

CAPTain::smart® talents

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

CAPTain smart® talents: areas of application

There are three areas of application for the CAPTain smart® talents:

1. Selection of outside applicants
2. Identification of talents within the company who are worth promoting
3. Planning and support of individual learning and development processes

What does the CAPTain smart® talents measure?

The CAPTain smart® talents measures two factors that are central to a person's development potential:

1. The abilities that a person already possesses and is capable of strengthening further – we call these his current potential skills – and
2. The strength of his personal learning- and development-orientation.

The CAPTain smart® talents measures and describes the individual development potential for

- Leadership
- Expert functions
- Influencing people (e.g. sales / marketing)

Thus this one tool covers the three main directions that development can take for high potentials and junior staff.

The CAPTain smart® talents is an objective potential analysis. With the help of a scientifically-researched algorithm, answers to special pairs of comparative questions are given. The result is a neutral and standardized record of behaviour features that is independent of subjective self-assessment and of third-party evaluation.

What important indications does the CAPTain smart® talents provide?

The CAPTain results supply important indications for the most suitable direction that development should take, and for the organisation of the development process. The CAPTain results can help identify:

- what development direction a person is already tending towards at the present time: towards a managerial, an expert function, or for influencing people (e.g. sales / marketing);
- what learning and development needs apply in each case;
- how great the chances for development are;
- what kind of support is needed
- how to avoid making insufficient or excessive demands on the individual.

In this way, the CAPTain smart® talents supplies useful data to help identify and promote individual talents.

What do you need to bear in mind when using the CAPTain smart® talents?

The results of the potential analysis should always be discussed with the candidate; in the case of company members the employee's superior and/or the HR department should be involved.

While the CAPTain result is objective and neutral, self-assessments are often influenced by individual criteria, by blind spots in the person's perception, or by the wish to be viewed in a particularly positive light. Differences between the CAPTain result and the person's own picture of himself should be discussed, as these may lead to irritation, and can detract from the acceptance of the CAPTain result and of the decisions made on the basis of the result.

When selecting internal candidates for a talent promotion programme, you should bear in mind that members of staff not selected may feel like losers. Thus you should speak to each potential candidate about the possibilities for individual support, even if, indeed especially if he is not chosen for the talent promotion programme. The CAPTain smart® talents supplies sound and understandable findings that can serve as a basis for a targeted talk about the individual's skills and development potential.

When planning talent promotion measures, it is important to avoid placing insufficient or excessive demands on the people involved.

The most important promotion measures are adequate professional challenges and regular feedback from the person's superior. Concrete possibilities and the necessity of individual support in the learning and development process need to be identified jointly and to be agreed between the member of staff and his/her superior. Corresponding pointers to this end are supplied in the report evaluations.

What are the prerequisites for learning and development?

Learning and development occur in a dynamic, ongoing and reciprocal interaction between a person and his/her environment. Favourable prerequisites for this are:

- a professional challenge that calls for new ways of behaving, new insights and knowledge;
- challenges that neither undertax nor overtax the person;
- a pronounced willingness to learn and develop
- regular feedback on learning and development progress.

Different people have different development potential, both in terms of their objective and in terms of the level they can attain. We define someone as talented when they find it easy to develop and expand certain skills. Talent depends on how many basic skills and how much prior knowledge someone already possesses. The more someone is already capable of, the easier it is for him/her to learn even more. With a pronounced learning- and development-orientation (willingness and ability to learn), he/she can make a lot out of his/her talent. On the other hand, a person who has little interest in learning new things will squander his/her talent.

People with a pronounced learning- and development-orientation often stand out in a professional context by the fact that they are open to new forms of work and cooperation, that they take responsibility for their personal development and are not discouraged by possible setbacks or by the fact that success is not guaranteed. Depending on the type of learning- and development-orientation, on-the-job formats (specific assignments, feedback from colleagues, the superior and/or his/her staff, mentoring etc.) or off-the-job formats (coaching, seminars, reading etc.) can offer different chances of success. Thus both a person's existing skills and his/her willingness to learn are of decisive importance for his/her development.

