SOCIO-EMOTIONAL COMPETENCIES IN THE QUALIFICATION PROCESS FOR TECHNICAL SCHOOL PRINCIPALS

Competências socioemocionais no processo de qualificação para diretor de escola técnica

Competencias socioemocionales en el proceso de calificación para director de escuela técnica

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Abstract: *The present study aimed to identify the presence of socio-emotional requirements demanded in the qualification process for Technical School Principals. From a methodological standpoint, a qualitative approach was adopted, with an exploratory and descriptive character, and an applied nature. The investigation focused on document analysis of the Common Regulations of State Technical Schools from 2013 and 2022; public notices from 2018 and 2023; and the Qualification Process Exams from 2018 and 2023. The study sought to review the scientific literature regarding the role of the technical school principal; socio-emotional competencies in school management; personnel selection processes; and the selection and qualification process of Technical School Principals. In analyzing the materials, a reflective approach was adopted—a strategy that involves self-reflection and critical analysis of the researchers' stance. It was concluded that the formulated objective led to the identification that technical competencies were primarily valued over socio-emotional competencies. Although legislation provides for this analysis, it was not evidenced in practice. A mismatch was observed between what was legally required and what was actually assessed, indicating a gap in the process. Contributions to Psychological Science are evident at the threshold of intrapersonal and interpersonal relationships, involving elements of Social Psychology and Organizational Psychology and their interface with the institutional process experienced in the emerging daily life of Technical and Vocational Education.*

Keywords: *socio-emotional competencies; selection process; educational leadership; school management.*

Resumo: O presente estudo teve como objetivo identificar a presença de requisitos socioemocionais requeridos no processo de qualificação de Diretores de Escolas Técnicas. Do ponto de vista metodológico, adotou-se a abordagem qualitativa, tendo assumido caráter exploratório e descritivo, de natureza aplicada. A investigação centrou-se na análise documental do Regimento Comum das Escolas Técnicas do Estado de 2013 e 2022; Editais de 2018 e 2023; Provas dos Processos de Qualificação de 2018 e de 2023. Buscou-se o levantamento da literatura científica quanto ao papel do diretor de escola técnica; às competências socioemocionais na gestão escolar; ao processo de seleção de pessoal; e ao processo de seleção e qualificação do Diretor de Escola Técnica. Na análise dos materiais, foi abordado o enfoque reflexivo — uma estratégia que concebe a autorreflexão e a análise crítica dos pesquisadores. Concluiu-se que o objetivo formulado nos levou à identificação de que as competências técnicas foram prioritariamente valorizadas, ao invés das competências socioemocionais. Apesar de a legislação prever essa análise, ela não foi evidenciada na prática. Notou-se que houve um descompasso entre o que foi exigido legalmente e o que foi efetivamente avaliado, indicando um hiato no processo. As contribuições para a Ciência Psicológica se evidenciam no limiar das relações intrapessoais e interpessoais, envolvendo elementos da Psicologia Social e da Psicologia Organizacional, e sua interface com o processo institucional vivenciado no cotidiano emergente da Educação Técnica e Profissional.

Palavras-chave: competências socioemocionais; processo seletivo; liderança educacional; gestão escolar.

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Resumen: *El presente estudio tuvo como objetivo identificar la presencia de requisitos socioemocionales requeridos en el proceso de calificación de directores de Escuelas Técnicas. Desde el punto de vista metodológico, se adoptó un enfoque cualitativo, con carácter exploratorio y descriptivo, de naturaleza aplicada. La investigación se centró en el análisis documental del Reglamento Común de las Escuelas Técnicas del Estado de 2013 y 2022; Convocatorias de 2018 y 2023; y Pruebas de los Procesos de Calificación de 2018 y 2023. Se realizó una revisión de la literatura científica sobre el papel del director de escuela técnica; las competencias socioemocionales en la gestión escolar; el proceso de selección de personal; y el proceso de selección y calificación del director de Escuela Técnica. En el análisis de los materiales, se abordó el enfoque reflexivo - una estrategia que concibe la autorreflexión y el análisis crítico de los investigadores. Se concluyó que el objetivo formulado nos llevó a identificar que las competencias técnicas fueron prioritariamente valoradas, en lugar de las competencias socioemocionales. Aunque la legislación prevé este análisis, no se evidenció en la práctica. Se observó un desajuste entre lo que se exigía legalmente y lo que se evaluó efectivamente, lo que indica una brecha en el proceso. Las contribuciones a la Ciencia Psicológica se evidencian en el umbral de las relaciones intrapersonales e interpersonales, involucrando elementos de la Psicología Social y la Psicología Organizacional, y su interfaz con el proceso institucional vivido en el cotidiano emergente de la Educación Técnica y Profesional.*

Palabras clave: *competencias socioemocionales; proceso selectivo; liderazgo educativo; gestión escolar.*

