

Academic Strategy in the Administration Course on Solid Waste Reuse: Know-How Experience

Estratégia Acadêmica no Curso de Administração em Reuso de Resíduos Sólidos: Experiência do Fazer-Saber

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Abstract

The expectations of students in the digital era of the Business Administration course and the concern with the preservation of the environment demand new performances from professors. The complexity of the problem provokes strong reflection on the teachers' role. This study proposes the re-thinking of sustainable pedagogical practices anchored on a vast theoretical referential, articulated with the active teaching-learning methodology based on problems and projects. It describes the strategy of this method in an experience carried out in a higher education public institution, with the creation of a fictitious enterprise "PuffPet University Industry" by students, with the reuse of *pet* (plastic soda) bottles, in puff. Student-managers from the university industry formed an innovative ecosystem, learned to learn, to live together, and to integrate people using management technologies, sharing the knowledge of this production. This space of circular creation and academic production was achieved by the support of faculty members in the process of observation and listening to students' desires, in the mediation of the learning process, which requires the appreciation of the subjects, their autonomy and respect for the environment. It encouraged students to play a leading role in their history, in the stake of emancipation, by becoming transformative entrepreneurial professionals in society, as environmental agents responsible for their actions.

Keywords: management, sustainability, solid waste reuse, academy

Resumo

As expectativas dos estudantes da era digital do curso de Administração e a preocupação com a preservação do meio ambiente exigem novas performances de docentes. A complexidade do problema provoca forte reflexão do papel do professor. Este estudo propõe repensar práticas pedagógicas com sustentabilidade ancoradas em vasto referencial teórico articulada com a metodologia ativa de ensino-aprendizagem baseada em problemas e projetos. Descreve a estratégia desse método em experiência realizada na instituição pública de ensino superior, com a criação da empresa fictícia "PuffPet Indústria Universitária" pelos acadêmicos, com o reuso de garrafas do tipo pet, em puff. Os gestores-estudantes da indústria universitária formaram um ecossistema inovador, aprenderam a aprender, a conviver juntos, a integrar pessoas com uso de tecnologias de gestão, compartilhando o conhecimento dessa produção. Esse espaço de criação circular e produção acadêmica foi alcançado pela atuação docente no processo de observação e escuta dos anseios discentes, na mediação do processo de aprendizagem que requer a valorização do sujeito, sua autonomia e o respeito ao meio ambiente. Resultou em impulsionar o discente a protagonizar a sua história, na aposta de se emancipar, tornando-se profissional empreendedor transformador da sociedade como agente ambiental responsável por suas ações.

Palavras-chave: administração, sustentabilidade, reuso de resíduos sólidos, academia

The digital era of information and communication technology (ICT), are expressions used to assign cybernetic technological advances, from the Fourth Industrial Revolution with the use of computers, internet in corporations, in the digitalization and interdependence of individual processes, with fast and efficient decisions. The 4,0 industry emerges with cyber physical systems, belonging to the cyberspace and the concrete world, through the internet of things, cloud computing, 3d printers and artificial intelligence. Intelligent and customized products are thought out, at low costs and short deadlines, forcing enterprises and governments to review manufacturing and management methods in order to preserve the quality of life on the planet. Thus, technology and sustainability are emerging themes highlighted in the political agenda of most of the world powers, in the process of social inclusion, respect to diversity, and mainly the socio-environmental commitment to ensure the environmental preservation for future generations.

The administration undergraduate degree student, tuned and connected, demands a differentiated performance to learn, to understand and unlearn. It is not enough to be a spectator of the world; it is imperative to engage in socio-environmental issues.

The current market dynamic was considered, with an unemployment rate in Brazil, according to the Brasil, Agência IBGE (2019), of 13.5 million of Brazilians, in March 2017, showing the highest unemployment rate since 2012, stated the Brasil Econômico (2019). In relation to the quarter of December 2018 and February 2019, the unemployment rate fell to (12.4%) and in the quarter, ending in May 2019 the unemployment rate was 12.3%. The fall continued with the unemployment rate in Brazil in the quarter ending in September (11.8%) with the federal government's incessant demand to encourage entrepreneurial vision and strengthen the economy to generate new jobs. In this trail there is still evidence of the difficulty of higher education graduates to engage themselves professionally in large corporations, especially the transnational ones, motivated by numerous variables particularly excellence in education (Brasil, Agência IBGE (2019)).

