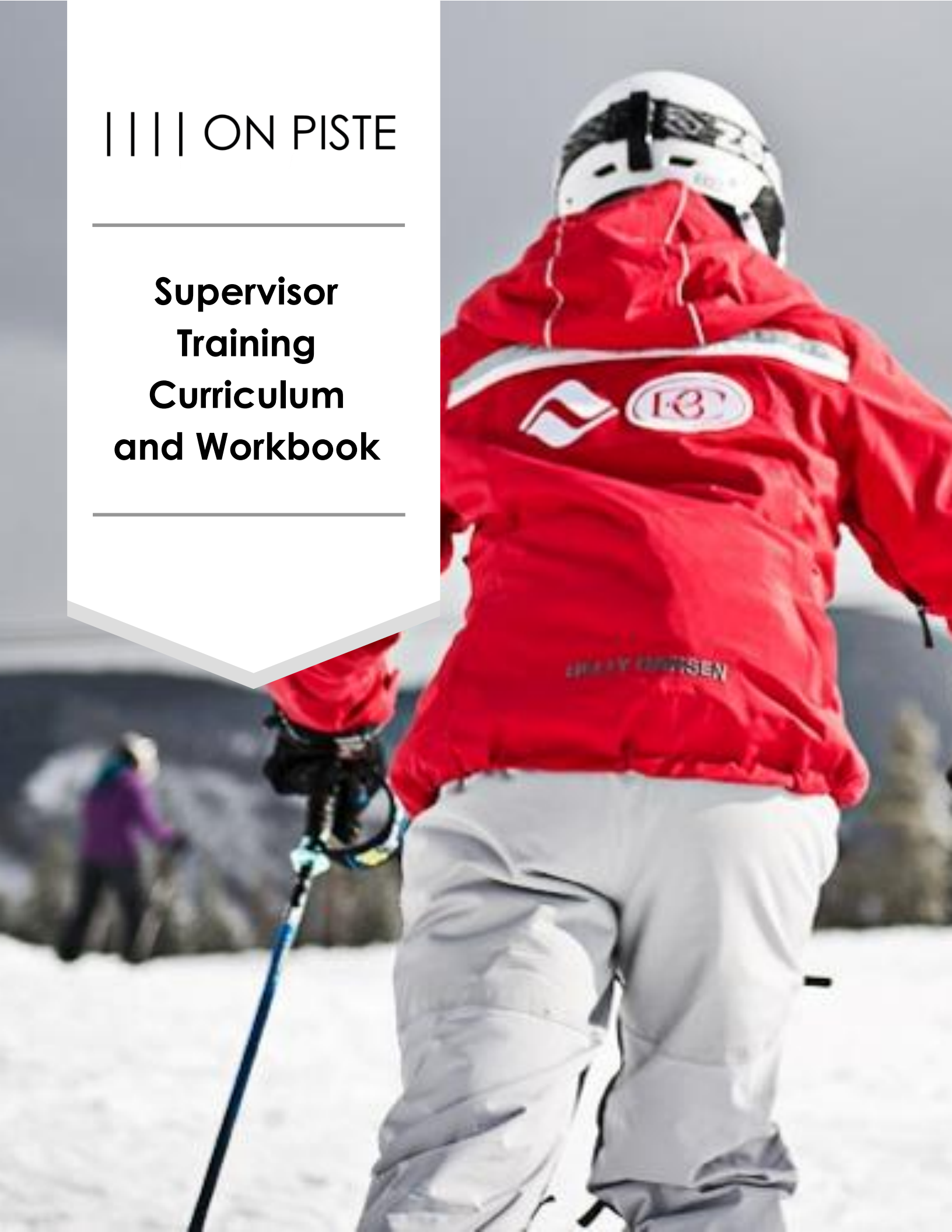


||| ON PISTE

**Supervisor
Training
Curriculum
and Workbook**



Welcome to Vail Resorts and the Snow Sports School Leadership Team! The culture of our company is inclusive, fun, and committed to delivering the Experience of a Lifetime; we believe the Snow Sports School is the heartbeat of the mountain experience. Our staff is passionate and hardworking – a team that you will both enjoy and lead. We are excited to have you as part of our snowsports family.

