



***Professional Ski Instructors of America***

***American Association of Snowboard Instructors***

***People Skills Performance Guide***

*Level I, Level II, Level III*

## INTRODUCTION

The PSIA-AASI People Skills Performance Guide (PG) is a resource that supports the PSIA-AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

### **Format**

The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

### **Use**

Available to all PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

### **Assessment Form**

Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

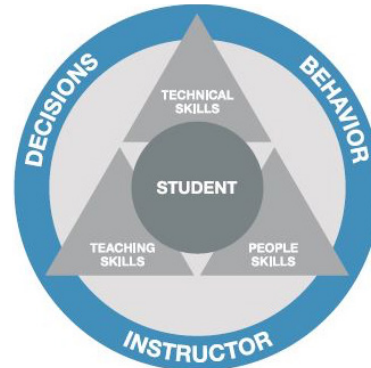
### **Living and Evolving Document**

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

## Assessment Statement

Professionalism and Self-Management are assessed throughout the assessment process. Candidates in an assessment can expect:

- 1) Participating in the assessment from the beginning of the day at check-in to the end of the day.
- 2) Interactions with Examiners, other candidates, resort employees, and resort guests are all taken into consideration.
- 3) Follow up questions or interviews with Examiners after observed interactions with others.

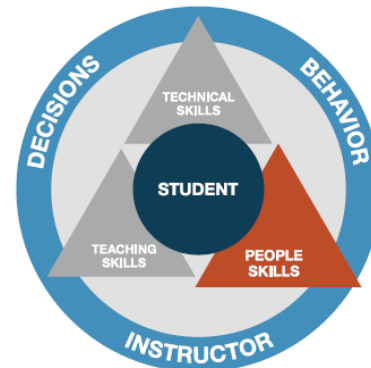


Communication and Relationships with Others are assessed while candidates teach their peers in a lesson.

Level I candidates are assessed on their People and Teaching Skills Learning Outcomes primarily while they share a progression relative to novice students, but with real-time interaction with peers. The lesson is 15 minutes or longer, with the time set before the session starts.

Level II and Level III candidates are assessed on all People and Teaching Skills Learning Outcomes while they teach their peers in a lesson. The lesson is 20-40 minutes, with the time set before the lesson starts.

At all levels, teaching activities are based on the needs, motivations, and skiing/riding of students. Candidates can expect group and individual discussions with the examiner before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the assessment environment. Other forms of assessment may be used and are described in the Performance Contributors.



**Learning Outcome:** A Level I instructor maintains a professional environment by demonstrating self-awareness and self-management.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Address group and individual safety and physiological needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Follows the Responsibility Code creating a safe environment.	Misses components of the Responsibility Code which creates an unsafe environment.
Shows interest and concern for group members’ safety.	Creates an environment hostile for group members. * Examples: inappropriate conversations, yelling
Takes care of their own physiological needs.	Fails to address their own physiological needs.
Contributes to conversations and leaves space for others to contribute.	Interrupts, talks over others, monopolizes conversation, or is largely unresponsive to others.
Displays interest, respect, and engagement through their non-verbal behaviors (eye contact, gestures, facial expressions, posture, speech pattern, and tone etc).	Uses language, tone, or gestures that are interpreted as inappropriate, offensive, or dismissive.

Exhibit positive behavior in response to feedback.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks questions to better understand the feedback.	Does not attempt to clarify the feedback, and does not engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.
Explains their process for engaging with or responding to feedback received from the examiner.	Refuses to or avoids engaging in dialogue about feedback with examiner.

**Learning Outcome:** A Level I instructor engages in meaningful verbal and non-verbal communication with the group as a whole.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Use verbal and non-verbal communication in a professional manner.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Word choice and phrasing clearly conveys message.	Word choice or phrasing is confusing or leads to misunderstanding.
Nonverbal communication supports and conveys information in a way that others can understand.	Non-verbal communication makes messages more difficult to interpret and or understand.
Combines verbal and nonverbal communication to strengthen message.	Overly dependent on either verbal or nonverbal communication.

