

# **A Comparative Analysis of the OD-Tools LC 360 Assessment against other 360 Leadership Feedback Tools and Notable Leadership Competency Models**

Across the spectrum of leadership assessment, a universal reliance on multi-rater feedback and an overarching developmental objective are evident. All tools aim to enhance self-awareness and foster growth by providing leaders with a holistic view of their perceived effectiveness. The OD-Tools LC 360 shares these fundamental characteristics, offering a structured framework of seven core competencies with detailed behavioral indicators.

The strategic choice of a 360-degree assessment tool is contingent upon specific organizational context, developmental goals, and the desired depth of insight. Each model offers unique advantages, and understanding these nuances is crucial for selecting an instrument that best aligns with an organization's leadership development strategy.

## **The Role of Competency Models in Leadership Development**

Competency models serve as structured frameworks that articulate the essential knowledge, skills, abilities, and other characteristics (KSAOs) crucial for effective leadership. These frameworks are not merely descriptive; they function as prescriptive blueprints for leadership excellence. They establish a common lexicon for discussing, assessing, and developing leadership capabilities across an organization or within various industries. Their utility extends across various talent management functions, including talent acquisition, performance management, succession planning, and guiding targeted developmental interventions. By defining what constitutes effective leadership, these models ensure that individual growth initiatives align with broader organizational strategic objectives.

For any leadership development program to be effective, a clearly articulated competency model is foundational. It provides the "what" and "why" of development. Without such a model, development efforts risk being fragmented, inconsistent, and ultimately less impactful, as there is no clear target for improvement. When an organization aims to cultivate its leaders, it must first define what "effective leadership" means within its unique context. Competency models provide this essential definition. A 360-degree assessment, by its very nature, measures performance against a set of defined competencies. Therefore, the quality and relevance of the underlying competency model directly determine the utility and actionability of the feedback received. A poorly defined model inevitably leads to vague feedback, which significantly hinders genuine developmental progress.

## **Overview of 360-Degree Feedback as a Development Tool**

360-degree feedback is a comprehensive, multi-dimensional assessment process where individuals receive confidential and anonymous performance feedback from a diverse group of

stakeholders.<sup>1</sup> This typically includes a self-assessment, feedback from direct supervisors, peers, direct reports, and in some cases, external parties such as customers or vendors.<sup>1</sup> The primary and most impactful purpose of 360-degree feedback is developmental. It is specifically designed to enhance self-awareness, reveal perceptual gaps often referred to as "blind spots," validate existing strengths, and provide a holistic perspective on a leader's impact on others.<sup>3</sup>

The benefits of utilizing 360-degree feedback are well-documented and include improved self-awareness, precise identification of strengths and areas requiring development, enhancement of emotional intelligence and communication skills, and the alignment of individual leadership styles with broader organizational goals.<sup>3</sup> However, a significant tension arises from the increasing adoption of 360-degree feedback for evaluative purposes, such as performance management, talent identification, promotion, and even salary reviews.<sup>3</sup> This dual-purpose application can inadvertently compromise the integrity of the feedback process. If raters perceive a risk to their colleagues' careers based on their candid input, it can lead to less honest or "positive-skewed" feedback.<sup>5</sup> Such a scenario undermines the very developmental insights the process aims to provide. The shift in application from purely developmental to evaluative fundamentally alters the psychological contract with raters. When raters believe their candid feedback could negatively impact a colleague's career, they are incentivized to provide less critical, more positive responses. This "positive skew" dilutes the actionable nature of the feedback, making it more challenging for leaders to identify genuine areas for improvement and, consequently, diminishing the developmental value of the assessment. To mitigate this risk, clear communication of the assessment's purpose and strict confidentiality protocols are paramount.

## The OD-Tools LC 360 Leadership Competency Model: A Detailed Overview

The OD-Tools Leadership Core 360 assessment is a structured framework designed to evaluate leadership effectiveness across seven distinct core competencies. Each competency is further broken down into four specific, observable behaviors, providing granular insights into performance. The scoring methodology employs a clear 1-to-4 scale, where 1 indicates "Major improvement needed," 2 signifies "Some improvement needed," 3 represents "Very good," and 4 denotes "Excellent". This straightforward rating system aims for clarity and direct applicability in developmental contexts.

