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Fundamentals epistemological of business administration: regional analysis induction to central

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Abstact

This proposal reflects the need to identify the epistemological foundations of Administration in the University Corporation Minuto de Dios, doing an analysis of the periphery or regions where this institution develops programs of Business Administration, in order to generate certain principles consistent with the needs and requirements of the context, and then to review and complement regional approaches and epistemological theories with central or national and international recognition.

Keywords: Epistemological Foundations, Business Administration, distinctive features, inductive analysis, UNIMINUTO.

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Fundamentos epistemológicos de la administración de empresas: análisis inductivo de regional a central

Resumen

La presente propuesta obedece a la necesidad de identificar los fundamentos epistemológicos de la Administración en la Corporación Universitaria Minuto de Dios, haciendo un análisis que parte de la periferia o las regiones donde esta institución desarrolla los programas de Administración de Empresas, con el fin de generar ciertos postulados acordes con las necesidades y requerimiento del contexto, para luego hacer una revisión y complementación de estos planteamientos epistemológicos regionales con teorías centrales o de reconocimiento nacional e internacional.

Palabras clave: Fundamentos epistemológicos, Administración de Empresas, Rasgos distintivos, Análisis inductivo, UNIMINUTO.

1. INTRODUCTION

This article is the result of research aimed to identify the epistemological foundations of the program of Business Administration at the University Corporation Minuto de Dios (UNIMINUTO), doing an analysis of the region where the institution imparts in search to identify the rationale for distinctive features of the discipline in the cities of Barranquilla, Bogota and Girardot to conduct the review of regional epistemological approaches, based on theories concerning administration which is a globally recognized (Villalobos, 2013).

By qualitative approach and its inductive character, the exploratory and descriptive scope was based on the application of the

multiple case study technique which was supported by primary data collection tools such as participant observations, interviews and semi-structured surveys using steps for triangulation to validate the research process applied to actors in the academic community. The methodology sought to answer the following question: What are the epistemological foundations of Business Administration program at three campuses of the University Corporation Minuto de Dios?

It was identified that the programs share positivist epistemological aspects of character but little grounding in other currents of thought; constructivism and humanism (Villalobos, 2007). The regions teach the program based on the development plans approved by local and national authorities. This indicates that such programs are offered as a professional training course but not as a discipline.

The situation is due to the lack of research on the reality of the context: there are few studies developed that support the distinctive features by region. The curriculum is centralized in Bogota which is sent to the headquarters for its implementation without a deep reflection of a type of epistemology applicable to such regional environments.

2. THEORETICAL FRAMEWORK

Etymologically the word comes from the Latin *administration* whose meaning as expressed by Ramirez (2010) is "[...] to serve [...]. It

also means to rule or to govern. It therefore means to direct the destiny of a company, organization, [...]"(p. 3), concepts such as organizing, directing and ordering are related to the company, etc. (Martinez, 2002; DRAE, 2017, Oxford University Press, 2018) and others in which they are involved at the end of person to refer to those who perform activities or processes (Hellriegel & Slocum, 1998; Hampton, 1996; Nickels, McHugh & McHugh 1997; Robbins & Coulter, 2005) to meet their needs aimed at survival (Hoffman, 2009). Whether to be applied consciously or not, every action involves the execution of processes of planning, organizing, managing and controling of resources (Koontz, 1994; Münch, 2010; Ospina, 2010;) which allows the definition of the principles in each process where it is immersed.

The act of administering has been present in humanity for centuries, express Torres & Mejia (2006) on the etymological origin "[...] the" idea management "is not only about this word, but also their" synonyms "as management, management, management, management [...]". (P. 114)

On the definition, Marin-Idárraga (2012) presents a synthesis of epistemological ideas for management addressing the possibility for it in a state of gestation:

> [...] it is proposed here that the administration is in a state of incubation to its scientific stature, and that, in line with Hatchuel (1999), Starkey et al. (2009) and Muñoz (2011), its epistemological status is assumed under the terms of a discipline of scientific nature and factual in nature, which deals with the analysis of collective action, in a symbiotic

consideration of the interactions between the individual and the organizational processes. (Pp 51-52)

Despite of the different points of view, there have been trials to make administration universal parting from various scenarios, which agrees with what Ramirez Vargas & De La Rosa (2011) mention administration as proceeding from practical contexts as a discipline and as a profession where the latter addresses the application of tools with scientific intension and application of knowledge as a discipline. Furthermore, Avila (2013) identifies its role as a profession in a human activity in pursuit of livelihood. Going beyond its disciplinary status, "[...] it has got to do with the rise of the modern organization and hence it is given the need to systematize empirical knowledge administratively developed [...] ". (P. 22)

From the areas of knowledge such as economics function in relation with costs and financial issues, meanwhile, sociology deals with social structures and institutions in organizational and work environment; from psychology issues that concern behavior at the workplace and the impacts outside it; the legal framework concerns itself with directs itself towards the causes and impacts of the regulation of production, trade and labor activities, among others, (Ramirez et al, 2011; Avila, 2013).

