








# Organizational intelligence and administrative management: The case of Peru

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## ABSTRACT

Organizations experience constant changes due to technological advances and globalization. Therefore, administrative management focuses on intelligence and organizational learning to strengthen knowledge and achieve a high level of competitiveness in the world market. The objective was to describe the administrative management of teachers in a private university in Peru, in order to propose a model of intelligent organization based on Senge's disciplines. The research was basic, quantitative, non-experimental and descriptive. The sample consisted of 109 teachers, and a questionnaire validated by expert judgment was used, with a Cronbach's Alpha coefficient of 0.943. The results showed a high level of 70.6% in management, being necessary to maintain stability in strategic planning, orientation towards institutional objectives, communication, participation, evaluation, empathy, leadership capacity, motivation as well as the corrective actions. A model was designed with guidelines regarding the culture of shared knowledge, cooperation, learning, knowledge management and promotion of institutional competitiveness. It was concluded that the proposed model would contribute to reduce the limitations identified in the research about planning, organization, management and control, in addition to strengthening the culture of significant learning in organizations.

**Keywords:** Intelligence, internal participation, innovation, knowledge, administrative processes

## INTRODUCTION

Organizations must be living systems capable of carrying out highly complex activities (Maldonado, 2022), in order to contribute significantly to administrative management and achieve institutional objectives. Organizational learning, in turn, strengthens the protection of employment in small and medium-sized enterprises, promoting economic recovery and aligning with the Sustainable Development Goals.

To achieve this, organizations experience constant technological and scientific changes, but failure to adapt to these changes in the environment drives them to failure (Rodriguez et al., 2018). Companies with a global approach prioritize maximizing the value of organizational knowledge, supporting the growth of their collaborators in adapting to changes, fostering innovation and creativity (Sánchez et al., 2018). Success is based on the integration of actors such as customers, employees and suppliers, who generate competitiveness and continuous learning (Ureña et al., 2016).

On the other hand, a smart organizational environment benefits companies in various sectors through continuous improvement. However, many organizations are not aware of the social economy, ignoring the importance of internal integration and participation for organizational learning (Bernardo et al., 2023). In administrative management,

communication is essential to align organizational objectives. In this regard, Marín et al. (2021) found that communication management is deficient due to a lack of resources, which affects the strategic and planned perspective. Designing and managing objectives and future plans is vital for their effective fulfillment (Lovato et al., 2018).

In the local context, organizations in the university education sector face management problems related to coordination, communication and integration, caused by the lack of organizational effectiveness of their leaders and insufficient knowledge to address these challenges, which leads to a low organizational level and individual interests of the collaborators, without a systemic thinking to address organizational strategies. From Amozorrutia's (2011) perspective, organizational learning allows recognizing the institutional intellectual capital, promoting the development and sharing of knowledge among collaborators. The justification of the research is based on a reliable contribution of information, which will allow building theoretical aspects and will be complemented with future studies on administrative management and its dimensions, providing a basis for a model of intelligent organization in the context studied.

The research problems posed are: What are the studies on administrative management in organizational learning? What is the level of administrative management and its dimensions in a private university? What is the model of an intelligent organization based on organizational learning? What is the strategic development to implement this model? Also, the objectives of the research are: To identify studies of administrative management in organizational learning, to know the level of administrative management and its dimensions, to design an intelligent organization model for administrative management, and to elaborate the strategic development to implement this model.

## **REVIEW OF LITERATURE**

### **Studies on intelligent organization and administrative management**

According to Maldonado (2022), smart organizations are those that understand and respond dynamically to their environment, give and transmit life. For Córdova and Córdova (2020) becoming a smart organization is not a simple task, because it requires knowledge, practice and implementation, as well as the integration of internal leaders and actors of the business network to reach a strategic level through five disciplines. Avalos et al. (2021), in their bibliographic study established that companies aligned with an intelligent organization are characterized by the use of renewed technology, high quality work environment, research, continuous training and future projections.

