SOCIO-EMOTIONAL SKILLS OF SCHOOL MANAGERS: OPENING PATHWAYS FOR TRAINING AND DEVELOPMENT FOR THE TEAM

HABILIDADES SOCIOEMOCIONAIS DO GESTOR ESCOLAR: ABRINDO CAMINHOS DE FORMAÇÃO E DESENVOLVIMENTO PARA A EQUIPE

HABILIDADES SOCIOEMOCIONALES DEL DIRECTOR ESCOLAR: ABRIENDO CAMINOS DE FORMACIÓN Y DESARROLLO PARA EL EQUIPO

Mabel Montecinos-Bustos[1], Giza Guimarães P. Sales[2], Betania Jacob Stange Lopes[3], Rosane Michelli de Castro[4]

ABSTRACT

The construction of a healthy educational environment does not depend exclusively on pedagogical and administrative aspects, but also on the ability of school leaders to establish interpersonal relationships grounded in empathy, effective communication, and emotional balance. This article investigates the influence of school administrators' socioemotional skills on the organizational climate and on the professional performance of education practitioners. Based on a qualitative, exploratory, and bibliographic approach, the study draws on authors such as Vitor Paro, Heloísa Lück, and Daniel Goleman, and seeks to present a humanized perspective of school leadership, viewed from both social and educational standpoints, presenting results that validate this management approach. The findings indicate that humanized management strengthens collaboration, reduces conflicts, and enhances team engagement. A scarcity of literature focused on the socioemotional development of educational leaders was identified, highlighting the need for further studies that integrate management practices and emotional development in school leadership.

Keywords: Socioemotional Skills. School Management. Organizational Climate.

RESUMO

A construção de um ambiente educacional saudável não depende exclusivamente dos aspectos pedagógicos e administrativos, mas também da capacidade dos gestores de estabelecer relações interpessoais pautadas na empatia, comunicação eficaz e equilíbrio emocional. Este artigo investiga a influência das habilidades socioemocionais dos gestores escolares no clima organizacional e na atuação dos profissionais da educação. Pautado em abordagem qualitativa, exploratória e bibliográfica, o estudo baseia-se em autores como Vitor

[1] Master's degree in Education. Centro Universitário Adventista de São Paulo (UNASP).
E-mail: mabelmontecinos@gmail.com Orcid: https://orcid.org/0009-0000-6422-1556

[2] Dr. in Education. Centro Universitário Adventista de São Paulo (UNASP). E-mail: giza.sales@gmail.com
Orcid: https://orcid.org/0000-0002-6452-5047

[3] Dr. in Education. Centro Universitário Adventista de São Paulo (UNASP). E-mail: bstangelopes@gmail.com
Orcid: https://orcid.org/0000-0001-6471-5791

[4] Dr. in Education. Universidade Estadual Paulista (UNESP). E-mail: r.castro@unesp.br
Orcid: https://orcid.org/0000-0002-7383-4810

Paro, Heloísa Lück e Daniel Goleman e busca trazer uma visão humanizada da liderança escolar vista tanto do ponto de vista social como escolar e apresenta resultados que validam essa forma de fazer gestão. Os resultados apontam que a gestão humanizada fortalece a colaboração, reduz conflitos e engaja as equipes. Constatou-se uma escassez de literatura voltada para a formação socioemocional de líderes educacionais, indicando a necessidade de mais estudos que integrem práticas de gestão e desenvolvimento emocional na liderança escolar.

Palavras-chave: Educação. Habilidades Socioemocionais. Gestão Escolar. Clima Organizacional. Educação Humanizadora.

