

JOINT PHD PROGRAM
UQAM – HEC MONTREAL – CONCORDIA - MC GILL

ADM9944

**WORK AND LIFE IDENTITIES
IN DIGITAL SOCIETIES**

Fall 2025 – Tuesdays 9:30am-12:30pm

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Objectives

The objectives of this seminar are to study and discuss the theoretical foundations of contemporary research on identities, the digitalisation of work and its impacts on work-life boundaries, and evolutions of the employment relationships in the 21st century.

Anchored in organisational behaviour, this seminar draws on seminal papers and on recent papers published in excellent psychology, social psychology, sociology, communication, information systems, and management journals.

This seminar is intended for Ph.D students striving to gain an in-depth knowledge on individual behaviour at work and in life, and on how digitalization shapes work, life, and contemporary careers, no matter what their discipline of origin might be. It is open to students from the joint PhD program as well as students who obtain permission from the CREPUQ (<https://mobilite-cours.crepuq.qc.ca/4DSTATIC/FRAccueil.html>).

It is particularly recommended for students working on:

- Identity: personal, social, occupational, genders;
- Digitalisation of work and its impacts on work-life boundaries: hybrid work, constant connectivity, social media, privacy;
- Employment relationship: meaning of work, organisational control and workplace surveillance;
- Emerging facets of work in the 21st century: gig work, algorithmic work and human-robot interactions.

Assignments

This course is a doctoral seminar, implying that you are expected to have thoroughly read and commented all of the papers and also that your presence and ongoing participation is required.

Each session, students will prepare the presentation of an article (or book chapters) and will present the proposed texts in turn, then discuss them in relation to each other. This will allow them:

- To gain familiarity with a range of core theoretical and empirical work in each research field;
- To gain speed in reading and identifying key points of a text;
- To gain confidence in oral presentation of a text;
- To refine their critical thinking in order to assess the rigor and contributions of a text;
- To develop writing skills for summarizing, and writing articles;
- To gain an overview of each research field by positioning the founding articles in relation to each other;
- To know how to quickly identify the key texts of a research field.

In addition, students will throughout the session write an empirical or conceptual paper related to one or several of the topics discussed in the seminar and if possible to their own doctoral research. This will enable them:

- To transition from reading to writing;
- To demonstrate and apply your knowledge in terms of theories, methods and paper structure;
- To craft a first version of a paper that you will then be able to revise and submit to a conference or for publication.

Grades

Numerical values (%) of letter grades:

A+ = 90-100	B+ =77-79,9	C+ =67-69,9	D+ =56,6-59,5
A = 85-89,9	B = 73-76,9	C = 63-66,95	D = 55 à 56,5
A- = 80-84,9	B- =70-72,9	C- =60-62,9	E = 54,9

N.B. : D- does not exist.

Assessment modalities

Component	Weight %	Due
Class participation (contribution to class discussions based on the readings)	20	Each class
Presentations of texts	25	Each class
Learning diary	10	Week 15
Final term paper	45	Ideas for papers: Week 4 Detailed outline: Week 7 Oral presentation: Week 12 or 13 (all presentations must be uploaded on Teams, on week 12) Final term paper: Week 15
Total	100	

Feedback. The seminar focusses on learning rather than on grades; that's why texts presentations will lead to a global grade on the seminar rather than for each presentation, and same principle applies for class participation. I understand that grades are important too: I will give retroaction on the first presentations and will share an intermediary grade for class participation and oral presentations on the website *Résultats* after week 6. At any moment, you can also ask me for more feedback if you want to.

Artificial intelligence. Numerous AI tool are now available to support scientific work and the research community is learning in this area. You can use AI as long as you verify that your use is in line with community values (e.g., verification of sources, researcher' integrity). If you use it in your presentations and work, I will ask you to announce the precise use you have made of it and to share it with the group.

CLASS PARTICIPATION AND TEXTS PRESENTATIONS

The expectations for this requirement are the following:

1. **Complete all of the reading for each session: I recommend reading fully and thoroughly at least 2 of the proposed articles and going through the others with a view to the group discussion.** For a good preparation and so that your readings will be useful to you later, I strongly advise you to write a memo (like the one you will write for presentations) for each text you read.

2. **Present the papers assigned to you: before the session, hand in the memo of 1 page to 1 ½ page on Teams and prepare an oral presentation of 7-8 minutes maximum.** The memo must highlight:
 - The paper's central research question; why the question is important;
 - Focal points of the theoretical framework:
 - o Central concepts' definitions (with page numbers on which to find these definitions); brief examples to understand the concepts swiftly; the main authors and publications dates for theories (e.g. Norm of reciprocity, Gouldner 1960; Social comparison, Festinger 1954).
 - o Logic leading to hypotheses or propositions – make tables if that helps.
 - o If a figure or a table summarises the theoretical framework, add it to your presentation.
 - Methods and empirical findings (if applicable);
 - Strengths and weaknesses at the theoretical and the methodological levels.
3. **Actively participate to discussions to complete your colleagues' presentations and discuss about the interesting ideas of the papers.**

LEARNING DIARY

After each session, I invite you to take a moment to record in a few lines:

1. Key ideas you want to remember or reflect on;
2. What you learned from the readings and discussions.

TERM PAPER

The paper you will be writing may take one of these 3 forms:

- (1) **Conceptual paper;**
- (2) **Qualitative or quantitative empirical paper** with research findings (using data you have already collected);
- (3) **Quantitative empirical paper with data collection and analysis plan and expected findings.**

Conceptual papers should present a model, a framework, a conceptual typology or any other form of theory building that enables an integration of theories or the future empirical testing of propositions. Conceptual papers are the type of papers we have most read in the seminar, so don't hesitate to peruse them again to help frame your ideas and what form the paper could take. The papers should include:

1. An introduction with a clear articulation of the problem/issue of interest, why it is important to study, and why the paper is needed, followed by a preview of the main arguments of your paper.
2. A literature review of existing research, with research grouped by lineages or theoretical perspectives. I expect the literature review to demonstrate knowledge of the

material covered in class. I also expect it to show that you master skills for critical reading.

