



# KRI Teacher Trainer COMPETENCY EVALUATION FORM

## LEVEL ONE



Definition: An integrated set of skills, abilities, knowledge and behaviors that enables one to perform effectively.

Candidates applying to become a Level One Trainer should use this form for self- reflection and personal assessment. It provides a framework for Practicum Mentors and you in order to determine if applying for becoming a Level One trainer or progressing through the Roles in the Academy is desirable (appropriate) at this time.

### Instructions:

1. Assess each competency in relationship to your current Level One Trainer role level.
2. Your ratings should reflect your experiences and skills.
3. Be honest in your self-assessment; recognize both your strengths and areas for enhancement.
4. You are encouraged to talk with your mentor to gain a deeper perspective into your level of competence before completing this form.
5. Mentor needs to have seen the mentee demonstrated proficiency at the competency before checking the boxes

The Academy has established these competencies to maintain standards and keep the teachings pure to ensure that Kundalini Yoga as taught by Yogi Bhajan® is passed on for generations to come.

### KRI LEVEL ONE TRAINER COMPETENCY EVALUATION FORM

Name: \_\_\_\_\_ Today's Date is: \_\_\_\_\_

Country: \_\_\_\_\_ Practicum Mentor: \_\_\_\_\_

My current role level in KRI is:     Applicant     Intern  Associate     Professional     Lead trainer

My Practicum Mentor and myself have discussed the competencies

Practicum Mentor and myself agreed on reviewing those competencies at the end of each cycle

## KRI LEVEL ONE TRAINER COMPETENCY EVALUATION FORM

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### EVALUATION SCALE

**Proficient for Level One Trainer-** Demonstrated skill, knowledge and ability for specific competency as expected *for your role in the ATA* Still

**Developing Proficiency** - Possesses some skill, knowledge and ability *but not yet fully proficient for your role in the ATA*; Still learning and developing aspects of this competency as specified

**Unknown** – When Mentor isn't able to verify proficiency for a competency. *Please utilize the comment box to explain.*

# 1. Consciousness

<b>1.1 Spiritual Connection – overall mission</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

## Spiritual Connection - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
a. Teaches in the neutral space of the Golden Chain. b. Commits to regular daily practice of yoga and meditation; sadhana.	a. Tunes into / connects to Golden Chain; bows to something greater than him/herself. b. Maintains a regular daily practice of yoga and meditation; sadhana.	a. Develops intuition. b. Responds from intuition as teacher trainer, able to maintain presence of openness and non-judgment.	a. Utilizes intuition.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>1.2 Self Awareness</b>	Mentee			Mentor		
	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Self-Awareness - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Develops greater self-awareness by identifying one’s own strengths and weaknesses.	a. Demonstrates self-awareness by dedicating practice to continued development of strengths and weaknesses.	a. Exemplifies self-awareness by dedicating practice to continued development of strengths and weaknesses. b. Deepens understanding of the role of a teacher trainer; able to articulate and demonstrate through presence	a. Maintains comprehensive self-awareness; able to honor strengths and weaknesses, remain constant and neutral
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>1.3 Social and Environmental Awareness</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Social and Environmental Awareness - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Seeks awareness of social environment in which the trainer is based. Awareness of discrete categories of discrimination e.g. race, ethnicity, gender, class, sexual orientation, nationality and disability. b. Understands diversity, transparency and inclusion. c. Seeks awareness of management of natural resources in the training environment.	a. Shows awareness of social environment in which the trainer is based. Awareness of discrete categories of discrimination e.g. race, ethnicity, gender, class, sexual orientation, nationality and disability. b. Understands diversity, transparency and inclusion. c. Demonstrates awareness of management of natural resources in the training environment.	a. Exemplifies awareness of social environment in which the trainer is based. Awareness of discrete categories of discrimination e.g. race, ethnicity, gender, class, sexual orientation, nationality and disability. b. Pursue awareness of management of natural resources in the training environment.	a. Embodies awareness of social environment in which the trainer is based. Awareness of discrete categories of discrimination e.g. race, ethnicity, gender, class, sexual orientation, nationality and disability. b. Promotes diversity, transparency and inclusion. c. Actively conserve natural resources in the training environment.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>1.4 Ethics and Personal Integrity</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Ethics and Personal Integrity - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Naturally do the right thing whether or not others observe or even take notice; b. Abide by Teacher Code of Excellence. c. Exemplify the highest character, caliber and consciousness.	a. Naturally do the right thing whether or not others observe or even take notice; b. Abide by Teacher Code of Excellence. c. Exemplify the highest character, caliber and consciousness.	a. Naturally do the right thing whether or not others observe or even take notice; b. Abide by Teacher Code of Excellence. c. Exemplify the highest character, caliber and consciousness.	a. Naturally do the right thing whether or not others observe or even take notice; b. Abide by Teacher Code of Excellence. c. Exemplify the highest character, caliber and consciousness.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>1.5 Openness to feedback</b>	Mentee			Mentor		
	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Openness to feedback - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Open to feedback; take direction and follow leadership allowing the "chiseling process" to continue. b. Willing and able to confront and elevate.	a. Open to feedback; take direction and follow leadership allowing the "chiseling process" to continue. b. Willing and able to confront and elevate.	a. Open to feedback; take direction and follow leadership allowing the "chiseling process" to continue. b. Willing and able to confront and elevate.	a. Open to feedback; take direction and follow leadership allowing the "chiseling process" to continue. b. Willing and able to confront and elevate.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