Administration has gone through different stages in its evolution from the early era that was characterized by the division of labor, the great civilizations (2150 BC-500 BC), Greco-Roman antiquity (500 BC-400 AD). The middle age (400-1400) and the Modern Age:

Renaissance and Reformation (1400-1700), all converge in the industrial revolution (1700-1900) to move to the beginning of the twentieth century scientific management and the following century XXI marked with globalization and technology (Münch, 2010, p. 2)

The existence of events throughout the decanting of humanity is seen from the years 4000 BC to AD 1900 Khandwalla (1977). In the path traveled, Eli Whitney in 1799 expressed that the scientific method is associated with the administrative amplitude by implementing aspects of accounting and quality. Although indirect approaches previously existed and was treated by authors such as Adam Smith and Sir James Stuart Mill, he had not submitted to a specific approach to the term.

The desire of the business, scientific and academic community to specifically frame the administrative concept brought a number of different approaches that enriched the debate. From the evolutionary process in Latin America, administration has presented features with very close similarities, since its inception, it has had an impact on the *modus vivendi*; understood as a way of earning a living (DRAE, 2017) which has accompanied the activities for centuries. A review in Latin America presented by Münch (2010, p. 13) that includes pre-classic horizon, classical, post-classical, colonial, nineteenth century, twentieth and twenty-first century periods.

What happened in the old world in parallel with America was far significantly in the habits of individuals because of their isolation

until the arrival of Christopher Columbus era in which despite the drastic historical happenings of the conquest, forced cultural splicing began. However, for administration in its essence, did not mean a previously conceived coupling, among other reasons, because of positions to frame it as as a science, technology and art, compared with other areas of knowledge.

The conceptualization has spawned countless debates which, in general, has reached a certain consensus which according to Valeriano (2008) "actually we can say that the administration is a science because it has principles that are characteristically applicable in any social organism. [...] the character of science, technology and art is not exclusive to the administration [...]. "(P. 9)

The following brief review of management thoughts locates its evolution as it addressed from those effects formed from the Industrial Revolution, which highlight the rise, rushed and disorganized growth of the industry with compelling purpose of increasing efficiency motivated by a tight competition from the environment between the late nineteenth century and the beginning of the last century.

The classic management approach marks the milestone that part before and after both the concept and proposals for the implementation in organizations, with contributions from Frederick Taylor through scientific management with an emphasis on tasks and Henri Fayol by classical theory with emphasis on start structure is given to a flock of new proposals. The main exponents of scientific management were

Carl Bart, Henry Lawrence Gantt, Harrington Emerson, Charles Babbage, Henry Metcalf and spouses Frank Gilbreth and Lilian Gilbreth. (Chiavenato, 2007; Münch, 2010)

On his part, Fayol established the activities that any organization should have for its operation. He expressed that the lack of administration doctrine was due to the lack of public discussion and current principles of personal character and defines the act of managing as planning, organizing, directing and controlling (Chiavenato, 2007). In general, representative authors such as Mooney in 1947, in 1943 Urwick[1] and Luther Gulick[2] talked about the basic idea focused on efficiency according manifest Chiavenato (2007, pp. 75-76) and by the structure of the component organs and the interrelationship between structural members. (Thompson, 2009)

The decade after 1920, the School of Human Behavior addressed ethical and dignity of workers seeking higher rates in productivity by satisfying psychological needs and materials thereof, its exponents were Elton Mayo, John Dewey and Kurt Lewin. They based the theory on "the need to humanize and democratize the administration [...]. Development of human sciences, [...] and ideas of pragmatic philosophy of John Dezuey and dynamic psychology of itKurt Lewin[...] ". (Chiavenato, 2007, p. 88)

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[1] He proposed seven elements and four management principles.
[2] His proposal contemplated four principles for administration.

For the 1940s, during the Second World War, the school of quantitative approach was based on "[...] the application of mathematical methods to optimize logistics, resource allocation, production and supply of armaments during the war". (Münch, 2010, p. 144) for the decade of the 50's and 60's of the same century the Nehumano-rationalism addressed issues of motivation and employee morale, leadership, employee needs and formal and informal communication in the organization. The main exponents were Abraham Maslow, Douglas McGregor, Frederick Herzberg and Rensis Likert.

Theory X and Theory Y proposed by McGregor (1960) exposed to the first, negative traits of human behavior in their work, while theory and exposes pleased by the work and responsibility, meanwhile Maslow (1943) with the thought of human motivation proposes that consists of hierarchy and factors. The following decade brought with it assumptions about statistical process control and continuous improvement of Deming.

