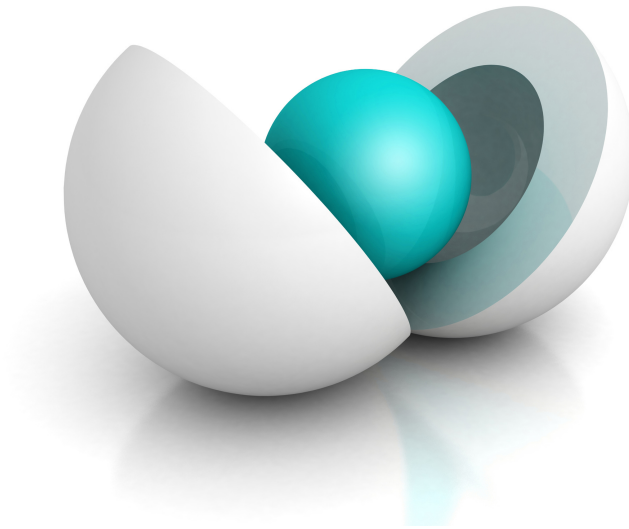


CAPTain | learning competence



Luis Mustermann

Openness to new things

Learning requires curiosity. Someone who thinks about things for himself and evolves his own ideas learns more, and more quickly, than a person who just takes things as they come and is more guarded when faced with new things.

The person has a very strong need for new input and ideas. He searches for new things. He has a very high potential for creative thinking. He develops his own ideas on how to do something better.

Recommendations for the person's superior:

Give the person the chance to get to know new things. But make sure that he doesn't jump from one thing to another. You should also give the person assignments where he can put his own creativity into practice. Make sure that his ideas are actually practicable.

Success orientation

Someone who performs an assignment with interest and commitment, and believes in its success, often makes more headway than someone who primarily sees the risks involved.

The person enjoys his work. The person is prepared for things to possibly go wrong. He takes his time and weighs up chances and risks before arriving at a decision.

Recommendations for the person's superior:

Show your recognition of the person's commitment and encourage him to show even more. Don't take the person's decisions for him! Encourage him to submit his own suggestions and to implement them fairly quickly, even if not everything seems perfect. Discuss the result with him.

Drive

In order to learn and develop, one needs to evolve goal-oriented activity and to stay on the ball, even if success is not immediately foreseeable. However, it makes little sense to sink your teeth into an assignment and try to force success.

The person hurries things along. He wants to get ahead personally and be successful. The person knows what he is trying to achieve. He sometimes makes a special effort to reach his objectives quickly. The person pursues difficult and complicated tasks – but not for an unlimited time. He wants to wind things up in a reasonable time. At the same time he wants to bring things to a conclusion personally, but can set priorities and put things that are not so important at the back of the queue.

Recommendations for the person's superior:

Give the person the chance to put his striving for success into practice. You could increase the person's goal-orientation further if you focused even more strongly on his professional motives. Praise the person's goal-orientation, but also make sure that he doesn't only seek assignments that can be completed fairly quickly. Give the person support on his way of setting priorities and pursuing assignments.

Self-management

Self-managed learning generally works better than learning managed by others. Competence for autonomous learning is a central factor in professional success nowadays. Someone who takes the initiative and thinks for himself, independently and systematically, about the questions facing him, is often a high potential.

Usually the person knows what is right, he takes the initiative independently and determines the direction himself without detailed instructions. The person works systematically and with structure. Even when adapting to new demands, he proceeds in an orderly fashion and sticks to the plan. The person is a practical person who considers things, weighs them up for a moment, and then takes action.

Recommendations for the person's superior:

Make sure that the person doesn't act on his own authority or without coordinating his plans with others. Give the person acknowledgement for his systematic but still adaptable way of doing things. Give the person acknowledgement for his focus on implementation. But also make sure that he has given adequate consideration to his approach.

Willingness to learn

The willingness and ability to reflect on one's actions and to accept feedback from others are decisive prerequisites for learning and development.

The person he can take criticism, and thinks about it.

Recommendations for the person's superior:

Approach the person and give him feedback. Later on, ask him what he made of your feedback.

Self-confidence

You need a healthy amount of self-confidence and personal courage if you want to achieve something. A person with no self-confidence will not make anything happen.

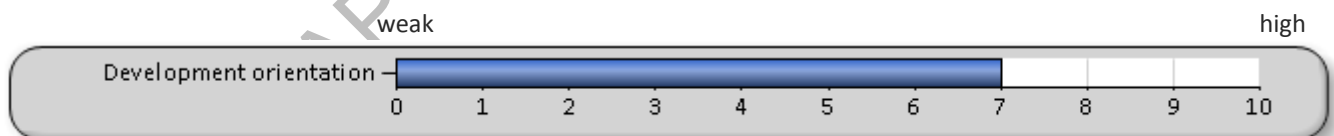
The person has self-confidence. He is sure of himself and his abilities. At the same time he doesn't take much advantage of personal encourage and support.

Recommendations for the person's superior:

Support the person in his self-confident approach when necessary.

Development forecast

The following overall evaluation is based on the sum of all aspects of the person's learning- and development-orientation:



We can assume that the person will develop his competences independently and on an ongoing basis off his own bat.