

**INFLUENCE OF THE LEADER
IN THE PROCESSES OF
MANAGEMENT SCHOOL,
AND
PAINTINGS IN THEIR
STEPS FRACTALS.**



UNIVERSIDAD DE GUADALAJARA

CENTRO UNIVERSITARIO DE LA COSTA

Campus Puerto Vallarta

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DEDICATION

To family.

To my brothers, my sister, friends, grand- fathers (Roberto Arturo Vasquez Pereira, Victor Ceron Martinez Madrigal), grandmothers (Laura Escobar Henao, Francisca Rosa Vasquez Perez), great-great-grand-fathers, great-great-grandmothers, relatives, family, humanity, cosmos. To Dr. Fabio Vasquez Escobar To the Most Excellent Bishop Gerardo Martinez Madrigal. To the Most Excellent Bishop Guillermo Escobar Velez. To the Excellent Ambassador Raul Vasquez Velez. To the Excellent Ambassador Lucelly Garcia Tobon.

To Marco Tulio Duque's School, Conrado Gonzalez Institute, IDEM Fray Julio Tobon Betancu, Colombian Polytechnic, National University, Autonomous Latin-American University, SEP, University of Antioch, Bolivian Pontifical University, UNAM, UAG, UNISARC, Sao Paulo University, Free University, Salvador Duque School, University EAFIT, University of Sydney, University of Helsinki, University of Tampere, University of Cape Town, TEC; University of Guadalajara, UCLA, MIT, University of Houston, Harvard University, Yale University, Oxford University, Linguaphone Institute, Cambridge University, Scranton University, UNESCO, DOMETAL, RIOTEX, COLTEPUNTO, Company of Packings S.A., Technological Institute. Pascual Bravo., Modern Institute of Education, ASSTI, ESAP, Colombian Polytechnic Jaime Isaza Cadavid, Montessori School, SENA, University de San Buenaventura, International Center of Cambridge, The St. Lukas Academy, Bamberg University, Pekin Normal University, Who's Who in the World, American Biographical Institute, The Marquis Publications, Editorial Papiro, Colombian Polymers, VIAMACOL, Rotary International, Biographical

Institute of United States of America, Superior Academy of Technical Industrial Services, National Service of Learning, Reforestation Company La Floresta, Casa de Reyes, Engineering School of Antioch, The Southern African Comparative and History of Education Society, University of Paris, Hospital El Carmen de Viboral, Beijing Normal University, Tokyo University, Waseda University. University of Guadalajara.

To the schools, institutions and universities of the five continents that offered me the opportunity to recreate, relearn, reinvent, rethink and study.

And to the whole last, present and future humanity that consecrates the cultivation of the right values, the positive visions, and life, is a great company, the post modernity, the fractality, the harmony of the societies and universal cosmos.

GRATEFULNESS AND RECOGNITIONS

To the whole last and present humanity
and their universal cosmos.

Recognition also to the Dr. Marco Antonio Cortés Guardado, General Rector of the U. de G.; to the Dr. Maximilian Andrew Greig, Rector CUC, U. de G.; to Dr. Remberto Castro Castañeda, U. de G.; to Dr. Jorge Tellez Lopez, U. de G.; to Dr. Victor Manuel Gonzalez Romero, U. de G.; to Bachelor Raul Padilla Lopez, U. de G.; M.C. Tonatiuh Bravo, U. de G.; Dr. Raul E. Tamayo Gaviria, Professor Vagn Lundsgaard Hansen, Professor Ching-Lin Hu, Professor Byung-Jin Lee, Professor Erwin H. Epstein, Professor Shin'ichi Suzuki, Dr. David Turner, Dr. Medardo Tapia U., MRS. Guadalupe Gonzalez de Turner, M.C. Jesus Cabral, U. de G.; M.C. Maria Morfin, U. de G.; Bachelor Maria Antonia Abundis, U. de G.; Bachelor Arturo Fernandez, U. de G.; Bachelor Javier Fernandez, U. de G.; M.C. Patricia Medina, U. de G.; Dr. Alfredo Cesar Dachary, U. de G.; Dr. Stella Arnaiz, U. de G.; to MRS. Barbara Bush, to Dr. Fabio Vasquez E., to Dr. Humberto Martinez V., to Dr. Guillermo Esquivias L., for their observations and comments.

PREFACE

The art organizes everything by parts. The authors of evenings and nightfalls that bring a fresh change to the Homo Sapiens at any place of the planet. Their valleys, this work are implacable authors of some dawns, volcanoes, atmospheres, are not only theirs, they are of all of us. They are of the whole world. They will be of the future world. The future generations will enjoy their discoveries, of what today they copy from the nature that surrounds us. The landscape, suddenly becomes difficult to rescue but with the knowledge and dexterity characteristic of the authors of this beautiful book, one proves that, in all the five continents, new aesthetics and semiology transformations, are generated.

