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A Study on 720-Degree Perspective on Leadership Competency: Changing the Factors and Their Effects

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Effective organisations have responded to globalisation by dismantling obsolete hierarchical structures that hampered cross-functionality and revolution. The 720-degree feedback approach combines conventional input from superiors with information from peers, direct subordinates, and internal and external customers. The manager who prioritises outcomes concentrates on productivity, deadlines, and budgets. The relationship-focused manager is concerned with employees' job satisfaction and contentment. Team building is the constant endeavors to enhance workplace ties and facilitate employee cooperation.
Keywords: 720-degree, Performance Appraisal, Leadership and Teamwork.

1. Introduction

The concept of 720-degree leadership evaluation extends traditional 360-degree assessments by incorporating customer perspectives (Galbreath, 2007). This approach aligns with the evolving understanding of leadership, which recognizes the complexity and context-dependent nature of effective leadership behaviors (Manning, 2013). Research has shown that leadership skills and behaviors vary across organizational levels, challenging the notion of universal leadership traits (Meuse et al., 2011). While some skills are consistently required at all levels, others may need to be relinquished or adapted as managers ascend the organizational hierarchy. This contingent view of leadership is supported by studies demonstrating that the relationship between leadership behaviors and performance outcomes differs based on factors such as seniority, resource control, and line management responsibility (Manning, 2013). Despite these nuances, contemporary leadership models often draw upon historical theories, suggesting a continuity in leadership thought alongside evolving perspectives (Pardey, 2008). Leaders today face new challenges requiring adaptable styles and broader perspectives (Marques, 2015). The focus has moved from individual leaders to team leadership, integrating diverse viewpoints and considering both soft factors and financial aspects (Schweiker, 1997). Contemporary leadership is increasingly associated with individual perspective and control,

emphasizing vision, achievement, and self-management in response to disruptive changes (El-Namaki, 2017). The traditional emphasis on leader behaviors and traits has expanded to include the broader context of leaders, followers, and disruptive events. To ensure sustainable success, leaders must evolve their practices to address 21st-century organizational challenges (Hopen, 2010). These changes reflect a more complex understanding of business, encompassing environmental factors, industry value chains, and societal impacts. The shifting landscape demands leaders who can actively shape the future while navigating multifaceted disruptions (Schweiker, 1997; El-Namaki, 2017). A results-driven manager concentrates on budgets, deadlines, and productivity. The relationship-focused manager cares about employees' job satisfaction and contentment. Initiative, motivation, creativity, and productivity can all be negatively impacted by a management approach that prioritises one side of the equation over the other.

2. REVIEW OF LITERATURE

Leadership measurement has been a focus of research due to its importance in organizational success. (Kanji 2008) proposed a structural model using critical success factors to measure Leadership Excellence Index, reflecting leaders' performance across various roles. (Lau et al. 1993) developed a comprehensive model covering the full range of leadership behaviors, including transformational and transactional leadership. They also introduced qualitative and observational methodologies for assessing leadership. (Gandossy and Guarnieri 2008) emphasized the need for rigorous assessment of leadership talent using tailored tools and metrics to drive decision-making and strengthen leadership teams. (Houghton and Neck 2002) developed and validated a revised self-leadership questionnaire, demonstrating improved reliability and factor stability compared to existing instruments. Their confirmatory factor analysis supported a higher-order factor model of self-leadership, providing a valid measure of self-leadership skills, behaviors, and cognitions. Leadership has supported a higher-order factor model, demonstrating its distinct yet related nature to personality traits. (Houghton and Neck 2002) developed a revised self-leadership questionnaire, confirming a hierarchical factor structure through confirmatory factor analysis. This structure was further validated by (Houghton et al. 2000), who found that self-leadership dimensions were distinct from, but correlated with, personality traits like extraversion and conscientiousness. The cross-cultural validity of this hierarchical model was established by (Houghton et al. 2014), who confirmed the second-order factor structure across four diverse national cultures. (Manz 2015) proposed the concept of higher-level self-leadership, emphasizing authenticity, responsibility, and increasing capacity. These studies collectively provide evidence for the validity and reliability of self-leadership as a distinct construct with a hierarchical structure, while also acknowledging its relationships with personality traits and its potential for cross-cultural application.

3. METHOD AND MEASURES

Descriptive and exploratory in nature, the study This article explains the impact of leadership competency and how looking at the constructs has changed it. Participants in the research were

chosen from the industrial sector at different leadership functional levels. Managers and supervisors of different ages, educational backgrounds, and educational levels comprised the sample unit. The sample consisted of just 712. The easy sampling technique was accepted. Both primary and secondary data were used in the study. A leadership competence questionnaire was developed using the secondary data as a modest source of information. Based on the few accessible references, a standardised leadership ability questionnaire and an informed questionnaire were created. Subject-matter experts were consulted to verify the information's correctness and obtain their input. I was able to add a couple of extra points about leadership skills because of the expert's advice. To evaluate the validity and reliability of the generated questionnaire, 120 respondents took part in a pretest. The reliability and internal consistency of the replies were assessed. The required scale reliability was verified using the test-retest process.

