

**ECOSTRATEGIES AS A MECHANISM FOR LEVELING ENVIRONMENTAL
EDUCATION**

**ECOESTRATEGIAS COMO MECANISMO DE APALANCAMIENTO DE LA
EDUCACIÓN AMBIENTAL**

ECOSTRATEGIE COME MECCANISMO PER LEVELING EDUCATION AMBIENTALE

Recepción: 29/09/2017 **Revisión:** 29/09/2017 **Aceptación:** 29/09/2017



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ABSTRACT

The present study aimed to understand eco-strategies as a leverage mechanism for environmental education, based on the perception of the hotel sector's leaders on the subject. The study was approached from the qualitative paradigm, taking as a theoretical reference the postures of Esty and Winston (2009), Moyano and Jiménez (2005), Maldonado (2005), Araya (2010), Cajigas (2004), Strauss and Corbin (2002), among other authors. The grounded theory was used as the investigative method, resorting to the semi-structured interview as the instrument for recording the information. The organization of the data collected was done through the codification as well as the categorization (open, axial and selective) suggested by the method used, whose product was contrasted by means of the triangulation among the theoretical referents considered, the sociological constructs contributed by those interviewed, in addition to the position of the researcher. It was pointed out that the term "eco-strategies" refers to the link between the productive action of the organization (strategies) and their effects on the environment, whose effectiveness requires the integration of all the actors involved, with sufficient education and training to foster the ecological practice of high commitment to manage any challenge

(internal and external) towards the reduction of negative effects on the environment, where environmental education represents an enabler for its development.

Keywords: eco-strategies, environmental preservation, ecological thinking, environmental education, leadership.

RESUMEN

El presente estudio tuvo como propósito comprender las ecoestrategias como mecanismo de apalancamiento para la educación ambiental, a partir de la percepción de líderes del sector hotelero sobre la materia. El estudio fue abordado desde del paradigma cualitativo, tomando como referente teórico las posturas de Esty y Winston (2009), Moyano y Jiménez (2005), Maldonado (2005), Araya (2010), Cajigas (2004), Strauss y Corbin (2002), entre otros autores. Fue utilizada la teoría fundamentada como método investigativo, recurriéndose a la entrevista semi-estructurada para el registro de información. La organización de la data recopilada, se efectuó a través de la codificación así como la categorización (abierta, axial y selectiva), sugeridas por el método empleado, cuyo producto fue contrastado por medio de la triangulación entre los referentes teóricos considerados, los constructos sociológicos aportados por los entrevistados además de la postura de la investigadora. Se precisó que el término “ecoestrategias” alude a la vinculación entre la acción productiva de la organización (estrategias) y sus efectos sobre el medioambiente, cuya efectividad requiere la integración de todos los actores involucrados, con formación y capacitación suficiente para el fomento de una práctica ecológica de alto compromiso para gestionar cualquier desafío (interno y externo) hacia la disminución de efectos negativos sobre el ambiente, donde la educación ambiental representa un elemento potenciador para su desarrollo.

Palabras clave: ecoestrategias, preservación ambiental, pensamiento ecológico, educación ambiental, liderazgo.

RIASSUNTO

Lo scopo di questo studio era quello di capire le strategie eco-strategiche come un meccanismo di leva per l'educazione ambientale, basato sulla percezione dei leader del



settore alberghiero in materia. Lo studio è stato avvicinato dal paradigma qualitativo, utilizzando come posture di riferimento teorici Esty e Winston (2009), Moyano e Jimenez (2005), Maldonado (2005), Araya (2010), Cajigas (2004), Strauss e Corbin (2002), tra gli altri autori. La teoria fondata è stata utilizzata come metodo investigativo, ricorrendo all'intervista semi-strutturata per la registrazione delle informazioni. L'organizzazione dei dati raccolti è stata effettuata utilizzando una codifica e categorizzazione (aperto, assiale e selettiva), suggerito dal metodo, che prodotto è stato contrastato con una triangolazione tra i riferimenti teorici considerati, costrutti sociologici contribuito dagli intervistati oltre alla posizione del ricercatore. È stato dichiarato che il termine "ecostrategias" si riferisce al legame tra azione produttiva dell'organizzazione (strategie) e dei suoi effetti sull'ambiente, la cui efficacia richiede l'integrazione di tutte le parti interessate, con una formazione sufficiente e di formazione per la promozione della ecologica pratica forte impegno per gestire qualsiasi sfida (interna ed esterna) per la riduzione degli effetti negativi sull'ambiente, in cui l'educazione ambientale è un elemento enhancer per lo sviluppo.