### Table 1: OD-Tools LC 360 Core Competencies and Behaviors

#### Detailed Breakdown of Competencies

1. **Sharing the Vision:** This competency assesses a leader's capacity to articulate a compelling future. It includes behaviors such as clearly defining the direction, objectives, and sub-objectives; setting challenging goals with high expectations; instilling in others a sense of purpose behind their work; and generating enthusiasm about the future of the organization/unit.<sup>7</sup>
2. **Influencing Others:** This focuses on a leader's ability to navigate complex interpersonal

dynamics and gain support. Behaviors include staying collected and effective in difficult situations; persuading others with effective arguments to gain their support; making timely and clear decisions; and building strong relationships with key cooperation partners (internal or external).<sup>7</sup>

3. **Team Building:** This competency evaluates a leader's role in fostering a cohesive and productive team environment. It covers creating an open and friendly work climate; developing teamwork and team spirit effectively; getting all members of their team highly engaged in the work; and fully utilizing the talent and potential of their team.<sup>7</sup>
4. **Supporting Others:** This emphasizes a leader's commitment to the growth and well-being of their team members. Behaviors include attentively listening to others; being considerate toward other people's feelings; delegating important responsibilities to their subordinates; and effectively teaching and coaching others.<sup>7</sup>
5. **Innovating:** This assesses a leader's openness to new ideas and their role in fostering creativity. It includes being open to new ideas and different points of view; being a curious, lifelong learner; guiding people to find innovative solutions to problems; and influencing others to improve their way of working.<sup>7</sup>
6. **Delivering Results:** This competency focuses on a leader's drive for achievement and efficiency. Behaviors include keeping everyone focused on the objectives and the results; providing feedback on performance problems in a timely manner; setting a fast-paced work environment; and keeping the work organized and efficient.<sup>7</sup>
7. **Acting Responsibly:** This highlights a leader's ethical conduct and commitment to organizational well-being. It covers demonstrating excellent professional judgment; showing a strong commitment to the goals of their team; acting with the organization's long-term interests in mind; and consistently upholding the right principles and values.<sup>7</sup>

### **Assessment Methodology and Reporting**

The OD-Tools LC 360 is structured as a comprehensive 360-degree feedback program. Feedback is collected from various rater categories: typically Self, Subordinates, Peers, Direct Supervisor, Superiors, Internal Clients, External Clients, and "Others" (which may include any stakeholders not categorized explicitly). The report presents scores as an "Others' Average" (OA) alongside "Self-Ratings" (SE), with further breakdowns by the rater groups.

Key sections within the report include a results overview (graphical representation), a detailed results table, identification of highest and lowest-rated behaviors, and specific sections for "Underestimated Behaviors" and "Overestimated Behaviors," which highlight significant discrepancies between self-perception and others' feedback. The explicit categorization of "Underestimated" and "Overestimated" behaviors is a powerful feature that directly addresses a core objective of 360-degree feedback: enhancing self-awareness and identifying blind spots. This granular analysis is crucial for targeted developmental interventions, as it pinpoints areas where a leader's self-perception significantly diverges from how they are perceived by others. Such divergences can be major impediments to effectiveness. The primary value of 360 feedback lies in its ability to reveal discrepancies between how leaders see themselves and how others see them.

"Overestimated behaviors" represent true blind spots—areas where a leader believes they are performing well, but others disagree. Addressing these requires significant self-reflection and often external coaching. Conversely, "underestimated behaviors" might indicate a lack of self-confidence or an inability to recognize one's own strengths, which also requires developmental attention. By explicitly highlighting these, the OD-Tools report streamlines the identification of critical developmental priorities.

The report also provides actionable development suggestions, often linked to the lowest-rated behaviors, guiding leaders to focus on "critical weaknesses" (derailers) and "low-hanging fruits" (easier areas for improvement).<sup>7</sup>

## Comparative Analysis: OD-Tools LC 360 vs. Other 360 Leadership Assessment Instruments

This section systematically compares the OD-Tools LC 360 with other prominent 360-degree assessment tools, focusing on their distinct competency models, unique features, and underlying philosophical approaches to leadership.