3. Your proposals for new theory development. You may choose a few of the conceptual papers we have read in the seminar as templates on how to argue for your points and how to write them clearly and convincingly.
4. Your ideas for novel research questions that scholars working on this problem/issue may ask next.
5. A short conclusion of what your paper aimed to do, what it did, and why this might be important or interesting for the reader to know.

Empirical papers should present rigorous empirical work addressing an important and unanswered research question. The papers should include:

1. An introduction with a clear articulation of the research question, why it is important and a demonstration that it has not been thoroughly addressed so far (what the gaps are), ending with a clear explication of the papers' contributions.
2. A literature review of existing research, with research grouped by lineages or theoretical perspectives. I expect the literature review to demonstrate knowledge of the material covered in class. I also expect it to show that you master skills for critical reading, argumentation, and writing.
3. If your paper is a deductive paper, the logic supporting your hypotheses.

For qualitative or quantitative papers that include empirical findings, based on data you already have at your disposal (check with me to ensure the originality of your work for this course compared with your dissertation, with your prior work and your current projects):

1. The rationale you have used to select your methods and how you have proceeded to collect data and analyse them. This part should be transparent, ideally enabling another scholar to replicate your study.
2. Your findings, including correlations and regressions tables or models for quantitative papers and tables showcasing your analysis approach (e.g., first-order codes, second-order codes) and your verbatim for qualitative papers.
3. A discussion of how your findings extend one or several existing bodies of work (make sure to explain in what ways you extend the theory, not just what body of work you contribute to), a discussion of practical implications, of limitations and suggestions for future research.
4. A short conclusion of what your paper aimed to do, what it did, and why this might be important or interesting for the reader to know.

For quantitative papers with a data collection plan and expected results:

1. The rationale you plan to use to select your methods and how you will proceed to collect data (sampling, recruitment, data collection methods) and analyse them (data clean-up, data analysis plan). This part should be transparent, ideally enabling another scholar to replicate your study.
2. Your expected findings.
3. A discussion of how your findings (if they are as expected) will extend one or several existing bodies of work (make sure to explain in what ways you extend the theory, not just what body of work you contribute to), a discussion of practical implications, of limitations and suggestions for future research.

4. A short conclusion of what your paper aimed to do, what it did, and why this might be important or interesting for the reader to know.

DATES

Paper exploration: Week 4. Read all the abstracts of the papers we discuss in the seminar and be prepared to discuss 1 or 2 paper topic that you would like to develop.

Detailed outline: Week 7. To ensure you are on track for this assignment, you will first submit a 3-page conceptual outline of the paper. Begin the outline with a brief statement on the originality of your term paper compared with your PhD dissertation, your prior coursework and your current projects. The conceptual outline should be a succession of arguments (bullet-point form is OK), and it will form the basis for my feedback.

Oral presentation of term paper in progress: Weeks 12 and 13. You will then present your working paper orally and this will be another opportunity for feedback from me and from your colleagues.

Final term paper: Week 15.

- Use the papers we analysed in this seminar and what you have learnt on academic writing. For other examples of papers, please check out the list of additional papers I have put together for you below. I strongly advise you use a reference manager software (such as EndNote or RefWorks) to manage your citations.
- Write up all sections of the paper except the Discussion section, where you can use bullet points. In that section, be specific: e.g., « contribution to theory X / literature Y »: explain how your paper makes that contribution.
- Length and format: The final paper must not exceed 7 000 words including tables, figures, and reference list. Use the Times New Roman 12-point font, double-spaced, and 1-inch all-around margin.
- I encourage you to develop this paper with the expectation that it will become a publishable paper, or that it will lay the groundwork for your dissertation research. This is because the more invested you are in your topic, the better and “stickier” your learning. Therefore, I encourage you to consider revising your term paper once you have my final feedback when the session is over and submitting it to an international conference such as AOM (Academy of Management) or EGOS (European Group for Organization Studies).

Tips for the literature review:

First find a particularly appealing article in one of the topic areas covered. You may use articles from the reading list or from outside the course. Summarize the article very briefly. Then, find and read the main upstream and downstream articles:

- Upstream: the articles it cites.
- Downstream: the articles that cite it (*tip*: databases like ISI Knowledge let you do this search).

- You should read enough articles to get a sense of the main contours of what has been done in this intellectual space. Try to include articles that seem important or “central” to your intellectual space (*tip*: they are cited by many others downstream).
- Summarize those articles very briefly.

Map out (draw) the intellectual space covered by this citation chain, grouping articles together by commonalities, and indicating where the differences between groups are. Next, tell us where the gaps are in this research. You are looking for areas that are still open for inquiry, in which to place tractable and important research questions. What are the limitations of existing research? What novel and important questions can still be asked in this line of research?

COURSE OUTLINE

WORK AND LIFE IDENTITIES IN DIGITAL SOCIETIES

Week 1: Introduction

PART 1 – PERSONAL AND SOCIAL IDENTITY

Week 2: Personal identity

Week 3: Identity negotiation

Week 4: Social and occupational identity

Week 5: Gender and careers

PART 2 – DIGITALISATION AND WORK-LIFE BOUNDARIES

Week 6: Writing a research paper

Week 7: Digital regulation at the work-life interface

Week 8: Algorithms and workplace surveillance

Week 9: Agency: Boundary management between professional and personal identities

Week 10: Structure: The ideal worker and work devotion schemas

PART 3 – WRITING YOUR OWN PAPER

Week 11: Writing week

Week 12: Presentations of your papers

Week 13: Presentations of your papers

Week 14: Writing week

Week 15: Synthesis

INTRODUCTION

The order in which the texts are arranged for each session is intentional; for many sessions, the first text makes it easier to read the second and so on. If you can't read all 4 texts in their entirety, make sure you at least go through the first ones to understand the following ones.