Influence Of The Leader In The Processes Of Management School, And Paintings In Their Steps Fractals. of the landscape painting, demands an imagination effort. The authors go developing dimensions with colors and give organic forms arranged to them while they paint. They recognize that the essence of life, increases, it transform and changes in the synergetic objects that they paint in the solid, liquid and gaseous states. They allow in their representations that those parts are logically adequate, so that there is harmony in their painting. The parts that they organize, require a structural setting that is adapted to the variations of functional requests and allows to give extension and relation to the organic structures that the authors paint in the pattern, continuity that they search and study in the nature.

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INTRODUCTORY COMMENT

Abstract. The objective of this research is to identify the characteristics of the leaders in the processes of school management, leadership styles, skills of the leader, also discusses the responsibilities in leadership, all of this applied to the area of school management. The analysis allowed identifying the action of the leadership, defining the responsibility of the leadership school, focusing on their functions and the development of skills for effective school leadership, all of this to achieve a management of academic quality.

key words: Leader, leadership and school management

Introduction

Actually, the effective leadership in all school management is essential therefore this research is carried out according to this environment, so it is important to define the concepts of leader, leadership and school management. Leadership and the leading term is often confused, exposing their meaning, however it is common to know that the leader is the person who runs and leadership is action by the person who is the leader.

The first definition that is presented here is the exposed by the dictionary of the Royal Spanish Academy (2009), who defines a leader (Engl. leader, Guide), 1. The person to which a group

continues to recognize it as Chief or Counsellor, and leadership defines it as, the situation of superiority that is a company, a product, or an economic sector, within its scope.

Leadership is a process of influence an individual (the leader) in people (followers) to achieve objectives in a given situation. The leader, through leadership seeks to intervene; rather modify preferences, attitudes, beliefs, feelings or values; as a result, the behavior of individuals or groups, in specific situational contexts, based on achieving certain goals or objectives.

For a better understanding of the leadership, is worth noting two factors that concur in the process: first, a necessary condition, persons or groups over which the leader exercises influence, accept it voluntarily; and second, a consequence, accepted influence produces or induces a conduct of follow-up. In this sense people or groups who have accepted the influence of another person, become followers of that person, and recognize it as a leader (Lynch, 2009). Therefore the leader is the person who performs the action of the leadership and more specifically, it can be said that the leadership is the art of the conduct of human beings towards a goal or common purpose.

The influence of the leader in the process of school management is essential, the role that plays in the Organization will affect the path that should be contemplated, since while in school

institutions regularly are governed by similar laws such as regulations, curriculum and standards deriving from the field of education, which make that be like each other However each has a particular style of organization and operation depending on their goals and corporate goals; The term management is normally related to administration and efficiency. So if management is the set of integrated actions for the achievement of a goal over time. And in that sense is the main action of the Administration, being an intermediate link between planning and the specific objectives which they intend to achieve. In general, the management of educational institutions would include, among others, the following: administrative, managerial, personnel policy, economic budgets, planning, programming, control and guidance.

Effective institutional management and adequate, is one of the most important and complex challenges faced by educational institutions in today's society, understood the education institutional management as a tool to grow in efficiency, i.e. in the systematization of the actions aimed at the achievement of objectives, as well as also being a tool to advance with greater precision towards educational purposes they cannot provide are for budgets (Villarreal, 2009). Therefore, this

research is carried out in order to identify the characteristics of leaders in the processes of school management, capabilities and skills of the leader, and identify the corresponding responsibilities of the leader and collaborators, and also identify the elements and actors of the school management of greatest relevance for the generation of changes in the quality of teaching.

Management and leadership

Management processes define the form and specifications on schoolwork, but in the action of teachers, purposes and strategies undertake to achieve them. Quarry (2009), points out that educational organizations, like any other organization, need to manage their affairs and resources, plan and evaluate their activities, develop a vision of their own identity and mission and generate internal leadership. The school management intervenes on the global nature of the institution, retrieves the pedagogical and educational intentionality, incorporates to subject the educational action as protagonists of educational change and build quality processes to achieve the desired results.

Rodríguez (2000), mentions that the central purpose

of comparing actual institutions of different management styles administrative offices and establish relations with the quality of teaching and learning outcomes, establishing that respects to analyze the school management would be the Organization, operation, physical plant, personnel, communication, monitoring, etc. He found a clear relationship between the administrative unit of the school, school management processes and aspects of teaching. The low autonomy of Directors of official schools is revealed to be a disadvantage for better management. On the other hand, the school management should establish a position of mediator, that generates the environment and learning conditions needed so schools optimize their methods of organizing work around an educational project.

According to the program secondary school management General of the State of Sinaloa stable are the following elements that contribute to academic quality management (Laip, 2009):

Create work environments conducive where is manifested openly the collaboration and participation; understanding the latter as the contribution of ideas and

suggestions, which are alternative proposals to make a dent in the problems that beset the life of the school, as well also, where is it encourages the task of the other and recognize that we are all important.

Develop collegial teamwork as a way that creates and sustains a school environment integrated, where is recognized as education professionals, but at the same time as humans.