The knowledge era has directed organizations towards a broader and more complex model, merging systems theories, organizational theories, and generating new approaches supported by communication, technology and integration, which are inevitable to remain in a changing global market (Lamenta et al., 2019). In addition, Naranjo et al. (2022) point out that, although managers and owners often have knowledge of administrative management, there are limitations in some organizational processes, and administrative management is associated with other business activities that benefit from meritocracy for higher performance.

Administrative management and job satisfaction show a significant relationship, which highlights the relevance of every organization having strategies or a plan of activities to execute its organizational processes (Huarcaya et al., 2022). In the current environment, it is found that collaborators with low performance and changing work behavior often result in a lack of shared vision between the company and the workers, which leads to insufficient administrative management (Guillin et al., 2022).

Companies established in rural areas lack a defined administrative approach, which underlines the need to continuously improve administrative processes, being necessary to convene meetings to evaluate the improvement plan according to its stages, and the management of research techniques in the operational part (Pacheco et al., 2018). In this sense, the Covid-19 pandemic affected the levels of administrative management in public entities. Despite this, a study focused on several municipalities shows that 54.7% comply with the dimensions of work planning, organization, direction and control, thus aligning with the administrative management (Chirinos et al., 2022).

Fonseca (2020) in his study argues that it is not easy for companies in the education sector to become smart organizations, because this requires integrated work and proper management at the strategic levels, focusing on the five disciplines of smart organizations.

Likewise, Oviedo-García et al. (2014) state that learning capacity has a significant impact on the results of an organization, improving efficiency and quality, contributing to the fulfillment of the established goals and objectives, which seek to satisfy the needs of its users or beneficiaries through services.

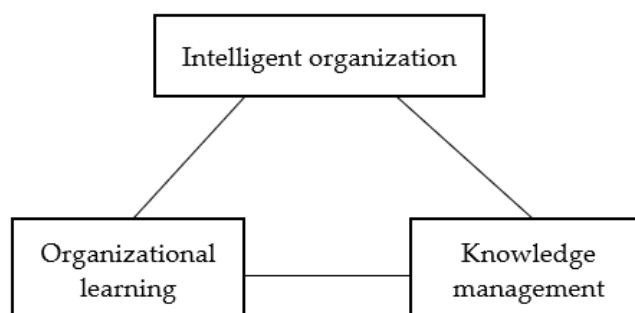
In reference to innovation in companies, factors that affect innovation have been identified, such as leadership, organizational learning and knowledge management. In this regard, the research was exploratory in approach, detecting specific attributes such as organizational learning and knowledge management in service companies and other sectors (López & Martínez, 2018).

### Definitions of an intelligent organization

Intelligent organizations are defined by Senge (2005) as:

[...] Those that use the motivation and learning capacity of people to grow, because they function collectively as a totality of learning, and learning by developing competencies in the areas of reflection and understanding the complexity of problems through persistent effort (p. 120).

From this approach, the intelligent organization evolves from learning and collaborative and participatory work, because they seek to create differentiation through the effectiveness of administrative management, i.e., in the internal and external scenario of the enterprise (Farrukh & Waheed, 2015).



Source: Prepared by the authors

**Figure 1.** shows that the influential factors of an intelligent organization are based on organizational learning and knowledge management

### Organizational learning and knowledge management

Organizational learning is identified as a fundamental capability and a crucial parameter for the creation of competitive advantages, enabling the development of effective marketing strategies (İpek, 2019). On the other hand, it involves the development of new knowledge and know-how rooted in the experiences of the organization's collaborators, which contributes to improving their capabilities and acquiring a long-term sustainable competitive advantage, as well as identifying new market trends (Jiménez-Jiménez and Sanz-Valle, 2011). In addition, organizational learning is a process through which organizations, whether large or small, public or private, represented by their workers, generate, create or acquire knowledge, which aims to convert this knowledge into an institutional resource, allowing the organization to face changes in the environment and strengthen its strategic development (Castañeda, 2015).

