

# ETHICS, ECONOMICS AND COMMON GOODS

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# ETHICS, ECONOMICS AND COMMON GOODS

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## GENERAL INFORMATION

Ethics, Economics and Common Goods Journal aims to be a space for debate and discussion on issues of social and economic ethics. Topics and issues range from theory to practical ethical questions affecting our contemporary societies. The journal is especially, but not exclusively, concerned with the relationship between ethics, economics and the different aspects of the common good perspective in social ethics.

Social and economic ethics is a rapidly changing field. The systems of thought and ideologies inherited from the 20th century seem to be exhausted and prove incapable of responding to the challenges posed by, among others, artificial intelligence, the transformation of labor and capital, the financialization of the economy, the stagnation of middle-class wages, and the growing ideological polarization of our societies.

The journal Ethics, Economics and the Common Goods promotes contributions to scientific debates that combine high academic rigor with originality of thought. In the face of the return of ideologies and the rise of moral neopharisaisms in the Anglo-Saxon world, the journal aims to be a space for rational, free, serious and open dialogue. All articles in the journal undergo a process of double anonymous peer review. In addition, it guarantees authors a rapid review of the articles submitted to it. It is an electronic journal that publishes its articles under a creative commons license and is therefore open access.

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Research articles, research reports, essays and responses are double-blind refereed. To be published, articles, reports, essays must obtain favorable opinions. Responses, however, may be accepted with a single positive opinion and rejected with a single negative opinion. The journal is biannual and publishes two issues per year, in June and December. At least one of these two issues is thematic. The journal is pleased to publish articles in French, English and Spanish.

Further details regarding this paragraph are given in the Editorial Notes.

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# ARTICLES



# COMMON GOOD LEADERSHIP IN BUSINESS SCHOOL STUDENTS

AT A PRIVATE UNIVERSITY IN PUEBLA, MEXICO

Received: November 2021 I Accepted: December 2021

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Alejandro Gutiérrez-González\*\*\* & Anna Amsler\*\*\*\*.

## ABSTRACT

*This article presents a quantitative study to evaluate common good leadership in business school students in a private university in Puebla, Mexico. UPAEP University has recently developed a new educational model with common good pedagogy as its core. The study conducted was non-experimental, cross-sectional, and descriptive. The application of the Common Good Leadership Scale (GCLS), based on the SERVQUAL methodology, was used to collect information regarding the ideals of common good leadership and the real actions that students have performed. In all, 716 responses were obtained. Results show a gap between what students consider should be in the interest of the common good and what they do to achieve it. The most significant differences can be found in the resilience dimension.*

Keywords: Business school students, leadership for the common good, scale.

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## INTRODUCTION

Common Good Leadership is a relatively new approach to conceive how leaders must guide other people and how they can inspire. Even though the notion of Leadership for the Common Good was developed in 1992 by Bryson and Crosby, since its inception, the term "common good" was not fully defined. The notion has been used frequently in the sense of leading individuals and society towards a common goal (Huete & García, 2017). In the theoretical article presented in this same journal, the literature review that helped build the foundation for developing the scale is included.

In order to construct a theory of what is Common Good Leadership, understanding what "common good" means is essential. Then, the elements of the common good have to be identified and integrated into a theory of leadership. Finally, these elements must be defined to help leaders achieve the common good or common goods in a community.

Since 2017, researchers of the Institute for the Promotion of the Common Good (IPBC, acronym in Spanish) have developed a framework to understand the common good and a matrix to make this concept dynamic. This matrix was conceived to respond to how communities can achieve certain common goods. However, it is not focused on the individuals or how one member of the community puts his/her efforts to lead or achieve specific goals. In this sense, the matrix of the dynamics of the common goods responds to other issues. It is a new way to think about how to solve common problems that affect a family, municipality, university, enterprise, or other institutions (Nebel, 2018; Nebel & Arvesu-Verdusco, 2020; Garza-Vázquez, Aranda-Vargas & Núñez).

## LEADERSHIP FOR THE COMMON GOOD

Leadership for the common good, or common good leadership, analyzes the individual contribution to the common good, specifically by mobilizing and empowering others to join. This is an area that has been under-researched but has been acquiring importance, in part due to uncertain and volatile conditions across the globe. No conceptualizations of the term have been identified. However, it has been used in literature to describe a type of leadership that considers what is good for all (Huete & García, 2017). The following conceptualization was developed considering previous works from the Institute for the Promotion of the Common Good IPBC (Nebel, 2018 ), content analysis of all the different leadership styles associated with the common good, and the most relevant leadership traits.

Common good leaders can be described as:

*Common good leaders have integrity, are guided by the highest ethical values and a*



*moral compass. They are altruistic and compassionate, have a positive attitude on life, are open and energetic yet even-tempered, and seek justice and fairness in all their actions.*

*Common good leaders are self-disciplined and conscious change-makers. They have a clear vision and community orientation, being constructive and committed. Through solid communication skills, they can engage, motivate, mobilize, and empower others to participate in collaborative actions to achieve common goals, sharing the decision-making process* (Montaudon-Tomas, Gutiérrez-González, Pinto-López & Malcon-Cervera. 2021, ii).

## UPAEP UNIVERSITY

UPAEP is a private catholic university in Puebla, in central Mexico. It was founded on May 7th, 1973, in times of struggle and university revolts. UPAEP University has as its central purpose teaching, by molding the human spirit to defend the truth (UPAEP, 2013). UPAEP is a founding member of the Federation of Mexican Private Institutions of Higher Education (FIMPES, acronym in Spanish). The university is also a member of the National Association of Universities and Higher Education Institutions (ANUIES, acronym in Spanish), the Union of Latin American Universities (UDUAL, acronym in Spanish), the Mexican Association of Higher Education Institutions of Cristian Inspiration (AMIESIC, acronym in Spanish) and the Federation of International Catholic Universities, (FIUC, acronym in Spanish). UPAEP has been recognized by The Massachusetts Institute of Technology as a member of the educative network (Louvier, Díaz & Arruberrena, 2013, 135), and Ashoka U recognized UPAEP as a Change Maker campus (UPAEP, 2021).

The institutional identity and purpose are based on creating currents of thought and developing leaders who can transform society to search for truth, integrating faith, science, and life. The university is led by the values of good, beauty, integrity, freedom, solidarity, subsidiarity, congruence, respect, love, and justice (UPAEP, 2021).

The guidelines are based on congruence and identity, prioritizing humanistic-Christian thought through academia, creating socially pertinent academic systems, getting involved in multicultural education and development, and providing a context of trust, collaboration, and service in a culture of austerity, transparency, and evaluations.

UPAEP offers 43 bachelor's degree programs, 33 postgraduate programs, and 15 educational specialties (UPEP, 2021).

The university has launched several strategic projects focused on the pedagogy of the



pedagogy of the common good. Its goal is to promote the dissemination of the pedagogy of the common good throughout the university community by aligning academic training and management processes while proposing an educational style supported on integrative experiences, the culture of the encounter, transformational leadership, and transcendence in the common good.

The Educational Model U50 aims to promote comprehensive, humanistic, and Christian education through teaching, research, and community outreach. This model proposes an educational vision that mobilizes and transforms society starting with the person, understanding transformation in the light of knowledge and significant experiences in all areas of university life and social mobilization (Baños et al., 2018). Paired with the educational model is the curricular model; its purpose is to define a normative framework for the educational offering of the university through elements that strengthen the identity and the creation of a new vision in education, contributing to the highest educational quality.

Additional institutional projects include Global Competences, which aims to develop a global perspective for national and international students, and the Multi-environment Learning Experiences Project, designed to implement the best ecosystems to facilitate optimal student learning.

#### THE BUSINESS SCHOOL AT UPAEP

The business school is committed to developing critical, competent, and ethical leaders who have a business-oriented vision and are engaged in sustainable practices. Business leaders from UPAEP are also capable of integrating and managing resources and technologies and can contribute to achieving organizational goals.

The mission is based on innovation, excellence, and social commitment. The vision is to provide up-to-date academic programs that are consistent with current and future needs, and that can adapt to suit the needs of the working environment.

The business school at UPAEP is currently undergoing an international accreditation process by the Accreditation Council for Business Schools and Programs (ABCSP), and different national boards accredit all its programs.

Currently, there are nine Bachelor's degree programs in the business school: Business Management, Marketing, Logistics, Trade, and International Strategy, Hospitality and Tourism, Accounting, Gastronomy, Finances, and Business intelligence. The business school offers a wide variety of courses in English and therefore attracts students from across the globe through different exchange programs.

The main areas of research at the business school are entrepreneurship and social



innovation, logistics, strategic planning, social economics, trade and services, and leadership. The business school also houses the Observatory for Competitiveness and New Ways of Working, which analyzes different topics connected to the future of work and the Leadership for the Common Good project.

## LEADERSHIP FOR THE COMMON GOOD AT UPAEP

Transformational leadership has been at the core of UPAEP's educational model and values. An important guiding principle is the development of transformational leadership. At UPAEP, a transformational leader is committed to promoting the common good, distinguished by high professional training, humanistic and service attitude, and driven by a spirit to transform social realities (Roldán, 2021).

The pedagogic work of a university and its moral obligation is to prepare people to transform this world to make it more human as part of shared work (Nebel, 2021, 14). The way to do this is that the educational community needs to live significant experiences, and these sustain the transformational leadership, which provides analytical and management skills.

Transformational leadership tends to search for the well-being of others genuinely; that is why it is considered necessary to reflect on the relevance of personal attitudes and decisions and the moral implications of how their behavior influences the lives of others. Strength, will, and determination are essential, along with a critical conscience, nobility, and truth. Transformational leaders are eager to contribute to social justice by improving the quality of life of others through social interactions with all areas of human endeavor (Roldán, 2021).

