

KRI Teacher Trainer - Competency Evaluation

COMPETENCY

An integrated set of skills, abilities, knowledge and behaviors that enables one to perform effectively. (A competency should be able to be taught, developed and demonstrated.)

Purpose:

The competency evaluation is as an exercise in self reflection and assessment for the Trainer at all levels of development. It is an important tool, which can help Trainers identify skills and competencies they need to improve or acquire. The questionnaire was designed as an exercise in the art of reflection, which is itself a key competency for a Trainer. It reinforces our awareness of the knowledge and many skills required to be a successful Trainer in Yogi Bhajan's Aquarian Teacher Program. In addition, it provides a framework for mentors and mentees to develop an Individual Development Plan (IDP) for mentees. Competency ratings are used to assess the qualifications needed for movement through all levels in the Academy. KRI recommends that all trainers, regardless of role level, maintain a continuous education program of self reflection and improvement.

Instructions:

As you complete the competency evaluation, please keep in mind you are assessing each competency and primary responsibilities specifically in relationship to the Trainer role level (e.g. Intern, Associate, Professional, Lead). The skills of a Trainer go beyond that of a Kundalini Yoga Instructor or Practitioner teaching a class, or of a professional from another discipline.

As you assess yourself, you are encouraged to talk with your mentor or other experienced Trainers to gain a deeper perspective or insight into your level of competence before completing your self evaluation. Be honest in your self assessment; recognize where your strengths and your challenges exist. This is an opportunity for self-reflection and growth. Your ratings should be reflective of your experiences and skills as a Trainer; therefore, Interns may have ratings in the 1 -2 range, Associates may have ratings of 2 or 3, Professional 3 or 4 and Lead 4 or higher. KRI recognizes these ratings will reflect individual differences, talents and transferable skills Trainers bring from their previous life experiences. The suggested rating numbers are merely guidelines. Also, please note that not all competencies are required for each role level; for example, some might just apply for leads and some for all levels except leads.

The Academy has established these competencies to maintain standards and keep the teachings pure to ensure that the Legacy of Yogi Bhajan is passed on for generations to come. The intent of the competency evaluation form is to support all those who are destined to be Trainers in the Aquarian Teacher Program. KRI is committed to support each Trainer to achieve their highest potential so that they may touch the hearts and minds of future students and teachers as Yogi Bhajan exemplified through his teachings.

EVALUATION SCALE

5 - **Mastered** - Uses the behavior successfully with a high level of expertise and understanding; highly skilled, expert, mentors others; Is actively sought out for opinions or input; actively and successfully shares knowledge; Exemplifies this skill or knowledge area to the highest level; Fully competent to teach this skill/knowledge area to others; Lives it! Individuals with Mastery level are RARE and reserved for those demonstrating the highest of skill levels. These individuals may be recognized by the larger community of Trainers as highly competent in key topics passed on from Yogi Bhajan.

4 - **Skilled** - Demonstrates great ability and professionalism; Expertness that comes from training and practice; Excellent grasp of skill or knowledge area; frequently and successfully applies the behavior skillfully or in a professional manner. Skilled individuals typically represent levels of knowledge consistent with many years of successful experience in the delivery of the Teacher Training material. These individuals act as subject matter experts, contributing to KRI's ongoing development of Trainers.

3 – **Effective/ Knowledgeable** - Has practical understanding and experience with this behavior; Familiarity, awareness or understanding gained through experience; Demonstrates a competent level of skill or knowledge. Effective and Knowledgeable individuals are able to deliver course material successfully and continually work to broaden and strengthen their understanding of the teachings.

2 - **Developing** - Possesses some of this skill, partially competent or knowledge area but still learning; Room for improvement; Is in the process of practicing the behavior to become more knowledgeable about the use and application of the behavior; Has capability but not fully tested. Individuals developing may teach sections of the Trainer course under direct supervision of their Mentor. They are continuing to gain insight into the full breath of their knowledge and how competencies developed in other capacities might apply to those required of a Trainer.