The structuralism style in the 60's focused on achieving harmonization of the formal structure with elements of behavior of individuals and organizational link of the social system. Its main exponents were Max Weber, Barnard Cheste, Renate Mayntz and Amitai Etzioni who based their opinions, as a collection, the social behavior of the company and its members (Hernández y Rodríguez, 2011). Max Weber in his posthumous work published in 1921 dealt

with the problems facing organizations and society, defined the bureaucracy under the study of the type of society and authority.

During the same period, school systems[3] described business administration as a set of parts whose union is a whole (Castrillón, 2014) - the computer stands out as a transcendental element of support for this. Ludwig Bertalanffy said organization acts as an open system, i.e. "continued interaction with its surroundings or environment. For example, suppliers, customers, technology, law, etc. " (Münch, 2010, p. 148). The leading authors of that school of thought were Norbert Wiener, March, Murdick, Ross. The school gave rise to various definitions of system and its usefulness to the functioning of the organization.

The eclectic or neo-classical school, based on Koontz & O'Donnell (1972), integrates various lines-of-thoughts proposals, and tries to merge them into a universal thought through the implementation of the administrative process, the influence stands out in departmentalization and thematic on how to achieve the goals of the organization, one of the most representative was Peter Drucker who said that MBO is based on defining key areas in the company to establish challenges and evaluate the results and that these are influencing survival the organization. (Drucker, 1954)

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[3] particular branch of the General Systems Theory (TGS), since two approaches were presented.

Towards around the same time, the focus of Organizational Development (OD) advances with a view of applying the behavioral sciences, albeit in some previous thoughts so considered human behavior within the organization, OD arises to meet changes by identifying people with the company and the development of integration, among others, comprising leadership as a skill learned (Bennis, 1972). The representative authors were Richard Bennis, Richard Beckard and Blake Mouton.

The decade that followed brought a strong spread of the concept of quality management, released by the American Edwards Deming, who took up the PDCA from Shewhart cycle in 1939 and proposed fourteen principles for the permanence of the company and seven deadly diseases of management (Chiavenato, 2007), quality means for the company cost reduction by reducing waste generation, repeating processes, errors and delays. Meanwhile Crosby considers quality as a management philosophy and within it states that it is compliance with the requirements and zero defects (Alvarez and brims, 2004, p. 18).

The author of great relevance was William Ouchi with Z theory that essentially wishes to establish an organizational culture with an enabling work environment for mutual self-improvement; employee-company. With the proposal of the trilogy of planning, control and quality improvement a series of steps for effective planning is provided. (Juran, 1990)

Contemporary School of the late twentieth century and knowledge management at the beginning of this addresses ending with the management thinking, the first represented by Peters and Waterman Jr., who conducted a study on 43 successful companies to collect practices that were transferable to other organizations; a study that used seven variables called the "7'S" McKinsey "determined eight characteristics of excellence. (Peters & Waterman. Jr., 2017)

The early studies on strategic planning for the decade of the 70's and 80's; there after a break in the early 40's with John Von Neumann and Oskar Morgenstern and his work, "Theory of Games and Economic Behavior" and in the next decade with Igor Ansoff and his work, "The strategy of the company," returns to stage to force the issue with authors like George A. Steiner, Peter Drucker, Michael Porter, Henry Mintzberg, Peter Senge, among others, themed boom, influence and development in recent years whose focus broadly addresses the competitiveness of organizations (Martinez, 2002; Ospina, 2010; Ramirez, 2010; Hernandez and Rodriguez, 2011; Castrillon, 2014).

Importantly tools for organizational assessment are located in management thinking as an essential component in development. Within this spectrum, the affinity diagram is highlighted and the graphics processing of programmed decisions are developed by Jiro Kawakita, including the Relationship Diagram, Diagram matrix, matrix Analysis Variables, Tree Diagram, Fishbone Diagram of Kaouro Ishikawa, among others. (Sánchez, 2008, pp. 31-34)

Analysis models have also been an essential part of the administrative evolution as for example supporting good practice, highlighting authors like Lawrence and Lorsch with the model of the Contingencies, Henry Mintzberg with structure in Five Model Hax and Majluf with the approach Pragmatic Strategic Management. (Sánchez, 2008, pp. 34-36)

The evolution brought with it the opportunity to be formally taught in educational centers, in which schools and theories have such schooling institutions, to be taught as a discipline, adapt continuously to their development and provide the necessary knowledge to meet the requirements both companies as intone.

3. METHOD

The elements chosen for investigation were based on the judgment and expertise of researchers going for the convenience sampling, this due to the ease of access to information and collaboration available (Otzen & Manterola, 2017). The research was conducted in two stages: first, applied under an inductive logic qualitative approach since their utility allows generalization of concepts and relationships between them (Flick, 2012), also according to Sandoval (2002, p. 35) it allows "[...] intersubjectivity and consensus, as vehicles to access valid knowledge of human reality" with descriptive and exploratory scope and a documentary analysis

was achieved contribute to the validation of the techniques according to Kelinger (1997).