## 2 Community

<b>2.1 Community Building</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### Community Building - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
<ul style="list-style-type: none"> <li>a. Identify the opportunities in your community to do seva.</li> <li>b. Observe the existing activities and projects in your community</li> <li>c. Relate to some of these activities and projects</li> <li>d. participate (optional)</li> </ul>	<ul style="list-style-type: none"> <li>a. Participate in some of these community activities and projects.</li> <li>b. Teach in the community</li> <li>c. Increase your participation in these activities and community projects by getting more involved with them. (example: become a regular sevadar, teach in the community, do more outreach) Idea is to become more visible.</li> </ul>	<ul style="list-style-type: none"> <li>a. Assume a leadership position in a community activity and/or c project.</li> <li>b. Explain: become an ambassador for the community.</li> <li>c. Collaborate with community activities and events.</li> <li>d. Recruit new members to existing community activities and projects.</li> </ul>	<ul style="list-style-type: none"> <li>a. Produce new opportunities for community building</li> <li>b. Create access to existing community activities projects</li> <li>c. Integrate and support existing community activities and projects.</li> <li>d. Recruit new members to existing community activities and projects.</li> <li>e. Collaborate with community events.</li> </ul>
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>



<b>2.2 Building Relationships/ Partnering</b>	Mentee			Mentor		
	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Building Relationships - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Identify key community members and leaders to build relationships within your community	a. Seek opportunities to collaborate and network with key community members and leaders to build relationships with in your community;  b. Set common goals and objectives.	a. Seek opportunities to collaborate and network with key community members and leaders to build relationships with in your community; b. Set common goals and objectives. c. Set clear expectations to ensure success.	a. Lead by example and inspire collaboration within community groups; b. Promote and establish partnerships and networking across the teaching groups; c. Set clear expectations to ensure success. d. Use feedback and questioning skills to better understand trainees and trainers.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>2.3 Seva Commitment</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**Seva Commitment - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
a. Establishes relationships in community based on seva. b. Shows practical commitment to Seva. c. Identifies marginalized and disadvantaged communities and also identifies the needs presented in the community. d. Is able to describe and explain the organizational activities and structures of our national and international Sangat.	a. Builds relationships in community based on seva. b. Shows practical commitment to Seva. c. Participates in the community with a seva project and/or activity. d. Participates in organizational activities of our national and international Sangat.	a. Establishes and builds relationships in community based on seva. b. Raises awareness and consciousness in that community participating in a seva activity and/or project. c. Prioritizes teaching in disadvantaged and marginalized communities. d. Participates and promotes organizational activities of our national and international Sangat.	a. Continues to build, maintain and promote those established relationships b. Evaluate and promote raising of awareness and consciousness in that community by doing a seva project. c. Prioritizes teaching in disadvantaged and marginalized communities. d. Active presence on national and international Sangat.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

### 3 Teaching Skills

<b>3.1 Student Focus</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.1 Student Focus - - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
a. Teach from a sense of service to others; not ego based.	a. Anticipate student and trainee needs; modify materials and approach to target audience.	a. Understand and facilitate the process of the transformation from student consciousness to teacher consciousness.	a. Be committed to deliver the student "all the way." b. Help students understand Kundalini Yoga as an integrated path. i.e., spiritual aspect beyond just the physical.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.2 Group Facilitation</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**3.2 Group Facilitation - Knowledge/Skills/Ability Expected by Role in the Academy**

