

¿FIELD IN CONSOLIDATION OR SCIENCE IN CRISIS? A META-THEORETICAL APPROACH TO THE ACADEMIC PRODUCTION OF ORGANIZATIONAL STUDIES IN MEXICO

¿CAMPO EM CONSOLIDAÇÃO OU CIÊNCIA EM CRISE? UMA ABORDAGEM METATEÓRICA DA PRODUÇÃO ACADÊMICA DOS ESTUDOS ORGANIZACIONAIS NO MÉXICO

Article received on: 1/16/2026

Article accepted on: 4/15/2026

Augusto Renato Pérez Mayo*

*Autonomous University of the State of Morelos, Cuernavaca, Morelos, Mexico

Orcid: <http://orcid.org/0000-0003-1094-3283>

renatomayo@hotmail.com

Nohemí Roque Nieto*

*Autonomous University of the State of Morelos, Cuernavaca, Morelos, Mexico

Orcid: <http://orcid.org/0000-0002-5433-9478>

nohemi.roque@hotmail.com

Pablo Guerrero Sánchez*

*Autonomous University of the State of Morelos, Cuernavaca, Morelos, Mexico

Orcid: <http://orcid.org/0000-0003-2701-8393>

nohemi.roque@hotmail.com

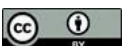
The authors declare that there is no conflict of interest

Abstract

This study offers a metatheoretical evaluation of academic production in Organizational Studies (OS) in Mexico, examining its theoretical, methodological, and epistemological consolidation. A total of 876 papers presented at the International Congress on Organizational Analysis (CIAO), organized by the Mexican Network of Researchers in Organizational Studies (REMINEO), were analyzed using five frameworks: Lakatos's Scientific Research Programme, Kuhn's Disciplinary Matrix, Ritzer's Paradigm Integration Model, Bourdieu's scientific field concept, and Pérez Mayo's Alternative Model of Metatheoretical Analysis (MAAM-2025). Results indicate a low presence of field-specific theoretical frameworks, a predominance of research objects derived from Management and Organizational Theory, and a marginal level of metatheorization (0.003%). The study also reveals that OS in Mexico have not reached the stage of "normal science", reflecting limited programmatic accumulation, theoretical cohesion, and epistemic friction. In MAAM-2025 terms, the epistemic dimension shows almost negligible theoretical grounding (0.001%), the methodological dimension reveals diverse but unaligned methods relative to the field's epistemic identity, and the disciplinary dimension shows heavy reliance on external

Resumo

Este estudo oferece uma avaliação metateórica da produção acadêmica em Estudos Organizacionais (EO) no México, examinando sua consolidação teórica, metodológica e epistemológica. Um total de 876 artigos apresentados no Congresso Internacional de Análise Organizacional (CIAO), organizado pela Rede Mexicana de Pesquisadores em Estudos Organizacionais (REMINEO), foram analisados utilizando cinco referenciais teóricos: o Programa de Pesquisa Científica de Lakatos, a Matriz Disciplinar de Kuhn, o Modelo de Integração de Paradigmas de Ritzer, o conceito de campo científico de Bourdieu e o Modelo Alternativo de Análise Metateórica de Pérez Mayo (MAAM-2025). Os resultados indicam uma baixa presença de referenciais teóricos específicos da área, uma predominância de objetos de pesquisa derivados da Administração e da Teoria Organizacional e um nível marginal de metateorização (0,003%). O estudo também revela que os EO no México não atingiram o estágio de "ciência normal", refletindo uma limitada acumulação programática, coesão teórica e atrito epistêmico. Em termos do MAAM-2025, a dimensão epistêmica mostra uma fundamentação teórica quase insignificante (0,001%), a dimensão metodológica revela



fields (up to 99.99%), indicating a weak autonomous epistemic identity. These findings suggest that Organizational Studies in Mexico are experiencing a structural crisis, constraining their autonomy, maturity, and critical capacity, and highlighting the urgent need for epistemic dialogue and theoretical integration to consolidate the field.

Keywords: Organizational Studies. Metatheoretical Analysis. MAAM-2025. Epistemic Identity. Methodological Coherence. Scientific Field.

métodos diversos, mas não alinhados em relação à identidade epistêmica da área, e a dimensão disciplinar mostra uma forte dependência de campos externos (até 99,99%), indicando uma fraca identidade epistêmica autônoma. Essas descobertas sugerem que os Estudos Organizacionais no México estão passando por uma crise estrutural, que restringe sua autonomia, maturidade e capacidade crítica, e destaca a necessidade urgente de diálogo epistêmico e integração teórica para consolidar a área

Palavras-chave: Estudos Organizacionais, Análise Metateórica, MAAM-2025, Identidade Epistêmica, Coerência Metodológica, Campo Científico.

1 INTRODUCTION

It presents the results of the evaluation of production on organizational studies in Mexico, using four theoretical perspectives of analysis of the scientific production that is generated in Organizational Studies in Mexico, that is, the methodology of Lakatos' research programs, Kuhn's Disciplinary Matrix, the three orders of observation and Ritzer's metatheorization. and Bourdieu's sociological triad of birth, invention, and recognition of a field (Bourdieu, 1991). We find then that the so-called Organizational Studies can be classified into three subfields according to Ritzer (1991).

The model of analysis and study proposed by Ritzer is characterized by being transdisciplinary, that is, it can be applied to study any object of study, because it constitutes a third order of analysis, that is, it is an epistemology of epistemology, a sociology of the sociology of science, since it consists of deeply studying all knowledge that is produced or created in the field of science and that has been achieved by the constitute the so-called second order of analysis and construction of conceptual, categorial and theoretical premises, and that in the second order where explanatory and/or comprehensive theories of the real and concrete world are created.

And in the first order of analysis, it is where all scientific research is carried out, in the so-called real world, with small or large research.

As Toledo-Nickles (2008) puts it, metatheory studies all the products generated

by researchers, from the configuration of data, objects, facts or phenomena to the methods and concepts used. It also examines the relationships that the disciplines establish between these elements, together with the interdisciplinary triangulations that have occurred. All this is carried out according to critical criteria that allow the contribution to knowledge to be evaluated, determining whether it advances or stagnates.

One of the activities that is carried out to be able to approach or achieve these objectives:

1. Let researchers practice friction. That is, they submit beliefs, values and methods to a rigorous analysis of their internal logic (Kuhn, 1962).
2. The ethics of researchers, who affect the impartiality, validity, and reliability of their work, will be better able to monitor and control these threats (Ritzer, 2002).
3. Reflect on how science is being done or is being done.

That is why the use of metatheorization, the use of sociology of sociology is very important to keep in mind.

