

Management and Communicative Action A look from University Education

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Abstract

This book arises in the setting of the University of Pamplona, with Business Administration students, who perform some administrative and/or managerial function in which in their training they demonstrate the management of procedures and actions that contrast with the theoretical curricular principles in their curriculum of studies which shows the management of own practices in labor action and its divorce with academic training. Through the interpretation of the knowledge of the key informants and that from their practice with the actions and the ways of communicating them in management functions. It was carried out under the phenomenological-interpretive approach circumscribed in the interpretive paradigm with a qualitative approach. The in-depth interview and the Glaser and Strauss categorization method were used as a data collection technique. Significant elements of management and communication were identified for consideration in the training field. Which provided a theoretical approach to the curriculum from university training in the area of administration and finance, allowing us to establish that management is a communicative action.

Keywords: Management, communicative action, university education.

1. Introduction

Organizations are on the move as a result of the advancement of knowledge and the change of paradigms, all of which generates challenges to the local and global economy. Faced with this reality, a key sector is represented in university education whose role is focused on the formation of the necessary resource to respond to social needs, characterized by encountering limits, borders and conditions, for example, with curricular updating, connection with the productive sectors and the drawbacks and resource needs that they present and that must be addressed by it. as an institution in charge of training the necessary human resources for society, therefore, it must interact with the reality of the context and be able to explain, deepen and develop knowledge to be a transforming and multiplying agent. This leads to propose and understand the connection between the subjects who are trained and who, in some way, have responsibilities at the administrative and managerial level in their practical action in accordance with the preparation they receive, while trying to unveil those

meanings that are undoubtedly a contribution represented in their practical work in the application of procedures. different ways of understanding some theoretical postulates or how what is acquired from theoretical teaching is manifested in the real plane and specific context and thus, contribute to the advancement of knowledge from the theoretical and practical in the necessary answers that society seeks, from the everyday and inherent to human action, its growth and development.

In a world globalized by technologies, but also by the economy, environmental problems and their conditioning to the world in general, where organizations are affected in one way or another; the communicative action represents the tool to transmit the actions, through it; The guidelines to be followed are put into execution from instructions, reflections, dialogicity and directing the paths to face any situation in context.

The advances in knowledge, together with the permanent drawbacks arising from the economy, health and various problems, has generated challenges in the management of any organization, highlighting the need to give value to knowledge, not only that which arises from action but also that which is obtained in its preparation and training to seek answers to the challenges it faces.

Considering the above, it is important to emphasize that the formation and development of knowledge involves multiple aspects that must be considered linked to all those arising from the management of man in his activity, an example of this is represented by the actions, experiences applied from each organization by its directors or those in charge from the management to respond to situations that they permanently face and are not necessarily attached to schemes. theoretical or manual models established in any organization.

In the case of the University of Pamplona, Colombia, participants study Business Administration at a distance modality that allows them to work as administrators or managers; being in charge of administrative and managerial responsibilities that live in constant management of information, technology, knowledge, with situations that must be addressed because they represent a doing that gives answers to situations specific to each context and in turn are forbidden there which sometimes do not get an echo within the plans or theories under which they are being formed.

Addressing these realities that the student in training experiences with their performance in practice and the tools they acquire in their university preparation process, favors that knowledge that emerges and that can contribute to the updating and birth of new knowledge to be considered and approach to dimension the concept of management, in this case, From the communicative point of view, experience has made it possible to establish that this process frames the action of the subjects in their performance and one of the fundamental tools for its application in administrative and managerial knowledge.

To try to address the meanings resulting from managerial practice in those subjects who, in turn, are studying at a distance in the area of economics and finance in particular contexts and in correspondence to what is administered from the university, meant a guide along novel paths of heuristics and intersubjectivity, where it is demonstrated that management is a communicative action where it becomes a fundamental tool for the good development of its Profession.

To this end, it was sought to immerse in the reality that Business Administration students live from a systematic, orderly, intentional and scientific process of hermeneusis based on the interpretative paradigm based on phenomenological theory, seeking to describe the facts as they happen with an intersubjective character from dialogicity, which allowed understanding all those situations and concerns experienced by the students in their actions in each specific context and with the elements found in the solution and action to the performance as a manager before the situations that arise from action and doing.

The description and interpretation of the versions used by the Business Administration students of the University of Pamplona in the distance modality predominated. In the intention of the descriptive and comprehensive identification of a social reality under study, this book is structured in three parts: one of contextualization, the second that frames the theoretical and methodological aspects and a third, that offers the integral analysis and final perspectives, where the topic treated is concluded and the approach of the authors on management and its direct relationship with communicative action is defended.

In the first chapter Building the Scenario: Context and Theories, a recognition of the parts where Business Administration students develop in distance learning is presented, and the relationship between management and communicative action is reported, evidencing the births of elements, which must be addressed justifying and giving meaning to the purpose of the study. In the same way, the visions shared between theorists highlight the research that precedes the study in relation to the context addressed, the theoretical contributions that allow the construction of the theoretical scaffolding in this journey are presented, as well as the legal support linked to the topic.

Chapter two: Methodological Paths, allows us to see the configuration of the style of thought establishing the ontological, epistemological and methodological planes that guided the research process. Additionally, the explanatory construction is presented. Based on the analysis of the information, the coding, categorization and hermeneusis were carried out supported by the allegations of the students of Business Administration distance modality; The testimonies indicated in the exchange with each one were essential. Next, the hermeneutic integration of the categories, subcategories and dimensions addressed is presented in the process.

Finally, in the comprehensive analysis and the final perspectives, a theoretical approach to management and communicative action from the professional or labor level of Business Administration students is shown, the foundations generated from the analysis resulting from the interviews are exposed in order to present in a coherent and clear way the manifestations that emerge and explain the phenomenon addressed. Management is a communicative action, the knowledge emerging from a reality present in the importance of the relationship between university education, society and the productive sector that leads to the necessary approach to the curriculum in the university and the elements of each organization that, although it involves elements and principles from theory, they also present new elements to be explained; In this case, the research reveals the necessary ability of the subject as a manager and communication as a fundamental axis for the fulfillment of the mission of an organization.