**Table 2: Comparative Overview of Prominent 360 Leadership Assessment Competency Models**

Assessment Tool	Number of Core Competencies/Dimensions	Primary Focus/Theoretical Basis	Key Competency Categories/Examples	Unique Features	Rating Scale
<b>OD-Tools LC 360</b>	7 competencies, 28 behaviors	Practical Development, Self-awareness/ Integrative model	Sharing Vision, Influencing, Team Building, Supporting, Innovating, Delivering Results, Acting Responsibly	Explicit "Underestimated" and "Overestimated" behaviors; Development friendly rating scale; Efficient.	1-4 (Major improvement to Excellent)
<b>The Leadership Circle Profile (LCP)</b>	29 dimensions, 8 summary dimensions	Connecting behaviors to internal assumptions, Transformative growth	Creative Competencies (Relating, Self-Awareness, Authenticity, Systems)	Reactive-Creative Scale, Relationship-Task Balance, Leadership Potential Utilization	Percentile scores (e.g., above 67th high, below 33rd low)

			Awareness, Achieving), Reactive Styles (Complying, Protecting, Controlling)		
<b>GLA360 by Marshall Goldsmith</b>	15 competencies, 5 clusters	Global Leadership Success, Future-proofing leadership	Communication, Engaging People, Boundaryless Inclusion, Assuring Success, Continuous Change; Emerging & Large Gap competencies	Emphasis on global context, "Emerging" and "Large Gap" competencies, 50+ page reports, multi-language support	1-5 (Lowest to Highest)
<b>Hogan 360</b>	Not explicitly numbered, focuses on categories	Reputation-based view, Personality integration, Derailers	Behavioral Competencies (EQ, interpersonal), Business Competencies (operational, strategic)	Blends personality data with workplace feedback, identifies "derailers," benchmarks against global database	Not specified in detail, focuses on effectiveness perception
<b>Korn Ferry 360</b>	Not explicitly numbered, focuses on 4 key areas	Comprehensive leadership behaviors, Organizational competency alignment	Thought, Results, People, Self	Measures "stallers" and "stoppers" (harmful behaviors), mandatory coaching debrief, customizable and scalable	Not specified in detail
<b>Zenger Folkman Extraordinary Leader</b>	19 "differentiating" competencies, 5 building	Strengths-based development, Extraordinary	Character, Personal Capabilities, Focus on Results,	Unique scale to reduce "positive skew," benchmarks against 75th/90th	Unique (reduces positive skew from agree-disagree)

360	blocks	leadership	Interpersonal Skills, Leading Organizational Change	percentile global leaders, measures impact on employee engagement	
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### The features of OD-Tools LC 360

The OD-Tools LC 360 features a concise model of 7 core competencies, each broken down into 4 specific behaviors, totaling 28 distinct behavioral indicators.<sup>7</sup> This structure is designed for clarity and direct applicability. The assessment focuses on practical, actionable leadership development across a balanced set of essential leadership domains. A key emphasis is placed on enhancing self-awareness by explicitly comparing self-ratings with the average ratings from others, highlighting areas of overestimation and underestimation.<sup>7</sup> The tool utilizes a straightforward 1-to-4 rating scale.<sup>7</sup> The streamlined 7-competency model, with its defined behaviors, suggests a deliberate design choice prioritizing clarity and ease of application for developmental purposes. This contrasts with models that might offer a significantly larger number of granular competencies. While comprehensive, a greater number of dimensions could potentially lead to cognitive overload for both raters and feedback recipients, making the feedback less digestible and actionable for a broader audience or for organizations seeking a more direct framework. Simplicity in a competency model can lead to higher adoption rates and better understanding among leaders. A manageable number of competencies (7) with clear behavioral indicators (4 per competency) makes the feedback less overwhelming compared to assessments with dozens of individual dimensions. This design choice implies that OD-Tools aims to provide highly actionable feedback without sacrificing breadth, making it potentially more effective for widespread developmental initiatives.