Parole chiave: eco-strategie, conservazione ambientale, pensiero ecologico, educazione ambientale, leadership.

INTRODUCTION

The overwhelming rhythm of the globalized economy that the organizations lead has generated the dynamization of a market increasingly influenced by terms such as: global warming, climate change, greenhouse effect, among others. This has awakened, in the productive field, the need to innovate on systems of development framed in the rational and efficient use of natural resources. Thus, in the transit of an era marked by an announced environmental detriment, as shown by Esty and Winston (2009), ecologically sensitized actions are a referential aspect in the competitive levels of the supply-demand environment.

Given the complexity of the scenario described, conscious, responsible actions are required for the development of an ecological thinking, which according to Cajigas (2004), Moyano and Jiménez (2005), Morín (1994) and Capra (2002), allow to revitalize the

relationship between the individual and his surroundings, in order to offer products as well as services that satisfy the client without sacrificing the environment.

In this sense, considering that the current market demands renewed offerings that integrate effective solutions alternatives that provide profits for the organization, the client and the environment, the call is to promote a flexible leadership, which for Riso (2010) it allows to accept and understand that all conflict generates evolution, which can enhance the actions that are alluded to, required both by the planet and the humanity that inhabits it.

Drastically looking at the Venezuelan context, a scenario in which variables such as: insecurity, economic inflation and political conflicts, among others, have probably caused: an indifference on the environmental issues; lack of knowledge about the repercussions of environmental degradation; worse still, the absence of an ecological conscience and indolence over the longevity of the current natural reserves and their incidence in the productivity of the country.

The aforementioned is endorsed, by the fact that despite legal support for the conservation and protection of the environment, in accordance with the Constitution of the Bolivarian Republic of Venezuela (1999, National Constituent Assembly), efforts for this purpose have been promoted with little volume, triggering a difficult and diluted management, which requires the development of strategies conducive to the rational use of resources in various economic sectors of the country.

In this sense, being the hotel sector an important factor for income generation, through the promotion of investments in infrastructure, employment, promotion of cultural diversity, as well as conservation of cultural and natural heritage – according to Aguirre (2001)- it was believed to approach the panorama focused on the Venezuelan tourist-hotel business, as an internationalized market, with the participation of actors (clients: visitors and residents) looking for renovated accommodation (socially responsible), with quality services, providing economic, socio-cultural, as well as environmental, benefits in the environment where it is developed.



Therefore, the importance of cultivating, strengthening and rooting a conscious leadership on the environmental problem, ready to establish innovative measures for a scenario that needs a strategically prospective intervention, capable of activating the need to mediate relations between the environment (strategies) and the end (environment), which will henceforth be cited as an eco-strategy, whose perspective can boost leadership and thus competitiveness in organizations.

At this respect, in order to understand the leaders perceptions about the development of eco-strategies as a mechanism for leveraging the environmental education in companies of the hotel sector, the study presented contemplates the integration of four (04) sections, through which are revealed: the epistemic and methodological bases of the study, the theoretical references that supported the categories addressed, the findings obtained with respect to the socio-contextual definition of the eco-strategies, to finally consolidate the constructed knowledge.

EPISTEMIC AND METHODOLOGICAL BASES

The study was framed in the qualitative paradigm, since from the perspectives of the own actors (leaders - managers of hotel companies), it was possible to obtain a reflective knowledge, and according to Parra (2005) valid in the construction of the socio - cultural reality circumscribed in each subject.

From this perspective, the introspective-experiential approach was used as an epistemological orientation, where language was the driving mechanism of knowledge, as expressed by Habermas (1990), Husserl (1996), Hegel (1994) and Dilthey (1997), among other representatives of the Frankfurt school, because of the sociocultural symbolism that is in the context, the hermeneutical interpretation emerged as well as the dialectical logic of its semantic properties.

