



## ARTISTIC EXPRESSION AS A COMMUNICATIVE ACT AT THE POPULAR UNIVERSITY OF CESAR.

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### Summary

The purpose of this research was to analyze artistic expression as a communicative act at the Popular University of Cesar. It has a mixed method where a Pragmatic philosophical stance was adopted with a sequential explanatory design, greater preponderance is given to the quantitative dimension over the qualitative and it is descriptive and field type. The population is made up of one hundred and forty-three (143) students and 2 directors of culture of the Popular University of Cesar (UPC). To this end , a semi-structured interview was developed, consisting of fourteen (14) open questions for the two directors of culture of the universities studied, and a questionnaire consisting of forty-two (42) closed questions, aimed at the students, the latter, with a Lickert-type response scale. Seven experts were consulted for the validity of the instruments. In the reliability of the questionnaire, a pilot test and the Alpha Cronbach formula were applied , which yielded a high result of 99%; for the interview, the qualitative ethnographic contrast was carried out. After the respective triangulation, among the results stand out: the positive presence of artistic expression as a communicative act in the Popular University of Cesar (UPC) studied, so strategies were formulated to strengthen said presence; because the existence of Functional and Transcultural Creativity was concluded; the Perceptive and Interpretive communicative proposals, the exercise of the communicational process, as well as the communication flows: Therefore, it was especially recommended to take into account the strategies and proposals aimed at the fields of university action and focused on promoting managerial forms to strengthen artistic expression as a communicative act at the Popular University of Cesar Valledupar campus.

**Keywords:** University education, artistic expression, communicative act, cultural directions.

### INTRODUCTION

The tendency of contemporary man is characterized by the desire for significant achievements, to master tasks or ideas, to achieve control and quickly reach a high standard in the different spheres of life (social, economic, academic). This has led him to obtain a persistent stimulus, which directs action and plays a fundamental role in determining the behaviors that will occur to achieve the proposed goals.

Within university campuses, artistic expressions and communicative acts generate opportunities for expansion as well as inclusion in decision-making, which is why they would feel motivated to seek solutions appropriate to the context. In this regard, Cárdenas and Harris (2010) consider that human particularities require certain elements such as body, mind, and an appropriate environment to maintain a state of dynamic equilibrium.

Therefore, subjects motivated towards artistic expressions increase the capacities for the organization, obtaining greater achievement of goals. In this way, they act more independently of



the surrounding environment despite situations that may be demotivating for the person, thus efficiently disposing of the resources they possess.

Within this framework, in Latin America the study of the factors influencing artistic expressions and communicative acts of members of university institutions has been implemented in Argentina, Chile, Mexico, Peru and Venezuela, to mention the most significant of the Spanish-speaking countries.

These studies have served as an influence for this research, which was aimed at analyzing artistic expression as a communicative act at the UPC; it is made up of four chapters: Chapter I includes the statement and formulation of the problem, the objectives, the justification and the delimitation of the study. Chapter II contains the previous research and the theoretical bases that support the foundation and analysis of the variables under study.

Chapter III conceives the methodology used for the study, including epistemic foundation, type and design of research, population; data collection technique and instruments. Finally, chapter IV contains the analysis, interpretation and discussion of the results obtained; as well as Strategic Guidelines, to finally present the resulting conclusions and propose recommendations.

### THEORETICAL APPROACH

A research as such is made up of a gear of categories, concepts, contributions, among others, in which the ideas of various authors are contrasted with the positions assumed by the responsible researcher. In this sense, at no time is it intended to have the final solution of the research, but rather to clarify some aspects and give steps to other questions that serve as a guide to other researchers interested in the subject.

In this way, the theoretical framework is justified as a research space that brings together a series of subsystems that provide characteristics and features directly related to the selected topic. Regarding this situation, Rojas (2009) points out that the construction of a theoretical framework has several stages:

First, the handling of the most important known theories that speak of the problem. Second, analyze empirical and textual information which can come from different sources, since this allows to analyze, compare and compare not only the ideas of the authors used, but also to reinforce the personal opinion on the subject. Third, the management of information from reality, requires the researcher to go to the field to directly observe the true situation of the space he is going to investigate. Considering these aspects, the theoretical framework of the research entitled: Artistic as a communicative act at the UPC is presented.

### METHODOLOGICAL FRAMEWORK

This chapter presents the epistemological approach of the research, as well as the methodological elements, at the time of carrying out the research process, the set of methods, techniques and instruments that will allow obtaining the information required for the proposed study is presented.

The development of the methodological framework contains the strategies that allow to approach to the study in a systematic and coherent way, from a logical and comprehensive perspective that allows each of the objectives to be achieved. In this regard, the research paradigm, type and design, study population, technique and instrument, validity, reliability, as well as data processing and procedure used for the preparation of the thesis will be described.

