



# Lasallian Universities International Cooperation

A collection of shared experiences - 1st. Edition

*Una colección de experiencias compartidas - 1er. Edición*

INTERNATIONAL ASSOCIATION  
**La Salle**  
UNIVERSITIES

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## **LASALLIAN VALUES AND THEIR INFLUENCE IN JOB PERFORMANCE AND INTERCULTURAL AWARENESS: EXPERIENCES OF UNIVERSIDAD LA SALLE CUERNAVACA GRADUATES**

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### **Abstract**

Lasallian philosophy has prevailed for more than 300 years worldwide. The whole experience of studying in Lasallian institutions is not only academic, we are committed with social change and innovation through taking into action the Christian and humanist inspiration expressed in the mission. Like other Lasallian institutions, Universidad La Salle Cuernavaca, has a set of values which are the guidance to help develop the kind of alumni the society needs. It is mandatory in these days to deliver persons with conscience of being citizens of the world, opened to diversity and dialogue in an intercultural environment. This will be the only way to contribute for the common good of the social group where these graduates have influence. The World Economic Forum in the Future of Jobs Report 2025 highlights the importance of upskilling in leadership and social influence, empathy and active listening and talent management also global citizenship has become a skill to be develop because the lines of frontiers have been blurred with the use of technology and virtual tools to communicate, interact and create collaborative spaces at work. When people live by values is easier to translate them into behaviors: connecting with other people, making contributions within the organizations in social responsibility, taking decisions from an ethical point of view, among others. Therefore, universities must pursue to train their students in values. From here arises the main research question: Job performance and intercultural awareness are influenced by the values learned in Universidad La Salle Cuernavaca? Since 1991, Universidad La Salle Cuernavaca has graduated 3411 students. This study is oriented to find out how the values of faith, fraternity and service have been helpful to those alumni in their professional journey specifically in those who work abroad. From a qualitative approach, this research will correspondingly address how the values present in university education are useful in cross-cultural experiences.

**Keywords:** Values, higher education, intercultural awareness, job performance.

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## PRESENTATION AND RELEVANCE OF THE STUDY

### RESEARCH PROBLEM

The Future of Jobs Report 2025 issued by the World Economic Forum highlights the importance of upskilling in leadership and social influence, empathy and active listening, talent management and global citizenship, these skills remain in the list of core skills and are expected to increase their importance in 2030 (World Economic Forum, 2025) With the growth of Artificial Intelligence and other technology tools, humans need to remain being those in charge. The adoption of diversity, equity and inclusion initiatives in many companies and enterprises worldwide need that workers have the preparation and values background in order to understand the need and additionally, have the sensibility and knowledge to translate into efficient practices, programs or projects that change the way we treat each other in the job but also in personal life.

It is not an easy matter, that is why universities must provide their graduates with the tools to face the challenges of maintaining their level of skills demanded in the workforce environment.

The research problem of this study the problem to be solved is, then, whether the education in values that students receive at Universidad La Salle Cuernavaca throughout their learning experience, is significant in their job performance and if it was useful for intercultural awareness for those who have job experience abroad.

Based on the research problem, this analysis presents the following comprehensive research objectives. As organizations worldwide increasingly adopt diversity, equity, and inclusion initiatives, universities must ensure their graduates possess the necessary values foundation and cultural competencies to excel in diverse professional environments. The following objectives provide a structured framework for investigating the relationship between university-based values education and subsequent professional outcomes.

- Assess how the Lasallian values—faith, fraternity, service, justice, and commitment – were present in the university education and how they contribute to professional behavior and ethical decision-making of graduates.

- Explore whether the values instilled during university education helped graduates to have intercultural awareness, navigate with confidence in intercultural environments and participate actively and efficiently in their jobs abroad.

- Document graduates' perceptions about how their educational experience shaped their personal development, ethical mindset and social responsibility.

## CONTEXT

Universidad La Salle Cuernavaca is a higher education institution located in Cuernavaca, Morelos, Mexico. The University was established in 1991 as part of the Lasallian network of universities under the Saint John Baptist de La Salle charism; since then, 3411 students have obtained their bachelor's degree. The University offers undergraduate degrees and master degrees, this study is limited to the undergraduate degrees.

