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ACADEMIC MANAGEMENT
Why and How to reform
the Educative Organization

LA UNIVERSIDAD DEL ZULIA

The Rectorate Authority

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ACADEMIC MANAGEMENT
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Dedication

To Sai Baba, permanent teacher and friend,
who through his messages of wisdom and love
provided me with guidance during the realization
of this educative project.

Thank you, Master!

Acknowledgments

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To my wife Isabel, and my children: Evaristo, Isabel, Carla, Blanca and Carlo, for their loving and ever present support.

And also to my parents and brothers, specially William Mendez, for his infinite fraternal solidarity.

Thank you all,

THE AUTOR

Preface to the first edition in English
of the second edition in Spanish

At the beginning of this new millennium it is evident that formal education continues presenting problems both in its results as in its functional processes. This is occurring both in industrialized nations as well as in developing countries in the northern and southern hemispheres, throughout our planet. This is due to a number of factors that join together in each historic circumstance, be it an American, Japanese or Venezuelan school. This happens because this institution, as well as its context, is affected by the complexity of its relations, actions, values and visions relevant to what our reality is and must be. In these institutions, a diversity of groups, such as teachers, directing staff, employees, workers, representatives, suppliers, school and neighboring communities, and fundamentally the students, interact in a dynamic and dialectic manner; the students, additionally being of diverse age groups with distinct personalities and criteria, are in the middle of an array of environs and forms of viewing the world and the school itself.

This micro-society has not been able to handle the integration process in a natural manner. Conventional pedagogy and traditional school administration are systems that have already done their part and are now depleted, unable to confront today's needs of resolving such a complex problem.

It was historically believed that pedagogy and didactics were sufficient as tools to achieve student learning, but reality has left this simple variable behind, showing us day by day that school has to do with a simultaneous set of variables that must be considered if we wish to succeed with it; as for example, those which have to do with the psychological integration and human mutual relations, as well as with participation in society and state decisions. Likewise, after study programs were constituted, it was believed throughout almost the entire twentieth century that all that was needed was a school administration capable of ensuring that the programs were fulfilled and if professors or teachers in general complied with them. Yet this also fell behind

when encountering that the school as a social unit did not fulfill its objectives, and added to this, we now have to cope with the problem of school violence. Or with the problem such as drug traffic preying around schools. Violence is a consequence of social anomy and all institutions must contribute to its comprehension and solution.

To adequately understand and aboard educational complexity, the author proposes an Organic Academic Administrative & Management System or HAGA-LUZ System. (Initials in Spanish for Holistic Academic Administrative Management). This system seeks to organize the social community that constitutes the school according to an everyday social perspective. Instead of applying study programs, human efforts are coordinated to achieve the development of the human being within the school, be they alumni, professors, employees or lay workers.

Human effort coordination must count with the full participation of teachers and students, hence the execution of the capacities and creativity of these actors must be guaranteed in order to design our own future and avoid that these become mere data repeaters; or passive agents, forced to admit a way of being without discussion. Academic Management is a science and technology for the efficient, effective and humane conduction of educative organizations. It is a path to achieve the building of an authentic school. The fact that this text may be used to reach this goal in communities around the world fills me with pride.

DR. EVARISTO MENDEZ QUINTERO

Preface to the second edition

Two reasons have encouraged us to publish this second edition. The first reason has an Academic nature due to the fact that this textbook has had, and continues having, an outstanding receptivity among pre-graduate and post-graduate students and professors, as well as researchers, who use this book not only as study material, but have developed a line of research that has already began to generate a product through conferences, grade thesis works and institutional proposals, which is a true honor to us, and the fact that this text has shown to be so useful, makes us proud. We also have knowledge of program coordinators, supervisors and directors of the public education sector using our text as a consultive tool to better understand and resolve the problems they encounter in their daily routines.

The second reason is political. Their are proposals within the present national context of changes that require state universities to assess their priorities and polices and to make changes and evolve according to what is happening in the country.

This is necessary, as long as the changes take place from within the university itself, by true engagement, and not through external control.

For this reason, I once again offer the knowledge contained herewithin and in other texts I have published, or will publish, for conducting an effective non-traumatic institutional change.

Why? first because we encounter a scientific diagnosis which enables us to thoroughly acknowledge the dimensions of the educative crisis; and second, their is the design of a proposal for reforming the organization, management and curricular programs, including strategies for the formation

of the actors that will participate in the process, as well as strategies for the application and evaluation of said processes. What is actually proposed is a short and medium term educational reform using democracy and the scientific, cultural, guild and political expressions that conform the university, as the principles that will enable a decision making scenario to immediately recognize the elements requiring renewal. Upon forming the actors it is possible to create a culture that will promote and develop a complete change in future education, and in this aspect the author has began to work on the design of new curricular and organizational management models.

In this second edition, the book has been revised and restructured to improve tis use. A new chapter has been added which deals with the fundamental theories of management processes; and the concept of academic management has been more precisely defined.

THE AUTHOR

Preface to the first edition

Evaristo Mendez Quintero is a respected professor of our university who for a long time has expressed his concern for the destiny of our education, in particular for the so-called university crisis. The author questions himself on the resistance against change and has identified an intertia as "a kind of phagocytosis syndrome which devours or neutralizes any project or will of change".

Likewise, he is concerned with the low academic and intelectual productivity, which is due to multiple causes (budget, political parties, guilds). For the author, the determining factor is the organizational structure of our centralizing, authoritory and rigid institutions, which stun participation and makes governability difficult.

Their is an almost total absence of academic management within our academical structures, these being strongly influenced by groups and political parties that inhibit or obstaculize the loyalty required towards the institution.

"The directors instead of playing a leadership model, carry about their routines in a rather chieftainlike manner in the sense that they perform their functions without having the capacity to integrate neither the dependencies, nor the persons working in them".

The crisis is expressed through a strong limitation of legality and governability that tends to weaken universities taking us into a defensive mode.

The author does not ignore contextual interdependence and how it incides on education, nor how, in an inverse manner, universities are a definite expression of the society surrounding them, without resigning to their capacity of renewal and to improve beyond any external influence.

Ethics and management constitute the formula for change and the author defines and consolidates this concept in his HAGA-LUZ proposal (HAGA-LUZ are the initials in Spanish for Holistic-Humanistic Administration and Academical

Management System). "It is desired that the University be socially efficient and effective, through the generation of high quality and productive academic and administrative processes".

The institution must be rescued from within, in function of its autonomy and without lesioning its engagement with society, basing the latter on an organic and scientific response to the multiple challenges imposed by society.

All social problems are historical, and the answers are always "here" and "now", education is here and now, and a new engagement must be made in order to rescue, in order the educative system, as well as their other system which seeks to familyhood and communication media.

The author assumes two categiories into which he situates the process and the crisis: Modernity and Post-Modernity, and the Reform as the method to update our institutions in time, recurring to a curricular reform which enables us to overcome the old formalist and encyclopaedic conception and replacing it with one which is more human and centered on the person.

The goal is to form a graduate that will serves his country, his community, able to promote hisself in ethical, scientific and cultural terms.

This is a quest to "construct an authentic education for Venezuela and Latin America" with an undeclinable faith in man and his future.

<div align="right">ÁNGEL LOMBARDI</div>

A Note from the Translator

It was a true challenge to translate this very illustrating and rather complex study dealing with what our governments and our state educational structures and organizations can do to provide us with a superior quality education.

A major effort has been made to reflect the author's concepts in the most faithful way. To do so, certain technical words, of frequent use in Hispanic sociologic and academic argot, but rarely used in English, or at least not frequently applied in English educational terminology have been substituted by terms more often used in the United States. Field-specific terms, those referring to sociological science and philosophy, have been left as close as possible to the author's original text in Spanish, i.e: encyclopedism, atomicism, scientificism, to name just three.

Curriculum or Currículo, is more frequently used in Spanish to make reference to a resume or summary of a program, in this case, a Study Program or the Career Program, comprehending the array of classes/subjects and activities that a student must complete throughout his/her career. Hence the terms Curriculum or Study Program will always indicate the entire structure of a career oriented class/subject/extra-study activity program. The Spanish term Cátedra ("Cathedra" in English) applies to the class / subject environment, in an extended concept. We may refer to a subject, by itself, as an element to be learned and later applied by a student; or we may refer to the Class or Class / Subject, as the entire environment surrounding and supporting the teaching of a specific subject, or the structure /organization behind this specific goal. In this sense we may talk of a Class/Subject Chief, which is the head professor in charge of organizing and implementing the program to teach, develop and evaluate a specific subject.

This study was primarily executed at "La Universidad del Zulia" (L.U.Z), a public, state-supported, self-administered higher learning institution based in Maracaibo, Venezuela. We will use the names "La Universidad del Zulia", "Zulia State University" or the initials LUZ, which to all effects of this translation represent the same institution. Legally, the name Zulia State University does not exist, and the name of La Universidad del Zulia is the only legally incorporated name for the institution.

When referring to "autonomous", we mean, self-administered in an independent manner, in which the national state provides the general financial resources for the educational institute to operate, but all administrative decisions are made by the university authorities and assembly, not necessarily abiding to government imposed guidelines beyond the specifically designed -Law of Universities-. All Venezuelan state universities and most Latin-American universities have this administrative characteristic.

The translator hopes these brief explanations will ease in the reading and understanding of this first English version of "Gerencia Académica" (Academic Management".

Edgar Ruiz

Summary

This essay has two goals: 1. Explain the reasons why the Venezuelan educative system and particularly our Universities are confronting their worst crisis. 2. Design an organizational and management model that will enable us to overcome said crisis in short, medium and long term.

The methodology employed converged the discipline of Sociology, Management and Pedagogical Science. Normative, theoretical and empiric studies on the matters were carried out. Formation and application essays of the proposed model were performed at both the Faculty of Humanities and Education and the Faculty of Economical and Social Sciences of the Universidad del Zulia.

Research results were as follows: The university is encountering one of its major paradoxes, while presenting a defficient level of institutional performance, it also has an immense resource of human values, which are at the present sub-utilized. This paradox is explained by the institutions' phased out organizational structure which is incapable of attending the present day needs of the university. Without discarding other causes, we find that the highly centralized organization impedes the full participation and development of the institution. These organizational problems are related with the crisis affecting our nation as well as with the crisis of the paradigm of modernity which has ended up materializing human relations.

To the previous representation, we must add the absence of a management system with the capability of integrating existent structures. The constitution of a holistic and humanistic administrative and management system is propsed to attend this problem in La Universidad del Zulia. New government and co-government structures are delimited that will guarantee the quality of education as well as it's social efficiency.

Finally, the reform of the career program structure is recommended, in a way to facilitate the personal, scientific-human and professional formation of the university graduate. The Author emphasizes the community to use it's educative force to start making the changes required.

Key words: Academic Management - Human Quality - Career Programs
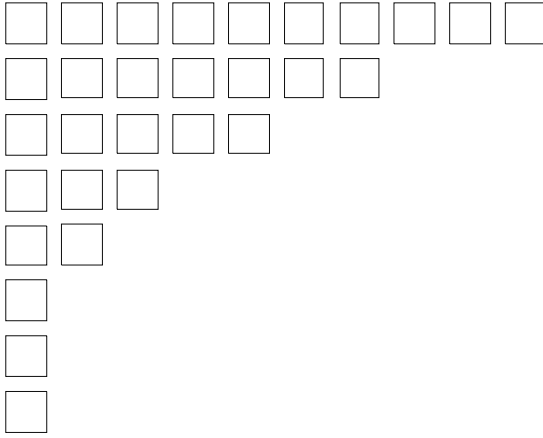
INTRODUCTION
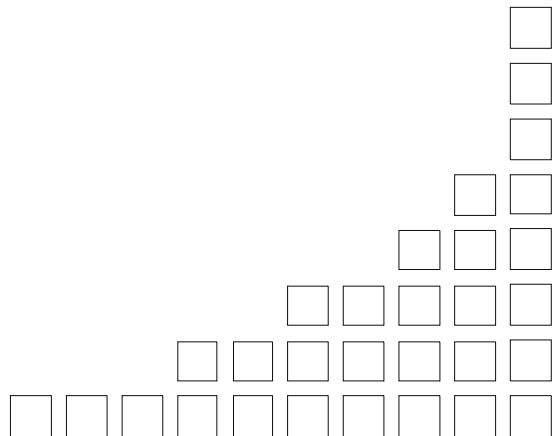
Introduction

"In the university, as within the country, their is the proposal of a full proof revolution of honesty and efficiency, which is the secret of social and institutional development, and in this sense, the university must be paradigmatic''.

Angel Lombardi (Universidad del Zulia - Former Rector)

Following is a theoretical and empirical research job entitled Academic Management: Why and How to Reform the Educative Organization?, which has two goals: 1. Explain the reasons why the Venezuelan educative system, particularly our universities, is confronting its worst crisis. 2. Design a holistic organizational and management system that will in short, medium and long term, enable us to overcome this crisis.

Only months after the XX century has come to its end, our educative system continues encountering one of its major paradoxes: while showing deficient institutional performance, it counts with an immense richness of human values which are currently being sub-utilized. In this way we see how at national level, over a million high school students are reported failing and deserting school. 86% do not finish ninth grade. In our universities (case of La Universidad del Zulia -LUZ) 80% of the alumni do not pass program subjects in the foreseen time schedule. In this educational stratum low performance is identified both at the graduate level, in the services provided by the university, as well as in tis functionality. Nevertheless, it counts with highly prepared teachers and researchers that are not employed in projects that are of vital importance to our region and country. The regime occupies these teachers in common teaching routines.

The educative system and its universities do not respond. They seem to be paralyzed. More and more personal efforts are made in this respect, but the positive results obtained are relegated to a second

plane by the series of problems encountered daily. The structure possesses a phagocytosis syndrome capable of consuming or neutralizing any project or will to improve. The crisis is chronic and very dangerous during these difficult moments for our country.

There are a lot of causes that may explain low performance. From the budget all the way to the individual actors making life within the university, and including the direct intervention of political parties, worker's unions and guilds. Yet there is one cause of direct incidence that considerably affects institutional development. This is the structural organization that supports and is proper to superior education. The presence of the structure obeys a culture that has been imposing itself as of the constitution of the capitalist system. To this effect, there is a social-cultural paradigm that impregnates the life of persons, institutions and of the entire society in a determining manner.

Said paradigm is that of Modernity which interprets instrumental reason as the unique channel to social development.

Rationality is based on social structures that accept domination, the power of one people over others. Formal structures always become apparent over open, clear relations among mankind. In the context of modernity, the being continually loses its identity.

The paradigm in reference supposes a historical logic, a logic that has taken states and societies to total crisis. In Venezuela, the order of civil society was assured by the political society, the Government merely playing a role of middleman among the two. Venezuelan society has lived until recently the trauma of Modernity. In this situation, society has, by necessity, generated different actors through which a legitimate basal participation has been slowly achieved, and which are capable of taking the decisions needed for their self-development in a direct manner.

All our educational organizations were constituted in the environs of Modernity. They possess a deep centralist and authoritarian contents with rigid command lines that have impeded education to fulfill its historical role.

Educational structure breaks with the most elemental organizational principles. Many internal problems are generated such as the rupture of the command unit and the control line, among others. This is verifiable in our autonomous state universities when contemplating and assuming the functional linear model of traditional economic organizations.

Likewise, the excessive concentration of power in hands of the authority, impede the full participation of the professor and student base community. To participate means not only to elect, but also to take strategic decisions that benefit the respective instance and the entire institution. The crisis of the organizational structure joins the crisis of Academic Management. Directors are more «chiefs» than true leaders in the sense that they carry out their functions without the capacity to integrate neither dependencies nor the people working in them. It should be made clear that the problem is not reduced to the personal critic of a present or past authority. It is a social and historical problem. The people that occupy the posts must necessarily comply with the profiles and guidelines stipulated in the normative presently in effect.

There is no doubt that an effort has been made to develop the educative system, but lacking an integral view of the same, the development has only been made at a formal level with no effect on its contents. In this manner, for example, the new study program designs did not achieve the improvement in academic quality of the graduates. Neither did they affect human quality. Social relations seem to be trapped in completely obsolete norms.

Planning and execution of plans occur in a manner that is totally disarticulated from the rest of the system, including the directors themselves.

To confront the problem, the Author, upon assuming the Postmodernist paradigm, offers an organizational proposal that may contribute in solving the represented paradox as well as the institutional crisis of the university.

In Chapter VII, we find that the proposal is founded on two basic principles: the Humanistic principle and the Holistic principle.

Social development is considered as the development of the human and academic quality of professors and students, employees and workers. In order to materialize this, the Holistic principle is indispensable as the base for the new academic structure, which must be decentralized, where change and experimentation are possible, where differences, heterogeneity and common agreement may be assumed as normal, at the time that the integration of the university makes it viable for its historic mission.

The fundamentals having been exposed, we go on to the constitution of a Holistic and Humanistic Academic Administration and Management System of Zulia State University, also referred to as the HAGA-LUZ system (for its Spanish abbreviation); through which it is pretended that during the third millennium, the educative system and the universities in particular fulfill their goals with greater efficiency, satisfying the present and potential demands of Venezuelan society. Therefore, a more socially efficient and effective institution is desired, one that can generate academic and administrative processes of the highest quality and productivity.

Chapter VIII deals specifically with the new organizational structure that carries the name of multi-pyramidal, escalatory and link structure. Within this structure, three fundamental substructures are highlighted for the cases of universities, these substructures dealing with pre-graduate schools, post-graduate schools and research institutes.

The total and successful management (holistic-management) must be ever dynamic in order to be able to attend the problems encountered at each instance and adequately solve them in a manner without paralyzing the university.

In order to effectively and efficiently exert academic management, teachers will be provided with a continuous formation program designed by the Superior Institute of Educative and Social Management. Participants are trained in all administrative and management processes in said program, especially in research and planning as explained in Chapters X and XI of this textbook. Group direction and institutional control and evaluation are likewise emphasized in the program.

Chapter XII deals with the fact that for the career program to be efficient, it must necessarily be structurally reformed from both the area and scope concepts as well as in its own organization. Once again Modernism and Postmodernism positions are confronted. The formalist career program based on encyclopedism, atomics and science, against a more humane program, centered on the development of quality and potentiality of both alumni and professors.

Short, medium and long-term reforms for the superior education career program are immediately explained, emphasizing the definition of personal, scientific and professional action profiles of the future graduate.

The delimitation of programmatic scopes and their correspondence with career program areas are also proposed.

Finally, in Chapter XIII, the Author submits in consideration to the university community and authorities a Project of University Organizational, Academic and Administrative Reform. This constitutes a summary of the previous chapters (See illustration No. 1, Page 6, in which the previous representations are explained).

The Author sustains that the model he proposes is viable, he considers that the educative community has enough inner strength so as to awaken from the crisis, imposed by the paradigm of Modernity.

This critic of the past of our educative system is made at the present time, and it is precisely in this field that the HAGA-LUZ System has sense, giving new light to the captive potentiality of all men and women that work and study in this system. Everything depends on the decision to activate the inner forces of the community in order to rescue the historic role of education.

Just as we have the empirical, theoretical and normative evidence to obtain a dim forecast for education, we also have within our community a latent energy which is so strong, that if properly channeled by an adequate management, it is possible to immediately dissipate said forecast and build a firmly based future with a deep sense of personal and institutional engagement. In order to do so, it is indispensable to combine both honesty (and ethics) and efficiency (to be understood as Management) as indicated by Dr. Lombardi in epigraph of this introduction.

Finally, the proposals contained in this research document visualize that there are possibilities to construct an authentic education for Venezuela and Latin America. This is possible if there is faith, faith in man himself and faith in the future. ◆

Illustration No. 1

Zulia State University

Holistic Administrative
Academic and Management

POSTMODERNITY

POSTMODERNITY

MODERNITY

MODERNITY

DEVELOPMENT

Optimum Performance

Progressive performace

Point of Arrival

High or excellent performance

ORGANIZATIONAL

LEADERSHIP

STRUCTURE

Justification

Principles

Objectives

Objetivos

Strategies

FUNCTIONAL

ZSU HAAM system

PROPOSAL

Budget

External

B

C

...

No Management system

Internal

CAUSES

Organizational Process problems

Result problems

Students

Professors

Employees

Workers

University

Low institutional performance

Paradox

High resource potential

STARTING POINT

CHAPTER 1

Between the
Modernity and
Postmodernity of
Society and it's
Organizations

On a worldwide basis, the way of seeing and comprehending life has changed during these last two decades. The pragmatic, utilitarian and rationalist point of view has now changed to one based on terms of sociability, understanding and agreement.
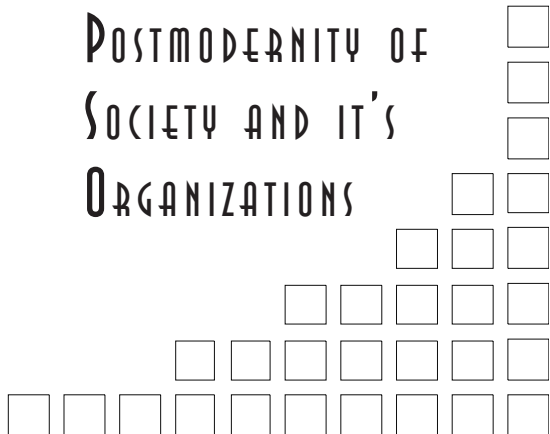
Entire states and societies, dominant and non dominant blocks of capitalists and workers, parties and masses, the governing and the governed, the poor and the wealthy, employers and employees, professors and students, have all come to a junction. The individualist lifestyle is transformed into one of collectivity. Social categories which until yesterday seemed solidly based are now under questioned as to their applicability.

Social contradictions are also being redefined, becoming either more acute or being resolved. As from the beginnings of capitalism, a social-cultural paradigm supposing the rescue or rebirth of reason was considered as the only way to overcome the previous feudal social state, and allow social development for man's own benefit. We will call this the instrumental rationalist paradigm that is part of the historical social and political movement known as Modernity.

But man has surrendered to the technological and political development achieved to date, vanishing within the frame of his own creation. This paradigm, coming into crisis, brings forth the «shared rationalist» paradigm, proprietary to the postmodern movement. This First Chapter has the objective to focus a theoretical-methodological reference frame that will allow us to know the differences between Modern and Postmodern society and its' organizations, particularly educational organization.

The work of German sociologist Jurgen Habermas will be the base of this development.

HABERMAS AND THE NEW PARADIGM OF SOCIOLOGY

The central statement of this chapter deals with Habermas' explanation of a new sociological paradigm which supposes -as Kuhn would say- a scientific revolution in the sense that it introduces «concrete problem solutions which employed as models or examples may replace explicit rules as a base for the solution of the remaining problems of normal science».[1]

The new paradigm is referred to as Communicative Action Theory. The problems are: subjects of history, the social crisis among others. Normal science is constituted by all the previous theories, such as the functionalist structural, historic materialist, empirical theories.

Habermas, after a thorough analysis of sociology, formulates a new theory and methodology within sociology, introducing two new key concepts at theoretical level: The World of Life and Communicative Action. At a methodological and epistemological level, or the way to construct through the way of thought, he proposes a holistic conception centered on communicative action, going beyond empiricism (predomination of the external observation of the object of study) and formalism (predomination of a subject that constructs reality in an abstract manner, linking cybernetics).

Rupture occurs in both ways2 against established sociological cultural wisdom. Habermas provides a theoretical frame for the review of society and its organizations.

On the other hand, this work explains that Haberman frees reason from the ties of Modernity; Modernity that was not only installed in Social History, but in the heart of Sociology itself, as of the moment that Comte, its founder, proposed the constitution of Sociology and Positivism in general. He frees reason when introducing new forms of understanding it other that Instrumental Reason.

Finally, it is sustained that the Habermas thesis may be used not only to understand the crisis, but also to solve it by taking advantage of the hints provided within.

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1. KUHN, Thomas. The Structure of Scientific Revolutions. Mexico. 1975. p.269.
2. BACHELARD, Gaston. Epistemology. Barecelona, Spain. 1971. p. 133.

COMTE AND HABERMAS: CONTINUITY AND RUPTURE

Habermas undertakes the origins of Sociology pretending to rescue the epistemological status that it should have as an integral social science: from the point of view of the contents, Habermas reassumes the concepts of crisis, order and reason. These concepts are still present (but with definitions differing from those of the beginning of this science).

Comte, Habermas and the crisis of society

Comte founded Sociology to respond to the crisis of society. He sustained that the French Revolution had only changed the form of Government, but not the (form of) contents; society lacked a spiritual base that would truly impulse the change.

Comte indicates that:

> The insufficiency of opinion within the monarchy and the people is proof of necessity for a new, truly organic doctrine, uniquely capable of ending the terrible crisis storming society.[3]

Keeping distance, Habermas focuses the problematic of society, its crisis. He did not avoid these themes as did the conventional sociologists after Comte; specially the functionalists, who considered these as anomic matters, something external to the balance and harmony of society. Habermas explains the crisis as an objective and subjective process within the communicative action. This distinguishes the quality of this author in respect with the rest of his colleagues.[4]

Comte jailed Reason

But the constitution of sociology carried within itself a very serious philosophical problem. Comte, as most illuminists, captured and jailed reason within a conceptual frame, where it had been imprisoned until Habermas set it free, aided by the school of Frankfurt.

In the previous quote, Comte speaks of the new Positivist doctrine. Comte identified the principle of Positivism with Instrumental Reason when sustaining the thesis that society must be ruled by a principle, law, or rational plan directed by scientists and industrialists.

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3. COMTE, August. Positive Philosophy. Argentina. 1979. p.9.
4. HABERMAS, Jurgen. Legitimation Problems in Late Capitalism.

The following statement exhibits instrumental rationalism:

> As long as their normal employment is necessarily useful to the social mass, popular interest has minimal concern for which hands own the capitals... In this manner, excluding any other social classes, men of knowledge now possess the two fundamental elements of moral government. Theoretical capacity and Authority.[5]

Habermas broadens this conception and gives reason another foundation when stating that instrumental reason was historically born when communicative action failed.

Comte, Habermas and Social Order

Habermas, as did Comte in his beginnings, also includes the problematic affecting Social Order, but with different contents; while Comte sustained that order implied the regulation of society and its individuals, Habermas establishes that order has sense when processes for common agreement take place.[6] Here is the key of post-modernism.

As to social progress, Comte affirms that it is determined by social order. Habermas, as far as our analysis is concerned, does not become involved with this concept. In any case, this would be possible through common agreement.

Comte, Habermas and the status of Sociology

When Comte stated that their was an order different than nature's (physical, chemical, biological) as is society, he introduced the necessity of thoroughly studying it: its order and progress, the institutions of society, its classes, individuals, philosophy and customs.

Habermas attempts to stay at this starting point. Functionalist and empirical sociology reduced the vision of sociology and only focused on problems related with norms, values, socialization, mainly social control, a question that diminished its epistemological status to the point that its major critics do not consider it a science.

Also, Habermas discusses that the development of sociology, anthropology and psychology has given these sciences a reductive nature, making impossible the explanation of social reality. We will come back on this later.

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5. COMTE, August. Positive Phylosophy.Argentina. 1979. p.19 and 63.
6. HABERMAS, Jurgen. Post-Metaphysical Thought.Taurus Editorial. p. 87.

There are large differences between Comte and Habermas, but they share that broad vision that sociology must have parting from the discussion of order, reason and the crisis.

¿WHY AND HOW HABERMAS LIBERATED REASON?

Habermas liberated Reason because it is and always will be the base of action. He set reason free, giving it a new sense.

The concept of Instrumental Reason is confined to a single direction that «through empiricism has left a deep mark upon the auto-comprehension of Modernity».[7]

Instrumental rationality

Instrumental rationality, as stated by Habermas:

...has the connotation of a successful self statement in the objective world, made possible by its capacity of manipulating information and intelligently adapt to the conditions of the contingent surroundings.[8]

This conception implies an action model: a subject dominates, controls and manipulates the other subject, which in turn becomes the dominated, manipulated subject.

But reason may be broader, as sustained by Habermas, if it is framed within the context of communicative action. In this sense, it is possible to identify various actions of speech and rational actions, as long as they are justified and subject to criticism. In the latter we find the other key to understand post-modernity: the necessity and right to disagree and to respect the differences.

Communicative rationality

The concept of communicative rationality is defined by Habermas as follows:

Possesses connotations that ultimately remount to the central experience of willful unification and the generation of a common agreement through argumentative speech in which several participants overcome the initial subjectivity of their respective points of view, and due to a community of rationally motivated convictions they ensure the unity of the world and of the inter-subjectivity of the context in which their lives develop.[9]

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7. HABERMAS, Jurgen. Communicative Action Theory. Taurus Editorial. Vol. I. p. 27.
8. Idem.
9. Idem.

This is Habermas' key concept. The center of the new sociological paradigm which he sustains is identified here within:

1. Capacity to unite by free will. There will no longer be a subject that calculates his means to dominate or submit another.

2. Common agreement. This concept acknowledges that communicative action has sense if its goal is the need for agreement between the implicated subjects. This concept joins that of inter-subjectivity and motivated rational convictions.

Types of communicative rationality

Reason is now displayed. Habermas identifies: the evaluative and expressive cognitive instrumental actions and moral practices. This implies a new conception of rationality, in the measure that the pretension of validation is respectively given:

1. In the efficacy of theological actions.
2. In the straightness of the norms of action.
3. In the adequateness of the «y» value standards.
4. In the truth of the expressions. [10]

The leap to post-modernity

The key to the liberation of freedom is the theory of argumentation presented by Habermas. Communicative action and common agreement, are only possible when the participants are in the disposition to justify their speech or behavior, or said, their points of view.

Habermas concludes this part affirming that:

All arguments... require the same form of basic discussion needed for a cooperative search of the truth which subordinates eristic media to the objective of obtaining inter-subjective convictions based on the best arguments. [11]

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10. HABERMAS, Jurgen. Communicative Action Theory. Taurus Editorial. Vol. I. p. 44.
11. HABERMAS, Jurgen. Communicative Action Theory. Taurus Editorial. Vol. I. p. 60.

These statements contain the epistemological jump made by Habermas. This fact situates him in post-modernity when sharing the goal of illustrated reason and absolute reason, when declaring the goal of the subject and proposing the rescue of man, the other silent actor, the alter (to be construed as people, dominated, majority, mass, worker, alumni, etc.). Before this the solution is not total dispersion, nor the crumbling of society, or the final apocalypse, but inter-subjective agreement. The commonly approved plan or shared value proposes a kind of socialized reason before absolute reason.

TO WARDS A HUMANISTIC SOCIOLOGY

In the end, when Habermas, through communicative action, centers on the subjects and articulates the great social processes and structures, he builds qualitative-humanistic sociology.The necessity to situate reason, not over, but «in the middle» of man, this is what matters. And society will not be understood as an abstract entity imposed on man, but as a world of life, as the dynamics of its participants.

It may be concluded that communicative action contains a post-modern philosophy: communication and common agreement. These concepts appear in other theories as a form, and not as an element of social integration. This has its implications at political level and other instances of society.[12]

THE WORLD OF LIFE, HABERMAS' NEW PARADIGM

The introduction of the world of life concept is another qualitative leap in Habermas' construction of the new paradigm.

This concept lets us understand the holistic conception of this German sociologist who reformulates the theories of Social Anthropology, Sociology and Psychology that isolate social systems and impede the understanding of man.

The world of life and communicative action are related like the head and tail of a coin.

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12. See jobs of Professors Hernan Pando and Ender Arenas, analyzed in the following chapter.

How Society is built

Habermas states that society is nothing more than the world of life symbolically structured at a cultural, social and personal level. Hence, it is understood that society and its structures are formed within communicative action.

Habermas sustains that it is an error of previous social theory of separating the action subsystems as if one were autonomous and complimentary to the rest. Those subsystems are a plexus in reality and integrate together at the level of communicative action. When Habermas defines the three subsystems he does so from the point of view of the participant.

Culture

The author defines culture as:

The treasure of wisdom, in which the participants in the action are provided with interpretations to understand something in the world. [13]

Society

Immediately upon presenting the definition of society he once again insists on the participating subject:

By society we understand the legitimate ordinances through which the participants in the interaction regulate (and are not regulated) their pertinences to social groups, ensuring solidarity there through. [14]

Personality

Finally, when defining personality, main is attributed with the autonomy to speak and act, and is not designated or submitted from the outside. Habermas defines personality as:

The competence that makes a subject capable of language and action, that which makes him capable of taking part in the process of understanding and affirming his own identity.[15]

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13. HABERMAS, Jurgen. Communicative Action Theory. Vol. II. p.196.
14. Idem.
15. HABERMAS, Jurgen. Communicative Action Theory. Vol. II. p.146.

HABERMAS' WORLD OF LIFE AND HOLISTIC METHODOLOGY

The holistic conception (another recent trend of the natural and social sciences, mostly discovered parting from Albert Einstein's provisions) overcomes the systemic conception (separated and interacting entities), affirming that all structural components of the world of life: culture, society and personality, are implied in all actions. The implication is made through language and communicative action.

The role of language

In the book Post-metaphysic Thought, Habermas achieves a synthesis that enables identifying the unity of the previously indicated components. In this way, Habermas in few words expresses that language serves integration in the context of society it serves transmission and prosecution in the context of cultural knowledge, and the formation and maintenance of real identities at the level of personality. (See illustration No. 2, page 18.)

THE ROLE OF SCHOOL AND HOLISTIC VISION

Habermas not only applies the holistic vision to the comprehension of society in its whole, but also to study the institutions. These, other than the main objective for which they were created, also perform other functions. In this way we have that the school, does not only perform the function of cultural reproduction, but also a function of social integration and socialization. This conception enables us to aboard social organization problematic, specially in respect to the educative problems, from another point of view.

THE COMMUNICATIVE ACTION THEORY AND SYSTEM THEORY

Now Habermas surprises us: he does not reject the System Theory but links it with his Communicative Action Theory. In this sense, Habermas sustains the following:

> We must understand society as an entity that during the course of its evolution differences itself both as a system and as a world of life. [16]

Systemic evolution permits us to understand society's capacity to control (and that of institutions) as a symbolic structure.

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16. HABERMAS, Jurgen. Action Theory. Vol. II. p.215.

Illustration No. 2

Links of personality structures with culture and society

Source: HABERMAS, J. Post-Metaphysical Thought, p. 105.
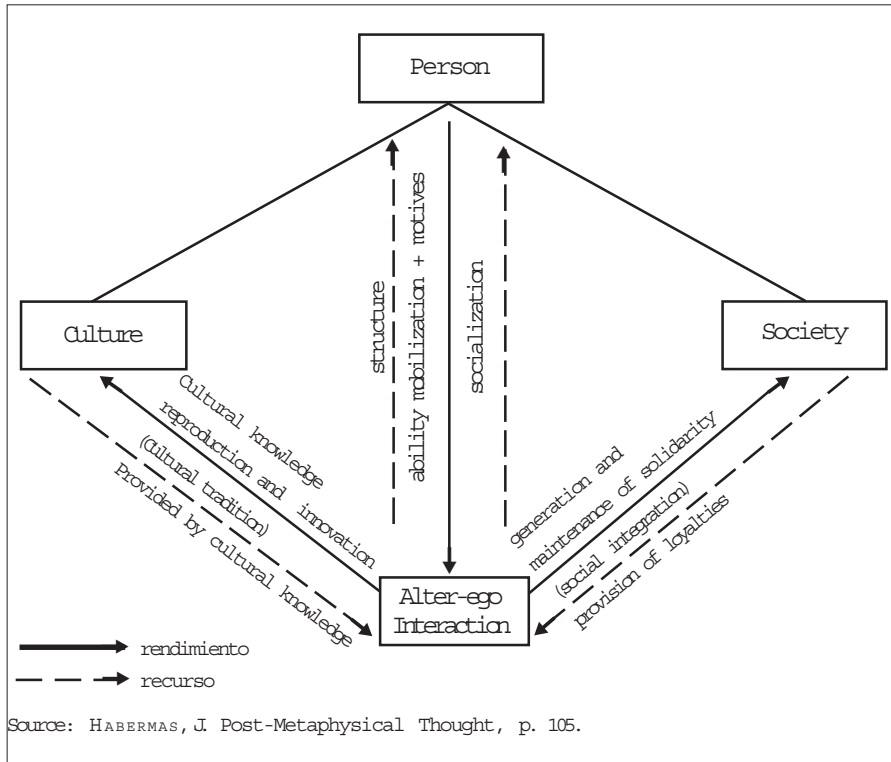
HERMENEUTICS AS A TECHNICAL METHODOLOGY

Even though Habermas does not oppose systems analysis methodology, and I would say that empiric methodology (the outer approach to the problem) either, he ends up giving priority to the hermeneutic method, the latter permitting caption of the sense, not from the point of view of the researcher, but of the «inner perspective of the members» (of the action). [17]

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17. Ibid. p.214.

In this sense, Habermas adheres to German tradition, specially agreeing with M. Weber,[18] when the latter used the comprehension method (objective and subjective: empathetic comprehension, sense comprehension).

In the text Post-metaphysical Thought, Habermas affirms that:

The hermeneutic access to the knowledge potential is only possible through participation (at least virtual) in the daily routine communicative practice.[19]

HABERMAS AND THE CRISIS OF SOCIETY

Habermas does not elude the crisis and attempts to explain it. The true crisis becomes present when an individual feels danger within his social, cultural and personal identity. To this respect, the German sociologist states:

We can only speak of crisis when members of the society experiment structural changes which they consider critical to their systemic patrimony and feel that their social identity is threatened.[20]

Expressions of the crisis: The loss of the sense of life, anomy and psychopathologies

In this same sense, Habermas centers the crisis on the inner side of the world of life. In this way, in the culture environ we find a sort of loss of sense in society as an anomy, and in personality as a psychopathology.[21] When situating the crisis under this conception, we can affirm that Habermas is building an integral society, social science in its excellence. Problems are not isolated. Individual crisis does not mean a mental mal adjustment, but that they are implicated in the entire social theme. Sociology is no longer a science of the institutions. It is a science to understand and confront man's problems. Synthesizing Habermas' statement on the crisis and following the work of professor Hernan Pardo, we need not only to know this statement, but also, how to apply it in the educational environ.

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18. WEBER,M. Economy and Society. Mexico. Vol. I
19. HABERMAS, Jurgen. Post-Metaphysical Thought. p.87.
20. HABERMAS, Jurgen. Problems of Legitimation in Late Capitalism. Quoted By Pardo, Hernan
    in The Legitimacy of Political Systems in the works of J. Habermas. p.6.
21. HABERMAS, Jurgen. Action Theory. Vol. II. p.203.

Habermas' statement is a follows:

The problem of legitimacy is directly founded on the political system's capacity to satisfy the needs of consumption and in this way be able to maintain a loyalty of masses. This occurs in late Capitalism. But this does not produce the crisis itself. Crisis occurs when there is a lack of motivation within the socio-cultural system.

Motivational crisis

Motivational crisis is produced when its' two typical elements, civil privy and professional -familiar become depleted. The latter is vital for a better comprehension of the crisis, individual status being altered: consumption, free time, social and occupational mobility. The former indicates the lack of participation of the subjects in the conduction of society.[22]

EDUCATIONAL CRISIS

External forces threatening the educative system

In Venezuela, there are external and internal forces threatening the educative system, as explained by professor Hernan Pardo in his job: The University: Winds of Change.[23]

Public opinion strongly criticizes the role of the universities, precisely due to their inefficiency. This attack exposes the university to the budget problem. External strategy has been oriented to restricting the economic source in order for the university to lose its leading role in culture and science, this bringing forth the creation of private and public universities submitted to the control of the government in office. Professor Pardo alerts in respect to this strategy that has already been applied in other Latin American countries, such as: Chile and Mexico. The universities are forced to seek additional resources as a cause of budget insufficiency, and in the best of the cases, commercializing itself, impeding access to most of the population. In the worst case, they may suffer direct government intervention and are submitted to the direction of a state appointed staff.

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22.   PARDO, Hernan in The Legitimacy of Political Systems.
23.   PARDO, Hernan. The University: Winds of Change. p.17-22.

The educational crisis may be solved assuming this responsibility from within and confronting inefficiency, promoting quality and productivity, and exerting a sincere effort towards the optimization of enrollment; for this to happen, we must overcome today's organizational paradigm and substitute it for another.

Internal forces threatening the educative system

We have two internal extra-academic forces threatening institutional stability. These are syndicalism and the academy's political involvement. Both represent obstacles for efficiency, perfection and competition. The first, when emphasizing labor stability, ends up constituting bureaucratic and conformist personnel. The second has promoted the perversion of academic objectives when privileging a client relation, academic action being submitted to political action.

Identity Crisis

But at this moment, the true crisis is observed when the university community (teachers, students, employees and workers) does not feel tiself identified with its own university. They do not believe in political parties, or in themselves. They do not believe in their authorities or in mechanisms for participation. Conscience has been overcome by the philosophy of NO: No one is useful. Motivation has been lost. There is a loss of sense of academic action and of life in general.

Academic privy

Complimenting the inner forces that serve as obstacles for the development of the university and the entire educative system, we find that within the latter, the Instrumental Rationalist Paradigm has also installed itself as a culture, a social relation and a trait of personality.

In this last part, we will synthesize the rest of this work:

We can say (by analogy) that an academic privy exists (Habermas speaks of civil privy and professional familiar). We will explain this: We have been made to believe that there is a separation between the directive system and the academic system (departments, cathedras) this being false. The former is but an extension of the latter.

This separation has come into existence in correspondence to the populist model applied by the so-called democratic governments of the 1960's. The situation is the same. In exchange for legitimacy, the directive subsystem has provided advance at labor stability level. Civil society has hence, auto-sequestered itself, not participating in decisions; the same thing occurs in the university: the academic society appears to be dispersed, confined in its own privacy, in exchange of syndicate and political action, that at the same time condemns and extinguishes the academy as a vital center for education.

Instrumental Rationality and the Study Program

But the problem is more complex. It is based on the fact that the study program model, the philosophy on which education is built upon, is the subject's paradigm, instrumental rationality, calculation and domination. We can observe that at an academic level, school only favor one type of rationality, that is: scientific rationality. But the latter appears as a product, as a culture that we must assume, students must assimilate and expose that learnt. But there are no strategies to be justified by, or at the same time, be submitted to the critique of the actors. There is no scientific communicative action.

Likewise, we do not observe the understanding of other acts of speech and action at a formal level, neither normative, dramaturgy, nor esthetics. Not including any other type of rationality, the university finishes by favoring pragmatism, and not solidarity, integration or social adaptation. Due to the disenchantment and loss of sense, sectors seeking to recover the authentic values have begun to emerge from the academy itself. Little by little, even if scattered, we have groups directing discussions, magazines, scientific events, etc.

Instrumental rationality still appears under the name of strategic planning, operative plans and norms dictated by the rectorate. The indispensable consensus of the scientific community is required to strengthen not only the sense of the academy (which is today rotten), but the sense of the men participating within. In order to achieve this we must decentralize the educative structures in a way that academic development and human development have a simultaneous growth.◆
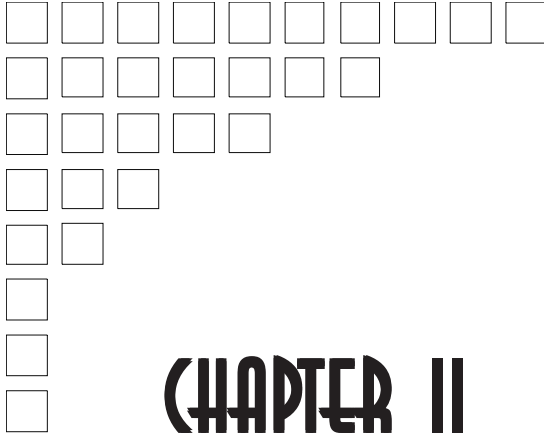
CHAPTER II

General
Processes
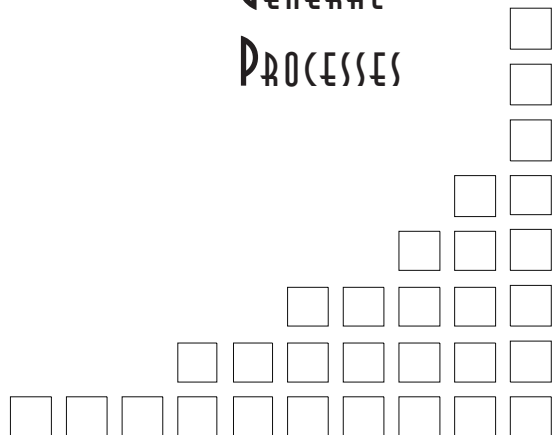
Management: definition and scope

From an epistemological point of view, management (or administration) has as a goal to explain and predict the problems of efficacy (the achievement of objectives), efficiency (achieving said resources with optimum use of resources), and social effectiveness (impact) of the organizations. It also studies the processes of quality, productivity and competitiveness of said processes, according to the theory implemented in their construction.

Management is a science, because both its process (research) as well as its product (theories) are based on the principles of rationality, objectivity, systematization, coherence, verification and knowledge contrast. It is social, because its objective is to comprehend man when interacting in the organizational environs he has built.

As organizations we may understand all institutions that possess goals and objectives that are recognized by society. They constitute a human creation, an expression of man's actions to achieve his own goals and objectives. They represent products of man's doing or entities that once being formed will condition human life, contributing in time, to stability and development.

Organizations constitute standard forms of behavior, attitudes, values and ideals of man as a generic being.

Organizations, in the sense we give to them herein, differ from social groups and aggregates, in the sense that these have a limited action and lifespan in space and time.

Initially, we may sociologically distinguish three types of organizations according to the social instance we consider: economic, civil and political organizations. The first produces and reproduces material life, the second, fundamentally produces and reproduces cultural life, in terms of consensus and hegemony; the third and last, in terms of restraint and domination.

In each of the social instances (economic, civil and political) we can distinguish primary, secondary or derived organizations. The primary organizations are those that are based on social relations of a diverse origin. A variety of social classes and sectors that may be contrary and contradictory between each other may form these primary organizations. The secondary or derived organizations have the function to maintain, strengthen and consolidate certain relations or interests of a specific social group or class. For example, economic organizations are primary organizations and syndicates are secondary organizations; universities are primary organizations and their guild unions are derived organizations.

From a historic angle, organizations are beyond man in particular, but also strengthen his power to satisfy needs and goals.

Due to their complexity, organizations constitute social systems.

DEFINITION OF SYSTEM

The definition of system will depend on the theoretical-methodological reference framework to be used. Hence the variety of definitions, from the conception of a whole made up by a network of formal relations (cybernetic-systemic theory) to those giving meaning to those relations (functionalist theory and Marxist theories).

Synthesizing these definitions, we can conceive the system from two dimensions:

1. In its abstract form, a system is a totality that is integrated and differentiated from the environment surrounding it. It interacts with the environment. Or said, the environment has influence on the system providing it with intake, information or energy.The system processes and transforms these. Then it generates a product or service that also has influence on the environment, and so on. Two processes are linked to all systems: the control process and the feedback process. Otherwise, elements that would decompose the system until extinguishing it would be produced. The entropy phenomenon, as physicists would say, is always present.

2. All systems should tend to self-integration and balance in their interior, through the dependency and interdependency relations of its parts, each system part or component (subsystem, micro-system and mini-system) possessing a very specific function and necessity. Relations should have an order (hierarchy, directive/subordinate, principal/secondary, dominant/dominated), a sequence and compliment to establish adequate direction and control. The system, in order to work, must have all the parts and relations required (completeness).

As of its constitution, it moves between two opposite ends that are complimentary to each other and indispensable. We are referring to the processes of integration and conflict (or contradiction).

All systems must seek their integration in order to fulfill their needs. Notwithstanding, unless considered a closed mechanical system, all systems possess the element of contradiction, be in an active, or passive form. First, because the system is in an ever-changing environment, and hence, it must find mechanisms to either adapt or control this environment.

Second, within their interior, the parts as web as the relations or functions are unequal and heterogeneous, and in order to maintain harmony and balance, must also find integration mechanisms to overcome unbalance or contradiction. To deny this phenomenon is to deny the possibility of change from the beginning.

Both processes must be considered, specially when we analyze the social systems.