The country's reconstruction policy in 2019 reduced the offer of vacancies in the public sector. The possible path tends to strengthen the intention to undertake, to be the boss, to set up one's own business, even with risks. However, these can be calculated and dimensioned, even if the high tax burden and social charges compete to hinder the birth and maintenance of the company prevail. Hence, the students' professionalization becomes the primary goal in higher education institutions encouraging them to undertake and innovate with sustainability.

The world of work has changed. The profile of the Administration professional also requires fast, consistent and significant changes, to manage these turmoil's in the corporate world. What are higher education institutions preparing these future professionals? For whom? Where are they leading? For which work market? For which business model? For which segment? Therefore, strategies and educational models must be analyzed and applied. Faced with this problem, the following question is asked: **Which is the appropriate teaching method to be applied in the Administration course?**

The dilemma in higher education institutions extends from their physical access infrastructure for all, their organizational dimension, and teachers' competence, all aligned with new technological advances, basic and complementary literature collection revitalization, and adequate training of support staff.

From this perspective, it requires continuous training of teaching staff in pedagogical praxis in an attempt to encourage new classroom experiences to develop academic meetings and processes to disseminate knowledge, given that only the teacher's academic title does not mean sharing knowledge with excellence in Business Administration.

In this way, we should seek alternatives that bring emotion, raise awareness, excite curiosity, awaken the students' desire to be "present" and open to new experiences, to work with cooperation and respect, not simply instigating critical thinking, but providing them moments of reflection so that they can change the reality in which they live. The awakening of conscious feeling thinking acting becomes urgent. The student needs conceptual tools, but above all to develop the socio-emotional competencies and skills that will ensure the full confrontation with the labor market.

Therefore, the Entrepreneurial Education method tends to reach the desires of students who claim for the applicability of theory, teaching/service. This report proposes a reflection on teaching and learning in a higher education context, in particular the Business Administration course of a Brazilian public university that had as reference an epistemology based and is inspired by active methodologies aimed at the adult learner autonomy, to be (co)responsible for their learning.

Following this path, the professor has a new role as work facilitator or supervisor and not only as a knowledge holder; instead, will his role be to make students reflect on their potentialities and reality. It seeks to articulate the theory and practice for decision-making and develop the learning process using real or simulated experiences, aiming to solve successfully challenges that come from essential activities of social practice, in different contexts (Berbel, 1998). Thereby, they will be prepared to face the challenges of working life in different contexts.

The path followed in this project, has been used in other experiences, which enabled teaching and learning where the teaching activity was not presented as a world view, underpinned in conventional rules, which could not be discovered by the student. On the contrary, it offered methodological conditions in which once their teacher persuaded students, they could organize themselves in another way, with formative experience, guided by other rules.

To elucidate this dilemma, Gottschalk (2007, 2013) and reveals that Dewey's pragmatism in learning by doing, inaugurates empiricism, which takes into "consideration praxis, that is, the idea that everything must be taught according to its use and its function in life. Knowledge is considered real if it is useful if it solves problems faced by man". (Gottschalk, 2007).

The pillars of the Federal University of Mato Grosso (UFMT), created in 1970, are based on plurality, inclusion, and democracy for responsible citizenship. It strives for constant dialogue, among the actors involved, in

the reconciliation of teaching, research, and extension. Therefore, it allows teachers to seek alternative ways for the emergence of sensitive people, respectful of diversity, with strength and ideals to change the future.

The undergraduate degree in Business Administration, from the School of Business Administration and Accounting of this public federal university, has officially completed 45 years and is recognized by the Decree-Law 82.737 on November 1978. The pioneers started the Business Administration program in 1975 and graduated in January 1979.

Currently, 97% of the faculty of the Administration course hold PhDs and the remaining 3% have Masters and Specialist Degrees. It is a competent in Administration, which promises substantial changes in the academic world.

In this institutional framework, the elective discipline *Emerging Issues in Administration* offered to the students of the eighth term of the Administration course was the scene of new learning movements, focusing on innovative pedagogical practices, knowledge, and good entrepreneurial education practice. Based on the *Ecolíder* Project, created in 2015, as an extension activity registered in the scope of Pro-Rector for Culture, Extension and Living (Procev) of the UFMT, to serve as a basis for the development of sustainable academic practices.

