The university manager and his administrative practice from a complex perspective

El Gerente universitario y su praxis administrativa desde una perspectiva compleja

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Resumen

El propósito de este artículo es develar al gerente universitario y su praxis administrativa desde una perspectiva compleja, es decir, las bases fundamentales que identifican al gerente, la importancia de la complejidad en la gestión, por permitir solidificar bases epistemológicas actualizadas, con ellas hacer frente a diversidad de escenarios administrativos con perspectiva compleja, el estudio pretende despertar reflexión en vincular procesos administrativos con los principios de la complejidad, los saberes, son hilos estrechos entre la gerencia tradicional y la gerencia desde la complejidad. Por ello surge el estudio, con una perspectiva cualitativa, con un paradigma interpretativo producto del tratamiento fenomenológico hermenéutico, en donde se aplicó la entrevista penetrante a tres coordinadores universitarios de la Universidad Experimental de la Fuerza Armada de Venezuela, los resultados arrojaron que la complejidad en la gerencia universitaria proporciona innovación, contribuye a metamorfosis de pensamientos en la colectividad universitaria. Concluyendo, una gerencia proactiva que encapsula un modelo flexible e innovador, con conciencia contemporánea que converge con el pensamiento complejo.

Palabras clave: gerente universitario, perspectiva compleja, gestión.

Abstract

The purpose of this article is to reveal the University Manager and its administrative praxis from a complex perspective, that is, the fundamental bases that identify the manager, the importance of the complexity in management, for allowing solidifying epistemological bases updated, with them to deal with diversity of administrative scenarios with a complex perspective, the study aims to awaken reflection on linking administrative processes with the principles of complexity, knowledge, are narrow threads between traditional management and management from complexity. For this reason, the study arises, with a qualitative perspective, with an interpretive paradigm product of the Hermeneutical phenomenological treatment, where the penetrating interview was applied to three university coordinators of the Experimental University of the Armed Forces of Venezuela, The results yielded that the complexity in university management provides innovation, contributes to metamorphosis of thoughts in the collective collective. Concluding, a proactive management that encapsulates a flexible and innovative model, with contemporary conscience that converges complex thought.

Keywords: university manager, complex perspective, management.

Introduction

The rapid changes in the globalized world, and their constant and overwhelming influence, produce a climate of turbulent and unforeseen change. Given this reality, universities are becoming familiar with responding to the demands of emerging changes and meeting the demands arising from these transformations.

The managerial world fosters profound reflection among university managers, understanding that transformation will not occur mechanically, but rather requires managers who take action to meet the range of changes that emerge daily.

It is essential to rethink praxis, drawing on the epistemic foundations acquired throughout a professional career. After an internal and analytical journey, formulas emerge through managerial training to strengthen epistemological concepts that contribute to personal, professional, and comprehensive transformation in the analysis of educational, cultural, economic, political, and social realities. It is evident then, the theory of knowledge amplifies the interpretation with a transvisionary stance, in turn granting an intellectual journey that entangles the manager with skills, for his procedural attack in uncertain, complicated and questionable situations of the managerial scenario. According to Arcia (2020):

> Managerial praxis in the educational stages is a whole and extends beyond guiding, budgetary allocations, or talent management. The manager is a human being; he or she understands the inherent requirements of individuals, and these must be considered to satisfy human needs. (p. 49).

For this reason, the article seeks a connection between the manager's reflection and his or her practice in an integrated manner, thus valuing the coexistence of primary knowledge and kinship with the new. That is, opening the way for readjustments that combine the traditional with the current. This will allow for a dynamic praxis that successfully confronts the challenges arising from the constant change that surrounds us day by day.

This connection is supported by Gómez (2022), who said: "Management is a magnet for convoluted, challenging processes that involve commitment. These processes are carried out on an ephemeral level with intrinsic and important courses such as planning, organizing, channeling, and verifying." (p. 160). University campus management invites us to rethink

and assess, from a systemic perspective, providing a conglomerate of components that are considered necessary, without separating them. Managerial action affiliates methods, beliefs, motives, leadership, and behaviors, appreciating the manager's perspective on human quality and their agreement with the academic and student community.

