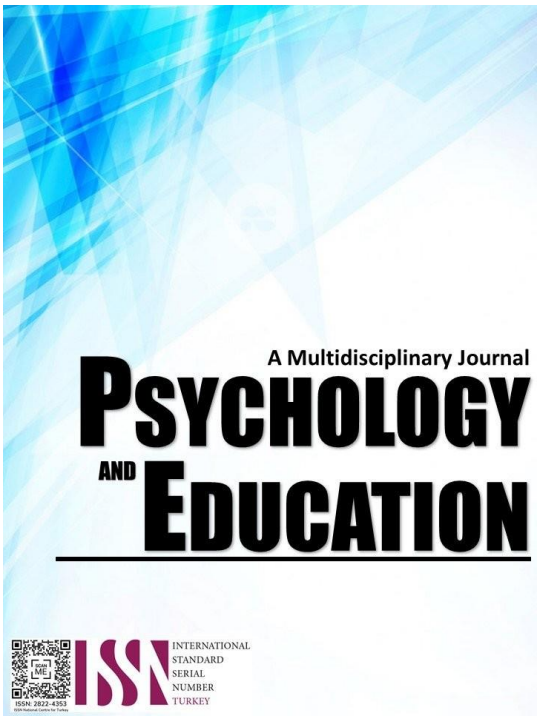
LEADERSHIP STYLES AND COMPETENCIES OF LEADERS IN IMPLEMENTING ORGANIZATIONAL DEVELOPMENT (OD) INTERVENTIONS IN A STATE UNIVERSITY: A CORRELATIONAL STUDY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 33
Issue 10
Pages: 1165-1175
Document ID: 2025PEMJ3232
DOI: 10.70838/pemj.331006
Manuscript Accepted: 02-26-2025

Psych Educ, 2025, **33**(10): 1165-1175, Document ID:2025PEMJ3232, doi:10.70838/pemj.331006, ISSN 2822-4353

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Research Article

Leadership Styles and Competencies of Leaders in Implementing Organizational Development (OD) Interventions in a State University: A Correlational Study

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Abstract

Organizational Development (OD) Interventions rely on the leadership styles of the university leaders. This underscores the innovative mind and efficiency of making the aims and objectives of the organization a reality, especially if there are changes. When there are changes in the administration, emerging challenges are identified that can compromise an organization's operations. This gap gained limited attention in the literature, which makes the researcher interested. This study assessed the leadership styles and competencies needed to implement organizational development (OD) interventions at Cebu Technological University, located in Cebu, Philippines. These are correlated to determine a significant relationship between variables. This study used a descriptive-correlational research design. One hundred nine (109) respondents participated in the study through a simple random sampling. The results identified that Transformational Leadership has a significant relationship with Communication Skills (p-value of 0.000), Visionary Thinking (p-value of 0.001), Emotional Intelligence (p-value of 0.001), and Decision-Making and Problem Solving (p-value of 0.004). Situational Leadership has a significant relationship with Visionary Thinking (p-value of 0.003), Emotional Intelligence (p-value of 0.040), and Decision-Making and Problem Solving (p-value of 0.024). Adaptive Leadership has no significant relationship to any of the Leadership Competencies. This means that in implementing Organizational Development (OD) interventions, leaders must be transformative, and able to assess the situation in facing unique challenges. This study recommends a management plan that can capture the sustainability of leading and managing the university, especially when there are changes.

Keywords: *leadership styles, competencies, organizational development (OD) interventions, university, descriptive correlation*

Introduction

Leadership plays a crucial role in the success or failure of Organizational Development (OD) interventions. As organizations strive to become more agile, innovative, and efficient in an ever-evolving business environment, the role of leaders in driving and managing OD initiatives becomes increasingly important (Ajayi & Udeh, 2024). OD refers to a systematic effort aimed at improving organizational effectiveness and facilitating long-term change (Alwetwat, 2023). OD interventions typically focus on areas such as leadership development, employee engagement, culture transformation, and organizational structure (Oncioiu et al., 2022). Successful OD initiatives require more than just technical expertise; they demand strong leadership to guide the organization through complex transitions and overcome resistance to change (Sudi & Jusman, 2023).

Leadership is often described as the driver behind successful organizational change (Schiuma et al., 2022). Leaders are responsible for setting the vision, creating alignment, securing resources, and inspiring commitment among employees (Ramos-Macaes et al., 2022). Effective leaders influence the organizational culture, guide employees through change, and ensure that the OD process aligns with the organization's strategic objectives (Hastings & Schwarz, 2022). As organizations face dynamic challenges in an ever-evolving business environment, strong leadership becomes paramount to navigating these changes successfully.

