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Liderazgo: habilidad socioemocional como estrategia para el Desarrollo Organizacional

Leadership: A Socio-Emotional Skill as a Strategy for Organizational Development

Liderança: uma habilidade socioemocional como estratégia para o desenvolvimento organizacional

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Resumen

El liderazgo es un factor clave en el desarrollo organizacional, ya que influye directamente en la motivación, cultura y efectividad de los equipos. Este estudio tiene como objetivo investigar la relación entre las habilidades socioemocionales del liderazgo y el desarrollo organizacional. La hipótesis central plantea que un mayor desarrollo de dichas habilidades incrementa el nivel de liderazgo, lo que a su vez mejora el desarrollo organizacional. Para probar esta hipótesis, se llevó a cabo un estudio cuantitativo, descriptivo y correlacional utilizando el Análisis Factorial Exploratorio (AFE) para identificación de factores, con una muestra de colaboradores de microempresas de la ciudad de Tijuana, México.

Los resultados confirman que el liderazgo tiene un impacto significativo en el desarrollo organizacional, con una validación estructural a través de un Modelo de Ecuaciones Estructurales, que indica correlaciones relevantes entre las variables. Los hallazgos sugieren que la inversión en la formación continua de líderes, enfocada en habilidades interpersonales

como la empatía, la comunicación y la gestión de conflictos, contribuye significativamente para mejorar el rendimiento y desarrollo organizacional.

Además, se destaca la importancia de una cultura de retroalimentación continua que permita a los líderes adaptar su estilo de gestión a las necesidades cambiantes de sus equipos.

En conclusión, las organizaciones con líderes efectivos muestran un mejor desempeño, menor rotación de personal y mayor compromiso de los empleados, lo cual refuerza la hipótesis planteada.

Palabras clave: desarrollo organizacional, habilidades socioemocionales, liderazgo organizacional.

Abstract

Leadership is a key factor in organizational development, as it directly influences team motivation, culture, and effectiveness. This study aims to investigate the relationship between socioemotional leadership skills and organizational development. The central hypothesis posits that greater development of these skills increases the level of leadership, which in turn improves organizational development. To test this hypothesis, a quantitative, descriptive, and correlational study was conducted using Exploratory Factor Analysis (EFA) for factor identification, with a sample of employees from microenterprises in Tijuana, Mexico. The results confirm that leadership has a significant impact on organizational development, with structural validation through a Structural Equation Model, which indicates relevant correlations between the variables.

The findings suggest that investment in ongoing leadership training, focused on interpersonal skills such as empathy, communication, and conflict management, significantly contributes to improving organizational performance and development. Furthermore, the importance of a culture of continuous feedback is highlighted, enabling leaders to adapt their management style to the evolving needs of their teams.

In conclusion, organizations with effective leaders demonstrate better performance, lower staff turnover, and greater employee engagement, thus reinforcing the hypothesis.

Keywords: organizational development, socioemotional skills, organizational leadership.

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Resumo

A liderança é um fator-chave no desenvolvimento organizacional, pois influencia diretamente a motivação, a cultura e a eficácia da equipe. Este estudo visa investigar a relação entre as habilidades socioemocionais de liderança e o desenvolvimento organizacional. A hipótese central postula que um maior desenvolvimento dessas habilidades aumenta o nível de liderança, o que, por sua vez, melhora o desenvolvimento organizacional. Para testar essa hipótese, foi realizado um estudo quantitativo, descritivo e correlacional, utilizando Análise Fatorial Exploratória (AFE) para identificação de fatores, com uma amostra de funcionários de microempresas em Tijuana, México.

Os resultados confirmam que a liderança tem um impacto significativo no desenvolvimento organizacional, com validação estrutural por meio de um Modelo de Equações Estruturais, que indica correlações relevantes entre as variáveis. Os achados sugerem que o investimento na formação contínua de líderes, com foco em habilidades interpessoais como empatia, comunicação e gestão de conflitos, contribui significativamente para a melhoria do desempenho e do desenvolvimento organizacional.

Além disso, destaca-se a importância de uma cultura de feedback contínuo, permitindo que os líderes adaptem seu estilo de gestão às necessidades em constante evolução de suas equipes. Em conclusão, organizações com líderes eficazes demonstram melhor desempenho, menor rotatividade de pessoal e maior engajamento dos funcionários, reforçando assim a hipótese proposta.

Palavras-chave: desenvolvimento organizacional, habilidades socioemocionais, liderança organizacional.

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Introduction

Leadership is a fundamental component of organizational development; it is an interpersonal skill that influences a team's culture, motivation, and effectiveness. As organizations face an increasingly dynamic and competitive environment, the ability of leaders to inspire, guide, and foster a collaborative atmosphere becomes paramount for organizational success.