RESUMEN
La construcción de un entorno educativo saludable no depende exclusivamente de los aspectos pedagógicos y administrativos, sino también de la capacidad de los gestores escolares para establecer relaciones interpersonales basadas en la empatía, la comunicación eficaz y el equilibrio emocional. Este artículo investiga la influencia de las habilidades socioemocionales de los gestores escolares en el clima organizacional y en el desempeño de los profesionales de la educación. Fundamentado en un enfoque cualitativo, exploratorio y bibliográfico, el estudio se apoya en autores como Vitor Paro, Heloísa Lück y Daniel Goleman, y busca presentar una visión humanizada del liderazgo escolar, considerada tanto desde la perspectiva social como educativa, y expone resultados que validan esta forma de gestión. Los resultados indican que la gestión humanizada fortalece la colaboración, reduce los conflictos y promueve el compromiso de los equipos. Se constató una escasez de literatura orientada a la formación socioemocional de los líderes educativos, lo que señala la necesidad de más estudios que integren las prácticas de gestión y el desarrollo emocional en el liderazgo escolar.

Palabras clave: Habilidades Socioemocionales. Gestión Escolar. Clima Organizacional.

1 INTRODUCTION

The performance of the school manager exerts a direct influence on different dimensions of the educational environment, including the organizational climate, continuing education, teaching practice and, especially, the learning processes and human development of students. In this sense, school management goes beyond the technical-administrative sphere, assuming a decisive role in the quality of interpersonal relationships and in the construction of institutional environments favorable to pedagogical work.

With the approval of the National Common Curriculum Base (BNCC) (Brasil, 2018), the development of socio-emotional skills became mandatorily part of Brazilian school curricula as of 2020. Although the regulation highlights the student as the focus of this process, this guideline also involves teachers, managers and administrative teams, since the socio-emotional climate of the school is constituted from the daily interactions between all subjects. Thus, analyzing the influence of the school manager in the construction of this climate is relevant, considering the impacts that their performance can generate both in institutional relations and in the implementation and strengthening of innovative pedagogical practices.

From this perspective, Lück (2006) emphasizes the importance of the systematic evaluation of the organizational climate through appropriate instruments, in order to identify potentialities and aspects that require improvement. For the author, the leadership exercised by the manager is essential to guide planned actions that contribute to the strengthening of the institutional climate, promoting greater engagement, self-esteem and self-confidence among the members of the school community.

In a convergent way, Paro (2001) emphasizes the central role of the school manager in promoting participatory and democratic management, based on dialogue, cooperation and co-responsibility. According to the author, the coherence between educational objectives and the mediations adopted to achieve them is an indispensable condition, since democratic purposes cannot be achieved through authoritarian practices. Thus, the school space, as the *locus* of systematized education, must be constituted as an environment conducive to the exercise of democracy.

This conception assigns to the school manager the responsibility of creating and sustaining a positive socio-emotional climate, based on welcoming, respect and inclusion, essential elements for the well-being of students and educators and for the success of educational processes.

The institutional climate directly influences academic performance and the level of satisfaction of students with the school, to the extent that environments based on safety,

motivation and support favor learning and human development. At the same time, these environments significantly impact the work of the school team, strengthening professional engagement, cooperation, and a sense of belonging, essential elements for collective development and for the consolidation of quality educational practices.

2 THE VIEW ON EMOTIONAL INTELLIGENCE

The term emotional intelligence was initially introduced into the academic field by Salovey and Mayer (1990), who conceived it as a subset of social intelligence, related to the ability to monitor one's own feelings and emotions, as well as those of others, using this information to guide thoughts and actions. As Régo and Fernandes (2005) point out, this conception establishes an articulation between emotion and cognition, as opposed to dualistic approaches that have historically separated reason and emotion as dissociated dimensions of human behavior.

The notion of emotional intelligence gained greater visibility after the publication of the work *Emotional Intelligence*, by Daniel Goleman (1995), in which the author expanded the concept by including aspects of personality and defending the possibility of developing these skills throughout life. Goleman (1995) describes five fundamental dimensions of emotional intelligence: self-knowledge, related to the perception of one's emotions; self-control, linked to the ability to manage feelings and impulses; self-motivation, associated with the orientation of emotions towards the achievement of goals; empathy, understood as the ability to recognize and understand the emotions of others; and social skills, related to the effective management of interpersonal relationships.

