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Design and evaluation of a formative experience in "leadership for the common good" competencies in university students

Diseño y evaluación de un programa de formación en competencias de "liderazgo para el bien común" en el alumnado universitario

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Abstract

In the context of the social responsibility inherent in the profession to contribute to the common good, research has been carried out on the effect of a training program model, with collaborative project-based learning methodology (PBL), on the development of the competencies that make up "leadership for the common good" in university students. This research has a quantitative phase of a quasi-experimental type with a non-equivalent control group and pretest and posttest measurements, whose sample of 683 students was obtained by pseudo-random incidental sampling for convenience depending on the availability of the groups of students enrolled in the first year of the degrees of Education and Psychology of two universities. And a qualitative, complementary phase, based on the modality of unstructured interview, whose sample consisted of 20 students from the degrees of education and psychology of the group to which the training program was applied. The results show, in the students' self-perception, a real

impact of the training program on the development of the competencies of "leadership for the common good", especially in the dimensions of "self-knowledge", "emotional management", "time management", "full presence", "active listening", "empathy", "equanimity/flexibility", "assertiveness" and "cooperative respect". The results obtained in this research coincide with those achieved by other authors in their research on the effect of PBL on the development of interpersonal competencies, which generate leadership oriented towards the common good, as well as on the transversality of these to all aspects of the student's life.

Keywords: leadership; social development; teaching experience; university.

Resumen

En el contexto de la responsabilidad social inherente a la profesión de contribuir al bien común, se ha realizado una investigación sobre el efecto de un modelo de programa formativo, con metodología de aprendizaje basado en proyectos colaborativos (ABPC), en el desarrollo de las competencias que configuran "liderazgo para el bien común" con alumnado universitario. Dicha investigación cuenta con una fase cuantitativa de tipo cuasi experimental con grupo de control no equivalente y mediciones pretest y postest, cuya muestra de 683 alumnos se obtuvo por muestreo incidental pseudoaleatorio por conveniencia en función de la disponibilidad que conforman los grupos de alumnado matriculado en primero de los grados de Educación y Psicología de dos universidades. Y una fase cualitativa, complementaria, basada en la modalidad de entrevista no estructurada, cuya muestra la constituyeron 20 alumnos de los grados de educación y psicología del grupo al que se aplicó el programa formativo. Los resultados muestran, en la autopercepción del alumnado, un impacto real del programa formativo en el desarrollo de las competencias del "liderazgo para el bien común", especialmente en las dimensiones de "autoconocimiento", "gestión emocional", "gestión del tiempo", "presencia plena", "escucha activa", "empatía", "ecuanimidad/flexibilidad", "asertividad" y "respeto cooperativo". Los resultados obtenidos en esta investigación coinciden con los alcanzados por otros autores en sus investigaciones sobre el efecto del ABPC en el desarrollo de competencias de tipo interpersonal, generadoras de un liderazgo orientado al bien común, así como en la transversalidad de estas a todos los aspectos de la vida del alumnado.

Palabras clave: liderazgo; desarrollo social; experiencia pedagógica; universidad.

Introduction

UNESCO's approach proposed in the 2030 Agenda for Sustainable Development aims to promote the integration of essential elements: dignity, people, prosperity, planet, justice and global solidarity for sustainable development; and calls for leadership for transformation and change. Furthermore, it points to the prominence of young people in leading the universal call to action to transform the world, indicating a shared responsibility to "embark on the path to inclusive and shared prosperity in a peaceful

and resilient world where respect for human rights and the rule of law prevails" (UNESCO, 2014, p.4).

Along these lines, Article 1 of the World Conference on Higher Education for the 21st Century states that the main challenge of the university as a social institution for training people (UNESCO, 2019, p. 101) is to train responsible citizens capable of meeting the needs of all aspects of human activity, contributing to safeguarding and consolidating the values of society. The university, therefore, must respond to this responsibility to "train professionals who legitimise their profession through justice and social utility" (Díaz et al., 2016). It supposes training in truth, as knowledge that perfects the person, and comprehensive training: scientific, moral, artistic and technical; as García Ramos (1991) points out, "to forge educated men not only in scientific culture, but also with moral, artistic and technical culture" (p.324).

