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The works must be unpublished and refer to topics of international migration law, human rights-diplomatic and consular protection, migrant population in a vulnerable situation, public policies and projects from a country perspective and other topics related to Social Sciences.

Presentation of the Content

In number ten, is presented an article *Basic elements of social responsibility in micro and small businesses in the Huejotzingo region of the State of Puebla,* by MUÑOZ, Alberto, MORÁN, Luz, ORTEGA, Elizabeth and RODRÍGUEZ, María, in the next article *Proposal for the organizational diagnosis of civil associations of professionals in Mexico,* by BARAJAS-VILLARRUEL, Juan Ignacio, BECERRA, Eneida, NOYOLA, Ricardo and IBARRA, Mario Eduardo, in the next article *Influence of social representations in the labor market of the Alteño psychologist,* by GONZÁLEZ-ANAYA, Ana Gabriela & GONZÁLEZ-PÉREZ, Cándido, whit adsciption in the Universidad de Guadalajara, in the next article, *Structure of blended courses*, by REYES, Matilde, ARROYO, Jorge and GASPAR, Beatriz.

Content

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Article   **Page**

</div>

Basic elements of social responsibility in micro and small businesses in the Huejotzingo region of the State of Puebla

Elementos básicos de la responsabilidad social en la micro y pequeña empresa de la región de Huejotzingo del Estado de Puebla

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Abstract

The project describes the basic resources about social responsibility in the micro y smalls business in the region Huejotzingo in Puebla. It project describes seven elementariness variables that answer to the core subjects of ISO 26000:2010. The methodology was applying a question paper to two hundred business in its facilities with a reliability grade of 95%, the research was quantitative, descriptive and cross-case. A relevant date, the 28% of the respondents they consider that the "The impact its decisions". Its topic don`t applies to the business, this paradigm must change. By the foregoing, the present project promotes and describe the context of the micro and small business, in function social responsibility. A main conclusion is that exist a known partial over the topic.

Resumen

El proyecto describe los elementos básicos de la responsabilidad social en la micro y pequeña de la región de Huejotzingo del estado de Puebla tiene por objetivo describir siete variables elementales que corresponden a las materias fundamentales de la ISO 26000:2010. La metodología seguida fue la aplicación de un instrumento a 200 empresas en sus instalaciones con un grado de confiabilidad del 95%, la investigación es cuantitativa, descriptiva y transversal. Un dato relevante es que al cuestionar a la micro y pequeña empresa si está dispuesta a "responder ante la sociedad por el impacto que tienen sus actividades", el 28% de los encuestados considera que no le aplica este tema a su organización, esta idea debe cambiar, un paradigma nuevo es necesario. Por lo anterior el presente proyecto contribuirá a describir la situación que guarda el contexto empresarial de la región en términos de responsabilidad social. Una conclusión principal es la existencia de un conocimiento parcial sobre el tema.

Social responsibility, microbusiness, small business

Responsabilidad social, Microempresa, Pequeña empresa

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Introduction

Social responsibility in micro and small businesses has become a relevant issue in the business context as consumers select products and services with multiple criteria. Currently there is a perception that a company must be concerned about the different contexts in which it participates economically, socially, labor, environmentally and in business.

The importance of carrying out this project lies in describing the business fabric of the Huejotzingo region of the state of Puebla in terms of social responsibility. The study will allow to have an approach with the micro and small companies and have a certainty of the pertinent actions to be carried out in Huejotzingo, Puebla.

The theoretical concept will be compared against what the entrepreneur considers, by using a graph that allows gathering the different responses of the region against the business actions currently being carried out in the area. It is worth clarifying that the criterion was to survey formal and informal companies, this allows building a more real picture of the situation in Huejotzingo, Puebla.

The basic characteristics of the study are the basic elements of the subjects included in the international standard ISO 26000, based on them, an instrument was made that allowed taking field data from the different companies located in the region.

The central hypothesis is the non-existence of the concept of social responsibility in the Huejotzingo region of the state of Puebla in micro and small businesses.

This article is integrated into a theoretical framework in which some definitions are described, in its relevant authors section, later the elements of the standard are described, in the ISO 26000 standard section.

In point 2 you will find the methodology followed by this project.

Point 3 presents the results obtained from the study.

At the end of the present in point 4 there are conclusions.

Theoretical framework

Relevant authors

Argandoña (2012) establishes that social responsibility is the set of responsibilities that the company assumes before society in the present or future, with a vision in all interest groups. In this theorization he introduces the passage of time, this variable provides it with complexity but simultaneously provides it with a relevant connotation.

According to (Raufflet, Lozano, Barrera & García, 2012) social responsibility in small and medium-sized Latin American companies is an informal, sporadic, implicit and unplanned activity, which denotes a need in the current paradigm shift. When talking about social responsibility about the nature of the company with (Cappriotti & Schulse, 2010) they establish that "it cannot be fully explained apart from the interaction and dynamic interdependence between it and the society in which it develops" (p.166), this clearly leads us to the concept of responsibility for the actions carried out by the organization in the different structures.

According to CEPYME (2011), social responsibility is linked to several core concepts, such as sustainable development and internalization and management of economic, social and environmental impacts, which denotes interest in the different axes in which the company participates.

With the CEDICE (2005) it establishes that social responsibility is the practice characterized by promoting the ethical quality of the company's relationships with its collaborators, clients, suppliers, community, public power and the environment, once again the organizational actions must take into account account for everyone directly and indirectly involved.

A relevant fact is that Spain has created the State Council for Corporate Social Responsibility (CERSE) by Royal Decree 22, on February 15, 2008, this body depends on the Ministry of Employment and Social Security, with the objective of promoting and promotion of social responsibility policies in companies according to Olcese (2013).

With Vives (2009) he argues that small and medium-sized companies must be able to systematize and extend the practices to the collective, which may not be interested in the topic of climate change or sustainability reports, but they are strong in relations with the community. or with the conditions of employment.

Therefore, this author describes the situation of the business context to be studied in this project. And it will be seen if this is true.

ISO 26000: 2010 standard

Social responsibility is theorized as the "Responsibility of an organization before the impacts of its decisions and activities that they cause in society and the environment through an ethical and transparent behavior" (IMNC, 2011).

This definition highlights the actions that are developed in the organization with values and an active concern for the different contexts in which it participates directly and indirectly with an integral vision.

Social responsibility (SR) is made up of seven sections, the first establishes its object and its field of application; in the second it defines the key concepts that the standard will use; the third establishes the relevant factors on a timeline with their trends, characteristics, and state involvement; the fourth establishes seven principles that allow achieving social responsibility; the fifth suggests the recognition and involvement that an organization should have with interested parties; the sixth defines the seven matters that must be viewed with an integrative and interdependent approach among them, which are governance, human rights, labor practices, environment, fair operating practices, consumers and active participation; the seventh section tends to generate an orientation for the guidelines to permeate organizations.

At the same time, the NMX-SAST-26000-IMNC-2011 standard is how Mexico adopts it and calls it the Social Responsibility Guide, being a verifiable standard, which establishes an orientation on seven principles which are:

Accountability (4.2), transparency (4.3), ethical behavior (4.4), respect for the interests of interested parties (4.5), respect for the principle of legality (4.6), respect for international standards of behavior (4.7), respect for human rights (4.8).

According to the IMNC (2011) a company that pursues SR will have a positive appreciation that will allow it to achieve competitive advantages, creating an acceptable reputation to attract and retain customers, users, partners, workers and employees, as well as to forge a climate motivation evidently influencing third parties related to the organization.

Methodology to be developed

The objective of the research is to describe the basic elements of social responsibility in micro and small businesses in the Huejotzingo region of the State of Puebla.

The proposed project was with a quantitative approach, with a descriptive trend, that is to say, "Measure or collect information independently or jointly on the concepts or variables" (Hernández Sampieri, Fernández Collado & Baptista Lucio, 2013), therefore the variables they will be governance, human rights, environment, labor practices, environment, fair operating practices, consumers and active participation.

This will allow to create a construct in the business context of the Huejotzingo region of the state of Puebla of the United Mexican States on micro and small businesses based on social responsibility.

The research design will be non-experimental, the evaluated elements of social responsibility are quantified as they occur in the business context of the municipality, that is, without manipulating the variables.

The data collection will be descriptive transversal, being during the first four months of 2015.

The data were obtained directly from the different entrepreneurs in the region with an instrument, made up of five closed questions. Its reliability will be thanks to the piloting carried out with a group of experts and students. The validity of this is by content, criteria and construct. The possible answers used a Likert scale.

All of the above was achieved thanks to the participation of students and teachers from the Huejotzingo Technological University of the Administration and Business Development careers.

A degree of reliability of 95% was reached, the sample was made up of analysis units of micro and small companies in the Huejotzingo region, being 200.

When characterizing the sample, they are private companies with workers from 1 to 10 with a non-probabilistic orientation, that is, the subjects will be volunteers, since the questions have a sensitive connotation. The data were concentrated in a database, subsequently the consistency of the data was examined, from which the recommendations and conclusions were constructed using descriptive statistics.

The meaning of the variables is relevant, according to the IMNC (2011), governance allows an organization to supervise and put into practice the principles of social responsibility; Human rights must be respected in an organization as well as by its sphere of influence, allowing the construction of a social order based on full rights and freedoms; environment is a precondition for the survival and prosperity of human beings; labor practices seek to promote enriching and productive work that allows human development; Fair operating practices are understood as the way in which an organization uses its relationship to generate positive results with an environment of leadership and mutual respect. Consumers are a central element in the organization, they are seen with a fair practice of marketing, health and safety, that is, sustainable consumption is promoted. Active participation refers to an organization supporting and creating a relationship where it engages with the impacts of the organization.

Results

The definition of social responsibility according to the IMNC (2011) is composed of the responsibility that an organization has for the effécts caused by the social and environmental context under an ethical approach. When questioning the entrepreneurs, if the company is willing to respond to society for the impact that its activities have, the following data were obtained: 19% strongly agree, 36% agree, 10% agree disagree, 7% responded strongly disagree and 28% of those surveyed consider that the concept does not apply to their company. Which denotes that there is a partial ignorance on the subject.