Leadership styles and competencies form the foundation of successful OD because they determine how well leaders can inspire, motivate, and manage employees and teams during periods of change (Mokogwu et al., 2024). In this context, leadership styles can be seen not only as a necessary ability to manage but also as a set of behaviors that guide people through complex organizational transformations (Merten et al., 2024). In Cebu Technological University, organizational changes are frequently happening, especially when there is a change of administration. A critical leadership skill in OD is the ability to set a clear vision and direction for the organization (Groves & Feyerhem, 2022). Leaders must be able to communicate the organization's goals, strategies, and objectives effectively, ensuring alignment across all levels of the workforce (Chuang & Eversole, 2022). When leading an OD intervention, leaders articulate why change is necessary and what the desired outcomes will be, thereby rallying employees around a common purpose.

Developing a compelling and inspiring vision for the future that motivates employees and creates a sense of shared purpose (Manu, 2022). Developing a compelling and inspiring vision for the future that motivates employees and creates a sense of shared purpose (Zainol et al., 2021). Leaders with strong vision-setting skills guide the organization through complex transitions with a clear sense of direction (Dasmadi, 2023). Clear vision and communication help mitigate uncertainty during OD initiatives, aligning team efforts and fostering commitment (Soeardi et al., 2023). Communication is arguably the most important leadership skill in OD. Whether it's communicating the rationale behind an OD initiative, explaining the benefits of a new process, or providing feedback, effective communication ensures that all stakeholders—employees, managers, and teams—understand what is happening, why it's happening,

and what role they play in the process (Cai, 2023).

The ability to listen attentively to concerns, suggestions, and feedback from employees (Maisyura et al., 2022). This helps in reducing resistance to change and building trust (Farhan, 2024). The ability to communicate complex ideas or changes in an easily understandable way (Zen et al., 2023). Providing constructive feedback that encourages continuous learning and improvement (Cao & Le, 2024). Clear and transparent communication reduces ambiguity and resistance, making it easier for employees to engage with OD initiatives (Pisriwati et al., 2024). Open dialogue fosters a culture of trust, which is crucial for ensuring that employees feel supported during organizational change.

Trust is the cornerstone of any successful organizational development effort (Neto & Camkin, 2022). Employees are more likely to embrace change and engage in development initiatives when they trust their leaders (Islam et al., 2021). Leadership must not only manage the OD process but also actively work to foster trust through consistent actions, transparency, and a commitment to ethical behavior (MacDonald, 2024). Leaders are role models for the behaviors, values, and attitudes they want to instill within the organization (Hubbart, 2024). During OD initiatives, leadership needs to "walk the talk" by demonstrating the desired changes (Narayan et al., 2024). For instance, if an organization is focusing on innovation, leaders should be seen taking risks, encouraging creativity, and showing flexibility.

A critical aspect of leadership in OD is the ability to empower others by providing them with the resources, authority, and support they need to succeed (Martinez et al., 2023). This includes creating development opportunities, promoting continuous learning, and encouraging employees to take ownership of their roles. Leaders should foster an environment where employees feel capable of performing at their best and contributing to the organization's long-term success (Ahsan, 2024). Organizational Development often involves significant changes, such as new technologies, processes, structures, or cultural shifts (Hanelt et al., 2021). Leaders need to be adept at driving change while managing resistance (Malhotra et al., 2021). The ability to address employee concerns, reduce fear and uncertainty, and align the workforce around new objectives is a fundamental leadership skill in OD.

Leaders must be results-oriented to ensure that OD interventions deliver measurable outcomes (Moritz, 2024). This requires making informed, timely decisions based on data, feedback, and the ongoing assessment of organizational performance (Khattak et al., 2023). Leaders must also balance the short-term operational goals with the long-term strategic vision of the organization (Li & Kim, 2021). Leadership is key to ensuring that the changes introduced through OD are not only implemented but are also sustained over the long term (Kaipunlert, 2021). Leaders must actively work to institutionalize changes and ensure that the organization does not revert to old ways of operating.