## LITERATURE REVIEW

### INTERCULTURAL AWARENESS

Technology has an extremely important role in bringing us closer to different parts of the world and, consequently, to different cultures, ways people behave according to their place of origin. We must recognize and respect these differences to have a healthy coexistence in a globalized world. This requires the acquisition of knowledge and the development of skills that will lead people to live productively and contribute successfully in their sphere of influence.

The role of higher education institutions is crucial to achieve this intercultural awareness. In this section, we will explore some ideas that help to give context to intercultural awareness and what is required according to some authors for its existence.

Interculturally competent people know how to obtain suitable responses as a result from interactions with others and the fulfillment of their objectives by affirming and respecting the identity and way of seeing the world of others. Therefore, intercultural awareness according to (Chen &

Starosta, 1998) is the ability to recognize, respect, tolerate and integrate cultural differences that qualify us for true global citizenship.

This acceptance of the way in which others see the world also develops the intercultural sensitivity that provides the affective aspect to the intercultural competence that makes us understand and appreciate other cultures. All of the above is inevitably connected to the value of fraternity which is one of the values that the Lasallian formation privileges.

In the study by Gudykunst, Ting-Toomey and Wiseman, cited in (Chen & Starosta, 1998) shows that cognitive training of interculturality promotes understanding differences and similarities, it requires that culture aspects which are universal can be understood by all. Those who are trained in these aspects will be able to identify attitudes, opinions, biases of the own culture that can influence coexistence and understanding.

Intercultural awareness provides us with the opportunity to understand cultural dynamics by reducing levels of situational ambiguity and uncertainty in interactions. There may be some initial confusion, discomfort and nervousness in a new environment, however, individuals will be able to adapt to situational demands with few personal and interpersonal consequences and cope quickly with the changing environment.

As Kluckhohn states in (Chen & Starosta, 1998) cultural awareness is to have an accurate "map" and if the person is able to decipher it, it will be easier to find the route of encounter with others regardless of the culture of origin.

What is the role of higher education in developing intercultural awareness? It is imperative that universities prepare their future graduates to be global citizens. The development of intercultural awareness is a life skill that can be acquired in the process of university studies. Nevertheless, it is complex; it is not enough for students to be exposed to intercultural experiences, they must be complemented with reflections on this matter, it must be an intentional process that can last a lifetime (Sierra-Huedo & Nevado-Lopis, 2022).

Learning about interculturality helps to re-generate this consciousness that patterns and assumptions about it are holistic, addressed from emotional, cognitive, behavioral and perceptual approaches, through the experience and reflection of how to understand and build culture and reality.

Increasingly, we are confident that our students will face personal and work-related interactions and experiences with other cultures, it is crucial to provide them with training so that they are able to manage their interactions and work with people who can be very different and additionally appreciate their diversity and richness. In conclusion, it is universities' job to produce global citizens.

## **LASALLIAN IDENTITY**

What does it mean to have a Lasallian formation? This section will briefly explain how integral training and specifically value training can shape an ethical mindset and recognition of others in graduates and help them to have a better professional performance.

Lasallian education has been in existence for more than 300 years, adapting to time and circumstances of what is lived today.

The worldwide network of institutions is inspired by the educational principles of Saint John Baptist de La Salle (1651-1719), these principles arise from the attention to children and young people in poverty through schools that helped them to improve in cultural, economic and religious aspects. Brother Vargas Aguilar summarizes the educational principles of Lasallian institutions in:

1. Provide a solid and up-to-date academic preparation that answers to the needs of students.
2. Offer a human education that allows the student to feel worthy, valuable person, able to face the adventure of life with an attitude of improvement and success.
3. Provide students with reasons to live and hope, developing a sense of transcendence based on the Gospel. (Vargas Aguilar, 2009)

Lasallian education aspires to personal and social transformation by shaping a culture that prioritizes values, particularly evangelical values. Value is understood as anything that makes us better or does good to others. Lasallian institutions promote all kinds of values, but mainly faith, fraternity and service. (Vargas Aguilar, 2009)

The pedagogical model of the Lasallian universities in Mexico determines that the relationships of the person to shape a transcendent self are: with the world (considering international perspectives in higher education, policy recommendations for training future world citizens) and with the community (it aims to achieve the social relevance of knowledge through the transformation of societies towards social justice). (Vargas Aguilar, 2009)

Higher education and universities need to promote values, a good life, social justice, social responsibility, taking care of others.