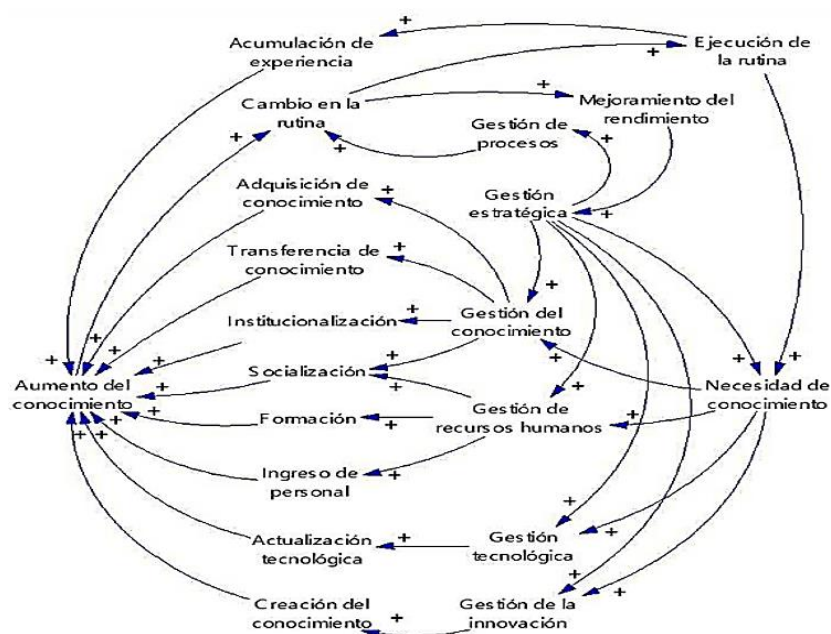
**Table 1.** Undergraduate and graduate studies on knowledge management and organizational learning by program

University	Business Administration		Industrial Engineering		Psychology		Systems engineering		Total by University
	Undergraduate	Master's Degree	Undergraduate	Master's Degree	Undergraduate	Master's Degree	Undergraduate	Master's Degree	
Andes	3	3	10	19			1	2	38
Javeriana	13		3		1		3	1	21

Nacional	1	15							16
Konrad					9				9
Lorenz									
Católica			2		1	3	2		8
Externado	4	4							8
EAN	5	1					1		7
Sabana	2		1		1				4
<hr/>									
Total by grade and program	28	23	16	19	12	3	7	3	111

Note: Prepared by Castañeda and Gutiérrez (2017).

Table 1 shows an electronic review carried out in 111 Colombian universities and their different programs, about knowledge management and organizational learning studies, with the Universidad de los Andes being the most outstanding with 38 publications.

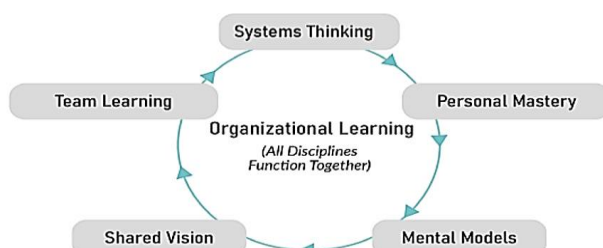


Note: Prepared by Rojas Rodríguez (2015).

**Figure 2.** Outlines the causal association of management in the learning process of an organization.

## Disciplines for building an intelligent organization

Intelligent organizations are characterized by flexible structures, innovative leadership styles and highly skilled personnel (De Arteche, 2011). To achieve this level of organizational intelligence, enterprises must master the five disciplines proposed by Peter Senge: personal mastery, teamwork, shared vision, mental models and systems thinking.



Source: Prepared by Nyukorong (2016).

**Figure 3.** Basic principles for building an intelligent organization

Personal mastery: The human being evokes creativity through collaborative work and the promotion of optimism.

Mental models: It focuses on the schematization of external ideas through the thinking of the collaborators, in order to achieve an adequate decision-making process.

Shared vision: The development of plans and objectives, with an integrated participation of the organization's collaborators and leaders, with a vision of growth as a whole.

Team learning: Team learning: the acquisition of new skills through learning, with the aim of seeking organizational differentiation and the fulfillment of the objectives set.

Systematic thinking: It focuses on compliance from the diversity of strategies and tools, combined with the other disciplines mentioned above.

