snowsport sweden

How to design personalized progression using

Will-Skill-Hill

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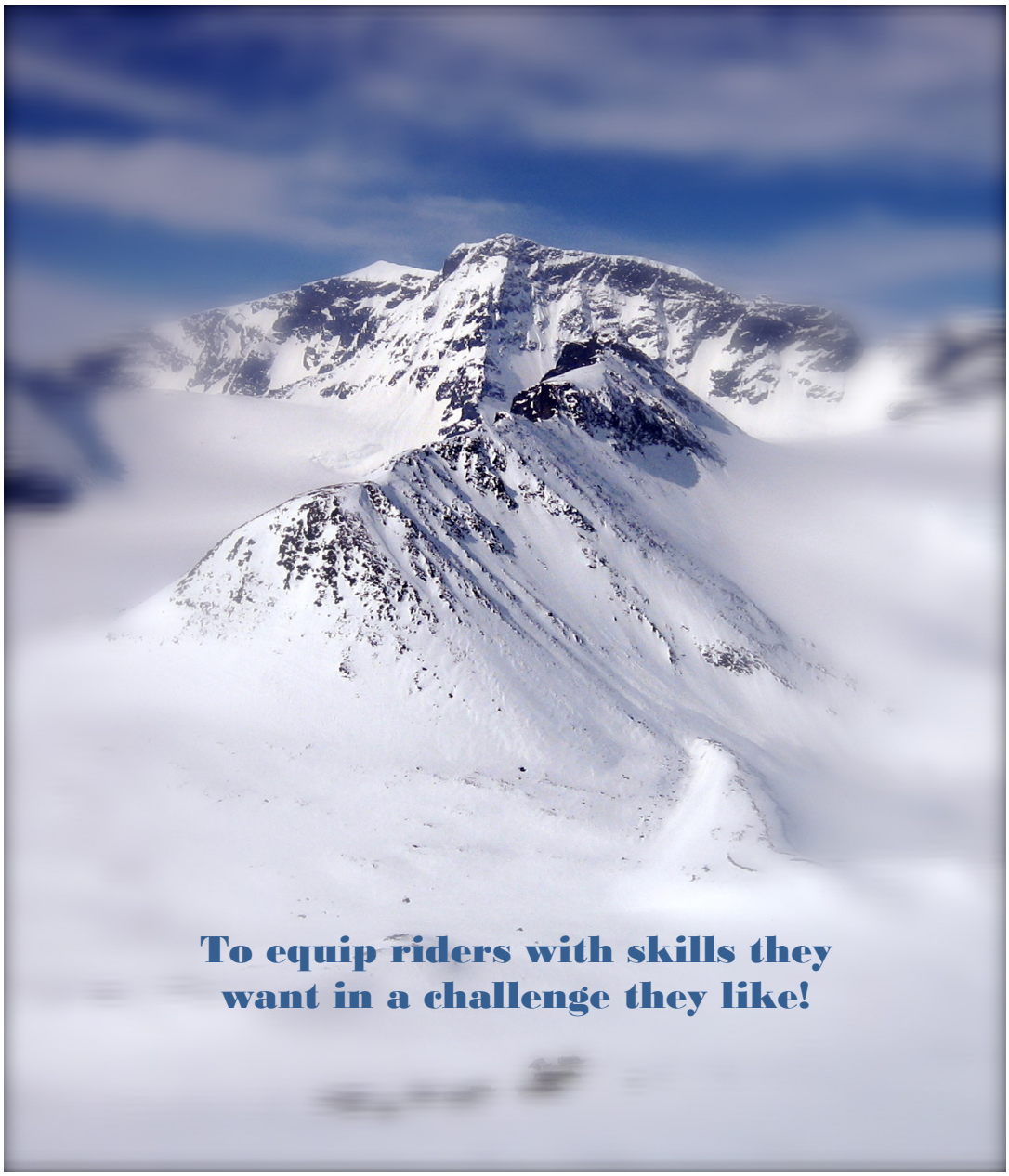

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Introduction

The aim of this document is to give an understanding what is meant with the Will-Skill-Hill, how these factors interact and how they can come alive in practice. This document is written for skiers, snowboarders and telemarkers alike who are passionate about what they do and want to create a context, e.g. lession or course, for others to experience the same. Throughout this document these creators are (for simplicity reasons) called *instructors*. The skiers, snowboarders, telemarkers, participants, students, guests or customers who participate in such a context are called *riders*.

Available documentation for Interski in St Anton 2011:

- Compendium (this document) – for mental understanding of the concept
- Workshop Handbook – "cards" to be used in the workshop
- Presentation – the Swedish Key Note Lecture

We will co-create Will-Skill-Hill before, during and after Interski and the material will be updated based on the learnings. *"The best way to learn is to teach"* and therefore we urge you to try it in your own teaching or workshops as much as you can. The Workshop Handbook will give you ideas how to use it.

What is Will-Skill-Hill, how do you use it and maybe most important why has it been developed? This document has the aim to answer all these questions but in short; we have developed Will-Skill-Hill in hope to give birth to a new way of teaching! It will not replace or diminish the importance of the things needed to be a good instructor, like methodology, communication, progression, pedagogy, analysis, riding ability, exercices, etc. On the contrary, these are all fundamentals you must have and never stop developing. *Will-Skill-Hill will rather support you on how to use your knowledge and experience with the right timing.* It will help you when deciding how to create a progression and what piece of your knowledge you will use in the particular situation at hand.