Recently, the pedagogy for the common good started to take shape and permeate every area of university life. The pedagogy of the common good enables all the dynamics of teaching and learning while developing profound personal relationships. The essence is the development of personal talents, personal development, and also the development of others (UPAEP, 2019, p.2). It involves a process of knowledge and self-knowledge (taking control of one's life) as the foundation for learning. The pedagogy of the common good is focused on transformational leadership and permeates almost all academic activities, and is expected to be especially notorious in the socio-formative courses that all students need to take as a graduation requirement. There are six formative courses: *the person and truth*, *the person and freedom*, *the person, family and society*, *the person and contemporary culture*, *the person and Mexican identity*, and finally, *the person and transcendence*.

Education at UPAEP is viewed as a common good and for the common good. The common good pedagogy helps strengthen human potential and self-regulation, integrity, and responsibility, with a clear perspective of personal freedom and justice that can



fulfill personal and social happiness. Education is a call to do good. Therefore, the primary tool to advance in the common good towards a more humane and full life, a space to cultivate values and knowledge; a space to socialize and learn to live in a community (Sánchez & Castro, 2021).

From the perspective of the common good, education is about generating meaningful experiences that facilitate the full development of students so that they grow in a spirit of solidarity and become promoters of justice for all, respecting the dignity of human life (Sánchez & Castro, 2021).

## METHODOLOGY

The different elements included in the Common Good Leadership Scale were based on two previous institutional projects, as reflected in Table 1.

**Table 1.**

*Correlation of common good terms as reflected in the Common good dynamic, the family, and leadership IPBC projects*

|    | R  | Common good dynamics (Nebel, 2018) | Family and common good (Medina & Gutiérrez-González, 2021) | Common good Leadership (Montaudon-Tomas, Gutiérrez-González, Pinto-López & Malcón-Cervera, 2021, ii) |
|----|----|------------------------------------|--|--|
| 1  | AG | Participation                      | Dialogic quality   | Participation  |
| 2  | GA | Empowerment                        | Education  | Empowerment, intellectual stimulation  |
| 3  | AH | Well-being                         | Provision of material, cultural, and spiritual goods       | WellbeingWellbeing   |
| 4  | HA | Social responsibility              | Unconditional support                                      | Social responsibility, altruism  |
| 5  | AJ | Collective habits                  | Alterity, gratitude, and regret                            | Empathy, collaboration, compassion   |
| 6  | JA | Capabilities and opportunities     | Projective unconditional acceptance                        | Capabilities, opportunities, and self-worth  |
| 7  | AS | Relational quality                 | Familial friendship  | Relationships, cohesion  |
| 8  | SA | Resilience of the nexus            | Effective conflict resolution                              | Resilience, conflict resolution  |
| 9  | GH | Integration                        | Presenciality  | Integration, attention to diversity, inclusion, engagement   |
| 10 | HG | Cooperation                        | Work co-responsibility                                     | Cooperation, collaboration, co-creation  |
| 11 | GJ | Subsidiarity                       | Role clarity   | Delegating, distribution, and coordination of responsibilities.                                      |
| 12 | JG | The rule of law                    | Obedience and respect                                      | Respect, accountability  |



|    |    |                    |  |  |
|----|----|--------------------|--|--|
| 13 | GS | Common future      | Familial stability   | Long term vision, common goals   |
| 14 | SG | Good governance    | Functional empowerment   | Transparency, integrity, postponed efficiency, patience in the long run  |
| 15 | HJ | Shared rationality | Communication of life's purpose  | Shared rationality, vision, and purpose  |
| 16 | JH | Flourishing        | Competence acquisition according to each member's level of development | Personal development, PERMA: Positive emotions, Engagement, Relationships, Meaning, Accomplishments (Seligman, 2011) |
| 17 | HS | Human ecology      | Habits of order and care, custody as a vocation                        | Interaction, interdependence, sustainability   |
| 18 | SH | Culture            | Transmission of cultural and familial traditions                       | Personal and cultural values, roots  |
| 19 | JS | Social mobility    | Sharing  | Reduction of inequalities, improvement of life's conditions, personal development                                    |
| 20 | SJ | Democracy          | Peaceful co-existence  | Autonomy, co-existence, co-work, deliberative processes  |

Source: Developed by the authors, 2021

As observed in Table 1, there is a clear connection between the nexus of the common good dynamics, those of the project that analyzes common good in family dynamics, and leadership traits and skills.

A group of researchers from the IPBC at UPAEP University, in collaboration with the Universidad Tecnológica del Estado de Querétaro (UTEQ), developed a scale to measure leadership in terms of the common good. The first stage of the research was to identify the state of the art of the common good leadership literature (Pinto-López, Malcón-Cervera, Montaudon-Tomas & Gutiérrez-González, ii). Then, the theoretical framework to understand how the common good was developed considering other kinds of leadership (Montaudon-Tomas, Gutiérrez-González, Pinto-López & Malcón-Cervera, ii). The next step was to make the scale and validate it with statistical analysis; the scale is divided into eleven dimensions: Self-control/self-management, Solidarity, Logic of the gift, Sustainability, Congruence, Flourishing, Responsibility, Management, Resilience, Collaboration, and Justice (Malcón-Cervera, Montaudon-Tomas, Pinto-López & Gutiérrez-González, ii).

This article presents the results of applying the Common Good Leadership Scale (CGLS) to Business School students at a private university in central Mexico, namely UPAEP Universidad. In all, 716 valid questionnaires were analyzed.





## POPULATION AND SAMPLE

This study was applied to all the students at the Business School in UPAEP. In this sense, a census included all the student body. The population was integrated by active students from nine different educational programs and was delivered via Google Forms. The questionnaire was accompanied by a letter from the Dean explaining the importance of the project to increase participation. The response rate was nearly 70%.

## RESEARCH DESIGN

The study is quantitative, with a non-experimental, cross-sectional, and descriptive design (Hernández-Sampieri & Mendoza-Torres, 2018).

- Non-experimental because it is being applied without modifying any variables.
- Cross-sectional because it is being measured in one single moment in time.
- Descriptive, because it specifies business school students' properties, characteristics, and profiles and quantifies skills, traits, and the gap between ideal and actual performance.

## INSTRUMENT

The instrument was the CGLS scale, a questionnaire that analyzes the gap between the ideals of common good leadership and leaders' actual actions. The CGLS is based on SERVQUAL, which allows measuring two different aspects of the same criterion (Parasuraman, Zeitham & Barry, 1991), which was the ideal of the common good versus the reality in terms of actions or activities towards achieving the common good. The gap was obtained by subtracting the real actions towards the common good minus the ideal, which, in the cases in which certain aspects of the common good have been idealized but have not been realized or not acted upon, will lead to a negative gap. If the opposite situation occurred in which participants do not idealize certain aspects of the common good yet act upon them, the gap would be positive.

## RESULT AND DISCUSSIONS

### **1. Demographic characteristics**

As can be observed in Table 2, 384 female, 329 male students participated in the study, and three people preferred not to state their gender.

**Table 2.**  
*Socio-demographic characteristics*



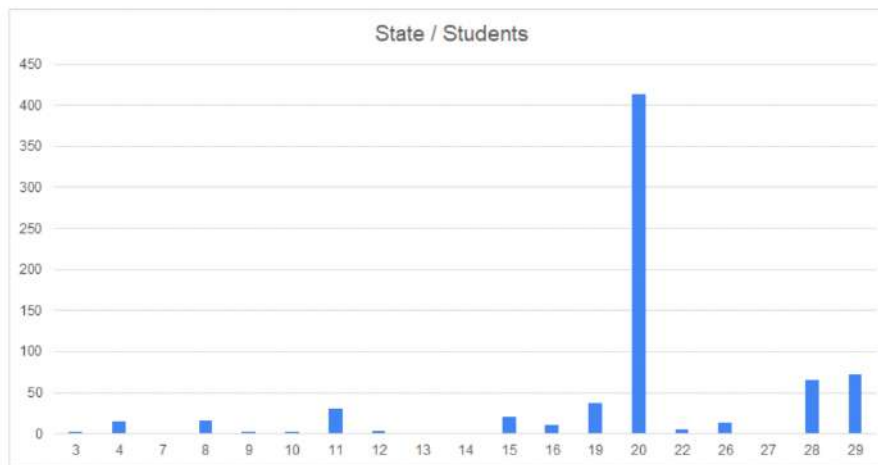
|                                  | <b>Total</b> | <b>Mean GAP</b> |
|----------------------------------|--------------|-----------------|
| <b>Sex</b>                       |              |                 |
| Female                           | 384 (53.63%) | -0.37           |
| Male                             | 329 (45.95%) | -0.32           |
| I would rather not say           | 3 (0.42%)    | -0.34           |
| <b>Age</b>                       |              |                 |
| 18                               | 102 (14.24%) | -0.36           |
| 19                               | 112 (15.64%) | -0.36           |
| 20                               | 139 (19.41%) | -0.34           |
| 21                               | 117 (16.34%) | -0.33           |
| 22                               | 108 (15.08%) | -0.35           |
| 23                               | 64 (8.94%)   | -0.34           |
| 24                               | 27 (3.77%)   | -0.32           |
| 25                               | 17 (2.37%)   | -0.26           |
| 26                               | 30 (4.19%)   | -0.49           |
| <b>Academic Program</b>          |              |                 |
| Management                       | 139 (19.41%) | -0.34           |
| Finances                         | 47 (6.56%)   | -0.28           |
| Trade and International Strategy | 147 (20.53%) | -0.38           |
| Accounting                       | 71 (9.91%)   | -0.34           |
| Hospitality and Tourism          | 69 (9.63%)   | -0.37           |
| Gastronomy                       | 30 (4.19%)   | -0.26           |
| Business Intelligence            | 110 (15.36%) | -0.34           |
| Logistics                        | 46 (6.42%)   | -0.43           |
| Marketing                        | 57 (7.96%)   | -0.32           |
| <b>Location Origin</b>           |              |                 |
| In-State                         | 413 (57.68%) | -0.35           |
| Out-of-State                     | 303 (42.32%) | -0.35           |
| See details by state in Figure 1 |              |                 |
| <b>Economic level</b>            |              |                 |
| D,E                              | 161 (22.48%) | -0.37           |
| B,C                              | 314 (43.85%) | -0.33           |
| A                                | 241 (33.65%) | -0.36           |
| <b>Socio-formative courses</b>   |              |                 |
| 0                                | 170 (23.74%) | -0.34           |
| 1                                | 57 (7.96%)   | -0.38           |
| 2                                | 67 (9.36%)   | -0.34           |
| 3                                | 83 (11.59%)  | -0.39           |
| 4                                | 114 (15.92%) | -0.34           |
| 5                                | 95 (13.27%)  | -0.33           |
| 6                                | 130 (18.16%) | -0.34           |

