



# The McQuaig 360 Leadership Review

A new way to develop leaders

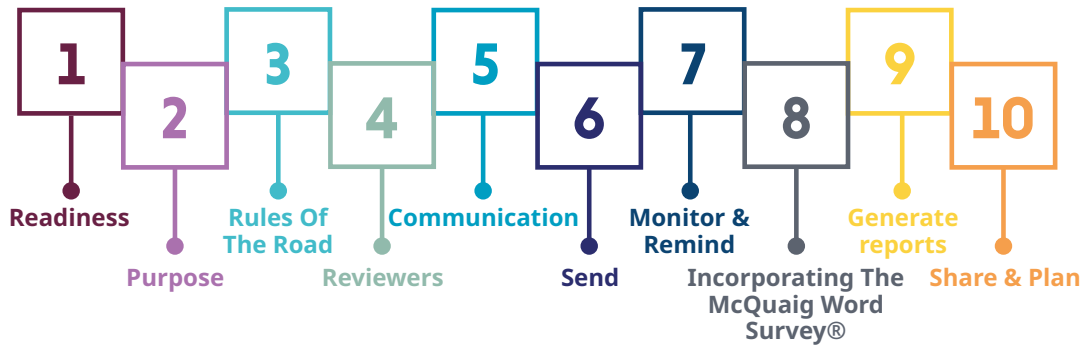
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## Best Practice: Implementing the McQuaig 360 Leadership Review



### STEP 1: Readiness

Is your organisation ready for 360 assessment of its managers? There is a level of maturity and trust required to provide, and receive constructive feedback. Check that the people providing feedback have worked with the ‘leader’ (the individual receiving the feedback) for at least 6 months and that all reviewers ‘trust’ that this process is to help everyone succeed.

### STEP 2: Purpose

The purpose for 360 feedback has to be singular and crystal clear: ‘for personal and professional development’ only! Shout this from the rooftops and ensure that all actions and communications reinforce this message. This is not to be used for performance assessment and all that goes along with it. If anyone thinks that this could affect someone’s position, pay, opportunity for promotion, or even ability to retain their job, the 360 feedback process can go very wrong.

### STEP 3: Rules Of The Road

These are the ground rules that cannot be broken:

Confidential	Anonymous	Snapshot
<p>The results of the feedback process are confidential and belong to the leader. Ideally they will want to share their results with a ‘coach’ (their manager, HR support, trainer, mentor, or external coach), and, hopefully they believe in the process. Regardless, they own the feedback.</p>	<p>All reviewers need to know, and trust, that their feedback is anonymous and will only be used to help the leader learn and develop.</p>	<p>The McQuaig 360 Leadership Review provides a snapshot in time of behaviours that reviewers would like to see the leader adjust – do more, or less of. It isn’t ‘good’ or ‘bad’, or ‘right’ or ‘wrong’ behaviour. It’s what the people around the leader need now.</p>



## STEP 4: Reviewers

The leader should choose the people that they would like to receive feedback from, and they should also be open to feedback and suggestions from their manager / coach. The McQuaig 360 Leadership Review requires at least one reviewer from each category:

- » Superior / Manager
- » Peer
- » Direct Report

There is no limit on the number of reviewers a leader can choose in each category. Ideally, the leader will choose one Superior, 2–4 Peers and 4–6 Direct Reports. Note that if one Superior is chosen, the superior's feedback will not be anonymous.

## STEP 5: Communication

Use the McQuaig 360 Leadership Review – Email Invitation Template to inform all reviewers about the purpose and process of the 360, what is required of them, and why. Ideally, this communication should be sent from the leader.

## STEP 6: Send

Time to send out the assessments. Enter the reviewers' names and email addresses into McQuaig Online under their appropriate designation (Superior, Peer or Direct Report). Then select 'next' to send the assessments via email.

## STEP 7: Monitor & Remind

Check in on completion rates of your 360 assessments every day or two. Ideally, all feedback should be completed within about a two week window. You can resend these emails, along with their links to the assessment, at any time as a reminder.

## STEP 8: Incorporating The McQuaig Word Survey®

The McQuaig 360 Leadership Review can work without a McQuaig Word Survey®. However, the leader's McQuaig personality profile, generated by the completion of a McQuaig Word Survey®, can go a long way to explain why the leader receives particular feedback. The 360 report can also incorporate the McQuaig personality profile. If you plan to add the McQuaig Word Survey® into this feedback process, the leader should complete this survey prior to their 360 assessment.