### RESULTS

This chapter contains the analysis, interpretation and triangulation of the results obtained in the research, first, to the questionnaire applied to students who perform the disciplines of theater and dance at the Popular University of Cesar in Colombia. Secondly, the interview carried out with the Directors of Culture of both universities is carried out.

**Variable:** Artistic expression



The first specific objective focused on identifying the typology of creativity promoted by the UPC, using the proposal of Kreitner and Kinicki (2007), to typify the indicators as functional, dysfunctional, and cross-cultural creativity; the results of the questionnaire application are shown in Table 1.

**Dimension:** Typology of creativity

Regarding the functional creativity indicator, it is observed that 43.4 percent of those surveyed say that always and almost always the ideas that arise from the members of the Management favor the objectives of the University. Similarly, 72.1% consider that the creativity of the members almost always and always supports the achievement of the organization's goals; and 61.6 that almost always and always the ideas proposed by the members optimize their own performance. These results place the functional creativity indicator in a Positive evaluation, which means the existence of the exercise of this type of creativity in the universities studied.

**Table 1 Typology of creativity**

INDICATOR	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	SUBJECT	TOTAL
Functional	7,0	7,7	42,0	23,1	20,3	143	100
	0,0	3,5	24,5	40,6	31,5	143	100
	0,0	2,8	35,7	21,0	40,6	143	100
Dysfunctional	44,1	9,1	32,9	14,0	0,0	143	100
	42,7	21,7	30,1	3,5	2,1	143	100
	26,6	11,9	46,9	14,7	0,0	143	100
Cultural	0,0	15,4	28,7	41,3	14,7	143	100
	7,0	11,9	37,8	19,6	23,8	143	100
	0,0	8,4	21,7	18,9	51,0	143	100

Source: Vásquez (2015).

In relation to the previous results, it is contemplated that in the UPC, compliance with the approaches of Kreitner and Kinicki (2007), for whom this type of creativity is cooperative by favoring organizational interests, as well as those of Robbins (2007) who states that functional creativity reinforces goals and improves performance.

For the dysfunctional creativity indicator, 44.1% of those surveyed state that the proposals of the members of the Management never hinder the proper work functioning of the staff of the university organization; In turn, 64.4% say that the members never and almost never propose ideas that improve teamwork in the educational organization. And, 46.9% that the proposal of ideas sometimes generates situations of discord among the members. The above answers provide a Negative rating to the indicator of dysfunctional creativity, meaning that it is not used.

From the above, it is evident that dysfunctional creativity is not present in the UPC, which according to Kreitner and Kinicki (2007), hinders organizational performance as destructive forms that put the interests of the organization at risk. This means that there is no negative form of the interaction process that puts at risk the common objectives of the staff that make up the university centers; on the contrary, they focus on positive types of creativity.

Ending with this dimension, it is evident that regarding the cross-cultural creativity indicator, 56% state that there are almost always and always among the members of the Management there are people with other cultures; while only 43.4% express that almost always and always in the Directorate understanding of the different opinions, originated by cultural diversity, is encouraged, followed by 37.8% who think that this happens sometimes.

Similarly, 69.9% consider that almost always and always the confluence of different beliefs can generate new and ingenious ideas. All of which means that the answers given result in a positive



assessment for this indicator of cross-cultural creativity in the universities studied in terms of the communicative interaction given due to the cultural diversity that occurs in the universities studied. In this regard, it appears that the UPC does not observe the presence of the proposals of Kreitner and Kinicki (2007), on the contrary, instead of arousing conflicts, this cultural diversity has become a generator of new and ingenious ideas due to the confluence of beliefs that will enrich the fluidity of expression in the people who develop in the axis of artistic expression.

**Dimension:** Communicative Proposals

The second objective was to recognize the communicative proposals used for the improvement of artistic expression at the UPC; for which, based on the proposition of Moles (1976), as indicators are the perceptual referring to the way of looking at oneself and the interpretative related to the meanings that the individual captures from others, as can be seen in Table 2.

The results related to the Perceptive indicator show that 44.8% of the informants say that sometimes the members of the Management can perceive the different meanings of the messages that are generated; 46.9% express that sometimes the members of the Directorate can give some meaning to the messages perceived, although contradictorily 45.5% state that it is almost always and always that it happens.

**Table 2 Communicative Proposals**

INDICATOR	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	SUBJECT	TOTAL
Perceptive	5,6	11,9	44,8	21,7	16,1	143	100
	0,0	7,7	46,9	28,7	16,8	143	100
	3,5	9,1	20,3	41,3	25,9	143	100
Interpretive	0,0	7,7	41,3	22,4	28,7	143	100
	4,2	11,9	13,3	28,7	42,0	143	100
	0,0	6,3	30,8	48,3	14,7	143	100

Source: Vásquez (2015).