Similarly, Machado (2006) defined management as follows: "It is the most significant mechanism or instrument for managing an organization, supported by the decision-making of the workforce, adjusting to the range of functions performed, and integrating planning, organization, direction, and control." (p. 64). This document emphasizes the importance of management as a tool. Arcia (2020) again states that the university manager is a boss, a manager of people, and a guarantor of the administrative process. He is also the thread that connects the work team. Paraphrasing Prado (2011), the educational managerial circumstance calls for reflection on the actions of the individuals who make up the university, holding these workers accountable for providing a service that is coherent, values-based, and complex. Therefore, through management that focuses on complexity, it will be a position of unlearning and relearning new concepts, alien to traditional models, that aims to face challenges and achieve the intention efficiently, with aptitude and effective performance.

Likewise, university management is also a logical sequence of existence that establishes desires with a connection between action and outcome, which is achieved through the competent use of available resources. The manager is essential for changing repetitive behavior; transformation responds to the demands for change in the university environment.

University managers constantly develop competencies to respond accurately to situations such as conflict resolution and decision-making. This action involves adapting to time and space. That is, actions that resolved an event twenty years ago cannot be applied to the current situation. This would be a theoretical reference. In this regard, authors González de Hernández and Carrera (2020) stated:

> In the praxeology of university management, the task constitutes the conciseness of aspects inherent to motivation and decision-making, but above all, the synchronous interplay between what is and what should be that determines a need, which, in itself, supports an assessment and

projection of the idea generated in the individual manager in their contact with reality. (p.27).

Given praxis as the means to achieve the objectives of university management, reflection is necessary in the managerial setting. Considering the mistakes resulting from flawed execution in this context is necessary. Taking advantage of these circumstances of failure is opportune to guide the processes of adjusting actions and commitment, ensuring change and its permanence in university management.

Without intending to delve into philosophy, we delve into the ontological dimension. The thinker Heidegger (2005) introduced a new ontology, providing a glimpse into the authentic human being, belonging to an existence identified by segments that symbolize its essence. This means that the protagonist of the study is the university manager, an individual who observes— that is, we as people observe. However, mastering this technique, for the benefit of management, is a success that will envelop the university as a whole. Quoting Renaud (2017), he states, "Managerial development seen as a showcase of connection and exchange grants the power to observe the competence of the subjects' style of action, thereby validating or not the fruit of managerial action." (p. 23). Now, building a managerial truth with effective discernment, without ignoring daily events, thus enriching the function of the university.

Regarding the epistemological dimension, the university manager relates intersubjectively with the actors that comprise the institution. Regarding the axiological level, Ramos (2016) proposes two elements: the first is a viewing lens to contemplate and recognize values, while the second provides meaning to raise awareness and value in the subject of the phenomena with which they interact.

In the methodological approach, articulated with the above, we cite Balza (2010), who explains that complexity, according to hermeneutics, is inferred to be a way of knowing, through procedures, and thus constructing hypotheses to describe recent topics in the field or area being studied in a way that is beneficial to human understanding. The purpose of this article is to reveal the university manager and his or her administrative praxis from a complex perspective, that is, the fundamental bases that identify the manager, the importance of complexity in management, by allowing to solidify updated epistemological bases, with them to face a diversity of administrative scenarios with a complex perspective (Maldonado, 2023). The document is structured as follows: the manager and complexity, the manager's strategies from complexity, administrative praxis of the manager with a complex perspective, complexity in administrative praxis; university management from complexity, methodology, analysis of results, discussion and conclusions.

Theoretical Approach

The Manager and Complexity

Organizations can only achieve success if their managers possess solid, grounded knowledge that supports their leadership skills. According to Machado (2006), management is the primary instrument for leading a public or private organization, relying on decision-making involving human resources and articulating the fundamental phases of the administrative process: planning, organization, direction, execution, and control.