In the graphic, your ideal aspect should be that 100% of the micro and small businesses in the Huejotzingo region will consider that they strongly agree with social responsibility. See graphic 1.
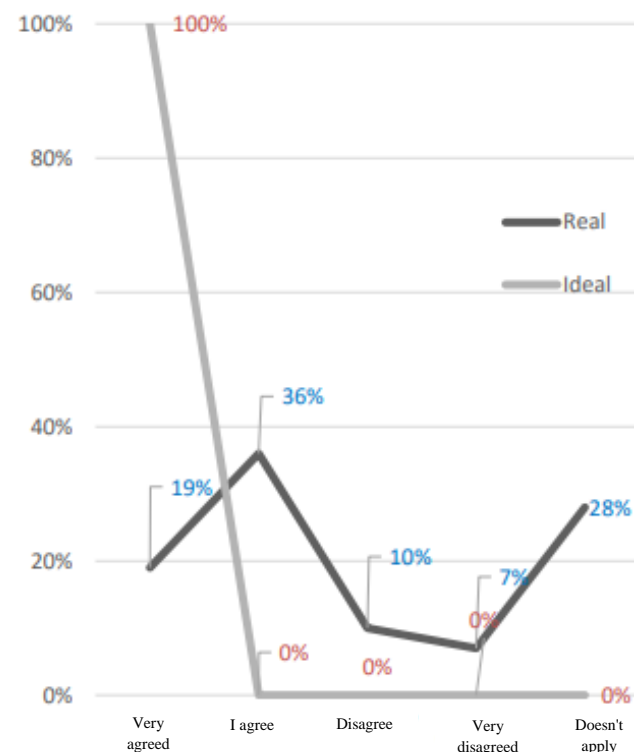
Graphic 1 Willingness to respond for the impacts

When asking companies in the Huejotzingo region if they have policies to ensure respect for human rights, 15% consider they strongly agree with the issue, 33% agree, 8% disagree, 10% strongly disagree and 35% consider that the issue does not apply to their organization.

This last piece of information denotes the need to disseminate the concept in the business context. Ideally, 100% of companies strongly agree with the implementation of human rights policies.

At the theoretical level there is no possible answer does not apply, human rights are inalienable. This denotes a partial knowledge of the subject in the region. See graphic 2.
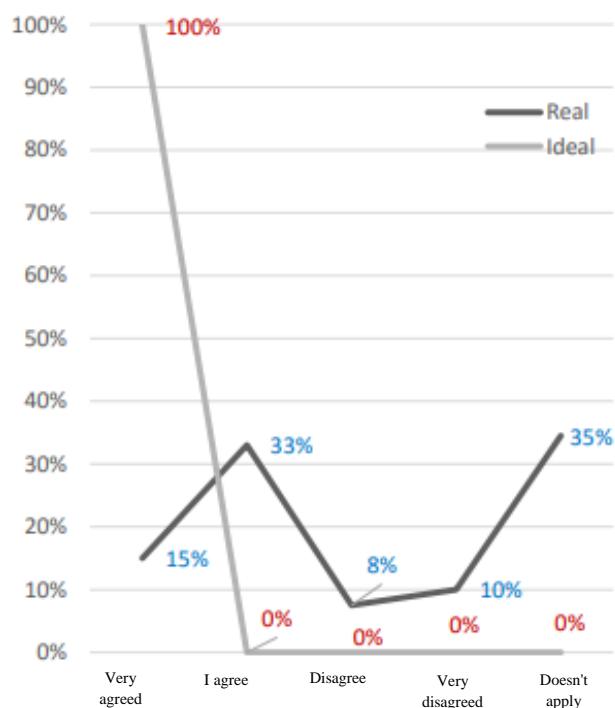
Graphic 2 Policies for human rights

Social responsibility according to the IMNC (2011) in its section related to the environment establishes the need for an integrated approach, therefore, when questioning the company about the protection of the environment, biodiversity and nature, the context the company said they strongly agree with the issue 23%, 39% agree, 7% disagree, 4% strongly disagree, and 28% do not apply.

With the above data there is an alarm, the proposal according to the rule is that there are 100% of companies overly concerned about the environment.

The data are in graphic 3.
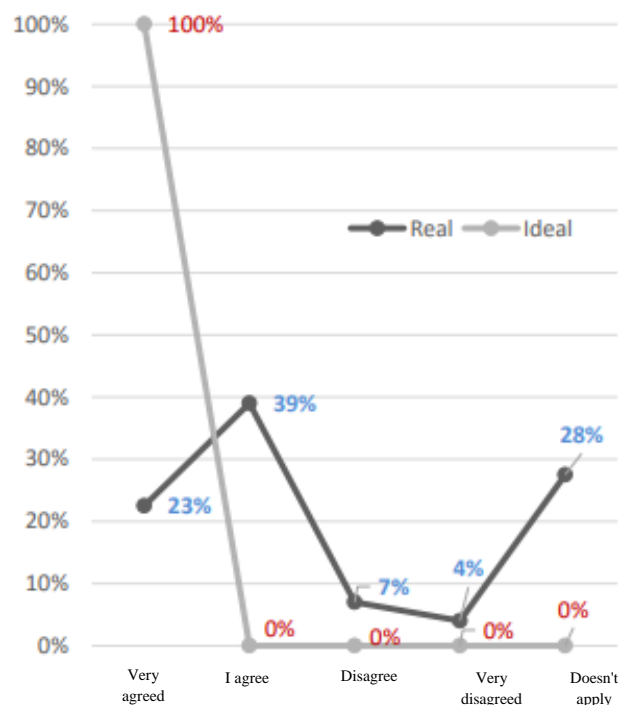
Graphic 3 The company protects the environment

Social responsibility is integrated by the section on labor practices with the IMNC (2011) suggests that work improves the standard of living, allowing stability and decent work, therefore, companies in the Huejotzingo region of the city were questioned. state of Puebla on the working conditions of employees if they are decent and if they allow a balance between personal life and work. To which 16% of the companies responded strongly agree, 48% agree and 26% consider that the issue does not apply.

With the above data, it is possible to infer an area of high opportunity for training on the subject in the region. The data are in graphic 4.
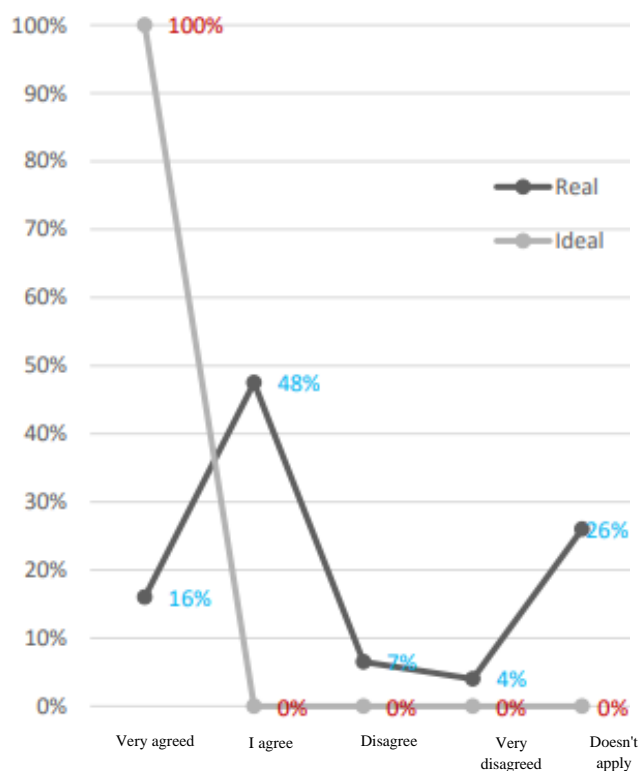
Graphic 4 Decent working conditions

Ethical conduct with other organizations is vital to the IMNC (2011) so it was questioned if the company promotes responsible practices with its suppliers and customers, the data obtained were that 21% agree, 47% agree, 9% disagree, 2% disagree and 23% believe that it does not apply the issue to their organizations.

With the above the ideal should be that 100% agree to promote and establish socially responsible practices. Therefore, an intensive program of fair operating relationships is required, the area to start is purchases. See chart 5.
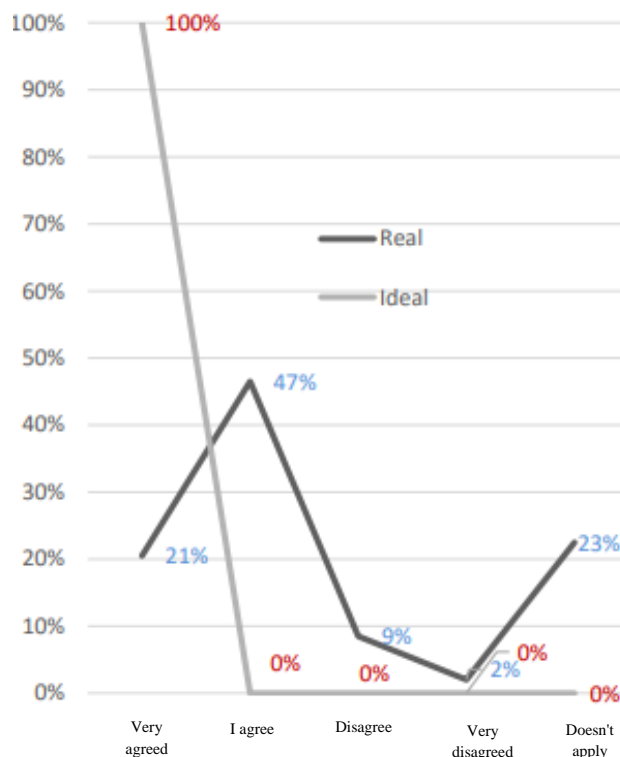
Graphic 5 Responsible practices with suppliers and customers

The company ensures that its products are safe for its customers and evaluates the potential risks, it was a question where 27% were found to strongly agree, 52% agree, 4% disagree, 2% strongly disagree and 15% considers that it does not apply the theme to its operations.

Ideally, 100% of organizations strongly agree with safe and socially responsible products. See graphic 6.

