

REVIEW ARTICLE

Supervisory educational management from a transcomplex perspective: towards a polyphonic and transformative school administration

Gestión educativa supervisora desde una perspectiva transcompleja:
hacia una administración escolar polifónica y transformadora

Cesar A. Araujo¹  • Alejandra Duarte² 

Received: 11 June 2024 / Accepted: 08 August 2024 / Published online: 21 January 2025

© The Author(s) 2025

Abstract This essay offers a critical reflection on supervisory educational management from a transcomplex perspective, aiming to reframe the role of teachers with supervisory duties as transformative leaders. Rather than a purely administrative or punitive practice, supervision is envisioned as a dialogic, polyphonic, and transdisciplinary process that supports pedagogical leadership. From an onto-epistemic standpoint, the essay advocates for a human-centered managerial approach that integrates cognitive and emotional dimensions, fostering ethical, participative, and reflective supervision practices. The transcomplex paradigm enables the integration of diverse voices, knowledge systems, and realities, as well as ongoing marketing improvement and adaptation to dynamic educational contexts. This model challenges hierarchical and bureaucratic structures by promoting professional autonomy, critical thinking, and practices. The item also calls for developing specialized transepistemic training programs to strengthen supervisory leadership competencies. In this way, educational supervision becomes a comprehensive process that weaves together being, knowing, and doing, shaping a transformative management approach that enhances educational quality and equity.

Keywords transformative management, educational supervision, transcomplex approach, pedagogical leadership, polyphonic dialogue.

Resumen Este ensayo propone una reflexión crítica sobre la gestión educativa supervisora desde una perspectiva transcompleja, con el objetivo de resignificar el rol del docente con funciones de supervisión como agente transformador. En lugar de una supervisión meramente administrativa o punitiva, se plantea un modelo de liderazgo pedagógico orientado al acompañamiento dialógico, polifónico y transdisciplinar. A través de una mirada onto-epistémica, se reivindica la necesidad de una gerencia centrada en lo humano, que articule lo cognitivo y lo afectivo, y promueva una práctica supervisora ética, participativa y reflexiva. El enfoque transcomplejo permite integrar múltiples voces, saberes y realidades, impulsando procesos de mejora continua y adaptación a las dinámicas del entorno educativo. Este paradigma no solo desafía estructuras jerárquicas tradicionales, sino que también fomenta la autonomía profesional, el pensamiento crítico y la inclusión. En consecuencia, se aboga por una formación especializada para los supervisores desde programas transepistémicos, que consoliden competencias de liderazgo educativo contextualizado. Así, la supervisión se configura como un proceso integral, que conjuga el ser, el saber y el hacer en la construcción de una gestión transformadora al servicio de la calidad educativa.

Palabras clave gestión transformadora, supervisión educativa, enfoque transcomplejo, liderazgo pedagógico, diálogo polifónico.

How to cite

Araujo, C. A., & Duarte, A. (2025). Supervisory educational management from a transcomplex perspective: towards a polyphonic and transformative school administration. *Journal of Management and Human Resources*, 3(1), 26-36. <https://doi.org/10.5281/zenodo.15443129>



Cesar A. Araujo
arturoaraujocevallos@gmail.com

¹Universidad Tecnológica Empresarial de Guayaquil, Ecuador.

²Universidad Autónoma de Occidente, México.

Universidad Tecnológica Empresarial de Guayaquil, Ecuador.

Introduction

Education is the fundamental pillar of humanity's transformation processes. It is the essence of cognitive, procedural, attitudinal, and relational change and the complexity and application of transdisciplinary research strategies. Various educational theories have been reflected and put into practice, especially in the 21st century, on the existence of human beings, which is constantly changing. Educational models focus on various paradigms—positivist, naturalist, interpretive, social, and socio-critical—all framed within a linear and reductionist vision of science and the construction of knowledge. This vision has generated the empowerment of knowledge and the consolidation of closed scientific communities that not everyone can access symbolically and socially.

Therefore, this requires changes; it must be in line with the nation's transformative historical moment. This qualification implies realizing an inalienable human right, which is circumscribed by the manager's conception. It also places in the hands of the supervising teacher a powerful tool for change that transforms social structures, enhances personal capacities, and contributes to the development of responsible citizens.

The topic of supervision in any work area has always had different nuances. In many workplaces, it is an action or function performed by the person who holds the position of boss or who commands most within the work group, who dictates what has to be done, how it should be done, when, where, and how. Ríos (2013) expresses that supervision has different meanings; every person who reads or hears this word interprets it according to their experience, needs, and purposes.

A supervising manager can be seen as a positive force for improving a program or process within a company; in the educational field, a teacher may see it as a threat to their individuality; another may seek it as a source of help and support. The quote reflects the different meanings that supervision can have depending on who hears and interprets it, or on each person's experience with this word or topic that encompasses the process known as supervision. It can be positive or negative and depends on individual or collective reactions, hence the complexity of managerial supervision.