When developing Will-Skill-Hill we started in two fundamental positions – *observation* and *basic knowledge*. In one position we have observed successful situations and asked ourselves how do we know the teaching is effective? Does the rider benefit from a personalized progression rather than a pre-defined? How do I as an instructor know when and how to "tailor" the progression? In the other position we have explored the basic knowledge in the field like technical analysis, pedagogy, didactics, organisational theories and leadership models. In this way we come from two directions - from the observation we tried to formulate a thesis based on patterns and from the basic knowledge we try to formulate a thesis based on the general "laws". Squeezed between these two we have tried to formulate a method or design that should be useful. This result is Will-Skill-Hill (shortened as Wi-S-H).

Wi-S-H is a model for analyzing, observing and acting in a teaching situation and can be seen as a supplement, or alternative, to your current way of thinking or describing. We hope you are willing to use and develop it together with us, based on your own observations and knowledge.

So, what are Will-Skill-Hill and why do the best instructors work in that way? In the next chapters you have the opportunity to explore, imagine and visualize yourself.

Summary

Will-Skill-Hill (shortened as Wi-S-H) is about designing a lession in such a way that the rider, when finished, walks away satisfied wanting more. In the end of the lession she feels confident and has developed skills that will lead to her dream. For you as an instructor on the other hand it is about creating an effective and fun external learning environment, to *optimize your own knowledge and skills*. In order to secure this we as instructors always need to proceed from the riders' interest, will and personal choice and develop the skills they find important and create a situation they enjoy. In other words, *we equip riders with skills they want in a challenge they like!*

The foundation of the Wi-S-H is a *rider centric* approach on how to explore the will of the riders and how they want to develop their skills. The factor Hill represents the challenge needed in order to give the riders the desired experience.

To summarize, there are these general questions to be answered:

- Will – What do the rider want?
- Skill – What are the rider's capabilities?
- Hill – What are the given external conditions? How will I design the personalized progression?

The factors Will, Skill and Hill are directly related to each other and enforce each other which is similar to the interdependence of a living ecosystem. The challenge of the instructor is to create an external learning environment that *grows* the will and skill of the individuals. To make this happen we as instructors use our abilities to perform advanced analysis and create useful dialogues based on our knowledge in the field. To do this successfully is the instructor's challenge.

We believe the use of Will-Skill-Hill is creating snowsport passion for life.

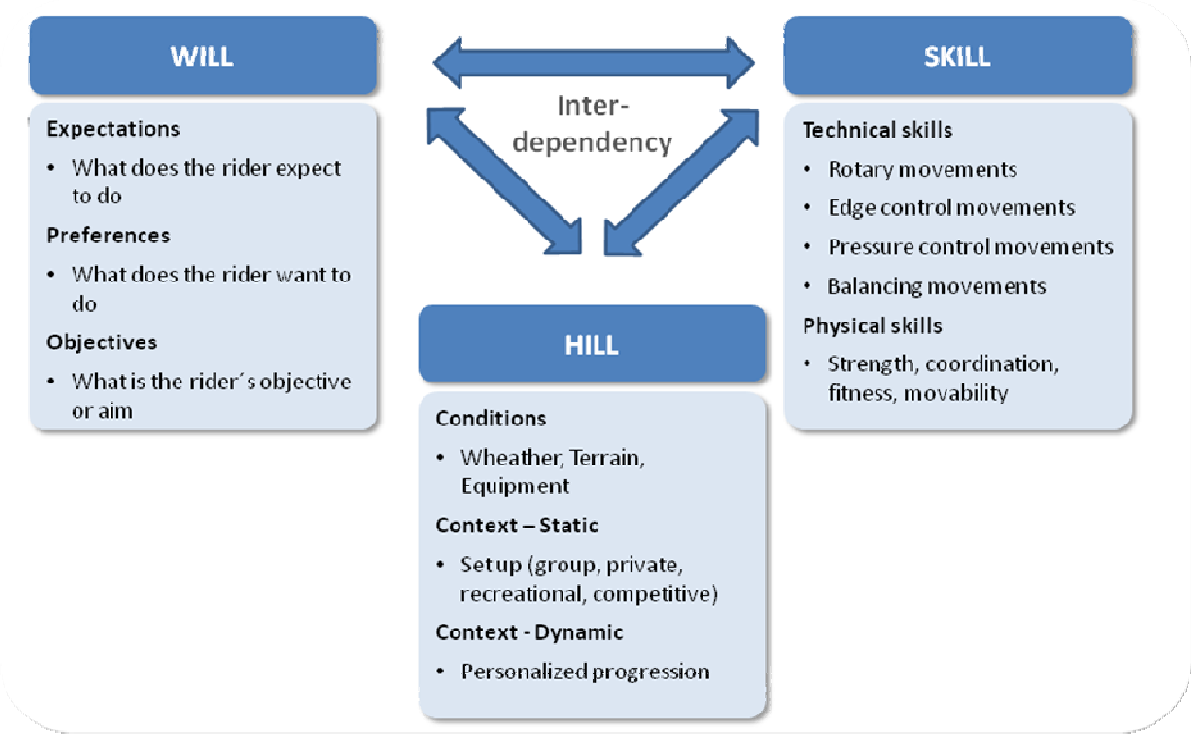

Figure: Summary of Will-Skill-Hill.

Why use Will-Skill-Hill?

As we instructors continuously become better and better in terms of technique analysis, skiing or boarding ability, as well as methodology skills, the expectation on what is required from the instructors is sharpened, especially from the best and definateley from the best of the best. These areas of expertise are today considered as hygiene factors, which the riders, guests and customers take for granted, and to be the best of the best it is not enough to be the best skier or the one with the best analysis ability. The rider demands more - and this "more" is

The ability to create and sustain skiing and boarding passion!

Passion is the key to have satisfied and returning riders and is the foundation for all riders, regardless if they are competitive or recreational. It does not only decide if the rider is satisfied or not, but also sets a base for skill improvements. There is not a single world class athlete who is not passionate of the sport and if the passion fades the margin performance, which makes all the difference, will also fade.