### Comparative Analysis: OD-Tools LC 360 vs. Notable Leadership Competency Theories

This section provides a deeper theoretical context for the OD-Tools LC 360 by exploring how its practical competencies align with, and draw upon, established and influential leadership theories.

**Table 3: Alignment of OD-Tools LC 360 Competencies with Broader Leadership Theories**

OD-Tools LC 360 Competency	Corresponding Leadership Theory	Key Alignment Points/Theoretical Concepts
Sharing the Vision	Transformational Leadership	Visionary aspect, inspiring collective action, articulating purpose, future orientation

<b>Influencing Others</b>	Transformational Leadership, Emotional Intelligence, Situational Leadership	Persuasion, gaining support, emotional self-control, adapting approach
<b>Team Building</b>	Transformational Leadership, Servant Leadership	Fostering collaboration, creating positive culture, community building, engagement
<b>Supporting Others</b>	Emotional Intelligence, Situational Leadership, Authentic Leadership, Servant Leadership	Empathy, active listening, coaching, delegation, commitment to growth, consideration
<b>Innovating</b>	Transformational Leadership	Openness to new ideas, curiosity, guiding creative solutions, continuous learning
<b>Delivering Results</b>	Transactional Leadership, Authentic Leadership	Focus on achievement, accountability, efficiency, goal orientation
<b>Acting Responsibly</b>	Authentic Leadership, Servant Leadership	Ethical conduct, upholding values, professional judgment, long-term organizational interests

## Detailed Alignments

### Transformational Leadership

Transformational leadership focuses on leaders who inspire and motivate their followers to achieve extraordinary outcomes, often by appealing to their higher ideals, values, and sense of purpose.<sup>15</sup> Key characteristics include being visionary, inspiring, engaging, team-centric, inclusive, emotionally intelligent, and highly collaborative.<sup>15</sup> Transformational leaders effectively articulate a compelling vision and empower others to achieve it.

The OD-Tools competency "Sharing the Vision," which includes behaviors like clearly defining direction, setting challenging goals, instilling purpose, and generating enthusiasm, directly and strongly aligns with the core visionary and inspiring aspects of transformational leadership.<sup>7</sup> "Influencing Others," particularly persuading others with effective arguments and building strong relationships, and "Team Building," which involves creating an open climate, developing teamwork, and engaging members, resonate deeply with the engaging, collaborative, and team-centric elements emphasized in transformational theory.<sup>7</sup> Furthermore, "Supporting Others," through attentive listening and being considerate, and "Acting Responsibly," by upholding values, also

reflect the emotionally intelligent and ethical dimensions of transformational leadership.<sup>7</sup> The strong and direct alignment between OD-Tools' "Sharing the Vision" and "Influencing Others" competencies and the principles of Transformational Leadership suggests that the OD-Tools model is inherently designed to assess and foster leaders who can inspire collective action, articulate a compelling future, and drive significant organizational change. This indicates a focus on cultivating forward-looking, highly motivational, and purpose-driven leadership styles within organizations. Transformational leadership is about moving people beyond self-interest to achieve collective, often ambitious, goals. The OD-Tools competencies of "Sharing the Vision" and "Influencing Others" are direct behavioral manifestations of a leader's ability to articulate a compelling future and gain commitment. This implies that organizations utilizing the OD-Tools assessment are likely aiming to cultivate leaders who can effectively inspire, motivate, and guide their teams through change, fostering a sense of shared purpose and driving higher levels of performance.