The final questionnaire, which was given out to collect data, was completed by 525 respondents. The collected replies were examined for missing values and data dependability. The responses were used for statistical analysis, such as exploratory factor analysis, to build leadership competence and show, through confirmatory factor analysis, the relationship between leadership effectiveness and leadership competency.

Table 1: Sample Characteristics

Parameter	Category	Number of Respondent	Percentage to Total
Age	18-25	89	17
	26-35	160	30.4
	36 to 45	178	33.90
	Above 45	98	18.70
Gender	Male	274	52.19
	Female	236	44.95
	Transgender	15	2.86
Educational Background	LTG	145	27.61
	PG	256	48.76
	Qualified with others	124	23.63
Designation	Software analyst	80	15.2
	Team leader	173	32.95
	Executive	181	34.47
	Others	91	17.33
Sector	IT	276	52.57
	ITES	249	47.43
Experience	Below 6 Years	99	18.86
	7 to 10 Years	174	33.14
	11 to 20 Years	143	27.2.3
	More than 20 Years	109	20.76
Marital Status	single	176	33.52
	married	349	66.48
Total		525	100

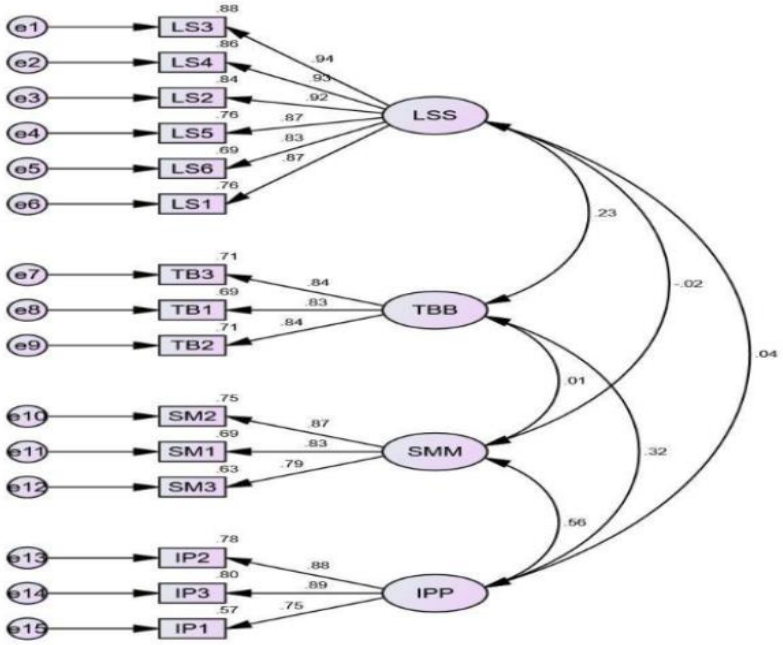
Source: Primary data

The table displays the characteristics and background of the study's sample. Regarding the age ranges of the respondents, 33.9 per cent of workers in the IT sector are between the ages of 36

and 45, and 30.4 per cent are between the ages of 26 and 35. 52.19 per cent of males work in the IT industry, compared to 44.95 per cent of women and 2.86 per cent of transgender people.

Regarding their educational background, 49.5% are postgraduates and 25.3% are professionals. According to their classification, 34.5 per cent are executives, 15.2 per cent are software analysts, and 33 per cent are team leaders. 48.4% of the study's participants are from ITES, while 21.5% are from the IT industry. It has been observed that 34.3 percent have 6 to 10 years of experience, while 29.1 percent have 11 to 15 years. Concerning their marital status.

CONFIRMATORY FACTOR ANALYSIS WITHOUT MODIFICATION INDICES
WITH MODIFICATION INDICES



Fit statistic	Initial stage	After modification
Chi-square	5999.537	4646.870
Degrees of Freedom	650	646
Chi-square significance	0.000	0.000
Chi-square degrees of Freedom	9.230	7.193
Goodness fit index	0.611	0.656
Adjusted	0.557	0.605
Normed	0.726	0.780
Relative FI	0.704	0.726
Comparative FI	0.748	0.812
Tuckler Lewis Co-efficient	0.749	0.795
Root mean square error	0.125	0.109
Root mean square residual	0.049	0.047

Table:3 MASTER VALIDITY

CR	AVE	MSV	Max R(H)	LSS	TBB	SMM	IPP	
LSS	0.956	0.782	0.050	0.966	**0.884**			
TBB	0.877	0.705	0.100	0.877	0.224***	**0.839**		
SMM	0.870	0.690	0.311	0.874	-0.020	0.012	**0.831**	
IPP	0.882	0.714	0.311	0.898	0.035	0.316***	0.557***	**0.845**