The *Ecolíder* project consists of teachers and students of the Administration course with the proposal of “spreading innovative consumption habits in a transdisciplinary way, as an act of citizenship and respect to the public, collectivity, and nature. It aims to mitigate the consumption of electricity and water, the adequate disposal of electrical and electronic material, solid wastes, in the intention to preserve a better world in which future generations will live”. The Project is multidisciplinary articulated with the Strategic Management Group, the Technology Research in Strategic Management and (Eco) innovation Group (Tecgesi), and partnerships with the Interdisciplinary Nucleus for Energy Planning Studies (Niepe), of the School of Economy, and the Permaculture and Bio construction (Lacan) Laboratory. It has already developed “garbage” collection actions of electrical electronic products, it has provided landscaping improvement of green areas and signaling for visually impaired persons inside the university, promoted lectures, workshops e discussions.

The present study is an action of the *Ecolíder* Project, for the development of the teachers’ competencies and abilities, in the administration field, through an entrepreneurial education technique, as a teaching method able to encourage creativity and develop learning through collective actions.

Thus, a set of five phases been has established to promote a creative space. In the conception of this scenario, thematic axes guided the learning process: 1) Readings and discussions of articles and books. 2) Creation of *WhatsApp and e-mail* groups, mechanisms of permanent communication to spread emerging issues. 3) Use of mobile phones in the classroom to research themes under discussion, as well as promoting *feedback*, integration of information, and communication with the group. 4) A round of discussions on the emerging themes. 5) Challenge as an opportunity for the construction of an enterprise applying knowledge of practices in Administration.

To meet the fifth challenge of creating an enterprise, mobile phones and the internet were also used to research texts and videos, serving as an inspiration. One of the videos about puff’s production, through *pet* bottles,

caught the student's attention because of the simplicity of the product, ease to perform, reuse of solid materials (plastic bottles), and then ensuring that sustainability would enable social inclusion. It would be a great chance to experience the knowledge learned in the Administration course. Although the puff production technique is known and widespread through video, they could innovate the product's shape, or the use of other materials for decoration, as well as sharing this knowledge through workshops.

With this view, which provides a technique of the teaching method by knowing-how-to-do, the PuffPet University-Industry was born, organized and managed by the eighth term students of the Administration course, with teacher guidance.

Theoretical Referential

The active methodologies in education contribute to rethinking the teaching-learning process, mainly in the higher-level courses with an emphasis on the health area. It began in 2001 with the National Curricular Guidelines (DCN's) of the Nursing course. The Medicine course with Resolution nº 3, de 06/20/2014, published in this regard, in the Union Official Journal (DOU), on 06/23/2014. In addition, later, the Pharmacy course with the opinion fully approved by the National Council of Education (CNE) published in the DOU on 08/10/2017, determining the use of active methodologies in the teaching-learning process.

The use of active methodologies is found not only on solving problems but also on promoting the students' autonomy to think critically and allow their conscious decision-making in their role, using real or even simulated experiences, in a way that put them in "check" to face challenges and solve real problems Berbel (2011). According MITRI (2008), this pedagogical conception is based on the increase of the teacher's ability to participate as an agent of social change, during the process and to detect real problems and search for original solutions.

In order to corroborate with this proposal, we have the theoretical presupposition in the methodological perspective of hands-on learning in Dewey's conception (1859-1952). The pedagogical discourse renews the classic terminologies, reformulates some expressions, and precedes the formulation of the concept and principle. This path is built on empirical experience or even on the interaction between both. To better understand the theoretical basis of the pedagogical proposal of the hands-on learning inspired by Dewey, it is noteworthy to return to the concept of pragmatism as a philosophy of life.

Pragmatism was developed in the nineteenth century by a group of North American philosophers in Cambridge, Massachusetts, formulated by Charles Sanders Peirce (1839-1914) (Peirce, 1998). It maintains that the meaning of a concept (a word, a sentence, a text, or a discourse) consists of conceivable practical consequences of its application. It considers that it is necessary to understand that learning, even in higher education, which does not have any relationship with the experience, is deprived of sense, since it is not possible because it is not possible to teach at one time and live at another. Life-experience and learning are one. Therefore, the educational institution's duties are to enable permanent reconstruction through experience.

In this direction, the German philosopher, Immanuel Kant (1724-1804) stated that, if on the one hand, all the experience without the shape of the concept is blind; the concept without the context of experience is empty

(Biasotto, 2018). This view is supported by Dewey who seeks to materialize in a social-democratic ideal that resorts to education as a phenomenon of extreme and real meaning in the sense of providing school as a democratic space for the different social classes. Adopting the methodology grounded on the interest and experience of the student may guarantee the perpetuation of cooperative, social values, since each student should be enriched with the others' experience, entering a pedagogical relationship of mutual help.

