Key competencies for sustainable practices of workers in the legal community in Mexico

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Abstract: Today's world faces great challenges because of the knowledge era and globalization. Key issues, such as environmental degradation, call for an urgent need to raise awareness among the workforce to act in a more planet-friendly manner. Recent studies reveal that 6 of the 9 planetary limits that allow life on Earth have already been exceeded. UNESCO suggests that a paradigm shift can only be achieved through competency-based education, where key sustainability skills that cut across specific competencies are coerced and help employees act consciously. This study tries to assess the extent to which the competencies currently requested to occupy the position of jurist are aligned with frameworks of competences adjusted to sustainability. To achieve this, a monitoring was carried out in the legal area of Internet work bags using web scraping techniques, the search produced 291 records of which 85 competencies were obtained, which were reduced to 14 by deductive methods with the help of ATLAS.ti. In addition, theoretical relationships were sought between the skills recovered and the sustainable competencies considered in the framework proposed by UNESCO in 2017, with the aim of obtaining data and obtaining statistics with the help of EXCEL and R Studio, and with this in mind establishing convergences. The findings suggest that employers prefer technical competencies (58.75%) over soft ones, more focused on sustainable performance (41.25%). On the other hand, it may be suggested that the skills collected could be key to developing scales of measurement of sustainable performance in employees carrying out legal tasks.

Keywords: competencies, sustainability, climate change, UNESCO.

Introduction

At present, the world is experiencing constant alterations and transformations as a result of the age of knowledge and globalization (Feijoo and González, 2020; Rengifo-Millán, 2015); consequently, the earth system is at constant risk due to the overexploitation of resources without reflecting on future effects (Gasparin *et al*., 2020).

As a response to these challenges, the most up-to-date literature on human resources suggests the use of sustainable practices for employees to carry out their work considering the environmental and social impact (Cabral and Lochan, 2019; Khammadee and Ninaroon, 2022), and with this, provoke organizations and their workforce to collaborate to be able to face global challenges such as climate change, pollution, water scarcity, inefficient use of energy, inequality, equity and social poverty, among other aspects (Cano and Lluch, 2022).

In agreement, UNESCO recommends, among other actions, an academy where all students have the theoretical and practical knowledge sufficient to achieve sustainable development (Rieckmann, 2018; UNESCO, 2017). Initiating a paradigm shift, moving towards a future workforce with skills-based training (Lozano *et al*., 2019).

The field of legal education does not escape from these dynamics (Jekabsone and Ratniece, 2023), on the one hand, is responsible for training professionals with sufficient skills to administer justice with strict adherence to constitutional democracy, with the aim of preserving the rule of law (Sharma and Batra, 2023); on the other hand, it is presumed that it can promote a just and sustainable transition to more friendly economies (Ramos, 2021). In the understanding that the new generations of law specialists will be responsible for developing regulations that are able to defend the interests of individuals in the face of global challenges, which requires a legal education capable of providing sustainable knowledge and skills to the legal community, so that they can regulate actions that normalize complexity effectively (Jekabsone and Ratniece, 2023); However, there is a lack of significance in the development of sustainability competencies within legal education, even though lawyers and judges can make key decisions for shaping a sustainable future (Lim and Allan, 2016).

Within this framework, sustainable legal education is an emerging issue of utmost importance (Leone, 2022), whose objective is to train lawyers who understand that the international human rights framework is closely linked to the

2030 Agenda and the Sustainable Development Goals (Carney and Carty, 2024), and who understand that humanity will need jurisprudence to face the challenges of the twenty-first century (Elgueta and Palma, 2022), with lawyers who possess sustainable competencies capable of guiding, informing and supporting organizations and their employees, on responsible practices with the environment and society (Leone, 2022; Ramos, 2021).

In this sense, lawyers with résumés that have competences in which the transversality of knowledge allows them to face legal problems with sustainable perspectives are needed; however, there is a low interest in law faculties to address these challenges in the curriculum and in the pedagogical practices of the jurist collective (Elgueta and Palma, 2022), as well as a lack of clarity as to what skills are key for these students of higher education to solve complex situations of sustainability after graduation (Finveden and Schneider, 2023).

As a response to the above, the literature refers to various frameworks and competency approaches that can be considered key to sustainability, these competencies highlight the specific attributes that individuals need to understand and face the complex world in which we live, and thus be able to collaborate, demonstrate and act autonomously for the sake of positive change UNESCO (2017). Among these, there are at least three visions: (1) the one put forward by the OECD called DeSeCo (Rieckmann, 2012); (2) the one based on the key word *Gestaltungskompetenz*, which arises in Germany and relies on the thoughts of theorists such as Barth *et al*. (2007) and Haan (2006); and (3) the competency model proposed by Wiek *et al*. (2011), which stands out from the others for being focused on the term "Education for Sustainable Development" (Hammer and Lewis, 2023), and for promoting knowledge oriented towards education based on key competencies for sustainability, with a valid approach to the formation of a future workforce committed to sustainability (Brundiers and Wiek, 2017; Rieckmann, 2011, 2012; Sánchez *et al*., 2021; Wals, 2010; Wiek *et al*., 2011), which includes the Jurist community.

At this point, it is important to note that the competency model formulated by UNESCO (2017) reflects the conclusions of the frameworks described above, culminating in 8 key competencies for the formation of a sustainable workforce, which will be contemplated for the purposes of this research: 1) systemic thinking; 2) anticipation competence; 3) regulatory competence; 4) strategic competence; 5) collaboration competence; 6) critical thinking; 7) self-awareness; and 8) integrated problem-solving competence. It should be clarified that these competencies are relevant for individuals to understand and collaborate with the Sustainable Development Goals, and for them to have a global vision of the 2030 Agenda, which is fundamental for sustainable education. Also, to mention that they function in a cross-cutting manner, that they are multifunctional and independent of the context, and that they do not replace the specific competencies of the position in question (Rieckmann, 2018; UNESCO, 2017), so that they can be applied to the collective in the area of jurisprudence in a natural way.