Leadership styles and competencies are vital in every aspect of Organizational Development (Hajiali et al., 2022). From setting a clear vision and communicating effectively to empowering employees and driving sustained change, effective leadership ensures that OD interventions not only achieve immediate results but also create long-term organizational benefits (Jamali et al., 2022). Strong leadership provides the foundation for fostering a culture of growth, innovation, and continuous improvement, ultimately making the organization more agile and resilient in the face of future challenges (Alblooshi et al., 2021). The competencies outlined above are essential for guiding an organization through the complex process of development, ensuring that change is both successful and sustainable.

Research Questions

This study assessed the leadership styles and competencies needed to implement organizational development (OD) interventions at Cebu Technological University, located in Cebu, Philippines. Specifically, this study answered the following questions:

1. What is the demographic profile of the respondents in terms of:
    1.1. age;
    1.2. gender;
    1.3. academic position;
    1.4. marital status; and
    1.5. educational attainment?
2. What is the level of leadership style of the respondents in terms of:
    2.1. transformative leadership;
    2.2. situational leadership; and
    2.3. adaptive leadership?
3. What is the level of leadership competencies of the respondents in terms of:
    3.1. communication skills;
    3.2. visionary thinking;
    3.3. emotional intelligence;
    3.4. decision-making and problem-solving; and
    3.5. empathy and relationship building?
4. Is there a significant relationship between the respondents' leadership styles and leadership competencies in implementing the

organizational development interventions?
5. What recommendations can be made based on the findings of the study?

Methodology

Research Design

This study utilized the descriptive-correlational as the research design. This design is a quantitative research that establishes a relationship between variables. In this study, this design is appropriate as it correlates the leadership styles of the leaders, such as transformative, situational, and adaptive leadership, to the leadership competencies of the leaders such as Communication Skills, Visionary Thinking, Emotional Intelligence, Decision-Making and Problem-Solving, and Empathy and Relationship Building.

Respondents

This study used simple random sampling to get the sample. Of the 150 leaders in Cebu Technological University across all campuses, 109 participated. 109 is also the sample size as generated in computing the sample size using Slovin's Formula.

Of the 109 respondents, 73 are male, and 36 are female. It is the usual number that female dominates over male, especially in the field of education however, Cebu Technological University centers on engineering and innovation, which is led by male leaders. The respondents are rated the leaders, and they are heads of a certain department, college, or campus. This means that they handle people. Their leadership styles and competencies would play a pivotal role in implementing the Organizational Development (OD) interventions.

Instrument

This study utilized an adapted instrument for the leadership styles and leadership competencies. The leadership styles instrument is anchored by Dulewicz and Higgs (2005) in their study titled "Assessing Leadership Styles and Organizational Context." The leadership competencies instrument is anchored by Bird and Stevens (2017) in their study titled "Assessing Global Leadership Competencies." The instruments were validated through face and content validation, wherein five experts in the related field were invited to examine and scrutinize the content of the items. It was found that five items in every indicator are sufficient to measure what it intends to measure.

Procedure

The researcher made a letter to gather the data. After the approval of the letter, the researcher personally talked to the leaders and discussed the nature of the study, especially the impact of its output. After securing the consent from the respondents, the researcher administered the questionnaire in a schedule agreed upon. The retrieval was quite challenging, but the researcher was very determined to finish the data gathering. The data was tallied, tabulated, and organized for statistical treatment.

Data Analysis

This study utilized descriptive and inferential statistics. In presenting the demographic profile of the respondents, the researcher used frequency and percentage. In determining the level of leadership styles and leadership competencies of the respondents, the researcher used the Mean and Standard Deviation (SD). To establish the significant relationship between variables, the researcher utilized the Pearson Correlation Coefficient (r).

Ethical Considerations

This study observed the highest degree of confidentiality in treating the data. The data gathered was securely for educational purposes only and will be deleted after the study. The respondents were properly informed that at any time, they could withdraw from the study, especially if they were not comfortable anymore. This study made sure that the respondents were not harmed. There was no monetary compensation given to the respondents however, as a token of gratitude, the researcher prepared a letter of appreciation.

Results and Discussion

With the statement of the problems indicated above, the following tables below are made and presented to provide answers to the questions, and these are arranged accordingly with discussions and related literature to corroborate the results.

Table 1 presents the demographic profile of the respondents in terms of age, gender, academic position, marital status, and educational attainment. For the age of the respondents, it can be gleaned that the majority of them are in the bracket 39-48 with 49 counts (44.95%). This means that they already gained years of experience in the organization. The lowest count of 13 (11.93%) goes to the age bracket of 18-28. With this data, the college instructors and professors who are given tasks to lead and manage are really for those who have been in the field for quite some time. Further, this implies that the number of years would mean the maturity of handling unique challenges in the position (Hubbart, 2024).