MANAGEMENT AS A SOCIAL PRACTICE

Upon analyzing management from a professional and functional optic it represents a social, psychological, technical and environmental process through which man, occupying specific roles within the process, adequately implementing actions and resources (material, physical, financial, etc.), and taking decisions on stable and contingent situations (internal and external), reach the established goals and objectives which they had previously established, with efficacy, efficiency and effectiveness.

According to this, the efficacy of an organization depends highly on the efficacy of its own management.

In the next section we will deal with the management processes that are born from the previous definition.

THE LOGICS OF MANAGEMENT PROCESSES

Management practice comprehends a series of logically linked processes.

The first element required for the realization of management practice is that there be a subject or social group that in order to pursue an objective constitute a determined organization.

N o w, in order for that objective (be it to manufacture a product or provide a service) to have viability and solidness in its own reality, the most logical thing is to immediately proceed to a scientific diagnostic of the reality in which the organization is to function.

The Research Process

The first process that we can identify in management practice is that of scientific research. It has its own specificity and autonomy in respect to other administrative processes.

Research is related to the reproduction or production of knowledge of a determined reality.

Research, seen from an administrative focus, would have as an objective to critically describe and analyze the context where the organization must function, assessing the conditions of same (stable or changing, rigid or flexible), as well as the general and particular problems and necessities that within said context would justify the new organization

Research also determines:

1. The actual status of the area relevant to scientific production

2. Traits and properties of products or services similar to those that will be offered (demand, offer, costs, quantities).

3. Organizational structures and administrative processes linked to the organization that will be constituted.

4. Resources actually existing in the society (be they human, material, financial, etc.).

5. Competitive advantages and viability of the new organization.

There are several types of research:

Exploratory, descriptive, analytic, causal, historic, structural, evaluative, diagnostic, or integral.[24]

The strategic importance of research consists of the fact that if provides objective information of a reality, making it possible to take solidly based decisions.

An organization may be constituted without performing preliminary research, and there may even be significant development. Nevertheless, random, contingent situations may become so great, that if they are not studied in time, they may take a path that can destroy any organization. Hence, research may contribute to compensate and confront randomness and uncertainty.

Research as a management process, must not be confused with the control and evaluation of organizations. Of course they are related, but the fundamental difference derives from the fact that research must be conceived always as an area that is not subject to the restrictions that may be established by the organization itself once it is functioning. It is a strategic activity that provides timely notice on any innovation or change in the social environment, be these internal or external. On the other hand, research provides administration practice with a scientific, non-empirical nature.

The planning process

Once the results of the research process are obtained, the planning process and functions begin. This is a prospective function, with its own supporting theories and methodologies.

Managers must take decisions relevant to what they will do and how they will do it. We refer to the field of future action built on bases of certainty and specific technologies.

Planning has an epistemological foundation. In effect, it also constitutes a scientific activity. One of sciences properties is its predictive capacity. Through it, we can try to foresee the behavior or consequences of a phenomena or process under determined

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24. Mendez Q., Evaristo. How and Why to Investigate? Maracaibo. La Universidad del Zulia. 1984.

conditions. Prediction takes on an entirely new sense through planning, in the measure that it seeks to control through human action, man's own future, generating or contributing to the generation of future social processes in a rational and systematic way.

As planning, we may understand the rational process through which organizations make all foresights necessary, relevant to:

1. The goals and objectives they wish to achieve (products, services) in a determined lapse of time.

2. The policies.

3. The strategies.

4. The design of the characteristics and properties of the product or service they wish to offer.

5. The design of social processes, techniques and structures that will adapt to the goals and objectives proposed.

6. General criteria for the direction and control as required.

7. Economic, technical and material resources.

8. The time required for executing each and every one of the activities (programming).

9. Design of the methodological techniques for prevision operations (use of computers, simulator models, etc.)

We can identify two main stages within planning:

a. The planning of the general development of the organization, which includes decision taking and prediction operations.

b. Organizational planning, which comprehends decision taking and structural design (material and human) operations of the organization itself.

We will immediately proceed to indicate the fundamental concepts of Development Planning. These also appear in the main textbooks recommended as references for students at the School of Administration and Public Accounting of LUZ.

1. Vision or Purpose: The vision is what the organization wishes to achieve in terms of the role that it expects to perform in the future. It is a projection of the form that the owners or founders wish to see of their organization. Vision may also be referred to as purpose.

The purpose of an organization - according to Stoner- refers to its main role, as defined within the society it operates in. «Purpose» is hence, a broad term, applicable not only to the organization, but to all the enterprises of the same type within the same society. [25]

Munch and Garcia define Purpose as the «fundamental expectations or goals of a qualitative nature that are permanently or super-permanently pursued by a social group». [26]

2. Mission: Stoner states that the mission differs from the purpose in the sense that the former is the specific objective that differentiates one organization from another.

3. Objective : is to be understood as all precisely established proposals relevant to the concrete results that an organization wishes to achieve in the future. In order to do this, the objectives must specify amounts, characteristics and properties of the products or services to be generated by the organization. They constitute a measurable or quantifiable translation of the organization's purposes.

4. Strategy : Stoner quotes «Strategy, is the general program sketched out to achieve an organization's goals and execute its mission». [27] The author immediately adding that strategy creates a «unified direction for the company in respect to many of its objectives and guides the employment of the resources used to reach them». [28] He completes the definition highlighting the importance that strategies have for an organization, before their context. Constituting the environmental response patterns of the organization. Through strategy, the human and material resources are activated before the problems and risks established by the outer world». [29]

Munch and Garcia add the notion of rationality when indicating that «the strategies are courses of general action or alternatives that show the general direction and employment of resources and efforts, to achieve the objectives in the most advantageous conditions». [30]

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25.   STONER, James. Administration. Prentice-Hall Hispanicoamericana. Mexico. 1984. p. 120.
26.   MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. Trillas. Mexico. 1985. p. 70.
27.   STONER, James. Administration. Prentice-Hall Hispanicoamericana. Mexico. 1984. p. 98.
28.   Ibid. p. 99.
29.   Ibid. p. 99.
30.   MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. Trillas. Mexico. 1985. p. 83.

5. Plan: a plan is constituted by a document stating the results achieved in research as well as in planning. There are several types of plans: strategic plans and operative plans

6. S trategic planning : Stoner define strategic planning as:

the process of selecting the goals of an organization, determining the policies and programs that will be required to achieve specific objectives in the path to those goals, and establishing the methods necessary for ensuring that the policies and programs will effectively be executed.»[31]

But what really defines strategic planning is its reach in time. It is a «formal process of long term planning, used to define and achieve organizational goals». [32]

7. Operative planning : «provides details on how strategic plans will be achieved». [33]

«Stoner subdivides operative planning in single application plans (such as programs, projects and budgets) and permanent plans that are constituted of a normalized focus of foreseeable or recurrent situations within an organization». [34]

8. Programs : all program specifies a variety of activities and general steps that will be carried out in terms of sequence and time to reach certain objectives.

9. Projects : represent the particular segregation of the programs. They have a limited reach and clear directives relevant to mission and time. [35]

10. Budgets : «represent the status of financial resources that are assigned to specific activities in a given period of time» . [36]

11. Programming : is a type of plan that includes the execution of activities in an orderly and sequential manner and in a definite period of time.

12. Policies :According to Stoner, a policy is a general guide for making decisions. Policy sets limits for decisions, including those that can be taken and excluding those that cannot be taken» . [37]

31.   S T O N E R, James. Administration. Prentice-Hall Hispanicoamericana. Mexico. 1984. p. 98.
32.   Ibid. p.99
33.   Ibid. p. 126.
34.   Ibid. p. 126.
35.   Idem.
36.   Ibid. p. 127.
37.   Idem.

13. Rules: «Rules are statements that establish the actions that may or may not be taken under determined circumstances». [38]

14. Method: is defined as» the prescribed way to perform a given task with adequate consideration of the objective, available facilities and total expenses in time, money and effort».[39]

15. Standard: «Is a pre-established unit of measure that will serve as a criteria or reference level for performance». [40]

16. Decision Taking: «Describes the process by which a path of action in chosen to give solution to a specific problem.» [41]

There are several types of decisions, programmed and non-programmed, each employing specific methods and decision techniques.

On the other hand, decisions may be taken under conditions of certainty (in where the results of each alternative are known), of risk (decisions taken knowing the probability of the results of each alternative), and of uncertainty (in where the probabilities of the results are supposedly unknown). [42]

17. Management of objectives: «Consists of a group of formal or moderately formal procedures that begin with the establishment of goals and extend to the revision of performance. The key of this process is that managers' and personnel members have an active participation in all organizational levels». [43]

18. Auxiliary techniques for the planning: when it is to foresee the results or the processes, the science has provided certain techniques that facilitate the taking of decisions.

The text authored by Lourdes Munch and Jose Garcia provides us with a summary of the main planning and control techniques.

In the first place they indicate the quantitative methods (operation research, simplex method, transport model, assignation model, network, CPM, PERT, RAMPS, simulation, inventory models, Johnson's algorithm, ordering problem, wait line, game theory, decision branching systems).

38.   STONER, James. Administration. Prentice-Hall Hispanicoamericana. Mexico. 1984. p. 129.
39.   TERRY, George and FRANKLIN, Stephen. Principles of Administration. Continental. Mexico. 1985. p. 184.
40.   Ibid. p. 233.
41.   STONER, James. Administration. Prentice-Hall Hispanicoamericana. Mexico. 1984. p. 151.
42.   Ibid. p. 171 and 172.
43.   Ibid. p. 137.

In the second place, they summarize economic engineering techniques (actual value, recovery analysis, balance point, internal return rate). Third, they summarize the main qualitative methods provided by psychology and sociology (Heuristic techniques, Delphos, T-Group, goals and means chains, etc.).[44] We can add personal observation techniques, interviews, group dynamics, group therapy (transactional analysis), methods and techniques for evaluation of knowledge, attitudes, values, behavior, etc.

All plans, be they strategic, operative or tactic, even if they must possess a certain order and systemic arrangement must always be taken as provisional and as guides of action. In other words, they must be flexible.

Relevant to normative planning, today we also speak of situational planning, contingency planning and strategic planning, and this is due to the criterion of flexibility. In this sense, plans may be modified in whole or in part in the light of internal and external changes that may take place within the organization.

On the other hand, plans must be realistic and viable, and well elaborated from a technical point of view.

Plan may be designed without application of scientific technology; a manager's decisions may be audacious, based on intuition and accumulated experience. But the results enter the realm of random and possibility. Even so, they may achieve utmost success. Nevertheless, while risk is existent, the most recommended thing to do is to use the tools provided to us by science.

The organization process

Once the development plans of the organization have been formulated, the most logical thing to follow is the designing of the material and physical structure of same, as well as the relevant internal social processes and structure.

This design also implies decision taking, and presupposes the availability of precise information provided by research. In this sense, it is fundamental to proceed to a socio-technical diagnosis of the environment to acknowledge: existent organizational experiences, results achieved, available personnel, etc.

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26.   MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. Trillas. Mexico. 1985. p. 102.

Three factors must be considered when designing the organizational structure:

1. Socio-political.

2. Functional.

3. Technical.

The socio-political factor: has to do with the conceptions of power, authority and domination within tose persons constituting the organization. As per this conception, the structure may be vertically or horizontally oriented, or both. It may be the most rigid to the most flexible.

The functional and technical factor: has to do with the design of the functional structure of the organization.

The main concern of the design of the organization's vertical dimension is centered in:

1. The level at which certain decisions are taken and certain behaviors occur according to a role.

2. The control chain length or the number of levels in the administrative hierarchy.

The internal organizational structure control tract is determined. [45]

The design of the functional and technical dimension of the structure deals with the relations that flow through the organization.

This includes:

1. Work departmentalization and division.

2. Consultancy lines.

3. Other structural procedures related with decision taking between organization sectors, committee roles and interdepartmental teams. [46]

The socio-political factor materializes in the form in which it is assumed, and power is distributed within the organizations.

According to this, the following typologies are established:

1. Linear or military organization: when» the decision taking activities concentrate on a single person who makes all the decisions and has the basic control responsibilities» . [47]

45. MINER, John. The Administrative Process. Theory, research and practice. Continental. Mexico. 1984. p. 218.
46. Idem.
47. MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. Trillas. Mexico. 1985. p. 124.

2. Functional Organization: consists on dividing the work and establishing specializations so that each man, from the manager to the worker, execute the least number of functions» .[48]

3. Linear-Functional Organization: a combination of the previous two.

4. Staff Organization: (specialized consultancy).

5. Committee Organization.

6. Matrix Organization: Consisting of combining product departmentalization with functional departmentalization.[49]

Divisional structures of a higher or lower degree of decentralization are also established.

On the other hand, organizations have been designed parting from Likert's bonding link concept. According to this concept «each manager is the leader of his own work group» [50] and at the same time «is a member of the following superior group». [51] In this way, the manager forms a bonding link between the two groups.

The system concept is useful at the time of designing a structure. The system would be the organization itself. Within the organization's interior we must identify the subsystems (departments or divisions). Within the subsystems, we will have micro-systems, and still within the latter, we may have mini-systems.

All social structures are nothing but the delimitation, definition, standardization of roles, activities, tasks and competences carried out by specific subjects within the organizations; the delimitation gives origin to the relevant subsystems and the latter make up the organization's vertical and horizontal relations network. A relations network must be constructed in a complete, hierarchic, sequential and complimentary form.

In all organizations we can identify the dependency and interdependency relations existent between the parties.

Every system component possesses its own functional value, according to the position it sustains within the relations network. A change or alteration in one of them, implies a change in the entire system. Due to this reason, we must foresee functional alternatives in a way that we can provide a solution to any system hang-up- Work division must be flexible, never rigid. To assign and train a person for a single post seems logical.

48.   Ibid. p. 125.

49.   MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. p. 131.

50.   MINER, John. The Administrative Process. Theory, research and practice. p. 237.

51.   Idem.

Nevertheless, the organization must foresee immediate or temporary replacement or substitution mechanisms in those cases that an individual is absent, or a subsystem is paralyzed.

If it is true that the system is the sum of the parts, each component reflects the nature and property of the former; hence, they merit particular attention.

The basic organization related concepts: influence, power (of reward, restraint, legitimate, through experience, referential) and authority; concepts relating to the capacity of an individual to achieve obedience from another individual, be it through (normative) restraint or by consensus. Delegation: assigning to another person the formal authority and responsibility to carry out specific activities.

Escalatory principle: each person within an organization occupies a specific place inside the structure.

Command unit: each person within an organization depends on only one superior.

Centralization: the concentration of power and authority at the organization's summit level.

Decentralization: the degree in which decision authority and power is transferred from the higher levels of an organization throughout the middle and lower levels of same.

Coordination: «is the process of integrating the objectives and activities or functional areas in order to efficiently reach organizational goals».[52]

Departmentalization: is the «Division and grouping of functions and activities into specific units».[53] A departmental typology is established: functional, per products, per territory, per client, per process or team, etc.

Organizational chart: «are graphic representations of the organization's formal structure, showing the interrelations, functions, hierarchic levels, obligations and authority existent in same».[54]

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52.   STONER, James. Administration. p. 263.

53.   MUNCH, Lourdes and GARCIA MARYTINEZ, Jose. Fundamentals of Administration. p. 117.

54.   Ibid. p. 123.

Analysis of Posts:

This technique classifies in detail the work to be performed in a specific and impersonal work unit (or post), as well as the characteristics, knowledge and attitudes that must be required from the person working in said post. [55]

Finally, we want to point out that instances of decision and government, or of address or execution, exist in all organizations. From the sociological point of view, roles are determined or prescribed according to the instance, from the so-called administrators and general managers, passing by the middle and line managers, and assessing the roles of employees, subordinates and workers.

Likewise, we must highlight the importance of the design of the organizations' material, physical and environmental structure. It is surprising to learn how may of the manuals revised exclude this point.

Its importance is based on the fact that said structure also represents a factor of adaptation of the individuals to the organization.

To design the structure we must take into account the following:

1. The distribution and appropriate disposition of space facilitates interpersonal communication. Offices should be designed in terms of open and not closed spaces.

2. The number and quantity of individuals that will participate in the organization.

3. The working environment itself, recreational spaces and hygiene.

4. Personal support services.

5. The ornamental infrastructure of the organization, etc.

Generally, in our environ little importance is given to these factors. It is mistakenly believed that these represent needless and highly expensive costs.

Personnel implementation and integration

After having executed the development plans and the design of the organizational structure, the most logical thing is to proceed to materialize these plan and structure in reality. From this point on we will move from the theoretical plane to the action or practical plane. In other words, we will move about in the execution environ with the objective to achieve the desired results.

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55.   Ibid. p. 139.

Execution comprehends several momentums or processes.

1. Implementation of the organization's material and social structure.

2. The direction of the process itself.

3. Control and evaluation, each of which possesses its own specificity and interrelation with the others.

Revising the first: the manager must choose, acquire, purchase or contract the physical facility where the organization will function. Then he must recruit, select, train and/or capacitate the necessary personnel.

Personnel implementation and integration supposes a decision taking process on behalf of the manager. If it is true that this process must take into account the criteria established in the plans, situations may alternate in such a manner (against or in favor) that decision taking at this level is indispensable.

If reality changes (costs increase, recent government decrees, syndicate pressure, personnel selection problems, etc.), the manager cannot embrace criteria which in practice are extemporaneous and that do not adapt to the new reality. If he would do so, he would be risking the organization itself from the beginning. The manager, upon acknowledging the circumstances, must implement control and evaluation mechanisms, and according to the results of the analysis, will take new decisions that now enable the deployment of the necessary variations and adjustment. Due to this, personnel implementation and integration, the same as all other administrative processes, constitute dynamic, even dialectic acts, and mot mechanical or automatic acts.

The process of direction

The direction process, as usually construed in specialized textbooks, is the process through which managers and administrators, guide organization members towards the execution of the organizations' development plans and the consequent achievement of the results initially proposed.

Conducting an organization is a complex task. Within an array of different degrees and modes, two extremities can be identified:

1. Using personal criteria.

2. Using scientific criteria.

The directing staff's empiric experiences may be of use in the first category, easing the march of the organization. Nevertheless, that experience may fall short when the dimension of the organization becomes of higher requirement, or when atypical phenomena appear, generating contradiction or conflict.

To use personal criteria as the only to be valid, will channel the process into an environment of random and uncertainty, and its application may bring the organization to total failure.

To confront this problem, we must apply scientific approaches of direction.

The manager not only makes an effort to adapt the organization to the environment, but he also tries to adapt the individual and the groups acting within the organization. The manager must try to reconcile individual interests with the interests of the organization.

The roles to be performed by the subjects are already known. Anyhow, this is not enough because the subject, understood as an individual, constitutes a complex world. He has his own problems, necessities and goals, his own way of feeling, thinking and behaving (traits, temperament, personality) which make him different from the rest. When working at a specific post, be it as manager or as employee, he does not hang his particular world on the coat hook at the organizations' door and only keep on his intellectuality and physical strength. If this would be so, the company's management, if existing, would be a simple mechanical act. But it is impossible in any social system to top conceive individuals of such nature.

On the other hand, we have that subjects are always complex when we take them into account as social beings that belong to a specific social class or sector. A diversity of heterogeneous social classes and sectors, as well as social groups or fractions interact within organizations.

This diversity necessarily generates stress, conflicts and contradictions, which should be overcome, healed or eliminated, when the management implements appropriate mechanisms for integration, consensus, socialization, adaptation and social control of those classes and/or social groups. These mechanisms having to do with the cultural world of the organization, where values and norms come together.

For this reason it is fundamental to have a thorough knowledge of an organizations' social nature. Sociology and Psychology make an indispensable contribution in this sense.

Three sub-processes are intimately bonded to the tied to the process of direction: leadership, motivation and communication.

A basic question that must be attended by the direction process is how it can achieve that the members of an organization concentrate all their efforts to the service of their employer? Let's visualize the most logical aspects. In the first place, the management must diagnose the sources or motives that impulse an individual to work in the organization.

There are several psychological and sociological theories formulated over the motivation process. We have the Maslow's Theory of Necessities; Herzberg and associates Motivation or Hygiene Theory; Vroom, Porter and Lawler's Expectative Motivation Theory, and McClelland's Necessity Motivation Theory, etc. [56]

Maslow sustains that «there is a hierarchy of needs that act as motivational forces within the individual. These are: Physiological needs, safety needs, affiliation or acceptance needs, and needs of esteem and self success». [57]

Alderfer's point of view is similar to Maslow's, establishing three types of necessities: «existential, relational and growth necessities». [58]

Herzberg explains that an organization comprehends several specific factors that affect an individual's satisfaction and motivation. He adds that maintenance or hygiene factors though not motivating the worker, produce dissatisfaction when absent, whilst factors with a labor contents (achievements, acknowledgments, progress and challenges) are the true factors of motivation, and that these may or may not produce a sense of satisfaction. [59]

Vroom, through his Expectations Theory states that «persons are motivated to execute actions towards achieving a goal in the measure that they expect that specific actions performed by them, assist in the achievement of a desired goal». [60]

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56. KOONTZ, Harold et al. Administration. McGraw-Hill. Mexico. 1984. Chapter 22.
57. Ibid. pp- 533-534.
58. Ibid. pp- 536.
59. Ibid. pp- 537.
60. Ibid. pp- 538.

Finally McClelland, under a sociological focus manages to explain three types of basic motivational necessities in individuals, these are: power,affiliation and achievement. [61]

Having knowledge of the psychological and sociological dimensions of motivation, managers must then create institutional mechanisms capable of satisfying individual needs and goals, hence maintaining a high level of motivation for work.

Yet the motivation problem does not finish here. We must take into account, on the other hand, the fields of social relations given within the organization. Whatever the social bases on which an organization is constituted, there will always be directing personnel and directed personnel, bosses and subordinates, authorities and non-authorized personnel; from here we have the phenomena of leadership and communication. Motivational processes are also born from these relations.

When an organization is established, the functions of each member within said organization are also defined. There will be directive functions and execution functions. But this is not a guarantee that organization members will work in an adequate manner.This is the reason that we must study the leadership process.

In all social groups, there are individuals that due to their personal or professional traits become legitimate representatives of a group, and hence, this gives base for them to direct that group. These individuals are referred to as «leaders».

Relevant literature provides several theories dealing with leadership. Some refer to different focuses on leadership; others, deal with the styles or form of direction.

There are three views of leadership: at first it was thought that a leader was a person born with certain psychological and social characteristics that placed said person in conditions to efficiently direct any social group. The extreme case refers to the charismatic leader explained by Max Weber.

This argument was used to select the personnel of an organization. But the force of reality indicated that it was impossible to find subjects with said characteristics. Another direction was taken. On other words:

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61.   KOONTZ, Harold et al. Administration. p. 542.

A leader may be formed. The subject needed only to be trained to obtain the knowledge, abilities and skills that once acquired authorized him to direct the organization in a more efficient manner. This conception generated a vast collection of texts, specially in the United States. Book Shops were flooded with titles such as: «Ten lessons to become a successful leader». World organizations were created and dedicated to impart leadership courses. These courses contain suggestions that go from how to have an adequate behavior, to how to better direct work teams.

This posture has been assumed by many organizations. In fact, it has bared fruit, when impeding empiricism, and the pure experience of managers.

Even so, it was determined that the leadership phenomenon possessed other dimensions. Research detected that efficient leadership depends of the context within which specific relations are given. We cannot speak of leadership in a single sense, for example, according to the formal power that an organization designates upon a subject, be this individual a general, middle or line manager. It may also depend of the degree of knowledge and abilities that an individual possesses within a group, or his personal affinity or power of influence or reward he may have, etc.

Leaders are also produced at informal levels, for example when specific individuals defend the interests of employees and lay workers.

We have explained the three basic leadership styles: Authoritarian, Democratic and Laissezofair´s.

The first refers to a single linear form of directing the organization. This style passes through an excessive centralization of decisions on behalf of a reduced group of persons, without taking the majority into account. This form may be identified by the characteristic way in which managers treat employees; submitting them to harsh manners which many times ends up offending and humiliating subordinates, even reaching a state of non-communication.

Contrary to the former, we have the democratic style, which supposes decisions will be taken in a shared manner between managers and subordinates, thus creating a climate favorable for the development of work.

The last style is the opposite extreme to the authoritarian style, and stresses that everyone in the organization may act as they wish while they respect certain limits.

Some authors may believe that these styles may be combined; others are radical. To our judgment, the style will be implemented according to the organization's nature, or according to the conception of the predominant individual. McGregor explains this phenomenon through his two great theories (the X theory and the Y theory); William Ouchi has also given his explanation through his Z theory.

The X theory considers man as a being that hates work, and hence, the company must constantly dome him. Theory Y parts from the principle that man does not dislike work. If the work constitutes a source for man to satisfy his necessities, then he will perform the work without problems. This theory sustains that man is capable of assuming his own responsibilities and developing his own capacities. In this sense, management must seek to create appropriate conditions for the integration of the members to the organization. [62].

W illiam Ouchi, when proposing his Z theory, makes reference to the efficient manner that company's are managed in Japan. This theory suggests that « the key to higher productivity is to imply the workers in the process itself». [63] In order to do so, it is necessary to include the factor of trust as a strategic element for management, trust among and with the workers; and the attention of their social and particular interests. On the other hand, the complexity generated by human relations within the company is fully acknowledged, as well as the need to constitute work groups that assume the responsibilities of the units they have been assigned to. Work divisions are not conceived in a particular form, but socially. Mutual cooperation between each and every organization member is promoted.

All leadership theories take us to the understanding that throughout history different criteria have been used to establish how a company should be managed. The purely economist and hedonist positions and theses have been left behind in respect to both owners and workers. The human factor is now accepted as the key element for productivity and efficiency of the organization.

62.   McGREGOR, Douglas. The Human Aspect of Enterprises. Diana. Mexico. 1982. p. 57.
63.   OUCHI, William. The Z Theory. What can companies do before the Japanese challenge? Orbis. Spain., 1982. p. 14.

This trend goes further that the economic problem and penetrates the political problem. Companies, even governments, have made much progress in respect to criterions dealing with worker participation. From here, we have the Co-Management and Self-Management theses.

Efficient leadership is exerted through communication.

We understand communication as the process by which an information exchange is produced between two or more individuals.

Within an organization we can identify two types of communicational processes: a structural process and a human process. The first responds to the vertical (upward and descending) and horizontal flow of information that take place among the subsystems of the organization.

An organization can be perfectly designed, but if its communication mechanisms fail, a dispersal of the organizational structure will necessarily occur. In this sense, communication should be understood as a structural component, as well as a functional component.

All organizations must foresee an information and communication subsystem which contemplates, among other factors, procedures for the reception, analysis, storage (codes and files) and sending of the information. Specialized personnel, capable of implementing appropriate technologies. To standardize the times limits of information flow among the subsystems, etc. [64]

On the other hand, we have what we call human communication, and here we must go back to the styles of leadership. This type of communication implies the establishment of social mechanisms for integrating, adapting and providing personnel with a sense of organization membership or pertinence.

Managers generally think that they are familiar with their workers while staying behind their own desks, just because they provide reports and information to him of the activities carried out. This is a serious error.

The organization is submerged in its own cultural world, hence communication implies a human interrelation, consideration of the employee, sharing common experiences, values and attitude. Once again we have the importance of leadership and communication.

Interpersonal communication also becomes a motivating factor. The worker is not only motivated through salary or wage raises, or by providing attention systems (i.e.: medical assistance), or improving working conditions, but also by establishing mutual communication. This is the source of effective worker participation.

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64.   MENDEZ Q., Evaristo. Towards a better communication. La Universidad del Zulia. Faculty of Economic and Social Sciences. 1986.

The leader is not a mere group director, he is also an advisor, a guide and a friend.

Communication goes beyond the formal limits of the organization, touching the personal and group world. Hence it is a strategic approach to take the syndicates and associations into account. These informal structures may ambiguously affect the efficient development of organizations, but it would be a huge error not to consideration them. A permanent communication must be maintained with these entities, this in order to achieve an adequate participation not only in relation to the work to be executed, but also in relation to decision and control.

Definitively, a combination of the three sub-processes herein mentioned (leadership, motivation and communication) not only make possible the development of the administrative processes, but also of the organization as a whole.

The control and evaluation process

In general, as of the moment that an organization begins its activities, until they end within a specified period of time period, there is an imperious necessity to accurately acknowledge:

a. If the results achieved by the organization correspond (or do not) with the expectations of the previously formulated plans (effectiveness).

b. If the results that were foreseen and achieved correlate (or not) with the means and resources used (efficiency).

c. If the organization responds (or not) to the needs of its society. (social effectiveness).

d. If the processes and activities that were foreseen correlate (or not) with those actually executed.

e. The causes of the problems and deviations that impeded the achievement of the organization's plans in each of the previous points.

f. Finally, recommending the changes and adjustments required for improving the conditions for future development.

A variety of names have been given to the entire previous process. Some authors call it the control process, others, evaluation process, and still others call it the control and evaluation process.

The control process considers that those responsible for the organization's direction must be ready to continuously verify if their plans are being executed or not. The evaluation process refers to the process

through which after analyzing the organization, the managers issue their
judgment, based on previously established criteria or parameters, relevant
to the condition or situation encountered by the organization at a given
moment.

Steps of the control and evaluation process

The control and evaluation process comprehend the following instances:

1. Requisites:

   a. A purpose, objective, strategy or any decision assumed in the
   planning, organization and direction must be previously
   established. (Criteria I).

   b. A standard or specifications plan is established relevant to the
   form or contents that the results to be achieved should have, be
   these products, services or processes. (Criteria II).

   c. The strategies, methods, techniques and procedures necessary
   for the evaluation are elaborated. (Criteria III).

   d. The time or instance for performing the evaluation
   (programming). (Criteria IV).

   e. Organization members are motivated and prepared for the
   evaluation. The person or persons making the evaluation will be
   specified. (Criteria V).

2. The evaluation process.

   a. The results achieved must be analyzed (comparing, contrasting,
   relating) applying the previously agreed criterions.

If finding deviations, the causes for same must be immediately
assessed.

This process requires support personnel and information systems.

3. Evaluation results:

Analysis results and conclusions are issued. These will permit feedback
to the entire administrative and organizational process.

The previously exposed stages allow us to define the scope of the control
and the evaluation process. Possessing autonomy and specific attributes,
it is complementary to the other administrative processes.

Some authors, when calling attention to the necessity of evaluating the
institutions, lose focus of the administrative processes of research,

planning, organization, integration and direction in their argument. Thus evaluation may appear to be an incomprehensible and extremely difficult task, frequently being confused and taken as if it were in itself the entire administrative process. On the other hand, these authors assume evaluation as the most important of all of the organizations' activities.

Evaluation then comes to be taken a fashion: evaluation is everything. This recalls us some seven years back when the same phenomenon happened with planning; and then, planning became everything.

We must not go along with this. We must view the organization as a whole, identify its development areas and administrative processes, and place the control and evaluation process in its fair dimension.

The evaluation and control process has also been confused with the research process. The former evolves in the field of norms. Taking place according to the parameters established by the organization itself. It uses research as a diagnosis tool to study problems and deviations that surge in organizations at a given moment.

While research, as an administrative process, gives more specific attention to the organizations' prospective development, providing information relevant to the changes taking place within and out of the organization. It is not subjected to parameters. It is freer.

The difference is the sense that is given to each other; not meaning that they have a complementary relation.

The evaluation and control process lets us assess an organizations' social effectiveness, efficacy and efficiency parting from programmatic, political and strategic guidelines formulated by same.

The criteria upon which the social effectiveness, efficacy and efficiency of an organization are defined depend on the nature of the organization in question, as well as of the conception it has in regard to the human being.

The same results will not be obtained applying a same criteria to an economic organization or a political or civil organization.

When criteria are established in an organization, or when said criteria are assumed as implied suppositions, it is hard to apply direct control and evaluation. The wisest thing to do is to carry out a diagnostic analysis, and later, depending on the results, normalize the whole administrative process.

Types of evaluations

a. Logical evaluation: refers to judgments expressed in a document (plan, program or project, etc.) parting from a logical order criteria (component hierarchy and relations), internal coherence (absence of contradiction), complementation (all elements and their relations are dependent or interdependent of each other), correspondence (all elements and their relations are relevant to each other in a certain order), completeness (the document must contain, if not all components and relations, at least the most important), and finally, the approaches and methodologies (specifying how an object will be boarded, and the tests and evidence required to validate the knowledge contained in the document). The logical evaluation may be a document made by several co-authors. For example: the development plan of an organization is evaluated, and then, it is compared with the organization plan.

b. Initial or entry evaluation: the state of a specific phenomenon, problem or process is evaluated according to a model, before suffering a new transformation.

c. Process evaluation: Both partial results as well as the accompanying processes and activities are evaluated. The purpose is to determine the measure that the foreseen plan have been achieved, detect possible faults and suggest timely correctives. It is a type of formational evaluation.

d. Results evaluation: final results are evaluated as well as the activities or processes fulfilled throughout the entire administrative process.

e. Internal evaluation: the organizations' internal, partial or final processes are evaluated.

f. External evaluation: the environmental processes and phenomena that influence or affect the organization are evaluated.

g. Formal evaluation: Only the formal aspects or procedures of the organization are evaluated. Example: The pedagogical evaluation of a study program.

h. Contents evaluation: Only the substantial aspects (results and processes) of an organization are evaluated. Example: the epistemological evaluation of a study program.

i. Integral evaluation: both the formal aspects as well as the contents of an organization are evaluated.

j Technical evaluation: refers to the evaluation made parting from scientific criteria (rationality, system application), using specific methods and techniques.

k. Quantitative evaluation: is a type of technical evaluation performed with variables that can be measured or quantified.

l Qualitative evaluation: is a type of technical evaluation made with the purpose of providing not quantitative, but subjective, substantive and pondering judgments, including types of general interpretation.

m. Social or humanistic evaluation: when the condition, nature, value, attitude and social behavior are evaluated.

n. Evaluation of the evaluation itself: consists of a process of reflection or self-analysis related to the evaluation itself, if it is realistic or not.

o. Sequential or partial evaluation: the organization is evaluated at different moments or stages, selecting specific areas or processes within each stage.

p. Priority evaluation: the organization is evaluated parting from some problems which are considered of priority to resolve at a given moment.

Forms of evaluation

The evaluation, according to the social nature of the organization, and according to the characteristics assumed by the direction process, may be:

a. Directive: when the organization is evaluated parting from the direct and exclusive intervention on behalf of its directives, or when these delegate their responsibility on a commission.

b. Base: when the evaluation is born and directed from the base of the organizations' structure.

c. Participative and integral: when the organization is evaluated with the direct intervention of all of its members. According to this, the evaluation may be understood as a «co-evaluation» (directors and non-directors) or auto-evaluation, when each member of the organization assumes the responsibility of self-evaluation.

d By consensus: the organization is evaluated parting from an agreement or engagement between the formal leadership of the organization and the subsidiaries or affiliates of same: authorities, guilds, political parties, associations, etc.

e. Advisory : when an organization is evaluated in a directive or participative form with specialized technical assistance in the evaluation area.

f. External : the evaluation process is made by a commission of experts that do not belong to the organization.

g. Internal : the evaluation process is made by members of the organization itself.

We wish to indicate once again that when we speak of types and forms of evaluations it is because we assume that the organization has previously established certain criterions and parameters. Otherwise, we would be speaking of types and forms of diagnostic research.

The control and evaluation process must be pertinent, viable and flexible. It must be understood as another sub-process within the administrative process.

We also sustain that the evaluation process must not be coercive or punitive, but formational, specifically in relation to the human resources active in the organization.

The control and evaluation process uses determined methods, techniques and procedures that are related with those used in planning, organization and direction processes. Also adding certain area specific methods and techniques such as for financing, through audits, and using raw matter of an informational type, such as reports, memorandums, files, etc.

Finally, we will indicate that the forms and types of evaluation may be combined. It is a decision of the management how it will go about this. The control and evaluation process, if assumed as part of the administrative process, will be implemented in the entire organization in the most normal manner, from the plans formulated in each and every area, to the results achieved by the organization at a given moment.

THE DYNAMICS AND DIALECTICS OF MANAGEMENT PRACTICE

The logic expressed in the previous section emphasizes certain sequences and continuity within the managerial processes that have been occurring as of the organization's foundation. However, once the organization is fully operative, these managerial processes begin to simultaneously overlap and intermingle with each other. This represents a dynamic that must be understood and assumed by

general, middle and line managers alike, on a daily basis, when materializing or executing those processes, specially when the organization's internal and external reality is under continuous change.

If it is true that general practice is supported on rational and systemic approaches providing scientific or social theories, it is also true that when totally new crises appear, managers must immediately provide a most efficient and effective response to confront these new situations, either by reorganizing or making total changes. The manager's challenge will always be to maintain the stability and development of the organization.

Managers must possess an adequate scientific formation, but at the same time must be creative and reasonable when encountering new circumstances.

They must, for example, execute the strategic plans without losing the perspective of changing situations. They must be balances when organizing and directing, always keeping in mind the nature of the men under his responsibility. They must control, evaluate and issue judgments according to criteria established by the organization, always maintaining a flexible approach.

The dialectics of reality definitively imply that managers must build a permanent balance between administrative and organizational processes, between environment and the men participating in the processes.

The present day situation of American companies before Japanese and German companies when referring to efficacy, efficiency and productivity is an alert signal that implies that both managers and scientists must give more thought to reality and mankind, than to the mere need of increasing the organization's profits, or just for achieving efficiency which has taken us to technocracy.[65]

During the last decade, both management theories and practices have been reoriented to models that take into account global environment risk factors, customers, quality and competition, employee professionalism, and most of all, the role of women in leadership

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65.   PETER and WATERMAN. In Pursuit of Excellence. Norma. Colombia. 1984.

processes, teamwork, telematics and the internet, or the conformation of the society of knowledge; however, management processes are the same in all organizations, but the emphasis and importance of one or another element depend of the conditions for the application of these to a specific context, as well as on the paradigm or theory where they are defined.

W H AT IS ACADEMIC MANAGEMENT?

Academic Management constitutes both a science and a social practice that has the objective of first explaining and later reforming or changing the educative organization.
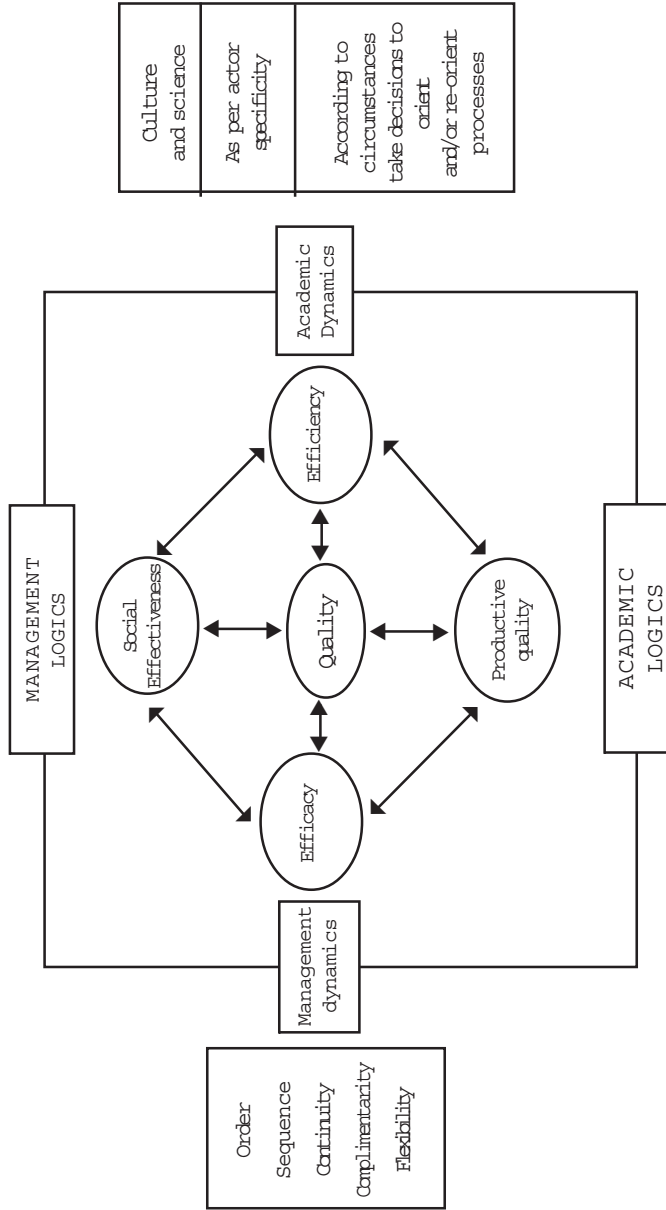
Academic Management derives from General Management and has the objective of comprehending the specificities of the structure and functions of the educative system.

The goal is not to apply in a mechanical manner the management principles that have succeeded in the economic enterprise field, but to bring together a set of universal scientific principles and processes expressed through logic and dynamics, and relate these with the logic and dynamics of the educative organization, in which we must necessarily consider:

1. The management models and paradigms elaborated to this date.

2. The evolution of culture, science and study program models.

3. The diversity of actors that participate and actually constitute the academic sector, but also the political, guild, community, governmental and company actors.

4. The socio-political context of which the educative system forms part.

Academic Management constitutes a subsystem within the educative organization its function is to guarantee the efficacy, efficiency and social effectiveness of this organization. Most of all, when a university is autonomous, democratic and popular, academic management must guarantee this autonomy, democracy and popular availability in a scientific and technical manner. It is not meant to apply measures of segregation or to limit participation. It is a mechanism for the internal and external integration of the organization. (See illustration 3, page 56). ◆

Illustration No. 3

HAGA-LUZ

Academic Management System

| Culture and science |
| As per actor specificity |
| According to circumstances take decisions to orient and/or re-orient processes |

Academic Dynamics

Efficiency

MANAGEMENT LOGICS

Social Effectiveness — Quality — Productive quality

ACADEMIC LOGICS

Efficacy

Management dynamics

| Order |
| Sequence |
| Continuity |
| Complimentarity |
| Flexibility |

Development of the educative organization - Social development
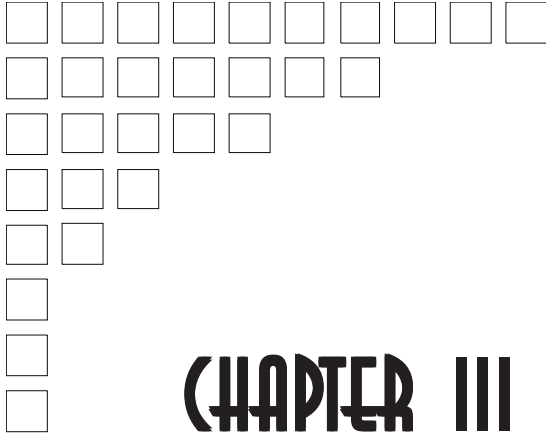
CHAPTER III

Crisis of the Venezuelan
Education system's
current organizational
paradigm

FROM THE POLITICAL-SOCIAL PARADIGM
TO THE ORGANIZATIONAL PARADIGM

The application of the political-social paradigm brought forth the acceptance and instrumentation of the bureaucratic, centralized, systemic, cybernetic or functional linear organizational paradigm that is proper to modernity.

The logical fundamentals of the latter are very simple:

1. A constitutive group of the organization.
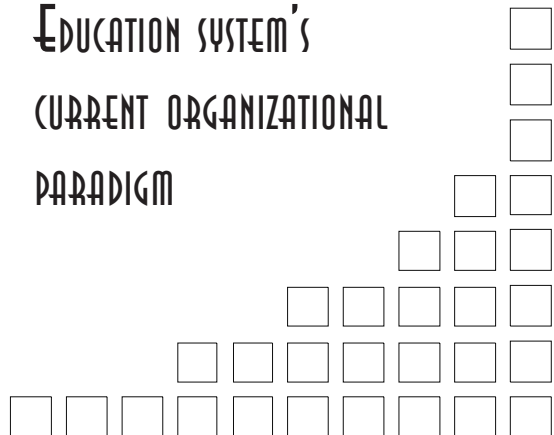
2. Conforms a directive committee.

3. From here, the following categories are constituted:

   a. Divisions
   b. Sections
   c. Departments
   d. Units

4. The personnel are later recruited according to the function they will perform.

The vertical and relational structure (line of command) of an organization is expressed in an organization chart. In this illustration, the dependencies will have a higher or lower rank according to the location (superior, middle or lower) they have in the organization chart. The higher ranked dependencies (those at the organization's summit) have the power for strategic decision (they decide on the future development of the institution). Lower ranked dependencies are in charge of the tactic or operative execution of the decisions. Within this structure there is s superior will to which all owe obedience. Likewise, all is calculated, planned or foreseen according to the directive committees will (a sort of previous messianic designation).

Illustration No. 4

Master Organization Flow Chart
of the Zulia State University


```
┌─────────────────────┐
│ University Assembly  │
└─────────────────────┘

┌─────────────────────┐        ┌──────────────┐
│  University Council  │        │  Council of  │
│  Rector / President  │        │   Appeals    │
└─────────────────────┘        └──────────────┘

Authority Delegates              Program & Budget
Commission                       Office

Electoral Commission             Budget Control
                                 Department

LegalDepartament                 University General
                                 Planning Direction

Public Relation                  Physical Planning
Direction                        Direction

Educational Television           Medical-Dental
Center                           Services Unit

Academic          University      Administrative
Vice-Rector       Secretary       Vice-Rector

Scient. & Humanistic                    Financial Council
Development Council

Culture Direction    Culture        Administration
                     Commission     Direction

University Editorial                Personnel
                                    Direction

                     Teaching Direction   Computer Management
Student Social       and Secretariat      Direction
Protection Direction
                                    Infrastructure Inspection &
Sports Direction     Sports Commission  Maintenance direction

                                    Goods Administration
                                    Office

                     Faculties
```

| Medicine | Odontology | Architecture | Humanities & Education | Political & Juridical Sciences |

| Engineering | Agronomy | Economic & Social Sciences | Veterinary Sciences | Experimental Faculty of Science |

Joint Project
Coordination Unit

Hierarchic levels are not indicated.
— — — —   Coordination

This dominant organizational logic was assumed by the Venezuelan State (with some form variations) in all of its ministries, dependencies and institutes, including in the entities having to do with health and education.

First of all, the thesis that we will explain in this chapter is that the organizational paradigm herein treated impedes the development of the Venezuelan educational system at all the levels; second, this pattern produces perverse effects in the motivation, adaptation, socialization and behavior of all of the members of the organization, be they professors, students, employees, lay workers, even emotionally and physically affecting the educative authorities; and third, once the personnel has been affected an indefinite vicious cycle is created in which everything turn into an obstacle for everything, without this phenomenon being expressly conscious.

In such a context, any reform ends up reinforcing the model or is eliminated by it. The only way that academic change and innovation is possible (as we will later explain) is changing the logics of the organization and hence, the paradigm.

THE AUTONOMOUS UNIVERSITY ORGANIZATIONAL MODEL (Public State Universities)*

To demonstrate the exposed thesis, we will begin by analyzing the normative and empiric organizational model of the autonomous universities, specifically that of «La Universidad del Zulia» (*Zulia State University).

The LUZ Organization Manual was used for this purpose. [66]

The Organization's Master Flowchart

In illustration No. 4 (page 9 of the Organization Manual) we observe the vertical organizational structure of the university. It is a complex structure in all of its positions.

We observe that the maximum authority is concentrated in the University Council and the Rector-President; in a pyramid illustration they are located in the superior vertex or summit as indicated by some authors. The remaining instances being in the lower parts of the pyramid.

The flowchart indicates that the organization is lineal or functional and it is the same figure of the 99 remaining flowcharts of the manual in reference.

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66.   LA UNIVERSIDAD DEL ZULIA. University Council. Organization Manual. 1984.

Although the designer uses small letters that are not indicative of the hierarchic levels, in the introduction of the document he indicates that:

> The object of the manual is to show university integration in reason of the authority relationships established by the Law of Universities and the Resolutions issued by the University Council.[67]

This information is more than enough of a reason to analyze the L.U.Z. organizational structure.

L.U.Z. ORGANIZATION DYNAMICS

Legitimacy of the rectorate authorities

The four rectoral authorities (the Rector, the Academic Vice-Rector, the Administrative Vice-Rector and the Secretary), as well as the ten Deans, are respectively elected by the cloister (Professor and Student University Assembly), or by the Faculty Assemblies.