And that, to facilitate concrete analyses, we outline it as follows:

- The first: Scientific subfield, where the production of applied theoretical knowledge, research, construction of objects, methodologies and theories are developed.
- Educational subfield (reproduction of knowledge and university teaching)
- Professional subfield (application of knowledge linked to the labour market)

The impact of Organizational Studies with interdisciplinary, multidisciplinary and transdisciplinary characteristics where it naturally builds bridges of theoretical and methodological relations with other disciplines, and that its object of study merits the use of these bridges, and this allows the possible birth of integrative sciences through a unifying language (Pérez Mayo and Roque Nieto, 2025), become potential models of analysis or very powerful research programs.

And this has made it possible to generate more theoretical and practical products than other limited theoretical or disciplinary models. And so, it progresses more than others, due to the broad heuristic capacity as Organizational Studies does.

Concretely and entering the analysis, we begin with the first stage:

- The review of everything that is produced in Latin America, and which is done at

the most important meeting of Organizational Studies such as the International Congresses of Organizational Analysis (CIAO) organized by the Mexican Network of Researchers in Organizational Studies (REMINEO). In this stage, 876 papers were reviewed.

- It examines the theories and methodologies used and their relationship to the field of Organizational Studies or Management or Organizational Theory or other disciplines.
- Its articulation with the object or aspects of Organizational Studies is examined.

The above, to determine how much is being discussed about birth, invention, recognition or discovery of this field.

2 THEORETICAL FRAMEWORK

Explanatory frameworks or nuclei of intelligibility usually go through various stages of development or evolution. In this sense, Gonzales-Miranda (2020) cites Robert Chia's intervention during the 31st Congress of the European Group of Organization Studies (EGOS) held in 2015, where he refers to Wittgenstein. In particular, he alludes to the transition from the *Tractatus Logico-Philosophicus* to *Philosophical Investigations*, in which Wittgenstein describes, from a grammatical perspective, a stage in the development of disciplines or fields, linked to the concept of friction:

Wittgenstein (1988) illustrates the transition from the icy terrain of logic to the rough terrain of contextual uses of natural language. This change represents the passage from an ideal and abstract realm, where conditions are perfect but immobile, to a more complex and dynamic one, where friction allows for the advancement of thought and understanding. In his own words:

We are going to stop on frozen ground, where friction is lacking and, thus, the conditions are in a certain sense ideal, but also for that very reason we cannot move forward. We want to move forward; That is why we need friction. Back to rough ground! (Wittgenstein, 1988, p. 107).

Although Wittgenstein refers to paradoxes and linguistic entanglements as evidence that philosophical problems arise “when language makes a party” -a metaphor that distinguishes between working days and holidays- this idea can also be interpreted

as an allusion to the difference between superficial grammar and deep grammar. As Gonzales-Miranda (2020) puts it and is taken up in this research, this metaphor functions as an invitation or provocation to open the discussion in the various fields where the so-called Organizational Studies are developed. If the field continues its development without clearly defining its epistemological identity, confusions will persist, as evidenced by the review of 876 papers presented at the most relevant forum in Latin America: The International Congress of Organizational Analysis (CIAO), organized and administered by the Mexican Network of Researchers in Organizational Studies (REMINEO).

The absence of critical and argued debate of the theories and methodologies embodied in the papers does not contribute much to the development of the field. The absence of friction avoids dialogue and confrontation. This requires a deep knowledge of the parties to be able to sustain one's own arguments and, also, an important listening ability to be able to dialogue with the interlocutor. As a result of this confrontation, new knowledge could emerge, which will offer new perspectives in the study of organizations and vitalize the very proposal of OEs.

Following Gonzales-Miranda (2020), he invites all those scholars of organizations not to be carried away by the inertia and comfort of a constructed path, where it is easier to slide, but it is also more difficult to move forward and continue confusing projects of Organizational Theory (OT) with Organizational Studies (OS). To take for granted a series of assumptions about OSs, without having delved into a discussion that clarifies the field for the concrete reality of Mexico or Latin America, is to fall into the risk of distorting the very *raison d'être* of OSs, in terms of their critical spirit. It is also to fall into an easiness that dictates of course that OSs operate properly and are distinguished from other options of organizational analysis, thus avoiding advancing in their development, as if it were finished and resolved, that is, as a mature and consolidated program.

It is important to begin this phase, with the understanding that Mexico and Latin America are still in a process of maturation of the field, where differences, questions, doubts and a certain lack of knowledge are still part of its constitution and identity. As expressed by Gonzales-Miranda and Ramírez (2017), Clegg, Hardy, Lawrence, and Nord, (2006), Miguel Caldas, Roberto Fachin, and Tânia Fisher (1999), Clegg, Hardy, and Nord, (1996), Gonzales-Miranda, and Ramírez, (2017) state that heterogeneity refers to understanding that organizational knowledge “does not lead to a commonplace, but rather

glimpses a number of approaches that imply diverse conceptions of its meaning, of its scope and possibilities for the analysis of organizations, as well as its relationship with management” (p. 26). In this regard, Montaña Hirose (2020) mentions that:

It is based on the idea that historically there have been significant differences between Organizational Studies (OS) and Organization Theory (OT) that, over time, have caused distances, proximities, and we would add that also confusions and fragments. Both are multidisciplinary in nature and (we say transdisciplinary and transmodern) and have at the same time exerted a strong influence on other disciplines; they currently oscillate between being considered as an advanced course in Administration or a specialty of Sociology (we would say Sociology of Organizations, Sociology of Science); among these options, OSs try to forge their own identity. This problem represents, in my opinion, the main crossroads of OE.

This discussion is not new, since Pérez Mayo and Guzmán (2015), in their article *Organizational Studies as a Research Program*, where they argue the epistemic particularity of organizational studies, mention that OSs have their own object of study, a research methodology and developed theory, as well as the peculiarity of the interdisciplinarity and transdisciplinarity that characterize them. When it comes to knowing, understanding and intervening in the organization, which is its object of study, and Pérez Mayo and Roque Nieto, in the article called *Transmodernity and the disciplinary matrix as emergent properties in the construction of the epistemic identity of organizational studies* (2020), where the greatest argumentation is in two important concepts: *Transmodernity and the Disciplinary Matrix as emerging properties in the construction of the epistemic identity of Organizational Studies*, to reconcile epistemically and methodologically the production of knowledge, practices and knowledge around reality in organizations.

The fragmentations discussed above explain the large number of topics, interests and lines of research that have been raised in the field of what could be called OE in Mexico and Latin America, showing the breadth and scope that OE has for the analysis of societies through organizations. In another text, which also analyzes the development of OE in Latin America, Gonzales-Miranda, Ocampo-Salazar, and Gentilin (2018), based on a documentary review, found that in the region there is a preponderance of functional-positivist studies, basically linked to topics inscribed in Administrative Theory. As we

demonstrate in this documentary research is based on the methodology proposed in this document.