The Snow Sports School Supervisor is a vital leader responsible for building relationships to facilitate a strong, vibrant culture built on safety, an engaging employee experience, extraordinary guest service, professionalism, business and people management, and having fun. This guide will outline the foundation of your role.

Before We Begin

This program has been created to help you be successful in your role and navigate your leadership development within the Vail Resorts Snow Sports Schools. Much of what you will be doing is creating a pathway for growth working with, and guided by, your manager. The primary goal is to help you identify and understand your key responsibilities first and foremost, and then to develop the skills required for you to be successful in those responsibilities. As part of this, you will define a leadership path to help you expand your experience and build proficiency throughout your season. The resources and activities listed in this workbook are designed to be visited and revisited as you refine your leadership experience and progress in your journey. It is important to connect often with your leadership team.

At Vail Resorts, we believe development is broken up into three parts – Experience, Exposure, and Education. Experience is learning on the job. Exposure is learning from others. Education is formal learning through written curriculum or training courses. Throughout this program you will note that the activities will encompass one of these three categories, meaning some will be prescriptive and some will be self-directed. It will be up to you to follow up where noted. Similarly, there may be elements where you are asked to read a prompt and respond accordingly. In some instances these may serve as discussion points with your team, and in others you may want to capture your answers individually. This is your development, and we welcome you to approach it however it best serves your needs!

We recognize that different locations have different start times to the season and therefore time to prepare. While all of the responsibilities in each pillar are important to your role, they are intentionally arranged in sequential order of what you need to know. If you have limited time before your season, we recommend that you focus on the first responsibility in all five sections, then return to the second, and third, and so on. If this material is being presented as part of a scripted group training, please complete each pillar entirely before moving on to the next. In either case, this guide will be something you can always return to in order to continue learning.

CORE PILLARS OF THE SNOW SCHOOL SUPERVISOR ROLE

1. Employee Experience
2. Safety Mindset
3. Business Management
4. Guest Relations
5. Professional Skills

SECTION 1 – EMPLOYEE EXPERIENCE

Employee Experience – Facilitating a fun, meaningful, inclusive, engaging, and productive work environment where employees feel valued and connected to their purpose and each other.

Your responsibilities:

- Know your staff – understand employee motivations, skillsets, and strengths, and use those to support your teams' performance.
- Be open and welcoming, and challenge biases to create an inclusive community and form bonds among instructors.
- Collaborate with curiosity and candor.
- Prioritize employee appreciation through service-based leadership.
- Own the responsibility of successful communication to the point of understanding with your team.
- Deliver candid coaching grounded in development.

As a supervisor, you have a unique role in creating connection and community with your staff. Your team will, and should, want to come to you first for help. Whether this is your first time in a frontline leadership role, or you have deep experience leading teams and people, you have the opportunity to ground yourself to habits and behaviors that will unlock your team's talent. Creating a vibrant culture requires deliberate and daily rigor; the intent of the activities below is to aid you in your journey.

Key Terms and Definitions:

- **Service Based Leadership:** We serve because we are leaders, and we are leaders because we serve
- **Ownership:** Leaders own everything in their scope of responsibility
- **Recognition and Appreciation:** Recognition and appreciation create an emotional connection between a leader and an employee – a critical piece in employee engagement and local culture. During every season, we want to ensure each employee feels *Excited, Happy, Safe, and Welcome*.
- **Feedback:** A method to talk candidly about an employee's behavior and impact on the team and business. It is vital to seek out opportunities to provide both positive and candid developmental feedback, rooted deeply in empathy and caring. We believe that this helps leaders deepen their own self-awareness and improves their ability to lead others and support their ongoing professional development.

Reflection: After reading through the responsibilities, what stands out to you?

Where do you believe you are naturally suited to be successful with these responsibilities?

Where do you think you will have work to do?

Why is creating a vibrant employee culture vital to operational success?

Discuss your answers with your manager. Then, make a plan for regular 1:1 meetings. This list of questions and the activities below are excellent material to review on a recurring cadence, which we advise scheduling before your resort's opening day.

Education Activity Spotlight

Here are some additional resources to help you as you get started exploring this pillar. These are supplemental, and they will aid in shaping and expanding your own leadership philosophy.