The opportunity area is media to disseminate and create plans for products, with adequate objectives, strategies, policies and resources.
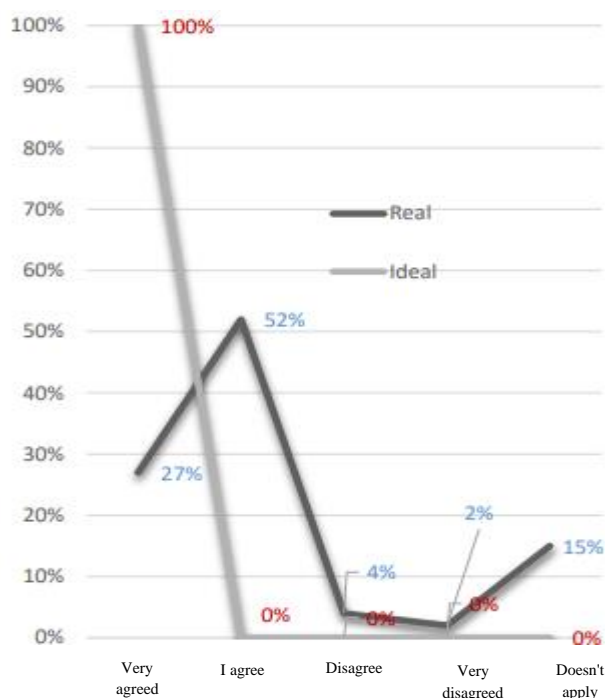
Graphic 6 Safe product

The company seeks to invest in social development projects, it was a question to detect if there is active participation, since the IMNC (2011) suggests this characteristic in organizations.

The data collected was that 13% strongly agree, 28% agree, 12% disagree, 5% strongly disagree, and 44% consider that the issue does not apply to their organizations.

The importance of promoting the concept in Huejotzingo is denoted and that each organization, to the extent of its possibilities, establishes a plan of actions that contribute to improving the region. See graphic 7.
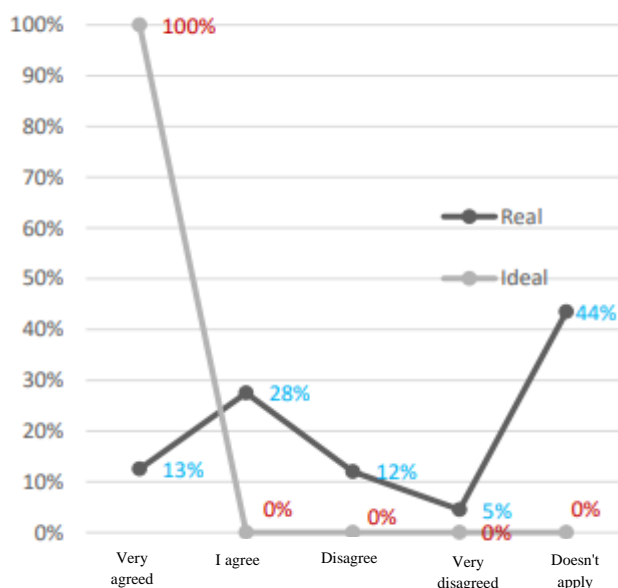
Graphic 7 Company in social development projects

Conclusions

The objective was met by describing the basic variables with the data obtained in the field research, allowing to conclude that there is partial knowledge about social responsibility, which denotes the existence of a relevant area of opportunity. Being the central hypothesis of the research, this is confirmed by the fact of contrasting internationally accepted concepts with the ISO 26000 standard with the actions implemented within micro and small companies. Social responsibility (SR) requires continuous, permanent and planned actions, since in some companies it is not the central theme, much less part of the daily functions of an organization.

Companies are willing to incorporate the issue of social responsibility, since there are relevant percentages in the response strongly agree and agree in relation to the issues raised, which gives security to implement actions.

It is necessary to promote a virtuous circle of social responsibility in the region, dissemination should be the first step, therefore, as a university, it has an obligation to implement it with students and teachers.

Another relevant conclusion is that if the internal and external focus is perceived. Companies should promote the creation of a committee on Social Responsibility with an arbitration function and with the possibility of generating sanctions when abuses are committed in accordance with the country's labor legal framework and with the possibility of applying monetary and social sanctions. This committee should be made up of senior management, middle and operational levels.

Some of the activities that could be implemented in the business context of the Huejotzingo region are:

- Establish a SR policy in organizations that guides all company personnel, that is, incorporating it into the business philosophy.

- Incorporate the topic of SR within job descriptions.

- Establish and send letters of commitment with all external contacts, stating that all commercial operations must respect SR and human rights.

- The staff evaluation must have a section on positive events on SR.

- Carry out training on human rights and SR based on the knowledge, know-how and know-how for all the personnel of the organizations.

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Proposal for the organizational diagnosis of civil associations of professionals in Mexico

Propuesta para el diagnóstico organizacional de asociaciones civiles de profesionistas en México

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Abstract

Proposal for the organizational diagnosis of civil associations of professionals. The present work aimed to design a proposal to determine the status of a Civil Association of professionals with respect to the following areas: (a) the structure, (b) finances and (c) the Statute, to contribute to the assurance of its continuity through the optimization of its functions and resources. Was a procedure which consisted of: literature review, recovery of the approach to socio-economic management of enterprises and organizations, the assessment of control procedures to ensure the reliability of the information in accordance with the financial reporting standards; and legislative technique. This helped raise a proposal of diagnosis organizational associations of professionals in Mexico, designed within the framework of the Management Sciences.

Resumen

Propuesta para el Diagnóstico Organizacional de Asociaciones Civiles de Profesionistas en México. El presente trabajo tuvo como objetivo diseñar una propuesta para determinar la situación de una Asociación Civil de Profesionistas con respecto a los siguientes rubros: (a) la estructura, (b) las finanzas y (c) el estatuto, para contribuir al aseguramiento de su continuidad por medio de la optimización de sus funciones y recursos. Se realizó un procedimiento que consistió en: revisión de literatura, recuperación del enfoque gestión socioeconómica de las empresas y organizaciones, de la evaluación de procedimientos de control para asegurar la confiabilidad en la información de acuerdo con las Normas de Información Financiera; y de la Técnica Legislativa. Lo anterior contribuyó a plantear una propuesta de diagnóstico organizacional de Asociaciones Civiles de Profesionistas en México, diseñada en el marco de las ciencias de la gestión.

Evaluation, Management, Civil Associations, Profession

Evaluación, Gestión, Asociaciones Civiles, Profesión

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Introduction

Currently, the complexity of social change conditions the involvement of different professions from all disciplinary fields in promoting management based on knowledge, values, expectations and human resources. Among the values associated with any profession, it is considered necessary to include mutual trust, autonomy, rational deliberation, accountability, altruism, compassion, commitment to service, self-regulation and social responsibility (Jovell, 2011).

In this framework, today's professional has the challenge of assuming values as a reference model. This is specified in developing a series of professional roles that demonstrate good practice and that should be constantly accredited. Consequently, the assumption of a new model of training, learning and updating is necessary. Likewise, professions in general require the development of specific competencies which focus on the one hand, the integration of knowledge, and on the other, the particularity of the profession in question.

To assume these values, professionals in each area are associated with the purpose of strengthening themselves and becoming a fundamental reference to determine the autonomy and social recognition of their profession (Fernández, 2001). However, once the association is constituted it is necessary to evaluate its operation to ensure its continuity, growth and consolidation before the society that frames it. For this reason, this document describes a proposal to carry out the evaluation process of civil associations of professionals in Mexico.

Literature review

According to Hernández, Fernández and Baptista (2010), the literature review consists of: "detecting, obtaining and consulting the bibliography and other materials that are useful for the purposes of the study" (p. 65). Consistent with this definition, the conceptualizations of: a) profession, b) civil associations of professionals, (c) evaluation and (d) organizational diagnosis are considered. Profession. From a historical analysis of the different conceptualizations of the profession, it is concluded that the concept of profession is dynamic and is closely linked to the social development in which it is framed.

It is precisely social development that is demanding that the professions, through the creation and adoption of mechanisms of various kinds to develop and adopt the different processes, distinguish between them (Fernández, 2001).

The term profession comes from the Latin professio, -onis, which means action and effect of professing. Commonly the word is understood as a job, faculty or trade that each one has and exercises publicly; protest or public confession of something. In general terms, the profession has been defined as an occupation that monopolizes a series of private activities on the basis of a large stock of abstract knowledge, which allows the person who performs it considerable freedom of action and which has important social consequences (Fernández, 2001).

On the other hand, Finn (1953) pointed out that professions must have a series of minimum characteristics to be considered as such. The features pointed out by this author were:

1. An intellectual technique (Burrage and Torstendahl, 1990; Freidson, 1985 and Cleaves, 1985).

2. An application of this technique to the solution of humanity's problems. (Gómez and Tenti, 1989 and Burrage and Torstendahl, 1990).

3. The need for a long period of education and training before practicing the profession (Burrage and Torstendahl, 1990; Starr, 1982 and Cleaves, 1985)

4. A series of standards and statements of ethics to comply with (Starr, 1982, Dingwall, 1996 and Cleaves, 1985).

5. A body of intellectual theory constantly growing through research (Dingwall, 1996 and Starr, 1982)

6. An association of those who practice the profession integrated into a group with a very close relationship and with a high quality of communication between them (Fernández, 2001, Gómez and Tenti, 1989; Freidson, 1985 and Jhonson, 1977).

According to Fernández (2001), there are other important elements of the profession such as its intrinsic legitimation, its validity and its function, which are framed by the historical characteristics of the society in which it has emerged and has developed. Its specific modes of formation, reproduction, exclusion, certification and evaluation depend on the conditions in which it arises, on the interests of those who promote it, and on the political power of its members.

Civil Associations of Professionals. Historically, men formed small groups because of the need they had to organize to survive. In this context, associating means making a responsible commitment to work and defend the interests of the group. Professionally, the importance of associating represents for any union, having the possibility of raising its voice to formulate its goals, protect its interests and find approaches and solutions to certain problems (Verdugo, 1991).

In this sense, civil associations of non-profit professionals follow the model established for centuries by European trade associations characterized by defending and regulating the fulfillment of private interests and exercising a public authority, assuming themselves as a group of people who they share common interests in relation to a trade, occupation and profession, and seek to access certain rights of a private and public nature (Pontón, as cited in Pacheco and Díaz, 1997).