As an active part of the educational system and knowledgeable subject, I deeply understand the issue, as I am part of a supervisory management team (Department of Evolution and Study Control). This concern has led me to address the issue through a managerial approach. Transforming teaching practices with supervisory functions based on a

complex, polyphonic relationship aims to provide significant current contributions.

Faced with this challenge, and guided by my research, I want to reflect on and promote transformations that originate changes in the managerial currents of educational action, generating an inclusion of groups, organizations, and other factors that until now have been excluded from the scope of educational supervisory management, such as knowledge, experience, skills, and attitudes, which are staff competencies.

Recently, the transcomplex theory has been incorporated into education as a complex and transdisciplinary approach; from this, it has built a transepistemological and philosophical basis to understand the foundations on which this paradigmatic vision is based. However, the question is how to incorporate it into educational work, how to generate a managerial pedagogy where subjects make knowledge more complex, develop their intersubjective space management/mind / social / and articulate it with metacomplexity, relationship in knowledge with the diverse educational loops, dialogize knowledge and see that the educational process is a problematic alternative of complex reflection, rather than a concrete transformational solution of the teaching-supervising educational task from a dialogical correspondence at the time of managing in the different educational spaces and especially when managing.

Discursive dimensions and their theoretical referents

The educational subsystem as a workplace is no exception. Those who have exercised the supervisory managerial role in this area have supposedly been characterized by practicing supervision that is more administrative than formative or guiding, primarily punitive rather than supportive, and willing to interact.

It is common to hear teachers complaining, such as, "There is no supervision at my institution", "I do not like being supervised", "Supervision is all paperwork", "When I am supervised, only the negative aspects are highlighted, and I am not given guidance". These and other expressions reveal, to a certain extent, the ignorance, prejudice, and confusion caused by a lack of understanding of the primary purpose of educational supervision.

As an author and someone immersed in the system, she stated that it is common to hear these types of statements from teachers regarding the supervision process, which they express in the form of complaints because they disagree with

how the supervisory function is carried out.

These elements clearly explain the reason for rejection, as they indicate that only the negative aspects are highlighted, but no appropriate guidance or support is provided. Therefore, I seek to explain the duties of the supervising manager in the educational field.

In Bringuier 's (2001) speech, he outlines that supervisory management should be conceived as a process of ongoing research, carried out by delving into the problems and their causes, considering not only results but also the processes and the representative value of the samples. This author explains how educational supervision should be conceived, how it should be carried out, and what should be considered in its actions.

In this framework, towards a transformative managerial management of teaching with supervisory functions from a transcomplex polyphonic relationship, "Educational Management" is defined by the actions of the people interacting within it. According to the Ministry of People's Power for Education (2017), it pursues the full development of teachers, both permanent and ongoing. Therefore, the educational management process is oriented and mediated to provide the support required by personal, physical, emotional, intellectual, and ethical conditions to undertake the challenge of a transcomplex polyphonic relationship.

From this perspective, Villarini (2006), who encompasses the managerial action of the teacher with supervisory functions from a humanistic-critical-emancipatory perspective, explains that this is a process in which a human being, who supervises, must and has to be supported by another human being, who guides, in the construction, expansion and maintenance of his autonomy, both individual and collective, through the development of his competencies, hence the transcomplexity of the dialogue.

Humanizing managerial action, firstly, involves being and doing as a fundamental part of human development. Secondly, it comprises diverse dimensions constituted and integrated in the interaction with the cultural environment to help configure the teacher's personality, who requires guidance from a polyphonic relationship where the exchange of ideas is respected. The above, from the perspective of managerial action (supervisor) that guides the particularity of developing and transforming the human and affective competencies that are required to be part of a community, this encompasses a process of teaching and learning so that the supervisor who guides takes into consideration the experience, needs, interests and capacities that he brings with him as a fundamental key so that his educational action within the managerial

spaces are relevant.

Following this same author, this action seeks to satisfy the needs and interests of personnel who require supervision to develop their capabilities through their interaction with the social and institutional context.

This is achieved through humanizing dialogue, trans complex polyphonic, which fosters mutual support and collaboration within diversity. This is combined with a climate of freedom, tolerance, coexistence, and love, where the subjects (teachers) can experience that the supervisor is also educated. This leads to generating personal autonomy and independence of teachers so that they can actively transform their environment.

In this sense, managerial management is one of those fields that I believe needs to broaden its differences according to new airs and put into operation other mechanisms that allow us to listen to and perceive all those elements, other voices, other colors, that can contribute their grain of sand to transform it into a polyphony of voices, in a concert of reflections that promotes a coherent and consensual managerial praxis, with which supervisory management is transformed into a range of ideas and feelings. In this intersubjective encounter, the transformation gives way to creating and confirming a different managerial management.