Similarly, 67.2% affirm that almost always and always the message is perceived because the members have previous knowledge of the subject. This means that, for the most part, this indicator has a positive assessment in terms of the perception of information in the universities studied.

In this sense, it can be said that in the UPC studied, the proposal of Moles (1996) is effectively present, in relation to the perceptual communication of the receivers in terms of the recognition of the message and the perception of the information when they have previous knowledge of the subject in order to be able to decode it and relate the new with what is known and try to give it meaning.

Regarding the Interpretive indicator, 51.1% of the respondents' responses stated that participants can always and almost always recognize the emotions of others during communication. Similarly, the majority of 70.7% of those surveyed say that the sociocultural context almost always influences the interpretation they can make of the message.

Likewise, 63% consider that they can almost always and always recognize the intentionality of the message in all meanings. Meaning a positive assessment for this indicator in the universities studied, as the interpretative presence of communication is evidenced.

Consequently, the UPC is present with the approaches of Goffman (2009), who considers that interpretative communication, that is, the meaning of the action, depends on the characteristics of the interactive situation and the sociocultural context in which individuals act. This means that the interaction between the actors of the communicative process always implies a process of interpretation of the reciprocal communicational action, where the expressive and the instrumental action converge to give interpretative communication as a product.

**Variable:** Communicative act.



**Dimension: Process Elements**

The third specific objective was aimed at explaining the elements of the process of the communicative act in the UPC, based on the approaches of Kinicki and Kreitner (2007), Jorques (2007) and Borunda (2010), and is made up of the elements of Sender, Coding, Message, Receiver as decoder and Feedback or feedback; as presented in Table 3.

**Table 3 Process Elements**

INDICATOR	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	SUBJECT	TOTAL
EMITTER	3,5	2,8	13,3	32,9	47,6	143	100
	0,0	7,7	21,7	46,2	24,5	143	100
	3,5	7,7	16,1	28,7	44,1	143	100
ENCODING	0,0	3,5	15,4	29,4	51,7	143	100
	0,0	0,0	18,2	32,9	49,0	143	100
	3,5	11,9	16,1	41,3	27,3	143	100
MESSAGE	18,9	14,7	32,9	21,7	11,9	143	100
	1,4	8,4	17,5	44,1	28,7	143	100
	2,1	10,5	39,9	28,7	18,9	143	100
RECEIVER AS DECODER	0,0	2,1	49,7	24,5	23,8	143	100
	2,8	11,2	46,9	20,3	18,9	143	100
	0,0	3,5	18,9	61,5	16,1	143	100
FEEDBACK OR FEEDBACK	0,0	0,0	13,3	29,4	57,3	143	100
	2,1	11,9	46,9	18,9	20,3	143	100
	0,0	9,1	25,9	46,2	18,9	143	100

Source: Vásquez (2015).

For the first Issuer indicator, 80.5% of the respondents' responses showed that almost always and always the members seek to communicate with each other. In turn, 70.7% of them said that almost always and always the superior is the one who mostly performs the function of issuer. Similarly, 72.8% state that the emission of messages is carried out in a climate of respect. This means that this indicator has a Positive rating in the universities studied.

At the same time, the presence in the UPC of the approaches of Kinicki and Kreitner (2007) and Jorques (2007) is evidenced, due to the fact that the Sender is an individual, group or organization that tries or wishes to communicate with a given receiver in any communicational situation because he is the one who produces or encodes the message and disseminates it with the intention of communicating something.

In second place is the Codification indicator, where 78.4% of respondents say that almost always and always the message is constructed in a language understandable to others. 81.9% state that language is almost always related to the context or environment; as well as 68.6% consider that the language used is intended to communicate organizational values and beliefs. Resulting in a Positive assessment for the presence of this indicator in the universities studied.

All of which implies that the UPC presents the proposals of Jorques (2007), in view of the fact that coding as a set of signs and rules for combining these signs, allows the message to be encrypted or coded in a way that is understandable to others.

For the Message indicator, 33.6% of the informants say that almost always and always the messages exchanged in the Directorate may have hidden meanings, although, very closely, 32.9% consider that it is only sometimes that the situation arises. In this order of ideas, 72.8% of the informants stated that almost always and always in the university organization the messages generate affective or emotional reactions.



Likewise, 47.6% of those surveyed stated that almost always and always in the institution, the messages correspond to the medium used to transmit them. These results give a mostly Positive rating to the Message indicator in the universities studied.