Initially the investigation was initiated inductively, as was an approach to identifying epistemological foundations of Administration at the University Corporation Minuto de Dios, doing an analysis that came from the periphery or some regions where this institution develops programs of Business Administration, in order to generate certain assumptions consistent with the needs and requirements of the context.

Qualitative approach: it was sought to drive a set of interpretive practices regarding business administration to make visible some epistemological foundations and propose a kind of analysis of the context while training professionals in this discipline, applying the usual techniques and tools such as semi-structured interviews and the focus group to address the issue in particular (Wilkinson, 2003; Ruiz, 2018). This approach is consistent because as Hernández, Fernández and Baptista (2014) in qualitative research claim, rather than starting with a theory and then "flip" the empirical world to confirm if it is supported by the data and results, the researcher begins by examining the facts themselves and develop a theory coherent with the process which represents what you observe (Esterberg, 2002). In other words, qualitative research is based more on logic and inductive process of exploring and describing, and then generate theoretical perspectives, ranging from the particular to the general. (P. 9). Also, within the features used, it is important to emphasize those presented by Taylor &

Bogdan (1992) with respect to the inductive as essential as it approaches the subject from the local to the regional approach, because the route has been linked to the discovery more than mere verification. Treatment for no quantitative data allows flexibility and focus on inductivism. (Deslauriers, 2004)

The descriptive and exploratory approach: as specified properties and important features are being sought on regional epistemological administration, ideas of Hernandez et al. (2014) are to be born in mind and especially that descriptive studies seek to specify the properties, characteristics and profiles of individuals, groups, communities, processes, objects or any other phenomenon subject to analysis (p. 92). This responds to the need to raise training of business managers with skills to respond initially to the demands of the immediate context.

This study did not know the effort that higher education institutions have made in order to identify the characteristics of the epistemological foundations in the regions or peripheries where programs of business administration are taught, however, can detail the process for achieving this identification fundamentals or principles which are usually part of a review of the core (theories at national and international level). Then, one can analyze or apply in any particular context, or what we have defined as periphery, hence it follows that this analysis is exploratory, to the extent that there are no jobs departing from the periphery to reach the center, which in the words of Hernandez et al. (2014), the exploratory scope is reached when the

objective is to examine a topic or research problem little studied, which will have many questions or has not been previously addressed (p. 97). This range makes evident, for example, that the training of business managers in Barranquilla (industrial and harbor District of Colombia) has some nuances that makes it different from the training of business managers in Girardot (agriculture and tourism Municipality of Colombia) without being aware that currently the administrator must develop skills that allow them to meet the requirements at national and international level, which unfolds in the next moment.

In this first moment, Data from regional programs were obtained with semi-structured interviews with program managers of business administration in Barranquilla, Bogota, face to face classes, and Girardot by using guided and recorded responses according to the statement by (DeWalt & DeWalt, 2002; Valles 1997). In addition, all Curricular Projects Program (PCP) were compiled to analyze the contents to identify common and divergent issues. It was found that the same training proposal for the regions is generally applied, which is consistent with institutional policies and especially on issues of electives. However, some differences are related to the seeking of answers to contexts presented, but generally not evident in PCPs except from central or international theories of administration.

Development *focus group*: for this activity, the researchers used presentiality and virtuality, which meant that in the case of Bogotá

exercise was done in person, and in the case of Barranquilla and Girardot researchers used videoconference.

Conformation: were made up at least 12 interested as well: three investigators, a director of the program, an academic coordinator, three teachers, three students and one graduate.

Thematic development focus group: (one) Setting the Scene: geographical, political and socio-economic aspects of the region. (two). Document review where the epistemological foundations of the program are evident. (3) Identification of the epistemological foundations of the region from the experiences and work in the regions of these, see Table 1:

Table 1. Focus group review

Focus group		Means	Participant
1.	Barranquilla	virtual Conference	Three researchers, program director, an academic coordinator, two teachers, a student and alumni zero.
2.	Bogotá	presencial	Three researchers, program director, an academic coordinator, five teachers, three students and one graduate.
3.	Girardot	virtual Conference	Three researchers, program director, an academic coordinator, three teachers, two students and a graduate.

Note. Source: self-made

In the second moment, two approaches were combined with a target by documentary analysis: in this part, the research seeks to

combine the qualitative approach exploratory scope with a documentary analysis of the different theories and schools of management at the national level, but above all international, to achieve and visualize some epistemological postulates of administration schools in the regions of Barranquilla, Bogota and Girardot, and also put them into dialogue with these central or international theories of the discipline with which some the following question would be answered: What are the epistemological foundations of Business Administration program at three campuses of the University Corporation Minuto de Dios?