Source: Developed by the authors, 2021



In this research, 53.63% of all participants were female, 45.95% were male, and only 0.42% preferred not to state their gender. In terms of age, the range goes from 18 to 26, being the highest percentage (19.41%), those who are 20 years old. In terms of origin, the majority of students, 57.68%, are from Puebla, while the remaining 42.32% are from other states in the Mexican Republic (Figure 1).

**Figure 1.**  
*Place of origin*



*Developed by the authors, 2021. 3: Campeche, 4: Chiapas, 7: Colima, 8: Ciudad de México, 9: Durango, 10: Guanajuato, 11: Guerrero, 12: Hidalgo, 13: Jalisco, 14: Michoacán de Ocampo, 15: Morelos, 16: Estado de México, 19: Oaxaca, 20: Puebla, 22: Quintana Roo, 26: Tabasco, 27: Tamaulipas, 28: Tlaxcala, 29: Veracruz de Ignacio de la Llave.*

As can be observed in Figure 1, most of the students come from the state of Puebla, where the university is located, and from the neighboring states of Veracruz, Tlaxcala, Oaxaca, and Guerrero.

With regards to the socio-economic level, in Mexico, they have been classified as:

AB: High

C: Medium-high

C: Medium

D: Medium-low

E: Very low (AMAI, 2020).



The study participants belong primarily to levels B and C, with 43.85%. The university provides six different socio-formative courses that instill the university's humanistic seal and the pedagogy of the common good. The largest percentage of students (23.74) have not yet taken any courses in the first and second semesters. Interestingly, 18.16% of all students have already taken all six courses, while the average of courses taken by the students so far is 3.

## 2. Analysis by item

The general results from the individual items can be found in the appendix, including means, standard deviations, and level of agreement. The scale was based on a 7-point Likert Scale. The first seventy items (1-70) analyze the ideals of the common good, while the following seventy items (71-140) evaluate the real actions that students performed. The mean and standard deviation are analyzed. The points in the Likert Scale are grouped based on positive, neutral, or negative values (negative values from 1 to 3, neutral is 4, and positive values from 5 to 7).

Results can be analyzed in multiple ways. For instance, each item can be analyzed separately.

The individual items with the highest ranking led to a TOP 10 (starting with the highest value): *I want a better future for all*, followed by: *I believe that every person has the same right to be respected, I am trustworthy; I value others*. Ranking in number five was *I treat everyone with the same respect regardless of their religion, sexual orientation, ethnicity, gender, or disability*, and the five remaining in the top 10 were: *I value the relationships I have built, It bothers me when people discriminate others, I respect the dignity of others and my dignity, I believe that I have great potential, and I consider myself as a decent person*, in that particular order.

The individual items which were the worst-ranked were (starting with the lowest value): *I have not taken part in arguments or physical attacks against others at the university, a party, or public space; When things have not turned out as I expected, I have not given up, I never lose my temper when others make a mistake or take their time to solve something; When someone does something that hurts me, I forgive him/her easily; I participate or lead a group that aims at solving a specific problem in my community; I am studying a graduate degree because I believe that without it I will not be able to be employed; Even when I am angry, I do not allow my emotions to explode and get the best of me; I am not a spiteful person, I am an active participant in actions with social benefit; I do not have any projects that I left and that I did not finish*, in that specific order.

It is interesting to analyze that some of the worst-ranked aspects are included in the



definition of common good leadership. *Self-discipline* seems to be missing, along with being *even-tempered, mobilizing others, participating in collaborative projects, community orientation, and being driven*. Some of the best-ranked items included in the definition lean towards *justice, fairness and integrity*.

Comparing the results against the definitions makes it possible to identify critical areas of improvement. As can be observed, there is a lot to be done in developing specific skills that students require to become common good leaders.

Table 3 analyzes the general results based on the individual scales that depict real and ideal values.

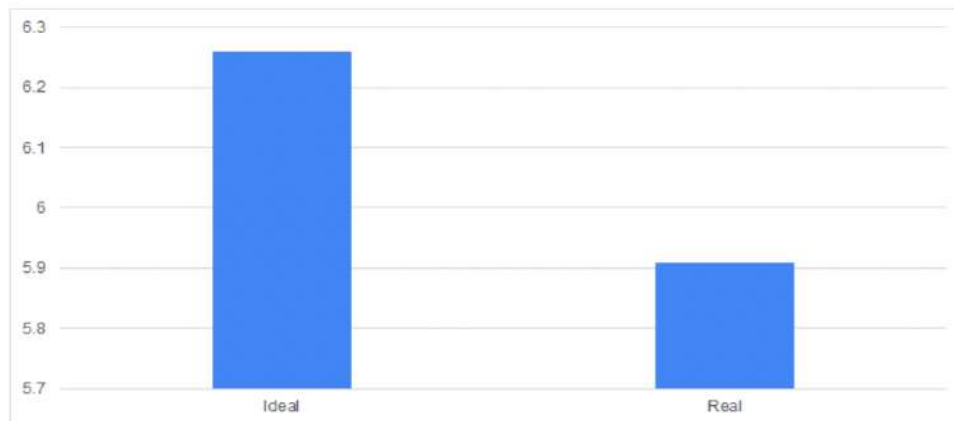
**Table 3.**  
*Results by individual scales*

| Real Values | Ideal Values | Overall gap |
|-------------|--------------|-------------|
| 5.908       | 6.257        | -0.348      |

*Source: Developed by the authors, 2021*

When analyzing the results in table 3, it is possible to observe that in terms of ideal and real values, students show a high degree of common good skills and traits. The items were developed using a 7-point Likert scale. Values over five are considered positive. Ideal values are certainly higher than real values based on students' actions, skills they demonstrate, or traits they show.

**Figure 2.**  
*Leadership for the Common Good, scores (media) for Ideal and Real type items*



*Source: Developed by the authors, 2021*



### 3. GAP analysis ranked higher to lower GAP

Table 4 presents the GAP analysis of all the variables.

**Table 4.**

*GAP analysis ranked higher to lower GAP*

| Item number (Ideal) | Description Item 1   | Item number (Real) | Description Item 2  | Mean Item 2 | Mean Item 1 | GAP         |
|---------------------|--|--------------------|---|-------------|-------------|-------------|
|                     |  |                    |   | Real        | Ideal       |             |
| 45                  | I am an impartial person                                   | 115                | Others can give their opinion without fear that either I or others would make fun of their ideas                                    | 6.45        | 5.72        | <b>0.73</b> |
| 66                  | I am a discreet person.                                    | 136                | When I have been entrusted with a secret, I have been responsible and have kept it to myself  | 6.48        | 6.04        | <b>0.44</b> |
| 7                   | I am an active participant in actions with social benefits | 77                 | I have developed or been an active participant in projects with social impact   | 5.64        | 5.39        | <b>0.25</b> |
| 2                   | I can plan activities to lead others towards a common goal | 72                 | When I have had to work in teams, I have been able to organize well with others to achieve the expected goals according to schedule | 6.26        | 6.03        | <b>0.23</b> |
| 16                  | I can delegate responsibilities to others                  | 86                 | When working in teams, I have shared leadership with other participants   | 6.31        | 6.11        | <b>0.20</b> |
| 63                  | I am not in search of money or fame                        | 133                | I never use my leadership for my personal benefit   | 5.69        | 5.50        | <b>0.19</b> |
| 17                  | I am an active promoter of diversity and gender equality   | 87                 | It bothers me when people discriminate against others   | 6.68        | 6.50        | <b>0.18</b> |
| 25                  | Challenges and problems do not stop me                     | 95                 | Every time I have faced a challenge, I have found a way to overcome it.   | 6.18        | 6.01        | <b>0.17</b> |
| 18                  | I can communicate my ideas clearly                         | 88                 | When I talk, I can mobilize others to action  | 6.18        | 6.09        | <b>0.09</b> |
| 30                  | I consider myself as autonomous and independent            | 100                | When I have worked in teams, I do not need to be supervised; I can work   | 6.05        | 5.96        | <b>0.09</b> |