1. Introduction

Researchers' experience in the field of Vocational, Technical, and Technological Education (EPT) has provided an understanding of the determining factors for the behavior and conduct of the Technical School Principal, especially within public schools. In this scenario, school management practices have been incorporating significant changes, encompassing managerial, behavioral, and technological aspects with the aim to achieve efficiency, productivity, and access to resources focused on educational leadership, including the appreciation and recognition of the staff. According to Ogawa and Filipak (2013), in addition to management in its multiple dimensions, school leadership is expected to develop skills in organizing, systematizing, and influencing other professionals in the institution, thereby promoting the exchange of information among those involved; recognizing collaborations and their respective impacts on student learning; and contributing to the formation of citizens. It is noteworthy that, in addition to administrative managerial competencies, socio-emotional competencies have become an essential requirement in the selection process for the qualification of Technical School Principals. Centro Estadual de Educação Tecnológica Paula Souza - CEETEPS (Paula Souza State Center for Technological Education) Deliberation No. 87 of 2022, has specified it in its item III, the inclusion of stages with specific criteria, among which the evaluation of these competencies stands out. However, the question arises: how are the socio-emotional competencies required in the selection process identified and considered during the stages of the evaluation process? Therefore, the objective is to identify the presence of socio-emotional requirements in the written exam stage of the qualification process for Technical School Principals.

2. Bibliographical contributions

Based on the above, the investigation focused on a review of the scientific literature related to the topic at hand: the role of the technical school principal; socio-emotional competencies in school management; the personnel selection process; and the selection process for Technical School Principal.

2.1 The role of the technical school principal

In accordance with the purpose of this study, which is to characterize the qualification process of the Technical School Principal at the CEETEPS with regard to socio-emotional competencies, the inherent duties of the position are outlined. School management is a challenging field due to changes in the teaching model present in the New High School (Acronym in Portuguese: NEM, *Novo Ensino Médio*). The principal should have skills and characteristics to deal with the administrative, behavioral, pedagogical, and financial issues of a school. Consequently, school principals must stay updated on these changes and acquire the tools necessary to identify the required solutions. By monitoring the impacts resulting from changes in educational legislation, social inclusion, and innovations in education, it has been possible to adopt applications and technological solutions that

contribute to the daily routine of current school management. Principals should be familiar with these technologies to make informed decisions. According to Scholastic (2024), the eight main themes of a 21st-century educational organization are: 1. Agility focused on impact; 2. Talent-centered approach; 3. Support for Lifelong Learning (teachers and students); 4. Guidance toward inspiring experiences; 5. Fostering family engagement; 6. Innovation of school spaces; 7. Digital transformation; and 8. Structuring a data-driven culture, which are represented in Figure 1 below.