The majority of the respondents are male leaders, with 73 counts (66.97%), while female leaders have a count of 36 (33.03%). This means that in the research environment at Cebu Technological University, most of the college instructors and professors are male,

which tends to also dominate (Pelegrini & Moraes, 2022). Although most of the teachers are female in the field of education, the Cebu Technological University has numerous campuses that offer engineering which male instructors are the majority.

Table 1. *Demographic Profile of the Respondents*

Demographic Profile	*Frequency*	*Percentage*
Age		
18-28	13	11.93
29-38	26	23.85
39-48	49	44.95
49 and above	21	19.27
Total	109	100
Gender		
Male	73	66.97
Female	36	33.03
LGBTQ	0	0.00
Total	109	100
Academic Position		
Instructor I-III	4	3.66
Assistant Professor I-IV	24	22.02
Associate Professor I-V	42	38.51
Professor I-VI	38	34.80
University Professor	1	1.01
Total	109	100
Marital Status		
Single	16	14.68
Married	88	80.73
Widow/Separated	5	4.59
Total	109	100
Educational Attainment		
Bachelor's Degree Holder	0	0
With Master Units	0	0
Full-fledged Masters	28	25.69
With Doctoral Units	39	35.78
Full-fledged Doctors	42	38.53
Total	109	100

The academic positions of the respondents are classified according to instructor, assistant professor, associate professor, professor, and university professor. The table shows that most respondents are associate professors, with 42 counts (38.51%). This means that the respondents can acquire a higher degree of academic position (Casad et al., 2021). This tags along with their qualifications for becoming an assistant, associate, or professor. Having this position on the academic ladder means that they have gained experience and expertise in their field. With the data presented, only one is the university professor.

For the marital status of the respondents, the majority of the respondents are married, with 88 counts (80.73%). This means that the respondents have commitment and accountabilities at home while managing their time in the university and attending to their calling and responsibilities (Mukuze et al., 2023). There are 5 (4.59%) widows/separated and 16 (14.68) who are single. This data implies that in giving responsibilities, marital status is not being considered. Single leaders may have time to do their responsibilities however, they lack experience in handling multitasking.

In terms of the educational attainment of the respondents, the majority of respondents are full-fledged doctors in their field, with 42 counts (38.53%). This aligns with their academic position, in which full-fledged doctoral status is a qualifying criterion to become an associate professor. Some respondents are full-fledged masters, with a count of 28 (25.69%). These respondents are not necessarily new in the service but probably were not able to advance their post-graduate education, making them still full-fledged masters.

Table 2 presents the level of Leadership Styles in implementing Organizational Development (OD) Interventions in the university. It can be gleaned that the overall weighted mean of 4.20, which is interpreted as Always, connotes that the indicators under Transformative Leadership, Situational Leadership, and Adaptive Leadership manifested strong leadership skills shown by the members of the organization or university during the implementation of Organizational Development (OD) interventions or if there are changes in the administration. This means that leaders in Cebu Technological University (CTU) practice the best possible ways of leading and managing the university in times of crisis, challenges, and changes (Islam et al., 2021).

In Transformative Leadership, the statement, "The leader recognizes and addresses the emotional and developmental needs of individuals during organizational change efforts." garnered the highest mean of 4.35 (SD = 1.04) and was interpreted as Always. This data implies that leaders and managers are particular in knowing the most pressing issues during organizational changes, specifically the emotional and developmental needs of the members of the University (Narayan et al., 2024). Among other indicators, the statement,

"The leader articulates a sound vision that benefits the members and aligns the goals of the organization." ranked the lowest mean of 3.67 (SD = 1.22), which was interpreted as Often. This implies that leaders and managers are not always investing in making a plan that can benefit both the members of the organization and align with the organizational goals. This is the reality that sometimes leaders compromise the benefits of the subordinates to make the goals of the organization a reality (Alwetwat, 2023).

