2.1. Beyond technical skills

Socio-emotional competences for knowledge transfer

Universities began to take an interest in knowledge transfer more than 30 years ago (Geuna & Muscio, 2009). However, it is only nowadays that governance models focused on knowledge transfer have been adopted, either as a source of funding for university research or as a political tool for economic development (Geuna & Muscio, 2009). The higher education environment demands that we go beyond the internal and external bondries of organisations and commit to leadership practices that generate synergies (Prysor & Henley, 2018). This establishes the need to promote leadership skills, training and self-reflection within the group (Prysor & Henley, 2018).

In the field in question, knowledge transfer is mainly carried out through two actions: a) personalisation and b) codification (Joia & Lemos, 2010). Codification refers to the structuring and storage in repositories to make this knowledge accessible (Tangaraja et al. 2016). For example, open repository measures of universities with the research of their professors or professional profiles in social networks. In other words, it is the channel or space where knowledge is stored. Personalisation, on the other hand, refers to those practices that enable one professional to transfer their knowledge to another through personal contact (Tangaraja et al. 2016). It is at this point where socio-emotional competences become vitally important. A clear example is the research developed by Chimusa et al. (2015), where socio-emotional difficulties such as: lack of mentoring of students participating in field studies, an alarming decrease in experts to whom wish collaborate with other universities, use of inefficient evaluation systems and a lack of platforms to record information.

On the other hand, civic engagement (Checkoway, 2013) should not be overlooked, e.g. the process by which people become actively involved in the work of organisations with the aim of enhancing knowledge that targets society. In this way, an institutional strategy is called for in order to reenforce student learning, involving teachers to a greater extent, etc. (Checkoway, 2013).

In this way, positive and personality psychology allows us to identify which socio-emotional skills are key to making knowledge transfer happen. In this sense, the use of consistent evaluation systems would greatly benefit personal knowledge and responsible decision-making. The lack of mentoring and monitoring of foreign experts could be improved by reinforcing emotional self-management, social awareness and resilience. Declining synergies between experts could be reinforced relationship skills, so that quality relationships based on cooperation could be established and maintained.

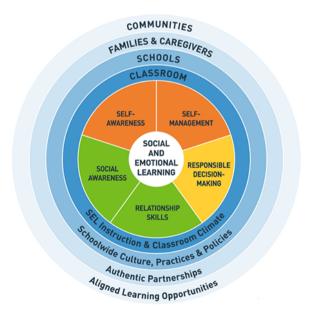## Collaborative for Academic, Social and Emotional Learning (CASEL)

Continuous teacher training is a key factor for the professional preparation and education of future generations. This involves the development of models for well-being and resilience as critical educational values for the preparation of productive and efficient citizens. The educational aim to turn universities into dynamic and resilient institutions capable of facing the current challenges of society implements a preparation of the agents involved (student, researcher and academic staff)

Given them socio-emotional competences that enable them to understand, regulate emotions, adequately face social demands and thus achieve academic, professional and employment success.

The CASEL (2019) educational approach based on socioemotional learning is interpreted in this work as a model of higher education that requires the development of competences that enable participants to relate the knowledge acquired and its social transfer, through the work of educational values and human values. Enhancing the lifelong learning skills of students, researchers and academic staff should involve: learning to establish trusting relationships, recognising and regulating emotions, possess empathy, collaborating and communicate effectively, listening actively, managing time, resolving conflicts, appreciating diversity and developing a commitment to improve performance and job satisfaction through this approach (Paolini, 2020).

In accordance with the socio-educational characteristics that define it, this approach integrates cognitive regulation competences, emotional processes, as well as social and interpersonal competencies (Jones et al., 2017), in which we will study in greater depth throughout this chapter (Figure 1).

Figure 1. CASEL Model

Self-Awareness

According to various authors (Bisquerra, 2016; Delgado, 2014; Maslow, 2009), personal knowledge is an essential aspect of achieving a full and satisfying life. It is the ability to

accurately assess our feelings, interests, values and strengths. Enabling us to have a deep understanding of ourselves, as well as developing social and emotional skills. This understanding gives us the opportunity to know our weaknesses and strengths in order to develop strategies to improve and maximise our potential. A clear understanding of our values and principles allows us to make decisions that are ethical and consistent with our identity. By knowing our interests and motivations, we can steer our professional and personal careers in a direction that brings us satisfaction and fulfilment. Thus, personal knowledge implies a connection of strengths, passions and skills, oriented towards self-fulfilment (Maslow, 2009).