Week 1 – September 2 – Introduction

This session asks the fundamental questions “What is scientific research, and what is it for?” and offers an introduction to the career of teacher-researcher in the context of artificial intelligence.

Davis, M. S. (1971), That's Interesting! Philosophy of Social Science, 1: 309-344.

Perrow, C. 1985. Journaling careers. In L. Cummings and P. Frost (Eds.) Publishing in the Organizational Sciences, pp. 220 – 230, Homewood, IL: Richard D. Irwin, Inc.

Bechky, B. A., & Davis, G. F. 2025. Resisting the Algorithmic Management of Science: Craft and Community After Generative AI. Administrative Science Quarterly, 70(1), 1-22.

PART ONE: PERSONAL AND SOCIAL IDENTITY

This part analyses the key concepts of personal identity, identity negotiation in social interactions, and social identity, which provides a good understanding of the profound mechanisms underlying professional and personal life experiences. Most of the texts are, by design, comprehensive classics that lay the foundations. The more recent texts already introduce the seminar's key idea that digitalisation is renewing and transforming the processes theorised in the field of organisational behaviour.

Week 2 – September 9 – Personal identity

This session lays the theoretical foundations of personal identity through the construct of self-concept. The texts examine how individuals come to know themselves, what we know about this multifaceted and dynamic process, and its usefulness in social interactions. These texts are among the most difficult in the seminar, so please allow as much time as you can to read them.

Baumeister, R. F. (1998). The self. In: Gilbert, D.T., Fiske, S. T. et al. (Eds). The Handbook of social psychology, Vol. 1 (4th ed.), pp. 680-726, New York, NY: McGraw-Hill.

Gecas, V. 1982. The self-concept. Annual Review of Sociology, 8: 1-33.

Markus, H., & Wurf, E. 1987. The dynamic self-concept: A social psychological perspective. Annual Review of Psychology, 38: 299-337.

Week 3 – September 16 – Identity negotiation

This session builds on and completes the previous one by exploring the many ways in which individuals negotiate their identity in social interactions, the reasons they have for doing so, and the consequences of this negotiation for their self-concept. The third paper in the session, on identity negotiation on social media, already puts forth the idea that digitalisation is renewing and transforming the processes theorised in the field of organisational behaviour.

Goffman, E. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor Books. (Introduction, Chapitre 1).

Swann, W. B. 1987. Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology*, 53: 1038-1051.

Ollier-Malaterre, A., Rothbard, N., & Berg, J. 2013. Colliding worlds: How boundary work on online social networks impacts professional relationships. *Academy of Management Review*, 38: 645-659.

Further reading:

McKee, K.R., Bai, X., Fiske, S.T. 2023. Humans Perceive Warmth and Competence in Artificial Intelligence, *ISCIENCE* <https://doi.org/10.1016/j.isci.2023.107256>.

Chatterjee, M. 2023. [A New Kind of AI Copy Can Fully Replicate Famous People](#). *Politico*.

Week 4 – September 23 – Identité sociale et occupationnelle

Identity is not only personal and negotiated in social interactions; it also includes membership in social groups (e.g. "I am a woman", "I am a Quebecer"). Social identity involves role norms and behavioural scripts that guide social interactions. These norms and scripts persist and are even amplified in digital interactions.

Tajfel, H. & Turner, J. C. 1986. The social identity theory of intergroup behaviour. In S. Worchell & W.G. Austin (Eds.). *Psychology of intergroup relations*, 7-24. Chicago: Nelson-Hall.

Ashforth, B. E., & Mael, F. 1989. Social identity theory and the organization. *Academy of Management Review*, 14: 20-29.

Bunderson, J. S., & Thompson, J. A. 2009. The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. *Administrative Science Quarterly*, 54: 32-57.

Further reading: Ticona, J., & Mateescu, A. 2018. Trusted strangers: Carework platforms' cultural entrepreneurship in the on-demand economy. *New Media & Society*, 20(11): 4384-4404.

Week 5 – September 30 – Gender and careers

Gender is a key social identity that continues to shape the very fabric of our societies. These texts explain the mechanisms underlying male and female careers, such as homophily, network effects and gender roles. The 4th text shows how social media extend these mechanisms and make it difficult to avoid revealing stigmatised identities or orientations.

Ibarra, H. 1992. Homophily and differential returns: Sex differences in network structure and access in an advertising firm. Administrative Science Quarterly, 37: 422-447.

Ely, R. 1995. The power of demography: Women's social constructions of gender identity at work. Academy of Management Journal, 38: 589-634.

Eagly, A. H., & Karau, S. J. 2002. Role congruity theory of prejudice toward female leaders. Psychological Review, 109(3): 573-598.

Further reading: Amaral Lauriano, L., & Coacci, T. 2023: Losing Control: The Uncertain Management of Concealable Stigmas When Work and Social Media Collide. Academy of Management Journal, 66: 222–247.

PART 2 – DIGITALISATION AND WORK-LIFE BOUNDARIES

Part of these classes may take place online in the group's TEAMS.

Now that the foundations for identity have been laid, this part of the seminar explores the erosion of the boundaries between work and life that accompanies digitalisation. But first, let's get you ready to write your article.

Week 6 – October 7 – Writing a research article

Read all the paper abstracts in sessions 7 to 10 to identify the topics you want to work on.

Read colleagues' examples of detailed plans and articles offered in TEAMS.

