

**LEADERSHIP AND THE DEVELOPMENT OF COLLECTIVE COMPETENCIES: A
CASE STUDY IN THE PRISON AND SOCIO-EDUCATIONAL SYSTEMS**

BEATRIZ MAIER SILVA

GISELE MAZON

UNIVERSIDADE DO SUL DE SANTA CATARINA (UNISUL)

CRISTINA LUIZ GAMA

UNIVERSIDADE DO SUL DE SANTA CATARINA (UNISUL)

FERNANDA MARQUES

LEADERSHIP AND THE DEVELOPMENT OF COLLECTIVE COMPETENCIES: A CASE STUDY IN THE PRISON AND SOCIO-EDUCATIONAL SYSTEMS

ABSTRACT

Leadership plays a crucial role in fostering and developing collective competencies within organizations, particularly in challenging contexts such as prison and socio-educational environments. In this study we aim to investigate the role of leadership in developing these competencies within the work teams of the State Secretariat for Prison and Socio-Educational Administration of Santa Catarina (SAP), focusing on the Academy for Prison and Socio-Educational Administration (ACAPS). Using a qualitative and descriptive approach, we applied a case study technique, conducting semi-structured interviews with penal officers and socio-educational agents. The results indicate that democratic and servant leadership styles, combined with the roles of mentor and facilitator, are essential for strengthening collective competencies such as collaboration, communication, and problem-solving. This study contributes to the understanding of leadership in the public organizational context, offering support for improving team management within the public sector.

Keywords: Leadership, Collective Competencies, Public Management, Innovation, Team Development.

INTRODUCTION

There is a growing consensus among researchers that both organizations and society are undergoing significant transformations. As a result, individuals involved in the practice and dissemination of leadership are also facing change. In this context, the mental models of those engaged in organizational and social settings, such as managers and researchers, are under constant revision, demanding improved strategies for organizational development (Calvosa, 2023; Avelino et al., 2017).

Organizational development is characterized as a continuous and dialectical process, based on a modern, democratic, and diverse approach aimed at the planned progress of organizations (Schein, 2017). In a world marked by the rapid pace of transformation, it is natural for people to feel uncertain and struggle to keep up, which can directly impact their routines. Within this scenario, consistent and coherent leadership becomes essential in providing a stable foundation. Additionally, clear and objective communication between the organization and its staff contributes significantly to this stability (Dutra et al., 2019).

Theoretical approaches to leadership vary, with some authors focusing on personal traits and others emphasizing behaviors and leadership styles. There is increasing interest in understanding leadership as a collective and shared process, aiming to explain its effectiveness, how certain individuals become leaders, and the factors that determine their actions (Yukl & Gardner, 2020). Moreover, Dutra et al. (2019) highlight Brazilian research in human resource management.

The development of collective competencies, an increasingly prioritized strategy, aims to strengthen group abilities rather than focus solely on individual skills (Le Boterf, 2015). In this regard, leadership is seen as a process of fostering cooperative relationships and mobilizing resources, including individual competencies, to achieve results aligned with both individual and institutional expectations, generating a positive impact on society (Bergue, 2019).

At the organizational level, competencies result from the combination of institutional resources and multiple individual capabilities (Fleury & Fleury, 2001). This understanding is anchored in the Resource-Based View (RBV), which emphasizes the internal assets of organizations—such as knowledge, skills, and attitudes—and highlights the strategic role of the

collective in generating organizational performance. Groups are capable of producing synergies and unique competencies that would not be possible if individuals were taken in isolation (Silva & Ruas, 2016). Competency development actions also aim to close performance gaps and prepare employees for new challenges and roles (Monteiro et al., 2019).

According to Grant (2021), effective leadership is directly associated with mental flexibility and openness to change. Understanding leadership dynamics is essential to dealing with the challenges imposed by the volatility and uncertainty in today's world (Noro et al., 2024). The development of leadership skills, in this sense, constitutes a continuous and strategic journey that directly influences organizational performance and sustainability (Daskal, 2022), promoting significant improvements in outcomes and organizational growth (Bernardes & Ferreira, 2023).