### Theory, conceptual aspects and dimensions on Administrative Management

In reference to the theory of administrative management, Fayol (1987) establishes the guidelines to work together, taking into account the profiles of the collaborators in order to structure the organizational design, with the purpose of monitoring and fulfilling the objectives set by the institution.

From the approach of Koontz et al. (2012) administrative management is defined in terms of the operational environment, which facilitates the achievement of organizational goals through the efficient execution of procedures, aligned with the set of collaborators. On the other hand, administrative management is oriented towards the interaction between the organization and its environment, including its business network and competition (Castro et al., 2018).

According to Stoner and Wankel (1990), there are four key dimensions of administrative management: (i) Planning, which involves the formulation of organizational plans to establish objectives and procedures through rules, policies and other instruments; (ii) Organization, which consists of the design and development of the organizational structure, distributing suitable collaborators and material resources to facilitate the execution of activities; (iii) Management, which fosters leadership and motivation towards collaborators to fulfill objectives in an integral manner; and (iv) Control, which focuses on monitoring activities to ensure that they are adequately developed during the process.

### Intelligent organization models: Disciplines, dimensions, common aspects, components and processes.

Modern corporations build a solid foundation by incorporating the concept of intelligent organization. Therefore, they are inclined to promote in collaborators the ability to learn efficiently and effectively, encouraging research to generate knowledge (Lozano Oviedo & González-Campo, 2015).

**Table 2.** Structures of an intelligent organization

Author	Criteria
Senge (2005)	Disciplines <ul style="list-style-type: none"><li>● Personal mastery</li><li>● Team learning</li><li>● Shared vision</li><li>● Mental models</li><li>● Systematic thinking</li></ul>
Benítez (2016)	Dimensions <ul style="list-style-type: none"><li>● Educational</li><li>● Organizacional</li></ul>

Halal (1997), Choo y Díaz (1999), North y Pöschl (2003), Más y Orozco (2012)	Aspects <ul style="list-style-type: none"> <li>● Recognition of the need to develop the IoT process.</li> <li>● Dynamics and systemics of informational processes.</li> <li>● Management</li> </ul>
Nava <i>et al.</i> (2011)	Components <ul style="list-style-type: none"> <li>● Division of labor to achieve greater efficiency in the organization.</li> <li>● Delegation of authority at all levels of the company.</li> <li>● Organizational communication where information flows to make intelligent decisions.</li> <li>● Coordination to work together and be consistent in the different work activities.</li> </ul>
Pinheiro <i>et al.</i> (2007)	Processes <ul style="list-style-type: none"> <li>● Perception</li> <li>● Storage</li> <li>● Learning,</li> <li>● Communication and decision</li> </ul>
Watkins (citado por Hatane, 2015: 619-628)	Dimensions <ul style="list-style-type: none"> <li>● continuous learning,</li> <li>● Consultation and dialogue</li> <li>● Team learning, embedded system.</li> <li>● Empowerment, system connection</li> <li>● Leadership provided</li> <li>● Financial performance</li> <li>● Knowledge or understanding performance.</li> </ul>

**Source:** Prepared by the authors, 2023, based on the referenced authors

## METHODS

In order to respond to the research objectives, a descriptive analysis was conducted, which from the perspective of Hernández et al. (2014), descriptive studies are based on the collection and analysis of information (p. 92). The approach developed was quantitative, with a survey applied to 109 teachers, getting a better situational scope in planning, organization, management and control, serving as a diagnostic basis for the proposed model. Descriptive statistics were applied for data processing, and a documentary review of journals indexed in relevant databases such as Scopus, ScienceDirect and Scielo was carried out, which allowed obtaining a better scope of scientific evidence, definitions and dimensions on administrative management and intelligent organization.

## RESULTS

The bibliographic analysis shows that the contributions provided by the authors seek to generate value in organizational learning and align compliance with institutional objectives. In this sense, the primary element in intelligent organizations is learning, which is manifested in the acquisition and application of knowledge to improve the skills of employees, thus achieving efficiency and effectiveness in institutional management (Suñé et al., 2004). Likewise, organizations hope to acquire a flexible structure, based on the capacity for abstraction and human sensitivity (Chavez & Torres, 2012).