|    |   |     | independently<br>collaboratively   |      |      |              |
|----|---|-----|--|------|------|--------------|
| 31 | I can easily trust others                                   | 101 | I can integrate and interact with others with ease   | 6.03 | 5.96 | <b>0.07</b>  |
| 38 | I am able to accept when I make a mistake                   | 108 | When I have made a mistake, I have accepted it and taken responsibility for it                         | 6.29 | 6.25 | <b>0.04</b>  |
| 54 | I love my neighbor  | 124 | I have done actions of charity and compassion towards others   | 6.31 | 6.30 | <b>0.01</b>  |
| 33 | I have courage; I show my face, and I do not show cowardice | 103 | When there is a problem, I face it and accept the consequences   | 6.31 | 6.31 | <b>0.00</b>  |
| 36 | I am a fair person  | 106 | I always try to give the proper recognition to those who deserve it                                    | 6.52 | 6.52 | <b>0.00</b>  |
| 50 | I work for what is better for my community                  | 120 | I always obey the rules and regulations for social co-existence  | 6.05 | 6.05 | <b>0.00</b>  |
| 27 | I consider myself as proactive                              | 97  | When facing difficult challenges, I am actively involved in solving them                               | 6.06 | 6.07 | <b>-0.01</b> |
| 8  | I am concerned about the well-being of others               | 78  | When I have realized that someone was not OK, I have asked if I could be of help                       | 6.34 | 6.36 | <b>-0.02</b> |
| 53 | My actions are a reflection of my values                    | 123 | When making a decision, I use the values that I learned in my family as guidance.                      | 6.45 | 6.48 | <b>-0.03</b> |
| 47 | I motivate others when they are discouraged                 | 117 | I have supported my friends when they have had difficulties, cheering them so that they continue going | 6.40 | 6.45 | <b>-0.05</b> |



|    |  |     |   |      |      |              |
|----|--|-----|---|------|------|--------------|
| 15 | I can work in collaboration with others                        | 85  | When I have worked as a team, I have sought that we all contribute and reach consensual decisions                         | 6.36 | 6.43 | <b>-0.07</b> |
| 62 | I am faithful to my convictions and the people around me       | 132 | People value my friendship because I am loyal   | 6.50 | 6.57 | <b>-0.07</b> |
| 35 | I believe that every person has the same right to be respected | 105 | I treat everyone with the same respect regardless of their religion, sexual orientation, ethnicity, gender, or disability | 6.69 | 6.77 | <b>-0.08</b> |
| 13 | I can gladly accept suggestions and comments from others       | 83  | I know how to receive constructive criticism  | 6.12 | 6.20 | <b>-0.08</b> |
| 22 | Most of the time, I have a positive attitude                   | 92  | When I have had problems, I have always tried to see the bright side of things  | 6.13 | 6.21 | <b>-0.08</b> |
| 60 | I believe that I have a great potential                        | 130 | I believe that I have the capacity to achieve great things  | 6.55 | 6.63 | <b>-0.08</b> |
| 10 | I am a sharing person  | 80  | When I have encountered a person who does not have the means, food, or knowledge, I have shared what I have with him/her  | 6.12 | 6.23 | <b>-0.11</b> |
| 23 | I am emphatic  | 93  | When someone has had a problem, I have put myself in their shoes to see the situation from their perspective              | 6.25 | 6.36 | <b>-0.11</b> |
| 61 | I am always available when others need me                      | 131 | I am always willing to help others regardless of the moment or situation  | 6.27 | 6.41 | <b>-0.14</b> |
| 5  | I contribute to the sustainability of my environment           | 75  | I recycle, recuperate and reuse certain products  | 5.66 | 5.82 | <b>-0.16</b> |
| 64 | I have a positive humor  | 134 | My happiness is contagious  | 6.11 | 6.30 | <b>-0.19</b> |





|    |  |     |  |      |      |              |
|----|--|-----|--|------|------|--------------|
| 3  | I am a person of my word                                 | 73  | People trust me because I always keep my word, and I am faithful to my promises and dreams                 | 6.36 | 6.56 | <b>-0.20</b> |
| 51 | I have a faultless reputation                            | 121 | I lead by example because no one can imply that I have done misbehaved or have a lack of ethics            | 5.46 | 5.66 | <b>-0.20</b> |
| 55 | I am a kind and nice person                              | 125 | People come to me because I am a caring person   | 6.29 | 6.51 | <b>-0.22</b> |
| 68 | I have a critical and strategic thinking                 | 138 | Others acknowledge that my arguments are solid   | 5.90 | 6.15 | <b>-0.25</b> |
| 56 | I am worried about the environment                       | 126 | I never throw garbage on the streets, and when I see garbage, I will pick it up and dispose of it properly | 6.12 | 6.38 | <b>-0.26</b> |
| 58 | I consider myself as a decent person                     | 128 | I am bothered when others perform immoral acts.  | 6.34 | 6.63 | <b>-0.29</b> |
| 9  | I am always willing to serve others                      | 79  | Every time I have the opportunity, I act in service of others  | 5.94 | 6.24 | <b>-0.30</b> |
| 34 | I can give valuable advice                               | 104 | Others come to me for advice   | 6.16 | 6.48 | <b>-0.32</b> |
| 24 | I am congruent   | 94  | I always say and do what I think or want   | 5.83 | 6.15 | <b>-0.32</b> |
| 21 | I am always willing to help                              | 91  | I have helped others even when they have not asked for my help   | 6.08 | 6.41 | <b>-0.33</b> |
| 46 | I am worried about the well-being of the underprivileged | 116 | I have made donations (money, time, or others) to support noble causes                                     | 5.98 | 6.33 | <b>-0.35</b> |
| 65 | I am a disciplined person.                               | 135 | I always finish the tasks that I have been assigned on time and do not leave specific actions for later    | 5.68 | 6.04 | <b>-0.36</b> |



|    |  |     |  |      |      |              |
|----|--|-----|--|------|------|--------------|
| 3  | I am a person of my word                                 | 73  | People trust me because I always keep my word, and I am faithful to my promises and dreams                 | 6.36 | 6.56 | <b>-0.20</b> |
| 51 | I have a faultless reputation                            | 121 | I lead by example because no one can imply that I have done misbehaved or have a lack of ethics            | 5.46 | 5.66 | <b>-0.20</b> |
| 55 | I am a kind and nice person                              | 125 | People come to me because I am a caring person   | 6.29 | 6.51 | <b>-0.22</b> |
| 68 | I have a critical and strategic thinking                 | 138 | Others acknowledge that my arguments are solid   | 5.90 | 6.15 | <b>-0.25</b> |
| 56 | I am worried about the environment                       | 126 | I never throw garbage on the streets, and when I see garbage, I will pick it up and dispose of it properly | 6.12 | 6.38 | <b>-0.26</b> |
| 58 | I consider myself as a decent person                     | 128 | I am bothered when others perform immoral acts.  | 6.34 | 6.63 | <b>-0.29</b> |
| 9  | I am always willing to serve others                      | 79  | Every time I have the opportunity, I act in service of others  | 5.94 | 6.24 | <b>-0.30</b> |
| 34 | I can give valuable advice                               | 104 | Others come to me for advice   | 6.16 | 6.48 | <b>-0.32</b> |
| 24 | I am congruent   | 94  | I always say and do what I think or want   | 5.83 | 6.15 | <b>-0.32</b> |
| 21 | I am always willing to help                              | 91  | I have helped others even when they have not asked for my help   | 6.08 | 6.41 | <b>-0.33</b> |
| 46 | I am worried about the well-being of the underprivileged | 116 | I have made donations (money, time, or others) to support noble causes                                     | 5.98 | 6.33 | <b>-0.35</b> |
| 65 | I am a disciplined person.                               | 135 | I always finish the tasks that I have been assigned on time and do not leave specific actions for later    | 5.68 | 6.04 | <b>-0.36</b> |



|    |  |     |   |      |      |              |
|----|--|-----|---|------|------|--------------|
| 32 | I acknowledge the participation of others and value their skills | 102 | I have held constructive discussions praising the knowledge of others.  | 6.02 | 6.40 | <b>-0.38</b> |
| 44 | I always consider the capabilities and merits of others          | 114 | People feel taken into consideration by me when working together  | 6.16 | 6.55 | <b>-0.39</b> |
| 43 | I have the ability to lead the efforts of others                 | 113 | When working in teams, I am usually the leader who organizes the efforts of others to obtain the best results | 5.89 | 6.28 | <b>-0.39</b> |
| 69 | I am a responsible consumer                                      | 139 | I buy specific products for ethical or ecological reasons, regardless of the price                            | 5.41 | 5.81 | <b>-0.40</b> |
| 6  | My education will allow me to help others in the future          | 76  | I am studying so that I can help or give back to my community and my country                                  | 6.16 | 6.58 | <b>-0.42</b> |
| 52 | I am an authentic person   | 122 | I have never pretended to be someone I am not   | 5.97 | 6.39 | <b>-0.42</b> |
| 37 | I respect the dignity of others and my dignity                   | 107 | When I have seen that someone is humiliating another person, I have intervened to stop the humiliation        | 6.19 | 6.66 | <b>-0.47</b> |
| 4  | I am trustworthy   | 74  | People consider that I am capable of leading others to achieve collective goals                               | 6.27 | 6.74 | <b>-0.47</b> |
| 28 | I can step outside of my comfort zone to help others             | 98  | I have placed the wellbeing of others before my own interest or my comfort                                    | 5.65 | 6.14 | <b>-0.49</b> |
| 57 | I value the relationships I have built                           | 127 | I invest my time in maintaining and improving my relationships with family, friends, and acquaintances        | 6.16 | 6.69 | <b>-0.53</b> |