This study aims to investigate the extent to which the competencies requested by the organizations (employers) for the position of jurist are aligned with the framework proposed by UNESCO, in order to find out the extent to which the current legal workforce has an education in sustainability. In this regard the question arises: To what extent are the competencies currently requested to fill the position of jurist aligned with competency frameworks linked to sustainability education, such as that put in place by UNESCO in 2017?

This gives cause to the following objectives:

- Identify the competencies and capabilities required today for public defenders to perform their duties adequately and efficiently in today's environment.
- Appreciate the extent to which the skills encountered converge with the sustainable competencies framework proposed by UNESCO.

Materials and Methods

In order to carry out the identification of competencies that could be decisive for lawyers to achieve their tasks in an adequate and sustainable manner in the current context, a collection of information was carried out from different portals of job exchanges. To achieve this, Web Scraping techniques and procedures were used using the term "lawyer" as a keyword.

The purpose was to collect profiles aligned with the occupation or employment of a jurist, which served as a guide and basis for exhibiting or revealing the competencies requested by employers (organizations) for such employment at present, and which emerged from different companies located in different states throughout the Mexican Republic. Web Scraping techniques and procedures constitute a powerful tool to retrieve data from the Web (Koprawi and Putra, 2023; Krotov *et al*., 2020; Vording, 2021) quickly and efficiently (Kaur, 2022), which can then be statistically treated to provide reliability and validity (Boegershausen *et al*., 2022; Kempny and Brzoska, 2023) before being used to answer any inquiry, assumption or supposition.

It is important to mention that to achieve this technique, a computer program was developed in Java language, taking advantage of the benefits of the Selenium WebDriver API in its version 4.12.1, to automate the downloading of the information and place it in a MySQL database, with the idea of later transferring it to the Excel spreadsheet to process the information.

At this step, the competencies collected were grouped into categories to reduce them in quantity, and to achieve this, the different definitions were analyzed to find correlations between them using deductive methods, this was done with the help of ATLAS. its software in its version 9.1.3.

A deductive method is an approach that starts from theory (concepts) and is intended to help draw generalized conclusions from the subject's perceptions, opinions, and reflections (Palmetto, 2020).

On the other hand, to find out to what extent the profiles requested by the employers for the position were aligned with key sustainability competencies, the concepts of the competencies recovered in the web sweep and the definitions of the framework proposed by UNESCO (2017) were taken, and coincidences were sought to establish co-occurrences between the competencies recovered and the competences contemplated in the framework, and then to treat the information statistically with the help of the R and EXCEL Software, and with this, to be able to establish a measure of convergence.

Results and Discussion

The information gathered during the Web Scraping sweep yielded a total of 291 records related to requests from employers in the area of law and jurisprudence, which were managed by companies located in various locations throughout the country, with Mexico City, Nuevo León, and Jalisco being the most predominant regions. Once a first analysis of the recovered profiles was made, a total of 85 competencies were identified, which are shown in Table 1.

It can be observed that the skills most requested by employers for the job profile are availability of schedule (12.95%), experience (11.09%) and mastery of technical knowledge such as jurisprudence (8.91%) in its different modalities (criminal, civil, labor, and others), spelling and writing (7.48%), knowledge in information technologies (5.75%) for the purpose of mastering Microsoft Office packages and the foreign language English (3.34%), mostly above skills such as communication (4.41%) and negotiation (3.92%), which are closely related to strategic (Álvarez-García *et al*., 2022) and collaboration (Wiek *et al*., 2011; Lans *et al*., 2014), problem solving (1.34%), collaboration or teamwork (2.41%), adherence to norms (0.22%), critical thinking (0.18%) and emotional intelligence (0.04%) linked to self-awareness (Brundiers *et al*., 2021), which are necessary and indispensable for a more sustainable performance. The 85 competencies identified were susceptible to be grouped and reduced to 14, according to the relationships found in their definitions using techniques with a deductive approach. The following are the findings of the convergences found:

1. **Technical knowledge.** Ability to possess, keep up to date, and demonstrate all the specific knowledge and/or experience required for the performance of the function in charge, and to constantly encourage an interest in learning and sharing one's knowledge and experience with others (Alles, 2010). Skills related to technical knowledge are presented in Table 2.

2. **Results-oriented.** Ability to orient one's own and/or others' behaviors toward achieving or exceeding the expected results, under established quality standards, setting challenging goals, and improving and maintaining high levels of performance within the framework of the organization's strategies (Alles, 2010, p.181). It is the ability to act with speed and a sense of urgency when important and necessary decisions must be made to exceed the goals and

Table 1. Competencies requested by employers (experts).