Thus, in an introspective way, the knowledge obtained was extracted from the reality presented and perceived in organizations of the hotel sector in terms of the eco-strategies as a mechanism to leverage the environmental education. Experiencedly, the

understanding of this reality was achieved by the experience experienced, felt, reported and shared by key informants.

In the framework of the approach described, the current of thought used was the symbolic interactionism, from Blumer's (1969) position, regarding the contribution of the social interactions of man, framed both in the "symbols" that integrate his physical world (hotel sector organizations), as well as the "meaning" that these bring to its reality (the development of eco-strategies from the environmental education), whose consequence-effect of said interaction (communication between individuals through language and other symbols) revealed the presence of the categories addressed and their impact on the phenomenon studied.

The assumed methodological position was based on the grounded theory, through which explanatory models of human perception were elaborated, based on the actions, interactions and social processes reported by the key informants. This, comparatively confronted with the theoretical referents consulted to obtain what Strauss and Corbin (2002) define as the emergent substantive theory.

In order to construct the knowledge sought, four (04) key informants, all leaders/managers, active in their strategic, tactical and operative functions were used in the main hotels in the city, to whom a semi-structured interview was applied to capture beliefs, perceptions, expressions, attitudes, values, opinions and interpretations - among many aspects - of the current reality on the development of eco-strategies as a mechanism to leverage environmental education.

The organization of the data included (according to the procedure established by the grounded theory): the transcription of the interviews carried out; the codification of the analyzable units in function of the defined purpose and the categorization of the phenomenon, through the saturation of contents, all according to the criteria of Strauss and Corbin (2002).

Consolidated the organization of the data, it proceeded to establish the hypothetical proposals through triangulation, framed in the interpretation of empirical relationships,

confronting the theoretical referents consulted, the sociological constructs defined as well as the perception of the researcher.

All the procedure described was conducted from the line of respect as an ethical perspective, accepting the differences of knowledge, opinions, visions as well as human behavior patterns, such as anonymity and confidentiality, during the registration, collection, dissemination of information provided by informants. On the other hand, in support of the criteria of Laszlo (2004), collective justice (man-planet) was assumed as the criteria of referential ethics in promoting the benefit of the development of eco-strategies as a mechanism for leverage education environment for the enjoyment of a reasonable, conscious and responsible life with the natural resource.

THEORETICAL REFERENCES

ECO-ESTRATEGY

Considered as a composite category, we next attempt to define the eco-strategies, starting from the link between the term "strategies" with the basis of ecological thinking. Thus, starting with the exposed by Mintzberg, Ahlstrand and Lampel (1999), who assume that the first refers to those actions designed, applied or implemented to achieve a specific goal (positioning that guarantees the stability of the company) in an environment that for Drucker (1999) it may be predictable or not.

The predictive that is mentioned, for Méndez and Suárez (2007) it represents the visualization of the organization as part of a broad panorama, which requires the configuration of dynamic scenarios, identifying needs, transforming threats into opportunities, reconciling skills with all actors involved partners, customers and employees), even more, innovating according to the presented changes (technological and environmental, among others).

In this sense, and based on the fact that preservation refers to an anticipated care to avoid any damage or deterioration and thus retain certain qualities, it is considered pertinent to formulate the following: What can be preserved in the organizational context?

From the systemic perspective, the organizational preservation can be directed toward the establishment of its ethical platform (mission, vision, values, policies, among others); The operational permanence through its dynamicity, recursion, synergy, systematicity and feedback, among other processes; as well as the conservation of its resources (raw materials, technologies, labor force, partners, customers, society, among others). In summary, the internal preservation of the company is outlined towards what Chiavenato (2001), Koontz and Wehrich (1998), Beckhard (1999) and Robbins (1998), define as organizational development.

This leads to the formulation of another question, what happens to the preservation of the external organizational context? Considering the organization as an open system, that takes from the exterior enough inputs (energy, information, raw material, among others) to transform them and reinvest them into new products and services, it is established that the external preservation of the organization, suggests the maintenance of all that surrounds it, acting as feedback mechanism, i.e. market, economy, politics and environment, considered the latter, as the factor of less consideration for the competitive levels of the organization.