|    |   |     |   |      |      |              |
|----|---|-----|---|------|------|--------------|
| 14 | I believe that when working together, we can achieve better results   | 84  | I am an active participant in solving shared challenges   | 5.92 | 6.48 | <b>-0.56</b> |
| 70 | I am not a spiteful person  | 140 | When someone does something that hurts me, I forgive him/her easily                               | 4.72 | 5.31 | <b>-0.59</b> |
| 40 | I am a person of integrity  | 110 | I have never committed dishonest acts against myself or others                                    | 5.84 | 6.47 | <b>-0.63</b> |
| 41 | I have the capability to guide collective actions                     | 111 | I believe that others see me as a leader  | 5.55 | 6.18 | <b>-0.63</b> |
| 67 | I am a tenacious person   | 137 | I do not have any project that I left and that I did not finish                                   | 5.39 | 6.03 | <b>-0.64</b> |
| 29 | I have the capacity to change   | 99  | I have accepted difficult changes in my life without resistance or anger                          | 5.56 | 6.24 | <b>-0.68</b> |
| 19 | I acknowledge my capabilities and vulnerabilities and those of others | 89  | I never brag about the achievements I have made, and I am annoyed by people who continually do so | 5.47 | 6.17 | <b>-0.70</b> |
| 1  | I am interested in the culture of my region and my country            | 71  | Others like to be near me because they believe I have a vast general culture                      | 5.52 | 6.28 | <b>-0.76</b> |
| 59 | I value others  | 129 | I learn the names and last names of the people I work with when joining teams                     | 5.83 | 6.70 | <b>-0.87</b> |
| 39 | I am a transparent and clear person                                   | 109 | I never lie or hide information from my family or friends   | 5.45 | 6.36 | <b>-0.91</b> |
| 20 | I want a better future for all  | 90  | I actively participate in the integral development of those around me                             | 5.86 | 6.80 | <b>-0.94</b> |
| 26 | I consider myself as a prudent person                                 | 96  | Even when I am angry, I do not allow my emotions  | 5.12 | 6.17 | <b>-1.05</b> |



|    |  |     |   |      |      |              |
|----|--|-----|---|------|------|--------------|
|    |  |     | to explode and get the best of me   |      |      |              |
| 48 | I am patient when I am with other people                                     | 118 | I never lose my temper when others make a mistake or take their time to solve something                           | 4.72 | 5.90 | <b>-1.18</b> |
| 12 | I believe that life-long-learning creates better employment conditions       | 82  | I am studying for a graduate degree because I believe that without it, I will not be able to be employed          | 5.02 | 6.46 | <b>-1.44</b> |
| 49 | I have a high tolerance to failure when things do not work out as I expected | 119 | When things have not turned out as I expected, I have not given up  | 3.97 | 5.51 | <b>-1.54</b> |
| 11 | I enjoy helping others   | 81  | I participate and/or lead a group that aims at solving a specific problem in my community                         | 4.89 | 6.51 | <b>-1.62</b> |
| 42 | I am against all acts of violence  | 112 | I have not taken part in arguments or physical attacks against others at the university, a party, or public space | 3.32 | 6.62 | <b>-3.30</b> |

*Source: Developed by the authors, 2021*

The highest and lower gaps of paired questions can also be analyzed independently.

Based on Table 4, the items that resulted in a positive GAP (a gap over zero), meaning that students act more according to the common good than the ideas they have about it are impartiality, discretion, active participation in actions of social benefit, planning activities to lead others, delegating, embracing diversity, facing and overcoming challenges, communication, autonomy, and independence, trusting, responsibility, and loving thy neighbor.

Some items had no gap at all (a gap of zero), meaning that what students think and do is coherent; those were courage, fairness, and obeying co-existence rules.

Furthermore, the items in which students had the highest GAP or the most significant difference between what they have in mind about doing something towards the common



good and what they do to achieve it are: being against all acts of violence, including arguments, leading groups to solve specific problems in a community, tolerance to failure, patience, prudence, wanting a better future for all, transparency, valuing others, and being interested in the culture of others. The rest of the items also have negative values ranging from zero to -.70.

#### 4. Analysis by dimension, ordered by GAP (higher to lower values)

Table 5 introduces the GAP analysis by dimension.

**Table 5.**  
*Analysis by dimension, ordered by GAP (higher to lower values)*

| Item number<br>Ideal                | Item number<br>Real | Mean item<br>Real | Mean item<br>Ideal | GAP<br>Mean real - mean<br>ideal |
|-------------------------------------|---------------------|-------------------|--------------------|----------------------------------|
| <b>Dimension 1: self-management</b> |                     |                   |                    |                                  |
| 38                                  | 108                 | 6.29              | 6.25               | <b>0.04</b>                      |
| 36                                  | 106                 | 6.52              | 6.52               | <b>0.00</b>                      |
| 62                                  | 132                 | 6.50              | 6.57               | <b>-0.07</b>                     |
| 4                                   | 74                  | 6.27              | 6.74               | <b>-0.47</b>                     |
| 40                                  | 110                 | 5.84              | 6.47               | <b>-0.63</b>                     |
| 39                                  | 109                 | 5.45              | 6.36               | <b>-0.91</b>                     |
|                                     |                     |                   | <b>Mean</b>        | <b>-0.34</b>                     |
| <b>Dimension 2: Solidarity</b>      |                     |                   |                    |                                  |
| 33                                  | 103                 | 6.31              | 6.31               | <b>0.00</b>                      |
| 47                                  | 117                 | 6.40              | 6.45               | <b>-0.05</b>                     |
| 35                                  | 105                 | 6.69              | 6.77               | <b>-0.08</b>                     |
| 3                                   | 73                  | 6.36              | 6.56               | <b>-0.20</b>                     |
| 34                                  | 104                 | 6.16              | 6.48               | <b>-0.32</b>                     |
| 32                                  | 102                 | 6.02              | 6.40               | <b>-0.38</b>                     |



|    |     |      |             |              |
|----|-----|------|-------------|--------------|
| 44 | 114 | 6.16 | 6.55        | <b>-0.39</b> |
| 37 | 107 | 6.19 | 6.66        | <b>-0.47</b> |
| 59 | 129 | 5.83 | 6.70        | <b>-0.87</b> |
| 20 | 90  | 5.86 | 6.80        | <b>-0.94</b> |
| 42 | 112 | 3.32 | 6.62        | <b>-3.30</b> |
|    |     |      | <b>Mean</b> | <b>-0.63</b> |

|                                       |     |      |             |              |
|---------------------------------------|-----|------|-------------|--------------|
| <b>Dimension 3: Logic of the gift</b> |     |      |             |              |
| 8                                     | 78  | 6.34 | 6.36        | <b>-0.02</b> |
| 10                                    | 80  | 6.12 | 6.23        | <b>-0.11</b> |
| 55                                    | 125 | 6.29 | 6.51        | <b>-0.22</b> |
| 9                                     | 79  | 5.94 | 6.24        | <b>-0.30</b> |
| 21                                    | 91  | 6.08 | 6.41        | <b>-0.33</b> |
| 11                                    | 81  | 4.89 | 6.51        | <b>-1.62</b> |
|                                       |     |      | <b>Mean</b> | <b>-0.43</b> |
| <b>Dimension 4: Sustainability</b>    |     |      |             |              |
| 7                                     | 77  | 5.64 | 5.39        | <b>0.25</b>  |
| 17                                    | 87  | 6.68 | 6.50        | <b>0.18</b>  |
| 5                                     | 75  | 5.66 | 5.82        | <b>-0.16</b> |
| 56                                    | 126 | 6.12 | 6.38        | <b>-0.26</b> |
| 46                                    | 116 | 5.98 | 6.33        | <b>-0.35</b> |
| 6                                     | 76  | 6.16 | 6.58        | <b>-0.42</b> |
| 1                                     | 71  | 5.52 | 6.28        | <b>-0.76</b> |
|                                       |     |      | <b>Mean</b> | <b>-0.21</b> |



| <b>Dimensión 5: Congruence</b>  |     |      |             |              |
|---------------------------------|-----|------|-------------|--------------|
| 54                              | 124 | 6.31 | 6.30        | <b>0.01</b>  |
| 53                              | 123 | 6.45 | 6.48        | <b>-0.03</b> |
| 60                              | 130 | 6.55 | 6.63        | <b>-0.08</b> |
| 61                              | 131 | 6.27 | 6.41        | <b>-0.14</b> |
| 64                              | 134 | 6.11 | 6.30        | <b>-0.19</b> |
| 58                              | 128 | 6.34 | 6.63        | <b>-0.29</b> |
| 52                              | 122 | 5.97 | 6.39        | <b>-0.42</b> |
| 57                              | 127 | 6.16 | 6.69        | <b>-0.53</b> |
|                                 |     |      | <b>Mean</b> | <b>-0.20</b> |
| <b>Dimension 6: Flourishing</b> |     |      |             |              |

|    |     |      |             |              |
|----|-----|------|-------------|--------------|
| 25 | 95  | 6.18 | 6.01        | <b>0.17</b>  |
| 18 | 88  | 6.18 | 6.09        | <b>0.09</b>  |
| 30 | 100 | 6.05 | 5.96        | <b>0.09</b>  |
| 27 | 97  | 6.06 | 6.07        | <b>-0.01</b> |
| 22 | 92  | 6.13 | 6.21        | <b>-0.08</b> |
| 23 | 93  | 6.25 | 6.36        | <b>-0.11</b> |
| 19 | 89  | 5.47 | 6.17        | <b>-0.70</b> |
| 26 | 96  | 5.12 | 6.17        | <b>-1.05</b> |
|    |     |      | <b>Mean</b> | <b>-0.20</b> |

| <b>Dimension 7: Responsibility</b> |     |      |             |              |
|------------------------------------|-----|------|-------------|--------------|
| 66                                 | 136 | 6.48 | 6.04        | <b>0.44</b>  |
| 68                                 | 138 | 5.90 | 6.15        | <b>-0.25</b> |
| 65                                 | 135 | 5.68 | 6.04        | <b>-0.36</b> |
| 69                                 | 139 | 5.41 | 5.81        | <b>-0.40</b> |
| 70                                 | 140 | 4.72 | 5.31        | <b>-0.59</b> |
| 67                                 | 137 | 5.39 | 6.03        | <b>-0.64</b> |
|                                    |     |      | <b>Mean</b> | <b>-0.30</b> |