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Other supplementary tools for evaluating development potential

For positions that are demanding in terms of intellect and of strategic/conceptual thinking in particular, it makes sense to know the breadth and depth of the candidate's intellectual potential. Standardized and scientifically-researched methods exist to measure this.

The individual motives that determine a person's actions at work are decisive in lending the learning process personal value and significance. For a differentiated record of professional motives, we recommend the "Questionnaire on Professional Motivation".

Someone's learning- and development-orientation can also be evaluated using a structured questionnaire on self-assessment and third party-assessment, such as the "Questionnaire on learning and development potential". The results of this questionnaire can be directly compared with the results of the CAPTain smart® talents.

Results

1. Current potential skills

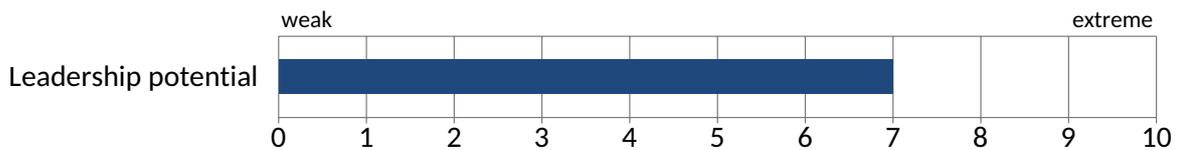
We describe as potential skills the skills that a person already has, and that he can use directly on a new assignment.

Leadership

Potential leadership skills can be identified by the person adopting a lead role in corresponding situations, making decisions for others and guiding them with advice and suggestions.

Personal result:

Mr. Mustermann feels jointly responsible for the team and its work. On questions that concern the team, he usually dictates what direction to follow and what the others should do. He shows powers of leadership. His job already often consists of delegating tasks and competencies and keeping track of things. Mr. Mustermann also feels responsible for other people's way of working and wants to guide and control their work with frequent instructions and advice.



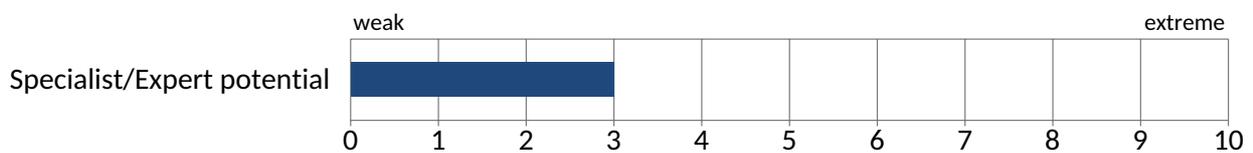
Conclusion: Potential skills for a managerial position are clearly present. Further development in this direction seems promising.

Specialist/expert function

Potential skills for a specialist/expert function can be identified primarily by the fact that the person's actions are structured and carefully considered. He works with precision in order to achieve sound results.

Personal result:

Mr. Mustermann works systematically and with structure. Even when adapting to new demands, he proceeds in an orderly fashion and sticks to the plan. He pays little attention to details, but works with rough information. He gets a general picture, and this is enough for him. He does not see the main focus of his work in the role of an expert. Mr. Mustermann is a practical person who considers things, weighs them up and then takes action.



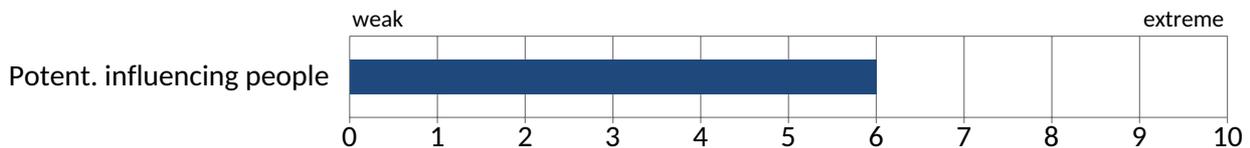
Conclusion: The potential skills for a specialist/expert function are evolved to a medium extent. The detailed description above provides important pointers for a decision.

