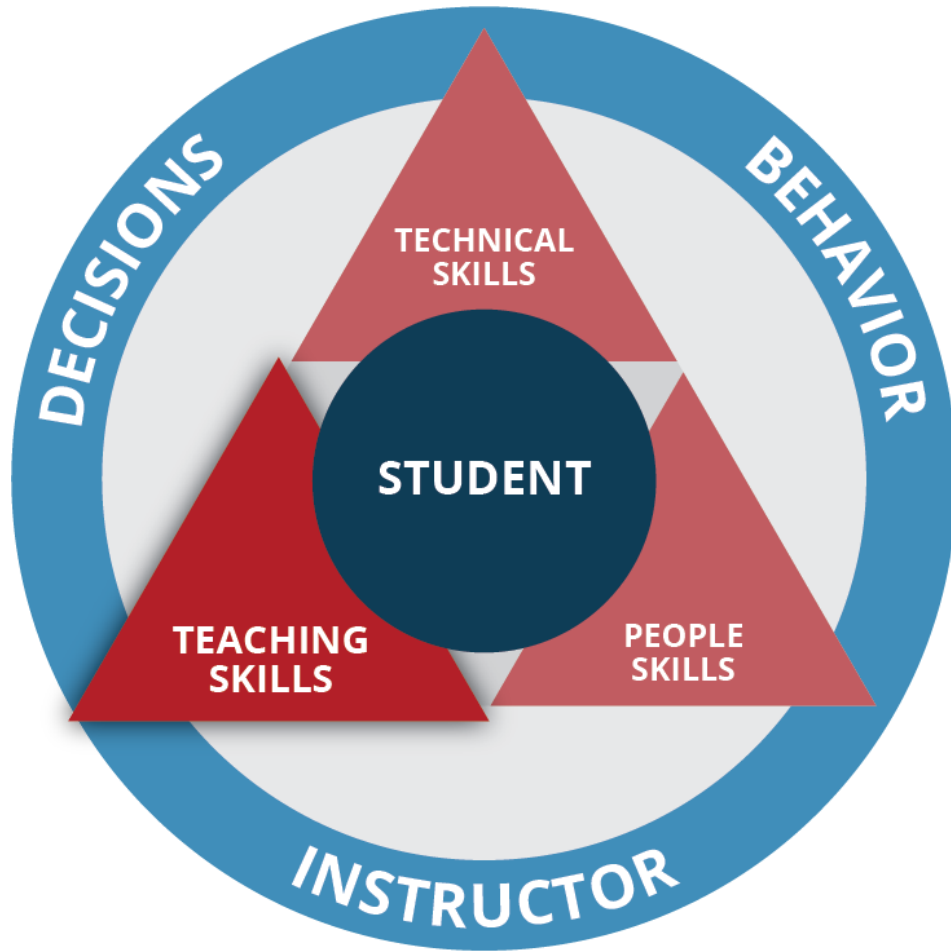


Reflection

What did that feel like?

Did you know that humans consider **personal space** to be a four-foot radius that others should not invade without invitation? Get closer than this during a meeting and the message you seek to convey gets lost over the violation of this unspoken-rule.