How can you as an instructor actively work for setting the right conditions for creating and sustaining skiing and boarding passion? Well, first of all you need to understand and act upon the fact that *passion is personal* and highly subjective. The only one who can tell if a riding experience is passionate is the individual rider. The more personalized the experience is the better the results are, both in terms of fun, passion and skill improvement.

Hence, in order to create a passionate experience for all your riders their experience needs to be *rider centric*. Everything you do need to start and end with the rider. A prerequisite for creating a great riding experience for every guest or customer is to know what they want, what expectations they have and the individual and external conditions. In that sence, there is no "right way" of teaching skiing or snowboarding to be used the same way every time. Every guest, every group, every day and every slope demands different approaches.

A rider centric experience needs to be *conducted in real time*. A rider centric approach need can be conducted in many different ways and the key is to be perceptive. The rider's will and skill as well as external conditions (Hill) shall decide what methodology to use, both in terms type of progression, choice of terrain, pace and social environment. All conclusions and decisions need to be based on momentary input since the rider learns and the conditions change. What you anticipated at first easily turns to old news.

Now, you have probably already drawn the conclusion that to be the best of the best demands highly developed instructor skills, for example highly developed analysis and interpersonal skills as well as a large number of potential progressions or exercises. How could you otherwise be able to take real time decisions regarding the personalized progression?

If you are willing to take the challenge to be the best of the best you need to improve your ability to create and sustain skiing and boarding passion - for life. Will-Skill-Hill takes you there!

The fundamentals

This chapter explains the fundamentals about the factors Will-Skill-Hill, how they interact and how they can be used in a group. Also, findings from the latest brain research are outlined in relation to Will-Skill-Hill.

The factors Will, Skill and Hill

Will

The factor Will is where the analysis starts and where you always come back to. The analysis of the will is of outmost importance for the exploring of the other factors - skill and hill. The will is what the rider is interested in and points to what kind of skill and hill you should look for.

Will is important since it directly implies attention and focus. If you have ever experienced an exercise that is outside your own area of interest you know how boring and ineffective learning can be. Or for example if someone is commenting something that you think is unimportant you know how ineffective some instructions can be. So, if you manage to identify the will you will have less of a hassle to motivate the rider, if you need to motivate at all. If you are within the area of interest the likelihood of learning is much greater.

How do you do it? Observe and ask questions! Exploring the rider's expectations will give you information what the rider expects to do and asking what the rider wants to do will give you a clue what the rider actually prefers. Investigating the rider's dreams will give the rider's objectives and aims and asking about earlier experiences will give you information you would never been able to even guess. All this is useful when designing the hill, i.e. the personalized progression.

Please note that the action and movement of the rider comes from within the rider. It does not come from the instructor. The rider has a driving force and is "loaded" with dreams, will and desire just waiting for the opportunity to make it happen. For example if you kick a piece of rock it will move with help of the energi from the kick. If you kick on a dog or a horse it moves with help of the energy it got from its metabolism. In the same way will the rider act with her own will, energy and intelligence. As an instructor your task is to find what triggers the rider.

Skill

The factor Skill contains the abilities the rider uses to ski or snowboard. Skills are the resources to be used and developed on the way to reach the goal. The technical skills like rotary, edge control, pressure control and balancing movements all are part of the whole movement going down the slope. These skills are to be analyzed, used and improved with the analysis of the will in mind. Also, the physical skills like strength, coordination, fitness, movability, etc points out to which kind of personalized progression you will choose next.

Observation is a very useful instructor skill also when exploring the Skill factor, especially if you can connect it to the will of the rider and the rider's own view of her skills.

The beauty of having a skill focus is that it equips the rider. It gives the rider tools and abilities to act and ride even after the lession. This is what creates snowsport passion for life. During the lession they are given the means to act and being active they realize they are qualified for their continous journey without you. One way of doing this is to offer the rider new beliefs or words: the rider usually only sees her riding in one way without variation. You can offer her alternative interpretations by talking about strengths, abilities and details. A visible skill that earlier was hidden can be very useful.

Hill

The factor Hill is the place or context where the rider wants to use or improve her skills. The hill is not only the actual mountain but also serves as a metaphore for the challenge. This external learning environment is determined by its *conditions*, i.e. the wheather, terrain, slopes, lifts, equipment like skies or board or boots, etc and will obviously set the frame in which you and the riders are in for the moment. The context can be divided into two parts – the static context and the dynamic context. The *static context* are the givens in which you step into – group or private lession, competetive or recreational, one hour or a whole week, etc. These are usually difficult to change but it is usually not necessary since they are part of the agreement, explicitly or implicitly, for both the instructor and the rider(s). The *dynamic context* on the other hand is where you have great freedom to create a personalized progression. This is the chosen exercises, chosen slopes, the language, security, etc. Here, in the external learning environment, is where you will use all your knowledge as an instructor to create a passionate experience. Have you done your homework before the lession, in the beginning of the lession and during the lession you will anticipate and percieve the will and skill of the rider(s) and therefore be able to create something they like.

The living ecosystem

The factors will, skill and hill can be described as an ecosystem. This means that all three are related and reinforces each other. For example, presenting the hill will awaken the will and the rider wants to improve her skills and improving the skills makes it possible to ride larger hills. The rider with a great will might also want to try a larger hill, dreaming of improving the skills and so on.

This model is useful because it puts focus on the *relations* between the will, skill and hill. We acknowledge the whole system and do not isolate single factors acting as if they do not affect anything else. You should know that everything you do will give effects and beeing open to changes will give you opportunities to act. By highlighting how these factors are working together we believe we can create new ways of instructing. On top of this we can get new ideas of creating useful dialoges that can be used in different contexts.

If we would like to draw this in a figure it can look like this.