According to the research of (Rendón Fernández, et al., 2021) universities should be open to dialogue, be spaces for meeting and reflection, where individuals' actions are inspired by solidarity towards the world that needs to be transformed, avoiding at all costs a formation of deposit of ideas in students leaving aside their being human. The university must be beyond scientific and technical knowledge to include a humanist philosophy. Consequently, who is inserted in the Lasallian institution requires to be assumed as a member of a community, in constant search for realization and in direct interaction with others, with the world and with the service calling that arises from the Christian perspective.

The university helps to build identity through a process of self-formation compelling a capable consciousness of dialogue with others and a reciprocal social influence is achieved. As mentioned in (Rendón Fernández, et al., 2021) learning takes place when relationships exist. Learning is not limited to content but includes elements that are fundamental for life, which is the purpose of Lasallian education.

Lasallian-inspired universities add, besides the fundamental functions of teaching, research and extension: social transformation, integral formation and development of people. (Rendón Fernández, et al., 2021) In consequence, both knowledge and application of values will enable those who are educated in Lasallian universities to participate in the world's culture and in the recognition of different ways of being and doing in other latitudes. The university's environment is both local and global, being aware of social needs and collaborating by offering solutions, with tools developed in scientific, technical and humanistic training. The Lasallian University, inspired by Christian values, for more than 300 years has preserved its objective of educate and train qualified people with

consistent values that will contribute to the promotion of a more equal, fraternal and participating society. (Rendón Fernández, et al., 2021)

Brother Carlos Gabriel Gómez Restrepo quoted in (Rendón Fernández, et al., 2021) mentions that Lasallian education forms an identity characterized by an educational process centered on the person, has its origin in the actual environment, recognized for its rigorous academic education in and for life. Future graduates of our universities take into account an integral and sustainable human development and the achievement of a socially productive work.

Brother Edgard Hengemüle comments that integral education harmonizes the physical, intellectual, emotional, social, ethical, professional and spiritual dimensions. In conclusion: we teach to live well. (Hengemüle, 2016)

## VALUES

Learning values has become as important as learning content and technical skills. Similarly, values shape our ideals, interests, preferences, environmental views, motivate our actions and guide us in the way we make decisions. As people interact with the world, different experiences can 'engage' their most closely-held values. (Neufeld, 2020)

A good way to understand each other across cultures is through how values impact our attitudes and behaviors, and also the similarities that exist in those things that matter to us globally. Values inspire actions to increase equity and decrease harm and promote improvement in any subject.

Recognizing the need to work collectively for job efficiency and success leads us to exercise a combination of skills focused on values such as empathy, active listening, social influence, talent and leadership. (World Economic Forum, 2025)

Universities play an important role in developing the values and life skills of their students. Institutions must ensure a balance between content, attitudes and skills in their curricula and subjects. It is a priority to engage students in life skills and values development issues so that learning can take place and thus prepare them for real-life scenarios, as mentioned by Lu (2023) in (AlAhmad, et.al., 2024)

For Lasallian institutions, the formation of values is a priority and the *raison d'être* of our institutions. The role of La Salle is to contribute to social transformation, by training young people with social responsibility, aware of the world around them, who intervene as agents of change to build a more just, equitable and inclusive society. The Lasallian school requires rethinking and looking at new horizons in view of the demands of the 21st century. It is necessary to train human beings aware of their own talents, committed to their communities and to integral and sustainable human development. This type of training is crucial if life on earth is to be preserved. This entails challenges for education: to train in and for life, to train for the good of each and every one, to review the meaning of quality of life and good living, to train in and for love of oneself, of others and of nature. (Camacho S., Borquez, & Muniozguren Colindres, 2016)

The Lasallian institutions do not stay in theory, but leads it to action, prioritizing any strategy that favors the connection between thought and action, rhetoric and commitments, identity and leadership, as mentioned by Coronado (2015) in the study of (Arevalo Rodriguez, 2021)

Therefore, the Lasallian values are defined as principles that determine behaviors specific to Lasallian way of being, which link with helping those in need, the sensitivity of what happens to others through service and solidarity, and a community dimension that seeks fraternity and promotes justice.

The core values of Lasallians: faith, fraternity, service, commitment and justice are reflected in the university and its members. These values represent not only abstract ideals but concrete ways of living and relating to the world from a deeply Christian and humanistic perspective.