It is to train in a type of leadership that is oriented towards ensuring and enacting the development of all the conditions of bonding (relationship), participation (community) and co-destination (mutual being) that allow the members of a community and society in general to achieve greater fulfilment and ease in their own perfection. A "leadership for the common good", which we have defined as: *A personal and autobiographical way of being that reveals itself in action and which, by putting into play the best version of oneself, influences or inspires others to unfold their best version in turn.*

By conceiving it as a dynamic construct that reveals itself in action, it is pertinent to identify which behaviours, in terms of competences, configure this way of being. These have been established on the basis of the characteristics of the leader that the main theoretical approaches to leadership have established.

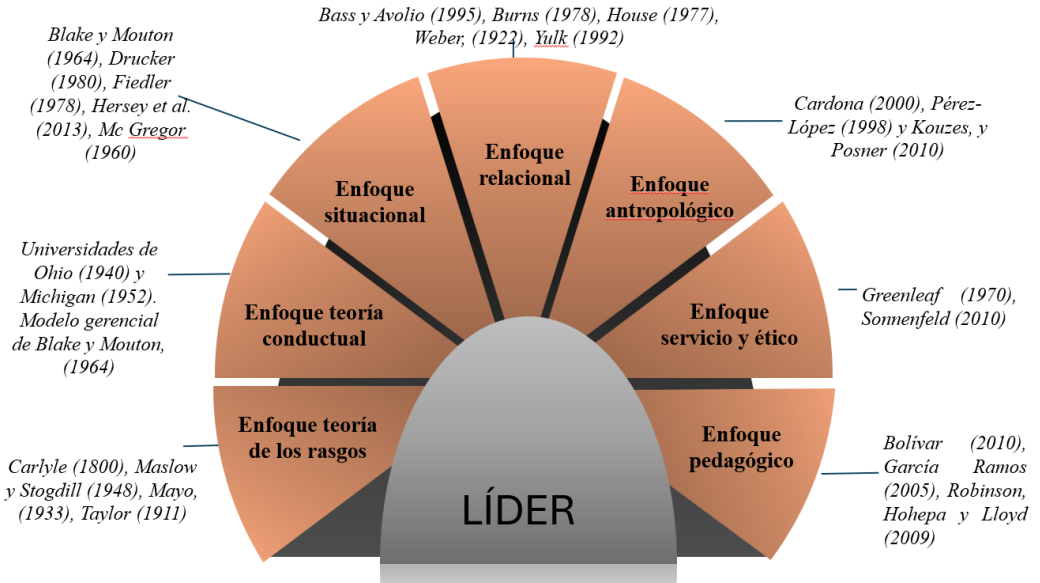


Figure 1. Main approaches to leadership

Regardless of the perspective from which each of the approaches listed in the figure above addresses these characteristics, they all coincide in establishing intelligence, intuition, responsibility, initiative, perseverance, self-confidence, problem-solving ability, emotional intelligence, social skills and influence as common to all leaders.

Table 1 lists the competences which, on the basis of the aforementioned characteristics, we have established as configuring "leadership for the common good". These competences have been organised into two dimensions: the intrapersonal and the interpersonal dimensions of "leadership for the common good".

Table 1

Competencies shaping "leadership for the common good".

Dimensions	Sub-dimensions
Intrapersonal dimension	<ol style="list-style-type: none"> 1. Self-knowledge: Identifying strengths and areas for personal improvement, based on the recognition of one's own actions. 2. Humility: Recognising the need for others in personal and professional development, as well as in the evolution and improvement of society. 3. Emotional management: Identifying one's emotional state and why, as well as the ability to manage one's emotions appropriately.

4. Personal coherence: Acting in accordance with a system of beliefs and values that are essential to one's life and that guide it to its fullness.
5. Professional rigour: this refers to understanding personal and professional learning as a vital attitude, and thus orienting oneself towards continuous training with the aim of performing the tasks to be carried out with quality.
6. Time management: Using and using time in terms of priority and importance.

Dimensions	Sub-dimensions
Interpersonal dimension	<ol style="list-style-type: none">1. Full presence: the capacity for inner silence before the sender's message in order to concentrate on what the sender is saying, without prejudices or preconceived ideas.2. Active Listening: Fully attending to the verbal and non-verbal message of the speaker, without making any comment or judgement.3. Empathy: Perceiving the message from the sender's point of view, while paying attention to the context and the specific situation.4. Equanimity and flexibility: Capacity for constructive conflict resolution, taking into account not only one's own opinion, but also the perspective and feelings of others.5. Assertiveness: Expressing one's opinions, feelings and expectations in a frank and friendly manner, based on respect for oneself and for others.6. Cooperative respect: Assuming personal and professional responsibility to contribute to the common goal of human society, committing oneself voluntarily and consciously to this mission.