The educational principle is to see that all knowledge being learned be turned into practice. Thus, Dewey (1959b) proposes an education whose method takes into account the experience of each individual, not as the subject's isolated activity with the world, but that this one be integrated with the other subjects in the process.

Education for Dewey, according to Ozmon & Craver (2004) is a "process through which a culture is spread from generation to generation, happening by means of the communication of habits, activities, thoughts, and feelings from the older members of a culture to the younger ones". It is for this reason that education should take new flights, becoming a part of daily living. Lesson plans should be organized according to the students' needs, reconciled to the wants and needs of the work world, respecting the environment.

Therefore, one could show that university education should foster initiative, promoting means for the production and exploitation of interests, identifying real problems, to provide a creative environment full of opportunities for the student's ever-present interest in learning.

It is highlighted here, however, that education for Dewey (1959c) is not only to integrate the students in society but give him knowledge and competencies which would allow their participation to change society. Thus, knowledge comes from experience and demands an activity, a pedagogical action, generating a kind of learning that according to him has meaning only if it is useful for the student who can see its concrete application in real life.

In the face of the new initiative, that we gave the students of the Business Administration course the possibility to use technology to seek inspiration on how to conceive an enterprise. In order to integrate ecosystems and to associating the theory acquired in the course and the practice activities that must be carried out with social and environmental responsibility, ethically correct in the innovative process of solid waste management and value addition.

According to Mitri (2008), active methodology has enabled the articulation between the university, the service, and the community to provide a consistent reading and to bring intervention into reality, giving value to all the actors in the collective construction process with their different knowledge, promoting freedom in the process of thinking and working as a team.

In Dewey's perspective, Dewey (1959a) "it is during the lesson that one can be closer to a student". There, it concentrates the possibilities to guide the students' activity and awaken the desire for information, influence the language and reading habit and guide them in daily observation of their reality, identifying problems to propose solutions. He also states that the interaction process constitutes the structure of experience because all creatures that are awake maintain constant interaction with their environment. There is involvement, according to Dewey

(1959a) of “giving and receiving, of acting on surrounding objects and receiving some action back from them – impressions, stimuli, and curiosity is the sum of all these trends directed outward”.

States that Baloi (2012), according to Dewey, teaching and learning are based on understanding, in which learning is dynamically engendered by interlaced knowledge and experience, far from the predictability of former ideas. So students and teachers, holders of their own life history, meet and take advantage of the rich experience of the process, everybody can learn and teach.

In the Dewey vision, the use of problematization in teaching-learning has real meaning so that significant knowledge can happen, since learning is developed through pedagogical experiences lived by the students, in a process that amplifies the technique, the thought process, by placing themselves as the main actors in the teaching-learning process. Thus, based on the principle that students learn better by doing tasks related to content taught in a way that they are stimulated to experience and think by themselves, the learning process materializes.

To mobilize the pedagogical action, in Baloi (2012), the teacher should present the syllabus with questions or problems and never give answers, ready solutions, concepts and definitions beforehand. The students should be encouraged to reason, to construct their concepts and then compare them with systematized knowledge. The teacher should act as a facilitator in the learning process, a development supporter of the critical, creative spirit, and a constant motivator in the reconstruction of experience, reinforced by modern didactics and the National Curriculum Guidelines (DCN).

The problematization is focused on Berbel (1998) because it aims at mobilizing the students’ social, political and ethic potential to act politically, as citizens and professionals in training, as socio-environmental agents who participate in the construction of history in their own time, even if in small dimension. It is a collaborative and contextual pedagogical proposal focusing on unveiling reality and changing it, because there is a political intentionality in the act of educating. It instigates and contributes to the change of mentality, requiring from all the students (socioenvironmental agents) involved in this educational process the reevaluation of their roles re-signifying, collectively the learning process. Thus, the educational methodology promoter of the problematization proposes to enable the construction of the students’ cognitive structure to solve problems with specific themes, related to the teaching topics in their profession, through project elaboration, which tends to solve these problems.

Therefore, Mitri (2008) determine that education focused on emerging social relationships in the future must be able to trigger the view of the whole, of a network, of interdisciplinary and interdependence — which must be taken seriously, especially in an emergency context of new complexity referential, of systemic thought and ecology (of knowledge).