Intern	Associate	Professional	Lead
a. Treat all with respect. b. Encourage full participation.	a. Manage Small group dynamics. b. Focus the group towards common goals.	a. Manage group dynamics. b. Promote mutual understanding among participants.	a. Foster a climate of inclusion where diverse thoughts are freely shared and utilized. b. Be aware of the reaction of others and socially perceptive of how you present yourself.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.3 Team Support</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.3. Team Support - - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
a. Understand team dynamics & group consciousness.	a. Commit to the success of the team; b. Operate with a true sense of teamwork to advance the power and presence of the team.	a. Support all trainers; Save face and grace of training team;  b. Avoid public contradiction even if there is a disagreement.	a. Participate as an active member of a team: supporting cotrainers; Participate and contribute to meetings, classes and projects. b. Extend cooperative attitude to work with people beyond the immediate training team (as needed).
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

3.4 Communication Skills	Mentee			Mentor		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Still Developing Proficiency</b>	<b>Proficient for Level Two Trainer</b>	<b>Unknown</b>	<b>Still Developing Proficiency</b>	<b>Proficient for Level Two Trainer</b>	<b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.4 Communication Skills - - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
<p>Clearly presents ideas, feedback and suggestions to trainers and attendees of the Level I course.</p> <ul style="list-style-type: none"> <li>• Listens for comprehension and follows up with questions or concerns to validate understanding.</li> <li>• Articulates clearly and concisely.</li> <li>• Facilitates information sharing within small groups.</li> <li>• Gains an understanding of when to share or hold confidential information about individuals.</li> <li>• Good Listening skills.</li> </ul> <p>Ability to provide positive and constructive feedback.</p>	<p>Uses effective listening skills to confirm students' understanding of the Teachings.</p> <p>Demonstrates an ability to share or hold confidential information about individuals.</p> <p>Develops a greater awareness and intuition to fully penetrate students with the full facets of the technology.</p> <p>Demonstrate clear and articulate public speaking, oral presentation and storytelling skills;</p> <p>Invite and manage dialogue.</p> <p>Respond to questions with a balanced understanding of the teachings.</p>	<p>Demonstrates multi-faceted communication skills including attentive listening, story-telling with a point and coaching skills.</p> <p>Maintains awareness of group and individuals' state and the capacity to respond and adjust to his in the moment in order to deliver the material most effectively.</p> <p>Demonstrates use of awareness and intuition to fully penetrate students with the full facets of the technology.</p> <p>Breaks down complex topics and shares essential Teachings in a manner conducive to the student population.</p> <p>Ability to maximize impact by adjusting communication style to suit audience.</p> <p>Communicate clearly and effectively in written and visual forms. Create opportunities for Q&amp;A and use questioning to engage participation.</p>	<p>Uses exceptional multi-faceted communication skills including attentive listening, story-telling with a point and coaching skills; provides feedback and guidance on development of these skills in others.</p> <p>Breaks down complex topics and shares essential Teachings in a manner conducive to the student population.</p> <p>Conveys Teaching's to all levels (i.e. students, interns, associates, etc.) clearly and concisely; uses actively listening and effective questioning techniques to understand other's messages.</p> <p>Interviewing skills; Behavior based and ability to probe.</p>

<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>
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<b>3.5 Problem Solving</b>	Mentee			Mentor		
	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.5 Problem Solving - - Knowledge/Skills/Ability Expected by Role in the Academy

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
Communicates student status and concerns (as necessary) to the appropriate Team member. Recognize that a problem exists and take timely, appropriate action.	Maintains neutrality when responding to students' questions and concerns regarding difficult or confronting topics. Intervenes in concert with Lead or Professional when in handling situations during class.	Openly discusses difficult issues and concepts; intervenes and handles difficult situations during class. Ability to deal with crisis and conflict.  Respect and support decisions that are made and move on.	Ability to deliver difficult messages with compassion. Inspire others on the team to contribute to the problem solving process. Provide flexible, alternative or optional solutions; Evaluate solution for best fit.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.6 Continuous Learning and Improvements</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**3.6 Continuous Learning and Improvements - - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
Embrace opportunities to deepen experience of the teachings	Seeks feedback from others on effectiveness of teaching and means of improvement.	Recognize personal limitations of competence in any facet of training. Receive feedback, and continue to learn.	Seek out and embrace new learning opportunities through study, personal practice and activities to enhance teaching and training abilities, as well as to deepen one's understanding and experience of the teachings.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>