When presented, the theory of emotional intelligence was initially interpreted as contradictory to traditional conceptions based on intellectual quotient (IQ). However, over time, this perspective has gained theoretical and empirical consistency, as studies have shown that individuals with greater interpersonal relationship capacity and emotional balance tend to have better professional and social performance than those who stand out only for specific cognitive abilities (Goleman, 1998).

Intrapersonal intelligence refers to the individual's ability to understand themselves, involving self-knowledge, recognition of their own emotions, and the ability to regulate them. Interpersonal intelligence, on the other hand, refers to the ability to understand the other, their intentions, feelings, and needs, as well as to establish healthy relationships, maintain constructive dialogues, and interact in a socially effective way. These conceptions extend the traditional understanding of intelligence, overcoming the exclusive centrality of logical-mathematical skills. In this sense, Gardner (2001) defines intelligence as a biopsychological

potential to process information, which can be activated in certain cultural contexts to solve problems or create socially valued products.

In this context, a leadership profile different from the traditional one emerges, both in the business and educational spheres. Effective leaders are now recognized as those who are able to establish closer relationships, promote environments of trust, tranquility and well-being, favoring the development of the individual and collective potential of their subordinates. According to Goleman (1998), this paradigm shift inaugurates a new understanding of administration and management, in which emotional competencies play a central role.

Although academic selection processes traditionally emphasize IQ as a performance indicator, this factor alone is insufficient to explain professional success or failure. Research cited by Goleman (1998) indicates that the correlation between IQ and effectiveness in professional practice rarely exceeds 25%, and in many cases may be less than 10% or even 4%. These data show that a large part of success at work is associated with non-cognitive factors. An example of this is the study carried out with graduates in Law, Medicine, Education and Business Sciences at Harvard University, in which it was found that the scores in the entrance exams did not present a significant correlation with professional success (Goleman, 1998, p. 26).

Based on these findings, Goleman (1998) demonstrates that socio-emotional skills play a more relevant role than isolated intellectual capacities, which has driven the development of numerous studies, both in the international scenario and in the Brazilian context.

> College admissions tests highlight the importance of IQ, but on its own, it can hardly explain success or failure in life. Research has shown that the correlation between IQ and the level of effectiveness that people have in the exercise of their profession does not exceed 25%, although a more detailed analysis reveals that this correlation does not usually exceed 10% and is sometimes even less than 4%. This means that, in the best case, IQ leaves 75% of success at work unexplained, and in the worst case, 96%, or, in other words, IQ does not allow you to determine in advance who will succeed and who will fail. For example, a study of graduates in law, medicine, education, and business at Harvard University found that entrance exam scores—an imitation of IQ—had no correlation with professional success (Goleman, 1998, p. 26).

Such studies have reinforced the importance of emotions in leadership and, in particular, in school management.

In Brazil, recent investigations have also shown this relationship.

[...] the construction of transformative theories and practices, which do not privilege only the cognition of contents, but which instigate a new look at teaching with sensitivity to the learner and the importance of the development of socio-emotional aspects as paths to learning, school quality and especially quality of life (Lobo; Ferraz da Silva, 2021 p.144).

The study developed by Lobo and Ferraz da Silva (2021), from the University of Paraíba, highlights the need to build transformative educational theories and practices that do not exclusively privilege content cognition, but that promote a sensitive pedagogical look at the learner, recognizing the development of socio-emotional aspects as fundamental paths for learning, especially the quality of life of the entire school team

2.1 MORE THAN EMOTIONAL INTELLIGENCE: SOCIO-EMOTIONAL SKILLS

In addition to emotional intelligence, it is essential to highlight the importance of the school manager promoting a quality institutional climate in educational units. In this sense, Abrucio (2018) emphasizes that management occupies a central place in the success of pedagogical action, especially in aspects such as teacher training, the quality of the school climate, curriculum implementation, the encouragement of good pedagogical practices and innovation in the classroom, as well as in the strengthening of relationships between the school and the community.