In Dewey’s perspective Dewey (1959b), there is no other way out for issues that concern education rather than the adoption of an educational revolution that takes into account the human experience accomplished as a product of action. As a result, we consider that life is nothing more than one fabric made of all kinds of experience, or of a long learning process since we cannot live without being constantly doing and reconstructing the experiential field. By perceiving more sharply these meanings we enable ourselves to better conduct the Business

Administration course through our future experiences. We live, experience, and learn at the same time! This is the transformation process of the social fabric.

Methodology

According to Thomas Kuhn's perception (Kuhn, 1962) the theories accepted by the scientific community are those that align with the paradigms of their historical moment. Kuhn describes paradigms as a set of conceptual models a community agrees upon and maintains group cohesion. The rebellious mind provokes revolutions, with the probability of great advances; it is in this line that this study is construct.

There is a distinction, according to Biancolino, Kniess, Maccari & Rabechini Jr. (2012) between the "professional work and research method (applied or theoretical) and the method used for presenting the results, in any area of knowledge". These authors conducted in this line, a protocol of professional purposes for the elaboration of a technical report, of practical application, but with the rigor of scientific research.

The administration field, in this context for Biancolino et al. (2012), "is by nature, of applied goal, since it involves studies directed to the best functioning of the organizations". Hence, this teaching method experience of the application is presented, as a good practice of entrepreneurial education, in the subject *Emerging Topics in Administration*, for students of the Business Administration course of a Federal public university.

This essay in the modality of the technical report has as a final aim to describe the technique used of a teaching-learning method, which stimulates the practice of Projects developed by the students, through the implantation of the *Ecolider* Project, in order to aggregate contributive value for students and teachers that simultaneously teach and learn. Also, a contribution to the science of Administration as a demonstration of a good educational entrepreneurial practice in the learning process, focusing on the new profile of professionals with a degree in Business Administration.

The first step was to listen and notice the students' desires and they requested the use of technology, practical activities. They highlighted that the theoretical classes were tiring and that they were finishing their course and wanted something different that could effectively concert with their professional formation. Therefore, the teacher's first step after the observation and sensitivity was to, with the students; identify how the learning process of direct and collective participation in learning construction would occur.

The Syllabus of the elective subject *Emerging Topics in Administration* was presented to the students who were enrolled, showing 64 class hours, established in the Pedagogical Project of the Administration course. The syllabus, as defined by the course, offered a possibility of innovation and adaptation of the context. Hence, there would be 30 class hours of theoretical activities and 34 class hours of practical activities, contemplating the students' aspirations.

The 30 class hours consisted of the current scenario design in a dialogical way, in a conversation circle about the book "*Mindset: the new psychology of success*", by Dweck (2006). The book refers to a mental model that is adequate to face challenges. Other books were presented, read, and reviewed: "*The creative idleness*", by Di Masi (2000) and "*Liquid Modernity*", by Bauman (2000). The theme was discussed in the classroom, emphasizing

creativity, resilience, and sustainability aspects for future generations, with video presentations. In addition, more, the students could access the videos from their mobile phones during the class, and for better understanding, they could review the content at home. In this sense, the classroom knowledge invaded their lives and became part of them because they discussed it in the group chat on the mobile phone after the class in other periods and even on the weekends. Distinct materials brought by the students were incorporated, enriching the learning process. Discussions about organizational ambidexterity, the disposition of an organization to align its internal capacity to adjust to the pressures in a competitive world were conducted. Management tools were resubmitted, PDCA, 5w2h, *Design Thinking*, Students canvassed among other management technologies to revisit the content in Business Administration.

In the second stage of the course, the proposed challenge was the creation of an enterprise, which could apply techniques, management concepts, and technologies. They would be free to inspire themselves, through *benchmarking*. The internet and mobile phones were allies in this process, as well as viewing their reality.

They perceived that the plastic bottles were spreading all over the Wetlands of Mato Grosso, the ecological sanctuary of humanity. Videos and texts were researched, and information was exchanged among them to set up the business. In the turmoil of ideas, the PuffPet University-Industry was born. The organization of teams was according to the skill of each participant in the areas of marketing, processes, production, finances, and people management. They created a logo, defined the organizational structure, organizational chart, function chart, the production flow of the puff product.

The students developed the prototype using as input plastic soda (*pet*) bottles, cardboards, and fabric patchwork, also used glue, tape, scissors, and a stylus.