As a socio-emotional skill, leadership plays a crucial role in the success of contemporary organizations. As businesses face an increasingly dynamic and competitive environment, the need for effective leaders who can guide their teams toward achieving goals becomes ever more apparent.

Through the conceptual framework of leadership, organizational development, and socio-emotional skills, this work makes an academic contribution that may influence those interested in conducting more in-depth research on the subject.

This article presents the findings of a research project that demonstrates leadership as an interpersonal skill impacting organizational development. The study aims to analyze the relationship between socio-emotional leadership skills and organizational development. The central hypothesis posits that greater development of these skills increases the level of leadership, which in turn improves organizational development.

The structure of the work begins with a review of the literature on leadership and its implication as a socio-emotional skill, subsequently some theoretical aspects corresponding to the organizational development literature are outlined, the theoretical section closes by establishing the relationship between leadership and organizational development.

The research methodology is then presented, outlining the study variables, population, sample, and sampling methods. The results are then presented using Exploratory Factor Analysis (EFA). These results confirm that leadership has a significant impact on organizational development, validated through a Structural Equation Model. Finally, the research concludes with a discussion, conclusions, and suggestions for future research.

Literature Review

Leadership as an Interpersonal Skill

Leadership can be defined as the ability to influence a group to achieve a common goal. According to the leadership competency model, interpersonal skills are crucial, as they enable leaders to communicate effectively, resolve conflicts, and build strong relationships with team members (Zhang et al., 2022). These skills are an integral part of emotional intelligence, which refers to the ability to understand and manage one's own emotions and those of others (Goleman, 2020).

In an organizational context, an effective leader uses these skills to motivate their team, encourage participation, and foster a sense of belonging. By cultivating open

communication and a trusting environment, leaders can facilitate employee collaboration and engagement, which are fundamental elements for organizational development.

Leadership is also the ability to influence a group to achieve common goals. According to Northouse (2021), it involves a process of influence in which an individual mobilizes others to achieve an objective. In an organizational setting, effective leadership not only translates into directing tasks but also into creating a positive climate that fosters collaboration, innovation, and employee engagement.

Leadership Styles

There are various leadership styles, each with its own characteristics and effects on the organizational environment. Some of the most prominent styles include three: transformational, transactional, and servant.

Among the characteristics of transformational leadership, the leadership style is centered on inspiring and motivating employees, encouraging them to prioritize the group and the organization over their own self-interest. A leader with a transformational style focuses on fostering both creativity and personal development (Bass & Riggio, 2020).

According to Kahn et al., 2023, leaders who practice a transformational leadership style are characterized by inspiring and motivating their collaborators, generating a relevant impact that leads to improved performance, productivity, and job satisfaction. This leadership style fosters loyalty and commitment to the organization's goals.

Regarding the transactional leadership style, it is based on a rigid system of rewards and punishments, which can be effective for organizations with routine tasks, but its disadvantage is that leadership based on rewards or sanctions can discourage innovation and creativity.

And finally, the servant leadership style has a focus on the requirements and needs of the employee; here the goal is to empower the worker, since a leader with a servant style is focused on the growth and development of the team members, which in the long term will result in a higher level of satisfaction, commitment and loyalty from the workers (Greenleaf, 2019).

Organizational Development: Definition and Importance

Organizational development (OD) refers to a systematic approach to improving an organization's effectiveness through changes in culture, processes, and structure (Cummings et al., 2021). This involves not only implementing strategies and practices that promote continuous improvement but also managing change and organizational transformation. OD is based on the premise that organizations are complex systems that require adaptability and continuous learning. Effective leadership is therefore essential to guide these change processes, as leaders play a crucial role in communicating the vision, motivating employees, and managing resistance to change (Kotter, 2020).

It is also a systematic process, as it seeks to improve an organization's effectiveness through changes in its structures, processes, and culture. It is important to recognize that this comprehensive approach not only focuses on increasing productivity but also on fostering a positive work environment that promotes learning and adaptability. As the business environment becomes more complex and competitive, organizational development (OD) becomes a key element for organizational sustainability and growth.

Organizational development (OD) is a long-term, planned effort that uses behavioral science knowledge to improve the health and effectiveness of an organization (Cummings et al., 2021). This process involves a series of interventions designed to strengthen organizational capabilities and improve the quality of work life.

Interpersonal Skills

Experts agree that social skills, also known as interpersonal skills, are deeply connected to how a person communicates and builds relationships with others in society (Doyle, 2020). This category encompasses skills such as leadership, motivation, adaptability, patience, teamwork, communication, professional ethics, and time management, among others; developing these competencies can lead to success in personal, academic, and professional spheres (Chaitanya, 2018).