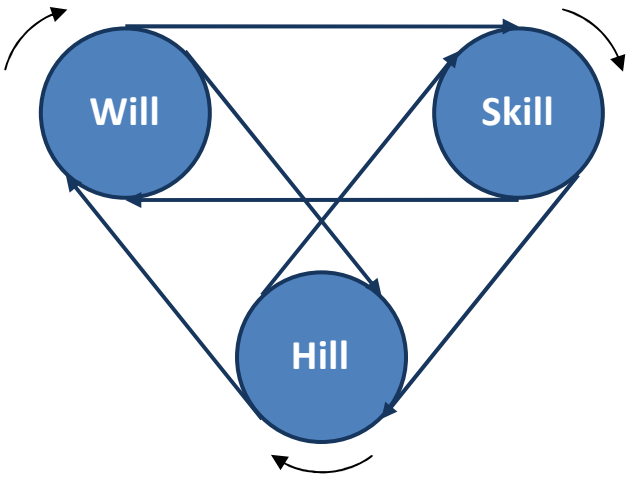

Figure: The ecosystem with the factors Will-Skill-Hill which reinforce and interact with each other. The arrows show how the factors grow.

In this figure each factor turns clockwise if it is growing. This means if will grow stronger skills will improve and hill can be more challenging. The arrows are drawn on how these can reinforce each other, speeding up the whole learning process. Of course if a factor is turning

the other way around, counter-clockwise, it works against the other factors and cool off the learning progress. For example, if the hill is too steep and the rider gets scared the will will go down and she will get tense and the skills will get worse. Or if you have a bad day and are not as skilled as you were last time you do not try as big jumps this time and you can get demotivated.

The challenge for an instructor is to create a positive spiral that will increase will, skill and hill over time and if the spiral gets negative the instructor needs to find ways to turn the spiral around.

Note that this is a living eco system. For example the will can change over time. If the rider performs a run successfully the rider might want to do it again and again until she is bored and want to do something else. Also, if a rider gets for example exhausted you will notice a change in will.

The system is living from start - once you have started the lession and will, skill and hill gets moving you will notice changes and differences. The personalized progression you have chosen will get the rider to use, try and develop her skills. If you have anticipated rightly you will see will getting stronger and skill is being developed. Each run will put you in a new position and it will never be the same as when you started. If you wathc closely new clues will reveal themselves and you might choose to grab the opportunities when they come. Sometimes the lession will develop as anticipated and sometimes it will take new turns. If you experience succes ("the spiral") support it as much as you can and if you face problems investigate what is behind it. Every problem can be seen as a "frustrated dream" and behind it you will find dreams for the future and what is important for the rider. Behind every frustration or drawback you find a will that has not yet been able to develop the skills as wanted. This situation can be a golden opportunity for you to explore the rider's will once more or to find new ways of developing the skill or changing the hill.

The perfect match

To become skilled at how to create the best learning environment for rider(s) we can learn from the latest brain research.

When a motor skill, like skiing or snowboarding, is learned and developed physical changes take place in the brain. The activated areas in the brain become larger as nearby nerve cells are recruited into the new skill network. The nerve cells are called neurons and are one of two types of cells in the brain. The function of the other type of cells, glial cells, is to protect and hold the neurons together. This new growing network that develops when learning is built up with neurons connecting to each other like *pathways*. To develop a skill it is important with continued practice and improvement to be able to change the brain structurally and first when the new skill is mastered the performance becomes automatic. Practicing makes the signals by the nervous system to the muscles become more exact and the right motor units are used. The brain also learns to interpret the feedback information from muscles and joints. These changes in the brain show the importance of focusing on skills, practicing them and developing them.

Does brain research give any information about the importance of will? One relevant insight related to the will is the importance of sense and meaning for the rider. Research shows that if the rider doesn't want to improve, the pathways of connecting neurons will not develop and grew stronger, regardless how many repetitions are done. The rider must be motivated and know why things are done. It is our task as instructors to make sense out of the exercises and make them meaningful for the rider.

What else from brain science can be of use for us when instructing? Some interesting research tries to discover how the process of learning motor skill can be optimized. Here there are some new facts to consider like the importance of practice and rehearsal. It is only after a lot of repetitions the neurons can build a pathway so that the skill can be automatically performed. It is like walking in a field of crops. The first time you walk through it you need to find your way and it is hard to take each step. The second time it is easier both to find your way and walk, if you follow the same track. The 100th or 1,000th time you might even be running on a trail. What we need to have in mind is that the practice makes the performance of the movement permanent even if the technique is not correctly performed. Therefore, it is very important to choose the right level and it is better to start with the easy and carefully increase the severity and work step by step. Perfect makes perfect. That means you have to work close to perfect performance with your rider when you rehearse a movement many times.

Research also shows that a gaze or a positive word of estimate from the instructor will increase levels of dopamine in the frontal part of the brain. That will in turn increase motivation within the rider. This shows the importance of giving feedback when the riders practice new learning to help the riders to analyze and improve their performance.

Since it takes time for the brain to create pathways allowing automatic movements regular repetitions have to be done. As a supplement to these repetitions observing another rider is fruitful. Near the place in the brain that plans movement there are clusters of neurons called mirror neurons. Research shows that looking at a movement triggers the same activity in that area of the brain as when the rider actually does the movement herself. So, we can now add *learning by observing* to the more classic “learning by doing”.

Since you can not change the rider’s brain directly you create a learning environment in which the rider can do the changes themselves. If you manage to create a Hill that perfectly matches the Will and Skill of the rider we now know that optimal learning will take place. This is how human beings are created, i.e. as long as the progression is personalized we will adapt, both physically and cognitivelly, to the challenge placed on us and learn.

How to practice Will-Skill-Hill

In this chapter the keys for practicing Will-Skill-Hill are highlighted as will as how to manage individuality and diversity.

