

CRE-W

Creative Response Evaluation – Work

Sample Report

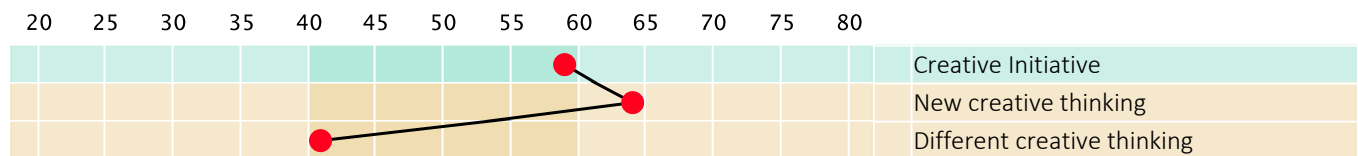
ID 22535-4

Date 11/22/2021

Standard Report

Overview

Summary profile



Structure of this report

- **Narrative**
 - Introduction
 - Results
- **Profile sheet**
- **Scale details**
- **Response statistics**

Only qualified psychologists or appropriately trained test users should interpret psychometric test results. Please follow the relevant guidelines from the appropriate professional body.

Introduction

The CRE-W

This report is based on the respondent's completion of "Creative Response Evaluation – Work" (CRE-W). This is a questionnaire that explores creative thinking. Respondents are presented with scenarios or situations that can occur in organizations. Various courses of action are suggested and respondents indicate how likely they would be to adopt these courses of action. Three scores are generated, drawing conclusions about the respondent's overall degree of creative thinking and preferred creative thinking style: new or different.

The scores are norm-referenced by comparison with a suitable reference group. The reference group used for this report is named "Working Population, U.S.".

Interpreting the results

The overall **Creative Initiative** score is a measure of the respondent's likelihood of choosing a creative solution in response to a work problem or opportunity.

The **New creative thinking** score reflects the extent to which the respondent can be expected to think of radically new ideas, pursue multiple opportunities, and take risks. New creative thinking is often abstract and problem-driven.

The **Different creative thinking** score gives an insight into the respondent's likelihood of adapting and improving existing ideas (processes, products, services) and trying to settle on the best choice for a particular situation, taking account of conditions and constraints. Different creative thinking is often concrete and solution-oriented.

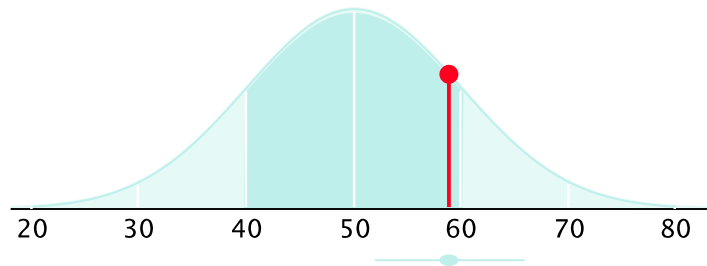
The scores are reported as T-scores (based on the normal distribution with a mean of 50 and standard deviation of 10), so the average score for the reference group is $T = 50$. The text in this report is based on five score bands: "very low" (T-scores below 35), "low" (T-scores 35–41), "in the average range" (T-scores 42–58), "high" (T-scores 59–65) and "very high" (T-scores above 65).

Results

Creative Initiative

Working Population, U.S. - T Score (50+10z)

Raw value	2418
Normed value	59
Missing values	0
Confidence interval	[52 - 66]



Although the respondent will not always think in the most creative way, creativity is a definite strength for him/her. When faced with problems or unexpected difficulties, s/he may be more likely than most people in the reference group to choose a creative response. This suggests that s/he may be a good fit for positions in which creativity in dealing with challenges, problems and dilemmas is required daily and may be well suited for a leading role in change and innovation within a company or organization.

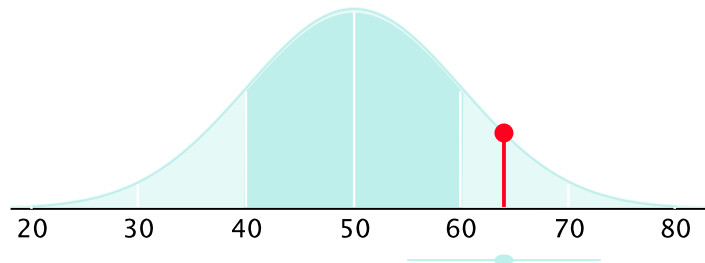
Thinking creatively is positive in many ways. At the individual level, creative people tend to be promoted more often within organizations and generally achieve higher levels of professional success. Companies that try to hire creative people are more likely to produce innovative products, register patents, and experience breakthroughs in the marketplace, than companies that place less value on creativity. However, research has shown that the ideal creative team includes members with a blend of different backgrounds, strengths, experiences, and skillsets. Assembling a successfully creative work team is not as simple as choosing the most creative workers. Therefore, it would still be valuable to conduct additional testing to determine the respondent's other potential areas of strength, such as personality or content knowledge.