In this context and under these premises, the aim of this research is to evaluate the impact of a training programme on the development of the competences that make up "leadership for the common good" in university students. The evaluation of the programme was carried out on the basis of the following hypotheses:

Table 2

Research hypothesis

NO.	Hypothesis
1	Having carried out the Transversal Collaborative Project for social improvement proposal influences the general development of "leadership for the common good"
2	Having carried out the Transversal Collaborative Project on a proposal for social improvement influences the development of the intrapersonal competences of "leadership for the common good".
3	Having carried out the Transversal Collaborative Project on a proposal for social improvement influences the development of interpersonal competencies in the field of "leadership for the common good".
4	The teacher acting as mediator of the Transversal Collaborative Project for social improvement proposal influences the development of the competences that make up "leadership for the common good".
5	The gender of the participants in the Transversal Collaborative Project for social improvement proposal influences the development of the competencies that make up "leadership for the common good".
6	The age of the participants in the Transversal Collaborative Project for social improvement proposal influences the development of the competencies that make up "leadership for the common good".

Description of the training programme

This training proposal based on Collaborative Project Based Learning (CPBL) is based, on the one hand, on significant critical learning that prepares students for a future of lifelong learning, and in which they actively participate as they perceive the world from relevant, appropriate and substantive questions, represent it and are able to explain it in their own words (Moreira, 2005). It is also underpinned by learning that is generated through a contextualised learning experience, which as Giacomucci and Skolnik (2021) point out allows the learner to interact directly with the content and "integrate it with their own professional and personal roles" (p.195). Such interaction takes place in a learning community, which according to Toledo and Sánchez (2018) and Obando (2021) offers opportunities for knowledge construction through the exchange of ideas and collaborative reflection among peers, where "dialogue, negotiation, agreements and disagreements form an essential part of their new training" (González & Díaz, 2005, p.30).

Based on the challenge formulated, in the form of the question: *what need for improvement is detected in the environment itself from the professional perspective of the degree,* the following objectives are established for the training programme:

Table 3

Objectives of the transversal competencies training programme on "leadership for the common good".

Objectives	
General	To develop a proposal for social improvement, from one's own professional sphere, that contributes to the common good. Integrating knowledge, through a holistic vision of reality, which interpellates the student's life in its totality.
Specific	Demonstrate the ability to handle the techniques and tools of effective communication in the relationship with peers. Discover and determine the skills needed to address the need you propose to solve. Demonstrate the ability to design and plan the necessary actions to carry out the proposal for social improvement. Show the ability to assess the feasibility of the social improvement proposal.

Based on the challenge, students carry out a review of previous literature (state of the art) in order to establish the research problem, objectives and hypotheses that will enable them to put forward a viable proposal for social improvement. Based on the application of the proposal to a real situation, they collect data, evaluate the results and draw conclusions with a view to assessing the impact of their proposal for social improvement.

Finally, the development of the proposal, the data obtained and the conclusions are presented in writing in the format determined by the lecturer and defended publicly before a panel made up of lecturers from the degree.

This project is structured in four phases, during which students must carry out both individual and team tasks. Table 4 shows the different phases of the project, the objectives and tasks, as well as the expected learning in each of the phases.

Table 4

Project phases: development and work plan

Phase	Specific objectives	Tasks	Expected learning
1st Phase: Exploratory (individual) Aimed at establishing the context or current state of affairs in your professional field.	Contextualise the social contribution of the professional field of the degree profile. Identify needs for improvement in one of the social contributions.	Review of previous literature (state of the art) to pose the research problem. Individual proposal for	<ul style="list-style-type: none"> • Critical thinking: identifying information relevant to your research. • Analytical thinking: analysing and organising information in order to reconstruct it and make it one's own, in accordance