No.	COMPETENCE	FREQUENCY	%
1	Availability of hours	284	12.65
2	Experience	249	11.09
3	Jurisprudence	200	8.91
4	Orthography and writing	168	7.48
5	Analytical skills	140	6.24
6	Information technologies	129	5.75
7	Communication	99	4.41
8	Negotiation	88	3.92
9	English	75	3.34
10	Availability to travel	71	3.16
11	Proactive	68	3.03
12	Organized	58	2.58
13	Teamwork	54	2.41
14	Service attitude	41	1.83
15	Results-oriented	34	1.51
16	Responsibility	34	1.51
17	Stress management or working under pressure	32	1.43
18	Troubleshooting	30	1.34
19	Leadership (personnel management)	30	1.34
20	Mediation	24	1.07
21	Ease of speech	21	0.94
22	Committed	20	0.89
23	Good presentation	20	0.89
24	Confidentiality	19	0.85
25	Punctuality	17	0.76
26	Honesty	16	0.71
27	Independent	16	0.71
28	Decision making	14	0.62
29	Sense of urgency	14	0.62
30	Speaker	12	0.53
31	Assertive	10	0.45
32	Inclusive	10	0.45
33	Adaptation to change	9	0.40
34	Simultaneous volume management	9	0.40
35	Initiative	8	0.36
36	Sociable	8	0.36
37	Autonomy	8	0.36
38	Self-taught	7	0.31
39	Frustration tolerance	6	0.27
40	Dynamic	6	0.27
41	Integrity	5	0.22
42	Work ethics	6	0.27
43	Adherence to standards	5	0.22
44	Disciplined	4	0.18
45	Critical thinking	4	0.18
46	Flexible	4	0.18
47	Environmental	3	0.13
48	Resilience	3	0.13
49	Resolute	3	0.13
50	Time management	3	0.13
51	Efficient	3	0.13
52	Loyalty	2	0.09
53	Empathy	2	0.09
54	Research capacity	2	0.09
55	Knowledge of ISO 14001	2	0.09
56	Knowledge of ISO 45001	2	0.09
57	Sustainability	2	0.09
58	Focused	2	0.09
59	Innovative	2	0.09
60	Creative	2	0.09
61	Learning capacity	2	0.09
62	Transcendence	1	0.04
63	Honesty	1	0.04
64	Dedicated	1	0.04
65	Persuasive	1	0.04
66	Counseling	1	0.04

Table 1 Continued. Competencies requested by employers (experts)

No.	COMPETENCE	FREQUENCY	%
67	Emotional intelligence	1	0.04
68	Knowledge in ISO 37001	1	0.04
69	Tenacious	1	0.04
70	Objectivity	1	0.04
71	Synthesis capacity	1	0.04
72	Logical reasoning	1	0.04
73	Focus on the customer	1	0.04
74	Self-critical	1	0.04
75	Facilitator	1	0.04
76	Prepositive	1	0.04
77	Thrust	1	0.04
78	Solidarity	1	0.04
79	Professional ambition	1	0.04
80	Persistent	1	0.04
81	Self-management	1	0.04
82	Active listening	1	0.04
83	Effective	1	0.04
84	Respectful	1	0.04
85	Methodical	1	0.04
	Total frequencies:	2245	100.00

objectives set; respond to customer needs or improve the company. It is the ability to manage the established processes so that they do not interfere with the achievement of the expected results (Martínez, 2013, p.95). Competencies related to results orientation are showed in Table 3.

Table 2. Skills related to technical knowledge.

		Co-occurrences
Knowledge		582
	COMPETENCIES WITH WHICH KNOWLEDGE IS COMBINED	
Learning capacity	Capacity to keep professional knowledge up to date, self-evaluating and updating it according to the technological or social evolution in which he/she works (Moruno, 2016, p.59). Ability to acquire knowledge and skills through study, experience, or teaching (Castaño and Preciado, 2010, p.44). It is the ability to accumulate knowledge, skills, and attitudes about occurrences, and events that happen to people or the organization. It requires practice for self-learning (Tandazo, 2023, p.51).	2
Research capacity	Ability to carry out intellectual and experimental activities in a systematic way to increase knowledge (Real Academia Española: RAE, 2024).	2
Autodidact	Ability to instruct oneself (RAE, 2024).	7
Experience	The actual observation of facts or events, is considered as a source of knowledge (Oxford English Dictionary, 2023).	249
	Without sustainable convergence	842

Table 3. Competencies related to results orientation.

		Co-occurrences
Results-oriented		34
	COMPETENCIES WITH WHICH KNOWLEDGE IS COMBINED	
Sense of urgency	Speed, rapidity, necessity, or urgent lack of what is necessary for some business. (RAE, 2024).	14

Table 3 Continued. Competencies related to results orientation.

COMPETENCIES WITH WHICH KNOWLEDGE IS COMBINED		
Persistent	To remain firm or constant in something (RAE, 2024).	1
Effective	Ability to achieve the desired or expected effect (RAE, 2024).	1
Efficient	Ability to achieve desired results with the least possible resources (RAE, 2024).	3
Available	Free from service impairment (RAE, 2024).	355
Methodical	Mode of saying or doing with order (RAE, 2024).	1
Transcendence	Ability to conduct oneself beyond limits (RAE, 2024).	1
Customer orientation or focus	Ability to act with sensitivity to the needs of a client, to adequately understand their demands, and to generate effective solutions to their needs (Alles, 2010, p.182).	1
Organized	Ordering of activities or distribution of time (RAE, 2024).	58
Tenacious	Firm in a purpose, persevering, constant, and untiring (RAE, 2024).	1
Thrust	Effort, determination, strength, resolution (RAE, 2024).	1
Time management	Graduate, dose, organize, order (time) to obtain greater performance (RAE, 2024).	3
Professional ambition	Ardent desires to obtain something, especially power, wealth, dignity, or fame (RAE, 2024).	2
	Without sustainable convergence	477

3. **Proactive.** Proactive behavior refers to the anticipatory actions employees take to impact themselves and/or their environment (Grant and Ashford, 2008). It includes seeking feedback (Ashford *et al*., 2003), taking the initiative to pursue goals (Frese and Fay, 2001), and adapting to new environments (Saks and Ashforth, 1996).

