Generative Capability Progress Check

Companion to Catalyst Leadership | *John Coné*

Purpose: Monitor whether a defined system is becoming more capable of generating new capabilities repeatedly. This is a directional, evidence-based follow-up—not a shortened score interchangeable with the full 36-item Generative Capability Assessment.

Set the comparison

System being assessed (keep the same boundary across reviews):

_____

Baseline date: _____ Review date: _____ People contributing evidence: _____

What unfamiliar or changing demands matter most for this system now?

_____

_____

Rate each selected statement using the SAME scale as the full system assessment: 1 Rarely true; 2 Occasionally true; 3 Inconsistently true; 4 Usually true; 5 Reliably true. Reuse the same 12 statements at every progress check. If no baseline was recorded for these statements, establish one now; do not reconstruct a numerical baseline from memory.

SENSE & INTERPRET

Exact statement from full assessment	Baseline	Now
We notice meaningful changes in our environment early enough to respond.	___	___
Information that challenges existing assumptions receives serious attention.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

CONNECT

Exact statement from full assessment	Baseline	Now
People can find relevant expertise outside their immediate group.	___	___
Knowledge moves across organizational boundaries when the work requires it.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

MOBILIZE

Exact statement from full assessment	Baseline	Now
People can organize around an emerging need without waiting for extensive top-down orchestration.	___	___
Decision authority can move close enough to the work for intelligent action.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

EXPERIMENT

Exact statement from full assessment	Baseline	Now
People can conduct bounded experiments without unnecessary approval or delay.	___	___
Experiments produce information that affects subsequent decisions.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

LEARN

Exact statement from full assessment	Baseline	Now
We examine consequential experiences closely enough to understand what they taught us.	___	___
Learning changes what people can actually do—not merely what they know.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

Exact statement from full assessment	Baseline	Now
Useful learning can be discovered by people who were not part of the original experience.	___	___
Learning from one part of the organization regularly combines with knowledge or experience from elsewhere.	___	___

Evidence of changed system behavior, and a counterexample:

_____

_____

The two indicators for each mechanism sample that mechanism; they do not capture the full six-item dimension. Do not equate a two-item total with the full-assessment dimension score.

Three cross-cutting tests

The six mechanisms describe what the system does. These tests ask whether it can, will, and can do so fast enough. Make a judgment from 1 to 5, anchored in evidence. Use the same interpretation on each review.

Test	Baseline	Now	What actually changed?
CAPABILITY — CAN WE?	___	___	_____ ___
INCLINATION — WILL WE?	___	___	_____ ___
VELOCITY — FAST ENOUGH?	___	___	_____ ___

Capability: skills, knowledge, technologies, networks, authority, judgment. Inclination: norms, incentives, permissions, consequences. Velocity: speed of sensing, connecting, mobilizing, experimenting, feedback and spread.

Reality check: trace one unfamiliar challenge

Recent challenge (or two comparable challenges across review periods):

_____

What did the system notice, and when?

_____

How did it connect relevant intelligence and mobilize?

_____

What did it discover through responsible action or experimentation?

_____

What was learned, what capability changed, and where did learning travel?

_____

What still required unnecessary intervention or escalation?

_____

Interpret the pattern

Which mechanism or connection between mechanisms most constrains the system today? Do not average the ratings into a single generativity score.

_____

_____

What can this system now generate that it could not generate at baseline? What evidence supports that claim?

_____

_____

What alternative explanation might account for the improvement (a different task, staffing, resources, or circumstances)?

_____

_____

One condition to change next:

_____

When to return to the full assessment

Use the complete Generative Capability Assessment when the system boundary or circumstances change materially; evidence conflicts with ratings; an important mechanism not represented by the selected indicators appears constrained; the stakes justify deeper examination; or a periodic comprehensive reassessment is due. A progress check is a prompt for judgment, not a validated measurement instrument.

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