



*Le regroupement canadien des psychologues
industriels et organisationnels*

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COMMENTS FROM THE CHAIR

*Arla Day, PhD
Saint Mary's University*

Happy New Year! I hope 2003 is a prosperous and wonderful year for all of you!

Happenings...

The CSIOP executive has had a busy autumn: I've been working on some strategic plans for CSIOP (as well as the day-to-day operations); John and Peter have been working on developing an excellent conference program and workshop; Joan & Veronica have been organizing our finances and membership, respectively; Sarah has been addressing student questions and organizing the mentor outing; Sunjeev has been soliciting articles for the *Canadian I/O Psychologist* (formerly known as the newsletter) and revamping the look of the *I/O Psychologist*; Dave has been looking at ways to publicize CSIOP and I/O psychology in Canada. Finally, Ramona and Pat have been overseeing all of us and providing us with their

wisdom!

Our annual long-range planning meeting is scheduled for March 15 (yes, my colleagues have warned me about the Ides of March.... yet, I have foolishly agreed on the date: If you don't hear from me in the April issue, you know they were displeased with my leadership!). If you have any issues that you want us to put on our agenda, please let me know before March 7.

I/O Hypocrites: Are we practicing what we preach?

I tend to be a very vocal advocate of the benefits of I/O psychology. I believe that we, as I/O psychology professionals, can help organizations and employees in many ways. I have faith in the research done by I/O psychologists, and I'm always impressed by the work being done in the field by I/O practitioners. However, there have been some recent events that made me think about the degree to which we practice some of the basic I/O tenets.

(1) Selection

Many of the various I/O and Management programs across Canada have been interviewing I/O applicants for new faculty positions. Typically, the department will arrange to interview 2-4 applicants for each position. Each applicant will come to the university for 1-3 days. The applicants have individual interviews with either a selection committee and/or individual faculty members, deans, AVP's, etc. They give a job talk and sometimes are asked to give a mock teaching lecture on a course of their choice. Afterwards, the selection committee and department meet to discuss the candidates and decide which one (if any) to select. Part of this system is good (multiple raters, job samples in terms of their research and teaching talks). However, one major part of this system goes against the grain of everything I/O psychologists preach: The structured selection interview.

There is very little disagreement among I/O professionals that unstructured interviews have low

validity. We know (and preach!) that interviews can be improved by basing the interview on a valid job analysis, standardizing the questions (asking all applicants the same question), using situational or behavioural questions, and using rating scales to rate responses. To my knowledge, however, no I/O or business program in Canada (or the U.S.) uses structured interviews. I have used a "semi-structured" interview rating form, and applicants (who have interviewed at a number of universities across Canada and the US) are shocked at it — they had never experienced such a thing at any of their university interviews.

Also (as a student suggested to me), selection of graduate students may be similarly vague: Selection may not involve any interview, and decisions may be based on a collection of "fuzzy" criteria.

If we take these same academics (myself included) and tell them about an organization using these unstructured, "gut-feeling" interviews, we are quick to criticize them and wonder why they don't believe the years of research conducted in this area! Hmm....

(2) Scientist-Practitioner Model:

Like most I/O psychology professionals, I pride myself for advocating the scientist-practitioner model. The benefits of ensuring real-world relevance of our research, and ensuring practice is based on sound research findings were ingrained in me during my I/O training: Both theory and practice are very integral to our work! If you review past issues of the *I/O Psychologist*, the scientist-practitioner model has been explicitly discussed in several of the articles and has been at least mentioned in many others. We all agree to the model in "theory," but have we been practicing what we preach?

I received a call recently from a practitioner who was informing me about an upcoming practitioner-oriented conference. She wanted to make sure that faculty and students would be attending the

conference. She told me that she was trying to get “special” student rates. After she quoted me the rate, I was silent for a while. Then, I had to tell her that even these “substantially reduced rates” were too steep for students (and for most faculty). We were talking from different realities, and she couldn’t believe that the university wouldn’t cover the costs.

As I hung up the phone, I thought, “Interesting conference, but I probably won’t attend.” I immediately stopped and asked myself why. The easy answer was cost: I couldn’t afford (or didn’t want to pay?) for the conference, and the university certainly wouldn’t pay if I wasn’t presenting. But was that just an easy way of dismissing the conference? I wasn’t sure that it would add to my knowledge at all; was I simply being an academic snob? Maybe I wasn’t practicing what I had been whole-heartedly preaching. I haven’t attended a “practitioner”-oriented conference in ages (although some would argue that SIOP is becoming more practitioner oriented). I’ve been meaning to write an article for HR.com for the past year: The article is half-finished, but I haven’t taken the few hours needed to complete it. I try to talk to the media about my research if they seek me out, but I don’t make any real effort to tell them about what we are doing. Universities don’t necessarily provide funding to non-academic conferences, and it is difficult to take time to publish in non-peer-review forums when we may not be rewarded by our organization for it.

The opposite side of the coin may be true as well: Practitioners may not use academic findings to their fullest. One of my academic colleagues who also worked as a consultant full-time for a year said she didn’t read one academic article during that time. She said she didn’t have time, and the organization was more interested in her having more client time than more current knowledge. Now to be fair to all of us, I think I/O professionals do a lot to promote a balance of science and practice (more so than most other areas). I also think that CSIOP works hard to maintain this

balance: the *Canadian I/O Psychologist* strives to address both practitioner and science issues; our conference program is a nice blend of research and practice; etc. It is difficult for I/O academics and practitioners to maximize both research and practice in their jobs, and we aren’t always rewarded (from our organization) for pursuing the “other” side of the balance (be it practice or science).

(3) Work-Nonwork Balance and Job Stress

As I’m sitting in my office, writing this column on a beautiful Saturday, another hypocritical action becomes apparent to me: Balancing work and nonwork life. It has become routine for most people to work much longer hours than the standard 40-hour week. However, we know that “balance” can reduce negative psychosocial outcomes for employees.

A colleague once recently silenced a room of academics with the claim, “If I can’t do my job in 50 to 60 hours a week, I shouldn’t be an academic.” I’m sure my thoughts were similar to those of other people in the room: “Heretic!”; “Young, naive dreamer!”; “Slacker!” Then I started to think about what he had said; Is it unreasonable to think that we should be able to our jobs in five 12-hour days? Maybe he had a point: It has become almost in vogue to work long hours. I often hear employees comparing hours (“You only worked 65 hours last week? I wish my job were that easy!”)

As “bad” as my academic colleagues are in balancing work and nonwork, some of my consultant colleagues are even “worse.” Many of them are away from home for weeks at a time. They brag about putting in 80 to 90 hour work weeks (which reminds me of a Dilbert cartoon in which Catbert, the evil HR director, is condemning Alice for working only 80 hours a week, and he demands that she “give [the organization] some balance, you selfish hag!”)

Granted, many (or all) of us choose to work these

hours. Academics (in theory) have a lot of control over when they work and for how long. However, this perceived control may not be exercised in practice!

Closely related to the work-nonwork literature is the job stress research. We know that employees can be much more healthy and productive if we reduce job stressors and provide employees with means of coping with their jobs. However, do we ever look at ourselves and our own work?

The same colleagues who are bragging about working 80-hour weeks are also competing on how much (or less?) sleep that they can live on. It has become almost fashionable (or at least socially acceptable) to be chronically sleep-deprived.

We know that there are many organization- and individual-level factors that can help us alleviate stress outcomes, but do we actually apply them to our own jobs? Some students have told me that I may, in fact, exacerbate their job stress (but I only do it to build character and help them prepare them for the “real” world!)

New Year's Resolutions

I could stop my column here, being satisfied that I have talked about some important issues. However, I may just be guilty of producing more rhetoric, and not putting any of into action. Therefore, in the spirit of the New Year, I have taken the opportunity to draw up some resolutions (challenges?) for practicing what we preach! I challenge you to take one or two (or more!) of these resolutions for yourself or create new ones.

(1) Selection:

- Academics (and practitioners who aren't using structured interviews): Even if you aren't hiring this year, think about what KSAOs (competencies) are necessary for an academic position, and start a plan to develop structured interviews. Talk to colleagues at other universities to see what they are doing. At the very least, try to

incorporate some aspects of structure, such as asking all applicants the same questions.

- Academics: Review your selection criteria for graduate students.