Similarly, the presence of Kinicki and Kreitner's (2007) approaches to the message is evident, especially because the coded information sent to a receiver can have hidden meanings and generate affective or emotional reactions and, in addition, because the messages must correspond to the medium used to transmit them. This influences the values to be consolidated with the purpose of achieving satisfactory results for all members of the institution.

Next, the Receiver indicator is presented as a decoder, the results of which show that 48.3% of the informants considered that almost always and always the messages received are processed to determine what their meaning is. Meanwhile, 46.9% stated that it is sometimes when the receivers when receiving the message coincide with the sender's intentions.

In this order of ideas, 77.6% of those surveyed said that almost always and always, when the receivers receive the message they know the context related to it. These results provide a positive assessment of this indicator related to the decoding of messages carried out by the receivers in the universities studied.

This assessment shows that in the UPC there is evidence of a strong presence of the proposals of Jorques (2007), since the receiver is the one who receives the message and deciphers or decodes its meaning, related to the linguistic context, sociocultural circumstances (knowledge and cultural training of the interlocutors), the space-time where the communication takes place (extralinguistic context or communicative situation) and that support the correct interpretation of the message in order to access to results that fully satisfy all the groups that interact in the institution.

To conclude with this dimension, the results referring to the Feedback or Feedback indicator stand out, observing that 86.7% of the informants considered that almost always and always feedback is proof of understanding of the message. In turn, 49% of those surveyed said that it is sometimes when the feedback generated in the Management supports the goals to be common; although, 65.1% of these informants stated that the feedback is fulfilled at all levels of the Directorate. A mostly positive assessment of this indicator emerged in the universities studied.

It is evident that in the UPC there is a presence of the proposal of De Vicente (2005), who considers as an indispensable condition that feedback is practiced from the highest levels of the business organization; to turn it into a mode of organizational management, through conviction, setting policies, and decisive and clear attitudes on the part of the people who work, with the purpose of making the goals in the organization common.

#### **Dimension: Factors of internal flow.**

The fourth specific objective in this research was aimed at characterizing the factors of the internal flow of the communicative act in the UPC. In this regard, Katz and Kahn (1993) state that the communication that occurs in institutions, due to their Systemic Model, is a flow of information within the framework of the organization as a product of those interdependencies and interactions that occur between and within the subsystems, through a communication that serves organizational purposes.

Consequently, this informational flow must allow communication in the following directions: descending, ascending, horizontal and diagonal. Therefore, for the purposes of this research, the above approaches were taken to establish the indicators that are analyzed below, through the results of the instrument applied in the UPC studied; as can be seen from Table 4.

To begin with this dimension, the top-down communication indicator is presented, where the results obtained highlight that 44.1% of the informants considered that it is sometimes when there is communication from the higher instances to the members of the Directorate. In turn, 65.8% of them stated that almost always and always the communications of the superior to the members are basically related to the Management.



Table 4 Internal flow factors

INDICATOR	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	SUBJECT	TOTAL
TOP-DOWN COMMUNICATION	7,7	8,4	44,1	23,8	16,1	143	100
	2,1	10,5	21,7	37,8	28,0	143	100
	0,0	9,1	26,6	21,7	42,7	143	100
UPWARD COMMUNICATION	2,1	11,9	39,2	24,5	22,4	143	100
	9,1	11,9	23,8	35,7	19,6	143	100
	7,0	0,0	27,3	46,9	18,9	143	100
HORIZONTAL COMMUNICATION	3,5	10,5	38,5	21,7	25,9	143	100
	0,0	7,7	22,4	46,2	23,8	143	100
	6,3	8,4	13,3	44,8	27,3	143	100
DIAGONAL COMMUNICATION	0,0	21,7	22,4	37,1	18,9	143	100
	0,0	14,0	16,8	42,7	26,6	143	100
	3,5	14,7	27,3	21,7	32,9	143	100

Source: Vásquez (2015)

In this order of ideas, 46.9% said that almost always and always the information that circulates from higher instances to the members serves organizational purposes. These results place this indicator in a mostly Positive assessment in terms of its presence in the universities studied.

This indicates that the UPC complies with the approaches of Katz and Kahn (1993), for whom top-down communication flows from the highest levels of an organization to the lowest for organizational purposes, because communications that go from the superior to the subordinate are basically of five types: work instructions, reasoned explanation of the work, information on organizational procedures and practices, feedback to the subordinate regarding the execution and information of an ideological nature to initiate the notion of a mission to be fulfilled.

Next, the results of the second indicator of ascending communication indicate that 46.9% of the informants considered that there is almost always and always fluid communication between the members of the Management and the university authorities. Likewise, 55.3% of them stated that almost always and always the information that circulates from the management to the authorities supports them in decision-making.