- [Creating a Welcoming Environment](#)
- [Service Based Leadership](#)
- [5 Tips for New Leaders](#)
- [Becoming the Boss](#)
- [How to Manage Your Former Peers](#)

Core Concepts/ Experience and Exposure Activity Spotlights

The activities in this section are focused on building a vibrant community and will primarily encourage you to do so through experience and exposure. Because they will involve interacting with your employees you will need to continue them throughout the season, but it will be up to you and your operations team to determine where to focus, and when. We advise creating a weekly operations meeting with the supervisor team and revisiting these activities as meeting topics.

Be open and welcoming

1. Facilitate one or two pre-shift meetings with an interactive connection activity. For example, have each instructor introduce themselves to another instructor whom they have not met. Ask them to share what their favorite run/ animal/ après food/ etc... is and then highlight three people from the meeting.
2. During a pre-shift meeting, share with the instructor team why you chose to become a supervisor and what most excites you about the role.

Know your staff

1. Set a goal to know anywhere from 50-100% of your staff by name, discipline, teaching strength by January 15th.
2. Once you know their name, ask them what their goal is for the season.

Collaborate

Design a pre-shift template – work with your operations team to create a consistent, resort wide pre-shift meeting template. Use the example [here](#) to build out a form that works for your team. Alternatively, if you already have a working template, what changes can you make to it this year to keep it relevant, fresh, and engaging?

Prioritize appreciation through Service-Based Leadership

1. Review the Knowledge Base Article on On-The-Spot Recognition [here](#). Then, keep your eyes out and make a goal to nominate one instructor per week for an On-The-Spot Recognition.
2. Find one act of service or kindness to do for another member of your team once a week until the end of February.

Ownership of your team

1. How well do you know the employee onboarding experience? Are you a prior new hire trainer, new to the company, or recently promoted from instructor? Embracing the steps each instructor must take to return to work is an outstanding method to build understanding and team trust. Carve out 30 minutes every other day in your first two weeks to review the steps a Seasonally Inactive Status instructor must take to 1) return to work and 2) successfully complete all required training. Do the same for a new-hire instructor.
2. Take an additional 15 minutes every other day and read through the enterprise [Snow Sports School Resources and Guidelines Manual](#) and work towards becoming a master of its contents.
3. If you have 10 extra minutes, spend time in DirectConnect exploring a variety of Knowledge Base Articles, or KBAs.

Delivering candid feedback

1. Review this [training](#) on Effective Feedback, then seek out one instructor per week beginning in December and provide them with feedback using the [SBI model](#).
2. By January 1st, ask your operations team peers to provide you with one piece of specific feedback they have observed since the start of the season.

Manager Sign-Off

I verify that _____ has completed the Employee Experience Pillar.

Manager Name _____ Signature _____

SECTION 2 – SAFETY MINDSET

Safety Mindset – Living the Be Safe value to ensure you, your staff, and our guests return home safely each and every day.

Your Responsibilities:

- Be the model for safety – you are the biggest influence on your employees' behavior.
- Conduct regular on-snow observations and deliver feedback to employees and management in a timely manner.
- Communicate terrain and conditions updates and safety briefings to your teams at least daily.
- Reinforce the *STOP* and *Prioritize* models with your team and encourage them to report 'good catches' before they become incidents.
- Engage in post-incident reviews and help arrange return to work procedures if one of your employees is injured.
- Understand the correlation between safety and business operations.

Reflection:

After reading through the responsibilities, what stands out to you?

Where do you believe you can have the most impact with these responsibilities?

Where do you think you will have work to do?

Key Terms and Definitions:

- **On-Snow Observations:** A platform to connect with and develop employees, observe behavior, and identify opportunities to give behavior changing feedback that will enhance employee performance and safety with the goal of preventing employee incidents.
- **STOP:** Stop, Think, Options, Power. STOP is a tool that is recognized enterprise-wide at every level of employment. It empowers employees to call a STOP if they feel unsafe and think about what options they need to consider to ensure a safe work environment before continuing work.
- **Prioritize:** The expectation that safety always comes first. When we Prioritize, we are doing a quick self-assessment to ensure that our individual values are not in conflict with the situation we are facing.
- **Terrain Management:** An enterprise best practice for how we, as Snow Sports Schools of Vail Resorts, classify, use and access terrain, with a particular focus on terrain deemed high risk due to typical conditions, difficulty or traffic volume.
- **Good Catch:** A potential hazard or incident in which no personal injury or property damage was sustained, but under different circumstances, injury or damage easily could have occurred. Also known as a 'Near Miss,' a Good Catch is an incredibly valuable learning opportunity.

