Managerial limitations for university social responsibility*

Limitantes gerenciales para la Responsabilidad Social Universitaria

Restrições administrativas à Responsabilidade Social Universitária

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Abstract

Introduction: The University that aspires to University Social Responsibility (RSU) must reinvent its management to permeate ethical responsibility in all its processes. **Objective:** This research aims to identify the main difficulties in managerial decision making that limit USR, including managerial inconsistencies and lack of managerial discretion. **Methodology:** This approach was developed under a qualitative approach, through 92 semi-structured interviews with the management of a University of Mexico focused on USR, analyzing the data through descriptive statistics. **Results:** It was found that the greater the managerial seniority at the University, the less difficult it is to attend to the administrative mechanisms. **Conclusions:** It is concluded that the University must rethink the administrative control mechanisms and favor a culture based on the principles of USR, trust and innovation, avoiding continuing errors and biases in managerial decisions that would limit the development of USR.
Key words: University Social Responsibility; Organizational coherence; Decision making; Management Development; Managerial leadership behavior; University management.

Resumen

Introducción: La Universidad que aspira a la Responsabilidad Social Universitaria (RSU) debe reinventar su gestión para permear la responsabilidad ética en todos sus procesos. **Objetivo:** Esta investigación pretende identificar las principales dificultades en la toma de decisiones gerenciales que limitan la RSU, incluyendo las incongruencias gerenciales y la carencia de discrecionalidad gerencial. **Metodología:** Este abordaje se desarrolló bajo un enfoque cualitativo, a través de 92 entrevistas semiestructuradas a la gerencia de una Universidad de México enfocada hacia la RSU, analizando los datos mediante estadística descriptiva. **Resultados:** Se encontró que, a mayor antigüedad gerencial en la Universidad, menor es la dificultad de atender los mecanismos administrativos. **Conclusiones:** Se concluye que la Universidad debe replantear los mecanismos administrativos de control y favorecer una cultura basada en los principios de RSU, la confianza y la innovación, evitando continuar con errores y sesgos en las decisiones gerenciales que limitarían el desarrollo de la RSU.
Palabras Clave: Responsabilidad Social Universitaria; Coherencia organizacional; Toma de decisiones; Desarrollo gerencial; Comportamiento de liderazgo gerencial; Gestión universitaria.

Resumo

Introdução: A universidade que aspira à Responsabilidade Social Universitária (USR) deve reinventar sua gestão para permear a responsabilidade ética em todos os seus processos. **Objetivo:** Esta pesquisa visa identificar as principais dificuldades na tomada de decisões gerenciais que limitam a USR, incluindo o inconsistências gerenciais e falta de discrição gerencial. **Metodologia:** Esta abordagem foi desenvolvida utilizando uma abordagem qualitativa, através de 92 entrevistas semi-estruturadas com a direção de uma universidade no México, focada em USR, analisando os dados usando estatísticas descritivas. **Resultados:** Descobriu-se que quanto mais alta a senioridade gerencial na universidade, menos difícil é lidar com a administração. dificuldade em lidar com os mecanismos administrativos. **Conclusões:** Conclui-se que o A universidade deve repensar seus mecanismos de controle administrativa e promover uma cultura baseada nos princípios da USR, confiança e inovação, evitando a continuação de erros e preconceitos na gestão e enviesamentos nas decisões administrativas que limitariam o desenvolvimento da USR.
Palavras-chave: Responsabilidade Social Universitária; Coerência Organizacional; Tomada de decisões; Desenvolvimento da Gestão; Comportamento Tomada de decisões; Comportamento de liderança da gestão; Gestão universitária.

