

**MSP Feedback Guide 2009**

# **Creative Leadership Questionnaire (CLQ)**

## **Feedback to Test Takers**

### Introduction (page 2 of the report)

#### Key points to make

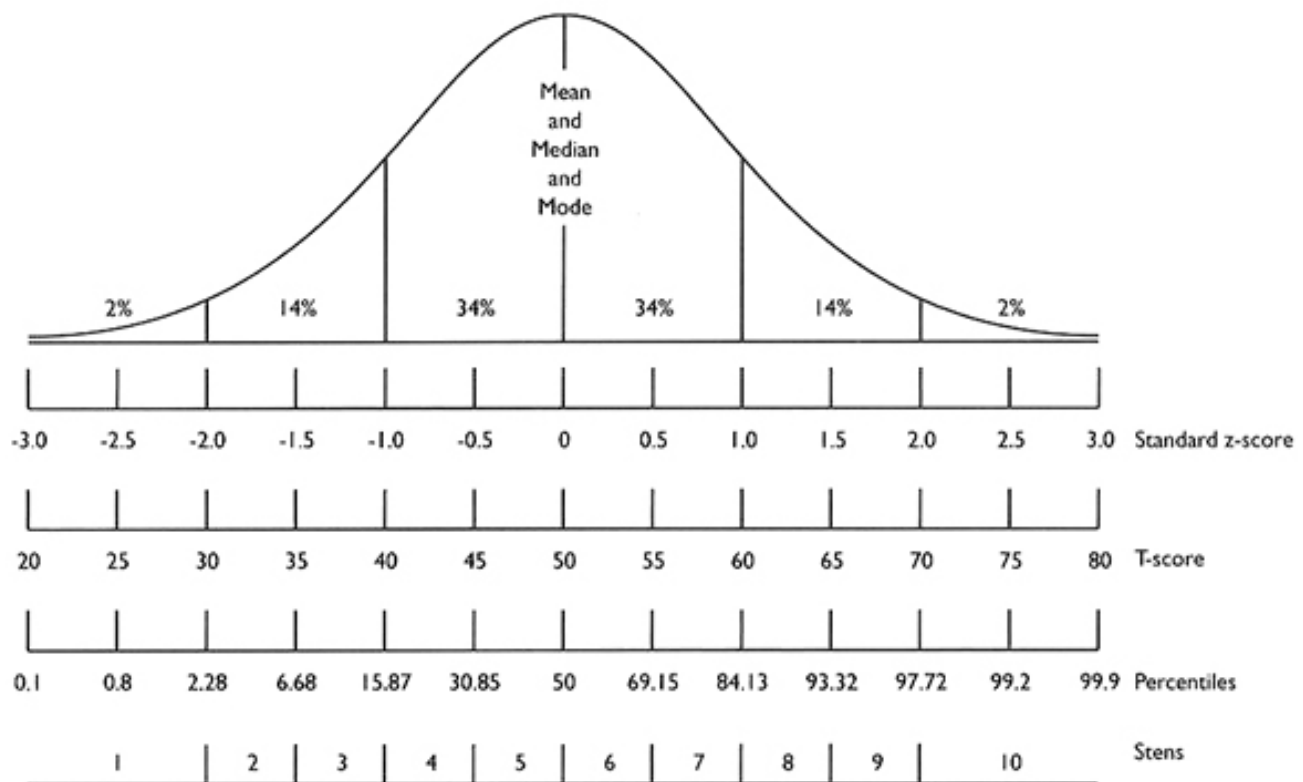
- The Creative Leadership Questionnaire (CLQ) assesses aspects of your leadership behaviour and style by asking you questions about your behaviours, attitudes and reactions in various management and leadership situations.
- Groups of questions relate to different aspects of management and leadership skills called competencies. It is the particular combination of competencies possessed by a person that shapes their leadership style and contributes to their performance.
- Competencies are not the only influence on your performance, however, as your personality, your particular talents, your interests, your values, your pattern of intellectual abilities, your life experience, and your current situation also contribute to making you the person you are.
- Psychological tests do not measure the whole you which is why they need to be interpreted in the context of other information about you.
- Your profile is based on what you have said about yourself through your responses to the questionnaire so that what we are measuring here is your own perception of what you are like.
- The results can be affected by your strategy for answering the questionnaire - whether this was conscious or unconscious – for example, whether you were very frank, whether you were very self-critical or whether you felt under pressure to convey a more than usually positive impression of yourself.
- The CLQ is designed to help you clarify your view of yourself and help you to develop and achieve personal growth. If you do not recognize yourself in the CLQ profile and narrative report, check what other people think by taking views from bosses, peers and direct reports.

### Your leadership level (page 3 of the report)

#### Key points to make

- The CLQ is based on a five factor model of management and leadership competencies which was developed by identifying the most frequently occurring competencies in company competency frameworks. The five factors/meta-competencies in the model are:
  - Managing change
  - Planning and organising
  - Interpersonal skills
  - Results orientation
  - Leadership
- The instrument has 20 scales measuring different aspects of these meta-competencies. These scales are shown on the profile chart on page 11 of your report along with a short explanation of what each scale reflects.
- The scores on the profile chart are based on an international comparison group of over 20,000 people who have taken the test. The majority of respondents come from the USA, Canada, UK, Australia, New Zealand, and Singapore.
- The mean age of the group was 37.7 with a standard deviation of 10.8. Fifty two percent were men and 48 percent were women. Just over 50 percent of respondents were from the USA. Just over sixty percent described themselves as white.
- The group includes over 1,000 top managers - people with job titles such as CEO, vice president, president, managing director or director.
- The scores reported in the profile sheet are Standard Ten Scores (Stens). Figure 1 shows how Stens and other commonly used scales map onto the normal distribution curve.
- The average range on a Sten scale is from 4 to 7 with a score of 4 interpreted as low average and a score of 7 interpreted as high average. Sixty eight percent of people score in this middle range. Sixteen percent of people score higher than 7 and sixteen percent score lower than 4.
- There are statistically significant correlations between scores on the questionnaire scales and ratings of job performance. The correlations between the five key factors and job performance ranged from 0.29 to 0.34 with a median correlation of 0.33.
- Analysis indicates that about 15% of the variability in job performance ratings is explained by competencies assessed by the questionnaire. This compares favourably with general intelligence, which is considered to account for between 10 and 20 percent of academic and job success.
- Page 3 presents a summary of your profile which is presented in more detail on pages 4-20.