**Faith.** Faith is the foundational pillar of Lasallian identity and is expressed integrally in the life of its members (Lasallian Publications, 2002).

Faith in the Lasallian context goes beyond abstract belief. “The Lasallian discovers God's plan and promotes it within himself; he lives this spirit of FAITH when he looks at everything through the eyes of FAITH, does everything with God in mind, and attributes everything to Him” (Lasallian Publications, 2002, p. 15. This conception implies a transcendent vision of reality where every action and experience are contemplated from a spiritual perspective.

Lasallian education bases its pedagogy on "a profound faith in the presence of God in every student and every educational activity" (Bedel, 1996, p. 42). This principle inspires teaching that is not limited to transmitting knowledge but is centered on values, ethics, and spirituality.

**Fraternity.** Fraternity is an essential value that determines how members of the Lasallian community relate to each other and to society (Lasallian Publications, 2002).

"Lasallian fraternity implies merciful treatment that does not accept the misery of others. The Lasallian promotes the spirit of fraternity and solidarity in his work commitments and also connects with his neighbor in supportive relationships" (Lasallian Publications, 2002, p. 28). This definition shows that fraternity is not just a feeling but an active commitment to the well-being of others.

At its simplest, Lasallian fraternity can be understood as "having a sense of brotherhood" (F.C.N., 1883, p. 112). This sense transcends superficial relationships to create true community bonds based on respect and mutual understanding.

**Service.** Service is a practical expression of Lasallian values, manifested in concrete actions aimed at the common good (Lasallian Publications, 2002).

In the Lasallian tradition, service is defined as "any action carried out in favor of the neediest" (Lasallian Publications, 2002, p. 35). This simple yet powerful definition directs Lasallian action toward those who most require attention and support. Service is not static but involves continuous preparation and adaptation to changing circumstances.

Lasallian education actively encourages "students to serve others and be in solidarity with the less fortunate," which "is reflected in community service projects and volunteer activities" (Bedel, 1996, p. 88). Thus, service is not theoretical but translates into concrete formative experiences.

In other cases, the service is conceived as a social promotion, aimed at developing self-management skills to drive their own development through training, guidance, etc. Finally, the service is also conceived and lived as an opportunity for social transformation: young people are invited to be agents of change, promoting community impact projects. (Camacho S., Borquez, & Muniozguren Colindres, 2016).

**Commitment.** Commitment reflects the responsibility and consistency that characterize members of the Lasallian community in their mission (Lasallian Publications, 2002).

Lasallian commitment can be understood as “making decisions and fulfilling them” (Lasallian Publications, 2002, p. 41). This perspective emphasizes personal responsibility and perseverance in the projects undertaken.

Lasallian commitment also manifests in education, inspiring “students to be active citizens committed to their community and the world at large” (Bedel, 1996, p. 102). This aspect connects commitment with social transformation and civic responsibility.

**Justice.** Justice holds a central place in the Lasallian vision, promoting equitable relationships and work for social transformation (Lasallian Publications, 2002).

From the Lasallian perspective, “the Lasallian’s intentionality is to educate to transform and overcome injustice. To give each one what they need” (Lasallian Publications, 2002, p. 47). This definition links justice with transformative and personalized education, adapting to the particular needs of each individual.

This value is implemented in educational practice by involving “students to learn together to become aware of social injustices and commit themselves to a more just and fraternal society, giving importance to ecology, peace, equal opportunities between women and men, acquisition of habits and attitudes of service, gratuitous help, and adherence to solidarity projects through volunteering and others” (Bedel, 1996, p. 110). This application shows that Lasallian justice has social, environmental, and gender dimensions.

These values remain relevant, adapting to new social and educational challenges. Lasallian education continues to “integrate technology and best pedagogical practices to provide relevant education,” without losing sight of the fundamental principles that define it (Bedel, 1996).

## THE ROLE OF LASALLIAN VALUES IN CULTIVATING INTERCULTURAL COMPETENCE AND GLOBAL COLLABORATION

Lasallian educational institutions worldwide have consistently emphasized the integration of core values into pedagogical frameworks and institutional practices. These values – rooted in faith, fraternity, service, commitment and justice – serve as foundational pillars for nurturing intercultural competencies and fostering global collaboration. By aligning educational missions with principles that prioritize ethical conduct, social responsibility, and inclusive community-building, Lasallian institutions equip students and professionals to navigate multicultural environments effectively.