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Introduction

The challenge of socially responsible university management

Institutions such as the Regional Conference on Higher Education (CRES) or the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics conceive higher education as an instrument for sustainable development and cooperation (Valarezo and Tunis, 2014) that contributes to peace while fostering human values (Cruz, 2008). In Latin America, university social responsibility (USR) is promoted by many movements such as the Association of universities entrusted to the Society of Jesus in Latin America (AUSJAL), Union of Latin American University Social Responsibility (URSULA), Latin American Center for Solidarity Learning and Service (CLAYSS). In its recent declarations, CRES has explicitly stressed the need for the university to be socially responsible, which gives USR a privileged place in the current agenda of higher education (Regional Conference on Higher Education in Latin America and the Caribbean, 2018).

Currently, the awareness of organizations on issues of sustainable development and social responsibility has led more and more actors (among these those in higher education) to question themselves about ways to act socially responsible (Luangsay and Gasner, 2018). According to Henríquez (2021), USR in Latin America should consider ethical ways to manage university resources transparently, managing the impacts resulting from the university's mission functions. USR should be conceived as a strategy different from social projection, which proposes external and internal benefits for stakeholders in general, whether they are internal or external stakeholders (Schwalb et al..., 2019).

However, it is necessary to emphasize two particularities of USR that distance it from the traditional social commitment of the Latin American university from the exercise of its third substantive function of "Extension or social projection" towards vulnerable groups: (1) USR not only advocates strengthening good solidarity practices from the university, but also insists on addressing the negative impacts that higher education institutions cause when exercising their functions in society; (2) USR is not understood as a differentiated function alongside others, but as an integral and transversal management of university functions in an ethical manner. Organizations should promote sustainable actions seeking organizational success while implementing regulatory mechanisms and showing respect for the opinion of stakeholders. On the first point, the university cannot feel free of guilt in the face of development problems, socioeconomic inequity and the planetary environmental crisis, since it trains the future and current private and public decision-makers who manage development through its undergraduate and graduate programs.

If something is wrong in the world, something must be wrong with university education (Vallaeys, 2014). In addition, current organizational concerns about environmental issues move organizations to lead the way in building or designing more sustainable supply chains. Many researches currently converge on the implementation of sustainable practices in different organizations that instill the idea in the organizational culture under the collaboration of employees, integrating sustainable development as an element to achieve competitiveness, as it improves the image of the organization and leads to better revenues and cost savings (Moura and Tortato, 2021).

According to Moura and Tortato (2021), in this way the organization can improve its image and lead to better revenues and cost savings by integrating actors in its supply chain. However, the organization must be aware that implementing a social responsibility strategy generates costs, in addition, it must be

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fully informed of what it entails and the advantages. Initiatives or actions should be disseminated once they have been carried out with the purpose of improving the organization's competitive advantage while receiving legitimacy.according to Moura and Tortato (2021), in this way the organization can improve the image and it leads to better revenues and cost savings while integrating actors of its supply chain.

However, the organization must be aware that implementing a social responsibility strategy generates costs, in addition, it must be fully informed of what it entails and the advantages. Initiatives or actions must be disseminated once they have been carried out with the purpose of improving the organization's competitive advantage while receiving legitimacy, hence the need for the university to take responsibility for promoting a concept of development that truly contributes to justice, equity and sustainability, thanks to the training of ethically competent professionals to face the local and global challenges of the times, and the research that sustains such training.

When promoting sustainability, the university must refer to the possibility that companies and organizations subsist in the market (economic-financial), in harmony with society and the environment (Henríquez, et al., 2019).On the second point, it should be said that the social impact of the university cannot be limited to a specific function of extension and social projection, with voluntary initiatives of assistance and service for vulnerable groups, but has to be expressed through all substantive university functions (training, research, social linkage) as well as monitoring all processes, including the central administration of the institution (labor relations, good governance, sustainable campus). This is how RSU should be understood as an integral and transversal management policy, which commits all the actors of the university community (authorities, administrative, teachers and students), to address in an ethical and intelligent way the impacts derived from university work in its human, social and natural context (Vallaeys, 2018; Vallaeys and Álvarez Rodríguez, 2019).