According to Fernández (2001), there are two models of professional association, one of them represented by the Anglo-Saxon countries, the United States and England, where the groups are independent of the State; and another that is developed under the protection of this, such as the case of Mexico, in which professionals have adopted various forms of organization, one of which is the colleges of civil professionals. Some of the purposes of the colleges would be to ensure the interests of the profession, promote the legislation that will regulate it, promote the development of its members and determine who may or may not exercise it, among other non-profit activities.

Evaluation. The concept of evaluation, according to Cuevas-Salazar (2007), is part of the activities carried out to achieve a goal. In this sense, evaluation is inherent in life itself, since it is constantly necessary to face situations and solve them; and to solve them in the best way it is necessary to judge the greatest number of possibilities. According to Ruíz (2008), evaluation, from a general perspective, is an evaluative and methodical reflection on the development and result of the actions carried out. This author also pointed out that evaluation is an unavoidable phase of all processes.

Organizational diagnosis. The diagnosis in an organization is understood as the analysis that is made to evaluate the situation of the company or organization, its problems, potentialities and possible development routes (Valenzuela, Ramírez, González and Celaya, 2010). Likewise, Rodríguez (1999) specified that the diagnosis allows to pose a problem of knowledge that helps to determine epistemological considerations, which are necessary to establish the operation of the organization and consequently recommend the pertinent changes.

Procedure for the design of the proposal

The procedure consisted of the recovery of the following referents:

(a) the socioeconomic management of companies and organizations (Savall, Zardet and Bonnet, 2008), (b) the evaluation of control procedures to ensure the reliability of the information in accordance with the Financial Information Standards (Mexican Council of Standards of Financial Information, 2014); and (c) of the Legislative Technique (López, 2000).

Proposal for the organizational diagnosis of civil associations of professionals

The proposal is made up of the following sections:

(a) objective, (b) background and ethical-legal aspects, (c) analysis of the organizational structure, (d) financial analysis and (e) statutory analysis. Each of the sections that make up this proposal is described below.

Goal of the proposal

Determine the situation of a Civil Association of Professionals with respect to the following areas: (a) the structure, (b) finances and (c) the statute, to contribute to the assurance of its continuity through the optimization of its functions and means.

Background and ethical-legal aspects of the organization

This section should include in detail:

(a) the historical background of the association: (b) date of incorporation, (c) founders, (d) ethical aspects of the profession and (e) laws, regulations and / or regulations that govern the profession.

Analysis of the Organization Structure

The objective of this section is to identify organizational dysfunctions to accelerate the search for possible actions and trigger the generation of decisions and actions at the required pace of transformation of the organization in a competitive environment (Savall, Zardet & Bonnet, 2008). The fundamental hypothesis of the analysis of the organization's structure is that every actor can exercise unofficial power, either to accelerate or slow down the pace of change, which leads to a deficiency in the achievement of objectives and in the use of resources that are scarce. The purpose of this phase of the proposal is to identify and evaluate the following dysfunctions:

Working conditions. It refers to the conditions on the part of the workers who make up the office staff, who manifested stress factors and discontent derived from the uncertainty of job permanence due to the changes of managers every two years and their particularities in leadership and management style.

Organization of work. Deficiency in the set of tasks and activities carried out due to the absence of an organization chart of the office staff, where the functions, division of work, and organization of specific activities and procedures manual are defined.

Communication – Coordination – Agreement. Absence of mechanisms that refer to the three levels of information exchange. Communication refers to any exchange of information. Coordination concerns the exchange of information with professional character to carry out a certain activity. Concertation means that the actors agree to achieve a goal in a synchronized and programmed way.

Time management. It refers to the fact that a large part of the working time of the different actors involved in the activities of the organization is dedicated to carrying out routine tasks, instead of investing it in strategic activities. Such as the elaboration, realization and periodic evaluation of the actions that allow to achieve the internal and external strategic objectives. These actions are distributed vertically (hierarchy) and horizontally (by project), in a synchronized and efficient way. Carrying out this implementation requires the formulation and formalization of a coherent strategic plan and the guarantee of having the necessary means to carry it out, especially time.

Integrated training. The agency's actors have not received adequate training and qualification to adapt to the new administrative and management techniques.

Strategy implementation. The participants do not have clear ideas regarding the necessary tasks and strategic activity to be undertaken.

Bonuses. This component is linked to the performance of subordinate functions when the management, for example, carries out activities that could be delegated to its subordinates.

Overtimes. It refers to the cost of time spent by the agency to perform tasks that do not create added value. This loss of time carries a cost, where the association is seen to pay non-useful hours of work and wasting resources of time available for the use of infrastructure and equipment. It can also represent an opportunity cost, and this is what happens with the costs generated by a low activity if it is considered that this lost time could have been dedicated to carrying out, that is, activities with high potential creation, or to creating potential linked to strategic opportunities.

Overconsumption. It refers to the cost of dysfunction that is linked to differences in salary costs. Corresponds to an activity carried out by a person with higher qualifications and better paid than the person who should have or could have carried out the work in their place, such as the performance of subordinate or overqualified functions.

No production. It is a cost component that generates income losses for the agency, considering that it must continue paying its local fixed costs, equipment and even unproductive time of employees.

Risks They are the future costs caused by the current malfunctions. (Buono and Savall, 2007).

In general, identifying these dysfunctions allows an analysis of the organization's weaknesses, compared to its strengths, since the former are often underestimated by management and middle managers due to the fear generated by being affected by change. For the analysis of dysfunctions, an assessment instrument is used that is supported by the interview as the technique used to establish a list of dysfunctions. Also, direct observation is essential to analyze the consequences of dysfunctions.

Subsequently, the information is validated with two successive interviews. This validation contributes mainly if the dysfunctions and their consequences are recurrent or if they occur sporadically (Savall, Zardet, Bonnet, 2009). Finally, documents that allow identifying some of the causes of dysfunctions are analyzed. Once the information has been analyzed and validated, we proceed to the following.

Management and middle managers are invited to express their views on the malfunctions. Its objective is to achieve a "mirror effect" that allows social actors to understand the need to change their attitude and prevent dysfunctions instead of trying to solve them as they arise. The results are presented orally in an executive presentation to the organization to collect opinions and observations. This oral presentation makes it possible to draw attention to the serious threats to which the organization is exposed if it does not undertake actions to prevent dysfunctions.

Subsequently, it is concluded with a detailed and complete analysis of the causes that originate the dysfunctions. This stage is called "Expert opinion" and it helps the organization to determine the pertinent actions that allow it to act in depth on the dysfunctions. Finally, a report is presented to the organization, which constitutes an inventory of problems to be solved in the short, medium and long term.

Financial analysis of the organization

For this analysis, the evaluation of the control procedures was considered to ensure the reliability of the information, in accordance with the Financial Information Standards (CINIF). Specifically, the evaluation is based on the review of documentary evidence in accordance with International Auditing Standard 315 (Mexican Council of Financial Information Standards, 2014), which consists of the identification and assessment of risks through knowledge of the entity and its environment. Evaluating the internal control of an organization implies knowing the relevant factors, the governance structure, the way it is financed, the application of decision-making policies, the management and application of financial resources, as well as the reliability of financial information, with the purpose of achieving the objectives set out in the statutes of the body.

Specifically, the internal control evaluation aims to know the degree of confidence that exists in the financial control procedures, the management and application of resources and to establish what are the procedures for reviewing the evidence of accounting information that supports the operations. carried out by a civil association considering in each case its particularities (Mexican Council of Financial Information Standards, 2014).

Likewise, the application of this proposal considers that the internal control objectives will allow evaluating the organization's structure, the functions of its board of directors, the methods for assigning authority and responsibility, as well as the administrative control methods to supervise and monitor compliance with the objectives established in the association's statutes.

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On the other hand, in accordance with the Income Tax Law (LISR), Title III, of the Regime of non-profit legal entities, and in accordance with article 79 section IV, the Professional Associations and the organizations that Those grouped together are considered legal persons not taxpayers to income tax. The art. 86 establishes the various obligations, among which there will be an obligation to keep the accounting systems in accordance with the Fiscal Code of the Federation, its regulations and make records in them regarding their operations; issue and collect tax receipts, file an annual return, among others (Practiagenda Tributaria, 2015).

In this framework, the review of the accounting operations of an association, as part of the evaluation methodology, comprises two aspects, the first a review of the financial statements, mainly the statement of financial position, the income statement as well as the annual statement. . The purpose of this review is to identify the main transactions, as well as their verification in accordance with the financial information regulations and with the fiscal requirements established by the Income Tax Law. The result of this analysis allows to establish the financial situation of the organization as well as to support the observations and recommendations to establish an improvement proposal, for the optimization of functions and resources.

The second aspect is to randomly analyze a sample of vouchers that cover the assets, the main income and expenses, as well as their relevance to the objectives proposed in the association's bylaws and verify adherence to internal regulations and the LISR.

Statutory analysis of the organization

For the analysis of the statutory situation, the Legislative Technique was considered. The following describes what the aforementioned technique consists of.

Some specialists in the legislative field point out that the legislative technique is "the activity aimed at building a legal order well structured in its principles and integrated by correctly formulated norms" (López, 2000, p. 119).

The interest in it reflects the concern that we have today to improve a complex legal world in which the number and specialization of its normative sources proliferate, jeopardizing, among other things, the principle of legal certainty.

The legislative technique consists of a set of more or less artificial means and procedures destined to make the legal norm practical and effective in the social environment to which it is intended.

The technique converts the content and purposes of law into words, phrases and norms to which it gives a systematic architecture. It is the difference that exists between the idea and its realization, between the substance and the form. Scientific study and politics only give the raw material of the norm "the technique molds it, adapts it and transforms it to achieve the practical realization of those purposes" (López, 2000, p. 120).

According to specialists, it is important to correctly apply the rules of legislative technique when drafting laws, since not only their prompt approval will derive from them, but their compliance and application will always be well respected by the recipients. The purpose of the legislative technique is to improve the quality of the norms (López, 2000).

There are structural elements that make up the text of an initiative (López, 2000). For the purposes of this proposal, only the following were considered: (a) the explanatory memorandum and (b) the text of the proposed normative body, that is, the normative part.

Conclusions

It is concluded that to contribute to ensuring the continuity of civil associations of professionals, it is important to base the proposals for organizational improvement in Management Sciences with specialists from the disciplinary field. Likewise, these organizations must carry out strategic planning based on management tools in order to achieve the efficiency and effectiveness of the organization.