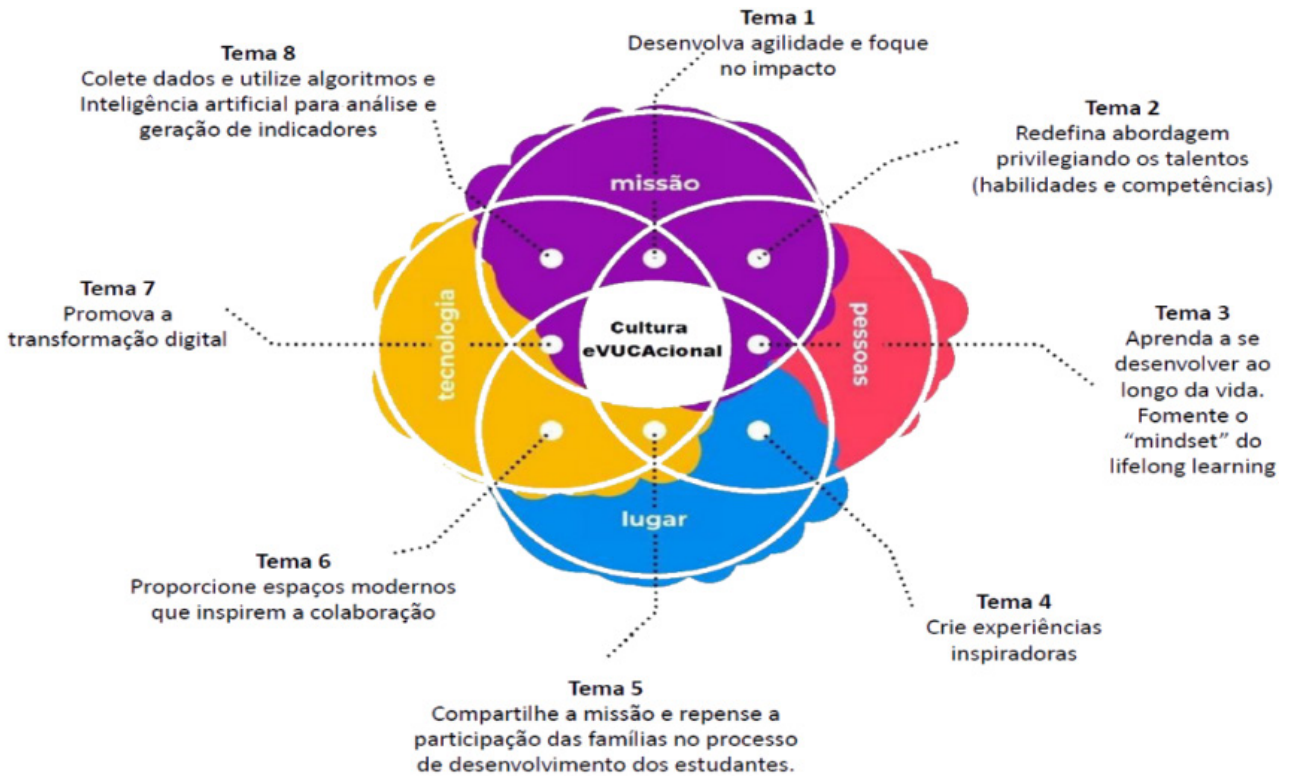


Figure 1 -Main themes of a 21st-century educational organization.
Source: Scholastic, 2024.

The social, human, structural, ergonomic, and functional transformations are demanding flexible approaches from principals in the exercise of their duties. From an institutional, didactic-pedagogical, and behavioral point of view, they act as mediators in emerging and conflicting situations, including, among other aspects, the trends of transformative education. The perspective of sharing activities with the management team and the school community, promoting participatory and integrative management, is also highlighted. According to Senna (2024), the macro-competencies of the educational manager comprise emotional resilience; openness to the new; amiability; self-management; and engagement with others. Given the challenges of the duties assigned to the Principal of a Technical School, it becomes evident that, in addition to technical and administrative skills, school management needs to incorporate socio-emotional competencies to deal effectively with emerging situations.

2.2 Socio-emotional competencies in school management

The concept of socio-emotional competencies is related to a set of skills that contribute to improving intrapersonal and interpersonal relationships in the school, corporate, or social environment. Such competencies derive from studies on emotional intelligence, a term first coined in academia in 1990, based on studies conducted by Salovey and Mayer and, subsequently, with research developed by Goleman (1995).

According to Azevedo (2019), socio-emotional competency is a subset of social intelligence, involving the ability of people to monitor their own feelings and emotions, as well as the perception of others, adopting this information as guidance for their thoughts and actions. In Goleman's (1995) view, emotional intelligence acts as an indicator of personal and professional achievement in leadership performance, positively impacting management. Corroborating this, Santos (2021) indicates the relevance of the interface between cognition and emotion, resulting in the human being's ability to deal emotionally with themselves and others, providing a favorable environment for the construction of knowledge and its critical application. In the educational sphere, studies on socio-emotional competencies were developed in the United States in 1994 by a group of researchers who created an organization called Collaborative for Academic, Social, and Emotional Learning (CASEL). Its main objective is to investigate the impact of socio-emotional education on schools, on learning, and on the lives of students. Although the development of socio-emotional competencies is commonly conceived within the educational context, focusing on student behavior, its relevance in school management is also evident, concerning interpersonal relationships with the community (teachers, students, parents, and staff). Contemporary school management encompasses both technical-administrative and socio-emotional competencies. These competencies involve intrapersonal and interpersonal skills such as resilience, self-regulation, self-efficacy, communication, empathy, and active listening. They are fundamental to building healthy and collaborative school environments. Bar-On (2006) conceives of resilience as the ability to recover from adversity and learn from it in high-pressure contexts, such as those experienced in schools. This idea aligns with studies developed by Yunes and Szymanski (2001), who define resilience as the ability to react flexibly and recover from challenges and unfavorable circumstances, maintaining a positive and persevering attitude. Based on the above, it can be concluded that resilient processes are present in education, especially in contexts of institutional pressure and structural challenges, such as those faced by teachers, students, managers, and administrative staff in educational institutions. Emotional self-regulation is the basis for balanced leadership. Principals who are able to cope with their impulses tend to adopt balanced stances, which can result in assertive decision-making and often leads to the effective management of teams. Corroborating this, there is the theory of self-efficacy, which touches on human behavior in different contexts. This is an important aspect present in the social cognitive approach, which, according to Bandura, determines how people understand themselves, think, motivate themselves, and behave (Azzi, 2014). Effective communication is as a mobilizing factor in school management. According to Libâneo (2013), dialogue is the main instrument of mediation between the different school actors. In this context, through empathy, principals can understand the perspectives of students, teachers, parents, and staff, promoting an environment of respect and engagement. According to Rogers (1975, p. 5), "An empathetic way of being can be learned from empathetic people". Consequently, practices such as active listening and validation of the interlocutors' emotions strengthen the bond between management and the school community. They are relevant in technical schools, where students often face socioeconomic challenges that directly impact their academic performance. According to Rogers (1980), attentive and empathetic listening requires attending the other person deeply, including "the words, the thoughts, the tone of feelings, the personal meaning, even the meaning underlying the conscious intentions of the speaker" (Rogers, 1980, p. 8). Therefore, the effective socio-emotional management of the school principal stems from his/her skills in the previously mentioned competencies. According to Costa and Silva; Ferreira (2020), socio-emotional management in the educational environment can contribute to the holistic development of students. Therefore, socio-emotional management is evident in educational practices: continuing education focused on emotional intelligence and empathetic leadership; integrative projects involving the resolution of real problems with the active participation of students and teachers; listening and support channels for students, teachers, and staff. These contribute to maintain the mental health and well-being, valuing the human and professional development. These actions indicate that school management goes beyond the administration of resources. It also involves caring for people, building relationships, and promoting an environment conducive to learning. In this sense, such competencies influence the ability to lead and manage conflicts, and make assertive