Having been elected by a qualified base of professors, students and graduates (see articles 25, 30 and 55 of the Law of Universities) they are legitimate representatives of the will of the community, the latter being the entity to obey and comply with. Two democratic principles are applied: electoral participation and representation.

The legitimacy of the authority or official gives credibility to his actions, since he has been elected by the majority or by consent of the university.

The authority, once elect rightfully, on the base of a political agreement of the members of the cloister or assembly, it becomes a normative authority, and it corresponds him, therefore, to exercise the position and the functions and corresponding attributions legally.

Also legitimate are all the members elected to the University Council, the Faculty Councils and School Councils.

Political participation is of vital importance at this level, moving the entire community to decide on the continuity of the style of government.

The problem of political participation is the monopoly of wills that join together with a political party or group of voters. Concient voting, and not the act of submitting a single vote, must be a democratic act. Politics is a process that must always be complied with. But it is fatal for political parties and the educative institution if used as a tool of restraint.

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67.   REPUBLIC OF VENEZUELA, UNIVERSIDAD DEL ZULIA. University Council. Organization Manual. p.3

The Rupture of the Organization's legitimacy

However, in the university, integral organization legitimacy is broken once the Rector designates, either by personal or group agreement, the directors of the central dependencies and the different University Council Work Committees.

Legitimacy is broken because the new directors were designated applying a mechanism different than that used to elect the rectorate authorities: they are appointed according at the Rector´s will. This does not correspond to the will of a base of individuals that participated in an electoral process; nor to organizational criterions.

This situation has a negative effect on the community, the directive board, still possessing sufficient credentials, does not represent general will, not even within the group to which the designated director belongs. Since there are a variety of groups and fractions, each one believes to have the best person to exert the post. Discontent makes its way through and the directors will find majority acceptance a hard thing to come by. Credibility in their actions is lost and this is a vital characteristic to exert a post.

The previous observation however has a social-political nature. Yet it gets complicated when we evaluate the degree of responsibility and obedience on behalf of the directors. These attend to the interests of the persons that designated them and not to the interests of the community of the dependence they were assigned to. A clear separation between the organization's base and super-structure occurs. Hence solid development plans or actions to optimize organizational efficiency are seldom proposed.

According to this, the second level of legitimacy, called by the author: legitimacy feedback, does not occur, since the higher levels do not create a direct link with the community. Decisions do not take the community into account, and only attend the needs of the commanding group. Legitimate authority exists no more and a normative or abiding authority is installed. Members of this normative authority become an elite within the university.

This situation also occurs in the Faculties, when the Deans name School Directors, Research Division Directors and Postgraduate Directors, etc.

If the mechanism used to elect for the Rector is legitimate, all other authorities must be elected by a similar process, or by indirect processes, such as: credential evaluation or proposed management program evaluation; they may be chosen by criteria dealing with accumulated experience and formation acquired through Academic Management or among a group of candidates which count with the previous requisites.

Power and legitimacy

The problem complicates when directors, lacking legitimacy, also lack strategic decision power. All functions become submitted to tactical (section oriented) and operative (direct plan execution).

In the case of Central Directors, all decisions are ultimately acknowledged either by the Rector or the Vice Rectors. Thus authoritarianism and centralism become dominant traits.

School Directors and directors of other Faculty dependences are not legitimate, and their decisions (if making them) are subject to approval on behalf of the Faculty Dean or Faculty Council.

They are not real directors, just supervisors that represent a superior power of decision. This is only one of the functions an Academic Manager must fulfill, as we will later explain.

Our Directors, not having strategic decision powers, eventually become dismotivated, since no matter what they do, superior instances will always end up having the final truth.

In regard to Department Chiefs, these do possess a degree of legitimacy upon achieving the post through a non-direct manner, through concourse. Yet they lack power, their decision's being subject to Faculty Council approval. Consequently, department meetings are not periodically held, nor are School Council meetings. And when they finally meet, they actually cannot decide anything.

Faculty Councils, specially the University Council, do have weekly sessions, since the Law has issued these entities with the power to take strategic decisions. Both being at the summit, and isolated from the base, become exposed to extra-institutional interests that determine the decisions they take. For example: political parties and groups impose their criteria. When this happens, the entire organizational structure crumbles.

Now, what would happen if all line managers, from the base, such as department chiefs and middle managers as well as Directors would have strategic decision taking power? Would this not change the direction of the path of the institution?

Rupture of the Command Unit

In practice, when an instance is only able to make partial or provisional decisions, or acts as a middleman for a final decision, the lower instances or members tend to rupture the command line due to personal or institutional necessity.

Explained: when we have a boss, of lets say department X, who cannot make a conclusive decision, and upon submitting the problem to the next immediately superior level of command and evidencing that it can neither give a definitive decision, yet the boss has an urgent need to legalize the decision that will solve his problem, then, he will take the ascending road within the organizational structure until encountering the authority who does have the power of decision to solve his need. When finding this way, he becomes a new superior boss. Now we end up with not one, but two or three superior bosses.

In this search, the informal system officials, understood as office politicians do their work; since they are basically extra-institutional bonded to the organization, they end up creating a parallel organization that imposes itself over the formal organization. They also personally bond those bosses requiring approval of previous decisions.

We have a non-integrated organization that tends to be inefficient. The command unit can only be maintained when counting with one specific boss.

In the case of the matrix structure (remembering that this structure has a horizontal, functional nature rather that a hierarchic or vertical nature), there are two bosses, both these are two officials that keep the command unit active, expressly designated for this purpose.

The case of the commissions

General Commissions or Faculty / School Commissions are other substructures that are parallel to the university. They constitute one of the means by which the command units are broken.

We do not know if these are normative or executive commissions, or both. For example: the Faculty Study Program Commission. Is it supposed to regulate or advise the Faculty Council or direct each School's study program process? The complexity of the matter is evident. Due to this reason, the commission end up not doing nothing, or simply, working with no effectiveness, since the members of the commission have no formation or resources to execute their job.

The commissions needed to resolve a very specific problem in a specific entity end up as permanent commissions. They turn into structures that are parallel to formal structure due to the fact that the latter is so ancient that it cannot respond to the needs of the faculty, and to solve this matter, the commissions are designated once every three years to board a specific problem. The designation itself consumes an enormous amount of human resources. Within the faculties, some eight or ten work commissions are formed, these are made up by a variety of members that reflect the broad amplitude of the new management; fifty, sixty or seventy professors are designated in these commissions.

A faculty with ten or twelve commissions represents another organization network that requires coordination and support. Not being foreseen as so in the law, they turn into parallel structures. This situation generates the problem not only of resource consumption, but it takes away functions, authority and power from the line managers. The systems users or operative dependencies, instead of consulting their immediate bosses, end up consulting the commissions. Hence the command unit is broken. As an example: a professor requiring a scholarship, knowing that this information is in the hands of the Head of the specific commission, and not in the hands of his own boss, and knowing that it is the former person, who must formally make the proposal to the Faculty Council, factually acknowledges as boss, the Head of the Scholarship Commission. Likewise we have the cases of location, study program, dedication changes, activity analysis, sabbatical years, etc.

When we take away the functions of the line managers, these will only be able to execute routine administrative and process functions and will not be able to truly manage a dependency.

For this reason, the formal or informal dispersion of functions impedes the integration of the key dependencies.

We must indicate that the idea is not to limit or frame the command units in a single plane. Professors and students may consult any command unit official. What we wish is to truly establish the command unit that does not exist precisely due to the fact that it has an out-phased organization structure incapable of perceiving the faculty's needs.

Rupture of the control channels

Due to the fact that the superior instances always have the last word when verifying the approval of a decision, it happens that the Rector, the Vice-Rectors and Deans do not only have the ultimate control of power and functions, but also the will of officials that are under their direct control.

The control channel will indicate a specific number of officials that will be needed by an authority for him to be able to execute his work in an efficient and effective manner. The control channel may be conformed by eight, ten or twelve executives if we refer to a maximum authority, or up to twenty if we are speaking of a line manager.

Gipson and other authors point out that in order to determine an optimum control team it will be necessary to consider, at least, seven factors:

1. Similarity of the functions.

2. Geographical proximity of subordinates.

3. Complexity of the functions.

4. Direction and control required by the subordinates.

5. Required coordination.

6. Importance, complexity and time schedule for planning.

7. Organizational assistance received by the supervisor.[68]

The authors mentioned also indicate that a control team may be enlarged or reduced according to the number of relationships generated by the number of subordinates. In this way, the larger the number of subordinates, the larger the number of relationships, since this relation increases in a geometric form.

Within an organization we have three types of relations:

1. Individual relations.

2. Direct group relations.

3. Crossed relations.[69]

If a manager has, let's say, 10 subordinates, up to 5.210 relations may be generated. This would complicate the chief's or director's effectiveness. Theoretically speaking, a tolerable limit of clerks should be established in order to guarantee efficiency.

In the case of universities, when the command unit in broken (by an immediately superior level within the flowchart is jumped) and the optimum number of clerks is not established and implemented, this implies the inevitable rupture of the control channel, since it is impossible to exert the direct supervision of so may clerks at the same time. When this principle is not applied, everyone begins to work in a non-coordinated manner. The

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68. GIPSON, James et al. Organizations, Behavior, Structure, Process. Mexico. 1979. p. 256.
69. Ibid. p. 253.

boss may also become accustomed to the routine of meetings, putting aside the mission that he should dedicate all his efforts to achieve.

Demonstrating the previous process, in charts 1 and 2 (pages 70 and 71) we can observe that each authority counts with a number of subordinates (clerks) exceeding the normal, We can conclude that it is technically and humanly impossible for a rectorate authority to effectively develop a strategic function with so may persons under his responsibility. This is why they never have time for nobody. Much less does he have time for something new.A Rector with 31 clerks at his charge cannot do anything. He is always in meetings, reading reports, deciding what has already been decided. He has no time to think, create, neither does he have time to develop an effective relation with the region and its' active entities. He becomes an official that directs his efforts to introspective tasks, when he should be active in the social-political mission of projecting the educative institution.

The excessive number of clerks and other irregularities detected are an expression of the norms actually in effect, and which must be complied with. These end up neutralizing the organization. The author calls this the phagocytosis syndrome. This is the property that an organization has to neutralize, frustrate or destroy all talents that may pretend to improve a structure that has been infected and petrified through time and customary habits.

Our norms become an obstacle, instead of serving as a guide they interfere with a smooth operation. In the university, there is no notion of the expiration limits of a norm. The latter are maintained and imposed on the will of those wanting to do a good job. Worst of all, they cannot be changed, unless we assume the most updated organizational approaches.

The existing organizational structure does not allow the development of management within the university. Much talent is lost in the routine of contingency of the crisis. Before we know it, the cycle is over, the term has come to an end, and everything is exactly as it was in the beginning. The effort made dissipated in time.

The role of the Central Councils and Coordinating Secretariats

There are no efficient links between the base and the summit of the academic pyramid.

To encounter this situation, the following entities have been proposed and actually formed: the Central Research Councils, Post-Graduate Councils, Pre-Graduate Councils, Guidance Councils, Self-Development Councils, among others.

These structures seem to speed process flow between the base and the superstructure. They serve to delegate authority -according to some directors- but upon a more detailed analysis we witness that these structures, instead of promoting academy development, only manage to act as a further obstacle. For example: the Central Post-Graduate Studies Council is coordinated by a professor has been hand chosen, thus the credibility of the post is under question. We already know that this is a political post. This Council has normative and executive competence, thus complicating the matter, because this takes away functions from the University Council and the Faculty Post-Graduate Divisions. The decision taking process is hence deviated to a strange instance, in where there is the participation of persons that lack an integral management perspective.

Whenever the Central Post-Graduate Study Council approves a post-graduate study course, the organizational structure becomes even more centralized. More power concentrates at the upper level. If it is true that they do manage to solve a technical problem, they also hinder the participation of the base of professors.

Now what would happen if we use this organizational substructure as an integration network to analyze and interchange experiences, results, or even as a learning mechanism?

The excessive length of the line of management or command

An extensive and long Chain of command (also called management or command line) is frequently woven between a Department and the University Council. This only becomes more complicated when the Central Councils are designated to interlace faculties and the maximum organism.

Example: When a Department or Post-Graduate Division approves a Master´s Degree program, a second approval is required from the Technical Council. Then it goes to the Faculty Council for a third approval, a fourth approval is required by the Central Post-Graduate Council. Finally, the University Council legally approves the Master´s Degree program, this representing a fifth instance.

As we can observe, four to five instances intervene in the process. Does this seem normal? And on the way up the ladder, the Director must justify and convince councilors that not being directly involved in academic matters (because the co-government entities have turned into political-administrative organisms), are not familiar with the project specialty of the Master´s Degree. This channel consumes the time, resources and

Chart No. 1

Rectorate authorities control channels

(in Rector's case)

Authorities	Subordinates	Total

NORMATIVE LINE

Rector	Academic Vice-Rector	1
	Administrative Vice-Rector	1
	Secretary	1
	Deans	10
	Professor representatives	5
	Student representatives	3
	Ministry of Education representatives	1
	Subtotal	22

EXECUTIVE LINE

	ElectoralCommission	1
	Legal Department	1
	Public Relations Department	1
	Programming and Budget Office	1
	Budget Control Department	1
	General Planning Direction	1
	Physical Planning Direction	1
	Educational TV	1
	Medical Dental Services Unit	1
	Subtotal	9
	Total	31

Source: Law of Universities, Art. 25, and LUZ Organization Manual.

Chart No. 2

Rectorate authorities control channels

(in case of the Vice-Rectors)

Authorities	Subordinates	Total
Academic Vice-Rector	By delegation of the University Council	1
	Income Commission	1
	Scholarship Commission	1
	Title Equivalence Commission	1
	Study Program Commission	1
	Teaching Formation Commission	1
	Teaching Calendar Commission	1
	Permanent	9
	Temporal	6
	Total 22	
Administrative Vice-Rector	By delegation of the Universitary Council	6
	Finance Commission	1
	Budget	1
	Dependencies under control	9
	Total 17	

Source: Law of Universities, Art. 25, and LUZ Organization Manual.

energy that the Director has available for exerting a true management process with high academic quality within the Post-Graduate Division. There is no time left for control processes, or adjustments. In this way, the post-graduate course instead of going through a further integration, will tend to disperse.

In the rise to the summit, the notion of urgency is lost. Treated as if it were a permit of some kind, Master's Degree projects remain on a desk until their turn comes. Optimum wait time for the project is exhausted, and when finally approved, we may find that:

1. The project has become extemporaneous.

2. Reality has changed. For example: the post-graduate course in question is then offered by other universities as well, or the theme has changed, or now targets another dimension not foreseen in the plan.

3. The directors have been changed.

The fact that the command chain is so long speaks of the complexity of the organization that does not adapt to academic dynamics. In this chain, nobody is directly linked to a specific reality. Likewise, said structure impedes the making of timely decisions, because the time intervals between these processes are too long.

Another technical implication of the current line management's negativity is that planning, in it's traditional sense, by need turns into a normative process. It is not strategic. It cannot change, according to upcoming needs; when a change or reform is required or suggested, it must go through the whole process again, and while this occurs, the need may no longer exist. This takes directors to prefer working formally with the same programs. When an innovation is required, in the best of cases, the problem is solved informally. Two plans becoming effective.

On the other hand, a social implication is added. The command line expresses a total distrust in the base, the middle and line managers. Distrust, produces dehumanization and disqualification, providing the main management with a doubtful image.

All this is a source of conflict and frustration. Participation is announced and called for, yet the decisions of the direct actors are not taken into account. Participation becomes nominal and unreal.

What would happen if the line of command was shorter? Would this not stimulate and give acknowledgment to the middle and line management positions? Would this not represent a strong motivation for these managers to become integrally dedicated to their functions?

If we would be able to visualize the current organization we would find that it does not have a pyramidal structure, but rather a cross structure. As a first instance we have a formal command line, followed by a number of commissions and central councils that should be in the consultancy line. The former should be in the vertical plane while the latter two should be assigned to the horizontal plane. This makes it impossible for the University to function. As long as the university continues using the exposed structural image, we can well state that the university is «crucified» in its own organizational structure.

Upon revising the command line, we must take a historical decision: we either maintain the centralist structure, proper of a past age and a depleted paradigm; or we constitute a new, dynamic, viable, humanized structure, proper to post-modernity where man is the center of the administration.

The discussion has not truly ended. Take a look at reality. When the command line is too long and heavy, informal groups become active to assist the approval of projects, programs and requirements. This indicates urgent motions.

Altering the agenda to give prior treatment to other points

The organizational structure being out-phased, forces the activation of the directive level to speed up processes despite of the organization.

When a directive does this, it becomes a benevolent authority. Both situations allow the infiltration of personal and political interests. And this is what we call «clientilism».

The case of the Technical Councils

Technical Councils lose legitimacy before a base of research scientists as of the moment that they are designated by the Faculty Councils; this turns Research Centers into linear or functional structures. They have an imposed command level, especially when the Director has also been «hand picked» by the Faculty Dean. The apparent power of the Technical Councils is centralized. The researchers have not participated in the selection of the command line.

Due to their illegitimacy and many times due to the fact that they are not acquainted with the nature of the center´s research processes or simply because they are not directly involved, these Councils do not play a strategic and/or normative role, and all becomes a mere formality.

When a middle authority is imposed, it ends up playing a supervision or surveillance role. It becomes a pair of eyes from above, the superior entities. This again produces distrust and the management potential of the base of researchers is unrecognized.

Finally, we have something curious: the author has observed some flowcharts that place the Technical Councils in the consultancy line and not in the command line. Hence, if this is the image appointed to the Technical Councils, then we do not really know if they have a normative, descriptive or executive function.

What then, must they do? Must they formulate and/or approve policies? Must they approve plans? Must they evaluate? We do not know.

What would happen if the Technical Councils were to be elected by the researchers themselves? Or if they were elected through a clear technical and scientific criteria based contest?

The case of Teaching Secretariats

To start off with, Teaching Secretariats lack legitimacy. The implications brought forth by this situation are known. Technically, these secretarial posts appear in the flowchart related with the School Director's consultancy line.

Generally, Teaching Secretariats are associated to the function of schedule planning, alumni attention, form classification, publication and filing, etc. In most cases we can see that they lack the logistic support they need to fulfill their functions, a matter that makes them lose their sense of direction.

On the other hand, we observe that in schools of massive enrollment with a very branched out study program, Teaching Secretariats practically become sub-directorates, specially due to the inefficiency of some departments not involved in the academic services management process. This situation creates uncertainty, when all responsibilities seem to be charged to the Teaching Secretariat. All problems are assigned to this instance. Uncertainty arises when the limits of each function have not been cleared. Contradictions occur between the Director and Teaching Secretaries, between the latter and the Department Chiefs. These clerks do not work under an integration scheme, most of all because the Teaching Secretary lacks power of decision, does not have voice or vote in School Councils. The Teaching Secretary acquires a dual function figure, «To do or not to do». It is curious that not having legitimacy or power, this post is assigned with a salary that is higher than that of Department Chiefs that are assigned to the command line.

These contradictions must be resolved.

The concentration of powers

In the practice, School Councils and Faculty Councils assume normative, strategic and executive functions, concentrating power in detriment of other instances. The functional competition is not defined or delimited between the different dependencies.

When an entity concentrates all the power (power which is only provisional in the middle level councils, because they do not have the final decision) it no longer has the availability of time to attend all points on its agenda. This delays approvals, and hence, the application of decisions, norms or petitions.

A Study Program project is treated the same way as a student's petition for coursing a subject in advance. School Councils, Faculty Councils and the University Council end up dealing with matters lacking an order of priority or plan. Up to 70% of the cases on the Council's agenda were represented by routine problems that could have been resolved by normal executive channels.

The concentration of power at co-government instances takes tactical and operative power away from Directors and Department Chiefs.

The only possibility for School Directors to legally convoke the Department Chiefs of their School is for a School Council meeting; in other words, at co-government level. The same occurs at Faculty level between Deans and Directors; and at University level, between the Rector and the Deans. We will deal with this point further ahead.

Not existing a clear separation between the powers, organizational functioning is once again obstructed and it turns the organization into a deficient and inhuman social body, all having to follow the rules imposed for the organizational game.

The cases of the Cabimas and Punto Fijo campuses

Before all, the author acknowledges that the creation and approval of the Cabimas and Punto Fijo campuses represent a true achievement and progress. But from a technical view, the regulations contained in this decision completely reproduce the same problems previously explained in the already existent organizational structure. It is a mirror image of that structure. The campus structure model is just as centralized and non-functional as the general structure model.

The regulations have been better worked out on the vertical level, but the academic functional level is absent.

It is impossible that the campuses may efficiently function within.

And the problem does not finish at this point. This even being tolerated if we think of it as a transition period. The gravest problem from the managerial point of view is that the campus project did not consider the useful lifespan of the study program plans they provide. There are no diagnostics of the needs of the affected sub-regions; neither is there the technical and economic viability to apply them.

The case of the Alternate Project for Superior Education

To stand up against the two models proposed by the acting governments to surrender university autonomy, LUZ made an effort to submit before Congress an alternate project.

From a normative and pedagogic focus, this naturally represents progress. But from the managerial dimension, it reproduces the centralist model of education. In this way, we have that the Schools are defined as operative units belonging to the Faculties. This conception implies, though not willingly, the acceptance of the vertical rationalist model of Education. And taking into account what we have already analyzed, more than favoring the model, this will cause even further delay to what we really want: excellence.

Hence, we propose the introduction to this project of organizational management approaches.

The problem of physical space organization

In addition to the social organization problem, the university must also cope with the physical space problem. There is no correspondence between these two aspects. The latter is not adapted to the former.

Physical space structure is inhospitable. All you can see is plain brick, spaces only apt for bureaucratic offices and classrooms. There is no place for recreation. No social halls for teachers and alumni. No consultancy offices. There is an inverted relation of space to individuals. Overcrowding in the Humanities Campus is a critical problem. What a contradiction.

There is no visual line of command, neither between the Deanships and Schools, nor between Directorships and Departments, Departments and Subjects and finally, between these and the classrooms. We encounter a major phenomenon of dispersion.

The absence of the visual command line impedes communication and a swift and simultaneous flow of information.

The absence of physical space order affects the current social organization, because the existence of immediately superior bosses no

longer makes sense. When we have a School Director that cannot see his Department Chiefs, because they are located at physically far distances, the higher officer loses authority due to his absence, and has difficulty coordinating the processes. If we talk of quality in the process itself, it is indispensable that all elements are involved organizationally and physically.

This problem may be solved in an extreme case if we counted with an integrated communications system, with messengers, telephones, computer terminals, etc. Unfortunately, our university does not count with this at a managerial and organizational level.

THE CRISIS OF THE ORGANIZATIONAL PARADIGM OF THE MINISTRY OF EDUCATION

The organization of the Ministry of Education* (see Illustration No. 5) is the same as the university's; obeying the same logic, but presenting larger problems.

All of its instances have been illegitimately constituted. All the way from the Minister of Education down to the last School Director, they have been «hand picked», by a personal or political criterion.

When there is no legitimacy, there is no sense of compromise with a project or community. Therefore, neither the Ministry nor any school can function effectively and efficiently.

The structure continues to be linear or functional, repeating the same problems encountered in the command unit, control channels, excessive length of command line, power centralization, etc. There is a clear separation between strategic and operative decisions, a matter that generates a large number of supervisors that do not have power of decision at local, district or zone level.

Neither the teacher nor the Principal do an efficient management job; there are only routine functions to be complied with. This has a negative motivational effect on teaching chores.

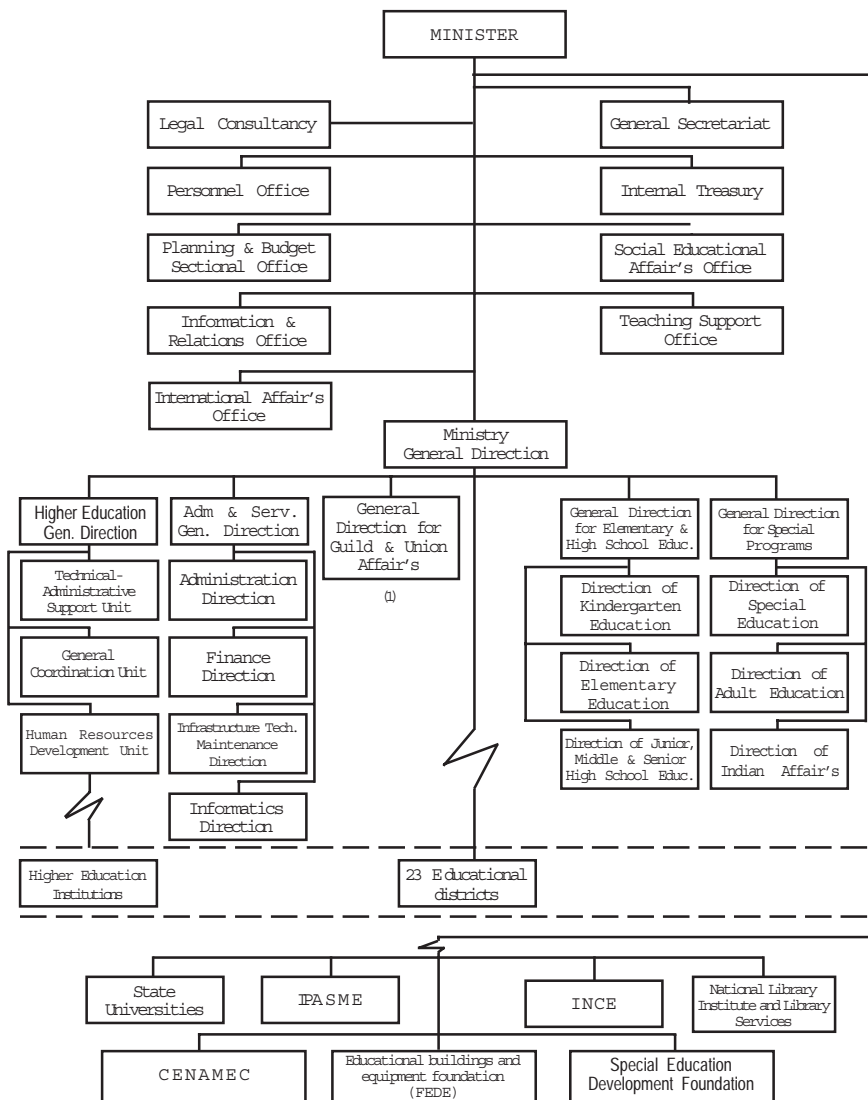## DESCENTRALIZING EDUCATION AND THE TRADITIONAL ORGANIZATIONAL PARADIGM

Educative decentralization implies the transfer of the responsibilities that have been traditionally centralized in the Ministry of Education. This is a vital step for the development of Venezuelan education.

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* The new structure implemented by the Ministry of Education, Culture and Sports has not been considered.

Illustration No. 5

MINISTRY OF EDUCATION
Structural Flowchart

MINISTER

Legal Consultancy

General Secretariat

Personnel Office

Internal Treasury

Planning & Budget Sectional Office

Social Educational Affair's Office

Information & Relations Office

Teaching Support Office

International Affair's Office

Ministry General Direction

Higher Education Gen. Direction

Adm & Serv. Gen. Direction

General Direction for Guild & Union Affair's (1)

General Direction for Elementary & High School Educ.

General Direction for Special Programs

Technical-Administrative Support Unit

Administration Direction

Direction of Kindergarten Education

Direction of Special Education

General Coordination Unit

Finance Direction

Direction of Elementary Education

Direction of Adult Education

Human Resources Development Unit

Infrastructure Tech. Maintenance Direction

Direction of Junior, Middle & Senior High School Educ.

Direction of Indian Affair's

Informatics Direction

Higher Education Institutions

23 Educational districts

State Universities

IPASME

INCE

National Library Institute and Library Services

CENAMEC

Educational buildings and equipment foundation (FEDE)

Special Education Development Foundation

(1) This office was created by Resolution No. 380 of date 07-27-84.

In the state of Zulia, we have an Educational Zone (governed by the Ministry of Education) and the Department of Education (a State dependency) each with its own structure and organization. Without analyzing the duality of simultaneous functions and the bureaucracy generated by both educational instances, from the managerial point of view we find that they reproduce the same organizational paradigm on a nationwide level. Isn't it surprising that still everything remains just the same? Both at macro and micro levels, nothing has changed.. According to this, there has been no decentralization but rather a redistribution of structures and functions, (See illustration No. 6) The structural design remains the same.

We substitute an authoritarian Education Minister that was personally designated by the President of the Republic or appointed by the reigning political party with an equally authoritarian Education Secretary appointed by our Governor in a similar manner. Our analysis indicates that at this level the problems are reproduced in a much more severe manner as we are not speaking of ten faculties as is the case of the university, in this case we are dealing with a complex number of districts, sections and schools of varying social, economic and cultural conditions.

We ask: How can education work with the same traditional model?

BALANCE: MODERNITY AND EDUCATIVE STRUCTURES

In conclusion we have that the organizational structure of the entire educative system is line- functional. Which are the philosophical, sociological and psychological principles that rule this structure?

The last instance parts from the premise that states that on one side we have the brains and on the other, the executors, such as the chiefs and middle clerks. This manner of attending the social relation gives the former elements the opportunity to exert coercive power upon the latter. It is an authoritarian, dictatorship or military type of structure. School never worked, nor will ever be able to work this way. Especially School - we emphasize this -. The School represents a social relation for learning, where the actors must come to agreements to achieve specific objectives. But these objectives cannot be achieved under the current relation of domination.

The brains that do the thinking

The logic of command-obedience is very easy to understand. The brains are behind the thinking and planning. These are educated, intelligent people. The subordinates, from the vice-ministers and national general directors

Illustration No. 6
Organizational Structure
Zulia State Education Department

- Assistant Secretary
- Organization Secretary
- Classification or Qualification Commission
- Organization Council
- Legal Consult Office
- Communication and Public Relations Office
- Education Research and Evaluation Center
- Public Library Network
- Zulian Center of Documental Inventory
- Administrative Division
- Extra-Scholar Education Division
- Pre-Scholar Education Division
- Personnel Division
- Technical Education Division
- Planning Division
- Social-Educational Div.
- Special Education Division
- Basic Education Division
- SCHOOLS

download the information to be executed. Subordinates must execute orders. These subordinates, sometimes, have the attribution to make decisions, but they cannot execute their decisions without approval from superior instances.

Between the Supreme Chief or Supreme Council and the base, there are a series of apparent or transit command structures. These transit structures have the function of merely supervising that the lower structure levels comply with the instructions or not.

Problems of work structure and divisions

The structures analyzed and the logic supporting these present several problems.

In the first place, work division has a specialized nature and is therefore isolated from the organizational context. Each person executes one function, one activity. The Director commands. The janitor takes care of the maintenance and cleaning chores. The secretary does his office. There are directive functions, formational functions, budget functions, among others. Fayol, one of the founders of Administration at the beginning of the 20th century, made a master exposition of these functions. Other authors, to fundament the strict division of work, indicate an analogy with the functions of the human body. The brain does the thinking and transmits nervous impulses. The extremities execute movement. The interrelation of the body's subsystems is understood. One subsystem takes care of the digestion, the other is in charge of circulation, etc. But these two conceptions, atomic and systemic are partially correct. Holistic theory, as the ultimate conception of the universe, has shown that if it is true that all things are integrated to the whole, each part reproduces the whole. The digestive system contains all other to function. The same reasoning must be applied to the organization. Each part is a whole and must live in the whole. According to this, specialization in education would not have sense, at least, as a lone organizational criterion.

Specialization in education is similar to an automotive assembly line; only there are no nuts and bolts, but human beings under formation.

The fact that a subordinate or employee is dedicated to only obeying or fulfilling a function, and not thinking, is to invalidate mans' cognitive potential, and the other qualities that he naturally possesses.

The philosophy of the incapable and distrust

The basic reason for the division of teaching work is the philosophy that man does not like to work and therefore he must not be trusted.

This logic is also easy to understand: if the educative chief maintains the teacher or professor doing a single chore, the latter will be easier to control, because he does not know what is happening in the rest of the institution.

It is sustained that the teacher belongs to the classroom; he is contracted for a days' tour to do his work in the classroom. And if we are speaking of superior education, the professor is contracted for several functions, but he is not supported; the general direction later sends him the program. A complete web of distrust is woven between the supreme head or boss and the last teacher by establishing zone, district, local and municipal chiefs, watchmen, middle directors, which must only certify if they are doing their job or not. This phenomenon also occurs in private education.

Bureaucracy is installed in a negative sense, thus paralyzing the system.

The uni-organizational man

Control, distrust, work divisions and the isolation of man in the process and between the structures turn the professor into a man with a single dimension, as said by German philosopher Herbert Marcuse, or more appropriately he becomes a uni-organizational or uni-functional man. When reducing himself to this situation, man becomes alienated, confiscated. This of course generates restlessness, demotivation; and impedes participation. Therefore, the employee will do his best to not comply with extreme cases of work, or he will do so inefficiently, or will do the work but without a relation of sense, or will form a syndicate that will only be active in claiming economic benefits.

Both in the cases of the state universities, and the Ministry of Education, when command lines become so vast, directors and clerks become anonymous to each other, and misunderstanding among them becomes the rule.

The individual making the decisions (based on the norms) is isolated from reality, and the executioner is isolated from the decisions.

Ultimately, none of them are involved. And when this happens it is impossible to fulfill the objectives, plans and processes. It is therefore

difficult to be efficient and effective in education. It is not an individual problem, but a structural one; it strikes the core, the paradigm of the organization.

Instrumental rationality and normative planning

Within education we find different worlds of perception. The rationalist world of those individuals who must make ultimate decisions, and the world of those who make assessments or must foresee what has to be done; and the world of those who must execute a decision, or of those who expect that their decisions are legitimate.

In the world of the directors there is only space for the calculation of actions or of desire. This is evident in the so-called normative planning systems, designed by the center of power. Here, participation is null or almost null.

A School Director can only obey and apply superior decisions. The function denies creativity. It is a routine, only needing to program the teaching schedules and distribute the loads. He does not have an option and must be active in the role of surveillance, when he believes he should, or simply, he does not do anything.

The central model fails because it cannot establish a true academic and human unity between directives, clerks and teachers or professors. This generates a separation of classes (privileged, prestigious posts), where cooperation is not possible.

The logic of submission may be coming to its end, especially because social reality is requiring participation in the resolution of problems.

The instrumental rationality that has defined Modernity, as explained by Habermas, [70] is perceived in the structure of the educative system.

The linear-functional structure has problems in the academic areas of educative institutions as well as in the study program, for example; likewise, at the level of research, planning, functional organization, control and evaluation. These dimensions will be explained in the following chapters.

When we analyze the organizational structure, we observe that it is lacking in a logics system capable of facilitating the implementation of efficient academic and management process.

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70.   See supra, Chapter I.

Management reorganization is a tool for confronting challenges

> The Venezuelan educative system has an urgent need to apply innovative academic management models, capable of substituting the current traditional model for a more effective one, contemplating continuous evaluation, in which teachers will never be able to hide behind the excuse of the elevated costs of living.

Professor Evaristo Mendez Quintero is coordinator of the Economy Faculty's Academic Management Program and author of the HAGA-LUZ System (initials in Spanish for Humanistic Academic Administration and Management System), a complete job dealing with all aspects and phenomena inherent to the Venezuelan educative process in general, and particularly to that o the state of Zulia. Through this job he has earned a most valuable qualification and has been promoted to the title of Chief Professor.

In this broad prospective, Professor Mendez Quintero who has been active dictating in an almost continuous manner the Educative Management workshops throughout the Educative District and the State Education Secretariat District, indicates some aspects that are worthy of highlighting in this job, as for example: the fact that 90% of Zulia state school principals are not qualified to exert directive functions; that the statewide grade point average in Zulia is 11 points (on a scale of 20; requiring 9 additional points for an excellent qualification, and 3 points to qualify as regular), and that the teacher's salary must be improved so their current income level does not limit them to a bare subsistence.

We came upon Sociologist Mendez Quintero when he was purchasing some ancient philosophy books and a text on management at Carlos Maglione's «Book Emporium» on Cecilio Acosta Street, Maracaibo. We asked his opinion on what he thought should be done to confront the state educational district's reality on behalf of the candidate that wins the run for State Governor. We must take into account that this problem has been Professor Mendez' main line of academic research for over ten years.

Mendez invited us to his home where surrounded by documents and illustrations treating the problem he begins by indicating the existence of a great paradox in our education: on one part, we have a low institutional performance at all educative levels, and at the same time, vast amounts of human resources, that play a role as main agents in this process (teachers, principals, students, etc.), are being sub utilized. This has a dramatically negative effect on education, and produces, for example, the very low student performance index of 11 point GPA, which has now been acknowledged at nationwide level.

Among the causes that Mendez explains for this situation, first of all we have the budget problem, which is still the most important aspect and even so, is submitted to constant reduction. Then we have the unlimited participation of guilds and syndicates, which concentrate all their efforts on the defense and improvement of economic and labor benefits for their affiliates but make no compromise when it comes to require that these affiliates guarantee and fulfill their professional development. Then we have the organization and management problem, where we find a practical military line functional structure, proper to very traditional organizations. This is expressed through the excessive centralization of power at the Ministry of Education and Educative District levels.

Mendez states that this implies that since the decision taking power is centralized in the Ministry of Education's planning centers, the roles played by principals and supervisors is merely a control function, following instruction packages sent from Caracas, without the participation of teachers, hence the creativity of the professionals is unappreciated and have no dialectic possibility to interact in their environment. This also elevates the processes costs, since there is no complete control as to the success of the measures in respect to the base, and, as an example, we have the school utensils list, which not only affect the family budget, but also the school budget, specially when particularly interesting processes are cut out, such as text book recycling and real direct actions, through the resource

and invention of pedagogic models and elements that may be applicable according to the specific reality and creativity level's of each scholar institute.

Mendez adds, that as a consequence, we have a traditional pedagogy, deprived of freedom and versatility at the teacher/student level. There is no possibility for innovations at the scholar base level, due to the fact that we are lacking in a specialized management with the preparation needed to direct our education. It is at this point that Mendez quotes that 90 percent of our school principals are not qualified for this post, and in consequence, the exercise of their office is reduced to control and supervision work, leaving aside other vital management processes, such as: planning, organization, direction and academic innovation.

To conclude, we have a system, an organizational management structure that is unable to cope with today's Venezuela, and that can be of very little aid before the retired economic and social development; schools require reorganization in order to encounter the challenge of social development.

A system that thinks

This is where Professor Mendez Quintero introduces his short and long term functional operating plans (Humanistic Academic Administration & Management System), applied to Venezuelan education, indicating that LUZ is in the capacity to offer efficacy, efficiency and social effectiveness, along with academic quality and productivity. In this sense he has designed interesting proposals: one, the management decentralization of schools, in where the principals are directly responsible for their school's academic performance, and second, the creation of a management technology containing the instruments and procedures for this new management, capable of providing the training of the academic directive staff personnel in short term.

He explained specific terms such as institutional control: the efficient direction of groups and holistic strategic planning, the alter understood not a cold structure, but a human one, where teacher's must be sufficiently motivated for the job, this requiring an analysis of the teachers needs.

At this point, Mendez indicated that teachers must have an appropriate social security service, reinforcing their role as makers of the history of our country, recovering the sense that the Greeks gave to this process under the name of paideia, or closer yet in time, the excellent legacy left to us through master Simon Rodriguez, of being a teacher, translator and transmitter of each students´ particular talent and potential, without forgetting collectivity as a direct product of this individual effort.

Yet considering the current social, economic and labor conditions of teachers, we must apply new formulas: we must provide teachers with an adequate salary, because as indicated by Mendez, a study carried out by the Economic Research Institute of the LUZ Economic and Social Sciences Faculty found that school teachers only earns enough money with their jobs to cover their actual subsistence. Considering this reality, it is very difficult to require the teacher with a better level of preparation while he hardly has enough resources to feed his family, much less to enrich his enthusiasm for knowledge, information, research; in short, his thorough and competent professional improvement.

Mendez Quintero also explained it is necessary to design a curriculum or study program that avoids encyclopaedism, which has so negatively impregnated our education and in where areas or subjects are dictated in an isolated form, mathematics being unlinked to language, the latter having nothing to do with biology, and this last subject taught without relating it to its sister subjects: geography and history.Through the new holistic study program, we center the alumni's potential development process and attitude, providing access to the primary sources of knowledge and wisdom.

(Interviewed by Panorama daily journal, Maracaibo, Novembee 20th 1993.)

Regional centralism is a new risk

Sociologist Mendez affirms that when the Education Districts and Education Secretariat Districts were constituted, the principles and fundamentals of the centralized education model were assumed as valid, this matter bringing immediate consequences, reproducing in a smaller scale the bureaucratic structure of the Central Government.

In order to coherently and effectively activate the integral educative process which has been implemented by the fusion of the two entities that have traditionally managed this sector of action in the State of Zulia, we must first obtain concrete answers to the structural problems that both organizations confront, otherwise, we would be promoting a regional (or state) centralism, that would break down the national decentralization process in short time. Professor Evaristo Mendez, an educational management specialist provides us with a broad focus on this matter.

The Professor of the Economic and Social Faculty acknowledges the transcendental step taken by Governess Lolita Aniyar-Castro when she designated Ixora Gomez as director for the integration process between the (National Ministry of Education's) Educative District and the (Zulia) State Education Secretariat, yet the ten fundamental problems stipulated by Professor Mendez needed to be immediately dealt with.

Upon comparing the flowcharts of the Ministry of Education, the Educative District and the State Education Secretariat District, we do not need much of an analytic effort to find that they are exactly the same. The organization was given the importance it deserved in the process of change, but the pedagogic conception prevailed, considering administration and logistics as secondary or auxiliary factors of the educative process, when compared to the study program. Both of these are fundamental factors for educative success.

Afterwards, the LUZ Academic Management Coordinator, affirmed that the regional (state) model is just as centralized as that applied in Caracas, and therefore «we have studied in detail these grave problems that if are not firmly confronted will continue liquidating any plan for advance, as was the Basic Education level; and at the same time will continue the merciless depletion of the human qualities of the directors themselves.

-And which are the problems you have indicated?

- The first problem is the excessive line of command between the Educative District Chief and the schools. With the line working as it is, it is impossible to solve any academic or logistic problem in a timely manner, even if it is a broken water pipe. The command structure, made up by a chain of clerks of variable ranks and responsibilities, does not have the capacity to resolve everyday school problems, thus the school is abandoned and not provided of protection by the multi-millionaire bureaucratic organization. From this first problem, three simultaneous problems shoot out bringing administrative chaos, turning education into a thriving media for the culture of any political bacteria or virus. The command unit is ruptured when principals or teachers, not finding support to their petitions, begin to climb the structure in quest of resolving their needs, until they finally come upon someone willing and having the power to help them. If they do not achieve anything, they will recur to the political parties or groups that prey about in the grounds of the Educative District and State Educative Secretariat District. On the other hand, decisions are not taken at base levels, power concentrates at the summit of the structure. This produces a rupture in the control unit. Our Chiefs and Secretaries must directly supervise over thirty persons, thus performance can be nothing else than mediocre. A team of more than ten persons under each head will only serve to steal the precious time this officer needs to think of ways to develop true educational strategies.

-And what later?

- The third problem, the excessive power in hands of the bosses, is now starting to be delegated to lateral levels, and not vertically, how it should be -technically speaking-. Therefore, a proliferation of offices and divisions begins. And in these offices and divisions, we have coordinators, assistants, supervisors, secretaries, etc., scattered in such a way that everyone considers themselves independent and more important than the others. In consequence, nobody does their job while the schools drown in their own problems and necessities.

The other problems are well detailed in the textbook titled «Academic Management» under publication by the LUZ Editorial Department (Ediluz). Her I focus these two organizations as twin dinosaurs that grow more and more, destroying every possibility they are offered for succeeding in the confrontation against the terrible crisis surrounding them.

(Interviewed by Panorama daily journal - Maracaibo, March 19th 1994.)
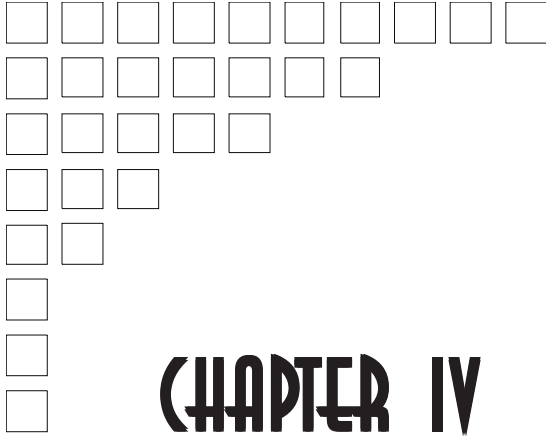
CHAPTER IV

Crisis of the
Management Models
Applied to the
Educative System
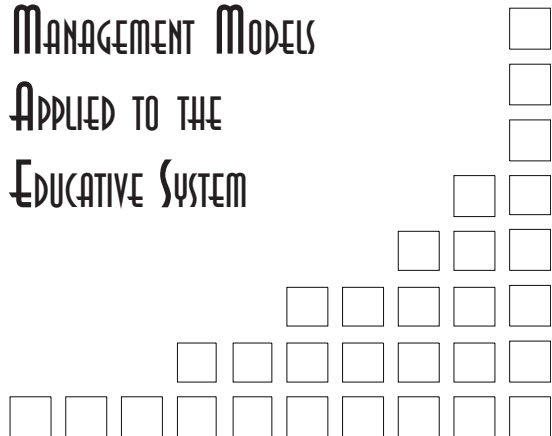
The organizational paradigm crisis is accompanied by the crisis in the way that the educative institution is directed. In our analysis we have detected at least two typologies of educative management models. The first refers to the absence of management in itself. The second refers to partial educative management models.

The first group comprehends those conceptions and university administration procedures that are determined by extra-institutional criteria.

The fact that there may be a management post within an organization's structure does not imply that the function of said post is representative of a scientific management; for the latter must at least guarantee the success of the organization. We can call these personnel Directors or Governors, but not Managers.

MODELS WITHOUT MANAGEMENT

Economic model

This model sustains that if we provide an educative institution with the necessary budget, it should render an optimum or maximum performance, and if this occurs, the results will be very rewarding.

As we observe in a one-way causal direction model. If we are lacking budget, there will be no operation, and hence, no performance. Before such a problem, a labor strike is a common option. The Government does not comply with its part. This conception denies that the institution has problems.

Resource models

We advance a little further into the previous conception when we affirm the thesis that high organizational performance is possible when the relevant organization is completely functional. An operation depends on the budget and on human, material and physical or environmental resources.

We advance to a multi-causal model, but provided with an equally atomic conception of reality. The sum of the factors gives us the product.

The previous model does not actually guarantee a high performance. There are universities that even when having the resources, encounter a critical academic situation.

Political models

This model's thesis is totally extra-institutional and joins with the two previously mentioned. It is a consequence of the form in which civil society has been functioning relevant to political society.[71]

It sustains that in Venezuela, universities have been able to function thanks to political intervention. But upon taking into consideration a simple political relation and institutional stability we find that the former has seriously affected the march of education, especially when pointing out these deviations; clientilism, labor strikes, etc.

Guild Model

Here it is stated that guild pressure is a determining factor for the operation and success of the university.

The guilds say that their struggle has won budget increases and labor stability. But from these statements to having a truly academic university there is a long road.

Functional Model

The functional model opposes the materialist, hedonist and structural positions of the previous models. It indicates that if everyone is fulfilling their functions, tasks and activities, the university will have a better overall operation, and therefore, an enhanced performance.

71.　　See supra, Chapter II.

This model is assumed by those directors that only have a perspective of surveillance towards education; quality is not important, what matters is for the teacher to arrive at the classroom on time and that he gives his class; strict permanence at the work place is of an utmost importance. This model has not given results worthy of mention.

Undetermined Model

In this model we cannot precise within the educative reality how the institution is directed.

This organizational and directive unbalance is unmanageable by the authorities. These do not know what must be done or what decisions to take. Functions are scattered throughout the structure, and the command levels are ruptured.