The relevance of emotional self-knowledge and the ability to regulate emotions has been increasingly questioned, both on the part of the manager and with regard to the recognition of the emotional dimensions of his subordinates. In this context, it is essential that the manager develops awareness of his own limitations and potentialities, while getting to know his team, exercising attentive listening to the difficulties faced, the feelings involved and the challenges experienced in the school routine. Such an attitude contributes to the construction of a healthy and collaborative work climate, favoring the well-being of both the leader and the professionals under his leadership.

For Lück (2006), the organizational climate is a fundamental element for the proper functioning of the educational institution, exerting a direct influence both on the performance of students and on the satisfaction and engagement of the professionals who work there. This climate is built from the interactions established between the different subjects of the educational community, such as managers, teachers, students and employees. In this process, school leadership plays a central role in creating a positive institutional environment, in which members feel valued, motivated, and committed to educational objectives. The author also points out that a favorable organizational climate strengthens trust, mutual respect, effective communication and collaboration among those involved, creating

conditions conducive to learning, personal and professional development and the achievement of the school's educational goals. Lück (2006) also warns that "the mere presence of a person in an environment with non-verbal pressures of apathy and indifference to the sociocultural dimension of their reality has a negative impact on this context" (p. 37), thus evidencing the role of individual attitudes and postures in the constitution of the institutional climate.

Bisquerra and Pérez-Escoda (2007) mention the *five elements* of socio-emotional competence. The *first element*, according to the authors, is *emotional awareness*, described as the ability to become aware of one's own emotions and the emotions of others, including the ability to perceive the emotional climate of a specific context. The *second element* is *emotional regulation,* which concerns the ability to deal appropriately with emotions, to be aware of the relationship between emotion, cognition and behavior, to develop coping strategies and to elicit positive emotions. The *third element* is *emotional autonomy (self-management),* formed by a group of characteristics related to emotional self-control, such as self-esteem, responsibility, critical view of social norms, positive attitude, recognizing when you need help and asking for support. The *fourth element* is *interpersonal intelligence or social communication*, which deals with the ability to maintain good relationships with other people, the ability to communicate, to be respectful, to be assertive and to have a prosocial behavior. The *fifth element* is composed of *life skills and well-being*, represented by the ability to adopt appropriate and responsible behaviors to solve personal, family, professional and social problems, aiming to obtain improvements in personal and social well-being.

Guerra (2020) argues that school learning goes beyond the development of students, requiring the constant involvement of the entire team in formative processes and the resignification of pedagogical work. In this way, the school needs to develop the capacity to create, review consolidated practices, listen to teachers, students and the community, as well as maintain a permanent dynamic of reflection, focused on both the internal context and external transformations. In this movement, it is essential to keep up with social and economic changes, new educational trends, and the advancement of technologies. The author emphasizes the need for school managers who are attentive to the demands of the present time, not restricting themselves to the knowledge prescribed in the national curricula, but also valuing the relational and emotional dimensions that give meaning to the contents worked on in everyday school life (Guerra, 2020).

It is not, therefore, through external measures, external agents, imposed advisors, inspections of hierarchies, authoritarian principals, that a school can change in an

enriching way. Because then teachers become cogs in a gear that they do not believe in and do not love (Guerra, 2020, p. 6).

It is possible to see that the authoritarian school manager no longer corresponds to the profile of the manager expected for the current context, that is, that profile of the manager who strictly followed the rules established by the government's educational guidelines, which arbitrarily marked the rhythm and method of work, no longer has space today. The contemporary manager fulfills his duty, but knows how to be understanding, foster an environment of tranquility in which each member of the team feels part of a gear, feels comfortable, valued and heard, thus generating a better quality of education for his students, and a work climate suitable for the integral growth of the school unit.

Through in-depth studies on the subject, authors such as Lotz and Gramms (2012) demonstrate that professionals with emotional potential are an advantage for organizations, being able to offer conditions for learning and development of human formation.

> Emotionally intelligent professionals have the ability to manage conflicts, increased employability, and, in addition, they present a key differential between effective and mediocre employees: they are important sources of competitive advantage (Lotz; Gramms, 2012, p. 54).