1 - **Novice OR Not Demonstrated** - Brand new skill/knowledge area or unable to adequately demonstrate the skill/knowledge area. Has not demonstrated during review period; inconsistently demonstrates behavior. Individuals at the Novice level are focused on gaining insight into knowledge and competencies required of Trainers. Insight into knowledge and competencies required of Trainers.

N/A - **Not applicable** - Not currently using this behavior nor anticipating using it in the future; not expected for level.

U - **UNKNOWN** - Unable to rate due to insufficient knowledge.

Table of Competencies

1. Inner Awareness

- 1.1 Self Awareness
- 1.2 Spiritual Connection – Overall Mission
- 1.3 Continuous Learning and Improvement

2. Communication

- 2.1 Communication skills
- 2.2 Group Facilitation

3. Teamwork

- 3.1 Team support
- 3.2 Team Teaching and Collaboration
- 3.3 Coaching & Mentoring

4. Trainer Development

- 4.1 Trainer Skills

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- 5.1 Course Facilitation Skills
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- 6.1 Business Acumen & Program Planning
- 6.2 Promotion and Public Relations
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- 6.4 Organization

7. Leadership

- 7.1 Leadership
- 7.2 Trainer Team Management
- 7.3 Problem Solving
- 7.4 Ethics and Personal Integrity

8. Relationships

- 8.1 Building Relationships/Partnering
- 8.2 Community Building

Legend: Evaluation Scale

Recommended Competency Standards by Level

| | |
|-------------------------|--|
| Evaluation Scale | Trainer Role Level |
| Code | |
| I-A | (moving from Intern) to Associate Level |
| a-P | (moving from Associate) to Professional Level |
| P-L | (moving from Professional) to Lead Level |

1. Inner Awareness

| 1.1 Self Awareness | Evaluation Scale | | | | | | |
|--|------------------|---------|-----|---|---|-----|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | |
| 1.1.1 Commit to ongoing personal spiritual development by maintaining a strong sadhana and a daily personal practice of yoga and meditation (e.g. move into shuniya, allow the chiseling process to occur. | | P-L a-P | I-A | | | | |
| 1.1.2 Engage in deep meditation | | P-L a-P | I-A | | | | |
| 1.1.3 Practice self-reflection in order to promote personal growth and refinement | | P-L a-P | I-A | | | | |
| 1.1.4 Understand unique strengths, talents and/or areas for improvement. | | P-L a-P | I-A | | | | |
| 1.1.5 Understand role as teacher trainer; Aware of the impact of decisions and concerns regarding all aspects of a training program | | P-L a-P | I-A | | | | |

| 1.2 Spiritual Connection – Overall Mission | Evaluation Scale | | | | | | |
|--|------------------|-----|-----|---|---|-----|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | |
| 1.2.1 Surrender to Guru Ram Das as the ultimate teacher <ul style="list-style-type: none"> ▪ Tune into the Golden Chain • Let Guru Ram Das do the teaching | P-L | a-P | I-A | | | | |
| 1.2.2 Dedicated to keeping the teachings pure and sharing them in the highest spirit of cherdi kala | P-L | a-P | I-A | | | | |

| | | | | | | | |
|--|--|----------|---------|--|--|--|--|
| 1.2.3 Relate respectfully to the Golden Chain; Understand place in the Golden Chain and lineage of teachers; See, treat and inspire trainees as part of the chain | | P-L P | a- A | | | | |
| 1.2.4 Understand and connect to the mission of Siri Singh Sahib Yogi Bhajan in order to create the future generations of teachers and trainers to carry on that mission. | | P-L P | a- A | | | | |

| 1.3 Continuous Learning and Improvement | | Evaluation Scale | | | | | | |
|--|--|-------------------------|------------|----------|----------|----------|--------------|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N / A | U |
| 1.3.1 | 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 | | P-L a-P | | I- A | | | |
| 1.3.2 | Open to feedback; take direction and follow leadership allowing the "chiseling process" to continue. | | P-L a-P | | I- A | | | |
| 1.3.3 | Willing and able to confront & elevate | | P-L a-P | | I- A | | | |

