



2013 Membership Survey: Summary of Initial Findings

Distributed October, 2013

Survey Responses

- 1 out of 3 respondents indicated a leadership position within the association or their school as a trainer, examiner, clinic leader, or board member (Leaders).
- Survey participation is less than prior surveys; 13.8% response rate in 2013 versus 24.5% in 2011.
- Other respondent demographics appear in line, though age skews older.

Overall Satisfaction

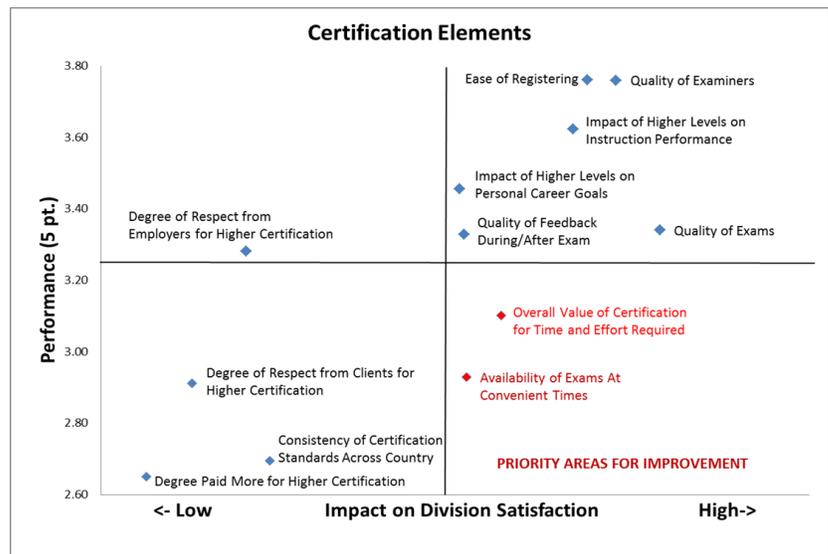
- Average satisfaction rating in 2011 was 3.8 on a scale of 1 to 5. This dropped to 3.4 in 2013.
- In six divisions (and as one would expect) satisfaction was higher for the division than for the national organization.
 - Satisfaction for the division was higher for those who self-reported as Leaders than Non-Leaders.
 - No division equaled their 2011 satisfaction score.
- Conclusion: no segment of the association is “winning,” as satisfaction ratings have declined, even taking into account the heavy leadership satisfaction bias.

Satisfaction with Services

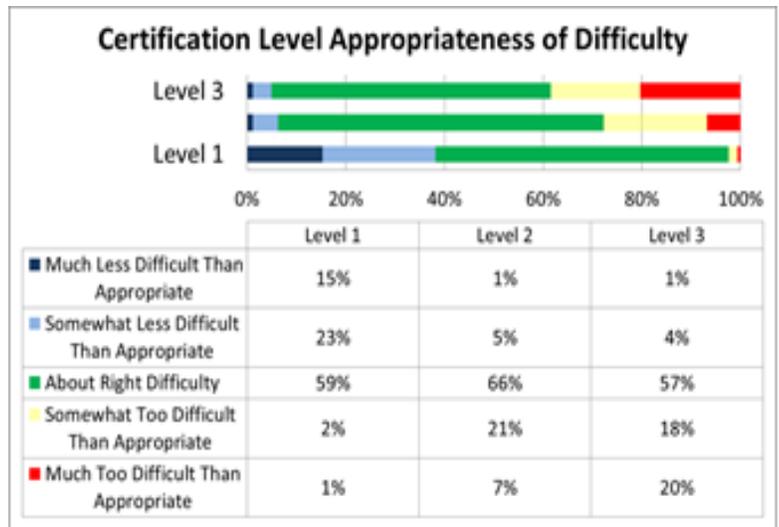
- Current print Education Materials from both National and Division have strong member appeal.
- Division clinics and exams continue to be well received.
- Highest satisfaction ratings for PSIA-AASI for 32 Degrees, pro deals, and catalog. National website and e-newsletter were strengths as well as categories for improvement, as was promotion to the public about PSIA-AASI. Only 3 services averaged a rating over 3 on a scale of 1 to 5.
- Highest satisfaction ratings related to divisions for division newsletter, division website, and interaction with division staff. No service averaged a rating above 3 on a scale of 1 to 5.

Certification

- Concerns about Certification, particularly Levels 2 and 3, are barriers to greater member satisfaction. There is clear recognition of the need for higher levels of certification to be rigorous to maintain value in the credentials. However, there are major areas of concern about Certification:
 - Perceived high failure rates for a costly, emotionally intense process with low perceived tangible payout.
 - The process is not sufficiently consistent from training through exams.
 - Standards often are not well understood, and not perceived to be “standard” even *within* Divisions, let alone between Divisions.
 - Respondents question increasing emphasis on personal technical performance (particularly specialty areas like free skiing and terrain parks) and lower emphasis on teaching/coaching.



- While the majority of examiners and clinicians are praised, there appears to be a “rogue” subgroup that is souring relations with members (perceived biased, egotistical, elitist, and sometimes demeaning).
- Although a majority of respondents feel the difficulty is appropriate to each level, there are concerns the level of difficulty is too easy for Level 1 and too difficult for Levels 2 and 3. From the voluntary comments, it seems members want Levels 2 and 3 to still be rigorous, but they want the process enhanced (both expectations/standards and the prep) so that success rates improve.



Governance

- The “Governance War” is topic of considerable concern for a significant subgroup
 - Among those making a negative comment regarding their relationship with PSIA-AASI, about 15% had concerns about governance.
- The majority of those who voiced concern faulted both sides about equally.
 - There is considerable distain for both sides among the majority of more neutral respondents who see the overall rancor as unnecessarily negative and personal, and not in the best interest of members or snowsports in general.
 - Neutral members are really turned off by the tone of rancor. This causes them to disengage rather than engage in the debate, and they tend to conclude this is more of an issue of ego than substance.
 - These neutral members are clearly looking for leadership to resolve these issues quickly and get back to focusing on member support.
- The minority taking a side in the governance discussion hold strong, often vitriolic opinions.
 - Those who have taken a side seem to hold strong, emotionally charged positions.
 - The rancor directed at the national and divisional associations was equally pointed among those who have chosen a side in the governance debates.

Recommendations

- Fill the communications gap to help members understand the separate and joint roles of the divisional and national associations to drive members’ perception of value.
- Make the most of in-person engagement at all levels.
- Bring the contentious governance issues to quick resolution for the benefit of the membership.
- Continue to improve Certification.
 - Improve connection between pre-exam training, exam materials, and expectations.
 - Consider retaining stringent standards but not extreme personal technical skill, enabling the ability to coach outstanding performance to trump extreme physical skill.
 - Root out the “Ski Gods” in the “Good Old Boy Club” to keep the process fair and professional.
- Continue to improve upon current excellent education materials with more distance learning (e-learning) materials and programs.
 - Improve the use of video, especially for demonstrating technical detail.
 - E-content is especially interesting to younger, rising members who are more accustomed to this format, and see it as an opportunity to avoid the costs of travel and education that can be accomplished in this manner.



2013 Member Survey

October 4, 2013

Contents

	Slide
Overview	3
Methodology.....	5
Detailed Conclusions.....	6
Detailed Recommendations.....	10
Overall Familiarity & Satisfaction.....	14
Net Promoter Score.....	15
Relationship with National & Division.....	22
Certification.....	33
Education Materials.....	41
Demographics.....	44
Sampling Plan & Response Rate Details.....	45
Data Tables.....	46

Overview: Key Findings

- ▶ **Both Divisions and National have undesirably low Familiarity and Satisfaction ratings, and ratings for specific products and services by both National and Division are only modestly rated.**
- ▶ **Governance issues are a sticking point for a subgroup of highly involved members.** While there are those who take sides, the vast majority of members perceive both sides to be at fault. The strong desire is for Divisions and National to work these issues out and get back to focusing on other member-centric issues
- ▶ **Member Value needs to be addressed.** There are gaps between perceived membership value (status, pay, benefits, perks) versus costs (required training, travel, fees, lost revenue with certification/maintenance on top of dues). Members are not sufficiently familiar with either Divisions or National, and in general need to know more about what they are getting for their substantial investment in time, money and energy
- ▶ **Concerns about Certification, particularly Levels 2 and 3, are barriers to greater member satisfaction.** There is clear recognition of the need for higher levels of certification to be rigorous to maintain value in the credentials. However, there are major areas of concern about Certification:
 - ▶ Perceived high failure rates for a costly, emotionally intense process with low tangible payout (more about self esteem than higher pay)
 - ▶ The process is not sufficiently congruent from training through exams,
 - ▶ Standards often are not well understood, and not perceived to be “standard” even within Divisions let alone between Divisions.
 - ▶ Increasing imbalance between higher emphasis on personal technical performance (particularly specialty areas like free skiing and terrain parks) and lower emphasis on teaching/coaching.
 - ▶ While the vast majority of examiners and clinicians are praised, there appears to be a “rogue” subgroup that is souring relations with members (perceived biased, egotistical, elitist and sometimes demeaning)
- ▶ **Members are looking for better overall Education materials, in particular more opportunities for distance learning** (e-content delivery) both to reduce costs associated with on-site training and videos to help visualize technical performance expectations.

Overview: Key Recommendations

- ▶ **Focus on ways to drive member value perception for National and Divisions through better communications and connections**
 - ▶ Fill the communications gap to help members understand the separate and joint roles of Division and National
 - ▶ Make the most of in-person engagement at all levels
- ▶ **Bring the contentious governance issues to quick resolution to the benefit of membership**
- ▶ **Continue to improve Certification**
 - ▶ Better connect pre-exam training and exam materials and expectations
 - ▶ Consider retaining stringent standards but not extreme personal technical skill, allowing for the ability to coach outstanding performance to trump extreme personal skills
 - ▶ Root out the "Ski Gods" in the "Good Old Boy Club" to keep the process fair and professional
- ▶ **Continue to improve upon current Education Materials overall, and in particular more distance learning (e-learning) materials and programs**
 - ▶ E-content can be more dynamic than print with the addition of video, especially for demonstrating technical detail
 - ▶ E-content is especially interesting to younger, rising members who are more accustomed to this format, and see it as an opportunity to avoid the costs of travel and on-slope clinics for prep that can be accomplished in this manner
- ▶ **Attract, nurture and retain more young instructors**
 - ▶ Consider the life stage realities (low income in particular) in terms of pricing and progression
 - ▶ Keep it professional but fun. The adventure of getting on new terrain with new but like-minded, proficient peers seems to be a prime motivator for younger instructors. How does the Association feed both "The Professional" and the "Ski Bum" at the same time?

Methodology

- ▶ An online survey was conducted from August 23 – September 16, 2013 among a randomized sample of PSIA-AASI members using PSIA-AASI's internal member database
 - ▶ Larger divisions (Central, Eastern, Intermountain, Northwest, Rocky Mountain, Western) received invitations to 50% of members randomly sampled from within each of these divisions. [Note: those not receiving this survey received the parallel survey from Association Media Partners regarding publications and communication content to avoid overtaxing members.]
 - ▶ Three smaller divisions (Alaska, Intermountain, Northern Intermountain) received census sampling (all records were used to try to achieve a statistically meaningful base of responses).
- ▶ Respondents received invitations via email through a professional survey platform. Each invitation had a unique URL for survey participation so multiple responses per invitation were excluded after someone used the initial invitation. Further, the survey software excluded multiple responses from the same computer to avoid sampling issues.
- ▶ A total of 2,284 members responded to the survey, representing a 13.8% response rate from the 16,539 initial email records. This resulted in a very large and statistically robust sample.

Conclusions

- ▶ **PSIA-AASI is a well respected professional association that is valued by many members for its positive effects on instructor performance and a collegial network of snow sport enthusiasts.** However, there is opportunity to elevate the esteem of the association among members at all levels.
 - ▶ Though satisfaction is higher for most Divisions than National, absolute levels of satisfaction are modest in the absolute for National and all nine Divisions
 - ▶ Lack of familiarity and connection lead to concerns about membership value
 - ▶ Lack of understanding of the different and joint roles of National vs. Division engender concerns about duplication and waste
 - ▶ Ratings for specific products and services are modest, often falling below “3” or “Good” on the five-point scale of 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent
- ▶ **Member Value is in question.** It is not just about dues. Many members are not seeing the return on their investment of effort, time away from teaching and financial outlay in maintaining membership and certification.
 - ▶ Fees for training and certification (on top of dues) are troublesome for many, especially those not as well connected and wondering about what they are getting from membership
 - ▶ PSIA-AASI may be able to help members self-advocate through education materials such as benchmarking surveys for wages and benefits across the industry, and better “self talk” tools for interaction with members’ ski schools and students
- ▶ **The association skews old, highly educated and high income male,** and it seems imperative the association attract, nurture and retain younger, more diverse instructors for long-term survival.
 - ▶ The current skew does not help overcome the Association’s reputation as an “Old Boy’s Club” for “Ski Gods” among some members frustrated by a sense of not being included fairly.

Conclusions: Governance

- ▶ **The “Governance War” between National and Divisions is a topic of considerable concern** for a significant subgroup of relatively well-connected members
 - ▶ Among those making a negative comment regarding their relationship with the Association, about 15% had concerns about governance.
- ▶ **The vast majority of those who voiced concern faulted both sides about equally.**
 - ▶ There is considerable distain for both sides among the majority of more neutral respondents who see the overall rancor as unnecessarily negative and personal, and not in the best interest of members or snow sports in general.
 - ▶ Neutral members are really turned off by the tone of rancor. The hateful comments cause them to disengage rather than engage in the debate, and they tend to conclude this is more of an issue of ego than substance.
 - ▶ These neutral members are clearly looking for leadership to resolve these issues quickly and get back to focusing on member support.
- ▶ **The minority who have taken a side hold strong, often vitriolic opinions.**
 - ▶ Those who have taken a side seem to hold strong, emotionally charged opinions with little room for mutual respect.
 - ▶ The rancor directed at National and Divisions was equally slanderous and pointed among those who have chosen a side in the governance debates.