In the context of education and management of confessional institutions, Menslin (2012) addresses a series of topics that are necessary for the school manager to develop a good administrative work. One of the topics is to create a climate of friendship in the school environment. The author considers it an important point to maintain this good environment for the development of healthy management, and points out one more detail: the character of the director must be one of trust and friendship; it must fulfill what it promises and provide the working group with security (Menslin, 2012).

Also according to the same author:

> If the manager is someone who does not commit to what he says to his assistants, who does not expose himself in favor of his group and does not reveal in his actions what he is as a person, the work climate will hardly be one of trust and friendship (Menslin, 2012, p. 35).

The manager must, therefore, identify with the group, support, and they need to feel part of the team, for a good functioning, generating well-being. The Christian author Ellen White (2008) also highlights the importance of the influence that one person exerts on another, due to loving, caring, and empathetic treatment. How this generates a pleasant atmosphere in any convivial situation.

The need to be an educational leader who points out mistakes with love and care, generating changes in work behaviors; otherwise, many employees will feel unable to give their best and will feel excluded from that team. If the manager has the real notion that his influence reaches even the most innermost, such as the human mind, he can develop not only the best at work, but also the best of the human beings who work with him.

White highlights the influence people have on the lives and emotions of others:

Every soul is surrounded by an atmosphere of its own, which may be charged with the life-giving power of faith, of courage, of hope, and perfumed with the fragrance of love. Or it may be heavy and cold with the clouds of discontent and selfishness, or intoxicated with the deadly contact of a cherished sin. By the atmosphere that surrounds us, every person with whom we communicate is consciously or unconsciously affected (White, 2005, p. 207).

In view of these reflections, it is understood that the leadership of the school manager exerts a direct influence on the institutional climate and on the human development of the team. An action based on care, empathy and respect favors healthier relationships, strengthens the sense of belonging and creates conditions for professionals to express their potential. Thus, by recognizing the scope of their emotional and relational influence, the manager contributes not only to the improvement of work practices, but also to the construction of a more humanized, collaborative school environment conducive to collective well-being.

2.2 SOCIO-EMOTIONAL SKILLS AND SCHOOL MANAGEMENT

Institutions are formed by individuals with an increasing diversity of thoughts and ways of acting in an environment full of intellectual differences, beliefs, values, among others, and to deal with conflicts within organizations, whether small or large, leaders are needed who manage socio-emotional skills and competencies. In this sense, investment in studies and research on the subject is of paramount importance so that organizational objectives are achieved, and the main asset of an institution, which is its personnel, can be valued, and, in the same way, the main asset of each person must also be taken into account, which is their professional competence (Santos, 2008).

For Soares (2015), a good manager influences and directs a team in an ethical and positive way, day after day, year after year, in various situations. Leadership requires patience, discipline, humility, respect, and commitment when dealing with people of the most different types and mediating relationships within the team. To discuss the manager's socio-emotional skills that most contribute to team development, we will focus on *five main areas*

that the scientific literature generally highlights. According to Goleman (1995), the *five* most important competencies are: *emotional intelligence, empathy and acceptance, self-control and resilience, conflict resolution and transformational leadership.*

2.2.1 Emotional Intelligence

The work environment can take on positive or negative characteristics, varying between calmer and more welcoming contexts or, on the contrary, environments marked by agitation, tension and high levels of stress. From Kantor's (2019) perspective, in many organizational scenarios, especially in the educational field, daily demands impose intense work rhythms, rigid deadlines, and pressure for results, which can directly affect the well-being of professionals and the quality of interpersonal relationships. In this context, Emotional Intelligence is an essential tool to support management and professional practices, since it favors the recognition, understanding and proper management of one's own emotions and the emotions of others. Emotionally intelligent individuals tend to have greater balance in the face of adverse situations, demonstrate ease of teamwork, greater ability to adapt to changes and competence to deal with conflicts, whether internal or external to the organization. In this way, Emotional Intelligence contributes not only to the emotional health of professionals, but also to the construction of a healthier, more collaborative organizational climate that is conducive to achieving institutional objectives.