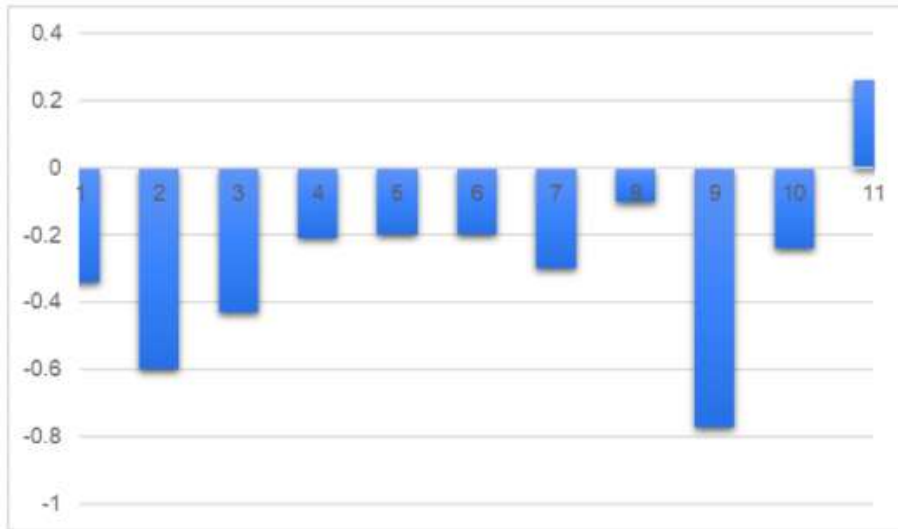


| <b>Dimension 8: Management</b>     |     |      |             |              |
|------------------------------------|-----|------|-------------|--------------|
| 2                                  | 72  | 6.26 | 6.03        | <b>0.23</b>  |
| 16                                 | 86  | 6.31 | 6.11        | <b>0.20</b>  |
| 31                                 | 101 | 6.03 | 5.96        | <b>0.07</b>  |
| 43                                 | 113 | 5.89 | 6.28        | <b>-0.39</b> |
| 41                                 | 111 | 5.55 | 6.18        | <b>-0.63</b> |
|                                    |     |      | <b>Mean</b> | <b>-0.10</b> |
| <b>Dimension 9: Resilience</b>     |     |      |             |              |
| 50                                 | 120 | 6.05 | 6.05        | <b>0.00</b>  |
| 28                                 | 98  | 5.65 | 6.14        | <b>-0.49</b> |
| 29                                 | 99  | 5.56 | 6.24        | <b>-0.68</b> |
| 48                                 | 118 | 4.72 | 5.90        | <b>-1.18</b> |
| 49                                 | 119 | 3.97 | 5.51        | <b>-1.54</b> |
|                                    |     |      | <b>Mean</b> | <b>-0.77</b> |
| <b>Dimension 10: Collaboration</b> |     |      |             |              |
| 15                                 | 85  | 6.36 | 6.43        | <b>-0.07</b> |
| 13                                 | 83  | 6.12 | 6.20        | <b>-0.08</b> |
| 14                                 | 84  | 5.92 | 6.48        | <b>-0.56</b> |
|                                    |     |      | <b>Mean</b> | <b>-0.24</b> |
| <b>Dimension 11: Justice</b>       |     |      |             |              |
| 45                                 | 115 | 6.45 | 5.72        | <b>0.73</b>  |
| 51                                 | 121 | 5.46 | 5.66        | <b>-0.20</b> |
|                                    |     |      | <b>Mean</b> | <b>0.26</b>  |

*Source: Developed by the authors, 2021*



**Figure 3.**  
*Average GAP by dimension*



*Source: Developed by the authors, 2021*

When analyzing the results by dimension and their gap (figure 3), Justice is the only dimension with a positive GAP. Although it is very favorable to think of business school students as promoters of justice, results can be biased because this dimension was left with only two items after the factor analysis, whereas others have more. The rest of the dimensions have all negative gaps, which is expected when using this type of scale and when respondents answer truthfully.

The overall GAP by gender shows that female participants have a more significant gap concerning their male counterparts by -0.05. Regarding age, 80.71% of all participants have an age between 18 and 22 years, showing this particular group the lowest gap with values between -0.33 y -0.36. An important fact is that the group of 26 years and older have the most significant gap with a value of -0.49.

Regarding the academic programs, those with the lowest gap are Gastronomy and Finances, whereas the program with the more significant gap was Logistics. In terms of the state of origin, there is no difference in terms of GAP between locals and foreigners.

There is a lower GAP in levels B and C of the socio-economic level, which is considered medium. In terms of socio formative courses that the students have taken, the



lowest GAP can be observed in students who have taken five courses.

The overall GAPS by dimension are presented in Table 6. The values have been arranged from the smaller to the largest gap

**Table 6.**  
*Gap analysis by dimension*

| Dimension             | Gap   |
|-----------------------|-------|
| Justice               | 0.26  |
| Management            | -0.10 |
| Flourishing           | -0.20 |
| Congruence            | -0.20 |
| Sustainability        | -0.22 |
| Collaboration         | -0.23 |
| Responsibility        | -0.30 |
| Self-management       | -0.34 |
| The logic of the gift | -0.43 |
| Solidarity            | -0.63 |
| Resilience            | -0.77 |

*Source: Developed by the authors, 2021*

It is vital to notice that the dimension of justice has a positive gap. As explained before, this dimension was left with fewer items than the others after the factor analysis; therefore, it needs to be reviewed and adjusted.

As can be observed in Table 6, the dimensions with the lower gap (after justice) are management, flourishing, sustainability, collaboration, and congruence, in that particular order, and the ones with the highest gap are resilience, solidarity, the logic of the gift,



self-management and responsibility, again in that exact order.

## CONCLUSIONS AND FUTHER STUDIES

It is essential to acknowledge that the scale has a significant limitation. Although it was built to identify the gap between ideal and real actions towards the common good, it measures what students say they do instead of actions that can be observed; therefore, a bias needs to be considered.

Overall results show a favorable position of Business School students from UPAEP regarding common good leadership. This can be because the essence of the university has been directed towards the common good. And more recently, with the development of the new educational model and the common good pedagogy, more emphasis has been placed on the importance of developing leadership traits and skills to promote the common good through different actions.

The scale will be tested in other universities and educational institutions of different levels. Interesting comparisons can be made between students of different levels, institutions in different states, catholic or non-religious educational institutions, public and private institutions, and others.

The more the scale is used, the more information will be available to re-assess the factors to further improve it. As it is today, the justice dimension lacks consistency.

The dimensions presented resulted from factor analysis and later text analysis to identify common patterns. Nevertheless, new factor analysis can be performed as more surveys have been applied to verify whether these dimensions can remain or need to be modified to better reflect the items included in them.

Although the scale has been developed to identify common good traits in business school students and is derived from traditional leadership traits and common good characteristics, it can be modified to suit specific institutional needs. For instance, in the case of UPAEP, it could be adjusted to identify the key traits and characteristics as presented in the institutional identity and the pursued values. Currently, the scale best represents the identity values of respect to human dignity, truth, integrity, love, justice, solidarity, and respect, but subsidiarity, beauty, and freedom are not reflected in the scale.



Although the data that has been analyzed provides crucial information about common good leadership in students, no significant connections were identified with regards to the courses that are being offered to develop transformational leadership skills. Those courses were developed previous to the common good pedagogy; therefore, this creates an exciting opportunity to review the contents of the courses and adapt them to support the development of common good leadership skills and characteristics, which are most needed in the current environment.

The next step for the study will be to present these results to educational authorities, review the instrument (as required), and apply the scale to all students. Results can be used as a baseline for analyzing the application of the common good pedagogy.

## APPENDIX

In terms of the standard deviation, none of the values are higher than the mean; therefore, the existence of a possible statistical bias can be discarded. The blocks in which the scale has been grouped show that 87.14% of all observations can be categorized as positive or in agreement, with percentages from 80.59 to 99.16.