The experience of administering the production started with planning. They opted for cell production, more collaboratively. The culture of Mato Grosso appeared in the prototype production, with the choice of fabrics, giving preference to regional reasons. Figures 1, 2, 3, 4 and 5, show the production process from its logo to the final product - Puff.

Figure 1

Logo Produced by the Students of the Marketing Team Enrolled in the Subject 'Emerging Topics' in Administration of the Business Administration Course of the FACC/UFMT.



Figure 2*Collaborative Production process of the Puff prototype***Figure 3***Production process using pet bottles***Figure 4**

Demonstration of the Puff (Bottom) Prototype, Produced by the Students of the PUFFPET University Industry of the Business Administration Course/FACC-UFMT

**Figure 5**

Demonstration of the Puff (Front) Prototype, Produced by the Students of PUFFPET University Industry of the Business Administration Course/FACC-UFMT



Analyses and Result

In the face of the audience's requests and the mobile phone as an extension of the students' hand with easy access to the internet, it was possible to channel this energy for a common purpose, accepted by the group. Observation and direct research on the internet were used, in a playful way in order to arouse curiosity and stimulate students to discover other paths to achieve their goals.

The review of management technologies in Administration was essential to learn, relearn, and unlearn some behaviors that were inadequate to the new reality.

The teacher's biggest dilemma was to retain the students' attention. The technique used was empathy, to put yourself in the place of the other, participating in the learning process along with the students, and "leaving the scene", for the students to be the protagonists of the class. As the teacher gave way to discoveries, the growth of all the students occurred immediately, eager to learn, interested in the theme proposed, committed to a goal, and eager to conquer it, because they were (co)responsible for the process.

After getting the students engaged in the challenging proposal, a new dilemma appeared, translated by the fear of not being able to perform the task. This was expressed by mentioning the short time frame and the fact that they had never done anything similar, that it was an unknown world. The empathy technique was reinforced with motivational encouragement and respect for the individual, his/her potentiality and competence. Bonds of trust are formed at this moment for a collective construction, guided by the facilitator present in this trajectory.

Learning was collective, collaborative, and innovative, responding to the students' desires and demands, seeking new pedagogical ways to solve the problem. The PuffPet University-Industry was the learning stage for management technologies, but mainly for helping to prepare them for life, to be good, competent, incorruptible, brave, ethical professionals and citizens in any circumstance, ready to face challenges.

In this perspective, the theme of socio-environmental responsibility predominated in the students' consciousness, from the knowledge intervention of the first phase. The reuse of *pet* bottles and social inclusion was in the center of this learning process, with the awareness of being the world citizen, in countless organizational aspects.

The use of recycling and the knowledge sharing in puff production, through workshops, shows the learning of human values, cooperation, and respect to diversity. The invitation to participate in the workshops that were offered to the academic community and to the women from the outsourced company who work cleaning the university, prove the awakened sensitivity since the students understood that the puff product could be their income, as well as, the safe adequacy of the disposal with the reuse of recyclable solid materials.

Based on the above considerations, according to Bauman (2000) "the moment of fluid modernity, are the links that intertwine the individual choices in projects and collective actions". In this respect, breaking the rules to develop and emancipate the students, to make them protagonists of their own history in time and space, with collaborative and collective work, focused on the Community where they live, was the intention of this project – to experience the use of active methodologies in the Business Administration course.

I reinforce this position, with the understanding of Bauman (2000) that to "manage means to be responsible for the general welfare of the place, even in the name of a conscious personal interest ... it requires presence, and engagement, at least as a confrontation and a permanent tug-of-war".

Conclusion

The use of active methodologies of problematization and project in the Business Administration course portrays the teacher's sensitivity towards her audience as well as to observe, feel, hear the students; perceive their desires in an attempt to remove the veil over their desires trying to make known the latent potential of each one, embedded in the depths of themselves. Values such as empathy and respect for diversity are the ways to create a trust alliance.

The student must be the actor of his life history to become emancipated as a professional. It is necessary to promote the development of social emotional competencies and abilities of interpersonal relationships, not only to know administration techniques.

The teacher's role in the Administration field is to lead, to be a people's manager in the process of the academic meeting (class) in mutual learning of the meaning of life, in the Dewey vision, even in learning concepts, techniques, and technologies, aware that this knowledge is not perennial, science is in constant evolution.

The essential for the students to know is their role in the world, as entrepreneurial professionals, who reveal themselves in feel-think-act, and in constant learning, in order to change society.

Perhaps the report of this experience may be socialized in the academic community hoping to aggregate value in its pedagogical praxis.

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