**Table 3.** Administrative management studies in organizational learning

Nº	Artículos	Authors	Year	Conclusion	Data base
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1	Gestión administrativa en las pymes del sector comercial en la ciudad de Santo Domingo en Ecuador	Naranjo Armijo, F. G., Carrión Hurtado, L. H., & Bosmediano Andrade, F. G.	2022	Administrative management in SMEs is favorable because managers have knowledge and business vision focused on achieving institutional objectives. In addition, problems have been identified in the development of activities, which generate limitations and lack of stability for the growth of SMEs.	Scopus
2	La gestión administrativa y la competitividad de las microempresas durante y post la emergencia por covid-19	Villalva, M. F. G., Piza, I. A. C., Pataron, E. K. C., & Coello, C. R. M.	2020	The degree of competitiveness of companies is subject to external and internal factors, which have an impact on organizational activity, such as labor performance, leadership, financial management, quality and unfair competition, being factors that limit organizational activities.	Scopus
3	La gestión administrativa del turismo sostenible en áreas marinas protegidas y la influencia de los grupos de interés	Lovato, S. G., Acosta, M. M., & De J Montesdeoca, M.	2018	The organizations have been favored with the participation of administrative models and such integration is the solid base for the achievement of goals and objectives of institutional projection. The administrative management implies the union of strategies that contribute to strengthen the organizational structure.	Scopus
4	¿Existe relación entre la gestión administrativa y la innovación educativa?: Un estudio de caso en educación superior	Gutiérrez, C. C., Martínez, G. M. F., & Castro, G. M.	2017	The importance of defining models of management, organization and the use of new technologies, seek to promote innovations and evaluate quality in the organization. In addition, it is necessary to search for organizational models to renew the learning processes.	Scopus
5	Direccionamiento Estratégico: Proyección de la Innovación Tecnológica y Gestión Administrativa en las Pequeñas Empresas	Hernández, H. G., Cardona, D. A., & Del Río, J. L.	2017	Organizations incorporate technological innovations in their approach to vision and mission, to increase their level of competitiveness, which implies organizational growth and deterring failure; complementing each other in the development of a culture of knowledge and new learning.	Scopus

**Source:** Prepared by the authors.

**Table 4.** Level of teaching administrative management: gender, academic degree, seniority

		Level of Administrative Management							
		Low		Middle		High		Subtotal	
		Nº	%	Nº	%	Nº	%	Nº	%
Administrative Management		4	3,7%	28	25,7%	77	70,6%	109	100%
Sex	Male	0	0,0%	12	11,0%	40	36,7%	52	47,7%

	Female	4	3,7%	16	14,7%	37	33,9%	57	52,3%
	Total	4	3,7%	28	25,7%	77	70,6%	109	100%
Academic Degree	Bachelor's Degree	0	0,0%	0	0,0%	1	0,9%	1	0,9%
	Professional Title	2	1,8%	3	2,8%	3	2,8%	8	7,3%
	Master's Degree	2	1,8%	18	16,5%	47	43,1%	67	61,5%
	PhD Degree	0	0,0%	7	6,4%	26	23,9%	33	30,3%
	Total	4	3,6%	28	25,7%	77	69,7%	109	100%
How many years have you been teaching at the university?	6 months to less than one year	1	0,9%	2	1,8%	6	5,5%	9	8,3%
	1 year to less than 2 years	0	0,0%	3	2,8%	12	11,0%	15	13,8%
	2 years to less than 3 years	0	0,0%	2	1,8%	8	7,3%	10	9,2%
	3 years to less than 4 years	0	0,0%	4	3,7%	9	8,3%	13	11,9%
	4 years or more	3	2,8%	17	15,6%	42	38,5%	62	56,9%
	Total	4	3,7%	28	25,7%	77	70,6%	100	100%

It can be seen that the university is meeting the goals set at the institutional level, which is reflected in the high level of 70.6%, as a result of the administrative management of teachers. However, there are still deficiencies that need to be improved and aligned to a more collaborative work. Teachers with master's degrees reach a high level with 43.1%, but the university has a population of teachers with more than 4 years of service, reaching a high level of 38.5%, on university management.

