# 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.