

CAPTain | talents

Identifying and promoting development potential



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Note: in the interest of better legibility, the masculine form ("he", "his") is used in this text to refer to both men and women.

What role does CAPTain talents play in selection and development?

CAPTain talents: areas of application

There are three areas of application for CAPTain 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 CAPTain talents measure?

CAPTain 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.

CAPTain 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.

CAPTain 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 38 behaviour features that is independent of subjective self-assessment and of third-party evaluation.

What important indications does CAPTain 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, CAPTain talents supplies useful data to help identify and promote individual talents.

What do you need to bear in mind when using CAPTain 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. CAPTain 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 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 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 to learn even more. With a pronounced learning- and development-orientation (willingness and ability to learn), he can make a lot out of his talent. On the other hand, a person who has little interest in learning new things will squander his 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 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 willingness to learn are of decisive importance for his 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 CAPTain talents.

Results

1. Current potential skills

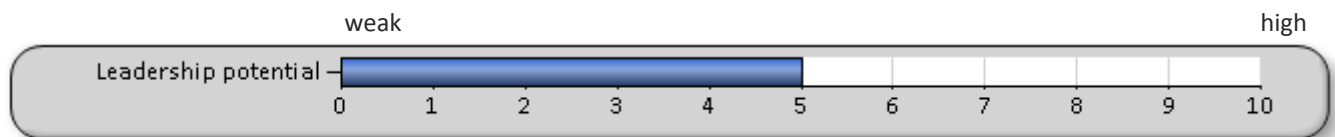
We describe as potential skills the skills that a person already has, and that he can use directly on a new assignment.

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 acts as a normal team member and accepts hardly any responsibility as a leader. He takes an active part in the decision-making on questions that concern the team. His word carries weight, but he does not dominate the proceedings. Handing assignments over to others is a not infrequent feature of his daily work, even if he deals with some tasks himself. Mr. Mustermann also feels responsible for other people's work and influences their way of working, but he does not feel the need to interfere in everything.



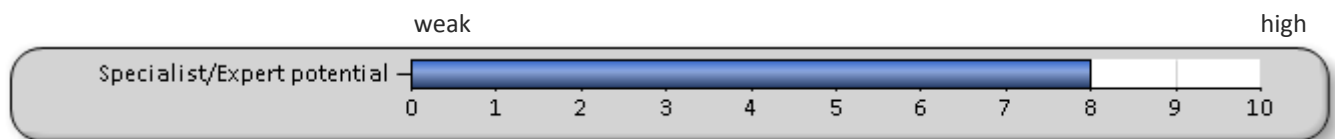
Conclusion: The potential skills for a managerial position are evolved to a medium extent. The detailed description above provides important pointers for a decision.

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. Mr. Mustermann values details and pays attention to accuracy of content. At work, specialist know-how and specialist issues occupy the foreground for him. Mr. Mustermann is a practical person who considers things, weighs them up and then takes action.



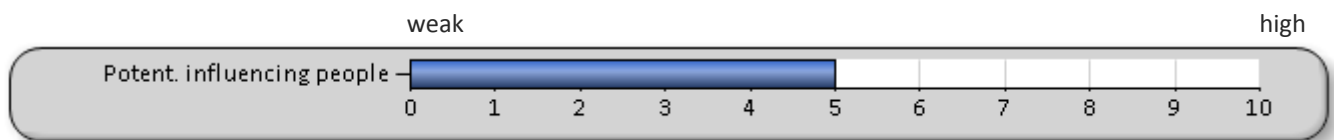
Conclusion: The potential skills for a specialist/expert function are highly-evolved. Further development in this direction seems appropriate.

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 is approachable at all times. He usually becomes effective in direct personal contact. He likes to take advantage of opportunities to present himself and his subject. In a group situation, he tends to be reserved in communication. He listens and observes before stating his own opinion. Mr. Mustermann makes his personal ideas clear even if others do not agree. At the same time, good personal relationships at work are not as important to him as the matter in hand. He is more task-oriented than people-oriented. He has ambitious goals; he wants to be the best, to outstrip others.



Conclusion: The potential skills for influencing people are evolved to a medium extent. The detailed description above provides important pointers for a decision.

2. Learning- and development-orientation

CAPTain 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.

CAPTain 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 is open to new input and ideas. He scarcely thinks for himself at all about how things could be improved. He mostly takes things as they are.

Recommendations for Mr. Mustermann's superior:

Give Mr. Mustermann the chance to get to know new things. Ask Mr. Mustermann at regular intervals to work out his own suggestions for improvement. These you should then discuss with him.

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 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. Mustermann 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 Mr. Mustermann's superior:

Let Mr. Mustermann know at regular intervals why something is useful and makes sense: he wants to understand the reasons. Don't take Mr. Mustermann'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.

Mr. Mustermann hurries things along. He wants to get ahead personally and be successful. Mr. Mustermann knows what he is trying to achieve. He sometimes makes a special effort to reach his objectives quickly. Mr. Mustermann pursues with great perseverance, even difficult and complicated tasks, where there is no end clearly in sight. 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:

Give Mr. Mustermann the chance to put his striving for success into practice. You could increase Mr. Mustermann's goal-orientation further if you focused even more strongly on his professional motives. Ask Mr. Mustermann regularly to set a date by which he plans to have a particular assignment completed. 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.

Mr. Mustermann wants to know what is expected of him in the task at hand, and likes to have clear directions. On that basis he will then work independently. 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:

Practice with Mr. Mustermann the skill of defining objectives for his own actions and general conditions. 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 tends to look for the source of the problem in his own work, rather than in other people's. He is interested in learning and asks for feedback.

Recommendations for Mr. Mustermann's superior:

Give Mr. Mustermann feedback whenever he asks for it.

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.

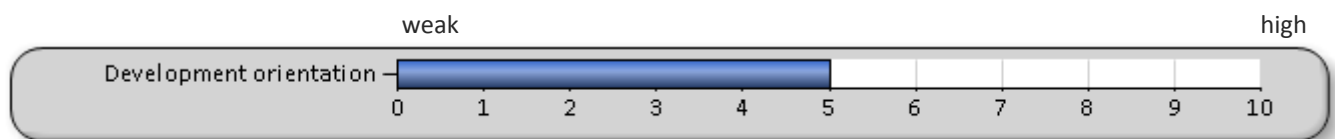
Mr. Mustermann displays self-confidence and willingness to learn. At the same time he doesn't take much advantage of personal encourage and support.

Recommendations for Mr. Mustermann's superior:

Continue encouraging Mr. Mustermann's self-confidence and his willingness to learn.

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 develop his competences further with appropriate input and support.