Whetten, D. A. 1989. What constitutes a theoretical contribution? Academy of Management Review, 14(4): 490-495.

Cornelissen, J. 2017. Developing propositions, a process model, or a typology? Addressing the Challenges of writing theory without a boilerplate. Academy of Management Review, 42(1), 1–9.

Shalley, C. E. 2012. Writing good theory: Issues to consider. Organizational Psychology Review, 2(3), 258-264.

Week 7 – October 14 – Digital regulation at the work-life interface

In addition to the negotiation of identity in virtual spaces such as social media and platforms, which we have discussed, there are two other key challenges of digitalisation: constant connectivity and the protection of privacy.

Wajcman, J., & Rose, E. 2011. Constant Connectivity: Rethinking interruptions at work. Organization Studies, 32(7): 941–96.

Mazmanian, M., Orlikowski, W. J., & Yates, J. 2013. The autonomy paradox: The implications of mobile email devices for knowledge professionals. Organization Science, 24(5): 1337–135.

Solove, D. J. 2007. I've got nothing to hide and other misunderstandings of privacy. San Diego Law Review. 745–72.

Further reading: Hargittai, E., & Marwick, A. 2016. “What Can I Really Do?” Explaining the Privacy Paradox with Online Apathy. International Journal of Communication, 1(10): 21.

Week 8 – October 21 - Algorithms and workplace surveillance

This session examines the other side of the employment relationship: the employers' perspective, and in particular that of organisational control, the most recent forms of which are bossware and algorithmic control.

Burrell, J. & Fourcade, M. 2021 The Society of Algorithms. Annual Review of Sociology, 47:1, 213-237.

Kellogg, K. C., Valentine, M. A., Christin, A. 2020. Algorithms at Work: The New Contested Terrain of Control. Academy of Management Annals, 14: 366–410.

Ravid, D. M., Tomczak, D. L., White, J. C., & Behrend, T. S. 2020. EPM 20/20: A Review, Framework, and Research Agenda for Electronic Performance Monitoring. Journal of Management, 46(1): 100–126.

Further reading: Cousineau, L., Ollier-Malaterre, A., & Parent-Rochelleau, X. (2023). Employee Surveillance Technologies: Prevalence, Classification, and Invasiveness. Surveillance & Society, 21(4): 447-468.

Week 9 – October 28 – Agency: Boundary management between professional and personal identities

Faced with these challenges, what can individuals do? This session raises the question of agency by analysing more in-depth the concept of boundaries between work and life and the boundary management strategies that can help to regulate the digital in our lives.

Ashforth, B. E., Kreiner, G. E., & Fugate, M. 2000. All in a day's work: Boundaries and micro role transitions. Academy of Management Review, 25: 472-491.

Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. 2009. Balancing Borders and Bridges: Negotiating the work-home interface via boundary work tactics. Academy of Management Journal, 52: 704-730.

Ollier-Malaterre, A., Jacobs, J. A., & Rothbard, N. P. 2019. Technology, Work and Family: Digital Cultural Capital and Boundary Management. Annual Review of Sociology, 45: 425–47.

Further reading: Reissner, S. C., Izak, M., & Hislop, D. 2021. Configurations of Boundary Management Practices among Knowledge Workers. Work, Employment and Society, 35(2), 296–315.

Week 10 – November 4 – Structure: The ideal worker and work devotion schemas

Playing the devil's advocate, the texts in this session examine the obstacles to individual agency: the injunction to leave one's personal life outside of work (the myth of separate worlds, first text), the devotion to work cultural schemas (second text) and the ideal worker norm (third text, which synthesises several themes from the seminar).

Kanter, R. M. 1977. Work and Family in the United States: A critical review and agenda for research and policy, New York: Russell Sage Foundation. Chapitre 1.

Williams, J. C., Blair-Loy, M., & Berdahl, J. L. 2013. Cultural schemas, social class, and the flexibility stigma. Journal of Social Issues, 69: 209-234.

Dumas, T., & Sanchez-Burks, J. 2015. The Professional, the Personal and the Ideal Worker: Pressures and Objectives Shaping the Boundary between Life Domains. The Academy of Management Annals, 9(1): 803-843.

Further reading: Cristea, I. C., & Leonardi, P. M. 2019. Get noticed and die trying: Signals, sacrifice, and the production of face time in distributed work. Organization Science, 30(3), 552–572.

PART 3 – WRITING YOUR OWN PAPER

Part of these classes may take place online in the group's TEAMS.

Week 11 – November 11 – Writing week

You can choose to meet and write with your peers or write on your own.

Week 12 – November 18 – Presentations of your papers

Week 13 – November 25 – Presentations of your papers

Week 14 – December 2 – Writing week

You can choose to meet and write with your peers or write on your own.

Week 15 – December 9 – Synthesis

Discussion based on the learning diaries.

Wrap up on the seminar's learnings, suggestions for improvements, and questions and answers regarding the seminar and academic careers.

RECOMMENDED SUPPLEMENTAL READINGS

Work-life interface, ideal worker norms, gender

Books

Bailyn, L. 1993. *Breaking the Mold: Women, Men, and Time in the New Corporate World*, New York, NY: Free Press.

Beckman, C. M., & Mazmanian, M. 2021. *Dreams of the Overworked. Living, Working, and Parenting in the Digital Age*. Stanford University Press.

Ehrenreich, B., & Hochschild, A. 2003. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*, New York: Henry Holt and Company (Metropolitan Books).

Greenhaus, J.H., & Powell G.N. 2016. *Making work and family work. From Hard Choices to Smart Choices*. Routledge.

Hochschild, A., & Machung, A. 1989. *The second shift. Working parents and the revolution at home*, New York: Viking Press.