Table 4. Skills related to proactivity competency.

		Co-occurrences
Proactive		68
	COMPETENCIES THAT COMBINE PROACTIVITY AND PROACTIVITY	
Initiative	Ability to act proactively, devise and implement solutions to new problems and/or challenges, with decisiveness and independence of judgment. It implies the ability to respond quickly, effectively, and efficiently to new requirements (Alles, 2010, p.179).	8
Adaptation to change	Ability to understand and appreciate different perspectives, change convictions and behaviors to adapt quickly and efficiently to diverse situations, contexts, environments, and people (Alles, 2009, p.166; Alles, 2010, p.164).	9
Flexible	Ability to adapt easily and quickly to the changing demands and needs of the environment. Adjustments or modifications to new situations, people, and methods (Charria *et al*., 2011).	4
Prepositive	To have the spirit or intention to do or not to do something (RAE, 2024).	1
Dynamic	Ability to work actively in changing and challenging situations, with diverse interlocutors, in long working days, without affecting their level of activity or professional judgment (Alles, 2010, p.175). It is the facility to work hard in changing or alternative situations, with diverse interlocutors, which change in short periods of time, in long working days, without affecting their activity (Martínez, 2013).	6
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Anticipation competition	According to UNESCO (2017) and authors such as Rieckman (2018); Wiek *et al*. (2011); and Redman and Wiek (2021), anticipatory competence is key to achieving	96

Table 4 Continued. Skills related to proactivity competency.

	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Anticipation competition	sustainable performances; likewise, anticipatory actions are fundamental for proactive behavior (Grant and Ashford, 2008). On the other hand, adaptability consists of being flexible and providing the capacity to face sustainability challenges, while individual initiative helps to identify one's potential for sustainability and to actively contribute (proactivity) to improve the environment (Bianchi *et al*., 2022).	96

4. **Innovator.** Capacity for the development of new tools and methodologies to modify the course of nature for the benefit of self and others (Fajardo-Dolci and Ramiro, 2015).

Table 5. Skills related to innovation competence.

		Co-occurrences
Innovator		2
	COMPETENCIES WITH WHICH THE INITIATIVE IS COMBINED	
Creative	Possessing or stimulating the capacity for creation, and invention (RAE, 2024).	2
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	
Strategic competence	Creativity is important for innovative planning (Brundiers *et al*., 2021). Likewise, Sipos (2008) considers it important to generate new things.	4

5. **Teamwork.** Ability to collaborate with others, to be part of a group, and to work with other areas of the organization to achieve, together, the organizational strategy, subordinating personal interests to group objectives. It implies having positive expectations of others, understanding others, and generating and maintaining a good working environment (Alles, 2010, p.193). The ability to collaborate and cooperate with others is integrative (integrates and integrates) in human groups. Maintaining a genuine attitude of working with others not competitively, but collaboratively. It is included to contribute to processes, tasks, or shared objectives, actions are always framed in values (Ortega *et al*., 2022).

Table 6. Skills related to teamwork competency.

		Co-occurrences
Teamwork		54
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Strategic competence	Organizations such as UNESCO (2017), and authors such as Wiek *et al*. (2011), Rieckmann (2018) and Brundiers *et al*. (2021) point out that the development of innovative actions in "collective" turns out to be key to sustainability.	54
Collaborative competence	Conflicts should be addressed in groups in a collaborative and participatory manner (UNESCO, 2017; Rieckmann, 2018; Wiek *et al*., 2011; Brundiers *et al*., 2021; Redman and Wiek, 2021; Lans *et al*., 2014, de Haan, 2006).	54

6. **Leadership.** It is the ability to develop, consolidate, and lead a work team by encouraging its members to work with autonomy and responsibility, setting goals that do not require direct personal supervision to promote new ways of working (Universidad de Guadalajara, 2015). Ability to generate commitment and achieve the support of their superiors to successfully face the challenges of the organization. Ability to ensure adequate people management, develop talent, and achieve and maintain a harmonious and challenging organizational climate (Alles, 2010, p.153).

Has the ability to influence, motivate, and organize people in pursuit of clearly structured objectives; the ability to influence in an organized and well-founded manner makes him/her an authority. Possesses a long-term vision, and usually raises efforts and a well-structured path to achieve it effectively and efficiently, his actions are always framed in values (Ortega *et al*., 2022)**.**

Table 7. Skills related to leadership competency.

		Co-occurrences
Leadership		30
COMPETENCIES WITH WHICH THEY ARE COMBINED WITH LEADERSHIP		
Independent	Rupture of dependency (Sève-Ferrieu, 2017).	16
Autonomy	Autos, self, nomos, law.... (Sève-Ferrieu, 2017)	8
Self-management	Situation in which individuals directly manage the task, within the framework of an entity they own, or in individual performance (Ledesma, 2012).	1
CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY		Total
Strategic competence	It includes skills that foster teamwork, such as leadership (Álvarez *et al*., 2022).	55
Collaborative competence	This competence includes leadership skills (UNESCO, 2017; Rieckmann, 2018; Wiek *et al*., 2011).	55

7. Facilitator. A person who serves as an instructor or guide in an activity (RAE, 2024).

Table 8. Skills related to the facilitator competency.

		Co-occurrences
Facilitator		1
COMPETENCIES WITH WHICH THEY ARE COMBINED WITH THE FACILITATOR'S ABILITY		
Counseling	Person who advises or serves to advise (Real Academia Española, 2023).	1
CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY		Total
Collaborative competence	This competency includes skills to facilitate collaborative research and sustainability problem-solving (Wiek *et al*., 2011; Lans *et al*., 2014).	2

8. Negotiator. Ability to persuade others, to use solid and honest arguments, and to bring positions closer together through the exercise of joint reasoning, taking into account the interests of all parties involved and organizational objectives. It implies the ability to influence others through strategies that allow building satisfactory agreements for all, through the application of the win-win concept (Alles, 2010, p.178).