2. Communication

| 2.1 Communication skills | | Evaluation Scale | | | | | | |
|---|--|-------------------------|------------|----------|----------|----------|--|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N / A | U |
| 2.1.1 | Demonstrate clear and articulate public speaking, oral presentation and story telling skills; Speak clearly, concisely and professionally. | | P-L a-P | | I- A | | | |
| 2.1.2 | Demonstrate multifaceted communication skills | | P-L a-P | | | | | |
| 2.1.2.1 | Good Listening skills | | P-L a-P | | I- A | | Not all competencies required for Intern level moving to Associate (Initially qualified for) | |
| 2.1.2.2 | Ability to deal with crisis and conflict | | P-L a-P | | | | | |
| 2.1.2.3 | Ability to deliver difficult messages with compassion | | P-L a-P | | | | | |
| 2.1.2.4 | Ability to maximize impact by adjust communication style to suit audience | | P-L a-P | | | | | |
| 2.1.2.5 | Ability to provide positive and constructive feedback | | P-L a-P | | I- A | | | |
| 2.1.3 | Invite and manage dialogue. | | P-L a-P | | I- A | | | |

| | | | | | | | | |
|-------|---|--|-----|-----------------|--|--|--|--|
| 2.1.4 | Interviewing skills; Behavior based and ability to probe. | | | P-L a-P L | | | | |
| 2.1.5 | Communicate clearly and effectively in written and visual forms. | | | P-L a-P | | | | |
| 2.1.6 | Create opportunities for Q&A and use questioning to engage participation. | | P-L | a-P | | | | |
| 2.1.7 | Respond to questions with a balanced understanding of the teachings. | | P-L | a-P | | | | |

| 2.2 Group Facilitation | | Evaluation Scale | | | | | | |
|---|---|-------------------------|----------|----------|----------|----------|------------|---------------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 2.2.1 | Manage group dynamics | | P-L L | a-P P | | | | NA for I to A |
| 2.2.1.1 | Encourage full participation | | P-L L | a-P P | I-A A | | | |
| 2.2.1.2 | Manage Small group dynamics | | P-L L | a-P P | I-A A | | | |
| 2.2.1.3 | Focus the group towards common goals | | P-L L | a-P P | I-A A | | | |
| 2.2.1.4 | Promote mutual understanding among participants | | P-L L | a-P P | I-A A | | | |
| 2.2.1.5 | Foster a climate of inclusion where diverse thoughts are freely shared and utilized | | P-L L | a-P P | I-A A | | | |
| 2.2.2 | Treat all with respect | | P-L L | a-P P | I-A A | | | |
| 2.2.3 | Be aware of the reaction of others and socially perceptive of how you present yourself. | | P-L L | a-P P | I-A A | | | |

3. Teamwork

| 3.1 Team Support | | Evaluation Scale | | | | | | |
|---|--|-------------------------|----------|----------|----------|----------|------------|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 3.1.1 | Understand team dynamics & group consciousness | | P-L | a-P | I-A | | | |
| 3.1.2 | Commit to the success of the team; Operate with a true sense of teamwork to advance the power and presence of the team | | P-L | a-P | | | | |

| | | | | | | | | |
|-------|---|--|------------|-----|-----|--|--|--|
| 3.1.3 | Support all trainers; Save face and grace of training team; Avoid <i>public</i> contradiction even if there is a disagreement. | | P-L | a-P | I-A | | | |
| 3.1.4 | Participate as an active member of a team: supporting co-trainers; Participate and contribute to meetings, classes and projects | | a-P P-L | I-A | | | | |
| 3.1.5 | Extend cooperative attitude to work with people beyond the immediate training team (as needed) | | P-L | a-P | I-A | | | |

| 3.2 Team Teaching and Collaboration | | Evaluation Scale | | | | | | |
|---|--|------------------|-----|-----|-----|---|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | | |
| 3.2.1 | Include all members of the team of trainers in course vision and goals | | | P-L | | | | |
| 3.2.2 | Organize and manage team of trainers to maintain thread of consistency through program. | | | P-L | | | | |
| 3.2.3 | Manage the structure of communication throughout the training. | | | P-L | | | | |
| 3.2.4 | Understand and establish roles and responsibilities of trainees and co-trainers. | | P-L | a-P | | | | |
| 3.2.5 | Understand the structure of communication and accountabilities among the trainees and trainers, mentors, associates and interns. | | | a-P | I-A | | | |
| 3.2.6 | Support teammates, offering assistance as needed. | | P-L | a-P | I-A | | | |
| 3.2.7 | Solicit and be open to receiving personal feedback | | P-L | a-P | I-A | | | |
| 3.2.8 | Inspire a true spirit of cooperation among team members | | P-L | a-P | I-A | | | |