2.2.2 Empathy and Acceptance

The acceptance of the individual in his or her entirety, including his or her limitations and potentialities, is a fundamental element for the construction of organizational environments in which professionals feel safe, recognized and valued. When leadership adopts an empathetic posture — understanding and respecting the feelings, experiences, and perspectives of others — a favorable space is created for personal and professional growth, in which subjects perceive themselves supported in their development processes. In this context, leaders who exercise empathy and listening are often recognized as more competent and upright in their performance. This conception dialogues with the idea that the role of the leader consists of helping his subordinates to reach their potential, not through disqualifying criticism, but through follow-up practices and constructive feedback. As Scharmer (2014) points out, "two leaders, in the same circumstances, doing the same things, can generate completely different results, depending on the inner place from which each of them acts" (p. 85), evidencing the centrality of the emotional and reflective dimension in the exercise of leadership. From this perspective, emotional leadership is an important form of

influence in the educational context, since it involves practices to support the emotional well-being of teachers and other school professionals. As Bercovitch and Eyal (2021) point out, this type of leadership produces significant effects on the affection, engagement, and quality of teaching work, contributing to positive results in teaching and in the functioning of educational organizations

2.2.3 Self-control and resilience

School managers need to develop the ability to deal with both their own emotions and the emotions of team members, since their performance directly influences the organizational climate and work relationships. This dynamic becomes especially challenging when the manager is unable to maintain emotional balance in the face of everyday situations or more sensitive contexts, which require greater stability and emotional discernment. For Machado et al. (2024), in the process of managing emotions, the leader must strengthen his personal skills, developing the ability to recognize, understand, and regulate his own emotional states. Such competence is fundamental for the personal and professional growth of the manager, in addition to contributing significantly to the improvement of intrapersonal and interpersonal relationships in different contexts of coexistence, such as work, family and social relationships in general. In a complementary way, Agüera (2008) highlights that personal competencies and skills are related to the way the individual relates to his emotions and feelings, directly influencing the way he perceives himself and establishes bonds with others.

2.2.4 Conflict Resolution

Conflict resolution skills, especially in the context of socio-emotional leadership, have been shown to be fundamental for reducing teacher turnover and strengthening the permanence of school teams. Emotionally engaged and empathetic leaders tend to manage conflicts more effectively, contributing to the construction of more resilient, cooperative, and cohesive school environments. In the organizational context, marked by cultural, social and political diversity, it is natural for different interests, values and aspirations to emerge, which can lead to cooperation as well as to competition or conflict (Andrade et al., 2004). Conflict, therefore, is an inherent element of human relations and work processes, and should not be understood exclusively as something negative. In this sense, Burbridge and Burbridge (2012) state that conflict is natural and, in many situations, necessary, as it can act as a catalyst for change and innovation. However, when poorly managed, conflicts can become unproductive, generate emotional exhaustion, compromise professional relationships, and destroy institutional value. Thus, one of the main challenges of school management is to recognize

the nature of conflicts — distinguishing those that are productive from those that are harmful — and to intervene ethically, empathetically and strategically. The manager's socio-emotional competencies and skills, especially active listening, empathy and emotional balance, play a central role in this process, directly articulating with the promotion of a healthy organizational climate and the sustainable development of the school team.

2.2.5 Transformational Leadership

Transformational leadership, pointed out by Goleman, is characterized by the ability to inspire, motivate and mobilize people, exerts a direct influence on the constitution of the school's organizational climate and on the professional development of the teaching team. This leadership model presupposes that the manager mobilizes skills linked to emotional intelligence, such as self-knowledge, self-regulation, and empathy, which are fundamental for building healthy interpersonal relationships, for mediating conflicts, and for making balanced decisions in everyday school life. In this sense, the strengthening of the manager's socio-emotional skills is reflected in the quality of institutional interactions, promoting an environment of trust, collaboration, and belonging. In line with this perspective, the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) highlights self-awareness, self-management, and social awareness as essential competencies for school leaders, since they sustain collaborative practices, favor collective engagement, and contribute to the consolidation of an organizational climate conducive to team development and the effectiveness of educational processes.