Hochschild, A. 1997. *The Time Bind: When Work Becomes Home and Home Becomes Work*, New York: Metropolitan Books.

Kanter, R. M. 1977. *Men and women of the corporation*, New York: Basic Books.

Lallement, M. 2003. *Temps, travail et modes de vie*, Paris: PUF.

Schweitzer, S. 2002. *Les femmes ont toujours travaillé. Une histoire du travail des femmes aux XIXe et XXe siècles*, Paris: Odile Jacob.

Whyte, W. H. J. 1957. *The Organization Man*, London: Jonathan Cape.

Articles

Allen, T. D., Cho, E., & Meier, L. L. 2014. Work–Family Boundary Dynamics. Annual Review of Organizational Psychology and Organizational Behavior, 1: 99-121.

Clark, S. C. 2000. Work/family border theory: A new theory of work/family balance. Human Relations, 53: 747-770.

Dumas, T. L., Phillips, K. W., & Rothbard, N. P. 2013. Getting Closer at the Company Party: Integration Experiences, Racial Dissimilarity, and Workplace Relationships. Organization Science, 24: 1377-1401.

Hammer, L. B., Kossek, E. E., Anger, W. K., et al. 2011. Clarifying work-family intervention processes: The roles of work-family conflict and family-supportive supervisor behaviors. Journal of Applied Psychology, 96: 134-150.

Henly, J. R., & Lambert, S. J. 2014. Unpredictable work timing in retail jobs implications for employee work–life conflict. Industrial & Labor Relations Review, 67: 986-1016.

Ibarra, H. 1999. Provisional selves: Experimenting with image and identity in professional adaptation. Administrative Science Quarterly, 44: 764-791.

Kossek, E. E., & Lautsch, B. 2012. Work-family boundary management styles in organizations: A cross-level model. Organizational Psychology Review, 2: 152-171.

Kossek, E. E., Ruderman, M. N., Braddy, P. W., & Hannum, K. M. 2012. Work-Nonwork Boundary Management Profiles: A Person-Centered Approach, Journal of Vocational Behavior, 81(1): 112–128

Kossek, E. E., Su, R., & Wu, L. 2017. “Opting out” or “pushed out”? Integrating perspectives on women’s career equality for gender inclusion and interventions. Journal of Management, 43: 228-254.

Masterson, C. R., & Hoobler, J. M. 2015. Care and career: A family identity-based typology of dual-earner couples. Journal of Organizational Behavior, 36(1): 75-93.

- Oelberger, C. R. 2019. The Dark Side of Deeply Meaningful Work: Work-Relationship Turmoil and the Moderating Role of Occupational Value Homophily. Journal of Management Studies, 56: 558-588.
- Perrigino, M. B., Dunford, B. B., Wilson, K. S. 2018: Work–Family Backlash: The “Dark Side” of Work–Life Balance (WLB) Policies. Academy of Management Annals, 12, 600–630.
- Phillips, K. W., Rothbard, N. P., & Dumas, T. L. 2009. To disclose or not to disclose? Status distance and self-disclosure in diverse environments. Academy of Management Review, 34: 710-732.
- Pillemer, J., & Rothbard, N. P. 2018. Friends without benefits: Understanding the dark sides of workplace friendship. Academy of Management Review, 43: 635-660.
- Powell, G. N., Francesco, A. M., & Ling, Y. 2009. Towards culture-sensitive theories of the work-family interface. Journal of Organizational Behavior, 30: 597-616.
- Reid, E. 2015. Embracing, Passing, Revealing, and the Ideal Worker Image: How People Navigate Expected and Experienced Professional Identities. Organization Science, 26(4): 997-1017.
- Rothbard, N. P., Phillips, K. W., & Dumas, T. L. 2005. Managing Multiple Roles: Work-Family Policies and Individuals' Desires for Segmentation. Organization Science, 16(3): 243-258.
- Ten Brummelhuis, L. L., & Bakker, A. B. 2012. A Resource Perspective on the Work-Home Interface: The Work-Home Resources Model. American Psychologist, 67(7): 545-556.
- Trefalt, S. 2013. Between You and Me: Setting Work-Nonwork Boundaries in the Context of Workplace Relationships. Academy of Management Journal, 56: 1802-1829.
- Williams, J. V., Berdahl, J. L., & Vandello, J. A. 2016. Beyond Work-Life “Integration”. Annual Review of Psychology, 67(1): 515-539.
- Wood, W., & Eagly, A. H. 2002. A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. Psychological Bulletin, 128: 699-727.

Algorithms, gig economy, surveillance

Books

- Brin, David. *The Transparent Society: Will Technology Force Us to Choose between Privacy and Freedom?* Reading, MA: Perseus Press, 1998.
- Hintz, A., Dencik, L., & Wahl-Jorgensen, K.. 2018. *Digital Citizenship in a Datafied Society*. John Wiley & Sons.
- Lyon, D. 2018. *The Culture of Surveillance: Watching as a Way of Life*. Cambridge: Polity Press.
- Pasquale, F. 2015. *The Black Box Society – The Secret Algorithms That Control Money and Information*. Cambridge, MA: Harvard University Press.
- Sewell, G. 2021. *Surveillance: A Key Idea for Business and Society*. 1st ed. Abingdon, Oxon ; New York, NY : Routledge, 2021.
- Van Dijck, J. 2019. *The Culture of Connectivity: A Critical History of Social Media*. New York: Oxford University Press.
- Westin, A. F. 1967. *Privacy and Freedom*. New York: Atheneum.
- Zuboff, S. 2019. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. New York: Public Affairs.