Table 9. Skills related to negotiation competence.

		Co-occurrences
Negotiator		88
COMPETENCIES WITH WHICH THEY ARE COMBINED WITH NEGOTIATION SKILLS		
Mediation	Mechanisms that attempt to resolve disputes, mainly outside the courts, or through non-judicial means, the mediator is the instrument to bring the parties together on a common path of understanding and strengthens the culture of peace and communication.	24

Table 9 Continued. Skills related to negotiation competence.

COMPETENCIES WITH WHICH THEY ARE COMBINED WITH NEGOTIATION SKILLS		
Mediation	Mediation is characterized by voluntariness, by the impartiality and neutrality of the mediator, by the flexibility of the process, the good faith that must preside over the actions of the parties, and by the confidentiality that the parties and the mediator must maintain concerning what is discussed. And it has the great virtue that it can be applied to almost all social fields: civil, commercial, criminal, penitentiary, community, business, labor, health, police, consumer, school, etc. (Pérez and Cobas, 2013).	24
Persuasive	Ability to induce, move, or force someone with reasons to believe or do something (RAE, 2024).	1
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Strategic competence	It includes negotiation skills (Álvarez *et al*., 2022).	113
Collaborative competence	It includes negotiation skills (Wiek *et al*., 2011; Lans *et al*., 2014).	113

9. **Communication.** The ability to listen, ask questions, express concepts and ideas effectively, and make positive points. The ability to know when and whom to ask to carry out a purpose. The ability to listen to and understand others. Understanding group dynamics and effective meeting design (University of Guadalajara, 2015). Ability to listen and understand the other, to transmit in a clear and timely manner the information required by others to achieve organizational objectives, and to maintain open communication channels and formal and informal contact networks, covering the different levels of the organization (Alles, 2010, p.170).

Table 10. Skills related to communication competence.

		Co-occurrences
	Communication	99
	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH COMMUNICATION SKILLS	
Ease of speech	Facility to express oneself brilliantly and spontaneously (RAE, 2024).	21
Assertive	Assertiveness is an effective tool as a communication model that promotes collaborative learning (Quiñonez and Moyano, 2019).	10
Interpersonal relations (sociable)	Ability to relate to people positively and creatively, always seeking the best communication with others (Castaño and Preciado, 2010). It is the ability to establish and maintain friendly and positive working relationships with their work team and with internal and external users, based on open, clear, fluid communication and respect for the opinions of others (Departamento Nacional de Planeación, 2018, p.27).	8
Active listening	Paying attention to hear something (RAE, 2024).	1
Speaker	A communicator is a person who speaks in public and delivers speeches or lectures eloquently and with high style (RAE, 2024).	12
Good presentation	The professional image is the set of signals that the professional needs to project to be seen and treated according to the role he/she intends to play in the organization (Morales, 2020). The way of dressing, hygiene habits, and the use of differentiating elements in clothing (Cazalla and Molero, 2013). Projecting an image by professional stereotypes, such as wearing a suit, formal shoes, and briefcases (Morales, 2020).	20

Table 10 Continued. Skills related to communication competence.

	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Strategic competence	It includes communication skills (Álvarez *et al*., 2022).	171
Collaborative competence	It includes communication skills (Wiek *et al*., 2011; Lans *et al*., 2014; Brundiers *et al*., 2021; Kioupi and Voulvoulis, 2019; Glasser and Hirsh (2016); Lambrechts *et al*., 2013).	171

10. Empathy. Ability to understand others and put oneself in the other person's position. It is related to understanding people for their way of thinking, feeling, or expressing concerns. It dimensions the person's capacity to adapt to the situation experienced by the other person and to know how to understand and communicate this situation (Tandazo, 2023, p.50).

Table 11. Skills related to empathy competence.

		Co-occurrences
Empathy		2
	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH EMPATHY	
Inclusive	Ability and willingness to truthfully express their opinions and listen to those of others, making possible effective affective communication, and without discriminatory coercion (Rodriguez *et al*., 2020). Enhance identification and acceptance, being an inherent condition of human beings, strengthening the right to be different, accepted, and respected by their social environment, aspects that strengthen prosociality and enhance the commitment to care from diversity (Hurtado *et al*., 2023).	10
Solidarity	Associated with a cause, fraternal, friendly (RAE, 2024).	1
Service attitude	Ability to "focus on the customer/user and their satisfaction" (Garcia, 2016, p.383).	41
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Strategic competence	It includes empathy skills (Álvarez *et al*., 2022).	54
Collaborative competence	It includes empathy skills (UNESCO, 2017; Rieckmann, 2018; Wiek *et al*., 2011; Lans *et al*., 2014; Brundiers *et al*., 2021).	54
Self-awareness competence	It includes empathy for others (Kioupi and Voulvoulis, 2019).	54

11. Emotional intelligence. Abilities to know and master one's own and others' emotions (Maureira *et al*., 2023). ability to recognize, understand, control, and modify our emotions and those of others (Gómez *et al*., 2022).

Table 12. Skills related to emotional intelligence competency.

		Co-occurrences
Emotional intelligence		1
	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH EMOTIONAL INTELLIGENCE	
Stress management	Emotional coping skills in the workplace (Retana *et al*., 2022). Job stress can be defined "as a set of physical and mental reactions that a worker suffers when subjected to various external factors that exceed his or her ability to cope with them. These reactions, which may be physiological, cognitive, behavioral, or emotional, are usually	32

Table 12 Continued. Skills related to emotional intelligence competency.