The system user loses motivation due to the lack of authority.

The following chart summarizes the exposed models. (See chart No. 3.)

Chart No. 3

Educational Management Models

A . NON-MANAGEMENT MODELS	1. Political Model:	Politics (Pol) is the determining factor of F =h R (?)
	2. Guild Model:	Guild pressures are the determining factor of F =h R (?)
	3. Economic based Model:	h Budget (B) gh Functioning (f) = h Results (R) (?)
	4. Resource Model:	hB + Hum. Res. + Mat. Res.+ Phys. Res.g F = h R (?)
	5. Functional Model:	If all fulfill their functions and activities g F = h R (?)
	6. Undeterminated Model:	No one knows who must take the decisions: (not here, over there) (?)

PARTIAL MODELS OF ACADEMIC MANAGEMENT

In the partial academic management models the action of the directives is expressed through the manner in which they direct the institution. Yet they do so without inserting themselves in the organization structure. Most of these models have a personal, self-willed and circumstantial nature.

Management understood as a processing agency

We have taken this term from the similarity that this form of management shares with a driver's license processing agency, so common in our country.

Just as the processing agent takes care of processing all his clients' needs, some educative authorities act in the same way.

They consider their only function to be the processing of the approval of a plan or petition coming from a superior level. They are practically well paid, high status messengers. The following expressions often accompany this perspective: «Don't worry, I'll take care of everything» or «Your matter is already approved».

These are empty directors, without academic contents. The matter is not important, only the process required.

They believe that the university will render an elevated performance because they do things this way.

Along with the processing agent, we have the «file or communications signer». Concentrating so many functions, these clerks spend most of their «useful» time signing and validating documents or already taken decisions.

Let's take for example the case of a university transfer. A rather cumbersome process when viewed from both the upstream and downstream lines. The student files his petition to the Academic Vice-Rectorate. The relevant clerk issues the communication and the

Vice-Rector signs it and sends it to the Faculty Dean. The Dean writes a letter and sends it to the School Director. This last official sends another communication to the Transfer Committee. Then the return circuit begins until the documents arrive back at the Vice-Rector's desk where he will finally sign the transfer.

Graduation files must also be signed, starting with the Teaching Secretary until arriving at the LUZ Rector's office, passing by the Faculty Dean, the School Director, the Studies Control Chief, the Teaching Director (who as a fact is ascribed to the University Secretariat Office instead of the Academic Vice-Rectorate) and the University Secretary.

Likewise, scholarships, sabbatical years, permits, resolutions, etc. all contain these processes that consume an authority's useful time and creativity, without providing any benefits; moreover turning the university into a deficient institution.

Management as a personalized centralism

It is incredible to observe how within an autonomous institution it is possible to synthesize the same values (or anti-values) of the authoritarianism or presidentialism existent at central Government level. It is thought that unless the Rector has been informed or has decided on a matter, the latter has no value. This is a bilateral expression of culture, occurring both in the authority, as in the general community.

It is believed that thanks to the Rector or Dean, the University can have an efficient operation. This is a partial model because it does not recognize the importance of the middle and line management.

During campaigns for rector elections, the idea of a messianic rector is transmitted. He has come to solve all problems, the same happens when there are labor and student conflicts.

If the Rector solves the problem, then he is a good Rector, if not, he is the worst of all. A culture and willful practice like this will never develop the university. How much time would it take?

Management as a figure of prestige

A deviation of the previous pattern is to understand management as the maximum expression of prestige within the university.A medal is first granted to an authority than to an investigator that has spent a lifetime producing knowledge.

Many professors, when occupying a position of formal authority, believe to have achieved the summit, and think they deserve homage from the community.They forget their work mates. Some even never return to work to their faculty, school or department again.

They believe to have been freed. The position represents a compensation for their educational work. Their egocentricity makes them forget that they owe their selves to the community.

Management as a main event figure

We have made a quote on the habit of inaugurating all university acts with the presence of the Rector or the Dean. In this way we believe that the event has a greater value and prestige. But this has been distorted.

Generally, the inauguration and/or closure of an act are more of a formal protocol than something of substantial contents. A speech and pictures for the press covers about all. Nevertheless, the authority does not become involved, most likely he will leave, adducing that he has other commitments. These situations represent a loss of time both for the authority and for the actual realization of the event.

The authority usually appears as an entertainer before the public, making a speech abundant in technical language which everyone assumes written by an expert.

Wouldn't it be better for the School or Institute Directors to inaugurate, conduct and close down the acts under their competence, and that they invite the maximum authority for acts of international or national relevance?

Management as an administrating authority of a crisis and/or contingency.

This model arises as consequence of the uselessness of the current organizational structure, being archaic and non-functional. Lacking as it is of managerial and academic logical processes, contingent situations and crises become imposed over the normal march of the university.

The authorities can only try to keep up with the crisis, implementing short term «bandages».

The authorities have not finished solving a contingency, for example, a lay worker's strike, when the Professor's Guild and Employee Syndicates are declaring their own strikes.

A model like this takes us nowhere, and solves nothing. When the situation is not responsive, the situation may become despairing for the authority. I would think that there are days when the invested individual would like to be able to pull time towards himself and finish his term, if he does not get ill or die before doing so.

Management as a policy, process and resource

This model is the most similar to an authentic academic management. The political factor is acknowledged, but is reduced to the management, processing or distribution of functions. It is believed that in this way it will increase institutional performance. Notwithstanding, reality has demonstrated otherwise.

In conclusion, all models explained herein have a style of management that does not take into account the processing nature of the organization. In this way we have that one of its major faults is that when oriented, either through experience or by the norms, it is impossible to ponder or assess the results. We cannot know if the process favors internal or external development. There is no feedback.

In the following chart we show a briefing of the explained models (See chart no. 4).

Chapter 9 will explain the management model according with the proposed HAGA-LUZ system. ◆

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                        Chart No. 4

                 Educative management models

                         (continued)


                 1. Management: as administration of authority
                    (processing, approval)    g F = h  R (?)

                 2. Management: maximum decision taking authority
                    (centralized personalized) g F = h R (?)

 B. Partial      3. Management: Figure of prestige and hence, superior
    management       to others (?)
    models
                 4. Management: Principal and indispensable figure for
                    opening / closing acts g F = h R (?)

                 5. Management: Authority that administrates the crisis
                    and/or circumstance.

                 6. Management: Policies (Administration + Resources)
                    g F = h R (?)
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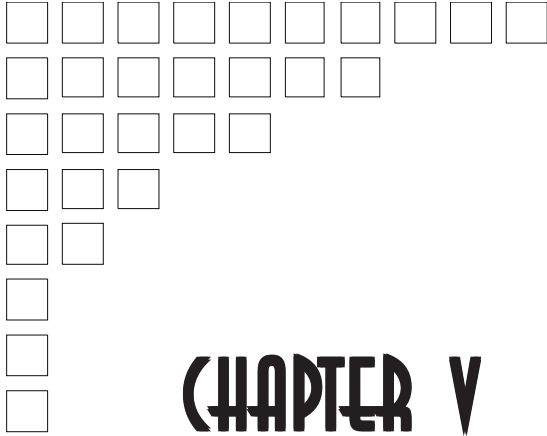
CHAPTER V

A criticism to the
Human Resources
Direction

(the professors´ case)
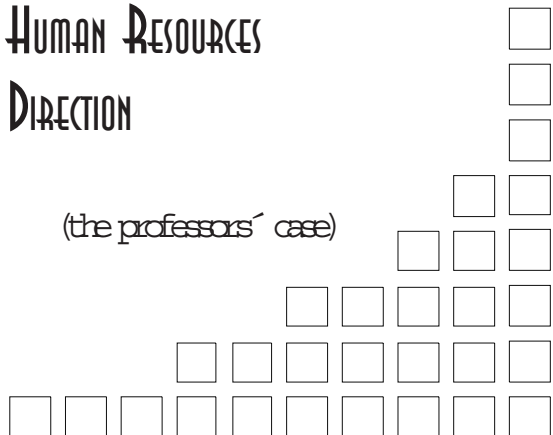
N ow that we have explained current management models, we will proceed to study the subjective dimension of management.

We should understand this dimension as the perception that the different actors of an organization (directors or employees) have in respect to their selves (self-esteem), in respect to others (collaboration, friendships, opponents) and regarding their mutual relationship with the organization.

According to the perception that a person has of her self and the environment, adaptation and pro-activity may be favorable or unfavorable. If favorable, the actor has a highly motivated sense of life and is in the condition of giving all that is required from him and more.

The source of this perception may be a solid previous formation or a product of the conditions offered by the institution he works in. There is dialectic, a dual direction: individual - organization or better said, work-management-organization.

Rationality is never linear, unique. It is always accompanied by values that man has forged throughout his existence.

The rationality applied when defining a post or position that belongs to the organizational structure is mixed with the subjective perception, feelings, emotions, attitudes and values of the person executing the functions. Definitely, within an organization we find a fusion of teleological y and axiological processes.

To fulfill a task one must not only have thorough skills. It is necessary to have willpower and compromise, as well as an adequate perception of the task. It must have a special meaning for the actor.

This dimension has been poorly taken care of in educative institutions. Nothing is consciously or expressly done to confront this. All is left at random.

The management must board this subjective area. We must acknowledge that man has his necessities, problems and goals. To understand these needs and to assist in channeling these from within the organization are important tasks that must be assumed by a manager in his role as a leader; a Chief or Director must be skilled in the practices of leadership.

To be a leader means to have the capacity for the individual and social integration of the people working inside the organization. A manager or leader understands that an administrative or organizational process is multiple, total and unique, having its own properties and traits. Herein we find the interlacing cultures and perspectives of the employees and the leader his self.

A leader must balance and help the organization and its' employees so that everything runs as smoothly as possible. He constitutes a bonding link between the employee and the organization, in a way that if the Director is not skilled enough to board the problem under these terms, the organization will deviate and natural conflicts begin to grow before the official's incapability.

Until March 1991, 87 percent of all academic directors were lacking a formation in management. As of then, the Humanities and Education Faculty and later, the Economic and Social Sciences Faculty have made major efforts in overcoming this situation, through the Academic Management Workshops. Additionally, the Enterprise Research center has given courses dealing with quality and productivity. The Rectorate authorities have also promoted courses of this nature.

SITUATION OF TEACHING AND RESEARCH PERSONNEL IN LUZ

In the absence of a more updated organization and a qualified leadership, the administration of human resources represents a problem in the sense that it has not been able to achieve a true integration and adaptation of these resources to the university organization, and as a consequence we have a poor performance and loss of motivation in the academy, and in the institution itself. We will demonstrate this statement in respect to the teaching and research personnel.

Selection and Admission

Formally, after 10 years, the university began to normalize the admission of some 300 or 400 contracted professors. Indeed, a very important step. Selection is normally made by contest, but still it is done only taking academic capability into account. A personality evaluation is not considered. Nor is the professor's career within the institution planned.

While the admission process is formalized, inclusion in the payroll takes 6 to 8 months, this constituting a vital problem for the professor since he needs to be paid in order to heal his necessities.

On the other hand, the admission and retirement of the personnel constitutes another problem of unbalance that generates internal conflicts.

Job distribution

There are job distribution problems. There are no homogeneous and systematic approaches to board this sub-area. On one side, the concept between a Teacher-Professor and a Research-Professor is an open discussion throughout the university, except in the Faculty of Science. The former, being basically dedicated to imparting classes, must cover a schedule that many times has a negative effect against his formation and against the institution itself. If he is an exclusively dedicated professor, he must cover 12 to 16 hours of classes. Meanwhile, the research professor must only dedicate up to 6 hours of classes and the remaining time is dedicated to his research. The contradiction is rooted in the fact that the separation of teaching from research denaturalizes the essence of the university, to produce knowledge. A teacher condemned to a classroom produces nothing, turns stagnant, and his subject makes no progress.

An excessive and continuous teaching load consumes time and effort and does not improve the quality of education and scientific research.

Under a personal focus, this separation may favor the research scientist. His work, captured in a document, serves well to justify his activities at the research institute, while serving as a postgraduate or level thesis to climb within the university rank system. The teachers' work, forming alumni, is not taken into consideration for purposes of promotion. Neither can he justify his job in this way, for only the effectively dictated class hours are accounted. Performance, for better or for worse, is not affected.

Teaching and research or another university activity should be combined in a balanced manner through a new profile design.

The distribution problem gets worse when we the teaching load is analyzed in a more precise way.The only reference for load distribution is the class hour schedule agreed with the Zulia University Professors Association (Spanish initials, APUZ). May times this agreement has been considered unfair because it does not consider other parameters. For example: The number of students per professor, per course, per subject, etc.

It is not the same for a teacher to have 15 students per class, and another to have 80 students per class, even if they have the same teaching load. This only gets worse in schools of massive enrollment.

Another distribution problem is the class time schedule. Some professors impart classes by day, others by night, others during both shifts and always. This creates a problem. A professor may feel that he is not being fairly treated and may immediately suffer a lack of motivation and adaptation.

Formation

Scientific and pedagogic formation is another problem. It is true that the university has human resource formation policies: national or international scholarships, sabbatical years, etc. Bit this sub-area does not have an efficient management. If the professor does not himself seek the information and execute the diverse processes, he will never have the opportunity for further formation. The Faculty of Engineering is an exception.

Between politics and practice nothing is systematic. Formation is no longer an institutional problem. It is a personal problem. Limitations to professor formation have been imposed in recent years, such as those stating that s professor does not qualify for a scholarship unless his promotion jobs are within schedule, unless he has a substitute, even if this is resolved at times by applying minimum loads or receiving an authorization for coursing studies; in some cases it is exhausting on the professor, in the sense that in addition to his teaching responsibilities and daily work, he must now course a post-graduate program which is usually a night time activity.This affects his physical, mental, emotional and family health.

In some cases the situation becomes more complicated when his study schedule conflicts with his teaching activities.

Another formation problem is that only the study time schedule is acknowledged and not the time required for professional apprenticeship practices or other means he may require to achieve his objective.

Personnel rotation

Another problem is the personnel rotation sub-area. The selection of teaching personnel is done on basis of a one subject approach, and not on basis of a study program hub, as it should be.

Current selection criteria respond to a primitive conception of human resource administration, it is atomist and specialist limiting the creative potential development of the teacher when confining him to a single job, activity or subject. Therefore, rotation is almost null or very low. It is not integral.

The professor is submitted to a routine, and if he does not have the self-initiative to require his assignment to another subject, he may be teaching the same one throughout his 25 service years.

Routine kills a teacher. A teacher requires a vision of the entire educative organization. Otherwise, he will be constantly submitted to a process of de-motivation.

Horizontal rotation (from subject to subject of a same hub), vertical rotation (from a subject of one hub to that of a different hub), and functional rotation (from the teaching activity to a different activity such as research) are non-existent. Neither is there a normative rotation (between administrative positions), which is very limited.

The lack of rotation may contribute to organization instability due to the fact that a missing resource cannot be immediately substituted. During this period administrative (efficiency is hindered) and social (guild strikes) conflicts will appear.

Performance and productivity

The university also lacks an effective conception and practice in respect to teacher performance and productivity. The fact that a teacher works normally or intensively compared to another that does not to so, dos not mean a thing. This brings forth potential unexpressed problems and conflicts between the hard working personnel and the easy-going workmates.

There are no optimum performance standards. Each day, the formal criterion tends to the minimum scores. For example: number of classes dictated, but without considering the scores obtained. Or, the number of jobs required for promotion, even if having no application, from where the following problem area arises.

Recognition and promotion

Within the context of the administrative cycle there are no effective recognition and promotion policies. At economic level, there are no salary raise offers from the authorities. Only the guild syndicates struggle for salary improvements of personnel that want to give more, professionally speaking, but cannot do so due to the limitations imposed by the organization itself.

There are awards, such as the Jesus Enrique Lossada Award (founding Rector of LUZ) in its three degrees. But then, this award is granted by the University Council, a body that is not directly related with teachers. The acknowledgement is made out of the personnel's immediate working environ and usually in an extemporary manner.The same thing happens with the recognition diplomas awarded by the Faculties for «X» years of service.

In respect to promotion, the only way up is through a promotion job. The latter representing a heavy economic burden for the teacher, who must finance the job, purchasing textbooks, having the job typed, edited and published by his own financial means.

The promotion job must not only concern the professor, it should also concern the educative institution, the latter renewing itself and growing through the teacher. Only researchers have institutional financial support for their jobs, which is a disadvantage for those professors jailed by their class schedules.

Support services

On the other hand, we count with precarious academic and administrative support services.

Library text sources are out dated. This has a negative impact on intellectual competence, this filed is measured in months time. Our sources are extremely obsolete.

Neither do we count with auxiliary personnel support, which is indispensable for teaching work.

Most professors do not have their own work offices. If they do, it is usually congested due to the little availability of space; classrooms take up most of the space. There are no places for having a meeting with students, no recreation space, no appropriate coffee lounges, nor conditioned garden areas to enjoy.

As to health services, home opportunities and general social welfare, we can say that these are fair, but these are products of guild struggles, and did not arise as spontaneous official policies.

Work motivation, satisfaction and adaptation

It is then evident, that a system capable of integrating and coordinating the teaching personnel, their tasks and their working environment does not exist; there is no relation between the university's elevated mission and its personnel. We can conclude that an efficient and effective human resources direction does not exist; nor an integration of human relations which are inherent to the work process itself. If this would be as required, the organization would be a source of motivation in itself. In relation to this, we will show a case study that investigates the teaching personnel's motivational problem.

Motivational work (case study)

In order to study this area we designed an inquiry following the theory of Abraham Maslow.[72] This theory is justified due to its holistic-humanistic vision of man. The author acknowledges that new and interesting theories have been hypothesized relevant to this theme, but none of them is as well founded as Maslow's; we have used the classification (but not the hierarchic levels) of needs proposed by said author: physiological needs, security needs, affiliation needs, need for esteem and self-realization.

The collaborations made by Herzberg, Porter, Vroum and McClelland, highlight and compliment aspects originally indicated by Maslow.

The following description and analysis only take into account the context in which the instrument was applied; notwithstanding, the author sustains that similar situations occur throughout the institution.

Also, due to the sociologic and managerial nature of the work, the cases studied are experimental and anonymous, to safeguard the school and the opinion provided by the professor's enquired. In this sense, we will refer to the school as «X school».

The methodology began by selecting a sample representing 10 percent of the total professorship assigned to the school, this number resulting in 27 professors out of 270. We also selected a 10 percent sample from among the professor's teaching in each department. Ten students taking the class of Education Sociology at the LUZ School of Sociology were trained to administer the enquiry. The enquiry was made in April 2000.

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72. MASLOW, Abraham. Motivation and Personality. Madrid. Diaz de Santos. 1991.

Perception of the academic work

48 percent of the professors enquired think of their work as challenging or very challenging, another 48% consider their job neither challenging nor routine. These data reveal at first glance the heterogeneity of the group that work in the same area of knowledge. And even if it is not strange for this phenomenon to exist, a cause for worry is that 50% of the teachers feel that their job is neutral, a matter that denotes a lack of motivation in respect to the type of activity.

But, to what point may the job itself, in its substantial aspects, be considered as the source of the lack of motivation? Might the conditions under which the work is performed also have an effect? Let's review the results:

Logistical support

Only 11% of the professors indicated to receive a total logistic support in respect to their jobs.

41% expressed that they receive an average support, and the remaining 48% said that they get little or no support.

A professor needs logistical support to efficiently execute his job; especially when we speak of teaching: an appropriate office, blackboard, assistants, class helpers, secretaries and messengers.

Lack of support affects the quality of the work, and the professor, when feeling he has no support, necessarily becomes de-motivated.

Teaching is not a sole responsibility of the professor. Yet this is what it seems. The lack of support indicates that an efficient management system is inexistent.

Income

There are different opinions in respect to how far the professors' university income truly covers their needs. 11% states that it covers less than 50%; 63% affirmed that they managed to cover 51 to 85% of their needs; 22% manage to cover 86-99% and only 4% can take care of 100% of their needs.

This data reveals that salary is currently not much of an incentive for professors, especially because it seldom meets their basic necessities.

The intellectual work linked to the status of professorship merits a higher income, being that this status belongs to the middle class, their level of expenses tends to be beyond the basic necessities.

Salaries and special bonds are practically dedicated to cover the basic expenses, thus leaving professors in suspense as to how they will afford their so much deserved family vacations; not to mention the list of school books and utensils that their children will require when beginning their new school year, and which the university does not pay for, nor reimburse.

Security necessities

The illness becomes apparent when the analysis touches the affair of personal and labor security needs at work.

At a personal security level, only 26% state that they have all needs covered by the university. 59% manage an average cover,11% have little coverage and 4% state that they receive no coverage in respect to these necessities. It is a real cause of emotional illness and demotivation when a professor must run to a hospital in case of a health emergency and cannot figure out how he will pay for the expensive hospitalization, surgery or maternity services.

The professor's security system must be restructured parting from an agreement between the School of Medicine and public hospitals, in a way to lower costs both for the university as well as for the professor's. Or the university may build its own Clinical Hospital. An efficient preventive medicine program should also be proposed. There are many alternatives to manage this situation.

As to labor security needs, having to do with surveillance, protection of life at work, this is another problem. 45% indicated that the university does not cover or does very little to solve these necessities. 48% say that these needs are covered to an average extent. Internal and external instability as expressed in strikes, disturbances, vandalism, police bordering, shootings, may not physically affect the entire teaching community, but certainly pave the road for psychological effects of depression and despair.

Acknowledgment of educational work (social esteem)

Let us now focus a very important area: the world of social and personal relationships. These relationships have a negative or positive effect on behavior.The survey results are as follows:

Two types of relations are produced among professors: work relations and friendship relations. Only 15% expressed that the university authorities give total acknowledgment to their work as teachers. This is a dramatic figure considering that labor acknowledgment is a prime factor of motivation and permanence within an organization. This represents an indicator of excellence and acceptance on behalf of the group.

Chart No. 5

Motivation and necessities according to Maslow's model

Enquire summary (Percentage)

Physiological necessities

Additional income	4 (100%)	25 LUZ		74 Additional	
Salary coverage		22 (86-99%)	63 (5-85%)	11 (under 50%)	
Work Value	11 Very Challenging	37 Challenging	48 Neither challenging nor routine	0 Routine	4 Very Routine
Logistic Support	11 Totally	Medium	41 Little	26 Not covered	15
Personal and familiar Security necessities		26 Totally	59 Medium	11 Little	4 Not covered
Labor security necessities		7 Totally	48 Medium	26 little	19 Not covered

Social necessities and esteem

Institutional recognition		15 Total	33 Medium	45 little	7 Very little
Informal-personal recognition		37 Total	37 Medium	22 little	4 Very little
Friendship and solidarity		37 Total	45 Medium	11 little	7 Very little
Academic self-accomplishment		37 Self-accomplished	41 Medium	19 Neither much nor little	
Politics and Academy		40 Compatible		60 Non - compatible	

This is also a strong incentive to do things better during the next term.

But formal acknowledgement is also a need. Once again we find odd numbers. 37% indicate that their work is totally acknowledged, again, 37% indicate their work to be partially acknowledged. 22% refer little acknowledgment of their work and 4% say their work receives no acknowledgment on behalf of his work mates. The lack of recognition between work mates is a grave problem, not only on a personal level, but also from the organizational point of view. It reflets an egoist and individualist cultural environment. This is s product of our global society. But we must make an effort to break this scheme and constitute a more human, less technocratic one.

The isolation generated by specialization and the lacking of a coordinated management system do not permit the development of friendship and solidarity between work companions. This would be a different situation if we would only work and act as a team.

To the previous matter, we must add the problem of politics. 60% of the professor's enquired insisted that the way politics is carried out in the university is incompatible with the academy, while 40% did not agree with this statement. Opinion polarity expresses the current transition affecting our university that is shifting from an olden day model of social condition to a new one. In the past, political parties played an important role in university social and academic life. This is now changing and the future of the university is discussed at base levels.

Self Realization

We made a direct question: Do you feel that you have self-realized yourself from an academic point of view. The answers are compatible with the analysis we have been making.

Only 37% feel self-realized, while 41% indicate an average self-realization level. These numbers indicate that professors are in the middle of the road. Professors cannot deploy all their capabilities, though they give all their work to the university; still they do not feel a complete realization. There is no other explanation than the organization itself, being a social structure that does not care for the expectations of its personnel, not showing concern for paying a worthy salary, providing security, esteem or improving a teaching model that chains a professor to specialized areas (See Chart No.5).

CONFLICT, ORGANIZATION AND ACADEMIC MANAGEMENT

Management problems of structural nature as well as those relevant to objective and subjective dimensions necessarily create conflicts. And worst of all: the university is not prepared to provide a definite solution for these conflicts.

Our current conflicts have a cultural structure and perspective. They are a consequence of a social-academic paradigm that no longer responds to its own dynamics (like an old car that even after being overhauled, does not work). Any factor is an obstacle for the institutions' operation.

Problems are confronted with the same approaches used years ago, with a circumstantial and short-term focus. As soon as the authorities think a problem has been eradicated, it explodes violently back into the scene. These problems are indefinite of a periodic and cyclical nature that obey the same logic.

There are no substantial conflicts indicating something new; there are no paradigm confrontations; no encounters between one study program model and another.

When a new idea or project appears, the structure itself takes care of suffocating it. Delaying the discussion, approval, technical and logistical support to these innovations. A battling culture does not exist. It is not assumed as something natural within human relations. When a conflict arises from among the alumni, professor, employee or lay worker, it is seen as something strange, hazardous and surprising; the authorities assume a defensive position. The responsibility for something is always supposed to be bilateral. A culture of discussion, of sitting down to talk and resolve a problem, simply does not exist.

Conflicts are solved through other conflicts and other opponents. The authorities sometimes impose the law, norms, or the votes to end a conflict. The opponent expects to have his problem resolved, and if not, he will declare a strike, in this way paralyzing classes. Both the authority and the employee continue having a paternalist conception in respect to the ways to solve problems. «I have a problem - that he

must solve»...»that is not my problem, it is theirs».

University conflicts represent more of a problem in their evolution than in their origin or cause. The time between the appearance of a problem and its solution is very costly for the organization.

No longer do we know when a conflict is due to a fair social cause. Authentic problems are mixed up with absurd petitions. The problems become worse when national crisis factors begin to affect the institution: (the package, neo-liberalism, coups, corruption, the armed forces).

Everyday conflicts become interlaced, such as:

a. Professors' union strikes.

b. Employees' union strikes.

c. Lay workers' union strikes.

d. Strikes due to student transport, medial service, lunch hall service, because a class does not have a professor, because semester scores have not been posted, because the tuition increased, enrollments, summer courses.

A social organism, same as a biological one, cannot live for long with so much problems; each problem must be detected in a timely manner, and resolved in a structural form.

We also have problems of a political nature, these occur due to the excessive intervention of political parties within academic life in the university community.

All the previous problems are reflected in the attitude and behavior of the living actors of our university, and there is no urgent intention to solve or relieve these problems.

The everyday routine life of the university authorities, employees, workers and families involved becomes exhausting and stressing.

It is the author's opinion, that the professors working in this university are the heroes of a social and academic trauma that seems will never

end. They are heroes because even if they lack a structure that can support a true management, they do all in their possibilities to execute a project that is still a dream: Autonomy. Nevertheless, in the near future we will need to reformulate the structure so this dream does not end.

Strikes

We will now proceed to analyze the scope and meaning of strikes.

A strike is an extreme conflict through which a worker does not acknowledge the authorities governing the institution, taking the latter to a partial or total paralysis.

There are two types of strikes: 1) those attributed to the nature itself of the participants, and 2) those produced by the formal organization, or more specifically, the organization's management.

A strike that is produced due to a disagreement on behalf of the authorities in signing a new collective labor contract would belong to type no.1. The syndicates or the guild associations not being satisfied with the results to their proposal, interrupt the normal development of institutional routine. In this case, the strike has a classic sense, with historic significance. These strikes are normal and even necessary. Social classes or fractions of these, are struggling to overcome labor instability, to find balance. The Labor Law protects these strikes if these are produced after a lapse of 120 hours of unresolved conflict.

This type of strike, paralyzing education, is not properly encountered. The authorities call for awareness and historic responsibility.Then they take their time, sustaining that the unions ask for too much, that the university does not have the money, that such a contract cannot be subscribed, that the Government cannot afford the petition. Here we see the stupidities of university management. What approach can we implement to solve the reasons for a strike? These cannot be solved under the hedonist conception of man; they must be scientifically and humanly boarded. If there is inflation, if our living standards are being violent undermined, if our true salaries and nominal salaries are out of balance, we must jump ahead of these problems and find solutions.

As a last resource, the strike may be blamed on the union, but this is historically inevitable.

Management strikes (surprising?) happen when after a contract has been signed or negotiated, it is not fulfilled. And if it is not fulfilled it is due to the concept that is had of the university.

An academic, centralist and paternalist conception of management in which the authorities do not clearly define their position before the guild unions.

Generally, when it is known that a strike is imminent (assemblies, threats, guild bulletins, etc.), the authorities let time pass by before beginning to solve the problem. There are no invitations to meet and discuss, debts and tensions are accumulated, until the crisis explodes, paralysis.

In respect to the budget, until not being discussed by the university council, and expenses are actually delimited, and the possibilities to attend the requirements of each academic area are not covered, conflicts will not cease.

Expenses must be cut clean; there must be balance; the budget must not be primarily directed to a single area (for example, professor's payroll). The perspective must change.

On the other side, we have that our guilds have an economic conception of struggle and once the collective labor contract is executed, they only worry about payment, and academic compromise is left behind; even more, the guilds do not even assume a collective engagement with the university, as for example: assisting or monitoring the academic process, requiring the fulfillment of work quality standards, or attendance, they assume a «Pardon me, I did not understand» position. The guild must be fully participative, they must be co-lobbyers of a social engagement known as education.

The authorities are not in the condition to encounter and resolve conflicts, they generally do the opposite, not due to their incapability, but due to the lack of formation. The university is one of the few macro-

organizations that do not have an official formation program for its own managers. This is why we are offering as of 1991, the Academic Administration and Management Workshops. ◆
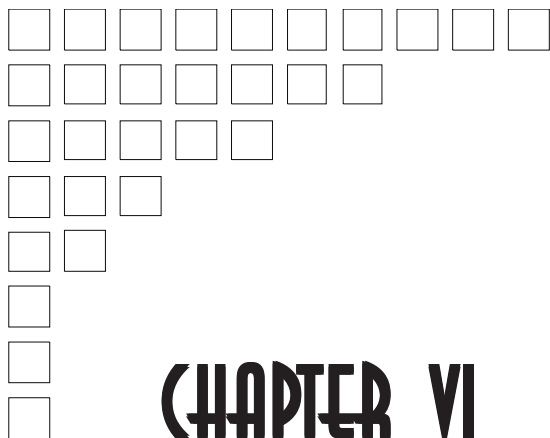
CHAPTER VI

The Problem of Research,
Planning, Control and
Evaluation in the University
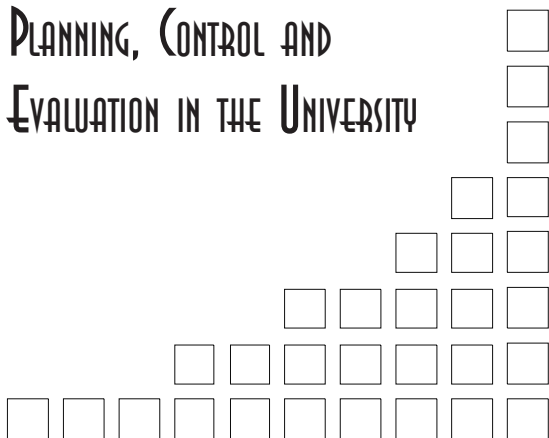
The theoretical or practical application of research, planning, control and evaluation is non-existent in Venezuelan educative institutions, yet these tools are indispensable for their development. If they do exist, they act separately, lacking the managerial criterions of integration and coordination.

MANAGEMENT RESEARCH

This administrative management sub-process does not exist. Continuous research is not made in respect to our educative reality, hence the plans and programs designed become obsolete, while new internal and external realities arise.

Sometimes, it may happen that the organization produces a research job, let's say, in the study program area: But then, due to its characteristics (to be immediately explained), it cannot be admitted in the administrative circuit.

In effect, they are very thick reports; this trait imposes more information on the educative system, and as proven, more information is equal to less information. In other words, such a job is not read by the decision taking bodies, mostly due to the already explained reason, that these bodies are separated from daily academic life.

Also, the information provided cannot be used because:

1. More time and resources are required to produce enough copies for each school or faculty counselor, etc. Usually, there is no budget for this.

2. Supposing that there are resources for publishing the material. Then the councils, before making a decision, will want to designate a special committee to study and give their opinion of the material according to their own criteria.

Chart No. 6

Zulia State University
Operational Structure Plan

N O R M A T I V E   P L A N

Program 01. Teaching

a. Pre-Graduate teaching.

– Enrollment.

– Teaching personnel. Number of teachers, totality of professors, Professor / Student relation, administrative personnel, total.

b. Auto-development activities.

c. Guidance activities.

d. Post-Graduate teaching:
    Enrollment, teaching personnel.

Program 02. Research

Research job execution, number of jobs, denomination, types of jobs, advance, financing, organisms, estimated costs, number of researchers.

Program 03. Extension

Extension activities, community oriented programs, consultancy and technical assistance, congresses and forums, publications and audio-visual documentaries, sports activities, incorporation and maintenance of athletes, clubs, cultural events.

Program 04. Social-Economic Protection

Program 05. Economic Services

Program 06. Administrative and Financial Services

Program 07. General Services

Program 08. Physical Plant and Equipment

Program 09. Finances

Program 10. Institutional Direction

It also happens that when previous information exists coming from a diagnostic or evaluative research job, the councils take a contrary decision, as if this previous research would not exist.

The problem gets worse when the proposal or report begins to flow throughout the entire command line. Its utility becomes null, because the councils are not involved in the academic process.

On the other side, there is no investment directed to management processes, such as institutional research and control. In this way, decisions are not based on certainty or probability, they are based on total uncertainty.

Our culture is still oral in regards to information matters. All calculations, all memory. In this way we will never have an efficient university.

PLANNING

Planning, understood as a management process, necessarily implies taking decisions in regards to the future of the organization.

Planning, supposes a philosophy that is defined by those who will direct the institution. They must decide what they wish to achieve, which is their mission, their policies, throughout a determined administrative period. They also must decide how, with what strategies and resources they will work out their commitment.

Unfortunately, planning is not properly executed in educative institutions, and when it is finally applied, it encounters many difficulties.

Operational Planning

LUZ has been making efforts to develop a planning system since 1977. On April 9th 1980 the Organic University Planning Regulations were approved. The General Direction of Planning, in charge of policy formulation and design, was created. And that was about it. The regulations were not incorporated to the dynamics of the Faculties, in spite of the effort made by the experts in executing this project. University structure impeded the development of this project.

Later, in 1987, an operational planning scheme was imposed on LUZ by the National University Planning Office. This scheme was based on ten programs as we can see in chart no. 6

The first difficulty with this proposal was that the operational plan was approved, without first approving a specific strategic plan or general plan for the specific university.

The second problem was that the plan had a highly quantitative scheme: enrollment, teaching personnel, number of research jobs, etc. It had a clear economy-efficient based conception. But the center of educative planning, as is the planning of the study program, was not considered. This accounted for a third problem. By that year, IUZ had built a tradition in said area, and the study program required at least, a partial evaluation, since the first programs of this nature had come into effect in 1984-85.

The fourth problem was the educative conception used based on the teaching program scheme; when being identified with pre-graduate and post-graduate studies, it leaves aside, at least, the bi-dimensional aspect of these, or said, as teaching-learning processes.

As the fifth problem we must mention not only the reduction of the university's complexity to ten programs, but also within these programs. For example, the teaching program was formed by four sub-programs, and substantial aspects such as professional practices and the knowledge area itself were left aside.

The sixth problem was the clear isolation of the programs, with no possibilities of integration.

By 1989 the operational planning model had been practically abandoned. Few authorities insisted on its application. They were never incorporated into the daily routines of the professor and student community.

Strategic planning

Foundation

The previous model was substituted by the Strategic Planning Model, designed by a group of experts of the General University Planning Direction (GUPD). This plan was presented to the university community precisely on the day of celebration of the IUZ Centennial Anniversary.

The plan theoretically constituted a substantial advance in academic life.

This plan (the blue book, as it was called) presents an updated foundation of the products that said planning method has provided, recalling the contributions of Carlos Matus, Julio Santos Corredor Ruiz and Hugo Moyer, among others.

At least six different elements are considered in strategic planning:

1. An initial situation (is).

2. An objective situation (os).

3. Non-routine unit-acts.

4. An actor.

5. Primary objectives.

6. Opponents.[73]

Additionally: the four stages of the planning process are shown:

1. Explainable momentum (M1).

2. Normative momentum (M2).

3. Strategic momentum (M3).

4. Operational-tactical momentum (M4).

The most important aspect of this proposal is that it overcomes the rigid and abstract scheme of normative planning, due to the fact that it is centered on the dynamics of reality.

Strategic planning:

... is a process through which an actor, in the presence of opponents, gains the capacity to intervene in order to achieve an objective situation (os), that is desired parting from the initial situation (is). [74]

In the case of superior education, the new model acknowledges the diversity of actors that do not have total power, having the need to share it.

Also, as indicated by the document quoted by the managers,

... situations, problems of different nature, intensity, magnitude and consequences must be permanently confronted.[75]

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73. GENERAL DIRECTION FOR UNIVERSITY PLANNING. ZULIA STATE UNIVERSITY.Towards an Institutional Strategic Development Plan. Maracaibo. Venezuela. 1991. p. 29.

74. Idem.

75. Ibid. p. 34

Therefore:

> ... these (situations, problems, etc.) must be confronted and decisions must
> be taken under the contingency, according to the information and analyses
> that the circumstances allow. [76]

Hence, the managers must be able to «identify and rigorously explain
today's problems, foresee potential problems and be prepared ahead
of time». [77]

Strategic planning structure at LUZ

Based on the previous considerations it was proposed that the
university plans were to be designed parting from eight problems of
priority, as observed in the following chart (chart no. 7)

Chart No. 7

Zulia State University
Strategic Planning problem structure

(1992-2002)

Main mid-term problems to aboard:

Problem No. 1.   Low student academic performance.

Problem No. 2.   Defficient university teacher formation and updating.

Problem No. 3.   Insufficient research development within the institution.

Problem No. 4.   A limited bond between the university and the
                     surrounding contexts.

Problem No. 5.   The university community's poor attitude towards the
                     planning system.

Problem No. 6.   Defficiencies in the budget formulation process.

Problem No. 7.   Absence of a coordinated university information
system.

Problem No. 8.   Lack of a coherent and systematic
                     maintenance and repair system of goods.

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76. Idem.
77. Idem.

A criticism to strategic planning

Criticizing the fundamentals

This model parts from the premise that reality always presents itself to an observer or actor as a problem. This premise is construed as «problem planning» or «critical knots» as they are also called.

The premise is partially valid, because this does not always happen. Reality's complexity and multi-dimensionality imply the existence of normal and also problematic situations, structural or contingent situations, routine or potential situations, hence, working uniquely with problems also implies to leave aside social diversity.

To base planning on eight problems means to reduce university dynamics, which the author has identified to be initially composed of at least 20 to 25 institutional development areas. But even when accepting reality as a problem, this reality would be different in each Faculty, School or Department. A problem in one of the instances may be completely different at another, in degree or intensity, or simply may not appear as a problem in another related dependency.

The planner, when reducing reality to eight problems, did not diagnose other realities which unattended turned into problems as grave as those detected. In this way, for example, the study was centered on academic problems and not on the labor requirements of professors, employees and lay workers. And when it was their turn to sign the new labor contract, they initiated labor conflicts and strikes. During the 1990-91 academic year, the guilds crossed their line and almost totally paralyzed the institution. One premise definitely has a greater value under situations of contingency than under structural situations.

What happens with planning that implies the decision on norms? How are non-problematic resources and areas to be treated? How will work procedures and methods be boarded?

Planning does not have the answers for these questions. It would have to be broadened.

Criticism to the implementation of strategic planning

At this level we will insist of the traditional organizational paradigm and its relation with planning.

The university incorporates planning as an organizational structure. The General Direction for University Planning is constituted at a central level and with offices at each Faculty. These depend on the Dean's Office (or the main executive line).

As explained in Chapter III, several organizational problems appear that negatively affect the university's academic process.

1. Important functions of the University Council are delegated on a consultancy structure. Among the consequences of this fact we have that both the University Council and the consultancy unit (General Planning Direction) are denaturalized when the former leaves to the latter those decisions regarding policies that afterwards will be approved by the University Council. The denaturalization occurs because by law, it is the University Council that has the power to take strategic decisions. When leaving these decisions to experts, the University Council turns itself into a processing, non-strategic organism

2. As a consultancy structure (see Article No. 1 of the Organic Planning Regulations) it breaks the command line, the command unit and the control channel, as explained in Chapter III.

3. When the University Council delegates the General Planning Direction the responsibility to elaborate the plans, projects and strategies, following the guidelines issued by the Rector's planning council (Article 30, Number 3 of quoted regulations), the university management once again assumes a centralist conception. Dependencies possessing proper characteristics are not considered and these cannot be submitted to the compliance of plans made by a central organism.

4. The General Planning Direction takes away function from the organizational structures that actually are in the command line and that possess the legal conditions required to direct the respective plans.

We are referring to the Academic and Administrative Vice- Rectorates.

The consequences of the previous practices are as follows:

1. Reduction of the Vice-Rectorates to the mere offices of the respective Vice-Rector.

2. Reduction of academic functions to mere surveillance functions.

3. An open opposition between the Vice-Rectorates and the GUPD, a matter that:

    a.   Will nullify both.

    b.   Will work in a parallel, non-coordinated manner.

    c.   Agreements between said structures, but broadening bureaucracy, and both losing efficiency.

CONTROL AND INSTITUTIONAL EVALUATION

The only control that is more or less applied with certain methodology in mind is the budget control. Anyhow, the latter is not used as input for feedback, to improve administrative quality, but rather as a requisite of the internal budget control office and the National General Control Office. There is no control or integral evaluation of the institution. The academic area is not directed from a managerial point of view.

It is impossible to make an evaluation if there is no regular planning done, if the organization is out-phased and the management models are personally oriented.

The rectorate authorities have decreed the evaluations. They even formed a Commission for the Academic and Administrative Reform of the Zulia State University (LUZ). This commission promoted projects. Started off an important movement with highly qualified professors. Nevertheless, time went by and no results were seen. No change strategies were established for the university community to accept the need of evaluation.

Technically speaking, these areas do not count with any logistic or human support, hence in the near future, we must begin by regulating the academic and administrative processes. ◆
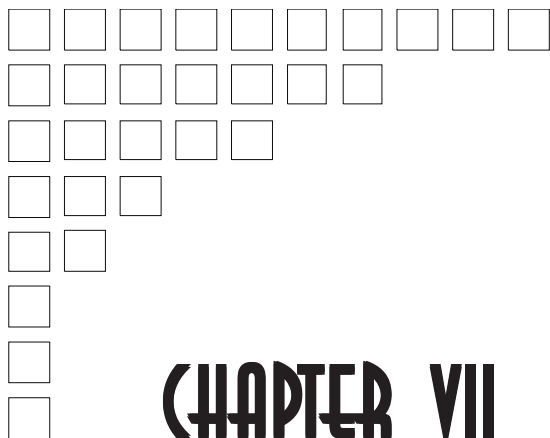
CHAPTER VII

A New Organizational
Paradigm for the
Venezuelan Educative
System
Fundamentals and
Structures
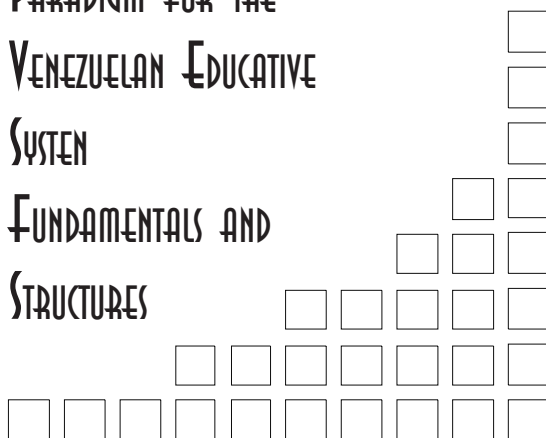
T his chapter explains the fundamentals of the new organizational paradigm proposed for the Venezuelan educative system, giving special emphasis to its application at the state university level.

The new paradigm, upon retaking the essence of post-modernity, is modeled until constituting a system which the author has called the Organic Humanistic Academic Administration and Management System, or simply the HAGA-LUZ system. (These initials standing for the Spanish «sistema Humanístico de Administración y Gerencia Académica de La Universidad del Zulia).

The term academic holo-management has also been applied due to the holistic or integrative nature of the proposed system. Also Humane-Management due to its focus o man as the central element of university administration.

Having made the proposal in its essence, or said: the fundamentals, purposes, objectives, structure, strategy and viability, we go on to other chapters, to the detailed exposition of the proposed structures, without leaving aside the problems currently in existence.

Principles of the new organizational paradigm

Before an organizational structure that is basically centralizing, authoritarian and paradoxically scattered and inefficient, we propose an academic, humanized, decentralized and integrated, efficacious, efficient and socially effective organizational structure.

To constitute this structure, we must begin by announcing and explaining the principles upon which it is supported:

Humanistic principle: Man as the central being of organizational development

Until now, development has been construed under the terms of structural development. At school level, development has been sought in teaching functions, in a huge study program, in science, in extension

research, and in the university in general. But we cannot acknowledge
that this development has a relation with the personal development of
teachers and alumni, employees and lay workers; at the most, their
development being a lateral outbranch of ideas or economic achievements.

Before this perspective, social development must be oriented to the
daily life of actors actually present in the educative institution.

Human development is important as a bio-psycho-social and ecological
state/process under permanent construction, where education has a sense
of direction for the lives of men, where reality's objectiveness has a relation
with subjective perception.

Human development means realization and happiness. It is the mutual
understanding among professors and students, employees and lay
workers. From here we have that each structure is understood as a dialogic
relation in where a man provisionally occupies a specific status (directive
position) and another man, a complimentary one (professor or student).

Human development must be directly related with the life quality of the
participants. This means a constant realization between man and his social
structures.

Realization implies the harmonious deployment of a being's innate virtues
and inner capabilities beyond his needs, problems and wishes through
the deployment of his potentials.

Due to its natural way of being, realization is equal to happiness. For
achieving purposes, goals, recognizing values such as the truth,
correctness, peace, love and non-violence, as says Master Sai Baba.

Until now, social-structural development seems only to value reason,
and he who has this reason through control mechanisms, will achieve
power and domination. And when this organization or person is questioned,
he will activate the principle of violence, opposition, insuperable
contradiction and eternal hatred. In this way, human development almost
managed to physically and mentally annihilate itself when using the atomic
bomb. This is why human development, parting from the premises of
post-modernity, accepted a shared, dialogic or communicative reason,
as Habermas explains to us. The individual being must understand that its
mission is to progress in a collective manner. That when confronting a
situation beyond daily routine, he must recur to his potentials and work out
a solution. Human development is oriented simultaneously to the individual
being, his self-realization, as Maslow says, but also to the social being seen
as a relation of comprehension, acknowledgment, help and cooperation.

The purpose is to develop both students and professors, and where the study program, plans, execution, control and evaluation are a result of previous agreements and not as impositions on both parties.

The humanistic principle overcomes the anonymous man and the structure-manager, warrant of norms. The human being becomes an important entity, where study and work not only represent a mean for physical biological reproduction, but also for human and professional realization. And likewise, work is considered vital for the organization and for the rest of the workmates.

In definitive, the organizational structure does not need to be improved in relation to its mechanical and financial operation, but for the improvement of human and scientific development of mankind.

Social development is simultaneously individual development. One along with the other, they are processes which we could fuse together, thus constituting an inner-outer development. Man himself and his structural expression.

Likewise, development must be focused both on the person as well as on the task and process of social interrelations that accompany the same.