Articles

- Ball, K. 2021. "Electronic Monitoring and Surveillance in the Workplace: Literature Review and Policy Recommendations." JRC125716. LU: Publications Office of the European Union. <https://data.europa.eu/doi/10.2760/5137>.
- Bucher, E., Fieseler, C., Lutz, C., & Buhmann, A. 2021. Professionals, purpose-seekers, and passers-through: How microworkers reconcile alienation and platform commitment through identity work. *New Media & Society*, 0(0). <https://doi.org/10.1177/14614448211056863>
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REGLEMENTS ET POLITIQUES APPLICABLES A CE COURS

CONSIGNES POUR LA PARTICIPATION À UN COURS OU À UNE ACTIVITÉ D'ENSEIGNEMENT EN LIGNE



Lors d'un cours ou d'une activité d'enseignement en ligne, le personnel enseignant peut décider, selon le cas, de procéder à l'enregistrement audio ou audiovisuel du cours ou de l'activité d'enseignement. Le personnel enseignant peut partager l'enregistrement uniquement à son groupe-cours.

Lors d'un cours ou d'une activité d'enseignement en ligne, le personnel enseignant peut exiger que l'étudiante ou l'étudiant active son microphone et sa caméra, notamment dans le cadre d'évaluations, à moins de circonstances exceptionnelles qui doivent être discutées avec l'enseignante ou l'enseignant.



En cas d'enregistrement, l'étudiante ou l'étudiant sera informé au début de la séance.



Il est de la responsabilité de l'étudiante ou de l'étudiant de désactiver son microphone et sa caméra si elle ou il ne souhaite pas être enregistré.



À défaut de désactiver son microphone et sa caméra, l'étudiante ou l'étudiant consent à l'enregistrement audio ou audiovisuel, à la conservation, à la rediffusion et à l'utilisation de l'enregistrement de son nom, de sa voix et de son image dans le cadre du cours ou de l'activité en ligne. L'étudiante ou l'étudiant reconnaît ne détenir aucun droit dans l'enregistrement.



Sauf avec l'autorisation expresse écrite du personnel enseignant, l'étudiante ou l'étudiant reconnaît qu'il est interdit de reproduire, d'enregistrer, de publier, de diffuser, de communiquer ou de partager, par quelque moyen que ce soit, la totalité ou une partie de l'enregistrement d'un cours ou d'une activité d'enseignement en ligne de même que tout matériel pédagogique s'y rattachant.

Une étudiante ou un étudiant qui contrevient à ce qui précède s'expose aux sanctions prévues dans les règlements et politiques de l'UQAM ou à tout recours légal, notamment en vertu de la Loi sur le droit d'auteur.

En s'inscrivant à un cours ou à une activité d'enseignement en ligne, l'étudiante ou l'étudiant accepte et s'engage à respecter les consignes décrites précédemment.

UQAM

**Règle sur la justification d'absence à un examen
ou à une autre activité d'évaluation obligatoire**

1. La présente directive veut respecter, par sa portée, l'obligation d'accommodement raisonnable consentie à toute personne atteinte d'un handicap au sens élargi de la jurisprudence en la matière, dont les affections graves liées à l'état de santé, incapable d'honorer son obligation de se soumettre à un examen ou à quelque autre activité d'évaluation de l'apprentissage requérant une présence à une plage horaire déterminée par l'enseignant.e et convenue dans l'entente d'évaluation (p. ex., présentation orale, quiz).
2. La présence d'un.e étudiant.e à un examen ou à quelque autre activité d'évaluation de l'apprentissage est généralement rendue obligatoire par les modes d'évaluation prévus au plan de cours. Ainsi, seul un motif sérieux peut justifier une absence, qui donne droit à un examen différé écrit ou à une autre activité d'évaluation de reprise.
3. Ce motif sérieux, dont la preuve incombe à l'étudiant.e, tient à la survenance soit, d'une part, d'un événement grave, soudain, irrésistible ou imprévisible, de l'ordre d'une maladie subite ou d'un accident, soit, d'autre part, d'un événement grave qui s'apparente à un cas de force majeure.
4. L'étudiant.e doit alors prévenir par courriel son enseignant.e de son absence avec diligence, avant la tenue de l'examen ou autre activité d'évaluation.
5. En cas d'incapacité de prévenir d'avance, dont la preuve lui appartient, l'étudiant.e doit, au premier moment possible subséquent, prévenir par courriel son enseignant.e du motif sérieux de cette absence et de la raison de son incapacité de prévenir d'avance de son absence.
6. En cas de maladie ou de quelque autre cause de nature médicale qui requiert l'intervention d'un.e professionnel.le de la santé, l'étudiant.e doit produire un certificat médical le plus rapidement possible après la survenance de l'événement. Le certificat médical doit essentiellement attester de l'incapacité de l'étudiant.e à répondre à l'exigence de sa présence à l'examen ou autre activité d'évaluation.
7. Le certificat médical doit répondre à certaines exigences de forme: (1) être rédigé sur le formulaire officiel du CLSC, de la clinique, de l'hôpital, ou de quelque autre institution pertinente, (2) sous la signature lisible du/de la médecin traitant.e ou de l'infirmier.ière traitant.e, (3) complétée de ses nom et prénom, en lettres moulées, (4) portant son numéro de pratique émis par le Collège des médecins du Québec ou par l'Ordre des infirmières et des infirmiers du Québec, (5) la date de la visite, (6) la date du traitement et (7) la date de la délivrance du certificat.
8. En cas de quelque autre cause d'absence, à moins de la survenance d'un événement dont la notoriété rend l'existence incontestable, l'étudiant.e doit produire un document officiel qui atteste de la cause de son absence.
9. L'enseignant.e détermine si la preuve d'absence produite par l'étudiant.e doit lui être remise personnellement ou transmise au personnel de soutien du Département ORH pour vérification de son authenticité. L'enseignant.e informe l'étudiant.e de sa décision. L'étudiant.e transmet la preuve d'absence à la personne désignée par l'enseignant.e.