As a group with a desire and potential to create and develop a different way of working in the school.

Understand the decision-making, as the trial that is done on the value of the information which is available and on the desirability of some alternatives built way pagers, those that make up a fan with limitations and possibilities to implement them.

The management always requires a responsible and for that this management is appropriate, the responsible is to have the capacity of leadership which must be linked with the daily activities of the school that is to train students. Mayorga, (2004), notes that the school management should not be

exclusively for the director, but also that he puts such a role in relation to the work of the collegiate personnel, establishing the participation between the different actors of the educational community, including the external community. The management is associated with the school planning, as well as everyday life in which the planning will be running. The interrelationships that school stable and the manner in which the decisions are made are not the result of chance, but one of the collective intentionality combined with historical traditions and culture that this community has been built. Villegas, (2008), refers to be director of a school is "be able to carry on the management of this institution. It is to have the ability to build an institutional intervention considering the totality of the dimensions that give meaning and organization". He mentions that the school management focuses on each educational institution, appropriate educational policies, involves a set of actions, interrelated, which undertakes the management team of a school to promote and enables the attainment of educational intentionality to the educational community.

The school directors, continue driving to the schools under authoritarian diagrams of yesteryear that characterize the behavioral approaches and models traditionalists. It is by them must manage new models of leadership as poses, González (2008) where

it is proposed models of school management based on theories of organizations and organizational change, it requires a leadership capable of generating processes of sensitization and call, to work in collaboration with others, in the achievement of excellence and organizational learning. There is a new concept of leadership that come embedded in the framework of school management, and it has to do with the managerial functions, of the administration, guided activities to plan, organize, decide, and evaluate the processes and strategies of the school organizations that promote the quality and the improvement of education, linking this leadership with the values, purposes, the imagination and the creativity needed to implement the movement animation process and mobility of the actors involved.

Rivera (2001), discusses the issue in the field of school management, mentions that the management process in the level of the educational system should be a scared important on the agenda of the educational policy, it is important that the teachers and directors of each school assume collective responsibility for educational outcomes. It is important to continue to work in the line of management and endorsing the widespread agreement on the primary role of managers to achieve profound transformations

in the organization and the school management, in order to raise the quality of teaching and learning of students. It is clear that the school management covers all the dimensions of the school as an organization, this approach does not hide or dilutes the role of managers, but on the contrary, places them as visible head of each school, such as those responsible for achieving an articulation between the various dimensions, conditions and subject to act contingently before the diversity and complexity of the everyday situations that are presented in the school space.

Actually, the school organizations that belong to the public system presented a breakdown in the administrative management, curriculum management and educational management, as has also been observed the lack of leadership. Regarding this fact, Jimenez (2006) notes that as a result, a large number of schools are experiencing slowness in the decision-making by both their managers as their management teams, in the absence of real autonomy to make decisions, have the resources and flexibility to react to unexpected situations. The lack of leadership leads to a set of incongruities between the staff and the hierarchies of the school. Interpersonal relations are deteriorating; teachers are badgered to work, without spaces for discussion or for preparation for their

teaching aspects that contribute to damaging the teacher management and learning environments. Requires a common project and a holistic intervention that will commit to the actors of the school and improve the expectations and interpersonal relationships. Implies a rehabilitative intervention that involves both agents in the school as to its members in the administrative management, curriculum management and educational management.

is necessary therefore to develop the leadership of teachers, thereby creating the conditions to achieve a work environment that will promote a culture of effective participation of the teachers for the achievement and improvement of his own work. Uribe (2005), mentions that the concept of leadership should not be exclusively limited to the management teams as traditionally are set. This emphasis, although it depends to some extent of structural variables and legal of the educational systems of each country, and a sense of how to perform the activities in the same school as an institution and therefore has to see as a reality and areas of nearest action, therefore, of willingness, resolution and control.

In Table I. notes the comparison table structured according

to the definitions of Kotter, on management and leadership, while the management is dealing with the complexity of modern organizations, the leadership deals with the necessary changes to project the Organization in a dynamic environment.

Management (Handles the complexity of the Organization)	Leadership (Focuses on the changes)
Through planning, budgets, goals, setting up stages, objectives.	Through secure an orientation, developing a vision for the future along with strategies to introduce changes.
The ability to develop the plan is through the organization and staffing.	The plan is developed through the coordination of people, this is to communicate and make understandable the new orientation.
Assurance of the Plan: through the control and the resolution of problems in comparison with the original plan.	Introduces elements of motivation and inspiration to ensure compliance with the plan.

III. Typical of the leaders in process of school management.

In accordance with the document presented by Department of education of. The government of the El Salvador (2008), it mentions that the characteristics of the leader in the school management must expire with the following thing.

Have clarity of purpose: Know what he intends to achieve and where you want to go.

Note: To page 39, the reader is left between the mentioned interpretation and paints for the reader to generate their own ideas and creative about. This is an exercise in creative writing and painting to generate new ideas.

Be participatory: involve teachers, parents and students taking into account their potentials in the implementation, monitoring, evaluation and provide spaces for reaching consensus that improve the conditions for learning.