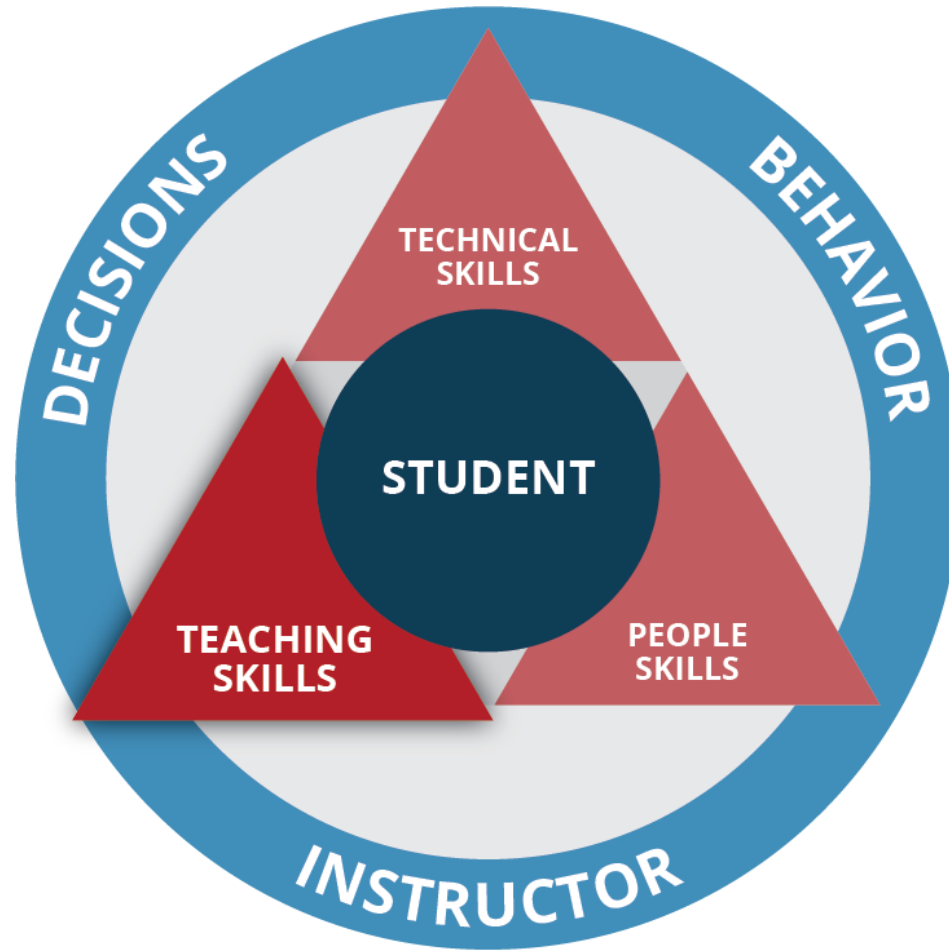
What did you
like BEST about
your skiing or
snowboarding
experience?