Under the environmental tenor, the negative effects (environmental crisis) on ecosystems have been generated as a result of: the excessive use of renewable resources (causing deforestation, extinction of species, depletion of reservoirs as well as alteration of self-regenerative capacity of the natural cycles of the planet); Overexploitation of non-renewable resources (triggering their scarcity); as well as the injection of waste, emissions and toxic waste into the environment.

Faced with such aggressive disposition, it is ratified the proposal to cultivate a rational conscience that revitalizes the correspondence between man and nature, for which an ecological thinking contributes to justice as well as the necessary responsibility to convert spending into savings and risks into benefits.

Consolidating the above, the assertion of Esty and Winston (2009) consider that ecological thinking contributes into competitive advantages over the actions demanded by a market dynamically influenced by environmental factors, whose measures (strategies

with ecological vision, i.e. "eco-strategies"), undoubtedly add value to both the commitment and the responsibility that the company must assume in front of the planetary environment.

ENVIRONMENTAL EDUCATION

It is becoming increasingly apparent that human consumption derived from the irrational use of renewable and non-renewable resources has altered the evolutionary cycles of natural capital. Faced with this, the need to sensitize humanity on this issue has been made more evident, in order to coordinate an effective action that can stop the degenerative process and thereby correct the effects caused.

In this regard, Covas (2004) believes that in the search for solutions to solve environmental problems, the environmental education represents a key aspect in the sensitization that is required, since in addition to involving all members of society, it contributes with knowledge and tools to model a social action consistent with their needs and demands of the planet.

In the same guideline, Zabala and García (2008) suggest that in order to raise awareness of environmental issues, from their origin to their effects, the environmental education represents the ideal mechanism to promote the values of a collective behavior shaped towards social justice in the search for a balanced humanity, defining it as the most effective means of conscientization to achieve environmental preservation, in the present and future generations.

Moreover, Vega and others (2009) add that environmental education is a driving force for the construction of an environmentally and socially sustainable society, for the renewal of those knowledge that allow to recognize the planetary conflicts generated by the human action to revitalize a democratically participatory and sustainable world.

Considering the above mentioned, environmental education, in its cognitive process, represents a change of attitude regarding the ecological crisis and social repercussions, requiring orientation in terms of contents and methodology to acquire knowledge that lead

to the care of the environment, in a systematic and effective way, modeling future scenarios.

In addition, the provision of knowledge about strategies of action for the care, conservation and protection of the environment, the environmental education seeks the approximation of the individual to nature, renewing this relationship through sensitivity and awareness of inherited actions and those required to continue to travel around the world.

In this context, Sauvé (2006) argues that environmental education is at the basis of the personal and social development of the individual, since he links his relationship with himself (construction of identity) to other individuals (development of the relations of alterity) and with the environment (shared and balanced relationship between the human and other forms of life), moving from the educational (cognoscente) to the social (planetary commitment).

From the above, environmental education represents the basic element to acquire, generate and share values, conscience, attitudes and behaviors ecologically responsible, in the search for ethical lifestyles, in balanced harmony between living organisms of the planet, for the social transformation required for the benefit of current and future generations.

Consolidating the point, it is countersigned what Pope Francisco (2015) in his encyclical on the care of the common house, manifests on environmental education, as a call to the creation of an "ecological citizenship", able to develop habits that affect directly in the care of the environment, as an act of love expressed in one's own human dignity.

FINDINGS: SOCIO-CONTEXTUAL DEFINITION OF ECO-STRATEGIES

With support in the semantic resources to define the action and interaction existent in the emergent categories, the socio-contextual constructions elaborated on the perceptions shared by the key informants are exposed, which revolved around the lived experiences on the development or application of the eco-strategies as a mechanism to leverage environmental education.

In this sense, the informant 1 stated that the eco-strategies represent those actions that cause the least possible harm to the environment, for which, it should be encouraged: first, a consciousness based on sufficient knowledge and/or experiences (cognitive attitude) to understand and assume the real conditions of the environment (rational attitude); and secondly, a culture that contributes to the conduct of behavior based on values, norms, beliefs, since such behavior can directly or indirectly affect the effects on the environment.