## Feedback to Test Takers



- The CLQ report provides three different perspectives on your leadership style and competencies:
  - First, the report provides an assessment of your leadership level based on your scores across the five leadership meta-competencies. This is covered on page 3.
  - Second, the report provides an assessment of your leadership style. This is covered on page 4 of the report.
  - Third, the report gives an idea of where you stand on each of the twenty management competencies and offers development advice where appropriate. This is covered on pages 5-20.

## Your leadership style (page 4 of the report)

### Key points to make

*What style do you have?*

- Your leadership style can be described in terms of whether you are a participative or autocratic leader, and in terms of whether you are a transformational or transactional leader.
- Participative leaders tend to focus on relationship building and employee satisfaction whereas autocratic leaders focus on the completion of tasks and accomplishment of goals. Leaders who manage to combine features of both approaches manage to show that they care about doing the job well and their employees' satisfaction and development.
- Transformational leaders offer an inspirational vision of radical change whereas transactional leaders focus on managing an efficient and continually improving business.
- The graphic in the report shows where you lie on these two dimensions. The following scales are used in the calculation of your leadership style scores.
- Current management thinking would suggest that the transformational and participative style represents the ideal characteristic style to emulate, but there will be situations where behaviours associated with other styles would be appropriate.
- These styles of leadership represent extreme forms and most leaders tend to lie in the centre of the graphic and exhibit behaviours from both styles.

Transformational	Participative
<ul style="list-style-type: none"> <li>Risk Taking</li> <li>Creativity and Innovation</li> <li>Communicating</li> <li>Authority &amp; Influence</li> <li>Initiative</li> <li>Decision Making</li> <li>Achieving Goals</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; Supporting</li> <li>Motivating &amp; Empowering</li> <li>Teamwork</li> <li>Adaptability</li> <li>Developing Others</li> <li>Customer Focus</li> <li>Relating &amp; Networking</li> <li>Learning Orientation</li> <li>Coping with Pressure</li> </ul>

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<b>Participative</b>	Transactional and participative	Transformational and participative
	Transactional and autocratic	Transformational and autocratic
<b>Autocratic</b>	<b>Transactional</b>	<b>Transformational</b>

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### Your management and leadership competencies (pages 5-20 of the report)

#### Key points to make

- The next part of the report has five sections dealing with each of the five CLQ meta-competencies.
- Each section starts by showing where you lie on the main factor and each of the scales that contribute to the factor.
- The report then describes where you lie on each competency and offers development advice if you have a score of equal to or less than 7.
- Throughout the report, Sten scores are interpreted as follows:

8-10	Higher than average
7	High average
5-6	Average
4	Low average
1-3	Low

### Development advice (page 21 of the report)

#### Key points to make

- Most people don't need to completely change their style to improve their effectiveness as a manager and leader. The following kinds of modest changes have been suggested by experts in the field of emotional intelligence and leadership.
- Try to understand what you do well, what motivates and satisfies you, and what people and situations push your buttons. Assess how your mood affects your behaviour and performance. Seek feedback to check whether how you see yourself is the same as how other people see you
- Observe people and listen to their conversations. Get to know people on a personal level, and try to understand their perspectives and work well with them. Walk around your work environment and notice what is happening. Put yourself in other people's situations, and ask yourself what you would do.
- When things get difficult, give yourself time to digest difficult situations, and sleep on things. Put your immediate needs on hold in favour of achieving larger goals. Give things an opportunity to work out before reacting, but don't allow things to fester. Use performance enhancement techniques such as breathing techniques, visualisation, and smiling and laughing to help manage pressure and lift your mood.
- Try to use your feelings as a signal to understand what is going on, and balance emotional considerations and facts when making decisions. Try to make your decisions transparent, and try to be reliable and genuine when you discuss your reasons for decisions.
- Displaying positive emotions such as enthusiasm and optimism can be a huge motivator. Convey to your team the message that you know they can do it. It will raise their confidence, and encourage them to work harder.
- Encourage people to think about new ways of doing things and come to you with ideas and suggestions. When someone comes to you with ideas, think first about the positive aspects of their proposals - "yes and" instead of "no but". Engage people by asking them what they would do rather than by dictating solutions.
- Create space in your diary to find out about and pay attention to people's views and concerns. Be careful not to operate through only the best performers who will quickly be perceived as your favourites. Personally thank subordinates for their efforts. Face-to-face communication is best but written notes and emails will also do.

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### Personal Improvement Plan

Name	Date
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Managing change		
Strengths	Weaknesses	Improvement Actions

Planning and organising		
Strengths	Weaknesses	Improvement Actions

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Interpersonal skills		
Strengths	Weaknesses	Improvement Actions

Results orientation		
Strengths	Weaknesses	Improvement Actions

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Leadership		
Strengths	Weaknesses	Improvement Actions
<b>Notes</b>		

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