

CAPTain::smart® learning competence

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What role does the CAPTain smart® learning competence play in selection and development?

What does the CAPTain smart® learning competence measure?

The CAPTain smart® learning competence measures important aspects of a person's professional learning- and development-orientation in accordance with learning psychology: it measures his/her openness to new forms of working and cooperation, his/her willingness to take responsibility for his/her personal development, and the degree to which he/she proceeds in a structured fashion, believes in his/her success and doesn't let him-/herself be discouraged by possible setbacks and by the fact that there is no guarantee of success. For this factors, the CAPTain smart® learning competence is very valid and precise.

The CAPTain smart® learning competence is an objective potential analysis. The answers to special pairs of comparative questions are assessed with the help of a scientifically-based algorithm. The result is a neutral and standardized record of the person's professional and success-relevant behaviour competences, independent of subjective self-evaluation or third-party opinions.

Where do the results of the CAPTain smart® learning competence come in useful?

People differ from one another in the type and strength of their personal learning and development competence. This has significant effects on how much learning and personal development can be expected from the individual, and on what kind of support he/she needs in that context. This applies both to the learning process itself and to putting what has been learnt into practice, to both cognitive learning and the acquisition of new behavioural competences.

The CAPTain smart® learning competence enables us to find out:

- how great a person's chances to learn and develop are,
- what kind of support a person needs and
- how to avoid over- or underchallenging him/her.

The CAPTain smart® learning competence can be deployed profitably in the following areas:

1. Selection of outside applicants
2. Identification of talents in the company that are worth developing
3. Planning and support of individual learning and development processes
4. Transfer protection
5. On-the-job personnel development by the superior

The CAPTain smart® learning competence helps select the candidates with the greatest development potential, it helps design made-to-measure learning and development processes, to protect the transfer into practice and to enable managers to give competent support to their staff's development.

Personnel departments use the CAPTain smart® learning competence to make their deployment of resources more efficient and goal-oriented. Managers use the CAPTain smart® learning competence to participate more actively and constructively in their staff's competence development.

Tips for the optimum use of the CAPTain smart® learning competence

The CAPTain smart® learning competence result should always be discussed with the candidate, in the case of company personnel by the person's superior and/or the personnel development officer.

The CAPTain smart® learning competence result may deviate from the candidate's own self-assessment. While the CAPTain result is objective and neutral, a person's self-assessment is influenced by individual benchmarks, by blind spots in the person's perception or the wish to be seen in a particularly positive light. Differences between the CAPTain result and the way the person sees him-/herself should be discussed, as they can lead to uncertainty and may detract from the acceptance of the result.

When selecting internal candidates for a personnel development programme, the company should take care that members of staff not selected do not feel like losers, as this would impair their motivation. To avoid this, each potential candidate should be approached to talk about the possibilities of individual support – also, and especially if he/she is not chosen for the development programme. The CAPTain smart® learning competence supplies clear and sound information as a basis for a targeted talk about skills and development potential and about individual development measures.

Learning and development take place in a person's interaction with his surroundings. Favourable conditions are:

- professional challenges that call for new behaviour, new insights and knowledge,
- demands that neither under- nor overchallenge the person,
- a pronounced willingness and ability to learn and develop, and
- regular feedback on the progress made with learning and development.

The CAPTain smart® learning competence helps identify concrete opportunities and areas where action is called for in the learning and development process. If the person's superior acts on the relevant comments in the evaluation report, he/she will be able to support the person's development very effectively.

Additional tools for evaluating development potential

Especially for positions that are demanding from an intellectual and a strategic/conceptual point of view, it makes sense to know the breadth and depth of the candidate's intellectual potential. Standardised and scientifically-based methods exist to assess this. Feel free to ask us: we'll be happy to give you further information.

The individual motives that influence an individual's behaviour at work are of decisive importance for lending personal value and significance to the learning process. For a differentiated evaluation of professional motives, we recommend the Questionnaire on Professional Motivation (FBBM | motive). Don't hesitate to ask us: we'll be happy to give you further information.