decisions, since the school institution is surrounded by conflicts and discontent. Relationships tend to be influenced by feelings of anxiety, anger, and depression; in other words, people are emotionally fragile. Statistics indicate that:

> One in eight people worldwide lives with some form of mental illness or disorder. Anxiety and depression are the most common, accounting for up to 60% of cases. While young people are especially susceptible to anxiety, older people experience depression more frequently, according to data from the latest World Mental Health Report published by the World Health Organization (WHO) (Costa, 2023).

Therefore, including socio-emotional skills in the selection process of principals is relevant, as these skills are crucial for effective and humanized school management.

2.3 The personnel selection process

The personnel selection process is a central activity in the organizational and institutional context, encompassing actions aimed at identifying and establishing working relationships with professionals who can meet the present and future needs of the institution. Dutra, Souza, Almendra, and Almendra (2017) argue that recruitment must be a continuous, strategic effort to attract talent capable of achieving the organization's objectives. The process involves a deep understanding of the demands and is typically characterized by the stages of recruitment and selection. Recruitment refers to the search for and attraction of potentially qualified candidates, while selection consists of choosing those who best fit the institutional needs. Attracting people is not just a response to an immediate demand, but a strategic plan aimed at ensuring the long-term development and sustainability of the organization. Additionally, Ulrich and Yeung (2019) highlight that candidate selection should be aligned with the organization's values and culture, ensuring that new employees not only possess the necessary technical skills but also share the vision and principles that guide the organization. The recruitment and selection of high-level talent, emphasizing specific skills aligned with the established strategy, strengthen and enhance the collective performance, contributing to the achievement of the proposed objectives. Evidently, personnel selection processes must go beyond formal qualifications, incorporating the adaptability and continuous learning capacity of candidates. Bergamini (2010) highlights competency as an indispensable resource for performance, representing the capacity of effective action in different contexts and not limited to a list of attributes. Assessing socio-emotional competencies in the selection process requires the analysis of emotional intelligence, empathy, and resilience of candidates. The aim is to identify if they have the skills to deal with challenges, collaborate with colleagues and adapt to changes. In this way, the integration of behavioral competencies in this process can contribute to a prognosis focused on the future performance of their duties within the institutional context, aiming at understanding the current reality and emerging needs.

2.4 The qualification process for a technical school principal

The qualification (selection) of principals in public schools is crucial for the quality of education, as these professionals play a prominent role in school management and pedagogical leadership. According to Pereda et al. (2019), the choice of qualified principals, who combine leadership and management skills, directly impacts student performance and the construction of a proactive educational environment. More democratic and technical selection methods tend to result in the choice of professionals who are accepted by the school community due to their technical, behavioral, and administrative competencies. School management and its implications for educational practices are relevant in this context. According to Medeiros (2011), access to the position of principal can provoke changes in conduct, behaviors, and procedures, influencing their engagement with the institution and educational processes. When exercised effectively, the principal's leadership establishes a school culture that values the participation and co-responsibility of those involved in the educational sphere. According to Assis and Marconi (2021), the method of appointing a school principal is associated with the faculty's perception of leadership and the school climate. Selection methods that prioritize meritocracy and appropriate candidate training tend to result in an environment that facilitates decision-making. On the other hand, the practice of appointing candidates can lead to a climate of demotivation and disinterest, impacting school dynamics and academic results. However, the choice of

the principal is a fundamental strategy for building an effective school, where members of the community feel valued and engaged. Araujo and Amaral (2022) affirm that the selection process for school principals needs to be based on a hybrid approach, including community participation in the selection of principals through voting, in addition to technical and behavioral evaluation criteria. Given the above, the selection process for the technical school principal at the Centro Paula Souza includes: curriculum analysis; written exam; evaluation of socio-emotional competencies; and an online interview, based on the competency matrix to be shared with candidates. Qualified candidates participate in a consultation with the school community, resulting in the nomination of the three most voted, culminating in the final choice by the Superintendent Director of the CEETEPS, consolidating the selection process that meets the institutional demands.