**Table 5.** Dimension: Planning of administrative management

Dimension: Planning		N°	%
1. Strategic planning is adequately carried out at the university	Never (N)	3	2,8%
	Almost never (CN)	4	3,7%
	Sometimes (A)	19	17,4%
	Almost always (CS)	56	51,4%
	Always (S)	27	24,8%
	Total	109	100,0%
2. The university teachers are aware of the planning of their activities, aligned to the fulfillment of goals and objectives.	Never (N)	4	3,7%
	Almost never (CN)	4	3,7%
	Sometimes (A)	24	22,0%
	Almost always (CS)	40	36,7%
	Always (S)	37	33,9%
	Total	109	100,0%



3. In the university, the institutional objectives are aligned to the planning of activities.	Never (N)	1	0,9%
	Almost never (CN)	2	1,8%
	Sometimes (A)	19	17,4%
	Almost always (CS)	48	44,0%
	Always (S)	39	35,8%
	Total	109	100,0%

It is evident that strategic planning reaches a high 51.4%, and 36.7% of teachers are aware of the activities, goals and institutional objectives. Likewise, 44% recognize that the objectives are part of the planning, even though they know that there are deficiencies in the formulation of plans, objectives and standards.

**Table 6.** Dimension: Organization of administrative management

Dimension: Organization		N°	%
4. The top management communicates to teachers the lines of division or organizational hierarchy.	Never (N)	5	4,6%
	Almost never (CN)	8	7,3%
	Sometimes (A)	25	22,9%
	Almost always (CS)	46	42,2%
	Always (S)	25	22,9%
	Total	109	100,0%
5. Teachers participate in institutional activities.	Never (N)	2	1,8%
	Almost never (CN)	3	2,8%
	Sometimes (A)	27	24,8%
	Almost always (CS)	51	46,8%
	Always (S)	26	23,9%
	Total	109	100,0%
6. There is adequate communication among the university's teaching staff.	Never (N)	2	1,8%
	Almost never (CN)	4	3,7%
	Sometimes (A)	26	23,9%
	Almost always (CS)	46	42,2%
	Always (S)	31	28,4%
	Total	109	100,0%
	Never (N)	4	3,7%
	Almost never (CN)	3	2,8%
	Sometimes (A)	10	9,2%
	Almost always (CS)	37	33,9%
	Always (S)	55	50,5%

7. Teachers are evaluated for the fulfillment of their duties.	Total	109	100,0%
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It is evident that 42.2% confirm that the top management communicates adequately with teachers, 46.8% confirm teacher participation, 42.2% state that there is adequate communication among teachers, and 50.5% confirm that the university does carry out a functional evaluation. Therefore, certain limitations in the organizational design and structure are verified, and based on this, a process of continuous improvement in the participation and communication between teachers and the university should be carried out.