2. THEORETICAL FOUNDATION

Does communicative action fit into management processes?

The training process in the scientific field contemplates a diversity of moments and elements to consider, the educational fact should not only be understood or limited to the simple transmission of information, it is to try to go further by generating changes in behavior and mastery in the field of science as a tool to be applied for the constant advancement and growth of knowledge, but without a doubt, it has fallen, especially at the university level, to continue with curricula that obey established theories that serve as the basis for the explanation of any phenomenon and that, although they respond to a moment or reality, they are applied with such rigidity and at the same time little permeable to new realities that cause a distance between what is proposed and the reality that the graduate faces in his professional practice.

From the above, training in the area of finance, administration and management does not escape, together with it to human talent, a fundamental pillar of any process, the latter places management as a broad, diverse organizational process in constant growth and change incorporated into a clear communication relationship for those who make use of it in every institution and in life itself.

It is about being able to obtain benefits in training through the theoretical part, but at the same time the necessary skills for future action in the professional and labor field where preparation in the university field is an essential part in addition to expanding the ethical, attitudinal, and commitment elements supported by values.

It should be noted that the mission of every educational campus is to contribute to training professionals with the human and scientific technical capacity to contribute to the development of society and to be multiplying entities capable of understanding their environment and acting as models for the necessary changes, it is there where the value of communication acquires a primordial value as it is the linking factor that allows transmitting reality in an adequate way and being the means of feedback between the subjects to make themselves understood and act. It is therefore a matter of having the theory with the knowledge and action demonstrated in practice by executing the procedures in the best way for the benefit of the company, institution or organization where the management function is exercised.

The advance of knowledge in a globalized world has generated challenges for new relationships in society and for organizations to function, it is here where management as a science provides the scientific elements to seek to provide answers to the new models, forms, styles of work relationships in each organization from the digital, as well as in the process of teaching and training talents, who require updating in forms of interaction, which generates a communication that also undergoes changes in terms of forms and that could be said to be different from the patterns that were established a long time ago and that increasingly faces fewer barriers, including language.

It is a communicative action as a social fact whose understanding will be subject to the individuals and the knowledge they have of the concepts raised, requiring and considering all

the scaffolding that each of them possess and in their context will influence both their understanding and use with the language expressed, in this way Habermas (2002) states:

The conclusion that the interpretive sciences have to renounce the pretension of generating theoretical knowledge. The realization that the interpretation of a context of action presupposes participation and the exercise of constructive influence in that context only brings the dilemma to consciousness, but it does not resolve it. The realization of the inevitably self-referential nature of the practice of research does not leave open any path for knowledge independent of the context (p. 177).

It refers to the achievement of an intersubjective relationship capable of achieving true communication beyond the sender, medium and receiver where the context characterizes and gives guidelines for its functioning, representing a challenge today as it seeks not to seem to have limits in a globalized world but that in the exercise of each organization is expressed from the individual and local that provide a necessary doing to be investigated contributing elements of knowledge in the specific case of management within any organization that characterizes its performance when, for example, other procedures are applied different from what is established in a theory or that was learned at an educational level, also the management of procedure manuals or as it has sometimes been expressed by subjects who speak of a combination of functions in different positions and others.

Human capital represents the vital element for the growth of any society or enterprise and lies in its training in the different fields to be able to consolidate and generate the necessary principles when dealing in a particular way with management processes, currently marked by a global and interconnected society in the words of Castell (2011). where the emergence of problems requires immediate action due to their repercussions in an increasingly global environment.

They are previous knowledge but a whole baggage of life and exercise in the work practice that they will feed by giving a contribution in elements that must be addressed at a scientific level from the training process that can emerge and glimpse new forms, models and even concepts to be applied to the new realities that will be confronted in their professional performance upon graduation but that they even live in their time by having or presenting both roles both as a student and manager in training and their life experience in the work activity or from the present at the level of new opportunities digitally, among others.

Reality is presented with a constant confrontation and advancement of knowledge, which implies from the university to attend to the training process with strategies and methodologies that can handle different theories and manage to discover those elements that add to the process of consolidation of knowledge in areas such as business, finance and management in a critical and reflective way.

The above faces challenges on how to address the emergence of new forms that the human being with managerial responsibilities generates to try to solve and execute procedures that are not always found in theories in a linear way but that represent a challenge to be understood and investigated, highlighting even the way in which they are communicated and that emerge from action, representing the interest of this study, even more so when those who exercise are linked

to the At the same time, in a training process from the Centers for Regional Studies (CREAD), since it is very difficult to restrict management in a limited concept, according to Villegas (1991):

Strategic management is understood as the process of selecting policies and strategies for administrative action, which allow maximizing results through the most appropriate use of organizational resources, which is oriented both to the analysis of the internal and external context and the forecast of the future activities of the organization, including the development of management cadres (p. 12).

This leads to consider the vital importance of training in the area of finance, administration and management at the university level, key to the achievement of knowledge, to advance, to transform in the search to respond in relation to the organization and society. The study and management of managerial activity is a key factor in teaching even at a daily level, since the talent that will be trained in these areas is a product of experiences of the established and a reflection of the new trends and concerns of the company, since they are fed by elements of a globalized world that have given them new forms of communication. human relationships among others with resources that expand and expand the possibility of relating.

It is necessary to reflect that it is not a question of labeling with the name of millennia for example, but of how that human talent that enters university education many already with work experience or who work in both activities and therefore contribute by contributing elements in the debates, confrontation of ideas, exposition of experiences both in the class space and in informal conversations referring to their own activity within the classroom. an organization that sometimes responds to established knowledge but that is not necessarily applied in a linear way but offers other options that provide solutions to a certain situation, this richness is considered necessary, useful to try to be combined with established theories but that undoubtedly must be understood from other visions and that is the situation that leads us to seek from the communicative action trying to identify and unveil those elements to find an explanation to the current management and get closer to understanding its concept.

Society will always be in need of a trained, critical human talent capable of responding to the needs, changes and situations that human activity raises, this must be constantly prepared under the necessary criteria and be effective in addition to being committed to transmit and communicate with the mission of consolidating participation. exercise leadership and transcend from the personal to the collective for the satisfaction of any organization.