### **Emotional Intelligence (Goleman)**

As conceptualized by Daniel Goleman, Emotional Intelligence (EI) is defined as the capacity to recognize, understand, and effectively manage one's own emotions, as well as to recognize, understand, and influence the emotions of others.<sup>16</sup> It is considered a key predictor of high performance, especially for outstanding leadership. Goleman's model comprises four interconnected domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.<sup>16</sup>

The OD-Tools competency "Supporting Others," which includes behaviors such as attentively listening to others, being considerate toward other people's feelings, and effectively teaching and coaching others, strongly mirrors the Empathy component of Social Awareness and various facets of Relationship Management (e.g., Coaching and Mentoring) within Goleman's framework.<sup>7</sup> "Influencing Others," particularly staying collected and effective in difficult situations and persuading others, relates directly to Self-Management (Emotional Self-Control) and Relationship Management (Influence).<sup>7</sup> "Acting Responsibly," encompassing demonstrating excellent professional judgment and consistently upholding principles and values, touches upon aspects of Self-Awareness and Self-Management (e.g., Conscientiousness, Integrity).<sup>7</sup> The significant emphasis on "Supporting Others" within the OD-Tools LC 360, particularly through behaviors like attentive listening and demonstrating consideration for others' feelings<sup>7</sup>, highlights a profound overlap with the principles of Emotional Intelligence. This suggests that the OD-Tools model implicitly values the relational and empathetic aspects of leadership, recognizing that effective leadership is deeply rooted in a leader's ability to understand, connect with, and appropriately respond to the emotional landscape of their team and stakeholders. Emotional intelligence is increasingly recognized as a critical differentiator for effective leaders, especially in complex organizational environments. By integrating explicit behaviors related to empathy, active listening, and interpersonal sensitivity under the "Supporting Others" competency, the OD-Tools model demonstrates a practical application of EI principles. This indicates a holistic view of leadership that extends beyond purely cognitive or task-oriented capabilities, acknowledging that a leader's

emotional and social skills are paramount for building trust, fostering collaboration, and driving engagement.

### **Situational Leadership (Hersey-Blanchard)**

The Hersey-Blanchard Situational Leadership framework posits that there is no single "best" leadership style.<sup>18</sup> Instead, effective leaders must adapt their approach based on the "readiness" or "maturity" levels of their followers, which encompasses both their competence and commitment.<sup>18</sup> The model outlines four primary leadership styles: Telling (Directive), Selling (Coaching), Participating (Collaborative), and Delegating (Empowering).<sup>18</sup>

The behavior "Delegating important responsibilities to his/her subordinates" (under "Supporting Others") directly corresponds to the "Delegating" leadership style, where leaders empower capable and committed followers.<sup>7</sup> "Effectively teaching and coaching others" (also under "Supporting Others") aligns well with the "Selling" or "Coaching" style, where leaders provide guidance and support to develop followers' skills.<sup>7</sup> "Clearly defining the direction, objectives and sub-objectives" (under "Sharing the Vision") can be seen as a component of the "Telling" style, particularly when leading individuals with lower competence or commitment.<sup>7</sup> "Developing teamwork and team spirit effectively" and "Getting all members of his/her team highly engaged in the work" (under "Team Building") resonate with the "Participating" style, which emphasizes collaboration and shared decision-making.<sup>7</sup> While the OD-Tools LC 360 does not explicitly include "adaptability" as a standalone core competency, its inclusion of distinct behaviors like "delegating" and "coaching" <sup>7</sup> implicitly supports the fundamental principles of Situational Leadership. This suggests that the model encourages leaders to adjust their approach based on the varying needs and developmental levels of their team members, demonstrating a practical, rather than overtly theoretical, adoption of situational principles in its design. Situational leadership is fundamentally about a leader's flexibility in adjusting their style to fit the context and the follower's readiness. Although OD-Tools does not have an explicit "adaptability" competency, the presence of specific behaviors that mirror the four Hersey-Blanchard styles (e.g., delegating for highly competent followers, clearly defining direction for less experienced ones) indicates that the model implicitly promotes a leader's ability to vary their approach. This implies a pragmatic design, encouraging leaders to apply different methods based on specific team needs.

### **Authentic Leadership**

Authentic leadership emphasizes a healthy alignment between a leader's internal values, beliefs, and motivations, and their external behavior.<sup>20</sup> Key characteristics include deep self-awareness, genuineness, modesty and humility, empathy, strong ethics, and a focus on results.<sup>20</sup> Authentic leaders are also committed to continuous learning through feedback, action, and reflection.