Thus, the relevance of this study lies in its contribution to understanding the leader's role in developing collective competencies in work teams. In light of the increasing pressure on public services to enhance their performance, understanding how leadership can foster collective capabilities becomes essential to organizational effectiveness.

This research is guided by the following question: how do leaders influence the development of collective competencies within work teams? To address this, the general objective is to understand the leadership role in developing collective competencies within the teams of the Academy for Prison and Socio-Educational Administration (ACAPS), part of the State Secretariat for Prison and Socio-Educational Administration of Santa Catarina (SAP-SC). To achieve this goal, the study sought to map the core elements and collective competencies present in the teams, identify the influence exerted by leaders on team actions, and analyze the strategies used by these leaders to promote the development of such competencies.

THEORETICAL FRAMEWORK

Leadership is a multifaceted concept, whose definition and understanding vary according to theoretical approaches and the organizational contexts analyzed (Hendrix, 2000; Maximiano, 2018). Historically, early studies understood leadership as a process focused on control and management, with the executive occupying the role of primary decision-maker (Fonseca, 2015; Yukl & Gardner, 2020; Calvosa & Ferreira, 2023). As the field matured, research initially began to focus on leaders' personal traits. However, this perspective proved limited, as it failed to identify a set of universal attributes that guarantee effectiveness (Fonseca et al., 2015; Maximiano, 2018).

Starting in the 1950s, attention shifted toward leaders' behavior, aiming to identify conduct patterns associated with effective performance. In the 1960s, a more complex view emerged that considered the influence of context on leadership effectiveness. In the following decades, particularly the 1970s and 1980s, studies began to incorporate the perceptions of followers as a relevant variable for understanding the leader's role within organizations (Fonseca et al., 2015). By the 1990s, a contemporary approach had become established, recognizing the absence of a universal style and highlighting the interaction of multiple variables and situational factors as determinants of effective leadership (Montana & Charnov, 1998).

In the 21st century, new theoretical strands began to value ethical dimensions such as humility, spirituality, and authenticity, while emphasizing the importance of effective communication between leaders and followers in diverse and complex environments (Northouse, 2021). Recent contributions also focus on dimensions such as emotional intelligence (Goleman, 2006), female leadership (Sandberg, 2013), and psychological safety within teams (Edmondson, 2018), broadening the scope of leadership beyond technical rationality.

In light of this, authors such as Grant (2014), Brown (2018), and Sinek (2020) have highlighted the centrality of values such as generosity, courage, and trust, suggesting that authentic and altruistic leaders are capable of cultivating more collaborative, innovative, and resilient organizational environments. Thus, leadership is recognized as a dynamic and continuously evolving phenomenon, enriched by diverse perspectives and the complexity of social relationships (Silva et al., 2022).

Despite decades of research, there is still no consensual definition of leadership, precisely due to its complex nature and the influence of factors such as culture, globalization, and generational differences (Rodrigues et al., 2013; Yamafuko & Silva, 2015; Maximiano, 2018). Northouse (2021) reinforces this notion by characterizing leadership as a construct that is difficult to delimit. Nevertheless, there is some agreement that it involves processes of influence within social groups (Yukl, 2013).

Several theories attempt to explain this phenomenon. Trait theory focuses on individual leader qualities (Maximiano, 2018), while behavioral theory prioritizes patterns of action (Hendrix, 2000). The Leader-Member Exchange (LMX) theory analyzes how the quality of interpersonal relationships affects team performance (Yasmin et al., 2024).

More recently, theories have emerged that go beyond individual centrality, proposing shared, collective, and connective models. These approaches regard leadership as a social construct manifested at multiple levels—individual, group, and organizational—emphasizing collaborative processes and team cohesion (Yammarino et al., 2012). According to Maximiano (2018), this evolution allowed for reinterpretation of classic leadership styles, such as task and people oriented models, adapting them to new organizational demands.

As studies advanced, leadership came to be understood as a process of mutual influence, in which various actors, formal or informal, may assume leadership roles depending on contextual demands (Lizote et al., 2022; Yukl, 2013). In the public sector, this role becomes even more strategic, as leadership directly influences employee commitment and motivation, especially when supported by transformational and servant leadership practices (Pimenta, 2024; Lima & Cova, 2021).