- **Post-Incident Review:** A process to review incident information from occurrence to closure. The goal of a post incident review is to understand the incident and develop an action plan to prevent it from happening again.

Education Activity Spotlight

Take the 1-hour company *Safety Leadership Training* in the LIFT (you will be auto-assigned this curriculum within your first 30 days of the role, however if you are unable to find it in your course dashboard, please ask your manager to manually assign it to you).

Once you have completed the training, discuss with your team or manager how the topics in Module 2 – Out Front Safety Leadership apply to your role as a Snow Sports School Supervisor. Consider which topics resonated with you the most, and perhaps why. What parts are unique to Snow Sports School?

Core Concepts

On-Snow Observations

On-Snow Observations are a fundamental component of our successful business operations, not just for the safety and wellbeing of our instructors and guests, but also from a service quality perspective. The observation process serves as a platform to provide direct 1:1 feedback to our instructors, ensure their continuing development, build rapport and awareness, and deliver behavior changing feedback where needed, before an incident occurs. Your role in these observations, and more importantly the follow-up conversations, is critical in the partnership that makes this process a success.

Observations are completed in the field using a Smartsheet intake form comprised of three sections addressing Class Management, Terrain Management, and Guest Experience. Each section contains 2 – 4 objective behaviors to be rated as 'observed' or 'not observed' based on whether the behavior was witnessed during the observation. It is important to remember that we are watching to ensure that our instructors are making good decisions, meaning that in every observation you should keep the Prioritize model in mind and mentally confirm whether their behavior matches this order of priorities:

1. Safety of Self
2. Safety of Others
3. Service of Others
4. Service of Self

Simply completing an observation is not the entire objective. The more involved component of the process is delivering the feedback to your instructor following the observation. The timing and method of this conversation will vary depending on your resort's procedure for observations, however it must always be a responsive and productive one, grounded in development. People like to be heard and spoken to. Whether it's a "continue to do" or a "change," you have noticed

them and spoken to them. This is contributing to the culture of safety we want to build. Research shows that this type of brief, consistent, systematic correction with feedback has a positive effect on behavior. How you speak to people — the tone you use, the words you choose, and how much you say — affects the way they respond to you. Every responsive conversation should include the following:

- RESPECT – concrete observation about the behavior
- REFLECT – personal reflection on why they may have made the choice
 - These two are often teamed together because you are making an observation about something they did and an assumption about why they did it.
- RELATE – behavior that is encouraged by SSS – relate to a positive intention of behavior
- REDIRECT – change to their behavior (this part will be removed when giving a “continue doing” conversation)
 - *****
- Repeat – If behavior is seen again, have another responsive conversation and give a consequence for if the behavior is seen again
 - *****
- Follow Through (consequence) – If behavior is seen again, give consequence

Here are some examples of conversation scripts:

Please Change

Hey _____! I am skiing around doing on snow observations of instructors today and I noticed you just looked over your shoulder to make sure your group is with you. I'm so glad you're keeping track of your guests. Next time, please stop on the side or ski behind your group to avoid getting hurt. [Continue conversation by asking their plans for the rest of the day.]

Continue Doing

Hey _____! I am skiing around doing on snow observations of instructors today and I noticed you skied behind your group to make sure your guests are staying together. Thank you for using this tactic – it keeps you and your guests safe. [Continue conversation by asking their plans for the rest of the day.]

There will be many opportunities for you to practice these types of conversations and we encourage you to do it often. The more you engage in observations and effective feedback, the better our teams can be at providing the Experience of a Lifetime for our guests!

Exposure Activity Spotlight:

Shadow an observation with your manager or other experienced supervisor.

Terrain Management

Understanding our variable and dynamic work environment, and how to safely navigate these changing conditions day to day, is key to setting your staff and guests up for the best experience, while also preventing employee injuries. As the Snow Sports Schools of Vail Resorts, we have a series of Best Practices to help classify areas of our terrain, communicate updates on factors such as conditions and volume, and build strong terrain selection skills in our instructors. These are where you as a supervisor can have the most impact.