The previous construction, according to the expressed by the informant 1, is perceived from an ecological sense that demands and induces the development of a true environmental education where the knowledge, the active and effective participation of diverse agents, as well as the promotion of applied practices, strengthen the effects caused (man-environment relationship) within the organization, in society and the environment, in the fulfillment of the organizational social responsibility.

With a similar perspective, the informant 2 referred to the eco-strategies as measures aimed to the environmental conservation, based on an ecological consciousness integrated by cognitive attitudes (based on knowledge as well as experiences on the efficient use of new products) and rational (in relation to the use of equipment-materials by virtue of the current environmental state), enhanced in the effects derived from an education oriented to the prevention of environmental problems (practice), through the production of new learning from third-party experiences (participative) that leads to the configuration of an organization socially responsible.

The informant 3, particularly, expressed that eco-strategies point to those maneuvers aimed to the environmental preservation, with special attention to the rational use of materials, controlled by the demands of competent organisms (unfounded in a certain way of a rational conscience), while such behavior generates satisfaction as a result of the benefits generated to the environment (emotional attitude).

Similarly, the informant 3 adds that environmental actions, such as responsible work of the organization in the environmental and social context, are strengthened in the establishment of an ecological culture based on behaviors guided by a value driven action,

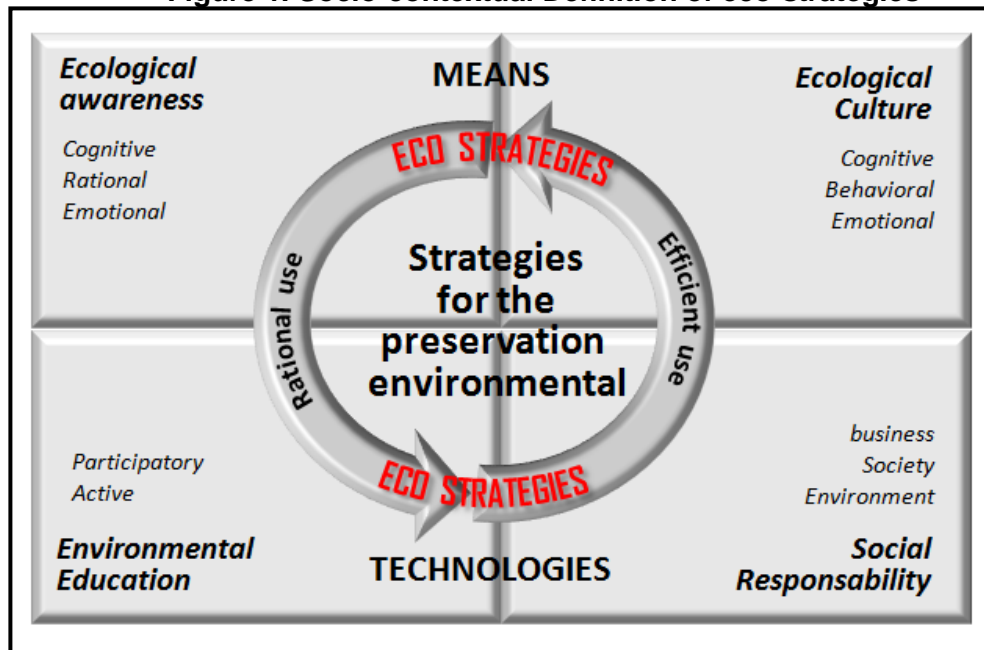


governed by norms and knowledge, consolidated in experiences that directly and indirectly (behavioral, cognitive and emotional, respectively), have an impact on the environment, characterizing the actions.

Consolidating this research phase, the informant 4 associates the eco-strategies with the tools used for environmental preservation, articulated fundamentally in the use: on one hand, in a rational way on the available energy; and on the other hand, efficient natural spaces. From this base, for the informant 4 they represent conscious development, delimited and with a sense of environmental belonging, guided by sufficient values, customs, commitment, where culture systematically delineates the cognitive behavior (in the understanding of recognizing the work undertaken), both as emotional of workers, necessarily strengthening the social responsibility to exert a positive effect on the environment, the society as well as the organization.