## STEP 9: Generate Reports

When ready, generate the McQuaig 360 Report. This can be done during the process at any time, and as often as you like. If you incorporate the McQuaig Word Survey® generate the 'Profile', 'Interpretation Report' and the 'Leadership Profile' sections from the McQuaig Word Survey® Report.

## STEP 10: Share & Plan

Share the resulting reports with the leader and help them create a plan of action for improvement. For more details, see the McQuaig 360 Leadership Review - Debrief Best Practices document.



## 10 Steps to an Effective 360 Feedback Debrief



### STEP 1: Review

Take the time to review the leader's McQuaig Word Survey® Report and their McQuaig 360 Report prior to sharing with the leader. This will help you to prepare for how the leader may react. The McQuaig 360 Leadership Review is based on application of competency (do more, or do less) and not capability (your skill level is...). Therefore, leaders typically find the feedback very helpful and react quite positively.

### STEP 2: Share

Before you share results with the leader, set a date and time for meeting (we recommend two hours) to discuss their results. Then, consider what you want to send them in advance. What you choose to share before the meeting depends on the leader's maturity and ability to receive constructive feedback. Our recommended approach is to send them their McQuaig Word Survey® (The Profile, The Interpretation Report and the Leadership Profile) about 24 hours in advance of the meeting. Then share the McQuaig 360 Report in the meeting.

### STEP 3: Open

Begin the meeting with a review of the purpose and a reminder of the rules of the road:

- » Results are confidential.
- » Feedback you receive is anonymous.
- » This feedback represents a 'snapshot in time'.

### STEP 4: Agenda

Propose an agenda to walk through the report together. Look for insights, patterns and learnings, and then create an action plan for improvement. Then, ask for acceptance of the agenda by saying something like "how does that sound?"

### STEP 5: Warm Up

Before diving into the McQuaig Word Survey® Report, ask the leader what thoughts, questions, concerns or insights they have based on the process so far. Answer any questions they may have and acknowledge thoughts, concerns and insights by saying something like "that's interesting, let's explore that further when we go through the McQuaig Word Survey® Report".



## STEP 6: Word Survey Report®

(if incorporated, and if so, facilitator should be McQuaig Certified)

Together, review the leader's McQuaig Word Survey® report. Ask the leader "what strikes you as accurate in this profile?". Once answered, ask "can you give me an example?"

## STEP 7: Leadership 360 Report Section B

Ask the leader to review section B, You vs. Average Response and then ask for insights / takeaways from this page. Note that this section provides very high level feedback as the responses are an aggregate of all six questions for each competency and, an aggregate of all responders. Therefore:

- » Apparent slight differences between 'you' and 'others' could be significant.
- » Similarities can provide insight. For example "on average, everyone would like to see you do more of this, and the good news is, so do you!"
- » Try not to spend more than a few minutes on this section as "there is more to come, in greater detail, further on into the report."

Follow the same process as above for the second half of Report B – You vs. Reviewer Category.

## STEP 8: Leadership 360 Report Section C

Move onto the Top 5 Do More and Top 5 Do Less Reports:

- » Look at the first 'Do More' and turn to the page indicated for the detailed responses and comments and review together.
- » Ask for comments, reactions, examples actions taken (or not taken) that might be causing people to perceive things as they do. Discuss and relate back to the leader's McQuaig Word Survey® Report / profile, noting if the suggestions for change are supported by the leader's natural temperament, or not.

Move onto the next 'Do More' and repeat. Look for patterns in the feedback messages.

Move onto the Top 5 'Do Less' and follow the same process as above. If there are fewer than 5, then it is because there were fewer than 5 instances asking the leader to 'Do Less'.

## STEP 9: Review The Rest Of The Report Section D And E

Typically, most of the significant insights and learnings will have come to light in the previous step. This step helps to 'round out' and confirm the learning and add any new ones that may come to light.

## STEP 10: Action Planning Section F

Help the leader complete the action planner based on key insights and learnings. Set a meeting time for a few weeks from now to follow up on actions taken, challenges to be addressed and successes to celebrate! Ensure that the leader's direct supervisor is involved.

Often, it's better to have a few powerful, yet easy to implement actions than a long list of action items that never get done!



# MCQUAIG 360 LEADERSHIP REVIEW Competencies

## What is the McQuaig 360 Leadership Review based upon?

The McQuaig 360 Leadership Review is based on a set of well-researched competencies which fully cover what is required of 21<sup>st</sup> Century leaders.