<b>Ask questions to learn about others.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Asks questions to gather information about students and or other group members.	Does not ask questions that gather information about other people.
Asks questions to check for understanding.	Does not check for understanding.
Uses a combination of open and closed questions.	Gathers mainly superficial information
In an interview with an examiner, accurately describes specific examples of different ways they asked questions to learn different information.	Inaccurately describes their use of questions, or cannot describe how they used different types of questions.

<b>Deliver feedback that acknowledges the emotions of the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Uses simple, understandable, non-judgmental language.	Delivers vague, or general feedback that lacks detail to enhance the recipients understanding of their performance.
Includes observed behaviors/movements and impact/outcomes.	Provides feedback that other group members cannot act on.
Describes when and what the student was doing.	Description and feedback doesn’t include context (when, where, what the student was doing).
Assesses if students wish to receive feedback	

**Learning Outcome:** A Level I instructor identifies likely motivations and emotions of individuals and understands group dynamics.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Initiate group interaction to build group dynamics.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Treats all individuals with respect.	Discriminates against individuals or exhibits animosity, indifference, inconsiderateness, passive aggressiveness, etc.
Creates opportunities for group members to interact with each other.	Interactions are self-centered.
Promotes a supportive group environment by interacting equitably with participants.	Engages with a minority of participants.
Attempts to learn the names of all group members and succeeds in remembering most.	Does not put forth effort to learn and/or use names of group members.
Identifies actions used to support group cohesion.	Fails to identify actions used to support group cohesion.
Uses situational factors to identify likely safety and physiological needs of others.	Makes assumptions of group needs without considering situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.).

<b>Identify the motivations and emotions of students.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Discovers the expressed motivations of students.	Fails to gather information about students' motivations.
Gathers information to deduce the likely emotions of students.	Misses obvious emotional cues.
Considers situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.) and their impact on students' motivations and emotions.	Misses obvious impacts of weather or the environment on students' motivations and emotions.

**Learning Outcome:** A Level II instructor contributes to a professional environment by managing their behaviors and emotions in response to others.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Address group and individual needs for belonging.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Interacts positively with all group members.	Negatively impacts the group cohesion by discriminating against individuals or exhibiting animosity, indifference, inconsiderateness, passive aggressiveness, etc..
Continually assesses the safety and physiological needs of all individuals in the group.	Only assesses the physiological or safety needs of some individual(s), or fails to notice a change in them during a lesson.
Chooses conversation topics that could engage everyone.	Chooses conversation topics that only engage a subset of the group or alienate others for any reason.
Contributes to conversations, leaves space for others to speak, and shows interest when others are speaking.	Communication choices limit the ability of others to contribute to conversation/ dialogue.
Manage behavioral responses.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Maintains focus, minimizes interrupting, seeks clarification in moments of confusion, actions support others and oneself, minimizes negative impact in face of frustration, fear, or anger.	Identified behaviors remain a significant distraction during the assessment. Examples include: easily distracted, interrupts others, doesn’t seek clarification in face of confusion, actions don’t support others, negatively impacts others when frustrated, afraid, or angry.
Demonstrates accountability for their behaviors both positive and negative.	Disregards the impact of their behaviors on individuals or the group.
Relative to own behavior, describes what they observed in a situation and how it led to their response.	Has difficulty identifying why they responded in a certain way.

**Learning Outcome:** A Level II instructor engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Adapt verbal and non-verbal communication based on observations of individuals and the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Word choice ensures that their message is understood and fosters two-way communication.	Word choice limits two-way communication with individuals or subsets of group.
Coordinates verbal and non-verbal cues to create clarity.	Mismatch of verbal and non-verbal cues create conflicting message.
Responds to cues from group members by altering their verbal and nonverbal communication in an apparent attempt to engage them in the experience.	Does not respond to verbal or nonverbal cues from individuals or a subset of the group but plows ahead, oblivious to others.