Part of this exercise shows in the theoretical framework, where the reader provides an histsórico travel on major theories of business admistración, the way it has evolved in realm of political, economic and social changes. Exercise representation shown in Figure 1:

Figure 1. A look through the Basics of Business Administration
Source: self-made

4. RESULTS

From the results of the documentary analysis and focus group it was evident that the programs under study share relevant aspects in their training purpose, which is to form an integral professional in Business Administration; manager and organizational leader characterized by entrepreneur and important innovative spirit; a professional who knows and manages the complexity of organizations and focuses their actions based on strategic and prospective criteria.

They also share the academic chord type designated to business administration (Ministerio de Educación Nacional, 2003). Accordingly, the program at headquarters has been derived from the curriculum structure of the resolution, the components are expressed as the master document program (Corporación Universitaria Minuto de Dios, 2018).

Component Basic Professional (CBP): includes the training period dedicated to inserting the student to higher education and knowledge of their field of interest. It promotes educational processes that enable the student to incorporate, develop and deepen in the skills required within university life and initial skills established for the field of knowledge of their professional training.

Minuto de Dios component (CMD): includes the training period devoted to training the student as an active citizen and a leader who is ethically responsible to social transformation processes. It promotes

educational processes that enable the student to acquire skills in human development, social responsibility and citizenship, required to consolidate their professional skills and their comprehensive training.

Professional component (CP): comprises the training period devoted to theoretical basis and practical deepening of a core or specific discipline. It promotes educational processes that enable the student incorporate, develop and deepen specific skills required in their academic program. Usually, it will focus on the conceptual, methodological, procedural and instrumental aspects of a specific field of occupational and professional work.

Professional Supplemental Component (CPC): includes the training period devoted to theoretical and practical foundation for student choice as additional training for their profession. Also, it develops training processes that enable student access knowledge, from understanding and systematization of social action in occupational and professional fields.

It was found that the programs are organized by areas of common training, depending on the nature of the disciplines that contribute to the program, as is the area of vocational training that comprise: administration and organization, economics and finance, production and operations, marketing, information technology, personnel management. The area of basic training in mathematics and statistics is integrated, and finally the area of socio-humanistic

formation, composed of ethics, laws on labor, commercial, tax and political constitution is also integrated.

Table 2 shows the areas of training, academic components and common spaces of extension and expansion programs. It is observed that the discipline of management is permeated by economic discipline, psychology, sociology, mathematics, ethics, information technology, law and English. That is, the social and human sciences, with the support of mathematics, English language and computer skills.

Table 2. Areas, components and common academic space for programs

Training area	Component	academic space
Professional	Computing	Basic information management
Socio-humanistic		written and reading processes I
Basic		business mathematics
Professional	Economy and Finance	Fundamentals of Economics
Socio-humanistic		Life Proyect
Professional	Management organizations	Introduction to administration
Basic		English I
Basic		written and reading processes II
Professional	Management organizations	Administrative process
Professional	Economy and Finance	Microeconomics
Basic		formative research
Socio-humanistic		Chair Minuto de Dios
Professional	Production and Operations	Linear algebra
Basic		English II
Professional	Computing	enterprise computing

Professional	Economy and Finance	Macroeconomy
Professional	Economy and Finance	Financial Accounting
Basic		business Statistics
Professional	Management organizations	Entrepreneurship
Professional	Marketing	Market fundamentals
Professional	Management organizations	CMD Colombian Business Development
Professional	Management organizations	entrepreneurship
Professional	Economy and Finance	costs
Socio-humanistic		Labor legislation
Basic		inferential statistics
Basic		English III
Socio-humanistic		Practice in social responsibility
Socio-humanistic		elective CMD
Professional	Personal management	Human Resource Management
Professional	Marketing	Research and market management
Professional	Economy and Finance	budgets
Socio-humanistic		Tributary legislation
Socio-humanistic		Contemporary social development
Professional	Production and Operations	quantitative models
Professional	Management organizations	Analysis and organizational diagnosis
Professional	Production and Operations	Logistics
Professional	Economy and Finance	Financial mathematics
Professional	Management organizations	elective CPC
Socio-humanistic		trade legislation
Professional	Production and Operations	Production management
Professional	Management organizations	Public Management
Professional	Economy and Finance	Analysis and financial management
Professional	Management organizations	elective CP

Socio-humanistic		Professional ethics
Professional	Management organizations	Strategic management
Professional	Management organizations	Management of innovation
Professional	Economy and Finance	Formulation and evaluation of projects
Professional	Management organizations	Professional Practice I
Professional	Management organizations	management simulation
Professional	Economy and Finance	Geopolitics and globalization
Professional	Management organizations	Business management and internationalization of MSMEs.
Professional	Management organizations	Professional Practice II
Professional	Management organizations	Degree option
Total		**53**

Note. Data refer to the headquarters of Bogota that is the one accredited program in high quality, thus extending the same to the other two venues. Source: Adapted from University Corporation Minuto de Dios. (2018). Master Document for renewal of academic undergraduate program in Business Administration. High quality accreditation renewal request, Bogotá DC

As for the extension[4] Program management of the companies in the city of Barranquilla, this included courses in port management, export plan, MSME, international business, generating market, international cultures and business environment analysis. The Girardot extension courses include social marketing, a course of solidarity, social marketing, merchandising, business address, emotional intelligence and professional practice, international business, advanced excel for business and health and safety at work.