(2) Scientist-Practitioner Model:

- Attend one conference (practitioner vs. academic) that you may not usually attend (or if you can't attend, seek out someone who attended the conference and get the program and papers).
- Academics: Network with one practitioner to find out what he or she is doing in his or her work. Practitioners: Call an academic who is doing research in which you practice (we love to talk about our research!) Check out the directory for areas of expertise.
- Academics: Try to publish one practitioner-oriented summary of your research this year (e.g., HR.com; Harvard Business Review, etc.) and try to read one academic article in your research area each month.
- Collaborate to do applied research: Typically academics have questions they need answered and practitioners may have access to subjects. It's a win-win situation!
- Share information: If you read a good article, pass it on! I recently received a couple of helpful articles and interesting internet links that were floating around the PPC.
- Send I/O related information to the *I/O Psychologist* (upcoming workshops, conference news, new research, etc.).

(3) Work-Nonwork Balance and Job Stress

- Be honest about your own work and nonwork balance: If you (and your partner and/or family) are honestly happy about working 70 hours a week, then a change

may not be warranted. However, if you are feeling isolated from family and friends, or are feeling stressed about having too many things to do, you may need a change.

- De-stress: Look at reducing some of the stressors in your job and learn to better manage the other stressors.

In this volume.....

As always, we have a great collection of articles in this edition of the *Canadian I/O Psychologist*. In addition to all of our regular, informative columns, Patrick McCoy writes about the issues involved with on-line testing. In our student column, Stephanie Paquet talks about her experience working at an American consulting company, and provides suggestions for other students looking for internships. Kibeom Lee provides an interesting spin on the 5-Factor model of personality: He writes about the 6-factor HEXACO model (Honesty, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness Experience) that he and Mike Ashton have developed.

Enjoy!!



Bonne année! J'espère que 2003 sera une année prospère et merveilleuse pour tout le monde!

Événements...

Le comité exécutif de CSIOP a été occupé cet automne: j'ai travaillé sur un plan stratégique pour CSIOP (en plus de m'occuper des tâches habituelles); John et Peter ont travaillé à la préparation d'un excellent programme pour le congrès et les ateliers; Joan et Véronica se sont respectivement occupées de nos finances et de nos membres; Sarah s'est occupée des questions relatives aux étudiants et a organisé le programme de mentorat; Sunjeev a sollicité des articles pour le

Psychologue I/O Canadien (qui se nommait auparavant le *Bulletin*) et a travaillé à améliorer son format; Dave a cherché des façons de publiciser la psychologie I/O et CSIOP au Canada. Finalement, Ramona et Pat ont supervisé le tout et nous ont fait profiter de leur sagesse!

Notre réunion annuelle de planification à long terme se tiendra le 15 mars prochain (oui, mes collègues m'ont avertie des dangers de mars... mais j'ai tout de même accepté cette date: si vous n'entendez pas parler de moi dans le numéro d'avril, vous saurez qu'ils étaient mécontents de mon leadership!). Si vous avez des sujets que vous aimeriez voir à l'ordre du jour, dites-le moi avant le 7 mars.

Hypocrites I/O: Pratiquons-nous ce que nous prêchons?

J'ai tendance à vanter ouvertement les bienfaits de la psychologie I/O. Je crois que nous, en tant que professionnels de la psychologie I/O, pouvons aider les organisations et les employés de plusieurs façons. Je crois dans la recherche réalisée par les psychologues I/O, et je suis toujours impressionnée par le travail sur le terrain que font les psychologues I/O. Cependant, certains événements m'ont fait réfléchir et je me suis demandé dans quelle mesure nous mettons en pratique certains des éléments de base de la psychologie I/O.

(1) Sélection

Plusieurs programmes de psychologie I/O et de gestion au Canada ont interviewé des candidats en I/O pour des postes de professeur. Normalement, le département passe en entrevue 2-4 candidats(es) pour chaque poste. Chaque candidat(e) visite l'université pendant 1-3 jours. Les candidats(es) ont des entrevues individuelles soit avec un comité de sélection, soit avec des professeurs, doyens, etc. Ils présentent également leurs recherches et doivent parfois enseigner un cours sur un sujet de leur choix. Ensuite, le comité de sélection et le département se réunissent. Ils discutent des candidats(es) et décident quelle candidature (s'il y en a une) sera retenue. Ce système a certain mérites (évaluateurs multiples, mises en situation

en ce qui a trait à la recherche et à l'enseignement). Par contre, un élément de ce système est contraire à tout ce que les psychologues I/O prêchent: l'entrevue structurée.

Les professionnels I/O s'entendent pour dire que l'entrevue non-structurée a très peu de validité. Nous savons (et prêchons!) qu'on peut améliorer les entrevues en les basant sur une analyse valide de tâche, en standardisant les questions, soit par l'utilisation de questions situationnelles ou comportementales soit en utilisant des échelles de cotation afin d'évaluer les réponses. À ce que je sache, cependant, il n'existe aucun programme de psychologie I/O ou de gestion au Canada (ou aux États-Unis) qui utilise des entrevues structurées. J'ai utilisé un format d'entrevues semi-structurées et les candidats (qui ont eu des entrevues à plusieurs universités au Canada et aux États-Unis) en étaient extrêmement surpris - ils n'avaient jamais eu cette expérience dans aucune des universités où ils avaient eu des entrevues.

Aussi (comme me l'a suggéré un étudiant), la sélection des étudiants aux cycles supérieurs est également ambiguë. En effet, la sélection repose parfois sur un ensemble de critères plus ou moins bien définis.

Si l'on prend ces mêmes étudiants universitaires (moi-même incluse) et on leur parle d'une organisation qui utilise des entrevues non-structurées, reposant sur l'instinct, nous aurons vite fait de les critiquer et de se demander pourquoi ils ne tirent pas profit des années de recherche faite sur ce sujet. Mmm...

(2) *Modèle chercheur-praticien*

Comme la plupart des psychologues I/O, je suis toujours fière de prôner le modèle chercheur-praticien. Ma formation en psychologie I/O m'a inculqué la croyance du bienfait de la recherche qui s'applique directement à la «vraie vie» et basée sur des principes scientifiques solides: la théorie et la pratique sont deux éléments essentiels de notre travail! Si vous lisez des anciens numéros du *Psychologue I/O*, le modèle du chercheur-praticien

fait l'objet de discussion dans plusieurs articles et est mentionné dans plusieurs autres. Nous sommes tous d'accord sur ce modèle en «théorie», mais avons-nous mis en pratique ce que nous prêchons?

J'ai récemment reçu l'appel d'une praticienne qui m'informait de la tenue d'un congrès axé sur la pratique. Elle voulait s'assurer que les professeurs et les étudiants seraient présents au congrès. Elle m'a dit qu'elle tentait d'obtenir des «tarifs étudiants». Après m'avoir fait part du coût, je suis demeurée silencieuse pendant un moment. Puis, je lui ai dit que même ces tarifs «réduits considérablement» étaient trop élevés pour les étudiants (et pour la plupart des professeurs). Nous vivons dans des réalités différentes et elle ne pouvait pas comprendre que l'université n'accepterait pas de défrayer ces coûts.

Après avoir raccroché, je me suis dit : «Congrès intéressant, mais je n'y assisterai probablement pas». Puis, je me suis demandé pourquoi. La réponse facile était le coût: je ne pouvais pas me le permettre (ou je ne voulais pas payer?) et l'université ne paierait sûrement pas si je ne présentais pas. Mais était-ce seulement une façon facile d'écarter ma participation à ce congrès? Je n'étais pas certaine que ça ajouterait à mes connaissances; étais-je simplement une snob universitaire? Peut-être ne pratiquais-je pas ce que je prêchais avec tant d'ardeur. Je ne suis pas allée à un congrès axé sur la pratique depuis longtemps (bien que certains diraient que SIOP s'oriente de plus en plus sur la pratique). J'ai l'intention d'écrire un article pour HR.com depuis un an: l'article est à moitié terminé, mais je n'ai pas pris les quelques heures qui restent pour l'achever. Je parle aux médias de mes recherches s'ils me le demandent, mais je ne fais pas vraiment d'efforts pour leur dire ce que nous faisons. Les universités ne financent pas nécessairement la participation à des congrès non scientifiques, et il est difficile de prendre le temps de publier dans des publications non revues par les pairs quand notre organisation ne nous récompense pas nécessairement pour le faire.