<b>Use varied active listening tactics to learn about others.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Uses more than one active listening strategy (questions, rephrasing, or paraphrasing etc.) to learn about others in the group.	Relies primarily on one active listening strategy to learn about others.
Varied questioning strategies enable them to gather specific information about others.	Questioning strategy limits their ability to gather information about others.
Uses eye contact, body language, silence, posture, short encouraging words or phrases (e.g., go on, yes ) that convey focused attention with individuals.	Appears distracted or uninterested in what others are saying.
In an interview with an examiner, accurately identifies more than one specific strategy used to learn about their students.	Is unable to accurately identify examples of more than one active listening strategy they used to learn about others.



**Learning Outcome:** A Level II instructor engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Deliver feedback that adjusts for the emotions of subsets within the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Connects feedback to the goals and motivations of group members.	Feedback is disconnected from group members’ goals and motivations
Adjust the balance of reinforcing/positive and corrective feedback.	Feedback is either exclusively reinforcing/positive or corrective and corrodes the bonds within group.
Engages in feedback activities when the student is ready.	Delivers feedback without considering the group members’ ability or readiness to receive it.
Uses questions and activities that encourage the students to participate in their feedback.	Delivers feedback without encouraging the student to participate in their feedback.
Uses clear, simple language to describe measurable actions and outcomes.	Delivers confusing or immeasurable feedback.
In an interview with an examiner, accurately discusses how their delivery of feedback was influenced by the cues they saw in their student(s).	Provides limited detail about how cues gathered from the student(s) influenced their feedback delivery.

**Learning Outcome:** A Level II instructor adapts to the motivations and emotions of individuals – and to the interpersonal dynamics within the group – to promote trust.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Foster interpersonal relationships to support positive group dynamics.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Creates opportunities for collaborative interactions and sharing among the group.	Inserts themselves the center of all group interactions.
Helps discover and identify points of similarity to build social connections among group members.	Creates or allows a group dynamic in which individuals or subsets of the group are excluded.
Acts to address the impact of distracting participants or external factors.	Does not attempt to manage the impact of individuals or a subset of the group that dominates the lesson.
Accurately identifies actions taken to support positive group dynamics.	Struggles to describe the actions taken or their reasoning behind them.
Attempts to connect with disengaged participants.	Avoids or ignores individuals who seem disengaged.

<b>Adapt to the motivations and emotions of individuals and subsets of the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Assesses spoken goals, observable motivations, and emotions of all group members.	Ignores stated goals, motivations, or observable emotions of group members.
Incorporates the motivations of individual(s) or subsets of the group into the experience.	Only incorporates the motivations of a limited set of group members or does not incorporate group members' motivations.
Adapts in response to an individual(s) and subsets of the group's motivations and emotions.	Fails to modify based on stated/known the motivations or emotions of group members.
Chooses and modifies experiences appropriate to the desires of the group.	Experiences chosen are not adjusted to the desires of the group.
Allows group members to be part of the decision-making process.	Makes decisions unilaterally or only with input from a few participants.

**Learning Outcome:** A Level III instructor promotes a professional environment by adapting behaviors to positively affect others.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Address group and individual needs for esteem.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Seeks and makes space for opinions and viewpoints of others.	Devalues or minimizes the opinions or viewpoints of others.
Helps increase confidence through a series of positive interactions and outcomes.	Engages with individual(s) in a manner that decreases or does not build confidence.
Validates individuals by giving attention to learning, improvement, and effort.	Only gives attention to successes, or provides hollow non-specific feedback.
Encourages an environment in which failure is safe, expected, and part of learning.	Promotes an environment in which failure is negatively viewed or discouraged.
Anticipates environmental, social, and circumstantial conditions and their likely impact on group and individual experiences.	Ignores environmental, social, or circumstantial conditions in their decision making.
Interacts positively with all group members.	Negatively impacts the group cohesion by discriminating against individuals or exhibiting animosity, indifference, inconsiderateness, passive aggressiveness, etc.

Adapt behaviors for positive group and individual interactions.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks questions to better understand the feedback.	Does not attempt to clarify the feedback, and does not engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.