Similarly, it is observed that 65.8% said that sharing information with their superiors almost always stimulates the participation of the members of the Directorate. Therefore, the presence of a Positive assessment for this indicator in the universities studied is affirmed.

In this regard, it is stated that in the UPC there is an effective presence of the proposal of Katz and Kahn (1993), for whom bottom-up communication flows from the lowest levels of the organization to the highest levels and includes suggestion boxes, group meetings and procedures for the presentation of complaints with the purpose of stimulating the participation of the members of the organization. Next, the resulting responses for the horizontal communication indicator state that 47.6% of those surveyed said that almost always and always the members of the Management maintain fluid communication between them; and that 70% considered that almost always and always the interaction between the members of the Management supports the coordination of the functions of the organization.

In turn, 72.1% of the informants stated that communication between members almost always underpins the satisfaction of social needs. These results mean that there is a positive assessment for this indicator in the universities studied.



Consequently, it is evident that in the UPC there is a real presence of the approaches of Ivancevich, Konopaske and Matteson (2006), for whom efficient organizations also require horizontal communication, as it is necessary for the coordination and integration of the organization's functions. To conclude with this dimension, the results related to the diagonal communication indicator are presented, observing that 56% of the interviewees considered that there is almost always and always communication between all levels in the organization, even if they do not have direct relations of dependencies. Likewise, 69.3% of them stated that almost always and always this communication accelerates the flow of information for a better understanding of it.

In this regard, 54.6% stated that interaction between people without direct relationships of organizational dependence almost always supports the coordination of efforts to meet organizational objectives. Highlighting the existence of a Positive assessment regarding this indicator in the universities studied.

In this regard, it is found that in the UPC there is a presence of what was established by Bateman and Snell (2005), who assure that even though it is of little use in organizations and basically occurs between people at different levels without direct relationships of dependencies between them; This type of communication serves to speed up the flow of information, seek a better understanding and coordinate efforts for the fulfillment of organizational objectives.

After presenting the results of the questionnaire applied, as well as contrasting them with the theory presented, it is evident that the logical structure of both is related and supported in terms of their internal coherence and the resulting knowledge, resulting in a positive contrast between the results and the research questions. according to what was stated by Pita and Pértegas (2002), for whom quantitative instruments serve to test hypotheses and to be able to accept or reject them with a certain certainty.

Next, we proceed to explain the second instrument applied, as experts, to the directors of the Directorates of Culture of the Popular University of Cesar (UPC) Valledupar headquarters; made up of an interview of fourteen (14) propositions, the results of which are shown in relation to the specific objectives set out in the following tables.

**Table 5 Typology of creativity**

<b>Specific objective 1: To identify the typology of creativity promoted by the Popular University of Cesar</b>			
<b>Indicator: Functional</b>			
<b>Proposition</b>	<b>Expert</b>	<b>Answer</b>	<b>Operating structures</b>
Explain the strategies the organization uses to encourage creativity in the members of the unit you lead	#1 UPC	1. The creative process is part of the quarterly planning, each teacher is asked within their training process to present an activity of "artistic creation" 2. Ideas are listened to, analyzed and motivated to carry them out 3. Working in the musical and artistic area provides a space to unleash the creative process	The members contribute with their opinions which contribute to a rapprochement between them and the Directors to support the creative process
	#2 UPC	1. The contribution of each member with privilege of its materialization is consulted for the purposes proposed. 2. Brainstorming with pointing out the best proposals through objective analysis. 3. To promote participatory spaces as an ideal means to contribute to the productive approach of the Management.	





<b>Indicator: Dysfunctional</b>			
In the event of situations where the creativity generated hinders the proper functioning of the university organization, how is the procedure that is executed to solve this situation	#1 UPC	In the first place, rules are established so as not to hinder the university dynamics, that is, it is a matter of anticipating as much as possible the probable inconveniences, for example: outdoor cultural events are handled with a sound volume that respects regular classes, activities that do not coincide with class or exam schedules are proposed. Therefore, it is not usual for inconveniences to arise, if they occur there is always room for negotiation and communication.	Compliance with previously established regulations is established that is in line with the mission and vision of the organization, but in the event of any deviation, it is reviewed in a climate of negotiation and communication
	#2 UPC	The special prelude of group work is to analyze what is convenient for the organization, in terms of its development and in relation to the mission and vision. When something, no matter how creative it may seem, opposes them, revision is promoted as an expeditious way to point out the best, based on agreement	
<b>Indicator: Cross-Cultural</b>			
What are the measures taken by the university to promote understanding of the different positions or opinions originated by cultural diversity?	#1 UPC	Tolerance is promoted. Our activities and groups are a sign of respect. Active listening is exercised	Promotion of respect and tolerance towards collective participation with the inclusion of contributions from transculturality.
	#2 UPC	To find points of agreement, focused on collective participation as a vital source for cultural promotion and with contributions from interculturality	

Source: Vásquez (2015).