L'envers de la médaille est également vrai: les praticiens ne tirent sans doute pas pleinement profit des résultats de la recherche scientifique. Une de mes collègues dans le milieu universitaire, qui a également travaillé comme consultante à temps plein pendant un an, m'a dit qu'elle n'avait pas lu un article scientifique pendant son année en tant que consultante. Elle m'a dit qu'elle n'avait pas le temps, et que son organisation était plus intéressée à ce qu'elle se concentre sur les clients plutôt que sur la mise à jour de ses connaissances. Pour être honnête, je crois que les professionnels de la psychologie I/O font beaucoup pour promouvoir un équilibre entre la science et la pratique (plus que la plupart des autres disciplines). Je crois également que CSIOP travaille dur afin de maintenir cet équilibre: le *Psychologue I/O Canadien* tente de soulever des questions concernant la science et la pratique; le programme de notre congrès présente un mélange intéressant de recherche et de pratique, etc. Il est difficile pour les universitaires et les praticiens spécialisés en I/O de maximiser la recherche et la pratique dans leur travail, et nous ne sommes pas toujours récompensés (par notre organisation) pour la poursuite de «l'autre» côté de la médaille (que ce soit la pratique ou la science).

(3) Équilibre travail/vie et stress au travail

Alors que je rédige cet article, assise dans mon bureau, par un beau samedi, une autre action hypocrite me saute aux yeux: l'équilibre travail/vie. Il est devenu normal pour plusieurs personnes de travailler beaucoup plus que 40 heures par semaine. Cependant, nous savons que «l'équilibre» permet de réduire certains effets psychosociaux négatifs pour les employés.

Un collègue a récemment réduit une audience au silence lorsqu'il s'est exclamé «Si je ne peux pas faire mon travail en 50 à 60 heures par semaine, je ne devrais pas être professeur». Je suis certaine que mes pensées étaient semblables à celles des autres personnes dans la salle: «Hérétique!»; «Jeune rêveur naïf!»; «Paresseux!». Puis, j'ai pensé à ce qu'il avait dit. Est-il déraisonnable de penser que nous devrions pouvoir faire notre travail en cinq

jours de 12 heures? Peut-être avait-il raison: il est presque devenu à la mode de travailler beaucoup. J'entends souvent des employés comparer leurs heures («Tu as travaillé seulement 65 heures la semaine dernière? J'aimerais que mon travail soit aussi facile!»).

Bien que mes collègues dans le milieu universitaire aient de la difficulté à trouver un équilibre entre leur travail et leur vie privée, plusieurs de mes collègues consultants ont encore plus de difficulté. Plusieurs d'entre eux doivent s'absenter de chez eux pendant plusieurs semaines consécutives. Ils se vantent de travailler 80 à 90 heures par semaine (ce qui me rappelle la bande dessinée Dilbert, où Catbert, le méchant directeur des ressources humaines, condamne Alice par ce qu'elle ne travaille que 80 heures par semaine, et il lui demande de «donner à l'organisation un peu d'équilibre, égoïste!»).

Bien sûr, plusieurs d'entre nous (sinon tous) faisons le choix de travailler autant. Les professeurs (en théorie) ont beaucoup de contrôle sur leur horaire de travail (ils peuvent déterminer à quel moment ils travaillent et pendant combien de temps). Cependant, cette impression de contrôle n'est peut-être pas toujours mise en pratique.

La littérature portant sur le stress au travail est liée à celle sur l'équilibre travail/vie. Nous savons que les employés peuvent être en meilleure santé et plus productifs si nous réduisons les stressés présents au travail et si nous leur fournissons des moyens de s'adapter à leur travail. Cependant, examinons-nous nos propres habitudes de travail?

Les mêmes collègues qui se vantent de leurs semaines de travail de 80 heures sont aussi en compétition pour savoir avec combien d'heures de sommeil ils peuvent fonctionner. Il est maintenant presque à la mode (ou du moins acceptable au point de vue social) de souffrir d'un manque de sommeil chronique.

Nous savons qu'il existe plusieurs facteurs organisationnels et individuels qui peuvent

contribuer à réduire les conséquences du stress, mais les appliquons-nous à notre propre travail? Des étudiants m'ont dit que, en fait, je contribue à augmenter leur stress au travail (mais je ne le fais que dans le but de les aider à développer leur force de caractère et de les préparer à affronter la «vraie vie»!).

Résolutions du Nouvel An

Je pourrais terminer ma chronique ici, satisfaite d'avoir soulevé des questions que je considère importantes. Cependant, je me sentirais coupable de lancer des paroles en l'air. Donc, dans l'esprit du nouvel an, je profite de l'occasion pour prendre certaines résolutions (défis?) afin de mettre en pratique ce que nous prêchons! Je vous mets au défi de prendre une ou deux (ou plus!) de ces résolutions vous-mêmes, ou d'en prendre de nouvelles.

(1) Sélection

- Professeurs (et praticiens qui n'utilisent pas d'entrevues structurées): Même si vous n'engagez pas cette année, pensez aux compétences (connaissances et habiletés) nécessaires au succès dans une carrière universitaire, et commencez à développer des entrevues structurées. Parlez à vos collègues dans d'autres universités et voyez ce qu'ils font. À tout le moins, essayez d'incorporer certains éléments de structure, comme de demander à tous les candidats les mêmes questions.
- Professeurs: Révisez vos critères de sélection pour les étudiants aux cycles supérieurs.

(2) Modèle chercheur-praticien

- Assistez à un congrès (praticien vs scientifique) auquel vous n'assisteriez pas normalement (ou si vous ne pouvez y être, trouvez quelqu'un qui y était et demandez-lui le programme et la documentation).
- Professeurs: Entrez en contact avec un(e) praticien(ne) afin de savoir en quoi consiste

son travail. Praticiens: Entrez en contact avec un(e) professeur(e) qui fait de la recherche dans votre domaine (nous adorons parler de nos recherches!). Consultez le répertoire pour connaître les domaines de spécialisation.

- Professeurs: Essayez de publier un résumé de vos recherches pour les praticiens (par ex., dans HR.com, Harvard Business Review, etc.) et essayez de lire un article scientifique portant sur votre sujet de recherche chaque mois.
- Collaborez pour faire de la recherche appliquée: les professeurs recherchent normalement la réponse à plusieurs questions, et les praticiens ont normalement accès à des sujets. Tout le monde en sort gagnant!
- Partagez l'information: si vous lisez un bon article, donnez-le à d'autres! J'ai récemment reçu quelques articles utiles et des hyperliens intéressants au CPP.
- Envoyez de l'information portant sur la psychologie I/O au *Psychologue I/O* (ateliers, nouvelles des congrès, nouvelles recherches, etc.).

(3) Équilibre travail/vie et stress au travail

- Soyez honnête à propos de votre propre équilibre travail/vie: si vous (et votre partenaire ou votre famille) êtes vraiment heureux(euse) de travailler 70 heures par semaine, vous n'avez sans doute pas besoin de changer. Cependant, si vous vous sentez isolé(e) de votre famille et de vos amis, ou si vous trouvez que vous avez trop à faire et que cela augmente votre niveau de stress, vous avez peut-être besoin d'un changement.
- Relaxez: voyez comment vous pouvez réduire certains stressseurs dans votre travail

et apprenez à mieux gérer les autres stressés.

Dans ce numéro...

Comme toujours, nous avons une collection impressionnante d'articles dans ce numéro du *Psychologue I/O Canadien*. En plus de nos chroniques régulières et instructives, Patrick McCoy discute des questions liées aux tests en ligne. Dans notre chronique étudiante, Stéphanie Paquet parle de son expérience de travail dans une firme américaine de consultants, et offre des suggestions aux étudiants en quête de stages. Kibeom Lee présente un nouveau développement du modèle de la personnalité en 5 dimensions: il discute du modèle de la personnalité en six dimensions HEXACO (Honnêteté, Émotivité, Extraversion, Agréabilité, Conscience et Ouverture d'esprit) qu'il a développé en collaboration avec Mike Ashton.

J'espère que vous aimerez!



Membership Report

*Veronica Stinson, PhD
Saint Mary's University*

Hello everyone! Hope you all had a wonderful holiday. As you know, it's time to renew your membership with CSIOP which expired on December 31, 2002. We have been able to keep the membership dues at the same rate during the past several years. Your membership includes four issues of the CSIOP newsletter and the annual CSIOP directory. In order to update our directory, I have enclosed an information sheet, which you may mail or fax (or e-mail the information) to me. Members report that this directory is very useful in making contacts with other I/O academics and practitioners.