	Make a proposal for improvement on an aspect of professional social contribution.	social improvement, based on the research carried out.	with the proposed objective. <ul style="list-style-type: none"> • Creative thinking: developing new ideas or reformulating existing ones. • Personal knowledge: deepening self-knowledge and knowing how to develop personal improvement plans based on critical, analytical and creative thinking.
Phase 2: Decision-making (in team) Aimed at promoting the development of pro-social attitudes.	Develop skills for dialogue and conflict resolution among peers. Reflect on actions aimed at having a positive impact on society.	Sharing of individual proposals. Decision-making on the proposal to be carried out as a team, based on real need and feasibility.	<ul style="list-style-type: none"> • Active listening: developing mindfulness and active listening towards teammates. • Pro-social attitudes: develop empathy, assertiveness and equanimity towards the proposal made by the team. • Consensus: be patient and flexible in order to favour consensus decision-making, taking into account the opinion of the whole team.
3rd Phase: Design and implementation of the proposal for professional social improvement. (in team) Aimed at promoting the development of collaborative responsibility competences.	Develop professional rigour and individual responsibility towards team tasks. Comply with the commitments acquired within the team.	Establish objectives and aims of the proposal. Description of social improvement actions. Implementation of the improvement proposal. Feasibility assessment and	<ul style="list-style-type: none"> • Professional rigour: to develop behaviours and attitudes of responsibility and professional rigour towards the tasks that correspond to him/her within the team. • Cooperative commitment: to fulfil the commitments acquired within the team.

		monitoring of results.	
Stage 4: Presentation and defence of the proposal	Organising one's thinking in the face of discourse. Express what one wants to say in a rigorous way, with appropriate verbal, non-verbal and paraverbal language.	Team defence of the social improvement proposal before a panel of judges. Project document.	<ul style="list-style-type: none"> • Metacognition: being able to organise one's thinking and discourse. • Rigour in language: use the vocabulary and concepts that correspond to the subject matter. • Public speaking: knowing how to convey clearly the main idea of the topic presented.
Aimed at promoting the development of effective communication skills.			

Throughout the Project, there is continuous assessment of both individual and team work. This is carried out by means of a rubric provided to the students beforehand and for each of the phases.

It is, at the same time, a formative evaluation given that the project is carried out as a team during the time of the class session. This allows the teacher to monitor *in situ* and guide, in real time, the process of development and acquisition of competences.

Method

In order to evaluate the effect of the training programme on the development of transversal competences on "leadership for the common good", a research is carried out with a quantitative phase in terms of contrasting the hypotheses of a quasi-experimental research design, with a non-equivalent control group and pretest and post-test measurements. And a complementary qualitative phase based on the unstructured interview modality, centred on the concrete experience lived in the development of a collaborative project. The aim of this phase is to better interpret the quantitative results and to gain a deeper understanding of the object of study, "leadership for the common good" competences. The study variables were established as those listed in Table 5.

Table 5

Independent and dependent variables

Independent Variables
Main: implementation/non-implementation of training programme
Secondary: Gender, Age, University degree

Dependent Variables

- Self-awareness
- Emotional management
- Personal coherence
- Professional rigour
- Time management
- Humility
- Full Presence
- Active Listening
- Empathy
- Equanimity/flexibility
- Assertiveness
- Cooperative respect
- 24 behaviours indicative of "leadership for the common good".

Participants

The research population is the first-year undergraduate students in the faculties of education and psychology, both in private and public universities in the Community of Madrid. Given the logistical and economic complexity, a subgroup of the population of interest was selected from which data were collected, the sample, representative of the defined population.

In order to select the sample for our study, incidental sampling was carried out, that is, pseudo-random sampling by convenience, based on the availability of the groups of students enrolled in the first year of the education and psychology degrees at the Universidad Francisco de Vitoria (UFV) and the Universidad Complutense de Madrid (UCM).

The final sample obtained for the quantitative phase of our research was 683 students, and for the qualitative phase the sample was 20 students from the UFV's undergraduate degree in Early Childhood Education and Primary Education and the undergraduate degree in Psychology. The sample size for the quantitative phase was determined using the ENE 3.0 programme. The table below shows a comparison of the ideal and real sample.

Table 6

Actual sample control group and actual sample experimental group

University	Minimum Ideal Sample	Actual Sample		Total
		Pretest	Posttest	
UFV	132	170	163	333
UCM	132	202	148	350

Instrument

In order to measure the effect of the training programme on the development of transversal competences on "leadership for the common good", a questionnaire called COMPLIZ was designed ad hoc, validated by a panel of 16 experts in higher education and leadership, which allowed for improving its clarity, precision and relevance. The average total score of the questionnaire items with respect to the criteria of clarity, precision and relevance was close to or higher than 5 out of 6. The analysis of the reliability and concordance in their evaluations shows that there is homogeneity in them and that they are not the result of chance, but of concordance (internal consistency: > 0.90; concordance: < 0.05).

Reliability indicators (Cronbach's Alpha), concurrent validity indicators (correlations), item indicators (HI and IV) were used to validate the instrument.