However, OSs are becoming increasingly important, as they choose to address organizational problems critically. However, the authors are clear in stating that “we do not want to promote an epistemological position characterized by an irreconcilable polarity of perspectives, the positivist functional, on the one hand, and the comprehensive on the other; nor to stigmatize any of them evaluatively” (p. 104). On the contrary, the results of the research show that there is no single position regarding the choice of any theoretical perspective, but that they complement each other and coexist in the organizational arena of Mexico and Latin America. Indeed, there is no doubt that the path traveled in the region has made it possible to build a history that has smoothed out rough edges and prejudices against positions and approaches contrary to the OS. At the same time, regional and global recognition has been achieved, but many times the lack of confrontation and reflexivity ends up falling into comfort. This text is a provocation to debate, to the discussion of the countryside.

It is true, as Montaña (2020) argues, that the Theory of Organizations (OT) concurs approaches from, among others, neoclassical economics, behaviorist psychology, functionalist structural sociology, among others; and its orientation is functionalist, and change is one of its motivations. But it is also of a structural functional nature and in the end its epistemic and epistemological cradle is positivist.

Los orígenes de los Estudios Organizacionales (OS), están en el Reino Unido, trasladándose rápidamente hacia el espacio europeo. Es una alternativa ideológica, axiológica, teórica, política, filosófica y metodológica a la Teoría Organizacional (OT) y Administrativa (AT). Por todos es bien sabido que su centro teórico se ancla firmemente en la sociología, principalmente en dos autores europeos relevantes Max Weber (Clegg y Lounsbury, 2009) y Pierre Bourdieu (Friedland, 2009; Emirbayer y Johnson, 2008), el puente con las humanidades (Ciencias ideográficas) es rápidamente construido. Su inclinación original hacia las teorías constructivistas, desde la sociología del conocimiento (Berger y Lukmann, 1993) y de la organización (Silverman, 1975), el construccionismo de Gergen (2010) por ejemplo, impregnarán de elementos fenomenológicos el devenir de los OS. Por tanto, a como lo mencionan Sanabria, Castillo y Sánchez (2020), los estudios organizacionales (OS) surgen como una mirada crítica

sobre las perspectivas tradicionales de la administración y plantean formas divergentes de acercarse a las organizaciones (De la Rosa y Contreras, 2007).

As we have seen in the previous discussion, we have two large cradles where the paradigms responsible for the studies of organizations are found. On the one hand, the Galilean epistemological cradle and on the other the Aristotelian epistemological cradle, where all the construction of knowledge begins. Let's see the explanation in Table 1, where the epistemological aspect is linked, by way of synthesis, with the theoretical and methodological layout of the models or major organizational paradigms.

Table 1
Epistemic Cradles of Organizational Theory and Organizational Studies

	Idealist Model	Mechanistic Model	Dialectical Model
Predominant part	The knowing Subject who considers that he can obtain knowledge and influence objective reality through existing ideas.	The active part is developed by the object. The subject is a kind of mirror that captures all the images coming from the external world.	It advocates the interaction between the subject and object to achieve a deeper knowledge of the laws that govern objective reality and to be able to use it in its transformation.
Philosophical perspective	Culturalism: The ideal aspects are more relevant; the subjective aspects of society are more relevant for its interpretation and understanding.	Positivism: which emphasizes the external, measurable and quantifiable elements of social facts, which can be represented by statistical models.	Materialism: reality is changing and contradictory.
Method	The Comprehensive Method: Which establishes as a central aspect the study of the subjective and evaluative intentions that individuals express in every action - whether individual or social-, intentions that can be understood through documentary,	Empiricism: A method that is based on the quantitative description of the facts and resorts to statistical procedures, schematic, uncritical and ahistorical interpretation of social problems.	The Holistic Method: Which seeks to highlight both the objective and subjective sense of social phenomena, its quantitative and qualitative sense and the need to approach the study of social reality from a focus of totality, historicity and criticism.

	Idealist Model	Mechanistic Model	Dialectical Model
Political-ideological perspective	statistical, historical and comparative analysis. Conservatism: A current that conceives social reality as an established, immutable and invariable order and defends interpretations where social inequality is justified.	Liberalism: A current that places special emphasis on the critique of certain social situations and opposes radical or revolutionary movements.	Critical Thinking: Current that is identified with the political principles of permanent criticism of social reality.
Causality explanation	Galilean Causal explanation.	Galilean Causal explanation. It takes values into account. These influence the solution of the problem, theory, the method and the analysis.	Aristotelian Teleological explanation.
Axiology: the role of values	Not subject to values.		Marked by values. Critique of ideology.
Organization	Positive Organizational Theory		Critical Theory of the Organization
Theoretical	Taylor Mayo Roethlisberger Dickson Follet Barnard Weber Merton Crozier Simón Smithburg Thompson March & Simon Cyert March Woodward Perrow Child Hall Pugh Thompson Lawrence Lorsch Blau Emery Trist Chandler Heydebrand		Alvesson Deetz Burrell Morgan Clark Clegg Ibarra Czarniawska Gonzales Westwood Wicks Freeman Montañó Barba Lounsbury Reed Gibson Hassard Maanen Bourdieu Friedland Emirbayer Johnson Alexandre Reis Rosa Álvaro Espejo Carlos J.

	Idealist Model	Mechanistic Model	Dialectical Model
	Bennis		Fernández
	McGregor		Rodríguez
	Argyris		Pedro Emilio
	Pfeffer		Sanabria Rangel
	Mintzberg		Augusto Renato
	Perrow		Pérez Mayo
	Williamson		Carmen Alejandra
	Ouchi		Ocampo Salazar
	Parson		Diego René
	Hickson		Gonzales Miranda
	Stogdill		Ernesto R.
	Donaldson		Gantman Fábio
	Popper		Vizeu Ferreira
	Lakatos		Gregorio Pérez
	Nosnik		Arrau
	Others.		Juan Pablo Toro
			Marcela Mandiola
			Cotroneo
			Mariano Gentilin
			Mónica López
			Santamaría
			Nicolás Alejandro
			Ríos González
			Paula Ascorra
			Guillermo Rivera
			Aguilera
			Others.
	Enterprise		Human beings
	Efficiency		Emancipation
	Production		Actor
	Capital		Meanings
Values	Entrepreneurial capacity		Interpretations
	Capacity of administrator and manager		Symbolism
	Institutional visionary leadership capacity		
Administration/OT/Organizational Studies	Regulativa		Theory and Critical Studies of Organizations
	Legislation		
Principles	Nomothetic		Ideographic

Note: Authors' elaboration based on the documentary review of the models.

2.1 The sociology of sociology, of the epistemology of epistemology, of the organizational studies of the organizational studies

Pérez Mayo *et al.* (2015) propose that it is necessary to continue creating friction, to continue doing philosophy of the science of Organizational Studies, to look at them from epistemological theory, from epistemology, to continue contributing to epistemic identity. And turn it into a research program for Organizational Studies. (Pérez Mayo and Guzmán Cáceres, 2015)

In 2020, the article “Transmodernity and the Disciplinary Matrix as emerging properties in the construction of the epistemic identity of Organizational Studies”¹, to reconcile epistemically and methodologically the production of knowledge, practices and knowledge around reality in organizations.