Contemporary models such as transformational and servant leadership break away from rigid hierarchical structures and promote mutual development between leaders and followers. Transformational leadership motivates and inspires followers toward shared goals (Oliveira & Marinho, 2011), while servant leadership prioritizes employee well-being, fostering more human and meaningful relationships (Barbutto & Wheeler, 2006; Burns, 1978).

Although proposed in the 1970s, servant leadership has gained traction as an emerging theory, incorporating ethical principles into managerial practice and fostering healthier and more productive organizational environments (Shim & Park, 2019; Tran & Truong, 2021). According to Silva (2023), this approach contributes to engagement, a positive organizational climate, and the construction of trust among team members.

Given the diversity of leadership styles discussed in the literature—such as autocratic, democratic, and laissez-faire (Yukl, 2013; Dubrin, 2016; Northouse, 2021)—this study focuses specifically on democratic, laissez-faire, autocratic, and servant styles. This choice aims to foster reflection on leaders' roles in the development of collective competencies, a key aspect in team management within complex and challenging contexts, such as the prison and socio-educational system.

In environments marked by institutional complexity and high tension—like prison and socio-educational systems—leadership requires not only technical competencies but also specific relational and emotional skills to deal with conflict, ensure safety, and promote cohesion among teams frequently exposed to stress and overload (Alok, 2022; Johnson et al., 2022). In these settings, empathetic, adaptive, and ethical leadership becomes even more essential to fostering trust and collective development.

METHODS

The methodological approach adopted in this research is qualitative in nature, as it allows for the identification of emerging concepts capable of explaining social behaviors, and is based on the use of multiple sources of evidence (Yin, 2015). Thus, the qualitative character of the study is justified by the direct contact with participants involved in the investigated reality, which is essential for achieving the proposed objective: analyzing perceptions of the leader's role in enhancing collective skills (Yin, 2015).

Given this context, the most appropriate methodological procedure for this research is the case study, as it enables the collection and analysis of data related to a specific situation that represents a broader phenomenon (Günther, 2006). The case study is particularly suitable for investigating contemporary phenomena within their real-life contexts, especially when the boundaries between phenomenon and context are not clearly defined, and is useful for answering “how” and “why” questions about certain processes (Yin, 2015).

The subject of this research is the Academy for Prison and Socio-Educational Administration (ACAPS), affiliated with the State Secretariat for Prison and Socio-Educational Administration (SAP) of Santa Catarina. ACAPS is responsible for promoting the training, qualification, and professional development of SAP staff, as well as coordinating educational activities and organizing selection processes and public notices (Santa Catarina, 2021).

This study analyzed work teams located at ACAPS headquarters, aiming to investigate how leadership influences the development of collective competencies, based on the perspectives of team members themselves. To this end, the research applied scientific methods grounded in systematic and rational procedures capable of guiding the investigative process, enhancing knowledge production rigor, and helping to identify potential shortcomings throughout the study, as defined by Lakatos and Marconi (2003).

Data collection was conducted through semi-structured interviews, which addressed questions regarding participants' perceptions of the research topic and followed a script based on the theoretical framework. In total, nine semi-structured interviews were carried out with penal officers and socio-educational agents, from a sample of 14 participants. The sample was selected based on participants' experience with leadership within the organization, focusing on teams involved in staff training and development.

The interviews were analyzed using content analysis techniques, as proposed by Bardin (2016), allowing for the identification of recurring patterns and themes related to the role of leadership in the development of collective competencies. This approach enables deep exploration of participants' experiences, providing insights into the nuances of leadership's impact on work teams.

Data analysis was conducted deductively, based on predefined categories. The participants' statements were coded and organized into a spreadsheet, facilitating the identification of excerpts related to each category. The correspondence between theoretical categories and empirical data demonstrates the adequacy of the adopted theoretical framework and the consistency of the analytical process. This systematic categorization enabled effective articulation between theory and data, contributing to the construction of robust and well-founded knowledge on the topic.