From the State as the governing body of any society, guidelines are issued that mark what we call managerial policy and even more so from private spaces it is a guarantee of being able to address the different elements that arise in the face of problems and guarantee constant training, even more so that these are capable of being understood and communicated, it is common to hear in various spaces the existence sometimes of the divorce between training and the field of execution.

Therefore, it is increasingly necessary to understand, among other things, how this "World of Life" in the expression of Habermas (ob. cit.) and his interlocutors can contribute elements to enrich the study in training spaces, it is a matter of being able to link or bring this gap closer to

be able to understand the communicative fact and management not as isolated entities but in a union capable of providing the elements that allow a more deep.

It should be noted that the managerial process from its beginnings determines the planning, organization, execution and evaluation of any plan that is part of any structure or organization, not escaping the university sector, but it is evident the need for constant updating of all programs and the curriculum, the latter, which among its characteristics for being flexible provide the opportunity to permeate the information of students in training and coincide with the duality of their performance in productive activities and that these principles are applied, an explanation of how they manifest themselves is sought and the new elements or forms that allow us to get closer to a current concept or in permanent growth of management.

University education entails a whole plan that will consider all the necessary aspects in the search for the training of a talent, in a specific area, with the purpose of achieving a reflective and critical being capable of understanding reality and influencing it, applying the necessary scientific criteria. It is highlighted that the approach already in the field of application requires methodologies, techniques and other treatments that involve action such as human relations, a factor of the communicative fact, so it is necessary to address this point and its connection with management and the elements that it can provide to approach an explanation of the fact or managerial action.

It is understood that communication, therefore, is much simpler or better known transmission of information and breaks with the concept of sender, medium and receiver, therefore there is a whole knowledge between the elements from the intersubjective fact, this approach will be in search of the relationship between peers that will provide a fact in which Habermas (ob. cit.), has called communicative action and encompasses a whole understanding from the other and the understanding of everything that surrounds him and links him in his performance according to another category of the aforementioned author that is called World of Life.

In line with the above, what happens in a certain space is not necessarily totally binding or in an identical way to another place and that is perfectly manageable in the case of companies with their parent company and subsidiaries, since rigid schemes and models are exported but depending on many factors they will be effective in some places and in others not so much. from the type of culture, language, characteristic of the society and very prominent the way or form of achieving communication, the latter situation being the one that occupies me and implies the challenge of this research approach.

In the face of these arguments, current management needs to keep in mind the communicative models and their effectiveness in all the processes involved in a given organization where codes, interpretations, reflections arise that generate new meanings which may or may not be directly present in the different theories that explain managerial principles, because of them it represents a challenge to managers in any organization to be able to specify these elements to to be able to provide answers, meaning a primary role for the university sector in charge of the training of new talents and at the same time those who have the obligation of the scientific study of social phenomena to respond to the different changes and challenges that arise in an organization, is

the case of the Faculty of Economics and Business Sciences of the University of Pamplona, Colombia.

From this position, in the area of management, communicative processes at all levels are vital, which leads not only to being able to abide by rules, instructions, orders and comply with procedures, but also to be involved in a purely human fact, it attracts elements of behavior and aspects where the manager must be trained to understand all these peculiarities. Thus, the communicative action and the elements raised in it as a theory will provide the aspects conceived as subjectivity, intersubjectivity, the context for the approach of it in management and seek to unveil the meanings that emerge from the theoretical relationship and how they are presented in the action in the field where it is applied, as for the information that emerges from the doing by the students who in turn play a role in an organization.

Therefore, it is necessary to study the communicative fact and management from all levels that occur in an organization from the doing when it is executed and the theoretical confrontation that is part of the daily life in those students who in turn fulfill functions or tasks in an organization either as managers and/or work subjects who live in the making contradictions, disagreement in organizational procedures in their field of action, divorce from established schemes that do not provide answers when addressing a situation.

For many it has been proposed that it is the product of generational differences, these subjects have been identified where they see the need to look for answers, actions or alternatives different from those provided in a theory assumed with pre-established schemes and models such as millennia, digital and other names, but the concern is based on unveiling, discovering and being able to understand those processes that arise in certain situations or if they start from schemes as has been In order to provide answers, the expectation of knowing what they are like and providing the theory with a contribution to knowledge about the concept of management arises.

This situation is part of the managerial action in every organization, therefore, a manager must have the faculty, skill and ability in the management of the personnel in his charge within a work atmosphere, with effective communication that represents a true communicative action in pursuit of the objectives of the organization in his charge; being able to approach them from the scientific point of view will provide elements for a contribution to the study of management and scientific knowledge.

Consequently, the theory of communicative action and its relationship with management will allow us to investigate the key informants of the University of Pamplona, scrutinize among their learning and actions from the communicative discover the elements, skills, abilities, concepts, how the principles of management are handled to do together with what is contrasted from the curricula, Obtain logical constructions that contribute theory to the knowledge of management as a science.

The experience from the training and the exercise of teaching, presents continuous confrontations between the subjects in training as they do not see themselves fully identified with a theory, but starting from the principles, there is a gap that must be addressed scientifically to seek an understanding of the phenomenon that I expose, since a difference is identified between the elements of training and how they are evidenced in practice or execution in the operational field

of an organization. Being able to identify them, unveil them, see how they emerged contributed to the continuous updating of teaching processes and theoretical approach at the university level, leading to improvements in the study pages and curriculum in general for the teaching of management.

From this point of view, it is investigated considering communicative action and management from university training in the area and the use of management principles by students working in an organization in order to discover the elements that emerge to explain the concept of management today.

Likewise, the problem of the different conceptions about management and the divorce that arises in terms of the scientific approach at the time of training and then the situations that are experienced in the execution and implementation of the principles in any organization is due to various factors but the forms and manner of being transmitted stand out. therefore, *communiqués*, it is important to be able to know those meanings of which students have, in the words of Ausubel (ob. cit.), the previous knowledge that they have in meaningful learning, but at this level it is sought to be able to unveil those meanings that emerge and act from communicative action as a theory and their implication in management. Thus, emphasis has been placed on maintaining curricular schemes based on paradigms, but at the same time, it must be taken into account that due to its flexibility it is found with an active management in constant transformation and from communication to be able to approach the presentation of a current concept that seeks to explain the phenomena that occur in management within any company.

