Leadership Development Progress Check

Companion to Catalyst Leadership | *John Coné*

Purpose: Determine whether the leader is making observable progress in one or two disciplines selected from the original 36-item Catalyst Leadership Assessment.

When and how to use it

• Establish a baseline using the full 36-item Leadership Assessment. Record the original date and scores.

• Choose one or two disciplines for development. At follow-up, repeat ALL SIX original statements for each chosen discipline—do not substitute new questions or choose only the easiest items.

• Use the identical 1–5 scale: 1 Rarely or almost never true; 2 Occasionally true; 3 Sometimes true; 4 Usually true; 5 Consistently true.

• Compare item-level changes and the six-item discipline score with baseline. Write concrete behavioral evidence; a higher self-rating alone does not establish improvement.

• When helpful, repeat the original second pass about the leadership team, but keep team-environment scores separate from your own. Repeat the full 36-item assessment periodically to check the wider profile.

Leader: _____ Baseline date: _____ Follow-up date: _____

Selected discipline(s): _____

Note: Complete only the selected discipline sections below. The other sections form an exact-item reference bank, so this check remains usable without reopening the full Field Guide.

1. SEE THE SYSTEM

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
1. When an important problem persists or recurs, I look beyond the people closest to the problem to understand the conditions producing it.	___	___
2. Before intervening in a performance problem, I try to understand the situation, performers, requirements, consequences, and feedback surrounding it.	___	___
3. I distinguish between symptoms requiring immediate attention and underlying system conditions that may repeatedly produce those symptoms.	___	___
4. When circumstances change unexpectedly, I look for where	___	___

information, authority, expertise, relationships, or other system conditions are helping or preventing an effective response.		
5. I consider not only whether the system can produce today's required performance, but whether it can generate capabilities we may need tomorrow.	___	___
6. When performance disappoints, I resist attributing the problem too quickly to individual motivation, competence, or effort.	___	___

Six-item total (same items, same scale): Baseline _____ / 30 Now _____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

2. FIND THE LEVERAGE

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
7. When facing a consequential problem, I resist equating a long list of actions with a strong response.	___	___
8. I deliberately search for places where a focused intervention could produce a disproportionate effect on the system.	___	___
9. When considering an intervention, I ask not only whether it could solve the immediate problem but what capability it might leave behind.	___	___
10. I look for leverage in connections, information flows, decision rights, assumptions, incentives, access, and opportunities to experiment—not only in organizational structure or	___	___

resources.		
11. When several possible interventions exist, I consider which would make the organization less dependent upon me or another single source of intelligence.	___	___
12. I look for places within consequential work where solving today's problem could increase our capacity to solve unfamiliar problems in the future.	___	___

Six-item total (same items, same scale): Baseline ____ / 30 Now ____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

3. CHANGE THE CONDITIONS

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
13. I help people gain access to relevant expertise and knowledge across organizational boundaries.	___	___
14. I help important information reach the people capable of exercising judgment about it rather than allowing hierarchy, function, geography, or technology to trap it.	___	___
15. I push authority for discovery and experimentation close enough to the work that people can test reasonable ideas without unnecessary escalation.	___	___
16. I create an environment in which people can acknowledge uncertainty, surface bad news, challenge assumptions, and report unsuccessful experiments without unreasonable personal risk.	___	___
17. I create opportunities within	___	___

normal work to turn experience into learning rather than relying primarily on occasional reviews or formal development activities.		
18. I recognize and reinforce people who create capability, make useful knowledge travel, and help others become more capable—not merely those who personally deliver immediate results.	___	___

Six-item total (same items, same scale): Baseline ____ / 30 Now ____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

4. EXERCISE CATALYST JUDGMENT

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
19. Before providing an answer I already know, I consider whether providing it is actually necessary.	___	___
20. I distinguish situations requiring compliance with a known answer from those in which discovery should remain open.	___	___
21. I use Direct leadership when urgency, consequence, certainty, or accountability genuinely requires it rather than simply because directing is faster.	___	___
22. When the desired outcome is sufficiently clear, but others should own execution, I transfer meaningful authority rather than continuing to control how the work is done.	___	___
23. When neither the solution nor the precise destination can be fully known in advance, I create conditions for discovery rather than prematurely imposing an	___	___

answer.		
24. I combine Direct, Empower, and Catalyze within the same situation when different parts of the work require different leadership responses.	___	___

Six-item total (same items, same scale): Baseline ____ / 30 Now ____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

5. MAKE CAPABILITY GENERATIVE

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
25. After consequential work, I help people distinguish what happened from what was actually learned from the experience.	___	___
26. I ask what people or the organization are now capable of doing that they could not do—or could not do as well—before the experience.	___	___
27. I help important learning travel beyond the team, function, or location in which it originated.	___	___
28. When learning travels, I encourage people to combine it with their own knowledge and circumstances rather than simply copy the original solution.	___	___
29. I help uncover expertise, experience, relationships, technologies, and other capability ingredients that already exist in the system but have not previously been connected.	___	___
30. When we solve an unfamiliar problem, I deliberately look for ways to make what we learned increase our capacity to address	___	___

the next unfamiliar problem.		

Six-item total (same items, same scale): Baseline ____ / 30 Now ____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

6. MULTIPLY THE CATALYSTS

Complete this section only if this is a selected development priority.

Original assessment statement	Baseline 1–5	Now 1–5
31. I notice people throughout the organization—not only formal leaders—who already display catalytic behaviors.	___	___
32. When considering someone's leadership potential, I notice whether the person connects others, reframes problems, crosses boundaries, enables experimentation, makes learning travel, and builds capability in others.	___	___
33. I deliberately give emerging Catalysts consequential problems for which the answer is not already known.	___	___
34. I sometimes allow another person to catalyze work I could handle more quickly myself because developing that person's capability has future value.	___	___
35. I am developing people who are increasingly capable of catalyzing important work without my involvement.	___	___
36. I encourage the Catalysts I develop to help other people develop catalytic capability.	___	___

Six-item total (same items, same scale): Baseline ____ / 30 Now ____ / 30

Specific examples of behavior that changed, including any contradictory evidence:

_____

_____

What would colleagues or team members actually notice?

_____

Interpret progress, not just scores

What improved in actual behavior? Which items remain unchanged? Did a lower rating reflect greater discernment rather than regression? What work provided opportunities to practice?

_____

_____

_____

Next developmental experience and observable behavior to test:

_____

_____

If repeating the leadership-team second pass: use the same six items, score the team as a whole, and do not interpret those scores as independent ratings of your own behavior.

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