RESULTS AND DISCUSSIONS

The collective competencies of the analyzed teams were identified based on four core elements: sensemaking, shared understanding, action, and scope. The analysis highlighted that these competencies arise from the synergy among individual skills, enabling the group to act in

a coordinated manner toward common goals (Tódero et al., 2016). Among the observed competencies, collaboration stands out, understood as a process that goes beyond mere cooperation, involving the construction of shared understandings and the appreciation of different perspectives. Collaboration fosters knowledge exchange, strengthens relationship networks, and promotes a trusting environment, which is essential for innovation and adaptability (Nonaka & Takeuchi, 1995; Wenger, 1998).

Unlike cooperation, which implies task division and effort coordination, collaboration seeks joint and innovative solutions that benefit the group as a whole (Robbins et al., 2010). In this regard, Silva and Ruas (2016), in a study conducted in the finance sector, highlighted “relationship and collaboration” as a key competency for strengthening bonds among colleagues and boosting collective engagement. Commitment was also identified as a significant competency within the analyzed teams. It is linked to increased job satisfaction, reduced turnover, and retention of dedicated professionals (Engle et al., 2021). Studies show that employee commitment positively influences both individual and collective performance. When individuals feel connected to the organization and their peers, they tend to be more motivated and contribute actively to common goals (Vlachos, 2009).

Respondents emphasized commitment to public service and the pursuit of excellence as drivers of team performance. One interviewee (E2L1) stated a preference for committed individuals, while another (E4L1) noted that collaborative and harmonious work, with defined deadlines and clear responsibilities, strengthens the sense of belonging and contributes to goal achievement. Collaborative work increases staff motivation and engagement, positively impacting team performance (Chen & Tjosvold, 2014). Pimenta (2024) reinforces that professional commitment is crucial for public administration and suggests that effective human resource policies may lead to a more satisfactory and efficient system.

Course planning ability was recognized as an important collective competency in the analyzed teams. According to Conceição (2019), planning guides pedagogical actions, facilitates decision-making, and supports the achievement of specific objectives. Participant accounts, such as E2M2, reveal that planning is conducted collaboratively, with the team sharing responsibilities and communicating throughout course development stages. The contribution of professionals from different areas promotes knowledge exchange, optimizing task execution and the achievement of shared goals.

Team collaboration is also essential in planning, as highlighted by E2L1, who described course creation, formatting, and coordination with a focus on team integration. Planning is perceived as a strategic process that enhances education quality by encouraging the sharing of ideas and experiences. By identifying challenges and problems, planning helps find appropriate solutions, optimizing teaching and learning processes, and contributing to more effective and meaningful education (Santos & Perin, 2013).

The decision-making capability involves identifying problems or opportunities and selecting actions among alternatives (Caravantes et al., 2005). In a group context, idea exchange and consensus-building lead to more effective and innovative decisions, as noted by Angeloni (2003). Interviewee E3M1 pointed out the continuous sharing of knowledge, while E3L1 noted that diverse expertise contributes to more assertive decisions. Abramczuk (2009) stated that decision-making involves reflection and actions, from the identification of the needs to the selection of a strategy. Collective decision-making involves rules that ensure broad participation (Bobbio, 2009); according to E4L1, once a strategy is defined, collaborators are granted autonomy to execute it.

The problem-solving capacity was also identified as a collective competency. Lemos and Almeida (2019) emphasized the importance of collaboration and a diversity of perspectives for solving complex problems. Approaches vary among teams: Team 1 demonstrates greater autonomy; Team 2 adopts a reactive stance, turning to the leader to solve conflicts; Team 3

engages in a collaborative approach; and Team 4 involves an active participation of the leader. Across all teams, open communication and collaboration are key to creating an effective work environment.

The ability to meet targets is essential among ACAPS teams and crucial for accomplishing objectives within deadlines. E4L1 emphasized that meeting goals requires commitment from all members, particularly during specific missions. Goal-setting encourages involvement in action planning and strengthens competencies such as communication and mutual support, whilst building trust within the team (Dipboye, 2018), all aspects of which were confirmed as being relevant to ACAPS team performance.