The university manager in his work within the training process, requires applying in his praxis, leadership, organization, effectiveness but, above all, being able to reason his context to discover the elements and above all understand from different approaches the points that, through effective communication, can give clear elements of guarantee to the approach to concepts such as management. That is, it is necessary for the teacher and those who perform a role as parents to create an atmosphere suitable for facilitating the teaching-learning processes, placing the role of communication as a pillar for such achievement.

Theoretical log

Starting from unveiling the elements that emerge from the practical activity in organizations with respect to management and its linkage from training centers, scientific support is important when considering the two variables, namely: Management where the postulates of the so-called modern management proposed by Drucker (1997) will be addressed. And in the position of communication, the support will be based on Habermas' theory and communicative action by keeping in mind the categories it raises and seeking to understand them from the action in management.

The mission of the university sector is to contribute to society with the preparation of human resources to meet and respond to the needs that arise in the development of society; a key aspect for this purpose is represented in the action of the leaders and managers in charge of establishing the criteria and directing the necessary actions to consolidate an objective, in the field of administration the University of Pamplona seeks to train integral professionals supported by scientific and technological innovation and good practices, with values, ethical principles, social

and environmental responsibility, which allow it to offer high quality services to society and promote the development of the regions.

In this sense, the so-called modern management among its precursors stands out Drucker (ob. cit.), who establishes as the driving force for a free world requires a support group of innovative managers capable of understanding their environment. For the aforementioned author, the director or manager is the entrepreneurial element of every business. Without its sight, resources are not transformed or generate production, that is, wealth.

In a current and globalized world, the levels of competence are increasingly complex, requiring professionals who respond to that level of competitiveness, in an economy that moves in accelerated steps where processes, decision-making, among other aspects, is increasingly demanding; Being competitive implies the action of maneuvers that allow the development of the manager, determining to a large extent the triumph of an organization.

Management increasingly makes up a distinct and prominent group in society. In the so-called global society of the information and communication age, the combination of management and work is clear and decisive, since capital only represents that when it is not driven or capable of being used as an engine in the generation of well-being.

The emergence and increasingly necessary of trained and capable managerial action is required by the different institutions, consequently, the action of man will continue as the fundamental axis of every process, the most valuable resource for any institution can be increasingly evident in a world determined by the capitalist economic model and the relations that arise from it, where human resources become indispensable for the sustainability and advancement of companies.

The so-called Westernization of the world from the forms of life, patterns of behavior and evidently by the establishment of rules in the world market, among others, together with politics and military action, but where in all of them the human fact prevails, with regard to what was previously considered resources with restriction and limitation the development of science, Technology and the advancement of knowledge have demonstrated with virtuality that there do not seem to be limits beyond the present in the action of man, for this reason talent and its training stand out for the consolidation, maintenance and emergence of schemes and models that take into account all these variables for the achievement of the objectives of any organization. Management is the part of society in charge of making resources productive, it is responsible for economic progress, it is shown as a necessary and vital institution.

Management

Management will acquire an increasingly strict cost in the free world, together with the birth of new forms of relationship and demands due to globalization, technology and currently due to the health situation represented by the COVID-19 pandemic, the latter, redefining alternative ways and styles of marking, social organization, establishment of new forms of labor relations among others and that represent a challenge to permanent humanity as others were before variants of viruses and diseases.

A situation such as the current one due to the pandemic or a war not only assigns burdens to the economy, which forces the search for economic alternatives, which make it bearable to satisfy

the needs of society and demands an unprecedented capacity on the part of the economy to move from the production of peacetime to that of defense and attention to a loyal global problem, that threatens the life of the human species that already confronts enough problems with the deterioration of nature, it is there, where human talent flourishes and places a vital weight on management.

Management Theory and its Principles

The approach of research in relation to the area of management will be supported by the proposal of Peter Drucker (ob. cit.), considered one of the greatest exponents in the Theory of Management who, as a social scientist, is considered among the first to establish the expression of post-modernity. Drucker developed a group of concepts to respond from science to globalizing elements, namely: Privatization, entrepreneurship, management by objectives, knowledge society, among others, and he is attributed as the father of management and therefore a precursor of modern management so called.

Considering Peter Drucker (op. cit.), as a precursor of modern management, as he is a promoter of management as a discipline, he joins the contributions on, among other things, talking about decentralization, the idea of delegated power to employees, managerial leadership and understanding management through objectives and the study of management transferred to the social visa. The expression "human resources" is attributed to this important theorist, but with the characteristic of being understood as the one who has the capacity to integrate, interpret and regulate himself. The current management starts from the recognition of having the correspondence of the production and scientific, academic contribution with its ability to go to the social fact, understand it and transform it, adapting it according to its own needs and in this the vital work of the manager.

For Drucker (op. cit.), the purpose of all organizations is to satisfy not only their own needs but to transcend society as their main objective. He points it out as a law of organization and in one of his proposed principles such as concentration when he expresses:

The political scientist in the twentieth century was not completely irresponsible when he abandoned his interest in values, political programs, and ideologies, and directed it, instead, to the decision-making process. The most difficult and most important decisions in terms of objectives are not what to do, they are first of all what to abandon because they are no longer worth it. Secondly, what to give preference to and what to focus on. As a rule, these decisions are not ideological; They are well-founded judgments (decisions), they must be based on a definition of alternatives, rather than on opinion and emotion. The decision of what to abandon is by far the most important and the most neglected (p. 37).

In correspondence with Drucker (ob. cit.), it represents success in an organization resides with greater weight when personnel have beyond information a strong knowledge which will guarantee acting in correspondence for the exercise of leadership in addition to being expressed in participation, mastery of technology and values such as respect and shared participation.