3. Method

From a methodological point of view, this is a qualitative, exploratory, descriptive study (Sampieri et al., 2013).

The investigation focused on document analysis:

- CEETEPS Deliberation No. 003, of July 18, 2013, which approves the Common Regulations of the ETECs of the Centro Paula Souza of 2013; and CEETEPS Deliberation No. 87, of December 8, 2022, which approves the Common Regulations of the ETECs of the Centro Paula Souza of 2022;
- Public notice of the qualification processes for Technical School Principals, years 2018 and 2023;
- Written exams from the Qualification Processes for Technical School Principals, years 2018 and 2023.

Furthermore, a review of the scientific literature was performed, seeking:

- the role of the technical school principal;
- socio-emotional competencies in school management;
- the personnel selection process;
- the qualification process for Technical School Principals.

A reflective approach, a strategy that involves self-reflection and critical analysis by researchers, was employed in the analysis of the materials (Finlay, 2002).

3.1. Results and discussions

According to the Common Regulations of the ETECs, the selection process for Technical School Principal includes: curriculum analysis; written exam; evaluation of socio-emotional competencies; and online interview, based on the competency matrix to be shared with candidates. Qualified candidates participate in a consultation with the school community to indicate the three most voted, resulting in the final choice by the Superintendent Director of the CEETEPS. By integrating these elements, the researchers have constructed a narrative, highlighting the relevance and contribution of this study to the scientific field in Education, Organizational Psychology, and Educational Psychology.

4. Data analysis

4.1. Analysis of CEETEPS Deliberation No. 003, of July 18, 2013, and CEETEPS Deliberation No. 87, of December 8, 2022, and their respective school regulations

The comparative analysis of the socio-emotional competencies required for school management in the latest School Regulations, published in 2013 and 2022, reveals significant shifts in how these skills are valued within the context of ETEC management.

4.1.1. Main aspects of socio-emotional competencies in 2013

In CEETEPS Deliberation No. 003/2013, the principal's competencies focused mainly on administrative, financial, and pedagogical management, with some indirect mentions of socio-emotional competencies, such as:

- Democratic management of education (Item I), which presupposes communication and active listening skills;
- Promotion of school-family-community-business integration (Item XI), which requires empathy and interpersonal relationships;
- Creation of conditions and encouragement of experiences to improve the educational process (Item XIII), which involves creativity and strategic vision.

However, more evident aspects of emotional and interpersonal competencies were not yet a priority in the description of the principal's duties.