There are very few researchers in Organizational Studies who carry out the search for metatheoretical theoretical nuclei or the search for the epistemological identity of their gaze. What we can say is that this is because, in Organizational Studies, there is no requirement for the so-called sociology of sociology or epistemology of epistemology or Organizational Studies of Organizational Studies.

Montaño Hirose (2020) rightly states that OT and OE, both of which are “multidisciplinary in nature and have at the same time exerted a strong influence on other disciplines” and “currently oscillate between being considered an advanced course in Administration or a specialty of Sociology”. Sociologists such as Bourdieu and Luhmann already explained it in the same way (Bourdieu & Wacquant, 1995, p.46; Luhmann, 1987, p.8; Luhmann, 2007, p.5).

And they characterized, from a metatheoretical perspective, the similarity between Luhmann's categories of analysis of "second-level observation/second-order observation" and “observer observation” in Bourdieu's work. Both authors share a taste that for some theorists seems to be tautology, but that is not, since they refer to different levels of reality. Undoubtedly, this interpretation is the product of the unilateral vision of the observer, forgetting that this vision of Luhmann and Bourdieu is completely different and credible under the gaze of the second observer or the second order, if it were not so, we would not be able to find the new theoretical and methodological horizons that can explain or interpret the new emergences in the social. This is where these two sociologists have their gaze and not the other way around. It is precisely at this level that we intend to develop below (Pérez Mayo & Guzmán Cáceres; 2015).

Today, there is a characteristic in the sciences that is the constant evolution of their objects and the migratory flexibility between the borders of the disciplines, which promotes the overcoming of the boundaries between specialties (Pérez Mayo & Roque

¹ Review: PÉREZ-MAYO, Augusto Renato & ROQUE-NIETO, Nohemí. Transmodernity and the disciplinary matrix as emergent properties in the construction of the epistemic identity of organizational studies. *Journal of Contemporary Sociology*. 2020. 7-23:30-45.

Nieto 2021, Pérez Mayo & Guzmán Cáceres, 2015; Vasallo De Lopes, 2001) which is where there is an epistemological rupture that impacts the intellectuals of Organizational Studies, since their existence is subordinated to the relationship of complementarity with and between the other social, natural and exact disciplines and not by a horizontal relationship that differentiates their practice. To arrive at this reflection, we start by reviewing some characteristics of Lakatos' Scientific Research Program, field theory (Bourdieu), the disciplinary matrix (Kuhn) and Ritzer's Three Levels of Metatheorization. Let's start the adventure.

2.2 Organizational studies and their interpretation

Organizational studies currently are interpreted as the meeting point of several ideographic and nomothetic disciplines, which allow us to approach the comprehensive or interpretative study of the phenomena that occur in organizations. No longer the single eye of science applied to administrative or financial problems, but the use of the theoretical and methodological mosaic of multiple eyes that allow us to enter the internal part, subjectivity and intersubjectivity of human beings in organization, emanating from transdisciplinarity and that are the result of the networks of relationships that are established between the various members that make them up and that affect organizations.

2.3 Kuhn and the analyses

There are three strategic components for building knowledge and solving problems that Kuhn (2011) raises:

First: Their notions or theoretical models are called exemplary, which are solutions to concrete problems and that a whole group of scientists use and legitimize if they do not lose their heuristic capacity. Examples: reports, articles, experiments, etc., are part of the training and preparation of the scientist. It is the first stage of a scientist's training.

Second: The great disciplinary matrices or paradigms, that is, symbolic generalizations, shared commitments of beliefs in concrete models, values and exemplars shared by a scientific community or group. For Kuhn, the scientist manages to become

(formed) with a disciplinary matrix from the study of specimens, and these largely determine this matrix (Kuhn, 1962). The intellectual context, the practicality of the theory and technique, make the type of learning and training possible.

Third, what allows scientists to mature is when it is possible to model a cognitive apparatus that is inserted in all the members of a scientific community and this allows the same stock of specimens or production to be maintained, and if we go further, this also allows the application of theoretical generalizations to be modeled. research techniques to other phenomena in essentially the same way.

We already know then that the most important thing that defines a scientific research group is the common possession of a disciplinary matrix, which is acquired through the mastery of the stock of specimens shared by the scientific community and the art of modeling, acceptably over the specimens.

Kuhn (2011) states that when a scientific community first emerges around a disciplinary matrix, the stock of specimens may be relatively small. Scholars of organizations present hundreds of works² every year that have the characteristics of review and presentation of specimens and are not argued in the existing disciplinary matrices, it seems that they only solve technical-practical problems of organizations and that distances them from being able to characterize the identity of Organizational Studies.

The main characteristic then, the one that leads to the reflection that we are facing a world epistemologically inverted in relation to the notions received in the matter... where the reconciliation and disappearance of the boundaries of epistemic cradles to do science are on the way (Dussel, 1985; Ghisi, 1999; Pérez Mayo & Guzmán Cáceres, 2015; Valenzuela, 2017).

This new view of science has been borrowed from hermeneutics, phenomenology, structuralism and post-structuralism, as well as from the different neo-Marxisms, Ghisi (1999) and Dussel (1985). The new approaches tend to be more receptive to the incorporation of theoretical elements that have their origin in different disciplines, building bridges even with linguistics, the humanities and reflections of an aesthetic nature. In this way, the discourse of Organizational Studies opens to integration and theoretical-methodological synthesis, which is why some authors such as Montaña

² The International Congresses of Organizational Analysis (CIAO).

(1994), Jiménez Bandala (2015) Moreno (2007) among others, even speak of a Transmodern science for the analysis of organizations.

2.4 Characterization of organizational studies today

There are two conceptual categories that allow us to define this field of study today, on the one hand hybridization and on the other the concept of amalgam taken from Giménez (2004), Pérez Mayo and Guzmán Cáceres (2015), practicality in Organizational Studies has reached pluralization and fragmentation in a very rapid way that has had as its main ways specialization and hybridization or amalgamation. Specialization involves the segmentation of the object of study of a discipline according to different criteria: scale, specific institutions, particular social facts.

For example, from the 80s and 90s onwards, research where Organizational Studies is applied grew spectacularly, but this growth is accompanied by a hybridization or amalgam that consists of the fusion, recombination or crossing of specialties or fragments of neighboring disciplines that prevails to this day, and that is based on the intellectual plurality mentioned in previous paragraphs. and that undoubtedly proof of this is the constitution of the REMINEO (Mexican Network of Researchers in Organizational Studies) as a Civil Association since 2006, where research of all kinds is shown, in each International Congress they organize, which do not cover complete disciplines (Disciplinary Matrices), but only sectors or parts of them (exemplary). The same thing happens in what is published in *Revista Análisis Organizacional* and in *The Sage Handbook of Organization Studies* (2006) edited by REMINEO and SAGE.

Authors such as Dogan (2000) argue that in at least the last two decades, most of the innovations in the field of social sciences have come not from multidisciplinary, but from amalgamation, that is, from work carried out by small teams of researchers at the borders between disciplines, at the crossing points between specialties.