These relations may be exposed, not on a flowchart, but rather in a kind of humanogram, where instead of charts, rectangles and arrows, we would find smiling faces of beings giving one another a hand to develop together and fulfill their own social mission.

Principle of experimentation and change

We have a university that rules itself by 20 to 30 year old norms. In their time, these norms should have represented agreements. But today they seem to be out of place to clerks, and may of them are obsolete. When such norms are currently complied with, they serve as an obstacle and hinder institutional development. In this way, we have that when the Rector convokes the University council for their weekly meeting on every Wednesday (as per the law), using the same criteria, instead of progressing, he regresses in time like flying on a normative boomerang back to the sixties. As long as the authorities guide themselves with the same organizational paradigm, the university of the past will become stronger, while the third millennium university will move further away. Yet it is fair to make clear that we have seen many an authority make all possible efforts to innovate the fundamental academic areas: teaching, research, extension, but when applying the current organizational model these areas become paralyzed. The directive system will never be able to work in such an inefficient and scattered structure as today's.

In order to actually enter the III millennium we must as of today live (and not only declare) experimentation so we can have access to new concepts and reject those that are now depleted.

This organizational principle is complimented by the onthologic principle stating that «all is permanently changing», «nothing is static». It is accepted that everyday there are new relations produced that overcome previous relations».   If this is so, the directing authorities and the base must seek mechanisms for the university to continuously re-adapt to its outer environment as well as its social, technical and political levels.

An organization is an expression of social relations produced in a determined space and time. If new relations appear (within norms and customs) these would need to be immediately substituted; or otherwise, permanent conflicts between the past and present would arise; conflicts between normative practice and reality. Between the structure-manager and the creative manager.This duality normally remains in an individuals mind, producing what psychologists call «cognitive disonance» . Daily routine eliminates the latter and reinforces the former. Changes have only been achieved when leaders have actually acknowledged the emergency of a new educational reality. For this we need courage, faith in ourselves and faith in the future.

Decentralization

Another assumed principle is that when we acknowledge the existence of professional groups (with specific objectives and goals that make the different among each other), the decentralization of the existent structures, processes and functions becomes necessary.

Decentralization is the acceptance of the fact that the base has a heterogeneous nature, but with a sense of responsibility and self-management. It constitutes the reestablishment of the existential condition of man, in the measure that it comes out from under its cover, to become an active and creative social actor.

Decentralization is not an act of delegating authority on behalf of some individuals who give orders upon other who obey orders. It is the recovery of the power to take decisions that was surrendered during the modernity period. It is the freedom of sequestered reason that is essential for the recovery of communicative reason, as explained by Habermas.

Holistic Principle

Noting is isolated. Reality is a unit. Everything that is done, alters or supports the totality, therefore, even if it seems to be a paradox, the part is all and the all is a part.

The holistic principle implies that we must think and act with a unified community focus, yet maintaining our particular nature. A university has properties that distinguish it from other social organizations, but anything done internally will have repercussion on society. Within itself, the university contains all the components it needs to operate and reproduce the social universe of which it forms part.

It that society is in crisis, the university will reproduce that crisis. But if it changes internally, society will also change. The same happens with a Faculty. A School or a Department. Each is a universal unit and must become independent in order to integrate itself to the university and to society. Likewise, when the alumni achieve excellence, they project themselves affecting the entire institution in a positive manner. But when failing, the latter is paralyzed.

Until now, thought has been carried on in an isolated form, and each Faculty, though depending on the University Council, marches alone. Still, it will try to sharpen numbers and do it best effort with a precarious budget; but the application of the holistic principle changes these perspectives. Each entity assumes totality as a principle of action.

Principle of Integrality

The holistic vision supposes that the institution must, as a fact, have all the social components and entities required for educational operation. Each one of these, in turn, is vital to the stability and change of the organization; this without forgetting to establish the strategic principles.

Principles of Integration

The holistic conception implies that human organizational structures establish efficient interrelations to achieve the proposed goals through methods and mechanisms clearly defined and shared by all. In this sense, management will perform a role of integration between structures and men.

Principles of the pertinence of management to the organization

The nature of the organization will determine the nature and structure of the management, and not otherwise. Therefore,

1. Academic management is a sub-system of the educative system.

2. Academic management assists an organization's efficacy, efficiency and socially effectiveness. Hence, management is by excellence, an integrating process and the lack of it, may produce instability and regression.

Now, if the organization is holistic, then its management must also have this character. If language allows us to, we may call this holomanagement, in other words, a total management for a tightly structured and interrelated organization.

Logic

The structure, processes and functions proposed distinguish themselves occupying and complying with an order, sequence, continuity, simultaneousness and complementation. In this way, we can identify at an administrative process level: research, planning, organization, execution (implementation, resource direction and control & evaluation).

At an academic level, 22 development areas have been delimited and defined as relatively autonomous social subsystems possessing their own nature, structure, process, functions and very specific goals. At an organizational structure level we identify fundamental structures, service structures and linking structures, etc. We will later give further detail of these areas and structures.

Dynamics

The paradigm to be constructed understands that educative and social reality is not a linear structured problem, but a multiple structured one. Reality is experimented when the actor interacts, related with another. Parting from this reality we must agree or not on plans or projects.

Academic holo-management has the mission to safeguard the life of the educative organization, overcoming situations, resolving them, changing them or readapting them.

Planning is a momentum of management, and it is certainly not the most important activity. Others, such as execution, direction, control & evaluation, are equally useful. Yet only if we place man, his necessities and goals as center.

An organization may even possess all these administrative processes, but not have them integrated. Here is where management comes in to play a strategic role in favor of organizational development. Management constitutes the link and innovation between the structural and the human.

Continuous quality improvement

If reality is changing and dynamic, then it is indispensable for the management, and the base, to constantly improve the organizations' general and specific processes.

A plan must be modified when required by reality. So must an organizational structure, as well as its performance and services.

Scientific principle

Human and scientific elements hold hands; creativeness and objectiveness; logics and dynamics all need the contributions of scientific knowledge, be it to make diagnostics or foresights, or to change and make decisions.

Scientific methodology enables academic management to comprehend the logical side of reality, so it can visualize an order, and also, to produce knowledge that may assist mans realization within the organization.

Union of strategy and operation

In a decentralized organization, strategic decisions and operation cannot be divorced, nor can there be divorce among that who takes decisions and the executor. There is a solution of continuity. All beings within the organization are directly involved in the process. Decisions are taken in a joint manner, within the context of a dialogic relation and a base of common agreement.

The role of the directors

When the directors are identified, their role will not be of operating as surveillance or monitoring the instructor of the educative process. The directors must be sufficiently prepared for their role.

Managers are directly involved with the organizations' development and they work in mutual cooperation with other organization members, such as: professors, students, lay workers and employees.

In the III millennium, they may be called co-managers and co-workers rather than subordinates. The director, as well as the rest of the actors are workers: one is not the others' authoritarian director or boss taking advantage of his position, the other is not under continuous sacrifice.

Delegation

In Modernity, as a historic and cultural process, the act of delegating power was always feared. In order to maintain unity, the organizations (of which the university is an example) centralized the power of taking decisions.

Today it is known that delegation actually strengthens the power of the general decision centers.

W ith Post-Modernity, decentralization does not imply isolation, but fluidity in exerting authority at other levels. It is relative autonomy in the context of an organization. Relations to live and survive as a community must be maintained.

The ethics of trust

While centralized structures are generally based on distrust, on the incapability and on the existence of corrupt persons, post-modern decentralized structures are supported on good worker ethics, on trust among directors and workers. Everyone trusts everyone.

The existence of supervisors in traditional organizations, as bodies in charge of lobbying between the General Direction, the lay workers and the employees, are an expression of distrust. The director that integrates strategic and operational functions indicates a movement of trust in man.

Post-modern structures also apply controls and evaluations, establishing responsibilities. But these must be understood as immediate guides to know and continuously improve processes. They are meant for learning and success, and not for failure and frustration.

There is an example that the author does not wish to pass by. It is a popular anecdote. A supervisor arrives at a school to evaluate student learning in a literature class. The teacher is informed, he leaves the classroom and the supervisor comes in. The supervisor asks the students: Who wrote «Doña Barbara» (a famous Venezuelan novel), and the students answered one by one that they had not written it. The supervisor, furious of the situation, went to look for the teacher, who after listening to the supervisors' account answered: if my students said that they did not write it, they didn't, and period. The supervisor, now in rage, informs the situation to the Chief of the Educative District, only saying: what a disaster, forgetting Shakespeare! What a pity!

This popular anecdote reflects a clear criticism to the supervisor's figure, which is not involved at this bottom level, nor does he take decisions at a higher level. But the figure exists due to the lack of trust.

This isolated story reflects the academic-administrative problem we have. Trust supposes a continuous preparation among professors and directors. All helping one another in the achievement of educative goals.

Integrated networks of decentralized organizations

Decentralization is not an isolated or atomic process. It is meant to achieve unity through heterogeneous functionality.

Decentralization is vital, even for the efficient functionality of organizational macro-structures.

This post-modern process implies coordination and not fusion. It is integration based on common projects and engagements and not on assimilation. While in a traditional organization relations are constituted as the summit, where the power is concentrated; in postmodern organizations relations are born at the base and flows upwards, with the only objective of achieving integration with other similar organizations. In the encounter, integrating levels are formed with power conditioned by the base itself.

Participation and taking of decisions

Participation is also vital. It is achieved when social actors take strategic decisions that determine the future of the organization. For this reason, middle clerks or messenger clerks and supervisors must not exist. What must exist are the integrating instances or structures.

Social efficacy and effectiveness are achieved when the planner is part of the process or educational reality itself and is not isolated. Moreover, instead of a planner, he must be an integral officer that normally includes the planning sub-process among his duties.

Efficiency is achieved when the actors know the organization on a daily basis and for this to happen, they must experiment it at every moment and not suppose that once planning is made, there will be clerks to adequately execute the plans.

The postmodern educative officer is a total being and actor within the context of an organization that is also holistic and organic.

Finally, decentralization, more than a technical process to transfer functions and attributions from the summit to the base of the organization, is a philosophical and scientific process, founded on the new human being, who has the opportunity, and wants to, deploy all his capabilities and potentials.

PURPOSES

All autonomous universities are the result of a historic Venezuelan and Latin American project.

Academic administrative autonomy, which in the past was an unusual phenomenon of the exercise of institutional power, now represents an entire social-cultural tendency.

Today's university, despite of the crisis, has grounds upon which to guide this decentralization process, because autonomy is in ultimate instances, its' reason to exist.

To strengthen autonomy constitutes one of the purposes of this job.

On the other hand, we wish to integrate the social processes with the university's academic processes, and maintain a broad relation between them.

Finally, the purpose is to humanize the university's social-technical structure, in a way that academic work gains a sense for the daily life of students, professors, employees and workers.

OBJECTIVES OF THE PROPOSED MANAGERIAL

ORGANIZATIONAL SYSTEM

1. To develop a socially effective university that through the development of professionals and specialists, scientific and cultural production, and the direct action of the institution's members will be allowed to assist the necessities and goals of Venezuelan citizens and society.

2. To develop an efficacious university, where each and every one of the university areas reach their objectives, as agreed by the university's government and co-government and legitimated by the bases of professors, students, employees and workers, as well as by the society in general.

3. To develop an efficient university where the human, material, space and physical resources required for reaching the institutions' objectives are rationally invested in a timely manner.

4. To achieve the optimum quality of both the processes and academic administrative products. As quality we mean the optimization of processes and products in relation to the needs and expectations of the actors, users or clients of the educative system. Be they professors, students, employees and workers, ace well ace by the society in general.

Quality is a conception that assumes the responsibility of continuous improvement, during and after the corresponding academic-administrative cycles.

At the educational level, quality must be construed according to several dimensions: as are the technical, social, administrative, managerial, academic and human dimensions. Centering the effort on the latter one. A professional with high technical capabilities is desired, but mostly, he must be a very sensitive person.

5. To achieve academic productivity: the goal is to develop an integral professional, according to the objectives foreseen in the study program, within a specified formation cycle and using the indispensable human and material resources.

Productivity is a relationship between efficacy and efficiency. Efficacy represents the relation between the objectives that have been achieved, and those that had been foreseen.

While efficiency, is the relationship existent between resources and processes that have been achieved and those that had been foreseen. The idea is not to go against time, or lower educational costs. The idea is to rationalize the expenses.

When we speak of efficiency in education, we speak of making investments according to the requirements of the respective academic process. If a formation plan requires a specific type of resources, these should found and applied. In education there will never be expenses but investment, since we are building our future in terms of values, intelligence and behavior, factors of social development.

An investment below that foreseen is as fatal as one exceeding the requirements. Academic productivity is a goal that must be reached. Students with low scores remaining 7 to 8 years in the institution are of no value to the system. Low productivity not only has a negative effect on the university, but also affects the graduate himself, as well as society.

Today's autonomous university is almost drowned by institutions offering efficiency as a major attractive, in where students will not loose time in their careers. Autonomous universities must enter the educative market

Chart No. 8
General Evaluation & Control Matrix

HAGA-LUZ System Academic Workshop

Issuing Dependency	Responsible Clerk (Name and Post)	GENERAL EVALUATION & CONTROL MATRIX	Date / Receiving Dependency

Management Processes — Execution

Development Area / Sub-Area	2. Develop	3.Research Invest-tigate	Org.	4.Planning GP	PO	JOb	S/o	V	Org.	5.Implement. Imp.	Org.	6. Direction Motivation	Integra. personal comm.	Task Coord.	7. Results	8 Control Cont.	Org.	9. Evaluation Eval.	Org.	10. Conclusions	11. Recommendations
Student Development																					
Professor's Development																					
Scient. & Cultural Development																					
Social Development																					
Admin. Personnel Development																					
Layworker's Development																					
Acad. Manage. Development																					
Teach. Assistant Development																					
Specialist's Development																					
Individual Development																					
Academic Serv. Development																					
Material Resour. Development																					
Financial Resour. Development																					
Maintenance Development																					
Goods Custody Development																					
Legal Advisory Development																					
Social Protection Development																					
Environment Development																					
Social-Polit.-Guild Development																					
Admin. Manage. Sys. Development																					
Comm. Inform. Development																					

Org.: Organization; GP: General Planning; P: Policies; J: Justification: Ob.: Objectives; S/o: Strategy & Organization; V: Viability.

competition offering a high quality. But to be able to compete, it needs to be efficacious and efficient, and make it's own commitment before the country.

Competition is correlated with social effectiveness in the sense of producing academic development for the benefit of social institutions.

W e must clarify that the university does not lose it's autonomy, it decides what it wants to do and how it will do it. Requirements and potentials must be balanced in a way that the institution does not fall behind due to market competition or particular interests.

THE PROPOSED FUNCTIONAL-ORGANIZATIONAL-SOCIAL STRUCTURE

Vertical Structure

A multi-pyramidal, escalating, linking organizational structure is proposed. It is explained in the following chapter.

Directive structure (See Chapter 9)

Functional structure

The system proposed has been developed from a functional (or horizontal) point of view, parting from two dimensions, which are registered in a Control and Evaluation Matrix.[78] (See Chart No. 8.)

Development areas are delimited and defined in the first dimension; with each area we identify the relevant sub-areas, as well as their variables and indicators. The areas are represented in the rows of the Control and Evaluation Matrix.

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78. Progress has been made in the Control and Evaluation Matrix structure as of 1988; see MENDEZ, EVARISTO. How and Why to Scientifically Evaluate the Zulia State University' Schools by consensus? Chapter IV.

The Administrative-Management Processes develop in the second dimension of the of the HAGA-LUZ system. These processes appear in the columns of the Control and Evaluation Matrix. These processes are the following:

Research: Determine the problems, necessities and goals (internal and external) of the institution that serve as a constant base for management decisions, and also to serve avoid risk and uncertainty.

Development planning: Decide what will be done (policies, objectives, goals) and how to execute these decisions (strategies and resources).

Organizational planning: Decide and design the organizational and directive structure.

Execution

Implementation: Install the organizational structure (human and physical) according to the plans.

Direction: Integrate the interests of the workers with those of the organization through motivation, leadership, communication, in a way to achieve the objectives foreseen.

Control: Verify the fulfillment of the plans and activities.

Evaluation: Determine the institution's efficacy, efficiency, social effectiveness, quality and productivity, as well as the causes impeding the achievement of objectives.

Control and Evaluation Matrix: is filled according to the following instructive:

Chart No. 9

Instructive to fill in the Institutional Control
and Evaluation Matrix

1. DEFINITIONS

Definition of Control: a management process through which the clerk that is responsible for an organizational instance or level must verify if the area (or sub-areas) have been fulfilled (or are being fulfilled) in each and every one of the management processes.

Definition of Evaluation: a management process through which the clerk that is responsible for an organizational instance or level determines if the results foreseen for each process were actually achieved. If not, he must identify the causes.

Matrix specification: the rows contain the areas and sub-areas. The columns contain each and every management process. The inner cells (conditional cells) contain the actual status of the development area and/ or management process.

2. STEPS FOR FILLING IN THE MATRIX

To fill in the matrix, we must answer the questions made in item 2.1, following the answering patter indicated in item 2.2

2.1. Questions.

C   =   Column.

C1   =   Development areas.

C2   =   Must you develop this development area or sub-area?

C3   =   Research.

C3.1   =   Is there a technical diagnostic report for the area or sub-
            area?

C3.2   =   Is someone specifically responsible for making this report?

C4   =   Planning.

C4.1   =   Is there a development plan?

C4.1.1 =   If a development plan does not exist, determine if there are
            policies (pol), justification(j), objectives (ob), strategies (s/
            o), plan viability (V).

C4.2   =   Is there an organization in charge of making the plan?

        =   Execution.

```
C5      =   Implementation.
C5.1    =   Was the plan implemented according to its specifications?
C5.2    =   Was there an organization in charge of the implementation?
C6      =   Direction.
C6.1    =   Did the personnel show motivation in their work or tasks?
C6.2    =   Did the work group manage to work as an integrated unit?
C6.3    =   Where the tasks coordinated?
C7      =   Are there results or not?
C8      =   Control.
C8.1    =   Was there control or not?
C8.2    =   Was there an organization in charge of control?
C9      =   Evaluation.
C9.1    =   Was there an evaluation?
C9.2    =   Was there an organization in charge of evaluation?
C10     =   Conclusion.    According to the control performed, please
            note down pertinent conclusions in this column:
C10.1   =   Structured (when processes and areas were accomplished).
C10.2   =   Semi-structured with negative trend; less than 45% of
            foreseen activities were accomplished.
C10.3   =   Semi-structured average: when 45% to 55% of the foreseen
            activities were accomplished.
C10.4   =   Semi-structured with positive trend; more than 55% of
            foreseen activities were accomplished.
C10.5   =   Non-Structured: when the area is absent and/or is not
            developed within its respective area.
C11     =   Recommendations.  As  per  conclusions,  make  a
            recommendation.
C11.1   =   Area must be structured.
C11.2   =   Repeat likewise for next term.
C11.3   =   Adjust area for next term.
C11.4   =   Area needs strengthening.
C11.5   =   Area must be re-structured.
C11.6   =   Introduce changes in management process.
C11.7   =   Others. Specify.
```

2.2   Answering pattern

Each conditional variable must be filled in with Yes or No, and the information must be complimented according to:

Yes T   =   When the area or sub-area is accomplished in the relevant management process.

Yes E   =   When the area or sub-area is accomplished, but the relevant management process is produced at another level.

Yes P   =   When the area or sub-area is partially accomplished in the relevant management process.

The Yes can be completed with

Pro   =   Process.
Per   =   Permanent.
O c   =   Occasional.

The controls may be

Pre   =   Previous.

Pro   =   In process.

F   =   Final or total.

Las evaluations may be

Pre   =   Previous.
Pro   =   In process.
F   =   Final or total.
N O   =   When neither the area nor the management process are accomplished.

N/I   =   There is no information on the area and/or sub-area within the relevant management process.

Note: in order to acknowledge the trend of the area or sub-areas the Control Index needs to be assessed, which is done by dividing the absolute and/or relative YES answers over the total of management activities foreseen (which are fourteen) and multiplying this result by 100. Then we illustrate the control graph in order to visualize the detected trend. The graphic is constructed as follows: on the horizontal axis we locate each and every sub-area, and on the vertical axis, the percentage obtained for each one. Then we trace the trend line by joining the average coordinate points of each sub-area.

STRATEGIES FOR APPLICATION OF THE PROPOSED MODEL

Stage I. Formation strategy

The university structure and functionality requires the introduction of changes.

Until now, the changes attempted have found an active and passive resistance from the university community.This is due to the way that these changes were initially implemented, most coming through decrees and at directive levels. Fundamentally, from the Rectorate to the Faculties, or from the Commissions to the Units.

Before this situation, we propose a strategy for implementing changes that is based on the continuous formation of directives and the community in general, until achieving a sociological level and a firm management culture, and at a psychological level, to carry on an introspective analysis by learning and discussing new values and projects that we wish to achieve.

If the actors themselves can learn, THEY will be the direct leaders of the institutional change process, and not the famous study program and administration experts.

A clear organizational culture will enable the use of common concepts, such as: management, study program, development, integration, control and evaluation, among others. The processes would be appropriately identified, and most important, teamwork would be much easier.

Common language eases the common agreement among participants.

Workshops, consultancy and conferences have been designed. The workshops are meant for the purpose of sharing experiences between the instructor and the acting directors. These are not classes or long term courses.

The workshops are short, dialog based, learning while doing. To achieve these goals, user friendly, easy applicable materials and instruments have been chosen and/or designed.

The workshops are dictated on a schedule that is comfortable for the professors, generally Mondays or Fridays, either in the morning or during afternoon hours; each session lasts four hours with coffee breaks at regular intervals.

Five management levels have been proposed and developed, and an additional two are currently under design.

See:

1. Management workshop I. Basic level

Participants are formed in global administration and management processes. Emphasis is made on the new organizational structure, the planning process and the institutional control process. This workshop has a tile design, so as to compromise the high management level with the base of professors of each faculty. Duration: 24 hours.

2. Management workshop II. Management, leadership and process for changes.

Participants are formed in the leadership process and in the appropriate direction of large and small groups. They are provided with information regarding processes for implementation of changes and organizational conflicts. Duration: 24 hours.

3. Management level III. Study Program Management

At this level the participant is formed on the philosophy and structure of student development plans, emphasizing on the evaluation of the general, section and particular formation plan (or study program). Student sub-area management problems are analyzed and finally, short, middle and long-term proposals are made for study program reform. Duration: 24 hours.

4. Level IV. Research Quality Management.

Participants are formed in research planning, follow-up and evaluation. The participant is provided with the epistemological, methodological and technical fundamentals of Social Science research. Duration: 30 hours.

5. Level V. Formation of the Teaching Secretary. (under design)

6. Level VI. The managers' personal and physical development. (under design)

7. Level VII. Formation of Academic Management Instructors

Once the participants have approved the first three management levels they may opt for the Academic Management Workshop Instructor certificate.

We recommend for each School to count with five instructors formed in the Academic Management Workshop.

This workshop is meant for the review and establishment of concepts and for instrument training. Duration is 20 hours.

Stage II. Project application and development

Once the initial formation is achieved, we will go on to the application of the model proposed. Acting directors will count with permanent consulting. The application stage is estimated to last 3 to 4 years.

Stage III. Consolidation and evaluation.

Since the model has an experimental character, it must necessarily be evaluated once it is applied.

If this strategy is applied, we will enter the Third Millennium University with no problems.

VIABILITY OF THE PROPOSAL

Economic viability

In virtue of proposing a reform of the educative system, the investment required for its implementation is minimum, since we will use the same institution's resources. The requirements are: to designate a full time consultant, two assistants, one office with the necessary equipment, one conference room with a 20 person seating capacity. Reproduction (copying) of study material. Permission for professors to course the workshop. Exempt the participant.

Technical viability

Conceptual diagrams, instructive manuals and formats have been designed, having applied these under simulation conditions, good results have been obtained.

Social viability

Twelve academic management workshops have been dictated. Stage I began in May 1991, with a workshop dictated to the Directive staff of the Faculty of Humanities and Education.

150 professors have graduated, out of which 13 have obtained their Academic Management Workshop Instructor's certificate.

The program counts with the support of the executive authorities of the previously mentioned faculty and of the Faculty of Economic and Social Sciences. In the latter, the Faculty Council decreed the program as obligatory for all professors occupying directive positions.

The University Council, at the end of 1991, agreed to apply the model under the figure of an institutional agreement between the two previously mentioned faculties and the rectorate. During 1993, the workshop was coursed by the ten Deans, the Director of the Central Post-Graduate Studies Council, The Rector's Office Coordination Department and the Academic Vice-Rector. The experience was very important and positive, the authorities afterwards requiring that the workshops be dictated in their respective faculties. Also, two workshops were dictated to 35 principals and supervisors of public schools depending on the National Educational District and the Zulia State Educational District.

Before this, two workshops had been dictated at the National Forum: Perspectives of Improvement for the Venezuelan Educational Quality. The Organization Committee of this event recommended in its publication of the forum's memories, to «promote and discuss the importance of academic management in educative institutions, the training of human resources and the application of the proposed HAGA-LUZ model» (1991).

In the following chapters we will deepen into the problems of the educative organization and at the same time we will make recommendations for overcoming these problems. ◆

Academic Management Workshop

P R O G R A M

Dictated by: DR. EVARISTO MENDEZ Q.

Maracaibo, July 2000

a. General Purposes

1. To promote and discuss the strategic importance of academic   management in situations of crisis.

2. To form and develop the participants capabilities in the application of academic management to the development of public and private educative institutions

3. For the participant to learn and apply the Organic Humanistic Academic Administration and Management System (HAGA-LUZ).

b. Final Objectives

Upon completing the workshop, the participants should be in the capability to:

1. Explain the fundamentals and structures of Academic Management.

2. Apply the HAGA-LUZ system to specific cases.

c. Workshop contents

1. Purposes of academic management

   1.1. Efficacy, efficiency, social effectiveness, quality, productivity, decision taking, creativity, innovation.

   1.2. Actual status of administrative and managerial practice in educative institutes.

2. Characteristics of management.

   2.1. Legal base for academic administration and management

3. The Humanistic Organic System of Academic Administration and Management.

   3.1. Purposes and justification.

   3.2. The logics and dynamics of management processes applied to educational development.

      - Decision taking, research and planning.

      - Social and material structure of the organization.

      - Direction, decision taking, leadership and motivation.

      - Control and educational development.

   3.3. The logics and dynamics of academic processes.

      - Definition of development area and sub-area.

      - Development of students and the study program.

      - Development of professors, science and society.

d. Strategies

   The course will be developed in two parts:

   1. Theoretical exposition on behalf of the course instructor.

   2. Training of participants.

      2.1. Application of academic diagnostic and control tools.

      2.2. Simulation of decision taking under normal and critical conditions.

      2.3. Simulation of academic planning.

e. Resources

   - Participants will be provided with support material.

   - Coffee break.

   -Approval certificate will be issued.

f   Participants

    Educational institute directors and principals, regional and district supervisors, department chiefs, division chiefs, class chiefs and academic area coordinators; teachers competing for academic posts and persons interested in the theme.

g. Pre-requisites: Graduate degree from a duly credited university or college.

h. Instructor: Evaristo Mendez Q., Sociologist and PhD in Educational Sciences.

    Ex coordinator of the LUZ Academic Vice-Rector's Office academic activities. University Council advisor for study program affairs. Professor of the Educational Sociology Class.

i   Duration: 24 hours.

j. Schedule: Mondays and Fridays: 8 AM to 12 noon.

k. Cost.
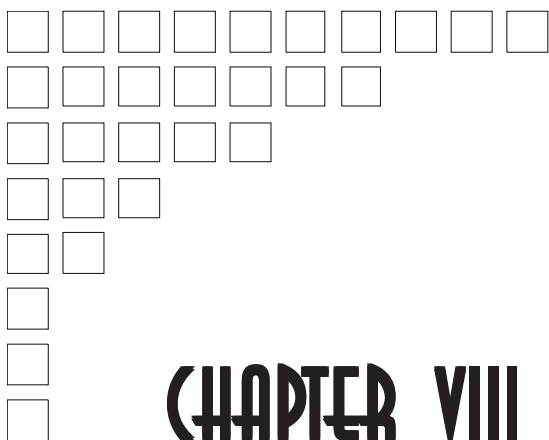
CHAPTER VIII

Organizational
Structure for a
New University
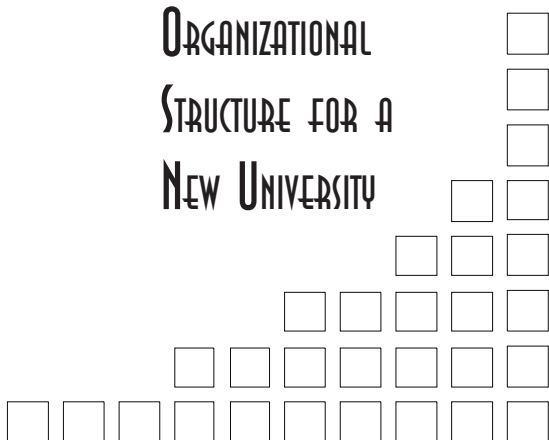
PROPOSED ORGANIZATIONAL STRUCTURE

Post-modern organizational structures are broad based. They are built parting from a community. In the study case this community would be professors, students, employees and laborers.

Considering this focus, the author proposes a multi-pyramidal, escalatory and bonding link organization. (See illustration no. 7)

Originally it was Rensis Likert,79 a University of Michigan professor that proposed working with a participative structure emphasizing a bonding link. The author of this job has taken up Likert's idea and has broadened it and introduced the holistic vision of reality as later explained.

Multi-pyramidal Structure

It is multi-pyramidal because within the interior of the organization human-social-academic structures are constituted in the form of a pyramid. Parting from a broad and qualified base, which is heterogeneous, yet potentially rich (representatives, assemblies) legitimate representatives are named (directives, councils) which join the extremities of the social base, conforming in this way the pyramid's vertex. Each pyramid would present a tetra-dimensional form, at the least. (In the future, it would be impossible to represent organizations on a single plane, due to the fact that in this form, social and functional complexity cannot be interpreted as required by society)

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79. LIKERT, Renis. A new method of management and direction. Spain. Deusto. 1965. Also of same author: The Human Factor in Companies. Direction and valuation. Spain. Deusto.

Ilustration No. 7

Multi-pyramidal, scaling and linked structure

DEAN
FACULTY COUNCIL

SCHOOL COUNCIL

DIRECTOR

DEPARTAMENTS

CLASS - SUBJECTS

COURSES

Graduate Representatives

Student Representatives

Professor's Representatives

J.D.

P.P.P.

J.C

P A

DIRECTOR

Teaching Secretariat

ALUMNI
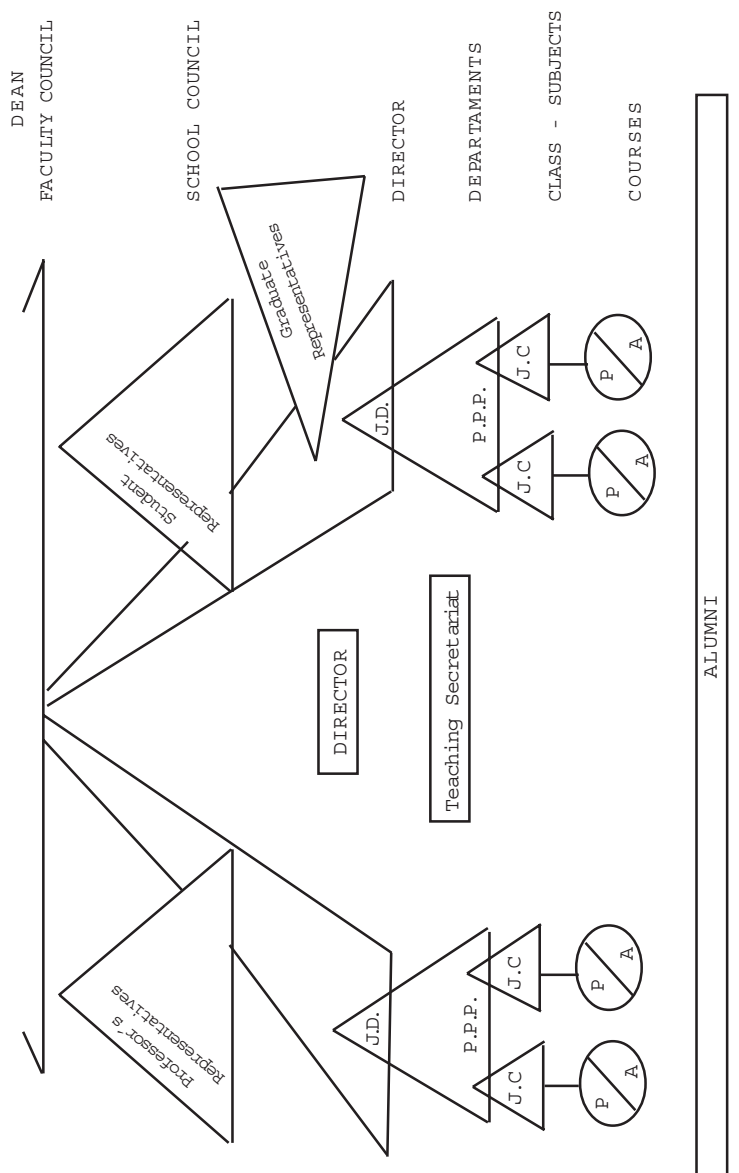
The new organizational structure presents the fundamental academic-management dimension made up by councils representing professors, students and graduates; by the respective directors (department chiefs, school directors, deans). In a second dimension there would be the students, organized from the classroom, course delegates, all the way to the corresponding council representatives, It is necessary to articulate them in order for them to appropriately analyze their needs in a timely manner.

A third dimension considers forming a functional and efficient employee structure which would articulate these to the academic management dimension.

Finally, and same as the previous criterion, the dimension of housekeeping and maintenance services must be built, this one made up by the laborers.

Escalatory Educative Structure

It is escalatory because levels of integration and organizational links are conformed with types of authorities with respectively defined fields. There are command lines.

As indicated earlier, decentralization is not dispersion, nor is it imposition. It counts with its directive or management hierarchy.Though its role will no longer be to simply propose, supervise and control, but to also guarantee the human and functional integration of all of its members.

An example of this property would be the existence of chiefs of subjects, departments, school and/or research center directors and deans.

Linking structures

The proposed organization has link, leaders because the directors of any determined instance are heads or authorities in an immediately superior instance. This gives place to corporate teamwork. For example, a school or research center director is not only the authority in these instances, but also within the Faculty, be it at the co-government level, as in the case of the Faculty Council, or at the Directive Council level.

In traditional organizational structures, the director of an instance

immediately superior dependency. Their were no true links. Relations between subordinates to superiors were of an informational or "report basis>> nature. It was in the hands of the superior to accept the reports or suggestions of his/her subordinates. The latter had no power of decision whilst the former did. Parting from this principle we propose the existence of the bonding link, legitimate and with power. This confers more safety, more responsibility before the base and the organization itself.

The previous statements break with the conception dictating that only directors can make decisions and that they need not to dominate the institution's substantial processes. The profile of the new director is different In order to become an authority it is vital to know and dominate the social-technical processes of the base instances.

Holistic organization and decentralized structure integral

The structure proposed implies the definition of new patterns and organizations. In the first place we must identify the fundamental academic-management structures. These are understood as those having the direct mission of development.

In the second place, define the support structures and the administrative and academic service structures at faculty level.

The future of the university is decided at each fundamental structure. They are integral holistic systems that constitute the university. They are relatively autonomous structures. All areas required for the institution to reach its goals develop within these structures.

Each center has and/or reproduces the same conception of legitimacy and power as the entire organization.

Once the fundamental educational structures have been built, the network or bonding instances are made, those of a strategic character as well as those of executive character. Each network has a limited function. For the case of universities, the author has made an Experimental Proposal for the restructure of the academic and administrative organization of Zulia State University. (See chapter 13)

Co-Government and Government (bi-organization y dual powers)

Both Co-governments and governments are linking instances. Their

One virtue of the present day autonomous university organizational structure is that they essentially possess two powers: the normative-strategic power and the executive power, only that until now the differences have not clearly been determined. Moreover, all of them are concentrated in the instances of the co-government.

Another virtue is the conception of the dual powers of the Department Chief, Deans, UniversityAuthorities, and Heads of Research Centers and Postgraduate Divisions.

Dual power means an authority exerts powers at both government and co-government levels. We now proceed to define each concept.

As Co-Government we will understand a shared government legitimately surging from a heterogeneous professor and student base. The idea of a School or Faculty Council is basically to acknowledge said heterogeneity; likewise, the orderly, differential and democratic participation. When speaking of participation, it is meant that the representation of a group is required, that these name their leaders so that they may jointly manage the organization. The full and simultaneous participation of an entire assembly in order to decide each and every aspect is un-functional due to its difficulty.

The co-government is in charge of the direction of normative, strategic and evaluative processes within the organization. Each instance must have an assigned co-government. This co-government would be directly responsible for the development of the institution. It would not need to wait on superior orders to make decisions. It does not depend on a superior structure, the latter being bonded to the former. Power originates at the base. Power for development, and not for one group to dominate over another.

By Government we should understand all executive structures of a determined organization. A government emerges or is born from a co government; these instances are not different in their nature. The difference is functional and its North is the efficiency of the organization. They should not be visualized separately, but rather, as an indispensable unit. They are two moments of a single power: that of the base. The government is, definitively, an emanation of the co-government.

Within an organization there is a cycle of interrelations occurring between the Assembly, the Co-Government and the Government that

Ilustration No. 8

The academic management integrated communicational - participational cycle
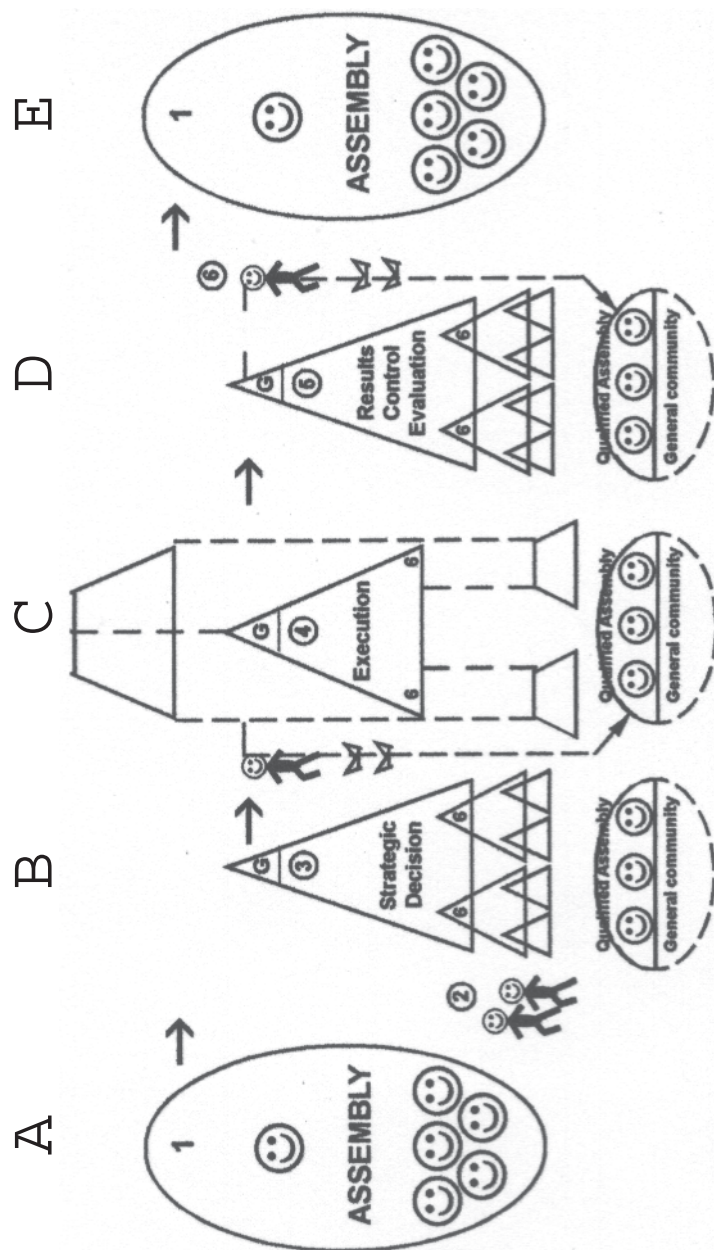
ACADEMIC MANAGEMENT INTEGRATED-PARTICIPATIVE AND COMMUNICATIONAL CYCLE

The Assembly

In the following illustration we observe a first instance labeled "A" An assembly of social actors are identified: professors, students, graduates. (See illustration no. 8)

The assembly is the maximum authority within an organization. It is in itself the primary social structure; the co-government and government representatives are legitimately named from among the assembly. These are in in their selves a dynamic assembly, a phase of it. To apply this conception means to develop, in the first place, an information and communications network to maintain the assembly as welt as the previously named instances integrated. In the second place, we must presume understanding power as a concrete form to execute projects, and not a way to impose one criterion over another.

The Co-Government

Illustration B shows a completely constituted co-government structure. It has the property of being multi-pyramidal, escalatory and link-bonded. The strategic and evaluative character of the structure is specified.

The Government

In the center of Illustration C we specify a governmental structure. The Co-Government is in the back and the Assembly at the base, the latter being the level designating or electing this directive body.

In the figure, the separation between Co-Government and Government is functional. The mission of the Government is to execute, integrate and join the productive process, and the human and material resources.

A structured government is a vertical and horizontal network; an executive staff that would benefit from the introduction of the concepts of quality and productivity as perceived by the author. Explained: to achieve quality, the management, understood not as an individual matter, but as a team, must integrate the research, planning,

Ilustration No. 9
Total Quality Management in Education
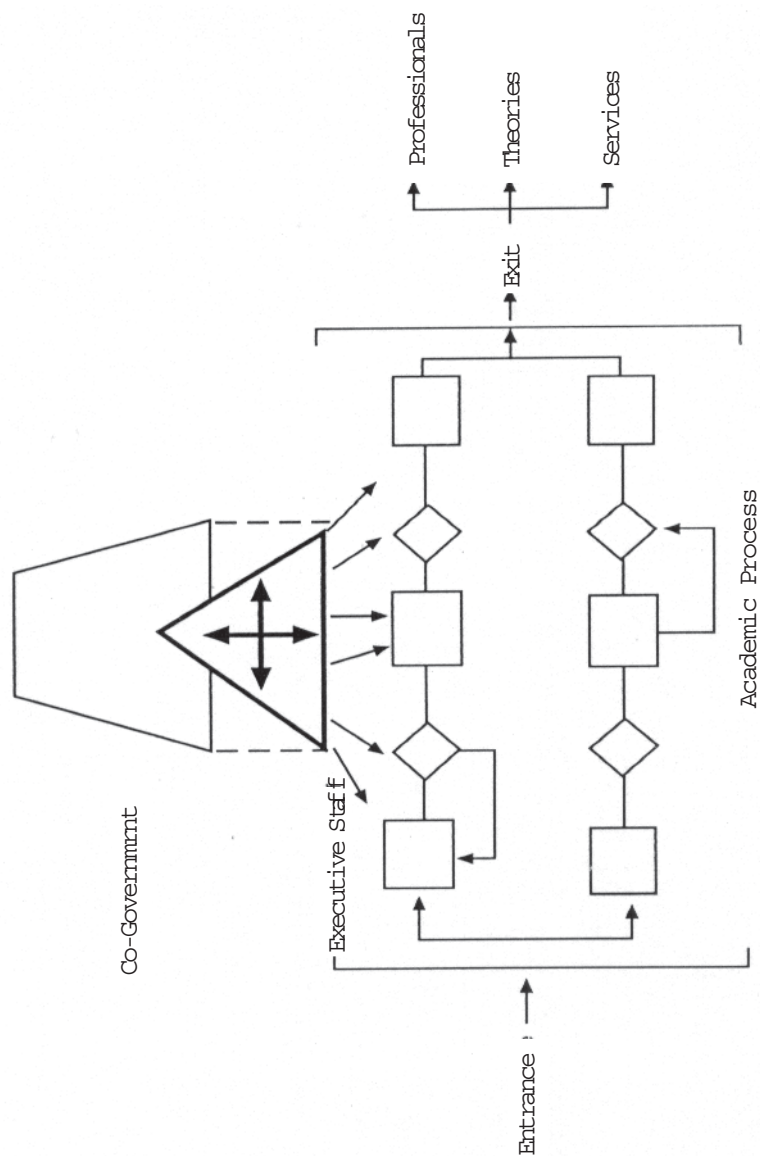
organization, execution, control and evaluation processes, not in a logical form, but from its dynamics. In this manner, when we observe a deviation in the formation of a group that, for example, did not do well in their first exam after one month of having begun their classes, we must not wait until the end of the semester. Action must be taken immediately and the appropriate adjustments made. The process being submitted to timely and continuous control and kept updated will improve in quality, as well as its product, be they professionals, scientific theories, services, etc. There is no separation between the academic and the administrative processes. All on the contrary; there is unity. The latter bonding the former and making it more dynamic. (See illustration 9).

When the co-government assumes all functions and competitions and an executive committee is not structured, it is impossible to achieve the total quality of the university's mission. (See illustration 9).

The co-government is a kind of micro-assembly made up of representatives from all the groupé duly elected by the Assembly. So is the Government, with the difference that in the latter the members are within the line of command. They are, for example, Chiefs of Department.

The Co-Government again

The Co-Government structure again is shown in letter D, but not on the basis of strategic decision, but analyzing, controlling and evaluating results.

The Sovereign Assembly

Letter E once again exhibits the Assembly, now in the function of acknowledging the global results of the administration carried out by its representatives, and to renew the Authorities.

Role of the Management Formation Unit

For this cycle to function, among the explained processes we must consider a Management Formation Advisory Unit since it is indispensable that the members of the co-government and the government are prepared to exert the Academic Management. Continuous formation and learning will be instituted.

Organizational - Management at University level

How many meetings should be held?

In this integrated participative and communicational academic management cycle co-government does not need to meet on a weekly basis as it does in the present.

According to the administrative cycle, one semester at school level, for example, the School Council may meet twice or thrice during the sixteen week class period. Yet the execution work assigned to the Government would be constant, or weekly, as the academic process itself.

Under conditions of conflict, Co-Government meetings would be held whenever required. At University Council level, four short yearly cycles may be established. It would meet two or three times. Once at the beginning of the year to approve and update academic policies. Another meeting at the term of a half year, to analyze and evaluate the ongoing academic management process. Another, at the end of the year, to evaluate the results of the administration. It has been contemplated to make a ten minute exposition of the institutional evaluation per each Faculty through the use of the designed management technology.

On its behalf, the directive or executive committee will perform weekly duties. This will again indispensably require a linear information system

This organization model is applicable with no difficulty at the level of the Ministry of Education, specifically in the Educative Zones or at regional Secretary of Education Offices.

What is wanted is to efficiently and qualitatively conduct the complexity of the educative system through the design of simplified holistic organizations and subsystems in which interpretation and decision making is produced at the base of each community.◆
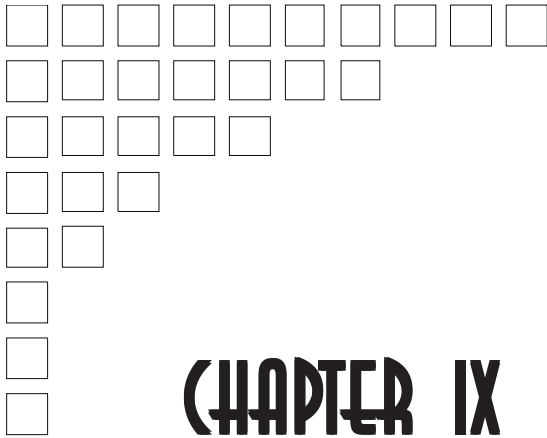
CHAPTER IX

A

Holistic Model

for

Academic
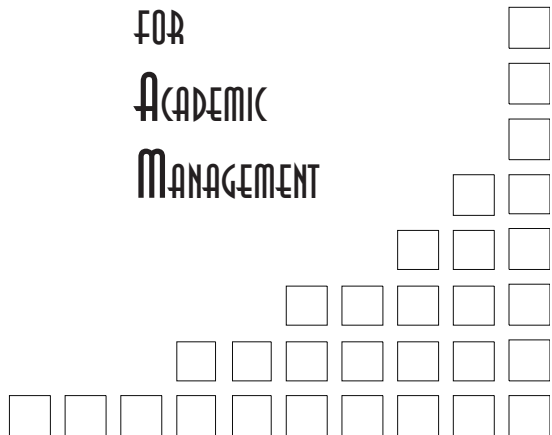
Management

The Academic Management Holistic Model

If the proposed organization structure is holistic, then the Management has the same nature.

