



SUBJECT DATASHEET

Identities in organizations

BMEGT52D402

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Identities in organizations

ID (subject code)

BMEGT52D402

Type of subject

Contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	0
Laboratory	0

Type of assessment

Mid-term
grade

Number of credits

2

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Ergonomics and Psychology

Subject website

<http://www.erg.bme.hu/oktatas-tantargyak/tantargyak>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: **PhD in Psychology - Cognitive Science**

Subject Role: **Elective**

Recommended semester: **0**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580269/9/2025 registration number. Valid from: 26.03.2025.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

PhD students extend their knowledge of the identity approach in studying and understanding current issues in organizational psychology.

Academic results

Knowledge

1. Know the dominant perspectives of identity and identity work in organizations.
2. Understand the relevance of identity perspective in relation to current organisational and leadership discourses.
3. Identify challenges of identity work in today's societal and business context.

Skills

1. Compare and contrast the perspectives on identity and identity work in organisational settings.
2. Demonstrate the ability to analyse identities and identity work of leaders in organisations.
3. Demonstrate the ability to reflect on their own identity as doctoral students.

Attitude

1. Open to a diverse approach to complex organizational phenomena.
2. Takes an appreciative approach to views and solutions that differ from one's own.
3. Characterized by critical and self-reflective thinking.
4. Strives to improve themselves, is open to feedback and makes changes based on it.

Independence and responsibility

1. Performs their research and publication tasks with high integrity, constantly reflecting on possible ethical problems and dilemmas.
2. He is aware of their role as intellectuals in society. Strives to contribute to the development of awareness of their environment and the creation of constructive dialogue.

Teaching methodology

Lecture and practices.

Materials supporting learning

- Órai anyagok, valamint:
- Alvesson, M., Lee Ashcraft, K., & Thomas, R. (2008). Identity Matters: Reflections on the Construction of Identity Scholarship in Organization Studies. *Organization*, 15(1), 5–28.
- Ashforth, B. E., Moser, J. R., & Bubenzer, P. (2020). Identities and identification in work contexts: Beyond our fixation on the organization. In *The Oxford handbook of identities in organizations*, 817-832.
- Beech, N., MacIntosh, R., & McInnes, P. (2008). Identity Work: Processes and Dynamics of Identity Formations. *International Journal of Public Administration*, 31(9), 957–970.
- Brown, A. D. (2015). Identities and identity work in organizations. *International Journal of Management Reviews*, 17(1), 20–40.
- Brown, A. D. (2017). Identity work and organizational identification. *International Journal of Management Reviews*, 19(3), 296–317.
- Brown, A. D. (Ed.). (2020). *The Oxford Handbook of Identities in Organizations*. Oxford University Press.
- Brown, A. D. (2022). Identities in and around organizations: Towards an identity work perspective. *Human Relations*, 75(7), 1205–1237.
- Caprar, D. V., Walker, B. W., & Ashforth, B. E. (2022). The dark side of strong identification in organizations: A conceptual review. *Academy of Management Annals*, 16(2), 759-805.
- Caprar, D. V., & Walker, B. W. (2024). Identity theory. In *A Guide to Key Theories for Human Resource Management Research* (pp. 100-106). Edward Elgar Publishing.
- Day, D. V. (2024). Self-Views and Leader Development. In *Developing Leaders and Leadership: Principles, Practices, and Processes*, 95-126.
- DeRue, D. S., & Ashford, S. J. (2010). Who will Lead and Who will Follow? A Social Process of Leadership Identity Construction in Organizations. *Academy of Management Review*, 35(4), 627–647.
- Haslam, S. A., Powell, C., & Turner, J. (2000). Social identity, self-categorization, and work motivation: rethinking the contribution of the group to positive and sustainable organisational outcomes. *Applied Psychology*, 49(3), 319-339.
- Haslam, S. A., Gaffney, A. M., Hogg, M. A., Rast III, D. E., & Steffens, N. K. (2022). Reconciling identity leadership and leader identity: A dual-identity framework. *The Leadership Quarterly*, 33(4), 101620.
- Ibarra, H., & Petriglieri, J. L. (2010). Identity work and play. *Journal of Organizational Change Management*.
- Ibarra, H., Wittman, S., Petriglieri, G., & Day, D. V. (2014). 14 Leadership and Identity: An Examination of Three Theories and New Research Directions. *The Oxford handbook of leadership and organizations*, 285.
- Ibarra, H., & Odaru, O. O. (2020). Identity play and the creative potential of liminal experiences. *The Oxford handbook of identities in organizations*, 471-486.
- Irshad, M., & Bashir, S. (2020). The dark side of organizational identification: a multi-study investigation of negative outcomes. *Frontiers in Psychology*, 11, 572478.
- Kragt, D., & Day, D. V. (2020). Predicting leadership competency development and promotion among high-potential executives: The role of leader identity. *Frontiers in psychology*, 11, 1816.
- Miscenko, D., & Day, D. V. (2016). Identity and identification at work. *Organizational Psychology Review*, 6(3), 215-247.