Conclusions: Certification

- ▶ **Prep for certification and continuing education opportunities have wide acclaim for their contribution to measureable personal growth.** But the value of this personal growth is often offset by failure and frustration in achieving recognition for this growth due to perceived extremely high failure rates at Levels 2 and 3.
- ▶ **Many wish for more standardization of requirements across divisions,** though some point out the inherent differences in terrain and conditions make this difficult at best to achieve. Members mention concerns about certification standards even within their Division umbrellas
- ▶ **High perceived failure rates are discouraging barriers to higher participation and affiliation.**
 - ▶ Training clinics and materials are often perceived as not matching exam experiences (leaving persons wondering if the process is less than objective, improperly administrated, generally disorganized or a mix of all those issues)
 - ▶ There is a lack of sufficient perceived reward for certification for many to continue the process with current standards, costs and expectations of success. Some do continue to train, but only for personal growth and do not expect to ever test for higher levels of certification.
- ▶ **There is an underlying and seemingly growing impression the standards (especially Level 3) are creeping beyond excellent skills to extreme or too narrowly acceptable technical standards.**
 - ▶ There is concurrence instructors should be able to demonstrate excellent skills. But members are concerned the emphasis has shifted too far towards personal performance and away from instructing capabilities. Some wonder whether extremely technical performance has displaced fun on the slopes to the detriment of instructing and snow sports as a whole.
 - ▶ There are some who see the process as unfair (for a few, even discriminatory) towards older instructors, females and injured instructors who cannot perform elements of certification performance (like free skiing and tricks) though self-perceived to be otherwise fully deserving of high certification. Some high-level coaches in other sports indicate they cannot perform the tasks they coach in those sports, but they are highly competent at coaching younger, stronger athletes to perform. They ask, "Is this about demonstrating or coaching?"

Conclusions: Education Materials

- ▶ **Overall, Education Materials have significant room to improve, with only two of the elements surveyed rated above “Good” on average. For an Association with education as its core mission, this is an important area to address.**
 - ▶ Lower levels of satisfaction with Education Materials may related in part to training not matching exams in Certification.
- ▶ **Among the higher-rated Education Materials were:**
 - ▶ *32 Degrees*
 - ▶ Division clinics and exams
- ▶ **In addition to overall improvement across the range of Education Materials, members are looking for even more access to online/e-content through both the National and their Division websites**
 - ▶ Video content to help instructors better understand currently ambiguous and/or highly technical standards for required performance and teaching points
 - ▶ To help accelerate education and reduce overall expenses (travel, fees)

Detailed Recommendations

- ▶ **Focus on ways to drive member value perception both in terms of communicating current support and implementing and communicating new efforts**
 - ▶ Examine Pro offerings in relation to currently available internet pricing to confirm the value of this benefit
 - ▶ Fill the communications gap to help members understand the various separate and joint roles of Division and National
 - ▶ Make the most of in-person engagement. If National or Division personnel are in an area, get the most out of their presence in terms of face time with members
 - ▶ Enable member to self-advocate in order to elevate the esteem of the profession with area management
- ▶ **Bring the governance issues to quick resolution to the benefit of membership**
- ▶ **Attract, nurture and retain young instructors**
 - ▶ Though it's not news, the relatively old age distribution among members is troubling for the long haul
 - ▶ Consider the life stage realities (low income in particular) in terms of pricing and progression
 - ▶ More levels or more milestones between levels for gratification and feeling of accomplishment along the certification path
 - ▶ Deals and resort perks are paramount with this group to offset lost wages, cash outlay for continuing education and progressive certification
 - But they are also the savviest online shoppers, so deals need to be a deal
 - Having to buy a lift ticket for clinics and exams was an affront mentioned
 - ▶ Keep it professional but fun. The adventure of getting on new terrain with new but like-minded, proficient peers seems to be a prime motivator for younger instructors. How does the Association feed both the Professional and the "Ski Bum" at the same time?

Recommendations: Certification

- ▶ Increase the success rate of certification without diluting the intended rigor and value of the credentials.
 - ▶ Align preparation with examination
 - ▶ Certainly this involves getting clinicians on the same page as examiners
 - ▶ This would be a great second step following establishment of more consistent standards so that examiners are on the same page as other examiners as well
 - ▶ Consider changes to the current expectations
 - ▶ Make Level 1 a bit more rigorous to avoid shock at the rigor of the subsequent levels and raise the sense of accomplishment and pride for Level 1
 - ▶ More emphasis on teaching skills
 - ▶ Less emphasis on “extreme” or extremely technical aspects of personal performance that may not enhance teaching
 - ▶ Evaluate whether special skills (children, free skiing, park & pipe, etc.) are better as requisite to core Level certification or better as adjunct certifications
 - ▶ Evaluate how to accommodate older members (the core of current membership) with recognition that celebrates their experience level but accommodates their reduced physical capabilities. Is there a way to celebrate those who can no longer do it all themselves but can effectively coach it all out of others?
 - ▶ Should there be gender-specific standards/accommodations?
 - ▶ More consistently Integrate timely, constructive feedback into the examination process
 - ▶ Those who fail should know clearly why and what to work on to succeed
 - ▶ Work with examiners to maintain a professional distance from those being evaluated yet still have those evaluate walk away feeling the process was professional, fair and likely to lead to better future results

Recommendations: Certification (continued)

- ▶ Continue to sort out the sticky issues around national standards.
- ▶ Work on perceptions of examiner ego, negativity and perceived bias.
 - ▶ Instill a professional but yet supportive environment in the examination process
 - ▶ While this seems to be somewhat isolated, it also seems to be very detrimental to member relationships with PSIA-AASI
- ▶ **Look at the current pace of change in standards - especially terminology - to be sure changes are of sufficient substance and worth the effort to re-standardize terminology and practices in the industry.**
 - ▶ Balance the desire to integrate the best current knowledge with the cost of change in the system
 - ▶ It seems at least some of the inconsistencies in standards may be due to clinicians and examiners in the system not working off the same sheet of music due to change frequency

Recommendations: Education Materials

- ▶ **Keep working towards improvement on printed materials and core website capabilities**
 - ▶ Education materials can be an important component of helping sync training with exams in the Certification process
- ▶ **Expand e-content delivery, especially as it can contribute to distance learning**
 - ▶ Video demonstrations of desired techniques to better clarify teaching and certification standards both for instructors, clinicians, and examiners
 - ▶ Prep and continuing education materials to reduce time away from teaching revenue and travel costs where possible, and reduce uncertainty/increase on-target prep for certification exams (and hopefully increase success rates)

Overall Familiarity and Satisfaction

Overall, levels of both Familiarity and Satisfaction with National and Divisions are modest (benchmarking against other high-performing associations would suggest PSIA-AASI target achieving Satisfaction at 4.0-4.2 or higher).

Members tend to be significantly more familiar with their Division than National, and they also rate their satisfaction significantly higher for their Division than National. This overall gap translated across many key subgroups. But as shown in the subsequent slide (#14), the gap in Familiarity for National versus Divisions does not explain National's lower relative level of Satisfaction vis-à-vis Divisions.

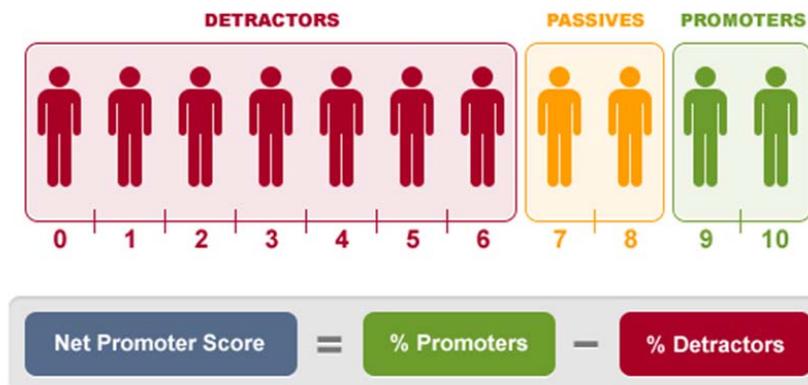
	TOTAL BASE
Base	2385
FAMILIARITY (Avg. 5pt)	
National	2.91
Division	3.43
Difference	-0.52
	S
SATISFACTION (Avg. 5 pt)	
National	2.91
Division	3.41
Difference	-0.50
	S

S=Significant (difference significant @ 95% Confidence or higher)

d= Directional (difference significant at 80-94% Confidence)

Net Promoter Score

The overall Net Promoter Score was 25. Encouragingly, the NPS is now positive and up significantly versus the 2011 Member Survey (NPS=0). Changes by the NPS in 2013 were driven principally by an increase in "10" and "9" ratings in the "Promoter" range accompanied by fewer "5" ratings in the "Detractor" range compared to 2011. This boost in NPS was offset slightly by a few more "2" and "4" ratings compared to 2011.



Year	NPS	RECOMMEND (0=Not At All Likely to 10=Extremely Likely)										
		0	1	2	3	4	5	6	7	8	9	10
2013	25	2%	2%	2%	2%	3%	6%	7%	11%	16%	14%	35%
2011	0	2%	1%	2%	3%	2%	15%	8%	16%	20%	9%	23%
Change	25	0%	1%	0%	-1%	1%	-9%	-1%	-5%	-4%	5%	12%

Breakouts: By Familiarity With National

While Familiarity with National is lower overall than Divisions, Familiarity does not explain the gap in Satisfaction between National and the Divisions.

One might speculate that the gap in Satisfaction between National and Divisions would be smaller for those who have a higher relative Familiarity with National. But this is not the case. The gap in Satisfaction between National and Divisions is relatively consistent across the range of Familiarity with National. Though those rating their Familiarity with National in the lower three categories do show declining Satisfaction with declining Familiarity, Satisfaction with Divisions declines at a similar rate.

	TOTAL BASE	Familiarity With National				
		5= Extremely	4	3	2	1= NotAtAll
Base	2385	149	393	689	578	446
SATISFACTION (Avg. 5 pt)						
National	2.91	3.29	3.27	3.07	2.66	2.49
Division	3.41	3.75	3.81	3.46	3.25	3.05
Difference	-0.50	-0.46	-0.54	-0.39	-0.59	-0.56
	S	S	S	S	S	S

S=Significant (difference significant @ 95% Confidence or higher)
d= Directional (difference significant at 80-94% Confidence)

Breakouts: By Division

Member Familiarity with their respective Division was higher than National for all but members in the Alaska Division.

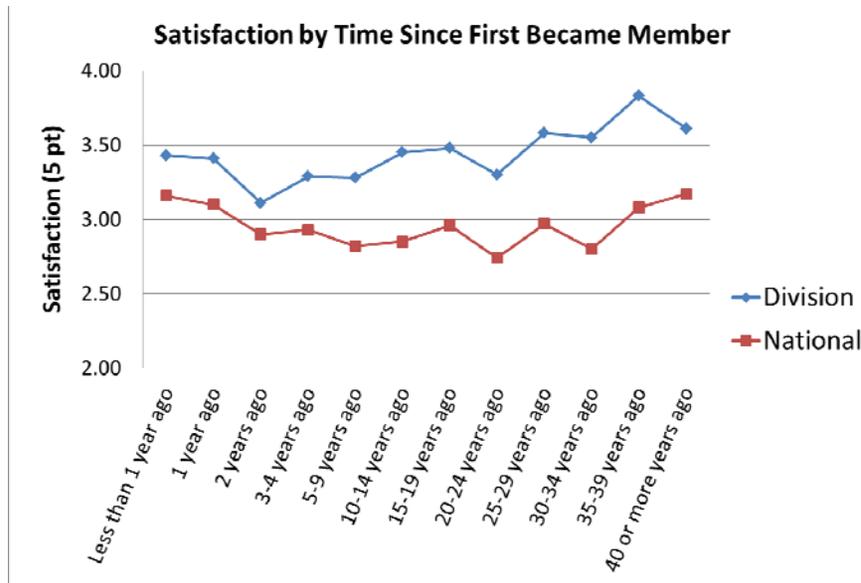
The Alaska, Central and Northern Intermountain Division members stood out for having satisfaction for National equal to or higher than their Division (and higher absolute National satisfaction across the Divisions). By contrast, members in the Intermountain, Eastern, Rocky Mountain, Northwest and Western divisions had much higher satisfaction with their Division than National.

	TOTAL BASE	DIVISIONS								
		Alaska	Central	Eastern	Intermountain	Northern Intermountain	Northern Rocky Mountain	Northwest	Rocky Mountain	Western
Base	2385	44	208	755	184	78	114	223	470	208
FAMILIARITY (Avg. 5pt)										
National	2.91	3.05	3.10	2.93	2.94	2.95	2.89	2.79	2.85	2.89
Division	3.43	3.13	3.38	3.50	3.65	3.25	3.36	3.33	3.42	3.39
Difference	-0.52	-0.08	-0.28	-0.57	-0.71	-0.30	-0.47	-0.54	-0.57	-0.50
	S		S	S	S	d	S	S	S	S
SATISFACTION (Avg. 5 pt)										
National	2.91	3.30	3.13	2.90	2.72	3.10	3.13	3.11	2.60	3.08
Division	3.41	2.70	3.01	3.62	3.49	2.93	3.34	3.53	3.27	3.47
Difference	-0.50	0.60	0.12	-0.72	-0.77	0.17	-0.21	-0.42	-0.67	-0.39
	S			S	S		d	S	S	S
NET PROMOTER SCORE										
Promoters	49%	48%	42%	53%	47%	51%	52%	46%	42%	56%
Passives	26%	27%	34%	23%	24%	21%	22%	28%	24%	22%
Detractors	24%	25%	24%	25%	29%	28%	26%	26%	34%	23%
NPS	25	23	18	28	18	23	25	20	8	33

S=Significant (difference significant @ 95% Confidence or higher)
d= Directional (difference significant at 80-94% Confidence)

Breakouts: By Length of Membership

	TOTAL BASE	Years Since First Became Member											
		Less than 1	1	2	3-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40 or More
Base	2385	112	73	117	221	440	342	222	232	172	132	78	108
FAMILIARITY (Avg. 5pt)													
National	2.91	2.09	2.66	2.43	2.54	2.76	2.85	2.96	2.74	2.97	2.80	3.10	3.40
Division	3.43	2.40	2.99	2.92	3.07	3.33	3.45	3.48	3.30	3.58	3.55	3.92	3.75
Difference	-0.52	-0.31	-0.33	-0.49	-0.53	-0.57	-0.60	-0.52	-0.56	-0.61	-0.75	-0.82	-0.35
	S	S	d	S	S	S	S	S	S	S	S	S	S
SATISFACTION (Avg. 5 pt)													
National	2.91	3.16	3.10	2.90	2.93	2.82	2.85	2.96	2.74	2.97	2.80	3.08	3.17
Division	3.41	3.43	3.41	3.11	3.29	3.28	3.45	3.48	3.30	3.58	3.55	3.83	3.61
Difference	-0.50	-0.27	-0.31	-0.21	-0.36	-0.46	-0.60	-0.52	-0.56	-0.61	-0.75	-0.75	-0.44
	S	d	d		S	S	S	S	S	S	S	S	S



Looking across increasing length of membership, Satisfaction with both National and Divisions tends to dip at about two years. Then Satisfaction with National is relatively stable until about the 35 year mark. Past that, there is bit of an increase in Satisfaction.