Although the concept of polyphony is declared from a musical point of view, it is not in that sole circumscription where it has been maintained, since it has been summoned by researchers and transported to other areas, enriching its sphere of influence and semantic field. Bruzos (n.d.) points out the origin and expresses:

As for the term polyphony, it had been used by Bakhtin (2005), to mean the pluriform nature of every linguistic system, under whose apparent abstract unity there subsists an intersection and interaction of voices, which are the reflection of different social and ideological structures that are unequivocally manifested in the discourse... (p. 5)

All these voices and discourses aim to give life to managerial work in educational supervision and permeate this activity. They deserve a space of existence, as valid for some as for others. From the humblest personnel working in the educational system to the highest hierarchy, they need to connect and express their ideas in order not only to guide teacher training but also to shape and transform the field of supervision.

The intra-institutional, linked to planned times and a set of contents that form part of the educational work, requires constant guidance, a product of the changes and adjustments made by the educational system, based on established poli-

cies and guidelines. It is time to consider a transformative, planetary, universal, and cosmic management theory that responds to transdisciplinary and transcomplex needs and applies to any field of knowledge, discipline, or function.

In light of society's reality, the principles proposed theoretically complicate alternatives for addressing the framework associated with management, which for many years has been attempted to be resolved based on guidelines. This framework is meta-spiral, complex, and transdisciplinary.

To supervise educational action, the subject I propose must have an axis beyond giving instructions, orientations, or guidelines. It must be a complexifying subject, focused on transdisciplinary research, with individual and social capacity to construct, deconstruct, and reconstruct knowledge by making use of transepistemic tools, to become a problem-solving, reflective, strategic, intuitive, investigative, and proactive manager, to respond to the reality in which it operates.

Complexity and transdisciplinarity in management education already have a name and must begin to permeate all organizational spaces: the term "transcomplexity", that is, seeking what lies between, across, and beyond the disciplines themselves. Seen this way, it represents a new way of living and coexisting within humanity.

Therefore, it is necessary to break the mandate of a "stable" culture, the need to maintain educational centers as the axis and driving force of knowledge transmission, and to maintain regulations as an instrument that selects content or orientations decontextualized from reality. This transcomplex theory responds to transformation processes that break the stable patterns of culture, society, science, and everything humans believe they control in their linear vision. The answer is complex and transdisciplinary.

From this perspective, the aim is to ensure that the teaching manager, acting as supervisor, effectively promotes social inclusion through a concept under the impact of a climate of "openness" to the most diverse schools of thought, so that they can guide through pedagogical guidelines on the path to becoming individuals who respect themselves and others through the continuous generation of spaces for conventional and non-conventional coexistence that give rise to collaboration, joy and responsible freedom.

In this sense, this argumentative essay aims to reflect on managerial management. It transforms teaching practice with supervisory functions from a trans-complex polyphonic relationship, which leads us to transform our managerial praxis from the doing and to be supervisors with human qualities who invite the teachers under their charge to live in harmony

with themselves and with others through love and respect in spaces open to continuous and polyphonic dialogue.

Redefining the episteme of educational supervision

Educational supervision is a unique, comprehensive, holistic, social, humanistic, systematic, and methodological process, designed to guide and support the educational process within the framework of integration between the Ministry of People's Power for Education, Educational Zones, and individual schools, by the different levels and modalities of the Education System. It must be carried out to guarantee the educational objectives enshrined in the 2007 Organic Law on Education.

Likewise, supervision together with the management and coordination of educational institutions will be an integral part of a democratic and participatory management, marked by pedagogical accompaniment and the maximum expression of educational leadership that aims at improving the process of orientation and monitoring of guidelines and criteria to be developed, for which the entire theoretical, material and human structure of the institutions must be taken into account, as stated by Fuenmayor and Salas (2008), that the fundamental purpose of Educational Supervision is to promote the qualitative improvement of the organizational process. For this to truly give an accurate result, it must be a unique and comprehensive process that is democratic and respectful of individual differences, initiative, and freedom. It must be a guiding, stimulating, and cooperative activity, a force for change in the way of acting and thinking of those working in the educational management field.

In a broad sense, supervisory management can be said to consist of a set of reciprocal influences established between the individual and the organization to achieve full integration into it, that is, the socialization of the subject. Transformative management of teaching with supervisory functions from a polyphonic relationship. It is a trans-complex social phenomenon aimed at the transmission and appropriation of socially accepted values, norms and patterns, which due to its content has a marked historical and class character, and by its essence, is manifested in the socialization of the individual through the harmonious and multifaceted development of the personality according to the characteristics of each supervisor.

