

Deep-End Self-Assessment: Four Foundational Skills

This questionnaire contains questions to guide you as you read the text in relation to your work at your school, and to help you see where you are in terms of the four foundational skills for deep-enders. Think of a real project or initiative you are beginning or will begin soon, and use the + or – column to annotate where you might feel you need some more support for your project or initiative as you move forward. Mark a + for items that are strengths and a – for items you need to work on. Responding to these questions will help you identify where you might have learning edges—areas where you need to grow and improve.

Thinking Before You Speak	+ or -
1. Do I know what challenge or challenges this initiative is solving?	
2. Do I know whether this challenge requires solving a problem or reaching a compromise? Can I speak to this difference?	
3. Do I know what I value and how this project aligns with the values I hold?	
4. Do I know what values my school or district emphasizes, and can I communicate how this initiative aligns with those values?	
5. Have I thought through who needs to be involved in the planning of this initiative?	
6. Do I know how to get others' input in a way that is useful for me and that they see as worthwhile?	
7. Do I have good facilitation skills and know how to lead groups through project design and implementation?	
8. If I have decision-making authority, do I communicate processes and decisions with transparency to all stakeholders?	
9. Can I tell a story or narrative about this challenge and decision so others will feel the need for this initiative to move forward?	
10. Can I share data, evidence, or research about this challenge and decision so others will understand the need for this initiative to move forward?	
11. Do I know and can I communicate what my action plan is for implementation?	
12. Now that I have an action plan in place, do I know how I will communicate this message?	
13. Am I aware that there may be covert processes at work that I might not be able to address?	
14. Have I intentionally designed stop-and-reflect moments into the process of implementation?	

Preempting Resistance	+ or -
1. Do I know what questions and concerns most commonly come up with a new initiative and how I might address them early in the rollout process?	
2. Do I know the people I am working with in some personal way (for example, their ages, family status, ethnicity, and so on)?	
3. Am I aware of adult learning theory and how it might connect to the initiative I am implementing?	
4. Do I understand the psychological threat-or-reward instinct so I can mitigate fears during my communications?	
5. Am I mindful that others are at different developmental stages in their own growth and that I need to communicate with them differently? How might this initiative challenge them, and how might I support them to move forward with the initiative?	
Responding to Resistance	+ or -
1. Given that resistance will happen, do I know ways I can professionally respond to those who will respond negatively to the initiative?	
2. Do I have an awareness of how my body language is perceived so I am viewed as credible or approachable, as the situation requires?	
Managing Oneself Through Change and Resistance	+ or -
1. Do I have structures and supports in place in my life (for example, exercise, healthy eating, massage, and sleep) to help me physically manage the challenges that will come my way?	
2. Do I have a breathing, meditation or quieting practice that will help bring calm to my body and mind?	
3. Do I take time to cultivate relationships in my life outside work (for example, with family, friends, a partner, or pets)?	
4. Do I have a structure in my life for acknowledging the good that is going on or a method of expressing gratitude on a continual basis?	
5. Am I aware of the concept of a growth versus fixed mindset, and how am I working with it in my own life and work?	
6. Do I have self-talk that is optimistic, and am I learning to be more optimistic? (Do I have a coach or someone who works with me on my self-talk and helps me look at my assumptions, belief systems, and strengths?)	
7. Do I have a compassion practice that includes both self-compassion and loving kindness for others?	

<p>8. Do I take time out for inspirational moments that bring me back to why I do what I do for students and ground me in the importance of doing deep-end work (for example, TED Talks, spiritual centers, churches, synagogues, retreat centers, readings, author talks, or podcasts)?</p>	
<p>9. Do I have plans to grow myself and my skill sets (for example, through conferences, mentoring groups, online courses, professional learning communities, or reading lists)?</p>	
<p>10. Do I take time for restorative moments?</p>	
<p>11. Do I notice that I laugh every day? Do I put myself in situations that make me smile?</p>	
<p>12. Do I have moments when I can experience giving in a different way outside my work, perform acts of service, or attend events that support causes?</p>	