The concept of amalgams was created by Giménez (2004) and used by Pérez Mayo and Guzmán Cáceres (2015), which consists of the practice of the circulation of concepts, scientific categories, fundamental theoretical premises, theories, methods and research techniques of different disciplines.

Organizational Studies is a field that emerged from management and

organizational theory, but which attempts to model a new research program/disciplinary matrix with the theories that make up the central core or positive heuristics and the auxiliary hypotheses that feed the protective belt (Lakatos, 1999. p. 76). But it is also true that Organizational Studies is a research program in development, which must be treated with benevolence, since it does not offer an instantaneous rationality (Pérez Mayo *et al.*, 2015)

So, it is already possible to realize that the most important distinction that they have had to make in relation to the administrative discipline and sociology, and that is reflected in the evolution of Organizational Studies and that we can point out with the gaze of Lakatos:

Some of the most important research programs in the history of science were grafted onto older programs in relation to which they were clearly inconsistent... As the young, grafted program grows, peaceful coexistence ends, the symbiosis becomes competitive, and the proponents of the new program try to completely replace the old. (Lakatos, 1999, p. 77).

Although many do not want to accept it, this is how the so-called Organizational Studies is at the moment, where they try to demonstrate their epistemic and theoretical independence from the sciences that support them (sociology, psychology, administration), and in such a struggle, there are what Lakatos considers to be two extreme and equally irrational positions with respect to the grafted programs: conservative and anarchist.

The conservative position consists of stopping the new program until the basic inconsistency in relation to the old program is somehow solved, which Lakatos criticizes alluding to the fact that it is irrational to work on inconsistent foundations, what we discover is that most of the time it is that the character of Organizational Studies has not been understood, that is, due to lack of knowledge, Organizational Studies are practiced. Conservatives will concentrate their efforts on eliminating the inconsistency by (approximately) explaining the postulates of the new program in terms of the old program (but they continue to practice it), since they understand that “it is irrational to continue with the new program without a successful reduction of the aforementioned class” (Lakatos, 1999, p. 80).

On the other hand, we find the anarchist view of grafted programs in “exalting the

anarchy of foundations as a virtue and considering (weak) inconsistency as a basic property of nature or as an ultimate limitation of human knowledge” (Lakatos, 1999, p. 80).

However, there is a new alternative, above these two positions, there is the rational position with respect to grafted programs, which seek to exploit their heuristic power, without resigning itself to the fundamental chaos with which it is being built. This stance is the one assumed by organizational studies, struggling through a sea of anomalies, to become a recognized and autonomous research program. Pérez Mayo (2015)

The methodology of Lakatos' research programs allows us to ontologically define Organizational Studies as a postmodern disciplinary space that has a postmodern object of study that collaborates with various disciplines through inter- and transdisciplinarity, whose overlap encompasses both the natural sciences and the social sciences, with whom it shares objects of study. methodology, theories and other aspects of research. Pérez Mayo (2015).

2.5 Bourdieu and his theoretical triad. field theory

This allows us to speak, in sociological terms, of the birth, invention, recognition or discovery of a field (Bourdieu, 1991) of Organizational Studies made up of three subfields:

Scientific subfield (practices of production of applied theoretical knowledge, research, construction of objects, methodologies and theories).

Educational subfield (reproduction of knowledge and university teaching).

Professional subfield (application of knowledge linked to the labor market) (Vasallo De Lopes, 2001, 2003); whose support is based on:

Theorizable and analytically separable area of study.

Dispute over the appropriation of cognitive capital.

Recognition of study objects and Community interested in conceptualizing them (Sánchez Ruiz, 2002; Torrico Villanueva, 2004, 2007, 2011, 2012).

Each subfield involves certain activities that the organizational scientist carries out and that are looked at in a concrete way in articles, books, teaching or presentations at conferences. In some cases, in a smaller proportion in one subfield than in others. As

an example, field theory allows us to carry out an analysis and approach to the current state of disciplinary fields that are born or that are in stages of recognition or maturity. The same happens with Ritzer's proposal or model of analysis.

2.6 Ritzer's metatheorization

The type of observation that is required to achieve metatheorization must be defined under the following continuum: The three orders of observation and Ritzer's metatheorization, or at least something similar.

First order. It constitutes scientific research as such, through the observation of social actions at the microsocial level or the functioning of structures at the macrosocial level.

Second order. It deals with critically examining the corpus of knowledge that organizational scientists have managed to articulate. It is the locus from which explanatory and/or comprehensive theories of the factual world are generated. Third order. It deals with critically examining the corpus of knowledge that organizational scientists have managed to articulate in the second order of analysis.

From there, the process of Metatheorization arises, that is, an in-depth study of the theories that generate heuristic power that would eventually translate into the emergence of new theories, and, in this way, the metatheory contributes to the progress of scientific knowledge. As we can see, this analysis model also helps us to understand the evolution and current state of OE in Mexico and anywhere in the world.

2.7 Alternative model of metatheoretical analysis (MAAM-2025), proposed by Augusto Renato Pérez Mayo and Nohemí Roque Nieto

The Alternative Model of Metatheoretical Analysis (MAAM-2025), proposed by Augusto Renato Pérez in May 2025, is proposed as a critical tool to evaluate scientific production in Organizational Studies, particularly in contexts where a weak epistemological articulation, methodological dispersion and disciplinary plurality are identified, which hinder the consolidation of a clear and autonomous epistemological identity in the field. Its purpose is to contribute to the consolidation of a clear and

autonomous epistemological identity in this field of knowledge. The model structures its analysis in three fundamental dimensions: Epistemic, Methodological and Disciplinary. The Model is detailed below.

2.7.1 Epistemic dimension

Evaluates the ontological and epistemological assumptions that sustain scientific production in OEs. It seeks to answer questions such as:

- What conception of organizational reality underlies the research?
- Is a realist, constructivist or critical ontology privileged?
- How is the subject-object relationship of knowledge conceived?
- What is the place of objectivity, intersubjectivity and reflexivity?

Proposed indicators:

- Coherence between ontological and epistemological assumptions.
- Degree of explicitness of these assumptions in the texts.
- Diversity and dialogue between present paradigms.

2.7.2 Methodological dimension

Analyzes the coherence and justification of the methods used in relation to epistemological assumptions. Here we seek to identify whether the chosen methodology responds consistently to the declared or implicit theoretical and epistemological framework.

Guiding questions:

- What methods are used (quantitative, qualitative, mixed, emergent)?
- Is there congruence between epistemology and methodology?
- Does the methodological selection respond to criteria of rigor, relevance or only practical convenience?

Proposed indicators:

- Epistemology-methodology coherence.
- Innovation and openness to emerging methodologies.

- Transparency in the justification of the design.

2.7.3 *Disciplinary dimension*

It examines the relationship of OS with other disciplines and how this interaction strengthens or weakens their autonomy. He recognizes that OS is a plural field by nature, but he raises the need to identify its own nuclei and external dependencies.