Leadership is a widely studied topic centered on its influence and relationship with the organizational environment (Johnson et al., 2022). The complexity of human nature and the multiple interests within leadership pose a challenge in understanding this phenomenon (Alok, 2022). Leader behavior is crucial in the development of leadership theories and directly influences team performance and organizational competitive advantage (Banks et al., 2021; Salomão et al., 2020).

The leader contributes to the development of collective competencies by influencing and encouraging team behavior, creating an environment conducive to the development of shared skills and knowledge (Northouse, 2018). Elements such as vision, shared values, and charisma are essential for team integration, engaging members in a common purpose and strengthening cohesion (Ahmad & Loch, 2020). Moreover, leaders foster competencies such as communication, collaboration, and conflict resolution by promoting a workplace grounded in mutual respect and trust (Sharm et al., 2023).

Therefore, leadership is fundamental to the development of collective competencies, creating a setting where shared skills, knowledge, and attitudes contribute to organizational goals and build a sustainable competitive advantage. In this study we also explored key aspects of ACAPS leaders' practices, organizing the results into six determining factors: activity dynamics, team composition, individual characteristics, team integration, communication, and physical structure. Additionally, we examined the influence of organizational culture on leadership and the development of collective competencies.

FINAL CONSIDERATIONS

In this study we mapped the constitutive elements and key collective competencies present in the work teams of ACAPS, highlighting aspects such as sensemaking, shared understanding, action, and scope. We identified these collective competencies as essential to teamwork, being fundamental for collaboration, commitment, planning, decision-making, problem-solving, and goal achievement.

We analyzed the actions of leaders by observing the use of leadership styles (autocratic, democratic, laissez-faire, and servant) and the leadership roles proposed by Quinn et al. (2003). Team legitimization of the leader was recognized as a relevant factor in the development of collective competencies. The research also revealed that leadership may emerge informally, with team members assuming leadership roles beyond formal managers, which demonstrates that leadership transcends hierarchical position.

The analysis of the guidelines adopted by the four interviewed leaders revealed that, although there were differences in practices and styles, all contributed to the strengthening of collective competencies to some extent. Even in the absence of certain practices—such as symbolic rituals or direct involvement in all decisions—we observed that actions like active listening, encouragement of autonomy, and fostering open communication promoted team integration, trust, and engagement. The roles of mentor and coordinator stood out, as did the

democratic and servant leadership styles, reinforcing the importance of people-centered leadership and the collective construction of outcomes.

The results indicated that there is no single ideal leadership style, but rather a diversity of approaches that can be effective depending on the team's context and objectives. Leadership was considered a collective process, shaped by social dynamics and grounded in mutual trust, being essential for team guidance and the encouragement of participation and cooperation.

This study contributes theoretically to the understanding of the relationship between leadership and collective competencies by providing new insights into the leader's role, empathetic communication, trust-based environments, and the importance of shared experiences. Additionally, it offers managerial contributions by enabling organizations to identify collective competencies within their teams, fostering the development of underdeveloped skills and enhancing organizational performance.

Finally, we recognize some limitations in this study, such as it being conducted within a single sector, which restricts the generalizability of the findings, and relying exclusively on interviews as the source of data. Future research is recommended to explore different organizational contexts, quantitative methods, and the impact of organizational culture on leadership, thus broadening the understanding of collective competency development, especially in virtual and high-performance teams.