The ethics that governs such an integral policy cannot be only an ethics of good intention, but an ethics of action and of responsibility for the immediate and future consequences of institutional action (Jonas, 1989).These two distinctions lead to a specific management philosophy that needs the institutional practice of active and innovative self-criticism to transform processes that lead to negative impacts, as well as the permanent task of involving all internal actors in the process of social accountability: authorities, administrative, teachers and students. These challenges of socially responsible management are clearly expressed in the definition of USR enacted in the Peruvian University Law, the first Latin American country to make USR legally mandatory: Article 124.

University social responsibility: University social responsibility is the ethical and effective management of the impact generated by the university on society due to the exercise of its functions: academic, research and extension services and participation in national development at different levels and dimensions; it includes the management of the impact produced by the relations between the members of the university community, on the environment, and on other public and private organizations that are stakeholders. University social responsibility is the foundation of university life, it contributes to sustainable development and the welfare of society. It engages the entire university community (Law No. 30220, 2014).

Managing to engage "the entire university community" to manage together in an "ethical and effective" way the "impact generated by the university" is undoubtedly a major managerial challenge that requires profound transformations in the administrative and academic organization of higher educa-

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tion institutions. It is therefore worth asking whether university managers are prepared and aware of the strategic and communicational innovations that USR implies. It is important and urgent to prioritize responsible university management (Valarezo and Túñez, 2014), but many times the university pretends to be "naturally" a socially responsible organization leaving it to chance or waiting for USR to emerge without being systematically managed (Sarmiento, 2010), thanks to the good intentions of the actors. On the contrary, recent research affirms the need for an organizational learning effort to move from a university that has "good practices" alongside others that unconsciously encourage socially irresponsible attitudes, to a university that monitors and comprehensively promotes social responsibility in its daily activities, achieving institutional coherence.

Among other components, vertical and horizontal communication is key: "The university, in order to learn to be socially responsible, must assume a flexible-achatada form of organization that promotes communication between the members of the university community and the directives". (Henriquez et al., 2018, p. 121). Social responsibility initiatives should be considered a means to influence the brand value of companies; for this purpose, communication should project a socially motivated behavior that is identified by consumers (Mayorga and Añaños, 2020).

Background and Objectives

If the USR demands organizational coherence between discourse and actions, it is necessary to formulate a model that allows to point out the risks of incongruence and serve as a tool for organizational learning for the university community: Model of organizational coherence for the management of the USR. It can be argued that organizational coherence is achieved by aligning three dimensions that should be closely related, but are not necessarily so: 1) Discourse (the dimension of organizational knowledge, the organization's discourse about itself, its public mission statements for the various internal and external stakeholders, what it pretends to be and want, and the values it promotes); 2) Management (the dimension of organizing, the organization's structure and organization chart, how it manages itself, its system of command, financing and regulation, as well as its planning and incentive policy); and 3) Action (the dimension of daily doing, what tasks its actors perform, how they practice work routines, including aspects of interpersonal communication and work culture).

Organizational coherence is defined as the fact of aligning knowledge with organizing and doing: the institution effectively does what it says and is really organized to do what it says and not other things that might contradict its mission statement.

On the contrary, there will be organizational incongruence when there are inconsistencies between what is stated, what is done and how it is organized to achieve it. Based on this three-dimensional model, three possibilities of institutional incongruence are defined when the organization fails to align one of the dimensions with the other two:

Synergy between discourse and action, but organizational management is not in tune. We can call this type of institutional incongruence "heroism", because the actors strive "against all odds" to fulfill the declared mission of the university despite obstacles, lack of resources and disincentives on the part of the organizational management. Extension and social outreach actors often complain that their university praises the institution's social solidarity link in its discourse, but does not organize itself to facilitate the task of those who do fulfill this mission. This type of institutional incongruence can be ca-

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lled "formalism", because it formally complies with what is stated in the mission, vision and values, but fails to activate the people of the organization to act accordingly. This problem often occurs when the university provides itself with an RSU direction, but does not train the staff to understand what it is all about. Then, the practice remains the same as before despite the new discourse and the new structure: the mission discourse is not in tune with the organizational management and the daily action, which go the other way. This type of institutional incongruence can be called "self-delusion" when there is a split between what is declared and what is actually done, because management incentives underhandedly contradict the discourse in order to guide the actors' practice towards other ends.

