

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

ADM 9944

**WORK, LIFE AND CAREER: CONTEMPORARY
IDENTITIES**

Winter 2017 – Tuesdays 9:30-12:30am

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Objectives

The objectives of this seminar are to study and discuss the theoretical foundations of contemporary research on career, work and life identities and on changing employment relationships.

Anchored in organisational behaviour, this seminar draws on seminal papers (and exceptionally, books) on the one hand and on recent papers on the other hand. The body of work reviewed in this seminar has been published in the best psychology, social psychology, sociology 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, on contemporary careers and employment relationships, no matter what their discipline of origin might be.

It is particularly recommended for students working in the fields on:

- Identity;
- Work-life balance;
- Careers;
- Employment relationships and psychological contracts;
- Job crafting and the negotiation of flexible working.

The seminar is structured in three parts:

- Part 1 – Personal and social identities
- Part 2 – Work and life identities
- Part 3 – Contemporary careers.

Assignments

This course is a doctoral seminar, meaning that (1) you are expected to have thoroughly read and commented all of the papers listed for each session so that you are fully prepared for in an-depth discussion of each paper and (2) the seminar relies greatly on your participation and insights.

The seminar is premised on the idea that, as a PhD student, your training will be best served when you are active participant in your own learning. Consequently, emphasis will be put on developing your ability to engage with the material through your critical reading and writing skills.

Each week, you will prepare a Powerpoint presentation on a paper (or chapters of a book) and lead the discussion on this paper, beginning with a brief oral presentation, in order to:

- 1) To gain familiarity with a range of core theoretical and empirical work related to career, work and identities;
- 2) To gain experience in critical reading and discussing of research;
- 3) To develop and practice writing skills for summarizing and reviewing literature;
- 4) To acquire skills necessary for identifying limitations of existing research and generating new research propositions;
- 5) To acquire skills necessary for writing a conceptual paper in standard journal article format.

In addition, you 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 your own doctoral research. This will enable you:

- 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

Your grade will be assessed in three ways as outlined below.

Component	Weight	Due
Presentation of an assigned reading	30%	Each class
Class participation (contribution to class discussions based on the other readings)	20%	Each class
Detailed outline of the term paper and oral presentation of the term paper	10%	Outline due Week 7; Oral presentation Week 12
Final term paper (conceptual or empirical paper based on the content of the seminar and in relation with the doctoral student's dissertation project)	40%	Week 15
Total	100%	

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.

Class participation and summaries

The expectations for this requirement are the following:

1. Complete all of the reading for each session and to come prepared to discuss what you have read. Indicators of careful reading are observations and questions brought to the class' attention.
2. Each student will be responsible for presenting one of the papers in each class session. Some tips on useful presentations are enclosed below. We will allocate the articles to be summarized the week before.
3. Non-presenters will be in charge of providing additional comments, insights, and reactions to the paper and to the summary presented. It is advisable to bring your list of observations and questions for each paper read.

Tips on presenting helpful paper summaries:

The Powerpoint should be brief but to the point (around 7-8 pages). It should present:

- The paper's central research question and why the question is important;
- Theoretical framework: define concepts, give brief examples, note the main authors and publications dates (e.g. Social comparison, Festinger 1954);
- Logic leading to hypotheses or propositions;
- Methods and empirical findings;
- Strengths and weaknesses at the theoretical and the methodological levels.

Even when you are not presenting, it is advisable to structure your reading following the same structure.

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 critical literature review, shows limitations of the existing literature, and proposes some directions for further inquiry. The papers should include:

1. An introduction with a clear articulation of the problem/issue of interest and an outline of the main arguments of your paper.
2. A literature review of existing research, with research grouped by lineages or theoretical perspectives. This part is the bulk of the paper. It should identify commonalities and differences in existing research, and point out limitations of each strand of existing research. 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. Your interpretations of limitations and suggestions for new theory development.
4. This is the place to present your ideas for novel research questions that could be asked next by researchers working on this problem/issue. While I do not expect you to propose a grand novel theory, I do expect to see that you can identify the boundaries (the limits) of existing research, and you can point to contingencies (conditions) under which existing theory might not hold as proposed.
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):

4. 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.
5. 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.
6. 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.
7. 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:

4. 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.
5. Your expected findings.
6. 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.
7. 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

Detailed outline: Session 7. To ensure you are on track for this assignment, you will first submit a 2-page conceptual outline of the paper. 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: Session 12. 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: Session 15. The final paper should be between 25-35 pages (double spaced, not including any tables, figures, or reference list). Use Times New Roman 12-point font and 1-inch all-around margins. This is standard formatting for submitting papers to conferences and journals, so it pays to get used to it as early as possible. For examples of conceptual papers, look at papers published in either *Academy of Management Review* or in the Review Issue of the *Journal of Management*. For exemplars of empirical papers, look at papers published in either *Academy of Management Journal* or the *Journal of Management*. I strongly advise you to use a reference manager software (such as EndNote, or RefWorks) to keep track of your citations.

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. Consequently, I encourage you to consider revising your term paper once you have my final feedback after the session is over and submitting it to the Academy of Management Annual Meeting, whose deadline is mid-January.