For Divisions, the trend is more of a continuous rise after the initial dip at about two years.

Breakouts: By Leadership vs. Non-Leadership

	TOTAL BASE	Serve In Leadership Position		
		Yes	No	
Base	2385	578	1266	
FAMILIARITY (Avg. 5pt)				
National	2.91	3.39	2.85	S (National Familiarity higher among Leaders than Non-Leaders)
Division	3.43	4.02	3.37	S (Division Familiarity higher among Leaders than Non-Leaders)
Difference	-0.52	-0.63	-0.52	(Gap not statistically significant)
	S	S	S	
SATISFACTION (Avg. 5 pt)				
National	2.91	2.88	2.92	(Difference not statistically significant)
Division	3.41	3.63	3.40	S (Division Satisfaction higher among Leaders than Non-Leaders)
Difference	-0.50	-0.75	-0.48	S (Gap between National and Division is significantly smaller among Non-Leaders)
	S	S	S	

S=Significant (difference significant @ 95% Confidence or higher)
d= Directional (difference significant at 80-94% Confidence)

Leadership Positions:
Director/Head of Ski/Snowboard School
Trainer for your Ski or Snowboard School
PSIA-AASI Examiner
PSIA-AASI Division Education Staff
Member of PSIA-AASI National or Divisional Board or Committee

The vast majority of members who have not served in leadership positions in their Divisions or at the National level showed a significantly smaller Satisfaction gap between National and their Divisions. National Satisfaction among Leaders and Non-Leaders is about equal, but Leaders rate their Satisfaction with Divisions higher than Non-Leaders.

Breakouts:

By Governance Comments or Not, Teaching Status, Age, Gender

Looking at key breakouts, those who mentioned concerns about the National/Division governance issues were more familiar with both National and their Division, and they were slightly more satisfied with both National and their Division (likely tracing to greater familiarity trumping the governance concerns). But still familiarity and satisfaction were higher for Divisions than National.

Full time instructors were a bit more familiar with both National and their Division than part time instructors, though both segments had similar satisfaction ratings for National and Divisions respectively (again higher for Divisions than National).

Respondents under the age of 35 were much less familiar with National and their Division than their older counterparts. Satisfaction with National was quite similar regardless of age, though Division satisfaction tended to be greater for those 50 and older.

There was no significant gender skew for Familiarity or Satisfaction ratings.

	TOTAL BASE	Comment on Governance		Teaching		Age				Gender	
		Yes	No	Full Time	Part Time	<35	35-49	50-59	60+	Male	Female
Base	2385	163	2222	524	1105	254	211	567	617	1321	452
FAMILIARITY (Avg. 5pt)											
National	2.91	3.69	2.69	3.07	2.90	2.28	2.90	3.07	3.06	3.00	2.81
Division	3.43	4.07	3.07	3.67	3.46	2.86	3.53	3.63	3.59	3.54	3.42
Difference	-0.52	-0.38	-0.38	-0.60	-0.56	-0.58	-0.63	-0.56	-0.53	-0.54	-0.61
	S	d	S	S	S	S	S	S	S	S	S
SATISFACTION (Avg. 5 pt)											
National	2.91	2.74	2.56	2.72	2.99	2.92	2.77	2.94	2.99	2.90	2.98
Division	3.41	3.33	3.17	3.41	3.46	3.20	3.38	3.47	3.55	3.47	3.39
Difference	-0.50	-0.59	-0.61	-0.69	-0.47	-0.28	-0.61	-0.53	-0.56	-0.57	-0.41
		S	S	S	S	S	S	S	S	S	S

S=Significant (difference significant @ 95% Confidence or higher)

d= Directional (difference significant at 80-94% Confidence)

Breakouts: By Certification Progress

Familiarity with National and Divisions varies by level of progress along certification. In general, those who have achieved Level 3 certification are the most familiar with both National and their Division. Those who have passed Level 2 and not yet achieved Level 3 tend to be less familiar with National and their Division, and those who have passed Level 1 and not yet passed Level 2 are even less familiar with National and their Division. [Note that those passing Level 1 populate the Level 2 table to the right, and those passing Level 2 similarly populate Level 3 to the right.]

Progress in certification is a factor in Satisfaction with one's Division for those not yet achieving Level 2. But once Level 2 is passed, achievement of Level 3 is not an important factor in Division Satisfaction. Satisfaction with National is essentially the same regardless of where the instructor might be in the certification process. This is in parallel with Certification being more highly connected to Divisions in the eyes of instructors.

	TOTAL BASE	Level 1	Level 2				Level 3			
		Passed	Not Tried and Won't	Not Tried But Will	Tested But Not Passed	Passed	Not Tried and Won't	Not Tried But Will	Tested But Not Passed	Passed
Base	2385	1585	123	441	183	973	559	477	157	576
FAMILIARITY (Avg. 5pt)										
National	2.91	2.89	2.67	2.50	2.92	3.11	2.73	2.73	3.06	3.31
Division	3.43	3.43	3.10	2.97	3.43	3.73	3.25	3.23	3.80	3.90
Difference	-0.52	-0.54	-0.43	-0.47	-0.51	-0.62	-0.52	-0.50	-0.74	-0.59
	S	S		S	S	S	S	S	S	S
SATISFACTION (Avg. 5 pt)										
National	2.91	2.90	2.83	3.01	2.80	2.87	2.89	2.98	2.81	2.87
Division	3.41	3.40	3.19	3.35	3.30	3.50	3.35	3.42	3.51	3.56
Difference	-0.50	-0.50	-0.36	-0.34	-0.50	-0.63	-0.46	-0.44	-0.70	-0.69
	S	S	S	S	S	S	S	S	S	S

S=Significant (difference significant @ 95% Confidence or higher)

d= Directional (difference significant at 80-94% Confidence)

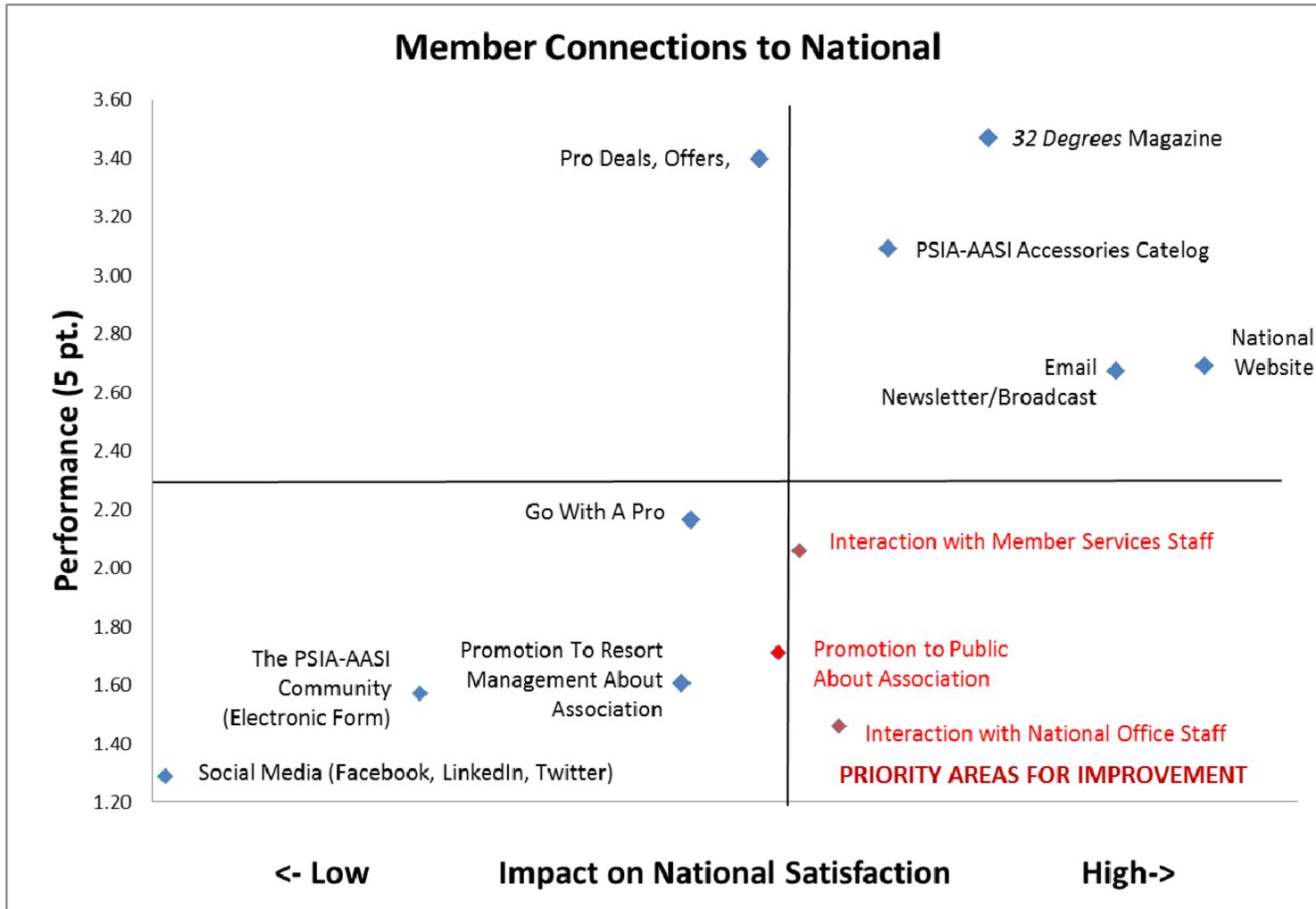
Member Connections to National

Member connections to National are strongest for *32 Degrees*, the National website, National email newsletters and broadcasts. Interaction with National Member Services Staff and Office Staff, and National's promotion of the Association to the public on behalf of its members are lower rated, and are key barriers to greater member satisfaction with National.

Member Connections to National	Rating (5 pt)
<i>32 Degrees</i> Magazine	3.47
Pro Deals, Offers, Discount Programs	3.40
PSIA-AASI Accessories Catalog	3.09
National Website	2.69
Email Newsletter/Broadcast	2.67
Go With A Pro	2.16
Interaction with Member Services Staff	2.06
Promotion to the public about PSIA-AASI members	1.71
Promotion to resort management about PSIA-AASI members	1.60
The PSIA-AASI Community (electronic forum)	1.57
Interaction with National Office Staff	1.46
Social Media (Facebook, LinkedIn, Twitter)	1.29
Average:	2.26

Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Member Connections to National



Member Connections to Divisions

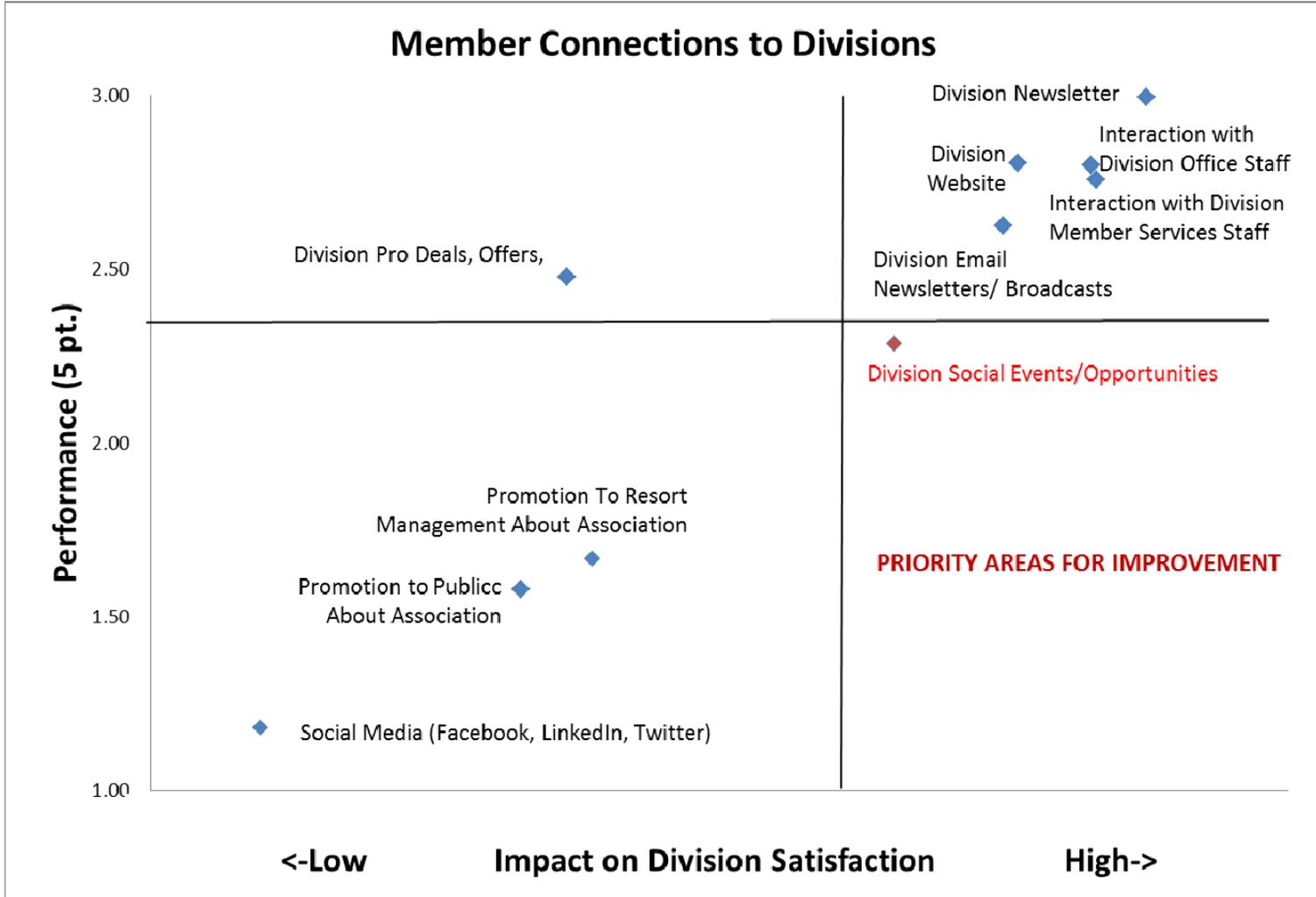
Members are more strongly satisfied with their connection to Divisions through Divisions' newsletters, websites and email newsletters/broadcast, as well as their interactions with Division Office and Member Services staff. Based on these results and the voluntary comments, it is likely the greater satisfaction with member interactions with Division staff has a lot to do with higher overall satisfaction for many Divisions than National. It does not appear that interactions with National staff are poor but rather just less frequent. Not surprisingly, members have their most frequent and direct personal contact with Division personnel.