This problem often occurs when the USR discourse is adopted because it is fashionable, but no measures are taken to change organizational management or to involve and motivate internal stakeholders: the university continues to do what it did before, despite the new discourse.

Figura 1.
Modelo de Coherencia Organizacional e Incongruencias Institucionales.
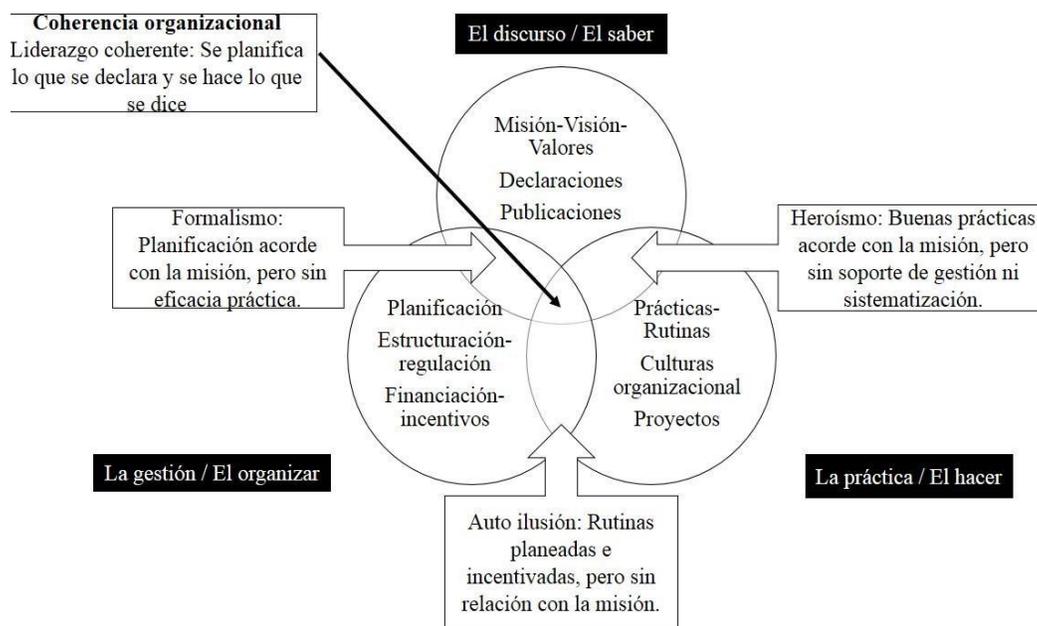
La figura enseña la necesidad de una coherencia organizacional entre el discurso, la gestión y la práctica.

This coherence can be promoted by management, since it is the body in charge of making resources productive (Drucker, 2014) and is the body in charge of management, coordinating multiple participants and making decisions (Sanabria, 2007). By converging discourse, management and practice to make the university coherent, the development of USR is favored since it is a transversal and integral organizational change.For their part, Rodriguez and Zarco (2005) point out that managers are the main agents of responsibility in the organization. Managers are important in the successful development of Social Responsibility since the quality of managerial decisions determines the success or failure of an organization (Robbins et al., 2017).

As the practice of ethical values grows in collaborators, Social Responsibility in university institu-

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tions increases in the same proportion, achieving success in all activities (Avila, 2012).Hence the importance of studying managerial decisions and, therefore, this research aims to identify the difficulties in managerial decision making that limit the development of University Social Responsibility.