The Lasallian value of **faith** transcends religious doctrine to encompass a commitment to ethical integrity and moral responsibility. This principle fosters intercultural competence by encouraging learners to approach cultural differences with empathy and respect. By internalizing these values, individuals develop the ethical framework necessary to navigate cultural conflicts and build trust in multicultural teams.

The Lasallian concept of **fraternity** transcends mere camaraderie, emphasizing intentional community-building across cultural and religious divides. Fraternity's role in intercultural competence development emerges through its emphasis on relational equity. We need to develop skills such as: active listening, adaptive communication strategies for low-context vs. high-context cultures and conflict resolution techniques grounded in mutual respect. Global collaboration thrives under this framework, as evidenced by the *Making Collaboration Common* initiative. By uniting 42 leaders across 18 time zones, the program demonstrated how fraternity enables distributed teams to align around shared goals despite geographical and cultural barriers (Making Collaboration Common Programme, 2021).

**Service**, a cornerstone of Lasallian education, emphasizes selfless contribution to others, particularly marginalized communities. The social project of community school “Learning together” in La Salle Cuernavaca is a clear example of how students and teachers enhance the educational opportunities for workers, their families, and the community by providing advisory services for Basic Education in an open format, as well as classes in Nahuatl, English, Mexican sign language (for deaf-mutes, their families, and the general public), and computing (Universidad La Salle

Cuernavaca, 2025). This value directly enhances intercultural competence by exposing learners to diverse socioeconomic and cultural contexts.

Lasallian **commitment** transforms short-term altruism into lifelong social responsibility. The intercultural impacts of sustained commitment emerge through: longitudinal engagement by creating partnerships to allow deeper understanding of community needs and cultural contexts. Also, reciprocal learning helping marginalized groups become co-creators of solutions rather than passive beneficiaries. We need too an adaptive leadership in order to reduce cultural misunderstandings.

The Lasallian pursuit of **justice**, particularly through education, equips individuals to critically analyze and dismantle systemic oppression. The Educating in Justice Bulletin (Institute of the Brothers of the Christian Schools, 2004) emphasizes that “education for justice builds solidarity with the poor in their struggle against institutionalized poverty,” a process requiring nuanced cultural understanding. Curriculum modules on modern history, wealth disparities, and migration patterns enable students to recognize how global systems disproportionately affect marginalized communities.

Lasallian values inform global efforts to achieve the United Nations Sustainable Development Goals (SDGs). The III International Assembly (2023) prioritized “integral ecology and social responsibility,” urging Lasallian institutions to collaborate on environmental and economic justice projects (International Assembly, 2023). Such projects not only address immediate needs but also build long-term capacity by training local leaders, illustrating how value-based collaboration creates sustainable impact.

## METHODOLOGY

In order to investigate the way that values education in the university experience foster both job performance and intercultural awareness among Universidad La Salle Cuernavaca graduates, a descriptive cross-sectional study was designed; the data was collected in April 2025. The object of study are graduates from Universidad La Salle Cuernavaca and the characteristics of the sample were:

- Graduates from Universidad La Salle Cuernavaca that obtained a bachelor's degree since 1995 to 2024.
- These graduates need to have work experience abroad in any period of time since they obtained their bachelor's degree.
- They can be residents in any part of the world including Mexico.

According to the Department of School Services of the University, 3411 persons have obtained their bachelor's degree since 1995, when the first class graduated.

For the sample's calculation Equation 1 was used:

$$n = \frac{z^2 \times p \times q \times N}{e^2(N - 1) + z^2 \times q \times p}$$

Equation 1. Formula for sample size.

Where:

$N$ = Population size.

$e$ = Margin of error.

$p$ = Proportion of individuals of the population that share the same characteristics in the study. This piece of data is unknown and it is assumed that  $p=q=0.5$  is the safest option.

$q$ = Proportion of individuals that does not share the same characteristics, then is,  $1-p$ .

$z$ = z-score.

The  $z$  score is a constant that depends of the level of confidence assigned. The most used values and their levels of confidence are shown in Table 1.