Members connections through social events/opportunities lower than average, and this gap is a barrier to greater member satisfaction with Divisions.

Member Connections to Divisions	Rating (5 pt)
Division Newsletter	2.99
Division Website	2.81
Interaction with Division Office Staff	2.80
Interaction with Division Member Services Staff	2.76
Division Email Newsletters/Broadcast	2.62
Division Pro Deals, Offers, Discount Programs	2.48
Division Social Events/Opportunities	2.29
Promotion to resort management about PSIA-AASI members	1.67
Promotion to the public about PSIA-AASI members	1.58
Division Social Media (Facebook, LinkedIn, Twitter)	1.18
Average:	2.32

Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Member Connections to Divisions



Character Traits

Character Traits	Rating (5 pt)
Helps me improve my personal skiing/riding skills	3.77
Helps me improve my teaching skills	3.72
Has valuable certification and training that maintain national standards	3.61
Has the training materials I need	3.54
Being a PSIA-AASI member makes it easier for me to be successful as an instructor	3.53
Keeps up with new advances in the industry	3.49
Has Pro Deals or Discounts of great value to me	3.46
Has the training events and support I need	3.39
This association does a good job of maintaining standards	3.34
Is an innovator in ski/snowboard instruction	3.23
I feel a sense of belonging in this association	3.10
A strong advocate for instructors	3.10
Is well organized	3.06
PSIA-AASI truly cares about its members	3.01
If I have a question or issue, it is easy to reach the right	3.00
Division staff/resources when needed	3.00
Membership is a good value for the money	2.98
This association's leadership does its job well	2.92
PSIA-AASI members trust each other	2.85
This association values diverse perspectives	2.50
PSIA-AASI is not dominated by a small number of subgroups that would otherwise make it difficult to participate	2.31
All members have equal access to leadership roles in this association.	2.25
If I have a question or issue, it is easy to reach the right	2.15
National staff/resources when needed	2.15
<i>I am interested in assuming a leadership role in this association</i>	1.89
Average:	3.10

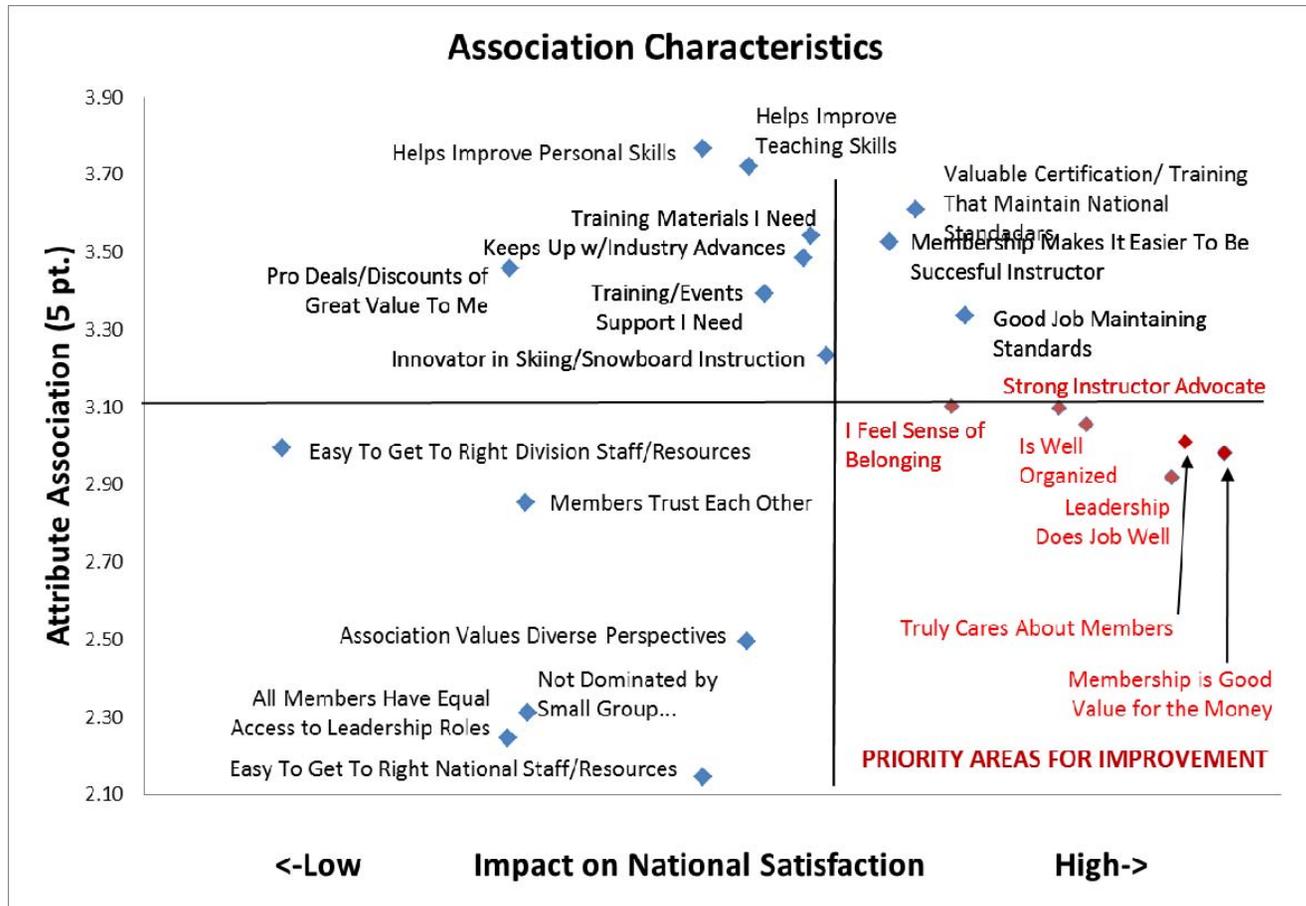
Scale: 1=Does Not Describe At All to 5=Describes Completely

Overall, most of the Character Traits fit members perceptions of the Association to a good degree.

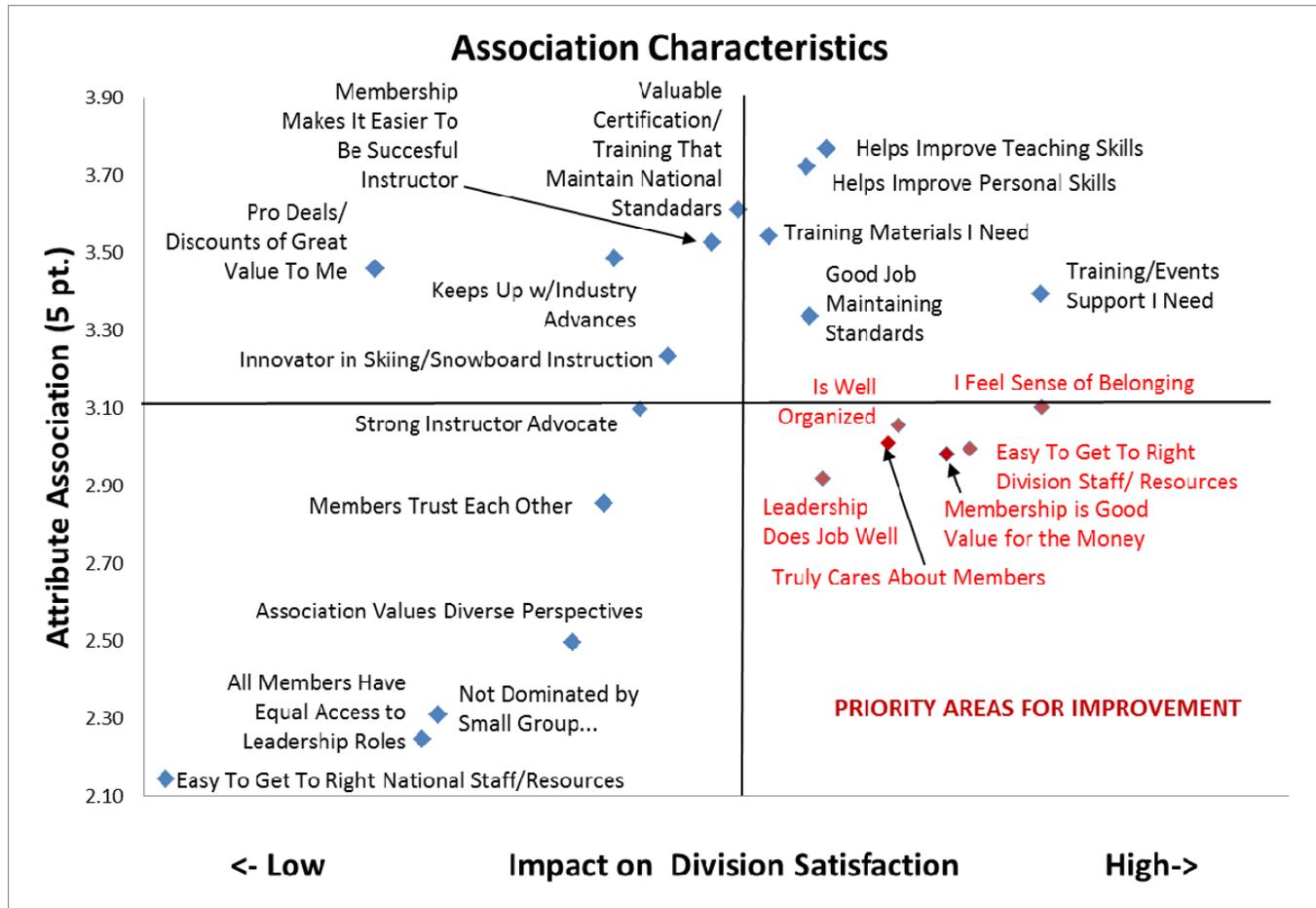
As shown in the graphs that follow, National is more appreciated for its training materials, standards and member advocacy, while Divisions are more appreciated for their direct involvement in personal growth of instructors through training and events. Both National and Divisions are admired for engendering a sense of belonging and organization.

Areas of important opportunity for both National and Divisions are being seen as more caring towards members, creating membership value and leadership. National in addition has an opportunity to improve the perception of accepting diverse perspectives, while Divisions have the additional opportunity to be a better and more efficient resource for information to members.

Four Box Chart: Association Characteristics Correlated with National Satisfaction



Four Box Chart: Association Characteristics Correlated with Division Satisfaction