With regard to the reliability of the entire scale, the Alpha obtained shows the adequate stability and accuracy of the data.

Table 7

Reliability of the Instrument

Element	Cronbach's alpha			N of elements
	TOTAL	UFV	UCM	
Full scale	0.856	0.886	0.881	24
Intrapersonal Dimension	0.775	0.827	0.819	12
Intrapersonal Dimension	0.785	0.804	0.819	12

A positive and significant, although not high, correlation was also observed between the construct "leadership for the common good" and its intrapersonal and interpersonal dimensions.

Table 8

Convergent criterion validity coefficients of the test

VD	Pearson correlation (rx 27)
Leadership for the common good	.470**
Intrapersonal Dimension Leadership for the common good	.411**
Interpersonal Dimension Leadership for the common good	.444**

Note: **Correlation is significant at the 0.01 level (bilateral).

The analysis of the relationship between the items and the full scale or the degree of similarity between the responses to the item and the rest of the items showed that the homogeneity indices of the items present satisfactory values (IH=0.35 and 0.40).

With regard to the validity indices of the items (IV), we found the existence of a correlation of the items with the construct "leadership for the common good" (< 0.20).

An exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) were carried out in order to detect the underlying factor structure that is latent. The confirmatory factor analysis (CFA) was defined on the basis of the model proposed by the EFA. These analyses showed a unitary overall construct consisting of two dimensions and that, in general terms, there is a clear relationship between the theoretical structure and the empirical structure of our questionnaire.

Data analysis

In order to carry out the statistical analysis of the data collected from the sample, the IBM SPSS version 25 statistical programme was used, which previously required the creation of a database in SPSS format. For the analysis of the information obtained from the interviews conducted with the students in the qualitative phase of the research, the Atlas.ti software programme was used

The data analyses carried out were as follows:

a. Differential analyses: parametric and non-parametric tests were used to test the main and secondary hypotheses (simple and factorial Anova, Mann-Whitney U, Kruskal-Wallis H, as well as effect size indicators and Bonferroni type Post Hoc tests. In all cases the confidence level used was 95% (margin of error of 0.05 in probability). The tests selected for hypothesis testing are those appropriate to the level of measurement of the variables, the number of analysis groups, the size of the samples and whether or not the parametric assumptions of the data are met.

b. For the qualitative analyses, based on the unstructured interview modality, focused on a concrete experience, the thematic analysis of the discourse was carried out. This analysis was emergent from the discourse as there were no pre-established categories, but these were obtained directly from the discourse.

Results

This section presents the results of the quantitative and qualitative phases of the research.

Quantitative phase

The results of the fundamental and complementary analyses carried out are presented in tables 10 and 11.

To analyse the effect size (E.S.) of the differences in F, we followed the recommendations of Cárdenas and Arancibia (2014), and those of García Ramos (2019) for the Man-Whitney U test.

Table 9

Benchmark indices for Magnitude of Effect

Test	Symbol	Small	Medium	Grande
F for Fisher	η_p^2/f	0.01	0.06	0.14
Man-Whitney U	RBC	0.10 -0.20	0.21 -0.35	> 0.35

The summary of the results obtained from the fundamental analyses is shown in the table below.

Table 10

Summary results of fundamental analysis. Intra-group and inter-group differences

Sub-dimensions	Behaviour (Item)	Intragroup				Intergroup					
		group	SD**	T.E.	Item**	T.E.	group	SD**	T.E.	Item**	T.E.
Leadership for the common good	-	UFV	.000	.071	-	-	-	-	-	-	-
	-	UCM	.018	.016	-	-	-	-	-	-	-
Intrapersonal Dimension	-	UFV	.000	.067	-	-	-	-	-	-	-
	-	UCM	.000	.147	-	-	-	-	-	-	-
Interpersonal dimension	-	UFV	.000	.047	-	-	-	-	-	-	-
Self-awareness	Recognise personal skills that help to achieve objectives.	UFV	.008	.021	.001	.290	UFV	-	-	.010	.160
Emotional management	Ability to regulate emotions in order to cope with different situations.	UFV	.022	.143	.008	.021	UFV	.035	.014	-	-
Personal coherence	Holding a system of core personal values and beliefs.	UCM	-	-	.020	.015	UFV	.031	.015	.006	.024
Professional rigour	Completion of academic tasks and commitments in pursuit of a job well done.	UFV	.001	.348	.001	.230	-	-	-	-	-
Time management	General organisation of time (study, classes, leisure...)	UFV	.001	.031	.019	.017	UFV	-	-	.031	.015
	Prioritise tasks according to their real and objective importance.	UCM	-	-	.000	.039	UCM	-	-	-	-
Humility	Realisation of action plans aimed at overcoming limitations that prevent the achievement of personal goals.	UFV	.002	.029	.001	.033	-	-	-	-	-
		UCM	.014	.017	.003	.025	-	-	-	-	-
Full presence	Avoid thinking about other things when I listen to the other.	UFV	.000	.046	.013	.150	UFV	-	-	-	-
		UCM	-	-	.000	.038	UCM	-	-	.008	.023