We hope you'll renew your CSIOP membership. If you would like a full or student membership, please contact CPA at 1-888-472-0657 x 24 or via

email at cpamemb@cpa.ca. If you would like an Associate membership, please make out your cheque or money order (\$35.00) to the Canadian Society for Industrial and Organizational Psychology and send it to me at the address listed above. Please allow 4-6 weeks for a receipt to be mailed to you.

Thank you for your continued support and interest in CSIOP. If you have any questions about CSIOP, please do not hesitate to contact me at veronica.stinson@stmarys.ca or 902-420-5861. You can also find more information about CSIOP on our Web site at <http://www.ssc.uwo.ca/psychology/csiop>

We welcome the following new member

Associate members:

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Please note the following changes/ corrections in contact information for these members:

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CSIOP STUDENT NEWS

*Sarah Carroll, MSc
University of Calgary*

I hope everyone had a relaxing holiday and is ready to get back into the swing of things! When you're getting ready for the coming semester, remember to renew your CPA / CSIOP membership, which expired in December. If you have recently graduated, don't forget to update your membership to reflect the fact that you are no longer a student. Also, please encourage new students and other non-members to join...remind them that you must be a member to attend the annual CPA conference, but why wait until then to reap the benefits of membership?

Speaking of the CPA convention, I am going to be reviving the mentor outing this year, and I need your feedback to make it as fun and informative as possible. For anyone who doesn't know, the mentor outing is a forum for students to chat with academics and practitioners about their careers. It's a great opportunity for getting answers to any questions you might have about a career as a professor or as a consultant. For instance, you might be wondering about the pros and cons of life as a consultant, or what career opportunities are available in Canada versus the U.S. Of course, it's also an excellent opportunity to meet other students and network with practitioners and professors.

In previous years, small groups of students and mentors have participated in informal discussions over lunch. I would like some feedback on whether this type of outing sounds like it would provide an opportunity for you to ask questions and discuss various career choices, or whether you think that another type of event would be preferable. For instance, would you prefer a more structured event, in which practitioners and academics make brief presentations on career-related issues? Would you like the opportunity to talk to **both** academics and practitioners, or would you prefer to chat with only one or the other?

Please email me your suggestions at scarroll@ucalgary.ca. I really need your feedback to make the mentor outing as beneficial as possible. Remember, this is an event for you, so please take a second to tell me what you think. Also, if there are any other issues you would like to raise, if you have any other suggestions, or if you'd just like to avoid doing your work, I would love to hear from you.



The I/O Files: Chronicles of the paranormal in I/O Psychology
Arla Day, PhD
Saint Mary's University

Conference Date Reminders...

- **Human Resource Professionals Association of Ontario:** February 12-14 in Toronto
- **National Institute of Occupational Safety & Health:** March 19-23 in Toronto
- **SIOP:** April 10-13 in Orlando
- **European Association of Work & Organizational Psychology:** May 14-17, 2003, in Lisbon, Portugal.
- **CPA:** June 11-14, Hamilton (We have updated the conference information on the CSIOP web site. Check it out at: www.ssc.uwo.ca/psychology/csiop)
- **Administrative Sciences Association of Canada:** June 14-17 in Halifax
- **Australian Industrial & Organisational Psychology Conference:** June 26-29 in Melbourne
- **European Congress of Psychology:** July 6-11 in Vienna

- **Academy of Management:** August 1- 6 in Seattle
- **APA:** August 7-10 in Toronto

HAPPENINGS...

The Ottawa I/O Psychology Group (OIOPG) meets the last Friday of every month. Here is their winter/03 schedule:

- **January 31:** Competency-Based Selection and Performance Systems: Are they Defensible? **Victor Catano**, Ph.D., Saint Mary's University
- **February 28:** Recruiting Nurses to Rural Positions with Persuasion Techniques; **Karen Brown**, DND
- **March 28:** E-learning Network for the federal Public Service; CCMD Presenter
- **April 25:** Building a survey process: Experiences with the 2002 Public Service Employee Survey; **Mark Hammer**, Ph.D., Psychologist and Research Analyst, Public Service Commission
- **May 30:** The Longitudinal Stability of Personality Traits: Implications for I/O Psychology; Gordon Bazana, PhD, Research Consultant, Assessment Strategies Inc., Robert McSheffrey, Ph.D., Strategic Advisor, Personnel Psychology Centre, & Michael Rannie, RCMP.

Please check with **Sunjeev Prakash** (sunjeev.prakash@psc-cfp.gc.ca) for more information and to get on the OIOPG e-mail list.

CONGRATULATIONS...

...to the following people who recently defended their Ph.D. dissertation:

... **Kim Baron** (UQAM). Her dissertation was entitled "The motivational impact of perceptions

of organizational justice” and she was supervised by **Marc Blais**.

...Simon Grégoire (UQAM). His dissertation was entitled “Le rôle du sentiment d'efficacité sur le fonctionnement et le rendement” (The role of feelings of efficacy on functioning and performance). He was co-supervised by Thérèse Bouffard and Line Cardinal.

INTERESTING FACTS....

According to a recent survey in SIOP's TIP, the U of Calgary is ranked 21st of all I/O Ph.D. programs in North America. Waterloo ranked 34th. Congratulations to both programs!! Ranks were based on research productivity (based on the number of articles in I/O-related journals; check out Gibby et al., 2002, TIP, Vol 39(4), p. 17 for the full article).

As the risk of being horribly out of date, I also wanted to note the top Canadian researchers. Ones & Viswesvaran (see TIP, 2000, 37(4), p. 26) also ranked the 100 most influential researchers (ranks were based on number of publications in JAP and Personnel Psych in the 1990s). There were 5 Canadians on the list, 4 of whom are I/O types. In addition to listing each of the researcher's rank, I also listed the number of people who were actually ranked above each researcher (because there were ties at most ranks): Julian Barling (rank =10; 18 people ranked 9 or above); **John Meyer** (rank=11; 31 ranked 10 or above); **Kevin Kelloway** (rank=12; 42 ranked 11 or above); and **Gary Latham** (rank=13; 66 ranked 12 or above). Ones & Viswesvaran also looked at the top 10 “most published researchers during the 1980's and 1990's”: **Gary Latham** was #10. Congratulations (belatedly?) to all of you!

NEW JOB NEWS

Kate Dupré has accepted a position in organizational behavior/human resource management with the Faculty of Business Administration at Memorial University of Newfoundland.

Camilla Holmvall has accepted a position

in Industrial/Organizational Psychology cross-appointed to the Departments of Psychology and Management at Saint Mary's University.

HOT OFF THE PRESSES!

Theresa Kline's book entitled “Teams that lead: A Matter of Market strategy, leadership skills, and executive strength” has just been published and is in stores now. Pick up a copy of now (and attend her workshop on teams at CPA to get it signed!)

U OF WESTERN ONTARIO NEWS

The faculty and students at UWO have been so busy, I decided to give them their own section in the I/O files. Congratulations to...

...**Tracy Hecht**, who successfully defended her Ph.D. dissertation. Her supervisor was **Natalie Allen** and the title of her dissertation was "Person-job fit on the dimension of polychronicity: An examination of links with well-being and performance." Tracy is currently on faculty at the Asper School of Business at the U of Manitoba.

...**Julie McCarthy**, who also successfully defended her Ph.D. on “Applicant anxiety and the employment interview: Development of a new realm.” Her supervisor was **Rick Goffin**. Julie is currently on faculty in the Division of Management at the U of T.

...**Deb Powell**, on the successful defense of her MA thesis entitled "Becker's side-bet theory revisited: Application to a three-component model of commitment." Her supervisor was **John Meyer**. Deb is taking a one-year leave to do an internship with the Ontario government working as a Human Resources consultant in the Ministry of Public Safety and Security.

...**Kathleen Bois**, who has accepted a position at the John Molson School of Business at Concordia starting next summer! (Concordia is certainly getting a large gathering of I/O people!)

...**Blake Jelley**, on his new research job in the Research and Evaluation Unit of the Ontario Police

College in Aylmer, Ontario. Kathleen and Blake are both nearing completion of their PhD dissertations.

.... **John Meyer**, who has replaced **Rick Hackett** as Division Editor for the OB/HRM section of CJAS starting January 1.

All news items can be directed to me at Arla.Day@StMarys.ca.