| 3.3 Coaching & Mentoring | | Evaluation Scale | | | | | | |
|---|---|------------------|-----|-----|-----|-----|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | | |
| 3.3.1 | Facilitate coaching discussions for the Training Team; Arrange for regular feedback sessions | | | P-L | a-P | | | |
| 3.3.2 | Actively listen; Reflect back; Summarize and paraphrase for understanding | | P-L | a-P | I-A | | | |
| 3.3.3 | Identify strengths and challenges of TnTs; Recognize and reinforce individuals' strengths; Recommend strategies for further development | | | P-L | a-P | | | |
| 3.3.4 | Provide motivational and formative feedback; Give specific, practical, behavioral feedback to student teachers | | | P-L | a-P | | | |
| 3.3.5 | Monitor the progress of mentorees by conducting assessments. | | | P-L | | a-P | | |

4. Trainer Development

| 4.1 Trainer Skills | Evaluation Scale | | | | | | |
|---|------------------|---------------------|------------------|---------------------|---------------------|-----|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | |
| 4.1.1 Develop course objectives, instructional tasks;(e.g. Able to formulate and deliver lesson plans, demonstrating clear presentation of material; Create course content (sequencing, instruction, exercises, openings)) | | P ⁻ L | a ⁻ P | I ⁻ A | | | |
| 4.1.2 Apply adult learning theory and multi sensory learning; Select and use training/instructional methods and procedures appropriate for the situation | | | P-L | a ⁻ P | I ⁻ A | | |
| 4.1.3 Ability to handling difficult situations; Has basic knowledge of potential problem areas. Able to spot potential problems and refer students to appropriate resources. | | P ⁻ L | a ⁻ P | | I ⁻ A | | |
| 4.1.4 Utilize training materials (e.g. handouts, learning aids) | | P ⁻ L | a ⁻ P | I ⁻ A | | | |
| 4.1.5 Appear confident and well prepared to teach. Deliver the teachings in an understandable and clear manner; stay on topic. | | P ⁻ L | a ⁻ P | I ⁻ A | | | |
| 4.1.6 Able to maintain a clear, strong, kind, and effective presence when teaching and throughout the entire course. Develops a “presence that works”; Able to see a student’s need, engage, challenge and inspire (poke, provoke, confront and elevate). | | P ⁻ L | a ⁻ P | I ⁻ A | | | |
| 4.1.7 Teach in a manner that has “impact”, able to give an experience | | P ⁻ L | a ⁻ P | I ⁻ A | | | |

5. Training Delivery

| 5.1 Course Facilitation Skills | Evaluation Scale | | | | | | |
|--|------------------|-------------|-------------------------|---------------------|---|---------------|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | |
| 5.1.1 Able to facilitate a Level 1 course fulfilling all curriculum and practicum requirements with designated time allotment for each topic. | | P - L | | a ⁻ P | | NA for I to A | |
| 5.1.2 Recognize personal limitations of competence in any facet of training. Receive feedback, and continue to learn. | | P - L | a ⁻ P | I ⁻ A | | | |
| 5.1.3 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-L a ⁻ P | I ⁻ A | | | |

| | | | | | | | | |
|-------|---|--|-----|--------------------------|-----|-----|--|--|
| 5.1.4 | Handle interruptions and challenging situations effectively | | | a-P | I-A | | | |
| 5.1.5 | 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. | | P-L | a-P | | I-A | | |
| 5.1.6 | Seek, receive and respond to feedback from staff, students, and KRI. Use KRI course goals and student growth as metrics. | | P-L | a-P | I-A | | | |
| 5.1.7 | Take responsibility, handle what is needed, keep up and come through while leading others to do the same. | | P-L | a-P | I-A | | | |
| 5.1.8 | Effectively guide practicum experience | | P-L | a-P | I-A | | | |
| 5.1.9 | Effectively assign topics to other trainers. | | P-L | N/A for I to A or A to P | | | | |