It is also concluded that consistency is necessary between financial budgets and statutory objectives based on indicators and expected results. Finally, it is important to carry out a diagnostic evaluation process to determine the actions to follow and thus contribute to the achievement of the objectives and mission of the organization.

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Article

Influence of social representations in the labor market of the Alteño psychologist

Influencia de las representaciones sociales en el mercado laboral del psicólogo alteño

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Abstract

The psychologist's work has been widely questioned, stigmatized and stereotyped. The company attributed to the work of graduates subjects whose profession's characteristics that may or may not be related to the work that makes a psychologist. Through prejudices such as "psychologists are crazy" and questions such as "Are you psychoanalyzing me?", The work of psychologists finds barriers and difficulties. The alteño society has its own characteristics arising from the formation of the region. Certain historical events and the long tradition of resistance to change (that we can not perceive as strongly today) have to question whether the attributes of this social group influence the feat of social representations and conceptualizations of the work of psychologist that could be influencing the performance of the same in these communities. This is a result of both college students majoring in Psychology, as graduates of the same, manifest difficulties in performing activities of the profession.

Psychologists, Graduates, Social representations

Resumen

El trabajo del psicólogo ha sido largamente cuestionado, estigmatizado y estereotipado. La sociedad atribuye a las labores de sujetos egresados de dicha profesión características que pueden estar o no relacionadas con la labor que un psicólogo hace. A través de prejuicios como el de "los psicólogos están locos" y de preguntas tales como "¿me estás psicoanalizando?", la labor de los psicólogos encuentra barreras y dificultades. La sociedad alteña tiene características propias que surgen de la conformación de la región. Determinados sucesos históricos y la larga tradición de resistencia al cambio (que no podemos percibir con tanta fuerza en la actualidad) llevan a cuestionarse si los atributos propios de este grupo social influyen en la gesta de representaciones sociales y conceptualizaciones de la labor del psicólogo que podrían estar influyendo en el desempeño del mismo en estas comunidades. Esto a raíz de que tanto estudiantes de la Licenciatura en Psicología, como egresados de la misma, manifiestan dificultades para llevar a cabo actividades propias de la profesión.

Psicólogos, Egresados, Representaciones sociales

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Introduction

The work of the psychologist has long been questioned, stigmatized and stereotyped. Society attributes to the work of subjects graduated from said profession characteristics that may or may not be related to the work that a psychologist does. Through prejudices such as "psychologists are crazy" and questions such as "are you psychoanalyzing me?", The work of psychologists encounters barriers and difficulties.

Alteña society has its own characteristics that arise from the conformation of the region. Certain historical events and the long tradition of resistance to change (which we cannot perceive with such force today) lead us to question whether the attributes of this social group influence the development of social representations and conceptualizations of the work of the psychologist that could be influencing its performance in these communities. This is due to the fact that both students of the Degree in Psychology, as well as graduates of it, manifest difficulties in carrying out activities typical of the profession.

For this study, the definition that we will use about social representations is the following: the set of knowledge, knowledge and values shared by a social group that serve as a behavioral guide for the individual in certain situations, as well as social practices that they carry out.

It is necessary to emphasize that both for Serge Moscovici (who conceived this theory) and for his disciples and supporters, the definition of social representations is changing, it adapts to the new demands of social groups, daily events, and their vicissitudes.

Thus, the conception of social relations is in permanent revision and transformation.

We take as study subjects, graduates of Psychology from the Los Altos University Center (CUALTOS) of the University of Guadalajara, as well as the people of El Alto who may or may not be related to the work of the psychologist.

Through the narratives product of interviews made to graduates of the Bachelor of Psychology, we will approach the analysis of the social representations that the people of El Alto have about the psychologist according to what the research subjects say, as well as explain if there is a relationship between them. and the performance of psychologists in the region also from the perspective of the interviewees.

In this way, we obtained information about the social representations that the people of El Alto have about the psychologist and we glimpsed how they can affect their work activities, such as the common example of the idea that the psychologist works only with mentally ill patients, which would lead to to limit the number of subjects who would go to make use of psychological services of any kind (educational, occupational, clinical, neuropsychological and more).

The issue of education is important in this project, since it is the basis on what happens with the subjects of analysis: alteños, psychologists and graduates. The academic process is added to the personal process that the students take, where their conception of the world, their environment, those around them and themselves will change. The graduate will encounter differences between what his context demands and what he was prepared for, and we not only talk about problems related to the labor market, but also to the culture in which the subjects are immersed.

The limited job opportunities that our current economy offers to professionals could be even less in the case of the Psychology professional due to the representation and conceptualization of the profession. A case that serves as an example is that of the hiring of psychologists by the Ministry of Education, which is restricted to the teaching of certain subjects in secondary school or to work as a special education psychologist in a very small number of schools. Therefore, in the face of a restricted labor market, vocational training should be aimed at training professionals who can successfully cope with these limitations.

Regarding educational research, our proposal leads to an analysis of the influence that the historical and social characteristics of a region have on the exercise of a professional career, and that could be limiting its performance and therefore the development of the region as such. With which the economic and human resources destined to the preparation of professionals, could not be achieving the objectives that were intended with them, and other types of strategies should be sought for the effective use of them, for example, the diffusion of the work psychologist, as is the case in this research, especially in communities where there is more rejection or aversion to working with psychologists.

Social representations

Social representations are always worthy of being analyzed and studied. Social subjects elaborate concepts of everything that surrounds them, and the experience that they make and the consensus that they establish between them, leads them to the behaviors to follow.

When the social representations that are made of a profession can influence its performance and development, they become a point of greater interest for educational research.

Since the creation and application of Psychology as a discipline, there have been elements that have influenced the conception that society has about its development, for example: who goes to a psychologist, when will the support of this be required? professional and what are the results that can be expected from your professional intervention.

To carry out this research we are based on the theory of social representations proposed by Moscovici in his book "Psychoanalysis, its image and its public" of 1979, in which it is explained that social representations are present in our daily lives and are they manifest through gestures, words and so on.

For the case of this work, the definition of the social representations that we propose is the following:

Social representations are the set of knowledge, knowledge and values shared by a social group that prepare the individual for the attitudes, postures, behaviors, practices and behaviors that will be carried out in certain situations.

Conformed both by a symbolic part and also by practice, social representations acquire different meanings since their very nature is changing.

Social representations are dynamic because they change over time, as I sustain it later, it is possible to observe how the conflict or the arrival of phenomena that seem strange to the subject or society, lead to the establishment of new terms, the attribution of new characteristics and consequently to the change of the social representation of an object, fact, person, group and others. For the case of this study, we could think of social groups where the arrival of a psychologist may seem strange to them if they do not know what the exercise of Psychology consists of. Or also the case of families where, for example before the choice of one of the children of the Psychology career, they will have to begin to assimilate and make their own the new definitions of what a psychologist is, what he does, what he works for and what he does. what way it works in a society.

Social representations "produce behaviors and relationships with the environment" (Moscovici, 1979: 33), since their very nature leads to the delimitation of the behavioral guidelines to be followed. For example, in our case, social representations could be reflected in the way individuals can act in front of a psychologist: nervous? Openness? Doubt? Will they see him as another professional?

The representations, as proposed by Moscovici (1979), would also be contained in an action that modifies the environment and the relationships with it and that is not a mere reproduction of behaviors. For this project, the action could be found in the way in which El Alto society acts in a situation where a psychologist could intervene.

There are numerous cases that I have been able to know in which the help of a priest is preferred to treat a case of bulimia, marital problems, the anxiety caused in a teenager by having started her active sexual life and others.

Furthermore, we can see how the intervention of a psychologist could make changes in the way this profession is perceived in El Alto society. For example, starting to go to psychotherapy once the support that the psychologist and not another professional could provide is recognized; the importance of hiring a psychologist to work in the human resources area of a company, or how they could intervene to make improvements in a community. Thus, behaviors would begin to obey the changes that the figure of the psychologist could undergo within Alteña society.

Social representations can also be interpreted as forms of specific knowledge, which become part of common sense within a society. For Torres (2004) they are also modalities of practical thought that allow better communication, understanding and mastery of the environment, in addition to the fact that he points out that they are constructions on an object, but not its reproductions. With this, social representations acquire a social function with which social processes can be generated and / or transformed, groups configured and identities affected at some point.

Moscovici enunciates other attributes of social representations by designating them as a system of values and practices that give individuals the means to orient themselves in a social and material context, in addition to being able to integrate into a group thanks to this.

The representations would also allow us to interpret and give meaning to everyday life, making what was unknown or strange at the same time understandable and objective (Garrido and Álvaro, 2007). The experiences, beliefs, culture, affections, social and economic condition, value systems and the context of an individual, in addition to a number of factors that can also influence him, are what originate social representations, since these are determined by the particular practices of the groups to which the subjects belong (González, 2013). Social representations resort to the use of the image because it reproduces an external object and directs the perception and interpretation of the message. Thus, then, social representation is "preparation for action" since it guides behavior at the same time that it reconstitutes the elements of the environment in which said behavior should occur, thus achieving that it is given meaning (Moscovici, 1979).

Common sense plays an important role in that it is a form of knowledge to which social representation resorts, since it is created, shared and circulated in spaces where people interact and that go from the classroom to talks that are they have on the internet. However, this does not take away the scientificity of the concept since it is developed from the analysis of the environment where communication occurs, social interactions and knowledge of the group in which they take place and where it arises, through a complex process that social representation is also described. In addition, it gives rise to the representation of an object and the social subject that builds it simultaneously (González, 2013). The interactions of individuals with other members of the groups to which they belong, as well as with representatives of different groups, make it possible to create shared meanings and give meaning to their reality.

Individuals resort to the social representations that their group created and that allow individuals to perform adequately in the social environment in which they find themselves, according to what is established by their peers (González, 2013).

Los Altos de Jalisco

Los Altos of Jalisco are not alien to the processes of globalization, proof of this is the role that migration has had for the economic and social development of the different communities that make up this region. Although in many subjects we can still find a strong root in roots such as religion, pride of the land and work, new categories appear worthy of being analyzed (such as the immigration of people from regions outside the Alteña, the arrival of new religions, the possibility of pursuing university studies without emigrating from their municipality, among others) and that have led the people of El Alto to rethink very intimate issues that range from their own religion and identity, to the work of different professionals in their region and why of the same, as is the case of psychologists.