It is assumed that university management has difficulties in making decisions from a USR perspective, which can lead the university to discrepancies between institutional discourse, management and practice as detailed in Figure I, and thus limit the development of USR. In particular, it is important to differentiate the communication of the discourse of USR, which can easily be managed through campaigns and marketing strategies, from the communication of the sense of being socially responsible from the university's work, which implies the internalization of certain behavioral habits and competencies by the actors of the university community: conceiving social responsibility in systemic terms of impacts, having a critical vision and commitment on the part of all, breaking down internal walls between departments to transversalize changes, allying with external actors, training personnel for managerial innovation in internal projects and novel procedures (gender equity, recycling, fair trade purchases, training based on solving social problems, etc.

Thus, organizational communication plays a fundamental role in the institutional transversality for USR, which cannot be overlooked by management decisions. This type of communication should transform the organizational structure, promote a new culture, design incentives, improve processes in order to achieve simultaneous positive impacts on organizational management, social participation, training and research, as stated by Henríquez et al. (2018).Many researches on USR have been found that point to three major themes: 1) Theoretical discussions, approaches and constructions of the concept of USR (Vallaeys, 2014; Muñoz, 2012; Beltrán-Llevador et al., 2014; de la Calle and Jiménez, 2011; Henríquez et al., 2019); 2) The curricular scope of USR and its analysis (Aristizábal et al., 2012) and in memories of social responsibility of universities in Spain (Gaete, 2014), as well as models for the incorporation of USR (Viteri et al., 2013; Forero-Jiménez, 2019) 3 Social responsibility management systems or models (Vallaeys et al., 2009; Vallaeys and Solano, 2018; Henríquez et al., 2019).But none of these investigations specifically addresses the problem of USR from managerial decision making. Herein lies the relevance of the present research and the need to open a new field of questioning directed towards the analysis of how university managers manage USR in their daily work, how they understand it and make others understand it, what difficulties they encounter along the way and what opportunities they take advantage of.

II. Managerial constraints in decision making

Whether they are called managers, directors, administrators, executives or managers, the common denominator of management actors is decision making within the framework of an organizational process structured by lines of command (Sanabria, 2007). It is management seen as the art of judging, being able to be exercised by whoever has people under him.Robbins et al. (2017) classify management into: 1) Top management: responsible for making decisions related to the direction of an organization and implementing policies that affect all its members; 2) Middle management: responsible for translating the goals interposed by top management into specific details that lower level managers will have to materialize; and 3) First-line managers (they are responsible for directing the routine activities of non-managerial employees).

In the case of the University studied, top-level managers are called general managers, middle ma-

nagers are Department or Center directors, and first-line managers are called Coordinators or chiefs. In the framework of Luhmann's (2005) work, the "power" of managers is defined as a symbolically generalized means of communication, the use of which makes it possible to achieve the adoption of "improbable behavioral demands" by people in a hierarchical situation of subsumption (Luhmann, 2005).

This power can be limited or hindered for many reasons. Hambirck and Finkelstein, incorporated managerial discretion to reflect that decision makers in organizations are sometimes surrounded by factors that limit their decision-making power (as cited in Llopis and Ricart, 2010). This is referred to as decision capacity. This capacity is limited by factors such as the characteristics of the industry in which the organization is located, the characteristics of the organization and the characteristics of the manager. Transferred to the university, the problem of managerial discretionality acquires particular importance because the traditionally horizontal organization of the different departments, directorates and faculties ensures great autonomy to each unit within the institutional group, but strongly limits the power of top management when deciding on the whole. In the present research, it became evident that university managers feel limited in their decision-making power, complaining about a lack of shared holistic vision, excessive bureaucracy, and lack of capacity and resources to implement a transversal USR policy.