Keys to use it

Context dependent (Hill)

As you have already realized Will-Skill-Hill can be applied differently dependent on the context. You need to apply it on your unique situation which can be group, private, recreational or competitive. For example when exploring will and skill more deeply you will see that it varies dependending on the context you are in. If you are a guide the rider might want to just have a good time and visit the best restaurants and if you have a carving class the riders want to develop their carving skills.

One quite common context is a group of beginners. How would you apply Wi-S-H here? In one way the will is quite homogenous in the group in the sense that the riders want to learn basic skills. On the other hand the final goal or dream can be different and that difference you can use when motiviating certain exercises.

Another quite common context is the intermediate riders which have started to get preferences and wanting to develop in a certain direction. They have also develop certain strengths and want to develop certain skills. Will-Skill-Hill can be useful here.

These are only a few examples of contexts in which Wi-S-H can be used effectively.

Rider centric (Will)

One of the very keys with Will-Skill-Hill is to originate from the will, i.e. be *rider centric* and not instructor centric. This might be harder than it seems. Everything you do starts and ends with the rider. To be rider centric means:

- To take for granted that the riders already ride perfectly considering their background, skills, technique, physics, style, skies or board, the snow conditions and weather. What you have to do as an instructor is to find what will trigger the change.
- To get to know the riders, to visit their culture. If you have not realized it yet you have to investigate how the riders's will is different from yours and then find a way for the wills to interact.
- To be moment centric. If you perceive a change of will among the riders you must be willing to change your plan. Trust your instructor skills will handle the situation.

Build arena (Hill)

You task as instructor is to create a safe, fun and interesting external learning environment for the rider. It can be everything from creating a good atmosphere in a private lession to shaping the kick and landing in the park so that the kids can jump. The best instructors are masters of this, not unusually working in the background.

Ask questions

Ask questions to involve the rider. Asking questions is not something fuzzy or unnecessary. On the contrary it is an art in itself. It is a very exact and distinct business since it directs you exactly what kind of personalized progression you choose. For example if the rider has an explicit goal you can use that when presenting and designing the progression. If the goal is clear and the rider is determined it might tell you exactly how hard you can drive the rider. Many riders are willing to go through whatever you tell them as long it is leading them closer to their goal.

Sometimes it can be useful to be in a “not-knowing” position when asking questions. This means to really explore what the rider means and really not know what the rider will answer. It is therefore interesting to investigate what is behind the words the rider is using. How can you know what the rider actually means when using words like “be a better rider”? Sometimes it requires you to be a detective.

Close the loop

It is important to connect will with skill, skill with hill and hill with will, i.e. to close the loop. When investigating the will, skill and hill you will see the obvious connections. Also, you can use a term like “dream skill”. If you ask the riders what their dream skills are you will connect the will with skill. Asking which one of these dream skills they want to practice today you will connect skill with hill and explore how thay see on the conditions. When presenting the personalized progression you connect hill with will by explaining the value by doing it.

How to manage individuality and diversity

In groups, especially larger groups, you as an instructor do not have the time to pay attention to each individual as much as in private lessions. Since you cannot deeply explore the will and skill of each individual you need to find ways of letting each individual contribute in another way. Therefore you might want to use a somewhat different approach for groups so you can still be in charge and manage the dialogue and process.

To develop this reasoning further we can get help from an example. Imagine that you have a three hour private lession with a female rider who wants to do a 360. In the area there is a great park and it has been snowing heavy since last night. You start asking questions if she ever have done a 360, where she have been riding before and what she likes with doing a 360. You might ask questions similar to “What will you tell your friends when you come back home?” or “What do you dream of as a rider?” or “What are your strengths as a rider?”. During the first run you observe the rider and can see how she rides. For example you see that she has good coordination and balance but there is something stiff with ther riding. Maybe it is something with her equipment, like the boots. You decide to design a personalized progression with starting with basic jumping and rotation in the park and then go outside the slopes to a natural jump with really soft landing.

To visualize this in the Will-Skill-Hill model we can place the words in figure below.

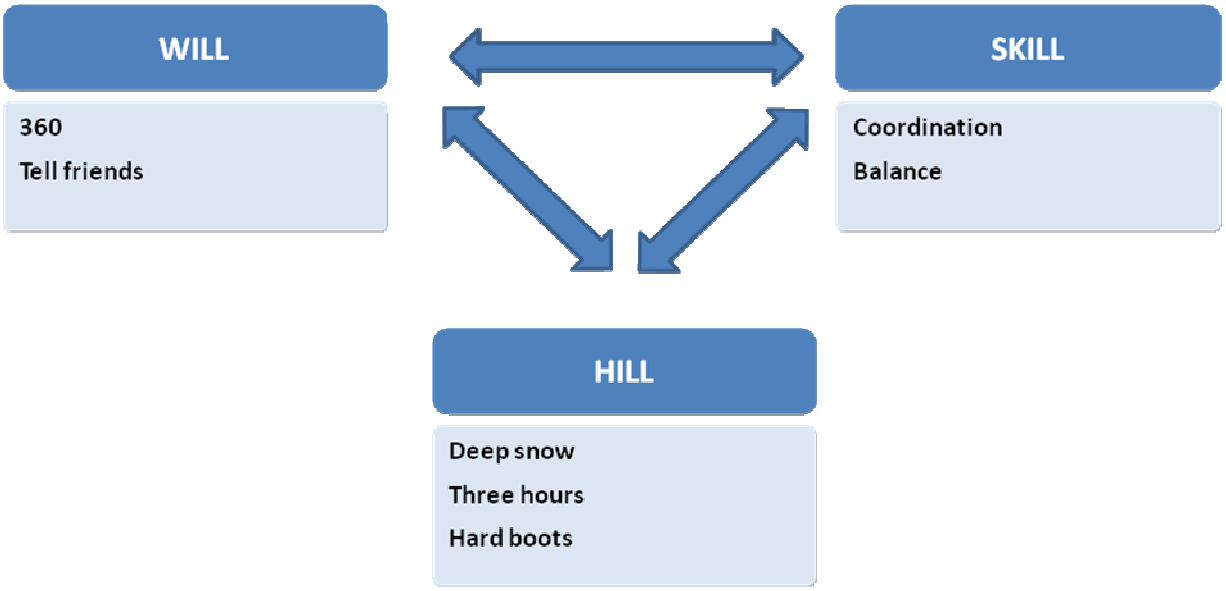

Figure: Analysis of rider’s will, skill and hill.