In this regard, it is important to know that, given the new leadership styles that have emerged, which are distinguished by being more inclusive, participatory, and flexible, today's leaders must foster an organizational culture that promotes creativity, innovation , and freedom of expression. Within this framework, it is worth noting that recent research suggests that leaders who practice effective communication significantly strengthen cohesion and

commitment within their teams, something fundamental in an increasingly global and competitive work environment (Ruiz and Córdova, 2024).

Another important point is that leaders who have adapted quickly to digital communication have not only maintained productivity but have also strengthened the resilience and motivation of their teams; therefore, adopting modern and flexible leadership styles is essential to ensure the success and sustainability of organizational development.

Likewise, there is a growing trend towards participative and transformational leadership, where digital tools play a key role in encouraging employee participation and commitment. This approach has been especially relevant in organizations with traditional hierarchical structures, which have had to evolve towards more flexible and horizontal models to maintain cohesion and productivity in times of rapid change (Ruiz and Córdova, 2024).

The current context presents challenges that demand exceptional leaders; contemporary and future organizations not only seek leaders with solid business skills and strategic abilities, but also increasingly require leaders who possess a high level of interpersonal and emotional competencies.

One of the main challenges for organizations and their leaders is guiding people through emotional intelligence. Numerous studies have highlighted the relevance of emotional intelligence in leadership. Goleman (2020) argued that it is a crucial factor for effective leadership, as it allows leaders to recognize and manage their own emotions and respond appropriately to the emotions of others. Leaders with high emotional intelligence are able to build strong relationships, motivate their teams, and manage conflict more effectively.

Leaders with high levels of emotional intelligence tend to show superior performance in their managerial roles; researchers have noted that these leaders can create work environments that foster a shared vision, which increases the commitment and performance of the organization's members.

In essence, when leaders develop cultures that promote the building of strong relationships and proper emotional management, they contribute to improving the profitability and long-term sustainability of organizations (Goleman, 2020; Varga and Galindo, 2024).

In this context, leadership is one of the most studied processes of social influence in the behavioral sciences. Amidst the diverse theories and approaches, servant leadership has experienced a remarkable surge of interest in academic literature in recent decades. This type

of leadership is crucial due to its influence on the behavior of subordinates. Unlike other styles, servant leadership not only focuses on the success of the organization but also prioritizes supporting others and fostering the growth and development of its followers.

Furthermore, this approach facilitates the creation of competitive advantages in the labor market and can be fundamental to achieving sustainable long-term benefits. It is also recognized as a style that facilitates employee integration into the work environment (Máynez, Vargas, and Gómez, 2023).

According to Santander and Lara (2023), human talent is an essential part of organizations, having a significant impact on achieving goals. Therefore, improving and strengthening leadership in organizations generally leads to improvements in the organizational environment and climate, as well as increased motivation and autonomous problem-solving. Intrapersonal socio-emotional leadership skills are considered the most important skills in organizations.

Various organizational management models exist, all of which implicitly and transversally include the exercise of organizational leadership. Although in practice leadership is usually the responsibility of senior management, it is crucial that middle and operational employees also engage in ethical leadership.

In summary, there are numerous currents that classify organizational management models; some focus on whether they are public or private, pointing to bureaucratic and corruptible behavior in public management, while others consider that the administration of private companies and institutions is oriented towards financial objectives, seeking excellence in their processes to achieve productivity goals (Silva, Naranjo and Salazar, 2022).

The advancement of organizational management today is based on adaptive paradigm shifts, aligned with the circumstances of the political, social, and cultural environment. This implies the need to explore new perspectives that ensure effective management, given that the globalized world is exposed to rapid and constant changes in consumption patterns. This fosters innovation and the emergence of new technologies, as well as surprising changes in human behavior, resulting in rapid transformations for both internal customers (employees) and external customers (consumers of the final products or services).

Furthermore, the work environment is closely linked to productivity and commitment, and is influenced by an effective leadership style. This organizational climate is shaped, in part, by the actions of each individual within the company, and it is important to recognize that every action has an impact on the organization. Leadership in organizational

management is defined as the ability to influence work groups, which is directly related to productivity.

The Connection Between Leadership and Organizational Development

The relationship between leadership and organizational development is evident in the establishment of a shared vision: leaders play a crucial role in creating and communicating a shared vision within the organization. This vision acts as a beacon, guiding employees toward common goals, which is essential for OD. According to Bennis and Nanus (2018), successful leaders are able to articulate a clear vision that inspires team members to work toward change and continuous improvement.