In a narrow sense, in its methodological aspect, supervision is a historically conditioned phenomenon aimed at guiding the transmission and appropriation of humanity's cultural heritage (beliefs, values, ideals, aesthetic tastes, and modes

of conduct). Supervisory management must be a process that is planned, organized, regulated, and controlled, taking into account the ideal of the human person to be formed and the type of society in which he or she lives and develops. It must also be considered a general and eternal category, constituting an inherent part of society from the moment it emerges and, simultaneously, essential to its development. Without education, historical social progress cannot be conceived.

The foregoing considerations lead us to reflect on the relevance of educational supervision management as a praxis that allows for optimizing administration and the educational system within institutions. To this end, it is indisputable that its primary focus must be on the ontological conception of Being, a view of the Being itself, and therefore, the need to consider its subjectivity. The continuous exploration and innovation of the Being, along with new ways of seeing and considering the possibilities of seeking new paths, bring the purpose of rethinking supervisory management, separating it from a simple coordinating, inspecting, and authoritarian function and conceiving it as a holistic process framed within a trans-complex social reality and focused on offering the actors involved all the necessary tools for their professional and personal growth, thus contributing to the achievement of managerial improvement.

Along the same lines, it is imperative to consider that a process of this precept, tailored to the demands of today's society, merits promoting the participation and integration of all those involved in education in decision-making, strengthening relationships based on horizontality, balance, respect, and polyphony as a mechanism that exalts pluralism and diversity. It fosters reflection, dissent, and criticism to build a praxis that genuinely responds to the interests, expectations, and needs of all the entities to which it is addressed, not just a privileged group.

From this perspective, Freire (2004) explains in critical terms that men need to develop the ability to perceive in a naive way, a "transcendental curiosity that guides them to nourish the knowledge that allows them to interact with others" (p. 10), therefore, a vision of the world not as a static reality, but as a divergent becoming. The exercise of supervisory management must consider man as an element prone to innovation and transformation, dynamic, with the ability to transcend spaces and situations to promote harmonious contexts of coexistence when providing guidance.

Transformative supervisory management is required that addresses both the human side and those aspects of control, of a technical or administrative nature that, although important for the functioning of the system, can in no way repre-

sent the sole objective of another management, a different management and in line with the new trans-complex air that is breathed today. From this position, Freire points out (op. cit.) and notes that:

Management that does not transform itself in step with reality would not last, because it would not be innovative. Therefore, to the extent that it transforms itself, it can also be a force for transformation. However, for this to happen, its transformation must result from the metamorphosis experienced by the reality to which it is applied. (p. 98)

This transcomplex transformation must begin with the supervisory practice itself, thereby highlighting the need for a comprehensive managerial approach to foster meaningful and shared experiences. This approach, in our view, fosters greater communicative participation among the stakeholders involved in the decision-making system; consensual communication that works toward the integration and cohesion of transcomplex and indeterminate thinking, tolerance, and inquiry and research, before judgment or condemnation.

Supervision as a transcomplex function

The institutionalization of supervision has been carried out by assigning it as an inherent function to management positions in educational centers, and to certain specific positions within administrative entities: Regional Educational Service Units, Zonal District Units, and the central headquarters of the Ministry of Education itself. It can therefore be stated that supervisory management constitutes a function within an organizational structure and at all hierarchical levels of the education sector, and among its functions are: Thorough technical knowledge of the functions of those under their supervision and the needs and limitations of their staff.

Be motivated to perform successfully and effectively, where open dialogue is your strength.

You must create and offer a motivating workspace with enriching human interaction, fostering the productive integration of the team members and the organization in which they work.

Being able to detect, always and through various means, deficiencies and difficulties in personnel performance.

Offer solutions to performance problems, encourage the creation, adoption, and implementation of solutions by themselves or by individuals within the organization, and constructively support them in their implementation.

Train their supervisors in their different tasks to achieve superior performance, respecting the plurality of voices resulting from experience.

To identify the potential for development and superior performance in each of their supervised employees, and to stimulate and prepare them for the practical expression of that potential.

To assess, in a diagnostic, evaluative, and developmental manner, the performance of everyone under his or her supervision, on an ongoing and systematic basis, and of himself or herself.

Communicate, accurately, and constructively everything important to provide your supervisors with timely and complete information and the best possible job training.

Promote and ensure that those under their supervision are motivated to work, take responsibility, foster a sense of need for continuous improvement, be proactive, adapt to changes, and have the ability to react and respond positively and innovatively.

Supervision as a trans-epistemological discipline

Given its significance and specificity, supervisory action requires professional personnel specifically trained to perform the various tasks and activities it encompasses with integrity and to apply the various techniques and instruments it uses. It is deemed necessary to reestablish professional areas within the teaching profession and career, with equal prerogatives to other areas, including: Teaching (classroom), Administration (office), and research. Being a unique activity entirely distinct from the others, it must be established as a specialized professional activity, which can be carried out only by competent, adequately trained personnel who have the opportunity to work at different levels within the administrative structure of the Ministry of People's Power for Education in all its modalities; that is, who can develop a career path, for which they must be trained.