In order to do this analysis and design the personalized progression the instructor is using her own will and skill. For example the instructor might be driven by being acknowledged as a good instructor and always have the rider's best in mind. Skills she uses can be a good analyser of technique and has knowledge about the area.

Now, if we visualize this example in the eco system model it can look like this:

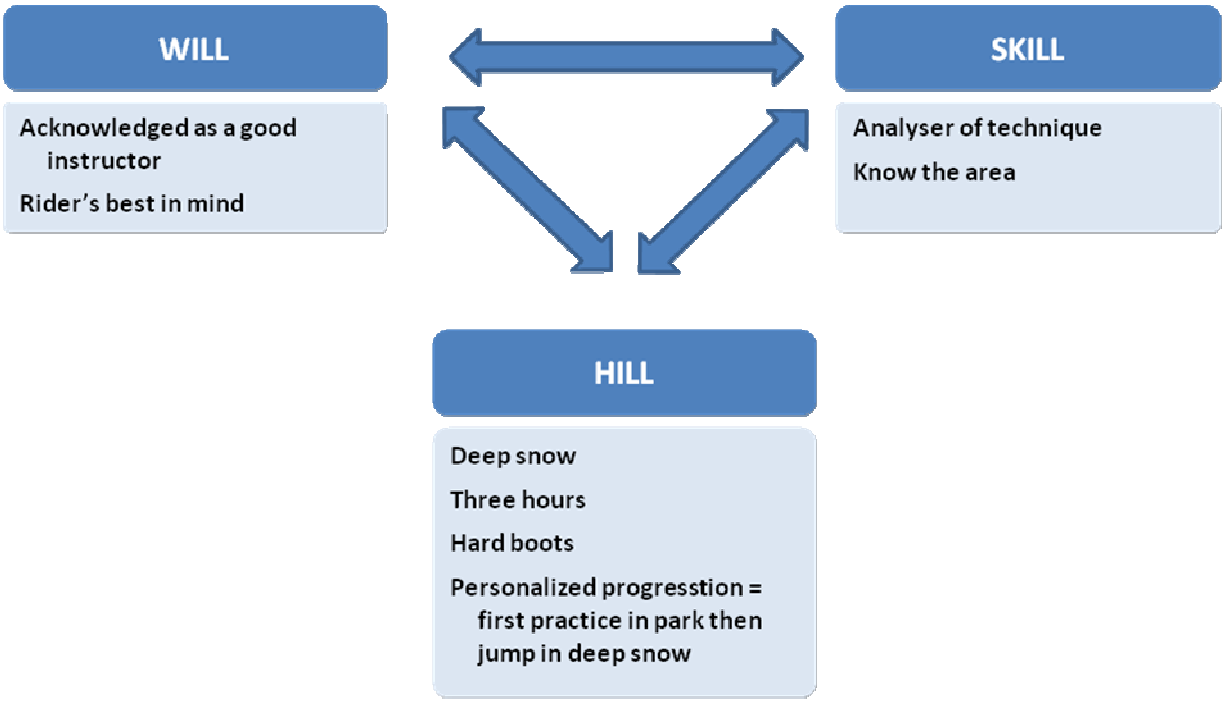

Figure: Analysis of the instrcutor's will, skill and hill.

As you can see the instructor uses her own will and skills to design a personalized progression. In this particular example the instructor chose to first practice in the park before going to the deep snow outside the slope to practice some jumps. He or she used the deep snow to develop the jumping skills.

One advantage with the factors in the Will-Skill-Hill model is that we can use them to visualize individuality collectively (see figure below).