CEETEPS Deliberation No. 03, of July 18, 2013, which approves the Common Regulations of the ETECs of the Centro Paula Souza	**CEETEPS Deliberation No. 87, of December 8, 2022, which approves the Common Regulations of the ETECs of the Centro Paula Souza**
Definition of the ETEC Management Team	
CHAPTER III - On the Administration of the ETEC Article 15 – The administration of the ETEC comprises: I – Directorate; II – Pedagogical Coordination; III – Administrative Services; IV – Academic Services; V – Institutional Relations Services. Sole Paragraph - The organizational structure, the duties of those responsible for the services, as well as their competencies, will be defined by regulations of the CEETEPS Deliberative Council, according to the size, complexity, and pedagogical proposal of each ETEC.	CHAPTER IV – On the Administration of the ETEC Article 19 - The administration of the ETEC comprises: I – Directorate - is the executive core responsible for administering the activities of the ETEC and will be exercised by the Director of the Technical School and the responsible parties mentioned below: II – Service Director; III – Technical Administrative Advisor I; IV – Project Coordinator Professor Responsible for Pedagogical Coordination; V – Project Coordinator Professor Responsible for Educational Guidance and Support. Sole Paragraph - The organizational structure, the duties of the individuals mentioned in this article, as well as their competencies, will be defined by regulations of the CEETEPS Deliberative Council, according to the size, complexity, and pedagogical proposal of each ETEC.
Principal's Powers and Duties	
SUBSECTION I – Powers and Duties of the Directorate Article 17 - The Directorate of the ETEC, without prejudice to other responsibilities contained in a specific document of CEETEPS and legislation, shall have the following responsibilities: I - To guarantee the conditions for the development of democratic management of education, as provided for by legislation and in these Regulations; II - To coordinate the preparation of the school's political-pedagogical project; III - To manage the physical, material, human and financial resources to meet the school's needs in the short, medium and long term; IV - To promote the preparation, monitoring, evaluation and control of the execution of the Multi-Year Management Plan and the School Plan; V - To coordinate the planning, execution, control and evaluation of the school's activities; VI - To ensure: a) compliance with curricular content, hourly requirements and scheduled school days; b) the means for the recovery of low-achieving students and those in partial progression. VII – To ensure compliance with legislation, as well as regulations, guidelines, and standards issued by the higher administration; VIII – To issue diplomas, certificates, and other school documents, ensuring their authenticity and accuracy; IX – To develop actions aimed at the continuous improvement of courses and programs, and the physical, material, and human resources of the school; X – To manage the school's assets, in compliance with the established rules and guidelines; XI – To promote actions for the integration of school-family--community-business; XII – To coordinate the development of projects, submitting them for approval by the competent bodies, monitoring their development, and evaluating their results; XIII – To create conditions and stimulate experiences for the improvement of the educational process; XIV – To integrate the actions of the services provided by the school; **XV – To provide information to the school community;** XVI – To manage the execution of administrative adjustments involving activities on the ETEC premises; XVII - To perform other related and similar activities.	SUBSECTION I – On the Powers and Duties of the Principal of a Technical School Article 20 - The Principal of the ETEC, without prejudice to other duties contained in a specific document of CEETEPS and legislation, shall have the following responsibilities: I- To guarantee the conditions for the development of democratic management of education, as provided for by law and in these Regulations; II- To promote the preparation of the school's political-pedagogical project; III- To coordinate the preparation, monitoring, evaluation and control of the execution of the Multi-Year Management Plan; IV- To manage physical, material, human and financial resources to meet the school's needs in the short, medium and long term; V- To coordinate the planning, execution, control and evaluation of the school's activities with the objective of guaranteeing the improvement of processes: VI- To ensure: a) compliance with curricular content, hourly requirements and scheduled school days stipulated in current legislation; b) the means for the recovery of low-achieving students and those in partial progression, whether in person or virtually. VII – To ensure compliance with legislation, as well as regulations, guidelines, and standards issued by the higher administration and the Central Administration of CEETEPS; VIII – To issue diplomas, certificates, and other school documents, ensuring their authenticity and accuracy; IX- To promote studies based on institutional indicators and manage actions aimed at offering courses and their continuous improvement, as well as programs, and the physical, material, and human resources that comprise the school; X- To administer and assume liability for the assets of CEETEPS, in compliance with applicable legal and sub-legal rules and guidelines, fostering strategies for the control, maintenance, preservation, and disposal of unserviceable assets; XI- To promote actions for school-family and community-business integration, supported by indicators from recognized sources; XII- To coordinate the development of projects, submitting them for approval by the competent bodies, monitoring their development, and evaluating their results; XIII- To create conditions and stimulate innovative experiences for the improvement of the educational process; XIV- To integrate the actions of the services provided by the school; **XV- To create procedures that promote communication and the flow of information within the school community;** XVI- To convene ordinary and extraordinary meetings, in person or virtually, with representatives of student, faculty, staff, and other segments of the school community's governing bodies; XVII- To perform other related and similar activities.

Figure 2 - Comparison between the 2013 and 2022 School Regulations.

Source: Authors based on the analysis of CEETEPS Deliberation No. 003, of July 18, 2013 and CEETEPS Deliberation No. 87, of December 8, 2022 and their respective School Regulations.

4.1.2. Main changes in 2022

In CEETEPS Deliberation No. 87/2022, there is a focus on signaling socio-emotional competencies, highlighting:

- Promotion of actions based on recognized indicators, aiming at the integration of school--family-community-business (Item XI), which reinforces strategic communication and emotional intelligence;
- Creation of procedures that favor communication and the flow of information (Item XV), evidencing a recognition of active listening and transparency;
- Convening of in-person or virtual meetings with different representatives of the school community (Item XVI), reinforcing open dialogue and participatory management.

Although administrative and pedagogical management continues to be the central focus of the principal's duties, in 2022 there is a shift toward socio-emotional competencies, with an emphasis on communication, active listening, democratic management, and interpersonal integration. However, the job description prioritizes technical and organizational aspects.

Based on the comparative analysis shown above, the researchers prepared Figure 2 – a comparison between the school regulations of 2013 and 2022.

4.2. Analysis of public notices

In the qualification process for technical school principals, candidates' socio-emotional competencies also need to be evaluated. The analysis indicated that although the competency matrix was published in the public notice of 2018, the evaluation of socio-emotional competencies was not requested. Regarding the 2023 public notice, the evaluation of socio-emotional competencies was indicated in the phases of the qualification process. However, as the competency matrix was not published in that public notice, the candidates did not have access to the information to prepare themselves for this stage.

Based on the above, Figure 3 was prepared – a comparison between the 2018 and 2023 public notices regarding the previously mentioned position.