Trans-epistemic specialization is advocated. Managers are transformed through formal, serious, and reliable programs that guarantee solid professional training to dedicate themselves to a vocation and solvency in such a transcendent activity.

López (2009) proposes that it is necessary to guarantee that the personnel are trained in these Programs to ensure their security in performing in the position for which they were trained. This requirement must also be accompanied by the corresponding incentives and benefits for at least five years to observe continuity.

In parallel with these mechanisms that define a profession-

al specialty within the teaching career, designing and implementing mechanisms for evaluating performance and work behavior for promotion purposes is necessary. Therefore, a real and valid presentation is necessary for supervisory management to endure.

Methodical about where and how I navigated

The entire discourse preceding this dissertation latently explained the expeditionary route and how to navigate it. However, in compliance with the formalities and academic rigor of the University, in the following lines, I explain, with the strictness of the research protocol, the methodological path of this argumentative expedition.

By all the development exposed that occupies my production, as of its theoretical referential framework, my location in the qualitative paradigm is evident, much more, if I take into account that this reality described here was observed spatially, as author of the educational task with supervisory functions, reason why it was not objectified. However, I was constructing it discursively, from a world of life that the reflexive textuality highlights with all the methodological rigor.

The intentionality of my investigative steps could be explained from the rigor of the method, a word that comes from two Greek roots: "Meta" and "Odos", which translate these as movement and path to follow, respectively; consequently, with the method I was indicating my movements that traced the route to follow, and that was what I did, indicating the coordinates that allowed me to achieve my purposes in this dissertation. From coherent and valid arguments, I hope to shed light on the effects of demonstrating that where and how I went were perfectly consistent with my discursive expedition towards managerial management. Transforming the teaching practice with supervisory functions from a trans-complex polyphonic relationship.

In that sense, I begin by announcing that I navigate through reflective argumentation from the written text. I took the path of life within them; life as an inferential expression in dialogue with the authors, also known as the transepistemic path. Gimeno and Pérez (2005), Argumentative reflection is the knowledge necessary for revising our way of life, since, according to him, the problem of the world is the problem of the meaning of the world, and of the person who acts within it, because one is lost in a context when one forgets to destroy in order to reconstruct the meaning of existence. His very word indicated to me the navigation chart in this travel log.

In this unique process of producing theories while navigating, I fostered a dialogue with each text and author to analyze them and grasp their essences. To do this, I placed in parentheses (epojé) everything that referred to the elements of ontic nature. In this direction, I took the latent and patent meanings of the written discourse in each of the authors selected as theoretical references, moving from a literal description to an internal perspective, subsequently allowing for a process of argumentative production. I attempted to phenomenologically establish forms of reading that allowed me to read the text in the sense that it reflected and compelled from a transcomplex, transformative vision.

This allowed us to go beyond the praxis of a mere formal description of what the text said or the ideas it expressed. As a researcher, I sought to see how these ideas manifested in my own living spaces or those of others, who, in the first instance, are the people to whom this expedition, called the argumentative essay, was addressed. Consequently, the aim was to phenomenalyze the text and realities to construct an aesthetic of managerial management that transforms the teaching practice with supervisory functions from a transcomplex polyphonic relationship.

Supervising from a polyphonic dialogical perspective

Throughout history, management has been considered the guiding principle of all development and social transformation. Through the guidance process, key values are transmitted, and the preservation of cultural and civic identity is guaranteed; it is the fundamental basis for developing the human resources necessary for the nation's social, economic, and technological development. As a fundamental part of this process, management becomes the place for acquiring and disseminating relevant knowledge and the means for disseminating productive capacities.

Within this context, supervisory management became a practice carried out by a controlling subject and leader of the educational policies designed by the State for the preservation of order and compliance with current legal regulations. This situation has continued to this day despite the initiatives for change that have been subsequently enacted in the educational system. Morín (2000) establishes that:

Understanding neither excuses nor accuses asks us to avoid peremptory, irremediable condemnation, as if we had never known weakness or made mistakes. If we know how to understand before condemning, we will be on the path to humanizing human relationships. (p. 50)

A supervisory practice that utilizes empathy as a way to understand and position oneself in the other's shoes; ultimately, it involves putting into practice a set of considerations that demonstrate acceptance of the knowledge and feelings of others and that make it possible to reaffirm the commitment to the expectations of social transformation expressed by all those involved in the educational process. This, then, promotes, on the one hand, a lack of individual ideas in management and, for example, fosters a type of supervision with the same characteristics that have distinguished it since the era of industrialization, which approaches institutions with the firm purpose of monitoring or controlling compliance with administrative requirements and guaranteeing the State's compliance with all provisions issued on the matter in question.

