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KRI Aquarian Trainer Academy Mentor/Mentee Operating Agreement

Note: 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 your Microsoft Word or MAKE A COPY to use in your Google Drive.
Find HERE a short video about this process. Please email the signed agreement to the Regional Academy Administrator.

Purpose
The Aquarian Trainer Academy has created this Operating Agreement as a support tool for the mentoring relationship. The purpose of this agreement is to enhance the success of Mentors as they mentor and guide new Trainers-in-Training (TNTs) through the Academy and their development as trainers. This agreement allows each party to understand his/her responsibilities and expectations in this relationship; and it is designed to guide the mentor and mentee in an open and honest dialogue about the commitments required.
As the Mentor and Mentee prepare to enter into this Operating Agreement, they should review and confirm their understanding of the Competency Evaluation Form (CEF). The Mentee completes this form and then discusses it with the Mentor. This is a fundamental method for identifying current skill level and experience, as well as identifying and establishing areas that need development. This process will assist both the Mentor and Mentee in creating and agreeing to a Development Plan.

Note: *It is important to recognize the nature of development is not necessarily based on the number of times through a Level One course or a specific length of time, but on the ability to develop and demonstrate the skills and knowledge to deliver the Teachings successfully to the students.*

Discussion Guidelines
Prior to signing the operating agreement, it is recommended that you discuss the following questions in order to clarify responsibilities and expectations for both the mentor and the mentee.

1. Have you agreed upon the key areas identified for development?
2. After considering the specific Level One program that the mentee will participate in:
   a) What are the mentee's primary responsibilities?
   b) What new skills will be developed or strengthened?
   c) Have any key topics been assigned for the mentee to teach?
3. Have periodic meeting times and goals (benchmarks) been established, (*i.e. periodic planning meetings, competency evaluation, Individual Development Plan, signing off on content credits and bench hours, Trainer team debriefings at the end of each session, etc.)* ?
4. Have you discussed any possible unspoken assumptions regarding expectations? Such as:
   a) How long will the mentoring process last?
   b) Whether there are expectations about opportunities for future training (such as expectations for joining the existing Trainer team, etc.)
5. What type of financial arrangement, costs/fees, or seva (energy exchange) are associated with this agreement?
6. Does the Mentor have expectations above and beyond KRI's basic requirements? If so, be sure to discuss and note these expectations before completing the agreement. KRI is not against Mentors requiring more than the basic KRI requirements.

KRI ATA AQUARIAN TRAINER ACADEMY

Mentor/Mentee Operating Agreement

MENTOR

Role: Provide advice, consultation, resources, & mentoring support
Responsibilities: (not limited to just these responsibilities)

- Provide orientation to the KRI Aquarian Trainer Academy for new ATA applicants.
- Assist mentee in identifying and developing the required competencies, along with ideas on how to build and improve both personal and technical skills.
- Helps establish the Individual Development Plan (IDP) for the Mentee and provide guidance.
- Assist mentee in identifying development resources that will help him/her grow as a teacher trainer and address any issues encountered.
- Share lessons learned and best practices.
- Provide ongoing support and encouragement.
- Observe the mentee teaching.
- Meet regularly with the mentee (e.g. periodically during the Level One training course).
- Document accomplishments, challenges, and successes (such as competency review and signing off on content credits and bench hours on the Units of Study – Content Credit Form).
- Maintain confidentiality of information shared in mentoring sessions based on boundaries established by mentee and KRI.

MENTEE

Role: Actively participates in the KRI Trainer Development Program through participation in the delivery of multiple Level One Training courses and regular meetings with the Mentor.
Responsibilities: (not limited to just these responsibilities)

- Required to attend all sessions of the first Level One program they participate in at intern level. After the first full cycle, discuss with your Mentor what his or her expectations will be concerning attendance.
- Commit to participating in regular (e.g.. Quarterly) reviews, including assessment of competencies.
- Work with Mentor to identify education/training resources and development opportunities for professional growth.
- Actively pursue goals and objectives identified with the assistance of the Mentor.
- Inform Mentor when barriers or problems to progress arise.
- Engage in regular meetings with Mentor (at least once a month during the Level One training program).

Financial Agreement

[Insert any fee arrangements here]

Additional Requirements (beyond KRI guidelines)

[Insert any additional expectations here]

I have reviewed and understand the essential functions of my role and I agree to uphold this operating agreement. KRI is available to support the resolution of any issues between the parties in this agreement.

Mentor
Name: _____ Signature:_____ Date_____

Mentee
Name: _____Signature:_____Date_____
Mentee's Current Level within the Academy _____

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