Figure 1

Socio-emotional skills

Source: Prepared by the authors

Emotional intelligence within socio-emotional skills is one of the fundamental pillars for the development and effective practice of leadership skills. As evidenced in the figure presented above, a leader's ability to manage their own emotions and specifically influence the team they lead depends directly on this emotional competence. Emotional intelligence not only facilitates self-awareness and emotional self-regulation, but also plays a crucial role in creating a harmonious and productive work environment by promoting empathy, intrinsic motivation, and the ability to establish and maintain healthy interpersonal relationships.

As highlighted by the specialized literature, social-emotional skills encompass a set of five key skills, which are essential for a leader's effectiveness. These skills have their own characteristics, but they are deeply interconnected and complementary in the leader's development process. Each of them contributes to building a leader who is more aware, resilient, and capable of facing challenges, as shown in the following table.

Table 1

Manager's Socio-emotional Skills

Ability	Definition	Practices to develop
Emotional Intelligence	Ability to recognize, understand, and manage one's own and others' emotions to create a balanced environment.	Develop self-knowledge, practice self-control, demonstrate empathy, improve social skills.
Empathy and Acceptance	Ability to understand the emotions of others, accept differences, and create an environment of trust.	Active listening, recognizing human imperfections, giving constructive feedback, creating an inclusive environment.
Self-Control and Resilience	Ability to remain calm under pressure, control impulses, and bounce back from adversity.	Strategic breaks, mindful breathing, self-reflection, growth mindset, support networks.
Conflict Resolution	Ability to mediate and resolve conflicts in a collaborative and constructive manner.	Practice active listening, stay calm, focus on the problem and not on the people, promote collaborative solutions.
Transformational Leadership	Ability to inspire, motivate and engage the team, promoting personal and professional growth.	Inspire with a clear vision, act as a model, invest in team development, stimulate innovation.

Source: Prepared by the authors with data from the research.

3 FINAL CONSIDERATIONS

This text aimed to understand the main socio-emotional skills of the school manager and their influence on the team, analyzing how skills and competencies have repercussions on the organizational climate and on the performance of education professionals. From a brief literature review carried out, it was possible to identify consistent evidence about the centrality of the socio-emotional dimension in the exercise of contemporary school leadership.

The findings indicate that emotional intelligence is a determining factor for the effectiveness of school management and highlight the need for school managers to develop socio-emotional skills such as *emotional intelligence, empathy and acceptance, self-control and resilience, conflict resolution and transformational* leadershipamong others. The studies analyzed reinforce that effective leaders are not limited to the management of institutional processes and routines, but act in the construction of positive interpersonal relationships, directly influencing the motivation of the team, professional engagement and, consequently, the quality of the pedagogical work developed in the school.

Another relevant aspect identified refers to the disparity between academic production focused on school leadership and that dedicated to business management. This scenario shows a mismatch in the scientific valuation of educational management, indicating the need for greater investment in research that considers the specificities of the school context and the challenges inherent to leadership in educational institutions.

Based on the results of this investigation, it is suggested that the theme be deepened in future studies, contemplating, among other aspects: the impact of the manager's emotional intelligence on the academic performance of students; the influence of emotionally intelligent leadership on student motivation and learning; the relationship between administrative overload and the development of socio-emotional skills; as well as the identification of continuing education models capable of effectively promoting the development of these skills in school managers.

In this way, the research revealed through this text demonstrates that school management goes beyond the bureaucratic and administrative dimension, requiring a broad and articulated set of socio-emotional skills to face the daily challenges of education. Social-emotional leadership contributes not only to the improvement of the organizational climate and to the strengthening of teams, but also to the promotion of the well-being of professionals and to the improvement of the quality of the educational process.

Given this scenario, it is essential that educational policies encourage training programs aimed at the development of emotionally intelligent leadership, as well as foster research that deepens the understanding of this theme in the educational context. Only through a collective effort involving researchers, managers and educators will it be possible to build more humanized, inclusive and effective school management models, aligned with the demands of the school and contemporary society.