**Table 1.** Levels of confidence and  $z$  scores.

Source: (Hernández Sampieri, 2010)

<b>Z</b>	<b>1.15</b>	<b>1.28</b>	<b>1.44</b>	<b>1.65</b>	<b>1.96</b>	<b>2</b>	<b>2.58</b>
Confidence level	75%	80%	85%	90%	95%	95.5%	99%

The data used for the sample calculation were:

$$N= 3411$$

$$e= 10\%$$

$$p= 0.5$$

$$q= 0.5$$

$$z= 1.65$$

$$n= 67$$

The sample size for this research is 67 graduates. They were invited to complete the survey via WhatsApp, LinkedIn and Facebook. They received the link to the questionnaire.

The survey was designed using Microsoft Forms and consisted of the following sections:

- a. Demographic information.
- b. Living Lasallian values: Faith and sense of mission, fraternity and community life, service to others, justice and social responsibility and commitment and social transformation.
- c. Intercultural awareness and diversity.
- d. Application of values in work performance.

The questionnaire comprised 30 multiple choice questions to assess perception of education in values, intercultural matters such as intercultural awareness, intercultural competences and diversity and how values are applied in work contexts. Likert scale was used for 29 questions and one open-ended question.

In Table 2 are shown the dimensions, variables and indicators of the study.

**Table 2.**

*Dimensions, variables and indicators.*

Source: Author.

<b>Dimension</b>	<b>Variable</b>	<b>Indicator</b>
<b>Living Lasallian values</b>	Faith and mission	Formation of personal and ethical purpose.
	Fraternity	Respectful and collaborative relationships.
	Service	Participation in service and volunteer activities.
	Justice	Perception of fairness and human rights promotion.
	Commitment	Willingness to positively impact society.
<b>Interculturality</b>	Intercultural living	Experiences of contact with other cultures.
	Diversity	Respect and appreciation of different perspectives.
	Intercultural competencies	Ability to communicate in multicultural environments.
<b>Application of values in work contexts</b>	Professional ethics	Application of values in professional sphere.
	Soft skills	Development of empathy, teamwork and ethical leadership.
	Transformative leadership	Commitment to social transformation through work.

## RESULTS AND DISCUSSION

To assess the reliability of the instrument, a Cronbach's alpha test was conducted. The result ( $\alpha = 0.936$ ) indicates good internal consistency across the items. The survey was answered by 62 graduates.

The demographic information gathered from the survey is:

- The average age of the participants is: 35 years old.
- 95% of the graduates surveyed are employed.
- 32% live in Mexico, 34% live in the United States or Canada, 27% live in Europe, 3% in Asia and 3% in another Latin America country which is not Mexico.

The participants were asked about where do they had abroad labor or training experience, 28% in the United States or Canada, 30% in another Latin American country which is not Mexico, 28% in Europe, 6% in Asia and 2% in Australia and Africa.

The data obtained from the survey will be analyzed according to research objectives. For the first objective, which is to assess the presence of Lasallian values in university education and how they contributed to the professional behavior and decision-making of graduates, two or three questions were asked per value, frequency tables of these variables and their respective analysis and contribution to this study are presented.

**Faith.** With the Faith variables the result is that the graduates “*strongly agree*” and “*agree*” that the university education gave them confidence and promoted a vision of service and transcendence, even the way they live their spirituality now has been influenced by the university education even though we have a lower result than in the other two aspects. See Table 3, 4 and 5.

**Table 3**

*Faith value. The university education fosters confidence in yourself and in others.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	0	0	0	0
	Disagree	1	1.6	1.6	1.6
	Neutral	11	17.7	17.7	19.4
	Agree	25	40.3	40.3	59.7
	Strongly agree	25	40.3	40.3	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 4.**

*Faith. The subjects or courses you took promote a vision of service and transcendence.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	0	0	0.0	0.0
	Disagree	2	3.2	3.2	3.2
	Neutral	16	25.8	25.8	29.0
	Agree	26	41.9	41.9	71.0
	Strongly agree	18	29.0	29.0	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 5.**

*Faith. The influence of your university experience in the way you live your spirituality now.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	9	14.5	14.5	14.5
	Disagree	3	4.8	4.8	19.4
	Neutral	14	22.6	22.6	41.9
	Agree	17	27.4	27.4	69.4
	Strongly agree	19	30.6	30.6	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Fraternity.** The variable “Fraternity” shows that the university has accomplished the promotion of an environment of respect and mutual support between students, professors and members of the university community, also the graduates feel motivated to value diversity and working with others. See Table 6 and 7.