4.3. Analysis of the written exams

4.3.1. Mapping of the 2018 exam

Nine essay questions were developed, namely:

- Development of a project aimed at a four-year period;
- Analysis of indicators (retention and number of graduates);
- Use of the 5W2H management tool – problem situation and proposed solutions;
- Characterization of the problem situation involving the Ombudsman's Office;
- Principal's action regarding the training and professional qualification of the team (employees and teachers);
- Action plan aimed at delivering the Teaching Work Activities;
- Role of the school council focusing on the 2013 Regulations;
- Analysis of indicators regarding student retention and grades;
- Performance Monitoring Form (Portuguese acronym: FIADE) focusing on the ETEC Regulations — articles 17 and 71;
- Descriptive report explaining the candidate's knowledge about the Technical School Principal role.

4.3.1.1. Reflective analysis

The test included everyday situations within institutions with the aim to assess the level of technical knowledge and conduct related to the problem situations presented; how to act based on norms, deliberations, and regulations. The candidates' conduct and decision-making and their knowledge of management tools were observed, as well as their systemic and strategic perspectives on the needs of the school context and its surroundings. The principal's conduct toward the team and his/her communication style were analyzed, in addition to the delegation of tasks, encompassing technical skills, teamwork, problem-solving, and leadership. On the other hand, the identification of socio-emotional competencies – resilience, empathy, self-regulation, self-efficacy, communication and active listening - was not evidenced. The test included questions about the competency matrix indicated in the public notice.

Selection Process for the Principal of the ETEC (State Technical School)	
Public notice for the opening of applications for the qualification process of candidates for Principal of the State Technical Schools of CEETEPS (Public Notice 001/2018, CEETEPS Process 1001/2018)	**Public notice for the opening of applications for the qualification process of candidates for Principal of the State Technical Schools of CEETEPS (Public Notice No. 001/2023, CEETEPS Process CEETEPS-PRC-2023/04460)**
3. Qualification process 3.1. The candidate qualification process, the subject of this public notice, will take place in 3 (three) phases: 1ª) Curriculum vitae analysis; 2ª) Written test(s); 3ª) Interview.	3. Qualification Process 3.1. The candidate qualification process will consist of the following phases: I- Curriculum analysis; II- Evaluation through a written test; **III- Evaluation of the socio-emotional skills required to perform the role;** IV- Interview.
ANNEX III **COMPETENCY MATRIX** – STATE TECHNICAL SCHOOL PRINCIPAL PROFESSIONAL PROFILE OF THE TECHNICAL SCHOOL PRINCIPAL **Required competencies in the relational domain:** To create a climate conducive to the personal and professional development of staff, generating an atmosphere of empathy that favors the development of the school team, establishing good relationships within the school, relating to people of diverse cultures, origins, and social levels with cordiality and respect, in a sensitive manner, fostering relationships within the school community. In addition, having self-knowledge to invest in oneself, facing challenges with tranquility, patience, and persistence, generating good interpersonal relationships and managing conflicts with skill and flexibility. **Required competencies in the corporate domain:** To lead and manage teams effectively, building a team of talented individuals, promoting the development, monitoring, and evaluation of educational projects, being a versatile person, adapting to changes and ambiguous situations, being able to think strategically, make sound decisions under pressure, leading complex work systems, adopting flexible problem-solving approaches, guiding the team towards results, and seeking internal and external partnerships, favoring the dissemination of the school unit, internal innovation, and student employability. **Required competencies in the cognitive domain:** To multiply new techniques and the administrative and educational knowledge issued by the CEETEPS within the school community, in addition to applying learned techniques and concepts with quality and agility, ensuring the quality of the teaching-learning process, that is, real opportunities for recovery of low-achieving students and those on partial progression, and ensuring the quantitative and, above all, qualitative fulfillment of the competencies to be developed and the full compliance with the curriculum. Clear communication, delivered in an effective, objective and respectful manner is essential. **Required competencies in the organizational domain:** To issue documents guaranteeing quality, fidelity, authenticity, and accuracy in publications regarding graduates' published in GDAE, as well as issuance of diplomas, certificates, and other school documents, within the deadline established by the ETEC Academic Procedures System, without prejudice to documentation requested by other CEETEPS Departments; to comply with deadlines established by legislation, regulations, guidelines, and rules issued by the upper administration, and to coordinate activities to keep the school and documents organized under a system that allows for the quick and accurate retrieval by all members of the Management Team, presenting mindful responsibility for their duties in such a way that they are performed within or beyond expectations, within the necessary timeframe and scope requested, planning and organizing routines and procedures.	8.2. The interview is an assessment of the candidate's professional profile and will be contextualized with the objective of evaluating the resolution of problem situations. **The competency matrix with the expected profile for the position of Technical School Principal will be published in the Diário Oficial do Estado (State Official Gazette) and the Units will be informed.** **Note: The competency matrix was not subsequently published and, consequently, the Units were not informed.**

Figure 3 - Comparison of the 2018 and 2023 public notices.