Design and evaluation of a formative experience in "leadership for..."

	Listening to the other without trying, mentally, to connect it with personal experiences.									
Active listening	Listen with an open attitude, without judging or commenting on the sender's message. Identify the main ideas and the relationship between them in the sender's message.	UCM	-	-	.004	.017				
Equanimity/ Flexibility	Ability to change opinion in the face of evidence or better reasons	UFV	.006	.170	.000	.210	-	-	-	-
		UCM	-	-	.011	.150	-	-	-	-
Assertiveness	Expressing what you want to say without offending others.	UFV	.015	.018	.025	.015	UFV		.040	.014
Cooperative respect	To carry out the corresponding tasks within the team with responsibility and professional rigour.	UFV	.002	.028	.001	.035	UFV	-	-	-
	Fulfil the commitments acquired within the team	UCM	-	-	.044	.012	UCM	-	-	-

Note: Group: appears the one in which there are significant differences, with UFV as the experimental group and UCM as the control group.

SD**: when there are significant differences in the sub-dimension.

Item**: when there are significant differences in the item.

E.T.: effect size:

Green shading: Fisher's F effect size reference index: η_p^2/f

Blue shading: Reference index for Man-Whitney U effect size: RBC

The table above shows significant differences in the development of "leadership for the common good", as well as in its dimensions, in the students to whom the treatment was applied (but not in the control group). Significant differences were also found in self-awareness, emotional management, time management, full presence, equanimity/flexibility, assertiveness and cooperative respect.

Significant differences were also observed between those students to whom the training programme was applied -experimental group- and those to whom the training programme was not applied -control group- in self-knowledge, emotional management, personal coherence, assertiveness, responsibility and professional rigour in the individual performance of team tasks, and in the general organisation of time in favour of the experimental group (UFV).

Secondary or control analyses were also carried out on the development of transversal competencies on "leadership for the common good" in those students to whom the training programme was applied (Table 11)

Table 11

Summary of results of secondary analysis. Differences in the experimental group.

Subdimension	University degree				Sex				Age					
	Children's	Primary	Psychology	**	T.E.	Woman	Man	**	T.E.	18 years	19 -20 years	Over 20 years	**	T.E.
Auto knowledge										>	>		.003	.071
Emotional management							>	.000	.088					
Professional rigour		>		.024	.340									
Full presence		>		.042	.039									
Active listening												>	.010	.056
Empathy			>	.05	.037						>	>	.004	.066
Equanimity/flexibility		>	>	.017	.049		>	.000	.081					
Cooperative respect							>	.002	.059					

Note: Shaded where significant differences were found, indicating with > in which secondary independent variable (grade, gender and age) a larger increase was found.

**.: significant difference

E.T.: effect size

The table shows the existence of significant differences in the development of emotional management, equanimity/flexibility and cooperative respect according to the sex of the pupils. The first two were more developed in males and the third in females.

As far as age is concerned, we see that it produces significant differences in the development of self-knowledge and empathy in favour of pupils under 20 years of age and in active listening in favour of those over 20 years of age.

In relation to the university degree studied, we found significant differences in the development of professional rigour, mindfulness and equanimity/flexibility, in favour of students studying for a degree in primary education, compared to those studying for a degree in early childhood education and a degree in psychology. Significant differences are also observed in the degree of development of empathy in favour of students of the psychology degree.

Qualitative phase

With regard to the results of the qualitative phase of our research, the analysis of the discourse of the interviews shows that the students indicated that personal knowledge was favoured from the recognition of strengths and areas for improvement through their own activities and tasks and collaborative work with others. They indicate that it also allowed them to play certain roles within their team, bringing into play the best personal version of themselves. They also state that it favoured the management of emotions, as well as attitudes that generate appropriate interpersonal relationships. They also pointed out that the phased structure of the collaborative project led to proper time management, not only in terms of the project itself, but also in the rest of the academic and personal tasks.