- Miscenko, D., Guenter, H., & Day, D. V. (2017). Am I a leader? Examining leader identity development over time. *The Leadership Quarterly*, 28(5), 605–620.
- Mosala, T., & Bennett, K. (2024). Leader identity and identity work: Enhancing coaching of leaders in changing contexts. *International Journal of Evidence Based Coaching & Mentoring*, 22(2).
- Moser, J. R., & Ashforth, B. E. (2021). My network, my self: A social network approach to work-based identity. *Research in Organizational Behavior*, 41, 100155.
- Roberts, L. M., & Caza, B. B. (2024). Positive Identity Construction in Diverse Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 12.
- Rogiers, P., & Caza, B. (2021). Managing the Identity Challenges of Organizational Gig Work.
- Spyridonidis, D., Hendy, J. A. N. E., & Barlow, J. (2015). Understanding hybrid roles: The role of identity processes amongst physicians. *Public Administration*, 93(2), 395-411.
- Sveningsson, S., & Alvesson, M. (2003). Managing managerial identities: Organizational fragmentation, discourse and identity struggle. *Human relations*, 56(10), 1163-1193.
- Szekely, V., Whiley, L. A., Pontes, H., & McDowall, A. (2024). Tying leaders' identity work and executive coaching research together: an overview of systematic reviews and agenda for research. *Journal of Work-Applied Management*.
- Van Knippenberg, D. (2000). Work motivation and performance: A social identity perspective. *Applied psychology*, 49(3), 357-371.
- Vough, H., Caza, B., & Puranik, H. (2020). Identity Work in Organizations. *Journal of Organizational Behavior*. 2018;39. 889–910.
- Workman-Stark, A. (2024). 'Me, us, and Them': Policing and the Dynamics of Identity Work. *Police Quarterly*, 10986111241246311.
- Wortelboer, G., & Van der Steen, M. P. (2023). Precarious Workers' Wellbeing: Identity Development Through Online Discourses of Quiet Quitting. In *The Palgrave Handbook of Fulfillment, Wellness, and Personal Growth at Work* (pp. 281-301). Cham: Springer International Publishing.
- Ybema, S. (2020). Bridging self and sociality: Identity construction and social context. <https://academic.oup.com/edited-volume/34258/chapter/290440653>

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A kurzus abszolválásának módja az alábbi két feltétel teljesülése: Az előadások első 15 percében tartott, az adott óra témájához kapcsolódó tudományos cikk referátumával, melyet írott formában is be kell adni legkésőbb az utolsó órán. Az írott verzióba (leadott dolgozat) további szakirodalmat kell bevonni a kurzus megadott irodalmából. Az írott verzió hossza 1500 szó.

Performance assessment methods

Órai referátum értékelése: a bemutatott szakmai cikk kritikai feldolgozásának képessége, amely magában foglalja a tanulmány tudományos jelentőségét, relevanciáját, újszerűségét a kurzus témája szempontjából, valamint a tanulmány módszertanának bírálatát. A referátum formai elemeinek értékelése kiterjed az előadásmód stílusára, strukturáltságára, valamint az időgazdálkodásra. A leadott dolgozat értékelése: a szakirodalom áttekintés módszertani kritériumainak alkalmazása. Kritikai gondolkodás: hogyan hasonlítja össze és ütközteti a hallgató a dolgozatba bevont második tanulmány megközelítésével és eredményeivel a referált tanulmányt. Formai és akadémiai stílussal kapcsolatos elvárások betartása.

Percentage of performance assessments, conducted during the study period, within the rating

- Órai referátum: 40
- Beadandó dolgozat: 60
- Összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	96
Very good	86-95
Good	75-85
Satisfactory	65-74
Pass	50 - 64
Fail	0-49

Retake and late completion

A beadandó pótleadása és az órai referátum pótlása a TVSz szerinti határidőig megtörténhet.

Coursework required for the completion of the subject

Részvétel az előadásokon	28
Önálló munka, szakirodalom feldolgozás, referátum elkészítése	32
Összesen	60

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 03.03.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A félév során az alábbi témákat vesszük sorra.

- 1 Introduction of the course: goals, topics, methods and requirements. A brief history of identity in psychology, philosophy, and sociology. Dominant discourses on identities and identity processes within management and organization studies and organizational psychology.
- 2 Identity work and its relevance to organizational performance, commitment, satisfaction and learning.
- 3 Approaches to the study and analysis of identities in organizations. Prevalent research issues of identity work in organizations: the role of personal choice (agency), stability or fluidity (agility), coherence or fragmentation, positive or negative, authenticity or conformity.
- 4 The identity approach in leadership: the role of identity-based leadership and leadership identity. The importance of SIT and group leadership. Opportunities and methods to facilitate identity work in organizations. Identity coaching.
- 5 DEI and identity work in organizations. Constructing a positive identity in diverse organizations.
- 6 Identity and identity work in today's hybrid, networked organizations and the gig economy. The future of the identity and identity approach.
- 7 Summary and closing the course.

Additional lecturers

Approval and validity of subject requirements