Guiding questions:

- Which disciplines have the most influence on OSs (sociology, economics, psychology, management)?
- Is there a symmetrical dialogue or one-way dependence?
- What concepts emerge as specific to the field?
- Does disciplinary plurality contribute to one's own identity or dilute it?

Proposed indicators:

- Degree of dependence on imported theories.
- Emergence of their own conceptual frameworks.
- Disciplinary articulation (dialogue vs. fragmentation).

2.7.4 *Procedure for the application of MAAM-2025*

1. Delimitation of the corpus: select the set of research to be analyzed.
2. Preliminary identification: record epistemological, methodological and disciplinary assumptions.
3. Coding in the three dimensions: evaluate indicators of each dimension.
4. Detection of tensions and voids: identify inconsistencies, excessive dependencies or fragmentation.
5. Metatheoretical synthesis: elaborate a diagnosis of the state of the field.
6. Articulation proposal: suggest routes to strengthen epistemological identity and disciplinary autonomy.

2.7.5 *Expected contributions of MAAM-2025*

- Epistemological clarity: it makes explicit the foundations that are usually implicit.

- Methodological criterion: it promotes coherence between what is said and what is done in research.
- Disciplinary strengthening: it allows distinguishing what is typical of OSs and what is imported.
- Autonomous identity: contributes to the consolidation of OS as a field with its own foundations and methodologies.

2.7.6 *Limitations and challenges*

- It requires a high level of epistemological training in those who apply for it.
- May face resistance from researchers who prefer to maintain implicit or pragmatic approaches.
- The disciplinary heterogeneity of the field can make it difficult to reach consensus on what counts as one's own identity.

Let us now look at the examples and/or disciplinary matrices achieved in the CIAO presentations.

3 RESULTS OF THE EMPIRICAL REVIEW

Review of 6 International Congresses of the CIAO, 876 papers marketed in different working groups. Let's see the distribution of each paper from the perspective of Kuhn, Ritzer, Bourdieu, Lakatos, Pérez Mayo and Roque Nieto:

Table 2

Results

Total number of Papers reviewed: 876	OT	498
	ADM	278
	OS	100
	Other disciplines	
	Scientific subfield (practices of production of applied theoretical knowledge, research, construction of objects, methodologies and	Only 100 papers have OS characteristics

	theories)	
	Educational subfield (reproduction of knowledge and university teaching);	In 100 papers this requirement is characterized
	Professional subfield (application of knowledge linked to the labor market);	No

Note: Prepared by the author based on the review of the CIAO Reports

Under Bourdieu's view, it is important to say that in some presentations it seems that there is confusion in the use of OT and OS.

Scientific subfield (practices of production of applied theoretical knowledge, research, construction of objects, methodologies and theories) 100 papers were found that make use of theoretical frameworks applied to the construction of objects and methodologies in the field of OS.

Educational subfield (reproduction of knowledge and university teaching); 100 papers were found that are reproduced in classrooms, conferences and colloquiums and study programs.

Professional subfield (application of knowledge linked to the labor market) were found:

1. Theorizable and analytically separable area of study; 100 papers with characteristics of organizational intervention, with the characteristics of the field of OS.
2. Dispute over the appropriation of cognitive capital; 17 presentations where conflict is reached, theoretical debate.
3. Recognition of objects of study and in 100 presentations the object or aspect of study of the OS is recognized.
4. Community interested in conceptualizing them: a very small community interested in the theoretical development of the field of OS was found: 17 speakers.

As can be seen, it is important to redesign the event to contribute more to the development of the field of so-called Organizational Studies.

Let's see under Ritzer's gaze.

3.1 Three levels of metatheorization of George Ritzer's proposal

Although Ritzer's proposal of metatheorization is exemplified by sociological theories, it is also possible to use it from a methodological point of view to analyze the theoretical models used in Organizational Studies and to metatheorize. From the Ritzerian proposal, the following theoretical and methodological scheme of metatheorization was elaborated, called the three orders of observation and Ritzer's metatheorization, which says:

1. Metatheorization to gain a deeper understanding of existing theory (Mu). It deals with the study of theories, theorists and communities of theorists, as well as the social and intellectual contexts in which theories are produced, and scientific communities develop. It seeks to identify the main schools of thought, as well as to use conceptual tools from other disciplines to stimulate new theoretical developments.

Subfield:

Mu1. Intellectual internal. It focuses on intellectual or cognitive issues internal to theories. Only in 3 papers are there intellectual characteristics that resemble Mu1 (.003%).

Mu2. Social internal. It looks inside theories, focusing on social rather than cognitive factors. 100 presentations impact the Mu2.

Mu3. External intellectual. Look at other academic disciplines for ideas, tools, concepts, and theories that can be used for the analysis of theories. Only 2 (.002%) allude to Mu3.

Mu4. Social external. It ascends to a macro level to analyze theories. Only 3 papers achieve the Mu4.

1. Under these characteristics, Ritzer's metatheorization, understood as a prelude to the development of theory (Mp). It involves the study of existing theories to produce a new theory, looking for elements that contribute to generating unprecedented theoretical developments. For this principle, only 1 paper achieves it (.001%).
2. Metatheorization as a source of perspectives that sustains all sociological theory (Mo). It involves the study of theory, oriented towards the goal of producing a holistic perspective or macroparadigm that allows visualizing all theories that

share the same object of study, based on the assumption that theories are measurable, comparable and evaluable and that, using common criteria of analysis, it is possible to integrate them into a unified metatheoretical body that facilitates their understanding. Only 1 (.001%) presentation achieves it. Organizational Studies are not being done from Organizational Studies.

3.2 Alternative model of metatheoretical analysis (MAAM-2025), proposed by Augusto Renato Pérez Mayo and Nohemí Roque Nieto

3.2.1 Its application. epistemic dimension: theoretical foundation and epistemological reflection

The analysis of the papers reveals an almost zero level (0.001%) of explicit theoretical foundation and epistemological reflection, which shows a significant lack in the construction of knowledge from solid theoretical assumptions and defined epistemological paradigms. This absence limits the analytical and critical depth of the works, restricting the capacity of the field to develop an epistemological basis that sustains its autonomy and differentiation with respect to other disciplines.

The lack of epistemological reflection can lead to research focusing on empirical descriptions or technical applications without questioning the foundations of the knowledge they produce, which affects internal coherence and the consolidation of a robust academic discourse (González, 2020). Consequently, it is necessary to encourage the incorporation of explicit theoretical frameworks and epistemological debates that allow research to be placed within a reflective and grounded context.

3.2.2 Methodological dimension: diversity and coherence of methods

Regarding the methodological dimension, a varied use of quantitative, qualitative and mixed approaches is identified, without a coherent articulation with epistemological identities typical of Organizational Studies. On the other hand, the influence of auxiliary disciplines that provide methodological techniques prevails, but without an integrating epistemological framework.