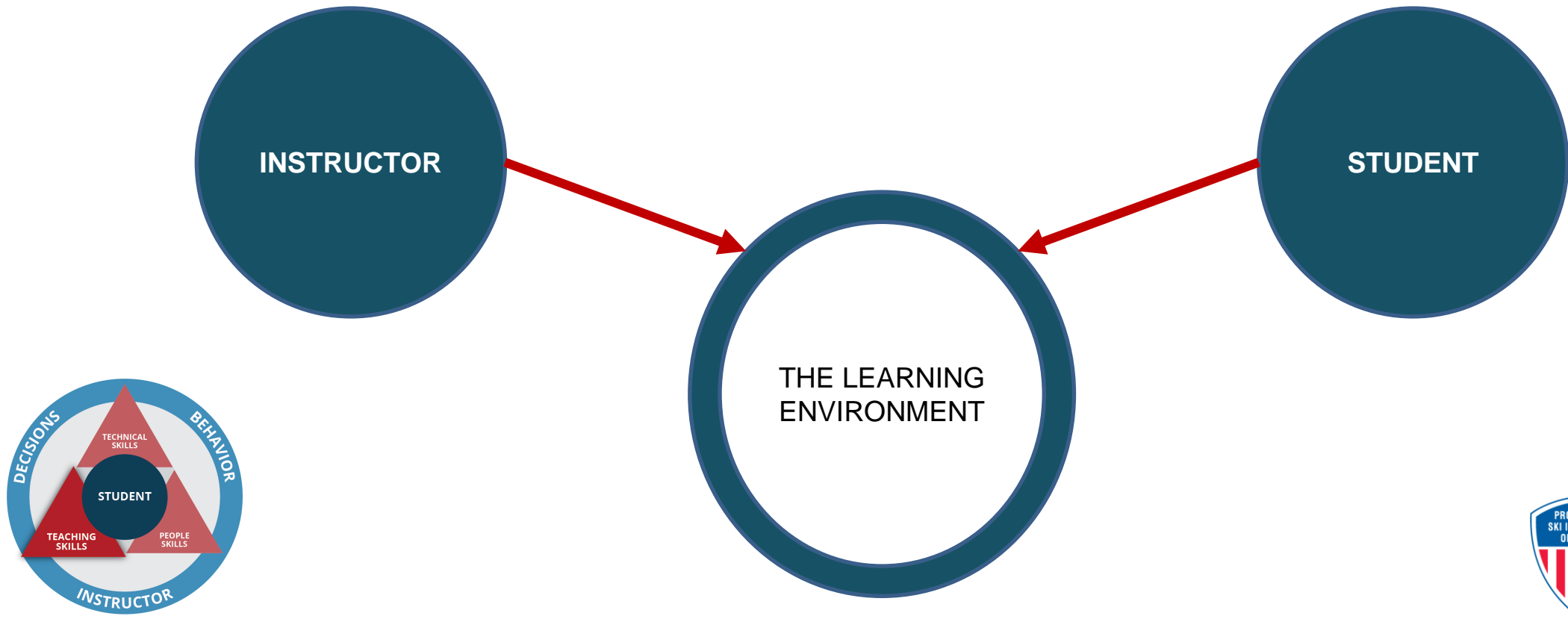
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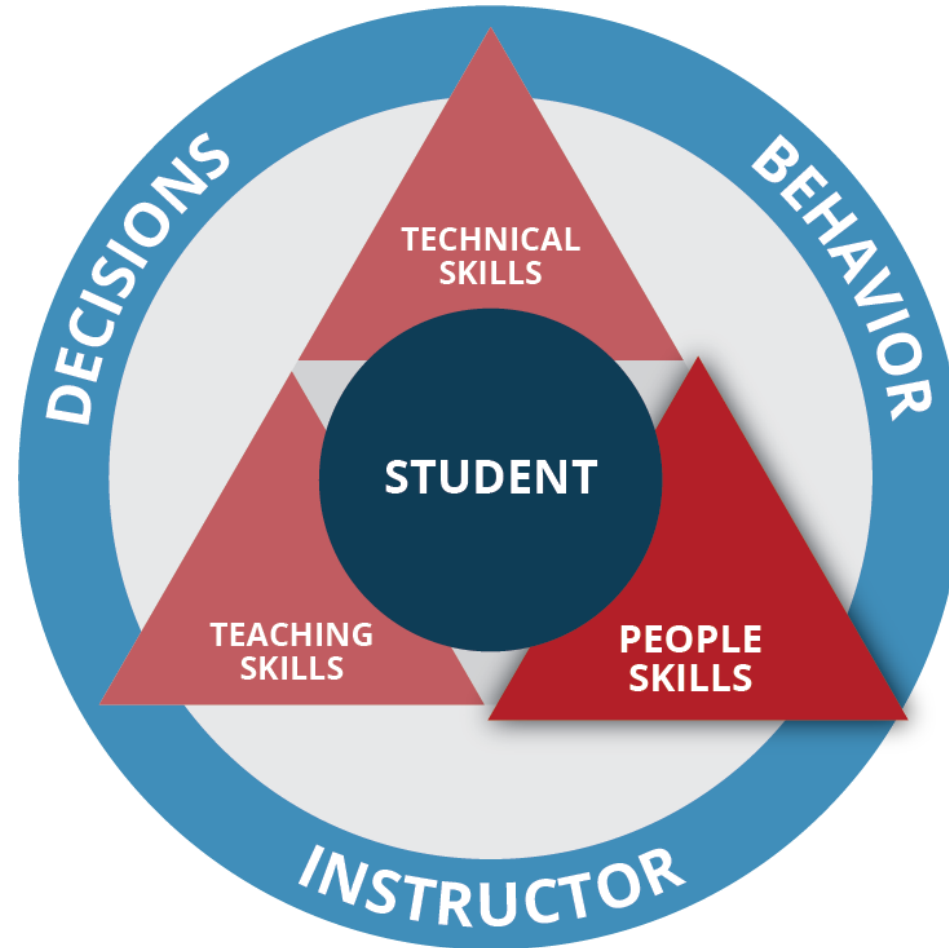
DIFFERENTIATING PEOPLE SKILLS AND TEACHING SKILLS



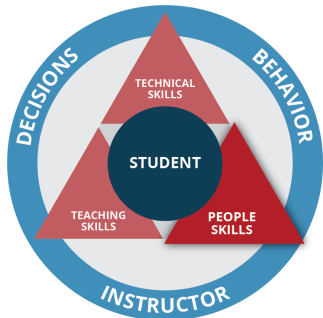


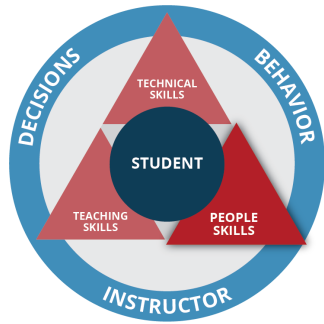
TEACHING SKILLS connects the instructor and student to the learning environment.





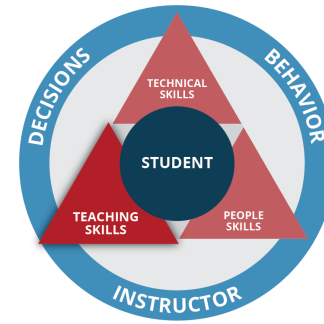
PEOPLE SKILLS create a connection between the instructor and student.