**It's not what you know, but to whom you are married:
An Analysis of the Supreme Court Decision in
*B. v. Ontario (Human Rights Commission)*¹
Erika L. Ringseis, Ph.D., LLB²**

Decision:

In the past, Courts and Commissions have struggled with the "group identity" versus "particular identity" distinction. There is little doubt that it is discrimination to be fired because you are of a particular sex, because you are of a particular race, or because you are married or single. The question, however, is if it is discrimination only if you are fired because you are married, or is it also discrimination because you are fired not because you are married per se, but because of to whom you are married?

The relevant definitions in Ontario's legislation³ are:

¹ 2002 SCC 66; Available on-line: <http://www.lancasterhouse.com/decisions/2002/oct/scc-ohrc.htm>.

² The author received her Ph.D. in Industrial/Organizational Psychology from Penn State University and her LLB from the University of Calgary. She is currently a student-at-law at Fraser Milner Casgrain LLP, in Calgary.

³ *Human Rights Code*, R.S.O. 1990, c.H-19.

"family status" means the status of being in a parent and child relationship;

...

"marital status" means the status of being married, single, widowed, divorced or separated and includes the status of living with a person of the opposite sex in a conjugal relationship outside marriage...

The Supreme Court noted that Human Rights legislation should be broadly interpreted. The Court concluded that the Human Rights Code includes complaints based on "relative status" as opposed to just "absolute status." Thus, the Supreme Court of Canada agreed with the initial Human Rights Commission decision, as well as the Court of Appeal decision. The Court quoted the Commission in that "the decision to terminate Mr. A was based on an inability or refusal to distinguish between Mr. A and his daughter's allegations, as well as an automatic assumption that Mr. A's spouse was speaking for him because she was his spouse."⁴

The Supreme Court of Canada held that the sole reason for Mr. A's termination was Mini-A's allegations of sexual abuse against Mr. B. There was no personal animosity against Mr. A because of his own personality or actions, but rather the attribution of the wife and daughter's behaviour to Mr. A. Mr. A had been discriminated against on the basis of his marital and/or family status, and was entitled to compensation.

Discussion:

With this decision the Supreme Court has broadened the definition of discrimination in the workplace. Human resources professionals need to be aware of the ever-enlarging scope of human rights legislation. Originally we thought of discrimination as being tied to some form of group identity, such as being of a minority race.

⁴ Paragraph 12.

However, the Supreme Court of Canada has now re-defined discrimination to have an individual aspect:

Discrimination is not only about groups. It is also about individuals who are arbitrarily disadvantaged for reasons having largely to do with attributed stereotypes, regardless of their actual merit.⁵



A New Perspective on Personality Structure
Kibeom Lee and Michael C. Ashton

In the last two decades, there has been a dramatic convergence in the prevailing opinion regarding personality structure. There is now a near-consensus that there are five orthogonal personality dimensions that summarize a vast array of personality traits. These five factors have been known collectively as the Big Five, which includes Extraversion, Agreeableness, Conscientiousness, Emotional Stability (versus Neuroticism), and Intellect/Imagination (or Openness to Experience).

We have recently proposed that revision is needed for the Big Five model and that this revision has some implications for I/O research. Let me explain first why we proposed the revision of such a widely accepted model, and then discuss some implications for I/O psychology. To understand our proposal, one should be aware that the Big Five model was originally found in investigations of the structure of the personality lexicon, which involves factor analysis of ratings on personality-descriptive adjectives. Such analyses have been conducted using the English languages and quite consistently produced the five factors known as the Big Five (Tupes & Christal, 1961). Since the late 1980s, however, lexical studies have been

extended to many different languages such as German, Dutch, Italian, Polish, French, Hungarian and Korean.

We recently reviewed all those non-English lexical studies and concluded that there are in fact six, not five, replicable factors (Ashton, Lee, Perugini, Szarota, de Vries, Di Blas, Boies, & De Raad, 2002). It was found that, in eight independent studies involving seven different languages, there has been a recurrent set of six factors. The newly suggested sixth factor was consistently defined by adjectives translated as *truthful, honest, fair, sincere, modest, and humble* versus their opposites. Accordingly, we have named this factor Honesty-Humility. According to our review, there are only two standard lexical studies that failed to observe these six factors (Czech and English). *Given that the lexical approach was the origin of the Big Five, these results might argue for the replacement of the Big Five model by the new six-factor structure.*

We named this new framework of personality taxonomy the HEXACO model—an acronym of Honesty-Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, and Openness to Experience. Apart from the addition of Honesty-Humility, the HEXACO model is similar to the Big Five Model. One additional modification involves the Agreeableness and Emotionality dimensions. The two corresponding factors in the HEXACO model have been re-conceptualized as rotational variants of Big Five Agreeableness and Emotional Stability (see Ashton & Lee, 2001, for details), a modification that is also consistent with the results of previous lexical studies.

We have recently developed a new personality inventory that measures the six lexical personality dimensions. The HEXACO Personality Inventory consists of 24 personality scales that make up the six-higher order factors. A preliminary psychometric evaluation of this measure was rather promising. All the scales were found to be highly reliable, and to show the expected factor structure. In addition, the six HEXACO factors were found to be roughly orthogonal as claimed, and to show

⁵ Paragraph 56.

acceptable convergent and discriminant validities with external variables. With the advent of the new measure, we hope that our proposal of the new personality taxonomy can be more rigorously tested in future research.

Implications for I/O research

Now we discuss some of initial findings showing that the addition of Honesty-Humility can improve our understanding of organizational behaviours. We have found that constructs defined by counterproductive or exploitative behaviours in the workplace can be substantially better predicted by the HEXACO than by the Big Five Model. In one Korean study, the adjective marker scale for Honesty-Humility was found to be a better predictor of self-reported workplace deviance measures than any of the Big Five scales was (Lee, Ashton, & Shin, 2001). A similar finding was reported with another form of exploitative behaviour in the workplace. Lee, Gizzarone, and Ashton (in press) examined the role that the Big Five and Honesty play in predicting the Likelihood to Sexually Harass in an Australian context. As was the case in previous studies, the Big Five personality traits were not strongly correlated with LSH. Honesty-Humility, however, significantly increased the amount of the explained variance in LSH above and beyond the Big Five. Of particular importance was the finding that Honesty-Humility remained the strongest personality correlate of LSH even when ratings of personality traits were provided by an acquaintance of the target person.

We recently conducted two additional studies involving samples from Australia and Canada. We hypothesized that the HEXACO Model would outperform the Five-Factor Model in explaining the construct of workplace delinquency, primarily due to the addition of the Honesty-Humility scale.

In the Canadian sample, the six HEXACO-PI scales collectively produced a multiple R of .61 with workplace delinquency. HEXACO Honesty-Humility was the strongest predictor of the dependent variable. The markers of the Five-Factor Model as measured by the NEO-FFI were,

however, considerably less predictive, achieving a multiple R of .47 with workplace delinquency. Interestingly, when HEXACO Honesty-Humility was added to this equation, the multiple R was increased to .61, which is essentially the same value as that achieved by the six HEXACO-PI scales. In the Australian sample, the six HEXACO-PI scales produced a multiple R of .58 with workplace delinquency, which can be compared with a multiple R of .38 achieved by the IPIP-Big Five marker scales. Again, when HEXACO Honesty-Humility was added to this equation involving the Big Five scales, the multiple R was increased to .56, a value very close to that achieved by the six HEXACO-PI scales. Thus, across the two sets of analyses involving different measures from the FFM, the results clearly indicate that the six HEXACO-PI variables were more effective in predicting workplace delinquency than were the Five-Factor Model markers, and that this predictive superiority is primarily due to the inclusion of the Honesty factor.

Conclusion

Adopting a unified framework of personality model is crucial in the advancement of science because it enables us to systematically explore the relations between personality and other phenomena. We believe that the evidence so far suggests that the HEXACO model is the best approximation to the structure of personality traits, and that the adoption of this model is likely to have important benefits for our understanding of many organizational behaviours.