This methodological fragmentation, although it reflects plurality and richness, also generates challenges for theoretical integration, as it does not adequately justify the methodological choice based on the object of study or the underlying epistemological paradigm. Coherence between epistemology and methodology is essential to guarantee rigor and relevance in scientific research (Creswell, 2014). Therefore, it is necessary to promote a reflexive methodological practice that explicitly connects the selection and application of methods with epistemological frameworks, thus strengthening the identity of the field.

3.2.3 Disciplinary dimension: origin and disciplinary influence

Finally, the disciplinary dimension shows that up to 99.99% of the research incorporates influences from various disciplines, which reflects a marked interdisciplinarity, but at the same time a distance from its own and consolidated epistemological identity (Pérez & Martínez, 2018).

Although interdisciplinarity is a valuable resource to enrich the analysis, its predominance without a defined epistemological anchorage can cause conceptual dispersion and make it difficult to build a critical and autonomous approach that distinguishes Organizational Studies as a specific academic field (Smith, 2017). Therefore, it is a priority to articulate external contributions within an integrative epistemological framework that contributes to the formation of a clear and recognizable disciplinary identity.

The Alternative Model of Metatheoretical Analysis shows that, in its current state, Organizational Studies presents an epistemological, methodological and disciplinary dispersion that hinders the consolidation of its own epistemological identity. To overcome this condition, it is essential to foster spaces for epistemological reflection, promote methodological design consistent with these frameworks, and articulate interdisciplinarity towards a consolidated identity.

This model represents a diagnostic and propositional tool to strengthen scientific production in Organizational Studies, contributing to its epistemological and disciplinary development.

The MAAM-2025 constitutes a strategic and critical proposal for Organizational

Studies, aimed at ordering its plurality and enhancing its epistemological autonomy. Its emphasis on the three dimensions – epistemic, methodological and disciplinary – offers a clear and operational framework for evaluating the scientific production of the field, to strengthen its identity and future projection.

4 CONCLUSIONS

What needs to be done?

Two important requirements are generated:

First. Incorporate into the analysis the processes of constitution of transmodern systems of humanized organizations, in this case of the social whole.

Second. It is not possible to construct a science of man in isolation from the same man or woman who conceives it and consequently, isolated from the social, ethical, and political aspects (Monge, Morin, & Piattelli-Palmarini, 1983, p. 211), human beings.

Ibarra and Montaña (1987) Montaña (2020) warn that until now various organizational phenomena have been dispersed and fragmented disciplinarily, diminishing their heuristic capacity, which imposes the need for transdisciplinarity and transmodernity to study and understand the organization in the search for the epistemological identity of the OS.

Under this perspective, a new perspective is sought with which to carry out readings where the boundaries of the qualitative and quantitative do not exist to study the organizational phenomenon. Or at least complement each other, since a series of local narratives prevail today that denote the agreements that each community establishes based on its own interests and its ways of understanding and operating knowledge.

This situation consistently confirms what has been pointed out by various authors (Pérez Mayo & Guzmán Cáceres, 2015; Pérez Mayo & Roque Nieto, 2021, 2025), who highlight that Organizational Studies constitute a plural, diverse, and complex field of knowledge. From this perspective, it is possible to appreciate multiple dimensions of organizational structures and processes, as well as varied approaches to address their object of study. These approaches are situated on a continuum that goes from the successful, although often circumstantial, resolution of local problems of the organization, to the critical interpretation of their social consequences and the formulation

of alternative projects that could offer more comprehensive solutions. The strength of Organizational Studies lies precisely in this plurality and complexity, which allows for a rich, multidimensional and contextualized analysis.

It should be noted, however, that each organization is unique and the phenomena studied in it have characteristics. This singularity is precisely the object of study of Organizational Studies, raising the possibility of identifying patterns of exception or, on the contrary, of the absence of regularities. The question then arises: will Organizational Studies continue to coexist with the perspectives of the Theory of Organizations and with other disciplines of the Social Sciences or Humanities? Will we continue to borrow their theories, methods, and methodologies to describe, analyze, and understand organizations?

In this context, the urgency of generating theoretical friction and interdisciplinary dialogue is evident, more than ever, in all areas of Organizational Studies. This interaction constitutes the natural phase in the development of the field, since the absence of integration threatens the consolidation of a disciplinary matrix capable of evolving into a mature explanatory body. Without such a firm disciplinary core or strategies to build epistemological “protective belts”, the field runs the risk of being diluted or disappearing in the face of the positivist visions that historically precede it (Pérez Mayo & Roque Nieto, 2025).

REFERENCES

- Bourdieu, P. (1991). *Estructuras, habitus, prácticas: El sentido práctico* (pp. 91–111). Madrid, España: Taurus.
- Bourdieu, P. (1991). *El sentido práctico*. Madrid, España: Taurus.
- Bourdieu, P. (2008). *Homo academicus*. Madrid, España: Siglo XXI.
- Bourdieu, P. (2006). *Autoanálisis de un sociólogo*. Barcelona, España: Anagrama.
- Bourdieu, P., & Wacquant, L. (1995). *Respuestas: Por una antropología reflexiva*. México D.F., México: Grijalbo. (Trabajo original publicado en 1992).
- Bourdieu, P., & Graw, I. (1996). Was bin ich? Ein Interview mit Pierre Bourdieu von Isabelle Graw. *The Thing*.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.

- Dogan, M. (2000). The moving frontier of the social sciences. In *The international handbook of sociology* (p. 35). London, England: SAGE.
- Dussel, E. (1985). *Philosophy of liberation* (A. Martinez & C. Morkovsky, Trans.). New York, NY: Orbis Books.
- Dussel, E. (1994). *1492: El encubrimiento del Otro: Hacia el origen del “mito de la modernidad”*. Bolivia: Plural.
- Diccionario de la Lengua Española de la Real Academia Española. (2001). (20.^a ed.). Recuperado de <http://www.rae.es>
- Dussel, E. (2008). Philosophy of liberation, the postmodern debate, and Latin American studies. In *Coloniality at large: Latin America and the postcolonial debate* (pp. 335–349).
- Dussel, E., & Mendieta, E. (1996). *The underside of modernity: Apel, Ricoeur, Rorty, Taylor, and the philosophy of liberation*.
- Ghisi, M. L. (1999). The transmodern hypothesis: Towards a dialogue of cultures. *Futures*, 31(9–10), 971–982.
- Ghisi, M. L. (2001). *Au-delà de la modernité, du patriarcat et du capitalisme: La société réenchantée?* Francia: Harmattan.
- Ghisi, M. L. (2006). Transmodernity and transmodern tourism. In *Keynote at the 15th Nordic Symposium in Tourism and Hospitality Research: Visions of Modern Transmodern Tourism* (Vol. 19).
- Ghisi, M. L. (2008). *The knowledge society: A breakthrough toward genuine sustainability*. International Advisory Council.
- Giménez, G. (2004). Pluralidad y unidad de las ciencias sociales. *Estudios Sociológicos*, 22, 267–282.
- Grosfoguel, R. (2007). Los dilemas de los estudios étnicos estadounidenses: Multiculturalismo identitario, colonización disciplinaria y epistemologías decoloniales. *Universitas Humanística*, 63.
- Gonzales-Miranda, D. (2020). Los estudios organizacionales en Latinoamérica: ¡Vuelta al terreno áspero! *Revista de Administração de Empresas*, 60(2), 104–119. <https://doi.org/10.1590/S0034-759020200204>
- Gergen, K. J., & Gergen, M. (2010). *Construccionismo social: Um convite ao diálogo*. Rio de Janeiro, Brasil: Instituto Noos.
- Ibarra Colado, E., & Montañó Hirose, L. (1987). *Mito y poder en las organizaciones: Un análisis crítico de la teoría de la organización*. México: Trillas.