3.7 Trainer Skills	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.7 Trainer Skills - - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
Observes and documents the Trainers delivery of training topics and sequence; maintains the ability to be a “student”. Appear confident and well prepared to teach.	Deliver the teachings in an understandable and clear manner; stay on topic. Able to maintain a clear, strong, kind, and effective presence when teaching and throughout the entire course.	Able to formulate and deliver lesson plans, demonstrating clear presentation of material; Create course content (sequencing, instruction, exercises, openings) Utilize training materials (e.g. handouts, learning aids). Develops a "presence that works"; Able to see a student's need, engage, challenge and inspire (poke, provoke, confront and elevate).	Develop course objectives, instructional tasks;(Apply adult learning theory and multi-sensory learning; Select and use training/instructional methods and procedures appropriate for the situation. Ability to handling difficult situations; Has basic knowledge of potential problem areas. Able to spot potential problems and refer students to appropriate resources. Teach in a manner that has "impact", able to give an experience.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

3.8 Course Facilitation Skills	Mentee			Mentor		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Still Developing Proficiency	Proficient for Level Two Trainer	Unknown	Still Developing Proficiency	Proficient for Level Two Trainer	Unknown
	Comments and Recommended Development Activities			Comments and Recommended Development Activities		

### 3.8 Course Facilitation Skills - - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
<p>Gains insight into development of course curriculum; lecture, experiential learning methods and group dynamics.</p> <ul style="list-style-type: none"> <li>• Learns how to identify and evaluate learning and performance issues of students.</li> <li>• Gains insight into and experience with the established course structures.</li> <li>• Conducts the student-teacher practicum evaluations and guides group feedback.</li> <li>• Gains an awareness of how a student's experience or training in a non-Kundalini school of yoga or related disciplines may impact the students' teaching</li> </ul>	<p>Develops a lesson plan for each major topic as outlined in the Level One Textbook.</p> <p>Designs course to address diversity and inclusion of all learners. Proficient at developing curriculum; understands the entire program curriculum.</p> <p>Understands how a students' experience/training in any non-Kundalini schools of yoga or related disciplines may impact the students' teaching style.</p> <p>Delivers subject matter expertise on selected topics; well versed on how to train for those specific modules, including multiple delivery styles.</p> <p>Ensures the established course</p>	<p>Expands development of lesson plans and curriculum for all topics (100%); captures and shares methods used for development of curriculum with other Trainers; teaches, unassisted, any content area of the curriculum, for which they have qualified.</p> <p>Remains steady and constant in "holding the space" required to take the trainees through process of self-transformation.</p> <p>Maintains a conscious presence to keep students engaged during a long training day.</p> <p>Supports and manages the course structures established to reinforce learning.</p> <p>Gains and maintains Student/Trainee trust and respect</p> <p>Holds students accountable to their commitments and responsibilities including course requirements and/or financial</p>	<p>Able to facilitate a Level 1 course fulfilling all curriculum and practicum requirements with designated time allotment for each topic.</p> <p>Creatively deliver training topics; Utilize relevant and engaging discourse, interactive exercises, yoga, meditations and instruction to accommodate different learning styles, adapt delivery to audience, and maximize retention and transfer of knowledge and skills.</p> <p>Handle interruptions and challenging situations effectively.</p> <p>Ensure the quality of training though awareness of group and individual conditions (e.g. physical, mental, emotional states) and respond in the moment by adjusting the training in order to effectively deliver material and accomplish objectives.</p> <p>Seek, receive and respond to feedback from</p>

style.	content is followed to reinforce learning. Conducts student-teacher practicum evaluations and guides group feedback. Shares the teaching space. Gains Student/Trainee trust and respect.	obligations (in a compassionate manner).	staff, students, and KRI. Use KRI course goals and student growth as metrics. Take responsibility, handle what is needed, keep up and come through while leading others to do the same. Effectively guide practicum experience. Effectively assign topics to other trainers.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.9 Leadership</b>	Mentee			Mentor		
	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>	<input type="checkbox"/> <b>Still Developing Proficiency</b>	<input type="checkbox"/> <b>Proficient for Level Two Trainer</b>	<input type="checkbox"/> <b>Unknown</b>
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.9 Leadership - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
<ul style="list-style-type: none"> <li>Gains insight and examples into motivating students</li> </ul>	<ul style="list-style-type: none"> <li>Motivates the students (lets the students figure it out for themselves).</li> <li>Manages the teaching environment to</li> </ul>	<ul style="list-style-type: none"> <li>Skillfully manages the teaching environment to maximize student-</li> </ul>	<ul style="list-style-type: none"> <li>Create an approachable and visible presence; Be available to trainees.</li> <li>b) Take on leadership role;</li> </ul>