Table 2. *Level of Leadership Styles in Implementing Organizational Development (OD) Interventions*

Statement	*Mean*	*SD*	*Description*
Transformative Leadership			
1. The leader articulates a sound vision that benefits the members and aligns the goals of the organization.	3.67	1.22	Often
2. The leader encourages and supports team members to take initiative and contribute to decision-making processes during organizational development initiatives.	3.72	1.30	Often
3. The leader promotes and embraces new ideas, creative solutions, and calculated risks in the pursuit of organizational change.	3.97	1.23	Often
4. The leader recognizes and addresses the emotional and developmental needs of individuals during organizational change efforts.	4.35	1.04	Always
5. The leader focus on personal and professional growth, not only for the organization but also for team members, throughout the organizational development intervention.	4.22	1.14	Always
Composite Mean	3.99	0.57	Often
Situational Leadership			
1. The leader adjusts their leadership approach depending on the developmental stage of the team or the complexity of the situation during organizational change.	4.30	1.09	Always
2. The leader provides clear direction and guidance when the team faces challenges or uncertainty during the organizational development process.	4.03	1.34	Often
3. The leader delegates tasks and empowers team members based on their skills and confidence levels during organizational change interventions.	4.00	1.30	Often
4. The leader adjust their level of involvement from directing to coaching or supporting depending on the team's readiness and capacity for change.	3.99	1.21	Often
5. The leader assess team progress and provide constructive feedback to guide the team through the organizational development intervention process.	4.22	1.22	Always
Composite Mean	4.11	0.62	Often
Adaptive Leadership			
1. The leader guide the organization in navigating complex challenges and uncertainties during the organizational development process.	4.46	0.98	Always
2. The leader encourages experimentation, learning from failure, and the testing of new ideas to help the organization adapt during the change process.	4.57	0.93	Always
3. The leader mobilizes the team members, managers and other personnel to work together in addressing adaptive challenges during the organizational development intervention.	4.51	1.03	Always
4. The leader promotes a culture of flexibility and adaptability, where team members are encouraged to adjust their behavior and strategies in response to changing needs during the organizational change process.	4.58	0.88	Always
5. The leader manages and addresses conflicts or tensions that arise during the organizational development intervention, using them as opportunities for growth and learning.	4.38	1.05	Always
Composite Mean	4.50	0.59	Always
Overall Weighted Mean	4.20	0.59	Always

Legend: Always 4.20-5.00; Often 3.40-4.19; Sometimes 2.60-3.39; Rarely 1.80-2.59; and Never 1.00-1.79

In Situational Leadership, the statement, "The leader adjusts their leadership approach depending on the developmental stage of the team or the complexity of the situation during organizational change." garnered the highest mean of 4.30 (SD=1.09), which was interpreted as Always. This means that it is manifested among leaders and managers that they were able to assess and adjust their ways of handling complex situations, especially changes in the administration, such as the changing of Deans and Department Heads. This paves the way for adopting an appropriate leadership approach that can address the needs of situations such as this (Mulyana et al., 2022). Among the rest of the indicators, the statement, "The leader adjusts their level of involvement from directing to coaching or supporting depending on the team's readiness and capacity for change." gained the lowest mean of 3.99 (SD=1.21), which was interpreted as Often. This means that there are times when leaders and managers lack coaching and mentoring in supporting their subordinates during the transition of the changes in the organization.

In Adaptive Leadership, the statement, "The leader promotes a culture of flexibility and adaptability, where team members are encouraged to adjust their behavior and strategies in response to changing needs during the organizational change process." garnered the highest mean of 4.58 (SD=0.88), which was interpreted as Always. This implies that leaders and managers are flexible and can adapt to extreme situations, especially when the organization is in transition and changes are happening. It can be gleaned that leaders respond to the needs of their subordinates when there are adjustments due to organizational changes (Chughtai et al., 2024). Among other indicators under Adaptive Leadership, the statement, "The leader manages and addresses conflicts or tensions that arise during the organizational development intervention, using them as opportunities for growth and learning." gained the lowest mean of 4.38 (SD=1.05), which means that leaders and managers, human as they are, they tend not to manage well in terms of conflict and disagreement during the organizational changes. This can decrease the morale of the organization and can affect their productivity.

Table 3. *Level of Leadership Competencies in Implementing Organizational Development (OD) Interventions*