COMPETENCIES WITH WHICH THEY ARE COMBINED WITH EMOTIONAL INTELLIGENCE		
Stress management	accompanied by physical and/or mental exhaustion, anguish, and a feeling of helplessness or frustration at the individual's inability to cope with the situation or situations that generate the stress (Rodriguez *et al*., 2020).	32
Tolerance of working pressure	Ability to work with determination, firmness, and perseverance to achieve difficult objectives or to carry out actions/decisions that require greater commitment and effort than usual. It implies maintaining a high level of performance even in demanding and changing situations, with diverse interlocutors that occur in short periods, over long working days (Alles, 2010, p.191).	
Resilience	Resilience is understood as a process that allows a person, system, or community to resist, adapt, transform, and recover in a timely and efficient manner from an adverse situation (Quezadas *et al*., 2023); that is, to cope with difficulties.	3
Tolerance to frustration	The ability to face and overcome challenges that arise in the pursuit of goals implies recognizing that rewards and achievements should not be instantaneous but can be achieved in the future after continuous effort (Gómez *et al*., 2022).	6
Simultaneous case volume management		9
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Self-awareness competence	It helps to deal with emotions, desires, thoughts, and behaviors from competencies related to emotional intelligence (Brundiers *et al*., 2021).	51

12. Norms adherence. Skills to understand and reflect on the norms and values that underlie our actions; and to negotiate sustainability values, principles, objectives, and goals in a context of conflicting interests and trade-offs, uncertain knowledge, and contradictions (UNESCO, 2017).

Table 13. Skills related to the norm attachment competency.

		Co-occurrences
Norms adherence		5
	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH THE ADHERENCE TO STANDARDS	
Punctuality	Diligent in doing things on time and without delay (RAE, 2024).	17
Responsibility	This competence is associated with the behavior with which people perform the assigned tasks. Their concern for the fulfillment of the assigned task is above their interests, the assigned task comes first (Universidad de Guadalajara, 2015). Ability to find personal satisfaction in the work performed and in obtaining good results. Ability to demonstrate concern for carrying out tasks with precision and quality, to contribute through their actions to the achievement of the organizational strategy. Ability to respect the established rules and good customs both within and outside the organization (Alles, 2010, p.189).	34
Confidentiality	Ability to repute information as secret (Martínez, 2016, p.149).	19
Honesty	Decent or decorous (RAE, 2024).	16
Sincerity	Ability to conduct oneself with rectitude and integrity (RAE, 2024).	1
Integrity	This competence is the worker's ability to act with rectitude, kindness, honesty, and blamelessness, someone who can be trusted, and who is committed to the institution (Universidad de Guadalajara, 2015).	5

Table 13 Continued. Skills related to the norm attachment competency.

	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH THE ADHERENCE TO STANDARDS	
Labor commitment	Work engagement is a positive, satisfying, work-related mental situation; characterized by vigor, dedication, and absorption; it is related to better user care and fewer errors due to inexperience and/or lack of time (Zarate and Morales, 2022).	20
Dedicated	To destine something to a specific purpose (RAE, 2024).	1
Loyalty	Ability to be faithful to someone or something (RAE, 2024).	2
Disciplined	Ability to conduct oneself morally (RAE, 2024).	4
Objectivity	Ability to act independently of one's way of thinking or feeling (RAE, 2024).	1
Reliable	The ability to be someone's trustee, with no other security than good faith and the opinion one has of him, the estate, the secret, or anything else. To give hope to someone that he will get what he desires (RAE, 2024).	3
Respectful	That observes veneration, courtesy, and respect (RAE, 2024).	1
Work ethics	Set of moral norms that govern the conduct of the person in any area of life (RAE, 2024).	6
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Strategic competence	It includes engaging responsibly (Lans *et al*., 2014).	135
Regulatory competence	These are skills to understand and reflect on norms and values (UNESCO, 2017; Rieckmann, 2018; Wiek *et al*., 2011; Brundiers *et al*., 2021; Levchyk *et al*., 2021; Wiek *et al*., 2016).	135
Critical thinking	It includes skills to question norms (UNESCO, 2017, Rieckmann, 2018; Kioupi and Voulvoulis, 2019; Glasser *et al*., 2016; Wiek *et al*., 2016).	135

13. **Critical thinking.** It can be defined as a higher-order thinking process, in which the agent possesses certain essential characteristics that allow him/her to solve problems, assume critical positions, analyze, synthesize, and reflect, among others, to raise argued positions to act in a reasoned and reasonable manner (Rodríguez, 2018). Ability to question norms, practices, and opinions; to reflect on one's values, perceptions, and actions; and to adopt a position in the sustainability discourse (UNESCO, 2017).

Table 14. Skills related to critical thinking competency.

		Co-occurrences
Critical thinking		4
	COMPETENCIES WITH WHICH THEY ARE COMBINED WITH CRITICAL THINKING	
Self-critical	Critical judgment on one's works or behavior (RAE, 2024).	1
Decision making	Ability to analyze various variants or options, consider the existing circumstances, available resources, and their impact on the business, and then select the most appropriate alternative, to achieve the best result in terms of organizational objectives. It implies the ability to execute actions with quality, timeliness, and awareness of the possible consequences of the decision taken (Alles, 2010, p.192).	14

Table 14 Continued. Skills related to critical thinking competency.