According to a study by West et al. (2021), organizations that encourage collaboration and teamwork experience greater employee engagement and superior performance.

Change management is also considered a constant in the organizational world, and leaders must be able to manage this process effectively. Leaders with strong interpersonal skills are able to communicate the purpose of change and handle resistance constructively. As indicated in Hayes' research (2020), leaders who demonstrate empathy and understanding toward employee concerns facilitate a smoother and more successful transition during organizational change processes.

Within the development of organizational culture, it is defined as the set of values, beliefs, and behaviors that characterize an organization. Leaders influence this culture through their actions and decisions. Positive and ethical leadership can foster a culture of trust and respect, which is essential for organizational development. According to a study by Schein (2019), organizational culture influences an organization's performance and adaptability, which in turn affects its long-term success.

Another key aspect is talent retention and development. Here, effective leadership is also linked to talent retention and development, where leaders who support their employees' professional growth and foster a continuous learning environment help build a more competent and motivated team. This is fundamental for organizational development (OD), as organizations depend on their human capital to implement changes and achieve strategic objectives. According to a LinkedIn report (2023), companies that invest in leadership skills development experience greater talent retention and a stronger organizational culture.

Therefore, considering the information presented above, it is possible to propose the following research hypothesis. H1: Greater development of socio-emotional skills increases the level of leadership and, consequently, the level of organizational development.

Materials and methods

To arrive at the results, a descriptive quantitative study was conducted, which was established by quantifying the factor loadings of scales that comprise the effect of leadership on organizational development. In this regard, according to Suo et al. (2023), Exploratory Factor Analysis (EFA) is a recommended statistical method for evaluating the behavior of scales within each variable under study. Therefore, EFA organizes random elements into common factors within a corresponding study construct (Rogers, 2022).

According to Patil (2020), the object of study is what is to be investigated as part of a phenomenon of interest to science. Therefore, it is necessary to identify which elements comprise organizational development from a leadership perspective. Since this topic has been little analyzed, it is advisable to evaluate the behavior of scales such as leadership and organizational development (Klimenko et al., 2021).

Definition of Study Variables

Taking into account the elements discussed above, Leadership is established as the independent variable and Organizational Development as the dependent variable.

Variable : Leadership

Leadership is the ability to influence, motivate, and guide a group toward common goals, generating trust and commitment (Northouse, 2021). It involves strategic vision, communication skills, and interpersonal sensitivity to inspire collective action (Yukl, 2013), promoting both goal achievement and human development.

Endogenous or Dependent Variable: Organizational Development

Organizational development is a planned and systematic process of change, aimed at improving the effectiveness, health and adaptability of an organization, through interventions

in its processes, culture and people, based on behavioral theories and change management (Cummings et al., 2021).

Method

Population, Sample and Sampling Methods

An empirical, quantitative, and correlational study was conducted with a sample of employees from microenterprises in the city of Tijuana. Initially, a literature review was performed to assess the theoretical background of the variables under study. Subsequently, a data collection form was designed, and the measurement scales were validated. The questionnaire was administered between February and June of 2025, reaching a representative sample of 432 participants, the majority of whom were between 17 and 23 years old (36%), and whose roles included operational (40.9%), administrative (27%), sales (18.6%), accounting (13.3%), and IT (0.2%).

Therefore, applying the formula in Figure 1, a sample of 432 study subjects is established, based on a confidence level (z) of 95 percent and a margin of error (ε) of 5%, in addition to a probability of success (p) and failure (q) equal to 0.5.

Figure 1.

Calculation of representative sample size with a known universe

$$n=NZ^2\ p\cdot q(1)/(N-1)\ \varepsilon^2+Z^2\ p\cdot q$$

Source: Cortés Cortés et al., (2020)

Thus, a simple random sampling method is used to evaluate the study subjects, offering greater statistical reliability and ensuring that all elements of the population have an equal probability of being analyzed. Therefore, this technique avoids bias because it allows all parts of the target population to be included in the sample more quickly without affecting reliability (Otzen and Manterola, 2017).

Data analysis is processed using the statistical technique of structural equation modeling based on the maximum likelihood method for the precise estimation of the research model parameters and the performance of hypothesis tests. Its application allows the construction of complex theoretical models that represent relationships between variables and the evaluation of their fit to empirical data in a statistical model (Lee and Chen, 2023).

The variables were measured using scales adapted from previous studies, specifically a 5-point Likert scale where 1 represents strongly agree and 5 represents strongly disagree.

Leadership was assessed using three items tailored to the study, while organizational development was evaluated with three items using the same scale, adapted from the literature review.