We will define and clearly communicate the location and intent of designated travel routes, flow zones, and safe stopping spots at each resort. Each resort should map out these classifications on a digital and/or physical copy of their trail map. Below are definitions of each of these:

- Designated Travel Routes: Approved routes for Ski and Snowboard School employees on the clock skiing/riding without students. *Example: Instructor moving from one base area to another to meet a lesson*
- Flow Zones: Specific pitches, runs or areas where instructors with classes are required to move from point A to point B with the sole focus of skiing or riding safely and efficiently in keeping with the flow of traffic. No stopping except in Safe Stopping Spots and avoid technical focuses or drills that may distract students from this task. *Example: High traffic density runs*
- Safe Stopping Spots: The safest stopping points on high traffic runs that are commonly used by lessons. This should include but not be limited to defined Rest Areas and Mountain Safety stopping spots if those exist at your resort. *Example: Side of run before a breakover*
- Access Management Zones (where applicable; not all resorts will have AMZs): Zones that can be “toggled” opened or closed for instructor access where particularly hazardous snow surface conditions for class management may occur. *Examples: High alpine areas, south facing aspects, chutes/cliffs/bowls, terrain accessed off a particular lift, specific high-risk exposure runs, etc.*

Exposure Activity Spotlight

Ask your manager where your maps are and how they are updated.

Sometimes the actual snow surface conditions differ from yesterday's weather forecast and more detail is necessary than simply what is on the grooming report. Our staff need real-time information prior to heading out on snow or on a chairlift in order to help them make better decisions. Many of our staff are part time and are not on-mountain from day to day. Lack of knowledge of snow surface conditions is another major contributor to injuries and report onlys. Familiarize yourself with any/all resort or snow sports school specific practices for daily snow surface conditions assessments, or where you can access that information on a daily basis. It is your job to then determine a simple, concise reporting process to communicate this information to your front-line staff before they slide on snow. Suggestions may include:

- At line ups or morning huddles
- Through the use of bulletin boards, whiteboards, or posts
- Within a daily morning email
- On digital displays in your employee spaces

Exposure Activity Spotlight

Get to know your peers in Mountain Operations to build relationships and understand their processes for evaluating and safely navigating snow surface and terrain.

Reporting Incidents and Good Catches

While you as a Supervisor will have an important role in our employee Incident Management Process (more on that below), your employees have an equal role in reporting incidents. Incident reporting is one of the most important aspects of employee responsibility in our safety culture. If we as leaders don't know what's going on, how can we help address it? All employees are taught that they must report every incident, even if it is minor. Why? Because when we focus on the low severity incidents, we can learn from them and prevent the bigger ones from happening. Reinforce with your team that reporting an incident is a good thing, not grounds for punishment. Many reports are used to correct potential safety hazards that could lead to a larger injury for another employee or guest. One employee's report of a good catch could save somebody else's season. In addition, many departments share potential hazards, and by sharing stories of incidents everybody can benefit from the learning experience. Remember, we all work together and should always be looking out for one another, and your employees' reports help inform where we can collectively improve our safety efforts.

Incident Management

As leaders we do everything we can to prevent employee injuries, but if one does occur, we have a responsibility to understand what happened, identify areas of opportunity to improve, and support the employee through the healing process. Let's begin with an overview of the full Incident Management Process.

Education Activity Spotlight

Revisit the concepts of Module 3 – Incident Management from the *Safety Leadership Training* in the LIFT and discuss with your team or manager how you will support the employee Incident Management Process – including reporting and honeycomb review – in your role. We advise practicing a honeycomb review as recurring Supervisor team meeting topic.

Worker's Compensation and Return to Work

If an employee on your team is injured at work, it is incredibly important to begin the Worker's Compensation process as quickly as possible. By following the right steps in a timely manner, we can help facilitate their medical care and effective claim management. In every Worker's Compensation claim, the ultimate goal is to get the employee back to their pre-injury state as quickly as possible, including returning them to work in a modified duty capacity while they

receive treatment. A claim manager from our Third-Party Administrator Sedgwick, as well as your local Health & Safety and/or Vail Resorts Worker's Compensation team will be there to guide and assist you and your manager in the process, however you must remember that your biggest responsibility will be to maintain clear and regular communication with your employee. This is how you will understand and navigate their temporary restrictions to help determine modified duties in addition to serving as their primary pillar of support and care! Though an injury is never something we want an employee to experience, your role in the Worker's Compensation process can play a big part in positively impacting how they stay connected to the team, the school, and their recovery.