REFERENCES

- Abramczuk, A. A. A prática da tomada da decisão. São Paulo: Atlas, 2009.
- Ahmad, M. G.; Loch, C. What do the followers want? The core functions of leadership. *The Leadership Quarterly*, v. 31, n. 2, p. 101–293, 2020. Disponível em: <https://doi.org/10.1016/j.leaqua.2019.04.003>. Acesso em: [data].
- Alok, K. Finding human nature coherence in theoretical narratives: A heuristics approach and a leadership illustration. *Human Resource Management Review*, v. 32, n. 4, 2022. Disponível em: <https://doi.org/10.1016/j.hrmr.2022.100897>. Acesso em: [data].
- Angeloni, M. T. Elementos intervenientes na tomada de decisão. *Ciência da Informação*, v. 32, n. 1, p. 17–22, 2003.
- Avelino, K. W. R. S.; Salles, D. M. R.; Costa, I. S. A. Elementos da liderança e sua influência sobre a gestão de pessoas: estudo em organizações públicas. *Revista de Administração Mackenzie – RAM*, v. 18, n. 5, p. 202–228, 2017. DOI: <https://doi.org/10.1590/1678-69712017/administracao.v18n5p202-228>.
- Banks, G. C.; Woznyj, H. M.; Mansfield, C. A. Where is “behavior” in organizational behavior? A call for a revolution in leadership research and beyond. *The Leadership Quarterly*, v. 34, n. 6, 2023. Disponível em: <https://doi.org/10.1016/j.leaqua.2021.101581>. Acesso em: [data].
- Barbuto, J. E.; Wheeler, D. W. Scale development and construct clarification of servant leadership. *Faculty Publications: Agricultural Leadership, Education & Communication Department*, n. 51, 2006. Disponível em: <https://digitalcommons.unl.edu/aglecfacpub/51>. Acesso em: [data].
- Bardin, L. Análise de conteúdo. Trad. Luís Antero Reto; Augusto Pinheiro. São Paulo: Edições 70, 2016.
- Bergue, S. T. Gestão de pessoas: liderança e competências para o setor público. Brasília: Enap, 2019.
- Bernardes, M. E. B.; Ferreira, V. A. Crescimento organizacional: um estudo da relação prática entre contexto, competências organizacionais e lideranças. *Revista de Administração Mackenzie*, v. 24, n. 4, 2023. <https://doi.org/10.1590/1678-6971/eRAMG230253.pt>.
- Bobbio, N. O futuro da democracia. Trad. Marco Aurélio Nogueira. São Paulo: Paz e Terra, 2009.
- Brown, B. Dare to lead: brave work. Tough conversations. Whole hearts. New York: Random House, 2018.