Influencing people

Potential skills for influencing people can be recognised primarily by the fact that the person is outgoing, enjoys presenting himself and his subject and convincing and motivating others – in a group setting too –, and shows the ambition to be among the best.

Personal result:

Mr. Mustermann occasionally likes to share things with others, but also likes to work on his own, without other people disturbing him. He likes to take advantage of opportunities to present himself and his subject. In a group situation, he wants to be the centre of attention. He is very communicative and always has something to say. Mr. Mustermann is able to put his personal ideas to one side if this helps avoid tension. He then seems to be inhibited in his willingness to assert himself. At the same time, it is important to him to show consideration to others and aim at consensus. Even in difficult situations, he wants the good personal contact to remain intact. He has ambitious goals; he wants to be the best, to outstrip others.



Conclusion: The potential skills for influencing people are clearly present. Further development in this direction seems promising.

2. Learning- and development-orientation

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

The CAPTain smart® talents makes the following assessment of Mr. Mustermann's ability and willingness to learn new things and to develop further:

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. Mustermann 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 Mr. Mustermann's superior:

Give Mr. Mustermann 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 Mr. Mustermann 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. Mustermann enjoys his work. Mr. Mustermann sees the prospects of success and believes more in the chances than the risks.

Recommendations for Mr. Mustermann's superior:

Show your recognition of Mr. Mustermann's commitment and encourage him to show even more. You should make sure to praise regularly Mr. Mustermann's tendency to seize chances when they present themselves.

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. Mustermann prefers to wait on the sidelines, to stay in the background, rather than taking some spectacular step. For Mr. Mustermann it is motivating to have concrete goals. And he wants to attain these. Mr. Mustermann 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. Mustermann's superior:

Encourage Mr. Mustermann to be hungry for success and to call the tune for a change. Show Mr. Mustermann your recognition for his consistent goal-orientation. Praise Mr. Mustermann's goal-orientation, but also make sure that he doesn't only seek assignments that can be completed fairly quickly. Give Mr. Mustermann 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. Mustermann 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. Mustermann is a practical person who considers things, weighs them up for a moment, and then takes action.

Recommendations for Mr. Mustermann's superior:

Make sure that Mr. Mustermann doesn't act on his own authority or without coordinating his plans with others. Check regularly whether the system Mr. Mustermann is working by is really useful and efficient. Discuss with him what performance you expect. Give Mr. Mustermann 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. Mustermann does not allow doubts of his competence to arise in the first place if he can avoid it. Thus he sometimes misses learning opportunities.

Recommendations for Mr. Mustermann's superior:

Show Mr. Mustermann that you value him, and that any feedback you give him is meant constructively. Encourage him to get feedback from others.

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.

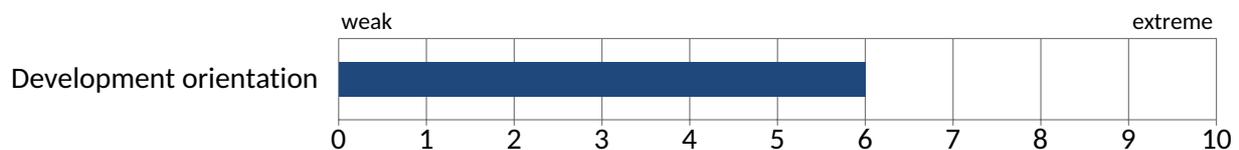
Mr. Mustermann often impresses others with his self-confident manner. At the same time he doesn't take advantage of personal encourage and support.

Recommendations for Mr. Mustermann's superior:

Acknowledge Mr. Mustermann's self-confidence approach. Show your acknowledgement of his courageousness.

Development forecast

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



We can assume that Mr. Mustermann will take up corresponding suggestions and will develop his competences on an ongoing basis.