



## Aquarian Trainer Academy – Level Two Pathway COMPETENCY EVALUATION FORM



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

Candidates applying to become a Level Two Trainer or Level Two Lead 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 Level Two trainer is desirable (appropriate) at this time.

### First Practicum 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.

### If you are filling it out at the end of the Practicum:

You are encouraged to talk with your practicum mentor to gain a deeper perspective into your level of competence before completing this form. Practicum Mentor needs to have seen the mentee demonstrate proficiency in 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 TWO TRAINER COMPETENCY EVALUATION

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

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

My current role level in KRI is:  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 Practicum

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- 5.1. Mastered the content for this Level Two module

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# EVALUATION SCALE

**Proficient for Level Two Trainer-** Demonstrated skill, knowledge and ability for specific competency as expected *for Level Two Trainer or Lead Trainer.*

**Still Developing Proficiency** - Possesses some skill, knowledge and ability *but not yet fully proficient for Level Two Trainer or Lead Trainer; Still learning and developing aspects of this competency as specified*

# 1. Consciousness

1.1 High Level of Self-Awareness	Mentee			Mentor		
Knowledge/Skill/Ability Expected	<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>
a) Spiritual connection b) Wisdom of experience c) Authenticity d) Humility e) Sunniai	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

1.2 Personal Practice	Mentee			Mentor		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge/Skill/Ability Expected	<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>
a) Personal Sadhana b) Living the 5 sutras: <i>Recognize the other person is you. There is a way through every block When the time is on you, start, and the pressure will be off. Understand through compassion or you will misunderstand the times. Vibrate the Cosmos, the Cosmos shall clear the path.</i>	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

1.3 Commitment to continuous learning and self-development	Mentee			Mentor		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge/Skill/Ability Expected	<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>
a) Continuing commitment on personal transformation and integration	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

## 2. Community

2.1 Ability to build Relationship/Partnering	Mentee			Mentor		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge/Skill/Ability Expected	Still Developing Proficiency	Proficient for Level Two Trainer	Unknown	Still Developing Proficiency	Proficient for Level Two Trainer	Unknown
a) Seek opportunities to collaborate with others; Set common goals. b) Maintain professional boundaries while always exhibiting compassion and courtesy. c) Set example and inspire collaboration within team. d) Promote and establish partnerships across the teaching team; Set clear expectations to ensure success. e) Collaborates with other local trainings f) Address conflicts as they arise. g) Use feedback and questioning skills to better understand trainers and students.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

### 3. Teaching Skills

<b>3.1 Ability to apply Adult learning theory and multi-sensory learning</b>  Knowledge/Skill/Ability Expected	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
a) Creatively deliver training topics (meaning that the trainer doesn't just sit and talk, or rely on the book, but uses stories, presentations, small group discussions and other means to keep students engaged and absorbing the material) b) Able to make the material practical to the students' lives; utilize the imagination of the students c) To be able to bring in information and experiences from the broader world and effectively integrate this into the core material d) Accommodates learning disabilities and challenges. E.g.: hearing and visual imparities.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

<b>3.2 Excellent Group Facilitation Skills</b>  Knowledge/Skill/Ability Expected	Mentee			Mentor		
a) Contain questions without necessarily having to answer them b) Facilitates contained discussion with participants – without trainer acting in the role of expert or center of discussion c) Facilitate full participation of students – give them many opportunities inside and outside the classroom to practice and observe the new skills they are learning d) Excellent at small group facilitation e) Can be open, undefended and vulnerable f) Transparent in leadership role	<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>		

<b>3.3 Excellent Communication Skills</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>
Knowledge/Skill/Ability Expected						
a) Share personal experiences to facilitate student process and as teaching points b) Communication skills to uplift students and acknowledge and inspire them as teachers, including deep listening and impeccable confidentiality.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

<b>3.4 Problem Solving Skills</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>
Knowledge/Skill/Ability Expected						
a) Recognize that a problem exists and take timely, appropriate action. b) Provide flexible, alternative or optional solutions; Evaluate solution for best fit. c) Inspire others on the team to contribute to the problem solving process. d) Respect and support decisions that are made and move on.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		



<b>3.5 Excellent coaching/ Mentoring Skills</b>  Knowledge/Skill/Ability Expected	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>
a) Including a capacity to inspire mission and magnitude in the students b) Able to identify, facilitate and process the student's transformations c) Emotional Maturity to facilitate deep personal work of the students d) Get to the point, and let the students experience their own process e) Be flexible in the frequency and degree of contact with each student, so that you are tuning into each one individually	<b>Comments and Recommended Development Activities</b>			<b>Comments and Recommended Development Activities</b>		

## 4. Administration

<b>4.1 Course Management</b>  Knowledge/Skill/Ability Expected	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
a) Create excellent course plan and manage it to stay on time, while still being very flexible if in service to the students' process. b) Able to identify the core piece(s) to be delivered and make sure that happens, while still being able to change plans on the spot c) Sensitive to where the group is going and what they need d) Able to simplify/streamline material into a coherent 6-day schedule e) Teamwork and smooth, excellent collaboration with any other trainers on the team f) Able to hold space consistently and steadily for 6 days	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

4.2 Understands and complies with KRI's policies & procedures	Mentee			Mentor		
	Knowledge/Skill/Ability Expected	<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
a) Understands KRI requirements, policies and procedures b) Ensures that KRI requirements, policies and procedures are met and followed.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

## 5. Content

5.1 Grasps the content for this Level Two Module	Mentee			Mentor		
	Knowledge/Skill/Ability Expected	<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
a) Understands the content for the Level two module b) Conveys effectively the key concepts to students c) Integrates the key concepts in their own life.	Comments and Recommended <b>Development Activities</b>			Comments and Recommended <b>Development Activities</b>		

## 6. Additional Competencies Expected\* (optional)

Knowledge/Skill/Ability Expected	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>		

\* this section is to provide information on additional competencies that are identified when mentor and mentee discuss before/during/after Practicum