**Programa**

**Identidad y Rol Organizacional**

2º semestre 2016

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| **I. Identificación de la actividad curricular** | |
| Carrera en que se dicta: | Psicología |
| Profesor o equipo: | Dr. Carlos Díaz Canepa |
| Ciclo al que pertenece: | Especialización |
| Semestre: | 6º y 8º |
| Modalidad: | Presencial |
| Carácter: | Optativo |
| Pre-requisitos: | Psicología del Trabajo y las Organizaciones |
| Año | 2017 |
| **II. Descripción / Justificación de la actividad curricular** | |
| La construcción de la identidad, está en gran medida definida por espacios institucionalizados, que sucesivamente vamos integrando y por los roles que vamos ocupando. El orden seuencial de estas trayectorias, asociado a la propia historia biográfica, van a incidir en la forma como nos representamos la realidad y actuamos en ella. Tales procesos no son inocuos, en cuanto a definir la forma en la que las exigencias del trabajo, nos impactan y como nos proyectamos para nuestra vida post trabajo. | |
| **III. Objetivos de la actividad curricular** | |
| El curso tiene por objetivo introducir los conceptos y modelos de análisis del desarrollo de la identidad, identidad de rol laboral y organizacional.  Se enfatiza el carácter de mediador semiótico de la identidad y el carácter incidente de los distintos procesos de socialización.  Se asume una perspectiva constructiva, que da pie para pensar, e implementar modelos dinámicos en la gestión de personas, en las organizaciones, atendiendo al carácter contingente de la relación entre identidad, y condiciones bajo las cuales se despliega la actividad humana. | |
| **IV. Temáticas o contenidos de la actividad curricular** | |
| * Teorías y enfoques de socialización * Teorías y enfoques de Rol * Socialización e Identidad * Identidad y Personalidad * Cultura, ultura Organizacional e Identidad * Identidad e Identidad de Rol y Laboral * Educación e identidad de Rol y Laboral * Trayectorias de Vida e identidad de Rol y Laboral * Trabajo e identidad de Rol y Laboral * Efectos del (des)Acoplamiento entre Identidad y Rol | |
| **V. Metodología de la actividad curricular** | |
| * Cursos lectivos * Análisis de lecturas * Trabajo de investigación en terreno | |
| **VI. Evaluación de la actividad curricular** | |
| * Análisis de lecturas (40%) * Investigación en terreno: 2 fases (20% y 40%) | |
| **VII. Bibliografía General** | |
| 1. Adams, M. (2003). The reflexive self and culture: a critique. *British Journal of Sociology Vol. No. 54, no 2, 221–238* 2. *Adkins, Ch. (1995). Previous work experience and organizacional socialization: a longitudinal examination. Academy of Management Journal, Vol. 38, no3, 839-862* 3. Alutto, J., Hrebiniak. L. y Alonso, R. (1971). A study of differential socialization for members of one professional occupation. *Journal of Health and Social Behavior*, *Vol. 12, no 2, 140-147*. 4. Alvesson, M y Willmott, W. (2004).Identity regulation as organizacional control in Hatch, M.J.. y Schultz, M. (Ed.), *Organizacional identity: a reader*. Oxford: Oxford University Press 5. Atkinson, R. (1998). *The life story interview*. Londres: Sage 6. Aschaffenburg, K. y Mass, I. (1997). Cultural and educational careers: the dynamics  of social reproduction. *American Sociological Revue*. *Vol. 62, No4, 573-587* 7. *Ashforth B y Mae1 F. (1996). Organizational identity as a context for the individual.  Advances in Strategic Management 13, 19-64.* 8. Ashforth, B., Kreiner, G. y Fugate, M. (2000). All in a day’s work: boundaries an micro-role transitions. *Academy of Management Review, Vol. 25, no 3, 472-491* 9. Ashforth, B. (2001). *Role transitions in organizational life: An identity based perspective*. NJ: LEA 10. *Beyer, J. y Hannah, D, (2002). Building on the past: Enacting established personal identities in a new work setting. Organization Science, Vol. 13, no. 6, 636-652* 11. *Blaka, G y Filstad C. (2007). How does a newcomer construct identity? A socio-*cultural approach to workplace learning. *Int.ernational Journal of lifelong education*, *Vol. 26, no1, 59–73* 12. Blin, J.F. (1997). *Représentations, pratiques et identités professionnelles*. París: L’Harmattan. 