Learning and development orientation

Based on the findings of learning psychology, the CAPTain smart® learning competence records important aspects of a person's professional learning and development orientation: the fact that he/she is open to new working styles and forms of cooperation, that he/she takes responsibility for his/her personal development, proceeds in a structured fashion, believes in his/her success and doesn't let him-/herself be deterred by the uncertainty of success or by possible setbacks.

The CAPTain smart® learning competence evaluates the person's ability and willingness to learn and develop as follows:

Openness to new things

Learning requires curiosity. Someone who thinks about things for him-/herself and evolves his/her 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.

Mr. Muster has a low willingness to embrace new input and ideas. He has a very high potential for creative thinking. He develops his own ideas on how to do something better.

Recommendations for Mr. Muster's superior:

Encourage Mr. Muster regularly to embrace new things and try them out. You should also give Mr. Muster 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.

Mr. Muster has his own ideas about what is useful and makes sense, and he acts accordingly. It is very important to him to work efficiently. Mr. Muster is concerned about possible failure, and sees the inherent risks rather than the chances.

Recommendations for Mr. Muster's superior:

Let Mr. Muster know at regular intervals why something is useful and makes sense: he wants to understand the reasons. Take care that Mr. Muster doesn't spend too much time collecting information and clarifying the facts. Encourage him to admit it when he doesn't know something, and expressly allow him to sometimes arrive at a second-best solution.

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.

Mr. Muster prefers to remain inconspicuous and do a sound job. Mr. Muster does not usually work directly towards concrete objectives. He often focuses more on how to go about things. Mr. Muster 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 Mr. Muster's superior:

Encourage Mr. Muster not to just unobtrusively go with the flow, but to become a driver in his own right. Encourage Mr. Muster to define concrete goals, and to check regularly whether his current actions really contribute to reaching his goals. Praise Mr. Muster's goal-orientation, but also make sure that he doesn't only seek assignments that can be completed fairly quickly. Give Mr. Muster 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 him-/herself, independently and systematically, about the questions facing him/her, is often a high potential.

Usually Mr. Muster knows what is right, he takes the initiative independently and determines the direction himself without detailed instructions. At the same time, he works very systematically and with a lot of structure. He has a plan which he works through point by point. Mr. Muster is a practical person who considers things, weighs them up for a moment, and then takes action.

Recommendations for Mr. Muster's superior:

Make sure that Mr. Muster doesn't act on his own authority or without coordinating his plans with others. Check regularly whether the system Mr. Muster is working by is really useful and efficient. Discuss with him what performance you expect. Give Mr. Muster 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.

Mr. Muster looks for the source of the problem in his own work. In this way, he demotivates himself.

Recommendations for Mr. Muster's superior:

Mr. Muster may already have resigned in part. He urgently needs a personal sense of achievement.

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.

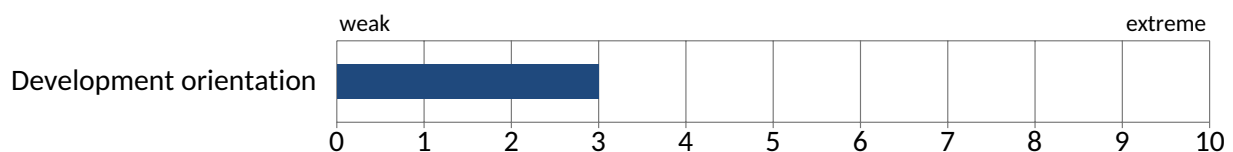
Mr. Muster tends to act defensively and is self-critical. At the same time he does like to enjoy encouragement and support. He needs personal support from others.

Recommendations for Mr. Muster's superior:

Strengthen Mr. Muster's self-confidence. Give him assignments that are do-able. Show him that you value him. Make sure that Mr. Muster doesn't feel overtaxed.

Development forecast

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



We can assume that Mr. Muster will not develop new competences on his own independently, but will need guidance and support to do so.