Statement	*Mean*	*SD*	*Description*
Communication Skills			
1. The leader communicates the vision, goals, and expectations during organizational development interventions, ensuring that everyone understands their roles and responsibilities.	4.13	0.98	Often
2. The leader listens to team members' concerns, ideas, and feedback during organizational development interventions, fostering an open and collaborative communication environment.	4.14	1.05	Often
3. The leader provides constructive, actionable feedback to team members, helping them improve and stay engaged throughout the organizational change process.	4.36	0.80	Always
4. The leader adapt their communication style to suit the needs of different individual team members, groups, senior management during organizational development interventions.	4.48	0.70	Always
5. The leader encourages open dialogue, questions, and collaboration among team members, ensuring that communication flows freely throughout the organization during the change process.	4.19	0.97	Often
Mean	4.26	0.51	Always
Visionary Thinking			
1. The leader creates a compelling vision for the organization's future, providing a sense of direction during the organizational development intervention	4.27	0.83	Always
2. The leader aligns short-term goals and objectives with the long-term vision of the organization during the development intervention.	4.26	0.92	Always
3. The leader encourages innovation, creativity, and out-of-the-box thinking in pursuit of the organization's long-term vision during the development process.	4.32	0.85	Always
4. The leader fosters a mindset within the team that is focused on future opportunities, continuous improvement, and long-term success during the organizational change process.	4.50	0.69	Always
5. The leader adapts or refines the organizational vision when faced with new challenges, shifting priorities, or unexpected developments during the organizational development intervention.	4.24	0.94	Always
Mean	4.32	0.50	Always
Emotional Intelligence			
1. The leader demonstrates awareness of their own emotions and how those emotions may impact their leadership and decision-making during organizational development interventions.	4.11	0.88	Often
2. The leader manages their emotions, especially in high-pressure or challenging situations, to maintain focus and constructive behavior during organizational change efforts.	3.92	0.88	Often
3. The leader demonstrate empathy by understanding the emotions and concerns of team members, particularly when navigating through organizational change.	4.23	0.72	Always
4. The leader fosters strong, collaborative relationships and creates a positive work environment, encouraging open communication and trust during organizational development interventions.	4.33	0.80	Always
5. The leader handle conflicts and disagreements within the team, using emotional intelligence to manage tensions and foster constructive dialogue during the organizational change process.	4.09	0.98	Often
Mean	4.14	0.43	Often
Decisions-making and Problem-solving			
1. The leaders rely thier decisions on reliable data, analysis, and insights, ensuring that decisions are well-informed and aligned with the organization's objectives during the development process.	4.36	0.83	Always
2. The leader involves relevant team members or stakeholders in the decision-making process, ensuring diverse perspectives and ideas are considered during organizational development interventions.	4.32	0.91	Always
3. The leader identifies the root causes of problems or challenges and analyzes them systematically to develop effective solutions during the organizational change process.	4.37	0.69	Always
4. The leader makes decisions and takes action when challenges arise, ensuring timely and appropriate responses to emerging issues during the organizational development intervention.	4.31	0.88	Always
5. The leader evaluates the outcomes of decisions, learns from them, and adjusts strategies as needed during the organizational development process.	3.88	1.05	Often
Mean	4.25	0.47	Always
Empathy and Relationship Building			
1. The leader demonstrates empathy by understanding the feelings, perspectives, and concerns of team members, especially during times of organizational change or uncertainty.	4.20	0.89	Always
2. The leader builds trust and rapport with team members, creating an environment where people feel comfortable expressing their opinions and concerns during the organizational development process.	4.10	0.94	Often
3. The leader offers emotional support, encouragement, and validation to team members, particularly during periods of organizational change or challenges.	4.21	0.77	Always
4. The leader fosters a collaborative and inclusive work environment, encouraging open communication, cooperation, and shared problem-solving during organizational development interventions.	4.25	0.88	Always
5. The leader handles interpersonal conflicts within the team, addressing the underlying emotional concerns and ensuring that relationships remain intact and productive during organizational change.	3.95	0.93	Often
Mean	4.14	0.43	Often
Overall Mean	4.22	0.47	Always

Legend: Always 4.20-5.00; Often 3.40-4.19; Sometimes 2.60-3.39; Rarely 1.80-2.59; and Never 1.00-1.79

Table 3 shows the level of Leadership Competencies in implementing Organizational Development (OD) Interventions in the university. It reveals that the overall weighted mean of 4.22 (SD=0.47), which was interpreted as Always capturing communication skills, visionary thinking, emotional intelligence, decision-making and problem-solving, and empathy and relationship-building display a positive picture of how competent and efficient the leaders and managers are in the university during organizational changes. This also implies that when leaders and managers are handling organizational changes, they use their leadership competencies well in prioritizing the welfare of the majority as this was felt by the members of the organization.

