

PotentialNavigation

Navigation for discovering and unfolding individual potential

PotentialNavigation combines potential analysis using the **CAPTain::smart® learning competence** test with individual development impulses and practical, everyday guidance. Apprentices discover their learning and development opportunities, while their trainers gain concrete orientation on how to lead, support, and develop young people more effectively in their professional growth.

THE STARTING POINT

A recurring pattern appears in many training companies: some apprentices seem dissatisfied, unfocused, struggle with learning and memorizing, find it hard to recall connections and details – and there is a noticeable lack of engagement and motivation. In short: the joy of learning is missing.

For the trainers responsible, it is often unclear what is actually behind this – and it is even harder to find the right levers to inspire apprentices, or at least to motivate them enough that the essential content is learned, can be recalled at any time, applied in practice, and remains present in the exam situation. It is precisely this lack of clarity that usually prevents targeted, effective support in practice.

This is where the **CAPTain::smart® learning competence** test comes in: it provides insight into the potential that is actually present and how strongly it is developed in the decisive dimensions of learning and development. It often turns out that behavior changes noticeably for the better as soon as the resulting development recommendations are taken into account. In individual cases, however, it also becomes clear that the chosen apprenticeship – with its content, its environment, and its demands – simply does not suit the person in question. This, too, is a valuable, honest result: the earlier it is recognized, the sooner a more suitable path can be taken.

THE PROFESSIONAL FOUNDATION

The **CAPTain::smart® learning competence** test captures a person's current learning and development competence – their ability and willingness to learn new things and to keep developing. It is expressly not a classic personality test, not an intelligence test, and not a mere self-assessment. Instead, it makes individual behavior patterns, habits, and conditions for development visible in a professional or school-and-work context.

The test provides indications of how a person learns and acquires new content, which learning and development competencies are already well developed, where individual needs for support and development lie, and which form of guidance could be particularly helpful. It covers six central competence areas:

01 Openness to New Things

02 Achievement Orientation

03 Drive

04 Self-Management

05 Will to Learn

06 Self-Confidence

FOR WHOM? — BOTH SIDES IN VIEW

For apprentices: They have the opportunity to consciously recognize, accept, and purposefully use their own learning and development potential – as a foundation for more satisfying, self-effective learning throughout their entire apprenticeship.

For trainers: They receive concrete, individual starting points to support and lead individual apprentices more effectively – often combined with a noticeable easing of their everyday training workload.

PROCESS

The apprentices complete the **CAPTain::smart® learning competence** questionnaire online (approx. 30 minutes). I then hold an evaluation and plausibility discussion with each apprentice (75–90 minutes).

Based on the test evaluation and this discussion, I then prepare a Potential and Development Summary – just as in the established process with adult clients. This summary forms the basis for the subsequent plausibility and potential development discussion with the responsible head of training (45–60 minutes). The insights from both discussions flow into a joint assessment from which concrete next steps can be derived.

The discussions take place either in person on site or via video call. The questionnaire is available in more than 20 languages – a real advantage when German is not the apprentice's native language. For several apprentices within one company, I am happy to put together a joint offer.

CONFIDENTIALITY AND DATA PROTECTION

Voluntary participation: Participation is voluntary and takes place with the written consent of the apprentice – for minors, additionally with the consent of their parents or legal guardians.

Purpose: The procedure serves development and orientation – not evaluation, selection, or as a basis for personnel decisions.

Transparency: The head of training receives only the Potential and Development Summary, and only after it has been discussed with the apprentice. The detailed test evaluation remains confidential.

Framework: All data is processed in accordance with the GDPR. In companies with a works council, the introduction takes place in consultation with it where applicable.

OPTIONAL FOLLOW-UP GUIDANCE: MY ROLE AS NAVIGATOR

Only at this point – following the test evaluation, the summary, and both discussions – does my actual role as navigator come into play, if desired. I do not see myself as a coach, nor as an additional training authority alongside the actual trainers. I listen, provide perspective, and point out paths – for the apprentices as well as for the responsible trainers. It is always the people themselves who must walk the path; my task is to make it more clearly visible. This in-depth guidance is an optional, supplementary service that can be booked additionally as needed.

SCIENTIFIC FOUNDATION

CAPTain::test® procedures are scientifically grounded, DIN 33430-compliant, validated, and reliable. A scientifically grounded algorithm evaluates the answers in a standardized and neutral way – independent of self-assessment, personal sympathy, or form on the day.

CAPTain::test® procedures are used in more than 20 languages and have been an integral part of professional personnel selection and development for many years.

If you are interested, I will gladly provide further information as well as an individual offer.



NAVIGATOR FOR HUMAN & ORGANIZATIONAL JOURNEYS

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APPENDIX

Description of the Test Procedure

:: What is the CAPTain::smart® learning competence test and how does it work?

The test describes a person's current learning and development competence – their ability and willingness to learn new things and to keep developing. It is not about evaluating intelligence, personality, or past performance, but about determining where someone stands: How does this young person learn best at the moment, and what do they need for it?

:: The Questionnaire

The questionnaire consists of 183 paired-comparison questions: for each question, the apprentice chooses between two statements about different behaviors, preferences, and experiences in learning. It takes about 30 minutes to complete and can be paused and resumed later if needed.

:: Sometimes the Choice Is Difficult

There is no right or wrong answer to the questions. If neither statement fits, you choose the one that contradicts you the least; if both fit, you choose the one that fits better by comparison. It is precisely this approach that leads to differentiated, meaningful results.

:: How Should the Results Be Understood?

There are no good or bad results – every person has their own individual learning and development competencies. The result is neither a self-assessment nor an external assessment, but an objective analysis related to learning behavior. That is why the result may sometimes differ from the apprentice's self-image – this is normal and, in exactly that case, especially valuable for the joint discussion.

:: How Reliable Is the Test?

The CAPTain::test® is scientifically grounded, DIN 33430-compliant, validated, and reliable – which means it actually measures what it claims to measure, and does so consistently. A scientifically grounded algorithm evaluates the answers in a standardized and neutral way, independent of personal sympathy, form on the day, or self-assessment. All data is processed in accordance with the GDPR (see “Confidentiality and Data Protection”).