# ILP INTEGRATION SELF-ASSESSMENT

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| **Name:**  |  | **Date:** |  |
|  |  |  |  |
| **Module** | **Category** | **Description** | **Score** |
| **Learning and Practice** | **Key Concepts** | Acquired vs. adaptive learning |  |
|  |  | Knower vs. learner attitude |  |
|  |  | Feedback loop |  |
|  |  | Socially-defined to self-authoring |  |
|  |  | Approaches to practice (dabbler, hacker, obsessive, mastery) |  |
|  | **Practice/Skills** | Escaping the Drama Triangle |  |
|  |  | Performance Journaling |  |
|  |  | Obtaining and learning from feedback |  |
|  |  | Cultivating a learner attitude |  |
| **Meaning** | **Key Concepts** | Vision |  |
|  |  | Values |  |
|  |  | Purpose |  |
|  | **Practice/Skills** | Walking Our Talk |  |
|  |  | Crafting and communicating directional statements (vision, purpose, values) |  |
|  |  | Alignment |  |
| **Attention Mgmt** | **Key Concepts** | Attention Zones Model (proactive, reactive, distraction, waste) |  |
|  |  | Multitasking is counterproductive |  |
|  | **Practice/Skills** | Be aware of which zone you are in |  |
|  |  | Eliminate distractions and waste by asserting boundaries and raising standards |  |
|  |  | Reinvest into being more proactive |  |
|  |  | Focusing on one thing at time |  |
|  |  | Weekly focusing |  |
|  |  | Using time blocks |  |
|  |  | Setting and keeping appointments with yourself |  |
| **Execution** | **Key Concepts** | Execution on the business and execution in the business |  |
|  |  | Making deliberate tradeoffs |  |
|  |  | Personal productivity  |  |
|  |  | Disciplined process  |  |
|  |  | Committed action |  |
|  | **Practice/Skills** | Prioritizing (use the 2X2 Priority Matrix)  |  |
|  |  | Staying organized (workflow management/GTD); Managing energy and attention |  |
|  |  | Project planning and project management |  |
|  |  | Making effective requests, giving committed responses, and managing breakdowns |  |

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| **Module** | **Category** | **Description** | **Score** |
| **Conscious**  | **Key Concepts** | Intent vs. Impact |  |
| **Communication** |  | Presence |  |
|  |  | Ladder of inference  |  |
|  |  | Communication modes (negotiation, discussion, debate, dialogue, listening, etc.) and the pros and cons of each |  |
|  |  | Facts vs. perceptions |  |
|  | **Practice/Skills** | Telling Ourselves Stories (Ladder of inference practice) |  |
|  |  | Active listening |  |
|  |  | Distinguishing facts from perceptions |  |
|  |  | Practicing internal presence (mindfulness) and external presence |  |
|  |  | Framing |  |
|  |  | Balancing advocacy and inquiry |  |
|  |  | Using feedback formula (SBI) to deliver Constructive Feedback |  |
|  |  | Using feedback formula (SBI) to deliver Positive Feedback (“Ongoing Regard”) |  |
| **Understanding**  | **Key Concepts** | Worldviews / value sets / mindsets |  |
| **People** |  | Achiever worldview, Traditional worldview, Pluralistic worldview, Power-centric worldview |  |
|  | **Practice/Skills** | Recognizing and cultivating access to (all four) mindsets within *oneself* |  |
|  |  | Recognizing and appreciating (all four mindsets) in *others* |  |
|  |  | Framing communication in terms of different motivations |  |
|  |  | Translating messages into different “dialects” |  |
| **High Performance**  | **Key Concepts** | Teams vs. groups: pros and cons |  |
| **Teamwork** |  | From compliance to collaboration |  |
|  |  | Obstacles to high performance teamwork  |  |
|  |  | Five capacities to cultivate |  |
|  | **Practice/Skills** | Cultivating trust |  |
|  |  | Self-disclosure |  |
|  |  | Conscious communication (emphasizing dialogue, balancing advocacy and inquiry, active listening) |  |
|  |  | Alignment |  |
|  |  | Mutual accountability (accountability conversations) |  |
|  |   | Staying focused on collective results |  |

## Assessment Scoring Key:

**Key Concepts**

1. I haven’t yet really understood this concept.
2. When I read about this concept it made sense, but I can’t explain it or cite examples of the concept in action.
3. I can apply this concept and remember at least one example of the concept in action.
4. I feel comfortable teaching this concept to others and can cite numerous examples from my own experience of the concept in action.
5. I spontaneously integrate this concept into my thinking and behavior without deliberate effort.

**Core Practices and Skills**

1. I haven’t fully executed this practice or skill even one time.
2. I have practiced at least a little but I couldn’t explain it or give one example of what doing this practice or using this skill looks like in action.
3. I can do this to some extent and describe what this looks like in action.
4. I use this practice or skill regularly and can cite numerous examples from my own experience of how it looks in action.
5. I spontaneously integrate this practice or skill into my thinking and behavior without deliberate effort.