The new management is conceived as a social, structural, objective and subjective process. It represents an integrating and multiplying factor of human, material, budget, physical and environmental resources, in a way to reach organization efficiency as well as social efficacy and effectiveness. In the illustration we observe the Management process proposed by the author at the workshops he has dictated. (See illustration 10). La nueva gerencia se concibe como un proceso social, estructural, objetivo y subjetivo.

Management, as an objective process, implies studying the Manager as:

1. The link that bonds organization substructures, general and particular processes and function of the entire institution.

2. A link between the institution and its environment.

As a subjective process, the Management refers to the daily life within the organization. This point will be detailed further on.

This division is only analytical. We are trying to explain the moments of Management; notwithstanding, we wish to make clear that in reality, the process evolved simultaneously both in its objective form as in its subjective form. (See Illustration 11)

Let us first explain Management as an objective process.

Functions of the University CoGovernment

We have been explaining differences between the University Government and Co-Government.[80]

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80. Supra. Chapter 8.

Illustration No. 10

Holistic Model for Academic Management

C. Holistic Management Model

As a social process

Budget   Integral Management

As a leadership process

Integral development plans

Human resources
by perforamnce
by satisfaction
by participation

(Material resources times
Economic resources

F = Results

Solution of 1 contingencies E

Leader = Formed by instructor.
High compromise.
Process Integrator.
Workmate.
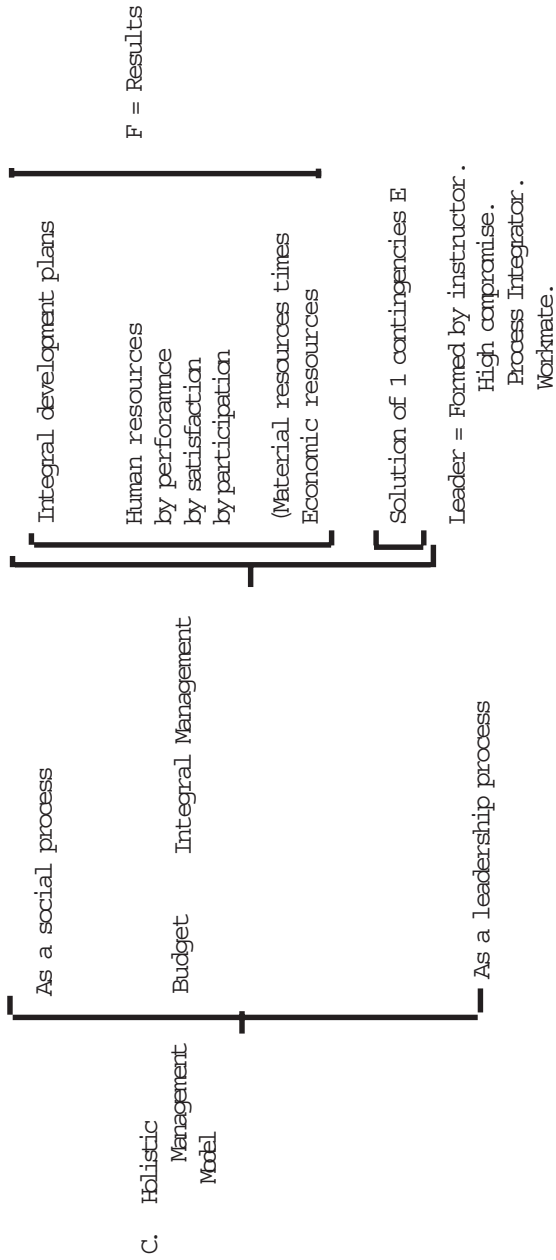
Ilustration No. 11
The manager and human and structural integration
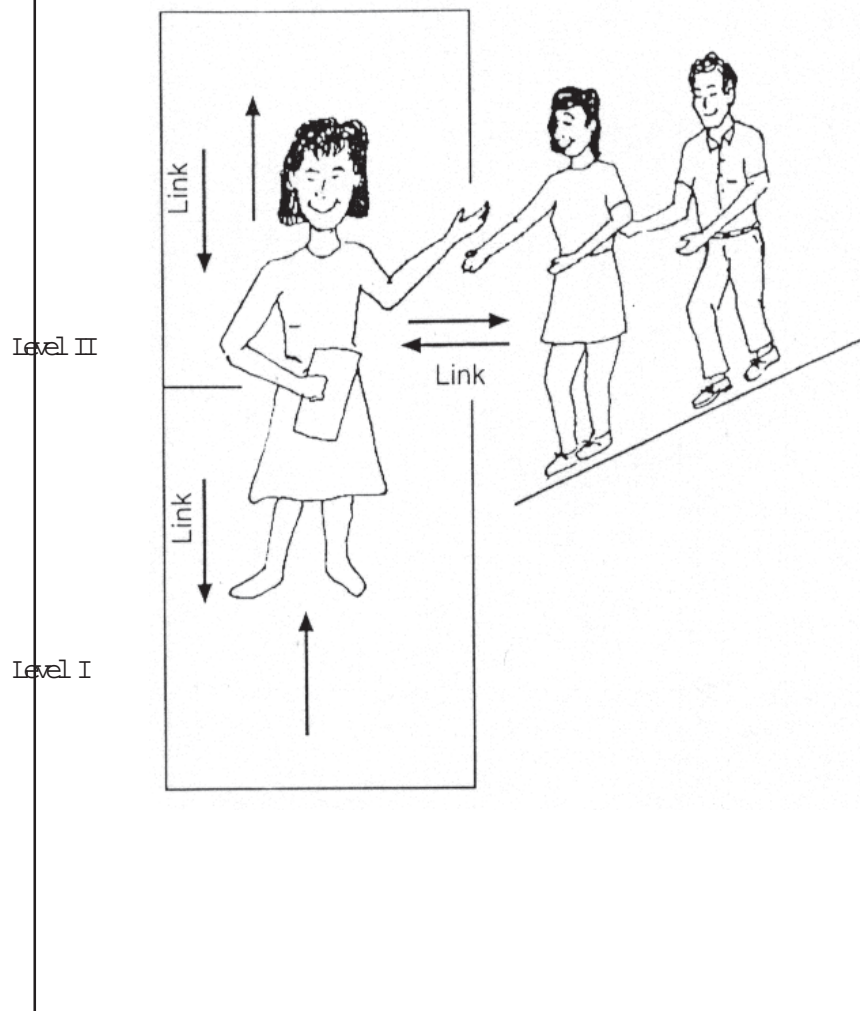
To guide the reader, we will point out the functions of the CoGovernment, in order to better explain the sense of the Executive Staff, as a dynamic expression of Academic Management:

1. Take decisions in each and every area of institutional development.

2. Plan the integral development of the relevant fundamental academic unit throughout each and every academic-administrative, strategic and support area.

3. Plan the organizational development (organizational and directive structure).

4. Approve functioning norms, as well as decisions that will be expressed in the form of resolutions, agreements, methods and standards of performance.

5. Perform the institutional control and evaluation of the respective unit.

In the context of the proposal, the Co-Government also is referred to as the Co-Government Integrated Council.

EXECUTIVE STAFF ORGANIZATION AND MANAGEMENT FUNDAMENTALS

Integration

The academic-administrative substructures cannot be articulated without a human subsystem to execute this task. A Rector, at University level, cannot dothis, norcan the Dean of a specific instance orthe Director of a School or Institute. The same reasoning applies to Chiefs of Departments or Classes. There is no one charismatic leader that can integrate an organization.

On the other hand, structure articulation does not come about due to the mere existence of norms and procedures. There must be an administrative management scheme that integrates the organization itself into the process on a daily basis.

Therefore, the Executive Staff or Executive Committee, is the humanadministrative-management frame which is capable of integrating the organization both horizontally and vertically.

Types of integration

Vertical Integration

Is that which is verifiable at the moment that the Executive Staff links both the fundamental structures and the integrative instances. For example: the link between the Co-Government and the Departments within a School.

Horizontal Integration

Is that which is verifiable when the Executive Staff or Chiefs of equal hierarchy link processes, functions or tasks of the same nature. For example: A meeting of School Directors.

Sense of integration

The importance of the two integration modes is that they both assume as criterions the need for:

1.   Adjustment

2.   Improvement or,

3.   Change

the methods or procedures being used within the execution process as well as:

1.   Adjustment

2.   Improvement or,

3.   Change

said execution process, whenever it becomes an obstacle that makes difficult reaching the objectives of the respective instance.

The Co-Government Council may also suggest that the objectives that no longer correspond to the new social-academic reality be:

1.   Adjusted

2.   Improved or,

3.   Changed

Process Unity

The Executive Staff is an expert academic team that achieves the integration or unity in terms of continuity, engagement or coupling of

Mission of the Executive Staff
    The mission of the Executive Staff is to:
   1. Apply
   2. Instrument
   3. Execute or,
   4. Materialize
    the decisions and/or plans approved in the respective Co-Government Council.
    In no case will it assume the legislative function which is proper of the latter.
    Executive action will be based on the areas of institutional development, and to operative effects Area Coordinators may be designated from within the Executive Staff. The counseling level may not be delegated, but the line of command may. In this way, a Chief of Department may assume the coordination of the Human Resources Area, for example.

Ultimate goal of the Executive Staff
    The ultimate goal of the Executive Staff is to act at the same moment that an academic-administrative process is verified. Therefore, it must maintain the dynamic balance of same. It must not let it fall, become paralyzed, neutralized nor to be eliminated.
Coordination
    Their can be no integration without the establishment of coordination processes.
    Coordination is the act of integration. It represents the guarantee of the bond between processes, resources, activities, tasks and structures of the organization. To do so, effective communication and information methods are designed and applied.
If for a moment we can visualize a symphonic orchestra, we will see the directors and the heads of every instrument group; each group of musical specialists begins to play their instruments according to the indications of a pentagram. The director seeks harmony during the process of execution. Likewise - by analogy - this would be the process of coordination to be made by the Executive Staff

Sense of Coordination

    Coordination starts to make sense when the complexity of the organization is assumed. The organization has multiple dependencies,

In order for an organization to fulfill its short, medium and long term goals, each and all of its structures must be maintained in an integrated and balanced manner, and this is precisely achieved through the coordination exerted by its Executive Staff

The reason we say to "maintain the organization in balance" is due to the fact that the contradiction is accepted as something natural within tis interior. We mean to "maintain the balance" or seek it when encountering a new situation.

All organizational processes are adaptive and re-adaptive. In cycles, in leaps. They are not static. Balance is a constant quest.

The complexity of an educative organization is given by the logics of its areas and processes as by its academic-administrative dynamics, joihed with the organization's internal and external social processes.

Types of organizational links

The types of links are assessed by the kinds of processes that are given within an organization, therefore we have:

Links for:

1. Administrative Cycle Initial Processes.
2. Administrative Management Cycle Development or Application Processes.
3. Administrative Management Cycle Conclusive or Terminal Processes.
4. Sequential Or Internal Linear Processes (VerticalAnd/or Horizontal).
5. Sequential Or External Linear Processes (Vertical And/or Horizontal).
6. Management Cycle Parallel Processes.
7. Management Cycle Simultaneous Processes.

These processes must be efficiently coordinated in a way that they impede or reduce conflicts due to encounter, absence or lack of support among participants or structures. This process can only be carried about by a team: The Executive Staff, which acts on and within the educative process.

Coordination and functional value of the structures and social actors

Coordination permits the application of the Social System Theory into organization functioning, since it considers the principles of organization

Ilustration No. 12

The integration and coordination process

INTEGRATE: Archieve process unity → Coordinate level of derection → Implies taking of decisions

Coordinate level of derection →

- Objective: To guarantee an efficient link in relation to organization & personnel → Process Functions Activities Tasks → To avoid and / or solve → Conflict or Congestion →
  - Direct confrontation
  - Indirect confrontation
  - Absence of a process or resource
  - Lack of support

- Types of links →

- Coordination Process →
  - Maintain human relations
  - Integrate the personnel
  - Establish an order of execution
    - Vertical - Horizontal
    - Applying Flowcharts
    - Operational systems
  - Execution time
  - Space
  - Establish alternate strategic processes, methods and procedures

Dimensions of the coordination process

According to the previous statements, in order to perform an effective and efficient coordination process, the Executive Staff must establish at a structural level, the following:

1. Execution method and procedure.

2. A vertical and horizontal order of execution, to this effect using:

   a. Flow charts (PCPM)

   b. Critical path method

   c. Branch diagrams

   d. Operational systems

   e. Cause - Effect Diagrams

   f. Pareto Diagrams

3. Maximum, average and minimum time for execution of projects.

4. Operational space, field or environment.

5. Alternate processes, strategies, methods and procedures. The latter being important in the case that ordinary processes are hindered in someway; the Educational Manager would normally wait until the problem was solved in a foreseen manner. Waiting implies loss of time, means and resources.

An alternate process may avoid loss, as well as facilitate the means to achieve organizational goals.

In the illustration, the reader may visualize the integration and coordination process previously explained. (See illustration 12)

On the Subjective Level, the Executive Staff must integrate the particular worlds of life with those of the organization.

FUNCTIONS OF THE EXECUTIVE STAFF

The functions of the Executive Staff are to implement, apply and coordinate the educative institution's plans and resources. Said functions will be detailed in the final proposal. (See Chapter XIII.)

THE ENCOUNTER; HOW TO ABOARD THE SUBJECTIVE DIMENSION OF MANAGEMENT

After having explained the structural dimension of management, we must discuss its subjective dimension.

Chart No. 10
The academic manager's profile

1. Previous expertise in handling of the specialty
2. Defined personality:
   - Internal-external balance
   - Bio-psico-social balance
   - Strong values
   - Firm temperament

3. PrevIous expertise and/or handling of the processes:
   - Technical - managerial 9 academic.

4. Capability to integrate and coordinate:
   - Social structures
   - Individual actors
   - Group actors (council, commissions, assemblies)

5. Capability to socialize:
   - Communication
   - Friendship
   - Comprehension
   - Collaboration
   - Cooperation
   - Solidarity
6. Capability of social regulation. Know how to apply:
   - Correctives
   - Admonitions
   - Sanctions

7. Capability to: decide and solve problems.

8. Capability to achieve results.

9. Capability to adapt and change.

University life should have a social and personal sense that must be founded on the constitution of a culture that rescues the human values of mankind.

It is necessary that we maintain as a criterion the need for permanent change, without denaturalizing the university. On the contrary, the goal should be to strengthen it as a project and as a historical-political-social process.

Creativity must be developed in order to stimulate the dynamic adaptation of its personnel.

Personnel integration is indispensable, maintaining the group as well as the particular and The restricted and centralized mentality must evolve into one giving access to a dialog that will permit the encounter with the present and future.

The author has been submitting to the community several strategies to achieve these goals parting from the formation of Academic Managers. Following we describe the guidelines of management subjectivity:

The Academic Manager's Profile

We must achieve the integral development of the Academic Manager and facilitate the means and procedures for him/her to reach this goal.

Chart No. 10 exhibits the variables we must consider in the formation of the institutional leader.

At the beginning of his administration, a diagnosis is made in order to determine his strongholds and weaknesses in relation to the nine variables contemplated in the chart.

The first requisite is that the professor be a career specialist, having acquired a high degree of knowledge either through experience or through post-graduate study. This is indispensable for the Manager to have authority and for his proposals to have acknowledgment in the academic process.

Before exerting the post, the professor must course the Academic Management workshops foreseen in the formation program.

The candidate must strengthen or deploy his personality. He/she will count with a bio-psycho-social balance that will benefit him/her and the institution.

He will learn to dominate the academic management technical processes. Likewise, he will acquire the ability to integrate and coordinate the individual and group structures and actors of the university.

On a parallel basis he / she will strengthen or deploy his I her abilities to decide and solve problems, always facilitating the achievement of goals proposed by the university community. This ability must also facilitate changes in favor of said university.

How to comprehend the persons and groups making life within the organization?

The encounter between the Manager and the personnel may be decisive in generating a great project or a conflict.

Within the context of the organization, it is the Manager who has the historical responsibility to integrate his/her personnel; integrate it in its functional and human dimension.

the authoritarian era must be overcome. Respect for the life of the Manager and of the personnel is transcendental. Therefore, the Manager's preparation at this level is plainly justifiable.

There are Managers who provide undesirable attention to their fellow companions and vice-versa. But it is the former who must act as role model. He/She must be normal, neither exaggerated, nor diminished.

In the encounter, the Manager must know and comprehend that the individual person or group, introduces an idea that is presided by a previous problem, or that may be influenced by the forces in the group meeting. A person may individually reflect any of these psychological expressions: repression, negation, displacement, fixation, projection, rationalization, regression, sublimation, idealization and scission.81

On the other hand, a person exposing an idea may alternately express three states of Ego, such as: that of the Father (imitating the classic paternal figure: full of prejudice, critical or tender, lovable and protective); of the Adult (having rational thought), or of the Child (a behavior based on the impulse that a person brings at birth.)82

Likewise, in the environment of a meeting, the participants may express at least twelve forms of behavior, as demonstrated by Bales: These behaviors may be "polar", or in other words, if there are three positive forms of behavior towards the group, there may also be three negative

81. MORGAN, Gareth. Images of Organization. Mexico. Alpha-Omega. 1990. p. 194.
82. JAMES. Muriel and JONGEWARD, Dorothy. Everybody's Book. A Transactional

forms of behavior.The same occurs when the behavior is towards the task or the objective proposed by the organization.[83]

The Manager should even take into consideration the language used by the person as an indicator of how he/she programs his mind. Communication modes must be identified such as visual, auditive and kynesthesic, among others.[84]

On a case basis, it is recommended that the proposal be analyzed in detail and that the energy or interest of the persons be channeled to the organization, always taking into account the importance of the subject.

How to resolve a conflict in a positive manner?

This implies that we acknowledge conflict as something natural to the person and groups. This is the first element to consider.The second element to donsider is the taking of decisions that do not compromise the future of the organization, that to not destroy it, and do not affect the dignity of the persons and Management.

The two previous conditions given, a conflict may find at least five ways to encounter a solution.

In the first place, the Manager may evade the problem. Not due to fear, but because it surprised him/her at the moment. He evades it to seek information, to know the details, and meanwhile, he will cancel a meeting, or ask for a 24 or 72-hour recess period to study the problem.

In the second place, when the colleagues propose something that impedes the development of the institution, or that places it at risk, he/she must impose their authority, assuming organization principles, sanctioning and suspending activities.

If the proposal is equal or similar in reference to values, norms, objectives, means or strategies, the Manager must give way to the counterpart and positively channel the administration of the proposal.

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83. AMADO, GiVes and GUITTET,André. Group Communication. Argentina. Ateneo. 1978. p. 155.

84. ROBBINS, Anthony. Power wIthout limits. The New Science of Personal

In the case of encountering positions, especially in the case of those having to do with Guilds (salary problems), the Manager must negotiate. He must make a fair half and half deal.

Finally, if there are common projects, there should be a cooperative spirit between the group and the Manager.[85] ◆

85. GARCIA, Osacr and MARTIN, Fior de Maria. Administration and Management
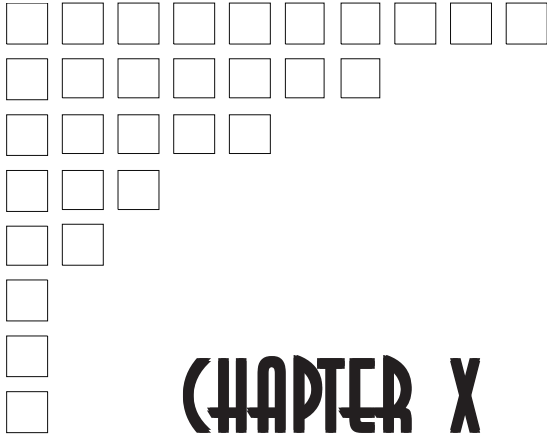
CHAPTER X

The Proposed
Research Management

PROPOSAL

The proposal to be made is the following: it is indispensable to incorporate scientific research to the administrative-management circuit.

But there is a difference in respect to research as an area of institutional development in the sense that the Alter is free, open, unlimited in as to the immediate production of results. While the former has the mission to provide the instances of Government and Co-Government with clear, precise, and timely information. It must serve not only to acknowledge the ever-changing internal and external status of the organization, but as base to take decisions in all scopes of the Management. (See illustration 13).

Both diagnostic research and evaluative research are unsubstitutable components of the management circuit, and as appreciated in the following illustration, they ensure the success or the development of the organization in the measure that they submit objective criteria for taking decisions on a daily basis.

For research (applied to control and evaluation) to be effective, it must, in the first place, be assumed as a normal and routine function of university managers.

In the case that it is found necessary to constitute it as an autonomous structure, research must be conceived as an experimental unit.

METHODOLOGY TO DEPLOY

In second place it is necessary to implement methodologies, techniques and tools that enable the timely insertion of the function within the academic-administrative cycle. Statistical data presentation techniques have been used to simplify ordering and reading of said data.

Ilustration No. 13

Decision -Taking sources and processes
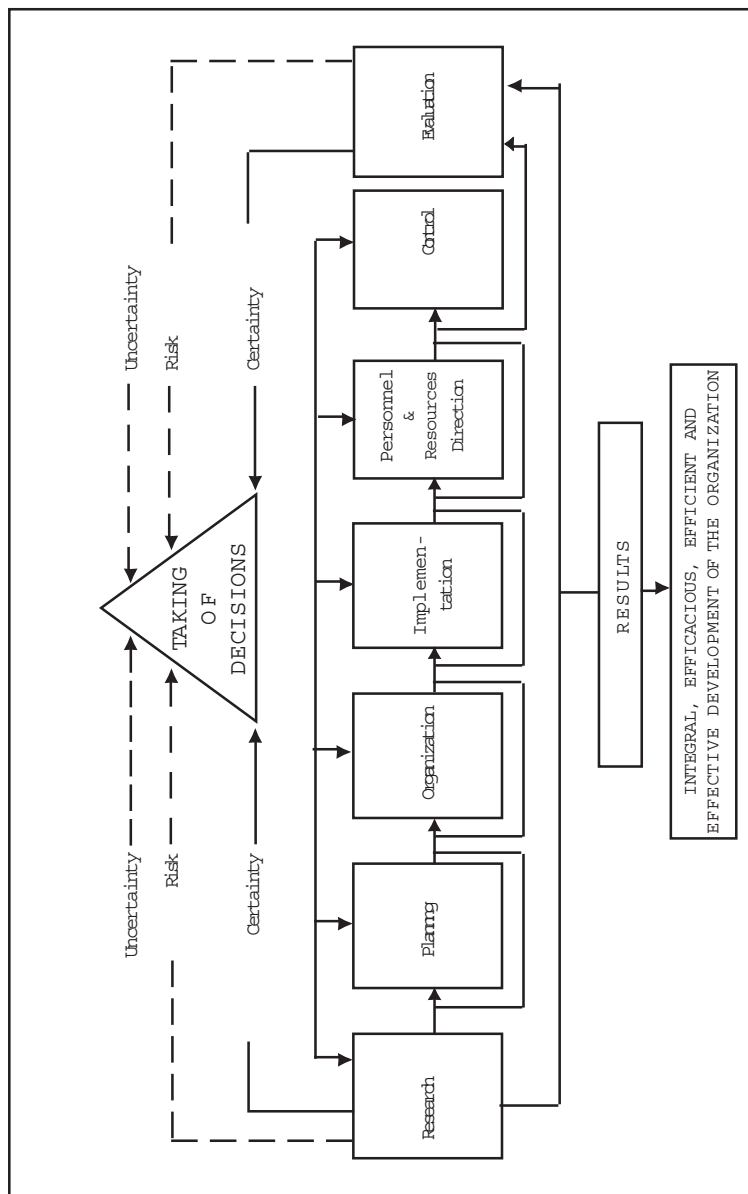
To this effect, Mary Walton,[86] indicates seven instruments (shown in illustration 14)

The Cause-Effect Diagram

In this chapter we will explain a methodological tool that not only can be applied at research level, but also in control and evaluation. We refer to the Cause-Effect technique or herringbone technique, designed by Doctor Kauru Ishikawa.

Until now, some institutions had used a multi-cause model to explain the reasons due to which determined phenomena are produced. In illustration 15, we observe this methodology applied to the understanding of the problem of low student performance. 28 causes for the problem are assessed, enchained one to the other. There are causes of causes.

This scheme is certainly good, but not good enough in respect to an organizational cycle, this is because when the last cause is still under assessment, the cycle has ended, and if results are awaited on, the cycle may fail.

In opposition to this, Ishikawa's technique is more attractive, since it parts from the premise that within the production process there is always a factor or cause generating the problem.

Upon building the diagram and performing a structured observation or survey, it is possible to identify and eliminate or decrease said cause in fair time, before the process finishes, thus achieving the desirable quality of same, and therefore, of the product to be obtained:

lshikawa proposes four variable causes:

1. Hand Labor

2. Method

3. Materials

4. Technical Equipment

The graphic is built as follows: (See illustration 16)

A main horizontal line, with the problem located at its right end; later this line is touched by ob'ique or transversal lines which represent the causes. Each variable has its own indicators.

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86. WALTON. Mary. How to Administer with the Deming method. Colombia. Norma. 1988. p. 106.

Ilustration No. 14
Seven useful ilustrations

Cause & Effect

Flowchart

Pareto`s Diagram

Type

Trend line graph

Measure

Time ⟶

Histogram

Measurement

Control graph

Measurement time

Dispersion diagram

Variable 2

Variable 1

Diane Ritter

SOURCE: W ALTON, Mary. How to administrate using the Deming method

Illustration No 15

Multi- Cause Diadram

Problem: low academic performance

SITUATIONAL FLOWCHART

| Historic Conditioners | Causal Relations | Descriptors | Consequeces |

Consequeces:
- Irregular promotion of students of a cohort
- Student oppression
- Demand of addtional resources
- Student desertion
- Low percentage of admissions-graduations from a cohort
- Low quality of graduates
- c. the of methologic strategy in the teach /learn process. i

Descriptors:
- There is a high percentage of repeating students
- There is a high percentage of irregular students
- There is a high percentage of students with a low G.P.A.

Causal Relations:
- Deficiency in the preparation of students from prev. semesters
- Library service deficiencies
- Inadequate study habits and techniques
- Inadequate use of methodological strategies in the teach./learn process
- Inadequate use of evaluation criteria and techniques.
- Limited individual academic advisory

- Insufficient social-educative service coverage
- Insufficient and obsolete provision of laboratory equipment in some facilities
- Low student motivational level
- An elevated professor/ Student ratio in some facilities
- Insufficient programatic contents not achieved o mainly
- Continuos paralysis of teaching activities
- Deficient teacher formation and update
- Incompliance of assistance of teacher
- Insufficient and inadequate consultancy physical installations

- Inefficient academic vocational guidance service
- High percentage of false enrolment in fisrt semesters of some careers
- Study Program unfeasibility and obsoluteness
- Unsatisfaction of guild claims and requirements
- Low teaching motivational level
- Teaching formation and update program is inefficient and inadquate
- Inadequate teaching parsonnel control & evaluation mechanisms

N C

- Inadequate student admision criteria
- Insufficient Educative research development

Historic Conditioners:

Populist Democrazation (massification)

Value: University Social System

- Low student social- economic level
- Trend to neoliberal develoment model
- Trend to the technomatic education model
- Insufficient vonal guidnce of acad.parsonel

Source: DGPU-LUZ 1991

Another interesting aspect of thetechnique is that the diagram may be built previously, as a heuristic resource used to locate all factors and causes that may favorably or unfavorable affect the process. In this way, a more integral vision of the process may be acquired. A greater level of control may be achieved. This taking place, the Manager will not be easily surprised by any problem because occurrence probability takes them into consideration and will have the exits for same prepared.

In the adaptation of the diagram to the educative level, the author suggests that in order to better visualize the process, the external variables be placed at the top of the horizontal line and the internal variables at the bottom.

The use of diagrams, charts, etc., prepares the path to the hall of intelligence in which belies all the information needed for the taking of decisions .

Ilustration No. 16
Cause - Effect

EXTERNAL

Variable   Variable

                                    Problem

Variable   Variable
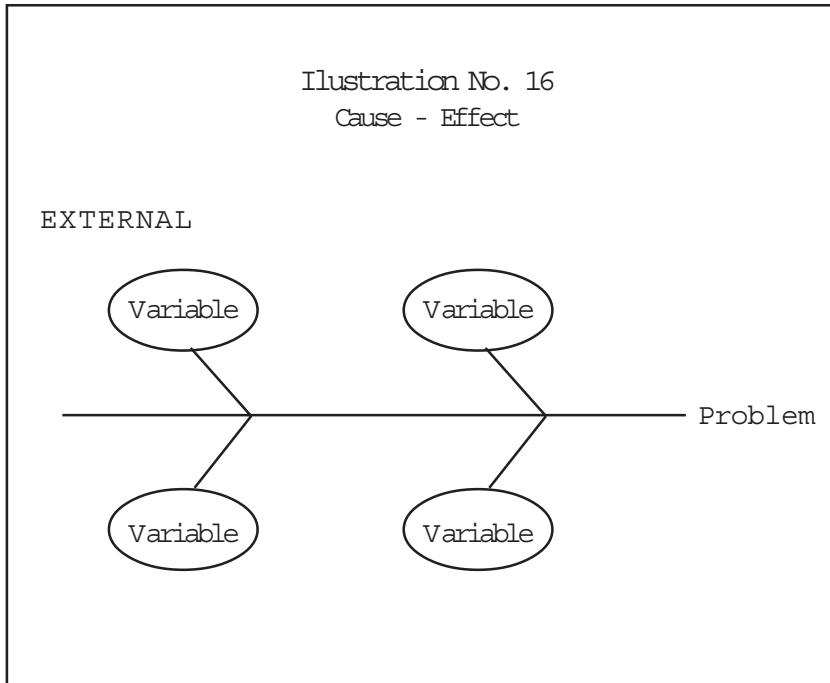
FORMAT FOR SIMPLIFYING RESEARCH

The following chart displays a format in which research results are shown. (Chart no. 11)

We have four columns: the first indicates the development area or sub-area to be researched. In the center column (column no. 3) we place the situation, be it of a problematic, potential or routine nature. Implied entities and their characteristics, properties and functions are specified.

Then to the left, in column no. 2, the relational or causal situation is placed, and in column no.4, recommendations for action are indicated.

The rest of the data have to do with the Official and/or Dependency filling out the report.

W ith these diagrams and formats we wish, as stated earlier, to simplify the information without sacrificing its substance, in a way that it flows effortlessly at the moment it may be useful. In this sense, the author shares Khandem & Lorber's theory in relation to one page administration.[87]

To end, we wish to make clear the limitation of research in a general context. Research contributes to capture the present and past reality. Nevertheless. It is the Manager, in his/her condition of a creative and intuitive being capable of totally seizing a situation that must consider other elements not provided by research to decide the future of the organization. ◆

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87. KHANDEM, Riaz and LORBER, Robert. One Page Administration. How to manage Information to achieve goals. Bogota. Colombia. Norma. 1986. p. 150.

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Chart No. 11

Research Area (Organization and Investigation)

Research Area & Sub-Area	Relative and/or Causal Situation	Current situation under study 1. Problematic ☐ 2. Routine ☐ 3. Potentials ☐	Recommendation for Action

Dependency _____ Responsible: _____ Legal support: _____

Participants _____ Annex to this formato any support considered convenient

Date of designation: _____ Date of Initiation of studies: _____ Date of termination of studies: _____

In the situation, please include: name, theme, actors, variables characteristics and/or properties and/or functions, nominal, ordinal, interval level relation measurements
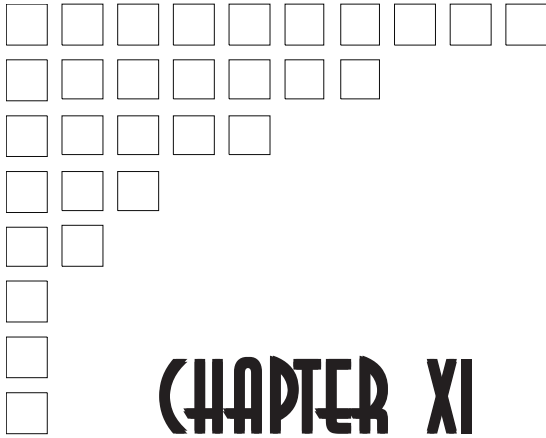
CHAPTER XI
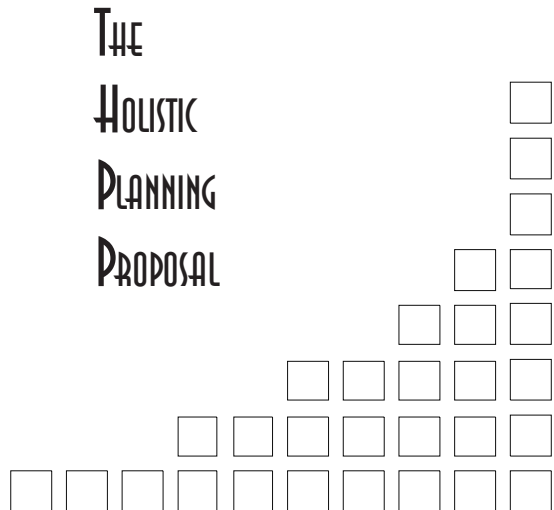
The
Holistic
Planning
Proposal

This chapter submits a proposal in reference to planning as a sub-process of management.

FUNDAMENTALS OF HOLISTIC PLANNING

The first part exposes what the author calls Holistic Planning and the second part explains how to perform an integral planning process.

Definition of Holistic Planning

Within this job, Holistic Planning will be understood as that which foresees the integral and integrated development of the educative institution centered on the continuous improvement of the quality of human and academic life of the alumni, teachers, employees and workers, in a way that these actors may contribute to the development of society and institutions.

Chart No. 12 shows us an integration of the different scopes of planning. Each one will be explained.

Normative Planning

Within the context of organization, all planning is normative, due to the fact that it rules individual and collective behavior, through duly agreed and approved norms.

The Zulia State University is ruled by the Law of Universities, an its regulations, resolutions and agreements. Likewise, the Ministry of Education, the Educative Zones and Secretary of Education Offices all follow their respective norms.

The problem of normative planning, is its traditional conception, which is resolved in this proposal by the introduction of the need of continuous updating of the norms; these may remain intact be
- reformed or totally changed.

Chart No. 12
Holistic Planning Structure

Types of Planning

Types of Planning

Normative planning:
1. General: (norms and regulations).
2. Global: (directlve).
3. Consolidated: (per scale and sequential levels).
4. Per areas, and/or functions, and/or structures.
5. Vertical and/or horizontal.

Strategic-sItuatIonal planning:
   — Fundamentals:
1. Institutional perspective.
2. Specific situations and actors:
   - Opportunities
   - Obstacles
3. Solve specific problems and necessities

Planning of potentials:
— Fundamentals:
1. Project human resources al an internal and external leval

Routine planning:
— Fundamentals:
   Optimize the institution's normal and dewy processes.
- Coneultancy.

Conceptions of Planning

A structure:
       Command line.
As a normal and compitmentary function to the rest of the management functions.
By experts.
By clerks,

Types of Normative Planning

At least five types may be identified: General Planning which refers to the norms per se; Global Planning which gives the institution a homogenous treatment; then we have Consolidated Planning, which opposes the previous type un its approach. The latter is understood as that which is elaborated taking into account the institutional diversity and social-technical viability of the plans coming from the university's fundamental instances. For this type of planning to be made It is vital to previously establish diagnostic and decision taking criteria so as to permit a fair and urgent treatment of each instance and not submit these to the possibility of being neutered by a circumstantially dominant voting group with different interests. As an example we will take a Faculty Council to which ten teachers are simultaneously required by each of its schools. If there are three schools, we are talking of thirty teachers. The budget only permits the contraction of half this number. In order to take a decision of how this budget will be distributed, we must consider:

1. Number of alumni.
2. Number of teachers.
3. Alumni / Teacher relation.
4. Teacher antiquity (number of years working with the institution.)
5. Average number of students enrolling in the school.
6. Average number of graduates per cohort from each school.
7. The degree of permanence of alumni.
8. Resource distribution alternatives.
9. Others.

Consolidated planning starts from the base and towards the organizational superstructure, therefore plans are consolidated on a command chain sequential scale, hierarchy and level basis, and we must take into account that this form of planning must be performed as briefly as may be possible with a medium term, and attending a decentralizing principle. For example, each school submits its development plan to the Faculty Council and said plans are consolidated at this level. Afterwards, if necessary, the same is done at the level of the University Council.

Consolidated planning takes Ihe planning concept through administrative academic areas and/or processes. Finally to Vertical Planning which comprehends the line of command, and Horizontal Planning which contemplates aspects located at equal hierarchic levels. Example: the planning of an academic period (semester or year) needs to include these concepts since teachers, students, resources and processes are all implied intervening in a simultaneous manner.

Strategic planning

The author assume the strategic planning criteria formulated by the LUZ General Direction for University Planning presenting the following aspects:

1. To be applied to critical cases or In those that represent an obstacle for institutional development.

2. Assume the criteria of strategic planning in both of its senses.

　　a. From the teleological-political sense, the university, through the University Council, must design policies that will guide the institution's actions, and where criterions concerning the social and historical mission of superior education are formulated.

　　b. From the pragmatic-situational sense, the university, through its government and co-government instances, must know how to integrate its resources and actors in a way that these acknowledge the obstacles and opportunities of development.

Potentiality Planning

Just as critical knots are identified, it is possible to identify the potentiality of under used resources in the university and in the entire educative system, especially human resources.

Human resources must be projected in new situations of efficacy and efficiency. This procedure is called Potentiality Planning. The author considers that if this type of planning is assumed, problems and critical knots tend to decrease or disappear.

Routine Planning

This type of planning has the goal of optimizing administrative-academic and institutional service processes through the application of clearly established systems and methodologies.

The routine has to do with the institution's efficiency. The less time there is between the moment a decision is taken and its' application, as well as between the planning and the acknowledgment of the results, education will surely be more socially efficient and effective.

Routine planning deals directly with logistic support, strategies, tactics and operations that must be fulfilled to reach the institution's goals. Here the participation of the human subsystem of university employees is of prime importance to provide a timely service to the academic and directive instances.

Normative Planning in its practical work sense includes Strategic Planning, Potentiality Planning and Routine Planning.

Strategic Planning does not exclude Potentiality and Routine Planning. Definitively, planning must be boarded with a total vision.

In this sense, the previously mentioned dimensions of planning will be better understood after reviewing the format forwardly explained.

Planning as a Function

Finally, holistic planning must be considered as a normal and everyday function of every administrative-academic instance of the university, a question that does not exclude the existence of expert and planning instances in the line of consultancy, or more properly, organizational development instances of consultancy that may provide formation and preparation services facilitating institutional change.

How to Plan

The author has designed a format (see chart No. 13) to materialize the entire planning process.

A simple language is used to expose the different concepts that support planning.

The format contains eight main columns to be completed as follows:

El formato posee ocho columnas principales que se Ilenan de Ia siguiente forma:

Chart No. 13
Planning Format

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Dependency: _____

Area & Sub-Area / Process	Policies	Justification	Objectives (and/or similar)	Strategies	H & M Resources	Organization	Economic	Technical	Temporary	Social Internal	Social external

Name & Post of Clerk / Date

Planning and/or Evaluation   Receiving Dependency   Viability

The Policies

In the first column, we place the name of the development area and/or sub-area to be planned.

Policies are located in the second column. This represents a proposal within the context of the plan that reflects the first decision taken by the authorities in relation to the future of the development of the area and/or sub-area. It expresses the pretended general will. In this way, for example, we may formulate four policies:

1. Constitute the area   X

2. Develop the area   X

3. Strengthen the area   X

4. Reformulate the area   X

Policies must be explicit and be approved by the Co-Government Councils. They represent, the same as any other plan, the agreements for conducting an organization, therefore they will serve as guidelines for immediate and future actions of these agreements, as well as of the executive staffs.

A change in the policy implies a change in the rest of the plan.

All policies must be updated at the end of a management cycle, in a way that they serve as base for the building of the new plan.

Agreements suppose conflicts due to the diversity of actors participating in the Councils. Part of a Manager's role is to encounter the necessary agreements.

Understanding this conflict-agreement process, it will be possible to comprehend the difference between normative plans (in their classic sense) and strategic plans. In the former, it is one main actor that takes decisions. In the latter, decisions are taken by several actors. Due to this reason, we must understand that the building of a plan is not merely a technical action, but also a political one, the latter preceding the former.

Justification

All policies must be justified, or said, we must specify the reason for taking a decision. The justification is placed in the third column.

There are three types of justifications:

1. Justifications based on reality diagnosis (be it problematic or potential).

2. Normative justification, where decisions are taken in virtue of a juridical-normative support (National Constitution, Organic Law of Education, Law of Universities, rulings...).

3. Social-Political justification, where the commanding group's mission and vision are considered. This being just as important as the two previously mentioned, especially if the decision is to open new routes, or to make an organizational change.

Objectives

The objectives or goals are placed in column 4.

First of all, results that reflect policies in concrete terms must be achieved. Second, the results of the administration must be observed, measured and quantified at the end of the administrative cycle.

Objectives are propositions that state beforehand the results that we pretend to obtain in a specific time span. They are another form of expressing management decisions.

Just as policies are justified, objectives are formulated according to the viability to reach a determined result.

Diagnostic justification indicates a lack, absence or potentiality. Objectives indicate what needs to be achieved or developed. For example, there is the diagnosis that with an Economy School Department there are three teachers without postgraduate studies and three, with a postgraduate degree. Accordingly, the objectives would be:

1. To form three professors in the area of Micro-economy.

2. Promote and incorporate three professors to pre-graduate teaching.

The policy sustaining this decision would be: develop the area of teaching resources.

There are goals according to the areas that are being planned; in this way we have nominal or formal objectives and substantive or modular objectives.

The latter refer to the vital organization sub-areas, such as the curricular or teaching formation areas. The former refer to the other institutional development processes and areas.

When the differences between policies and objectives cannot be clearly established, specially at the teaching / learning process level, performance standards must be are established, with higher, middle and lower limits.

88. MAGER, Robert. Goal Analysis. Mexico. Tillas. 1986. pp. 5-6.

Strategies, resources and the organization

A well defined objective permits the identification of strategies and resources. And they are the main reference for institutional evaluation.

As strategy, we understand the courses of action that must take place in order to achieve the objectives. These allude to functions, tasks and activities to be executed, also representing new decisions.

Strategies must be taken according to the internal and external factors of the units that formulate them.

Strategies are placed in column five. For example: To redistribute the teaching load of department members.

Column Six holds human and material resources to be used, and in Column Seven we identify the party responsible for implementing, executing and performing the follow-up, control and evaluation of the relevant objective, as well as the strategies designed

Viability

Until now, the building of the plan has been basically static, obeying more to the information, necessities and potentialities detected. This methodology does not differ from normative planning. But from this point on, planning becomes dynamic, and Column Eight referring to the viability of the plan is used for this purpose.

We will understand as Viability as all the social-technical conditions required to execute a determined plan. Economical Viability is identified, being relevant to the availability of the financial resources (Column 8.1) which are indispensable for the execution of the objective.

In the second place, we have Technical Viability which indicates the human and material resources present for implementing the plan (Column 8.2). Temporary Viability is indicated in Column 8.3, relevant to the time span in which it is expected the objectives be achieved, and if this factor corresponds to the respective administrative cycle's timeframe. This will let us know when a resource under formation will be reincorporated to the academic-teaching process.

Internal Social Viability is expressed in Column 8.4. This refers to the approval achieved by the manager within the Co-Government. We will once again insist on the differences as base for the agreement; therefore the need for negotiating, ceding, sharing. It is recommended that the institutional parameters for approving or denying a program be previously established.

External Social Viability is expressed in Column 8.5. This refers to the support an instance counts with within its social institutional environ for the development of the plans.

If, for example, an instance is not supported alleging absence of resources, the manager must seek or build the viability; the execution of the plan depends on it. But this is not achieved automatically therefore the criteria and suppositions of strategic planning are valid in the sense that they acknowledge the internal and external obstacles and opportunities required for the execution of the objectives.

If there is no viability in X time, the manager will have to return to the instance of origin and reformulate the seven previous columns, or some of them, or he may also emphasize in building the viability. Likewise, he may opt to provisionally suspend the project and formulate an alternative one. Most importantis that the manager be capable of keeping the organization alive.

The previously exposed concepts refer to the dynamics of planning that at the same time respond to the dynamics of management, and the latter, to an ever-changing reality.

EXPERIENCES ENCOUNTERED

The planning format has been applied in terms of simulation within the Academic Management Workshops.

Participant have come to the conviction that:

1. It is possible to assure planning as a normal function within institutional leadership, directly involved within the university's development process.

2. Planning is an act that begins and must be maintained in effect during the entire academic management process. Or said, it is not an initial, punctual, unique or linear act,

3. The Planning process, being dynamic, must be consolidated not only in the instance in which it was initially assumed, but also in the integrating instances.

4. University planning must emerge from the base and not from the summit, and specially not from experts occupying consultancy lines. Management culture and continuous formation of the academic manager is indispensable for the success of this process. ◆

CHAPTER XII
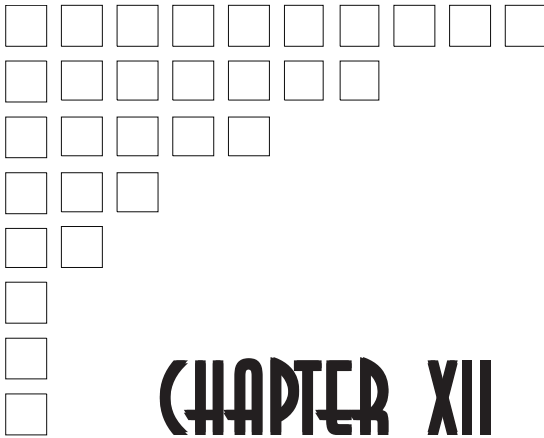
Study Program
Management
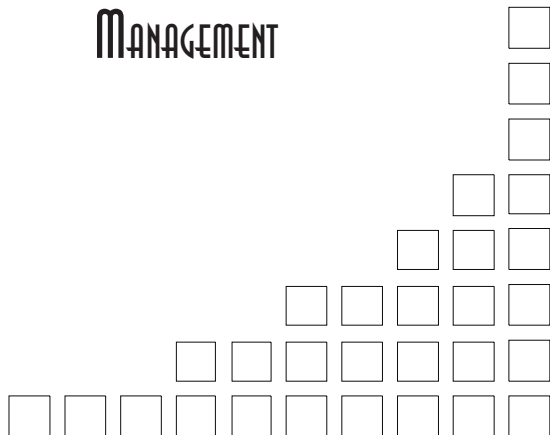
The STUDY PROGRAM MANAGEMENT will be understood as the academic management sub-process that has the mission of providing the integral development of alumni through the efficient and timely employment of resources.

LOW STUDENT PERFORMANCE

The Venezuelan educative system confronts a problematic situation in all senses. Student performance is below average. Official Ministry of Education records show that last year nearly nine hundred thousand students failed the academic year or deserted school.

In the case of Zulia State University, changes have not been made between the old study program and the new integral study program of 1984, student performance maintaining a 12 to 13 score average. (See chart no. 14)

Students, on an average basis, are graduating with only 65% of the goals or knowledge.

This constitutes a problem, not only because student development is affected, but social development is affected as well.

THE STUDY PROGRAM AS A PEDAGOGICAL PROBLEM

Several factors explain low student performance. One is the reductive or partial conception used until now, exclusively using pedagogy as the educative science, and within same, didactics.

ft has always been thought that a good study program design (profile, study program structure, subjects, etc.) is enough to reach the goals of education.