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[4] The extension of a program when offer is made in a different city to the source, always and when the source has accreditation in recognition of high quality issued by the National Accreditation Council (CNA)

It was noted that programs of business administration from Barranquilla, Bogotá (the headquarters) and Girardot share the basic curriculum structure, but adjusted their curriculum to meet the needs of the context in which they interact. This consistency is achieved because it has a 16% credit for electives and also have other areas such as professional practices, degree options and extracurricular academic activities capable of being coherent and relevant.

On the other hand, the program has headquarters research group called GEPADES rated by Colciencias[5] in B and six seed research, Barranquilla has a research group in C and classified with two student research group, Girardot has a research group classified in C and ten student research groups. It was also possible to identify the nonexistence of studies, nor depth investigations for the transfer of program from the headquarters to extension regions of Girardot and Barranquilla. Therefore, the research described a lack of epistemological argument and evidence of methodological difference.

As for social outreach programs, they are conducted through the practice of social responsibility, volunteerism, professional practice and continuing education. On the other hand, as to the results of the focus group conducted with teachers, principals and administrators, the following was obtained: when asked by the object and subject of study of administration. Teachers, managers and administrative responded:

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[5] Administrative Department of Science, Technology and Innovation (STI) dependent on the presidency of the republic and leads the national science, technology and innovation.

The administration is made up of other disciplines such as anthropology, sociology, psychology, philosophy, politics and economics. This makes the object of study diffuse and in the process of construction, and according to the administrative thought had varied conceptualizations. However, the consensus is full of defining management as a science, as an art and as a technic and its location within the social and human sciences, with some root support from pure sciences as is with the case of mathematics and statistics. Unanimously the group determined that the object of study of business administration was the organization y that this was understood as a complex system that is integrated by individuals that share same objectives as they strive for achieving goals with the end to satisfy the needs of the group or the society and that to meet those objectives, there is need to plan, organize, direct and control.

Theories covered in the curriculum are framed by classical, neoclassical, capitalism Industrial paradigms and financial capitalism, predominantly in the currents of Anglo-Saxon, French and German thought, where the problem areas under analysis were the internal aspects of the organization the environment of the organization, and the projection and overall progress of the organization.

Regarding the use of teaching material, there is recourse to the use of textbooks translated into Spanish, but based on the US thinking and sometimes other texts on administration of "fashion" from gurus or other latitudes and are held without any critical judgment of context. In

addition, teachers assigned to the programs have not produced textbooks for the teaching of their respective classes.

Table 3 shows that Bogota has 50 teachers, distributed as follows: 23 full-time (CT), 16-time (MT), eleven part time (TP). Girardot has five teachers TC, four and four TP MT and Barranquilla has six teachers TC, four of MT and one of TP. These hours are dedicated to teaching, research and outreach.

Table 3. Dedication of teachers in times

	Bogotá	Girardot	Barranquilla
Full time	2. 3	5	6
Halftime	16	4	4
Part time	eleven	4	one
Total	fifty	13	eleven

Note. Source: Adapted from University Corporation Minuto de Dios. (2018). Master Document for renewal of academic undergraduate program in Business Administration. High quality accreditation renewal request, Bogotá DC

Table 4 outlined the program with the highest number of hours of research is Bogotá, and finally followed by Girardot Barranquilla. All three programs have only two doctors in management, business management first and second in business administration and belong to the headquarters. In addition, there are 14 teachers with Master Business Administration (MBA) and four teachers are conducting doctorate in business administration. As for academic production is has 22 articles published in indexed journals.

Table 4. Teacher training, hours of research, scholarship and doctoral training teachers

	Bogotá	Girardot	B / keel
Hours of research	157	17	eleven
Doctors administration	two	0	0
MBA teachers	10	3	one
Doctoral training teachers administration	3	0	one
indexed ítems	12	10	0

Note. Source: Adapted from. University Corporation God's Minute. (2018). Master Document for renewal of academic undergraduate program in Business Administration. High quality accreditation renewal request, Bogotá DC

As for the results with graduates from programs sectors where they work, according to data supplied by UNIMINUTO (2018) were identified. Table 5 shows the job placement of graduates by economic sector, where the sector is more absorption services 22.5%, industry 15.8%, trade 12.7%. These data reflect the evolution of economic activity where programs interact, i.e. the most dynamic sectors of the economy were services, industrial, trade and finance participating with 60% in the generation of graduate employment.

