

Intuition AI Readiness Guide

A starting point for decisions about people, programs, and progress.

INSTRUMENTS

Two, both free

AUDIENCES

Four, four depths

GAP MAPPER

Fifteen minutes

SECTION ONE

What would support your answer

When an executive asks how ready the institution is for AI, what evidence can you bring into the room? Tool access, course completion, and confidence surveys each tell you something. They don't necessarily tell you whether a team can use AI well in the work it actually does.

Intuition's AI Enablement Gap Mapper and L&D Maturity Assessment offer two starting views. Used together, they help distinguish the capability people need from the learning function's ability to support it.

INSTRUMENT ONE

AI Enablement Gap Mapper

The AI Enablement Gap Mapper helps identify where AI enablement needs attention and what that means for program priorities. It gives a learning leader a structured way to examine the gaps behind a broad readiness question and identify an initial focus.

INSTRUMENT TWO

L&D Maturity Assessment

The L&D Maturity Assessment looks at the learning function. It helps the team consider whether its approach and supporting practices can carry the capability agenda forward. A workforce can need practical AI skills while its L&D function also needs a stronger way to organize or measure the response.

WHAT THEY ARE NOT

Both are free starting instruments. Neither should be treated as a certification that a workflow is ready to deploy, evidence that an employee can perform a task, or a substitute for the institution's technology and risk reviews.

FROM A RESULT TO SOMETHING YOU CAN EXAMINE

The next question is why

A diagnostic result becomes more useful when you can connect it to examples. Suppose an operations team has access to an approved assistant but uses it inconsistently. The next question is why. People may be unsure which information they can use, uncertain how to check the output, or unconvinced that it helps with the task.

Those explanations imply different responses.

IF IT IS A KNOWLEDGE GAP

A tutorial may help

IF A PERMISSION IS UNCLEAR

It needs an answer from the owner

IF THE WORKFLOW IS AWFUL

It needs testing with the people doing the work

The two instruments help begin that discussion. Evidence from employees, managers, and control colleagues helps you decide what the result means for your institution.

A baseline before the program begins

A useful baseline records what people can do before the learning starts. It also records the conditions in which they are working, including approved tools, available guidance, and relevant restrictions. Without that context, an apparent capability gap may be a missing permission or a process problem.

For a priority role, choose a representative task and agree how it will be reviewed. An analyst preparing an internal briefing might need to select an approved source, identify an unsupported statement, and explain what they would escalate. The task gives the program a starting point that a confidence score alone cannot provide.

SECTION TWO

Four audiences with different responsibilities

AUDIENCE	DEPTH	A USEFUL CAPABILITY QUESTION
All Employees	Foundation	Can the person use permitted tools responsibly and check an output before relying on it?
Business and Functional Teams	Applied	Can the team revise a real workflow and explain where review and judgment remain?
Technical Builders	Advanced	Can they build, test, and evaluate the proposed system within agreed requirements?
Leadership	Strategic	Can leaders choose an opportunity, assign decision rights, and judge the evidence for proceeding?

BEFORE LAUNCH

Record the role, task, evidence, reviewer, and date for each priority group. Explain how the evidence will be used and who can see it. That makes the baseline a development tool people can understand.

THREE PATTERNS TO AVOID

Where role grouping goes wrong

01 An analyst isn't automatically a technical builder

The distinction is whether the work involves building or integrating a system, rather than using one to analyze information. Some analysts will need both paths.

02 Operations is too broad for foundation learning alone

Someone changing a workflow needs applied practice, even if the rest of the team begins with responsible-use basics.

03 Leadership learning needs to go beyond communicating enthusiasm

Sponsors and managers must make decisions about scope, risk, resources, and review. Their baseline should examine those decisions.

SECTION THREE

Four measures for the leadership report

The Living Skills Framework's four rungs give AI programs a useful reporting structure. Each rung answers a different question and becomes credible on a different timetable.