Managing a university campus is a summary constructed by humanity. Knowledge takes on different shades with complexity, which reinforces a perception that blends the elements of the organization, especially human resources, with the entire grid of knowledge they possess. Morín (2002) supports the above: "It is a fabric or network (complexus); that which is woven as a whole, con-folded, complicated) of heterogeneous constituents inseparably associated." (p. 56)

In other words, pursuing a dynamic management approach that considers the university environment, where administrative processes communicate seamlessly, addressing complexity managerially. In fact, Morín (2002) states that university management is understood as a living, dynamic, complex, and knowledge-creating system subject to educational policies and reforms. This means encouraging creative positions, fraternity, reflection, and conscious negotiation among innovative work teams with unprecedented thinking (Maldonado, 2020).

At the same time, the manager performs actions that instill confidence in their team, based on assertive communication, ideal for achieving the institution's goals. The managerial spectrum from complexity is oriented and considers the condition of the public or private university. The connection between complexity and the manager's praxis is notable, as a leader who understands their team and acts to transform the situation, a challenge of complex management.

This nuance of complexity, appreciated and unique to the manager, who adopts a discerning view of existing reality, without the intention of controlling the totality of organizational factors, can be defined, following Tobón and Núñez (2006), as a practice used to build knowledge in any area of knowledge, starting from the basis of the composition of the phenomenon, with the intention of understanding and describing it through a disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary study.

While Morín (2002) stated: complexity is a canvas of occurrences, events, behaviors, and eventualities that make up our world. The above invites reflection, from a managerial perspective on university campuses, these spaces are free to uncertainty, inclined to change, therefore the university manager cannot know everything, it is necessary to foster a position of complex thinking, supported by the expression of Richardson (2008) who proposed laws to manage from a complex perspective: first, resembling a hardness, is not to suppose that you need a hammer; second, the judgment of several people frequently stand out over the decisions of a subject, third, accept being wrong, and fourth, reforming thinking, it is fine.

Today, university management requires complexity to disseminate innovation, incorporating the positions of the subjects who make up the workforce model. That is, they will participate in conflict resolution, decision-making, and negotiations, thus ratifying the emancipation of individuals in a critical-reflective mode and enhancing diversity of thought. Citing Balza (2010):

> Among the fundamental elements of complex thought, the ethics of the human race acquires special relevance, understood as a cognitive-value-based approach that considers the individual, society, and Homo sapiens as a single cosmological entity that shares common values within a diverse range of contexts (p. 56).

It is important to consider the complex visualization of the university manager responsible for forecasting eventualities that manifest repeatedly. Thanks to these models, the administrator's competence is activated from a managerial perspective. In this context, the challenge for university managers is to promote knowledge and constantly cultivate it, fostering the humanitarian vision that defines them across borders, making decisions to resolve conflicts, and delving into the manager's ontological foundations with an emerging focus on the unique essence of each person and their significant contribution to the university campus.

The Manager's Strategy from a Complexity Perspective

In contemporary educational settings, understanding managerial reality from a complex perspective implies reflecting, differentiating, without segregating, but simply building from the fabric of diversity, ensuring unity prevails. Goals are achieved as a group and seek to satisfy the needs of those who converge to provide responses to social demands. Strategy emerged in management in the 1950s, in the planning methods embedded in companies. During the aforementioned period, Porter and Lawler (1968) considered the production of strategies in prudent and judicious development clearly supported by the global business system, establishing itself as the outstanding model, according to bibliometric analyses.

Incidentally, Mintzberg (2014) points out the differences between formal or deliberate strategies that emerge from the precise planning phase with a high level of reasoning; the other is the emergent strategy, characterized by a shrewd will. The situation is to combine intuition, skill, and knowledge to sculpt a managerial complexion. The traditional manager reduces the complex to the simple, separates the united, decomposes, and does not replace. The present requires complexity, thus it is urgent to investigate within the web of knowledge, to ensure that the team participates equally in contributions related to conflict resolution, decision-making, and the development of the administrative process. In addition, it is necessary to be critical and reflective, respecting the thinking of each member of the work team.