- Jiménez Bandala, C. A. (2015). La transmodernidad en los estudios organizacionales: La metáfora del fractal. *Revista Internacional de Organizaciones*, 14, 77–100.
- Kuhn, T. S. (1962). *The structure of scientific revolutions*. Recuperado el 19 de septiembre de 2018 de <https://www.marxists.org/reference/subject/philosophy/works/us/kuhn.htm>
- Kuhn, T. S. (2011). *La estructura de las revoluciones científicas*. México: Fondo de Cultura Económica.
- Kuhn, T. S. (1971). *La estructura de las revoluciones científicas*. México: Fondo de Cultura Económica. (Trabajo original publicado en 1962).
- Lakatos, I. (1999). *Escritos filosóficos*. Madrid, España: Alianza.
- Luhmann, N. (1987). *Soziale Systeme: Grundriss einer allgemeinen Theorie*. Frankfurt am Main, Alemania: Suhrkamp. (Trabajo original publicado en 1984).
- Luhmann, N. (1998). *Sistemas sociales: Lineamientos para una teoría general*. Barcelona, España: Anthropos. (Trabajo original publicado en 1991).
- Luhmann, N. (2007). *La sociedad de la sociedad*. México D.F., México: Herder. (Trabajo original publicado en 1997).
- Monge, F., Morin, E., & Piattelli-Palmarini, M. (1983). *El primate y el hombre*. Barcelona, España: Argos Vergara.
- Montaño Hirose, L. (2020). Encrucijadas y desafíos de los estudios organizacionales: Una reflexión desde las perspectivas institucionales. *Innovar*, 30(78), 19–34. <https://doi.org/10.15446/innovar.v30n78.90304>
- Montaño Hirose, L. (1994). Modernidad, postmodernismo y organización: Una reflexión acerca de la noción de estructura postburocrática. In *Argumentos para un debate sobre la modernidad: Aspectos organizacionales y económicos* (pp. 67–91). México: UAM-I.
- Moreno, P. (2007). El nuevo paradigma transmoderno de la ciencia y la tecnología. *Revista Politeia*, 15(2), 23–37.
- Pattee, H. H. (1989). Simulations, realizations and theories of life. In C. Langton (Ed.), *Artificial Life Santa Fe Institute Studies in the Sciences of Complexity* (Vol. 6, pp. 63–78). Addison-Wesley.
- Pérez Mayo, A. R., & Guzmán Cáceres, M. (2015). Los estudios organizacionales como programa de investigación. *Cinta de Moebio*, 53, 104–123. <https://doi.org/10.4067/S0717-554X2015000200001>
- Pérez Mayo, A. R., & Roque Nieto, N. (2020). Transmodernity and the disciplinary matrix as emergent properties in the construction of the epistemic identity of

organizational studies. *Revista de Sociología*, 7(23), 30–45.
<https://doi.org/10.35429/JOCS.2020.23.7.30.45>

Pérez Mayo, A. R., & Roque Nieto, N. (2025). Programa de la ciencia unificada, el caso de los estudios organizacionales. *Religación*, 10(45), e2501410.
<https://doi.org/10.46652/rgn.v10i45.1410>

Pfeilstetter, R. (2012). Bourdieu y Luhmann: Diferencias, similitudes, sinergias. *Revista Internacional de Sociología*, 70(3), 489–510.

Ritzer, G. (1991). *Metatheorizing in sociology*. Lexington, MA: Lexington Books.

Rodríguez Magda, R. M. (1989). *La sonrisa de Saturno: Hacia una teoría transmoderna* (Vol. 49). Barcelona, España: Anthropos.

Rodríguez Magda, R. M. (2001). Transmodernity, neotribalism and postpolitics. *Interlitteraria*, 6, 2–18.

Rodríguez Magda, R. M. (2004). *Transmodernidad* (Vol. 140). Valencia, España: Anthropos.

Sanabria, P., Castillo, C., & Sánchez, J. (2020). Análisis de la publicación académica sobre estudios organizacionales en Latinoamérica (2009–2019). *Revista Guillermo de Ockham*, 18(2), 205–221. <http://doi.org/10.21500/22563202.4783>

Sánchez Ruiz, E. E. (2002). La investigación latinoamericana de la comunicación y su entorno social: Notas para una agenda. *Diálogos de la Comunicación*, 64, 25–36.

Toledo-Nickles, U. (2008). El esquema metateórico de Ritzer desde la metodología de los programas de investigación. *Cinta de Moebio*, 33, 204–218. Recuperado de <http://www.moebio.uchile.cl/33/toledo.html>

Torrío Villanueva, E. R. (2004). *Abordajes y períodos de la teoría de la comunicación*. Colombia: Norma.

Torrío Villanueva, E. R. (2007). Acercamiento a la comunicación como cultura académica y a sus proposiciones teóricas generales. *Punto Cero*, 12, 41–48.

Torrío Villanueva, E. R. (2011). Mirar a la comunicación desde la crisis. *Revista Comunicación*, 155, 43–46.

Torrío Villanueva, E. R. (2012). *Las vicisitudes teóricas de la comunicación*. Recuperado de http://perio.unlp.edu.ar/sites/default/files/programa_erick_torrío.pdf

Trainor, L. E. H. (1909). Remarks on emergence in physics and biology. In B. Goodwin & P. Saunders (Eds.), *Theoretical biology*. Edinburgh, Scotland: Edinburgh University Press.

- Valenzuela, L. I. (2017). Consideraciones epistemológicas de la teoría sociológica y de la organizacional. *Revista de Ciencias Sociales*, 6(7), 10–10.
- Vasallo de Lopes, M. I., & Fuentes Navarro, R. (2001). Reflexiones sobre el estatuto disciplinario del campo de la comunicación. In *Comunicación, campo y objeto de estudio: Perspectivas reflexivas latinoamericanas*. México: ITESO.
- Vasallo de Lopes, M. I. (2003). *Investigación en comunicación: Formulación de un modelo metodológico*. México: Esfinge.
- Wittgenstein, L. (1988). *Investigaciones filosóficas* (A. García Suárez & U. Moulines, Trads.). Barcelona, España: Crítica. (Obra original publicada en 1953).