**Table 7.**  
*Analysis by item*

| Item Number | Description  | Mean | Standard deviation | Level of agreement/disagreement (%) |             |             |
|-------------|--|------|--------------------|-------------------------------------|-------------|-------------|
|             |  |      |                    | Disagree (1-3)                      | Neutral (4) | Agree (5-7) |
| 1           | I am interested in the culture of my region and my country | 6.28 | 1.10               | 2.37                                | 4.75        | 92.88       |
| 2           | I can plan activities to lead others towards a common goal | 6.03 | 1.08               | 2.09                                | 7.12        | 90.78       |
| 3           | I am a person of my word                                   | 6.56 | 0.70               | 0.28                                | 1.26        | 98.46       |
| 4           | I am trustworthy   | 6.74 | 0.58               | 0.42                                | 0.84        | 98.74       |
| 5           | I contribute to the sustainability of my environment       | 5.82 | 1.11               | 3.21                                | 9.22        | 87.57       |
| 6           | My education will allow me to help others in the future    | 6.58 | 0.72               | 0.28                                | 1.54        | 98.18       |
| 7           | I am an active participant in actions with social benefits | 5.39 | 1.53               | 11.45                               | 16.48       | 72.07       |
| 8           | I am concerned about the well-being of others              | 6.36 | 0.89               | 0.70                                | 4.19        | 95.11       |
| 9           | I am always willing to serve others                        | 6.24 | 0.97               | 2.51                                | 2.65        | 94.83       |



|    |  |      |      |      |      |       |
|----|--|------|------|------|------|-------|
| 10 | I am a sharing person  | 6.23 | 1.02 | 2.37 | 4.05 | 93.58 |
| 11 | I enjoy helping others   | 6.51 | 0.82 | 1.26 | 2.23 | 96.51 |
| 12 | I believe that life-long-learning creates better employment conditions | 6.46 | 0.96 | 1.96 | 2.37 | 95.67 |
| 13 | I can gladly accept suggestions and comments from others               | 6.20 | 0.94 | 0.98 | 4.33 | 94.69 |
| 14 | I believe that when working together, we can achieve better results    | 6.48 | 0.78 | 0.42 | 2.09 | 97.49 |
| 15 | I can work in collaboration with others                                | 6.43 | 0.84 | 0.56 | 2.79 | 96.65 |
| 16 | I can delegate responsibilities to others                              | 6.11 | 1.07 | 1.96 | 6.28 | 91.76 |
| 17 | I am an active promoter of diversity and gender equality               | 6.50 | 0.94 | 1.54 | 3.49 | 94.97 |
| 18 | I can communicate my ideas clearly                                     | 6.09 | 0.99 | 2.09 | 4.19 | 93.72 |
| 19 | I acknowledge my capabilities and vulnerabilities and those of others  | 6.17 | 0.91 | 0.56 | 4.47 | 94.97 |
| 20 | I want a better future for all   | 6.80 | 0.54 | 0.00 | 1.12 | 98.88 |
| 21 | I am always willing to help  | 6.41 | 0.85 | 0.98 | 1.82 | 97.21 |
| 22 | Most of the time, I have a positive attitude                           | 6.21 | 0.94 | 1.40 | 3.91 | 94.69 |
| 23 | I am emphatic  | 6.36 | 0.93 | 1.40 | 3.35 | 95.25 |
| 24 | I am congruent   | 6.15 | 0.86 | 0.42 | 3.63 | 95.95 |
| 25 | Challenges and problems do not stop me                                 | 6.01 | 0.96 | 0.98 | 5.73 | 93.30 |
| 26 | I consider myself as a prudent person                                  | 6.17 | 0.93 | 0.56 | 6.01 | 93.44 |
| 27 | I consider myself a proactive  | 6.07 | 0.96 | 1.26 | 4.33 | 94.41 |



|    |  |      |      |      |      |       |
|----|--|------|------|------|------|-------|
| 28 | I can step outside of my comfort zone to help others             | 6.14 | 1.00 | 1.82 | 4.47 | 93.72 |
| 29 | I have the capacity to change                                    | 6.24 | 0.94 | 0.42 | 4.61 | 94.97 |
| 30 | I consider myself as autonomous and independent                  | 5.96 | 1.14 | 2.79 | 7.40 | 89.80 |
| 31 | I can easily trust others  | 5.96 | 1.15 | 3.77 | 7.54 | 88.69 |
| 32 | I acknowledge the participation of others and value their skills | 6.40 | 0.85 | 0.28 | 3.07 | 96.65 |
| 33 | I have courage; I show my face, and I do not show cowardice      | 6.31 | 0.90 | 0.84 | 3.35 | 95.81 |
| 34 | I can give valuable advice                                       | 6.48 | 0.84 | 1.12 | 1.54 | 97.35 |
| 35 | I believe that every person has the same right to be respected   | 6.77 | 0.64 | 0.56 | 1.54 | 97.91 |
| 36 | I am a fair person   | 6.52 | 0.75 | 0.28 | 2.23 | 97.49 |
| 37 | I respect the dignity of others and my dignity                   | 6.66 | 0.62 | 0.00 | 0.84 | 99.16 |
| 38 | I am able to accept when I make a mistake                        | 6.25 | 0.89 | 0.84 | 3.21 | 95.95 |
| 39 | I am a transparent and clear person                              | 6.36 | 0.86 | 0.70 | 2.79 | 96.51 |
| 40 | I am a person of integrity                                       | 6.47 | 0.76 | 0.42 | 1.26 | 98.32 |
| 41 | I can guide collective actions                                   | 6.18 | 0.95 | 0.84 | 4.75 | 94.41 |
| 42 | I am against all acts of violence                                | 6.62 | 0.87 | 1.26 | 2.23 | 96.51 |
| 43 | I can lead the efforts of others                                 | 6.28 | 0.88 | 0.84 | 3.63 | 95.53 |
| 44 | I always consider the capabilities and merits of others          | 6.55 | 0.69 | 0.14 | 1.12 | 98.74 |
| 45 | I am an impartial person   | 5.72 | 1.36 | 6.42 | 9.50 | 84.08 |



|    |  |      |      |       |       |       |
|----|--|------|------|-------|-------|-------|
| 46 | I am worried about the well-being of the underprivileged                     | 6.33 | 0.97 | 1.54  | 3.49  | 94.97 |
| 47 | I motivate others when they are discouraged                                  | 6.45 | 0.83 | 0.56  | 2.79  | 96.65 |
| 48 | I am patient when I am with other people                                     | 5.90 | 1.18 | 3.91  | 7.82  | 88.27 |
| 49 | I have a high tolerance to failure when things do not work out as I expected | 5.51 | 1.30 | 7.82  | 11.31 | 80.87 |
| 50 | I work for what is better for my community                                   | 6.05 | 1.06 | 1.96  | 6.70  | 91.34 |
| 51 | I have a faultless reputation  | 5.66 | 1.20 | 4.61  | 9.50  | 85.89 |
| 52 | I am an authentic person   | 6.39 | 0.82 | 0.70  | 2.37  | 96.93 |
| 53 | My actions are a reflection of my values                                     | 6.48 | 0.78 | 0.42  | 1.82  | 97.77 |
| 54 | I love my neighbor   | 6.30 | 0.96 | 1.26  | 4.61  | 94.13 |
| 55 | I am a kind and nice person  | 6.51 | 0.75 | 0.56  | 1.82  | 97.63 |
| 56 | I am worried about the environment   | 6.38 | 0.91 | 1.26  | 3.35  | 95.39 |
| 57 | I value the relationships I have built                                       | 6.69 | 0.63 | 0.14  | 0.70  | 99.16 |
| 58 | I consider myself as a decent person   | 6.63 | 0.72 | 0.56  | 1.68  | 97.77 |
| 59 | I value others   | 6.70 | 0.63 | 0.14  | 1.12  | 98.74 |
| 60 | I believe that I have a great potential                                      | 6.63 | 0.68 | 0.00  | 1.68  | 98.32 |
| 61 | I am always available when others need me                                    | 6.41 | 0.84 | 0.70  | 2.79  | 96.51 |
| 62 | I am faithful to my convictions and the people around me                     | 6.57 | 0.69 | 0.14  | 1.82  | 98.04 |
| 63 | I am not in search of money or fame  | 5.50 | 1.57 | 10.89 | 14.25 | 74.86 |
| 64 | I have a positive humor  | 6.30 | 0.93 | 0.84  | 5.17  | 93.99 |





|    |  |      |      |       |       |       |
|----|--|------|------|-------|-------|-------|
| 65 | I am a disciplined person  | 6.04 | 1.13 | 2.51  | 7.40  | 90.08 |
| 66 | I am a discreet person   | 6.04 | 1.06 | 2.51  | 7.26  | 90.22 |
| 67 | I am a tenacious person  | 6.03 | 1.03 | 1.26  | 7.26  | 91.48 |
| 68 | I have a critical and strategic thinking   | 6.15 | 0.93 | 0.84  | 4.89  | 94.27 |
| 69 | I am a responsible consumer  | 5.81 | 1.12 | 2.93  | 9.50  | 87.57 |
| 70 | I am not a spiteful person   | 5.31 | 1.71 | 15.64 | 12.57 | 71.79 |
| 71 | Others like to be near me because they believe I have a vast general culture   | 5.52 | 1.26 | 5.31  | 16.20 | 78.49 |
| 72 | When I have had to work in teams, I have organized well with others to achieve the expected goals according to schedule. | 6.26 | 1.00 | 1.82  | 4.75  | 93.44 |
| 73 | People trust me because I always keep my word, and I am faithful to my promises and dreams                               | 6.36 | 0.85 | 0.70  | 1.68  | 97.63 |
| 74 | People consider that I am capable of leading others to achieve collective goals  | 6.27 | 0.94 | 1.12  | 5.03  | 93.85 |
| 75 | I recycle, recuperate, and reuse certain products  | 5.66 | 1.44 | 9.08  | 10.34 | 80.59 |
| 76 | I am studying so that I can help give back to my community and my country  | 6.16 | 1.17 | 2.79  | 7.12  | 90.08 |
| 77 | I have developed or been an active participant in projects with social impact  | 5.64 | 1.62 | 10.89 | 10.61 | 78.49 |
| 78 | When I have realized that someone was not OK, I have asked if I could be of help   | 6.34 | 0.95 | 0.98  | 3.91  | 95.11 |
| 79 | Every time I have the opportunity, I act in service of others  | 5.94 | 1.20 | 4.47  | 7.26  | 88.27 |
| 80 | When I have encountered a person who does not have   | 6.12 | 1.12 | 2.51  | 7.40  | 90.08 |