In relation to the functionality indicator, it is observed that the opinion of the members of the Directorate of Culture of the universities studied is consulted to serve as a contribution to the activities that are carried out in them, with the purpose of supporting their creative process. The functional creativity present in the UPC is consistent with Robbins (2007) who proposes the comprehensiveness of the term, because it is basically based on the cooperative nature of the group to strengthen itself as a team and thus optimize the interests of the organization. In this study, it is important to highlight the knowledge generated within university environments. For the dysfunctionality indicator, assimilation as the second type of creativity, it is observed that this typology is not present in the universities studied due to the established regulations but, in case of any deviation, it is reviewed and directed so that it is in line with the mission and vision of the organization.



The results presented show that dysfunctional creativity as the negative form of the interaction process, which puts at risk the common objectives of the staff that make up the university centers; he does not appear at the UPC; therefore, there is no opportunity to accommodate the approaches of Kreitner and Kinicki (2007), who consider that dysfunctional creativity hinders organizational performance as destructive forms that put the interests of the organization at risk.

Cross-cultural creativity in the universities studied is treated with respect, openness and tolerance; therefore, collective participation is encouraged with the inclusion of contributions related to this type of creativity. It is of utmost importance to point out that cross-cultural creativity can be seen as a conflictive factor but it is possible to turn it into a generator of new and ingenious ideas due to the confluence of beliefs that will enrich the fluidity of expression in people who develop in the axis of artistic expression, especially in the UPC. where there is a greater degree of complexity.

In this regard, the UPC observes the presence of the proposals of Arce (2002), for whom understanding the differences that arise from cultural diversity within an organization, begins with dealing with the idiosyncratic differences of cultures in interrelation within the business environment, because it is based primarily on trying to understand the different positions or opinions, originated by this diversity, especially if they are from different countries as is the case of this study.

Table 6 below presents the responses of the UPC directors of culture studied in relation to the second specific objective. In this regard, the perceptual indicator shows that the messages sent, so that they can be well perceived by the participants, are related to references and values so that they converge in the clear understanding of these messages.

Therefore, there is a presence of what Aumont (1992) explained, in that perceiving is above all a creative activity aimed at creatively interpreting the messages of the environment, and also recognizing shapes in complex visual stimuli.

It is also observed that as sensations are intimately linked to the communicative process, to the feelings that expand and disseminate the message in interaction with the other social being; Since perceptual communication is the recognition of the message, it supposes that the receiver must have previous knowledge of the subject, in order to be able to decode by relating the new with the known, because when something is perceived, that something is tried to give meaning, to enter it into the conceptual and affective connections because the subject must become aware of the signals to interpret their meaning.

**Table 6 Communicative proposals**

<b>Specific Objective 2: To recognize the communicative proposals used for the improvement of artistic expression in Universidad Popular del Cesar.</b>			
<b>Indicator: Perceptive</b>			
<b>Proposition</b>	<b>Expert</b>	<b>Answer</b>	<b>Operating structures</b>
Being a Directorate where expression and art are encouraged, what strategies do they use so that the members can perceive the different meanings of the messages that are generated	#1 UPC	The perception of each member of the Community with respect to the messages emitted is totally subjective, therefore each one interprets the art according to their referential framework and value system, however it is about the messages being as clear as possible.	As strategies for participants to perceive the messages that are generated, it is a matter of relating them to references and values that converge in the clear understanding of these messages.
	#2. UPC	Through the use of relaxation techniques and subliminal understanding, subject to consensus as a meeting point	
<b>Indicator: Interpretive</b>			



How does Management get participants to remain attentive to the emotional cues of others and recognize the relationship between interaction and sociocultural context?	#1 UPC	In the case of such a large student population, with such diverse characters, it is not possible to maintain attention to emotional signals, this depends on many factors: time, idiosyncrasies, historical moment, moods. Therefore, it is already a personal process of the person who sends or receives the message	Interpreting is a personal process between the participants of the communicative act which, in turn, depends on their sociocultural context and it is not always possible to achieve their maximum attention towards others.
	#2. UPC	Through the use of relaxation techniques and subliminal understanding, subject to consensus as a meeting point.	

Source: Vásquez (2015).

In the interpretative indicator, it is highlighted that since the interpretation of messages is a personal process between the participants of the communicative act and is influenced by the sociocultural context, it is not always possible to achieve maximum attention from the participants towards others. This is in line with what Goffman (2009) has said, who considers that interpretive communication is the meaning of action that depends on the characteristics of the interactive situation and the sociocultural context in which individuals act; so divergence is possible insofar as the observer has a double key of reading.

