

- 00:27:50 Terry: those two slides are really helpful to me
- 00:31:26 Kirsten - PSIA-NW: To find information from this session you can find it on the trainer page at PSIA-NW.org - education – trainers

Question – Communication

Communication - Things we already do?

Verbal & Non-Verbal | Active Listening | Feedback

- 00:34:29 Jenn: Verbal: sounds
- 00:34:30 John E: Making eye contact
- 00:34:40 Marc: facial expressions - under the mask
- 00:34:41 Jenn: Nonverbal hand gestures
- 00:34:45 Rick: Tone
- 00:34:53 Derek: using hand gestures
- 00:34:54 Melodie: Cadence of speech.
- 00:35:03 Jenn: active listening STOP TALKING & listen to the message clients share
- 00:35:12 Ali: Choosing to have your goggles up
- 00:35:17 Andrew: Watching
- 00:35:21 Ed: eye contact
- 00:35:24 Chris: Active listening, sharing back what you understood that they said
- 00:35:33 Mike: Asking clarifying questions. Mirroring their expressions.
- 00:35:36 Chris: Humor
- 00:35:38 Matt: Masks seem to protect best against sarcasm.
- 00:35:43 Roch: repeat what they say to you
- 00:35:54 Elena: Body language: leaning in or leaning away
- 00:35:58 Joe: body posture
- 00:36:04 Peter: similar to tone: volume (can't get as close, but still useful)
- 00:36:05 Rick: feedback - using their words

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| 00:36:43 | Chris: | positive |
| 00:36:46 | Sean: | asking what their take-aways are |
| 00:36:56 | Jenn: | active listening - stop talking & listening to the message the clients share |
| 00:37:40 | Elena: | Feedback needs to be actionable information that will help the student learn |

Question – Self Awareness & Self Management

Self - Things we already do?

Strengths & Weaknesses | Emotions & Reactions

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| 00:41:55 | Melodie: | Self Check: Did I coffee? How am I feeling? |
| 00:42:19 | Marc: | am I leaving my personal situation at home? |
| 00:42:25 | Richard: | Maslow am I ready to teach |
| 00:42:27 | Marc: | whatever it may be |
| 00:42:27 | Roch: | show happiness when students do what they want to do |
| 00:42:35 | Matt: | knowing my triggers and being able to separate my response from initial response |
| 00:42:56 | Cordell: | don't forget to breathe. Do a body scan for an emotional check |
| 00:43:13 | Derek: | empathy... place yourself in your students' shoes/fears |
| 00:43:17 | Peter: | time management is not intuitive, for me, so I try to be intentional about using my watch to structure the class time more. |
| 00:43:22 | Chris: | Is what I am saying being heard? I.e. am I reaching my student. |
| 00:43:26 | Richard: | when I put a smile on my face I am happier inside |
| 00:43:31 | Mike: | Be an envoy for professionalism and remember the clients specific need |
| 00:43:33 | John: | Be prepared with a good night's rest and positive start to the day. |
| 00:44:23 | Melodie: | I like to put my work hat on :) |
| 00:44:40 | Ed: | am i staying engaged |
| 00:45:04 | Rick: | nice Ed |

Question – Relationship with Others

Relationships with Others - Things we already do?

Individuals | Group Dynamics | Environment & Context

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| 00:48:46 | Diana: | ask them about themselves and then listen |
| 00:48:59 | Jenn: | environment: how do people s motivations and emotions change from base area to top of chair and/or steep area... |
| 00:49:11 | Richard: | listen to understand |
| 00:49:13 | Andrew: | Be prepared to hear more than you expected. |
| 00:49:15 | John: | Try to be open and share information about yourself to students opening the door for them to share. |
| 00:49:17 | Chris: | Goes back to that big bubble, do I have their trust? |
| 00:49:29 | Marc: | conditions of the day and how others are or aren't comfortable with them |
| 00:49:30 | Mike: | Try to reach each of the individuals in the group regardless of their different personality types, especially the shy and awkward |
| 00:50:17 | Shawna: | Does the group already know each other or are they strangers? |
| 00:50:20 | Rick: | Be aware of "clicks" or partnerships |
| 00:50:37 | Alison: | Verbiage: Using appropriate language for your audience and not being exclusionary with sport specific terminology. Use inclusive language. |
| 00:50:43 | Derek: | Family dynamics |
| 00:50:43 | Melodie: | How can I cultivate a group dynamic that is inclusive and moves us towards the motivations they have, together. |
| 00:51:05 | Rick: | Group Dynamics with weather changes |
| 00:51:14 | Sean: | Ask if they have friends/family in the group or on the hill that also ski/snowboard. do they have expectations beyond personal goals (my... wants me to be able to keep up) |
| 00:52:00 | John: | Ask what other sports they like and participate in. |
| 00:52:36 | Cordell: | understanding their interpretations of success vs failure. how do they gauge their success towards their goals |

Key Takeaways from Presentation

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| 01:00:18 | Cordell: | focus on what we can see! |
| 01:00:24 | Rick: | Will be good to see the differentiation between cert levels |
| 01:00:34 | Holly: | I think those body language cues will be very important this season especially |
| 01:00:56 | John: | Like the simplified matrix for people skills. |
| 01:01:06 | Peter: | "engagement" was mentioned and that reminded me of the three facets of engagement (teach-student, student-teacher, student-student) and how cool it is to get 'em all going. |
| 01:01:11 | Holly: | Agreed, me too, thank you! |
| 01:01:17 | Roch: | learn new ways to check for understanding, |
| 01:01:51 | Mike: | Truly a core concept in our field of work |
| 01:01:53 | Chris: | I really like all of the self-awareness discussion to help us improve our communication. I think most of the people skills concepts focused on the student, and not the emotional energy the instructor brings to the group our how that energy can influence the instructor actions |
| 01:01:56 | Richard: | adding environment and how it affects individuals and the group |

Questions & Any Feedback

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| 01:04:27 | John: | Just a comment - Felt like you modeled the people skills in your presentation. |
| 01:04:34 | Richard: | is this being incorporated into the work at the Penn university |
| 01:04:36 | Kaitlin: | Same |
| 01:04:41 | Melodie: | This is great. Thank you for walking us through this content. |
| 01:04:46 | Holly: | you are awesome Katie |
| 01:05:18 | Rick: | Learning outcomes do drive to Penn State stuff... |
| 01:05:51 | Alison: | You did a wonderful job Katie. It was clear, informative, and engaging! |
| 01:06:39 | Matt: | I have visions of sending my new hires into a family lesson and having to do marriage counseling. |
| 01:07:16 | Melodie: | @ Matt - of course they will. |
| 01:07:23 | Kaitlin: | Can I share something about Covid-19 and how it transfers in the teaching environment? |
| 01:09:11 | Peter: | thanks! |

People Skills
Primer Presentation



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| 01:09:12 | Holly: | especially not since your face will be covered. |
| 01:09:22 | Holly: | thanks Kaitlin |
| 01:10:29 | Holly: | good point thanks Katie and good info |
| 01:11:22 | Kaitlin: | Thank you, Katie. I am one of those hands-on instructors, unfortunately. |
| 01:12:02 | Shannon: | Thanks..... |
| 01:12:04 | Kaitlin: | Chris, that child is precious |
| 01:12:05 | John: | Thank you! |
| 01:12:08 | Richard: | Thank you Katie |
| 01:12:21 | Elena: | Thank you, Katie! Great information! |
| 01:12:23 | Melodie: | Thanks Katie! |