THE STUDY PROGRAM AS A MANAGEMENT PROBLEM

The previous conception is limited in the sense that it does not contemplate other factors that are equally valid for achieving educative success, from the budget all the way to the type of personnel that will be required to apply the study program. Now, the only disciplines capable of articulating all the factors are: Administration, understood as a logical process of research, planning, organization, execution (implementation, direction, control and evaluation) or Management, understood as the dynamics of the administrative processes in pro of reaching the educative institution's social efficacy and efficiency. From this perspective, the study program is also an administrative management problem.

Chart No. 14 Zulia State University Grade Point Average per Faculty (Years 1981-1987)							
Faculty	1981	1982	1983	1984	1985	1986	1987
Law	12.8	12.6	12.6	12.5	12.6	12.6	13.3
Medicine	12.9	13.5	13.1	13.0	13.2	13.1	13.4
Engineering	12.5	12.5	12.7	12.6	12.5	12.6	12.7
Odontology	12.9	13.0	13.0	12.7	12.5	12.5	12.6
Economy	12.3	12.5	12.4	12.4	12.4	12.4	12.6
Humanities	13.5	13.7	13.7	13.9	13.7	13.7	13.8
Agronomy	12.2	12.3	12.4	12.6	12.5	12.5	12.5
Architecture	13.3	13.6	13.6	13.5	13.7	13.7	13.9
Veterinary Sc.	12.3	12.3	12.1	12.1	11.8	12.3	12.0
Science	12.7	12.5	12.5	12.4	12.7	13.0	13.3
Grade Point Point Average	12.7	12.9	12.8	12.8	12.8	12.8	13.0

Source: LUZ Statistics Department.

The thesis to be explained in this chapter is that at the present, there is no correspondence between the integral conception of ((Education>>, and the proposed study program structure. There is also no correspondence between the proposed study program and its execution. Both of these situations equally produce low student performance.

THE INTEGRAL CONCEPTION OF EDUCATION AND THE STUDY PROGRAM STRUCTURE

Doctor Walter Peñaloza, co-author of the Zulia State University's 1984 study program reform, explains in his text entitled ((Educative Technology Manual>> that:

> The true function of the Study Program isto permit the alumni to develop their abilities, that they adequately relate with the soaal environment and incorporate the culture of their time and peoples.

Doctor Peñaloza proposes an integral conception of education. If this is so, then the curricular structure must also be integral; in this sense, the author indicates that:

> next to the indispensable knowledge and professional practice, which are required in all careers, also to be considered are a group of other activities that generate experiences related with other great educational problems, and through intense consultancy actions must seek the inner balance of the alumni, and as basic knowledge, will not only consider the professional subjects, but also those of general formation, mainly pointing to personal consolidation.90

Zulia State University assumed this conception, and the proposed study program structure -with pertinent adaptations- in resolution 227. All careers will implement this resolution.

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89. PEÑALOZA R, Walter. Educational Technology Manual. Maracaibo. Venezuela. Universidad del Zulia (Zuka State University). 1979. P. 22
90. Ibid. p. 25.

In Chart No. 15, we can obsene how a study program of an intellectualist conception, concentrating 91% of the hours, turned into an Study Program of integral trend, reaching 75% of the total and where a specific weight is assigned to professional practice (19%) as well as to setf development activities (5%) and consuttancy and guidance (4%). As observed in the Chart, main emphasis is still on the area of knowledge. Therefore, this inclination the Study Program's daily practice imposes itself over the other areas, and when balance is broken among these, the integral conception of formation vanishes and once again provides entrance to the intellectualist conception of education. At this level we must introduce the provisions of Management, which represent within planning, the viability of strategies and structures that serve as support for educative objectives and policies. From this angle, we conclude that area based structure does not aid integral formation. Our opinion is that other important dimensionsthat will immediately be analyzed should have been considered.

Chart No. 15
Study Program Area - Schedule Distribution
(percentage)

Study Program Structure per Areas	Min-Max proposed standard	Study Program before 1984	New 1984 Study Program
A. General Formation	12-15%	13.8%	8 %
B. Basic Professional Formation	12-15%	24-6%	24%
C. Specific Professional formation	39-42%	52-7%	40%
Sub-total (A+B+C)	51-57%	91.3%	72%
D. Professional Practices	15-20%	7.3%	19%
E. Self-Development	7-10%	0.8%	5 %
F. Guidance	3-7%	0.8%	4 %

Source: Central advisory Commission for Study Program and Evaluation. LUZ, 1988

ABSENCE OF STUDY PROGRAM HUBS

When the new study program was implemented, emphasis was made on an area-based structure that corresponds to the educative conception. Yet the scientific dimension or specialty of the career, which provides the latter with substantial contents and/or structure, in other words, the programmatic hubs, were not adequately cared for. (see chart no. 17). The epistemological fundamentals of each career were not assessed, or said, the bases or principles that determine whether a career is scientific

Areas were reformulated, but substantive aspects of the profession were forgotten. The programmatic hubs of the previous study program were maintained.

When forgetting the hubs, the Study Program Commission distributed the hours, subjects and other program components in a non-discriminated manner; lacking criteria. We will explain this: Study Program hubs provide the structure that the university career Will have in the programmed formation semesters. In Chart No 16 we can observe at least two hub

Illustration No. 17
Study Program Structure

Educational Dimension
- General Formation
- Basic Professional Formation
- Specific Professional Formation
- Professional Practice
- Activities
- Consultancy

Study Program Structure

Scientific Dimension
- Career´s logical structure
  i.e.: Theory, cultural, areas
- Career fields
  i.e.: rural education sociology
- Specific problems
  i.e.: Health and Education
- Degree of scientific formalization
  criticism, logics, heuristics

classifications. These are: the hubsaccording to their strategic
location within the formation plan, and, the hubs according to
their individual contents and objectives. What happened? To start
with there were cases in which the hour distribution equaled the
main basic hubs with the secondary hubs, and between the latter
and complimentary hubs, at the design level of course. For example,
if we have an hub, which is a main hub, and it iS assigned with five
subjects taught 4 hours per weelc per career/semester, and we have
a D hub, with 6 hours/week/semester/ career, What do we have? It
seems that the first hub is more important

Chart No. 16
Types of Study Program Hubs

1.   PER STRATEGIC LOCATION WITHIN THE FORMATION PLAN
  1.1. Basic Hubs.
      1.1.1. Main hub(s). Called the backbone of the formation plan.
      1.1.2. Secondary hub(s). Constitute an essential part of the
              career but do not define the predominating trend of same.
  1.2. Complementary and/or Auxililary Hub(s). Generety constituted
       by the contents of other sciences different than the sciencewhich
       defines the career.

2.   PER THE CONTENTS AND OBJECTIVE OF EACH STUDY
      PROGRAM HUB
  2.1. Chronological-Hlstorical Hub. A series of subjects dedicated
       to teaching the history of the carrer.
  2.2. System tic and/or programmatlc Hub.A series of subjects dedicated
       to teaching the contents of a career according to determined topics.
  2.3. Problematic Hub. A series of subjects dedicated to analyzing the
       contents of a career according to specific problems.
  2.4. Mixed Hubs. A combination of the previous.

Note: Ficmths point of view of Academic Management the relevant autorities
according to the profeesional profile must decide the hub types of the career.
aiwsi weight and amour* of seth.

since it has five hours against three hours. But a management analysis indicates that in the end, the complimentary hub is just as important as the first, having only two hours of difference in respect to hub A, the latter having 20 hours and the former 18. This shows that there is not a managerial conception of the Study Program. This concept would have the mission of guaranteeing an adequate distribution of the hours and other components in each Study Program hub or area.

On the other hand, we can observe a proliferation of hubs that make the Study Program profusely branch out, impeding the alumni to internalize the contents or objectives. But the analysis does not end here. In the second hub classification we can observe that when building the study program, an adequate criteria did not exist for the selection of the type of historic or systematic or problematic hub.

The first (chronological-historical) hub is still predominant. Students must know the origin and development of the career. Problems usually appear with the designation of subjects I, II, Ill, IV. And though this in itself is not negative, the problems show up when time and resources have been consumed by this hub in detriment of the other remaining hubs.

Another problem observed is that none of the hubs, areas, neither in theory nor in practice have articulation; they are isolated. The student encounters them in an isolated manner. This causes for those hubs or areas with most hours or subjects to become predominant over the rest. For example: The area of knowledge still imposes itself over professional practice, activities and guidance. These, in the students' world appear to be (<residual)).

If the main hub or secondary or complimentary hub or hubs are not established, the notion of the degree of difficulty of a subject for a student is lost. The degree of difficulty is determined by the location of a subject within the hub, in the semester, by the nature of the objectives, by assigned time, and by the importance it has in student formation, among others.

We observe that there are semesters in which key subjects of each hub coincide. This produces learning difficulties, one subject being capable of inhibiting the other, or both eliminating one another simultaneously within the student.

THE PROBLEM OF ENCYCLOPEDISM, ATOMICISM AND SCIENTIFICISM

Another problem deriving from the previous matter is the problem of encyclopedism and atomicism.

It is expected that if the student has success in the subjects stipulated within the Study Program, he will acquire the estimated formation or profile. This is questioned. From an epistemological point of view, the sum of the parts does not always produce the whole. This may be applied to an object. But where organic, social or knowledge processes exist, the whole becomes independent of the parts. Due to this, said Study Program would never achieve the student's integral formation.

Encyclopedism is a product of French tradition of the XVIII century, it provides extension and accumulation of all knowledge. This is joined by Atomicism, which consists of the fact that each subject is comprehended by itself and not in the context of a hub or Study Program. This explain why a student that may have succeeded a Subject II, failed in the pre requisite Subject I.

A phenomenon occurs in each subject, the encyclopedist vision being reproduced. Each subject becomes so extensive that every teacher indicates that their subject is the most important and therefore requires more hours and resources. This represents a problem for the student who becomes overwhelmed with work.

Jointly with encyclopedism and atomicism the problem of science's denaturalization necessarily appears. It appears as a product. And when doing so, science becomes a repetitive activity. For a student to become a scientist, he needs to learn all existing theories. This denaturalizes science, the student is not provided with the time required for experimentation, essay or reconstruction. When he his required to produce science, the student is not prepared. This brings forth traumas to the students or comical sketches of research.

All is presented as a package (stimulus) that the student must learn (answer), and this could never be considered as integral education.

STUDY PROGRAM - STRATEGY APPLICATION PROBLEMS

The predominant area in the educative system is the Knowledge Area. Within each subject, the teacher exposes, the student takes copy, afterwards the student learns the subject at home, out of class, and finally takes an examination. This logic conditions the learning process in a way that the teacher cannot coordinate it, only being able to coordinate the

teaching process. This modality is remote, the alumni, by his own means having to learn the taught matter. It is true that there are professors that promote class discussions. But within the study program context, this seems residual, without importance. This situation denaturalizes the strategy of presence, which has the mission of centering education on the student, as well as serving as a means for social interrelation.

The notion and practice of a formation production process does not exist. In most cases appearing departed from the educative system, carrying many implications with it. There is no continuity in learning. Feedback is not possible, far less a manner to guarantee its quality.

In Illustration No. 18, we observe that the educative system permits student admission. Within the system the student is dedicated to the success or failure I repetition of subjects until graduating. The institution does not know who the student is, how he is developing or which difficulties he is encountering. He is completely anonymous. No one knows where he comes from or where he is going; This impedes the integral formation of the student, and disappears as a person. In this context, evaluation can only exist in the form of an examination, to give a definitive sanction in respect to the student being apt or not, good or bad.

Before these facts, we propose that students undergo a continuous improvement process under the strategy of presence. Educational quality is viable through this mean. The bottom part of the graph shows an integrated subject system. The symbol ??indicates that there is a process control.

Academic Management assumes a continuous improvement criterion in respect to the processes so that the student not only learns, but also adapts himself through creative participation in the development of the institution and particularly of his own development.

The problem that has been exposed is observed throughout the entire educative system, from basic education to post-graduate studies. What we definitely have is a teacher-subject model of education, when what we should have is a participation-research strategy, in which student experience is the key to an adequate formation. Within this mean, evaluation forms part of the learning process and is not external to it.

THE PROBLEM OF DEFINING THE PROFESSIONAL PROFILE

The University has made a fundamental effort in defining the professional profiles of each career. Professor Ines Laredo played a vital role in this, along with the rest of the members of the LUZ Central

Illustration № 18

Natural Production and Formation Process

General production cycle

Society

Student

???????

Society

| State | Educ. | Family | Industry |

State | Educ. | Family | Industry

Consultancy Commission for the Study Program and Evaluation. The university evolved from an institution that did not know what kind of professionals it was forming to one that does know.The established profiles have not yet been achieved because management critena relevant to time, resources, etc., have not been implemented. Why? The answer is in the Knowledge Area.

Now, the entrance into the educational market of technologic institutes offering shorter careers and the presence of postgraduate courses in most careers casts doubts on the differences that exist among university teachers, when the same teacher-subject paradigm still predominates in the entire system. In the following chart we may observe the two types of professionals that graduate from the pre-graduate level: SuperiorTechnician and Bachelor or 'equivalent. The category of University Assistant has been added for analytic purposes. The postgraduate professionals are later indicated. Three ways of understanding the profile are shown: personal, academic and professional action. (See chart no. 17).

The academic profile

In respect to the academic profile, the key difference between the Superior Technician and the Bachelor is that the former fundamentally prepares himself as an analyst. An analyst is a professional that is prepared to resolve problems parting from knowledge models provided by the career, whilst the Bachelor mainly receives a formation oriented to research, capable of producing and/or reproducing knowledge in order to solve the problems. If this is what is wanted, and you have that 74 percent of the hours belong to the knowledge area and 47 percent are theoretic hours, we may conclude that a researcher or Bachelor cannot be formed. On the other hand, most study programs do not have as structured research area, except for Sociology and Social Work. Generally the latter shows up with the name of Research Seminary, or Research Methodology, but with very few hours per week.

When research is a requisite for the grade, most research work is either excessively theoretical or simply a research drill.

Even though the author does not share the idea of forming high level researchers in pre-grade, he does propose that the alumni be capable of producing knowledge, and in this sense needs time during his career, which is not offered. In practice, Encyclopedism and Scientificism annihilate this possibility.Also we must add the problem that most pre-graduate professors

Chat No. 17

Dimensions of the Professional Profile

	Type of profile / Type of personal	Personal Profile	Academic Profile	Professional Action Profile
Pre-Graduate	University Assistant		Know & apply worktools (instrumentalist)	Apply worktools
	Superior Technician	- Solid personality - Defined character - Ethics - National compromise	Analist	- Sectional dominion of a field - Middle Management
	Bachelor or equivalent	Idem	Researchert	- General dominion of a profession -Technical-scientific leadership - Organizer of processes
Post-Graduate	Update	Idem	*Contemporary updating*	
	Single entity specialization	Idem		*New frontiers of knowledge*
	Master	Idem		
	Doctor	Idem	- Science Philosophy - Integrator - Producer of Knowledge	

are not researchers. We can also observe the absence of an organic articulation between research and teaching.

Professional action profile

In relation to the professional action profile, the differences are that the Superior Technician possesses a sector-oriented domain of a professional action field and may execute linear management roles, tactic roles or operational roles. The Bachelor has a general domain of the profession, may accept technical-scientific leadership posts, general or middle management posts and process organization functions. Example: A Superior Technician in Economy would be a Agriculture and Livestock Credit Technician, while a Bachelor in Economy would have the skills to aboard credit problems, projects, macro-economy, micro-economy, etc.

In the execution of the Study Program we encounter that professional practice has few hours assigned, or said, less than 20%, except for the Health Campus. Likewise, most faculties do not have this area structures in its three levels (adaptive, sectional and final apprenticeship). The time assigned to research and professional practice, which is less than that required, takes us to the conclusion that in the best of cases, we are forming an Analyst or Superior Technician instead of a Bachelor. In the worst of cases, we are forming a ((high school postgraduate>>, or a University Assistant with knowledge of tools and their application. To finish and present new arguments relevant to the exposed problem, we will expose a case study referring to an encounter of multidisciplinary university professionals. We asked them to each define their respective professions and the results were those indicated in the following chart. (Chart no. 18)

As observed, only one out of nine professionals mentioned the word ((research)), while the rest referred to application and case studies. On the other hand, we observed an unclear delimitation of the study area. This demonstrates that the Bachelor is seen as a Superior Technician and not as a scientist.

An authentic study program reform at university education level must break with the teacher-subject paradigm, and should even change the language at basic education level emphasizing on personal development and on everyday experiences.

Chart No. 18
Professional Profile
(Case Studies)

Indicators	SOC Worker	Physician	Social Worker	Sociologist	Sociologist	Physician	Dentist	Physician	Physician
Science	X		X		X	X	X	X	X
Discipline	X	X							
Application		X	X				X		
Study						X			X
Investigation						X			
Leadership									
Health	X							X	
Individual	X	X							
Community			X						
Society			X	X					
Social	X								
Welfare	X	X							
Social	X		X						
Development									
Bio-psycho social being		X	X						
Others									X	X

THE POSTGRADUATE STUDIES PROBLEM

The vertiginous postgraduate study growth in the university casts doubts in respect to the differences of these studies with pre-graduate studies, the model of the former is the same teacher-subject model of the latter. Most postgraduate courses have 8 to 12 subjects, congesting the student of already made knowledge, without giving him the opportunity to produce knowledge.

Postgraduate studies must differ from pre-graduate in the sense that the former emphasize knowledge updating, in presenting students the possibility to access the last frontiers of knowledge. Therefore, the teacher-subject model does not function here.

In postgraduate studies, the student generally begins his grade thesis in the last semester of his Master's degree. This short time impedes the proper formation of a research scientist. When the student extends the duration of his study it is because he does not have time. He works, or is very busy.

On the other hand, we observe something curious: the university offers 30 pre-graduate careers, but also offers 62 Master degrees. This is a contradiction, for there should be an equal number of pre-grade careers and postgraduate degrees. Also, there should only be Master degrees per each work area, i.e.: the Master's degree in Economic and Social Sciences.

The excess of Master degrees (and specialties, of which there are 51) reveals a confusion, which consists of identifying the Master's degree with the Specialty degree and not with the base career. We even have cases in which the Specialty is awarded at the end of the fourth semester and not in the first year of the career.

The Study Program problem worsens. If within the pre-graduate studies we have so many unresolved problems, why are so many Master degree courses opened? Seen from the Management's point of view, another problem that the institution is not capable of solving simultaneously is being generated. It would be better to strengthen pre-graduate study programs and upon this column build the floor for postgraduate studies. Otherwise, the latter may fall apart.

The increased offer of post-graduates devalues the labor market for pregraduates. Postgraduates are being contracted for operational or line managers, this prolongs study duration for the alumni, who now must course eight years instead of five.

Both pre-graduate and post-graduate courses must be restructured, the latter to be used only to produce knowledge. In otherwords, it must be more selective.

THE PROBLEM OF PERSONAL PROFILE FORMATION

This point has been left for last because it is considered vital and relatively new in Study Program Analysis.

Further beyond low student performance or the differentiation between an analyst and a scientist, we have the problem of the personality formation of the future university graduate. The university student finishes his career but seldom times does he have at this point a solid life project. He thinks his realization is in function of an action (as an economist, physician or engineer) and having material goods as signs of status and success in life. He is not active in function of the development of his being, of his inner harmony, of his character before the situations of life. We see professionals that when confronted with a problem cannot offer solutions, they turn violent, hysteric or simply inhibit themselves. Or they have stability with their couple or within their families. This situation makes the formation problem more acute. We are before a student that lacks mechanisms for adapting to society or it's changes, much less can he manage moral or ethic issues.

Master Sal Baba says: ((when students enter the university they pass five years of their lives hunting for a title (a filed of action) and when they graduate, they use this title as a beggar's cup: ((Give me work~, ●Please give me work)), <<Find me a job)).

This happens because the Study Program does not contemplate the ((Personality Development Area>>, nor does this area exist as a practice inherent to the subjects. Our Study Program is rationalist, instrumental and intellectualist. Emotions, will and problems have no space.

The Guidance Area, which could play a vital role, has few professionals and hours devoted to it, so as to carry on ethic and moral practices with the students. In some cases, Guidance is only taken as professional or discipline guidance (courses on edition, study methods, etc.)

The conception of the entire educative system's study program continues being axiologic, pragmatic and materialist. There is no place for ethic development and social compromise, much less for the formation of the student's character and personality.

The culture of our Study Program, other than being intellectualist is also individualist. Evaluations are personal. There is no regular teamwork. Evaluations are written and not oral. Also, final evaluations only take into account the results and not the formation process.

An authentic Study Program reform would include the student's ethical and moral development as well as his personality development, be as an area within the Study Program or as a daily exercise among teachers and students, parents and representatives, laborers and employees.

THE STUDENT SELECTION AND ADMISSION PROBLEM

We will immediately go on to the analysis of other Study Program management areas. We will follow the order presented in the Control and Evaluation Section Matrix immediately following. (Chart No. 19)

In order to adequately manage the Study Program we must consider the 16 sub-areas along with the 7 relevant administrative sub-processes; this when directly considering the alumni.

The author acknowledges that the university made a considerable effort in executing the new study program plans as of 1984; but a good design, oriented only to the essential aspects looses its sense of direction when it puts aside the situational diagnosis of alumni that will be coursing a determined career.

According to their historic trends, the three subsystems: basic (or elementary school), secondary (or high school), and university, have never selected their students. Considering the democratization of education and the open door policies of the sixties, all students wanting to go to school have been admitted. This is where the problem began.

No matter how democratic the system may be, every educative level must have had and should submit students to selective criteria. In other words, those prepared to course a specific educative level must be chosen, or at least, the initial status of admission of the students must be known, in order to permit later comparison.

To this respect, during the 1990's the author carried on an exploratory study of a circumstantial sample of 50 alumni beginning their careers at the LUZ Faculty of Economic and Social Sciences, their distribution being as follows:

Administration and Accounting	25 students
Economy	15 students
Sociology	10 students

The study pretended to acknowledge the student's profile at admission, measuring socio-economic conditions and basic intellectual capacities, such as description, analysis, deduction, induction, among others.

Chat No. 19
Student Development Area Selection Control Matrix

HAGA - LUZ System Academic Workshop

Management Processes / Development Area/Sub-Area	2. Develop	3.Resseach		4. Planning						5.Imple-ment		6.Direction				7.Results	8. Control		9. Eva-luation		10. Conclusions	11. Recommendations
		Inves-tigate	Org.	GP	P	JOb	S/o	V	Org.	Imp.	Org.	Motivation	Integra personal comm.	Task Coord.		Cntrl.	Org.	Eval.	Org.		
STUDENTS																					
Selection																					
Admission																					
Career Distribution																					
Formation (Study Program)																					
Performance																					
Prosecution & Follow-Up																					
Behavior & Discipline																					
Recognition & Promotion																					
Scien.Research Services																					
Instiht.Informatic. Services																					
Maintenance & Hygiene Services																					
Health Service																					
Transport Sercice																					
Food and Clothing Service																					
Satis.-Adapt.to the University environ																					
Expectation Level																					

Issuing Dependency — Responsible Clerk (Name and Post) — SECTION MATRIX — Date of Receiving Dependency

Org. Organization; GP: General Planning; P: Policies; J: Justification; Ob: Objetives; S/o: Strategy & Organization; V: Viability

Results: 77% of the students polled did not know which were there basic intellectual capacities. (See chart no. 20). Later, in the same year, twenty students working on their grade thesis were polled, and they revealed the same trend.

On the other hand, 25 students from different careers were submitted to an intellectual development workshop. The workshop consisted of explaining each capacity and making relevant application exercises. This revealed a substantial change in learning. 95% of the alumni learned how to apply the acquired knowledge.

This essay has many implications not only in respect to admission, but also in respect to the study program structure.

The student, upon entering the school, begins his career as a race to achieve and/or accumulate knowledge. There is no space for epistemological and methodology training. Nor is there time to meditate on studied matters.

Chart No. 20

Knowledge of the intellectual capabilities of alumni admitted to the LUZ Economic and Social Sciences Faculty in 1990

Basic Intellectual Capabilities	Correct Definition	Incorrect Definition	Total
Description	18%	84%	100%
Analysis	11%	89%	100%
Explanation	28%	72%	100%
Deduction	28%	72%	100%
InductIon	33%	67%	100%
General Average	23%	77%	100%

The exploratory study indicated that if students become aware of their intellectual capacities, it is possible that they have a better performance throughout their careers.

The only Faculty to apply a selective criterion at LUZ was the Faculty of Medicine. At that moment (1984) it was argued that there should be a smaller number of students in order to attend patients. A rigorous selection was made. All variables were taken into account: knowledge, motor coordination, psychophysical. But the effect was only apparent, lacking in contents, it only served as a filter for the admission process with no effect on improving formation quality. Performance remained equal.

A good selection is made to guarantee the quality of education. This is no exemption from the social engagement that the educative system has with its people. As we know, the only selection and admissions criteria in Venezuelan universities is exerted through the Academic Aptitude Test (AAT) coordinated at central level by the National University Council.

Students in the last year of High School present this exam in March of every school year. An Academic Index is calculated taking into account the students' high school grade point average plus the score they achieve on the AAT. This procedure, other than being traumatic to students (since army soldiers survey the classroom during the test, supposedly to maintain discipline), is also an extra-university procedure: University Schools, which are the key institutions for formation, participate neither in the selection, nor in the elaboration of the test.

This extra-university procedure turns into an elite and political criterion more than an academic criterion.

It is elite, because student admission begins by admitting those with the highest scores or indexes until filling each university's admission capacity. If this capacity is 2000, student no. 2001, even if achieving a qualifying score, is not admitted.

It is political, since the student federations when confronted with the previous situation begin to lobby a second and even a third admissions list, eliminating any academic criteria assumed.

Reassuming the idea of responsibility and compromise, the author sustains that a position of compromise can be maintained when refering to popular education. Suppose: that the admission capacity is 2000 students, an AAT is made and we find that only 1000 students are prepared. Then the rest are not definitively excluded, but are required to take recovery courses to help these students level up. Once this achieved, they are admitted and formation quality is maintained.

In the case of superior (university) education, the selection problem is aggravated when the socio-economic and space condition of the student are left aside. Therefore we have no applicable criteria for students that are a resident of other states. Nor is there a criterion for working students. In the best of cases, these students will need to course one or two additional semesters.

We do not know what resources the students count with: if he belongs to the lower social conditions, middle class or high. This data is indispensable for the university to estimate the student's tuition for each period. It is not fair that the tuition be the same and that the University Student Center Federation continuously battle against tuition increases when it is known that most students come from middle and high class families. The tuition must be differentiated. Those students with lower resources may even be exempted from paying tuition.

Finally, we have the transit student. When granting additional enrollments under pressure, the admitted student may be admitted into a school with under enrollment while he can be properly placed. This is grave, leaving out a guidance criteria. A student submitted to this condition simply cannot render an adequate performance.

As to admission in proper, the university has no criteria. Students are not informed of their responsibilities, duties or rights, a situation leaving aside the student's engagement with his/her self and with the university.

As we can see, all the matters mentioned are serious. We can design a good study program, but if we do not implement selection and admission policies, that study program will not be viable; not counting with capacitated students, and therefore, an above average performance will be hard to obtain. There is sort of a fear in relation to this point, selection and admission. Until now, except in some Schools, most have not taken a decision that will permit a quality education from the moment the students are enrolled. To take a decision of this nature without compromising the university's obligation before the Nation, a genuine and authentic academic management criteria must prevail.

Departments and Classes also lack selection criteria. Pre-requisite subjects are lost and taken to enroll in a new subject; but the pre-requisite required is the approved subject, nothing more; notwithstanding, if the student has the subject approved, but with a score of 10-12 points (Venezuelan education is based on a scale of 20 points), he may not be admitted, because the student does not possess the optimum capacity to learn or study the new subject. Therefore, quality and performance are hindered.

As to transfers (or title revalidation) there are also no applicable scientific criteria for selection. Only approved subjects are taken into account and if the contents of these coincide with the contents of the career which is object pf the equivalence. Neither is this a guarantee of the quality of the educative process.

THE DISTRIBUTION OF THE ALUMNI WITHIN THE CAREER

Until now, there are no technical criteria for distributing students in the career. For this sub-area we must take into consideration the following:

1. Number of students to be enrolled.

2. Number of teachers.

3. Kind of subject. (Per hub, area, study program in general).

4. Number of students already coursing the career, be they regular or irregular students.

5. Physical space resources.

6. Real demand of the subject.

7. The shift.

If the number of students to be enrolled increases, distribution criteria are broken. The distribution problem affects the study program, as does the elaboration of a profile or an area of the same.

But let's suppose enrollment is maintained; we still do not have distribution criteria, except for the guidelines agreed upon between the LUZ Professor's Association (APUZ) and the University Council in respect to the teaching load of the professorship, as per his dedication. But the agreement indicating that the professor I student ratio will be as follows, is also not complied with:

1. Laboratories and seminars: 15 hours maximum.

2. Practical classes: 20 alumni percourse, maximum. 15 alumni per field practice, maximum.

3. Languages: 20 alumni per course, maximum.

4. Theoretical classes: 40 alumni per section, maximum.

5. Theoretical - Practical classes: 30 alumni per section, maximum.

In some cases, these criteria are applied, but in others, the subjects are congested, or simply, the student falls back, not having placement in obligatory subjects.

APUZ distribution has always been overtaken by a congested reality. There is an agreement, but it is not fulfilled. Not being fulfilled, the possibility of an increased student performance vanishes, this also depending on the professor / student ratio.

There has never been a sincere effort towards enabling the application of this agreement and turning a congested university into a normal one. But even if truly wanting to do so, this cannot be done, precisely due to the educative system's conception of the study program, aswe earlier exposed.

Distribution problems

The absence of a distribution system impedes the vertical and horizontal integration of the Study Program. In this sense, we observe the following problems:

Difficulty degree of the subjects

Problems of subject distribution within the same semester without taking into consideration the degree of difficulty of each one. This is noted in the results. There are times, specially occurring during the seventh, eighth and ninth semesters, when the student must course final hub subjects which are generally the most difficult. This reveals that the Study Program is not vertically integrated.

Different shifts

Shift distribution is also a problem. There are cases in which the students in order to fill their scheduled load, take two or three shifts per day or per week. This overloads the student, affecting their performance. Schedule coincidence is also observed, there are even schools which permit a margin of coincidence of up to two or three hours per week, without minding if the students are regular students or subject repeaters.

Another problem is the abrupt change of the class schedule on behalf of the professor once the semester has commenced. This disrupts the student's control. It is not that the schedule cannot be altered, the problem is that it is done in an individual manner, not taking the group into account, and seldom in an institutional manner.

Also representing a schedule problem is when classes are given at hours which are not appropriate for study, such as:

1. Very early (7a.m.).
2. At noontime (12 noon to 2 p.m..).
3. Very late (9 to 10 p.m.).

This is a problem for both resident and non-resident students. They either cannot arrive to class in time or they cannot finish the class because the university transport buses that frequently represent their only means of transport have an established time for arrival / departure. In this sense, there is a lack of coordination between class schedules and transport schedules.

Amount of subjects per semester

Even when the 1984 study program renewal established the minimum amount of subjects per career (40 to 45), the subject distribution per semester is still found to be excessive. When the University officially announces that only 20% of the alumni succeed in all subjects and 80% do not, this has a meaning beyond what is normally expected. This may indicate that students cannot handle four subjects in a semester, due to a saturation of work in each subject.

To this, we must add the new study program units such as Guidance and Auto-development. Also, the distribution of subjects according to their study program area or hub is inadequate. This will be discussed further ahead.

Another serious problem is the distribution of evaluations.

Evaluation Problems

There are also problems in the distribution of subject evaluations. An integral criterion is not applied, all being done in a scattered manner, This way, a student may be submitted to evaluations of different subject sin the same day, or the same hour, or successive evaluations each week.

Likewise, evaluations are sometimes assigned for the following day, without taking the student's load into account. This exhausts the student, producing stress and has a negative effect on his performance.

Distribution of the amount of work

Mostly in the later semesters, and especially in those subjects submitted to continuous evaluation, we can observe that students tend to be assigned with numerous jobs in the same semester, this also has a negative effect on performance due to the overwhelming requirement. And it is not that we are against this. The high requirement is joined by the urgency or hurry in executing and presenting the jobs in ((X)> number of days. There is not' time for maturing.

Space distribution

There is no criterion for space distribution of the alumni coursing the subjects.

Alumni are distributed in different classrooms for eath subject. A class may not have been finished by a teacher when the student already needs to dash out to another classroom for classes with another teacher. This is tiring, produces stress, anxiety and causes difficulty in adaptation on behalf of the student.

And this has to do with the Theory of Learning.

In effect, there is no clear conception of the learning cycle. We still think that if a subject has four hours, these must be distributed two on Monday and two on Wednesday. Doing the same with all other subjects. Observing individual schedules from basic education to superior education we see they are all distributed in the same way. This is illogical. It is very disperse. And being so, the continuity in the learning process in lost. There is no beginning, no development, no learning consolidation, and this again negatively affects student performance.

A change in the schedule or distribution of hours, or any of the indicated problems, not only brings problems of adaptation, but learning problems as well. Retroactive and prospective inhibitions can be produced. In other words, a new learning situation may nullify the previous or the latter may nullify the new one, causing adaptation problems in the alumni. There is also little time for rest between subjects.

Discontinuity of semester execution

Another problem is represented by the discontinuous manner of the distribution of class weeks. In some cases, a semester in begun up to a month or fifteen days before vacations. This produces learning problems, since sometimes the interruption in the semester is so long, that the student is discouraged, or does not study, or simply forgets what the teacher has taught. And we are not taking into account the periodical strikes that frequently come about and which also interrupt the learning cycle.

Bibliographical distribution

A rational and fair bibliographic distribution is another problem affecting study program substance. Each teacher assigns the texts he considers convenient for his subject, without considering what other teachers may require.

In this way, students become congested with documents, guides, without a scientific criterion for the lecture and learning of this material. This has its implications: that the major part of students do not read the amount of texts, or that they do read them, but do not assimilate the contents, therefore student performance once again being under expectations.

Excessive bibliography also couples up with the cost of texts, or access to information and the abrupt changes in bibliography made by some professors.

Problems in the distribution of student's cohorts

Also a problem is the fact that two or three student cohorts come together in a single class, this factor causing level differences in the class. There are even students which course four or five subjects from different semesters. The deficient student cohort distribution also affects performance, especially in cases where the student confronts subjects with a high degree of difficulty, and for which he is not mentally or emotionally prepared.

In conclusion, distribution is a study program and management problem requiring scientific criterionsto be applicable. The days when the Teaching secretary would plan the entire distribution on his own estimates and in his own office are gone. Now this planning must be made in a teamwork environment, under specific criteria, with the Department Chiefs. The following chart shows a list of the problems mentioned. (See chart no. 21)

STUDENT PERFORMANCE

In the university as in the entire Venezuelan educative system (there are exceptions) a conception of student performance does not exist. A score often points is all that is required to pass a subject. In most cases, the accumulation of knowledge is taken as the base for performance. No official studies or taxonomy have been made in regard to the intellectual capacities that a university student could achieve. Evaluation is not objective but made at the teacher's criteria. From the point of view of the administrative cycle, an information system permitting the measurement of the efficiency of the Study Program before, during and after the cycle does not exist. Average student performance per semester, per department, per hub and study program area is unknown

There may be a balanced Study Program, but if the Academic Management does not forcefully require and struggle for excellent performance (75% or more) then this plan is not being fulfilled.

The information system provides all the data, both for feedback of the plan as well as for its change. And this today is not possible.

Student performance presupposes the elaboration of an evaluation sub-program to be applied on the Study Program and on all of the institutions development areas. It cannot be implemented in an isolated manner, only in an integral-holistic manner. But we find nothing has been done to this particular. Once again it is demonstrated that the education crisis is due to the absence of a system that can join each educative sub-process.

PERMANENCE AND FOLLOW-UP

Permanence and follow-up of students is another development sub area that has not been structured within the university. There are no cijtena for the student to be able to remain in the system. If he needs to succeed in one subject, or in 50% of the total of subjects enrolled.

Chart No. 21
Problems dealing with alumni
and study program distribution

1.   Coincidence of subjects with an equal degree of difficulty.

2.   Different shifts for coursing subJect.

3.   CoincidIng schedules.
4.   Abrupt change. in class schedules.
5.   Classes scheduled at hours not adequate for study

6.   Quantity of subjects per semester
7.   Scattered class hours.
8.   Semester evaluation distribution problems.
9.   DistrIbution of the number Of Jobs.
10.   Space distribution.
11.   Discontinuity in execution of semester.
12.   Text reference distribution.
13.   Student cohort distribution.

The problem became more complex after the suspension of the Student Evaluation and Performance Rules, a legal instrument that gave a student an opportunity of up to twenty years to graduate from the university, under the condition that he would succeed in at least one subject per semester. Now he may remain as long as he wishes. It does not matter if he succeeds or fails, or if he receives the other student benefits or not.

If there are no criteria for permanence, then there are no criteria for student performance follow-up. This posts a problem for the Academic Management because adjustments to the formation process are impeded. The Study Program becomes congested, maintaining a umber of parasitic students that make no engagement with the university and are chronic repeaters, filling the semester enrollment capacity year after year.

A Study Program plan cannot be fulfilled when it encounters difficulties in its application. One of these difficulties is precisely the permanence / follow-up process. The loner a student remains in the institution, the higher the costs, objectives fail and the Study Program is neutered.

BEHAVIORAND DISCIPLINE

There is a false thought that youths do as they wish in the university. That they are responsible of their own acts. We will not discuss this, but we observe routine behavior patterns and attitudes in alumni that affect not only their own development, but also that of the Study Program.

We see bad habits in dressing, walking, sitting down, in interpersonal communication (when they use a vulgar, out of place slang). Discipline norms are not respected in the classroom and school halls. We even have cases of disrespect against teachers.

These problems are not only observed in students, but in the rest of the university community as well.

Indiscipline and bad behavior are obstacles for the application of the Study Program in the measure that they constitute extra-social and extraacademic noise and patterns.

We are not proposing a military discipline or that of a blind obedience of the teachers, we simply ask for a normal, fresh, socially acceptable behavior that enables integration and socialization, permitting normally occurring agreements and disagreements.

But this sub-area has not been designed, nor have we established rules for them. We should make a diagnostic of community values in order to be able to make proposals and guidelines for models of behavior and discipline.

RECOGNITION AND PROMOTION

We have indicated that we are before an intellectualist or academicist community, but not an intellectual or academic one. Until now we have not been capable of introducing the area of student recognition and promotion within the routine formation process. If the student is an excellent one, no one awards recognition for this. If the student has an under average or far below average performance, there are no sanctions.

It is true that LUZ awards a prize for the best research project, for the best grade point average per career, best grade point average per period, and even has an Honors Roll and awards special diplomas to students succeeding subjects with 18,19 and 20 point scores. But these awards are extemporaneous or are issued out of context.

Recognition must be direct and immediate to a students' success. It must be awarded by the authorities of the school in which the students courses his career and within the community where he moves about.

An after date acknowledgement made in a community where no one knows the student, looses its motivational effect. This occurs due to the centralizing nature of our academic structures.

INSTITUTIONAL INFORMATION SERVICES

This sub-area comprehends the information that university dependencies (faculties, schools, departments and classes) must provide to the student at an academic level, such as: grade point certifications, study program and guidelines in general.

This sub-area is not structured in a way that it can aid the student. At a general level it is centralized and is of little use to the alumni. For example, the Studies Control Service, which is a service that should be provided at school level, is out of the schools.

Even if the Humanistic campus does count with student attention services, these are inefficient.

Teaching Secretary Offices are not prepared to assume this subarea, and this is even more difficult for night shift students. This without considering the way the student is treated.

This situation affects the plans efficiency and efficacy, because the absence or poor status does not permit us to assess the reality of student performance.

SCIENTIFIC INFORMATION SERVICES

This sub-area is made up by all libraries, document archives, science collections, book shops, etc., is totally depressed. These services do not couple with the requirements of a university study program. There are no periodic investments in this sub-area. On an average, these services are ten years behind, in an academic context where knowledge becomes obsolete on an almost monthly basis, at an international level. Due to this, our students cannot compete with students of other capital regions of our hemisphere.

The problems of this area affect study program efficacy and efficiency, and therefore, have a negative and direct effect on student and institutional performance.

MAINTENANCE AND HYGIENE SERVICES

The educative institution seems as if it would have been built for machines and computers, and not for human beings.

Bathrooms, water fountains and living spaces are absent. Those that exist are insufficient to attend the number of users. Daily maintenance and cleaning of classrooms, halls and coffee lounges is also poor.

Adequate maintenance and hygiene factors favor study program development as they provide minimal conditions for biologic and physical adaptation, and the absence of these factors, as in the case of LUZ, is unfavorable for these purposes.

HEALTH SERVICES

The University recently began providing health services:

hospitalization, surgery and maternity. This represents progress, yet user controls need to be implemented in order to know who is receiving these benefits.

TRANSPORT SERVICES

Zuha State University (LUZ) possesses the state's largest transport fleet; but just as the previously mentioned areas, it is not really structured; this area, as well as the lunch halls, should be provided to alumni through assigned scholarships.

A diagnostic should be made in respect to these services, to know who they most benefit. ft would be productive to know who can provide additional cooperation.

The author considers that the investment in transport cannot exceed the investment in instruction resources and technologies, which are strategic in student formation. The investments in the latter are minimum.

SATISFACTION AND ADAPTATION TO THE UNIVERSITY ENVIRONMENT

The study program's atomized nature and personally oriented values that predominate in society are equally reproduced in the university.

There are no social sub-areas that permit the dynamic adaptation of alumni, such as squares, social halls, individual guidance. The absence of these factors, affect study program development and performance, because a student that does not develop a university life is not in conditions to assimilate the contents of a study program.

LEVEL OF EXPECTATIONS

The student's opinion, what he would wish to change, or modify, has never been taken into account. The rationalist model of education impedes this. An area that considers the student's expectations is needed for the study program to be more socially effective.

SCHOOL ADMINISTRATIVE-MANAGERIAL SYSTEMS

None of the schools counts with a functional Administrative-Managerial system. There are no organic and coordinated processes of research, planning, organization, implementation, resource direction, control and evaluation.

The absence of this area impedes study program development, since the latter would always function in a disarticulated manner.

Ilustration No. 19
The School system and Plannig system

Program

Section Plan

Hub (s) Areas (s)

Program

General
Consolidated
Plan

Program

Section Plan

Hub (s) Areas (s)

Program

School Councils   Departaments   Classes
Director
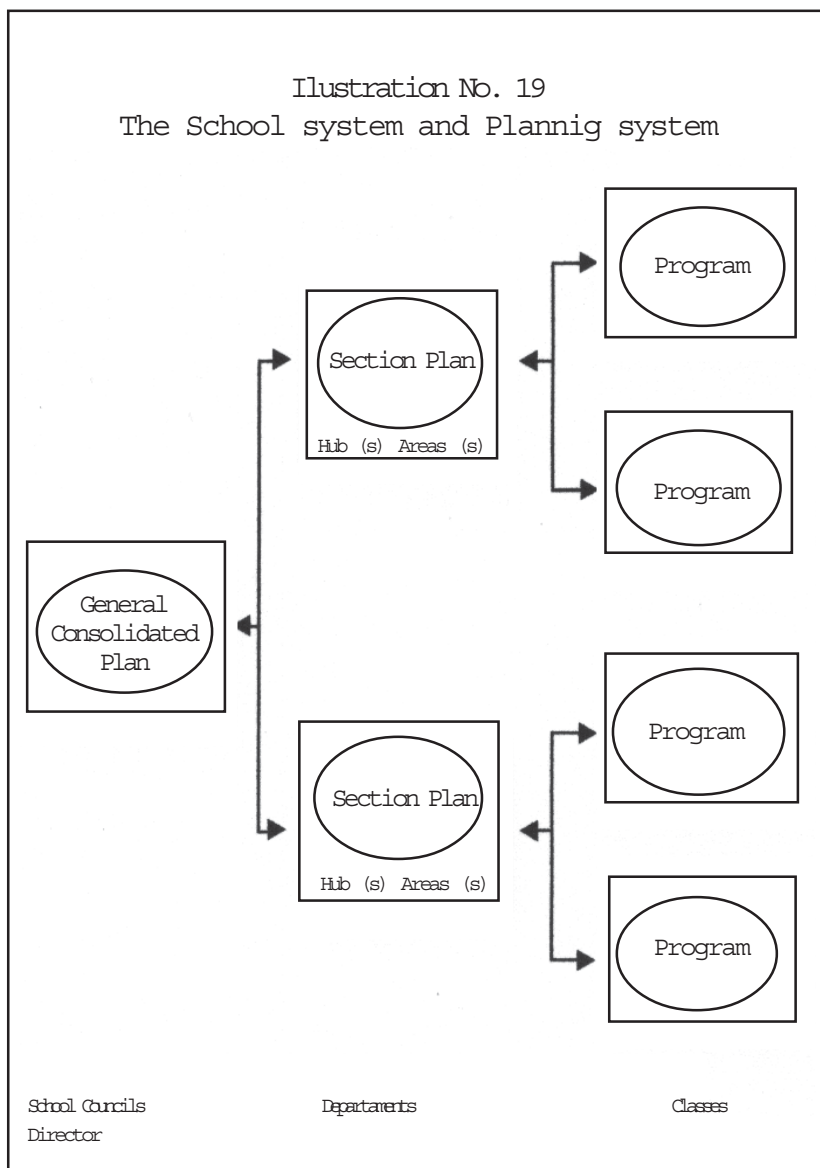
Plans become de-phased in time. For example, as of 1984, these have not been evaluated. After the first five-year cycle, these plans are no longer of value because their useful life was estimated for a single application, one administrative cycle, in this case, five years.

Also, study program plans, which are strategic plans, do not have correspondence with the sectional plans that must be applied at department level.

The only link between study program plans and their application are the class (or subject) programs, and these have only short term applications (one semester), therefore they could never serve to evaluate a strategic plan.

Plan application must be accompanied by direction processes, efficient resOurces, as well as by periodic control and evaluation mechanisms that do not exist.

The absence of an academic administrative system produces a loss of the notion of time, and impedes that the internal variables of the institution be submitted to a control; for this reason we have students that not having failed in any subjects, still take seven, eight or nine years to graduate.

PROPOSALS

1. To establish general, consolidated school plans, for five-year terms. These plans would be coordinated by the School Director.

2. To establish sectional, department consolidated plans, with a maximum duration of two and a half years. These would be coordinated by the Chief of the relevant Department.

3. To establish class consolidated micro-plans with a maximum duration of one semester, these plans would' be coordinated by the Chief of the Class. (See illustration No. 19.) Regarding basic education, a similar approach would be applied: the entire plan lasting nine years; three years for each one of the three levels, and one year for each program.

PROPOSAL RELEVANT TO THE EVALUATION OF THE LEARNING PROCESS AND INSTITUTIONAL EVALUATION

Preliminary situation

There are no cntenons defined for institutional evaluation, the main reason being that there are no systematically designed development plans in existence.

Chart No. 22

Institutional Perforamnce Standards

ALUMNI ACADEMIC PERFORMANCE STANDARDS

(Using a quantitative scale)

A. Standard for approving a study program unit
   1. The university requires a minimum score of 10 points and a macmum
      score of 20 points for a student to approve a subject.
The problem m that thm establishes a 50% performance standard.
   2. There is a proposal to require that the perfomance standard for a
      university student must be 20 points, due to the high reaponsibility
      involved in the professional execution in any specialty.
   3.We propose that a range be established in the performance standard.
      Defficient or minimum............ Lees than 65%
                          (under 13 points)
      Optimum............................. Between 65% (75%) and 8 5 %
                   13 points (15 points] to 17 points
      Excelent.............................   Between 90% and 100%
                     18 to 20 points

Optimum may also be between 70% and upto 90%. In this case the student
approaches 75% of the proposed objectives. Complimentary exams may be
provided to achieve the objective.
In cases of low performance subjects, it is recommended that the standard
be established accordng to the results of the five last academic periods.
Parting from this average, I or2 points may be increased in the following
semesters.
4.   Proposal number three is complimented by establishing a standard
of excellence in those subjects that make up the general objectives of the
formation plan andfor professional profile plan.
5.   It is recommended thatashort, middle and long-term strategy be
designed to achieve ideal standard. In thiswsy, the first semester may require
55% as the optimum standard (11 pts.), the next semester will requre 65%
 (13 pts)
and so on.
Some researchers prder to apply a three item qualitative scale:
a. Unsatisfactory: Required knowledge not acquired.
b. Approved: Proposed objectives were achieved.
c. Excelente The student achieves the proposed objectives and is
         able to transfer and apply the knowledge obtained to
         cases suggested by'theprofeesor, by his own initiative.