The pedagogical view associated with the mental representation that the educator makes of their performance provides a critical view of their method and intervention based on personal knowledge and knowledge of education. Having knowledge of teaching, research and academic management of knowledge are all duties of the university teacher that pass on personal knowledge, subject knowledge and recipient knowledge. The development of personal knowledge is influenced by will, beliefs, as well as the reception of stimuli and the context in which they occur. Self-knowledge applied to the transfer of knowledge involves creativity and its implementation in decision-making. This is determined by rational, emotional and contextual factors such as ethical values, interests and feelings, including confidence and self-esteem.

The third mission of the university regarding the transfer of knowledge to society from the culture of innovation is a key to create a feeling of satisfaction in accordance to the social need that involves each institution working together on the *ethical and social values* to maintain their own culture of innovation (Bermejo, 2018; Ramos, 2019; Touriñán, 2016). These values harbour a series of knowledge, skills and attitudes on which each person builds their own interpretation of life and help to develop personal and professional identity. Understood as socially accepted guidelines for behaviour and action that help us to intervene in the right way at any given moment. Although they may change between study and research communities. The main personal knowledge values recognised are: respect, honesty, responsibility, fairness and justice, care, unity and integrity. The degree to which our values match our way of living determines our self-esteem.

Personal knowledge allows us to identify and work on our *interests in* a motivated way as they are values that produce satisfaction. Identifying and working on interests that lead to the application and transfer of knowledge to society implies assuming a positive and significant responsibility and commitment by recognising the usefulness of the knowledge generated. Values such as confidence and self-esteem are personal capacities that influence our knowledge and the way we act. Confidence as a personal value enables one to face challenges and achieve goals when one has a clear understanding of one's feelings, interests, values and strengths. Therefore, acting effectively in different situations. Self-esteem is a key element for emotional health based on "the esteem that an individual feels towards their person for his or her vital development, psychological health and attitude towards oneself and others" (Roa, 2013, p. 242). Optimal or healthy self-esteem is a fundamental aspect of personal knowledge that is characterised by being realistic and flexible. Helping the individual to recognise both their own strengths and weaknesses and to adapt to changes and adverse situations without losing self-confidence.

In short, personal knowledge is a fundamental aspect of achieving a full, confident and satisfying life. The development of personal knowledge reinforces confidence and optimal self-esteem, which is fundamental for making decisions consistent with our values and principles in order to find satisfaction and fulfilment in our personal and professional lives. In the field of teaching, personal knowledge and the development of confidence and self-esteem in particular, are values that determine the quality of teaching, personal and professional identity.

Self-confidence enables teachers to be confident in their ability to teach and transmit knowledge effectively. A confident teacher is more likely to communicate effectively with their students, have a positive presence in the classroom and have the ability to motivate and inspire their students. Positive self-esteem enables teachers to work with security and confidence, in which promotes student motivation and success. A teacher with good self-esteem is more likely to make positive decisions, be more flexible and better able to adapt to new or challenging situations.

The relationship between confidence and self-esteem is circular, as positive self-esteem can increase confidence, while strong confidence can strengthen self-esteem. When a teacher has confidence in their abilities, they feel more valuable and worthy, which increases self-esteem. Similarly, when teachers have positive self-esteem, they feel more confident in themselves and their abilities, which increases their confidence. In teaching, teachers who are confident in their ability and value themselves are more likely to have a positive impact on their students and foster a positive learning environment.

Confidence and self-esteem are important in teaching because they influence how teachers see themselves and how they transmit knowledge to their students. These values help teachers to have a positive presence in the classroom, to communicate effectively with their students, to motivate them and to have a positive impact on their learning. Therefore, it is important for teachers to work on their personal knowledge and to strengthen their confidence and self-esteem. A combination of positive self-confidence and self-esteem can increase students' motivation and success and help to improve the quality of teaching in general.

Self-management

Self-management or emotional self-regulation is defined as the successful and constructive regulation of one's own emotions, thoughts and behaviours. Doing so without censorship, but avoiding impulsive reaction. It includes the management of stress, anger and frustration, the generation of self-motivation and the postponement of gratification in order to achieve long and medium-term personal, academic and professional goals according to the CASEL model (Collaborative for Academic, Social and Emotional Learning, 2019). This is one of the models that has been widely disseminated globally and especially in the Anglo-Saxon sphere. It is related to self-discipline, perseverance and determination.

Another widespread definition of emotional self-regulation is offered by Bisquerra (2016) as the ability to manage emotions appropriately. It involves becoming aware of the relationship between emotion, cognition and behaviour; having good coping strategies;

the ability to self-generate positive emotions, etc. This capacity involves the development of the following skills:

- *Becoming aware of the interaction between emotion, cognition and behaviour.* Emotional states affect behaviour and behaviour affects emotion; both can be regulated by cognition (reasoning, awareness).

- *Emotional expression.* Ability to express emotions appropriately. Ability to understand that one's internal emotional state need not be matched by external expression, both in oneself and in others. At higher levels of maturity, understanding that one's own emotional expression can impact on others, and taking this into account in how one presents oneself and others.