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**2003 CPA Convention, Hamilton, ON,
12-14 June
CSIOP Program**
*John Johnston
Royal Military College of Canada*

Happy New Year to all! The program for this year's annual convention is in place. You will notice there are three broad categories of invited speakers; Leadership, Occupational Health Psychology / Stress, and Coaching. We are very fortunate this year to have essentially a double program; two keynote speakers, two invited symposia, and two invited practitioners. Our section keynote speaker on the topic of Leadership will be Dr. Stephen Zaccaro, who is sponsored by the Canadian Forces Leadership Institute (CFLI). Our other section keynote speaker will also be

recognized as a CPA invited speaker: Dr. Steve Jex will talk about Occupational Stress. We are fortunate once again to have the support of RHR International who is our sponsor for the RHR Kendall Award for student research. Finally, in keeping with recent tradition, there will be a meet and mingle cocktail party on Friday evening (13 June), jointly sponsored by the CSIOP and Military sections; keep your eyes open for details of time and location when you arrive at the convention. The list of invited speakers and symposia is outlined below. I hope you all have an enjoyable convention in Hamilton.

Leadership

(Requested for Thursday - date and times not confirmed)

- Invited Speaker: Stephen Zaccaro, George Mason U
- Title: Reflections on Leader Development
- Invited Symposium Chair: Alan Okros, Canadian Forces Leadership Institute (CFLI)
- Title: A Rational Model of Leadership Development

Occupational Health Psychology (Requested for Friday - date and times not confirmed)

- Invited Speaker: Steve Jex, Bowling Green State U
- Title: The Role of Individual Differences in Occupational Stress: Theoretical and Practical Implications
- Invited Symposium Chair: Kevin Kelloway, Saint Mary's University
- Title: Workplace Violence and Aggression: Risk and Response

Coaching - Practitioner Sessions

Saturday Morning Program (June 16)

- Invited Practitioner session: Marjory Kerr, Ellis and Associates
- Title: Coaching is Coaching... Or Is It?
- Invited Practitioner session: Laura Methot, Methot Associates

- Title: Validating the Impact of Performance Coaching on Behaviours and Results.



CPA 2003 Pre-Convention Workshop Update

*Peter Hausdorf, Ph.D., University of Guelph
Pre-Convention Workshop Coordinator*

I am pleased to announce that Dr. Theresa Kline from the University of Calgary will be delivering our pre-convention workshop in Hamilton this year. The title of the workshop is “*Understanding teams: implications for practice and research in team effectiveness and leadership*”. The session will include the following topics:

- Why teams are important (changing nature of work)
- When teams makes the most sense (linking with market/business strategy)
- How do we assess team performance?
- How can we improve team performance?
- What does effective leadership look like with teams?
- Implications for I/O practice and research.

As many of you may know, Dr. Kline has been very active in this area with the publication of two books (*Teams that Lead: A Matter of Market Strategy, Leadership Skills and Executive Strength, and Remaking Teams: The Revolutionary Research-Based Guide that puts Theory into Practice*), numerous journal publications, and presentations. In addition, Dr Kline is a sought after workshop facilitator in both the public and private sectors on teams and other organizational issues.

We are very fortunate to have access to Dr. Kline’s expertise in this area. The cost for the workshop has remained the same as last year (Students - \$107, CPA Members - \$240.75, and Non-Members - \$294.25). As in past years the workshop has been designed for students, practitioners and researchers. I look forward to seeing you at the workshop in 2003.



Computer-Based Assessment

*Patrick McCoy, PhD
Personnel Psychology Centre*

Introduction

More and more organizations are now making use of computer technology in various aspects of personnel selection. These uses include describing one’s organization to prospective job seekers, advertising job openings, taking applications, providing candidates with test preparatory material, assessing candidates, and providing test results.

The Public Service Commission (PSC), an agency responsible for ensuring that staffing in the federal government is conducted according to merit, has been utilizing computer technology for a number of years now. Applications for employment are now completed online for the most part, and the Commission’s Personnel Psychology Centre (PPC), the part of the PSC responsible for supplying testing services to the public service, makes its practice tests available online. These test preparatory materials have been accessible via the internet since 1998. Being on the net, candidates can access them whenever they want to.

Until recently, most PPC written tests, unlike the practice tests, were available only in paper and pencil format. However, a little more than two years ago the Centre began to put some of its approximately 30 written tests online for

administration on computer in proctored testing sessions (i.e., in the presence of trained test administrators). To date, the tests made available in computer-based (CB) format are the Graduate Recruitment Test (GRT), a cognitive ability test; the Written Communication Proficiency Test (WCPT), a test of general written communication skills; the Second Language Evaluation Reading Test (SLE-R), a test assessing candidates' proficiency in reading in their second official language (English or French); the Second Language Evaluation Writing Test (SLE-W), a test assessing candidates' proficiency in writing in their second official language; and the Foreign Service Situational Judgement Test (FSSJT), a test which is used in the selection of persons applying for employment in the Foreign Service. Plans are also underway to make a number of other PPC tests available in computer-based format, including an in-basket exercise assessing managerial competencies.

In putting these tests online, the PPC considered a number of questions. These questions and what the Centre learned concerning them are provided below, with the hope that some of what follows may prove useful to those who may be considering putting tests online in their organization.

Question 1. What are the advantages of computer-based tests (CBT's) compared to paper and pencil (P&P) tests?

One of the more important advantages is that the turn-around time, or the time between deciding to test candidates and sending out results, can be reduced from two or more weeks to days or even less since paper copies of tests do not have to be shipped to testing centres, and answer sheets do not have to be returned to a central site for scoring. Moreover, since paper copies are not used, tests cannot be lost. Printing and shipping costs are also reduced dramatically.

Another advantage of CBT's, particularly those involving web-based access systems like those used by the PPC, is that they afford considerable control over factors like who has access to the test

materials and the time provided to candidates in which to do the test questions. Test administrators cannot mistakenly provide more or less time than they are supposed to with a CBT which is set up to have a specific time limit. In any case, candidates taking a CBT cannot continue beyond the time allotted as the test stops automatically when the time limit is up. Measurement error may also be reduced with CBT's since, because candidates do not have to circle their answers on an answer sheet, they cannot mis-align their answers, nor can they fail to erase a response completely.

Another important advantage of CBT's is that they can sometimes be adapted for use by persons with disabilities in ways that are not feasible with paper and pencil tests. Font types and size, as well as other test characteristics, can be adjusted to be consistent with the test taker's needs, thereby helping to ensure fair and equitable assessment. CBT's are also easy to update if, for example, an item is found not to be functioning well. By contrast, replacing an item in P&P tests may make it necessary to reprint thousands of test booklets. Other advantages of CBT's include administering and scoring tests promptly in remote locations, randomizing the order of test questions, and administering shorter tests containing content geared to a test taker's ability level (i.e., computer-adaptive testing).

Question 2. What are the disadvantages of CBT's?

There are a number of serious problems associated with computer-based (CB) testing when it is conducted in non-proctored environments such as candidates' homes. Because some candidates may obtain help from others in such circumstances, it is difficult to know to what extent a score represents a candidate's ability level or someone else's. In addition, the actual testing time provided may vary considerably from the time intended as connection speeds are not uniform. Test graphics may also be insufficiently clear on some home computers. Although these sources of measurement error make home-based web assessment of constructs like ability or knowledge highly problematic, it can be

appropriate for assessments in which there are no right or wrong answers or time limits (e.g., biodata).

The problems associated with home-based web assessment can be overcome by administering tests in proctored testing sessions with a test administrator, and ensuring that all computers meet specific requirements (e.g., screen resolution of at least 800 x 600). Nevertheless, CB testing is not always appropriate. For example, CB testing may be ill-suited to large scale testing situations in which there are thousands of test takers to be assessed over a short period of time. In circumstances like these, traditional P&P assessment may be required.

Question 3. What factors can influence the scores obtained on CBT's compared to P&P tests?

A variety of factors can influence the scores, causing mode of administration effects. These include the screen resolution, reading requirements (CBT candidates may be disadvantaged as the amount of reading required increases), amount of scrolling (scrolling may adversely affect CBT performance), typing requirements (weak typists may be adversely affected in tests requiring typing), ability to return to test questions later (not possible in some CBT's), having to record one's answers on an answer sheet (may adversely affect P&P candidates), and familiarity with computers (Bridgeman et al., 2001). Predicting the net effect of these factors, some of which favour one mode while others favour the other, is difficult.

Question 4. What does the research literature show about the equivalence of CBT's and P&P tests?