The importance of strategy can be attributed to Morín (2002), who stated that strategy is to tirelessly investigate, link information, and verify it to transform managerial praxis, based on what is gathered. Complexity is appreciated in today's world; uncertainty is the driving force of universities, and it can be minimized through the interweaving of knowledge that a manager manages with the team. This invites us to consider a new dimension of complexity, to consider a participatory approach that avoids the disunity of competencies. It will allow us to address the transformations emerging in the university field and respond to the uncertainty of the administrative field.

Administrative Practice of the Manager with a

Complex Perspective

The university manager is a human being with the skills to fulfill his or her role, and relies on traditional processes that, for a certain period of time, have allowed him or her to lead effectively. However, in today's context, managerial practice must respond to the present; that is, the manager must be progressive and enrich his or her intellectual work based on educational development, in order to achieve the maximum well-being of those under his or her supervision. The author Fayol (1973 Fayol (1973) differentiated between management and administration. According to him, administration is the most important maneuver of public or private companies; his conceptualization includes planning, organizing, directing, coordinating and controlling. Management, on the other hand, is defined as the position that entails commitment and knowledge, both scientific and human, to achieve objectives. Rethinking the administrative praxis of the manager implies proposing changes that transform the university. The manager, as a cognitive being, aspires to carry out quality work, although he faces obstacles that make it difficult to achieve his goals. As González de Hernández and Carrera (2020) point out, "the social university organism is immersed in the events of the era, combining the demands of the context with the enthusiastic actions of its members, are the impulses that will bring together the strategies towards organizational metamorphosis." (p.17).

Regarding praxis, the manager's decisive and decisive action to respond to each change in the university environment, using the words of González de Hernández and Carrera (2020):

> It is a persistent process that seeks to reinforce action models useful for the management of daily university praxis, its structuring and implementation, and is supported by processes of contact, assessment, reflection, and creative consolidation that interact with administrative processes (p. 28).

On the other hand, Morín (2002) says, "To strive for reflection is to develop thoughts that reveal, without interrupting the contextualization of testimonies and knowledge, and are used ceaselessly in the struggle and resistance to failure and lies." (p. 65). Based on the previous quote, praxis is each manager's decision, their interest in constantly working on the functions that ensure the growth of the university campus. This means that the manager's administrative praxis is consistent with the objectives, the efficient use of current resources,

and the development of skills that enable him to act successfully in the spiral of changes presented in the graph below:

Chart 1.
Principles of Complexity and Their Relationship with the Administrative Process
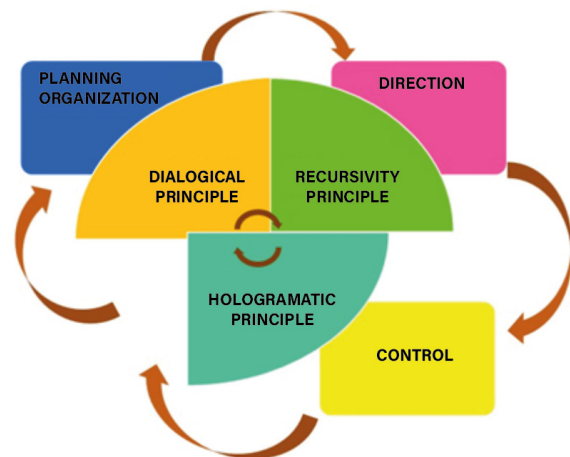
Source: Prepared by the author (2023).