Character Traits: Factor Analysis

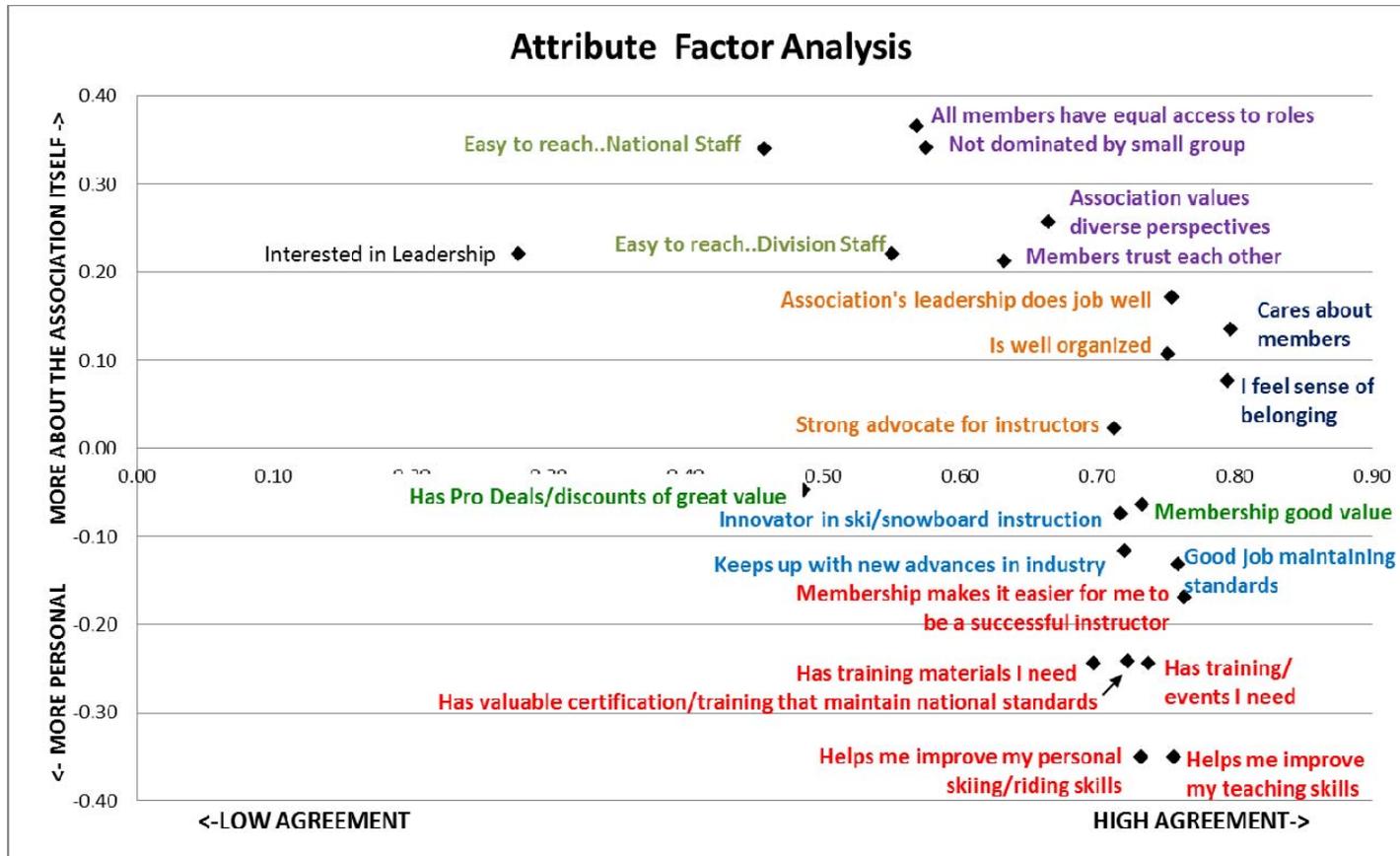
FACTORS	Agreement	Personal vs. Association
ASSOCIATION CULTURE		
All members have equal access to leadership roles in this association.	0.57	0.36
PSIA-AASI is not dominated by a small number of subgroups that would otherwise make it difficult to participate	0.58	0.34
This association values diverse perspectives	0.66	0.26
PSIA-AASI members trust each other	0.63	0.21
ACCESS TO STAFF		
If I have a question or issue, it is easy to reach the right Division staff/resources when needed	0.55	0.22
If I have a question or issue, it is easy to reach the right National staff/resources when needed	0.46	0.34
LEADERSHIP PERFORMANCE		
This association's leadership does its job well	0.75	0.17
Is well organized	0.75	0.11
A strong advocate for instructors	0.71	0.02
MEMBER CONNECTION		
I feel a sense of belonging in this association	0.79	0.08
PSIA-AASI truly cares about its members	0.80	0.13
MEMBER VALUE		
Membership is a good value for the money	0.73	-0.06
Has Pro Deals or Discounts of great value to me	0.49	-0.05
KEEPING CURRENT		
Is an innovator in ski/snowboard instruction	0.72	-0.07
Keeps up with new advances in the industry	0.72	-0.12
This association does a good job of maintaining standards	0.76	-0.13
SUPPORTING PERSONAL GROWTH		
Being a PSIA-AASI member makes it easier for me to be successful as an instructor	0.76	-0.17
Has the training events and support I need	0.72	-0.24
Has the training materials I need	0.70	-0.24
Has valuable certification and training that maintain national standards	0.74	-0.24
Helps me improve my teaching skills	0.76	-0.35
Helps me improve my personal skiing/riding skills	0.73	-0.35
I am interested in assuming a leadership role in this association	0.28	0.22

Using Factor Analysis, seven main factors rose out of the 23 individual character traits:

- Association Culture
- Access to Staff
- Leadership Performance
- Member Connection
- Member Value
- Keeping Current
- Supporting Personal Growth

[Interest in assuming leadership stood alone.]

Character Traits: Factor Analysis



Factor Analysis was used to group the 23 Character Traits into seven main factors.

Voluntary Likes About Association Relationship

Members are most happy about their connections to the Association through clinics, deals & perks, professional improvement and a general sense of camaraderie with other professionals in the industry. There were a broad number of connections (especially to National) through training materials, various publications, websites and other specific tools mentioned. About 10% of members have no real relationship with the Association. Membership is sometimes no more than a requirement of employment.

VOLUNTARY LIKES ABOUT ASSOCIATION RELATIONSHIP (% Mentioning)

Local/Division clinics	31%	32 Degrees/National Publications	9%
Clinics (general)	11%	National training materials	8%
		National website	3%
Pro deals	26%	National online/e-training materials	2%
Resort discounts/perks	6%	Movement Matrix	2%
Subaru	1%	National Academy	1%
Camaraderie/Learn from being with other instructors	12%	Local/Division newsletters/publications	4%
Status/Recognition	8%	Local/Division training materials	3%
Professional affiliation	7%		
Demo/National team interactions	3%	Training materials (general)	5%
		Latest information on gear/teaching/industry	3%
Division connections/responsiveness	14%		
National connections/responsiveness	3%	Becoming a better instructor	12%
Association connections/responsiveness (non-specific)	3%	Improve personal skiing/riding skills	4%
		Knowledge/Information	4%
Certification process/credentials	10%	Continuing education	4%
National set of standards that are recognized	8%		
		Higher pay	3%
No real relationship with National	6%	Credibility with students	1%
No real relationship with Division	2%	PSIA-AAIS building the profession	1%
Only a member because of job requirement	2%		

Voluntary Dislikes About Association Relationship

Clearly there are issues with governance that are upsetting members. Most members come down on neither side of the issue, and are expecting National and Divisions to work together to solve the issues. Members are looking for more value from their membership, particularly in terms of promoting their craft to resorts and consumers for higher pay and benefits tied to their investment in membership and certification. Members are also looking for better cross-division standards and an overall more predictable/less arbitrary certification system (prep and exams).

VOLUNTARY DISLIKES ABOUT ASSOCIATION RELATIONSHIP

(% Mentioning)

Work together to solve the National vs Division Issues	10%	Standards not standard across divisions	10%
Communicate/clarify National vs Division roles	3%	Cost of certification versus the value	6%
National should work better with Divisions	4%	Arbitrary/changing testing standards	5%
National leadership issues	1%	Better training leading up to exams to enhance pass rates	5%
Division leadership issues	3%	Certification standards too high (Level II, III)	2%
Divisions should work better with National	1%	Clinicians with big egos/self-interests	1%
Divisions need to work better with each other	1%	Discriminatory practices in certification (females, less than perfect)	1%
		Exclusive/Old boy network	1%
Better National connections/communication	7%		
National needs to provide more value	3%	More clinic convenience (local, frequency)	10%
More visibility of Demo Team on the slopes	1%	More emphasis on teaching skills than expert personal skiing teaching	4%
Streamline National/reduce costs of national	1%	Better caliber clinicians	2%
		Training not match exams	1%
Better Division connections/communication	5%	More variety of training opportunities	1%
Division needs to provide more value	1%	More online training resources/collaboration	3%
Membership cost too high for the value	12%	More help for/accommodations for part-time instructors	4%
More promotion to resorts for better pay/benefits	8%	More support for snowboard instructors	1%
More promotion of certification to consumers	5%	More help for/accommodations for older instructors	1%
Lobby for health insurance (non-lesson time)	1%	More support for adaptive skiing instruction	1%
More promotion of certification	1%		
More emphasis on the fun of skiing and instructing	1%	Update national education materials	4%
Later date for renewal (right before the season)	1%	Update divisional educational materials	3%
Work with other associations/reciprocity	1%	Better national website	2%
Attract/retain younger instructors	2%	Better division website	1%
Need better Pro Deals	3%	Nothing/Fine as is	5%
Discounted skiing/perks more universal across all resorts	2%		

Certification Process: Voluntary Likes

The process of certification is best appreciated by members as an opportunity to get out on the snow (often new mountains) and share their love of their sport with other proficient, like-minded persons. Many members talked about the value of benchmarking their skills versus peers and sharing tips on both teaching and personal performance. Members also appreciate the encouragement from others involved in a rigorous, sometimes ambiguous and often frustrating certification process. And if they can get encouragement and useful tips from the clinician or examiner, that really sets a positive tone for the experience.

Members recognize training for certification and continuing education lead to measurable results in personal performance and teaching proficiency (but not always higher levels of certification). For those who have achieved certification, the sense of accomplishment is commensurate with the difficulty of the level achieved and the preparation is highly valued. For those who are still struggling to achieve or have even given up on the next level, the certification preparation is still valued for improving personal performance on the snow and instructing skills.

VOLUNTARY LIKES ABOUT CERTIFICATION PROCESS

(% Mentioning)

Camaraderie/sense of belonging	28%	Examiners who are enthusiastic/motivating	13%
Reciprocal sharing of info with other instructors	10%	Honest feedback from clinicians	9%
Get out of the snow with likeminded others	6%		
Having fun	3%	Sense of achieving a difficult goal	15%
Getting out to new mountains	2%	Recognition for the accomplishment	2%
		Passing	4%
Experience of preparing (prior to exams)	20%		
Improving my teaching skills	14%	Process (organization, scheduling, mechanics)	5%
Improving my own skiing/riding skills	13%		
Personal growth	10%	National/common standards	4%
Benchmark versus other great skiers/riders	6%		
Nothing/Don't Like It	7%		

Certification Process: Voluntary Dislikes

VOLUNTARY DISLIKES ABOUT CERTIFICATION PROCESS

(% Mentioning)

Need more standardization of exam standards	23%	Accommodations for older/injured instructors	4%
Need clearer communication of the process/expectations	12%	Allow for more diverse style/technical performance	4%
		Less emphasis on body strength	1%
Need more prep/help to be ready to pass exams	11%	Want more focus/events/opportunities for female instructors	1%
Need more places for training/exams nearby (smaller mtns)	9%	Want more emphasis/opportunities for adaptive discipline	1%
Want training that matches the exams	8%		
Want more feedback in the exam/know why failed	7%	Want more emphasis on teaching skills vs. personal performance	6%
Want more mentors/1:1 development for instructors	2%	Want real lessons to real students in the exams	1%
Want exposure to new/different trainers/examiners	1%	Want to bank passed elements like some Divisions currently	2%
		Want more levels/intermediate/special certifications	1%
Want lower cost	12%		
		Make it simpler/shorter	6%
Lower the tension level/make the process more fun	5%	Change the process less frequently	6%
Examiners need to check egos/not be demeaning	5%	Better process (organization, scheduling, mechanics)	5%
		Ability to test out of prep courses	1%
More reasonable standards for Level 3	4%		
More reasonable standards for Level 2	3%	Want more accommodations for part-time instructors	3%
Harder Level 1	2%	Want more events earlier in the season	1%
Keep Level 3 hard	1%		
Remove Free Skiing requirement	1%		
Remove Children requirement	1%		

Certification Process: Voluntary Dislikes

- ▶ There is a strong call for more standardization of the certification process.
 - ▶ In part this is a desire to have divisions use similar criteria so, for instance, Level 3 is similarly rigorous for all who achieve it so as not to cheapen the accomplishment for those who test in the “harder” divisions.
 - ▶ But it is also about standardizing the process so that it perceived more predictable, more objective and more often (or more quickly) successful.
 - ▶ There are those who admit that rigid and comprehensive standards are difficult to establish across the country given the realities of widely varying terrain and conditions. But most members express a desire to have more standardization than current even if there needs to be some exceptions.
- ▶ There are several specific red flags regarding Certification mentioned in the Dislikes:
 - ▶ There is considerable lack of clarity expressed on the actual progression and process for certification
 - ▶ Training may show results in terms of personal growth, but sometimes the prep does not match the exam
 - ▶ While there is acclaim for most clinicians and examiners, some are perceived to be either capriciously training and testing based on their own (or outdated) standards, or are just doing their best to teach and examine to standards that are too ambiguous to be interpreted and administered consistently.
 - ▶ Many unsuccessful examinees leave the process in a fog about why they failed (and often why others passed instead of them)
 - ▶ Some examiners in particular are viewed as egotistical (and sometimes abusive) guardians of an antiquated “Old Boy Club” for “Ski Gods” with little or not incentive to pass examinees at Level 3
 - ▶ There are also many concerned somewhat ironically that higher levels of instructor certification are about expert (sometimes extreme) personal performance and not instructing ability. And undermining this whole process are concerns certification may result in personal growth but not enough higher pay to justify the investment of time, energy, money and emotion.
 - ▶ The core economics are difficult to swallow for instructors making not much more than minimum wages asked to engage in significant costs in terms of travel, time and lost wages on a process that is often ambiguous and infrequently (Levels 2 & 3) is successful for minor increases in pay. If they should run into an egocentric examiner or come out of the stress of testing without a clear idea of why they failed (and feeling betrayed by their preparation) on top of all that, it is no wonder instructors abandon hope.

Certification Descriptors:

Three words that describe Certification

Foremost, members describe certification as a difficult process (which has both positive and negative connotations). On the plus side, Certification is seen as educational, rewarding, meaningful, fun and important. Those who like the process seem to appreciate the training.

On the downside, members have concerns Certification is a moving, unclear target that is confusing, stressful and even intimidating. It's described as expensive and time consuming. And for a small but very adamant group of members it engenders concern about the egos, bias and perceived unfair behavior of some of the examiners. This can add up to a blanket dismissal of the process because it is viewed as not worth it or simply unachievable.