- *Capacity for emotional regulation.* One's own feelings and emotions must be regulated. This includes self-control of impulsivity (anger, violence, risk-taking behaviour) and frustration tolerance to prevent negative emotional states (stress, anxiety, depression), among others, and to persevere in achieving goals despite difficulties; ability to defer immediate rewards in favour of longer-term, but higher-order rewards, etc.

- *Coping skills.* Ability to cope with negative emotions by using self-regulation strategies that improve the intensity and duration of such emotional states.

- *Competence to self-generate positive emotions.* Ability to voluntarily and consciously experience positive emotions (joy, love, humour, flow) and enjoy life. Ability to self-manage one's own subjective well-being for a better quality of life.

There is ample evidence in the literature that emotional regulation plays an important role in the psychological well-being and optimal socialisation of students and teachers. In fact, students who have greater difficulty regulating their emotions (Kokkinos & Voulgaridou, 2017) are more likely to resort to aggression as a means of problem solving. Also, among the dimensions that determine the profile of the research teacher is emotional intelligence in addition to the pedagogical, academic-professional, ethical, publication, permanence and visibility dimensions (Vásquez Villanueva et al., 2020). Like personal knowledge, emotional self-regulation allows for a full, confident and satisfying life. The development of emotional self-regulation strengthens decision-making and has positive effects on work engagement (Levitats and Vigoda-Gadot, 2020) and thus on research engagement and knowledge transfer. The work of research teachers is complex. The challenges they face on a daily basis require them to be aware of their emotions in order to achieve individual well-being, happiness and stress management (Hernández-Herrera and Ramos-Mendoza, 2018). Research work requires time, dedication, and perseverance. This leads to stress and emotional exhaustion. Therefore, it is recommended to have a series of actions that help to strengthen self-esteem, confidence, optimism and hope. According to Tschannen-Moran et al., 2016, researchers can withstand periods of frustration and emotional exhaustion, as long as they have the appropriate training, including emotional self-regulation that helps them to generate feelings of well-being and increase their self-esteem.

Relationship skills

Relationship skills are defined in the CASEL Model (2019) as: "the ability to establish and maintain healthy and supportive relationships and to manage effectively in environments with individuals and groups. This includes the abilities to communicate clearly, listen actively, cooperate, work collaboratively to solve problems and negotiate conflicts constructively, navigate in environments with different social and cultural demands and opportunities, provide leadership, and seek or offer help when needed".

The university should provide learning environments and experiences that foster trusting and collaborative relationships, a meaningful curriculum, and continuous assessment. The university stage not only provides the opportunity for students to connect and interact with peers, forming friendships and connections that can be long-lasting, but also to learn those competencies related to relationship skills that are required for the workplace. This include: communicating effectively; developing positive relationships; acquiring cultural competence; problem solving in teams; managing conflict and disagreement; exercising positive leadership; and being able to advocate and defend the rights of self and others.

The implementation of activities that promote interpersonal relationships can facilitate the development of lifelong interactive skills, enabling the establishment of close relationships, adequate communication processes, mechanisms for the resolution of problems or conflicts and means for the improvement of confidence, both in oneself and in others (Londoño & Mejias, 2021).

In relationship skills, the achievement of effective communication encompasses both verbal communication in terms of sending, receiving and regulating messages and the complex skills of interpreting social situations, understanding subtle social norms, responding to social cues, adhering to social scripts and regulating one's own social behaviour (Riggio & Tan, 2014).

In order to develop positive relationships, the university provides opportunities for students to acquire the emotional sensitivity necessary to pay attention to the emotions of others and to non-verbal signals. Educating in social expressiveness and social control skills is a defining factor in helping a person to know how to act in different social situations. Acquiring social sensitivity involves attention to signals and situations, and an awareness of how one's own behaviour affects others. As a result, training in expressiveness, control and social sensitivity is important for building good interpersonal relationships (Riggio & Tan, 2014).

In an increasingly globalised and diverse society it is necessary to incorporate, in the classroom, activities of self-exploration, acquisition of awareness and knowledge, and the skills necessary to demonstrate cultural competence. Relationship skills also integrate the acquisition of cultural competence by demonstrating mastery of strategies, techniques and approaches to communicate and interact with people from different cultures. This competence includes: knowing how to communicate in an interculturally effective manner; showing an ability to seek information about the economic, political and social tensions of the different cultures with which one interacts; acquiring a certain cultural sensitivity; maintaining a positive attitude starting with attentive listening and personal reflection.