To achieve successful administrative praxis, the preceding graph can be interpreted: the manager uses the threads of complexity, thus proposing the connection of disciplines that will allow for the creation of new knowledge from different perspectives, developing knowledge that breaks into what is repeatable in administrative stages. It is described below:

First, the dialogic principle: (Morín, 2002, p. 109) explains, it is the complex and incompatible alliance of essential instances for reality; while Rivas (2013) "Articulates an analysis in the managerial atmosphere, giving the name of dialogical pairs, where pair refers to" consider an alliance to interact "(p. 54), the dialogical denotes colloquium, incorporation and the complementarity of the opposite, that is, those elements that are immersed in systems, allow duality, in relation to management some opposing elements that reflect that they have no possibility of solution, daily in the university the planned tasks are carried out (first phase of the administrative process), Cano (2017) defines planning as "Premeditated period, performing credit, consequent and positive domain in the missional path of the organization." (p. 30) however some tasks cannot be carried out, due to events such as core councils, conventions, among others.

The point is, management from complexity decides to delegate functions to the work team, rewarding the

tasks carried out in the short, medium and long term, the organization is developed "it is a means to consummate and satisfy" Cano (2017) in fusion with the dialogical principle, duality is preserved in the matrix of the union, executing what was planned successfully, thanks to the adoption of dialogue, inclusion, complementarity and construction.

Followed by the principle of recursion: Morin (2002). It is nothing more than interacting in radial succession, where the products act above the original, this principle emerges when an action originates other phases, that is, they are causes and consequences due to their interconnection (p. 111). The university director achieves results in the present and considers them in a generous time; Antagonically, he inevitably confronts uncertainty, Rivas-Montoya et al. (2017, p. 10). In fact, through the coordination of activities, the generation of commitment of people and resources necessary for both situations to coexist. The manager makes decisions, on whom falls the responsibility of certainty or failure, concerning the direction phase, Koontz (2008) stated "the direction is the interpersonal appearance of the administration through which the subordinates can understand and contribute effectively and efficiently to the achievement of the objectives of the company" the manager knows the competencies of his work community, for example, at the end of the semester, the administration interns present the professional practice report, to assign this guardianship to a teacher, the manager is based on the competencies of the professor, his knowledge in methodological construction of administration reports, so he can lead this activity, the intention of the decision (action) is to trigger positive results, benefiting university students.

Ending with the Holo-grammatical principle: it is explained taking into account Morin (2002). Where the complex organization demands the whole in each particle, being original, peculiar, where the fragments of each phenomenon are the content of its own information, at the same time, the whole contains revelation of the parts (p.11). Associating it with the administrative process exercised by the university manager, its phases are the parts, when performing them assertively, they will add to the mission of the institution. Control is the stage that protects the success of the aspirations, skills and direction of the university, maneuvering the performance of the functions by the subjects assigned to the university campus and that the resources available for it are being properly managed in terms of effectiveness and efficiency, Cano (2017), in other words, the intention of control is to safeguard the presence of the institution

and stimulate its growth.

Currently, we must give way to an analysis that allows access to antagonistic impressions such as: certainty vs. uncertainty, disjunction vs. conjunction, and order vs. chaos. The coexistence of these concepts provides a productive exchange across the range of knowledge, conquering spaces, universal areas that enable the approximation of competencies and cultures.

It should be noted that in universities, academic planning, social affairs, internships, thesis, and other programs are the fragments of phenomena. Therefore, the manager, from a complex perspective, is the whole. He or she knows each area or department and its functions to achieve quarterly or semiannual goals. All of the above is reflected in the facets described above, where the administrative praxis executed by the manager and his or her staff is evident.

The progressive university manager can be described as a knowledgeable individual who carries a portfolio of knowledge, connecting traditional managerial praxis with complex management, a valuable combination that eliminates repetitive cycles that only lead to stagnation. The administrative process is a foundation; in the present, it must be reinforced with the principles of complexity, where the new, complementary, and constructive emerge.