Results

Exploratory Factor Analysis

The statistical treatment of the results begins with an exploratory factor analysis to determine the scales that comprise the variables under study and their correspondence with the corresponding theoretical dimensions, through their representative factor loadings (Rogers, 2022). Table 1 presents the loadings of each scale or item of the questionnaire on its construct.

As a first step, an Exploratory Factor Analysis is performed, which is useful for identifying the structure of a set of variables. The results of the KMO and Bartlett's tests are then interpreted. The KMO and Bartlett's tests are tools used to assess the adequacy of the data before conducting a factor analysis.

Table 1. KMO and Bartlett Test

Kaiser-Meyer-Olkin measure of Sampling adequacy		.829
Bartlett's sphericity test	Approx. Chi-square	679.125
	gl	15
	Next.	0.000

Source: Prepared by the author using AMOS-SPSS

The KMO measure is used to assess the suitability of the sample for factor analysis. KMO values range from 0 to 1, where a value close to 1 indicates that the data are suitable for factor analysis, while a value close to 0 suggests that they are not. Generally, the following categories are considered: KMO < 0.50 is Inadequate, 0.50 < KMO < 0.70 is Acceptable, 0.70 < KMO < 0.80 is Good, 0.80 < KMO < 0.90 is Very Good, and KMO > 0.90 is Excellent; in this case, a KMO of 0.829 indicates that the data are very good for factor analysis, suggesting that there is sufficient correlation between the variables (Field, 2018).

Bartlett's test of sphericity evaluates the null hypothesis that the correlation matrix is an identity matrix (i.e., that the variables are not correlated) (Costello & Osborne, 2005). A significant result ($p < 0.05$) indicates that there are significant correlations between the variables.

In this case, the Chi-square value is 679.125, with df (degrees of freedom) of 15 and a p-value of 0.001. This indicates that the null hypothesis can be rejected, suggesting that there are significant correlations between the variables in the analysis.

This supports the decision to conduct a factor analysis. The results of the KMO test and Bartlett's test of sphericity are positive for conducting an exploratory factor analysis (Fabrigar & Wegener, 2017). The KMO value suggests that the data are suitable for analysis, while Bartlett's test indicates that there are significant correlations between the variables.

Table 2 also shows the Total Explained Variance, which is interpreted from the results of the exploratory factor analysis (EFA). This data is essential for understanding how much variance from the original variables is captured through the components extracted in the analysis.

Table 2. Total Variance Explained.

Component	Load extraction sums squared			Rotating load sums squared		
	Total	% variance	% cumulative	Total	% variance	% cumulative
1	2,987	49,782	49,782	1969	32,819	32,819
2	.853	14.223	64.005	1,871	31.186	64.005

Source: Prepared by the author using AMOS-SPSS.

In Component 1, the extraction sum is 2.987, the variance percentage is 49.782, and the cumulative percentage is also 49.782, meaning this component explains almost 50% of the total variance in the data. This strongly indicates that the first component captures a large portion of the underlying information in the original variables. The sum of squared loadings indicates that the variables are highly correlated with this component, suggesting that it represents a significant construct.

In turn, the data obtained in Component 2 are the sum of extractions equal to 0.853, the percentage of variance equal to 14.223, and the cumulative percentage of 64.005. This second component explains approximately 14% of the total variance, which, added to the first component, brings the cumulative percentage to 64.005%. This means that the first two components together explain more than 60% of the total variance, which is a good indicator that the model has a clear structure (Costello and Osborne, 2005).

Regarding the Rotation Sums for component 1, the results show a Rotation Sum of 1.969 and a variance percentage of 32.819%. This component, after rotation, explains

32.819% of the variance. The reduction compared to extraction suggests that some loads have changed with the rotation, but the component remains significant.

In Component 2, the Turnover Sum is equal to 1.871 and the % variance is equal to 31.186. Like the previous component, this also reflects a good portion of the total variance, maintaining a cumulative percentage of around 64.005%.

The results of the factor analysis show that the first component captures almost half of the total variance in the data (Fabrigar & Wegener, 2017), indicating a strong latent construct. The second component also contributes significantly, and together they explain a substantial proportion of the total variance. Rotation suggests that the variables are well-structured within these components (Field, 2018), allowing for a clearer interpretation of the relationships between variables.

Table 3 is presented below, where the data from the Rotated Component Matrix are shown as part of the results of the exploratory factor analysis (EFA). This helps us understand how the variables are grouped into components and which component is most strongly associated.

Table 3. Rotated Component Matrix

	Component	
	1	2
5-Intra-efficacy		.757
6-Adaptability		.675
7-Leadership		.801
23-Innovation	.851	
24-Processes	.793	
25-Systems	.648	

Source: Prepared by the author using AMOS-SPSS.