10. En cas d'illisibilité du certificat médical ou du document officiel soumis, ou advenant le cas où le document est rédigé dans une langue autre que le français ou l'anglais, l'étudiant.e pourrait être appelé.e à produire sa propre version dactylographiée et signée de tous les éléments du certificat médical/document officiel ou à en fournir une traduction.
11. L'évaluation du caractère raisonnable de l'absence de l'étudiant.e et de son incapacité à prévenir d'avance de son absence demeure la responsabilité de l'enseignant.e. Au besoin, l'enseignant.e peut consulter le/la coordonnateur.trice du cours ou la direction du programme.
12. Si l'enseignant.e conclut au caractère raisonnable de l'absence, il/elle détermine le mode d'évaluation de reprise (p. ex., évaluation écrite, orale, en présentiel, à distance) et en informe l'étudiant.e.
13. Le Département ORH détermine, au début de chaque trimestre, la date commune des examens différés en salle (examen intra-trimestriel et examen final).
14. Dans le cas où la reprise prend la forme d'un examen différé en salle à la date commune établie par le Département ORH, l'enseignant.e achemine l'examen à sa commis attitrée le plus rapidement possible après la reconnaissance à l'étudiant.e du droit à l'examen différé, de même que les coordonnées de l'étudiant.e. L'enseignant.e est alors responsable de transmettre à l'étudiant.e les informations quant à la tenue de l'examen de reprise en salle (date, heure, local).
15. Dans le cas où la date commune d'un examen différé en salle ne convient pas, l'enseignant.e peut planifier la reprise de l'examen en salle à un autre moment. Le personnel du Département ORH peut organiser la tenue de l'examen, mais l'enseignant.e qui désire une surveillance doit lui/elle-même être présent.e dans la salle réservée pour l'examen différé.
16. Dans le cas où l'évaluation de reprise ne prend pas la forme d'un examen différé en salle, l'enseignant.e transmet à l'étudiant.e les informations quant à l'évaluation de reprise (p. ex., date, heure, lien Moodle, envoi courriel).

Version modifiée le 26 novembre 2020



Tout acte de plagiat, fraude, copiage, tricherie ou falsification de document commis par une étudiante, un étudiant, de même que toute participation à ces actes ou tentative de les commettre, à l'occasion d'un examen ou d'un travail faisant l'objet d'une évaluation ou dans toute autre circonstance, constitue une infraction au sens de ce règlement.

Les infractions et les sanctions possibles liées à ces infractions sont précisées aux articles 2 et 3 du [Règlement no 18 sur les infractions de nature académique](#).

Vous pouvez également consulter des capsules vidéos sur le site r18.uqam.ca. Celles-ci vous en apprendront davantage sur l'intégrité académique et le R18, tout en vous orientant vers les ressources mises à votre disposition par l'UQAM pour vous aider à éliminer le plagiat de vos travaux.

INFO
o o **SPHÈRE**

Infosphère est l'un de ces outils indispensables : un guide méthodologique visant à promouvoir les bonnes pratiques en matière de recherche documentaire et de rédaction de travaux. Cet outil vous accompagnera tout au long de vos études et vous permettra d'éviter les pièges du plagiat.

Politique n° 16 visant à prévenir et à combattre le sexisme et les violences à caractère sexuel

Les violences à caractère sexuel se définissent comme étant des comportements, propos et attitudes à caractère sexuel non consentis ou non désirés, avec ou sans contact physique, incluant ceux exercés ou exprimés par un moyen technologique, tels les médias sociaux ou autres médias numériques. Les violences à caractère sexuel peuvent se manifester par un geste unique ou s'inscrire dans un continuum de manifestations et peuvent comprendre la manipulation, l'intimidation, le chantage, la menace implicite ou explicite, la contrainte ou l'usage de force.

Les violences à caractère sexuel incluent, notamment :

- la production ou la diffusion d'images ou de vidéos sexuelles explicites et dégradantes, sans motif pédagogique, de recherche, de création ou d'autres fins publiques légitimes;
- les avances verbales ou propositions insistantes à caractère sexuel non désirées;
- la manifestation abusive et non désirée d'intérêt amoureux ou sexuel;
- les commentaires, les allusions, les plaisanteries, les interpellations ou les insultes à caractère sexuel, devant ou en l'absence de la personne visée;
- les actes de voyeurisme ou d'exhibitionnisme;
- le (cyber) harcèlement sexuel;
- la production, la possession ou la diffusion d'images ou de vidéos sexuelles d'une personne sans son consentement;
- les avances non verbales, telles que les avances physiques, les attouchements, les frôlements, les pincements, les baisers non désirés;
- l'agression sexuelle ou la menace d'agression sexuelle;
- l'imposition d'une intimité sexuelle non voulue;
- les promesses de récompense ou les menaces de représailles, implicites ou explicites, liées à la satisfaction ou à la non-satisfaction d'une demande à caractère sexuel.

Toute personne membre de la communauté universitaire contribue à maintenir une culture du respect et du consentement, notamment, en participant aux activités de formations obligatoires sur le sexisme et les violences à caractère sexuel.