The competency "Acting Responsibly," specifically "consistently upholding the right principles and values" and "demonstrating excellent professional judgment," directly aligns with the ethical and values-driven component of authentic leadership.<sup>7</sup> "Supporting Others," particularly "being considerate toward other people's feelings" and "attentively listening," aligns with the empathy

characteristic.<sup>7</sup> The entire 360-degree feedback process itself, especially the comparison of self-ratings with others' averages and the identification of "underestimated" and "overestimated" behaviors<sup>7</sup>, inherently and powerfully promotes "Self-awareness," which is a cornerstone of authentic leadership.<sup>20</sup> "Delivering Results," through keeping everyone focused on objectives and results, aligns with the results focus of authentic leadership.<sup>7</sup> The foundational role of "Self-awareness" in authentic leadership is inherently and strongly supported by the 360-degree feedback mechanism of the OD-Tools LC 360.<sup>7</sup> By providing a multi-faceted and often contrasting view of a leader's impact, the assessment compels and facilitates the deep reflection necessary for aligning internal values and beliefs with external behaviors, which is a core tenet of authenticity. Authentic leadership begins with a profound understanding of oneself. A 360-degree assessment, by providing external perspectives that may confirm or challenge a leader's self-perception (as seen in the "underestimated" and "overestimated" behaviors in<sup>7</sup>), acts as a powerful catalyst for self-reflection. This direct feedback loop is instrumental in helping leaders develop the self-awareness required to ensure their actions are consistent with their core values, thereby fostering greater authenticity.

### **Servant Leadership (Greenleaf)**

Originating from Robert Greenleaf, servant leadership posits that the leader's primary motivation is to serve others first, with the aspiration to lead emerging from this foundational desire.<sup>21</sup> The ultimate test is whether those served grow as persons.<sup>21</sup> Key characteristics include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.<sup>21</sup>

The competency "Supporting Others," which includes behaviors like attentively listening to others, being considerate toward other people's feelings, and effectively teaching and coaching others, demonstrates a strong alignment with the servant leadership characteristics of listening, empathy, and a deep commitment to the growth of people.<sup>7</sup> "Influencing Others," particularly "persuading others with effective arguments," relates to the persuasion characteristic, which in servant leadership is based on conviction rather than coercion.<sup>7</sup> "Team Building," through creating an open and friendly work climate and developing teamwork and team spirit effectively, aligns with the characteristic of building community.<sup>7</sup> "Acting Responsibly," by consistently upholding the right principles and values, reflects the strong ethical and values-driven nature central to servant leadership.<sup>7</sup> The pronounced emphasis on "Supporting Others" and "Team Building" within the OD-Tools LC 360<sup>7</sup> suggests an inherent and significant alignment with the people-centric and service-oriented philosophy of Servant Leadership. This indicates that the OD-Tools model implicitly measures and encourages behaviors that prioritize the well-being, growth, and empowerment of team members, which are fundamental hallmarks of a servant leader. Servant leadership is distinguished by its primary focus on the needs and growth of others. The OD-Tools competencies of "Supporting Others" (which includes behaviors like active listening, empathy, and coaching) and "Team Building" (fostering a positive climate, developing team spirit) directly reflect this ethos. This strong alignment implies that the OD-Tools assessment can be a valuable instrument for organizations seeking to cultivate a culture of service, support, and collective growth from their

leaders, reinforcing a more human-centered approach to leadership.

## **Key Similarities and Commonalities Across Models**

### **Universal Adoption of Multi-Rater Feedback**

All popular 360-degree assessment tools, including the OD-Tools LC 360, fundamentally rely on collecting feedback from multiple perspectives (self, subordinates, peers, superiors, and sometimes other stakeholders) to provide a comprehensive and nuanced view of leadership effectiveness.<sup>1</sup> The near-universal adoption of multi-rater feedback across diverse leadership assessment tools underscores a fundamental consensus in the field of leadership development: a leader's self-perception alone is insufficient for comprehensive growth. The inherent value of 360 feedback lies in its unique ability to reveal "blind spots" and to validate perceived strengths through a triangulation of diverse perspectives, offering a more complete and accurate picture of a leader's impact. If a single perspective were sufficient, 360 assessments would not exist. The core problem they solve is the gap between self-perception and external reality, often referred to as "blind spots".<sup>3</sup> The collective and varied perspectives from multiple raters provide a more robust and objective data set, which is crucial for meaningful self-awareness and targeted development. This commonality highlights the recognized necessity of external validation for leadership growth.

