# ILP INTEGRATION SELF-ASSESSMENT

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| **Name:**  |  | **Date:** |  |
|  |  |  |  |
| **Module** | **Category** | **Description** | **Score** |
| **Learning & Practice** | **Key Concepts** | Acquired versus Adaptive Learning |  |
|  |  | Knower versus Learner attitude |  |
|  |  | Feedback loop |  |
|  |  | Socially defined versus Self-authoring |  |
|  |  | Approaches to practice (Dabbler, Hacker, Obsessive, Mastery) |  |
|  | **Practice/Skills** | Escape The Drama Triangle |  |
|  |  | Performance Journaling |  |
|  |  | Obtain and learn from feedback |  |
|  |  | Cultivate a Learner attitude |  |
| **Meaning** | **Key Concepts** | Vision |  |
|  |  | Values |  |
|  |  | Purpose |  |
|  | **Practice/Skills** | Walk the Talk |  |
|  |  | Craft and communicate directional statements (vision, purpose, values) |  |
|  |  | Practice alignment |  |
| **Attention Management** | **Key Concepts** | Attention Zones Model™ (Proactive, Reactive, Distraction, Waste) |  |
|  |  | Counterproductivity of multitasking |  |
|  | **Practice/Skills** | Be aware of which zone you are in |  |
|  |  | Eliminate distractions and waste by asserting boundaries and raising standards |  |
|  |  | Be more proactive |  |
|  |  | Focus on one thing at time |  |
|  |  | Practice weekly focusing |  |
|  |  | Use time blocks |  |
|  |  | Set and keep appointments with yourself |  |
| **Execution** | **Key Concepts** | Execution *on* the business and execution *in* the business |  |
|  |  | Making deliberate trade-offs |  |
|  |  | Personal productivity  |  |
|  |  | Disciplined process  |  |
|  |  | Committed Action |  |
|  | **Practice/Skills** | Prioritize (use the 2X2 Priority Matrix) |  |
|  |  | Stay organized (workflow management/GTD); manage energy and attention |  |
|  |  | Practice project planning and project management |  |
|  |  | Make effective requests, give committed responses, and manage breakdowns |  |

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| **Module** | **Category** | **Description** | **Score** |
| **Conscious**  | **Key Concepts** | Intent versus Impact |  |
| **Communication** |  | Presence |  |
|  |  | Ladder of Inference  |  |
|  |  | Communication modes (negotiation, discussion, debate, dialogue, listening, etc.) and the pros and cons of each |  |
|  |  | Facts versus perceptions |  |
|  | **Practice/Skills** | Tell yourself stories (Ladder of Inference practice) |  |
|  |  | Practice active listening |  |
|  |  | Distinguish facts from perceptions |  |
|  |  | Practice Recalibration |  |
|  |  | Practice framing |  |
|  |  | Balance advocacy and inquiry |  |
|  |  | Use the feedback formula (SBI) to deliver constructive feedback |  |
|  |  | Use the 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** | Recognize and cultivate access to all four mindsets |  |
|  |  | Recognize and appreciate all four mindsets in others |  |
|  |  | Frame communication in terms of different motivations |  |
|  |  | Translate messages into different “dialects.” |  |
| **High Performance**  | **Key Concepts** | Teams versus groups: pros and cons |  |
| **Teamwork** |  | From compliance to collaboration |  |
|  |  | Obstacles to High-Performance Teamwork  |  |
|  |  | Five capacities to cultivate |  |
|  | **Practice/Skills** | Cultivate trust |  |
|  |  | Practice self-disclosure |  |
|  |  | Consciously communicate emphasizing dialogue, balancing advocacy and inquiry, and active listening |  |
|  |  | Practice alignment |  |
|  |  | Practice mutual accountability (accountability conversations) |  |
|  |   | Stay focused on collective results |  |

## ASSESSMENT SCORING KEY

**Key Concepts**

1. I don’t yet really understand this concept.
2. When I read about this concept, it makes 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 can’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.