Table 5. Sectors where the graduates work

Sector	%
Services	22.5
Industrial	15.8
Commerce	12.7
Financial	9
Education	9
Communications	8.2
Health	8.2
Transport	5.3

Building	3
Agricultural	1.5
Mining and energy	0.8

Note. Source: Adapted from University Corporation Minuto de Dios. (2018). Self-assessment report undergraduate programs. Periodic Self-Evaluation Report, UNIMINUTO, Bogotá DC

Table 6 describes the occupations of graduates, where the most representative occupations for graduates include: administrative assistants, organization professionals, administrative assistants, analysts and investment and finance, sales-sales non-technical. Importantly, a good percentage is in occupations that are specific to the administration at the intermediate level and operational tasks. One aspect to note is that 66% are interested in creating company, but some evidenced difficulties are lack of economic resources, do not want to take risks, lack of government support, insecurity with the idea of business and cultural trend generate income through employment relationship. As well,

Table 6. Occupations of graduates

Activities	%
administrative assistants	27.8
Professionals in organization	10.6
administrative assistants	6.0
Analysts and investment and finance	5.3
Sellers-sales nontechnical	5.3
Sellers-sales technical	3.3
Other occupations in sales	3.3
Other occupations in services	3.3
Accounting and financial assistants	3.3
Supervisor	2.6

Office Assistant	2.0
Staff assistant	2.0

Note. Source: Adapted from University Corporation Minuto de Dios.
(2018). Self-assessment report undergraduate programs. Periodic Self-
Evaluation Report, UNIMINUTO, Bogotá DC

The results of the focus group with employers regarding
business profile manager said the following:

The need for generic and specific training. It requires
professional competence and generic skills that enable performance in
a variety of fields. The pressing skills are solving problems from
different points of view, the application of values and understanding of
the functioning of democratic institutions, learn and act with civic
values in society, intercultural development inside and outside the
country.

Innovation as a source of priority. It is through knowledge
innovation as everyday problems organizations face. In addition,
innovation enables growth, sustainability and durability of
organizations over time.

It must demonstrate variety of skills at the time of being hired.
These are the ethics and personal integrity, teamwork with
stakeholders in a variety of cultures, efficiency in oral and written
communication, critical and methodical thinking, applying knowledge
and skills in real situations, identifying, organizing and evaluating

information from various sources, open to professional development and continuous learning.

Emphasize applied learning, it is significant that the show manager applied to real situations, in particular in research and projects, such as case studies and business simulation of real-life knowledge. University and business integration, it is important the Alliance for administrator training through internships, participation of entrepreneurs in the curriculum strengthening in investment projects and innovation.

Employers enunciate the low university training of professionals in intercultural communication skills and in another language. Therefore, programs should try so as the graduate profile meets the needs of the environment, therefore, the practices of teaching and learning should be relevant to the curriculum in line with the profiles required by companies.

5. DISCUSSION

UNIMINUTO and management program high-quality companies have been complying with the laws of the Ministry of Education as to bring its program by extension the Municipality of Girardot and the city of Barranquilla, in this sense the aim was to close the gaps of access and quality in the education system, among individuals, population groups and regions, and achieving equal

opportunities for all citizens. (Congreso de la República de Colombia, 2014)

The institution for the sake of using the policy of extending programs to these populations requires support studies and research to be coherent and relevant with economic, cultural political and social characteristics in the region so as to contribute to the enhancement of economic and social development of its inhabitants. However, this implies tensions as to provide quality educational service to the levels required to understand the characteristics of the environment.

Moreover, the low quality and relevance of business administration programs remains a problematic present, limiting the formation and development of skills for work and life. (Congreso de la República de Colombia, 2014). However, globalization demands a flexible human capital that is informed, innovative, critical, with a mastery of more than one language, and the opportunity, willingness and ability to learn throughout life. The processes of economic and social transformation, climate change, and financial and humanitarian crises require individuals capable of managing risk, with a strong environmental awareness that allows them to appropriate interaction with their environment, as active subjects in the process of sustainable human development. (Congreso de la República de Colombia, 2014)

This implies rethinking the entire program and include other schools of organizational thinking containing integrative disciplines, with models of complex thought, and this invites the creation and

consolidation of academic community with deep knowledge in management, where human and social sciences, as the different schools of management thought, in addition to the positivism, it allows preparing professionals for the challenges posed by the environment in which the programs operate.

Another important aspect is that the conclusion from triangular information sources (documentary analysis, semi-structured interviews with teachers, administrators, managers, employers and graduates) show that there is no correspondence between the desired profile and occupations that the graduates perform. Hence, there is a lack of an epistemological support to guide the core problems of the organization, there is little research and participation in publishing indexed articles and participating in networks and national and international partnerships, there is limited training of teachers to doctorate level in administrative discipline, there is little or no recognition for the productive sector of the results of student test in national exams where the results do not exceed the reference group, graduates do not exceed 5% in business creation, surveys of graduates are unnoticed.