Table 12

Example of the students' discourse in the interviews on the impact of the Project on the development of competences of the intrapersonal dimension of "leadership for the common good".

Guide to Thematic Discourse Analysis	Example of a student speech
On the impact of the Transversal Project on the development of intrapersonal competences of "leadership for the common good: personal knowledge, emotional management and time management.	<p><i>"In general, the whole subject was like a path of growth and personal knowledge, and the project work itself was like that push, now you, now you alone" (M.C. Primary Education).</i></p> <p><i>"... helps you to know yourself in relation to others" (P.V. Ed. Infantile)</i></p> <p><i>"... the group work in terms of managing my emotions allowed me to identify how I felt with the group and to react accordingly". (D.R. Early Childhood Education)</i></p> <p><i>"It helps me to control myself and to accept that not everything has to be done as I think. Besides, in a team you achieve very interesting things" (I.B. Primary Education).</i></p>

"...you learn that it is important to give everything the time it needs and that is where you will be effective" (T.A. Psychology).

They also state that the decision-making processes or the need to resolve interpersonal conflicts that arose favoured the development of full presence, active listening, empathy and assertiveness, as well as attitudes such as respect and patience. They also emphasised that the collaborative project improved their performance in terms of clarity and understanding in their communication. On the other hand, they indicated that individual responsibility for their own project tasks arose from their commitment and cooperation with the team and its mission, which the project gives rise to.

Table 13

Example of the students' discourse in the interviews on the impact of the Project on the development of competences of the interpersonal dimension of "leadership for the common good".

Guide to Thematic Discourse Analysis	Example of a student speech
On the impact of the Transversal Project on the development of interpersonal competences of "leadership for the common good: pro-social attitudes and collaborative responsibility and commitment.	<p><i>"It is true that we differ on some things, but we do come to the conclusion that talking helps people understand each other, even if they do not share the same ideas" (M.P. Psychology).</i></p> <p><i>"...it helped me to develop empathy, to put myself in the place of the child who suffers from bullying" (J.D. Primary school).</i></p> <p><i>"...using everyone's skills to carry out the team tasks they were best at was what engaged people the most as they were able to bring their strengths into play" (D.S. Psychology).</i></p> <p><i>"...it motivated us to continue our efforts and how to fix those little mismatches we had and to be more responsible and efficient with our work" (D.R. Early Childhood Education).</i></p> <p><i>"...as time went by and the work took shape and we focused it towards a point, then the responsibility, mutual support and everything began to increase. The clearer the objective of the project ahead of you was, the more committed you became" (M.G. Ed. Infant Education).</i></p>

It was also noted that the collaborative project led to the development of awareness of "leaving a mark" on society through coherence in personal action, continuous training and professional rigour. And that it helped to understand the other without prejudices, and beyond their present behaviour.

Table 14

Example of the students' discourse in the interviews on the impact of the project on their awareness of the social responsibility inherent in professional development

Guide to Thematic Discourse Analysis	Example of a student speech
On the impact of the Transversal Project on awareness of the social responsibility inherent in professional development	"... I have seen that through the project I can help. Because they were activities that we were going to propose to children, through which we can help them to develop and become better people" (L.V. Ed. Infant Education).
On the impact of the Transversal Project on awareness of the social responsibility inherent in professional development	<p>"... the project made me realise how important it is for tomorrow as a teacher to know about this subject in depth" (P.V. Early Childhood Education).</p> <p>"Once I did the project, which turned out great, I took it with me to the rest of my life, that is, I am not here by chance, (...) I have to leave something in this world and I cannot just tiptoe around it (...) I want to leave my mark and help others" (T.A. Psychology).</p> <p>"It taught us to know that it is important to dedicate time to research, to read articles and that what you learn goes beyond that work, that it will form part of your life, what you have studied, what you have researched" (T.A. Psychology).</p>

Another of the issues raised with the interviewees concerned the "guiding" role of the teacher in the development of pupils' competences through the cross-curricular project. In a generalised way, it is highlighted as a reference figure in the guidance and motivation towards the development of competences:

Table 15

Example of the students' discourse in the interviews on the impact of the teacher's action on the development of their leadership competences for the common good to which the training programme was applied.