The above affirms that today's manager avoids the disjunction and separation of knowledge; that is, presenting the complexus network, a living, dynamic, complex, and creative system highly subject to policies and reforms. With the work of a multidisciplinary team, the manager will assign responsibilities according to the competencies of the personnel under his or her charge. This decision-making will generate positive results and generate responses to societal demands (Roman-Acosta & Barón Velandia, 2023). At the same time, the link involves efficiency and effectiveness. The manager, from a complex perspective, will approach the scenario by exercising control (the final phase of the administrative process) combined with the holographic principle to verify previously planned actions. The feedback phase generates creative ideas to achieve the completion of objectives within a timeframe, enhancing university management.

Complexity in Administrative Practice

The university manager is identified by his or her administration. Authors Aguilar and Block (2006) state that the manner in which a university regent directs,

as well as the actions that distinguish him or her from other officials, constitutes the constitution of the administrative process. This process consists of phases: planning, organization, direction, and control. The first establishes the courses of action to be executed within a specific timeframe; the second recognizes authority and distributes tasks among the work team. Then, each team member executes the assigned task; and finally, the manager supervises the activities. This control is based on planning, that is, it verifies whether the objective has been achieved.

The ancient praxis of knowledge is currently scarce, which is why complexity is brought to the forefront—this network of interactions and events that are essential organs of the present. Morín (2002) proposed principles that strengthen the link between the administrative process and complexity: the former, the backbone of university administration, and the latter, the transformation of the scenario by resorting to changes in thinking and patterns.

Universities are made up of knowledgeable individuals; each professor fulfills functions, and a network of actors plays a role, guided by institutional norms; these norms, with balance, benefit the process. Perfection brings chaos, which is why it is wise to consider the failures that occur when developing a task, of course, without the intention of fueling disorder. It is to perceive that mistakes and omissions are opportunities for learning and analysis, and open the range of creativity and innovation, not for finger-pointing. In particular, it is to appropriate an experience that should not be repeated (Morín, 2002).

Complexity and University Management

Currently, the contributions of complexity to university management have been valued, symbolizing a first in viewing the world from a different perspective, building new knowledge, fragmenting the traditional, unlearning, relearning, and adopting reflective management. The nobility offered in university education will depend on the manager's administration, supporting the previous lines. López et al. (2017) admit that university education faces the challenge of strengthening the disposition of qualified professionals to face changes and economic and social reforms, helping to nurture figures of efficiency and effectiveness consistent with quality education (p. 25).

Additionally, Murillo (2019) states: the complexity associated with university management consists of

stages that integrate and generate, relying on principles, strategies, procedures, and managerial practices with pedagogical and epistemological beliefs intended to promote the strengthening and growth of the organization (p. 10).

For his part, Yovera (2020) mentioned that management must support the tasks carried out on the university campus through ongoing communication, with meetings held by each school or program offered by the university. This is done with the intention of certifying the practice of teachers, a community that reveals positive or negative results. Therefore, the dynamics of promoting activities emanating from the management are necessary to achieve objectives over time.

Citing Yovera (2019) again, who invites reflection on managerial action, it must cement changes with a transmodern approach, aimed at the unprecedented, discerning the obsolete and repetitive, and also enhancing the competencies of the institution's human resources.

Ultimately, a profound transformation of university management is required, where quality is the hallmark of all personnel involved in academic training. Complexity offers a solid theoretical basis for addressing this challenge, enabling the consolidation of educational management that effectively responds to contemporary social demands.

Methodology

People are naturally curious, and this motivates them to research. They live with tenacity, digging up new knowledge that reflects the dynamics that occur in their daily lives. Ugas (2011) believes that methodology is a way of creating knowledge that combines theoretical and methodological approaches, developing a method tailored to the research (p. 18).

Within this framework, the study adopted the interpretive paradigm, which, according to La Torre et al. (1996), allows us to address the dynamic, constructed, and heterogeneous authenticity of reality, in order to glimpse the essence of the actors immersed in a phenomenon under study (p. 44).

The space where the research was developed is a social, complex and active environment, corresponding to the qualitative investigation that was defined by Martínez (2000) as follows: "It is the research that seeks to identify and describe penetrating environments with a diligent structure, providing discernment of the custom,

habits of a context" (p. 8), it was sought to interpret and analyze the university manager and his administrative praxis from a complex perspective.