Supervisory management, seen from a transcomplex approach (Pacheco, 2020) through a system of interactions, both personal and institutional, is a field that presents a broad spectrum of sounds that could, of course, point to new winds, new ideas, new discourses that provide, perhaps, changes, not only in decision-making, but also in transformed managerial practices, and whoever says no, new paths emerge in which to move towards a better dogmatic approach.

In this sense, today's transcomplex, transdisciplinary, and ever-changing society increasingly demands that supervisory managers modernize and innovate their organization and operations. Supervisors, as the primary figure within intervention management, are the presenters of educational teams, fostering spaces for participation and valuing the role of staff and the actors responsible for triggering processes to improve the quality of education. Therefore, their functions must be consistent with changes in the current education system so they can perform quality management work.

Within this framework, De la Torre (2008) defines supervisory management as... "the specific organizational function of today's society (...) It is management that largely counts in our time as the most extraordinary social phenomenon" (p. 98). This is a crucial tool for optimizing administration and providing the necessary elements to achieve high levels of quality in modern organizations.

Therefore, supervisory management urgently needs to change its way of acting and thus demonstrate that management is not simply a decision-making activity by the powerful over the oppressed, but instead that a consensus relationship must be developed between all the agents involved in this universe of instruction. It is essential to change how we act and think about how to view supervisory management

from a single perspective. transcomplex polyphonic. In relation, Bakhtin (2005) opines:

The plurality of independent and unmistakable voices and consciousnesses, the authentic polyphony of autonomous voices, is, in fact, the principal characteristic of Dostoevsky's novels. In his works, the plurality of characters and destinies does not unfold within a single objective world in the light of the author's unitary consciousness; instead, the plurality of autonomous consciousnesses is precisely combined with their corresponding worlds, forming the unity of a given event and preserving its unmistakable character. (p. 15)

Polyphony semantically implies not only the variety or plurality of tones—voices—but also the importance of the interplay that is executed in the formation of these sounds, the harmony that must be witnessed, or better, aesthetically enjoyed, when they complement each other.

The linguistic aspects outlined allow us to elucidate that the argument of authority can use the concept of polyphony to show the diverse speakers directly inserted into language and speech when managing. When using these conceptions, these considerations will serve as principles for a transcomplex and transformative vision manager to study irony from the polyphonic perspective in discourse in a coherent and more general manner when exchanging experiences. In educational supervision, the term polyphony can also be contextualized; language allows this to be done at the level of all human activity, and the manager's gaze should be directed towards it—Transformer of teaching with supervisory functions from a transcomplex polyphonic relationship.

This is why supervision, as part of meaningful supervisory management, must be harmonious and dialogical to address the construction of meanings that transcend the individual to the collective and the social processes of dialogic interaction. In this regard, Freire and Morín (op. cit.) assert that dialogue is not confined within four walls but rather encompasses the entire teaching and learning community, including all those who make life within an institution; all of them influence management (Director, Coordinator, Classroom Teacher, etc.) and must link everyone, where what has been jointly planned is evident.

Thus, polyphonic dialogue (Rodríguez & Jiménez, 2021; Vega, 2023) in this context will be understood as an interactive process mediated by language, conceptualized according to Echeverría (2003), in a medium that, above all, makes human beings the particular type of beings that they are, that is, linguistic beings, beings that live in language; therefore, and according to the author in reference, language is the key to understanding human phenomena.

In this sense, the interactive supervision process is based on language; therefore, it must be carried out in an open, dialogic, and polyphonic stance of trust and coexistence, allowing the supervisory management process actors to sustain actual encounters of experiences and the construction of knowledge. Freire and Morín (Ob. cit.) refer that dialogicity is an indispensable condition for knowledge; in this way, polyphonic dialogue is an instrument to organize and impart this knowledge and implies a critical stance and a concern for understanding the reasoning that mediates between these actors. Aspects that fundamentally constitute epistemological curiosity for the construction of knowledge within and outside of school.

From this perspective, it is important to highlight Gimeno and Pérez (2005) understanding that the social environment is crucial for management, and that it is derived from the integration of social and personal factors that surround the person who supervises. This author explains that the phenomenon of social activity helps reveal changes in consciousness and underpins a psychological theory that unifies behavior and the mind; consequently, the social environment influences cognition through its language, cultural objects (contexts, emotions, levels of cognitive conceptualization, etc.), and social institutions and organizations.

The approach of Gimeno and Perez (ob.cit.) described above expands Freire's position (ob.cit. by exposing the importance of developing communicative skills that occur in managerial, practical, or other contexts of daily life, to cognitively generate in managers from a supervision focused on significant orientations and polyphonic dialogics. Therefore, cognitive change results from using the orientations through social interrelation to internalize and mentally transform them from a dynamic and participatory action.