	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Critical thinking	It helps to challenge norms, practices, and opinions to make sustainable decisions (UNESCO, 2017; Rieckmann, 2018; Kioupi and Voulvoulis, 2019; Glasser *et al*., 2016; Wiek *et al*., 2016).	19

14. **Problem-solving.** Ability to identify the structure of a problem, analyze it from different points of view, generate alternative solutions, evaluate them and select the best one, and predict consequences (Charria *et al*., 2011). General ability to apply different problem-solving frameworks to complex sustainability problems and devise equitable solution options that promote sustainable development (UNESCO, 2017).

Table 15. Skills related to problem-solving competency.

		Co-occurrences
Problem-solving		30
	SKILLS WITH WHICH THEY ARE COUPLED WITH PROBLEM-SOLVING	
Capacity for analysis and synthesis	It is the ability to understand and solve a problem by systematically disaggregating its parts; making comparisons, establishing priorities, and identifying temporal sequences and causal relationships between components (Universidad de Guadalajara, 2015).	141
Logical reasoning	This competence has to do with the scope of reasoning and how each collaborator organizes the work. A person can identify problems, recognize significant information, and search and relate relevant data (Universidad de Guadalajara, 2015).	1
	CONVERGENCE WITH KEY COMPETENCIES FOR SUSTAINABILITY	Total
Thinking systemic	Ability to analyze complex systems holistically to solve sustainability problems (Wiek *et al*., 2011);	172
Anticipation competition	Analyze, evaluate, and develop sustainable problem resolutions for the future (Wiek *et al*., 2011).	172
Strategic competence	Action competence to realize planned solutions to sustainability problems (Brundiers *et al*., 2021).	172
Collaborative competence	Facilitates problem-solving (UNESCO, 2017; Rieckmann, 2018; Wiek *et al*., 2011).	172

The following table (Table 16) shows the convergence between the competencies requested by the organizations (employers) and the framework of key competencies for sustainability proposed by UNESCO. The results suggest that of the total competencies requested n = 85 (reduced to n = 14), approximately n = 56 (reduced to n = 12) have a direct or indirect relationship with the competencies considered key to the sustainable performance of employees. Furthermore, the data indicate that of the total co-occurrences of requests for competences (n = 2245), approximately 41.25% correspond to competences linked to sustainability, while 58.75% relate to other types of competencies, such as those related to knowledge and results orientation.

Table 16. Convergence between the co-occurrences of competencies requested by employers (organizations) and the key competencies for sustainability envisaged by UNESCO in 2017.

Requested \ Sustainable competencies and other	Anticipation competition	Regulatory competence	Strategic competence	Collaborative competence	Critical thinking	Self-awareness competence	Problem-solving	Thinking systemic	Other competences	Total co-occurrences	% of cooccurrences
Proactive	96	-	-	-	-	-	-	-	-	96	4.28
Innovator	-	-	4		-	-	-	-	-	4	0.18
Teamwork *	-	-	54	54	-	-	-	-	-	54	2.41
Leadership	-	-	55	55	-	-	-	-	-	55	2.45
Facilitator	-	-	-	2	-	-	-	-	-	2	0.09
Negotiator	-	-	113	113	-	-	-	-	-	113	5.03
Communication	-	-	171	171	-	-	-	-	-	171	7.62
Empathy	-	-	-	-	-	54	-	-	-	54	2.41
Emotional intelligence	-	-	-	-	-	51	-	-	-	51	2.27
Norms adherence *	-	135	135	-	135	-	-	-	-	135	6.01
Critical thinking*	-	-	-	-	19	-	-	-	-	19	0.85
Problem-solving *	172	-	172	172	-	-	172	172	-	172	7.66
Sustainable competencies	**96**	**135**	**172**	**227**	**19**	**105**	**172**	-	-	**926**	**41.25**
Technical knowledge	-	-	-	-	-	-	-	-	842	842	37.51
Results-oriented	-	-	-	-	-	-	-	-	477	477	21.25
Other competences	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1319**	**1319**	**58.75**
									Total co-occurrences	**2245**	**100.00**

Note: competences marked with asterisks are directly contained in the framework proposed by UNESCO. Also, red-labelled co-occurrences represent a relationship between competences, however, they were not considered, this is because the competencies requested by employers can be related to more than one competence considered key to sustainability, but cannot be considered in all, since it would exceed 100% co-occurrences. In this framework, it is weighed in the most representative, and it follows that there is a correlation between competencies considered in the sustainable framework.