**Table 6.**

*The university promotes an environment of respect and mutual support between students, professors or any member of the community.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	1	1.6	1.6	1.6
	Disagree	2	3.2	3.2	4.8
	Neutral	9	14.5	14.5	19.4
	Agree	20	32.3	32.3	51.6
	Strongly agree	30	48.4	48.4	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 7.**

*The university experience motivates to value diversity and teamwork.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	3	4.8	4.8	4.8
	Disagree	2	3.2	3.2	8.1
	Neutral	8	12.9	12.9	21.0
	Agree	20	32.3	32.3	53.2
	Strongly agree	29	46.8	46.8	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Service.** Graduates “*strongly agree*” that they feel able to apply their knowledge to contribute to the improvement of their community with a global approach, and they see that in genuine way the university commits to support the most vulnerable. See Table 8 and 9.

**Table 8.**

*Motivation to apply knowledge to contribute to the improvement of the community with a global approach.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	2	3.2	3.2	3.2
	Disagree	2	3.2	3.2	6.5
	Neutral	4	6.5	6.5	12.9
	Agree	19	30.6	30.6	43.5
	Strongly agree	35	56.5	56.5	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 9.**

*The university genuinely promotes a commitment to supporting the most vulnerable.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	1	1.6	1.6	1.6
	Neutral	10	16.1	16.1	17.7
	Agree	27	43.5	43.5	61.3
	Strongly agree	24	38.7	38.7	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Justice.** Speaking about “justice”, graduates had the experience in the university of respect for human rights and gender equity, this aspect is relevant to perform in intercultural environments.

They also have the preparation to act ethically in the profession thanks to what they learned at the university. See Table 10.

**Table 10.**

*The university education emphasized respect for human rights and gender equity.*

	Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	1	1.6	1.6
	Disagree	5	8.1	9.7
	Neutral	14	22.6	32.3
	Agree	20	32.3	64.5
	Strongly agree	22	35.5	100.0
Total	62	100.0	100.0	

Note: Own survey (2025)

**Commitment.** The participants in the survey feel truly committed to transform society positively based on what they learned at the university, the university provided tools to become agents of change in their job performance. Values are certainly part of the lives of the graduates 72.6% “strongly agree” and “agree” that the learning of values influence their personal decisions. See Table 11.

**Table 11.**

*The university provided tools to become an agent of change in job performance and in the community with a global approach.*

	Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	2	3.2	3.2
	Disagree	5	8.1	11.3
	Neutral	12	19.4	30.6
	Agree	25	40.3	71.0
	Strongly agree	18	29.0	100.0
Total	62	100.0	100.0	

Note: Own survey (2025)

The second research objective is addressed below, the common denominator of the participants in this study is that they must have job experience abroad to retrieve their experiences about their interactions with other cultures and how effectively they feel prepared to collaborate and face the challenges in multicultural environments, and how living the Lasallian values have helped them to respect and appreciate different cultural perspectives. As is shown in Tables X and Y the

graduates “strongly agree” and “agree” that learning values in their university education was crucial to respect cultural diversity. This is not only recognizable, is also internalized because the participants in the study agree that the daily experience of values is the basis for their appreciation of cultural differences and their ability to construct job relationships in intercultural environments, 61.3% of respondents say they “*always*” apply values as service, fraternity and justice in their jobs.

**Table 12.**

*Respect for cultural diversity was promoted as a fundamental value in university education.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	1	1.6	1.6	1.6
	Disagree	5	8.1	8.1	9.7
	Neutral	10	16.1	16.1	25.8
	Agree	24	38.7	38.7	64.5
	Strongly agree	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 13.**

*Living the Lasallian values help to appreciate different cultural perspectives.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	2	3.2	3.2	3.2
	Disagree	7	11.3	11.3	14.5
	Neutral	12	19.4	19.4	33.9
	Agree	19	30.6	30.6	64.5
	Strongly agree	22	35.5	35.5	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

**Table 14.**

*Application of Lasallian values in jobs in intercultural environments.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Never	1	1.6	1.6	1.6
	Sometimes	5	8.1	8.1	9.7
	Often	18	29.0	29.0	38.7
	Always	38	61.3	61.3	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

The graduates recognize that they received the appropriate training in values to have an advantage at the moment of joining teams (67%) and to lead and participate in projects with ethical responsibility and social commitment (66%) as shown in Table C.