The approach was based on hermeneutic phenomenology, under Schutz's (1974) premise, "hermeneutics is the vehemence of expertise, the everyday skill of the universe with its social and historical expressions of the subject under study, predominating in daily existence" (p. 28). This procedure helped to observe the subject matter described in the university management reality in its full context. To understand hermeneutics, which provides valuable insight into the meanings of subjects in the social world, author Schutz (1974) invites us to explore the complexities of human interpretation.

Highlighting Balza's (2010) relationship with hermeneutics, he relates hermeneutics to the complexity represented by the universe of people in their diverse locutions, collective or individual memories, depending on the setting in which they move. This is why this method allows for a conversation between individuals, their station, and the situation at hand.

Key Informants

These are subjects who possess knowledge about the topic addressed in the study and are willing to participate in the development of the research. Martínez (2000) states, "The informant is the allegory of groups, where their image is complemented by a remarkable balance, highlighting their representation in the cases investigated." In the article, the researcher intentionally selected three informants, university coordinators with a history of service; their experience allows for valuable responses to be obtained from the instrument applied. The methodological path was consolidated from the qualitative perspective, where the search for the truth of the manager in the development of administrative praxis linked to the theory of complexity, the stage was the National Experimental University of the National Armed Forces (UNEFA) Aroa Extension of the state of Yaracuy, three career coordinators were intentionally interviewed, this trio has managerial experience in universities (see tables), with the in-depth interview, the truth of the environment is investigated, its essence, it is understood from the testimonies granted (Velandia et al, 2021). Likewise, the hermeneutic phenomenological method is followed, to perceive, decipher and interpret, from the impression of the informants of the body under study (Rodríguez, et al2023).

Results

This section presents evidence from the key informants' responses to the in-depth interview, seeking to reveal the existing inequality between traditional management and management with a complex perspective (Table 1). Table 2 examines how to manage with a complex perspective (informants' revelations); finally, Table 3 examines the relevance of complexity in university management. For illustrative purposes, the findings are presented:

Table 1

Are you aware of the existing inequality between traditional management and management with a complex perspective?

Informant 1	Informant 2	Informant 3
Managing is following guidelines that were established by Taylor and Fayol, where the objective is to complete the administrative process. Managing from complexity is continuing with the above and adding an understanding of scenarios that belong to the present.	A leader who consistently works to achieve goals is knowledgeable about innovation, and nurturing organizational culture is very different from continuing with the classic approach, which isn't bad. There are situations that are repeated and don't benefit the institution.	I know the differences between both perspectives. Each manager decides on his or her management model and can combine traditional management with a complex perspective.

Hermeneusis: The responses of intentionally chosen informants claim to be aware of the difference between classical management and a complex perspective, applying complexity theory to their management brings disruption, breaks traditionalism, and uncovers openings between what is real and what is believed to be real, complexity goes with the uncertainty of revealing the non-existent, without forgetting that the general reality, from the vision of each subject.

Table 2

How to manage with a complex perspective?

Informant 1	Informant 2	Informant 3
Managers require flexibility in times of confusion and uncertainty, so relying on complexity will allow them to take advantage of every opportunity that arises.	The manager's intentions, when he or she relies on complexity to lead a university, demonstrate that he or she is prepared for change, uncertainty, and the unknown.	Being attentive to the entire environment is a manager's responsibility; observing and investigating, based on models and all the alternatives that emerge, makes you aware of how absurd it is to predict.

Hermeneusis: The quality of the managerial culture of the testimonies is appreciated, supported by a complex perspective, which involves addressing social, cultural, technological, and economic realities, reflecting on strategies and practices of administrative processes in the university environment, and transforming without disuniting but rather constructing.

Table 3

What is the relevance of complexity in university management?