**Learning Outcome:** A Level III instructor engages in and adapts verbal and non-verbal, two-way communication with all individuals.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Customize verbal and non-verbal communication to match or influence individuals.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Communication positively influences (guides, persuades, or encourages) individuals.	Communication inhibits, interferes, undermines, discourages, or is indifferent to individuals.
Incorporates the student’s verbal and non-verbal communication cues to build connection and increase shared understanding.	Neglects student’s communication cues or incorporates them in a way that disengages or undermines connection.
Chooses verbal and non-verbal communication strategies that encourage the student to share information.	Chooses verbal and non-verbal communication that stifles the student’s desire to share information.
<b>Use varied active listening tactics to personalize the experience.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Acknowledges the input of others, or incorporates other people’s ideas and messages into their plan and interactions.	Dismisses, misinterprets, or discredits the messages conveyed by individuals.
Gathers information about students to inform decision making throughout the lesson.	Uses questions that limit the ability to gather information from individuals.
Incorporates words, phrases, or body language used by others and uses a variety of active listening strategies to clarify messages and engage with others.	Does not adopt communication cues of others or incorporate a variety of active listening strategies.
Encourages others to speak and add to the experience.	Monopolizes conversation or does not encourage others to contribute to the experience.
In an interview with an examiner, accurately describes how and why they use(d) active listening to engage with student(s) and personalize the learning experience.	Has difficulty describing specific examples of how or why they used active listening strategies.
	Has difficulty describing how or why they applied the information they gathered to personalize the experience of others.

**Learning Outcome:** A Level III instructor engages in and adapts verbal and non-verbal, two-way communication with all individuals.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Delivers feedback that supports the emotions of the individuals in the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Creates opportunities for the student to share their own intrinsic feedback.	Uses predominantly one-way feedback in which the candidate evaluates the student.
Appears to adjust word choice, delivery style, and timing of feedback based on the context or cues and behaviors of the individual.	Fails to recognize and respond when learners are losing interest, frustrated, or becoming disengaged as a result of feedback delivery, or lack of feedback.
Assesses the student’s preferences for if, when, and how they wish to receive feedback. Delivers feedback based on this information.	Does not identify or act on student preferences for receiving feedback.
Adjusts the blend of reinforcing and corrective feedback for individuals.	Uses a blend of corrective and reinforcing/positive feedback that is not adjusted for individuals.
In an interview with an examiner, provides specific, accurate, examples of how and why they individualized their feedback to support the emotions of individuals.	Provides limited, or inaccurate, detail about how they attempted to adapt their feedback.
	Is unable to describe why they delivered feedback the way they did (in regard to emotions of individuals).

**Learning Outcome:** A Level III instructor manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria during a teaching presentation:

<b>Manage the group dynamic to positively influence individual experiences.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Creates and continually fosters opportunities for collaboration and sharing between individuals.	Create only initial opportunities for collaboration between individuals.
Combines or relates individual experiences to promote group interaction.	Misses opportunities to relate group members experiences to one another.
Incorporates various pre-existing relationships into a larger, unified group dynamic.	Disregards significant group dynamics or external factors in the group dynamic.
Mitigates the impact of distracting participants.	Allows one person or a subset of the group to dominate the culture of the lesson.
In an interview with an examiner, describes specific, observable behaviors that indicate interpersonal dynamics between individuals.	Makes general comments about group dynamics without providing specific details about interactions.
In an interview with an examiner, describes the intended impact of their actions to the group dynamic and its ultimate outcome.	Gives a vague description or is uncertain of the impact of their actions to the group dynamic or the group member(s) experience based on the actions they took.

<b>Support and manage the motivations and emotions of all.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Manages the motivation and emotions of individuals without negatively impacting the experience of the rest.	Allows the motivations and emotions of an individual or subset of the group to dominate others.
Proactively checks in with students to keep track of changing motivations and acts on gathered information.	Limits assessment of student motivations to only some individuals or single point in time, or does not act on information.
Continually assesses students' likely emotional responses to learning experiences and modifies approach based on gathered information.	Limits assessment of student emotions to only some individuals or single point in time, or does not modify experiences based on student emotions.