Be effective: the *raison d'être* of any educational center is to ensure that students learn the skills that allow you to cope with the highest likelihood of success in life.

It is necessary that the leader is open and willing to negotiate with the problems that can occur, it is for this reason that requires specialized skills, since the own organizational success rests in which they are carried out properly the functions assigned to it. It is important to differentiate the influence which the leader exercises on the subordinates, is not based on its bureaucratic authority; these skills that are required must be sockets in its technical capacity, in its domain of organizational context, open communication, fluid and expeditious and an organizational sense that favors the formation of task groups

IV. Capabilities of the leader.

Lynch (2009), notes that the standards of leadership include knowledge, skills and responsibilities of the director for the

management of change; that implies knowledge and experience of different leadership styles and their use according to the objectives we want to achieve and the contingencies that define a particular situation; also involves recognizing their responsibility as a trainer in persons and of the organization itself. The influence of a leader starts with your ability to diagnose or define the different educational scenarios that are presented in the school, with as much rigor and accuracy the more variables, or dimensions of analysis can consider. In contrast, a more specific way Olamendi (2009), drew attention to the capabilities that the leader must have.

Organizational Capacity in any part of the chain of command and production.

Ability to intelligent planning.

Ability to domain of the advantages of comprehensive adaptation to the changes. Ability to concentration of the mental energies on the essential tasks of release to the subordinates of unnecessary worries.

The ability to help maintain the security to the people taking usefully occupied whilst at the same time maintaining the future plans in reserve, which is revealed at the appropriate time.

Ability to familiarization with the internal and external conditions of

the organization.

The ability to remain calm and serene, friendly and generous and fair moderate, with proper treatment.

Ability to look with the eyes of anyone and the ability to listen to the entire world.

Ability to be respectful and serious, strong yet flexible, tolerant and firm.

V. Responsibility in leaderships.

A trait associated with the effectiveness of the management is attitudinal character, responsibility, which is implicit in the actions it undertakes and promotes the manager of the leadership. Therefore, these responsibilities involve the love of what he does and the full conviction of what is meant to achieve, thus will be the mood will be infected, giving credibility and meaning to each responsibility to exercise or delegated.

Uribe (2005), referred to in his research, a study of Waters, Marzano and McNulty "Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement" in where they are considered as the 21 responsibilities associated with the leadership, the study involved the follow-up for 30 years from 70 studies involving approximately

2894 schools, 1100000 to 14000 students and teachers. Shown below is the table II, where the responsibilities associated with the leadership:

Table II. 21 responsibilities associated with leadership.

Responsibilities	the area in which Director influenced...
Culture	The actors involved in the school activity culture share beliefs, sense of community and cooperation
Order	procedures and operation routines are established (standardized).
Discipline	Procurement discipline that teachers do not lose the focus to other issues on topics and schedules that must be dedicated to teaching.
Resources	delivered to teachers, materials and professional development necessary for successful execution of its works
Curriculum, teaching, evaluation	is directly involved (related to) the design and implementation of the curriculum, teaching and assessment
Focus	Sets clear objectives and maintains these as priority objectives for the school.
Knowledge of the curriculum and teaching	Evaluation has knowledge about the taught curriculum, types of teaching and assessment systems that are implemented.
Visibility	has a qualitative contact and interact with teachers and students
Stimulus in the everyday (Reward)	It recognizes and rewards the personal achievements
Communication	establishes strong lines and channels of communication with the teachers and students
Relations with the environment (Outreach)	represents the College before the public related to the same (stakeholders)
Incorporates / participates (input)	It involves teachers in the design, implementation of major decisions and policies put into practice at the College.
Statement	recognizes and celebrates the achievements of the College as well as recognize failures.
Relations	shows concern about personal aspects of the Faculty and staff
Agent of change	Has the will of and actively challenge the status quo.
Optimizer	Inspires and leads new and challenging innovations.
Ideal / beliefs	communicates and operates from strong ideals and beliefs about education
Monitors/evaluators	monitors the effectiveness of the practices of

VI. Conclusions.

As he has been analyzed in this study, the role of the leader in the direction of a school is extremely important but is no more when you have clear vision for the management of the school to be effective; contributing to proper management of human and financial resources, time and dedication, working environment, and infrastructure to achieve the expected result. As a pedagogical leader and Manager of the educational center, guides, motivates, involves, and accountable to the educational community, in such a way that all the efforts and wills are in order to achieve better learning. Therefore every manager concerned search and analyze strategies that support you towards the achievement of relevant management, where the process consider comprehensively, starting with diagnosis, followed by planning to then make the implementation and finally the evaluation of the results, and all this to maintain continuous improvement not only in each process, but in the full extent of the management. Posed in this paper, can be distinguished the leading term and leadership, and these at the same time applied to the field of school management; on leadership you can find several notions on the subject, and there are similar characteristics in all environments, however when you refine to

school management, because there is evidence that there are also other variants that characterize and define more specific activities in the work of the leader, because although his vision is focused on the achievement of the purposes and common goals of the Organization It should not be forgotten that it is not only managing an institution, but also is instituting a course on which depends in part the development of the place, region or nation where to exert all his efforts, and the implicit objective and explicit inside them are the training of students, and these in turn forge your destiny towards a world that promotes both quality of life and the development of the country favorably impacting and influencing opportunities for improvement and why not say it the leader in turn is forming other leaders, and consequently the learning that has been generated in the students must have a meaningful approach derived from the development of the educational organization in way relevant, ethics and responsibility which confers.