REFERENCES

Agüera, L. G. (2008). Além da inteligência emocional: As cinco dimensões da mente. Cengage Learning.

Andrade, R. O. B. de, Alyrio, R. D., & Macedo, M. A. da S. (2004). Princípios de negociação: Ferramentas e gestão. Atlas.

Bailey, J., & Weiner, R. (2022). Interpreting social-emotional learning: How school leaders make sense of SEL skills for themselves and others. School Leadership Review, 16(2), Article 4. https://scholarworks.sfasu.edu/slr/vol16/iss2/4

Bardin, L. (2016). Análise de conteúdo. Edições 70.

Bisquerra Alzina, R., & Pérez Escoda, N. (2007). Las competencias emocionales. Educación XX1, 10(1), 61–82. https://doi.org/10.5944/educxx1.1.10.297

Brasil. Ministério da Educação. (2018). Base Nacional Comum Curricular. http://basenacionalcomum.mec.gov.br/

Burbridge, R. M., & Burbridge, A. (2012). Gestão de conflitos: Desafios do mundo corporativo. Saraiva.

Gardner, H. (2001). Inteligência: Um conceito reformulado. Objetiva.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.

Goleman, D. (1998). La práctica de la inteligencia emocional. Editorial Kairós.

Goleman, D., Boyatzis, R., & McKee, A. (2002). Primal leadership: Realizing the power of emotional intelligence. Harvard Business School Press.

Guerra, M. Á. (2020). La escuela que aprende. Morata.

Lobo, A. R., & Ferraz da Silva, C. H. (2021). Habilidades socioemocionais no âmbito escolar: Desenvolver para a vida. Ivy Enber Scientific Journal, 1(1), 146–158. https://enber.edu.eu/revista/index.php/ies/article/view/10

Lotz, E. G., & Gramms, L. C. (2012). Gestão de talentos [Livro eletrônico]. InterSaberes.

Lück, H. (2009). Dimensões de gestão escolar e suas competências. Editora Positivo.

Lück, H. (2017). Gestão da cultura e clima organizacional da escola (4ª ed.). Vozes.

Machado, E., et al. (2024). Resiliência e inteligência emocional no contexto organizacional. Revista Tópicos, 2(11). https://revistatopicos.com.br/artigos/resiliencia-e-inteligencia-emocional-no-contexto-organizacional

Menslin, D. (2012). O que esperam de mim na gestão escolar. Editora MM.

Paro, V. (2001). Escritos sobre educação. Xamã Editora.

Piaget, J. (1994). O juízo moral da criança. Summus. (Obra original publicada em 1932)

Piaget, J. (2014). Relações entre afetividade e a inteligência no desenvolvimento mental da criança. Wak. (Obra original publicada em 1954)

Rêgo, A., & Fernandes, C. (2005). Inteligência emocional: Contributos adicionais para a validação de um instrumento de medida. Psicologia, 19(1/2), 139–167. https://doi.org/10.17575/rpsicol.v19i1/2.401

Salovey, P., & Mayer, J. D. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. Journal of Personality Assessment, 54(3-4), 772–781. https://doi.org/10.1207/s15327752jpa5403&4_29

Santos, P. R. (2014). Desenvolvimento e aprendizado escolar: Uma proposta de mensuração para apoiar políticas públicas. OCDE, SEEDUC, Instituto Ayrton Senna.

Scharmer, O. (2014). Liderar a partir do futuro que emerge: A evolução do sistema econômico egocêntrico para o ecocêntrico. Como aplicar a Teoria U para contribuir com a transformação de indivíduos, organizações e sociedades. Elsevier.

Vygotsky, L. S. (1991). A formação social da mente. Editora Martins Fontes.

White, E. G. (2005). Mente, caráter e personalidade (Vol. 1). Casa Publicadora Brasileira.

White, E. G. (2008). Testemunhos para ministros e obreiros evangélicos. Casa Publicadora Brasileira.