The question is whether a transversal policy must always be operated by a strong central power, with wide managerial discretion, or whether it can also be implemented through the conviction of each autonomous actor, thanks to the internalization of its importance and self-motivation. In any case, the lack of managerial discretion is an issue that the USR has to face if it wants to succeed in realistic conditions of organizational operation.

III. Methods and materials used

The design of this research responds to a transversal strategy with a qualitative approach and an exploratory scope. The objective is to identify the difficulties in managerial decision-making that limit the development of University Social Responsibility in one of the most prestigious private universities in Mexico, which has a strong orientation towards USR from its mission statement and its affiliation to a university network. For this research, information was obtained through the application of a questionnaire by means of an interview. Rojas Soriano (2012) calls this questionnaire an interview questionnaire. According to this author, the interview form differs from the questionnaire because: the interviewer fills out the interview form. In the "face-to-face" interview, more information can be obtained than from a common questionnaire, and this instrument also gives the possibility of clarifying doubts about the questions asked.

Sample population and study subjects

The field contacts are the people who occupy positions in senior and middle management and in first-line management, that is, general directors, department directors and coordinators of the four vice-rectorships and the Institutional Communication, Comptroller and Planning staff of the institution.a census was taken of all decision-makers as shown in Table 1, which also identifies the number of managers according to their level and the percentage of response.

The universe of the study population consisted of 29 directors and 89 coordinators, i.e., a total of 118

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managers. The subjects of the study were: 28 General and Staff Directors, Comptrollers, Departments, Centers and Institutes and 81 Coordinators, all of them considered as Managers. The difference between the universe and the study subjects lies in the number of managers to whom the instrument was applied for piloting (5), others were managers who were thoroughly familiar with the research project (3) and that including them as study subjects could have biased the information.

Procedure

The instrument was piloted with a control group similar to a sample of the chosen universe, in this case it was piloted with managers of different profiles, as suggested by Salinas (2012) when he says that it is necessary to pilot the instrument in a small group of subjects similar to those to whom the final questionnaire will be administered. The reliability of temporal stability of the instrument was measured with the test retest method (Barraza, 2007), obtaining the reliability coefficient from the Pearson correlation coefficient of 0.8059; that is, given that the coefficient is greater than 0.8, the reliability of the instrument is very good. The instrument was validated using the control technique proposed by Namakforoosh (2005), which consisted of applying 2 open-ended verification questions by telephone to 5% of the interviewees.

It was explained to these subjects that in order to validate the instrument it was necessary to repeat a couple of questions to verify that the answers matched. Ninety-two University managers were interviewed out of a possible 118. We began with top management, then interviewed middle management and concluded with first-line management, respecting the organizational hierarchy while avoiding noise that could influence or hinder the informants' answers.

Tabla 1.
Porcentajes de Respuesta por Niveles de Gerencia.

Nivel gerencial	Universo	Sujetos de estudio	Respuestas de los sujetos de estudio	Porcentaje de respuesta
Alta Dirección (Direcciones Generales)	4	4	4	100%
Media dirección (Direcciones de Centros, Departamentos e Institutos)	25	24	22	92%
Gerencia de primera línea (Coordinaciones)	89	81	66	82%
Totales	**118**	**109**	**92**	**84.4%**

Fuente: Elaboración de los autores.

Once the data were collected, they were transcribed and then reduced by editing, categorization and coding, recording and tabulation. An analysis was completed using descriptive statistics to provide an interpretation (Katayama, 2014).

IV. Results and interpretation

72% of management is made up of first-line managers, followed by 24% middle management and 4% senior management. This represents a centralized organization where decision-making power is centered in a few people, which means that strategic decisions are made to a lesser extent and mostly operational decisions (Mintzberg in Zapata et al., 2016).

On the other hand, 59% of managers have an academic profile and 41% have an administrative profile. Of the total number of managers, 97% consider having difficulties in their work decision-making; of which 57% are academic managers and 43% are administrative managers. Of the 97% of managers who have difficulties, 47% state that the main difficulties they encounter in making decisions are due to interpersonal relationships in the work environment.