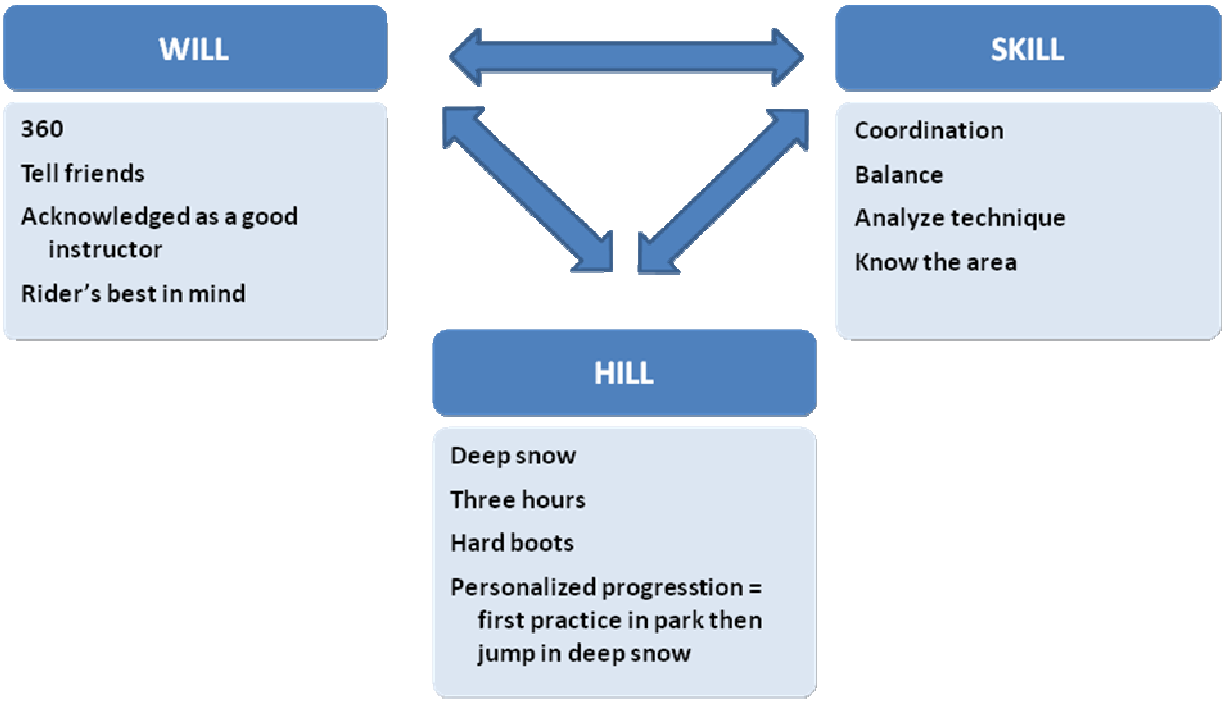

Figure: A rider's and instructor's collective will, skill and hill.

This is an example of only two people participating in a collective will, skill and hill but we could easily expand it to more participants and learn from this way of reasoning. We can learn that the instructors will and skills are important and interact with the riders' wills and skills. We can also learn that the group's wills and skills are a resource and we need to find ways for individual skills to grow. Also, as soon as we have more than one person we have differences in will and skills. Those differences are a source of information.

If we allow ourselves to see groups as mixture of wills, skills and hills we see a potential in the group and want to find effective ways to manage it. This can be done by:

- Leting the participants interview each other, for example two and two
- Giving them questions based on will, skill and hill
- Letting them ride together and instruct eachother

You as instructor will give them the tasks according to the points above and in that way secure the external learning requirement.

This is further described in the case from a Park & Pipe camp (see Appendix B) and is also used in the Workshop Handbook.

Feedback

Thank you for reading this document! We want to know what you think about Will-Skill-Hill.

- What do you like and want more of?
- Anything that wants to be further clarified?
- Your own experiences you want to share that puts further light on it?

Please contact us!

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Appendix A: Case - Analysis in a private lession

To analyze using Will-Skill-Hill in its simplest form is not hard at all. All you need to do is to ask the rider what she wants to do, observe her and the mountain and based on that instruct what to do. However, to be a master requires more. We will in this section give you advice how to structure a private lession, i.e. one instructor and one rider.

The structure or method contains seven steps. These are:

1. Will Analysis
2. Skill Analysis
3. Summary
4. The Personalized Progression
5. Value
6. Accept
7. Go for the Hill

This method is used in the beginning of the lession and needs to be revised during the lession. In fact, evey time you start a lession, even with the same rider, you should use it.

We are amazed how well it works every time and the sequence of the steps seldom changes places, even though each step is completely unique each time.

As we have written earlier, the Swedish method to create and develop a passionate rider is based on the three factors Will-Skill-Hill. Each of them can and should be analyzed by the instructor to maximize and reach the rider´s full inner potential. One keyword in using Wi-S-H in a private lession is *confidence*. It is the instructor´s responsibility to deserve the confidence from the rider. Using the seven steps this goal can be ashieved simply by using the method itself. If well done the instructor will have the rider´s full confidence and it is only then when full development of the technical skills of the rider may occur (see Chapter The Perfect Match). Thus, the rider's inner will will carry through the goals. And that will in the end create an even more passionate rider.

Another keyword is *confirmation*. Everyone wants it, even in this special meeting between the instructor and the rider. Confirmation is a very strong motivator, maybe even more powerful than other motivators like money, and in this process the instructor can take advantage of this to develop the rider she has in front of her. In step one, the Will Analysis, you as an instructor can affirm the rider by expressing interest and listening to what has been told and to ask the right questions. You can read more about the topic in the process schedule below. The confirmation of the instructor on the other hand comes as soon as the rider's satisfaction, joy and development increases. Confirmation and also respect is based on the skills of the instructors' profession and competence. And that in itself is of course a strong motivating force for the instructor to development the own skills of her profession.

1. Will analysis

The initial question is strictly speaking the only question that could be prepared. The following question comes as a consequence of the previous question. Each question is unique in that moment depending on what the rider just told you and what you want to know. The main goal with this part is to determine the rider's goal, hidden goals, will, experience and motivation.

Example of start questions:

- What do you want to develop or improve?
- What kind of rider are you?
- How is your riding working?
- What kind of riding do you like to do?
- Where do you want to ride?

The answer of the initial question that you choose is unique for just that moment and that rider. So by then your following question also has to be unique. Each answer is a clue to what the next question from you should be. Try to dig as deep as you can. Your goal with this Will analysis is to find out what you can do to make this meeting or lesson "the best time" in the rider's life. But it has to be effective and a good place, after you decide which slope you are heading, is the lift. So in the beginning of the Will analysis may be you just want to know the level or some hints of what the rider wants so you know what lift to start with. Think of what the rider's answers indicates. Put some more questions and look for more information. Be perceptive and don't be afraid to trust your intuition.

2. **Skill Analysis**

In the right context based on the result of the will analysis the analysis of the technique and the skill of the rider take part. Take notice of the total impression of the rider's technique but look also after specific details based on what the rider told you in the Will analysis. Think of what "problems" she has mentioned and what the next level is for just this rider. He´s goals and dreams.

