# 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. | | |  |
|  | |  | Journal performance. | | |  |
|  | |  | Obtain and learn from feedback. | | |  |
|  | |  | Cultivate a Learner attitude. | | |  |
| **Meaning** | | **Key Concepts** | Vision | | |  |
|  | |  | Values | | |  |
|  | |  | Purpose | | |  |
|  | | **Practice/Skills** | Walk your 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 internal presence (mindfulness) and external presence. |  |
|  |  | 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.