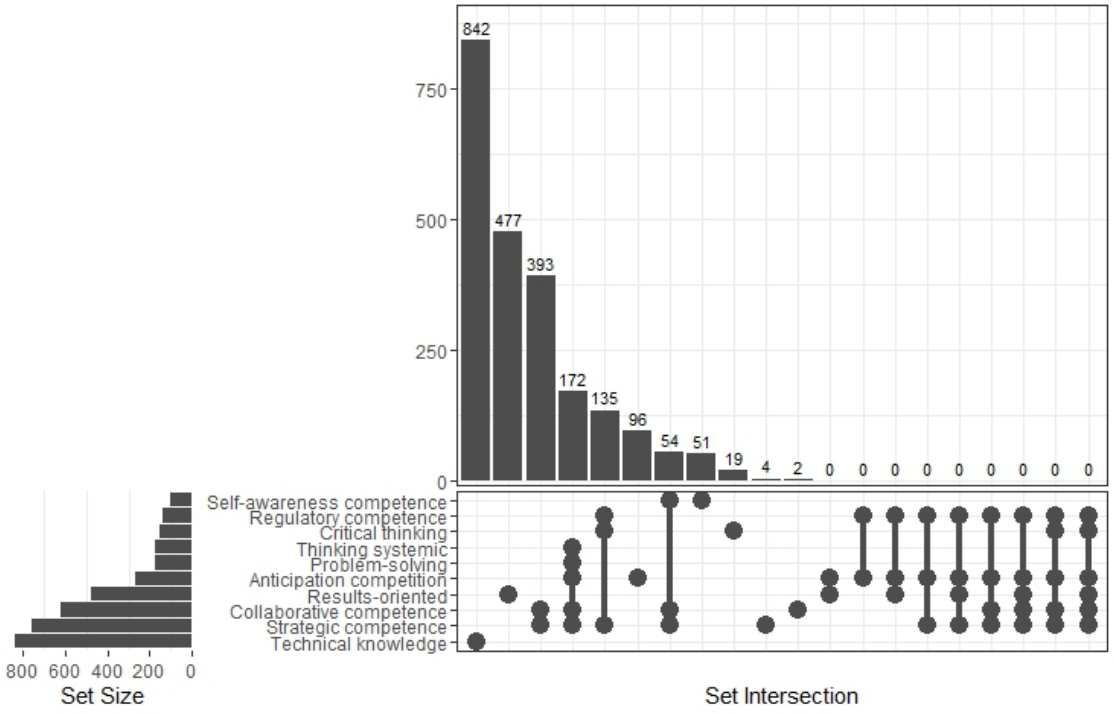

Figure 1. Correlation between competencies considered key to sustainability.

The Figure 1 shows how some of the competencies requested (see their co-occurrences in the upper bars), impact on more than one of the competencies considered key to sustainability (lower part). In this framework, the data show relationships between the following competencies: (1) strategic and collaborative competence (393 co-occurrences); (2) strategic competence, collaboration, anticipation, systemic thinking and problem solving (172 co-occurrences); (3) strategic competence, regulation and critical thinking (135 co-occurrences); and (4) strategic competence, collaboration and self-awareness (54 co-occurrences).

Finally, in Figure 2, it can be observed that the most sought-after skills have a greater relationship with domains such as strategic competence (31.78%), collaboration competence (26.04 %) and anticipation competence (11.24%). It is important to mention that in carrying out this calculation the relationship of the requested competencies with all the key competencies for sustainability with which they were found some kind of link was taken into account.

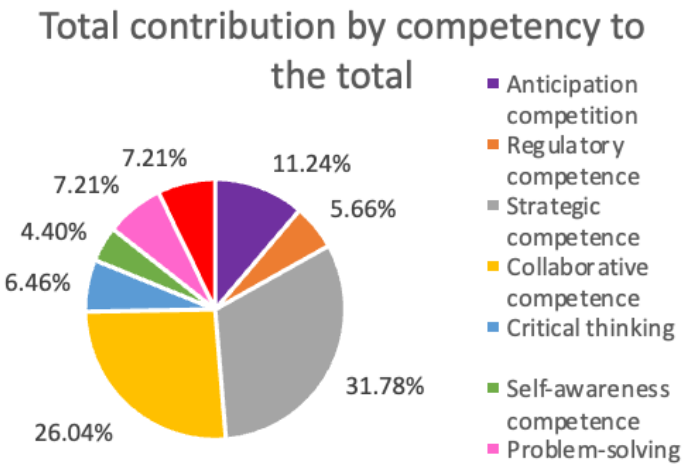

Figure 2. Individual contribution to sustainability

Conclusions

The findings suggest a general lack of consensus on the part of employers to determine which competencies are conclusive in order to improve the work of jurists.

A total of 85 competencies requested by employers were found in the area of laws and jurisprudence, which are directly linked to the position of lawyer. These first results revealed a scant request for sustainable competencies, except for skills such as communication and negotiation, which are closely related to strategic competence and collaboration competence, which are covered in the frameworks of key competencies for the sustainability of authors such as Rieckmann (2018) and Wiek *et al*. (2011), and by the one proposed by UNESCO in 2017.

On the other hand, the skills identified were reduced to 14 once an analysis was carried out using deductive methods, which were theoretically related to the framework of key competences for sustainability proposed by UNESCO. The results concluded that the competencies most requested by experts (employers) are normally basic or technical competencies (58.75%), on soft competencies, which are more focused on sustainability (41.25%).

Limitations and future investigations

Within the limitations of the study can be found the sample size, which is conditioned to the Mexican context and to 3 specific job portals, being able to look for more options to enlarge the model. Likewise, the study was limited to the use of the sustainable framework proposed by UNESCO, which could be seen as a restriction; however, it is worth mentioning that this framework arises as a response to the lack of consensus among various authors and approaches to determine which competencies can be considered key to sustainability. Finally, it can be concluded that the findings found can be used to verify whether employers are moving towards a sustainable vision, and that the competencies located in this study, in combination with sustainable competency frameworks such as those put forward by bodies

such as UNESCO (2017), can be considered for the development of specific scales for a particular job, such as the one presented here.

Recommendations

At this point, it is important to refer that the objective of this article is not to advise or make recommendations to employers on how to increase or include sustainable competencies in the requested profiles, but to approximate an assessment of the level of sustainability that could exist in the current legal workforce in Mexico, based on the competencies recovered on the web scraping and its alignment with the framework proposed by UNESCO.

However, it could be suggested that in order to increase sustainability in the profiles requested by the organizations, employers could include aspects related to the desired behaviors in applicants, on the understanding that competencies, including sustainable ones, can be defined as a set of knowledge, skills and attitudes (Rieckmann, 2011, 2012) related to the work performance of individuals (Wesselink *et al*., 2015), which should be measured in terms of behavior rather than results (Campbell and Wiernik, 2015; Koopmans *et al*., 2011).

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