As of 1998, with the regionalization program of the state government, it is established that the following municipalities make up the Altos Sur region: Acatic, Arandas, Cañadas de Obregón, Jalostotitlán, Jesús María, Mexticacán, San Ignacio Cerro Gordo, San Julián, San Miguel el Alto, Valle de Guadalupe, Yahualica de González Gallo and Tepatitlán de Morelos, headquarters of the region (A. González, 2002; Altos Sur Region, 2010). On the other hand, the Altos Norte Region is made up of the municipalities of Encarnación de Díaz, Lagos de Moreno (headquarters of this region), Ojuelos de Jalisco, San Diego de Alejandría, San Juan de los Lagos, Teocaltiche, Unión de San Antonio and Villa Hidalgo (Ministry of Education Jalisco, 2014).

These municipalities are of importance for this study, since the majority of CUALTOS students and graduates come from there, although there are also students and graduates from other regions in said university center.

For this work, when referring to the Los Altos region, both the Altos Sur and Altos Norte regions will be included, in the same way that when speaking of "alteños" we refer to those original inhabitants of municipalities of any of the two regions.

In this section we want to refer to different historical events that have influenced the formation of identity manifestations that tend to be frequent among the people of El Alto, as well as ideologies that are likely to be prevalent for many of them. This plays a fundamental role in shaping social representations.

In the past, the people of El Alto formed a community of subjects who were characterized by having conservative attitudes, that is, resistant to social change, being Catholics, assuming endogamous practices that favored marriages within the social group and even between relatives and being proud of their work, as well as for bearing witness to a strong attachment to the land; are characteristics that were decisive in its formation as a society (Taylor, 1991, Tomé and Fábregas, 1999). Regarding the forms of identity that prevailed among the inhabitants of the region, we take up what was said by Tomé and Fábregas (1999), when they express that the Alteño defines himself as a rancher.

This is due to the great value it places on land and livestock, especially horses and cows. In addition, he is aware of his individualistic and work-oriented entrepreneurial sense.

It is necessary to point out that globalization has influenced the development of this society, both in the companies and industries that develop in the region, as well as in the coexistence of the Alteños with people who are foreign to their space - although not necessarily from another country. or state-. Although the majority of the Alteños have not stopped being "ranchera", we find that work activities, leisure and places of coexistence no longer necessarily converge on the ranch and the cattle.

The people of El Alto continue to tend to be proud of their work, but expressions of pride in coming from Los Altos or more specifically from one of the populations of that region continue to prevail.

In addition, it is very important to point out the role that the Catholic religion plays for the inhabitants of the region: "For them, Alteño and Catholic are interchangeable categories" (Tomé, 1999, pp. 37). Religion has not only been an integrator of the cultural sphere, but also unified the region, and differentiated it from the center of the country, by continuing with a conservative and ultra-religious way of life that led to the unleashing of an intense struggle against the government during the Cristero movement (Gilabert, 2004). This way of life has also been a form of resistance against modernity (Bravo, 1995).

Three characteristic aspects of the region known as Los Altos de Jalisco can be found. According to Fabregas (1986), they are the following: 1) Historical absence of the indigenous community; 2) Non-existence of the ejido, and 3) Presence of the Catholic Church in politics. It should be noted that there is an indigenous presence, of Nahua origin, in this region; although, historically, the predominance has been Creole. The characteristics of this region, and above all, of its population, go back to its historical origins and especially to the influence of the Spanish and Creoles in it. Gutiérrez (1991) refers that the patterns and social forms of the alteños had their origin in the conquest and the colony; and they are social structures with mechanisms that have supported them despite the passage of time.

But we can also talk about the fact that in recent decades, both due to globalization and migration, the arrival of new companies or the transformation of ranchers into businessmen, the people of El Alto have changed. Alteña society is not the same, although it promotes tradition, for example, the departure of the Saint or the Virgin, protectors of the population and their corresponding patron saint festivals, such traditions are far from the way they were done previously. The alteño is thus faced with the ambivalence of embracing and continuing to feel proud of the traditional, the old, the typical, and of integrating new aspects into their society, which may well mean the arrival of a new religious community to its population or the integration into your family of someone with a different surname and above all, social origin.

Psychology as a profession

The psychologist will find himself outside his social circles based on what he learns and studies in his profession, and much of this may be due to the social representation that those around him have about psychologists; but he will also seek to be welcomed and accepted by them. As Ruiz (2014) points out, we act ambivalently because we pretend to be welcomed but at the same time autonomous with respect to others. Here a conflict may appear between what we want and what others ask for so that we continue to be part of their group, then social representations come in to solve the problem.

For example, the psychologist who must explain to family and friends what he can do professionally, is faced with the need to talk about how he can not only give psychotherapeutic support and explain in which cases it is advisable to seek the help of a psychologist before from another professional.

In the fifth edition of his book: "Psicología. The science of mind and behavior ", Richard D. Gross (2012) begins, on the first page of the first chapter, explaining that when someone meets a psychologist, and finds out what his profession or what he does, Phrases or questions arise such as the following: "Oh, I better watch out for what you say to me from now on", "I bet you know people misplaced at work", "Exactly what is psychology?" (Gross, 2012: 1).

The fact that it is necessary to start a book on Psychology explaining this type of situation indicates that the general public not only does not know about such a profession, but also that certain characteristics are attributed to it that can make it difficult to perform it (for example , when talking about "taking care" when speaking because psychologists may be doing an analysis of the statement, or the multiple cases that any psychologist or psychology student can list, where he is accused of being "psychoanalyzing" the interlocutor).

On the one hand, the typical reaction of believing that psychologists read minds appears, on the other, the idea that the psychologist works exclusively with people who suffer from mental problems. In addition, the ignorance of a large sector of the population is evident when they do not have knowledge that allows them to make a clear delineation between Psychology and other disciplines (Gross, 2012).

We have the classic example of believing that all psychologists psychoanalyze, when in reality psychoanalysis is a psychotherapeutic approach, among many that exist. There is also the belief that the psychologist deals exclusively with those with a mental disorder, which is closely related to the development of the profession, which at first was very close to psychiatry and medicine (Romo, 2000). Therefore, the importance of presenting how this discipline was developed, to identify elements that may have an important role in the social representations that we analyze.

The Greek etymology of the word "Psychology" is derived from psyche (mind, soul or spirit) and logos (knowledge, study of), for which we could define it as the study of the mind (Gross, 2012). One of the pioneers in the development of this discipline was Wilhelm Wundt. In 1879, he opened the first Psychology laboratory at the University of Lepizig, in Germany, where he made observation and analysis of conscious mental processes, that is, he sought to know what was happening inside the mind (a method he called "introspection").

Wundt tried to analyze thought and thus understand its basic elements, descriptions of affects, sensations, emotions, images, thoughts, and others were made (Díaz-Guerrero and Díaz-Loving, 2007).

Wundt and his collaborators measured and recorded the results of introspections carried out under controlled conditions, using basic methods of scientific investigation, but applied to the study of mental processes. This work was called "structuralism" (Gross, 2012). For Wundt, the psychologist's job was to reach sensations and affections through analysis, understanding that both were components of internal experience (Wundt called him immediate).

The sensation would be the objective content of the experience, and the affection the subjective one (Díaz-Guerrero and Díaz-Loving, 2007).

John B. Watson questions the validity and usefulness of introspection, since he said that two people could give two different introspective versions and it would be impossible to define which one is correct, thus losing objectivity of this type of study. Watson proposed, in 1913, that psychologists focus only on the study of behavior, since it can be measurable and observable by more than one person. Thus arises "behaviorism", whose impact on the study of Psychology has been fundamental (Gross, 2012, Díaz-Guerrero and Díaz-Loving, 2007). This is an element of great interest since it is often part of the idea that the psychologist is exclusively dedicated to the analysis of human behavior or behavior (sometimes without making a distinction between the two). This approach considers man as a complex animal, and according to him Psychology becomes scientific as long as it imitates the natural sciences by also applying objective methods. Behaviorism was the dominant paradigm until the late 1950s, especially in the United States. Even though currently what is understood by "behavior" implies much broader characteristics than those proposed by Watson and later behaviorists, one of the fundamental objectives of Psychology continues to be the study of behavior (Díaz-Guerrero and Díaz-Loving, 2007).

It is also important to rescue the theoretical proposal of Sigmund Freud, the "psychoanalysis" that emerged in the early twentieth century, where the unconscious mind takes a leading role, while psychoanalysis is developed as a therapeutic alternative. Thus, this theoretical approach was positioned as a strong alternative to behaviorism.

Psychoanalysis takes a leading role and contributes concepts that become fundamental within everyday language: psychoanalyzing, unconscious, conscious and others (Moscovici, 1979). On the other hand, the Gestalt school of Psychology emerged in Austria and Germany in the twenties of the century

XX. This approach is interested in analyzing perception. Its theorists identified principles of its organization, for example "the whole is more than the sum of its parts" (Gross, 2012: 2). For gestalt psychologists, the contents of the experience should not and could not be analyzed, the observation should be about the totality, since human beings perceive, according to the Gestalt postulates, wholes and not elements (Díaz-Guerrero and Díaz-Loving, 2007).

In the fifties of the twentieth century, an interest arose to understand cognitive processes and psychological processes of perception, sensation, attention, memory, decision-making, language and thought in general. Therapeutic approaches begin to proliferate and Psychology becomes a scientific discipline as well as a professional practice better known within scientific work and among the general public. Experimental psychology and the use of psychometric resources acquire a strong importance (Díaz-Guerrero and Díaz-Loving, 2007 and Garrido and Álvaro, 2007) and are also one of the key elements that society in general identifies as part of the activities of the psychologist and therefore of the social representations about it. Thus, according to such a representation of psychologists, the application of tests and psychometric tests seems to be one of the indispensable actions that they would have to exercise.

Currently, we find applications of psychology in interdisciplinary areas, in which we seek to understand more fully the causes of behavior, as well as applications in areas such as clinical, orientation, forensic, labor, educational, health, sports and a long etcetera (Díaz-Guerrero and Díaz-Loving, 2007, Gross, 2012 and Harrsch, 2005). The problem is that, if for more than a hundred years Psychology has been developing and consolidating, and its professionals have worked in different areas, how is it that certain ideas, prejudices, stereotypes or concepts are perpetuated and, in turn, representations? about psychology and psychologists themselves?