The above favors the transformation of managerial thinking models in university organizations to respond to the increasingly rapid advance of knowledge and the establishment of clear rules

that correspond to the local and global reality, establish new schemes that are capable of facing uncertainty, for example, very currently what I live for the planet related to the COVID-19 pandemic for example.

This vision seeks in the proposed principles of management and the contributions that they can provide in the first moment and then, what is generated in their academic link and in the practice of those who exercise some activity and function as an organization. It is necessary to resize management or understand it from the point of view of doing and to provide new elements for its approach because it is a multiple axis of action at all scales of life and the necessary action to go towards a common work and synergy between the members of any organization that faces permanent changes in diverse environments and socially in transformation. All this, with the purpose of inquiring towards an epistemic position assumed in this research in accordance with the action of man in his unveiling towards the deepening of the knowledge of management as a discipline.

Considering Drucker, five (5) principles of modern management called management are concentrated, namely: First, the resources and results are outside the company, since they depend on the consumers and others on the policy, that is, they are acquired outside the organization. The second principle states that it is not enough to solve the problem, but that good results are obtained by taking advantage of opportunities; one must have the ability to determine in order to make a good choice, this will allow resources to be concentrated.

Third, economic achievement does not depend on competition, but on leadership characterized in an always transitory context of short duration. An attitude towards the market is necessary with a product within the competition. Fourth, the right attitude is to look to the future, what exists is already aging, therefore it must be specified, it is not to waste effort and resources in the past, and fifth, concentration is the key to obtaining benefits.

The proposed principles are guides in terms of the approach of this study, allowing to establish a relationship with communication to investigate how they are expressed, managed and generate action with contributions of elements to be taken to a theoretical approach towards the explanation of management as a human discipline, relevant in all organizations. In this regard, Drucker (1992) states:

In the prologue to the 1992 edition: their cases were 'significant'. They were not selected because they were 'important and famous' people (many of them were totally grey). Only pure chance has brought them together; crossed my path. However, their individual stories weave a tapestry. In an eclectic, subjective way, they describe something of the atmosphere of a time that is withering, even in the memory of people of a certain age: the five decades between the period of the first pre-world war and that of the second post-war period. Every story is different. Each of them was chosen because it was a good story. But on the whole I think they show that History with capital letters, after all, is made up of small stories (p. 7).

If modernity has represented anything, and for many other post-modern authors, it is the constant changes and advancement of knowledge in an accelerated way, represented by increasing challenges in terms of the advancement of society, environmental, health and organizational models capable of taking on challenges to adapt them to a reality, in the words of Drucker it is

about being able to analyze the change-continuity dichotomy and emphasize the value of human activity as the central axis in constant evolution and capable of inventing tools to face these changes.

It is there that this research, based on Drucker's postulates, seeks to systematize those tools that are forbidden in those subjects with administrative responsibilities and who, in turn, present themselves as students within the Faculty of Economic and Business Sciences at the University of Pamplona and give meanings that will serve as contributions for the advancement of management as a science within the curricular plans and fulfill the work of an institution such as the university in its role of generating knowledge for a response to society.

Communicative action and its relationship with management

Economic Sciences are in permanent change and it is always necessary to be able to look for coherence in theories that explain the phenomena it faces, being a social science specifically in terms of administration and management, we see a constant transformation and action in a society in constant transformation, therefore, a single concept of management is not conceived, which sometimes generates little relevance of some postulates with the social context which falls not only a divorce but also credibility of proposed models, in this Habermas (2002) states: "In the social sciences the procedures of rational interpretation enjoy a dubious prestige..." "the use of ideal models in economic science shows that some question the empirical content and the explanatory fecundity of the models". (p. 151)

The theoretical problem in the social sciences is indisputable in that it does not provide answers to the problems addressed in each model or explanation, it is the product of a particular context and a clear example is the economy, where it is increasingly difficult to predict and solve situations in a society in constant change and comfort, both in a globalizing and particular world.

In the social sciences and particularly in the area of economics, administration and management, there is a demand for epistemological and methodological expansion, supporting innovations of their particularities that allow from the principles of management at the theoretical level and its relationship with communicative action, within the training process that the subject lives who at the same time has responsibilities in an organization with its own characteristics.

As a result of this approach to the social sciences and directly in management, we are debating the management of principles or theories that respond in a time and space within organizations with visions and goals but that when transferred to other contexts do not seem to have the same performance, which produces the need to seek to understand the reason for the phenomenon. That is why it is necessary to investigate these principles validated by a scientific community and that are revealed in their formation and action among the subjects that can provide elements to seek an explanation for the benefit of organizations.

The pedagogical issue in order to understand a concept such as management and its principles, must seek to achieve the approximation of the universally accepted representations such as the principles proposed by a theory proposed by a scientific community and those that have been developed or are presented in subjects who, in addition to being in training, have a characteristic in being exercising or performing administrative functions in some organization.

Therefore, it is necessary to establish mechanisms that promote the unveiling of how these principles are understood or how they are in practical action and can allow from communicative action to expand or generate a new concept that endorses and can respond to a situation in specific scenarios with its particular characteristics. This reality, being a social fact, is changing, and confronts what is established or agreed upon as truth and model with action or as it is presented in action or concrete real fact in a given context, namely:

The concept approved and accepted by science, in this case of management as a social fact, confronts the principles and how they behave in a certain context, that is, one product of the concept itself and the other of the reality of the subject, that which is formed and acts and will necessarily generate interpretative elements that will lead us to seek to understand and approach a concept of management more conducive to a certain environment in time and space with a marked tendency to the communicative act.

A social concept is transcendental in its content and context, transposing it to another reality must be taken into account, in this regard "it is impossible to indicate a sufficient and at the same time, universal content of truth" (Brentano, 2006, p.23). It is here where the environment and the elements that are generated from any social action such as management and everything that it implies in the management of the human fact that evidences a confrontation between knowing and understanding, stands out.