**Table 15.**

*Having the ability of leading or participating in projects with ethical responsibility and social commitment.*

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Disagree	1	1.6	1.6	1.6
	Neutral	4	6.5	6.5	8.1
	Agree	16	25.8	25.8	33.9
	Strongly agree	41	66.1	66.1	100.0
	Total	62	100.0	100.0	

Note: Own survey (2025)

Finally, the third research objective is completely qualitative, is about documenting the graduates' experiences about how their educational experience shaped their personal development, ethical mindset and social responsibility. The survey included an open-ended question and here are shown some of the most significant verbatim responses of the participants in the study:

*“Lasallian values guide me to approach professional challenges with integrity, service, and compassion. My own journey—finishing university only through La Salle’s unwavering support (a “small” exception that changed everything)—fuels my work at a nonprofit staffing agency. Today, I help those facing homelessness, addiction, or displacement, remembering how even modest opportunities can transform lives. It’s a daily reminder to lead with empathy, uplift others, and honor the collective impact of small acts, just as La Salle did for me.”*

*Nowadays most of the global companies are showing more interest in universal values and ethics, and employees are valued and retained not only for their results but also on HOW they achieve those results in terms of: how they lead, how they work in teams, how they conduct themselves with ethics and inclusiveness, honesty, empathy and solidarity. So yes, being a Lasallian helped me to go through difficult situations at work, but far more, to be a guidance as people leader and inspiration for others, to support my team in their own difficulties (professional and personal) and be convinced that you will never be wrong if you do the RIGHT thing, always.*

*The values had shaped my way of working and relating to others. I had the chance to make the difference in our community and being someone that people can trust to solve issues with justice. My evaluations usually say that I live up to service value, always thinking of how we can win as a team.*

*Lasallian values are important foundation of the Lasallian experience in university and that transcends elsewhere, especially in the professional challenges. However, these are complemented with other values and experiences with diversity in other countries, where it goes further.*

*In my current job here in Canada is the place where I noticed more that the values I have and were practiced and boosted in La Salle are being most valued by my employer. Team work and honesty are my best tools in my position.*

*What I learned at Universidad La Salle has helped me in the way I interact with others with different perspectives and backgrounds. Today, I am proud to hold the title of Sr. Electrical Engineer at Kimberly-Clark, a globally recognized company that aligns with my values of making the world a better place, starting from our local communities. Thanks to Kimberly-Clark and my education at La Salle I also became part of the leadership team for the Latin American Network Distribution, where I foster cultural awareness and inclusion by welcoming those eager to learn more about Latin Heritage. I always say that attending a Catholic University broadened my perspective beyond technical knowledge.*

*Lasallian values have shaped the way I approach professional challenges by emphasizing service, integrity, and community. I try to lead with empathy and a commitment to the common good, always considering how my actions affect others. When faced with difficult situations, I strive to respond with respect, transparency, and a willingness to collaborate—reflecting the Lasallian spirit of solidarity and care for others, especially those in need.*

## CONCLUSIONS

The research problem posed for this work is to know if the education in values that students receive at Universidad La Salle Cuernavaca throughout their learning experience is significant so that their work performance is superior and has been useful to the time to practice their profession abroad with an intercultural perspective.

The task for higher education institutions is not easy, in general terms we have an obligation to provide graduates with tools that enable them to function well in local and global contexts. Lasallian institutions under the founding principles of Saint John Baptist de La Salle have a much stronger

commitment, we teach for life, not only contents but also values that shape the actions of those in our care. The evangelical vision of seeing and understanding one another regardless of their culture of origin is the first step. Having the opportunity to put into practice in a different country not only the knowledge and skills acquired but also the values learned is quite a challenge. What this research has shown us is that, indeed, the graduates of La Salle University match their behaviors and decisions both professional and personal with the values of faith, fraternity, service, justice and commitment. But at the same time, they exercise a transformational leadership and do their work with excellence, committed to be agents of change in a positive way in any place of the planet, so that the mission of the Lasallian institutions is fulfilled in their graduates.

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