



Conscious educational leadership as a means of human development in the resignification of managerial theory and practice within BANI contexts

Gestión educativa consciente como vía para el desarrollo humano en la resignificación de la teoría y praxis gerencial en entornos BANI



Beisy Lisbeth Romero Lizardo*

International University of Love Foundation, Maracay / Venezuela.

Abstract

The study examined the re-signification of managerial theory and practice in BANI environments through Transpersonal Conscious Educational Administration (AETC). A qualitative approach, interpretative paradigm, and ethnographic design with ethnographic systematization were adopted, involving one participant per hierarchical level: senior management, leading management, and technical management. Data collection included participant observation, interviews, field diaries, and systematization workshops, processed through coding and thematic categorization. Results showed that conscious educational management strengthened ethical leadership, holistic human development, resilience, and collaboration, integrating transpersonal competencies, neurointelligence, and mindfulness. Managerial praxis transformed into transpersonal, adaptive, and ethical leadership capable of addressing fragility, anxiety, nonlinearity, and incomprehensibility characteristic of BANI environments. In conclusion, Fundaunamor functioned as a practical laboratory for organizational transformation, validating an integrated, conscious, and humanistic educational and managerial model.

73

Keywords: Theory, Management, Management, Leadership, Integration.

Resumen

El estudio investigó la resignificación de la teoría y praxis gerencial en entornos BANI mediante la Administración Educativa Transpersonal Consciente (AETC). Se adoptó un enfoque cualitativo, paradigma interpretativo y diseño etnográfico con sistematización etnográfica, incluyendo un participante por nivel jerárquico: alta gerencia, gerencia líder y gerencia técnica. La recolección de datos integró observación participante, entrevistas, diarios de campo y talleres de sistematización, procesados mediante codificación y categorización temática. Los resultados mostraron que la gestión educativa consciente fortaleció liderazgo ético, desarrollo humano integral, resiliencia y colaboración, promoviendo la integración de competencias transpersonales, neurointeligencia y atención plena. Se evidenció que la praxis gerencial se transformó hacia un liderazgo transpersonal, adaptativo y ético, capaz de enfrentar fragilidad, ansiedad, no linealidad e incomprendibilidad propias de los entornos BANI. En conclusión, Fundaunamor funcionó como laboratorio práctico de transformación organizacional, validando un modelo educativo y gerencial integral, consciente y humanista.

Palabras clave: Teoría, Administración, Gestión, Liderazgo, Integración.

How to cite this article (APA): Romero, L. B. L. (2026). Conscious educational leadership as a means of human development in the resignification of managerial theory and practice within BANI contexts. *Revista Digital de Investigación y Postgrado*, 7(13), 69-81. <https://doi.org/10.59654/r7v8qs32>

Introduction

In the contemporary organizational context, environments are characterized by fragility, anxiety, non-linearity, and incomprehensibility, constituting the BANI paradigm (Cascio, 2018). This reality demands that educational and organizational systems develop resilience, adaptability, and awareness in managerial action. Traditional models prove insufficient, making the reframing of management theory and praxis highly relevant, steering towards human and sustainable values, as proposed by Transpersonal Management (Romero & Piña, 2024).

Given all this, the research is conducted under a qualitative approach and an interpretative paradigm, adopting an ethnographic design with ethnographic systematization (Hernández et al., 2014; Denzin & Lincoln, 2017; Pereira, 2016). One representative from each hierarchical level participated: senior management (diploma program coordinator), leading management (teacher), and technical management (teaching assistant). Data collection integrates participant observation, interviews, field diaries, and systematization workshops, processed through coding and thematic categorization, with ethnographic triangulation to ensure interpretive validity (Spradley, 2016; Kvale, 2009; Miles, Huberman & Saldaña, 2014; Creswell & Poth, 2018; Flick, 2015).

Certainly, the results show that conscious educational management strengthens ethical leadership, comprehensive human development, resilience, and collaboration across all hierarchical levels. The diploma coordinator integrates institutional objectives with ethical values, prioritizing well-being and curriculum adaptability; the teacher applies humanized pedagogy and reflective decision-making; and the teaching assistant implements mindfulness, self-management, and transpersonal practices in technical processes. These actions reflect the reframing of managerial praxis towards conscious, ethical, and adaptive leadership in the face of the fragility, anxiety, and non-linearity of the BANI environment (Cascio, 2020; Cobo, 2023; Hernández et al., 2014).

Furthermore, Conscious Transpersonal Educational Management (CTEM) integrates purpose, self-management, inner connection, transpersonal neuro-intelligence, and empathetic leadership. The application of the Stella Method of Organizational Freedom, communities of practice, methodological tools, and educational neuroscience enables leaders to manage consciously, transforming uncertainty into collaborative learning, innovation, and institutional resilience (Wilber, 1990; Romero, 2022; Romero & Piña, 2024; Goleman, 2020; Senge, 2006).