On the management will be concluded then that it is the task that you must exercise the leader, because depending on the skill, dexterity and competition that has in the exercise of the same, the impact will be measured either favorably or not, since they also depend on the collaboration of your computer to work and team-

work that promotes

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http://www.upn25b.edu.mx/portalupn/images/pdf/Simposium/ME_SAA/LosPECDirectoresyeducadoresopinan/FunciondirectivagestionCuauhtemoc.pdf

OBSERVATION:

Rhochrematic process in electromagnetism pedagogy.

Discreet Variable

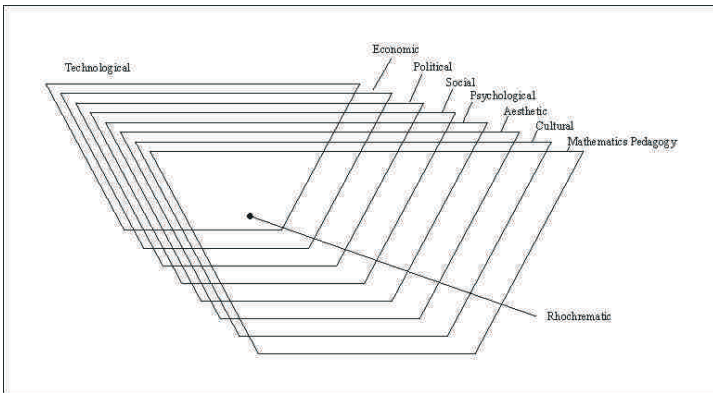
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

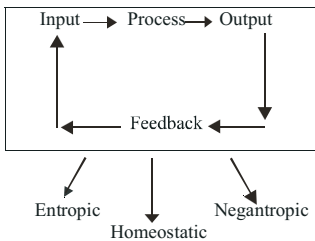
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

Integrating the Rhochrematic process in electromagnetism pedagogy.

Integration System



Rhochrematic → The Process of Reprocess Process System



$n_1 \dots n_2 \dots n_n \dots n_k$ with Discret Variable and Continous Variable in the System

For any explanation, communication and questions to be placed in contact with:

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Fatima-Maciel Carrillo-Gonzalez

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Hector Rendon-Contreras

Miguel Alvarez-Gomez

P-960 #37 m78

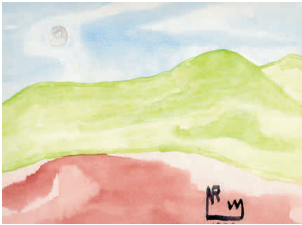
INFLUENCE OF THE LEADER IN THE PROCESSES OF MANAGEMENT SCHOOL, AND PAINTINGS IN THEIR STEPS FRACTALS



Phase 1



Phase 5



Phase 2



Phase 6



Phase 3



Phase 7



Phase 4



Phase 8

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Sydney, Australia, 1996; Professor Honoris Causes, in Methodology of the Research, Bamberg, Germany, 1998; Lecturer and Prof. Researcher in methodology in The First Annual Conference of the Society of Compared Education of Asia, Waseda University, Japan, 1996; Registered in the «Who's Who in the World 1995- 2003»; Advisory of the UNESCO 1985- 1999; Lecturer and Prof. Researcher in methodology in the Sixth International Conference of Experiences of Learning, University of Tampere, Finland, 1998; Lecturer and Researcher Professor in Methodology, University of Cape Town, South Africa, 1998; Professor and Researcher in Methodology in Second Conference Yearly of the Society of Compared Education of Asia, Beijing, Normal Beijing University, China, 1998; Lecturer and Prof. University Researcher in Oxford, England, 1997; Lecturer and Prof. Researcher in Methodology in the 10° World Congress of Compared Education, University of Cape Town, South Africa, 1998; Lecturer and University Researcher in Oxford, England, 1997; Lecturer and Researcher in the 49° International Congress of Americanism, Quito, Ecuador, 1997; Registered in the «Dictionary of International Biography 1995- 1998»; Investigator of the International Center of Cambridge, England, 1995-1996-1998; Grateful at world level among the five thousand (5.000) personalities of the world for the Biographical Institute of United States of America, 1996- 1998; Professor from the UAG-MEXICO: «Prof. of Biostatistic, 1989; Prof. of Methodology of the Research, 1989-1990; Prof. of History and Philosophy in the Program of Graduate degree in Instrumental nursing, 1989; Prof. of Methodology of the Research in the Program of Graduate degree in nursing for Surgery, 1989-1990, Prof. in Education, in the Program of Graduate degree of nursing for Public Health, 1989-1990; Prof. in Statistic, 1989-1990, Prof. in Research of the Methodology, 1989-1990, Prof. in Methods of Research