After over 40 years of using competencies in the workplace<sup>1</sup>, there is now clarity in what distinguishes superior performance in terms of leadership behaviours<sup>2</sup>. The main issue businesses have had is structuring these behaviours so they are straightforward to understand.

The McQuaig 360 Leadership Review draws upon academic literature and business experience in using competencies to give a clear, focused and practical framework of eight broad competencies.

## Why are there eight competency areas?

From the academic research perspective, different models have captured the essential structure of the competencies. Some suggest a simple two component model<sup>3</sup>, others five<sup>4</sup>, some eight<sup>5,6</sup>. Generally, we accept that we need more than two areas to really measure leaders' behaviour against overall performance<sup>7</sup>.

From the business practitioner perspective, there are many competency frameworks which have multiple competencies. McQuaig's own examination of the market gave an average expectancy of 24 competencies appearing in any given Leadership Model. When exposed to these multiple models, user feedback suggests they experience confusion, cross-over, and redundancy in trying to work across so many competencies. Multiple models try to do too much.

Combining the learning from both approaches, the McQuaig 360 Leadership Review uses the broad component model to categorise, then focus key performance competencies at a detailed level. The competencies contain the elements of what the market wants<sup>8</sup> cross referenced with what is recognised as success in the workplace<sup>9</sup>.



## Do we have to use all the competencies?

No – in fact, the unique aspect of the McQuaig 360 Leadership Review is that we advocate only using the competencies that really impact on business success for the particular job role and area. Whilst some users want to conduct a census approach, with guidance we can streamline what leadership success looks like across different roles in your business, and select competencies to measure.



## How are the competencies described?

(primary)

(secondary)

<b>Making Decisions</b>	<b>Initiating</b> refers to how the leader calls people to action by appropriately taking charge of situations, making a good decision calls under time pressure, and taking a firm stand when required.
	<b>Directing</b> encapsulates moving people forward by leading employees and stakeholders, motivating others around them, and empowering people to decide and work out issues themselves.
<b>Supporting</b>	<b>People Focused</b> entails the leader genuinely being there for the good of others by seeking out contributions from others, playing for the team rather than just themselves, and supporting others to fulfil their potential.
	<b>Principle Focused</b> is understanding and applying doing what is right in the leadership context. This includes adhering to internal rules, working within recognised regulations, together with embracing different and sometimes diverse views.
<b>Engaging</b>	<b>Networking</b> is making strong and valued connections, so includes the leader being active in group settings, reconnecting with contacts, connecting with new people, especially making contact with others outside their established area.
	<b>Persuading</b> encompasses the leaders' behaviours which show that they are confident in influencing others, promoting and selling a message, as well as keeping control in all levels of negotiations.
<b>Interpreting</b>	<b>Expertise</b> is showing behaviours where the leader can draw upon experience and knowledge to help others understand issues. This includes using theory to guide practice, translating technical areas into understandable terms, and when required, giving clear advice to clarify issue at hand.
	<b>Analysis</b> shows the leader's problem solving behavioural set which includes getting to the core of the issue, having a focus on the key points, and spotting errors that others may have missed.
<b>Conceptualising</b>	<b>Innovation</b> is pushing to do things differently. This includes whether the leader introduces new ways of thinking, puts creative solutions forward, and really questions convention.
	<b>Strategy</b> is the leader demonstrating broader thinking. It comprises taking a long term perspective, linking initiatives to mission and vision, as well as keeping the bigger picture in mind.
<b>Execution</b>	<b>Planning</b> ensures things are on track so the leader gives others clear steps in a plan, sees through the completion of initiatives on time, and ensures resources are in place to support those plans.
	<b>Results</b> matter and the leader ensures that they and the team deliver what is promised. Results are understood and clearly defined, as well as making sure delivery is in line with expectations of stakeholders and customers.
<b>Change Orientation</b>	<b>Adapting</b> successfully with a change of internal circumstances, or market environment, the leader embraces new experiences, takes on new ways of working, and works with new approaches.
	<b>Coping</b> in testing conditions is shown by the leader in them keeping a positive mindset, recovering quickly from setbacks, and controlling emotions even in the most difficult of circumstances.
<b>Performing</b>	<b>Goal Oriented</b> casts the die for success. The leader sets stretch goals for others, seeks progression for themselves and the team, as well as achieving against self-imposed targets.
	<b>Enterprising</b> is adopting an entrepreneurial approach whatever size of organisation, where the leader instils commercial thinking, is driven by an element of competition, and is business focussed in their operations.



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