13. Bourdieu, P. (1996). *Raisons pratiques : Sur la théorie de l'action*. París: Senil 14. Brandtstädter, J y Rothermund, K. (2002). 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(2001) Personality development across the life course: The argument for change and continuity *Psychological Inquiry*, *Vol. 12, no 2, 49-66* 20. *Cherrier, H. y Murria, J. (2007). Reflexive Dispossession and the Self: Constructing a Processual Theory of Identity Consumption, Markets and Culture, Vol. 10, no 1, 1–29* 21. *Cohen-Scali, V. (2003). The influence of family, social and work socialization on the construction of professional identity on young adults. Journal of career development, Vol. 29, no4, 237-249* 22. *Cooksey, E. y Rindfuss, R (2001).Patterns of work and schooling in young adulthood. Sociological Forum, Vol. 16, no4, 731-755* 23. Côté, J. & Levine, Ch. (2002). *Identity, formation, agency and culture*. N.J.: Lawrence Erlbaum Associates 24. Czarnawska-Joerges, B. (2004). Narratives of individuals and organizacional identities in Hatch, M.J.. y Schultz, M. (Ed.), *Organizacional identity: a reader*. Oxford: Oxford University Press 25. Díaz Canepa, C. (2013). Incidencia de los Trayectos y Ciclos de Vida Sobre la Construcción de Rol e Identidad Laboral. Volumen IX · Nº2 , PP. 10-25 26. Dubar C. (1996) Usages sociaux et sociologiques de la notion de identité, *Education Permanente no 3, 37-44*, *Formation et dynamiques identitaires*. 27. Dubar, C.. y Trippier. P. (1998). *Sociologie des professions*. París: Armand Colin 28. Dubar, C. (2000). *La crise d’identités*. París: PUF 29. Dubar, C. (2006). *La Socialisation*. París: A. Colin 30. Durkheim, E. (1967) *De la division du travail social*. París: PUF 31. Durkheim, E. (1990) *Educación y Sociología*. Barcelona: Edit. Península 32. *Elder, G. (1992). Review: Models of the life course. Contemporary Sociology, Vol. 21, No5, 632-635* 33. *Elder, G. (1998). The life course as developmetal theory. Child development, Vol. 69, no1, 1-12* 34. Elder, G., Johnson, M y Crosnoe, R. (2006). The emergente and development of life course theory, in Mortimer, J. y Shanahan, M., *Handbook of the life course*. 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From work trajectories to negotiated careers: the contingent work life course in Mortimer, J. y Shanahan, M., *Handbook of the life course*. N.Y.: Sptinger 50. Hitlin, S. (2003). Values as the core of personal identity: drawing links between two theories of self. *Social Psychology Quarterly*, *Vol. 66, no2, Special Issue: Social Identity: Sociological and Social Psychological Perspectives*. *118-137*. 51. *Hogg, M.; Terry, D. y White, K. (1995). A tale of two theories: a critical comparison of identity theory with social identity theory. social psychology quarterly, vol. 58, no4, 255-269* 52. Huddy, L (2002) Context and meaning in social identity theory: A response to Oakes  *Political Psychology, Vol. 23, no 4, 825-838* 53. Jackson, P (2004). Role sequencing: does order matter for mental health?. *Journal of health and social beahavior, Vol 45, 132-154* 54. *Johnson, M. y Elder, G. (2002). Educational pathways andwork values trajectories. Sociological perspectivas. 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Weber,M.(1964). *Economía y Sociedad:esbozo de sociología comprensiva*.Mexico:  Fondo De Cultura Económica 88. Wortham, S. (2006). *Learning identity: the joint emergente of social identification*  *and academia learning*. Cambridge: Cambridge University Press | |