While the respondent already shows above-average creative initiative, there is still potential to improve and grow. At this level, training might involve (a) providing expert feedback on his/her ideas, performance, and final outcomes, (b) setting specific improvement goals for each stage of the creative problem-solving process, and (c) identifying the situational, personal, and interpersonal elements that result in the most creative outcomes.

New creative thinking

Working Population, U.S. - T Score (50+10z)

Raw value	4.5
Normed value	64
Missing values	0
Confidence interval	[55 - 73]



The respondent's score on the New creative thinking style is above average compared with the reference group. In situations that might require a creative solution, s/he may be more likely than most people to think of entirely new ideas or try to suggest many different possible solutions to the problem.

Research has shown that people with above-average scores on this style may be more likely to have confidence in their creative abilities than people with lower scores. They tend to be more open to new experiences, more likely to take risks, and more motivated by passion or enjoyment of an activity than people with lower scores. Further, they tend to be more likely to think in abstract and problem-driven ways.

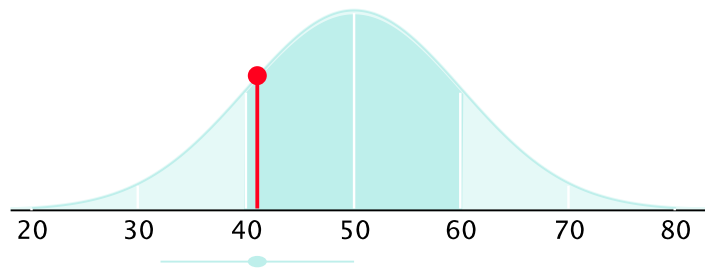
The respondent could be well suited for positions that involve creating an entirely new product or service; the ability to think of diverse ideas and take risks would be useful when a company wants to break away from past work and go in a new direction. S/he would also likely be well equipped for groups that seek opportunities to grow, change or renew the company or organization. It is important to note, however, that successful groups will ideally include a blend of creative styles.

It is always a good idea to conduct a battery of tests and assessments to determine the scope of an employee's strengths and weaknesses. It is possible, for example, that personality and other related measures may indicate that the respondent is open to new experiences, a sensible risk-taker, a strong abstract thinker, and excels at problem-finding. In this case, the cluster of abilities—along with his/her relative strength in New creative thinking—would suggest a potential for leadership of groups that are focused on breaking from past work and seeking new opportunities.

Different creative thinking

Working Population, U.S. - T Score ($50+10z$)

Raw value	4
Normed value	41
Missing values	0
Confidence interval	[32 - 50]



The respondent's score on the Different creative thinking style is below average compared with the reference group. In situations that might require a creative solution, s/he may be less likely than most people to think of adapting or improving existing ideas, less likely to think of potential limitations and constraints, and less likely to focus energy on selecting the best possible idea when working toward solutions.

Research has shown that people with below-average scores on this style tend to identify less with their company and be less agreeable than people with higher scores. They tend to be less motivated by external rewards (such as praise or bonuses) than people with higher scores; they also tend to be less likely to think in concrete and solution-driven ways.

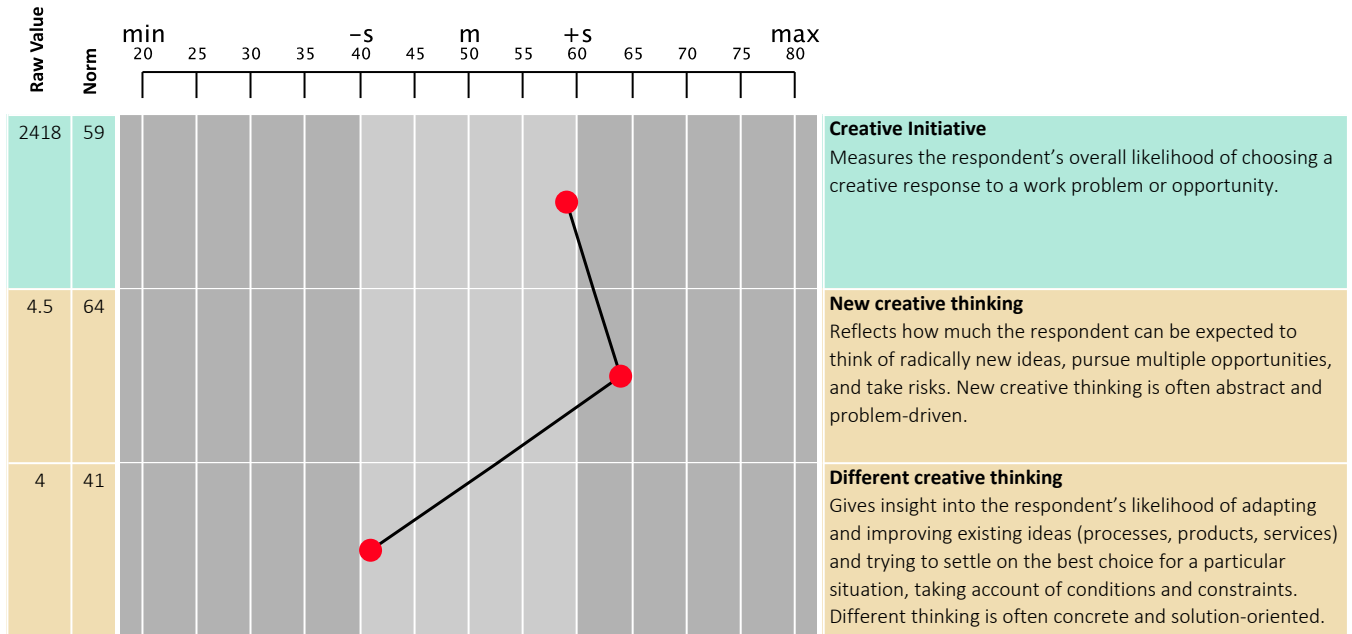
The respondent would not seem to be well suited for a leading role in projects that involve adapting or improving existing processes, products, or services, or that require team members to identify limitations and constraints. It is important to note, however, that successful groups will ideally include a blend of creative styles. The respondent has a definite strength in the New creative thinking style and might be a valuable team member for this reason. It is recommended to conduct additional assessments (such as personality or domain content) to investigate the respondent's potential additional strengths.