RUNG	AI EXAMPLE	EVIDENCE AND OWNER
Activity	People attended practice sessions and used the learning resources	Participation records owned by L&D
Capability	Participants identified unsupported claims in a generated briefing	Comparable tasks reviewed by L&D and a subject expert
Behavior	The team checks sources and records review decisions in the approved workflow	Observed work reviewed by managers
Outcome	Rework or turnaround time changed without a loss of quality	An existing business measure interpreted with its owner

An early report can be useful even when it has little outcome evidence. At month two, participation and assessed capability may be the strongest findings. Some workflow measures can move quickly; others need a longer observation period. The report should show what has been measured and what remains too early to judge.

Keep the explanation with the number. Before the pilot, the business owner and L&D agree the outcome measure and review period. During the review, they record other changes that could influence it, such as a new process, different workload, or staffing change.

SIGNALS THAT MOVE BEFORE THE OUTCOME

What to watch while the outcome is still forming

INTERNAL

Questions raised in practice, repeated corrections, and support tickets can reveal where people need help. Growing confidence can be useful, but it needs to be read alongside demonstrated capability. A team that becomes more careful may initially take longer or raise more exceptions.

EXTERNAL

External signals also belong in the review. A vendor roadmap may change the skills a team will need. Published examination priorities may change which decisions need closer attention. Comparing those signals with internal search patterns and reviewer feedback can bring a learning need into view before it affects the business result.

AN ACCOUNT LEADERSHIP CAN EXAMINE

That gives leadership an account it can examine. A fall in rework alongside better task performance is useful evidence. It still needs a careful explanation of how much of the change can reasonably be attributed to the program.

SECTION FOUR

Choosing the first response

A readiness result is useful when it narrows the next decision. The routes below are starting hypotheses to discuss with the business and the people doing the work. They don't replace the institution's own assessment of the cause.

WHAT THE EVIDENCE SUGGESTS	A STARTING ROUTE TO EXAMINE
There's no practical baseline or shared foundation	Know-How AI and the AI Accelerator to support foundational learning and internal champions
Everyone receives the same course despite different responsibilities	Role-based capability programs with distinct audience depths
Managers struggle to translate the strategy into daily work	The Executive and Manager Cascade
Policy is documented but people have little practice applying it	Studio scenario work with the AI Leadership Strategy Program
Approved tools have weak adoption	Know-How AI with Live practice around a useful team workflow
Learning is fragmented across suppliers and systems	Intuition Integrated to coordinate the program and its evidence

The next decision can stay small. Agree the first role, the practice task, and the evidence you will review before expanding. That gives the sponsor a concrete proposal and gives the team a chance to influence how the program takes shape.

A RESULT YOU CAN TAKE INTO THE ROOM

A short brief can be enough

For the first discussion, a short brief can be enough. It names the population, the observed gap, the evidence behind it, and a possible starting response. It also identifies what is still uncertain and who can help answer it.

NAME

The population

NAME

The observed gap and its evidence

NAME

A possible starting response

NAME

What is uncertain, and who can answer it**AN EXAMPLE, READ CAREFULLY**

For example, a team may be able to draft an internal briefing but struggle to explain why a source is suitable. That points to practice in source judgment and review. It doesn't, on its own, justify buying a new platform or sending the whole function through advanced technical training.

Start with the Gap Mapper. The AI Enablement Gap Mapper is free. Set aside fifteen minutes to work through your starting view and identify the evidence you would want to discuss with a sponsor. Use the L&D Maturity Assessment alongside it to consider the function's ability to support the response.

START WITH THE GAP MAPPER

FREE FROM IKN

Fifteen minutes, one starting view, and the evidence to discuss with a sponsor.

Find the tools through IKN Resources, or ask Intuition at info@intuition.com for the current assessment route. The AI Programs Overview explains how the four audience pathways fit together once you have a starting priority.

FREE TOOL

**AI Enablement Gap
Mapper**

FREE TOOL

**L&D Maturity
Assessment**

READ NEXT

AI Programs Overview



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