It is observed, then, that the interaction given between the actors of the communicative process always implies a process of interpretation of the reciprocal communicational action, where the expressive and the instrumental action converge to give interpretative communication as a product. In turn, it can be added that the communicational process leverages the skills to cultivate effective human relationships, both individually and in groups; relationships that in the university environment are important to communicate, direct, resolve conflicts, create harmony, obtain consensus and develop a team spirit among employees and/or colleagues.

Continuing with the comparison of the responses of the UPC directors of culture, table 7 is presented, related to the third specific objective. It highlights for the sender indicator that Sender is anyone who emits a message and, although formal communication comes from the Directorate, all its members are senders of a message.

Consequently, in the UPC studied, the communicational premise is fulfilled that in the human communicative act, the sender can be an individual, a group of people or an institution that wishes to send information to another group of people; which is related to the approaches of Kinicki and Kreitner (2007) and Jorques (2007), who agree that the Sender is an individual, group or organization that tries or wishes to communicate with a given receiver in any communicational situation with a defined purpose; it is the latter who produces or encodes the message and disseminates it with the intention of communicating something.

**Table 7 Process Elements**

<b>Specific objective 3: To explain the elements of the process of the communicative act at the Popular University of Cesar.</b>			
<b>Indicator: Issuer</b>			
<b>Proposition</b>	<b>Expert</b>	<b>Answer</b>	<b>Operating structures</b>
Explain whether in the Directorate the superior or director is	#1 UPC	Not necessarily, in the Directorate of Culture the "formal" communication comes from the Director, however	A sender is anyone who issues a message and, although the

the one who most exercises the function of issuer		EVERYTHING communicates, our events, groups and musical, dance and theatrical productions communicate, they are transmitters of a message.	formal part of the Directorate, all its members are senders of a message.
	#2. UPC	Not always.	
<b>Indicator: Coding</b>			
What are the different codes used in the construction of the messages that circulate in the Directorate?	#1 UPC	The linguistic code is the Spanish language	They refer to basic communication, whether oral or written; which may mean that those related to artistic expression are not considered codes.
	#2. UPC	It is based on achieving objectives, materializing consensus, visions and overcoming goals without unnecessary protagonism	
<b>Indicator: Message</b>			
What is the intention of the messages exchanged in the Directorate?	#1 UPC	The primary intention of the messages exchanged in our Directorate is the fulfillment of an instruction. Then there's the exchange of information	The messages are mainly institutional
	#2. UPC	Promoting Missionary Outreach	
<b>Indicator: Receiver as Decoder</b>			
How is the decoding process of the messages carried out by the receiver of the same?	#1 UPC	The decoding process has to do with the analysis and understanding of the message, if we communicate in the same language and terms there will be a process of understanding. It can be established that the process is positive since results are obtained in the communication process.	The decoding of the messages is carried out in a positive way and linked to the institutional processes
	#2. UPC	It is linked to the scope of institutional development	
<b>Indicator: Feedback</b>			
Feedback checks the understanding of messages to support the achievement of organizational goals. Explain	#1 UPC	The communicative act is a vital part in the achievement of goals, if they are not communicated they are not known, therefore they cannot be satisfied. The feedback checks that the message reached its receiver, that it was decoded, internalized, and responded to.	Feedback checks the reception and understanding of the messages received
	#2. UPC	Yes	

Source: Vásquez (2015).



Towards the Decoding indicator, it is observed that the interviewees only refer to basic communication, whether oral or written; which may mean that those related to artistic expression within the context are not considered codes. In this case, the relationship that is marked between coding and the university organizational context. It is evident that what Jorques (2007) proposes, for whom the Code is the entire set of signs and rules of combination of those signs that allow the message to be encrypted or encoded, is not completely complied with.

As for the Message indicator, most of the messages circulating in the UPC Culture Directorate studied are mainly institutional. However, in view of the importance of both the message and the choice of the medium to send it, the presence in these universities of the proposal of Kinicki and Kreitner (2007) is evident, due to what the message can represent for the realization of the communicative act in university organizations, mainly because of the values that must be consolidated in order to achieve satisfactory results for all the elements that are an active part of the institution.

Next, for the Receiver indicator as a decoder, the decoding of the messages is carried out in a positive way and linked to the institutional procedures and values. These results characterize a certain communicational process and, in this case, the decoding of the message, where the exact information is handled to achieve the proposed goal and excellence, which consists of accessing results that fully satisfy all the groups that work for the institution.

Related to what Membrado (2007) expressed, who states that excellent organizations collect information from present and future stakeholders and use it to establish, review and implement their policies, strategies and objectives in the short, medium or long term.