Given the respondent's strength in the New creative thinking style, it may be worthwhile to seek to develop his/her abilities related to the Different creative thinking style. At this level, training should involve convergent thinking exercises, encouragement to use existing materials or ideas to develop new solutions, and identifying potential limitations or constraints and how to overcome them.

Profile sheet

Creative Response Evaluation – Work · Standard

Working Population, U.S. · T Score (50+10z)

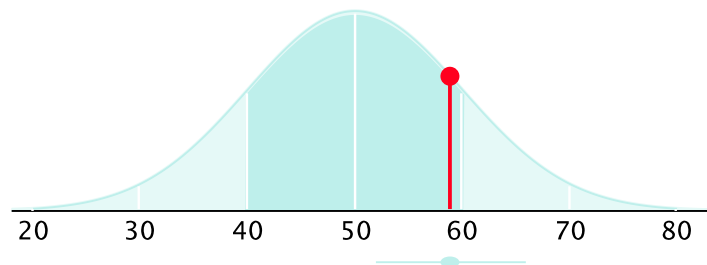


Scale details

Creative Initiative

Working Population, U.S. · T Score (50+10z)

Raw value	2418
Normed value	59
Missing values	0
Confidence interval	[52 - 66]

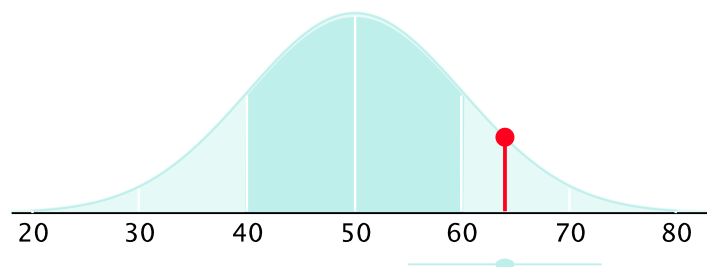


Measures the respondent's overall likelihood of choosing a creative response to a work problem or opportunity.

New creative thinking

Working Population, U.S. · T Score (50+10z)

Raw value	4.5
Normed value	64
Missing values	0
Confidence interval	[55 - 73]

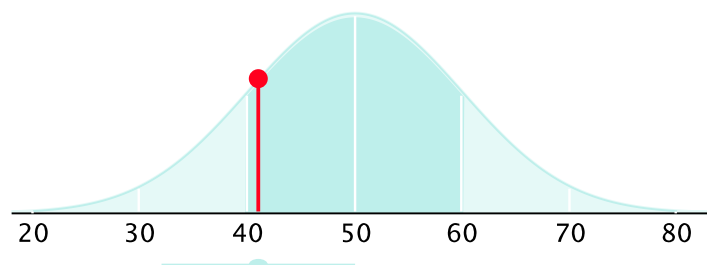


Reflects how much the respondent can be expected to think of radically new ideas, pursue multiple opportunities, and take risks. New creative thinking is often abstract and problem-driven.

Different creative thinking

Working Population, U.S. · T Score (50+10z)

Raw value	4
Normed value	41
Missing values	0
Confidence interval	[32 - 50]



Gives insight into the respondent's likelihood of adapting and improving existing ideas (processes, products, services) and trying to settle on the best choice for a particular situation, taking account of conditions and constraints. Different thinking is often concrete and solution-oriented.

Response statistics

Distribution of responses

Step	Proportion	
1	0 %	
2	0 %	
3	14 %	
4	32 %	
5	42 %	
6	12 %	

Page focus events

Sorry, page focus information is not available. It could be that the test was completed on paper or before HTS began recording page focus events.

Page focus events occur when a test taker switches away from the test to another window on the computer. For a detailed explanation, please consult the Hogrefe Testsystem Glossary.