Three Words That Describe Certification:

Difficult/Hard/Rigorous	37%	Unclear/Changing/Subjective	20%
		Stressful/Intimidating/Tense	21%
Educational/Instructional	24%	Pricey/Expensive	17%
Rewarding/Valuable	13%	Long/Time Consuming	10%
Personally Meaningful	12%	Complicated/Confusing	7%
Training/Practice/Study	11%	Ego/Elitist/Attitude	5%
Fun	9%	Biased/Unfair/Discriminatory	4%
Fair/Achievable Standards	8%	Irrelevant/Waste/Joke	3%
Necessary/Important/Required	3%	Unreachable/Inflexible	2%

Ratings on Certification Elements

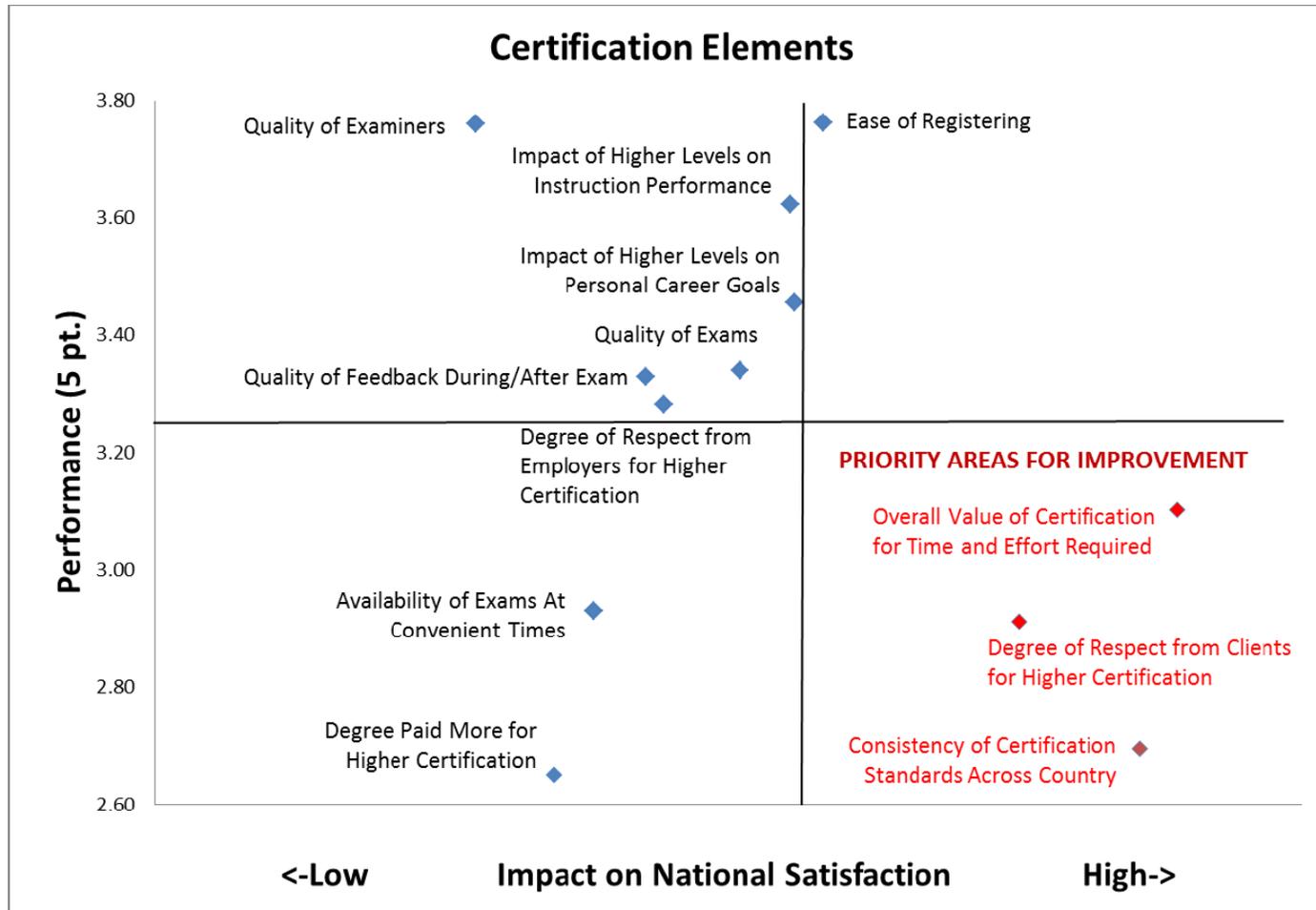
Certification Elements	Rating (5 pt)
Ease of registering	3.76
Quality of the examiners	3.76
Impact of achieving higher levels of certification on your instruction performance	3.62
Impact of achieving higher levels of certification on personal career goals	3.46
Quality of the exams	3.34
Quality of the feedback during and after the examination process	3.33
The degree of respect higher levels of certification receives from employers	3.28
Overall value of certification for the time and effort required	3.10
Availability of examinations at times convenient to you	2.93
The degree of respect higher levels of certification receives from clients/those you are instructing	2.91
Consistency of certification standards across the country	2.70
The degree to which you are paid more for being certified at higher levels	2.65
Average:	3.24

Rating specific elements of Certification, members agreed that easy of registration was quite high, and this reflected well on both National and Divisions. Additionally, the quality of examiners, impact of higher levels of certification on instruction performance and quality of the exams were rated high relative to other elements and these reflected most strongly on Divisions.

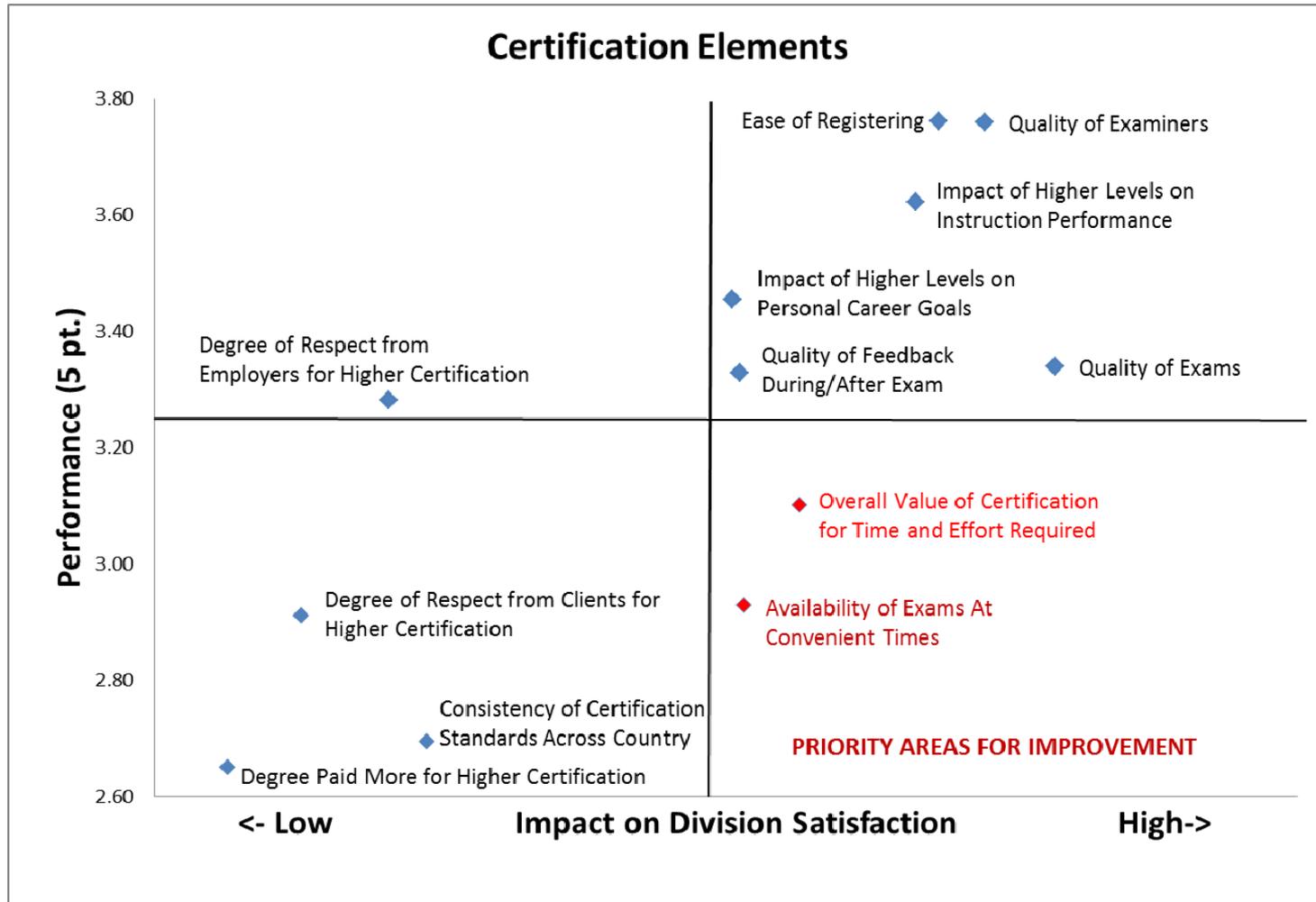
On the downside, the overall value of certification for the time and effort invested, degree of respect for higher levels of certification and the consistency of standards across the country had lower ratings, and this reflected more negatively on National.

Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Four Box Chart: Certification Elements Correlated with National Satisfaction

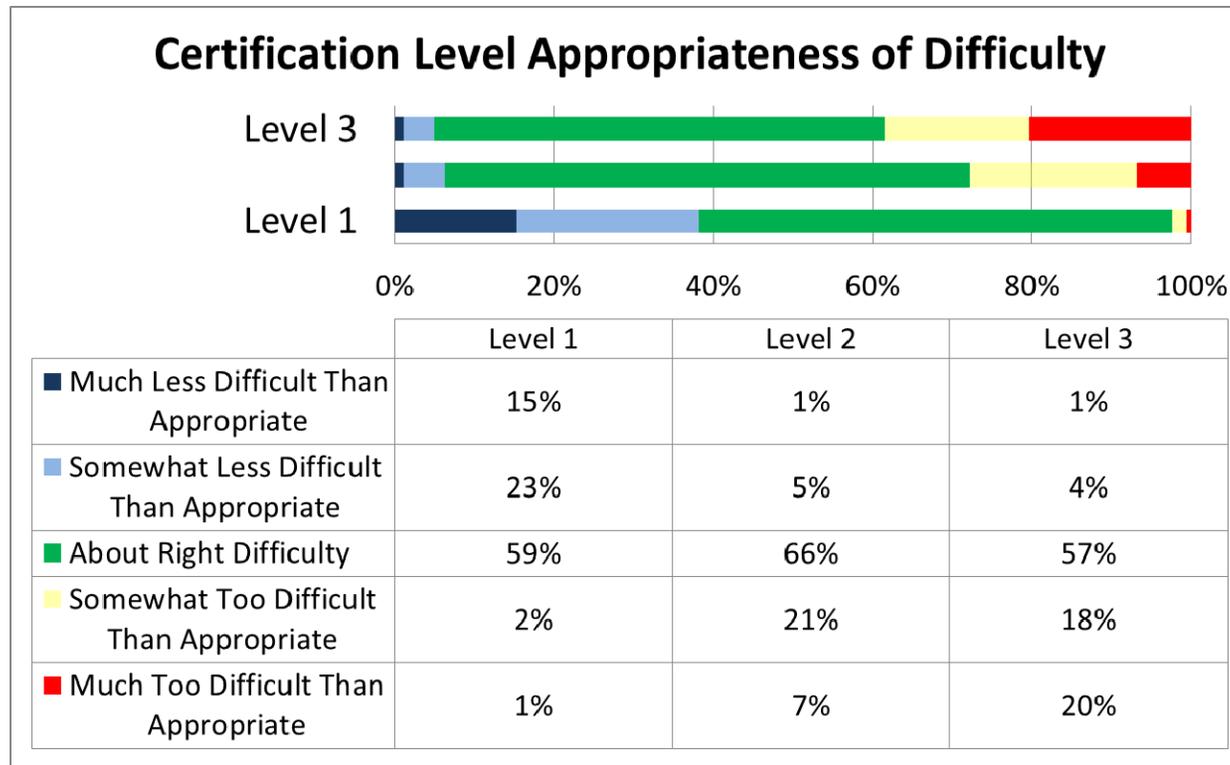


Four Box Chart: Certification Elements Correlated with Division Satisfaction



Certification Difficulty

Although a majority of respondents feel the difficulty is appropriate to each level, there are concerns the level of difficulty is too easy for Level 1 and too difficult for Levels 2 and 3. From the voluntary comments, it seems members want Levels 2 and 3 to still be rigorous, but they want the process enhanced (both expectations/standards and the prep) so that success rates improve dramatically.



Education Materials

Education Materials	Rating (5 pt)
<i>32 Degrees</i> Magazine	3.30
Division Education Events	3.05
Interaction with Division Education Staff	2.75
Interaction with Division Certification Staff	2.74
National Print Education Materials	2.71
Division Website	2.58
Division Print Education Materials	2.48
Movement Matrix	2.48
National Website	2.40
National Web-based Education Materials	2.03
Division Web-based Education Materials	2.00
National Video Education Materials	1.90
Interaction with PSIA-AASI Alpine, Nordic Snowboard or Ada	1.84
Division Video Education Materials	1.76
PSIA-AASI National Academy	1.11
Average:	2.34

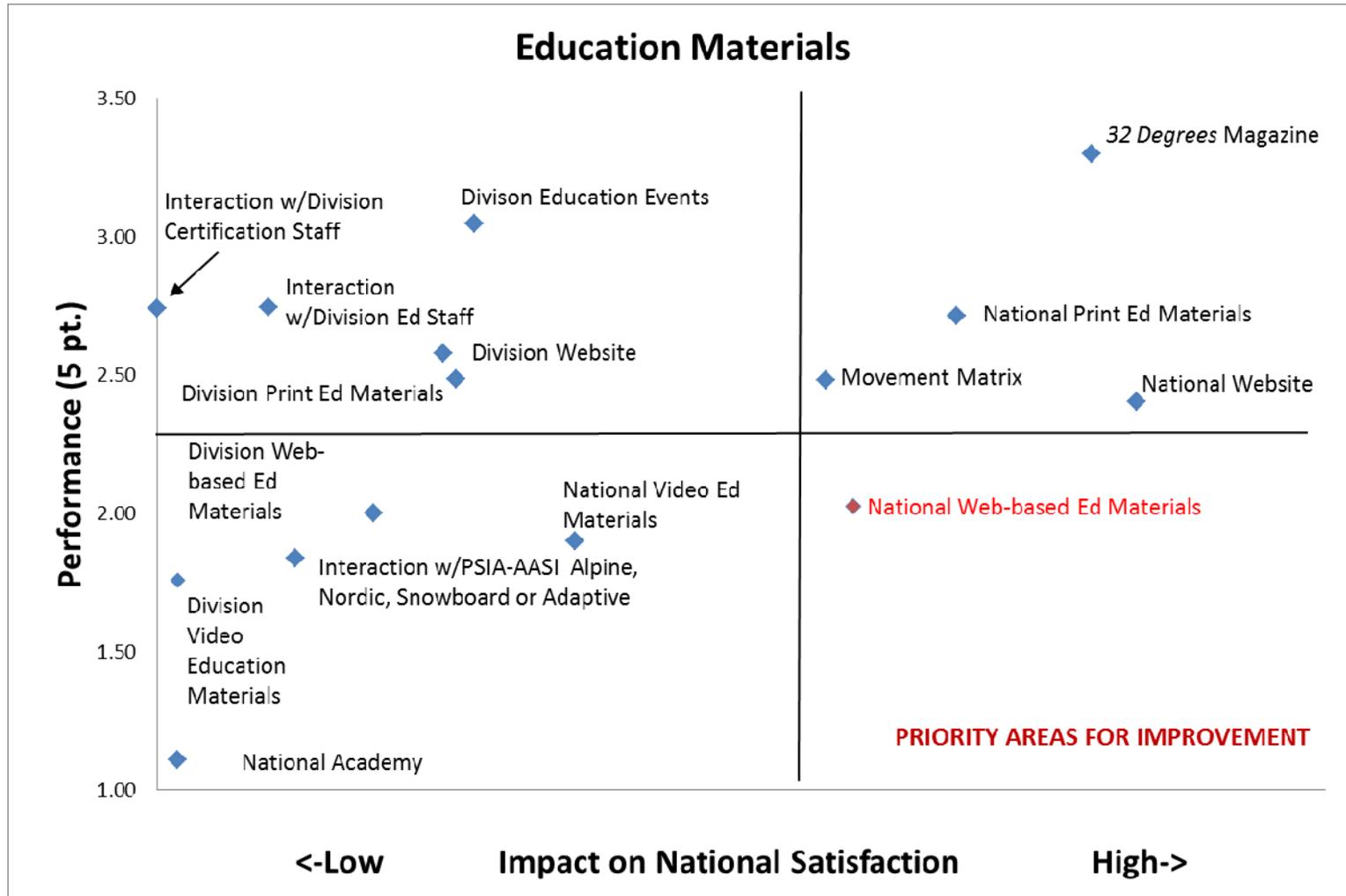
Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

Overall ratings for Education Materials was modest, with only two of the 15 elements rated at 3=Good or higher on average.