It would seem ridiculous that the psychologist is still considered the professional who works exclusively with madmen. Or that going to the psychologist is a cause for shame and therefore something that should be hidden, at least in Mexican society, and for the purposes of this study, in the Alteña. That is why the importance of this work, to analyze how a profession is understood by those who practice it and by those who have not had such a deep approach to it.

Psychologist work areas

Psychology has scopes that allow solving and improving human problems, both theoretically and practically, at the individual and social level. The fields of application are interrelated and require each other for the correct exercise of the profession. Thus, we have clinical psychologists who will analyze the family and social environment of a patient; school psychologists who use clinical approaches to develop differential diagnoses, and industrial or occupational psychologists who can use experimental foundations to seek changes within a company.

When dealing with the ignorance that the Altena population may have about the activities that a psychologist can perform or the work areas where they can develop, it is essential to list such areas of work for the psychologist, as well as what each of them It is focused, finding mainly the work of the clinical psychologist, rather a psychotherapeutic cohort, the labor, industrial or organizational psychologist, the social psychologist, the neuropsychologist and the educational psychologist.

In addition, there are new activities that psychologists have been adopting in recent decades, with which different types of "psychologies" arise: sports, forensic and criminal, legal, cognitive, experimental health, mental health, positive, legal , environmental, community, medical, political, development, economic and consumer, cross-cultural and others.

Each of these orientations or areas is strongly related to the labor market. In addition to the fact that in each one the interaction is made with professionals who are related to said labor markets, be they psychiatrists, neurologists, administrators, pedagogues, systems engineers, sociologists, social workers, athletes and a long etcetera (Harrsch, 2005).

On the other hand, when working with psychologists trained at the University of Guadalajara, I find it necessary to explain in more detail the areas in which psychologists are trained at said institution. There are six areas of training or guidance: Guidance in special education, guidance in clinical psychology, guidance in work psychology, guidance in educational psychology, guidance in social psychology, and guidance in neuropsychology (CUALTOS, 2015).

About training at the University of Guadalajara in each of these areas, I will discuss in the following sections.

Labor market and educational training

Psychologists are not alien to the labor market and the economy of our country. But, unlike other professions, ignorance about the activities we can carry out or the areas in which we can intervene, can further limit the entry of psychologists to a job market, as in this case would be Los High.

The theory of human capital proposes that education is an investment where the accumulated knowledge is the asset that a person possesses. The greater the years of schooling or accumulated knowledge that the individual has, the better the positions, salaries and income to which they can aspire since their productivity will be higher (Burgos and López, 2010). However, this theory is based on the idea that markets are efficient and employees will always occupy positions according to their educational level, which is not the case. If we add to this that the labor market is limited for certain professions, as I propose that it is the case of psychologists in Los Altos de Jalisco, we understand that then the human capital of an individual may not become a determining factor so that he can carry out his duties adequately.

Problems such as economic crises, subcontracting, job insecurity, low wages and benefits add to the complexity that results for graduates in finding their first job. Although the university degree has weight when obtaining a job, current conditions limit the number of jobs for the number of young people who are graduating.

In addition, there is the fact that graduates of more recent generations compete for jobs with professionals who have more experience - and we might think, advantage - in the labor market (Martínez, 2014).

Both global and national economic growth rates are low relative to the number of people who want to enter the labor market, especially higher education graduates. We find that in Mexico, according to UNESCO data from 2009 (cited by Burgos and López, 2010), enrollment at the undergraduate level increased 38.94% between 2000 and 2008. However, the unemployment problem is joined by others that Professionals have to face: the occupation of positions that do not require university studies (also called over-education), the little coincidence between knowledge and skills acquired in academic training and those that they exercise at work (knowledge gap) and the low salary levels and lack of benefits, among others (Burgos and López, 2010).

The ANUIES, in 2003, presented the results of a study on the labor market of professionals in the decade between 1990 and 2000. It found that two thirds of Mexican professional's work in activities where they can apply knowledge and skills that they acquired to throughout their academic training, while the rest are working in positions that do not require higher education (over-education). It should be noted that according to data from the Undersecretariat of Higher Education (cited by Burgos and López 2010), the average salary of professionals is $ 7,500 pesos per month, and 55% of the graduate's work in areas other than the ones they studied.

We can think then that psychologists are also part of this dynamic, and that a proportion of graduates of the Bachelor of Psychology will be working in areas that are not those of a psychologist.

Higher Education Institutions (HEIs) face the challenge of producing more results using fewer resources. Globalization and the normal rhythm of labor markets lead them to make changes in the short and medium term, while education makes long-term changes, therefore graduates face occupational needs for which they are not prepared (Martínez, 2014 and Hernández, 2004).

Employment opportunities would allow education to fully achieve its objectives, ensuring that its graduates can be productive and paid for it. The educational potential will be fully achieved when graduates can apply the knowledge and skills, they acquired in their passage through higher education institutions (Hernández, 2004).

Methodology

We carried out a qualitative study based on a survey of our own elaboration that in turn is based on the ANUIES proposal for graduate follow-up studies. Although the survey had the exclusive purpose of reporting what has happened with psychologists who graduated in 2012, we were able to realize that social representations have played an essential part in the incorporation (or non-incorporation) of psychologists to the working market.

The target population was the graduates of the bachelor's degrees in Psychology from the Los Altos University Center in 2012.

This degree belongs to the area of health sciences, traditionally it is believed that careers in this area are better paid and more in demand by the population

We resort to the procedural approach proposed by Jodelet (Araya, 2002), to obtain a better understanding of the perspectives of the subjects on their life, experiences, and situations, raised by themselves, with their own words. In this case the emphasis is on the attributes that the subjects of a society have on a particular topic: Psychology and the work of the psychologist.

The data was collected in the first three months of 2015.The data analysis was made thanks to the reflections of the subjects, their narrations, and the analysis of the discourse, arising from the answers they gave to the series of questions that were they were made individually.

Results

We rely on two aspects to find the influence of social representations in the psychologist's job market. The first of them has to do with the reasons why the subjects chose this degree, with which we can understand the social representation that they themselves had about psychologists and the practice of Psychology. The second aspect is related to the exercise of the profession, where we can elucidate the social representations that the people of El Alto have about the figure of the psychologist.

Most of the interviewees agree on their taste for choosing the career, either because they analyzed the study plan or because they had a previous approach to it.

However, they do not detail other elements that could have been involved in choosing it (for example, the perception of economic income, areas of performance, etc.). Although there is talk of improving income, this seems to be due more to the fact of having a degree than with the area of studies in which they were prepared. Thus, we can find that having a bachelor's degree has helped to establish themselves as professionals and to obtain some employment, although not the fact that it is specifically in Psychology. Some were able to establish themselves in private practice, although they confessed the need to emphasize performance in different institutions through the internships offered within their study program. Having a bachelor's degree has helped them establish themselves, but not all of them do it within psychology. There are cases of trainers in basic education for adults, in human resources, clinical and educational work.

The graduates agree, in a considerable majority, that obtaining their first job was thanks to the recommendation of a family member or friend. This may be related to the lack of knowledge about the work that a psychologist does, insofar as he can access the labor market based on his preparation and not only on the recommendation of someone else. There are cases in which the graduate continues to work in the same job he had since he was a student, and states that it has been difficult (if not impossible) to find a job in his area of study.

On this, psychologists agree on the need to have developed adequately within their professional practices, where they were sent to different institutions in which there were no indications about what the organization expected of them or about the tasks that they would have to develop themselves.

We can see that social representation about the work of the psychologist may be limited to the fact that said professional works only in certain areas and therefore, when arriving at an institution, it is not always known in what way he can collaborate. In addition to this, the psychologist himself seems to limit himself by not making proposals that go beyond the tasks that their teachers indicated at that particular moment. As an example of this, there are the psychologists who, in their occupational psychology practices, limited themselves to doing clinical or industrial / organizational work that the teacher indicated and not necessarily the one that the company demanded.

We found that most of the interviewees are working in some area of development of Psychology, especially in the clinical and / or educational. It highlights that in the case of the educational area they work as teachers and not as educational psychologists, and that in the case of the clinical area, their work responds to private practice (either a clinic or association) or within a government agency (city council or IMSS).

Although they are being developed within the work field of Psychology, their scope has been limited. Most of the interviewees keep the job they already had previously or obtained one thanks to being recommended by friends or family. We can determine that their own social representations limit them to certain areas of work, and that the social representations of the community to which they belong have also led them to establish themselves within the areas of work best known to psychologists: teaching and practice. clinic.

Conclusions

From the results of the interviews, we can determine that the social representations of the people of El Alto have influenced the psychologist's job market in the following aspects:

1) In the type of area in which these professionals develop, limiting them to clinical practice or teaching (which differs from educational psychology in certain aspects). The social representations that come into play are those of the psychologist as a therapist or teacher. The graduates may not only be limiting themselves to the social representations that the people of El Alto have, but they themselves reproduce these representations by establishing themselves only within these areas of work.

2) The job market for graduates in Psychology is very limited. Most of the graduates stated that they were recommended by a family member or friend to establish themselves as professionals. This would indicate that the job market is not offering opportunities that allow psychologists to compete with other colleagues or professionals for jobs in different areas. Social representations would again be limiting the work that the psychologist can do, by hiring graduates based on personal recommendations but not work.

3) The Bachelor's degree as a requirement to obtain a job. Graduates state that the degree allowed or facilitated them to obtain a job or promotion within the organization in which they already worked.

However, there were those who said they had difficulties performing as psychologists. This would indicate that we are facing a credential market where diplomas and degrees come into play, regardless of what area the professionals are trained in. Thus, we find that the title of "Bachelor" has a more preponderant weight than that of "Psychologist", since the first is obtained by all graduates of a university career, regardless of the area of study.

Social representations are manifested in the cases studied in a tacit way. They talk about the difficulty of finding work as a psychologist, or the ease of finding it but only in certain areas. We are talking about psychologists from El Alto established within Los Altos de Jalisco. The same graduates promote the existence of such representations by exercising their profession within areas that are traditionally believed to be exclusive to psychologists.