Many studies have found that the two versions are equivalent (Biggerstaff et al., 1998; Meade & Drasgow, 1993; Neuman & Baydoun, 1998). However, a number of studies have found mode effects (e.g., Kubinger, K., Formann, A. & Farkas, M, 1991; Russell, 1999; Russell & Haney, 1997). It would appear that these effects are more likely for speed than power tests (Meade & Drasgow, 1993) and when the tests in the two modes differ

considerably in terms of features like the quality of graphics and whether or not questions can be skipped. While the research literature seems to indicate that mode effects are rare for multiple-choice power tests, it is advisable to conduct equivalence research for these tests as well as for other types of tests when the tests are to be administered both by paper and pencil and by computer (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999; American Psychological Association, 2000).

Question 5. What steps can be used to ensure that P&P and CB tests are equivalent?

To help ensure equivalence, the PPC designs the computer versions of its tests to be as similar as possible to the corresponding paper-and-pencil tests. For example, if the question stem and responses appear on a single page in the printed test, we ensure that the stem and responses appear together on a test taker's computer screen whenever possible. Similarly, since candidates can return to earlier test questions in a P&P test (provided that the questions are not in a different sub-test), the computer-based versions of our tests have been designed so that candidates can return to earlier questions. The time limits, test instructions, and other features of our CBT's also parallel those of the corresponding P&P tests. While equivalence is built into the tests in this manner, we conduct research to ensure that they are, in fact, equivalent.

Before the CBT's mentioned in the introduction (i.e., the GRT, WCPT, SLE-R, and SLE-W) were used in actual staffing, the PPC conducted research to help ensure that the paper-and-pencil and the computer versions of these tests were equivalent. The approach taken was to randomly assign volunteers who were either students or government employees to take the tests on computer or by paper and pencil. All candidates then completed a questionnaire about the tests that they wrote. For each test and mode of test administration, mean test scores, variation in test scores, time to complete the test questions, internal consistency

(as indexed by coefficient alpha), and questionnaire responses were examined. Although PPC would have liked to have conducted factor analyses as well, the sample sizes were not large enough to do so (the n's were 68 and 220 in the first and second studies, respectively).

Consistent with much of the research literature, no statistically significant differences were found in either study with respect to mean test scores or the time required to complete the test questions. The P&P and the CB tests were found to have similar levels of internal consistency. The responses to the questionnaire were also highly similar. The results from each of the studies support the view that the P&P and the CB versions of the tests are equivalent.

If you have any comments or questions concerning this article, please send them to ppc-cpp@psc-cfp.gc.ca.

Readers interested in more information about the PSC or the PPC may wish to consult the following site: www.psc-cfp.gc.ca/ppc/ppc-cpp.htm



I/O Psychology in Saskatchewan

Richard MacLennan, PhD
University of Regina

Given their smallness, Saskatchewan's two universities have no formal programs or even courses in industrial-organizational psychology. The **University of Saskatchewan** does have a program in *Applied Social Psychology*, which has produced many graduates who have gone on to work in the I/O field, especially in the military.

Despite the limited resources, there is still strong interest in I/O psychology within Saskatchewan. At the **University of Regina**, I myself have taught an occasional reading course in I/O psychology to

interested students (and indeed I am doing so currently). In addition, although my background is in psychological measurement and statistics, I have been drawn into doing some I/O relevant research, including investigating occupational stress in air traffic controllers, nurses, and the Canadian military.

I have actually enjoyed a long research collaboration with the Department of National Defence (DND), having completed more than 20 projects for them over the years. Last year a couple of students and I undertook a literature review for them on *Personality and Military Leadership*. In response to the events of Sept. 11, 2001, I was also invited by DND to visit NORAD headquarters in the US, to be briefed on their new North American defence initiative. Most recently, I have been awarded a contract to review DND's research surveys and questionnaires for quality control purposes.

In addition to my military research, I am also in a unique position to have undertaken I/O relevant research for the RCMP training academy, here in Regina. In collaboration with some of my students, I have had a good opportunity to apply my test development and research skills in this very dynamic training environment. I have undertaken research for them on the assessment of criminal law and community-policing knowledge, police driving training, policing training simulations, and use-of-force decision-making.

Another colleague of mine in the Department of Psychology here at the U. of R., Jeff Pfiefer, is also actively engaged in I/O related work. His major research interest is in forensic psychology, and in this capacity he is the director of the *Canadian Institute for Peace, Justice, & Security*. He has an extensive research program related to corrections and policing, and is collaborating on numerous international projects. He is also affiliated with the *Police Studies* program here at the University of Regina, which is unique in that it has the only police college located on a Canadian university campus.

As you can see, although there is a lack of formal I/O psychology graduate programs in Saskatchewan, there is still an active interest in industrial-organizational psychology in our province, as well as several I/O related programs of research.



The Graduate Student Compass

One Year in the Real World....An Experience Well Worth the Effort!

Stephanie Paquet
University of Calgary

With the start of a new semester and the end of another school year, perhaps even your degree, fast approaching, you may be entering an internship dilemma: Should I do one? Where? When? How? By sharing my own internship experience at Development Dimensions International (DDI), as well as some lessons I learned along the way, perhaps I can help you answer some of these questions and even those you never thought you had.

How I landed my internship:

My journey began about two years ago when I completed the registration form for the upcoming SIOP conference to be held in San Diego (this year the deadline is February 28th). I signed up with the Job Placement Center and sent in my resumé (note that they only allow you two pages to flaunt all your wonderful accomplishments and request \$40 to \$100, depending on your SIOP status, for the service!). As I pressed the “Send” button at the bottom of the registration form, I thought to myself that landing an internship with a reputable (most likely American) consulting firm was a long shot for a Canadian I/O student. So, I forgot (literally) about my submission with the SIOP Job Placement, until one day I received an e-mail message from a human resource associate at DDI.

She indicated that my resumé had been short-listed from those reviewed in the SIOP Job Placement Resumé book. I was thrilled, but didn’t hold my breath. At this point I was just happy to have been noticed. A few days later, I received a phone call from a consultant who wanted to set up an interview on Good Friday. After clarifying a few US-Canada differences (i.e., understanding that Good Friday is NOT a holiday in the US!), we scheduled an interview for 7:00 am on Good Friday (by the way...flexibility is a definite asset when looking for internship positions!). And so, I began the structured interview that went on for about 1 hour. Because DDI specializes in personnel selection, most of the questions focused on recruitment and selection, but also on client interactions and test development. Luckily, I had just completed a personnel selection course and was knowledgeable in regards to the “hot topics” in personnel selection. In addition, I had worked on several consulting projects during my Masters’ which really came in handy when trying to answer questions such as, “Tell me about a time when you presented project results to a client who was not familiar with the I/O lingo. How did you communicate your message to them? What did you do to make sure this client understood what you were trying to communicate?” The experience gained from interviewing with other consulting firms and organizations was also very helpful. Being familiar with the structure and types of questions asked in behavioural descriptive interviews helped me get through the interview. The interview went well and I received a second phone call, during which we casually discussed my internship expectations and career aspirations. In the end, we made arrangements to meet at the SIOP conference in San Diego.

On the way to San Diego, I was skeptical about my chances of being hired by DDI, but I was looking forward to gaining more interviewing experience. I met with my future boss and was asked a series of semi-structured interview questions he liked to ask potential interns to verify their motivational fit with the organization and the position. I was invited to a “soiree” hosted that night by DDI. I

met many consultants, including Ann Howard and DDI's CEO, Bill Byham. On the last day of the conference I met again with my future boss and he offered me the job. I was speechless and really didn't know what to say! I now had a few days to make a decision I had never thought I would really have to make.

I did accept and subsequently spent one year in Pittsburgh, DDI's world headquarters. It was the best professional decision I have ever made! My internship was everything I hoped it would be, and more. I worked on numerous and diverse consulting projects, conducted research studies, published in academic and popular journals, built a network of professional contacts in the US and in Canada. On a more personal note, I made many friends, confirmed my aspirations to become a consultant, and grew emotionally and intellectually. I would recommend this kind of internship to any one willing to take the opportunity.

Questions about internships:

At this point, you may have some questions about how you should proceed to obtain an internship, particularly one in the States.

How difficult is it to obtain employment in the US as a Canadian citizen?

Although this was not a concern for me because I have dual citizenship, many of my Canadian colleagues at the University of Calgary have done internships in the US. I would certainly not discourage Canadian students from seeking employment in the US. Through the NAFTA agreement you can obtain a "TN Visa" under the category of management consultant. Usually, the employer (and their lawyers) will take care of obtaining a work visa for you.

Do I need to attend the SIOP conference to obtain an internship?