STRUCTURAL EQUATION MODELLING

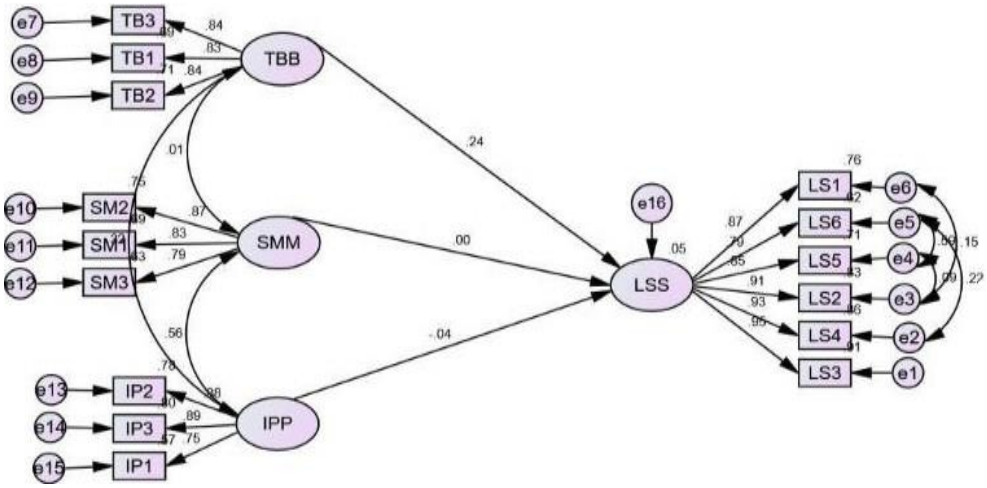


Table:4 HYPOTHESES TESTING

	Estimate	S.E.	C.R.	P	Label
LSS<--TBB	.463	.087	5.297	***	
LSS<--SMM	-.001	.093	-.008	.994	
LSS<--IPP	-.072	.100	-.721	.471	
LLSS S3<--	1.000				
LS4<--LSS	.955	.019	49.645	***	
LS2<--LSS	.915	.020	45.347	***	
LS5<--LSS	.887	.024	36.327	***	
LS6<--LSS	.786	.026	30.754	***	
LSI <--LSS	.858	.022	39.382	***	
TB3<--TBB	1.000				
TB1<--TBB	.993	.040	24.604	***	
TB2<--TBB	1.020	.041	24.850	***	
SM2<--SMM	1.000				
SM1<--SMM	1.019	.041	24.936	***	
SM3<--SMM	.912	.039	23.694	***	
IP2<---IPP	1.000				
IP3<---IPP	1.082	.037	29.350	***	
IP1 <---IPP	.923	.039	23.653	***	

A confirmatory factor analysis was conducted to test and support the hypothesis that the dimensions of leadership competencies such as interpersonal skills, team building, self-management, and leadership have a significant impact on the leadership skills of individuals in the IT industry. To support this hypothesis, a measurement and structural model was used. The measurement model is used to check the convergence accuracy of items on related constructs, correlations between constructs, and goodness of fit of the model. An original measurement model was verified without the use of modification indices, and the resulting goodness of fit values were 0.611, AGFI = 0.557, CMIN/Df = 9.230, RMSEA = 0.125, and RIva = 0.049. Due to the inability to get the required fits, the new measurement model is performed using four modification indices. The use of modification indices results in improved model fit, as evidenced by GFI = 0.56, RMSEA = 0.10, RIvIR = 0.47, and CMIN/Df = 7.19. The novel measuring method also provided the necessary AVE, composite reliability, and convergent discriminant validity for stated constructs. The enhanced model is then applied to a structural equation to confirm and assess the notion that emotional aspects influence emotional intelligence. Leadership capabilities that have been viewed as exogenous in this study include interpersonal, collaboration, and self-management abilities. It has been said that leadership is an internal phenomenon. The results of structural equation modelling demonstrated that team building and leadership had a significant beneficial impact on leadership abilities, with standardised estimates of 0.141 and 0.277 at the 5% level of significance.

4. CONCLUSION

The public and private sectors make extensive use of leadership competence models. It is hard to find a large organisation that does not employ a leadership competence model for hiring, retaining, training, and rewarding its human capital. The public sector was the first to adopt innovations from the private sector because of its long history of doing so. Globally, public services are increasingly based on successful leadership models. The financial crisis, international terrorism, pandemics, and climate change are just a few of the major policy issues that no country in the new world order can handle alone. Nevertheless, developing countries face a significant challenge as they often see their most skilled individuals emigrate to countries that offer more prospects. Using a scenario list approach for developing a competency model for global public service leadership shows potential, despite requiring additional time and financial resources for its design and implementation. While there may be additional tasks ahead, this study is seen as a promising start towards initiating valuable discussions regarding global public service and the essential leadership traits required by those involved.

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