Source: Authors based on Public Notice No. 001/2018 Process CEETEPS 1001/2018 and Public Notice No. 001/2023 Process CEETEPS CEETEPS-PRC-2023/04460 – Public notices opening registrations for the qualification process of candidates for Principal of the State Technical School of CEETEPS.

4.3.2. Mapping of the 2023 written exam

Fourteen questions were developed, 12 multiple-choice and two essay questions, namely:

4.3.2.1. Multiple-choice questions

- Principal's duties according to the Common Regulations;
- Classroom duties according to Deliberation No. 23/2015;
- Problem situation regarding sexual harassment;
- Training and qualification of the teaching staff — principal's conduct;
- Procedures for initiating disciplinary proceedings against a teacher;
- Duties of the class council according to Deliberation No. 87/2022;
- Analysis of indicators: dropout and demand according to Deliberation No. 87/2022;
- Student retention and reclassification according to Deliberation No. 87/2022;
- The behavioral characteristics of a leader;
- School Management — efficiency of the management process (participatory and engagement practices).

4.3.2.2. Essay questions

- Justify the analysis of the organizational climate, highlighting a problem situation involving the teacher, and the principal's conduct;
- From your perspective, how would the principal position himself/herself before the final teachers' council regarding student retention?

4.3.2.2.1. Reflective analysis

The written exam sought to assess the candidates' understanding, knowledge and conduct, based on deliberations and laws. The emphasis was on current norms and regulations. The question addressed superficially the aspects related to leadership, organizational climate, and school management. The competency matrix was not disclosed in the 2023 public notice. The analysis of the exams from 2018 and 2023 revealed significant differences in their structure. The 2018 exam assessed the technical and behavioral competencies of the principals, since, through presented problem situations, the candidate had the opportunity to demonstrate a systemic view on decision-making based on deliberations and procedures, with the use of strategic management tools, thus fulfilling the requirements of the public notice. In turn, the 2023 exam was 90% based on rules and procedures with multiple-choice questions limiting the candidates' argumentation. Only the essay questions with problem situations allowed candidates to express themselves regarding technical and behavioral competencies. The comparative analysis between the qualification processes of 2018 and 2023 (from the researchers' perspective) showed that in 2018 there was an emphasis on issues related to socio-emotional skills, compared to those formulated in 2023. The studies developed by Ogawa and Filipak (2013), which attest to the relevance of school leadership as a facilitating and mobilizing mechanism of institutional dynamics, insofar as the recognition of collaborators by the leader (socio-emotional competency) acts as a lever for the organizational climate and, by extension, for the teaching and learning process of students. The scientific literature indicates, according to Pereda et al. (2019) that the choice of qualified principals needs to bring together humanized leadership skills, contributing to the construction of a proactive educational environment. Therefore, the 2023 qualification process for principals presented limitations regarding the assessment of socio-emotional competencies, which suggests the need for a systematic review of the evaluation adopted by the institution. The omission and/or lack of clarity in the selection criteria impacts the previously mentioned process and, consequently, the choice of the candidate who meets the performance requirements in daily institutional life.

5. Final considerations

This study has a qualitative approach and was supported by current legislation, theoretical foundations, and comparative and reflective analyses. According to the analysis of the documents regarding the socio-emotional competencies expressed by the candidate in the written exam of the qualification process for ETEC principal, the assessment was partial, since there was no emphasis on socio-emotional competencies in the 2023 process compared to what occurred in 2018, with only a brief approach focusing on details related to socio-emotional competencies. Although the legislation establishes that these competencies should be investigated, they were not sufficiently addressed during the written exam phase of the 2023 process. While the

legislation prescribes this requirement, institutional practice fails to demonstrate it, consequently, a gap exists in the evaluation process adopted by the institution concerning the previously mentioned position. In conclusion, the formulated objective led to the identification of the priority given to technical competencies over socio-emotional competencies. From the foregoing, we note that the qualification process for school principals, due to the existing responsibilities and complexities, requires the presence of professionals in Organizational Psychology and Educational Psychology in the development and management of the stages concerning investigative criteria (curriculum analysis; characterization of socio-emotional and technical competencies; written test; and interview) in order to assess the potential of candidates for the respective position. It becomes evident that the proposed theme — socio-emotional competencies in the qualification process for school principal — falls within the scope of Educational Psychology and Organizational Psychology, insofar as it highlights the school context, emphasizing aspects inherent to the conduct of the school principal regarding socio-emotional competencies. The contributions to Psychological Science are evident at the threshold of intrapersonal and interpersonal relationships, involving elements of Social Psychology and Organizational Psychology, and their interface with the institutional process experienced in the emerging daily life of Technical and Professional Education.

Future studies could broaden the scope of this investigation in order to improve the qualification process, conceiving the determining factors of the school principal's competencies in the face of the demands of contemporary society, considering psychological, sociological, and psychosocial constructs.

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