Education Activity Spotlight

Find the *Employee Injury Workplace Checklist*, *Employee Injury Steps*, *Incident Management Quick Reference Guide*, or other process flow poster in your school's office area to familiarize yourself with the steps and timing of the employee Incident Management Process.

Final Reflection:

From what you have learned in this pillar, what does safety mindset mean to you and how will you embody this on a daily basis?

What might be challenging about leading with a safety mindset in your role? How will you address this for yourself and your team?

Manager Sign-Off

I verify that _____ has completed the Safety Mindset Pillar.

Manager Name _____ Signature _____

SECTION 3 – Business Management

Business Management – Identifying, understanding, and implementing strategies to positively impact the performance of the Snow Sports School.

Your Responsibilities:

- Embrace company and Ski and Ride School goals and values.
- Understand the product make-up of the Ski and Ride School specific to your scope of responsibility.
- Manage staff availability and commitments to meet business needs.
- Assign staff to the appropriate products based on skill level and product fit.
- Recognize and manage class size averages to align with revenue and guest experience goals.

The goal for snow sports schools is to accommodate every guest that wants a lesson. The purpose of this section is to create a general understanding of terminology, products offered, group class organization, and managing staff utilization all of which are used to help attain financial success.

Concepts you will know:

- Managing commitment calendars to achieve staffing targets for peak days.
- Navigating PowerBi to understand the staffing targets, staff utilization and inventory.
- Understanding the class average targets for group lesson products and manage class organization on snow to achieve those targets.
- Scheduling adequately to account for private lesson demand.
- Having a thorough understanding of products.
- Communicating with your manager when inventory is capped.
- Managing Time and Labor. This training will be specific to each resort.

Key Terms and Definitions:

- Class averages: The average number of students in each lesson. Ideally, we try to organize groups so that each group has the target class average number (assume six for this example). Try to prevent having five groups of six and two groups of two.
- Products: The lessons offered at your resort. Examples include Full Day 7-14 Alpine Group Lessons, Full Day Snowboard Private Lessons, One Hour Alpine Private Lessons, and Half-Day Adult Alpine Lessons.
- Product mix: The breakdown of products sold at your resort by percentage. For example, a resort may have a product mix consisting of 60% Children's Group Lessons, 15% Adult Group Lessons, and 25% Private Lessons.
- Staff utilization: The percentage of total staff that is scheduled to work on any given day or during any given time period.

- Unit: The individual number of lesson spaces available for purchase. For example, if you had 250 guests in group lessons for the day, you sold 250 units.
- Inventory: The total number of units available for purchase based on the amount of staff available to teach those lessons.
- Margins: The difference between a product or service's selling price and the cost of production, or the ratio of profit to revenue.
- Commitment Calendar: The calendar used for instructors to select days they will be available for work.
- Required Days Commitment: The number of days an instructor is required to work based on their employment status. There are different part time instructor employment requirements at different resorts. For example, some resorts require a 17-day commitment for part time while others require a 15-day commitment. Some resorts also have different status among the part time classification. Some have PTH (Part Time Holiday – less commitment and less benefits) and PT 30 (required to work at least 30 days) as categories in addition to PT status.

Exposure Activity Spotlight

Once you have familiarized with the definitions above review the following questions with your manager to boost your understanding of the Business Management concepts:

- Scheduling – review an example calendar that has been filled out by an employee
 - Is the commitment calendar filled out correctly from instructors?
 - Do they have enough peak days?
- Staff Utilization
 - Are you checking staff utilization at least 30 days ahead of time?
 - What is your staff utilization rate for upcoming peak periods?
 - Are you managing staff to ensure they meet their required days commitment?
 - Is your inventory up to date?
- Class Averages
 - What are the class average goals for the product you are managing?
 - What are the class average goals for other group lesson products?
 - What are the margins on the products you manage? How does class average impact the margins?
- Products
 - What is the product mix ratio at your resort?
 - What is your best selling product overall (in units and in revenue)?
 - What is your best-selling Children's product? Best-selling Adult product?

Education Activity Spotlight

Attend a PowerBi training (confirm with your manager when sessions are being offered) to learn about the report functionality and available Staff Utilization and Inventory Management information.