Thus, the reframing of management theory and praxis in BANI environments promotes a comprehensive, humanistic, and adaptable educational and organizational model. Fundaunamor functions as a practical laboratory for this transformation, demonstrating that integrating human values, ethical awareness, mindfulness, and transpersonal competencies empowers the formation of leaders capable of facing contemporary complexity, consolidating conscious, resilient, and purpose-oriented organizations (Romero & Piña, 2024; Cascio, 2020).

Similarly, the epistemology underpinning the theoretical foundations is oriented towards Conscious Educational Management in BANI environments characterized by fragility, anxiety, non-linearity, and incomprehensibility (Fundaunamor, 2019). This approach drives the reframing of management theory and praxis through transpersonal competencies and ethical leadership. In this framework, Cascio

(2018) highlights organizational adaptability, while Immordino & Damasio (2007) demonstrate the role of reflective consciousness and emotions in decision-making and resilience, applying to the hierarchical levels of Senior Management (Diploma Coordinator), Leading Management (Teacher), and Technical Management (Teaching Assistant).

Furthermore, Conscious Educational Management emphasizes reflective leadership, ethical decision-making, and mindfulness of educational processes, promoting resilient and sustainable environments (Senge, 2006; Zohar & Marshall, 2000). This approach enhances pedagogical innovation, continuous improvement, and the comprehensive development of students and teachers, contributing to the re-framing of managerial praxis in complex contexts (Spreitzer & Cameron, 2012; Drago-Severson, 2012).

All of this, Organizational Human Development, strengthens individual and collective capacities, promoting a healthy, collaborative, and learning-oriented work environment. Strategies such as assertive communication, teamwork, and continuous training drive professional development and the improvement of educational processes (García Bucheli et al., 2023; Rondón & Ammar, 2016).

Meanwhile, within BANI Environments in Educational Management, characterized by fragility, anxiety, non-linearity, and incomprehensibility, educational institutions need to strengthen their resilience and capacity for adaptive learning to manage change with strategic awareness (Cascio, 2020; Tshetshe, 2025). In this context, transformational leadership promotes innovation and institutional commitment, facilitating the integration of personalized educational technologies that optimize pedagogical effectiveness and community satisfaction (Pennel, 2023; Román et al., 2025).

Meanwhile, Conscious Transpersonal Educational Administration (CTEA) integrates transpersonal awareness, organizational learning, and knowledge management, promoting comprehensive development and optimizing educational processes. This approach reframes managerial praxis, strengthens institutional resilience, and facilitates self-management and meaningful learning (Rodríguez & Gairín, 2015; Scharmer, 2009; Romero, 2024).

Therefore, Transpersonal Neuro-intelligence articulates neurocognitive processes and transpersonal awareness, fostering resilience, conscious decision-making, and human development (Llinás, 2003; Doria, 2021). Its application in educational management optimizes strategic planning, team coordination, and the comprehensive development of the institution's members.

However, Organizational Behavior studies actions, attitudes, and relationships within the institution, considering individual, group, and organizational factors (Robbins & Judge, 2018; Lussier & Achua, 2022). This understanding allows for the design of strategies that foster cooperation, innovation, and resilience, strengthening cohesion and well-being in the educational community (Bolman & Deal, 2017).

In this way, Organizational Learning enables the acquisition, sharing, and application of knowledge to improve educational and administrative processes (Argote & Miron-Spektor, 2011; Crossan, Lane & White, 1999). It promotes collaboration, critical reflection, and the collective creation of knowledge, consolidating institutional resilience and the professional development of teachers and administrators (Edmondson, 2012).

Likewise, the Educational Management Toolkit integrates strategies and resources to implement management practices and promote comprehensive development, including strategic planning, reflective

leadership, conflict resolution, and transversal and transpersonal competencies (Bolívar, 2016; Marquardt, 2011). Its application strengthens resilience, self-management, and the reframing of managerial praxis (Senge, 2006; Heifetz et al., 2009).

On the other hand, the Stella Method of Organizational Freedom is articulated in six phases: Inner Silence, Transcendence, Vibrational Elevation, Liberation, Light of the Soul, and Conscious Action, fostering self-observation, emotional regulation, and ethical coherence (Echeverría, 1994; Freire, 2004). Its implementation strengthens resilient, collaborative educational environments centered on the comprehensive development of institutional actors.

Methodology

It is worth emphasizing that the research was conducted under a qualitative approach and an interpretative paradigm, aimed at understanding the meanings organizational actors attribute to conscious educational management (Hernández et al., 2014; Denzin & Lincoln, 2017). An ethnographic design with ethnographic systematization was adopted (Pereira, 2016), with one representative participating from each hierarchical level: Senior Management (Diploma Coordinator), Leading Management (Teacher), and Technical Management (Teaching Assistant). Data were obtained through participant observation, in-depth interviews, field diaries, and systematization workshops, processed through coding and thematic categorization (Spradley, 2016; Kvale, 2009; Miles et al., 2014; Creswell & Poth, 2018). Finally, ethnographic triangulation among the three hierarchical levels consolidated interpretive validity and allowed for the emergence of a substantive theory that reframed managerial praxis based on the participants' experiences (Denzin, 2009; Flick, 2015).

76

Results

Analysis of Findings: Ethnographic Record 1. Senior Management

Category: Conscious educational management. The diploma coordinator revealed that they aligned institutional objectives with ethical values and the comprehensive development of the student (Ethnographic Record 1, Fundaunamor, 2025, p. 1). This practice responded to the fragility and anxiety inherent in the BANI environment, where uncertainty demanded curriculum adaptability and emotional attention. In this sense, the reframing of management theory and praxis was evident in the shift from a technical-administrative function towards ethical and humanistic action, consistent with the tenets of Cascio (2020), Hernández et al. (2014), and Denzin & Lincoln (2017), who affirm that the interpretive understanding of experiences allows for transforming educational management modes.

Category: Organizational human development. The diploma coordinator implemented scholarship programs, mindfulness, and job rotation, prioritizing well-being and comprehensive learning (Ethnographic Record 1, Fundaunamor, 2025, p. 1). This action facilitated the reframing of management theory and praxis towards conscious, empathetic, and resilient leadership, capable of confronting the anxiety and non-linearity of the BANI environment, integrating the human dimension as the axis of institutional effectiveness (Cascio, 2020; Chiavenato, 2017; Robbins & Judge, 2017).

Category: BANI environments in educational management. The diploma coordinator observed that technological pressure and environmental complexity generated anxiety and non-linear situations,

requiring collaborative and strategic responses from the coordinator ([Ethnographic Record 1, Fundaunamor, 2025, p. 1](#)). In this context, the reframing of management theory and praxis gave rise to resilient and inclusive leadership, capable of handling the fragility and uncertainty inherent in the BANI environment ([Cascio, 2020; Cobo, 2023](#)).

Category: Conscious Transpersonal Educational Administration (CTEA). The diploma coordinator indicated that the director prioritized inner connection through meditation and clarity of purpose ([Ethnographic Record 1, Fundaunamor, 2025, p. 2](#)). This practice allowed for the reframing of management theory and praxis, promoting compassionate and facilitative leadership capable of confronting the anxiety and non-linearity of the BANI environment, maintaining stability and institutional coherence ([Cascio, 2020; Wilber, 1990; Romero & Piña, 2024](#)).

Category: Transpersonal neuro-intelligence. The diploma coordinator indicated that the director practiced conscious breathing and metacognition before evaluating or making decisions ([Ethnographic Record 1, Fundaunamor, 2025, p. 3](#)). This practice allowed for the reframing of management theory and praxis, promoting leadership capable of managing the fragility, anxiety, and non-linearity of the BANI environment, maintaining serenity and ethical focus ([Cascio, 2020; Goleman, 2020; Siegel, 2020](#)).

Category: Organizational behavior. The diploma coordinator indicated that relationships among members were horizontal and based on mutual trust, with frequent and direct communication ([Ethnographic Record 1, Fundaunamor, 2025, p. 3](#)). This approach allowed for the reframing of management theory and praxis, promoting distributed leadership capable of confronting the uncertainty and anxiety inherent in the BANI environment, strengthening cohesion and institutional effectiveness ([Cascio, 2020; Robbins & Judge, 2018; Mintzberg, 2017](#)).

Category: Organizational learning. The diploma coordinator indicated that communities of practice among instructors were encouraged, documenting experiences and lessons learned ([Ethnographic Record 1, Fundaunamor, 2025, p. 4](#)). This practice allowed for the reframing of management theory and praxis, promoting leadership capable of confronting the anxiety and non-linearity of the BANI environment, sustaining institutional innovation and resilience through collective learning ([Cascio, 2020; Nonaka & Takeuchi, 2019; Senge, 2006](#)).

Category: Educational management toolkit. The diploma coordinator evidenced the application of active methodologies such as Design Thinking and ethical matrices, integrated into technological platforms ([Ethnographic Record 1, Fundaunamor, 2025, p. 4](#)). This practice allowed for the reframing of management theory and praxis, promoting leadership capable of confronting the fragility and non-linearity of the BANI environment, strengthening institutional adaptability and strategic thinking ([Cascio, 2020; Drucker, 2014; Romero, 2022](#)).

Category: Stella method of organizational freedom. The diploma coordinator implemented the phases of Inner Silence and Liberation, applying reflection practices and relinquishing control over instructors. These actions promoted resilience, self-management, and ethical coherence, while progressively integrating the phases of Transcendence, Vibrational Elevation, Light of the Soul, and Conscious Action ([Ethnographic Record 1, Fundaunamor, 2025, p. 5](#)). This allowed for the reframing of management theory and praxis, developing leadership capable of confronting the fragility, anxiety,

and non-linearity inherent in the BANI environment, strengthening inner freedom, conscious decision-making, and institutional ethical coherence (Cascio, 2020; Pereira, 2016; Wilber, 1990).

Analysis of findings: Ethnographic record 2. Leading management (Teacher, Fundaunamor)

Category: Conscious educational management. The teacher guided their leadership through humanized pedagogical practice, incorporating mindfulness and ethics into their decisions (Ethnographic Record 2, Fundaunamor, 2025, p. 1). This orientation allowed for the reframing of management theory and praxis, promoting leadership capable of confronting the fragility and anxiety of the BANI environment, strengthening conscious pedagogical reflection and sensitivity to institutional change (Cascio, 2020; Hernández et al., 2014; Denzin & Lincoln, 2017; Spradley, 2016).

Category: Organizational human development. The teacher strengthened self-knowledge through training processes and collaborative dialogues, promoting well-being and empathy as axes of managerial action (Ethnographic Record 2, Fundaunamor, 2025, p. 1). This practice allowed for the reframing of management theory and praxis, transforming their leadership into a conscious and adaptive model, capable of handling the anxiety and non-linearity of the BANI environment, consolidating resilience and institutional coherence (Cascio, 2020; Chiavenato, 2017; Robbins & Judge, 2018; Miles et al., 2014).

Category: BANI environments in educational management. The teacher confronted environmental fragility through flexibility, resilience, and collaboration, essential attributes in conscious educational management (Ethnographic Record 2, Fundaunamor, 2025, p. 2). Fragility and anxiety promoted emotional self-regulation and conscious educational innovation. Managerial praxis transformed towards reflective, cooperative, and adaptive leadership, capable of responding to the complexity and volatility of the BANI environment (Cobo, 2023; Cascio, 2020; Hernández et al., 2014).

78

Category: Conscious Transpersonal Educational Administration (CTEA). The teacher reflected and applied CTEA by integrating being, feeling, and doing, consolidating compassionate decisions and emotional self-management (Ethnographic Record 2, Fundaunamor, 2025, p. 2). This practice allowed for the reframing of management theory and praxis, developing transpersonal and conscious leadership capable of managing the anxiety and uncertainty inherent in the BANI environment, strengthening collective well-being (Cascio, 2020; Wilber, 1990; Torralba, 2010; Romero & Piña, 2024).

Category: Transpersonal neuro-intelligence. The teacher managed their emotions through mindfulness, maintaining serenity and balance in the face of educational challenges (Ethnographic Record 2, Fundaunamor, 2025, p. 3). This practice allowed for the reframing of management theory and praxis, developing emotionally intelligent leadership capable of confronting the fragility, anxiety, non-linearity, and incomprehensibility of the BANI environment (Cascio, 2020; Goleman, 2020; Pascual-Leone, 2001; Siegel, 2020).

Category: Organizational behavior. The teacher promoted empathetic communication and horizontal cooperation, strengthening team trust and cohesion (Ethnographic Record 2, Fundaunamor, 2025, p. 4). The incomprehensibility of the environment was mitigated by horizontal and participatory relationships. The reframing of management theory and praxis was reformulated towards shared, relational, and distributed leadership, focused on collaboration and transparency (Cascio, 2020; Mintzberg, 2017; Salas, Rico, & Passmore, 2017; Robbins & Judge, 2018).

Category: Organizational learning. The teacher fostered communities of practice and co-learning, ensuring the sustainability of knowledge in contexts of non-linearity within the BANI environment ([Ethnographic Record 2, Fundaunamor, 2025, p. 4](#)). The reframing of management theory and praxis, through the collaborative construction of knowledge and institutional resilience, evidenced an organization that learns continuously ([Cascio, 2020](#); [Senge, 2006](#); [Nonaka & Takeuchi, 2019](#); [Argyris, 1999](#)).

Category: Educational management toolkit. The teacher used reflective methodologies and self-knowledge tools to make ethical and conscious decisions ([Ethnographic Record 2, Fundaunamor, 2025, p. 5](#)). This practice allowed for the reframing of management theory and praxis, developing leadership capable of confronting the fragility, anxiety, non-linearity, and incomprehensibility of the BANI environment, centered on human development and continuous improvement ([Cascio, 2020](#); [Drucker, 2014](#); [Porter, 2008](#); [Romero, 2022](#)).

Category: Stella method of organizational freedom. The teacher affirmed that applying the Stella Method favored self-discovery and ethical coherence in leadership. The integration of the phases of Inner Silence, Transcendence, Vibrational Elevation, Liberation, Light of the Soul, and Conscious Action ([Ethnographic Record 2, Fundaunamor, 2025, p. 5](#)) allowed for the reframing of management theory and praxis, developing leadership capable of confronting the fragility, anxiety, non-linearity, and incomprehensibility of the BANI environment, consolidating organizational freedom and collective purpose ([Cascio, 2020](#); [Pereira, 2016](#); [Romero & Piña, 2024](#); [Wilber, 1990](#)).

Analysis of findings: Ethnographic record 3. Technical management (Teaching assistant, Fundaunamor)

79

Category: Conscious educational management. The teaching assistant integrated mindfulness and ethics into technical and pedagogical decisions, prioritizing coherence and cultural relevance ([Ethnographic Record 3, Fundaunamor, 2025, p. 1](#)). The fragility and anxiety of the BANI environment demanded adaptive planning and stress management. The reframing of management theory and praxis merged efficiency with humanization, conscious reflection, and ethics, strengthening responsible decision-making in complex environments ([Cascio, 2020](#); [Hernández et al., 2014](#); [Spradley, 2016](#); [Denzin & Lincoln, 2017](#)).

Category: Organizational human development. The teaching assistant implemented individual development plans, mentorship, and transpersonal coaching, promoting the emotional well-being of the technical team ([Ethnographic Record 3, 2025, p. 2](#)). The anxiety and incomprehensibility of the BANI environment required collective well-being and self-management as an adaptive strategy. The reframing of management theory and praxis prioritized emotional awareness, self-management, and collaboration as pillars of organizational effectiveness ([Cascio, 2020](#); [Chiavenato, 2017](#); [Robbins & Judge, 2018](#); [Miles et al., 2014](#)).

Category: BANI environments in educational management. The teaching assistant adapted educational and administrative processes in the face of abrupt changes and unexpected demands ([Ethnographic Record 3, 2025, p. 3](#)). The fragility and incomprehensibility of the technical BANI environment demanded rapid adaptation and innovation. The reframing of theory and praxis consolidated reflective and resilient technical leadership, capable of managing volatility, anxiety, and con-

textual complexity (Cobo, 2023; Cascio, 2020; Hernández et al., 2014).

Category: Conscious Transpersonal Educational Administration (CTEA). The teaching assistant integrated institutional purpose, self-management, and compassionate decisions, connecting outcomes with human impact (Ethnographic Record 3, 2025, p. 4). Inner connection functioned as an emotional anchor against the fragility, anxiety, non-linearity, and incomprehensibility of the BANI environment. Thus, the reframing of management theory and praxis consolidated transpersonal, ethical, and purpose-oriented leadership, fostering autonomy and collective commitment (Cascio, 2020; Wilber, 1990; Torralba, 2010; Romero & Piña, 2024).

Category: Transpersonal neuro-intelligence. The teaching assistant applied mindfulness and emotional self-regulation to manage conflicts and projects (Ethnographic Record 3, 2025, p. 5). The emotional fragility of the technical BANI environment required the integration of cognitive and emotional processes. The reframing of management theory and praxis united neuroscience, ethical awareness, and empathetic leadership, optimizing the management of pressure and uncertainty (Cascio, 2020; Goleman, 2020; Pascual-Leone, 2001; Siegel, 2020).

Category: Organizational behavior. The teaching assistant fostered horizontal cooperation, transparent communication, and role clarity (Ethnographic Record 3, 2025, p. 6). The anxiety and incomprehensibility of the technical BANI environment demanded collaborative relationships. The reframing of management theory and praxis, through shared, relational leadership that distributed responsibilities, consolidated team trust and cohesion (Cascio, 2020; Mintzberg, 2017; Salas, Rico, & Passmore, 2017; Robbins & Judge, 2018).

80

Category: Organizational Learning. The teaching assistant promoted communities of practice (CoPs), post-mortem reviews, and knowledge transfer (Ethnographic Record 3, 2025, p. 7). The non-linearity of the BANI environment demanded continuous and shared learning. The reframing of management theory and praxis institutionalized collaborative, reflective, and sustained learning, strengthening technical resilience and adaptability (Cascio, 2020; Senge, 2006; Nonaka & Takeuchi, 2019; Argyris, 1999).

Category: Educational management toolkit. The teaching assistant applied decision matrices, empathy maps, and conscious reflection protocols (Ethnographic Record 3, 2025, p. 8). The non-linearity of the BANI context promoted the adoption of reflective and innovative tools. The reframing of management theory and praxis integrated methodological tools with a transpersonal focus, strengthening ethical and strategic decision-making (Cascio, 2020; Drucker, 2014; Porter, 2008; Romero, 2022).

Category: Stella method of organizational freedom. The evidence showed that the teaching assistant applied the Stella Method by progressively integrating its six phases: Inner Silence, Transcendence, Vibrational Elevation, Liberation, Light of the Soul, and Conscious Action (Ethnographic Record 3, Fundaunamor, 2025, p. 9). These practices promoted resilience, self-management, ethical coherence, and a culture of trust. The reframing of technical management theory and praxis consolidated conscious, autonomous leadership oriented toward the collective purpose (Cascio, 2020; Pereira, 2016; Romero & Piña, 2024; Wilber, 1990).

Discussion

Analysis, Discussion, and contrast of results: reframing of management theory and praxis in bani environments

Conscious educational management: Ethics, mindfulness, and innovation. The three management levels evidenced the reframing of management theory and praxis centered on ethics and mindfulness, responding to the fragility and complexity of the BANI environment. The coordinator aligned objectives with institutional values, the teacher promoted humanized decisions, and the teaching assistant applied mindfulness in technical processes. These findings reflected the reframing of managerial praxis, replacing reactive models with reflective awareness (Cascio, 2020; Hernández et al., 2014; Denzin & Lincoln, 2017).

Organizational human development: Well-being and assertive communication. Management at Fundaunamor reflected the capacity to respond to pressure, resilience through cooperation, and the application of methodological innovation in the face of complexity and uncertainty. This evidenced that the reframing of management theory and praxis allowed for transforming uncertainty into opportunity, consolidating adaptive and emotionally intelligent leadership (Cascio, 2020; Cobo, 2023).

BANI environments: Resilience and adaptability. The coordinator integrated contemplative practices, the teacher harmonized being, feeling, and doing, and the teaching assistant applied transpersonal awareness in ethical decisions. This integration configured the reframing of management theory and praxis towards transpersonal leadership, strengthening inner coherence and self-management in the face of BANI environments (Cascio, 2020; Wilber, 1990; Torralba, 2010; Romero & Piña, 2024).

Conscious Transpersonal Educational Administration (CTEA): Purpose, Self-Management, and Inner Connection. The coordinator integrated contemplative practices, the teacher harmonized being, feeling, and doing, and the teaching assistant applied transpersonal awareness in ethical decisions. This integration configured the reframing of management theory and praxis towards transpersonal leadership, strengthening inner coherence and self-management in the face of BANI environments (Cascio, 2020; Wilber, 1990; Torralba, 2010; Romero & Piña, 2024).

Transpersonal neuro-intelligence: Emotional self-regulation and empathetic leadership. The management levels applied conscious breathing, mindfulness, and emotional management to maintain balance in the face of anxiety and non-linearity. This finding confirmed that the reframing of management theory and praxis integrates neuroscience and ethical awareness, strengthening empathy and strategic decision-making (Cascio, 2020; Goleman, 2020; Pascual-Leone, 2001; Siegel, 2020).

Organizational behavior: Horizontal relationships and cohesion. It was evidenced that horizontal relationships and empathetic communication mitigated the incomprehensibility and fragility of the BANI environment. The reframing of management theory and praxis towards collaborative and distributed leadership strengthened group trust and institutional cooperation (Cascio, 2020; Mintzberg, 2017; Robbins & Judge, 2018; Salas, Rico, & Passmore, 2017).

Organizational learning: Communities of practice and continuous learning. The three management levels promoted CoPs and co-learning spaces that sustained institutional resilience in the face of non-linearity and complexity. This defined the reframing of management theory and praxis as a cons-

cious and collaborative learning process, aligning educational management with innovation and adaptation to the BANI environment (Cascio, 2020; Senge, 2006; Nonaka & Takeuchi, 2019; Argyris, 1999).

Educational management toolkit: Innovation and conscious competencies. The use of active methodologies, ethical matrices, and self-knowledge protocols allowed for facing BANI volatility and anxiety with ethical creativity. This reflected the reframing of management theory and praxis, incorporating innovation, a transpersonal focus, and continuous improvement (Cascio, 2020; Drucker, 2014; Porter, 2008; Romero, 2022).

Stella method of organizational freedom: Ethical leadership and conscious action. Finally, the integration of Inner Silence, Transcendence, Vibrational Elevation, Liberation, Light of the Soul, and Conscious Action allowed for managing BANI fragility, complexity, and uncertainty. The reframing of management theory and praxis consolidated ethical, autonomous, and purpose-oriented leadership, harmonizing the individual and the institutional (Cascio, 2020; Pereira, 2016; Wilber, 2005; Romero & Piña, 2024).

Consequently, based on the ethnographic systematization across the three levels at Fundaunamor, the Substantive Theory of Conscious Transpersonal Educational Administration (CTEA) was developed. This evidenced that leaders integrated purpose, self-management, inner connection, transpersonal neuro-intelligence, and ethical and empathetic leadership. Furthermore, these practices, along with mindfulness, horizontal cooperation, organizational learning, and the Stella Method of Organizational Freedom, transformed management into a conscious, humanized, and adaptive model in the face of the fragile, anxious, non-linear, and incomprehensible nature of BANI environments (Ethnographic Records 1, 2, and 3, 2025; Cascio, 2020; Wilber, 1990; Romero, 2022; Romero & Piña, 2024; Goleman, 2020; Senge, 2006).

Conclusions

In summary, the application of Conscious Transpersonal Educational Administration (CTEA) enabled the reframing of management theory and praxis at Fundaunamor, promoting ethical leadership, mindfulness, and resilience in BANI environments. This transformation was sustained by strategies oriented towards integral human development, empathetic communication, and institutional collaboration. Likewise, the integration of the Stella Method of Organizational Freedom strengthened ethical coherence, self-management, and conscious adaptability. Collectively, the findings reveal a more human, conscious, and sustainable management approach, whose contributions are transferable to other organizational contexts and constitute a basis for future research in complex and changing scenarios.

References

Argote, L., & Miron-Spektor, E. (2011). Organizational learning: From experience to knowledge. *Organization Science*, 22(5), 1123–1137. <https://doi.org/10.1287/orsc.1100.0621>

Argyris, C. (1999). *On organizational learning*. 2da edición, Editorial Wiley.

Bolívar, A. (2016). Educar Democráticamente para una Ciudadanía Activa. *Revista Internacional de Educación para la Justicia Social (RIEJS)*, 5, 69-87. https://repositorio.uam.es/bitstream/handle/10486/671304/RIEJS_5_4.pdf?sequence=1

Bolman, L. G. & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership*. 6th ed. Jossey-Bass. DOI:10.1002/9781119281856

Cascio, W. F. (2018). *Managing human resources*. 11 ed. Editorial McGraw-Hill Education.

Cascio, W. F. (2020). Leading in a BANI world: Managing anxiety and complexity in organizations. *Journal of Organizational Behavior Studies*, 45(3), 210–225. <https://doi.org/10.1002/job.2487>

Chiavenato, I. (2017). *Gestión del talento humano* (10.^a ed.). McGraw-Hill.

Cobo, C. and Morave, J. (2023). *Aprendizaje invisible. Hacia una nueva ecología de la educación*. UBE colección Transmedia.

Creswell, J. & Poth, Ch. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. Sage Publications.

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24(3), 522–537. <https://doi.org/10.5465/amr.1999.2202135>

Denzin, N. K. (2009). *The research act: A theoretical introduction to sociological methods*. McGraw-Hill.

Denzin, N. K. & Lincoln, Y. S. (2017). *The SAGE handbook of qualitative research*. 5th ed. Sage Publications.

Doria, C. (2021). *Inteligencia transpersonal y conciencia expandida*. Gaia Ediciones

Drago-Severson, E. (2012). *Helping Educators Grow: Strategies and Practices for Leadership Development*. Harvard Education Press.

Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge. <https://doi.org/10.4324/9781315747453>

Echeverría, R. (1994). *Ontología del lenguaje*. Ediciones Pedagógicas Chilenas

Edmondson, A. (2012). Teaming: How organizations learn, innovate, and compete in the knowledge economy. Wiley.

Ficha Etnográfica 1, (2025). *Entrevista realizada al Coordinador de diplomado, Alta gerencia*. Fundación Internacional Universidad del Amor (Fundunamor), Documento confidencial.

Ficha Etnográfica 2, (2025). *Entrevista realizada al Docente, Gerencia Lider*. Fundación Internacional Universidad del Amor (Fundunamor), Documento confidencial.

Ficha Etnográfica 3, (2025). *Entrevista realizada al Auxiliar Docente, Gerencia Técnica*. Fundación Internacional Universidad del Amor (Fundunamor), Documento confidencial.

Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. 2nd ed. Sage Publications.

Freire, P. (2004). *Pedagogía de la autonomía: Saberes necesarios para la práctica educativa*. Paidós.

Fundación Internacional Universidad del Amor, (FUNDUNAMOR), (2019, 29 de septiembre). <https://funiversidaddelamor.wordpress.com/>

García, B. C, Castro, K., Bravo, J., Zomoza, C. and Cool, E. (2023). *Desarrollo organizacional y su proceso de gestión en las instituciones educativas*. *Revista científico - profesional*, 8(7), 198-218.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiatNLD9e qQAxUDSzABHSmoNIEQFnoECA0QAQ&url=https%3A%2F%2Fdialnet.unirioja.es%2Fdescarga%2Farticulo%2F9234494.pdf&usg=AOvVaw1rcUG6kucYpOEArL7Pl3s5&opi=89978449>

Goleman, D. (2020). *Emotional intelligence 2.0: Leading with empathy in a complex world*. Bantam Books.

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

Hernández, R., Fernández, C. y Baptista, P. (2014). *Metodología de la investigación*. 6th ed. Mc-Graw Hill.

Immordino, Ma. & Damasio, A, (2007). *Sentimos, luego aprendemos: la relevancia de la neurociencia afectiva y social para la educación*. Compilación de revistas Sociedad Internacional de Mente, Cerebro y Educación y Blackwell Publishing, In. 1(1). <https://doi.org/10.1111/j.1751-228X.2007.00004.x>

Kvale, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. 2nd ed. Sage Publications.

Llinás, R. (2003). *El cerebro y el mito del yo*. Norma.

Lussier, R. N. & Achua, C. F. (2022). *Leadership: Theory, application, & skill development*. 7th ed. Cengage Learning.

Marquardt, M. J. (2011). *Building the learning organization: Mastering the five elements for corporate learning*. 3rd ed. Nicholas Brealey Publishing.

Miles, M. B., Huberman, A. M. & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* 3rd ed. Sage Publications.

Mintzberg, H. (2017). *Managing the myths of health care*. Berrett-Koehler.

Nonaka, I., & Takeuchi, H. (2019). *The wise company: How companies create continuous innovation*. Oxford University Press.

Pascual, L. A. (2001). El cerebro que toca música y es cambiado por ella. *Revista Ann N y Acad Sci*. 930:315-29. DOI: 10.1111/j.1749-6632.2001.tb05741.

Pennel, L. (2023). *Liderazgo transformacional en educación: un enfoque integral para el éxito educativo*. <https://doi.org/10.13140/RG.2.2.28815.56489>

Pereira, L. (2016). *Sistematización Etnográfica*. Fondo Editorial UNERMB.

Porter, M. (2008). *On competition*. Harvard Business Review Press.

Robbins, S. & Judge, T. (2018). *Organizational behavior*. 18th ed. Pearson.

Rodríguez, D. and Gairín, J. (2015). Innovación, aprendizaje organizativo y gestión del conocimiento en las instituciones educativas. *Revista de Educación*, 24(46). 73-90. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiLrr6L38WRAxXoGTQIHcKJN0YQFnoECBsQAQ&url=https%3A%2F%2Frevistas.pucp.edu.pe%2Findex.php%2Feducacion%2Farticle%2Fview%2F12245&usg=AOvVaw15lyqy8b9gz8FPLz1MUHIC&opi=89978449>

Román, C. K., Calderón, C. J., Alcívar, T. C. and Calderón, Ch. Ma. (2025). Liderazgo transformacional

y su impacto en la innovación educativa en Ecuador: una revisión sistemática. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1630004>

Romero, B. (2022). Competencias interpersonales de la inteligencia emocional. Caso: Complejo Petroquímico Ana María Campos del Municipio Miranda, Venezuela. *Revista Digital de Investigación y Postgrado*, 3(6), 61-70. <https://doi.org/10.59654/fzjtpj44>

Romero, L. B. L. and Piña, B. M. E. (2024). Administración transpersonal: la nueva tendencia en el mundo empresarial. *Revista Digital de Investigación y Postgrado*, 5(10), 199-207. DOI: 10.59654/an7cx668

Rondón, M and Ammar, M. (2016). Gestión del talento humano en organizaciones educativas. *Revista de Investigación*, 40(88), 148-165. https://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1010-29142016000200008

Salas, E, Rico, R, and Passomre, J, (2017). *El manual Wiley de la psicología del trabajo en equipo y los procesos colaborativos*.

Scharmer, O. C. (2009). *Theory U: Leading from the future as it emerges*. Berrett-Koehler Publishers.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Corona.

Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are* (3rd ed.). Guilford Press.

Spradley, J. P. (2016). The ethnographic interview (Revised ed.). Waveland Press.

Spreitzer, G. M., & Cameron, K. S. (2012). *The Oxford Handbook of Positive Organizational Scholarship*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199734610.001.0001>

Torralba, F. (2010). *Inteligencia espiritual*. Herder.

Tshetshe, N. (2025). *Recognising "being" in the BANI world*. ResearchGate Preprint. https://www.researchgate.net/publication/388200795_Recognising_Being_in_the_BANI_world

Wilber, K. (1990). *El espectro de la conciencia*. Kairós.

Zohar, D y Marshall, I. (2000). *El liderazgo espiritual*. Editorial Bloomsbury.

85

Article received: October 1, 2025.

Article accepted: October 29, 2025.

Approved for layout: November 5, 2025.

Publication date: January 10, 2026.

Notes on the contributor

* Beisy Lisbeth Romero Luzardo holds a Doctorate in Management Sciences from the Universidad Latinoamericana y del Caribe. She earned a Ph.D. in the Reframing of Management Theory and Praxis from the Universidad Yacambú. She is an Organizational Ontological Coach certified by the Instituto de Coaching Internacional. She serves as the Head of Administration Coordinator at the International University of Love Foundation. E-mail: beisyr1310@gmail.com