3. **Summary**

Make a summary of the Will-Skill-Hill analysis for the rider. Use the same word that the rider used during the Will analysis. As you will experience you analyse the hill in parallel with the Will and Skill analysis. The Hill analysis you do all the time like the conditions of today´s weather and slopes, available time, the rider´s equipment and so on. In the summary you should tell her of the connection you see between the will, skill and hill.

4. **The Personalized Progression**

To develop the Will and Skill of the rider the instructor can create an environment that supports the goals that the rider has. Introduce what to do and tell a few important facts about "the Hill". The methods that will be chosen are all based on the Will-Skill-Hill analyzes. The "Hill", the personalized progression, is now customized for the rider. It could for example be an exercise, another slope or area, a technical change in the rider´s skiing, change of focus, mental state or mindset or whatever seems important to develop the rider against her will, goal and experience. The Will-Skill-Hill analysis and the experience and competence of the instructor all decides what to do, "the Hill". As you see "the Hill" is just a metaphor for what the Will-Skill-Hill analyses lead to. The goal is already set by the rider in the Will analysis but it is your responsibility to make it clear and concrete. It could be so that "the Hill" isn´t what the rider expected at all.

5. **The Value**

This is when you present the advantage and the value for the rider. Introduce it with consideration to the goal and motivation from the Will-Skill-Hill analysis. This step is very important to motivate for changes and development and aspects that the rider is afraid for, especially if the chosen method and progression isn´t what the rider expected from the beginning.

6. Accept

If everything went well seek for the rider´s acceptance and confidence. As in the Will analysis don´t be afraid to use your intuition. It shows if you have the rider´s confidence. If you have it you also have a very satisfied rider that will “follow whatever you do or say”. And that’s your confirmation as a professional ski instructor. If you by any chance do not see or get the accept this opens to investigate Wil, Skill and Hill further.

7. Go for the Hill

Now it´s time to realize the Personalized Progression, what to do. The Will-Skill-Hill is now a part of everything, from now on and until the end of the lesson. Analyze and value the riders Will, her technical skill and how she managed and improve whith her learning process comparing with the learning environment we call “the Hill”.

Next time you meet the rider do Will-Skill-Hill analysis again. You need to know in what mood she is today and what happened since last time you met.

Appendix B: Case – Park & Pipe camp

This case study is written in a form of a *Power Story*. A Power Story describes something you are proud of. The story is the story of the writer and it is written from a personal point of view (this is because we are convinced passion is personal).

Author: Kristofer Olsson, 2010-09-30
Place and time for the story: Hemsedal, April 2009
Instructors: Kristofer Olsson and Andreas Holmgren. Additional instructors were Björn Philipsson, Jonas Olsson and Brian Pedersen, participants at the snowboard Park&Pipe course.
Organisation: Friluftsfrämjandet

Power story

The *context* was a group of more than 15 skiiers who wanted to be in the park for about two hours. The ages were everything from 25 years old to 65+ and the skill levels varied as well. The group was led by Andreas Holmgren and myself (Kristofer Olsson), snowboarders who led and participated in a Park&Pipe-course the days before. The *conditions* was great in the sense that the park had all levels of jumps, everything from green to black, and the snow was soft but not too soft. The weather was sunny and cloudy and it was almost no wind. *The challenge for me* was to with this fragmented group of skiers not used to the park or jumping, to have them in the end of the two hours feeling safe and letting them have a really good time in the park. *The challenge for the participant* was to actually dare to jump and maybe try a “trick” they never tried before.

We started off the clinic by letting the participants’ mini-interview each other in the lift to the top using three questions:

- What do you dream of as a rider (Will)?
- What are your strengths as a rider (Skill)?
- And how will you contribute in this clinic (Hill)?

At the top the interviewer presented in front of the whole group what the other person have told. The answers about the strengths vary from “good carver” and “always stable when landing” to “good at going fast” and “good freerider”. Examples of dreams were “ski on all continents”, “to do a 360 with a nice feeling” and “just to not be afraid when I am jumping”. The contributions were everything from “I will cheer and contribute to a good feeling in the group” to “I will not contribute at all”. In this way everyone in the group could hear their strengths, dreams and contributions be told in the group.

On the way to the park we were sliding and turning on the flat ground in order to practice skills useful when jumping. Everyone was doing it their own way after we have showed them examples on how you can do it. Once in the parks we choose the blue line, which has no gaps, and let everyone just ride though all four jumps in a row. In their minds when jumping were the brief basic intructions about jumping we gave when we entered the park. After that we went through two additional jumps which were bigger but still did not have a gap.

The second round we gave them the task to “get some air”, i.e. do a straight air in the blue line. We reminded them about the basics in jumping.

Before the third round we asked them to mini-interview each other once again. They used the questions:

- What trick(s) will you do?
- What one thing will you think about when jumping?
- And what do you want to have achieved when you are done?

The answers were not shared in the big group but I noticed that they started talking and asking what trick they would do. Especially in the end of the run they were asked if they actually did what they wanted to do. They answered with a smile what they did. Many told that once they told what trick to do they could not bale out "because now I have told someone else". My reflection is that this mini-interview challenged the rider and they tried something they otherwise would not have tried - and afterwards they were proud of it! This means they challenged themselves.

What I am especially proud of is that we managed to recreate the culture and feeling we have at the Park&Pipe course, the same feeling I have with my friends when kitesurfing, longboarding or snowboarding. Also, I am proud of that we managed to lead the process and prove that it works and that it can be repeated. The participants' comments after the clinic were very positive, more positive than I anticipated. And my expectations were high. One of the participants who the night before lectured theoretically about pedagogy for diversed groups and that participants with different knowledge learned from each other, outbursted "This is what I talked about!".

Considering the feedback during the clinic I am convinced the participants have increased their will to visit the park again and they have improved their skills needed to have a fun time in the park.