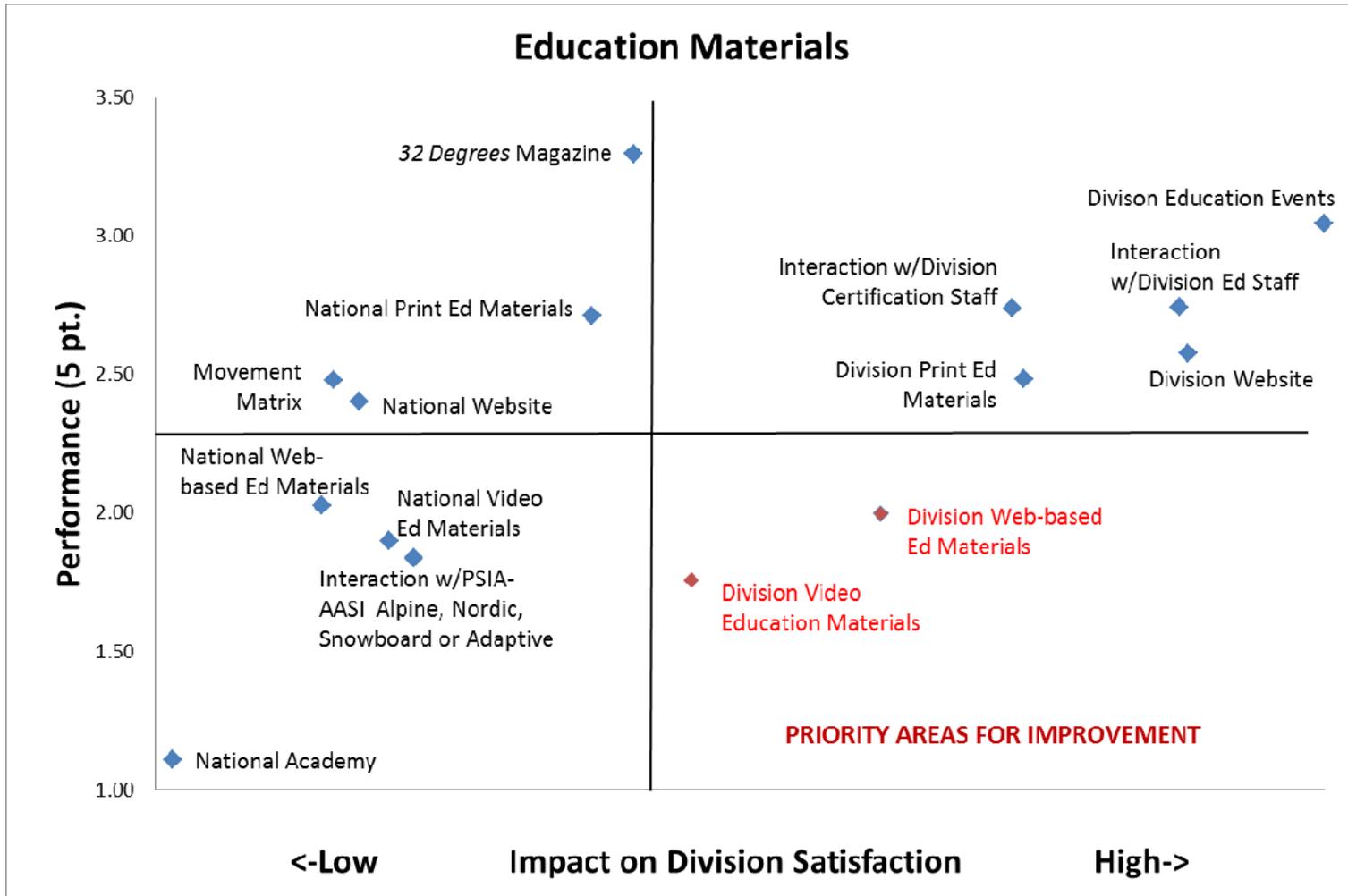
In terms of Education Materials, National's *32 Degrees* magazine, print materials, website and the Movement Matrix favorably impact member satisfaction with National. For Divisions, members appreciate Divisional education events, interaction with staff (both education and certification), and Divisions' websites and print materials.

The most notable area of important opportunity is web-based materials for both National and Divisions. Drawing from the voluntary comments about certification, there were suggestions videos of desired performance and technique could help establish and maintain more consistent certification standards, and both National and Division current videos were relatively lowly rated in this question.

Four Box Chart: Education Correlated with National Satisfaction



Four Box Chart: Education Correlated with Division Satisfaction



Demographics

Member Status

Paid part time position	60.1%
Paid full time position	28.4%
Unpaid volunteer	11.4%

Membership Type

Certified	87%
Registered	9%
Alumni	2%
Lifetime	1%
Student	1%
Honorary	0%

Member Involvement

Trainer for your Ski or Snowboard School	27.9%
Member of PSIA-AASI National or Divisional Board or Committee	4.2%
PSIA-AASI Division Education Staff	4.1%
PSIA-AASI Examiner	3.8%
Director/Head of Ski/Snowboard School	3.7%
None of the above	68.8%

Renewal Status

Have already paid for my 2013-14 membership	91.3%
Have not paid for my 2013-14 membership yet, but intend to do so	5.7%
Have not decided whether to pay for membership in 2013-2014 or not	2.2%
I am a lifetime member	0.8%

Class Composition

First-time Beginners	31.9%
Novices	21.8%
Intermediates	25.4%
Advanced	14.1%
Experts	6.9%
Children 12 and under	35.2%
Teens 13-19	20.5%
Adults	44.3%

Time Since First Became Member

Less than 1 year ago	5.0%
1 year ago	3.3%
2 years ago	5.2%
3-4 years ago	9.7%
5-9 years ago	19.2%
10-14 years ago	15.1%
15-19 years ago	9.8%
20-24 years ago	10.5%
25-29 years ago	7.7%
30-34 years ago	5.9%
35-39 years ago	3.4%
40 or more years ago	5.0%

Sample Plan & Response Rate Details

	Total Available	To Mann Consulting	Responded	
			#	%
Alaska	255	255	44	17.3%
Northern Intermountain	404	404	78	19.3%
Northern Rocky Mountain	1,035	1,035	114	11.0%
Central	3,354	1,677	208	12.4%
Eastern	10,607	5,304	755	14.2%
Intermountain	2,368	1,184	184	15.5%
Northwest	3,408	1,704	223	13.1%
Rocky Mountain	6,836	3,418	470	13.8%
Western	3,117	1,559	208	13.3%
TOTAL	31,384	16,539	2,406	14.5%
All Records				
Half of Records (randomized)				

PSIA-AASI's internal member database was used to generate the sample for this survey.

Larger divisions (Central, Eastern, Intermountain, Northwest, Rocky Mountain, Western) received invitations to 50% of members randomly sampled from within each of these divisions. Those from these larger divisions not receiving this survey received instead an invitation to the parallel survey from AMP regarding publications and communication content to avoid overtaxing members.

Three smaller divisions (Alaska, Intermountain, Northern Intermountain) received census sampling (all records were used to try to achieve a statistically meaningful base of responses for the smaller divisions).

The overall response rate of 14.5% is good relative to other association experience. Response rates were about even across the divisions. Because of the very low sample availability in the three smaller divisions, a reminder was sent out to non-responding emails in these divisions only three days prior to closing the study to try to achieve reportable base sizes.

Data Tables

1. Welcome to the 2013 PSIA-AASI Member Survey! First, what is your current (or most recent) PSIA-AASI membership status?

Answer Options	Response Percent	
Registered	8.6%	
Certified	87.4%	
Alumni	1.7%	
Student	0.6%	
Honorary	0.0%	
Lifetime	1.1%	
None of the above	0.7%	
<i>answered question</i>		2406
<i>skipped question</i>		1

2. Which of the following best describes your current status regarding paid membership with PSIA-AASI for the 2013-14 season? (Choose ONE below)

Answer Options	Response Percent	
Have already paid for my 2013-14 membership	91.3%	
Have not paid for my 2013-14 membership yet, but	5.7%	
Have not decided whether to pay for membership in	2.2%	
I am a lifetime member	0.8%	
Other (please describe)		
<i>answered question</i>		2365
<i>skipped question</i>		42

3. How long ago did you FIRST become a member of PSIA-AASI?

Answer Options	Response Percent	
Less than 1 year ago	5.0%	
1 year ago	3.3%	
2 years ago	5.2%	
3-4 years ago	9.7%	
5-9 years ago	19.2%	
10-14 years ago	15.1%	
15-19 years ago	9.8%	
20-24 years ago	10.5%	
25-29 years ago	7.7%	
30-34 years ago	5.9%	
35-39 years ago	3.4%	
40 or more years ago	5.0%	
<i>answered question</i>		2365
<i>skipped question</i>		42

4. For each of the instructing disciplines below, please indicate about how frequently you instructed in that particular discipline last season.

Answer Options	None	1-9 days	10-19 days	20-29 days	30-39 days	40 or more days	
Alpine Skiing	17.8%	11.7%	9.7%	14.8%	12.4%	33.5%	
Snowboarding	80.3%	6.6%	2.4%	2.2%	1.3%	7.3%	
Nordic Skiing (telemark or track)	89.0%	6.9%	1.7%	0.9%	0.5%	1.0%	
Adaptive (any snowsport)	83.7%	9.6%	3.0%	1.8%	0.8%	1.2%	
						<i>answered question</i>	2291
						<i>skipped question</i>	116

5. With which PSIA-AASI Division are you primarily affiliated? (Check ONE below)

Answer Options	Response Percent
Alaska	1.9%
Central	9.1%
Eastern	33.0%
Intermountain	8.0%
Northern Intermountain	3.4%
Northern Rocky Mountain	5.0%
Northwest	9.7%
Rocky Mountain	20.5%
Western	9.1%
Not sure/don't know	0.3%
<i>answered question</i> 2291	
<i>skipped question</i> 116	

6. The PSIA-AASI National and Division offices each perform certain roles. How familiar are you with the roles of the PSIA-AASI National Office and your specific PSIA-AASI Division Office?

Answer Options	5=Extremely Familiar	4	3	2	1=Not At All Familiar	Rating Average
PSIA-AASI National Office	6.6%	17.4%	30.6%	25.7%	19.8%	2.91
Your PSIA-AASI Division Office	16.3%	31.3%	27.1%	15.0%	10.3%	3.43
						<i>answered question</i> 2285
						<i>skipped question</i> 122

7. Based on your experience over the past year, how would you rate the overall performance of the PSIA-AASI National Office and then the overall performance of your specific PSIA-AASI Division Office?

Answer Options	Excellent	Very Good	Good	Fair	Poor	Rating Average
PSIA-AASI National Office	4.7%	20.4%	43.4%	23.9%	7.6%	2.91
Your PSIA-AASI Division Office	16.3%	30.1%	35.5%	14.0%	4.1%	3.41
						<i>answered question</i> 2275
						<i>skipped question</i> 132

8. How likely are you to recommend membership in PSIA-AASI to a fellow instructor who is not yet a member?

Answer Options	10=Extremely Likely	9	8	7	6	5	4	3	2	1	0=Not At All Likely	Rating Average
:	34.6%	14.2%	15.0%	9.7%	6.9%	7.3%	3.4%	2.7%	2.4%	1.7%	2.1%	7.68
<i>answered question</i>												2273
<i>skipped question</i>												134

9. Please rate each of the aspects of your relationship with the NATIONAL PSIA-AASI OFFICE and the products and services they provide listed below. If you are not familiar with a particular aspect listed below, please check the box in the far right "N/A" column for that aspect.

Answer Options	Excellent	Very Good	Good	Fair	Poor	N/A	Rating Average
National Website	6.3%	23.9%	34.3%	16.9%	5.5%	13.2%	3.10
32 Degrees Magazine	20.1%	33.8%	30.2%	9.1%	2.6%	4.3%	3.62
PSIA-AASI Accessories Catalog	11.6%	28.7%	33.7%	15.3%	4.5%	6.2%	3.29
Email Newsletter/Broadcast	6.3%	21.9%	35.3%	18.3%	5.4%	12.8%	3.06
Pro Deals, Offers, Discount Programs	21.3%	31.6%	25.6%	12.8%	4.4%	4.3%	3.55
Go With A Pro	5.8%	17.6%	26.1%	14.5%	9.3%	26.6%	2.95
Social Media (Facebook, LinkedIn, Twitter)	2.9%	7.2%	17.3%	13.3%	6.8%	52.4%	2.71
Promotion to the public about PSIA-AASI members	1.8%	9.2%	18.0%	23.5%	24.3%	23.2%	2.23
Promotion to resort management about PSIA-AASI	2.7%	8.7%	19.5%	17.8%	18.4%	33.0%	2.39
The PSIA-AASI Community (electronic forum)	2.6%	10.5%	20.9%	16.2%	7.2%	42.6%	2.74
Interaction with Member Services Staff	6.7%	16.9%	24.9%	11.8%	6.3%	33.3%	3.09
Interaction with National Office Staff	3.6%	10.3%	18.4%	11.1%	9.0%	47.5%	2.78
<i>answered question</i>							2131
<i>skipped question</i>							276

10. Please rate each of the aspects of your relationship with your LOCAL PSIA-AASI DIVISION and the products and services it provides listed below. If you are not familiar with a particular aspect listed below, please check the box in the far right "N/A" column for that aspect.