The Social Sciences differ with clear ways of definition that do not allow a solution of interpretation and understanding of the social fact. The variety of those concepts that are provided generates controversy in the contexts and the richness of definitions that are born from the work in a given organization or, to say, from the application of valid principles, but as a social fact they manage to generate new interpretations and actions that favor a particular managerial action. The confrontation of the validated concepts, their application and the necessary unveiling of an action that must be communicated and interpreted as elements that add to an approximation of a concept that is not unique to universal application such as management is evidenced.

Rationality in Management as a Social Science

There is no single criterion when approaching the economic and administrative sciences, an example of this is represented by management, which has been approached from different points and responding to contexts and events marked by a world in constant evolution influenced by other elements and scenarios of an economic and political nature and even by advances and methodologies outside the social sciences themselves and more currently by events that affect the globality in the field of health with COVID-19, this situation is addressed from the proposal of Habermas' (2002) Theory of Communicative Action, which lends itself to the construction:

Of a foundation that seeks to overcome this deficiency within the Social Sciences, by promoting a rationality of a language that addresses a social fact. The category of communicative action allows access to three (3) thematic complexes that are coupled with each other, first of a concept of communicative rationality, of a concept of society articulated in levels and finally, of a theory of modernity that explains the type of social studies that today are becoming increasingly visible.

That is to say, the theory of communicative action allows us a categorization of the plexus of social life that can prove the paradoxes of modernity right.

The Economic Sciences as a fact and product of social action has been framed under rigid curricular patterns or imposed with models that respond to a certain situation or context or by the dominance of economic models that seek to be globalizing, therefore, it is necessary in a markedly changing society to generate spaces that provide that communication in multiple senses and ways that promote knowledge, To understand, to debate the theories and ideas established but at the same time confronted with the doing of the subject that are formed and act in a given organization.

In addition, a training process is required not only for the transmission of ideas but also for the management of knowledge and information that generates in the subjects the ability to create knowledge from their experience. It is a know-how from the context considering what is known and the application or way that is expressed in a reality, argumentation is key in this sense as a tool that will allow to give a valid explanation to be debated and promote elements that are considered in the construction or apart for a theory that seeks to give a scientific explanation to a certain social fact in this case expressed from the management and by Therefore, as a communicative fact, it is there that Valls (1995) states:

The procedures as curricular contents is the same that has preceded rediscovering in some way the meaning and the set of school activities. We refer to the essential idea that the development of each person occurs in a vacuum, but in a specific social and cultural framework; that one grows, progresses, is ultimately as one is, thanks to the interaction one has with a culturally and socially organized environment, in which beliefs, ways of doing, of knowing, of being and of valuing dominate (p. 24).

It is evident that the social problem and the emergence of social facts in the case of administration, economics and management as a result of doing, requires permanent questioning from the academic point of view where issues related to the theories that try to explain them are debated and combined with the contributions provided by the subjects from their actions and that provide elements that may or may not be identified. It is here that the richness of the process of instruction from the university stands out as the space capable of understanding, assimilating and promoting the advancement of knowledge to address situations in the social fact.

For Habermas (2002.), when subjects are trained in language and action, then they will be able not only to understand, interpret, analyze, but also to argue their deficiencies when communicating, which makes it essential from the university to teach and practice argumentation in the social sciences and particularly in management.

Rationalization begins from what is preconceived by a scientific community that endorses and sustains under laws, schemes, models and theory but the fact of being social as the economic area of administration and management generates a particularity that is understood from the subjective being and among several aware of the fact we would talk about communicative action (Intersubjectivity). but it is related to these links and transformations between the elements of social action.

3. Methodology and Techniques.

The methodological plane admits the concern and the way in which the researcher attributes, intends, changes, internalizes and distinguishes the space in which he or she finds himself, in order to define the design, the path, the techniques, the procedures and define the actions to be followed in the study. It is the question of "How" reality can be known. Technical instrumentation of the cognitive process of this reality addressed in the research. The methodological answer depends on the ontological and epistemological position. All research has an epistemological referent, current approaches have their formation in Greek thought and it has been demonstrated through the confrontation between "being" and "ought to be".

The ontological and epistemological planes were executed under the phenomenological method, mentioning Husserl, (1998) phenomenology is concerned with unveiling the elementary structures of thought, with studying the events of life as they happen. Its methodological procedure is based on listening in detail to the study subjects, the key informants represented by students of the Business Administration program in the distance modality of the Faculty of Economic and Business Sciences of the University of Pamplona, who also work or perform management functions. The textual statements in the in-depth interview were recorded in the established matrices and the predominant elements were categorized and subcategorized, in order to understand them later.

As far as interpretation is concerned, the purpose of this research was fulfilled through hermeneutical work, being a method of distinction for the exploration of the underlying categories, of the realities of the key informants. For this reason, specific protocols were developed, referring to matrices in which I noted the information obtained in the in-depth interview, its process of categorization, comprehension and interpretation, and synthesizing in a global way an analysis that allows us to approach the theorization that supports and emerges from the interpreted categories.

4. Results and Discussions

Towards the understanding of university work and communication from managerial action

The perceptions provided allow us to generate a theoretical approach and interpretative intersubjectivities, in order to represent management and communicative action in the university and professional context.

This theoretical approach takes into consideration the experiences and knowledge of the key informants, which were interpreted from the meanings they attribute to management and communicative action based on their daily lives.

A theory is a symbolic, verbal or iconic mental construction, of a conjectural or hypothetical nature, which forces us to think in a new way, by completing, integrating, unifying, systematizing or interpreting a body of knowledge that until now was considered incomplete, imprecise, unconnected or intuitive. (Martínez, 2009).

In this sense, the theoretical approach of management and communicative action shows several aspects such as: plurality of the phenomenon studied, multidimensional and complex nature, as well as the epistemological as a knowing subject; ontological, axiological and Praxeological of the intentions of the research, with the fact is determined in the same way, according to the interaction of these emerging aspects in the process of analysis: University Education, Management Skills and Communication Skills.

Management seen as a communicative fact

The different advances in the knowledge and operation of companies establishes one of the challenges of university education. The ability to update curricula and fulfill its mission of training and generating a response to social environments in the face of the conflicts that are generated in the management of any organization from its managerial activity, represents a field approached from university levels that need to have an interaction from the practice represented in doing.