<p>(lets students figure it out for themselves).</p> <ul style="list-style-type: none"> <li>• Promotes understanding of the Teachings by sharing personal experiences as appropriate.</li> <li>• Supports the Trainer team staying on track while recognizing appropriate changes to the teaching schedule.</li> </ul>	<p>maximize student-teachers' experience.</p> <ul style="list-style-type: none"> <li>• Guides the group in providing effective feedback during the evaluation of a student-teacher's practicum; ensures basic components of student delivery are accurate; remains (compassionate) sensitive.</li> <li>• Demonstrates an in-depth awareness of one's own areas of competence and involves others as appropriate.</li> </ul>	<p>teachers' experience.</p> <ul style="list-style-type: none"> <li>• Manages the group in providing effective feedback during the evaluation of a student-teacher's practicum; ensures basic components of student delivery are accurate; remains (compassionate) sensitive.</li> <li>• Fosters an environment of growth and learning; supports and suggests learning opportunities for other Trainers.</li> <li>• Maintains a proactive role in overall delivery of the Teachings; provides updates to Lead Trainer on materials covered and key observations regarding the students'.</li> </ul>	<p>assume responsibility to lead the team to get things done.</p> <ul style="list-style-type: none"> <li>c) Using a collaborative and cooperative approach, inspire and challenge others to greatness as set by the Code of Professional Conduct.</li> <li>d) Contribute to the creation of a vision for the future.</li> <li>e) Take a Lead role in creating a vision for the future through the teachings.</li> </ul>
<p><i>notes</i></p>	<p><i>notes</i></p>	<p><i>notes</i></p>	<p><i>notes</i></p>

3.10 Trainer Team Management	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended Development Activities			Comments and Recommended Development Activities		

### 3.10 Trainer Team Management - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
NA	NA	Be accountable and understand your own personal impact to the team's growth and success.	<ul style="list-style-type: none"> <li>Understand the strengths and qualities of the teacher training team; Research and select trainers that best meet overall goals. b) Organize and manage the Trainer Team, including working with individual Trainees, in a manner that maintains consistency through the program and ensures that all topics are properly covered and the scope of the work is delivered.</li> <li>Promotes the development of others; provides opportunities for growth; Prepares others for teacher-training role; knows when to let students figure it out for themselves (not create dependency); creates learning opportunities for trainees</li> <li>Knows when to step back and let other's take charge".</li> </ul>
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.11 Team Teaching and Collaboration</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3.11 Team Teaching and Collaboration - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
NA	NA	Support teammates, offering assistance as needed  Understand the structure of communication and accountabilities among the trainees and trainers, mentors, associates and interns. . Solicit and be open to receiving personal feedback.	Inspire a true spirit of cooperation among team members. Include all members of the team in course vision and goals. b) Organize and manage team of trainers to maintain thread of consistency through program. c) Manage the structure of communication throughout the training. d) Understand and establish roles and responsibilities of trainees and co-trainers.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>3.12 Coaching and Mentoring</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**3.12 Coaching and Mentoring - Knowledge/Skills/Ability Expected by Role in the Academy**

Intern	Associate	Professional	Lead
NA	NA	NA	Facilitate coaching discussions for the Training Team; Arrange for regular feedback sessions. b) Actively listen; Reflect back; Summarize and paraphrase for understanding. c) Identify strengths and challenges of trainees; Recognize and reinforce individuals' strengths; Recommend strategies for further development. d) Provide motivational and formative feedback; Give specific, practical, behavioral feedback to student teachers. e) Monitor the progress of mentees by conducting evaluations.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

## 4 Administration

<b>4.1 Program Organization</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 4.1 Program Organization - Knowledge/Skills/Ability Expected by Role in the Academy