In terms of the leader's communication skills, it can be gleaned that the respondents rated the highest mean to the statement, "The leader adapt their communication style to suit the needs of different individual team members, groups, senior management during organizational development interventions." gained 4.48 (SD=0.70), which was interpreted as Always. This means that leaders and managers can adjust the way how they communicate with the members of the organization during transition or any changes (Jankelova & Joniakova, 2021). The statement, "The leader communicates the vision, goals, and expectations during organizational development interventions, ensuring that everyone understands their roles and responsibilities." garnered the lowest mean of 4.13 (SD=0.98), which is interpreted as Often. This means that leaders and managers are not always reminding their subordinates about the organization's goal, vision, and mission. Reminding the members of the organization about the vision and mission can help them perform their responsibilities in contributing to the success of the organization.

Leaders with visionary thinking can bring the organization to certain heights. The statement, "The leader fosters a mindset within the team that is focused on future opportunities, continuous improvement, and long-term success during the organizational change process." gained the highest mean of 4.50 (SD=0.69), which was interpreted as Always. This means that leaders are encouraged to think of positivity, productivity, long-term success, and seeking continuous improvement during the organizational change (Das et al., 2022). The statement, "The leader adapts or refines the organizational vision when faced with new challenges, shifting priorities, or unexpected developments during the organizational development intervention." gained the lowest mean of 4.24 (SD=0.94), which was interpreted as Always. Although this statement has the lowest mean, it is still under the bracket of always. Leaders are making plans on how to handle unexpected events and changes that will happen in the organization.

In terms of the leader's emotional intelligence, the statement, "The leader fosters strong, collaborative relationships and creates a positive work environment, encouraging open communication and trust during organizational development interventions." gained the highest mean of 4.33 (SD=0.80), which is interpreted as Always. This means that when leaders connect and collaborate with the rest of the members of the organization, it fosters a positive and supportive working environment. When they don't communicate with their subordinates, a gap can be built and can be a source of conflict (Gomez-Leal et al., 2022). Leaders will not know and understand the priorities when they don't communicate and trust their members (Saha et al., 2023). The statement, "The leader manages their emotions, especially in high-pressure or challenging situations, to maintain focus and constructive behavior during organizational change efforts." garnered the lowest mean of 3.92 (SD=0.88), which was interpreted as Often. This implies that during high-pressure situations, leaders and managers tend to lose track of managing the organization, especially in bringing to life their hopes and dreams.

Leaders and managers should be good at making sound decisions and should possess strong problem-solving skills, especially during organizational change (Mouazen et al., 2023). The statement, "The leader identifies the root causes of problems or challenges and analyzes them systematically to develop effective solutions during the organizational change process." garnered the highest mean of 4.37 (SD=0.69), which was interpreted as Always. This means that leaders investigate the root cause of the problem when conflict arises due to organizational changes. This is to address the problem entirely. Determining the root cause of the issue can provide a clear path to resolution, putting the members and the organization in safe hands (Hallo & Nguyen, 2021). The statement, "The leader evaluates the outcomes of decisions, learns from them, and adjusts strategies as needed during the organizational development process." gained the lowest mean of 3.88 (SD=1.05), which was interpreted as Often. This implies that not all leaders should want to show that they are learning from the members. Some of them would like to be seen as role models and that, members should learn from them and not the other way around.

In terms of the leader's empathy and relationship-building competencies, the statement, "The leader fosters a collaborative and inclusive work environment, encouraging open communication, cooperation, and shared problem-solving during organizational development interventions." gained the highest mean of 4.25 (SD=0.88), which was interpreted as Always. This means that leaders should be open and have the problem shared with all (Nakamura & Milner, 2023). It should not be a one-man show in addressing a problem, as this can affect the entire organization (Bakhshandeh et al., 2024). Leaders should foster a collaborative and inclusive work environment that promotes cooperation and collaboration among all members of the organization (Arghode et al., 2022). The statement, "The leader handles interpersonal conflicts within the team, addressing the underlying emotional concerns and ensuring that relationships remain intact and productive during organizational change." garnered the lowest mean of 3.95 (SD=0.93), which was interpreted as Often. This data implies that not all the time that leaders can resolve conflict during organizational changes, especially when emotions are involved. Leaders should know how to keep everyone intact despite the different interpersonal conflicts happening within the organization.