Manager Sign-Off

I verify that _____ has completed the Business Management Pillar.

Manager Name _____ Signature _____

SECTION 4 – GUEST RELATIONS

Guest Relations – Providing Epic Service to our guests for a unique Experience of a Lifetime that cannot be found elsewhere.

Your Responsibilities:

- Model guest service skills proactively through active presence, engagement, and a welcoming demeanor.
- Make positive contact early and often with our guests.
- Seek feedback and understanding of the guest experience to drive the future of our sport.
- Promote an environment that drives guest satisfaction and loyalty by building relationships through engaged instructors.
- Make a “conscious” effort to follow through on all commitments to guests and staff.
- De-escalate and successfully recover unsatisfactory guest experiences where possible, and know your resources when support is needed.

Reflection: After reading through the responsibilities, what stands out to you?

Where do you believe you can be most successful in providing Epic Guest Service?

What opportunities do you think you will have?

Education Activity Spotlight

Here are some additional resources to help you as you get started exploring this pillar:

- [Emotional Intelligence \(EQ\) Curriculum](#) (Course ID: 0000017735)
- [Expanding Your Service Impact](#) (Course ID: 0000031996)
- [What is Epic Service?](#)
- [What is Service-Based Leadership?](#)
- [Epic Service FAQs](#)
- [FAQs: Epic Service Recognition Program – Operations](#)
- [Team Member Handbook](#)
- [Epic Service Award- People Leader Guide](#)
- [What is Epic Wellness?](#)
- [Epic Wellness Video Overview](#)

Core Concepts

Create a Differentiated Guest Experience

A differentiated guest experience is one that the guest will find nowhere else but at your resort. This means providing an experience that is tailored to each guest as much as possible. It requires time and effort from every staff member but becomes almost second nature after repetition.

Experience Activity Spotlight

1. Two times a week find and/or solicit one new method to differentiate your approach to guest service and share with your staff at pre-lesson or pre-shift meetings. Incorporate feedback from staff into the new approach and use it at least once a day.
2. Try at least once a day to “catch” a staff member providing exceptional guest service. Recognize them publicly and in a timely manner.
3. Strive to model a professional appearance and demeanor every day and expect and enforce the same from your staff.

Resort Knowledge

One important aspect of Epic guest service is being able to meet customer expectations. This includes being able to answer, or find the answer to, guest inquiries about your resort.

Experience Activity Spotlight

Each day, commit another fact to memory about the history or daily operations of your resort. Set a goal to be the definitive source of information about your resort. Know what resources to reference when there is an answer that you cannot provide to a guest or staff member. Work with your supervisor to start a single collection place for all this information or determine if one already exists for your resort and find that location. Share one piece of information with your staff on a daily basis.

Industry Knowledge

The Snow Sports School staff are some of the most visible and approachable employees at your resort. They also spend the most time of any employee on a given day interacting with guests. There is a guest expectation that they are knowledgeable about the local area and the snow sports industry.

Exposure Activity Spotlight

Once a week, explore an aspect of the snow sports industry that you are less familiar with. Seek out subject matter experts that may already be on staff at your resort. Plan to share what you learn with your staff at a weekly meeting or in the weekly staff email.

Deliver on Commitments

Guests need to be confident that commitments made by the resort, Snow Sports School, and staff members will be honored as promised. Lessons, for example, should be ready to start when and where they were scheduled.

Experience Activity Spotlight

Have a notebook, whiteboard, or calendar that you use to track all activities for any given day. Create a daily timeline to assure all tasks are completed on or before the required deadline. Model and expect this behavior from all staff members. Assess success daily based on the percentage of tasks completed on time. This should include lineup attendance, lesson start times, lesson end times, and meetings attended.

Final Reflection: What does Epic Service mean to you and what from your previous experience could help you impact a positive guest experience in your role?

What daily steps will you take in your role to impact the instructors' ability to deliver on our guests' expectations?

What are the most important business decisions you will make on a daily basis?

Manager Sign-Off

I verify that _____ has completed the Guest Relations Pillar.

Manager Name _____ Signature _____

SECTION 5 – PROFESSIONAL SKILLS

Professional Skills – Learning and growing the unique talents and skillsets required to lead in the mountain recreation industry.