Intern	Associate	Professional	Lead
<ul style="list-style-type: none"> <li>Provides in-class program support as needed.</li> </ul> Supports the tracking of all materials covered throughout the duration of the program (kriyas, meditations, DVDs, etc.) <ul style="list-style-type: none"> <li>Monitors and collects information on student activities, i.e. completed homework, class attendance, student evaluations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Helps team members organize and prioritize tasks, as well as supports completion of activities as assigned by Lead Trainer.</li> </ul>	a. Presents and organizes material in a systematic manner that makes sense.	Organize and prioritize tasks to meet deadlines. Manage time appropriately.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>



<b>4.2 Program Administration Skills</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**4.2 Program Administration Skills - Knowledge/Skills/Ability Expected by Role in the Academy**

Intern	Associate	Professional	Lead
NA	NA	NA	<p>Able to effectively organize and administer the program (or appropriately delegate administrative tasks) in a timely and accurate manner.</p> <p>b) Ensure compliance with KRI standards and requirements.</p> <p>c) Maintain appropriate documentation concerning student or program data.</p> <p>d) Demonstrate professional communication with KRI and the contract office; Work well with KRI through responsive, respectful, and effective communication.</p>
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>4.3 Promotion and Public Relations</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**4.3 Promotion and Public Relations - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
NA	NA	NA	a. Communicate benefits and/or value of KRI programs in an ethical manner. b. Succinctly convey the essence of Teacher Training to prospective students and the community at large. c. Create appropriate (not misleading) marketing materials; Create effective and approved pamphlets, websites and other publicity.
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>4.4 Business Acumen &amp; Program Planning</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**4.4 Business Acumen & Program Planning - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
<b>NA</b>	<ul style="list-style-type: none"> <li>a. Organizes and delivers specific aspects of training program</li> <li>b. Assists with advertising and promotion of course.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provides support and guidance with program advertising and promotion</li> <li>b. Conducts effective pre-interview with prospective students and filters with discernment.</li> </ul>	<ul style="list-style-type: none"> <li>a. Plan and execute a business plan for the program; be fiscally responsible and accountable, including managing a budget indicating how costs, royalty payments and trainer fees will be covered.</li> <li>b. Establish key objectives to focus on during teaching; Maintain the big picture of the Program; Understand how topics fit in with the overall curriculum.</li> <li>c. Apply entrepreneurial thinking and sales skills appropriately</li> <li>d. Utilize networking and promotion skills.</li> <li>e. Manage multiple tasks or assignments effectively.</li> <li>f. Be fair and transparent when determining appropriate levels of compensation for team members.</li> </ul>
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

<b>4.5 Understands and Complies with KRI's policies and procedures</b>	Mentee			Mentor		
	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown	<input type="checkbox"/> Still Developing Proficiency	<input type="checkbox"/> Proficient for Level Two Trainer	<input type="checkbox"/> Unknown
	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

**4.5 Understands and Complies with KRI's policies and procedures - Knowledge/Skills/Ability Expected by Role in the Academy**

<b>Intern</b>	<b>Associate</b>	<b>Professional</b>	<b>Lead</b>
<ul style="list-style-type: none"> <li>a. Fully Level Two certified.</li> <li>b. Abides by the KY Teachers Code of Excellence and Code of Professional Standards of a Kundalini Yoga Teacher and represents the Golden Chain.</li> <li>c. Attends at least one major KRI, IKYTA or 3HO Event every year.</li> <li>d. Continues to teach KY classes.</li> <li>e. Interns do not license yearly with KRI; it's covered in their application fee.</li> </ul>	<ul style="list-style-type: none"> <li>a. Gains a complete understanding of all KRI requirements for program completion, (e.g. policy and procedures are followed; students comply with forms and course requirements).</li> <li>b. Annual KRI Trainer relicensing.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understands all Level 1 Program Requirements outlined in the KRI Licensing Contract including student requirements for program completion.</li> <li>b. Supports Lead Trainer and course participants in meeting KRI course requirements (e.g. compliance with forms, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Understands KRI requirements, policies and procedures</li> <li>b) Ensures that KRI requirements, policies and procedures are met and followed.</li> <li>b. Ensures completion of all requirements in regards to administrative and licensing interface with KRI. (May have an administrator who does actual work, but must know requirements and be able to trouble shoot any problems, deal with special situations, etc.)</li> <li>c. Oversees and manages any interview process implemented for the course; trains Interns and Associates on interview standards and student evaluations</li> </ul>
<i>notes</i>	<i>notes</i>	<i>notes</i>	<i>notes</i>