The author's position exemplifies polyphonic dialectical constructivism that can be used positively during supervisory management. It emphasizes the interaction between individuals and their environment through the importance of their active, critical, and reflective trans-complex participation.

The actions that the supervisor, as manager, promotes in and with the subjects toward others will be reoriented by the definitions and redefinitions made to each of the objects found in the environment, simultaneously fostering a shared interaction between the subjects involved in these actions. Thus, to generate a significant and dialogic polyphonic transformation in the supervisor, the supervisor must ensure that their staff understand and interpret what is in their context, based on what is meaningful to them, in order to achieve

their action and transform the environment they are part of when providing guidelines.

The teacher with supervisory functions must promote effective communicative action to achieve meaningful and dialogic supervisory management.

In this communicative action, García (2007) demonstrates that commitment is implicit between the parties (the one who guides and the one being guided). Commitment in supervisory management consists of a “we”, regardless of the place, time, or differences. In this call to share existence, vitality is put into tension to become the commitment that entails sharing in maintaining a single management style, on which personal knowledge largely depends.

In order to improve and promote quality supervision in the knowledge society, it is important to mention some aspects whose relevance is evidenced by the approaches previously issued, which highlight the quality of management, processes of change and transformation, links between instruction and society, strengthening of moral, ethical, political, cognitive and trans-epistemological aspects that make it possible to address different managerial problems, such as the specific case of educational supervision in Venezuela.

Therefore, as a teacher with supervisory functions, the priority objective in the comprehensive, moral, social-affective, ethical-cognitive and cultural training of the manager that he trains, consists of addressing these orientations from a multidimensional and instructive focus that encourages the search for alternative solutions to his environment and professional work, oriented towards the exploration of challenges in a multidimensional and transformative way that cause a profound impact wherever the functions and areas of organizational supervision are developed within the educational system.

In this sense, commitment is shaped by the communicative actions established between the child and his or her environment in a polyphonic dialogic manner, as long as these actions are meaningful within this training process. To this end, the supervising manager must ensure that this action is carried out, proposing a joint and consensual action among all the interacting agents, from a dialogical, humanistic, and loving perspective.

Supervision as a transformational method

The fulfillment of supervisory functions, López (ob. cit), emphasizes that their execution requires systematic and scientific work, free from empiricism and improvisation. Technically executed supervision requires a working method or

an appropriate methodical sequence. However, it is not only a matter of gathering information and converting it into alternative solutions; it is also a matter of providing advice to those involved in management so that they can positively participate in the better use of the management service, as a transformational method.

The integration between those involved “is not a situation to be resolved ultimately by the supervisor, but rather a link between actors, whether the director, coordinators, or teachers in general”, Echeverría (2003). Within his approaches, the supervisors are links that will channel the action of linking and bringing the communities closer to the school’s activities and vice versa.

On the other hand; the Bolivarian National Curriculum (2020) indicates that Supervision must focus on a historical social context, supported by a model that depends on knowledge, values, beliefs, customs, patterns of conduct from a human perspective; as an educational project concretized in the transpedagogical managerial field, it expresses a trans-complex series of processes in which various factors intervene that are dialectically related (social agents, technical elements, teachers, and institutions). It is in the dynamics of those relationships on which its development is based..

Conclusions

From a transformative and trans-complex perspective, the role of the supervising manager requires ongoing reflection on how to guide and engage with the teaching staff. These educators need support from leaders who are open to their diverse needs and potential. Supervising managers are called to adopt a humanistic and reflective approach to their work, recognizing the transformative power of educational leadership. This involves understanding the connection between guiding, evaluating, and fostering the human element in education. Managers are expected to embrace their multiple roles—educational, administrative, social, and research-oriented—while maintaining a deep commitment to the teaching profession. Their primary responsibility is to inspire and support their colleagues with empathy, charisma, and dedication. Supervisory leadership should aim to transform teaching practices through a polyphonic and emotionally intelligent relationship that encourages autonomy, dialogue, and mutual respect. Ultimately, supervising managers must adopt a critical and reflective mindset, ensuring consistency between their words and actions and acknowledging both their knowledge and limitations. Such an approach is essential to providing an educational environment that meets the needs of teachers and

aligns with the broader educational context of the country.