Being part of forming from the foundations presented from the scientific community through the fundamentals and principles of management is vital to develop them at the same time and promote with anticipated responses to situations that violate the growth, progress and permanence of a company.

This represents the duality of the Faculty of Economic and Business Sciences of the University of Pamplona and the possibility of having a common thread of those who are trained and in turn participate from action in their lives, with the application of the principles indicated and established by the scientific community and the reality that permanently demands responses that are born with different visions or that are communicated and understood from other angles. it highlights the characteristic end from the pedagogical point of view and significance from reality.

The research approach is based on the condition of scientific legitimacy, promoting the management of university knowledge that allows the repercussion of what has been learned, promoting the transmission and reproduction of scientific knowledge and its relationship with the knowledge born from the function that is performed within an organization, certifying a university work represented by a capacity to be the space capable of generating the ideal knowledge for development, progress and resolution of the conflicts that a society demands.

The exploratory path allowed to trace multiple terms, actions, and events that involved scientific theoretical aspects together with feelings that arose in the pedagogical coexistence as they were the key informants of the Business Administration program in the distance modality of the Faculty of Economic and Business Sciences of the University of Pamplona and the teaching action as well as the meeting space for interviews. where all the aspects, experiences and visions are recapitulated accompanied by the key informants of this intersubjective categorization of knowledge.

They are brought together under an interpretive worldview to build a theoretical approach to management and communicative action. The purpose was to decipher the knowledge of the key

informants and unveil it from their practice with the actions and ways of communicating them in their managerial functions.

It is good to specify from the position assumed by what Martínez (ob. cit.), for whom he says: "theory is, therefore, an ideal model without direct observational content, which offers us an intelligible, systematic and coherent conceptual structure to order phenomena". That is, theories are constructions that outline the image of the understood world from which it emerges in a particular and global social context. References are born from theories, as they can be reconstructed, changed, expanded, debated with new contributions in the advancement of research and scientific development.

Supported by what has been mentioned by the authors, being able to construct this theoretical approach must sustain in a clean way the knowledge and expressions of the key informants, providing wills that are the product of that reality not yet scientifically addressed and full of a creativity of knowledge from doing, ennobling that from them will emerge the categories, nascent subcategories and emerge the dimensions that are considered and proceed to lead a worldview, towards management and communicative action and proceed to express them conceptually.

An interrelation of its components was considered, speculating on managerial management and communicative action, taking into account the foundations and pillars from the academic and the perspectives that underlie the action of the key informants in their managerial responsibility. Under the hermeneutical position, it is questioned that the formation of principles and pillars from the science of management is not understandable from the communicative action represented by doing from the contexts where it is applied.

Management as such is not taught, but rather it is based on giving elements, techniques and knowledge about procedures in different areas of Administration as a science, along with elements that involve other sciences such as Sociology, Economics among others and, that at the time of making decisions for the operation of an organization these are not found in a linear way or are not understood and understood from the necessary intersubjectivity as a category of communicative action, emerging new elements that must be revealed to propose a new path or part of scientific knowledge.

From this context, the theoretical construction described in a figure that intertwines the knowledge that revealed the path traced in the field of university education and the relationship of management with communicative action, product of the contributions of the key informants called "managers in training", since those who live in constant confrontation between the knowledge already contributed from the scientific community in their character as students of the University of São Paulo. Faculty of Economic and Business Sciences of the University of Pamplona and in the scenarios rich in experiences, experiences that provide new and enriching moments for the consolidation of management seen as a communicative fact.

Category: Management Training

The work scenario or space for the application of the theoretical in managerial management responds first to a commitment, norms and rules with a reality approved and understood as

certain and that is represented from the university curriculum under which the student is trained is a knowledge pre-established and agreed upon by the scientific community (theory), starting from the category of managerial training but that in turn emerge from action other actions or categories such as managerial skills,

The latter are understood as the ability to find, within planning, the flexibility to face other mechanisms or new elements that arise to challenge a managerial situation. Very specific skills are required to perform the duties and activities inherent to the position of manager such as leadership, empathy, personal presence, psychological balance, but above all capable of being able to reach and be understood under a subjective and intersubjective communicative action that achieves fluency among peers to understand the situation and respond.

By stating the importance of the development of these managerial skills from the classroom and that is contemplated in their study plan, they demonstrate the relevance of this tool, they understand its importance, but that in many cases it only remains in theory and in the work reality they highlight even more the importance of its improvement.

The key informants show the importance of achieving managerial skills and tools in their academic training to be a well-rounded professional and can adequately carry out their management in the labor field and without ruling out opening space in their social environment by possessing academic credentials that are supported by a university institution that guarantee a professional contribution.

Category: Communicative Training

The action of management establishes two places: one, the formal theoretical one represented by a scientific community and endorsed by the training spaces, in this case university, and the other, from the doing and acting in a certain scenario with its own characteristics. As this space is represented where human beings interact with an affective load, cognitive level and academic and social training with a multiplicity of points of view that are first specified in a position or guidelines from theory but that in its work requires communication understood in these spaces with codes that must necessarily be understood not only subjectively but intersubjectively

This situation is presented in the scenario where this study is addressed, which deals with an organization with its own characteristics and that faces constant problems to solve and achieve the success and proper functioning of a company or organization, it coincides that another category also emerges as a behavioral thread and highlights managerial skill.

Regarding "Communicative Training", the key informants express a reality and it refers to the need to seek and prioritize communicative training, understood as going beyond what is known in academic training, but rather promoting integrating elements to achieve the common purpose of the company.

Professional training must promote discernment and reflection regarding the different techniques, procedures and theories in the management of a company in the search for growth, updating in a respective area, that is, also achieve assertive communication understanding that since management is a human fact, elements of kindness are required, reliability, taste, respect and words that allow more to bring together in moments of decision-making in a company.

Organizational and professional communication is an essential factor in the process of orientation to the achievement of a company. The communication process within companies arises from the need to properly assemble each of the processes that is required in a value corporation and the activity it develops, making use of organizational communication, more commitment of the worker to the work he or she performs is sought, as well as integration, Optimization of processes to maximize the company's production.