The university fundamentally evaluates the learning process. Notwithstanding, no defined criterions exist within the Departments, less still in the University. In this way we have some teachers that evaluate program contents based on the classes given and texts assigned. Other evaluate on a per objective basis, but the criteria for the formulation of these do not follow a standard, following different typologies of knowledge; other teachers evaluate not only results, but the student's formation process.

On the other part, learning process evaluation is made only through the coursed subjects, the score achieved serving as indicator.

Proposal

If the formation we pretend top achieve is integral, then evaluation must also be integral. Or said, evaluation must take place not only through the subjects (study program units) but throughout the entire formation structure.

Each school must agree certain evaluation criterions, even if provisionally, when attempting to evaluate results, processes, or both, and in what proportions.

A basic requirement of academic evaluation is that the final objectives of any level of formation must have been previously formulated, as well as the performance standard to be achieved according to those objectives within a determined cycle.

Objective formulation presupposes agreeing on a knowledge and! or attitude typology.

Performance standards (St-R) may be minimum, optimum and excellent. To approve a study program unit (subject) the student is generally required an optimum standard.

Performance standards must be flexible, not rigid. In this sense we have that with the optimum level, we have minimum and maximum ranges, i.e.: if a student achieves the minimum within the optimum, he approved the study program unit and it is considered that he has enough knowledge to take on his profession or area of study.

In charts 22, 23 and 24 we observe the criterions used to establish performance standards.

Chart No. 23
Institutional Perforamance Standards

ALUMNI ACADEMIC PERFORMANCE STANDARDS
(Using a qualtaUve scale)

B. Advance or scholar prosecution standard

1. The schools establish the number of study program units that must be taken by the student in each academic period. This Is established as per pedagogic, psychologic and scientific fundamentals (referring to the contents of the career). A subject grade difficulty may be established per semester.

2. The schools proceed In establishing the prosecution standard. Number of subjects to take:

	5	4	3
Defficient............	0of5	0of4	0of3
	0-1-2of5	1 ornone	I ornone
Optimum............	3/5	3/4	2F3
	4/5	2/4	1/3
Excellent.............	5/5	4/4	3/3

The student must achieve an optimum level in order ot remain active inthe institution. The institution may establish reincorporation methods, from offering the students the opportunity to take remedlatlon courses for a determined number of semesters and qualify for re-enrollment.

Ifa student approves 50% of the academic requirement he must submit a medical justification or equivalent for Judgment of the Academic Performance Board.

PROPOSAL RELEVANT TO THE STUDY PROGRAM STRUCTURE
PRESENTLY IN EFFECT

Proposal A. Adjustment of present process.

1. Adequate identification of the career's professional profile.

2. Identify the study program areas are included in the study program in each school.

3. Identify the study program hubs of the career.

a. Identify weight in hours of the programmatic hubs.

b. Identify weight in hours of subjects.

4. Elaborate performance control charts per each subject, study program hubs and study program areas.

Chart No. 24
Institutional Performance Standards

ALUMNI ACADEMIC PERFORMANCE STANDARDS
(Using a quantitative scale)

C. Institutional performance standard according to the aIumnrs academic
   performance standard.

Standard	Institutional Level			
	Curricular Unit	Hub	D.partament	School
MInimum				
Optimum	65% to 85% students approved the grade point average during a period			
Excelent				

If the School establishes institutional performenos standards, it must also adequately structure it´s academic and administrative organlzatlon. Especially the first moments emphasis must be muds on the ares of professor development There are regulation. for establishing institutional performance standards, such as the the LUZ University Council & Professor´s Association Agreement

Illustration No. 20

Ishikawa´s or Cause-Effect (adaptation) diagram
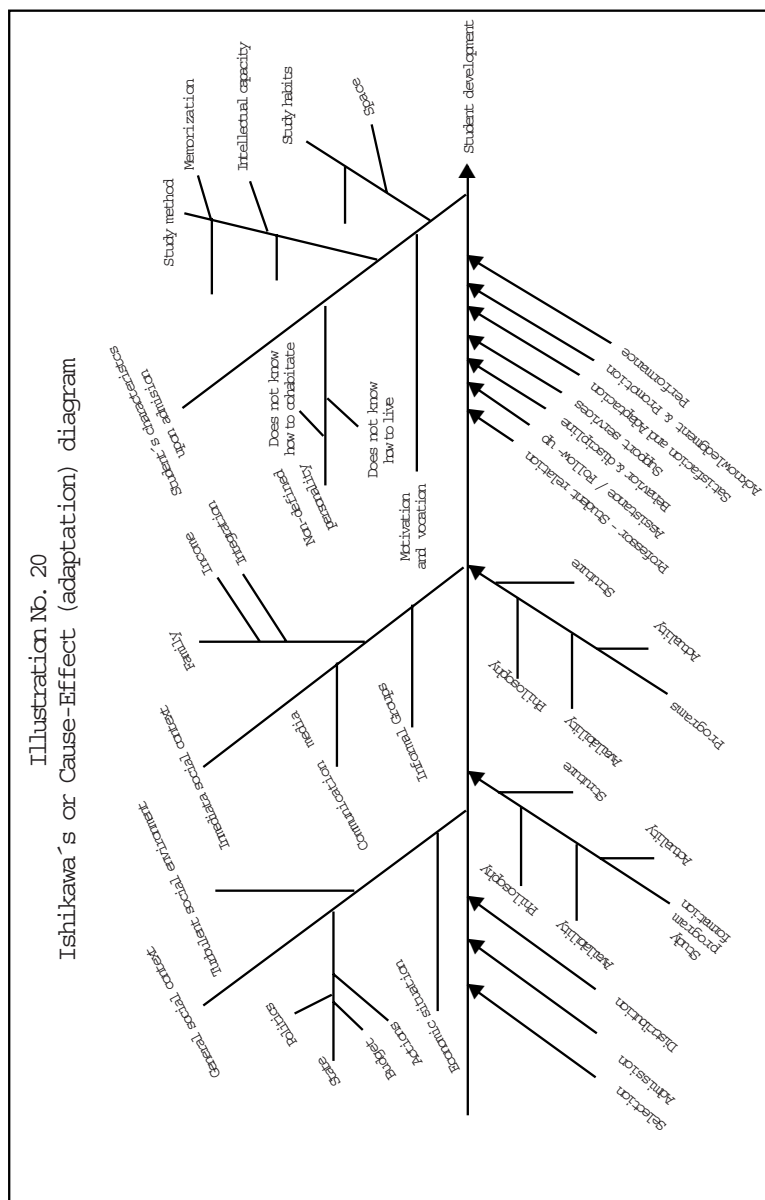
5. Perform a performance diagnosis, identifying external and internal factors affecting same and initiating a continuous adjustment process. A cause-effect diagram is recommended. (See illustration no. 20)

6. Suggest progressive changes in each hub, beginning with the subjects with the lowest performance.

7. Establish a horizontal and vertical coordination that ensures study program plan efficiency.

8. Minimize the student distribution problem.

Proposal B. Progressive changes to the present process.

1. Adequate identification of the career's professional profile.

2. Identify the study program areas that are included in the study program in each school.

3. Identify study program hubs of the career:

    a.   Identify weight in hours of the programmatic hubs.

    b.   Identify weight in hours of subjects.

4. Define the career's personal and academic profiles.

5. Decide study program structure per areas:

    a.   Assign a number of hours and subjects that guarantee a balance.

6. Decide the study program hubs of the career:

    a.   Assign a number of hours and subjects according to their strategic importance.

7. Update the control chart of the student development area and according to critical knots, make adjustments as required in the process.

8. An initial or final diagnosis of each sub-area must be made so as to have a base for the changes that must be made.

NEW EXPERIMENTAL STUDY PROGRAM STRUCTURE FOR THE
THIRD MILLENIUM UNIVERSITY

Study Program design

The profile

Design a profile in a coordinated and integrated manner enhances the development and definition of the student's character and personality, as well as his capacities for research and professional action in benefit of society and himself as a social individual.

Study program structure

The study program will be structured on five hubs:

The first hub oriented to personality formation and the development of analytic and research capacities.

The second hub is directed to personality formation and the development of an adaptive, section oriented and integrated professional action practice.

The third secondary hub consists of informative subjects nourishing the main hubs.

The fourth hub consists of counseling and guidance, reinforcing or modifying behavior and social values in the student; also, as an institutional channel providing the solution of social adaptation problems.

The fifth hub is made up by sports, physical and cultural activities oriented to the development of the personality in environs different than science, but that are equally useful for the student and for society. Study Program Process

First Year

1. Main basic hub I, constituted by:

a. In-Plan formation module. In which the student will be in the capacity to explain the development plan which he must course. He may establish modifications, the same as teachers.

b. Epistemological-methodological formation module. The student will know and explain the axiologic, gnoseologic and onthologic fundamentals of science in general, and of the career he has chosen. He will acquire dominion and skills in basic techniques, tools and procedures of frequent use in his career. He will immediately perform professional action .practices that will assist him in his adaptation to the labor environment.

c. He will receive, as required, counseling and guidance from his own teachers. He must also develop in the areas of sports and our own folk culture, in a way that he lives the representation of our reality.

Second Year

In the second year, the student will follow his development in main hub no.1 with a sectional formation workshop (I) referring to the development of the analyst's profile in a section or field within his career. This will be complimented by two modules: one dedicated to the revision and update of matters already studied; and the other, dealing with the relevant institutional evaluation. The latter seeks to evaluate the degree of the student's progress, the ratio of correspondence with the development plan and the social and scientific reality of the moment.

Likewise, he will begin the information hub, through subjects. Through this hub, the student will receive all the scientific knowledge required for his integral formation. He will follow with the hubs of counseling, guidance, sports and culture.

Third Year

In the third year, the strategies and study program process of the second year will be repeated, but will include new elements.

Fourth Year

The Integral Formation Workshop I is introduced in the main hub. The student will acquire learning of the research environ. Review and evaluation modules follow, as well as counseling, guidance, sports and culture.

Fifth Year

The student follows the same strategy and study program of the previous year. Final Professional Action Practice is added which will allow for the development of leadership in the relevant career. (See illustration no. 21).

Study regime

1. Presence strategy will be used.

2. Career will last five years.

3. 20 hours per week of schedule load, will be coordinated by the relevant professor

Illustration No. 21
New Study Program Structure

Income

Output

Plan Formation Module

Epistemological & Methodological Formation Module

Professional Action Pratice I

Selectional Formation Workshop I

Review Module

Integral Evaluation Module

Integral Information Subject

Selectional Formation Workshop I

Review Module

Integral Evaluation Module

Professional Action Practice II

Selectional Formation Workshop I

Review Module

Integral Evaluation Module

Integral Information Subject

Selectional Formation Workshop I

Review Module

Integral Evaluation Module

Final Action Practice

Selectional Formation Workshop I

Review Module

Integral Evaluation Module

Counciling - Guidance - Counciling - Guidance

Culture Development
Sport and Physical Education Development

1st Year   2nd Year   3rd Year   4th Year   5th Year

4. Alumni practice will be privileged (direct or indirect).

5. Each daily work session will last four continuous hours. (with breaks)

6. A horizontal and vertical coordination of the hubs will be established in order to avoid coincidence and excess work.

7. The development plan will comprehend 20 to 25 study program units.

8. Modules and/or workshops will have no more than 20 students.

9. The new study program structure must deal with the axiologic, gnoseologic and onthologic dimensions of the foreseen learning theme or~ and the relation of same with the development plan, the student, the teacher and society.

10.Review and evaluation modules will be applied before, during and after the sectional and integral workshops and other study program components.

11. Integral teachers will be formed and their fundamental role will be to ease student learning, as well as to promote human values that elevate mankind.

12.Academic Managers will be formed.

RESEARCH AND STUDY PROGRAM

Today's problematic situation

Until now, much talk has gone into the need of coordinating and integrating research and the study program; yet this has never been possible. Why? We can acknowledge at least three or four reasons:

a. The Study Program is rigid. The criterion of flexibility was incorporated to the plan in 1984, both in respect to pre-requisite subjects, as well as elective subjects. Despite on this, the study program remains the same. It has not changed. We still have a chronological conception of the formation plan. This consists of supposing that true education begins with the history of all of the areas within a career. This impedes the incorporation of new issues. Also, each subject is assumed as a component of the study program that must be known by all the alumni. If this is so, the incorporation of new knowledge becomes difficult, for there is no vacancy.

Illustration No 22
Academic integration and coordination.
Manager as bonding links

| 4 | Recognition |

| 8 | Cultural Development Area |

| 1 | Professor Development Area Production Sub- Area |

| P 2 |

| Managers 3   6 |

| P |

| 7 | Student Development Area

Formation Sub-Area

Total or partial change of study program |

| Petition for reproduccing |

| P Texts |

| 9 | Professor Development Area

Formation of new professors |

| 5 | Reproduction Services Area Development |

| 10 | Social Development Area

Institutional Innovation |

b. Another reason is the nature and types of research made by professors and research units. There are cases in which themes are phased out in respect to immediate requirements, such as research problems oriented to basic or pure research that do not have a demand at the moment. At the same time they cannot be discussed, due to the fact that we do not have a constituted scientific community.

We also have the cases of long-term research made by authors without a concise proposal.

c. The third element to consider is the absence of a management staff that can truly integrate teaching and research. Our staff is not involved in the academic process, since they are basically process lobbyers, or are not prepared to manage the scientific and social processes within our educative institution. Due to the lack of management, our primitive organization will never be able to establish a relation between any areas. This is the reason for the constant isolation.

d. The fourth factor is the lack of trust and recognition between the members of the organization. The predominant culture is that foreign quality is better. Domestic quality is inferior. Intellectual production comes from the United States. Text references are foreign, this impedes integration under any scheme.

Proposal

To integrate research with the study program we need to change the parameters actually being implemented. In this sense we propose:

a. That the study program be truly flexible. That new issues be admitted to the study program via elective subjects, program restructure or through the conversion of the chronological conception of the study program to a problem oriented conception taking as reference updated career issues.

b. That research be oriented to the study of updated career problems.

c. That management becomes scientific and not empirical.

d. That the community be more confident of itself and our own values.

Example of integration and coordination

In illustration no. 22 we observe an example of integration and coordination. A professor produces a level upgrade thesis. The product reaches the hands of a middle manager (School Director and/or Research Center Director). The management immediately makes an

act of acknowledgement to the professor, as an element of motivation for having done the job. The job is sent to the Editing and Publications Department. The product is received and distributed simultaneously to the Study Program. The text product is incorporated as a bibliography, theme, a new issue or new subject (obligatory or elective). In this way we contribute to the formation of a future professional.

The job promotion event may be immediately made, in a way that these be incorporated to the university's cultural bank. Textbook sales may also be promoted.

Formation courses for new teachers are also made with the professor and his recently published book.
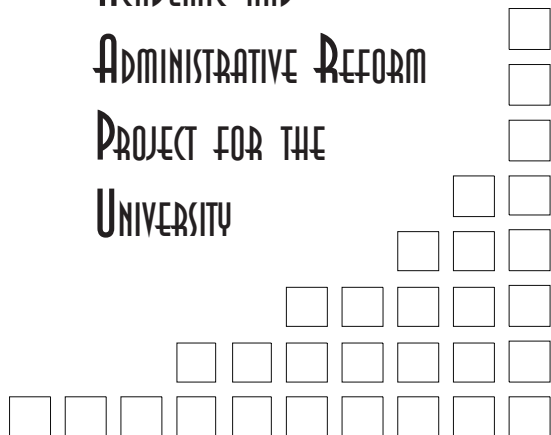
Finally, the changes have repercussion in the social development area, due to the fact that an innovation has been made at institutional leveI,-and thanks to an effective management, we achieve institutional, professor, alumni, and management development as well as general social development.

This is possible if every dependency, when structuring it s development areas, provides internal services to the other dependencies. Today it is impossible to integrate teaching with research because the schools and research institutes do not submit their necessities, nor do they consider internal services. •
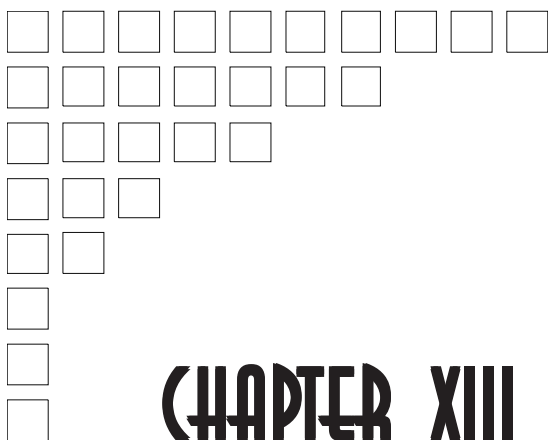
CHAPTER XIII

An Organizational,
Academic and
Administrative Reform
Project for the
University

CONSIDERING

1. That the Venezuelan State acknowledges and confers autonomy to each region through the Bolivarian Constitution and the Organic Law of Decentralization, Delimitation and Transfer of Public Powers (approved 12-20-89);

CONSIDERING

2. That the Venezuelan State, stipulates through Article 5 of the Organic Law of Education (approved 07-09-80), that the educative system is founded on the principles of unity, coordination, viability, regionalization and innovation;

CONSIDERING

3. That the Venezuelan State, through the Bolivarian Constitution and Article 9 of the Law of Universities (approved 08-02-70), confers state universities with organizational, academic, administrative, economic and financial autonomy.

CONSIDERING

4. That the University Council has the power to dictate the relevant internal rules. (Article 26, numeral 21 of the Law of Universities);

CONSIDERING

5. That the Faculty Assemblies have the attribution of proposing before the University Council, through the Deanship, the reforms and initiatives that it deems convenient for the better functioning of the Faculty (Article 55, Numeral 4 of the Law of Universities).

CONSIDERING

6.   That the present organizational structure of the university results in a centralized practice in the measure that it is the University Council and the Rectorate authorities those which ultimately legalize all strategic, tactic and operative decisions of all ten faculties, their campuses and central dependencies.

CONSIDERING

7.   That the centralization of decisions and functions produces the following consequences:

   7.1.   Delay in the approval and execution of policies and plans for each Faculty and the University in general.

   7.2.   A discouragement in University middle and line directing staff members due to the fact that they are deprived of, and therefore, lack power of decision.

   7.3.   A lack of knowledge in respect to the strategic and functional positions of schools, institutes, research centers and postgraduate divisions.

CONSIDERING

8.   That the LUZ Faculty of Economic and Social Sciences, through its Academic Management Program, has produced knowledge and organizational proposals for the improvement of educative institutions.

CONSIDERING

9.   That the LUZ Faculty of Humanities and Education, through its Deanship, the Planning Direction and the Direction of the School of Education, as well as the LUZ Faculty of Economic and Social Sciences, through its Faculty Council, Deanship and Enterprise Research Center, has been implementing the HAGALUZ Administrative and Academic Management system.

CONSIDERING

10. The favorable opinion in respect to the viability of the

HAGALUZ system on behalf of the new Deans of the Zulia State

University (LUZ) and the Academic Vice-Rectorate.

CONSIDERING

11. That on an international and national level, there are presently a growing amount of successful processes focusing on the political and functional decentralization of private I public organizations (specially educative organizations).

Said processes permitting:

11.1. The valuation of man as a social actor who is responsible for his own history.

11.2. The thorough participation of the entire university community in taking decisions that affect the basic academic level.

11.3. Leader legitimacy as a faithful expression of the direct will of the community in which they act.

IT IS A G R E E D

Article 1. To apply the experimental proposal for restructuring the organizational, academic and administrative environs of the universities, also denominated Proposal for Educational Decentralization.

Article 2. To decentralize the functions and academic, administrative, organizational, economic and financial aftributions of the University Council and of the rectorate authorities upon the faculties, schools, institutes and research centers and graduate degree divisions.

Article 3. The following functions are assigned to the University Council:

1. To guide the university's academic policies.

2. To consolidate faculty development plans in accordance to scientific, technical and administrative approaches, with the purpose of building the economic, technical and social viability of said plans.

3. To approve minimum and common organizational and functioning norms for the university which allow the application of Article 2 of these reforms.

4. To approve the Collective Working Agreements of institution personnel by consensus.

5. University Council will maintain the composition established in Article 25 of the Law of Universities.

Article 4. The Central Executive Council is constituted by the Rector, Vice-Rectors, University Secretary and the Faculty Deans, and it will have the following functions:

1. Provide technical and logistical support to the faculties considering the efficient execution of its policies and development plans.

2. Promote the internal and external academic quality level of the university.

Article 5. Central dependencies and directions are maintained as service and support units for each faculty.

Single Paragraph: The organization and functioning of these dependencies and directions will be ruled by a special normative according to the principle of decentralization.

Article 6. Each faculty and respective campuses are assigned with full autonomy and responsibility to develop effectively (fulfilling the proposed objectives), efficiently (compatibility of resources and social technical processes with the foreseen and achieved objectives) and in a socially effective manner (resolving actual and potential necessities of Venezuela and each region where the university is active), each and every institutional development area and sub-area forwardly mentioned:

1. Student development area (sub-areas: selection, admission, distribution, formation, performance, permanence and follow up, behavior, discipline and promotion, scientific information services, institutional information services, maintenance and hygiene services, health services, transport services, food and clothing services, adaptation, expectation levels).

2. Teacher development area (sub-areas: selection, admission, distribution, formation, rotation, performance and production, work compensation, acknowledgment and promotion, scientific, administrative and logistic support services, offices, working environ, health services, living quarters, social welfare, satisfaction, work adaptation, expectation levels).

3. Scientific-cultural development area.

4. Social development area.

5. Executive staff development area.

6. Labor personnel development area.

7. Academic managers' development area.

8. Educational assistants' development area.

9. Specialists' development area.

10. Singular development area.

11. Administrative services development area.

12. Academic services development area.

13. Material resources development area.

14. Financial resources development area.

15. Goods and equipment development area.

16. Surveillance and safeguarding development area.

17. Legal advice development area.

18. Personnel social protection development area.

19. Atmosphere and space development area.

20. Socio-political and labor union development area.

21. Administrative and organizational subsystem development area.

22. Communication and information systems development area.

Single Paragraph: According to the dynamics and specificities of each system, these will merge or broaden and constitute new development areas

Article 7. Each and every development area will be duly managed
and guided according to the following management sub-processes:

- Investigation

- Planning

* Organization

- Execution

- Installation

- Direction

- Motivation

- Leadership

- Communication

- Control

- Evaluation

Single Paragraph: The Academic Manager, according to the diagnosis
of the particular situations, will implement the most convenient
management sub-process, complying with all of these by the end of
a determined academic process.

ArtIcle 8. The organization of each faculty is restructured according
to the following model:

1. Faculty Assembly.

   Numerals:

   I=   to numeral I of Article 55 of the Law of Universities.
   2 =   to numeral 2 of Article 55 of the Law of Universities.
   3 =   to numeral 3 of Article 55 of the Law of Universities.
   4 =   approve the reforms and initiatives judged to be
         most convenient for the better performance of the
         Faculty.

2. Faculty Co-Government Integrated Council, same as Articles

58,60,61; Article 59 is modified; AcademicAdministrative System
directors will assist to sessions and have rght of speech and vote.

3. Directive or Executive Faculty Committee.

4. Fundamental academic-administrative systems, made up by:

- Pre-graduate schools.

- Institutes and research centers.

- Graduate degree division.

5. Integrated administrative and academic service support units at the level of Faculties and fundamental academic-administrative systems.

6. Labor unions / guilds, political parties and groups, as well as other organizations that cooperate in faculty development are recognized.

ArtIcle 9. The fundamental academic-administrative systems are the university's core systems, and they must be able to efficiently and effectively manage the development areas of their competence.

Article 10. The fundamental academic-administrative systems will be organized according to the following model:

1. The relevant Fundamental Academic-Administrative System assembly. Will be ruled analogously by articles 52,53,54,56 and 57 of the Law of Universities.

For this case, Article 55 of the Law of Universities is analogically assumed.

a. Elect the Director.

b. Elect the Secretary.

c. Acknowledge the Directors and Secretary's Report.

d. To approve the reforms and initiatives it Judges convenient for the improvement of the Faculty.

2. Co-Government Integrated Council (of the School, Research Center, Post-Graduate Division, etc.), which is composed by the School Director, Secretary, Chiefs of Departments, five professor representatives, one graduate representative and two alumni representatives.

3. The Executive Committee is composed of the Director, the Chiefs of Departments (or Programs) and the Teaching Secretaries.

4. Departments (and/or Sections).

5. Classes (and/or Projects).

ArtIcle 11. The functions of the Co-Government Integrated Councils of each Fundamental Academic-Administrative System are:

1. After previous diagnosis, to design, discuss and approve the relevant consolidated institutional development plan.

2. Approve the minimum organization and functioning norms required.

3. Control and evaluate the execution and results of the relevant sectional plans.

ArtIcle 12. The functions of the Executive Committee are:

1. Provide tethnical and logistic support to the Departments, before, during and after the relevant academic~administrative cydes.

2. Implement the development plans of the respective instances.

3. Apply the development plans.

4. Coordinate the execution of policies, objectives and general plans.

5. Coordinate and integrate the strategies, means and resources (material and financial), required for the application of plans.

6. Coordinate and integrate human resources.

7. Motivate the personnel.

8. Jointly, with the Co-Government Integrated Council, exert institutional control so as to maintain the academic process active.

9. Jointly, with the relevant Co-Government Integrated Council, perform institutional evaluation, so as to improve, strengthen and/ or maintain the foreseen processes and plans.

10. Compile and consolidate the partial and final results of theacademic-administrative process.

11. Submit to the relevant Co-Government Integrated Council the partial and final results of the process achieved in a specificmanagement cycle.

12.Resolve conflictive situations arising in the management process, within the limits stipulated by the acting norms.

13. Maintain the university community informed in respect to the processes, activities and results of the correspondent instance.

Article 13. The Departments are organized as follows:

1. Department Assembly (composed by all ordinary professors).

2. Department Council (composed by Class Chiefs Departments Chiefs)

Article 14. Department Assembly functions are:

Analogous to those of the relevant academic-administrative system.

Article 15. Department Council functions are:

1. Design, discuss and approve department development plans (in respect to academic-administrative system plans, which will be referred to as ~sectional development plans))).

2. Coordinate the execution of the sectional development plans.

3. Control and evaluate the results of the academic-administrative process, as well as the process itself.

4. Motivate the department's personnel. Article 16. Class functions are:

- Design and approve the relevant institutional development programs.

- Execute the programs.

- Control and evaluate the programs.

- Motivate Class personnel.

Article 17. The Classes will be constituted by:

- The Chief of the Class, and

- The Class Assembly.

Article 18. Course functions are.

- Execute subject programs.

- Motivate the students.

Control and evaluate course development, both at learning level as in respect to the other factors involved in program development. Article 19. The following requisites must be fulfilled in order to apply this proposal:

1. The Faculty assembly will agree on which will be the project's pilot school.

2. The organizational structures proposed in this reform must be constituted at the level of the academic administrative systems.

3. The relevant directors will receive the training and consultancy they require in the area of Academic Management. This mission must be accomplished by the Academic Management program of the Enterprise Research Center.

Article 20. This experimental proposal will be coordinated by the respective Councils and Committees, and will be applied during a three year period, as of the beginning of the relevant administrative term.

Upon conclusion of the lapse and after evaluating the results, the final proposal will be made.

Article 21. All Articles of the Law of Universities, as well as all norms, resolutions and agreements not negatively affecting the articles of this reform are in full effect. ◆
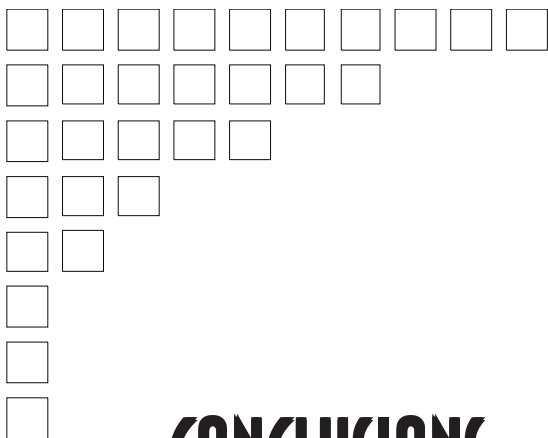
CONCLUSIONS
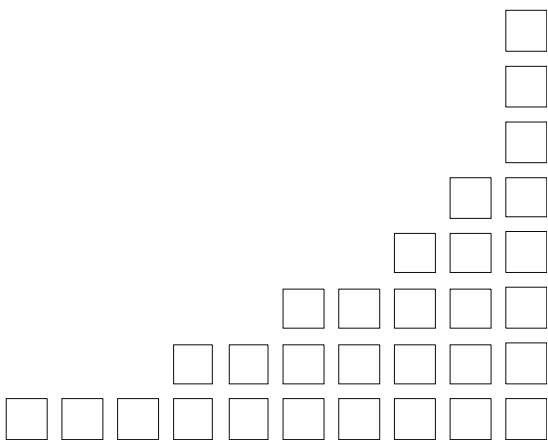
CONCLUSIONS

1. The following grave problems served to demonstrate the crisis of the Venezuelan educative system's organizational paradigm:

     a. Rupture of legitimacy.

     b. Lack of power of decision in middle and base management levels.

     c. Command unit rupture.

     d. Academic-administrative command functions are not delegated, whilst consultancy functions are.

     e. Control line rupture due to an excessive line of management and concentration of power at central level.

     f. Ambiguity and non-definition of normative, strategic and executive powers.

     g. Disperse space structure (lack of a commanding visual line).

2. The previous problems:

     a. Hinder the University's integral development.

     b. Produce perverse effects on motivation, adaptation, socialization and behavior of each and every community member, including the authorities.

3. The Educative organization's problems correspond with those of the crisis of the cultural paradigm of modernity. The latter's postulates based on instrumental rationality end up forgetting man himself, despite of the efforts made in the investment and technological development.

4. There are twelve university management models that were identified which are related to the existent inefficient organization structure.

5. There is no human resource management. In this sense, there are no policies or coordinated actions for the formation, distribution, rotation, performance, production, acknowledgment and promotion, and teaching and research personnel services, this fact affecting not only the motivation and productivity of this personnel but also in overall university performance.

6. We explained that the university conflict is worse in its evolution than in its origin, due to the fact that the authorities do not count with an integrated management system that would permit them to foresee these conflicts in a timely manner.

7. A Management Research system enabling decisions to be taken under conditions of certainty does not exist.

8. Even if assuming Strategic Planning, the university lacks a planning system that adapts to the needs of the academic teaching base.

9. We demonstrated that it is impossible to apply the political and philosophical conception of the integral study program, due to its encyclopedistic, atomicist and scientificist structure, thus indicating that today's professional formation in not achieved through the mere accumulation of knowledge acquired from an amount of subjects that are coursed in a separate manner.

10. We demonstrated that the lack of study program management neutralizes and impedes its execution, also affecting student performance. ●
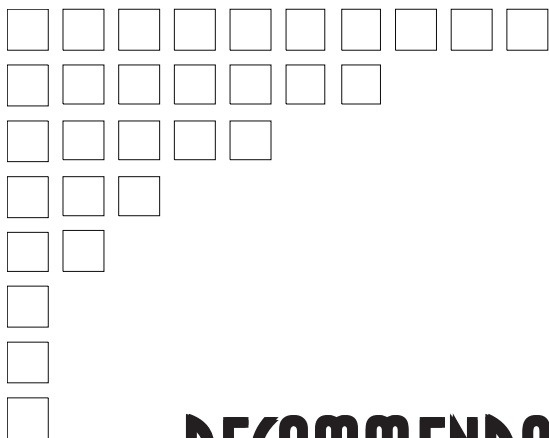
RECOMMENDATIONS
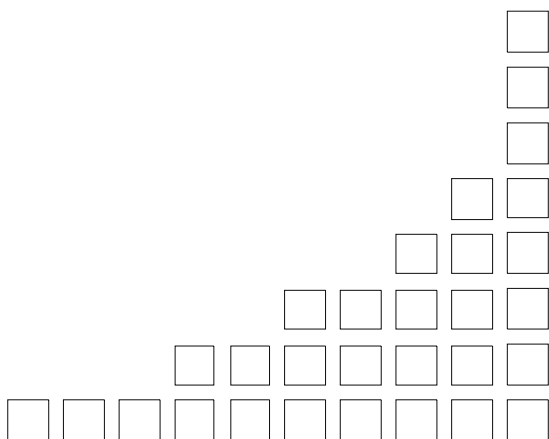
RECOMMENDATIONS

1. To apply the Holistic Humanistic Administration and Academic Management System in each and every dependency within the Venezuelan educative system, specifically in the universities.

    a. Application will be gradual, beginning by implementing an institutional control through which a general vision of the processes and institutional development areas may be acquired. According to the problems detected, those considered as urgent by the relevant academic community will be boarded.

2. The proposed system is based on:

    a. The development of human and academic quality of the participants, be these students or professors, employees or lay workers.

    b. The change and experimentation, in the decentralization of the power of decision, in which the academic bases decide their own development, without losing from focus the common mission and the integration of the whole educational system.

    c. Internal development must be holistic, total and integral.

    d. There must be a continuous movement of academic and administrative quality.

    e. The system is based on the mutual trust of each and every participant, this without forgetting to implement the controls and perform periodic evaluations.

3.   The objectives of the system proposed are the social effectiveness, efficacy and efficiency of the university.

4.   A multi-pyramidal, escalatory and link bonded organization structure is proposed.

5.   It is proposed that the Executive Staffs be constituted at all levels:

University, Faculties and Schools, with the object of constantly improving academic and teaching processes, through the vertical and horizontal integration of the organization structure, and also of the actors participating in the process.

6.   It is proposed that Management Research be incorporated as a source for the taking of decisions.

7.   It is proposed that the Directors also be formed in the Academic Management environ through a program bearing this same name, coordinated by the LUZ Enterprise Study Center.

8.   A Holistic Planning System is proposed which centers on the development of the human potential and taking care to implement the concepts of normative and routine strategic planning.

9.   A new study program model is proposed for the university.◆
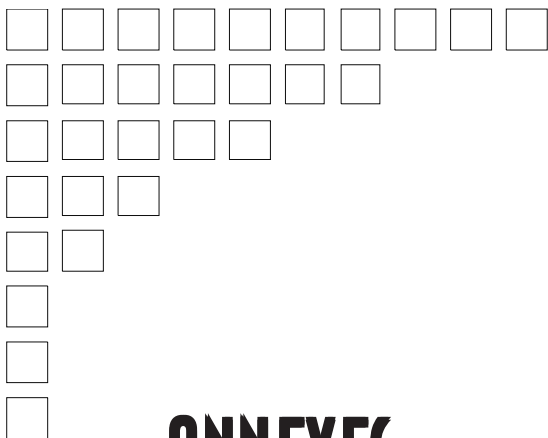
ANNEXES
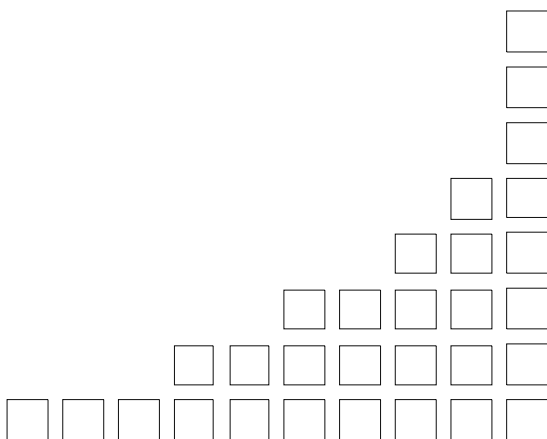
1991 I Education /10-11-91 / La Columna (newspaper)

The Institutional situation of the Faculty will be evaluated.

New Academic Management
in the Faculty of Humanities

The Executive Committee of the Faculty of Humanities of Zulia State University resolved to implement a Humanistic Academic Administration System proposed by sociologist Evaristo Mendez. This committee is formed by School Directors, Deans and Planning Coordinators.

With this measure, the objective is to evaluate the institutional situation of the mentioned Faculty in 22 development areas, to redirect the organization and academic administration in the areas of student, professorial, scientific, cultural and social development, executive staff, labor personnel, assistant and specialized teachers, academic managers, among others.

Bienvenida Romero, Humanities Planning Coordinator, explained that given the structural complexity of the Faculty, it was necessary to instrument administrative management mechanisms that take research and planning into account when performing the execution, control and evaluation of internal chores.

Romero highlighted that the Faculty of Humanities pioneered in the application of this project and that there is an existent political will on behalf of the current directive staff in making efforts to obtain positive results in benefit of the Faculty.

This system will be implemented as of January 1992 and probably extend to other Faculties of the university.

Annex No. 2

REPUBLIC OF VENEZUELA
LA UNIVERSIDAD DEL ZULIA
Secretary of the University Council

Maracaibo-Venezuela

                                        October 10th 1991
No. CU. 3761.91

Imelda Rincon-Maldonado

Rector

The University Council, in its Ordinary Session celebrated October 9th 1991, has approved to authorize you to subscribe an intra institutional agreement between the Rectorate, the Faculty of Economic and Social Sciences; the Faculty of Humanities and Education, and the General Direction for University Planning, with the purpose of developing an Academic Management Program.

My regards,

                        Lenin Herrera
                          Secretary

Annex No. 3

LA UNIVERSIDAD DEL ZULIA
(ZULIA STATEUNIVERSITY)
Faculty of Economic and Social Sciences

Faculty Council
CFCES-607-92

Maracaibo, December 15th
1992

Jose de Jesus Martinez
Director of the Enterprise Study Center

The Faculty Council, in its Ordinary Meeting No. 29-92 of date
November 24th 1992, approved that all Directive Personnel of
this Faculty must obligatorily course the HAGA-LUZ Academic
Management Workshop, coordinated by Professor Evaristo
Mendez, proposed in communication No. DFCES- 1141-92 of
November 20th 1992 (copy annexed).

My regards,

Nilda Urdaneta de Barroso
Dean-President

Leidys Urribarri de Piña
Secretary

To the Conquest of Excellence

Annex No. 4

                    LA UNIVERSIDAD DEL ZULIA
                     (ZULIA STATEUNIVERSITY)
               Faculty of Economic and Social Sciences
The Dean's Office
DFCESI336-93

                                    Maracaibo, April 20th 1993

Citizen
Prof. Antonio Castejon
Academic Vice-Rector
of Zulia State University

As per agreed in the First Meeting of L.U.Z. Departmental Chiefs,
celebrated at the Faculty of Experimental Sciences on March 26th,
1993, I am sending you a copy of the ((ACADEMIC MANAGEMENT
WORKSHOP (HAGA-LUZ SYSTEM))), approved by the University
Council on it's Ordinary Session of October 10th 1991 as per file
document CU-3761.91 (copy annexed), in order to submit to your
consideration the possibility of implementing this system in the
entire university.
Positive experiences have been obtained by the application of this
system at the Faculty of Humanities and Education as well as in
the Faculty of Economic and Social Sciences, giving faith of its
importance and relevance during these moments that require
redefinitions in both academic and administrative matters on behalf
of L.U.Z.
My regards,
                    Nilda Urdaneta de Barroso
                        Dean-President

        To the Conquest of Excellence

Annex No. 5

REPUBLICA OF VENEZUELA
LA UNIVERSIDAD DEL ZULIA
Faculty of Humanities and Education

The Dean's Office
DO. 1554.91

Maracaibo, July 30th 1991

Soc. Evaristo Mendez
Faculty of Economic andf Social Sciences

Having ended the 2nd Academic Management Workshop so throroughly dictated by you, directed to the improvement and perfectioning of the teaching personnel which are active as Chiefs of Department in our Faculty, I consider my obligation to forward you through this letter my Office's utmost acknowledgement for a job well done.

I wish at this moment to offer you our unconditional support in all the activities you execute in the future; please receive our utmost regards, respect and consideration.

My regards,

Prof. Aifredo Marquez
Dean

Annex No. 6

What is Productivity?

Beyond all, Productivity is a state of mind, it is becoming aware of progress, of the constant improvement of that which exists.

It is the knowing of being capable to do things today, better than yesterday, and tomorrow, better than today.

It is the will to improve the present situation, no matter how good it is.

It is the constant adaptation of economic and social life to changing conditions. It is the continuous effort to implement new methods.

It is faith in human progress.

Japanese Productivity Committee

ANNEX No. 7

Academic Management Workshop
HAGA - LUZ SYSTEM

Perfomance Control Graphic

Score   Actual Superor Limit

```
         20
EXCELLENT 19 ───
         18 ───
         17 ──────────────── Optimum Superior Limit
         16 ───
  STABLE  15 ──────────────── Avarage  Limimit
         14 ───
         13 ──────────────── Optimum Inferior Limit
CRITICAL 12 ───
         11 ───
         10 ──────────────── Actual  Inferio LImit
          9 ───
          8 ───
          7 ───
          6 ───
          5 ───
UNSTABLE   4 ───
          3 ───
          2 ───
          1 ───
          0
```

PROMOTION

Indicate on horizontal axis   Date: _____

Period   Units   Departament   Responsable

Process / Performace Relation Chart

ANNEX No. 8

Departament	Hub	Area	Subject Section	Weekly Hours			Type of Subject	Standard Number A/P	Number enrolled	Approved Students	Falling Students	No-Inf Students	Score Average	Standard Deviation	Program formation continuity	Observaciones
				T	P	TH										

Academic Management Workshop

Responsible person's name: _____   Position:_____

Date:_____ / _____ / _____

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The Deanship
Planning Coordination

ANEXO No. 9

Academic Management Workshop
Instructor: Dr. Everisto Mendez

Preliminary control of the formal components
of a study program unit: subjects, practices, activities

Dependency: _____ (Mark with an X)

Specify type of Study Program Unit: _____

Subject_____Practices_____,Activities_____

Name of the Study Program Unit: _____

Observations: Write YES in the right column when having the information, or write NO if not having the information.

	YES	NO
1. Introduction		
2. Study program unit general data		
3. General purpose and justification		
4. Study program unit terminal objectives		
5. Program theme and terminal objectives		
6. General contents of the study program unit		
7. Didactic strategies (methodological or instructional)		
8. Evaluation strategies		
9. Program systematizing of the study program unit program		
9.1. Number of each unit of program		
9.2. Name of each unit of program		
9.3. Terminal objectives of each program unit		
9.4. Information matrix		
– Specific objectives		
– Contents		
– Methodological strategies		
– Resources		
– Self Development		
– Chronometry (time)		
– Evaluation strategies		
– Credits (value)		
10. Annexes		
11. Text references		
– General		
– Specific		
– Complementary		

Specify date of approval of current program:

By: Class-Subject _____, Department_____

School Council _____

Specify if there is an (official) titular of Class or not: _____

If not, indicate if there is someone in charge of the responsibility _____

Specify name and position of the Professor controlling the program:

Name: _____ Position: _____

Indicate program control date: _____

If taking a decision relevant to program control, write it in this space:

ANNEX No. 10

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Planning Coordination

Academic Management Workshop

Study Program unit control programs

Dependency: _____

Name of the Study Program Unit	Date of approval			Program availability or non availability	Causes for non availability	Available quantity
	Class	Dept	School Council			

Causes: 1. Have not been submitted by the professors; 2. Have not been made; 3. Were made, but have not been typed; 4. Have been made, but not reproduced; 5. Were submitted, but were later lost; 6. The professors have not covered the pedagogic courses; 7. Others, specify.

Date of control		Responsible

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ANNEX No. 11

Academic Management Workshop

Formation plan general structure control

Control and taking of decisions relevant to student formation plans and programs

Current situation	Date of control
	Decision-taking

Dependency: _____

Instance of decision

- First instance (class) _____
- Second instance (department) _____
- Third instance (School Council and Direction) _____
- Date plan was approved by University Council _____
- Date of initiation plan execution _____
- Estimated date of terminating plan execution _____
- How many study program units does the plan have? _____

Total subjects _____

Total activities _____

Total practices _____

General total _____

How may study program units are
administered by this dependency _____

How may programs are available at this moment? _____

How many programs are still required to fill the total? _____

Indicate the causes why the programs are unavailable:

1. Have not been submitted by the professors; _____
2. Have not been made; _____
3. Were made, but have not been typed; _____
4. Have been made, but not reproduced; _____
5. Were submitted, but were later lost; _____
6. The professors have not coursed the pedagogic courses; _____
7. Others, specify _____

ZULIA STATE UNIVERSITY
Academic Management Workshop
Instructor: Dr. Evaristo Méndez

ANNEX No. 12

Relations Index

Observations: Identify and specify the name of the instance where the diagnostic and/or evaluation is made.

Class: _____   Hub: _____   Study Program Area: _____

Departament: _____   Teaching Secretary: _____

School Director: _____   School Council: _____

Specify name of instance: _____

Student performance standard	Student Performance	Frequency	Periods						Trend
	Approved	18-20							
		15-17							
	Subtotal	10-14							
	Failed	06-09							
	Subtotal	00-05							
	No information								
	Subtotal								
	General total								

	Standard	Situation per periods	Trend
Students per professor			
Subjects per professor (average)			
Teaching hours per professor			

Clerk's name: _____   Position: _____

Code:
Periods: semester or year
Work with the last six periods; otherwise, work with the last three, indicating year and date.
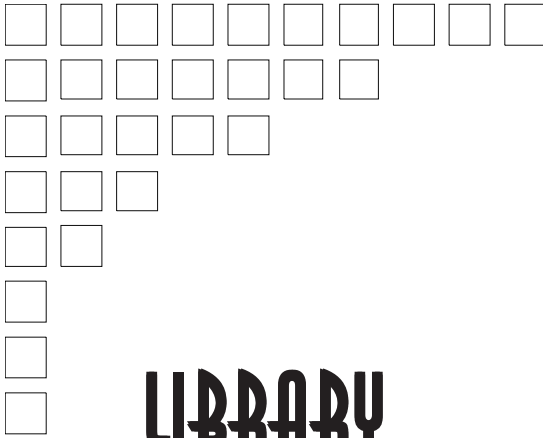
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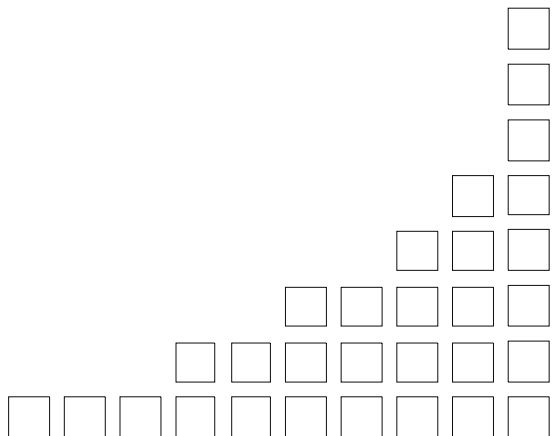
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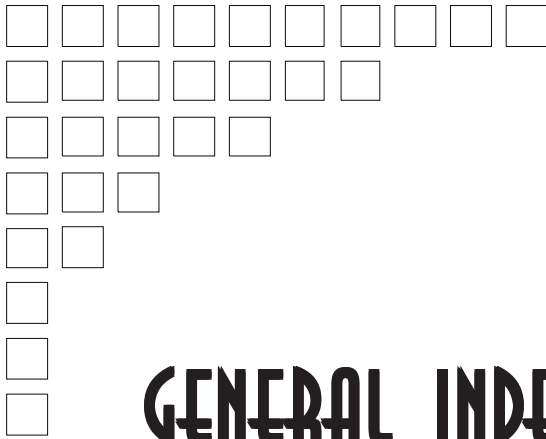
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