In this case, Component 1 groups the variables Innovation (0.851), Processes (0.793), and Systems (0.648), which have positive factor loadings. This indicates that these variables are strongly associated with Component 1, suggesting that this component may represent a construct related to organizational effectiveness or management. Loadings above 0.60 indicate a good correlation with the component, suggesting that these variables largely explain the variance of this component (Field, 2018). Component 2 groups the variables Intra-Efficacy (0.757), Adaptability (0.675), and Leadership (0.801). Similar to Component 1, a good correlation with this component is also indicated.

The results indicate that the analyzed variables strongly cluster into two components, suggesting constructs as a good predictor of the observed variance in the variables. Rotation

has facilitated the identification of two clearly differentiated groups or factors: one focused on technological aspects and organizational innovation, and the other on personal and managerial competencies. This differentiation is crucial for the analysis, as it allows us to understand how the variables cluster and which key dimensions explain most of the variance in the data.

Structural Equations/Model Fitting

Table 4 shows the results of the Structural Model Fitting. The CMIN statistic (also known as Chi-square) evaluates the overall fit of the model by comparing the observed data with the expected data according to the proposed model.

Table 4. Structural model adjustment

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	19	9.471	8	.034	1.184

Source: Prepared by the author using AMOSS-SPSS.

Ideally, a low CMIN value indicates a good fit. In this case, the CMIN = 9.471 with degrees of freedom (DF) is not extremely high, suggesting that the proposed model is reasonable. The p-value = .034; a p-value less than 0.05 indicates sensitivity to a difference between the proposed model and the observed data. The CMIN/DF ratio is a commonly used fit index, where values close to or less than 2 indicate a good fit (Byrne, 2016; Kline, 2020).

In this case, the value is 1.184, which suggests a very good fit of the model to the data. In fact, a value less than 3 is also considered acceptable (Schumacker and Lomax, 2016). The model has a good fit to the data, as indicated by the CMIN/DF of 1.184 and the p-value of 0.034. This means that the discrepancies between the theoretical model and the observed data are not sufficient to reject the proposed model, suggesting that the relationships between the variables are adequately represented.

Goodness of Fit of the Model

Table 5 below presents the comparative fit indices used to evaluate the fit of a theoretical model to the observed data.

Table 5. Comparative fit indices

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.986	.974	.998	.996	.998

Source: Prepared by the author using AMOS-SPSS

In the case of the Normed Fit Index (NFI), it compares the proposed model with a base model (generally a null one), indicating how well the theoretical model fits. Values close to 1 indicate an excellent fit; in this case, a value of 0.986 suggests that the model has a very good fit with respect to the base model.

Typically, a value above 0.95 is considered a good fit (Bentler, 1990; Schumacker and Lomax, 2016). The Relative Fit Index (RFI) is a modification of the NFI, adjusted for model complexity. Values closer to 1 indicate a better fit. A value of 0.974 indicates a very good and adequate fit of the model; in general, values above 0.90 are considered adequate (Bentler, 1990; Kline, 2020).

The Incremental Fit Index (IFI) measures the incremental fit of the model compared to a null (unstructured) model. Values close to 1 indicate an excellent fit. A value of 0.998 shows a virtually perfect fit, meaning that the proposed model is a considerable improvement over the null model; values above 0.95 are considered very good (Hu and Bentler, 1999). The Tucker-Lewis Index (TLI), also known as the Non-Normed Fit Index (NNFI), adjusts the NFI for model complexity. Like the IFI, values close to 1 indicate a very good fit.

In this case, a value of 0.996 indicates a near-perfect fit, reflecting that the model is very well-suited to its complexity. Generally, values greater than 0.95 are considered excellent (Byrne, 2016). The Comparative Fit Index (CFI) is one of the most widely used indices in SEM and measures the relative fit of the model compared to a null model.

Values above 0.95 are considered good, and a value of 0.998 indicates an outstanding fit. This suggests that the proposed model fits the data very well (Bentler, 1990; Hu and Bentler, 1999). The results of the comparative fit indices suggest that the model has an exceptional fit with the data.

All values are above 0.95, indicating that the proposed model accurately represents the relationships observed in the data, both in terms of comparison with a null model and its incremental fit. These results are consistent with a well-fitted and properly specified model.

Table 6 presents the regression weights, which indicate the strength and direction of the relationship between the latent and observed variables in the model. The estimates represent the weight of the relationship between the variables. A positive value indicates a

positive relationship between the independent (predictor) variable and the dependent (predicted) variable (Byrne, 2016).