Finally, the Feedback or feedback indicator shows that in the UPCs studied, feedback proves the reception and understanding of the messages received. Therefore, organizational management must encourage actions so that in this dependency there are all the communicative options to consolidate the work.

Because, as De Vicente (2005) explains, it is an essential condition that feedback is practiced from the highest echelons of the business organization. Turning feedback into a mode of organizational management, above all, requires conviction, setting policies and decisive and clear attitudes on the part of the people who make up the institution.

Table 8 contains the results of the interviews conducted with the Directors of Culture of the UPC in relation to the fourth specific objective, from which it emerges that with regard to the indicator Downstream communication, the messages sent by downward communication are related to the institutional purpose, and the fulfillment of the mission of the university.

**Table 8 Internal flow factors**

<b>Specific objective 4: To characterize the factors of the internal flow of the communicative act in the Popular University of Cesar.</b>			
<b>Indicator: Downstream communication</b>			
<b>Proposition</b>	<b>Expert</b>	<b>Answer</b>	<b>Operating structures</b>
The information emanating from the higher levels to the members of the Directorate serves the institutional purposes. Explain.	#1 UPC	Yes, absolutely. Each message must be structured according to the institutional purpose, which in the first instance is education through the three basic functions of the university: extension, teaching and research. Based on the purpose of the institution, each piece of information issued must be framed within this intention.	Messages sent by top-down communication are related to the institutional purpose, and the fulfillment of the university's mission.
	#2. UPC	Of course. Anyone who has to do with the missionary exercise.	
<b>Indicator: Upward Communication</b>			



Explain if the Management maintains fluid communication with the university authorities in order to support decision-making and, at the same time, stimulate the participation of its members in this process.	#1 UPC	Yes, communication is two-way, through various channels: written and oral, and through formal and informal channels. Expression is allowed.	Ascending communication is carried out through various channels: written and oral, both between teachers and towards students.
	#2. UPC	Yes, with the employees who make up the office, the faculty teachers in the different areas (dance, theater, among others) and from the professors to the students	
<b>Indicator: Horizontal Communication</b>			
Explain what the purpose of the Management is during the communication process between its members.	#1 UPC	The Directorate of Culture becomes both sender and receiver, as it is a heterogeneous team but with common purposes the communication process becomes efficient. The purpose of Management is to achieve synergy in the work and fulfillment of objectives and this can only be achieved through effective and efficient communication.	The purpose of horizontal communication in the Directorate is to achieve synergy in the work and fulfillment of institutional objectives.
	#2. UPC	The purpose is to promote the horizontal circulation of communication and achieve the greatest institutional use of it	
<b>Indicator: Diagonal Communication</b>			
Why does the Directorate maintain communication with other offices that do not have direct relations of dependency with it?	#1 UPC	It is imperative and necessary to maintain this communication, our Management, as well as other university dependencies, are part of a large academic conglomerate, visualizing us as a great team with a single function, no department can function independently of the other. Communication guarantees part of the success.	Diagonal communication supports teamwork because no department can function independently of the other. Communication ensures that the organizational mission is realized.
	#2. UPC	When the focus is done, it is the materialization of the missional approach	

Source: Vásquez (2015)

Katz and Kahn (1993) are present, for whom top-down communication flows from the highest levels of an organization to the lowest. These communications, which go from superior to subordinate, are basically of five types: work instructions, reasoned explanation of the work, information on organizational procedures and practices, feedback to the subordinate regarding execution, and information of an ideological nature to initiate the notion of a mission to be fulfilled.



From the indicator Bottom-up communication, it emerges that this type of communication is fulfilled in the UPC studied, through various channels: written and oral, both between teachers and towards students. In this regard, Katz and Kahn (1993) state that bottom-up communication flows from the lowest levels of the organization to the highest. It includes suggestion boxes, group meetings, and complaint procedures.

The Horizontal Communication indicator showed that the purpose of horizontal communication, in the Directorate of Culture of the UPC studied, is to achieve synergy in the work and fulfillment of institutional objectives. Fulfilling the premises of Chiavenato (2007), for whom horizontal communication is left for administrators or managers to moderate; since communication between colleagues is necessary to coordinate, and also achieve, the satisfaction of social needs.

Ending with this objective, the indicator Diagonal Communication is presented, whose results showed that diagonal communication in the UPC studied supports teamwork because no department can function independently of the others. In addition, communication ensures that the organizational mission is realized.

Therefore, Bateman and Snell (2005) are present, for whom this type of diagonal communication basically occurs between people at different levels without direct relationships of dependencies between them; serving to accelerate the flow of information, seek a better understanding and coordinate efforts for the fulfillment of organizational objectives.

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