in the Program of Graduate degree of Pediatric nursing, 1989-1990; Prof. in Methodology of the Research in the Program of Graduate degree of nursing of Intensive Care, 1989-1990; Prof. of Communication and Leadership in the Program of Master in Administration, 1990; Prof. of Organizational Behavior in the Program of Master in Administration, 1991; Prof. of Evaluation in Projects of Investment, 1991; Prof. of Administration of Production, 1991; Prof. Advisory of Thesis in the School of Electric Mechanical Engineering, 1988-1998; Prof. of Analysis of Markets and Research in the School of Business, 1993; Prof. in Methodology of the Research in the Program of Graduate degree in Endodontics, in the School of Dentistry, 1988-1994; Prof. in Biostatistics, 1988-1995; Prof. in the Seminar of Scientific Research I, II and III, 1988- 1995; Prof. in Planning in the School of Electric and Industrial Mechanical Engineering, 1990; Prof. of Systems Engineering, 1989; Prof. of Introduction to The Engineering, 1989; Prof. Analysis and Design Administrative Systems, 1989; Prof. in Technical of Economic Evaluation, 1989; Prof. of Analysis and Design Productive Systems, 1989; Prof. of Administration of Production in the School of Administration, 1990-1991; Prof. in the Seminar of Investigation, 1990; Prof. in the degree Seminar, 1990; Prof. in Methodology in Social Sciences, in the School of Economy, 1989; Prof. in Library Researcher Seminar in the Institute of Humanities, 1989; Prof. in Research of Operations, in the School of Administration, 1991; Prof. in Methodology of the Pedagogic Research, in the School of Pedagogy, 1990; Prof. in Methods of Aids for the Community, 1989- 1990; Prof. of Statistical in the Schools: of Economy, Accounting and of Administration, 1990; Prof. of Introduction to the Engineering and of Systems of Engineering in Computational Engineering School, 1988-1989; Prof. of Statistic in Technical Economic Evaluation, 1988-1989; Prof. in educational Organization in the School

of Pedagogy, 1989; Prof. in Pedagogic Research, in the School of Pedagogy, 1996; Prof. of the Seminar in Research, in the School of Pedagogy, The pedagogy of the landscape painting with applications in the mathematics popularization 1996; Prof. Supervisor in measures and instruments of precision in Computational Engineering School, 1996; Prof. of Social Investigation, in the School of Communications, 1995-1997; Prof. of Analysis of Market in the School of Business, 1993; Prof. of Methodology of the Research in the School of Architecture, Design of Interiors and Landscape, 1996-1997; Computer science, 1996, Administration, 1997, International Careers, 1997; Accounting, 1997. International finances, 1997, International Trade, 1997; International marketing, 1997; Prof. Models of Quality, 1996-1998; Prof. Methodology of the Research in Architecture, Industrial Design, Graphic Design, Interiors Design and landscape, 1996-1998; Prof. Social Research of the Communication, 1996-1998. Prof. In Educational Planning, 1989-1990; Prof. In Organizational Behavior, 1990; Prof. in Education and Evaluation of Projects, 1991; Prof. in Administration of the Production, 1990-1991; Prof. Creativity and Everyday Life 1990; Prof. Didactics of Mathematics, 1988-1990; Prof. Research of Analysis of Markets, 1993; Prof. Planning, 1990; Prof. In Engineering of Systems, 1988-1989; Prof. Introduction of Engineering, 1988-1989; Prof. Technical of Economic evaluation, 1988-1989; Prof. Analysis and Design of Administrative Systems, 1988-1989; Prof. Biostatistic, 1989-1990; Prof. Methods of Research, 1988-1998; Prof. History and Philosophy of the Education, 1989; Prof. Statistic 1989-1991; Prof. Seminar of Degree, 1990-1998; Prof. Design of Productive Systems, 1989; Prof. Seminars of Research, 1988-1998; Prof. Methods in Social Sciences, 1989; Prof. Seminar of Library Research, 1989; Prof. Research of Operations, 1990-2000; Prof. Introduction to the Pedagogic Research, 1990-1997; Prof. Aids Communications, 1989-1990; Prof. Educational organization, 1989; Prof. Social Research, 1995-1998; Prof. Models of Quality, 1995-1998; Prof. Educational administration, 1989-1990; Prof. Social Research, 1995-1998; Prof. Educational Research, 1996; Researcher DAPA-UAG, 1995-1999; Professor from the University of Guadalajara CUC: Prof. of Differential Equations 2006; Prof. Electromagnetism theory 2001-2006, Prof. Architecture History and Town Planning 2001-2006; Prof. Introduction to experimental methodology 2001-2006; Prof. Thermodynamic phenomenon 2002-2006; Prof. Transit engineering 2002-2006; Prof. Soil Mechanis II 2004; Prof. Multivariable analysis 2005-2006; Prof. Colour Theory 2005-2006; Prof. Building 2004-2006; Prof. Town planning design 2006; Prof. Watercolour 2004-2006; Prof. Complex Variables 2005-2006; Prof. Distance Learning Theory and Practitce 2006; Prof. Projects 2004; Prof. Mexican Architecture 2006; Prof. Technical drawing 2004; Prof. Chemistry 2003; Prof. Theory and Educative epistemology 2001-2004; Prof. Educative painting and creative rhochromatic 2001-2006; Prof. geometry 2004; Prof. Numerical analysis 2003-2005; Prof. diferencial calculus and integral calculus 2001-2004; Prof. Tenured Professor C (maxim category) 2004-2006; Prof. Sch. Telematic energy 2001-2006; Prof. sch. architecture 2001-2006; Prof. sch Civil engineering 2001-2006; Prof. Sch. education 2001-2006; Prof. net center, pereira 2000-2001; Prof. Research methods coltepunkt, Rionegro, 1979; Prof. Research methods Riotex, Rionegro, 1979; Prof. research methods SENA, Medellín, 1981; Prof. research methods ASSTI, Medellín, 1980-1982; Prof. research Methods Pinturales, Medellín, 1981; Prof. research methods Fallo, Medellín, 1981; Prof. research methods Viamacol, Medellín, 1982-1983; Prof. of introduction to experimental methodology, 2001-2003; Prof. of Soil Mechanics II, 2001-2002; Prof. of Evaluation of Projects, 2003;