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. If using articles from outside the course, please discuss your choice with me. 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, LIFE AND CAREER IDENTITIES IN CONTEMPORARY SOCIETIES

Session 1: Introduction

PART 1 – PERSONAL AND SOCIAL IDENTITY

Session 2: Personal identity

Session 3: Identity negotiation

Session 4: Social identity

Session 5: Gender and careers

PART 2 – WORK AND LIFE IDENTITIES

Session 6: The Ideal worker

Session 7: The time famine

Session 8: Resource scarcity and expansion

Session 9: Work-life conflict, work-life enrichment and work-life balance

Session 10: Boundary management between professional and personal identities

Session 11: Recent developments on boundary management

PART 3 – CONTEMPORARY CAREERS

Session 12: Students' presentations

Session 13: Careers, vocations and identities

Session 14: Employment relationships, boundaryless careers and global careers

Session 15: Synthesis and exchanges

INTRODUCTION

Session 1: Introduction

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

PART ONE: PERSONAL AND SOCIAL IDENTITY

Session 2: Personal identity

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

Session 3: Identity negotiation

- Swann, W. B. 1987. Identity negotiation: Where two roads meet. Journal of Personality and Social Psychology, 53: 1038-1051.
- Swann Jr, W. B., Johnson, R. E., & Bosson, J. K. 2009. Identity negotiation at work. Research in Organizational Behavior, 29: 81-109.
- Leary, M.R., & Kowalski, R.A. 1990. Impression Management: A Literature Review and Two-Component Model. Psychological Bulletin, 107(1): 34 - 47.
- Kilduff, M., & Day, D. 1994. Do chameleons get ahead? The effects of self-monitoring on managerial careers. Academy of Management Journal, 37: 1047-1060.

Session 4: Social identity

- Tajfel, H. & Turner, J.C. 1986. The social identity theory of intergroup behaviour. In S. Worchell and W.G. Austin (Eds.). Psychology of intergroup relations, pp. 7-24. Chicago: Nelson-Hall
- Ashforth, B.E., & Mael, F. 1989. Social identity theory and the organization. Academy of Management Review, 14: 20-29.
- Dutton, J., Dukerich, J. and Harquail, C. 1994. Organizational images and member identification. Administrative Science Quarterly, 39: 239-263
- Pratt, M.G. 2000. The good, the bad, and the ambivalent: Managing identification among Amway distributors. Administrative Science Quarterly, 45: 456-493.

Session 5: Gender and careers

- McPherson, J., Miller, & Smith-Lovin, L. 1987. Homophily in Voluntary Organizations: Status Distance and the Composition of Face-to-Face Groups. American Sociological Review, 52: 370-379.
- 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.

PART 2 WORK AND LIFE IDENTITIES

Session 6: The ideal worker

- Whyte, W. H. J. 1957. The Organization Man. London: Jonathan Cape. Selected chapters.
- Kanter, R. M. 1977. Men and women of the corporation. Basic Books, NY. Selected chapters.

Session 7: The time famine

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

Boushey, H. 2016. Finding time. The Economics of Work-Life Conflict. Cambridge, Massachusetts: Harvard University Press. Selected chapters.

Session 8: Resource scarcity and expansion

Marks, S. R. 1977. Multiple roles and role strain: some notes on human energy, time and commitment. American Sociological Review, 42(6): 921-936.

Sieber, S. D. 1974. Toward a theory of role accumulation. American Sociological Review, 39(4): 567-578.

Kirchmeyer, C. 1992. Nonwork Participation and Work Attitudes: A Test of Scarcity vs. Expansion Models of Personal Resources. Human Relations, 45(8): 775-795.

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.

Session 9: Work-life conflict, work-life enrichment and work-life balance

Greenhaus, J. H., & Powell, G. N. 2006. When work and family are allies: A theory of work-family enrichment. Academy of Management Review, 31: 72-92.

Valcour, M. 2007. Work-Based Resources as Moderators of the Relationship Between Work Hours and Satisfaction With Work-Family Balance. Journal of Applied Psychology, 92(6): 1512-1523.

Lyness, K. S., & Judiesch, M. K. 2008. Can a manager have a life and a career? International and multisource perspectives on work-life balance and career advancement potential. Journal of Applied Psychology, 93(4): 789-805.

Pratt, M., & Rosa, J. A. 2003. Transforming Work-Family Conflict into Commitment in Network Marketing Organizations. The Academy of Management Journal, 46(4): 395-418.

Session 10: Boundary management between professional and personal identities

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.

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

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.

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.

Session 11: Recent developments on boundary management

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.

Trefalt, S. 2013. Between You and Me: Setting Work-Nonwork Boundaries in the Context of Workplace Relationships. Academy of Management Journal, 56: 1802-1829.

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.

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, DOI: 10.1080/19416520.2015.1028810

PART 3 - CONTEMPORARY CAREERS

Session 12: Students' presentations of paper outlines

Session 13: Careers, vocations and identities

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

Ashforth, B. E., Kreiner, G. E., Clark, M. A., & Fugate, M. 2007. Normalizing Dirty Work: Managerial Tactics for Countering Occupational Taint. Academy of Management Journal, 50(1): 149-174.

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.

Dutton, J.A., & Wrzesniewski A. 2001. Crafting a job: Revisioning employees as active crafters of their work, Academy of Management Review, 26: 179-201.

Session 14: Employment relationships, boundaryless careers and global careers

Cappelli, P., & Keller, J. 2013. Classifying work in the new economy, Academy of Management Review, 38(4): 1-22.

Arthur, Michael B. 2005. Career success in a boundaryless career world. Journal of Organizational Behavior, 26(2): 177-202.

Pringle, Judith K. K. 2003. Challenges for the boundaryless career odyssey. The International Journal of Human Resource Management, 14(5): 839-853.

Lazarova, M., Westman, M., & Shaffer, M. 2010. Elucidating the positive side of the work-family interface on international assignments: A model of expatriate work and family performance. Academy of Management Review, 35, 93-117.

Session 15: Seminar synthesis and exchanges.