This is exemplified by the following testimonies of managers interviewed: "What makes it difficult to make decisions is the lack of understanding among employees, the lack of acceptance of other people... Colleagues are closed to dialogue, they pull out their fingernails, they are on the defensive" (74 year-old administrative officer). This situation is adverse to achieve the transversality that USR demands, since without effective communication it is difficult to establish synergies that result in social, environmental, organizational, educational or cognitive impacts aligned among all university stakeholders and with the institutional mission. It is difficult for me to make socially responsible decisions because of the resistance of the staff" (44 year old academic).

For example: if a change in institutional purchasing policy is determined to favor sustainable consumption, the implementation of the policy will be affected by the resistance of the staff to maintain certain suppliers.

38% of the interviewees have difficulties due to institutional administrative mechanisms and procedures:

"I think that the processes are often too bureaucratic" (58 year-old academic).

Bureaucracy hinders the transversality and comprehensiveness that USR needs, thanks to a shared global vision and collaboration among all agencies to generate real positive impacts and mitigate negative ones. When encountering excessive differentiated procedures between areas (bureaucracy), the sense of such work, as well as financial resources, time, motivation, etc., will be lost. The result is slowness which, in the end, leads to preferentially attending to the urgent, which is rarely the most important:"La permanente sensación de urgencia, se prioriza atender lo urgente por encima de lo importante" (Académico de 32 años).

Within what is "important" is ethics, the care for good processes to act responsibly, which often conflicts with the rush to achieve results.

11% considered that both interpersonal relationships and administrative mechanisms hinder their decision making.

"It is difficult to reach a consensus on decisions, it is bureaucratic, the methods are very much in accordance with the codes of each area that are not compatible with others; sometimes they conflict. Each area has two major institutional objectives and, even if that area understands this, it will take care of its own interests. If I do not look after those interests, it will be to the detriment of my evaluation and of my staff. This structure of codes or basic tasks makes communication complicated and complex" (58-year-old academic).

"...there are no clear guidelines for decision making, it seems that there are no foundations. ...the

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processes can be hindered by a single vision, there is not a complete vision of the university, each player plays for his own court and this can hinder decisions. ...the difficulty of having communication channels to make decisions, we depend on meeting in a hallway" (Administrative 47 years old).

These two testimonies point to the organizational incongruence of self-delusion (see Figure 1): there are institutional guidelines and objectives from the mission discourse, but the procedures, incentives and management indicators systematically lead people's actions towards other attitudes that are alien to the declared goals, which is why the discourse that the university maintains about itself is self-delusional in relation to what it actually is and does.

Half of the top management attributed the difficulties to interpersonal relationships, the other half to administrative mechanisms. The majority of middle managers (61%) believe that interpersonal relationships hinder their decisions. And the majority of first-line management (62%) say that administrative mechanisms hinder their decisions. This difference is easily understood by the fact that the decisions of first-line management are mainly operational, so they are very aware of administrative mechanisms and procedures, while middle managers make more strategic decisions (Zapata, et al., 2016) that consequently face the problem of the personal factor of the collaborators.

50% of managers who have less than 1 year in management positions at the University said that the difficulties are interpersonal relations and the other 50% that they are administrative mechanisms.

53% of managers with between 1 and 6 years stated that the greatest difficulty is in interpersonal relations, the rest in the mechanisms. Finally, 56% of managers with more than 6 years of managerial experience in the University also consider that the difficulty is in interpersonal relations. This trend suggests that the longer a manager has been with the institution, the less difficult it is to deal with administrative mechanisms; this is not the case for interpersonal relations, which, even with a great deal of accumulated experience in managerial positions at the University, continue to be a difficulty to overcome.