- Burns, J. M. *Leadership*. New York: Harper and Row, 1978.
- Calvosa, M. V. D.; Ferreira, M. Liderança: representações sociais e modelos mentais dos séculos XX e XXI. *REAd. Revista Eletrônica de Administração*, v. 29, n. 1, p. 224–260, 2023.
- Caravantes, G.; Panno, C.; Kloeckner, M. *Administração: teorias e processo*. São Paulo: Pearson, 2005.
- Chen, G.; Tjosvold, D. Leader productivity and people orientations for cooperative and effective teams in China. *The International Journal of Human Resource Management*, v. 25, n. 15, p. 2129–2145, 2014. <https://doi.org/10.1080/09585192.2013.872168>.
- Conceição, J. S. J. F. dos; Santos, M. C. A. M.; Oliveira, M. A. R. A importância do planejamento no contexto escolar. Aracaju: Faculdade São Luís de França, 2019. Disponível em: <https://fslf.edu.br>. Acesso em: [data].
- Daskal, L. *The leadership gap: what gets between you and your greatness*. New York: Portfolio, 2022.
- Dipboye, R. L. *The emerald review of industrial and organizational psychology*. London: Emerald, 2018.
- Dubrin, A. J. *Leadership: research findings, practice, and skills*. 8. ed. Boston: Cengage Learning, 2016.
- Dutra, J. S. *Gestão de pessoas: modelo, processos, tendências e perspectivas*. São Paulo: Atlas, 2016.
- Engle, R. L. et al. Evidence-based practice and patient-centered care: doing both well. *Health Care Management Review*, v. 46, n. 3, p. 174–184, 2021.
- Fleury, M. T. L.; Fleury, A. Construindo o conceito de competência. *Revista de Administração Contemporânea*, 2001. <https://doi.org/10.1590/S1415-65552001000500010>.
- Fonseca, A. M. de O.; Porto, J. B.; Andrade, J. E. B. Liderança: um retrato da produção científica brasileira. *Revista de Administração Contemporânea – RAC*, v. 19, n. 3, p. 290–310, 2015. <https://doi.org/10.1590/1982-7849rac20151404>.
- Goleman, D. *Emotional intelligence: why it can matter more than IQ*. New York: Bantam, 2006.
- Grant, A. *Give and take: why helping others drives our success*. New York: Penguin, 2014.
- Grant, A. *Think again: the power of knowing what you don't know*. New York: Viking, 2021.
- Gunther, H. Qualitative research versus quantitative research: is that really the question? *Psicologia: Teoria e Pesquisa*, 2006. <https://doi.org/10.1590/S0102-37722006000200010>.
- Hendrix, O. *Three dimensions of leadership*. Illinois: Churchsmart Resources, 2000.
- Johnson, N.; Turnbull, B.; Reisslein, M. Social media influence, trust, and conflict: an interview-based study of leadership perceptions. *Technology in Society*, v. 68, 2022. <https://doi.org/10.1016/j.techsoc.2021.101836>.
- Lakatos, E. M.; Marconi, M. de A. *Fundamentos de metodologia científica*. 5. ed. São Paulo: Atlas, 2003.
- Le Boterf, G. *Construire les compétences individuelles et collectives*. 7. ed. Paris: Eyrolles, 2015.
- Lemos, G. C.; Almeida, L. S. Compreender, raciocinar e resolver problemas: novo instrumento de avaliação cognitiva. *Análise Psicológica*, v. 37, n. 2, p. 119–133, 2019. <http://dx.doi.org/10.14417/ap.1583>.
- Lima, F. F. De; Cova, M. C. R. Influência da liderança para a intenção de permanecer no serviço público. *RACEF – Revista de Administração, Contabilidade e Economia da Fundace*, v. 12, n. 3, p. 225–244, 2021.
- Lizote, S. A.; Brasil, M. L. A. V.; Batista, M. A.; Mendes, M. D. G. C. Liderança, competências empreendedoras e inovação social: um estudo com gestores públicos. *Revista Capital Científico – Eletrônica*, v. 20, n. 4, p. 27–44, 2022.
- Maximiano, A. C. A. *Teoria geral da administração: da revolução urbana à revolução digital*. 8. ed. São Paulo: Atlas, 2018.
- Montana, J. P.; Charnov, H. B. *Administração*. São Paulo: Saraiva, 1998.