PEOPLE SKILLS

- EMPATHY
- COMMUNICATION
- EMOTIONAL INTELLIGENCE



TEACHING SKILLS

- TERRAIN
- ACTIVITIES
- PACING



ELEVATING PEOPLE SKILLS TO AN ADAPTIVE APPROACH



Prescriptive vs. Adaptive

Prescriptive Approach

Assumes a known problem and a best solution to that problem

Derived from Heifetz, R., Linsky, M., Grashow, A. (2009) The Practice of Adaptive Leadership.



Prescriptive vs. Adaptive

Adaptive Approach

Assumes unknown variables and a different solution to each iteration

Derived from Heifetz, R., Linsky, M., Grashow, A. (2009) The Practice of Adaptive Leadership.



Prescriptive Approach



Prescriptive vs. Adaptive

Behavior-based
Plans for Action
Consistent responses

Great for New
Instructors

Derived from Heifetz, R., Linsky, M., Grashow, A. (2009) The Practice of Adaptive Leadership.







Prescriptive vs. Adaptive

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Prescriptive vs. Adaptive

Behavior-based
Plans for Action
Consistent responses

Outcome-based
Strategies for action
Tailored responses

New
Instructors

Experienced
Instructors

Allowing instructors to think critically about interactions, and to
generate their own effective answers

Derived from Heifetz, R., Linsky, M., Grashow, A. (2009) The Practice of Adaptive Leadership.



Prescriptive Approach



Develop Relationships based on Trust

Strategies for building cohesive groups

Eye contact
Handshakes
Asking questions
Active Listening
Mixing
Smiling/Humor
Courtesies

Coyle, D. (2018) The Culture Code. New York, Bantam: Random House.



Prescriptive to an Adaptive Approach

- Provide clear outcomes
- Coach strategies in addition to behaviors
- Help instructors to make decisions and tailor their actions to specific situations



PSIA-AASI PEOPLE SKILLS FUNDAMENTALS





- Develop relationships based on trust.
- Engage in meaningful, two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.



Develop relationships based on trust.

Transparency | Respect | Cohesion | Risk



Engage in meaningful, two-way communication.

Verbal | Non-Verbal | Listening | Feedback



Identify, understand, and manage your emotions and actions.

Self-Awareness | Self-Management



Recognize and influence the behaviors, motivations, and emotions of others.

Social Awareness | Social Management



SUMMARY

Increase student retention globally

Influence what *you* can control

Focus on connection

Adapt to the social environment



Are we teaching
skiing and snowboarding
to people?

-or-

Are we teaching *people*
to ski and snowboard?





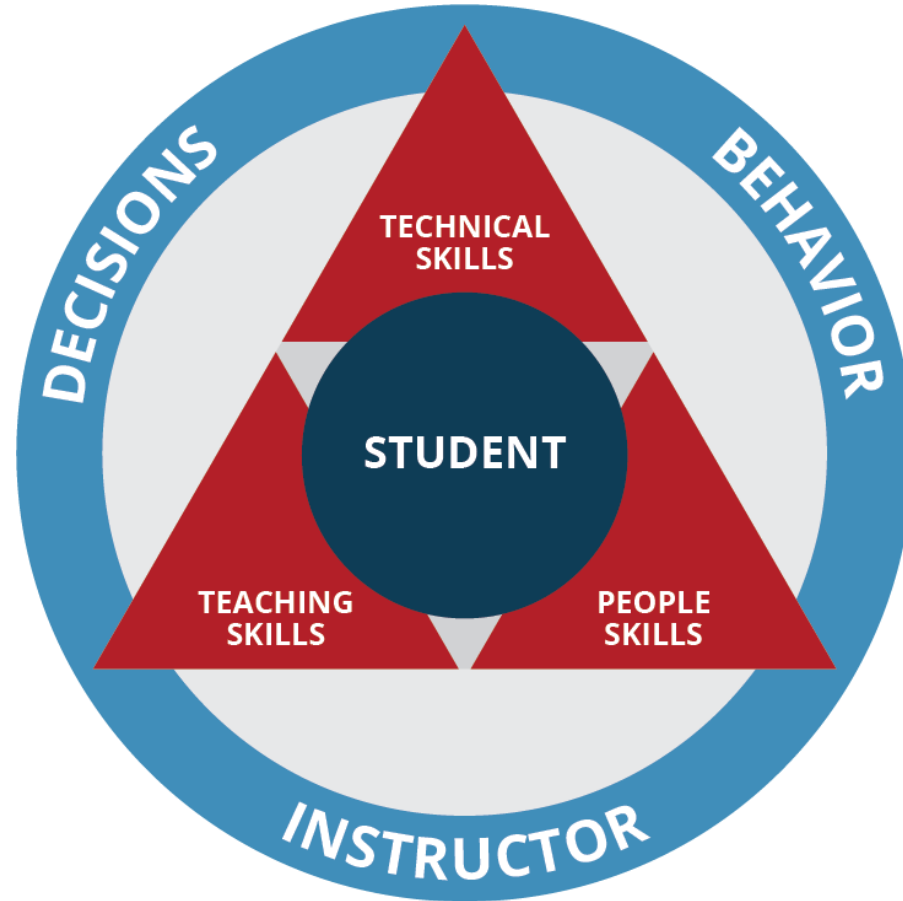
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- Engage in meaningful, two-way communication
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- Recognize and influence the dynamics and emotions of others



WHAT MAKES A GREAT INSTRUCTOR?