Table 4 presents the significant relationship between the Leadership Styles and Leadership Competencies of the leaders in implementing Organizational Development (OD) interventions. It can be gleaned that Transformational Leadership has a significant

relationship with Communication Skills (p-value of 0.000), Visionary Thinking (p-value of 0.001), Emotional Intelligence (p-value of 0.001), and Decision-Making and Problem Solving (p-value of 0.004). This means that leaders practicing a transformative way of leading and managing people would need a good command of communicating with people wherein the goals and aspirations of the organization are presented and set in its vision (Sharma & Adeoye, 2024). Leaders also should be able to manage their way of treating the members in such a way that biases and conflicts are avoided (Kilag et al., 2024). Leaders should have a strong disposition to make sound decisions wherein everyone will be protected and not compromised (Nishii & Leroy, 2022).

Table 4. *Significant Relationship between the Leadership Styles and Leadership Competencies*

Leadership Styles	*Leadership Competencies*	*r-value*	*p-value*	*Interpretation*	*Decision*
Transformational Leadership	Communication Skills	0.5500	0.000	Significant	Reject Ho
	Visionary thinking	0.5634	0.001	Significant	Reject Ho
	Emotional Intelligence	0.5498	0.001	Significant	Reject Ho
	Decision-making and Problem Solving	0.3298	0.004	Significant	Reject Ho
	Empathy and Relationship Building	0.1755	0.067	Not Significant	Failed to Reject Ho
Situational Leadership	Communication Skills	0.0604	0.532	Not Significant	Failed to Reject Ho
	Visionary thinking	0.2745	0.003	Significant	Reject Ho
	Emotional Intelligence	0.1966	0.040	Significant	Reject Ho
	Decision-making and Problem Solving	0.2149	0.024	Significant	Reject Ho
	Empathy and Relationship Building	0.0638	0.509	Not Significant	Failed to Reject Ho
Adaptive Leadership	Communication Skills	0.0893	0.355	Not Significant	Failed to Reject Ho
	Visionary thinking	0.1166	0.227	Not Significant	Failed to Reject Ho
	Emotional Intelligence	0.0372	0.700	Not Significant	Failed to Reject Ho
	Decision-making and Problem Solving	0.0444	0.646	Not Significant	Failed to Reject Ho
	Empathy and Relationship Building	0.0393	0.684	Not Significant	Failed to Reject Ho

The table also presents the significant relationship between Situational Leadership and Leadership competencies. The findings provide that it has a significant relationship with Visionary Thinking (p-value of 0.003), Emotional Intelligence (p-value of 0.040), and Decision-Making and Problem Solving (p-value of 0.024). This implies that leaders possessing Situational Leadership should be visionary. Leaders should create plans that can make the goals and vision of the organization a reality (Vlachopoulos, 2021). Aside from being visionary, leaders should also be emotionally stable and able to identify the root cause of a conflict. Leaders should provide solutions to different problems during the organizational change and should allow anyone to share their thoughts on how to resolve the problem (Karwan et al., 2021). In this way, the members will feel that they are trusted and valued by their leaders and managers.

Adaptive Leadership has no significant relationship to any of the Leadership Competencies. This means that being an adaptive leader means that one is practicing not the traditional way of leading the organization, as adaptive leadership means to help adjust to any changes that the organization is facing (Said & Jara, 2022). This is very surprising as being adaptive means that one should utilize different leadership competencies such as communication skills, visionary thinking, emotional intelligence, decision-making and problem-solving, and empathy and relationship-building (Latukha et al., 2024). The results of the statistical treatment suggested that there is no significant relationship between these variables, meaning that leadership competencies do not influence or impact how adaptive leaders manage the organization, especially during organizational changes.

Conclusions

In every organization, changes are inevitable. These organizational changes challenge the leadership styles, skills, and competencies of every leader. Identifying the kind of leadership style is paramount in addressing organizational changes. In this study, Transformative, Situational, and Adaptive Leadership were assessed, and it was found that not all leadership styles correlate to the leaders' competencies. Leaders and managers must remain positive in establishing an inclusive and supportive working environment, especially when there are organizational changes. Cebu Technological University experiences several organizational changes, such as a change of administration. During this time, there are conflicts, and emotional misunderstandings exist. With the utilization of the different leadership styles and competencies, Organizational Development (OD) interventions were properly implemented without compromising the members and the entire organization.

It is vital to recommend the making of a management plan whenever there will be organizational changes. A conflict management plan can also be initiated to make sure the conflicts are being processed, wherein the root cause is being identified. Leaders may continue to attend relevant training and seminars that can aid them to further improve their leadership skills. The variables of this study can also be tested in different corporate industries, paving the way to increase productivity and lower attrition rate. Further investigation and inquiry on the work culture and work ethics vis-à-vis leadership styles and competencies in implementing organizational development interventions.

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