Table 6. Regression Weights

			Estimate	HE	CR	P	Estimate Std.
DO	<---	L	.791	.088	9.017	***	.769
P5	<---	L	1,000				.692
P6	<---	L	.897	.085	10,518	***	.679
P7	<---	L	.995	.103	9.656	***	.594
P23	<---	DO	1,000				.687
P24	<---	DO	1.152	.094	12,264	***	.821
P25	<---	DO	.881	.086	10.224	***	.586

Source: Prepared by the author using AMOS-SPSS.

The result DO (Organizational Development) <--- L (Leadership) (DO as a result of L) shows an estimate of 0.791. This suggests that a one-unit change in the latent variable L (Leadership) is associated with a 0.791 increase in DO (Organizational Development). P6 <-- L has an estimate of 0.897, indicating that an increase in L is associated with a 0.897 increase in P6. Next, P7 <--- L shows an estimate of 0.995, which indicates a very strong relationship between L and P7, where an increase in L is associated with a 0.995 increase in P7. We now review P24 <--- DO with an estimate of 1.152. This indicates that an increase in DO is associated with a 1.152 increase in P24. The P25 estimate <--- DO equal to 0.881 suggests that an increase in DO is also associated with an increase of 0.881 in P25.

Standard errors (SE) indicate the variability of the estimate. A smaller standard error suggests a more precise estimate. For example, the standard error for the relationship between P6 and L is 0.085, indicating a relatively precise estimate.

The Critical Ratio (CR) is calculated as the estimate divided by the standard error. A high CR value (generally > 1.96) indicates that the relationship is significant. All CRs in this analysis are greater than 1.96, indicating that all relationships are statistically significant. For example, the CR for P24 <--- DO is 12.264, indicating a very strong and significant relationship between these variables.

The p-values provide evidence of the statistical significance of the estimates. P-values indicated as *** (three asterisks) indicate very high statistical significance ($p < 0.001$) (Kline, 2020). This means there is a very low probability that these results are due to chance. The results suggest that the latent variable L has a significant impact on the observed variables DO, P6, and P7. In turn, DO also has a significant effect on variables P24 and P25. The

relationships are strong and significant, suggesting that the latent variables are well modeled and that the model has a good fit to the data (Schumacker and Lomax, 2016).

Standardized Regression Coefficients allow us to evaluate the strength and direction of the relationships between latent variables and observed variables in the model, indicating the change in the dependent (predicted) variable for each unit of change in the independent (predictor) variable, expressed in terms of standard deviations (Byrne, 2016).

This allows for comparison of the relative importance of different predictors within the same model. Therefore, DO <--- L suggests that a one standard deviation increase in the latent variable L (Leadership) is associated with a 0.769 standard deviation increase in DO (Organizational Development). This is a strong effect, indicating that the variable L has a considerable influence on DO. P5 <--- L, with an estimate of 0.692, indicates that a one standard deviation increase in L is associated with a 0.692 standard deviation increase in P5. This suggests that L has a significant impact on P5, although less strong than its effect on DO. For the relationship P6 <--- L, an estimate of 0.679 is obtained. Similarly, an increase in L is associated with a 0.679 standard deviation increase in P6, which also indicates a significant impact, although slightly smaller than that of P5.

In the relationship P7 <--- L, an estimate of 0.594 is obtained. This indicates that an increase of one standard deviation in L is associated with an increase of 0.594 standard deviations in P7. Although still significant, this coefficient is the lowest of the four, suggesting that the relationship is weaker compared to the other variables.

In the case of P23 <--- DO, the estimate is 0.687, indicating that a one standard deviation increase in DO is associated with a 0.687 standard deviation increase in P23. This suggests a significant and positive relationship between DO and P23. Regarding P24 <--- DO, the estimate is 0.821, with an increase in DO associated with a 0.821 standard deviation increase in P24. This is the highest coefficient among the variables dependent on DO, indicating that DO has a considerable impact on P24. For the relationship between P25 <--- DO, the estimate is 0.586, with a one standard deviation increase in DO associated with a 0.586 standard deviation increase in P25, indicating a positive relationship, although weaker compared to P23 and P24 (Kline, 2020).

The results suggest that the latent variable L has a significant impact on the observed variables DO, P5, P6, and P7, with the strongest effect observed on DO. In turn, DO significantly influences variables P23, P24, and P25, with P24 being the most affected

(Schumacker & Lomax, 2016). These findings highlight the importance of the L (Leadership) variable in predicting organizational outcomes and other observed constructs.

Table 7 analyzes the Variance values that indicate the variability of the latent and observed variables in the model where L (Latent Variable) has an estimate of 0.164, this value represents the variance of the latent variable L.