The LEARNING connection





TECHNICAL SKILLS

- Alpine skiing Fundamentals
- Snowboarding Fundamentals
- Cross Country Skiing Fundamentals
- Telemark Skiing Fundamentals
- Understand/apply technical concepts.
- Movement Analysis: Observe, evaluate, prescribe



TEACHING SKILLS

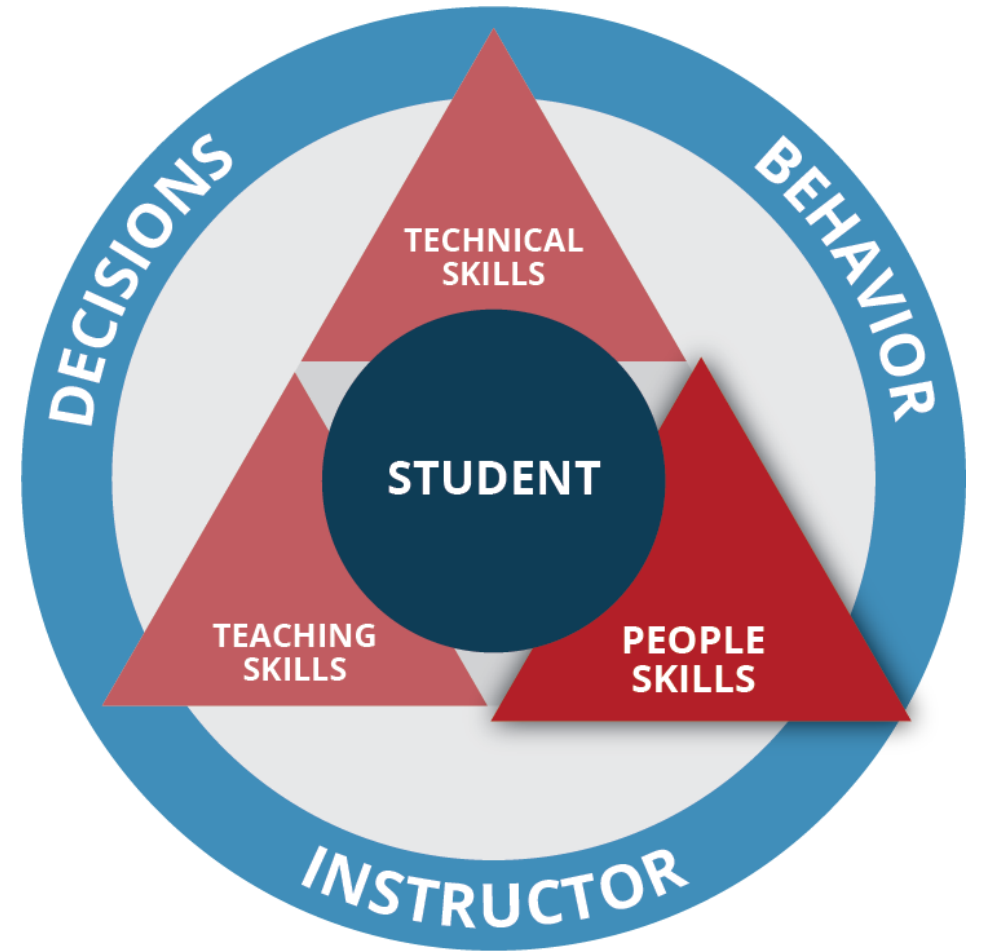
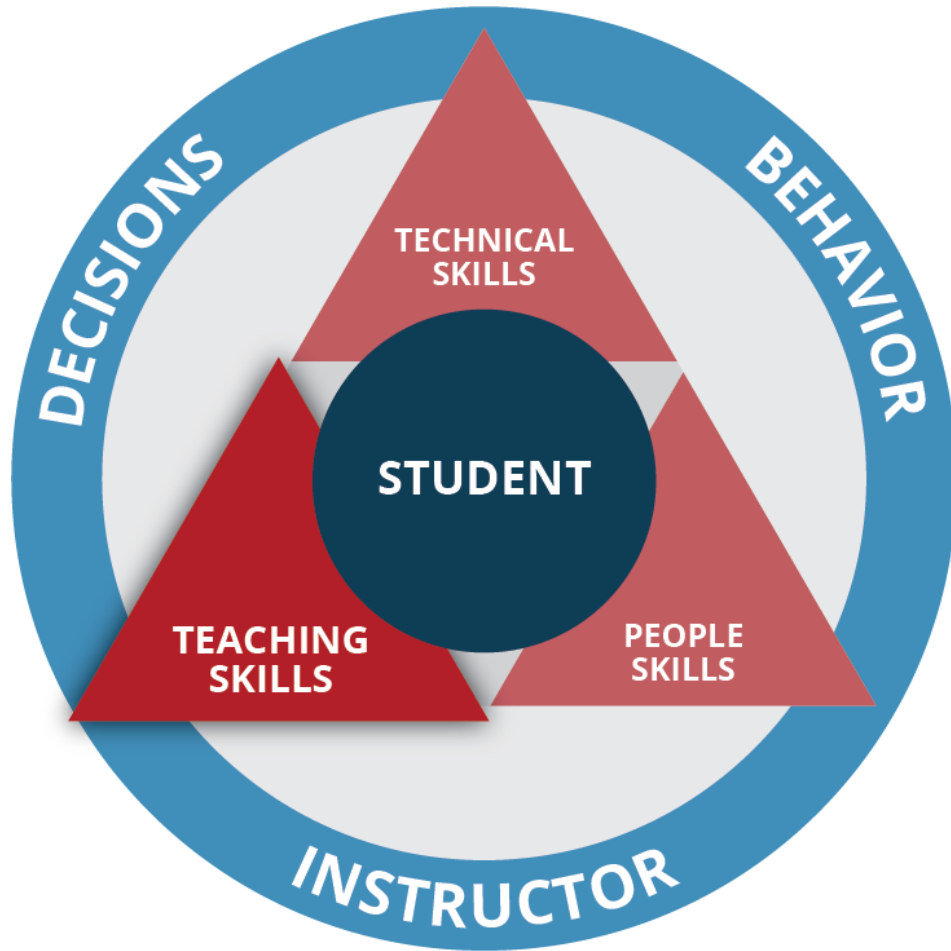
- **Create an environment that promotes exploration, experimentation, and play towards desired outcomes**
- **Collaborate on short-term objectives and long-term goals**
- **Facilitate the learner's ability to recognize, reflect upon, and assess experiences and sensations**
- **Manage terrain selection, pacing, information, and activities**
- **Reinforce effort and learning, and adapt the learning environment to accommodate the changing needs of the learner**
- **Manage emotional and physical risk within the learning environment**