### **Overarching Developmental Focus**

Despite variations in their specific methodologies and competency frameworks, the primary objective across nearly all 360-degree leadership assessment models is to facilitate leadership development and growth, rather than serving solely as a performance evaluation tool.<sup>1</sup> These tools are designed to provide actionable insights that catalyze improvement. The shared developmental intent among these diverse tools signifies a broad understanding that leadership is a dynamic, learnable, and continuously improvable skill set. This common focus implies that the assessments are designed to be catalysts for behavioral change and continuous learning.

### **Focus on Actionable Feedback**

A common thread among effective 360-degree assessment tools is their emphasis on providing actionable feedback. Reports are typically structured to highlight specific behaviors that can be improved, often providing suggestions or pathways for development.<sup>7</sup> This ensures that the feedback is not merely descriptive but prescriptive, guiding leaders toward concrete steps for growth.

### **Emphasis on Self-Awareness**

Across all models, a core benefit and objective of 360-degree feedback is to enhance a leader's self-awareness.<sup>3</sup> By comparing self-ratings with the perceptions of others, leaders gain a clearer understanding of their impact and identify areas where their self-perception may differ from external reality. This discrepancy is often a powerful catalyst for personal and professional growth.

### **Measurement of Core Leadership Dimensions**

While the specific nomenclature and granularity vary, most 360-degree assessments, including OD-Tools LC 360, measure broadly similar categories of leadership competencies. These often encompass:

- **Vision and Strategy:** The ability to set direction, inspire, and think long-term (e.g., OD-Tools' "Sharing the Vision," LCP's "Purposeful & Visionary," GLA360's "Creating a Shared Vision," Zenger Folkman's "Develops Strategic Perspective").<sup>6</sup>
- **Interpersonal and Relational Skills:** The capacity to build relationships, influence, communicate, and support others (e.g., OD-Tools' "Influencing Others," "Team Building," "Supporting Others"; LCP's "Relating"; GLA360's "Engaging People"; Hogan's "Behavioral Competencies"; Korn Ferry's "People"; Zenger Folkman's "Interpersonal Skills").<sup>2</sup>
- **Results Orientation and Execution:** The drive to achieve goals, deliver outcomes, and manage efficiently (e.g., OD-Tools' "Delivering Results"; LCP's "Achieving"; GLA360's "Assure Success"; Korn Ferry's "Results"; Zenger Folkman's "Focus on Results").<sup>7</sup>
- **Personal Effectiveness and Character:** Self-management, integrity, adaptability, and continuous learning (e.g., OD-Tools' "Acting Responsibly," "Innovating"; LCP's "Self-Awareness," "Authenticity"; Hogan's "Behavioral Competencies"; Korn Ferry's "Self"; Zenger Folkman's "Character," "Personal Capabilities").<sup>3</sup>

This commonality suggests a widely accepted understanding of the foundational elements of effective leadership, regardless of the specific model or theoretical underpinning.

## Conclusions and Recommendations

The comparative analysis reveals that the OD-Tools LC 360 assessment leadership competency model is a robust and practical tool for leadership development. Its streamlined 7-competency framework, coupled with explicit identification of "underestimated" and "overestimated" behaviors, offers clear, actionable insights for leaders seeking to enhance their self-awareness and performance. The model demonstrates strong theoretical alignment with foundational leadership theories such as Transformational Leadership, Emotional Intelligence, Situational Leadership, Authentic Leadership, and Servant Leadership, indicating its comprehensive and well-grounded nature.

Ultimately, the most effective 360-degree assessment is one that aligns with an organization's unique culture, strategic objectives, and commitment to fostering continuous leadership growth.

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