**Table 7.** Dimension: Direction of administrative management

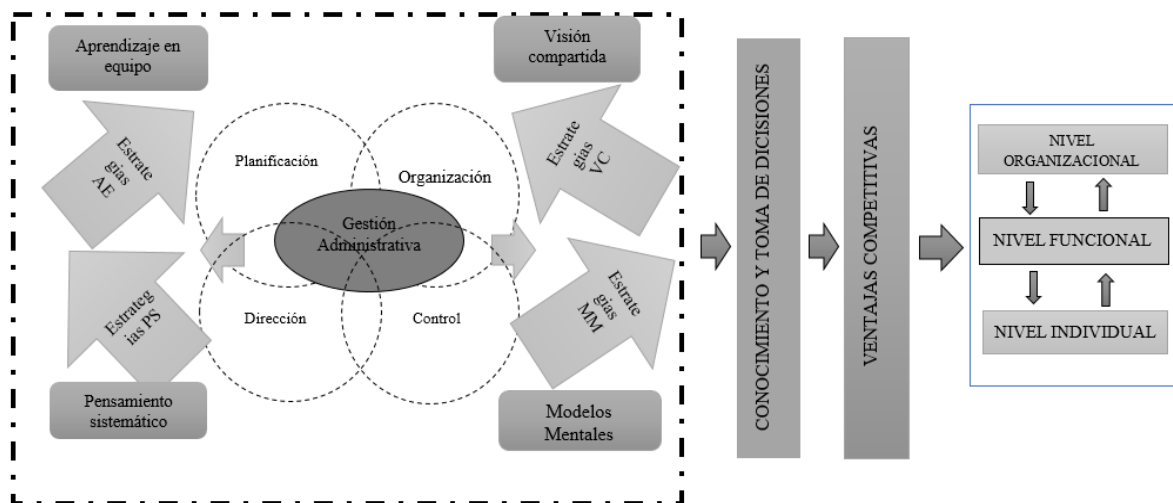
Dimension: Direction		N°	%
8. Teachers appointed to administrative positions are characterized by their empathy and leadership skills.	Never (N)	3	2,8%
	Almost never (CN)	6	5,5%
	Sometimes (A)	27	24,8%
	Almost always (CS)	48	44,0%
	Always (S)	25	22,9%
	Total	109	100,0%
9. The university's teaching staff take responsibility for the results of the goals and objectives.	Never (N)	1	0,9%
	Almost never (CN)	4	3,7%
	Sometimes (A)	25	22,9%
	Almost always (CS)	45	41,3%
	Always (S)	34	31,2%
	Total	109	100,0%
10. The University's authorities promote the motivation of the University's teaching staff to achieve the objectives.	Never (N)	2	1,8%
	Almost never (CN)	8	7,3%
	Sometimes (A)	25	22,9%
	Almost always (CS)	45	41,3%
	Always (S)	29	26,6%
	Total	109	100,0%
11. You feel motivated with the functions you perform.	Never (N)	2	1,8%
	Almost never (CN)	2	1,8%
	Sometimes (A)	11	10,1%
	Almost always (CS)	48	44,0%
	Always (S)	46	42,2%
	Total	109	100,0%

It is observed that 44% of teachers show empathy, 41.3% accept the results of the institutional objectives, 41.3% say that the authorities motivate teachers to achieve the objectives, and 44% of teachers feel motivated in the assigned functions. In addition, it can be seen that the organization has limitations to promote teamwork and motivation, and should develop strategies based on the problems encountered to achieve the institutional objectives.

**Table 8.** Dimension: Control of administrative management

Dimension: Control		N°	%
12. University lecturers formulate monitoring strategies for the fulfillment of objectives	Never (N)	4	3,7%
	Almost never (CN)	5	4,6%
	Sometimes (A)	20	18,3%
	Almost always (CS)	43	39,4%
	Always (S)	37	33,9%
	Total	109	100,0%
13. There are procedures in place to monitor and evaluate teaching performance.	Never (N)	2	1,8%
	Almost never (CN)	3	2,8%
	Sometimes (A)	19	17,4%
	Almost always (CS)	28	25,7%
	Always (S)	57	52,3%
	Total	109	100,0%
14. University lecturers apply corrective actions, follow-up and monitoring in administrative management.	Never (N)	3	2,8%
	Almost never (CN)	9	8,3%
	Sometimes (A)	31	28,4%
	Almost always (CS)	34	31,2%
	Always (S)	32	29,4%
	Total	109	100,0%
15. Teaching performance goals are assigned based on evaluation and feedback at the university.	Never (N)	5	4,6%
	Almost never (CN)	8	7,3%
	Sometimes (A)	22	20,2%
	Almost always (CS)	48	44,0%
	Always (S)	26	23,9%
	Total	109	100,0%

The results show that 39.4% of teachers do formulate strategies, 52.3% evaluate the performance of teachers, 31.2% carry out corrective actions and monitoring, and 44% indicate that goals are assigned to them. In this regard, the organization should improve the monitoring of activities for an adequate process.



Source: Prepared by the authors.