Category: University Education

The formation of ethical principles of the professional symbolizes the accumulation and contribution to the integrity of a professional in accordance with the requirements of today's society, being important their preparation and performance in their professional, personal and social life, with a high social and business commitment.

The importance of human behavior to establish the effectiveness of a manager and have left the assurance that the most outstanding companies are those that have as managers people with technical skills but also competencies and skills in interpersonal relationships and with a clear management of the communicative fact. This implies that today's society requires the need to train professionals to respond to the challenges of organizations, where universities must play a preponderant role in the training of capable managers with the necessary managerial skills

The action of management is a fundamental factor for the success of any organization and is a primarily human construction which requires many factors that must be managed, guided and oriented towards the established purposes. In these spaces, relationships are formed which connect networks and dynamics that provide subjects with awareness of their actions within any community with different knowledge, soaked in emotions and affections.

The scenario where the research was addressed deals with different contexts in the actions of the research subjects who, being students of the Business Administration program of the Faculty of Economic and Business Sciences of the University of Pamplona, also work and comply with procedures that require managerial actions.

They highlighted how important their training was that they had the necessary foundations to be able to practice, however, they also stressed that in many aspects they remained only in theory and when faced with the reality of work they needed more tools to improve their performance, taking into account that the dynamics of companies and businesses are at a faster pace.

In this way, the scenario built for the study of management and communicative action that emerge from university education allowed the key informants to present reflective processes of their actions and the action of others from the coexistence that represents a context of an organization or company where the guidance represented by leadership through a management that promotes the proper functioning and therefore the achievement of the objectives of the organization.

All of the above led to a significant foundation of various meanings by sharing experiences with key informants and allowed a perspective in which a relationship and even divorce between university education and the action of work performance emerges. This statement is the result of what was observed from what was expressed by the key informants, when they stated that the

management in its praxis finds coincidences with the principles that are obtained in university education and then the differences or elements offered by the context where the need for a fact that requires skills and above all communicative action.

This process allowed the development through the transformation of a set of knowledge embodied in theory and the knowledge that emerged from doing. A process that takes place in the performance of those who, being students, in turn fulfill administration or management commitments, assuming responsibilities where it is necessary to take into account what has been learned and raised from the knowledge validated at a general level and the knowledge individually, using by each subject making use of their skills with the appropriate language to understand and comprehend the elements that arise from the work function of the subjects.

It is noteworthy that the key informants perform tasks that to a large extent transform or alter what is proposed from the theory and that are adapted to the context of their reality and it is where a subcategory emerges as managerial skills that together with the communicative action are an expression of the need to draw a new concept of management or at least establish new criteria for its interpretation.

Likewise, as students encounter theoretical resources contemplated in the program's curriculum, they assure that it should be the University that is in charge of providing the necessary bases so that the professional can face the challenges that arise in the labor field and also be in constant evolution in their curricula according to the needs of the labor market, assuming that they are immersed in a globalized economy and constantly evolving.

When verifying this form of knowledge, it is necessary to begin to establish spaces to seek a better relationship between the university and the productive or business sector, because there is no application of linear models in terms of the principles found in the theory, but there are other necessary elements to be addressed, such as multinational companies or corporations that, although they have a house called headquarters, their adaptation is understood in the environment or context where it is applied.

The scientific knowledge referred to management explicit as tacit, is in no way separated, but in the work of the key informants who are called managers in training, they are able to adapt them to a reality but that it is necessary to consider the skills of the manager in functions and above all the communicative capacity.

The following is the way in which it is conceived to propose the foundations towards the theoretical approach of the phenomenon studied, which arises from the unveiling of knowledge typical of professional activity and which is knowledge that must be studied and contributed to science.



Figure. Management is a communicative action.

Source: Authors, 2022. In original language: Spanish

The presence of the principles of modern management, which are evidenced in doing and acting through the ability to communicate well, in an assertive way, as well as the fulfillment of the objectives and achievements of any organization by doing so not only subjective but intersubjective, where the manager's skills lie as expressed in the theory assumed in the principles of finding solutions outside the company. It is there, where the key informants demonstrate how what they have learned in their training can be part of it, but it is in acting and professional action where other actions that provide the fulfillment of the company are evidenced, the leadership present in the ability to understand and be understood. Therefore, it is assumed that management is a communicative action.

5. Discussions and Conclusions

The importance of communication in management is necessary for the integral development of professionals, being fundamental the initial training, managerial skills, communication; principles for the development of a professional with the necessary competencies to face a competitive and globalized world of work. The elements revealed allow us to see a reality within the work spaces and that identify the subjects who live with two situations, the first linked to the principles and theories that are scientifically validated and are contributions to their professional practice and the indicated reality, which presents nuances that do not always coincide with what is established but requires managerial action and demonstrates the need to have skills highlighting communicative action such as the dynamic axis to be able to face the challenges posed. Reality in companies generates intersubjective meanings, which implies the use of individual and collective knowledge with a social sense from collaboration and cooperation.

All of the above poses the challenge for universities to assume a leading role and update their curriculum as responses to the demands of society is to seek to create creative, flexible and dynamic spaces that allow knowledge to be processed freely with shared contributions beyond the university campus, which we can define as a university-society-productive sector relationship. It is necessary to propose curricular updating programs that agree on the educational contexts represented by the training centers and their curricular plans and the consideration of having mechanisms that involve the social and productive sectors, which generate situations with specific characteristics.

The generation of knowledge is infinite as well as the changing cognitive processes, each situation and challenge that arises in the organization generates forms that are perceived by the subjects. Faced with this situation, the manager of the 21st century must be trained to handle scenarios of uncertainty taking into account a world with a globalized model and creates accelerated changes that require their skills beyond economic and managerial theory, highlighting elements such as pertinent, assertive and intersubjective communication skills.

Management is a living concept like communication and because it is a mainly human fact it contemplates multiple situations beyond a theory that responds to a moment and space and that requires within the findings of this research where the need to have communication skills and mechanisms that is effective and for this it must be assertive and intersubjective and that shows us to sign that Management is a communicative fact from its actions.

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