This requires a reflection within the programs because the headquarters is accredited with a high-quality status and performance in teaching, research and outreach must be improved substantially. This involves making alliances with the productive sector, with the government, other institutions of higher education in the national and international level, participation in networks and alliances of high-

level research, qualification of teachers in disciplinary doctorates that create lines, groups and hotbeds of research should be a must.

Finally, it is demonstrated that administration operates more as profession as a discipline and prevailing positivist management thinking and this allows the creation of a reductionist curriculum where the support of the object and method of administration is a limitation on the consistency and relevance of programs in each context and teaching, research and social projection is an indispensable opportunity if you want to appear as an institution that enjoys national and international recognition.

6. CONCLUSIONS

It is not an easy job to be able to identify clearly and distinctly the epistemological foundations of Business Administration program in three branches of UNIMINUTO. However, this inductive research allows to assert that although these three cities (Barranquilla, Girardot and Bogotá) respond to the same legal standards, political and economic changes at national level, in particular, each of these have developed a consistent organizational culture with their lifestyle, their needs, particular culture and backed by a state policy of decentralization. In each of these cities the social "organization", cultural and business community has its own characteristics, therefore, although professionals in Business Administration must have the necessary skills to meet domestic and international challenges,

likewise, should have a knowhow on an analytical reading of the organizations in context to develop skills that allow them to further development, grow and compete on the same.

For example, thinking about the formation of business managers in Barranquilla, it is remembered that unlike Girardot, this municipality, within the national territorial organization is regarded as an industrial and port district, therefore, the powers of business manager, in addition to national and international competitions, seeks to meet the requirements of the particular context, which should be reflected in the training curriculum on issues such as port administration. In the same way, the formation of business managers in an agricultural and tourist town as Girardot, has its own epistemological foundations that allow it respond to the particular context, however, it does not have profound studies which critically reflect this exercise.

Scrutinizing inductively the regions and their organizations, some epistemological foundations in these situations have been identified, but even more, they have not been given the urgency they deserve so as to continue strengthening this kind of research. If it were, then they would make greater relevance and inclusion management programs of UNIMINUTO in the said regions, responding to institutional mission that seeks to train professionals, leaders capable of transforming the country from their own context or regions.

It should be born in mind that the academic community has not taken the advantage of the programs that study the importance of social and human sciences in building the profiles of the personnel trained to assume the position of business manager. In addition, to have a thorough knowledge of the historical development of these sciences is a good support for the implementation and consolidation of different lines, groups and seed research groups, and the curricular structure of programs and social projection, with consistency and relevance in regional, national and international spheres.

The programs are uncritically determined largely by current positivist thought, wasting contributions from other schools of social and human sciences as the French constructivist school, the humanist school of Montreal and the critical current organizational studies. Consequently, these programs should take greater advantage of the theoretical support of humanistic Montreal school because the school is rooted in Christian humanism.

In that vein, it is necessary to study in depth the contributions of other schools other than positivism and propose in the program curriculum the necessary input from psychology, sociology and anthropology to foment consistency with the institution especially as regards to the roots of human sciences.

Moreover, the extension of government policy programs is a valid option for the contribution to regional development. However, previous studies and research is a fundamental requirement to bring

programs to other cities and municipalities. Such studies can add to the main program to the extent that coherence and relevance of the program is achieved. Moreover, being peripheral places, limitations are presented in the areas of teaching and research, and infrastructure. In addition, academic and administrative management has certain limitations in terms of cost-benefit-consumption task a little interaction between the main program and extensions, their relationship with economic, political, social and cultural constraints between periphery-center.

Most teachers are trained in the school of positivist mentality which implies the reproduction of the model and therefore there is little clarity in that discipline and management profession is shaped by other disciplines and alternative administrative thoughts different from positivism. This results in determining training profiles that are limited since other ways of seeing and building the professional profile in business administration are comprehensively from varied competences, skills and abilities.

A limited or rather little of professionals at the doctoral level in business administration limits the establishment of a wider knowledge base dedicating to just problematic nucleus of research which results in a weakness in lines, groups, projects and seed research whose impact is substandard in the regional, national and international arenas. Also, this situation leads to the existence of a weak academic community that transcends disciplinary, interdisciplinary, multidisciplinary and multi-disciplinary approach.

Finally, it is important to point out in this research that the main reason why UNIMINUTO has spread to almost all departments of Colombia offering quality education to all, is the mission need to also provide comprehensive and inclusive education, that is, to train professionals who are ethically oriented with professional competence to put into practice their knowledge, professionals who are human beings with a high social commitment to transform before anything else, their own contextual reality.

Some limitations of this research were the lack of documentary materials regarding research epistemology at the regional and national levels, ignorance or poor reflection of managerial, administrative and teachers´ interactions with programs.

As for future research, it is recommended that the regions where the programs operate inquire about what has been the impact of the programs on social, economic and cultural outreach.

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