

**KRI****ATA**AQUARIAN
TRAINER
ACADEMY

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KRI LEVEL ONE COMPETENCY EVALUATION FORM

LEAD TRAINER

Introduction to Lead Competency Form:

This document lists exclusively the competencies that are expected of the **Lead 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 expanding 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.

IMPORTANT: This document is for general use in the ATA and is **NOT open for EDITS**. To fill it in with your personal information, you can [DOWNLOAD IT](#) to use in Microsoft Word or [MAKE A COPY](#) to use in your Google Drive. [Find HERE](#) a short video about this process. For questions, contact the [Regional Academy Administrator](#).

Legal and Spiritual Name:

Date:

Email address:

1. CONSCIOUSNESS

1.1 Spiritual Connection

- a. Develops intuition.
- b. Responds from intuition as teacher trainer, able to maintain presence of openness and non-judgment.

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Notes:

1.2 Self Awareness

- a. Maintains comprehensive self-awareness; able to honor strengths and weaknesses, remain constant and neutral

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Notes:

1.3 Social and Environmental Awareness

- a. Embodies awareness of the 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 responsible for management of natural resources in the training environment.

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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 Code of Ethics and Professional Standards.
- c. Exemplify the highest character, caliber and consciousness.

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Notes:

1.5 Openness to feedback

- a. Seek inspiration to mature as a trainer and is open to feedback from team members.
- b. Listen for comprehension and follow up with questions or concerns to validate understanding.

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Notes:

2. COMMUNITY

2.1 Community Building

- a. Produce new opportunities for community building
- b. Create access to existing community activities projects
- c. Integrate and support existing community activities and projects.
- d. Recruit new members to existing community activities and projects.
- e. Collaborate with community events.

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Notes:

2.2 Building Relationships/ Partnering

- 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.

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Notes:

2.3 Seva Commitment

- 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.

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Notes:

3. TRAINER SKILLS

3.1 Student Focus

- 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.

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Notes:

3.2 Group Facilitation

- 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.

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Notes:

3.3 Team Support

- a. Participate as an active member of a team: supporting co-trainers; Participate and contribute to meetings, classes and projects.
- b. Extend cooperative attitude to work with people beyond the immediate training team (as needed).

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Notes:

3.4 Communication Skills

- a. 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.
- b. Breaks down complex topics and shares essential Teachings in a manner conducive to the student population.
- c. Conveys Teachings to all levels (i.e. students, interns, associates, etc.) clearly and concisely; uses actively listening and effective questioning techniques to understand other's messages.
- d. Interviewing skills; Behavior based and ability to probe.

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Notes:

3.5 Problem-Solving

- a. Ability to deliver difficult messages with compassion.
- b. Inspire others on the team to contribute to the problem-solving process.
- c. Provide flexible, alternative or optional solutions; Evaluate solution for best fit.

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Notes:

3.6 Continuous Learning and Improvements

- a. 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.

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Notes:

3.7 Teaching Skills

- a. Develop course objectives, instructional tasks;
- b. Apply adult learning theory and multi-sensory learning;
- c. Select and use training/instructional methods and procedures appropriate for the situation.
- d. Ability to handling difficult situations;
- e. Has basic knowledge of potential problem areas. Able to spot potential problems and refer students to appropriate resources.
- f. Teach in a manner that has "impact", able to give an experience.

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Notes:

3.8 Course Facilitation Skills

- a. Able to facilitate a Level 1 course fulfilling all curriculum and practicum requirements with designated time allotment for each topic.
- b. 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.
- c. Handle interruptions and challenging situations effectively.

- d. Ensure the quality of training through 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.
- e. Seek, receive and respond to feedback from staff, students, and KRI. Use KRI course goals and student growth as metrics.
- f. Take responsibility, handle what is needed, keep up and come through while leading others to do the same.
- g. Effectively guide practicum experience.
- h. Effectively assign topics to other trainers.

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Notes:

3.9 Leadership

- a. Create an approachable and visible presence; Be available to trainees.
- b. Take on a leadership role; assume responsibility to lead the team to get things done.
- c. Using a collaborative and cooperative approach, inspire and challenge others to greatness as set by the Code of Professional Conduct.
- d. Contribute to the creation of a vision for the future.
- e. Take a Lead role in creating a vision for the future through the teachings.

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Notes:

3.10 Trainer Team Management

- a. 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.
- c. 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
- d. Knows when to step back and let others take charge".

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Notes:

3.11 Team Teaching and Collaboration

- a. Inspire a true spirit of cooperation among team members.
- b. Include all members of the team in course vision and goals.
- c. Organize and manage a team of trainers to maintain thread of consistency through the program.
- d. Manage the structure of communication throughout the training.
- e. Understand and establish roles and responsibilities of trainees and co-trainers.

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Notes:

3.12 Coaching and Mentoring

- a. 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.

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Notes:

4. ADMINISTRATION

4.1 Program Organization

- a. Organize and prioritize tasks to meet deadlines.
- b. Manage time appropriately.

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Notes:

4.2 Program Administration Skills

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

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Notes:

4.3 Promotion and Public Relations

- 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.

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Notes:

4.4 Business Acumen & Program Planning

- 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.
- 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.
- c. Apply entrepreneurial thinking and sales skills appropriately
- d. Utilize networking and promotion skills.
- e. Manage multiple tasks or assignments effectively.
- f. Be fair and transparent when determining appropriate levels of compensation for team members.

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Notes:

4.5 Understands and Complies with KRI's policies and procedures

- a. Understands KRI requirements, policies and procedures
- b. Ensures that KRI requirements, policies and procedures are met and followed.
- c. 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 troubleshoot any problems, deal with special situations, etc.)
- d. Oversees and manages any interview process implemented for the course; trains Interns and Associates on interview standards and student evaluations

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