Guide to Thematic Discourse Analysis	Example of a student speech
On the teacher's influence on the development of "leadership for the common good" competencies.	<p>"...it helped and guided us in the development of competences such as learning to learn, linguistic competence, active listening, self-knowledge and emotional management. also in time management, because having time in class to carry out the project helped us in the distribution of time, tasks and roles and that helped us to be effective" (L.L. Early Childhood Education).</p> <p>"It helped us to understand the importance of planning, distribution of tasks, not leaving everything to the end" (T.A. Psychology).</p>

"...made us see that responsibility as teachers towards society" (A.G. Primary School).

"In the case of this teacher, he accompanied us very closely and made us feel safe and accepted as we were. We have had him as a reference" (I.B. Primary Education).

Discussion and Conclusion

The results show that the training programme favours the development of "leadership for the common good", as well as its dimensions, in those students to whom the treatment has been applied. They also show the impact of the programme on the development of self-awareness, emotional management, time management, mindfulness, equanimity/flexibility, assertiveness and cooperative respect of the students to whom the treatment was applied.

These results are consistent with research conducted by different authors. Estrada et al. (2016) and Damián-Sánchez (2022) point out that there is a direct relationship between the development of emotional perception, clarity and emotional repair and collaborative learning. Luy-Montejo (2019) concludes that PBL favours the development of conflict resolution and emotional management skills.

Tobón et al. (2015) and Toledo and Sánchez-García (2018) point out that PBL favours commitment to personal identity and self-improvement and also to professional ethics.

Sandoval (2019) agrees with our results on time management by stating that PBL favours the development of skills to plan and carry out work and tasks in a given time. And Ramos (2020) points out that it favours student autonomy in the application and organisation of their own work.

Domínguez et al. (2021) conclude that this methodology favours the mental and physical predisposition to fully attend to the interlocutor, fully grasping his or her message.

Borrasca (2014), in his research on PBL in the university context, states that the analysis, discussion and dialogue on the collaborative tasks that arise in the development of projects favours the development of communication skills. Likewise, Domínguez et al. (2021) and Villanueva et al. (2022) state that it is the ideal educational context for developing an assertive style in interpersonal communication, where ideas are discussed correctly.

On the other hand, the progress we have found in *cooperative respect* within the experimental group, as well as its significantly better development in this group with respect to the control group, are consistent with the conclusions obtained by Imaz (2015), who points out that having set the students a group work project promotes the exercise of competencies inherent to collaborative work. Guerra (2019), for his part, reports a

positive assessment by the subjects of the study, on the development of commitment to the team, where "the task of each one promoted the success of all, (...) hence the importance of the commitment of each and every one to learn *positive interdependence* (p.278).

The results that show awareness of the responsibility to contribute to the common good within the group that carried out the project (experimental group) coincide with the research by Francisco and Moliner (2010) on the curricular proposal for carrying out projects based on civic values, indicating that they awakened social awareness, solidarity and civic responsibility. Miró-Miró et al. (2021) emphasise that by proposing projects for the development and transformation of the community environment to university students, they encourage their commitment to the community and show them the possibility of acting for the social good.

We can therefore conclude that, with regard to the hypotheses set out in our research, the initial hypotheses formulated were fulfilled, especially those referring to the interpersonal dimension of "leadership for the common good" and the variables that configure it. It was also possible to confirm that the hypothesis referring to the impact of the teacher's mediating and guiding action on the development in pupils of the competences shaping "leadership for the common good" was fulfilled.

With regard to the hypotheses on the influence of the sex or age of the participants in the training programme, it was found that sex does cause differences in the development of emotional management, equanimity/flexibility and cooperative respect; and that age does cause differences in the development of self-knowledge, active listening and empathy.

On the other hand, we conclude that we must reject the hypothesis referring to the effect of the training programme on the development of intrapersonal competencies of "leadership for the common good".

We have been able to confirm that the impact goes beyond the moment in which it was carried out and that it transcends the curricular context in which it was framed, promoting the integration of these competences as attitudes in the student's person and in the awareness of the responsibility to contribute to the common good, as indicated by the results of the qualitative phase of our research.

As a prospective to this research, comparability between groups should be ensured by extending the research to a larger number of universities, both public and private, and thus testing the effectiveness of the intervention in different socio-cultural contexts. Likewise, it would be advisable to carry out this research with other university degree profiles and test the effectiveness of the programme in these profiles. We also consider it important to investigate the degree of development of "leadership for the common good" competences in graduates and working professionals.

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