Prof. of Transit engineering, 2002-2003; Prof. of Thermodynamic Phenomenon, 2002; Prof. Differential Calculus and Integral Calculus, 2001-2002; Prof. of Electromagnetism Theory, 2002-2002; Prof. of Architecture History and Town Planning, 2001-2002; Prof. of Theory and Educative Epistemology, 2001-2002; Prof. of Research and Develop I, 2002; Prof. of Educative Painting and Creative Rhochrematics, 2001-2002; Prof. Advisory of Thesis in Postgraduate, 2001-2002; Consultant in Administration, Costs, Numismatic, Production, Reengineering, Philately, Lepidopterology, Rionegro, 1983- 1996; Consultant in Epistemology, Rhochrematics, Guadalajara, 1983-1996; Consultant in investigator's fields in the National Service of Learning, Medellin, Colombia, 1981; in the Superior Academy of Industrial Technical Services, 1980-1996; in the Modern Institute of Education, 1982-1985; Advisory in the Center of Educational Research, University of Antioch 1983-1986. Adviser in Research in the University San Buenaventura, 1985-1987; Advisory of the UNESCO, 1983-1999; Advisory in Planning and Development, in the Company of Reforestation, The Floresta, Rionegro, Antioch, Colombia, 1980-1984; Advisory in Marketing and Administration in the Companies: Dometal, 1986, Riotex, 1979, Coltepunto, 1979, Company of Packings, CORP, 1982, in Medellin, Colombia. Advisory in Production and Costs in House of Kings, Furniture of Style and Decoration, 1980-1981, Medellin, Colombia. Assistant of Production in Dimadera, Design and Decoration, 1981-1984; Medellin, Colombia. Director in the CREAD, Technological Institute Pascual Bravo, Rionegro, Colombia, 1985-1986; Prof. of basic mathematics in the School of Mechanical and Electric Engineering, Colombia, 1985; Administrative adviser in the Modern Institute of Education, Medellin, Colombia 1984-1987; Prof. in Administrative Techniques in the School of Public Administration, ESAP; Medellin, Colombia, 1986; Prof. in Ge-

neral Accounting, ESAP, 1986; Prof. in Ecology in Civil Engineering, in the School of Engineering of Antioch, Colombia, 1987; Prof. in the Methodology of the Research in the School of Industrial Technology Jaime Isaza Cadavid, Institute Colombian Polytechnic, Rionegro, 1986-1987; Prof. of Practical Industrial, Coordinator of Practical Industrial, Colombia, 1986-1987; Prof. of Methodology of the Research in the School of Civil Constructions 1987; Prof. of Practical in the Colegio Montessori, Medellin, Colombia, 1982. Author of: "Quality and Social Impact", 1986; "The Open Education", 1986; "Computers in Education: Their Teaching, Research and Languages" 1992; "Methodology of Incidence of Malocclusions in 3 to 5 year old Pre-School Children", 1994; "Methodology of Incidence of Cavities Related to the Bacterial Plaque in 3 to 5 year old Pre-School Children", 1994; "Methodology of Oral Habits in 3 to 5 year old Pre-School Children and its Consequences in Primary and Dentition", 1994; "Methodology of the of Baby Bottle Syndrome in 3 to 5 year old Pre-School patients", 1994; "Methodology of Predictive Analysis of Moyers Space in the Arches of Subjects during Mixed Dentition", 1991, among other works. He is also author of numerous Articles it has more than enough Research and Education in the areas of Methodology of the Research, Statistic, Quality, Prospective, Rhochrematics Planning Strategic, Costs, Educational Systems and the Mathematics Pedagogy. Individual exhibitor of paintings in oil and watercolor, among those that are included:

"Other Parts of the Universe", New York, United States, 1995; "Mountains and tree", Phoenix, Arizona, United States, 1994; "Hoist", Boston, Massachusetts, United States, 1990; "Canyon", Salt Lake City, Utah, United States, 1989; "Three Mountains", Seattle, Washington, United States, 1993; "Lake and Mountains", Sidney, Australia, 1994; "Mountains and Cypresses", Copenhagen, Denmark,

1994; "Beach", Long Beach, California, United States, 1995; "Volcano", Purace, Cauca, Colombia, 1990; "Peninsula", Honolulu, Hawaii, United States, 1994; "Cypress", Cambridge, England, 1992; "Shadow of the tree", Sao Paulo, Brazil, 1995; "Moon and Venus", Guadalajara, Jalisco, Mexico; "Eucalyptus", Sydney, Australia, 1990; "Five Trees", Johannesburg, South Africa, 1992; "Two Trees", Tokyo, Japan, 1988; "Hudson River", New York, United States, 1991; "Many Pine Trees", Augusta, Maine, United States, 1991; "Several Trees", Washington, D.C., United States 1992; "Several Mountains", Denver, Colorado, United States, 1988; "To Start the Day with the Sun", Charlottesville, North Carolina, United States, 1990; "Volcano and Peak", Purace, Cauca, Colombia, 1990; "The Beginning of the Day with Cypresses", Spokane, Washington, United States, 1989; "Mountains with clouds", Cheyenne, Wyoming, USA, 1988 "To Happen in the late Afternoon in the Beach" Miami, Florida, United States, 1989; "Part of the universe", Boston, Massachusetts, United States, 1989; "Lake and Trees", Duluth, Minnesota, United States, 1989; "To Start the Day with Trees", Scranton, Pennsylvania, United States, 1988; "Five Mountains", Knoxville, United States, 1988; "Volcano and Clouds", Purace, Cauca, Colombia, 1994; "Mountains and Clouds", Lincoln, Nebraska, United States, 1994; "The Beginning of the Day and Clouds", Birmingham, Alabama, United States, 1993; "Three Pine Trees", Rochester, New York, United States, 1992; "The Desert", Tucson, Arizona, United States, 1990; "Volcano and Mountain", Purace, Cauca, Colombia, 1991; "To Start the Day and, Trees", Hartford, Connecticut, United States, 1988; "Desert and Clouds", Tucson, Arizona, United States, 1988; "Moon and Cypresses", Guadalajara, Jalisco, Mexico, 1989; "To Start the Day and Clouds" Miami, Florida, United States, 1988; "Lake and Moon", Chapala, Jalisco, Mexico, 1990; "Mountains and Lake", Denver, Colorado, United States, 1995; "Volcano

and Brimstone", Purace, Cauca, Colombia, 1991; "To Happen in the late afternoon and Sea", West Palm Beach, Florida, United States, 1994; "Volcano and Clouds", Purace, Cauca, Colombia, 1992; "Lake, Moon and Trees", Chapala, Jalisco, Mexico, 1993; "Mountain and Gases", Tacoma, Washington, United States, 1993; "Volcano and Gases", Purace, Cauca, Colombia, 1994; "Desert and Shadow", Tucson, Arizona, USA, 1995, "Desert and Gases", Tucson, Arizona, USA, 1991, "Volcano and Trees", Purace, Cauca, Colombia, 1990, "Everest mount", Nepal, 1988; "Pine Trees, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Desert and Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico, 1988; "The Beginning of the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United States, 1989; "Lake and Vegetables", Denver, Colorado, United States, 1988; "Sea and Mountains", Vancouver, Canada, 1989; "Sea and Gases", Eureka, California, United States, 1990; "Shadows and Desert", Tucson, Arizona, United States, 1993; "To Start the Day and thunderstorm clouds", New Haven, Connecticut, United States, 1992; "Lake, Thunderstorm and clouds and Moon" Chapala, Jalisco, Mexico, 1994; "To Happen in the Late Afternoon and Beach", Galveston, Texas, United States, 1991; "Mount Everest", Nepal, 1998; "Pines, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To Happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Deserted Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico, 1988; "To Start the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United

States, 1989; "Lakes and Vegetables", Denver, Colorado, United States, 1988; "Sea and Mountains", Vancouver, Canada, 1989; "Sea and Gases", Eureka, California, United States, 1990; "Shadows and Desert", Tucson, Arizona, United States, 1993; "To Start the Day and thunderstorm Clouds", New Haven, Connecticut, United States, 1992; "Lake, thunderstorm and clouds and Moon", Chapala, Jalisco, Mexico, 1994; "To Happen in the Late Afternoon and Beach", Galveston, Texas, United States, 1991, among others.

SUMMARY

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