References

- Afota, M.-C., Provost, Y., Léon, E., & Ollier-Malaterre, A. (2024). Changes in belongingness, meaningful work, and emotional exhaustion among new high-intensity telecommuters: Insights from pandemic remote workers. *Journal of Occupational and Organizational Psychology*, 97(3), 817–840. <https://doi.org/10.1111/joop.12494>
- Coutu, D. (2002). How resilience works. *Harvard Business Review*, 80(5), 46–55. <https://hbr.org/2002/05/how-resilience-works>
- Deal, T. E., & Kennedy, A. A. (2021). *Corporate cultures: The rites and rituals of corporate life* (3rd ed.). Basic Books. <https://archive.org/details/corporateculture-0000deal>
- Duchek, S. (2019). Organizational resilience: A capability-based conceptualization. *Business Research*, 13, 215–246. <https://doi.org/10.1007/s40685-019-0085-7>
- Elgamal, M. A. (2018). Dynamic organizational capabilities: The joint effect of agility, resilience, and empowerment. *Journal of Human Resource Management*, 6(2), 44–55. <https://doi.org/10.11648/j.jhrm.20180602.11>
- Espino, D. (2023). El desarrollo organizacional en los tiempos de la post pandemia. *Cuadernos Nacionales*, 33, 49–60. <https://doi.org/10.48204/j.cnacionales.n33.a4161>
- Georgescu, I., Bocean, C. G., Vărzaru, A. A., Rotea, C. C., Mangra, M. G., & Mangra, G. I. (2024). Enhancing organizational resilience: The transformative influence of strategic human resource management practices and organizational culture. *Sustainability*, 16(10), 4315. <https://doi.org/10.3390/su16104315>
- Herzberg, F. (1966). *Work and the nature of man*. World Publishing Company. <https://archive.org/details/worknatureofman00herz>
- Ince, H., Imamoglu, S. Z., Karakose, M., & Turkcan, H. (2017). Strategic planning and resilience in organizations: A conceptual model. *Journal of Business Strategy*, 38(3), 12–21. <https://doi.org/10.1108/JBS-10-2016-0123>
- Maslow, A. H. (1989). *Motivación y personalidad* (3.^a ed.). Harper & Row.
- Morales, S., & Morales, O. (2024). La cultura organizacional en el teletrabajo pospandemia. *Revista Internacional de Organizaciones*, 33, 123–144. <https://doi.org/10.17345/rio33.440>
- Pettersen, A., & Schulman, D. (2019). Dynamic adaptation in times of crisis. *Journal of Organizational Change Management*, 32(5), 729–747. <https://doi.org/10.1108/JOCM-11-2018-0321>
- Rodríguez-Newbound, C. E. (2023). *Cultura organizacional, bienestar laboral y postpandemia: Poder Judicial Fuego 2023* [Tesis de maestría, Universidad de Ciencias Empresariales y Sociales]. Repositorio UCES. https://dspace.uces.edu.ar/jspui/bitstream/123456789/6811/1/Cultura_Rodr%C3%ADguez-Newbound.pdf
- Schein, E. H., & Schein, P. A. (2017). *Organizational culture and leadership* (5.^a ed.). Wiley. <https://www.wiley.com/en-us/Organizational+Culture+and+Leadership%2C+-5th+Edition-p-9781119212041>
- Suryaningtyas, D., Sudiro, A., Troena, E., & Irawanto, D. (2019). Organizational resilience: As mediating effect of organizational culture and organizational performance. In *Proceedings of the 1st International Conference on Economics, Business, Entrepreneurship, and Finance (ICEBEF 2018)*. <https://doi.org/10.4108/cai.6-12-2018.2286329>
- Trompenaars, F. (2020). *Riding the waves of culture: Understanding diversity in global business* (4th ed.). McGraw-Hill.
- Varela, I. A., Mendoza, J., & Morán, A. J. (2021). La adaptación organizacional mediante resiliencia basada en planeación estratégica y cultura de empoderamiento ante el Covid-19. *Visión Tecnológica*, 7(1), 84–102. <https://doi.org/10.29105/vtga.7.1-84>

Conflicts of interest

The authors declare that they have no conflicts of interest.

Author contributions

Conceptualization: Araujo, C. A. **Data curation:** Araujo, C. A., & Duarte, A. **Formal analysis:** Araujo, C. A., & Duarte, A. **Research:** Araujo, C. A., & Duarte, A. **Methodology:** Araujo, C. A., & Duarte, A. **Supervision:** Araujo, C. A., & Duarte, A. **Validation:** Araujo, C. A., & Duarte, A. **Visualization:** Araujo, C. A., & Duarte, A. **Writing the original draft:** Duarte, A. **Writing, review and editing:** Araujo, C. A., & Duarte, A.

Data availability statement

Not applicable.

Statement on the use of AI

The authors acknowledge the use of generative AI and AI-assisted technologies to improve the readability and clarity of the article.

Disclaimer/Editor's note

The statements, opinions, and data contained in all publications are solely those of the individual authors and contributors and not of Journal of Management and Human Resources.

Journal of Management and Human Resources and/or the editors disclaim any responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products mentioned in the content.