Answer Options	Excellent	Very Good	Good	Fair	Poor	N/A	Rating Average
Division Website	8.0%	24.2%	34.8%	16.8%	5.7%	10.5%	3.13
Division Newsletter	10.8%	28.0%	32.6%	15.3%	5.1%	8.2%	3.26
Division Social Events/Opportunities	7.1%	16.8%	27.2%	17.5%	9.5%	21.9%	2.93
Division Email Newsletters/Broadcast	7.2%	20.9%	33.8%	17.2%	7.2%	13.7%	3.04
Division Pro Deals, Offers, Discount Programs	9.4%	19.6%	27.1%	15.3%	10.7%	18.0%	3.02
Division Social Media (Facebook, LinkedIn, Twitter)	2.8%	7.3%	14.0%	12.3%	8.4%	55.2%	2.64
Promotion to the public about PSIA-AASI members	1.9%	7.8%	17.5%	20.9%	22.7%	29.2%	2.23
Interaction with Division Member Services Staff	14.3%	25.1%	25.1%	10.9%	6.8%	17.8%	3.36
Interaction with Division Office Staff	17.3%	24.9%	23.1%	9.0%	6.7%	19.0%	3.46
Promotion to resort management about PSIA-AASI	3.4%	9.9%	19.8%	16.9%	17.0%	33.0%	2.49
<i>answered question</i>							2081
<i>skipped question</i>							326

11. Please read each of the characteristics below and then rate how each one describes your overall opinions of PSIA-AASI as a whole based on your recent experience.

Answer Options	5=Describes Completely	4	3	2	1=Does NOT Describe At All	N/A	Rating Average
A strong advocate for instructors	16.0%	28.4%	25.3%	15.2%	9.7%	5.3%	3.27
Has the training materials I need	19.6%	38.5%	26.6%	9.6%	2.9%	2.7%	3.64
Has the training events and support I need	17.8%	35.7%	25.1%	13.4%	5.6%	2.4%	3.48
Membership is a good value for the money	13.9%	23.1%	27.7%	19.8%	13.7%	1.8%	3.04
Is an innovator in ski/snowboard instruction	15.7%	32.0%	28.6%	12.8%	5.2%	5.7%	3.43
Keeps up with new advances in the industry	19.0%	38.4%	26.0%	9.3%	2.8%	4.3%	3.64
PSIA-AASI truly cares about its members	12.0%	27.9%	29.4%	16.2%	9.0%	5.5%	3.19
Is well organized	10.6%	29.3%	33.5%	14.6%	6.0%	6.1%	3.25
Has valuable certification and training that maintain	24.7%	36.0%	23.8%	8.6%	4.8%	2.1%	3.69
Helps me improve my personal skiing/riding skills	31.4%	36.3%	17.7%	8.8%	3.7%	2.1%	3.85
Helps me improve my teaching skills	27.6%	37.6%	20.9%	9.2%	2.6%	2.1%	3.80
Has Pro Deals or Discounts of great value to me	26.2%	30.8%	20.7%	12.0%	5.8%	4.5%	3.62
If I have a question or issue, it is easy to reach the right	17.7%	29.3%	23.2%	9.5%	5.1%	15.2%	3.53
If I have a question or issue, it is easy to reach the right	8.2%	19.5%	21.4%	11.7%	7.7%	31.5%	3.13
I feel a sense of belonging in this association	14.4%	28.1%	27.2%	17.8%	8.7%	3.8%	3.23
Being a PSIA-AASI member makes it easier for me to	25.6%	33.5%	20.9%	11.4%	5.4%	3.3%	3.65
I am interested in assuming a leadership role in this	6.7%	12.4%	16.3%	14.8%	27.2%	22.5%	2.44
PSIA-AASI members trust each other	10.8%	28.9%	27.0%	13.8%	7.2%	12.3%	3.25
All members have equal access to leadership roles in	7.1%	17.7%	24.2%	16.2%	13.1%	21.6%	2.87
This association values diverse perspectives	7.5%	19.4%	28.1%	18.4%	13.4%	13.2%	2.88
This association does a good job of maintaining	16.0%	35.0%	27.8%	12.3%	5.8%	3.1%	3.45
This association's leadership does its job well	9.8%	28.5%	31.0%	14.1%	7.5%	9.0%	3.21
PSIA-AASI is not dominated by a small number of	8.2%	18.9%	22.8%	15.6%	14.7%	19.7%	2.88
<i>answered question</i>							1990
<i>skipped question</i>							417

12. For each of the three certification levels, please indicate where you currently are in the process using the choices below. If you are pursuing or intending to pursue certification in more than one discipline, please show your responses for the most advanced level you intend to pursue in any discipline.

Answer Options	Tested and passed	Have tested for this level but have not yet passed	Not yet attempted, but intend to sometime in the future	Not yet attempted, and not intending to in the future
Level One Certification	97.3%	0.4%	1.5%	0.8%
Level Two Certification	56.5%	10.6%	25.6%	7.2%
Level Three Certification	32.5%	8.9%	27.0%	31.7%
<i>answered question</i>				1985
<i>skipped question</i>				422

13. How would you rate each of the following aspects of the PSIA-AASI Certification process? Even if you have not yet pursued certification, please indicate your perceptions of the certification process based on what you do know about the process.

Answer Options	Excellent	Very Good	Good	Fair	Poor	Rating Average	
Overall value of certification for the time and effort	13.7%	24.9%	30.7%	19.1%	11.6%	3.10	
Impact of achieving higher levels of certification on	22.5%	36.3%	26.1%	11.3%	3.8%	3.62	
Impact of achieving higher levels of certification on	20.2%	31.9%	27.2%	14.7%	6.0%	3.46	
The degree of respect higher levels of certification	16.8%	29.1%	28.3%	17.1%	8.7%	3.28	
The degree of respect higher levels of certification	9.7%	23.9%	28.8%	22.9%	14.6%	2.91	
The degree to which you are paid more for being	6.9%	19.2%	28.0%	23.9%	22.0%	2.65	
Ease of registering	24.8%	37.5%	29.0%	6.5%	2.2%	3.76	
Quality of the exams	12.8%	32.9%	34.3%	15.7%	4.3%	3.34	
Quality of the examiners	28.4%	33.9%	25.6%	9.4%	2.7%	3.76	
Quality of the feedback during and after the	16.8%	29.6%	30.9%	14.8%	7.9%	3.33	
Availability of examinations at times convenient to you	8.0%	22.4%	35.7%	22.2%	11.7%	2.93	
Consistency of certification standards across the	6.2%	17.9%	33.1%	24.8%	18.0%	2.70	
						<i>answered question</i>	1896
						<i>skipped question</i>	511

14. How would you rate the value (or potential value) of each of the three levels of certification to your instructing career?

Answer Options	5 = Extremely Valuable	4	3	2	1 = Not At All Valuable	Rating Average	
Level One Certification	33.1%	18.3%	22.8%	18.6%	7.2%	3.51	
Level Two Certification	28.9%	35.8%	22.3%	6.4%	6.6%	3.74	
Level Three Certification	43.5%	22.5%	14.6%	6.7%	12.7%	3.77	
						<i>answered question</i>	1892
						<i>skipped question</i>	515

15. Based on your experience or knowledge from others who have undergone the process, how appropriate do you feel the level of difficulty is for obtaining certification for each of the three levels? If you have no idea for a given level, please check the box in the far right column under N/A.

Answer Options	Much Less Difficult Than Appropriate	Somewhat Less Difficult Than Appropriate	About The Right Difficulty	Somewhat More Difficult Than Appropriate	Much More Difficult Than Appropriate	N/A	Rating Average	
Level One Certification	15.3%	22.8%	56.4%	1.8%	0.6%	3.1%	-0.52	
Level Two Certification	1.2%	5.1%	57.2%	21.0%	6.8%	8.7%	0.30	
Level Three Certification	1.2%	3.8%	34.9%	18.2%	20.3%	21.7%	0.67	
						<i>answered question</i>	1889	
						<i>skipped question</i>	518	

16. Please read the following list of educational and support materials and indicate the value of each of these to you in your development as a snow sports instructor. If you are aware of these materials but have not used them, or are not aware of the materials (or just are not sure), please check the box in the appropriate column on the far right.

Answer Options	Excellent	Very Good	Good	Fair	Poor	Aware of but have not used	Not aware/ Not sure	Response Count
National Website	6.6%	19.9%	30.6%	15.0%	6.1%	11.6%	10.2%	1855
32 Degrees Magazine	18.5%	29.9%	30.2%	11.8%	3.3%	3.1%	3.2%	1855
Interaction with PSIA-AASI Alpine, Nordic Snowboard	10.7%	14.2%	16.2%	9.5%	5.8%	17.6%	25.9%	1855
PSIA-AASI National Academy	7.7%	8.7%	8.7%	4.6%	2.3%	32.9%	35.0%	1855
National Print Education Materials	10.9%	25.7%	29.1%	11.4%	4.1%	7.8%	11.2%	1855
National Web-based Education Materials	6.6%	19.5%	21.3%	11.3%	5.1%	17.6%	18.7%	1855
National Video Education Materials	6.6%	17.6%	20.2%	10.6%	4.7%	18.0%	22.3%	1855
Division Video Education Materials	6.7%	15.5%	18.5%	9.5%	5.3%	16.7%	27.6%	1855
Movement Matrix	11.6%	21.7%	23.8%	12.2%	7.0%	13.5%	10.1%	1855
Division Website	8.2%	21.7%	30.4%	16.1%	6.7%	7.4%	9.6%	1855
Division Education Events	18.0%	28.8%	24.8%	10.6%	3.8%	6.1%	7.9%	1855
Interaction with Division Education Staff	16.2%	25.8%	21.1%	11.3%	4.4%	8.2%	13.0%	1855
Interaction with Division Certification Staff	15.5%	25.0%	22.9%	11.3%	5.3%	6.8%	13.2%	1855
Division Print Education Materials	9.6%	21.3%	28.1%	12.8%	4.5%	7.4%	16.1%	1855
Division Web-based Education Materials	6.8%	18.3%	22.0%	10.6%	5.3%	13.5%	23.4%	1855
Division Video Education Materials	6.6%	15.2%	18.4%	9.2%	6.0%	15.7%	28.8%	1855
<i>answered question</i>								1855
<i>skipped question</i>								552

17. During the season, do you consider your teaching employment to be: (check one)

Answer Options	Response Percent
Paid full time position	28.4%
Paid part time position	60.1%
Unpaid volunteer	11.4%
<i>answered question</i>	
1854	
<i>skipped question</i>	
553	

18. Please read the list of positions and responsibilities below and check each one that currently describes the role(s) you are in:

Answer Options	Response Percent
Director/Head of Ski/Snowboard School	3.7%
Trainer for your Ski or Snowboard School	27.9%
PSIA-AASI Examiner	3.8%
PSIA-AASI Division Education Staff	4.1%
Member of PSIA-AASI National or Divisional Board or	4.2%
None of the above	68.8%
<i>answered question</i>	
1853	
<i>skipped question</i>	
554	

19. For this past season, about what percent of the lessons you personally taught were with each of the following ability levels? (Must total to 100%; please DO NOT use the "%" sign in your entries)

Answer Options	Response Average
% First-time Beginners	30.5%
% Novices	20.8%
% Intermediates	23.6%
% Advanced	15.6%
% Experts	9.6%
answered question 1833	
skipped question 574	

20. For this past season, about what percent of the lessons you personally taught were for each of the following age groups? (Must total to 100%; please DO NOT use the "%" sign in your entries)

Answer Options	Response Average
% Children 12 and under	35.2%
% Teens 13-19	20.5%
% Adults	44.3%
answered question 1831	
skipped question 576	

21. Which of the following ranges includes your current age?

Answer Options	Response Percent
Under 20	1.3%
20-24	2.6%
25-29	5.8%
30-34	4.0%
35-39	5.2%
40-44	6.1%
45-49	8.7%
50-59	30.6%
60-69	25.0%
70+	8.3%
Prefer not to say	2.2%
answered question 1850	
skipped question 557	

22. What is your gender?		
Answer Options	Response Percent	
Male	72.5%	
Female	25.0%	
Prefer not to say	2.5%	
<i>answered question</i>		1850
<i>skipped question</i>		557
23. What is the highest level of education you have attained so far? (Check one below)		
Answer Options	Response Percent	
Some high school	0.5%	
High school graduate	2.8%	
Some college	11.5%	
2-year college / Associates degree	7.6%	
4-year College degree	41.1%	
Masters degree	26.7%	
Doctorate / MD degree	8.2%	
Prefer not to say	1.6%	
<i>answered question</i>		1849
<i>skipped question</i>		558
24. Which of the following ranges includes your current annual household income?		
Answer Options	Response Percent	
Less than \$15,000	3.3%	
\$15,000 - \$19,999	2.4%	
\$20,000 - \$29,999	3.5%	
\$30,000 - \$39,999	4.2%	
\$40,000 - \$49,999	4.8%	
\$50,000 - \$59,999	5.2%	
\$60,000 - \$69,999	5.4%	
\$70,000 - \$79,999	5.3%	
\$80,000 - \$89,999	5.5%	
\$90,000 - \$99,999	4.6%	
\$100,000 - \$124,999	10.3%	
\$125,000 - \$149,999	5.8%	
\$150,000 or higher	15.6%	
Prefer not to answer	24.0%	
<i>answered question</i>		1848
<i>skipped question</i>		559