Based on the constructs envisioned by the key informants, and using semantic linkage as well as cause-effect on defined symbology as emergent categories, a consensual narrative was established in its significance, compiling each property identified (characterizing elements), into the next figure 1, which contemplates the socio-contextual definition of the category "eco-strategies", referring to those strategies that from ecological thinking, are defined and applied in contribution to environmental preservation (central category).

Figure 1. Socio-contextual Definition of eco-strategies



Fuente: Suárez (2014).

As it can be seen in figure 1, saturation emerges the central category strategies for environmental preservation, focused on the rational and efficient use of resources and available technologies, whose behaviors pass between a consciousness (cognitive, rational and emotional) awareness as well as an ecological culture (cognitive, behavioral and emotional) strengthened in an active and participative environmental education, whose potential effects can be perceived through a balanced responsibility between the organization, society and the environment, for a better quality of life to individuals.

In short, through such conception, through the strategies to preserve the environment (eco-strategies), what is sought is to promote human consciousness towards the need to preserve the environment as an alternative of reconciliation between man and nature, in order to use it rationally and efficiently both, resources and technologies, to avoid environmental detriment, contributing to a better quality of life for the human species.

As mentioned by Pope Francisco (2015), talking about the environment leads to the link between nature and society, an interconnection and interdependence between natural



and social systems, whose lines of solution require comprehensive actions to regain a balanced dignity.

As a result, figure 1 represents a complex, open and dynamic structure that integrate a series of elements (ecological awareness, ecological culture, environmental education and social responsibility) recognized, declared and defined among themselves, emerging from the human social reality addressed, whose theoretical support allows the construction of the knowledge that is posed below.

CONCRECTION OF KNOWLEDGE

Formalizing in a cognitive, perceptible, systematic and coherent manner -as Martinez (2008) puts it-, and in support of the triangulation as a strategy to grant scientific rigidity to the results unveiled, the foundations considered necessary to support the empirical relationships as well as contrasts, that offer an global understanding of the phenomenon under study, are exposed as follows.

In the mass of information deputy, the eco-strategies are defined as measures and/or actions aimed towards the environmental preservation, in the context of the statements provided by each informant, whose stated positions are specified below:

"... the strategies ... the contributions we are making ... as a company to the environment... (informant 1); "... strategies ... that serve to ... contribute to the conservation of the environment ..." (Informant 2); "... strategies to preserve the environment" (informant 3); "... I relate it directly to ecology, to conservation, preservation ... to improve the use of natural resources" (Informant 4).

In this sense, and following the perspective of Leff (2001), the eco-strategies constitute a rational vision in human thought and human action, in fraternity with nature, to which the informant 4 contributes: *"... we have several years working with that theme ... not only the workers but the customer, the guest who visits us ... making him understand ... we are more rational in the moment of using energy ... "*



From the practical point of view, as shown in Figure 1, the eco-strategies involve the adequate use of resources and technologies, which for Da Silva (2002), is based on both efficiency and performance, Informant 1 relates: *"... we are placing led lights, so that we can eliminate everything that is high consumption bulbs ..."*; while informant 2 adds: *"... we use ecological detergents ..."* and the informant 4 complements: *"the security area and hygiene ... are in charge ... to develop a recycling project and reuse of products that we use on daily basis in many areas ... sorting waste materials that can be reusable ..."*

From the above, both the design and implementation of measures for environmental preservation, implies a positive and direct relationship with the efficiency of resources and technologies, integrated to the human rationality that activated in an ecological consciousness that leads, according to Pardo (2006) to the revitalization of the relationship man/nature, focused on environmentally responsible actions, therefore, Pope Francisco (2015) calls it an "ecological conversion", a fraternal attitude of man toward his surroundings.

In the sequential order, it is considered that in face of the environmental crisis, the ecological awareness can model cognitive, rational and emotional attitudes in the individual, about what Teruel (2000) thinks can lead to lifestyles: conscious, about the pressing danger; rational, in their referential recognition; and emotional, whose consequences are perceived through the senses.