|    |  |      |      |       |       |       |
|----|--|------|------|-------|-------|-------|
|    | the means, food, or knowledge, I have shared what I have with him/her                                    |      |      |       |       |       |
| 81 | I participate and/or lead a group that aims at solving a specific problem in my community                | 4.89 | 2.08 | 25.56 | 13.13 | 61.31 |
| 82 | I am studying for a graduate degree because I believe that without it, I will not be able to be employed | 5.02 | 1.93 | 20.67 | 12.85 | 66.48 |
| 83 | I know how to receive constructive criticism   | 6.12 | 0.96 | 0.84  | 5.59  | 93.58 |
| 84 | I am an active participant in solving shared challenges  | 5.92 | 1.14 | 3.49  | 8.24  | 88.27 |
| 85 | When I have worked as a team, I have sought that we all contribute and reach consensual decisions        | 6.36 | 0.90 | 1.12  | 2.79  | 96.09 |
| 86 | When working in teams, I have shared leadership with other participants                                  | 6.31 | 0.97 | 1.26  | 3.91  | 94.83 |
| 87 | It bothers me when people discriminate against others  | 6.68 | 0.77 | 0.84  | 1.68  | 97.49 |
| 88 | When I talk, I can mobilize others to action   | 6.18 | 1.00 | 0.98  | 6.15  | 92.88 |
| 89 | I never brag about the achievements I have made, and I am annoyed by people who continually do so        | 5.47 | 1.61 | 11.73 | 14.66 | 73.60 |
| 90 | I actively participate in the integral development of those around me                                    | 5.86 | 1.19 | 3.07  | 11.73 | 85.20 |
| 91 | I have helped others even when they have not asked for my help   | 6.08 | 1.16 | 2.93  | 8.66  | 88.41 |
| 92 | When I have had problems, I have always tried to see the bright side of things                           | 6.13 | 1.08 | 2.65  | 5.45  | 91.90 |



|     |  |      |      |       |       |       |
|-----|--|------|------|-------|-------|-------|
| 93  | When someone has had a problem, I have put myself in their shoes to see the situation from their perspective | 6.25 | 0.97 | 1.40  | 3.91  | 94.69 |
| 94  | I always say and do what I think or want   | 5.83 | 1.16 | 2.93  | 11.31 | 85.75 |
| 95  | Every time in which I have faced a challenge, I have found a way to overcome                                 | 6.18 | 0.90 | 0.00  | 5.17  | 94.83 |
| 96  | Even when I am angry, I do not allow my emotions to explode and get the best of me                           | 5.12 | 1.66 | 16.76 | 15.78 | 67.46 |
| 97  | When facing difficult challenges, I am actively involved in solving them                                     | 6.06 | 0.98 | 1.26  | 5.87  | 92.88 |
| 98  | I have placed the well-being of others before my interest or my comfort                                      | 5.65 | 1.38 | 7.40  | 10.75 | 81.84 |
| 99  | I have accepted difficult changes in my life without resistance or anger                                     | 5.56 | 1.33 | 8.10  | 12.29 | 79.61 |
| 100 | When I have worked in teams, I do not need to be supervised; I can work independently yet collaboratively    | 6.05 | 1.15 | 2.93  | 7.40  | 89.66 |
| 101 | I can integrate and interact with others with ease.  | 6.03 | 1.12 | 1.96  | 10.06 | 87.99 |
| 102 | I have held constructive discussions praising the knowledge of others.                                       | 6.02 | 1.04 | 1.54  | 7.54  | 90.92 |
| 103 | When there is a problem, I face it and accept the consequences   | 6.31 | 0.86 | 0.56  | 2.93  | 96.51 |
| 104 | Others come to me for advice   | 6.16 | 1.05 | 1.82  | 6.70  | 91.48 |



|     |   |      |      |       |       |       |
|-----|---|------|------|-------|-------|-------|
| 105 | I treat everyone with the same respect regardless of their religion, sexual orientation, ethnicity, gender, or disability | 6.69 | 0.70 | 0.42  | 2.09  | 97.49 |
| 106 | I always try to give the proper recognition to those who deserve it   | 6.52 | 0.78 | 0.28  | 2.09  | 97.63 |
| 107 | When I have seen that someone is humiliating another person, I have intervened to stop the humiliation                    | 6.19 | 1.01 | 1.26  | 6.15  | 92.60 |
| 108 | When I have made a mistake, I have accepted it and taken responsibility for it  | 6.29 | 0.92 | 0.98  | 4.19  | 94.83 |
| 109 | I never lie or hide information from my family or friends   | 5.45 | 1.45 | 11.59 | 10.89 | 77.51 |
| 110 | I have never committed dishonest acts against myself or others  | 5.84 | 1.40 | 8.38  | 6.15  | 85.47 |
| 111 | I believe that others see me as a leader  | 5.55 | 1.37 | 6.84  | 13.55 | 79.61 |
| 112 | I have not participated in arguments or physical attacks against others at the university, a party, or a public space.    | 3.32 | 2.43 | 57.54 | 5.87  | 36.59 |
| 113 | When working in teams, I am usually the leader who organizes the efforts of others to obtain the best results.            | 5.89 | 1.27 | 4.05  | 9.92  | 86.03 |
| 114 | People feel taken into consideration by me when working together  | 6.16 | 1.01 | 1.68  | 6.15  | 92.18 |
| 115 | Others can give their opinion without fear that either I or others would make fun of their ideas.                         | 6.45 | 0.90 | 1.12  | 3.49  | 95.39 |



|     |   |      |      |       |       |       |
|-----|---|------|------|-------|-------|-------|
| 116 | I have made donations (money, time, or others) to support noble causes                                      | 5.98 | 1.38 | 6.84  | 6.98  | 86.17 |
| 117 | I have supported my friends when they have had difficulties, cheering them so that they keep going          | 6.40 | 0.86 | 0.70  | 3.77  | 95.53 |
| 118 | I never lose my temper when others make a mistake or take their time to solve something                     | 4.72 | 1.83 | 58.94 | 15.92 | 25.14 |
| 119 | When things have not turned out as I expected, I have not given up  | 3.97 | 2.07 | 42.60 | 13.41 | 43.99 |
| 120 | I always obey the rules and regulations for social co-existence   | 6.05 | 1.11 | 3.49  | 7.12  | 89.39 |
| 121 | I lead by example because no one can imply that I have misbehaved or lack ethics.                           | 5.46 | 1.48 | 10.89 | 13.55 | 75.56 |
| 122 | I have never pretended to be someone I am not.  | 5.97 | 1.33 | 6.42  | 8.80  | 84.78 |
| 123 | When making a decision, I use the values that I learned in my family as guidance.                           | 6.45 | 0.85 | 1.26  | 1.54  | 97.21 |
| 124 | I have done actions of charity and compassion towards others  | 6.31 | 0.95 | 0.84  | 5.45  | 93.72 |
| 125 | People come to me because I am a caring person  | 6.29 | 0.94 | 1.26  | 3.77  | 94.97 |
| 126 | I never throw garbage on the streets, and when I see garbage, I will pick it up and dispose of it properly. | 6.12 | 1.18 | 3.21  | 7.40  | 89.39 |
| 127 | I invest my time in maintaining and improving my relationships with family, friends, and acquaintances      | 6.16 | 1.05 | 2.23  | 6.28  | 91.48 |
| 128 | I am bothered when others perform immoral acts.   | 6.34 | 1.04 | 2.65  | 3.91  | 93.44 |



|     |  |      |      |       |       |       |
|-----|--|------|------|-------|-------|-------|
| 129 | I learn the names and last names of the people I work with when joining teams                          | 5.83 | 1.32 | 5.59  | 10.61 | 83.80 |
| 130 | I believe that I can achieve great things  | 6.55 | 0.80 | 0.28  | 3.49  | 96.23 |
| 131 | I am always willing to help others regardless of the moment or situation                               | 6.27 | 0.95 | 1.40  | 3.77  | 94.83 |
| 132 | People value my friendship because I am loyal  | 6.50 | 0.79 | 0.56  | 2.51  | 96.93 |
| 133 | I never use my leadership for my personal benefit  | 5.69 | 1.55 | 9.64  | 9.92  | 80.45 |
| 134 | My happiness is contagious   | 6.11 | 1.10 | 2.37  | 6.70  | 90.92 |
| 135 | I always finish the tasks that I have been assigned on time and do not leave certain things for later. | 5.68 | 1.36 | 8.10  | 10.34 | 81.56 |
| 136 | When I have been entrusted with a secret, I have been responsible and have kept it to myself.          | 6.48 | 0.84 | 0.56  | 2.65  | 96.79 |
| 137 | I do not have any projects that I left and that I did not finish                                       | 5.39 | 1.48 | 12.29 | 12.57 | 75.14 |
| 138 | Others acknowledge that my arguments are solid and well fundamental                                    | 5.90 | 1.06 | 1.68  | 9.64  | 88.69 |
| 139 | I buy specific products for ethical or ecological reasons, regardless of the price                     | 5.41 | 1.65 | 14.39 | 11.17 | 74.44 |
| 140 | When someone does something that hurts me, I forgive him/her easily                                    | 4.72 | 1.81 | 25.70 | 17.74 | 56.56 |

*Source: Developed by the authors, 2021*



It is vital to notice that the dimension of justice has a positive gap. As explained before, this dimension was left with fewer items than the others after the factor analysis; therefore, it needs to be reviewed and adjusted.

As can be observed in Table 6, the dimensions with the lower gap (after justice) are management, flourishing, sustainability, collaboration, and congruence, in that particular order, and the ones with the highest gap are resilience, solidarity, the logic of the gift,

*Cynthia M. Montaudon-Tomas\**, *Ingrid N. Pinto-López\*\**, *Manuel Alejandro Gutiérrez-González\*\*\** & *Anna Amsler\*\*\*\**.

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