A variance of 0.164 indicates considerable variability in L within the sample. This means that the variable L has a measurable and significant impact on the model. In turn, CR equal to 6.943 and P < 0.001 suggest that this variance is statistically significant, indicating that the latent variable L is important for the model (Rodríguez, 2024).

Table 7. Variance

	Estimate	HE	CR	P
L	.164	.024	6,943	***
e26	.071	.014	5.131	***
e5	.179	.018	10.163	***
e6	.155	.015	10.485	***
e7	.298	.025	12.037	***
e23	.195	.018	11,120	***
e24	.111	.016	6,944	***
e25	.258	.020	12,691	***

Source: Prepared by the author using AMOS-SPSS

The variance for e26 is relatively low, suggesting that the measurement of this variable is quite accurate; in turn, CR equal to 5.131 and P < 0.001 indicate that this variance is significant, although the error variance is small, implying that the measured variable is aligned with the underlying construct.

The variances of variables e5, e6, e7, e23, e24, and e25 range from 0.111 to 0.298, with e7 having the highest variance. All of these errors have high CR values and are statistically significant. This suggests that, although there is variability in the measurement errors, each of these variables contributes significantly to the total variance observed in the model (Byrne, 2016; Kline, 2020; Schumacker and Lomax, 2016).

The results show that all estimated variances are significant and reflect variability in the latent and error variables. The variance of the latent variable L suggests that it has an impact on the model, and the measurement errors are also significant, indicating that the measurements are reasonably accurate.

Discussion

The implications of this research on the relationship between leadership as an interpersonal skill and organizational development are diverse and transcendental for future research and organizational practice. First, the findings support the need to invest in the continuous training of leaders who possess strong interpersonal skills, such as empathy, communication, and conflict management, as these competencies are strongly correlated with improvements in organizational performance (Fabrigar and Wegener, 2017).

This approach highlights leadership not only as an individual trait, but as a malleable ability that can be developed over time through structured training programs.

Furthermore, the results of this research suggest that implementing ongoing feedback programs can strengthen leaders' adaptability, enabling them to adjust to the evolving needs of their teams and the organizational environment. The significant relationship between leadership and organizational development found in the study confirms that effective leadership has a direct and positive impact on employee productivity and retention (Schumacker & Lomax, 2016).

Future research can explore how different leadership styles influence organizational dynamics and how socio-emotional skills can be integrated into leadership training in specific organizational contexts. This would be useful for tailoring training interventions to the particular needs of industries and regions, contributing to more effective management and more sustainable organizational development.

Consequently, organizations with effective leaders have more engaged employees, resulting in improved performance, lower turnover, and a more positive work environment. Furthermore, effective leadership is crucial during times of change, as leaders must guide their teams through transitions and challenges, ensuring that morale and productivity are maintained.

Conclusions

This study addresses the importance of leadership and social-emotional skills in organizational development, examining how effective leaders influence organizational climate, culture, and adaptation. The research focuses on identifying key strategies for improving organizational development through leadership and fostering employee engagement. A quantitative, survey-based approach is used to analyze the influence of leadership and social-emotional skills on organizational development.

The study's key findings confirm that effective leadership and the development of social-emotional skills have a significant impact on improving organizational performance. Leaders who foster a culture of participation and continuous feedback create more engaged teams, resulting in better performance and a more positive work environment. Furthermore, ongoing training for both employees and leaders not only improves team efficiency but also contributes to talent retention. The research contributes to our understanding of how social-emotional skills, such as empathy and communication, are crucial for guiding teams through organizational change.

One of the main limitations of this study is the lack of longitudinal analysis to observe the impact of organizational development over time. Furthermore, the study focused on a specific organizational context, which limits the generalizability of the results to other industries or regions. A more in-depth analysis of how different leadership styles can influence organizational outcomes is also needed.

Future Lines of Research

Future research could focus on exploring how different leadership styles affect team dynamics and how socio-emotional skills can be integrated into leadership training across various sectors. Furthermore, it would be relevant to analyze the impact of organizational development in different corporate cultures and global contexts, as well as to explore how emerging technologies influence the leadership competencies needed to navigate the Fourth Industrial Revolution.

The role of socio-emotional skills in organizational culture and performance, investigating how leaders' socio-emotional skills impact organizational culture and, in turn, influence organizational performance from the perspective of how emotionally intelligent

leadership can shape a positive organizational culture, to answer the following research questions:

How does leadership based on emotional intelligence affect organizational climate and employee well-being?

What socio-emotional skills are essential to strengthening the cohesion of multicultural teams in 21st-century organizations?

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