| 5.2 Student Focus | Evaluation Scale | | | | | | |
|-------------------|------------------|-----|-----|-----|-----|-----|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 5.2.1 | | P-L | a-P | I-A | | | |
| 5.2.2 | | P-L | a-P | | I-A | | |
| 5.2.3 | | P-L | a-P | I-A | | | |
| 5.2.4 | | P-L | a-P | | I-A | | |
| 5.2.5 | | P-L | a-P | I-A | | | |

6. Program Planning & Administration

| 6.1 Business Acumen & Program Planning | Evaluation Scale | | | | | | |
|--|------------------|-----|-----|-----|---|-----|---|
| | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 6.1.1 | | | P-L | a-P | Only 6.1.4 & 6.1.5 pertains to the Intern moving to Associate level | | |
| 6.1.2 | | P-L | a-P | | | | |

| | | | | | | | | |
|-------|---|--|---------|-------------------------|-----|---------|--|--|
| 6.1.3 | Apply entrepreneurial thinking and sales skills appropriately | | | P-L | a-P | | | |
| 6.1.4 | Utilize networking and promotion skills | | | P-L a-P _L | | I- A | | |
| 6.1.5 | Manage multiple tasks or assignments effectively | | P- L | a-P | I-A | | | |
| 6.1.6 | Be fair and transparent when determining appropriate levels of compensation for team members. | | | P-L | | a- P | | |

| 6.2 Promotion and Public Relations | | Evaluation Scale | | | | | | |
|---|---|-------------------------|---------|------------|---------|---------------|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | | |
| 6.2.1 | Communicate benefits and/or value of KRI programs in an ethical manner | | P- L | a-P | I- A | | | |
| 6.2.2 | Succinctly convey the essence of Teacher Training to prospective students and the community at large | | | a-P P-L | I- A | | | |
| 6.2.3 | Create appropriate (not misleading) marketing materials; Create effective and approved pamphlets, websites and other publicity. | | | P-L | a- P | NA for I to A | | |

| 6.3 Administration skills | | Evaluation Scale | | | | | | |
|---|---|-------------------------|---------|------------|---------------|---------|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | | |
| 6.3.1 | Able to effectively organize and administer the program (or appropriately delegate administrative tasks) in a timely and accurate manner. | | | P-L a-P | I- A | | | |
| 6.3.2 | Ensure compliance with KRI standards and requirements. | | | P-L a-P | | I- A | | |
| 6.3.3 | Maintain appropriate documentation concerning student or course data | | | P-L a-P | | I- A | | |
| 6.3.4 | Demonstrate professional communication with KRI and the contract office; Work well with KRI through responsive, respectful, and effective communication | | P- L | a-P | NA for I to A | | | |

| 6.4 Organization | | Evaluation Scale | | | | | | |
|---|---|-------------------------|---------|-----|---------|---|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| Knowledge/Skill/Ability Required | | | | | | | | |
| 6.4.1 | Organize and prioritize tasks to meet deadlines | | P- L | a-P | I- A | | | |

| | | | | | | | | |
|-------|--|--|---------|-----|---------|--|--|--|
| 6.4.2 | Manage time appropriately | | P- L | a-P | I- A | | | |
| 6.4.3 | Presents and organizes material in a systematic manner that make's sense | | P- L | a-P | I- A | | | |