**Figure 4.** Intelligent organization model in administrative management

The proposed model of intelligent organization, aimed at improving administrative management, is based on the pillars of planning, organization, direction and control, which is a model that influences disciplines such as mental models, shared vision, team learning and systemic thinking, directing strategies for organizational learning. In this way, a labor integration and positive education that stimulates teachers is promoted, thus achieving efficiency and effectiveness in administrative management. By adopting this model, the organization will acquire new knowledge and position itself one step ahead of its competitors through appropriate decision making, which translates into competitive advantages at the individual, functional and organizational levels.

Likewise, intelligent organization models are based on the acquisition of knowledge within organizations; therefore, members must develop their abilities to learn, adapt and manage constant change, until they achieve competitive advantages (Robbins & Coulter, 2010). In this context, a company can achieve a high level of competitiveness by maintaining a positive work environment. Robbins and Judge (2009) propose a positive organizational education, emphasizing the organization's commitment to develop and stimulate the strengths of its collaborators, taking advantage of their competencies to effectively face the environment. However, in order to strengthen organizations, it is crucial to implement procedures based on organizational learning capabilities, which contributes to obtain an institutional competitive level. Nonaka and Takeuchi (1995) emphasize that knowledge management applied in organizations strengthens skills, aligned with the transformation and creation of knowledge, allowing the generation of innovative ideas that are internalized in the organization.

**Table 9.** Strategic development based on Senge's disciplines

Discipline	Objective	Strategy	Activities	Expected results	Goal
Personal mastery	Having personnel motivated for organizational purposes	Implementing a culture of shared knowledge	Conduct motivational workshops to stimulate their motivation and communication	Employees increased their communication and motivation levels	100 % of the organization's personnel

Mental models	Anticipating needs in the organization	Identifying functional areas of decision-making power in the organization	The realization of an internal diagnosis of the functional units or groups about their needs. Identification of leaders by functional units (areas)	To know the proposals of the areas or groups for a joint decision-making process	More participation at all levels of the organization
Shared vision	Strengthening institutional integrity at the individual, functional and organizational levels	Intensifying institutional cooperation	Socialization and monitoring of institutional goals on an ongoing basis. Analysis of the fulfillment of goals in the organization's groups. Motivate decision making groups.	To achieve a competitive organization with the fulfillment of goals and collective satisfaction	100 % goals achieved
Team learning	Achieving efficiency and efficacy in administrative management	Promoting institutional competitiveness in its functional areas	Train personnel based on topics aligned with their identified needs. Hold calls for creativity and innovation with the participation of all areas and functions of the organization.	To acquire knowledge for adequate procedures in the organization	To increase the level of institutional competitiveness

**Source:** Prepared by the authors, 2023

## DISCUSSION

The administrative management shows a high level of performance (70.6%), which is evidence of progress in meeting institutional objectives and goals. However, there are still internal deficiencies that require certain improvements in procedures and the strengthening of teamwork. In the different dimensions, limitations are identified in the formulation of plans and standards, organizational design and structure, participation, communication, motivation and monitoring of activities to ensure an adequate management procedure. De acuerdo con Naranjo et al. (2022), Villalva et al. (2020), According to Lovato et al. (2018), Cárdenas et al. (2017) and Hernández et al. (2017), the administrative management emphasizes the importance of managers' knowledge to establish institutional objectives to achieve a high degree of competitiveness. In addition, the need to strengthen the organizational structure, implement technological innovations, develop adequate learning processes and foster a knowledge culture is emphasized.

In this regard, the documentary review allows us to conclude that it is essential to apply learning and organizational intelligence, based on knowledge management and skills strengthening, as a competitive advantage to face a changing environment (Maldonado, 2022; Córdova and Córdova, 2020; Farrukh and

Waheed, 2015; İpek, 2019; De Arteche, 2011). In short, the proposed model of intelligent organization for administrative management is based on Senge's contributions, based on the disciplines of group mentality, team learning, shared vision and personal mastery. This approach would contribute to developing strategies that improve administrative management, taking advantage of knowledge and competitive advantages at the individual, group and organizational levels. Faced with changing environments, organizations need to apply strategies that strengthen a learning culture, which will lead to efficient administrative management with the support of their collaborators.

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