University education trains professionals to face a changing labour market in which creativity, flexibility and a positive attitude towards lifelong learning are essential. In this context, it is essential to foster students' own skills, autonomy and responsibility (Lizitza and Sheepshanks, 2020). Learning activities in which teamwork takes place offer good opportunities for the development of creative capacity, adaptability, problem-solving skills and decision-making. On the other hand, personal experience is very important in competence development. In classrooms, as in other centres of social life, human relationships and ways of living together are determined by interactions and the ways in which they arise and manifest themselves, and being aware of them and making the necessary adjustments in the relationship is a valuable form of learning (Razo and Cabrero, 2016).

Relationship skills are also essential for effective leadership. Leadership is a complex capability that involves leading, encouraging and guiding others to achieve shared goals. In other words, a good leader needs to understand others and the relationships between individual and group goals. Three dimensions have been recognised in the effective leadership of an organisation: task-oriented leadership, human relations leadership and change-oriented leadership (Dávila-Quintana et al., 2015). Leadership in human relations is directly related to relational skills, so developing these skills during university education is essential.

Among social skills is emotional expressiveness defined as the ability to accurately convey non-verbal signals of emotions to others (Riggio and Tan, 2014). This quality is a key element of 'personal charisma' (Friedman et al., 1988; Riggio et al., 2003), and this connection has important implications for charismatic leadership.

Students who develop these skills to a greater extent during their training are more likely to be able to exercise leadership roles in the world of work (Dávila-Quintana et al., 2015).

Relationship skills include the ability to stand up for one's own and others' rights. This skill requires knowledge and awareness of personal rights and the rights of others. The skills of respecting, defending, promoting and exercising fundamental rights when these may be violated by one's own actions or those of others come into play. The university seeks to contribute to the development of competences that are conducive to students exercising their right to act as active and constructive agents in society and thus participate responsibly in collective decisions based on consensus and democracy (Ortega Rojas, 2021).

Finally, for the development of relational skills in the classroom, Aranguren (2022) recommends the use of interactive strategies in order to allow and facilitate students to interact and communicate as they learn. These strategies are based on cooperation, interaction, communication and socialisation with teamwork activities in team games, accelerated team teaching, integrated cooperative reading and writing, group research, experiential learning, flipped classroom, case studies, project-based learning and debates among others.

Responsible decision-making

The decision-making process is very complex because, at the psycho-physiological level, it involves in an integrated way: executive functions, unconscious brain activity, limbic system (emotional brain) and memory. However, it is also a process that must deal with various value dimensions, the socio-cultural system and potential ethical conflicts. Win-win solutions are very rare and, most commonly, trade-offs or sacrifices are anticipated when making a decision, which will involve the system as a whole or part of it (McShane *et al*., 2011).

In the context of universities and research, academics are aware of the ethical dimension associated with their work, and of the fact that their work may be perceived differently depending on the map of demands and priorities expressed by different social strata. Hence, the clarification of criteria for making systemic and ethical decisions is key. Traditionally, the rationale for decision-making originates in philosophical perspectives that have generated divergent, rather than complementary, moralities. For example, scientific anthropocentrism (Jonas, 1995) has placed human welfare at the centre of the criteria, according to which only human beings are valuable in themselves. On the other hand, biocentric, life-centred morality builds a bridge between the biological sciences and what Agar (2006) calls "folk" morality to arrive at a viable environmental ethic and a new spectrum, a new hierarchy, of living organisms. With biocentrism, centuries of philosophical speculation about the exclusive moral significance of humans comes to an end. We are living in historical moments in which we are recognising the finite nature of our planet and its resources, which is generating a certain level of awareness that human activity endangers ecological balances (Des Jardin, 2001). An ethic of research and knowledge transfer that is detached from the ecological and environmental dimension is unsustainable. Philosophical reflection must be recovered, in the sense of intellectual attention to human problems and in intimate connection with scientific knowledge; but science, the daughter of philosophy, cannot be orphaned in its alliance with progress (Guzmán-Díaz, 2013).

In this complex context, it is valuable to have a tool designed to assist in decision-making by providing a transparent and structured framework of the ethically relevant aspects involved: the Ethical Matrix (EM). It is a mapping tool that guides questioning, allows hidden value judgements to emerge and, if necessary, even those that are not hidden. Another purpose is to anticipate conflicts and classify their severity. To estimate the impact of different courses of action on different stakeholders. All this, in turn, allows, on the one hand, to establish better communication and help transparency in decision-making and, on the other hand, to design mitigating strategies and possible fair trade-offs, helping to foster social acceptance of the project. The cells in the first column on the left list the stakeholders involved. The cells in the first-row list the general ethical principles that are agreed to be adopted. Thus, every other cell in the MS contains value claims as stakeholders present them on the basis of the general ethical principles (Beauchamp and Childress, 1999). This means that its analysis is not structured around a single influential ethical theory. Instead, the MA attempts to account for the moral complexity of the real world by adopting three general ethical principles as cornerstones. These principles are well-being, autonomy and equity.

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