7. Leadership

| 7.1 Leadership | | Evaluation Scale | | | | | | |
|----------------|---|------------------|----------------|--------------------|---------|---|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 7.1.1 | Create an approachable and visible presence; Be available to trainees | | P-L a- P | I- A | | | | |
| 7.1.2 | Take on leadership role; assume responsibility to lead the team to get things done | | P-L | a- P | I- A | | | |
| 7.1.3 | Using a collaborative and cooperative approach inspire and challenge others to greatness as set by the Code of Professional Conduct | | P-L a- P | | I- A | | | |
| 7.1.4 | Contribute to the creation of a vision for the future | | | P- L a- P | I- A | | | |
| 7.1.5 | Take a lead role in creating a vision for the future through the teachings. | | | P- L | | | | |

| 7.2 Trainer Team Management | | Evaluation Scale | | | | | | | |
|-----------------------------|---|------------------|---|------------|---------|---------|-----|---|----------------|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U | |
| 7.2.1 | Understand the strengths and qualities of the teacher training team; Research and select trainers that best meet overall goals. | | | P-L | a- P | | | | N/A for I to A |
| 7.2.2 | Organize and manage the Trainer Team, including working with individual Trainers, in a manner that maintains consistency through the program and insures that all topics are properly covered and the scope of the work is delivered. | | | P-L | a- P | I- A | | | |
| 7.2.3 | Be accountable and understand your own personal impact to the team's growth and success. | | | P-L a-P | I- A | | | | |

| 7.3 Problem Solving | | Evaluation Scale | | | | | | |
|---|---|-------------------------|---------------------|----------|----------|----------|--------------|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N / A | U |
| 7.3.1 | Recognize that a problem exists and take timely, appropriate action. | | P-L _a -P | | ┌ A | | | |
| 7.3.2 | Provide flexible, alternative or optional solutions; Evaluate solution for best fit | | P-L _a -P | | ┌ A | | | |
| 7.3.3 | Inspire others on the team to contribute to the problem-solving process | | P-L _a -P | | ┌ A | | | |
| 7.3.4 | Respect and support decisions that are made and move on | | P-L _a -P | | ┌ A | | | |

| 7.4 Ethics and Personal Integrity | | Evaluation Scale | | | | | | |
|--|---|-------------------------|---------------------|----------|----------|----------|--------------|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N / A | U |
| 7.4.1 | Naturally do the right thing whether or not others observe or even take notice; | | P-L _a -P | | ┌ A | | | |
| 7.4.2 | Abide by Teacher Code of Excellence | | P-L _a -P | | ┌ A | | | |
| 7.4.3 | Exemplify the highest character, caliber and consciousness | | P-L _a -P | | ┌ A | | | |

8. Relationships

| 8.1 Building Relationships/Partnering | | Evaluation Scale | | | | | | |
|--|--|-------------------------|---------------------|----------|----------|----------|--------------|----------|
| Knowledge/Skill/Ability Required | | 5 | 4 | 3 | 2 | 1 | N / A | U |
| 8.1.1 | Seek opportunities to collaborate with others; Set common goals | | P-L | a-P | ┌ A | | | |
| 8.1.2 | Maintain professional boundaries while always exhibiting compassion and courtesy | | P-L _a -P | | ┌ A | | | |
| 8.1.3 | Set example and inspire collaboration within team; Promote and establish partnerships across the teaching team; Set clear expectations to ensure success | | P-L | a-P | ┌ A | | | |
| 8.1.4 | Address conflicts as they arise | | P-L _a -P | | ┌ A | | | |

| | | | | | | | | |
|-------|--|--|-----|-----|-----|--|--|--|
| 8.1.5 | Use feedback and questioning skills to better understand trainees and trainers | | P-L | a-P | I-A | | | |
|-------|--|--|-----|-----|-----|--|--|--|

| 8.2 Community Building | | Evaluation Scale | | | | | | |
|------------------------|--|------------------|-----|---------|-----|-----|-----|---|
| | | 5 | 4 | 3 | 2 | 1 | N/A | U |
| 8.2.1 | Build community; Not territorial - Work in partnership up, down, and across organizational boundaries; | | P-L | a-P | | I-A | | |
| 8.2.2 | Promote and establish partnerships across larger KRI, Sikh Dharma and 3HO communities | | | P-L a-P | | I-A | | |
| 8.2.3 | Work to build community; Stay involved with community; Provide service to the community | | P-L | a-P | I-A | | | |
| 8.2.4 | Collaborate and interact with other teachers, studios, and international Kundalini events. Show respect for other traditions | | | P-L a-P | I-A | | | |