On the other hand, the decision to study this career obeys personal tastes but with some exceptions, it does not have a support that is related to the professional market in which they thought to work.

This work is a first approach that we make towards the social representations of the people of El Alto about the exercise of Psychology. It arose from a follow-up of graduates, from the coincidence in the responses of the subjects and the repetition of the dynamics in which they were established within the labor market. A labor market that does not seem ready to leave the traditions and to begin to incorporate professionals within the areas in which they can perform optimally and that could bring a better economic and social development within the community.

It is important to note that in this case we limit ourselves to Psychology, but the problem of job placement of our recent graduates is continually repeated in all areas, especially if we take into account that preference is given to the title as Bachelor to give the subject a job, and not the area in which it was prepared to develop.

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Structure of blended courses

Estructura de cursos semipresenciales

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Abstract

The main aim of suggesting this type of education is primarily to strengthen the teaching-learning process through the use of technology by incorporating LMS platforms for establishing the collaborative learning and online communication with their fellow students and their teachers continuously. For the creation of the Virtual Learning Environment (EVA) internally several tests were done until early 2009 that it was possible to visulizarla externally to the institution, from there we are working continuously on developing published courses so that they can achieve the objectives, while it is necessary to create a mechanism for motivating students and teachers are frequent users of the AVU. The production of a blended course is quite a complex and rigorous task that demands the development of a working model well structured, so it is necessary to consider the aspects and tools necessary to ensure the development of competition, it is necessary to consider the systems, education, media, among others, and above all a clear methodology with well-detailed stages, well structured programmatic progress of matter, corresponding to the following areas look

Resumen

En el Área Académica de Tecnologías de la Información y Comunicación de la Universidad Tecnológica de Xicotepec de Juárez se propuso una forma rápida y sencilla de implementar cursos en línea, con la finalidad de dar seguimiento a asignaturas que conforman la modalidad de educación semipresencial. El objetivo principal de sugerir esta modalidad educativa es principalmente fortalecer el proceso aprendizaje-enseñanza a través del uso de tecnologías mediante la incorporación de plataformas LMS que permitan establecer el aprendizaje colaborativo y la comunicación en línea de los estudiantes con sus compañeros y con sus profesores de manera continua. Para la creación del Entorno Virtual de Aprendizaje (EVA) se hicieron varias pruebas de manera interna, hasta que a principios de 2009 fue posible poder visulizarla de manera externa a la institución, a partir de ahí se esta trabajando de manera continua en el desarrollo de los cursos publicados de manera que se puedan lograr los objetivos planteados, a la vez, es necesario crear un mecanismo motivador para que estudiantes y profesores sean usuarios asiduos del AVU. La producción de un curso semipresencial es una tarea bastante compleja y rigurosa que demanda el desarrollo de un modelo de trabajo bien estructurado, por lo que es necesario tener en consideración los aspectos y herramientas necesarias para garantizar el desarrollo de la competencia, es necesario considerar el aspecto correspondiente a las siguientes áreas: sistemas, pedagogía, comunicadores sociales, entre otros, y sobre todo una Metodología clara con fases bien detalladas, un avance programático bien estructurado de la materia.

LMS, EVA, Blended   **LMS, EVA, Semipresencial**

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Introduction

The available communication and information exchange technologies play a determining role in the ways of knowing, researching, teaching and learning. Currently their development is not only transforming educational models and strategies, but they are changing the way we work, study, have fun and interact socially.

The traditional role of the teacher is to provide information, give explanations, make descriptions, narrate phenomena and events and in their case for many students they are the only access to their area of knowledge.

Distance education has the particularity of offering a personalized education, of promoting the model of learning to learn, of continuing education. The same particularities that lead us to consider this modality at the Technological University of Xicotepec de Juárez in such a way that this house of studies is outlined as an opportunity to increase continuous study at its own pace, to constantly update, to continue truncated studies, everything this through educational technologies.

This educational modality is gradually implemented in this house of studies, first the Moodle platform was installed to carry out evaluations of the Information and Communication Technologies career, this service was only available in the internal network of the University, months later it was They began to design courses without any methodologies or didactic or pedagogical or instructional design.

For the development of the courses of the blended modality, attempts have been made to improve their design at all times, testing the development of educational material based on some development methodologies and an Instructional model.

As mentioned, the inherent benefit of the project is the implementation of courses in the modality of distance or blended education, however there are other benefits parallel to it:

Homogeneous course design through an instructional design appropriate to the UT's educational model. Adequate planning of work sessions both in the classroom and in laboratories, and in person or remotely, allowing the student to work at their own pace.

Better academic monitoring by each teacher, since it can give more personalized attention to each practice and student work. Design continuing education courses or training for students, alumni, graduates and anyone who registers within the EVA.

Objective

Analyze and implement a methodology and instructional design to PE courses in Information Technology in its blended modality

Development

The Virtual Learning Environment (VLE) has undergone several changes and improvements over the years.

The current changes revolve around the increase in courses offered, the personalization of the home page, the application of online evaluations, etc.

Currently, the Academic Area of IT has within its EVA various courses of an academic nature, tutoring monitoring, stays and others belonging to the Quality Management System. However, the academic courses did not have a homogeneous structure that allowed a blended teaching methodology to be carried out according to the needs of the PE.

Development

Therefore, a methodology was designed to serve as support for blended courses in which teaching strategies and techniques are included, taking advantage of the tools provided by the LMS as well as web 2.0 tools, in addition to being used to specify part of the instructional content and also aspects regarding storage, presentation to the user, distribution and evaluation online through SCORMS packages, in this way it will allow to maintain a portfolio of evidence on the student's performance as well as an evaluation record and record of access to the material by the student.

In order to carry out a blended course, it is important to consider two phases of development, the technological phase and the pedagogical phase; In this case, the technological phase corresponds to the Moodle LMS and the use of web 2.0 tools, and to work on the pedagogical phase, the Methodology for the construction of blended courses was analyzed and elaborated, where the organizational structure of the courses to be shown was considered. an instructional design was implemented as an instrument that allows obtaining the competence established by the subject

Didactic strategies were defined where the following aspects were considered:

The role of the teacher or professor, the role of the student, the content of the subject, the learning context and the methodological or didactic strategies.

Therefore, an analysis of the structural components of a blended course was carried out, different learning techniques were proposed through the tools provided by the LMS used, teaching-learning strategies where teaching-learning strategies and methodologies that can be implemented in web2.0 tools, the tutorial follow-up to these courses and the structuring of the evaluations are considered to help guarantee the acquisition of competence.

It is important to mention that the methodology for a blended course must consider from the organization of the course, the conformation of the learning units, including the didactic content, facilitate the resources to be used, generate a learning environment and use standards that guarantee compliance Of the objective.

In order to establish a good structure for a distance course, there must be evidence of having coherent monitoring and evaluation plans in accordance with the guidelines established by the institutions to carry out adequate monitoring of student progress and teacher monitoring; There must be coherence with the institutional pedagogical model, specifically with e-learning in the institution, taking into account the roles, the actors, the strategies, the learning objects, the teaching objects, the standards and the curricular redesign.

And above all, establishing the main communication channels for collaborative work between the various actors of the educational process that is being carried out can be, the most common means to use are: the forum, email, chat, videoconference, among others.

The implementation of quality standards that ensure portability, scalability, flexibility and interoperability of the contents; pedagogical, methodological and technological elements, according to the guidelines established by the academy; and allow flexibility and mobility of content and learning activities through different platforms.

According to the aforementioned, the following elements are considered necessary for the development of the distance course:

- Organization of the course.

- Units of learning.

- Didactic content.

- Resources.

- Learning environment.

The type of system (LMS) or Virtual Learning Environments to be used is important to consider the following aspects:

- Have an intuitive graphical interface.

- Use web services 1.0 and 2.0.

- Present modules for academic management and administration, course organization, calendar, digital materials, activity management, student monitoring, learning evaluation.

- Adapt to the characteristics and needs of the user (administrator, teacher, tutor and student).

- Present different types of activities that can be implemented in a course.

- Possibility of communication and interaction between students and the teacher or tutor.

- Incorporate resources for the monitoring and evaluation of students.

Results

Structure Design:

- Each of the elements that should be considered for the Instructional Design of the EVA were analyzed.

- The pilot courses were structured following the elements that make up the methodology to be implemented.

- Virtual spaces for PE courses were opened and the basic template of the structure to follow was implemented.

Conclusions

As a preliminary conclusion, distance education is an educational modality that implements strategies and methods that allow users to develop skills and abilities. For this, it is necessary to implement pedagogical strategies and methodologies according to the learning objectives pursued by each subject or course offered in this modality.

The Virtual Learning Environment has been a facilitating tool for some teaching activities such as the application and evaluation of exams, the quarterly planning, the continuous and timely academic monitoring for each student and the most important thing has been the means of support in collaborative learning.

However, training and activities continue to be generated that contribute to the exploitation of the EVA as a facilitating tool of the learning-teaching process at the higher level.

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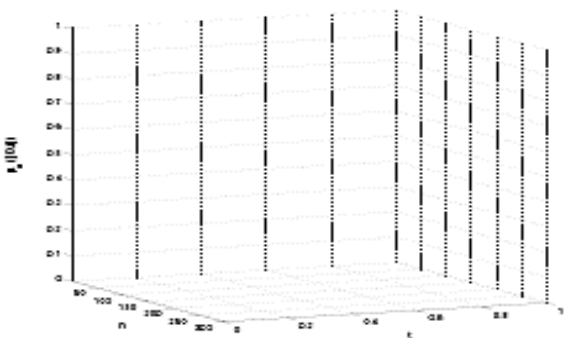
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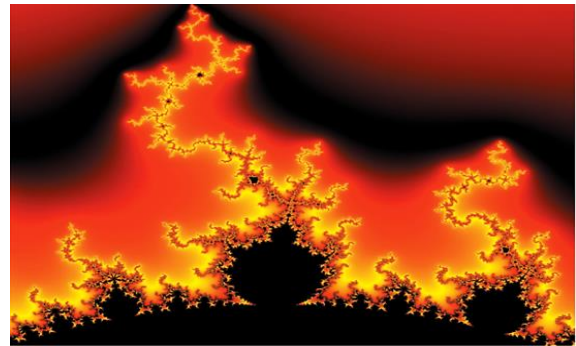
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