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KRI LEVEL ONE INTERN COMPETENCY EVALUATION FORM – INTERNS

Introduction to the Competency Form:

This document lists exclusively the competencies that are expected of the **Intern role**.

This self-assessment document serves as an opportunity for reflection and dialogue with Mentors and peers. The idea is that for each item (1.1, 1.2...), there is a self-assessment of how you are doing in that competency in relation to what is expected for your current role in the Academy.

Each of these items has a box with nuances that are part of that competency. Use what's in the box as a reference to expand your reflection, but don't restrict your assessment to them.

The “notes” space is an open space for mentees and mentors to discuss and record the details, plans, and processes involved in each competency as much as necessary.

A suggested process is for the Mentee to do the self-assessment alone and then have the Mentor or other peers talk about the self-assessment or use the “notes” field to make comments.

Another process idea is to use the document as a basis for a dialogue with the Mentor or peers, in which the Trainer will record relevant aspects of those reflections.

Legal Name:

Spiritual Name:

Date:

Email address:

1. CONSCIOUSNESS

1.1 Spiritual Connection

- a. Teaches in the neutral space of the Golden Chain.
- b. Commits to regular daily practice of yoga and meditation; sadhana.

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Notes:

1.2 Self Awareness

- a. Develops greater self-awareness by identifying one's own strengths and weaknesses.

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Notes:

1.3 Social and Environmental Awareness

- a. Seeks awareness of the social environment of the training.
- b. Awareness of discrete categories of discrimination e.g. race, ethnicity, gender, class, sexual orientation, culture and physical and learning differences.

- b. Understands diversity, transparency and inclusion.
- c. Environmentally responsible management of natural resources

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Notes:

1.4 Ethics and Personal Integrity

- a. Naturally do the right thing whether or not others observe or even take notice.
- b. Abide by the KRI Teacher Code of Ethics and Professional Standards.

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Notes:

1.5 Openness to feedback

- a. Seeks inspiration to mature as a trainer and is open to feedback from team members.
- b. Listens deeply to understand and follows up with questions or concerns to validate understanding of feedback

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Notes:

2. COMMUNITY

2.1 Community Building

- a. Identify the opportunities in your community to do seva and give of your time and skills.
- b. When possible, participate in the existing activities and projects in your community.

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Notes:

2.2 Building Relationships/ Partnering

- a. Build relationships with both leaders and members within your community to collaborate.
- b. Is able to describe and explain the organizational activities and structures of our national and international Sangat.

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Notes:

2.3 Seva Commitment

- a. Establishes relationships in the community based on service.
- b. Shows practical commitment to Seva.
- c. Identifies the needs of the marginalized and underrepresented in their community and actively works with community members and leadership to meet these needs for inclusion.

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Notes:

3. TRAINER SKILLS

3.1 Student Focus

- a. Teach from a sense of service to the development of the student

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Notes:

3.2 Group Facilitation

- a. Treat all with respect.
- b. Encourage full participation.
- c. Able to maintain neutrality even in conflict - supporting de-escalation of any tense situations that may arise within the training team or with students

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Notes:

3.3 Team Support

- a. Understand team dynamics & group consciousness.
- b. Demonstrates support of the good of the team, even if there are disagreements, as a team member

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Notes:

3.4 Communication Skills

- a. Clearly presents ideas, constructive feedback and suggestions to trainers and attendees of the Level I course.
- b. Willing and able to communicate what is needed with compassion especially when delivering constructive criticism.
- c. Facilitates information sharing within small groups.
- d. Gains an understanding of when to share or hold confidential information about individuals.
- e. Demonstrates cultural sensitivity and an understanding of privilege and biases in communication.

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Notes:

3.5 Problem Solving

- a. Communicates student status and concerns to the appropriate Team member.
- b. Recognize that a problem exists and take timely, appropriate action.

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Notes:

3.6 Continuous Learning and Improvements

- a. Embrace opportunities to deepen experience of the teachings and increase pedagogy skills.

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Notes:

3.7 Teaching Skills

- a. Observes and possibly documents other Trainers' delivery of training topics and sequence; maintains the ability to be a "student".
- b. Appears confident and well prepared to teach.

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Notes:

3.8 Course Facilitation Skills

- a. Gains insight into development of course curriculum; lecture, experiential learning methods and group dynamics.
- b. Learns how to identify and evaluate learning and performance issues of students.
- d. Smoothly and professionally conducts the student-teacher practicum evaluations and guides group feedback.

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Notes:

3.9 Leadership

- a. Gains insight into motivating students (lets students figure it out for themselves).
- b. Promotes understanding of the Teachings by sharing personal experiences as appropriate.
- c. Supports the Trainer team staying on track while recognizing appropriate changes to the teaching schedule.

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Notes:

4. ADMINISTRATION

4.1 Program Organization

- a. Provides in-class program support as needed.

b. If requested, participates with team members in the tracking of materials covered throughout the duration of the program (kriyas, meditations, DVDs, etc.)
c. If requested, participates with team members in the monitoring and documentation of student activities, i.e. completed homework, class attendance, student evaluations, etc.

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Notes: