

Conscious educational management as a path for human development in the re-signification of managerial theory and praxis in BANI environments

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Context and need: BANI environments

Abordaje metodológico: Etnografía con sistematización

Design: Qualitative, interpretive, ethnographic.

Participants: Three hierarchical levels:

- Senior management (Coordinator).
- Leading management (Teacher).
- Technical management (Teaching assistant).

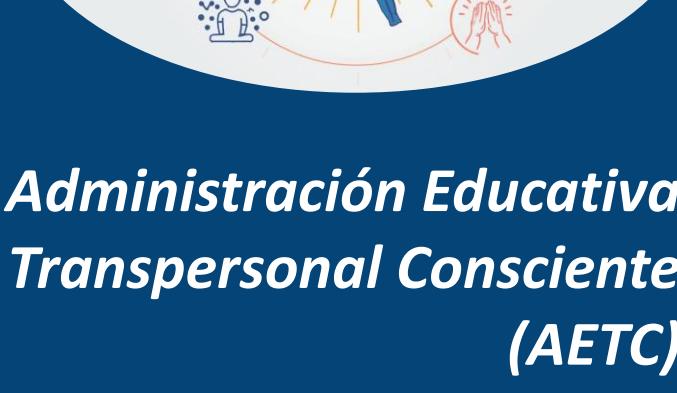
Techniques:

- (observation).
- (interview).
- (journal).
- (workshops).

What is BANI?:

- 🔥 (Brittleness)
- 😱 (Anxiety)
- ✖ (Non-linearity)
- ❓ (Incomprehensibility)

Traditional management is no longer sufficient. A new paradigm is needed: conscious and human-centered.



Key results by hierarchical level

Managerial level	Key Practices	Re-signification in BANI environments
Senior management (Coordinator).	Ethics, mindfulness, STELLA Method, innovative tools.	Conscious, resilient, and purpose-driven leadership.
Leading management (Teacher).	Humanized pedagogy, emotional self-management, collaborative learning.	Empathetic, reflective, and adaptive leadership.
Technical management (Assistant).	Mindfulness, ethical decisions, technical adaptation.	Conscious and humanized technical leadership.

Administración Educativa Transpersonal Consciente (AETC)

Integra:

- Propósito y autogestión.
- Conexión interior.
- Neurointeligencia transpersonal.
- Liderazgo ético.

Herramienta clave: Método Stella (6 fases de libertad organizacional).

Impact and conclusion

- Management transformation:** From a technical model to an ethical, human, and adaptive one.
- Strengthening of:** 🌱 (growth), ☀ (purpose), 🤝 (collaboration), 🕉 (resilience).
- Validation:** Fundaunamor as a practical laboratory for conscious educational management.
- Transferability:** Model applicable to other organizational contexts in BANI environments.

ISSN: 2665 - 038X

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Revista Digital de Investigación y Postgrado