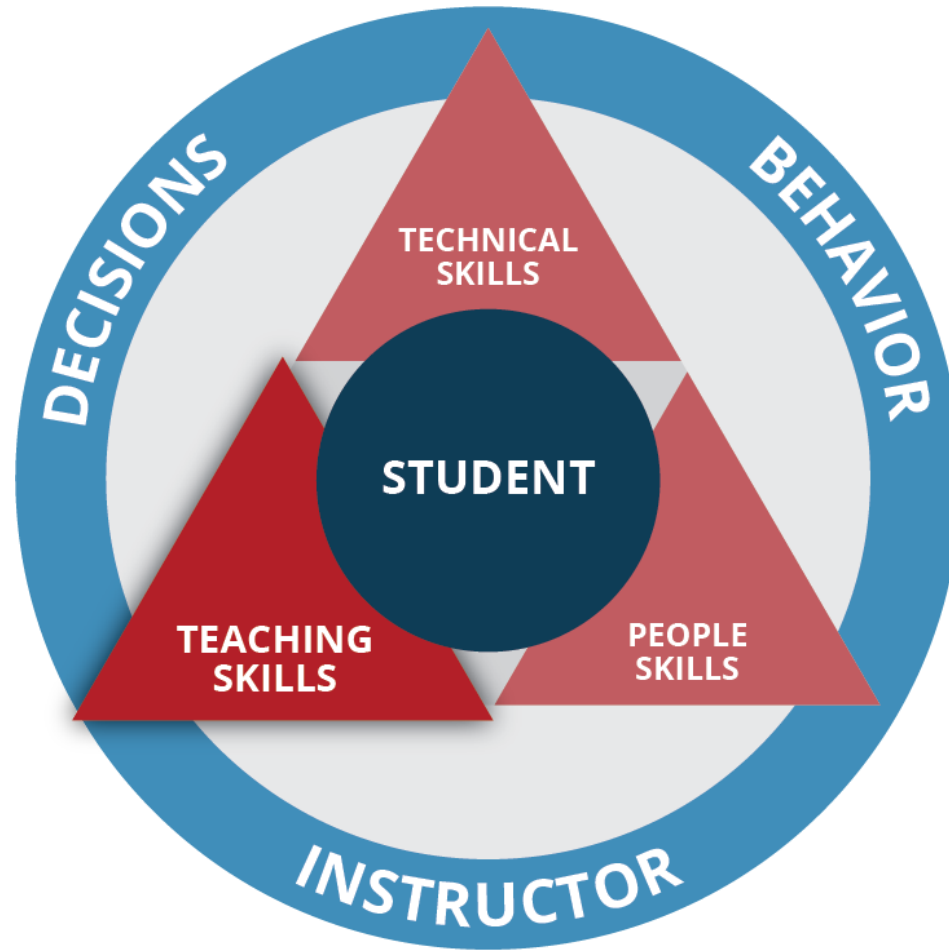


PEOPLE SKILLS

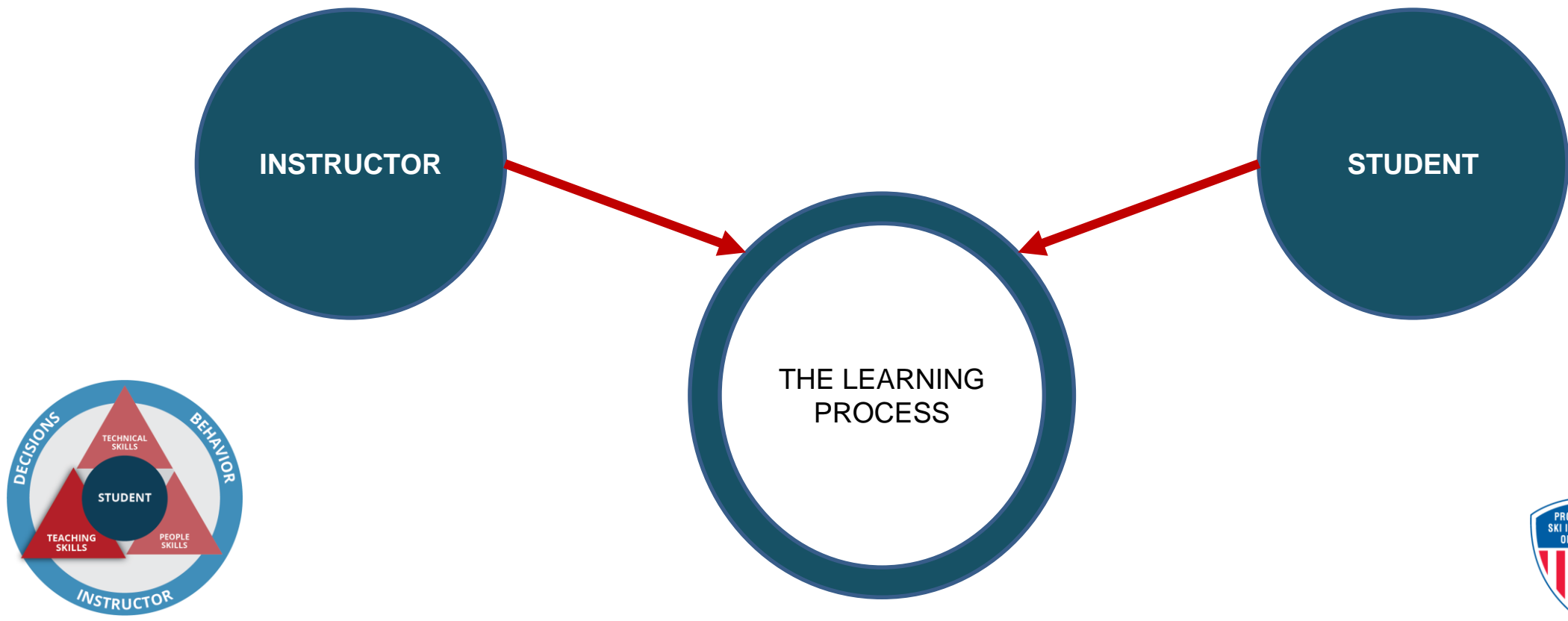
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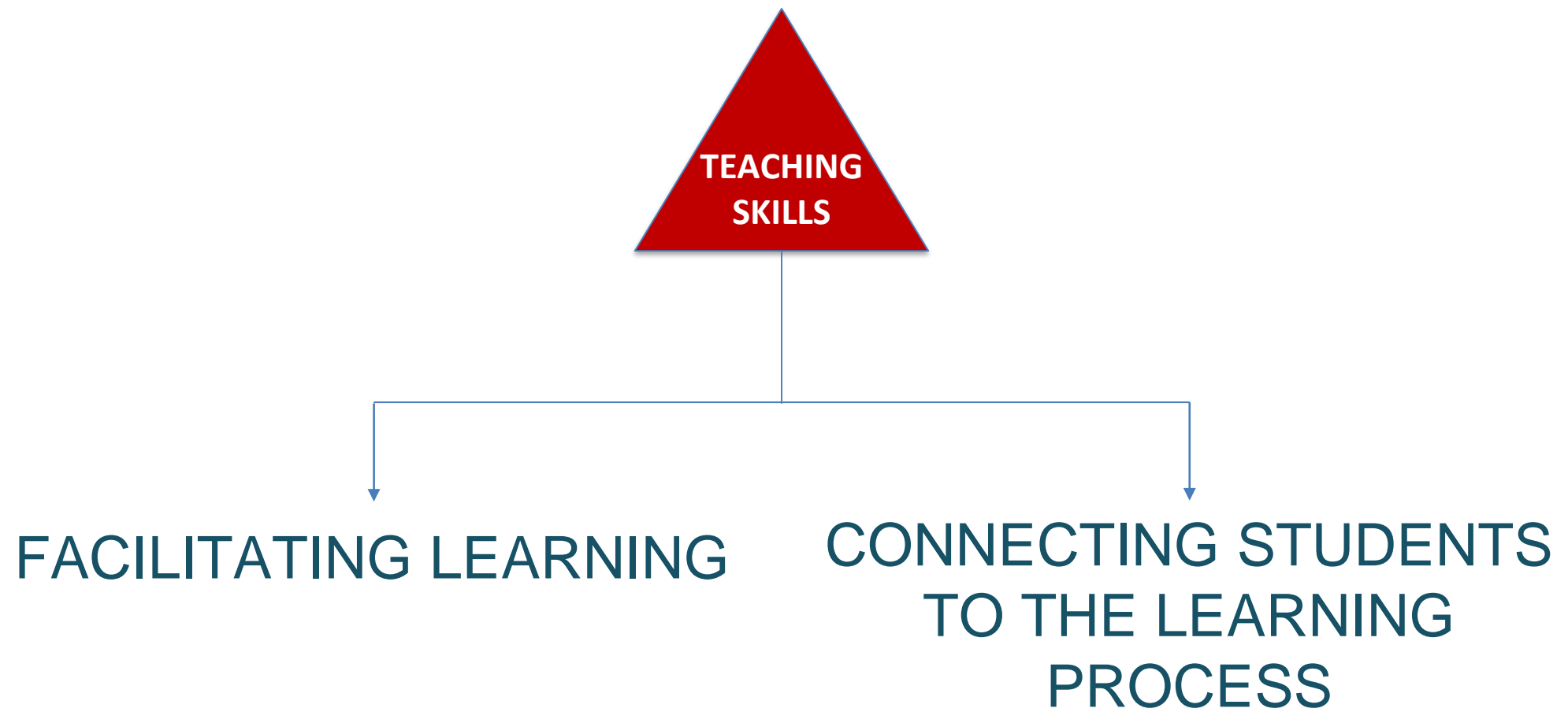






TEACHING SKILLS represent the actions the instructor takes to connect the student to the learning process.







FACILITATING LEARNING

- Create an environment that promotes exploration, experimentation, and play towards desired outcomes
- Facilitate the learner's ability to recognize, reflect upon, and assess experiences and sensations
- Reinforce effort and learning, and adapt the learning environment to accommodate the changing needs of the learner





CONNECTING STUDENTS TO THE LEARNING PROCESS

- Collaborate on short-term objectives and long-term goals
- Manage terrain selection, pacing, information, and activities
- Manage emotional and physical risk within the learning environment



A red equilateral triangle pointing upwards, containing the text "TEACHING SKILLS" in white, bold, sans-serif capital letters.

TEACHING SKILLS

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Activity: Find your M&M color mate

Partner 1 – Maze Guide

Partner 2 – Maze Runner



Reflection

What fundamentals did you use?



TEACHING SKILLS

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So what does this mean to me?

- New National Standards in 2 Years
- Standards will be from Learning Connection Model
- Fundamentals are driving Learning Outcomes for each certification level
- Scoring will include People and Teaching Skills