Informant 1	Informant 2	Informant 3
Transforming academic scenarios, the primary vision of managers, into a complex management model that provides reliable answers to questions from the university context.	Complexity is the antidote to the challenges of today's management and the challenges of the future; it is where knowledge combined with information and strategies provide solutions.	With complexity, the manager familiar with classical management, to be efficient and effective, must comply with the phases of the administrative process, involving human elements, values, and space; that is, complexity is the instrument that blends the above with the exact portions to contribute to change.

Hermeneusis: The contribution of complexity to university management is evident. This combination of tradition and innovation, adapting to an era filled with diversity in the economy, society, and other areas, does not provide all the solutions, but it will transform the ways of thinking within the university community.

Discussion

The research can be compared with the article published in the Multidisciplinary Journal Ciencia Latina, by Aldrete et al. (2021) entitled "Principles of Complexity in Schools of Administrative Thought: Points of Convergence." This research resulted in the demonstration of various coincidences, as well as the use of several contributions in the formulation, that is, the schools of administrative thought linked to the principle of complex thinking, such as the dialogical, recursive, and holographic principles. The contrast exists in this combination, which is essential to pounce on the variability of the managerial scenario. This is constant and overwhelming, therefore, the regent seeks to respond dynamically, with knowledge (the result of research) with the fusion of classical theories with complex ones.

The study can also be linked to Luciani and Viloria's (2014) article entitled "Administration Under Complex Thinking." The authors reflected on Morin's proposal for an organizational approach that differs from classical administration theories. With the glow of complexity, the university campus would be transformed into a space for practices far removed from equilibrium (where classical administration is centered). In this new form, instability is the protagonist, a peculiarity that will greatly contribute to transforming the managerial environment and its administrative praxis. The study by Caira-Tovar et al. (2021), conducted at Luz University of Zulia and published in the Venezuelan Journal of Management, described management from the perspective of its rectoral authorities, stating that, despite the current situation of universities in Venezuela, these institutions have management trained to face the challenges of the millennium. The current document is intertwined with the study by Caira-Tovar et al. (2021) because both provide deep insight into the role of the university manager, in an environment that becomes more complex every day.

The dialectic emerges with Ramírez's (2022) document, entitled "The Manager's Hologogy: Praxis of the Administrative Process." The author emphasizes the manager's ongoing training to acquire competencies and know how to manage administrative processes. This will help address current challenges, which emerge simultaneously in the context of management. It is imperative to understand the relationship between theory and action in the administrative practice of a manager.

Therefore, this document is a jewel case that holds themes; they contrast with the study, which seeks to provide administrative responses that reveal managerial competencies. The manager exercises the function with disruption, combining the traditional with complexity, taking advantage of the range of knowledge of each member of the work team. It also explores possibilities to avoid disjunction, that is, to weave the network of an administrative process combined with principles of complexity.

Conclusions

After completing the study, the objective has been met: to develop the university manager and their administrative praxis from a complex perspective, that is, the fundamental foundations that identify the manager, the importance of complexity in management, by allowing the solidification of updated epistemological foundations, with which to address a diversity of administrative scenarios from a complex perspective.

In concrete terms, the complex perspective is a support for university management, as it fits into an innovative model, based on the wise conjunction of the phases of the administrative process and the principles of complex thinking such as dialogic, recursive, and hologrammatic, as experimented with by authors such as Morín (2002). Therefore, it is necessary to promote works in which university managers interpret actions from a complex perspective to produce in transformation scenarios and be able to transcend this universe.

As a result of this approach, and considering the importance of incorporating complexity into the managerial praxis demonstrated in the manuscript, it is necessary and pertinent to propose and develop actions that nurture the manager's knowledge and reinforce traditional management. These new forms of management encapsulate the flexible and innovative model in university management from a complex perspective.

In short, framing the complex perspective is to implement proactive management. The individual representing this position would have an awareness of contemporary thinking, converging with complex thinking, thus revealing a university management approach focused on order, hierarchy, and all the phases that are part of the complexity of innovation, providing satisfaction to the university community and society at large.

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