Continuing on the emotional side, from consciousness and seeking a defensive action for environmental conservation, Meier (2003) and Jiménez (2012) states that society demands the strengthening of an ecological culture capable of evolving in favor of the disengagement of behaviors detrimental to nature. Regarding this, the informant 1, from his experience asserts: *"... the cultural part ... is the basis of everything ... and we have to start from scratch ... if we want to become a green hotel ..."*

For Couceiro (2010) ecological culture contributes to a system of values that tries to partially or totally balance the man-nature-society connection. Moreover, Leff (2005) delimits it in the field of the formation of rational, constructive ideologies that can profile human behavior, as shown in figure 1, in addition to a cognitive posture (for the

construction of knowledge under sustainable criteria) and emotional (giving the deserved importance to the environmental crisis and its effects); and behavior, legitimizing ethical actions before the crisis.

From the foregoing, both the conscience and the ecological culture, constitute the central axis for the foundation of actions in favor of environmental conservation, where the education, as Maldonado (2005) points out, represents a social strategy, promoter of the mentioned, as well as leading to the systematic integration of knowledge, values, skills and experiences that contribute to the prevention and resolution of environmental problems, through what Araya (2004) poses as the formation of environmentally responsible individuals. To highlight this position it is quoted the following:

"... everything is education ... it is the fundamental part... we are working with that... we are raising people ..." (informant1); "... conscientization work that we have in the rooms, through leaflets, talkers ... understand that ecologically there has been a change at the global level ... that make our clients, employees and guests conscius..." (informant 2)

Linking the profile orientation with the organizational context addressed (hotel companies), the social responsibility shown in figure 1, is structured in the position of Araque (2003), who associates it to the social effect as a value added to the organizational competitive strategy. On this, informant 1 expresses: *"... we have now recycling paper, bottles and carton ... with that we are contributing to not cutting trees, maybe to avoid less dirty to the city ..."*. Accordingly, the informant 2 adds *"... applying eco-strategies that make our customers, employees and guests keep the environment clean ..."*

Ultimately, the corporate social responsibility represents a voluntary tribute to the achievement of a better society, as endorsed by the Commission of the European Communities (2002), in the so-called "Green Paper", promoting economic growth and social cohesion in function of a healthy environment, in solidarity harmony between the different individuals that transit through the organization

By consolidating knowledge, each approach posed supports the construct developed on "eco-strategies", which from the integrality, leads to the effectiveness of a confluent

action between a strategic thinking that alludes to an analytical flexibility for competitiveness, as proposed by Ohmae (2005), and an ecological ideology, which for Araujo (1996) constitutes a conciliatory reflexive element on consumerism and respect for nature, supported by what Esty and Winston (2009) calls environmental essence, which only from education can profile environmentally responsible behaviors.

FINAL CONSIDERATIONS

The dynamism of modern times is characterized by an accelerated human action and a languid biological evolution, which has generated a planetary detriment as well as human quality of life, leading to the incorporation of productive schemes oriented to an economic development without sacrificing the environment.

In competitive terms, the "eco-strategies" are attributed to the organization's productive action (strategies), on its environmental effects, from a fair and socially responsible perspective, in order to achieve sustainable success for future generations.

From the perception of the leaders of the hotel sector, the "eco-strategies" add value to the organization, through the active participation of all the actors involved, from education and training to the modeling of a behavior committed to the reduction, and in the possible eradication of environmental problems.

Within the described scenario, the rational and efficient use of available resources and technologies constitutes the central axis of all environmental action, requiring the renewal, transformation and strengthening of a thought leading to an ecological consciousness, capable of affecting from the cognitive, rational and emotional, conscious attitudes of environmental gravity, since only by recognizing the problem, can establish effective proposals for solutions.

Likewise, the actions demanded the promotion of an ecological culture based on values, beliefs, and knowledge that lead to the development of a continuous process of effective learning, capable of sensitizing individuals to dependence on nature, as well as the potential effects of their behavior. All of the above founded on an environmental education, which is definitely capable of raising awareness about the effects of human

activities on the deterioration of the environment and the need to revitalize towards a harmonious relationship with nature.

In short, the development of eco-strategies represents a measure of transformation in the promotion of sustainable practices, which for Hasbún (2011) are promoted in an ethical platform that requires the transcendence of traditional thoughts to vertical, holistic approaches that incorporate environmental preservation as a strategy to reduce impacts on natural ecosystems, where education represents the leveraging mechanism of such effectiveness.

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