Your Responsibilities:

- Be agile and innovative by embracing new and different ways and leading change.
- Actively pursue skill development: leadership and business acumen skills, communication skills, technical skiing and riding skills, teaching and people skills
- Communicate professionally - aligning word choice and tone to our values and performance development best practices.
- Understand snow sports instruction concepts, working toward teaching and technical knowledge equivalent to PSIA-AASI Level 2+ aptitude.
- Develop a high level of proficiency in MS Office applications and in adapting to unfamiliar software systems.
- Perform in a high paced, variable, multi-faceted environment with a positive, strengths-based orientation and can-do attitude.

By focusing on your professional skills development, the position of supervisor can be your stepping-stone to an endless array of other leadership opportunities. Whether you want a career in the Snow Sports School or any of the other exciting lines of business at Vail Resorts, your first step is to develop your leadership chops, hone your professional skills, and develop proficiency in working in an exciting and ever-adapting growth company.

Reflection: After reading through the responsibilities, what is your first reaction?

What skill, talent or experience do you have that you can draw on to meet your Professional Skills responsibilities?

Where do you think you have work to do?

What do Professional Skills responsibilities look like in your role, at your resort?

Education Activity Spotlight

Here are some additional resources to help you as you get started exploring this pillar:

- [How great leaders inspire action -Start with WHY | Simon Sinek](#)
- [How to Have More Impact as a Supervisor](#)
- [How the Best Leaders Make Everyone Smarter](#)
- [Guide for New Instructors](#)

Core Concepts

Embracing new and different ways to lead

Leadership, by definition, is about influencing, inspiring, and helping others to become their best selves, build skills, and achieve goals. While the definition of leadership is well defined, the best way to lead is less clear. Developing your personal leadership point of view will take time. A great place to start is to understand the differences in leadership responsibilities depending on your location on the leadership pathway.

Exposure Activity Spotlight

Watch the video link below, then schedule a skip-level meeting with your direct leaders' leader, to understand their goals and motivations and to see how you can align with them.

[Learning a new way to lead - skills, time application and values](#)

Pursuing skill development

Skill development is the process of identifying and improving the skills required to perform a job function...the one you have now, and the one you want next. When your job is "people" the process to improve skills can be as complex as humans are as a species. What is the best way to learn a complex system of skills? Just like eating an elephant, you take one bite at a time.

Experience Activity Spotlight

Create your [Individual Development Plan \(IDP\)](#) for the season. Choose one of the following areas for which you have a significant opportunity for growth and an interest in learning: Leadership, Business, SSS Systems, Communication, People, Teaching, Technical Skiing and/or Riding.

Professional Communication

Although we learn to communicate from birth, our understanding of the complexity of communication is often overlooked. Professional communication skills are crucial for supervisors. We need to conquer active listening, Emotional Intelligence, nonverbal cues, conciseness, storytelling, written communication – in email, texting, messaging, proposals, contracts..., oral communication, presentation skills, and so much more.

To develop your communication skills, start with understanding the process of communication first. It's the best initial step you can take to build a foundation for exchanging ideas, information, and messages in a clear, accurate, and respectful manner.

Education Activity Spotlight

Review the [Communication for SSS Supervisors](#) deck and complete the Communication Process Model exercise.

Develop your teaching and technical knowledge to a PSIA/AASI Level 2 equivalency

You may have risen to the rank of Supervisor by moving through the school and earning your certification or you might have great people skills and a love of snow sports. Regardless of your route to this point, it is imperative that you have a strong understanding of snow sports instruction and technical skills for skiing, riding and teaching others required of your staff.

Exposure Activity Spotlight

Meet with your training manager for an assessment of your current level of skill and understanding in EACH of these parameters: skiing and/or riding, teaching, technical understanding, people skills.

Adapt to unfamiliar software

Regardless of the industry you work in, and definitely as a Snow School Supervisor at Vail Resorts, the ability to work in different (and changing) software systems and technologies is no longer a negotiable skill. Work on your adaptability and technology skills to keep pace with the requirements of your position.

Experience Activity Spotlight

Choose one SRS software tool or system and become proficient using it. Include this in your IDP.

Final Reflection: What might get in the way of making headway on your Professional Skills?

Knowing that, what will you do to ensure you grow those skills?

Manager Sign-Off

I verify that _____ has completed the Professional Skills Pillar.

Manager Name _____ Signature _____