Pour plus d'information :

https://instances.uqam.ca/wp-content/uploads/sites/47/2019/04/Politique_no_16_2.pdf

Les personnes victimes, témoins ou informées d'une situation de sexisme, de violence à caractère sexuel, ou pour en apprendre plus sur ces enjeux, peuvent consulter le

Bureau d'intervention et de prévention en matière de harcèlement (BIPH)
514 987-3000, poste 0886 ; harcèlement@uqam.ca; harcèlement.uqam.ca

Soutien psychologique (Services à la vie étudiante)
514 987-3185 ; vie-etudiante.uqam.ca

Service de la prévention et de la sécurité :
514 987-3131

Accueil et soutien aux étudiantes/étudiants en situation de handicap

Les étudiants qui ont une lettre signée de leur conseillère ou conseiller de l'Accueil et de soutien aux étudiants en situation de handicap, dans laquelle il est fait état de leur inscription au ASESH à titre d'étudiant en situation de handicap sont invités à remettre ce document à leurs professeurs et chargés de cours dès le début de la session, afin que les aménagements dans le respect des exigences académiques soient déterminés de concert avec chacun des professeurs et chargés de cours. Les étudiants qui ont une déficience et qui ne seraient pas inscrits au ASESH sont priés de se présenter au AB-2300.

Étudiants ayant une déficience de type visuelle, auditive, motrice, trouble d'apprentissage, trouble envahissant du développement et trouble de santé mentale

Les étudiants qui ont une lettre *d'Attestation des mesures d'aménagements académiques* obtenue auprès d'un conseiller de l'**Accueil et soutien aux étudiants en situation de handicap (ASESH)** doivent rencontrer leur professeur au début de la session afin que des mesures d'aménagements en classe ou lors des évaluations puissent être mises en place. Ceux qui ont une déficience ou une incapacité mais qui n'ont pas cette lettre doivent contacter l'**ASESH** au 514-987-3148 ou se présenter au local AB-2300 le plus tôt possible.

Évaluation des enseignements (Politique no 23)

Article 1.6 : L'évaluation des enseignements est effectuée à chaque trimestre du calendrier universitaire. [...] Pour les activités suivant le calendrier régulier du trimestre, l'évaluation se déroule pendant 20 à 30 minutes, en classe, dans une période du cours spécifiée dans l'entente d'évaluation, soit à la 12e, soit à la 13e semaine de ce trimestre.

On peut consulter cette politique à l'adresse suivante :

http://www.instances.uqam.ca/ReglementsPolitiquesDocuments/Documents/Politique_no_23.pdf

Les étudiants pourront remplir le questionnaire d'évaluation en accédant au site d'évaluation des enseignements à l'aide d'un ordinateur portable ou d'une tablette (www.evaluation.uqam.ca).

Politique n°42 sur le respect des personnes, la prévention et l'intervention en matière de harcèlement (extraits)

L'Université reconnaît à toutes les personnes membres de la communauté universitaire le droit d'être traitées avec dignité, équité et respect mutuel.

L'Université considère le respect mutuel, l'égalité, l'écoute et l'entraide comme des valeurs importantes qui favorisent l'épanouissement personnel ainsi que l'établissement de rapports harmonieux entre les personnes et entre les groupes, et qui permettent la mise en place d'un milieu sain et propice à la réalisation individuelle ou collective de sa mission universitaire.

L'Université est consciente que les situations de harcèlement ou pouvant mener à du harcèlement résultent de l'interaction de facteurs individuels, sociaux et liés au milieu de travail et d'études. Compte tenu de ces facteurs, l'Université croit que la prévention constitue le meilleur moyen pour assurer un milieu exempt de toute manifestation de harcèlement et donne ainsi priorité à la prévention.

Le « **harcèlement** » inclut notamment : le harcèlement psychologique, le harcèlement discriminatoire et le harcèlement sexuel.

Le harcèlement psychologique est une conduite vexatoire se manifestant par des comportements, des paroles, des écrits, des actes ou des gestes répétés qui sont hostiles ou non désirés, blessants ou injurieux d'une personne envers une autre et ayant pour effet de porter atteinte à la dignité ou à l'intégrité psychologique ou physique d'une personne et pouvant entraîner pour celle-ci un milieu de travail ou d'études néfaste. Ces conduites vexatoires peuvent être le fait d'une seule personne ou d'un groupe de personnes.

Le harcèlement discriminatoire est lié à l'un ou l'autre des motifs sur lesquels il est légalement interdit de discriminer (le sexe, l'identité ou l'expression de genre, la grossesse, l'orientation sexuelle, l'état civil, l'âge, la religion, les convictions politiques, la langue, l'origine ethnique ou nationale, la race, la couleur, la condition sociale, le handicap ou l'utilisation d'un moyen pour pallier ce handicap) ou un motif analogue.

Une seule conduite grave peut aussi constituer du harcèlement si elle porte une telle atteinte et produit un effet nocif continu pour cette personne.

Situation pouvant mener à du harcèlement

Situation problématique qui met en jeu la dignité ou l'intégrité physique ou psychologique d'une personne et qui est susceptible de dégénérer jusqu'à devenir du harcèlement. C'est le cas notamment, mais non exclusivement, de l'abus de pouvoir ou d'autorité, du conflit et de l'incivilité. Pour éviter qu'une telle situation ne dégénère, elle doit être réglée de façon constructive, rapidement et avec respect afin de favoriser le mieux-être de chaque personne.

La politique s'applique à toute la communauté universitaire et aux partenaires externes en lien direct avec l'Université dans le cadre de leurs relations avec les membres de cette communauté. Elle s'applique à l'intérieur et à l'extérieur du campus, incluant les interactions exercées ou exprimées grâce à des moyens technologiques, tels les médias sociaux ou autres médias numériques. La politique vise également les personnes étudiantes dans le cadre de leurs activités d'apprentissage hors campus approuvées telles que les stages, en tenant compte des limites des capacités d'intervention de l'Université.

Pour plus d'information :

Bureau d'intervention et de prévention en matière de harcèlement (BIPH)
514 987-3000, poste 0886 ; harcèlement@uqam.ca; harcèlement.uqam.ca

Soutien psychologique (Services à la vie
étudiante)
514 987-3185 ; vie-etudiante.uqam.ca

Service de la prévention et de la sécurité :
514 987-3131