V. Conclusions

The managers interviewed found two major issues limiting their discretion: half of the management (51%) consider that it is the interpersonal relationships in the work environment that hinder their decision making, the other half (49%) that it is the institutional administrative mechanisms and procedures. According to the above-mentioned model of institutional coherence, it is possible to conjecture that managers and internal USR leaders will have difficulty in (1) aligning people's practices with USR (formalism: there may be USR discourse and structure, there will be no action), and (2) aligning organizational management with the USR goals proposed and promoted by stakeholders (heroism: USR will have to be promoted against a reluctant bureaucracy).

By investigating the comments of managers about their daily difficulties, without mentioning the subject of USR in particular, it is possible to glimpse USR management from a different angle, that of the internal limitations that underhandedly (from what is not said) hinder the institutional purposes of social responsibility: decision making that involves a lot of time wasted in reaching a consensus and are ultimately inefficient; lack of clarity in institutional guidelines; subjectivity in decision making; rigid and vertical structures with little flexibility for innovation; lack of information to decide between areas

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with little articulation; privileging the urgent over the important; institutional policies of standardized over control for very different areas that would need dissimilar treatment; truncated leadership processes due to lack of motivation and training of the executors; and so on. Perhaps, many university students can identify with this context and work climate that is not very conducive to generate transversal synergies towards the social and ecological transformation of the university.

Of course, a university's USR implementation policy cannot avoid considering the issue of interpersonal relationships in work teams, where the personality of each collaborator, his or her beliefs and human characteristics can limit the decision-making capacity and the success of the USR policy. Nor can it avoid addressing the issue of bureaucracy, mechanisms and cumbersome administrative processes of the institution that may inadvertently contradict the mission statements.

The limitations diagnosed from the comments of the managers interviewed allow us to identify two of the managerial problems mentioned in this research: managerial inconsistencies (lack of alignment between discourse, management and action) and lack of managerial discretion (lack of power to make effective decisions).

Regarding the problem of organizational coherence to align discourse, management and action in the face of the ethical challenges of USR, the university must consider:

Design mechanisms that allow management to increase its commitment to USR and the university to increase its organizational coherence. These mechanisms should insist on the design of incentives and performance evaluation criteria by areas, as well as sensitization and training processes that improve their knowledge of the environment and of USR management.

Encourage innovation and autonomy of university managers. That management is motivated to innovate and has the freedom to make decisions in a clear regulatory framework that considers the principles of USR: accountability, transparency, ethical behavior, respect for the interests of stakeholders, respect for the principle of legality, respect for international standards of behavior and respect for human rights (Argandoña and Silva, 2011). Other principles to be taken into account, identified by Molina, Higuera and Henríquez (2018) in the national action plan on human rights and business in Colombia, contemplate actions that correspond to the pillars of the operational guiding principles on business and human rights of the United Nations: The duty of the state to protect Human Rights (the nexus between the state and business, promoting respect for human rights by companies in conflict-affected areas and ensuring policy coherence), the responsibility of companies to respect Human Rights (the political commitment of companies and human rights due diligence) and access to remedial mechanisms (state judicial mechanisms, state and non-state extrajudicial grievance mechanisms).

Encourage a good working environment. That the work culture is measured and improved, that dialogue and trust are fostered among internal actors from different areas around the purposes of the RSU, which are usually very motivating when they are well understood.

Privilege the key themes of USR, such as Service Learning, research in and with the community, and the articulation between extension, professional training and research (Vallaeys and Solano, 2018), and adapt administrative procedures to the needs of these three components, so that the university actors who promote them cease to be "heroes" working against bureaucracy and internal habits. Finally,

although the present research does not deal with philanthropy as a cornerstone of Social Responsibility, there is research that finds significant statistical differences according to the territorial areas in a country, reason why, managers could consider philanthropic actions for the design of business innovation strategies (Severino et al., 2021); depending on the geographical and social context, which is why managers or administrators should take into account welfare actions towards the community as part of their social projection and social responsibility strategy.

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