- Monteiro, A. C. F.; Mourão, L.; Freitas, C. P. P. Impacto das políticas de gestão de pessoas sobre o desenvolvimento profissional dos trabalhadores. *Psico*, v. 50, n. 4, 2019. DOI: 10.15448/1980-8623.2019.4.29665.
- Nonaka, I.; Takeuchi, H. *The knowledge-creating company: how Japanese companies create the dynamics of innovation*. Oxford: Oxford University Press, 1995.
- Noro, C. A. S.; Cruz, C. M. L.; Kleber, A. E. Comunicação organizacional em instituições de ensino superior: uma análise dos benefícios e desafios na revisão sistemática da literatura. *Revista de Gestão e Secretariado*, v. 15, n. 1, p. 201–221, 2024. DOI: 10.7769/gesec.v15i1.3234.
- Northouse, P. G. *Leadership: theory & practice*. 9. ed. Thousand Oaks: SAGE Publishing, 2021.
- Oliveira, J. F.; Marinho, R. M. *Liderança: uma questão de competência*. São Paulo: [s.n.], 2011.
- Pimenta, C. Análise da relação entre desempenho e comprometimento em profissionais de saúde: revisão sistemática. *Saúde & Tecnologia*, n. 30, p. e796, 2024. DOI: 10.25758/set.796.
- Quinn, R. E.; Thompson, M.; Faerman, S. R.; Mcgrath, M. *Competências gerenciais: princípios e aplicações*. Rio de Janeiro: Elsevier, 2003.
- Robbins, S. P.; Judge, T. A.; Sobral, F. *Comportamento organizacional*. 14. ed. São Paulo: Pearson Prentice Hall, 2010.
- Rodrigues, A. De O.; Ferreira, M. C.; Mourão, L. O fenômeno da liderança: uma revisão das principais teorias. *Fragmentos de Cultura*, v. 23, n. 4, p. 587–601, out./dez. 2013.
- Salomão, A.; Neves, M.; Silva, J. Estilos de liderança x desempenho da equipe: estudo de caso em uma rede de varejo em Juiz de Fora/MG. *Revista Interdisciplinar em Gestão, Educação, Tecnologia e Saúde*, v. 3, n. 1, p. 62–80, 2020.
- Sanderg, S. *Lean in: women, work, and the will to lead*. New York: Knopf, 2013.
- Santa Catarina (Estado). Decreto nº 1.327, de 14 de junho de 2021. Disponível em: <https://acaps.saude.sc.gov.br/institucional>. Acesso em: fev. 2024.
- Santos, M. L. Dos; Perin, C. S. B. Os desafios da escola pública paranaense na perspectiva do professor PDE. *Cadernos PDE*, v. 1. ISBN 978-85-8015-076-6, 2013.
- Schein, E. H. *Organizational culture and leadership*. Hoboken: John Wiley & Sons, 2017.
- Sharma, I.; Dhiman, R.; Srivastava, V. *Effective leadership and organization's market success*. New York: Taylor & Francis, 2023. <https://doi.org/10.4324/9781003415565>.
- Shim, D. C.; Park, H. H. Public service motivation in a work group: role of ethical climate and servant leadership. *Public Personnel Management*, v. 48, n. 2, p. 203–225, 2019. <https://doi.org/10.1177/0091026018806013>.
- Silva, F. M. Da; Ruas, R. L. Competências coletivas: considerações acerca de sua formação e desenvolvimento. *Revista Eletrônica de Administração*, v. 83, n. 1, p. 252–278, jan./abr. 2016.
- Silva, L. H.; Ghedine, T.; Silva, F. M.; Dutra, J. S. Estilos e papéis de liderança no contexto da indústria de moda. *Revista Pretéxto*, v. 23, n. 3, p. 46–62, 2022.
- Sinek, S. *The infinite game*. New York: Portfolio Penguin, 2020.
- Tódero, S. A.; Macke, J.; Sarate, J. A. R. Análise das dimensões e elementos de competências coletivas e capital social: um estudo comparativo. *Revista Gestão e Planejamento*, v. 17, n. 2, p. 251–270, 2016.
- Tran, T. K. P.; Truong, T. T. Impact of servant leadership on public service motivation of civil servants: empirical evidence from Vietnam. *The Journal of Asian Finance, Economics and Business*, v. 8, n. 4, p. 1057–1066, 2021. <https://doi.org/10.13106/JAFEB.2021.VOL8.NO4.1057>.
- Vlachos, I. P. The effects of human resource practices on firm growth. *International Journal of Business Science & Applied Management*, v. 4, n. 2, p. 17–34, 2009.
- Wenger, E. *Communities of practice: learning, meaning, and identity*. Cambridge: Cambridge University Press, 1998.

- Yamafuko, E. L.; Silva, J. J. Liderança nas organizações. *Colloquium Humanarum*, v. 12, p. 86–93, 2015.
- Yammarino, F. J. et al. Collectivistic leadership approaches: putting the "we" in leadership science and practice. *Industrial and Organizational Psychology*, v. 5, p. 382–402, 2012.
- Yasmin, M.; Zeytonli, A.; Houghton, J. D.; Hardway, L. Lmx and a perceived supportive environment for corporate entrepreneurship: the mediating role of psychological empowerment. *Asia Pacific Journal of Innovation and Entrepreneurship*, v. 18, n. 1, p. 55–72, 2024. <https://doi.org/10.1108/APJIE-07-2023-0136>.
- Yin, R. K. Estudo de caso: planejamento e métodos. Trad. Cristhian Matheus Herrera. 5. ed. Porto Alegre: Bookman, 2015.
- Yukl, G. Leadership in organizations. 8. ed. Upper Saddle River, NJ: Prentice-Hall, 2013.
- Yukl, G. A.; Gardner, W. L. Leadership in organizations. 9. ed. Boston: Pearson Education, 2020.