No, you are most certainly not required to attend the conference in order to receive a job offer (but it

doesn't hurt!). If you have attended a SIOP conference in the past, you would have noticed that the Job Placement Center is buzzing with prospective employers and hopeful candidates. Employers like to take this opportunity to meet candidates face-to-face and to evaluate their levels of organizational and job fit. However, I know several students who did not meet their future employers at the conference and still received job offers. Employers are very open (and should be) to conducting all interviews over the phone and some may even pay for your visit to their offices for final interviews and to ensure motivational and location fit.

When should I start looking for an internship position?

You need to think about two issues: the timing of your internship and the amount of time needed to look for an internship. The timing of your internship is important for personal and professional reasons. Some graduate programs do not require its students to complete an internship. Thus, doing an internship and the timing is completely up to the individual student. My internship took place after completing the first year of my Ph.D. program. Many students do an internship after completing their Masters' degrees and prior to the commencement of their Ph.D. Another possibility is to complete your internship when you are ABD. This can be advantageous because employers sometimes offer their interns full-time positions after their internships. If your program does not require you to conduct an internship during a particular period of time, do it when the time is right for you. Consider your opportunities, the employers looking for interns that year, and your personal situation. Particularly if you are planning a full year internship across the country or in the US, personal issues can really come into play. You should also consider if you are ready to leave school and step out into the real world! In terms of the time needed to look for an internship, give yourself several months to research organizations and positions offered. If you've registered with the SIOP Job Placement

Center you can either receive a book of job listings (hopefully several weeks before the start of the conference) or consult their Web site for potential employers. You should contact potential employers prior to the start of the SIOP conference, even if you are not attending the conference. Make sure your resumé is up-to-date and looking great **before** you start looking for positions.

What types of knowledge, skills, abilities, experiences will help me get an internship position?

My most important assets during the interviews with DDI and once on the job were my knowledge of I/O gained through my coursework, statistics (!), and my consulting experiences. During my graduate training, I was involved in a number of excellent consulting experiences in diverse areas. I would strongly recommend that if you are interested in doing an internship, get involved in as many applied projects as you can. They really will pay off! You probably think that your stats skills will never be useful in the real world. Well think again! You'd be amazed at how fast consultants forget basic statistical procedures. They will look to you for help with statistical analyses, and you will not only learn new techniques (for example, how to conduct adverse impact and return on investment analyses using various formulas), but also how to communicate study or project results to clients. Another skill learned during my graduate training that came in very handy during my internship was a sense of critical thinking. In our graduate seminars we are often asked to critique research methodologies and designs. In the real world you have to deal with many barriers and constraints; methodological limitations are abundant! So, you also need to develop an open, flexible mind in order to implement a modified procedure that will uphold both ethical and scientific standards, as well as meet your clients' financial constraints and outcome expectations. Having an understanding of the scientific process was essential in finding ways around these barriers.

What should I expect from an internship?

All internships will differ in regards to the types of projects you will work on. Because I worked for a firm specializing in personnel selection and testing, many of the projects I worked on focused on validating selection procedures and developing paper and pencil tests, as well as designing assessment center exercises. I learned a great deal in these areas of I/O psychology. For example, I learned about the role of technology in consulting and implementing selection systems. I was also given the opportunity to get involved in litigation. One aspect of my internship I valued tremendously was the amount of direct client contact I was given. I consider this type of experience to be invaluable because no other relationship or experience comes close to that of a client-consultant relationship and these consulting skills can only be learned through experience. Other skills learned during my internship include project management (e.g., time and budget management), team work (many consultants work in teams with other consultants but also with other professionals), and writing large, multi-million dollar proposals. To ensure that your internship meets your expectations, ask potential employers to describe a "typical intern day," as well as their expectations regarding interns' roles and accomplishments. These types of questions will help you to evaluate if a particular position and organization meet your internship needs.

I truly enjoyed my internship! I would encourage any future I/O psychologist to pursue an internship at one point during their academic training whether it is required or not. Although the return to academia and the graduate student life may be a little difficult after a year in industry, I think it's all very well worth the effort and investment. If you are aspiring to be either an academic, a practitioner, or a little bit of both, I believe that applied experience makes us better researchers, better teachers, and better professionals. I would also encourage you to set as few limitations as possible in regards to where you seek to conduct your internship and with whom.

On that note, good luck with your search! If you have any questions regarding my internship experience or if you have other internship-related questions, please do not hesitate to e-mail me at spaquet@ucalgary.ca.



Comments From The Editor

*Sunjeev Prakash, MSc
Personnel Psychology Centre*

Happy New Year. If January has been any indication, this year is going to go by fairly quickly. SIOP is just around the corner and CPA will not be far behind (among many other conference opportunities).

I was mulling over what to put in my column for this issue a couple of months ago when a few things came together. First, over the past couple of years, there has been discussion about the direction of I/O Psychology in Canada. Some of the topics covered included whether or not CSIOP should break away from CPA and whether or not “branding” is a good idea for I/O. While some interesting discussions arose from these topics, nothing definitive was ever achieved.

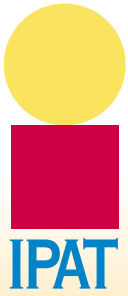
Secondly, a couple of months ago, a co-worker was giving a talk about a situational judgement test that our team, under the guidance of Dr. Stephan Motowidlo, had developed for a client. When my colleague commented that some of the validities we obtained during the pilot were not as high as we were hoping, a member of the audience made a very good point. She said that the lower than expected validities were not necessarily something to be upset about. Here we were, going across the country collecting information from as complete a sample as we could manage and our results were still less than ideal. In contrast, there are still people who throw similar tools together in a short time frame and use them without any concern.

From the audience member’s point of view, our project demonstrated just how much time and effort is needed to even approximate a good tool and awareness of this needs to be passed on.

Finally, as I was browsing a HR magazine about a year ago, an article caught my eye. It reported that a Psychologist had put out a paper that discussed the relationship between the type of font you use for your correspondence and your personality. Admittedly, there was potentially some bias built into the study; the paper was funded by one of the larger printer companies in the U.S. But the fact that this type of work appeared in a HR magazine (to which I am no longer subscribing) and attributed the work to a Psychologist had me questioning exactly how Psychologists might be perceived in the HR community.

Now that I’ve laid the groundwork, here’s my question: What can we, both as individuals and as a group, do to promote the value of I/O Psychology within the HR community? I look forward to any comments you may have and will recount the responses I receive. Please send all your comments to sprakash@rogers.com.





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Interested applicants should send an electronic copy of their curriculum vitae with three letters of reference by **March 31, 2003** to:

Dr. Laurent M. Lapierre

E-Mail: lapierre@management.uottawa.ca

Applicants who will be attending this year's SIOP conference in Orlando, FL are encouraged to let Dr. Lapierre know ahead of time in order to set a time and place to meet him at the conference. Applicants attending the SIOP conference are also encouraged to use Dr. Lapierre's SIOP mailbox (# 703) to communicate with him while at the conference.

Please note that this offer is subject to availability of funds. Equity is a University policy. The University strongly encourages applications from women. All qualified candidates are encouraged to apply; however, Canadian and permanent residents will be given priority.

Call for Papers: The RHR Kendall Award

The Canadian Society for Industrial Organizational Psychology in collaboration with RHR is sponsoring the RHR Kendall Award, our annual competition to recognize outstanding papers by undergraduate and graduate CSIOP student members. The winner of this award will receive a prize of \$250. The award is named in honour of Dr. Lorne Kendall, a Canadian psychologist and member of CPA whose work on job satisfaction and various psychometric issues contributed greatly to the field of Industrial Organizational Psychology.

All papers, posters, and presentations accepted in any part of the program of the annual convention of CPA submitted by graduate or undergraduate students are eligible. The work must have been carried out by a student but may be part of a larger research program directed by someone else. The student must also be first author on the paper submitted.

Submissions will be judged by the following criteria:

- (a) Quality of conceptual background;**
- (b) Clarity of problem definition;**
- (c) Methodological rigour;**
- (d) Appropriateness of interpretations/conclusion,**
- (e) Clarity of presentation.**

Criteria (c) is omitted for theoretical and review papers. Papers will be reviewed anonymously by three CSIOP members representing both industry and academic areas.

Entrants must provide a letter from a faculty member certifying that the paper was written by a student. Entrants should submit four copies of an article-length paper. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses, and telephone numbers. Papers are limited to 12 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the Publication Manual of the American Psychological Association.

Entries (full presentation; poster or oral format, accompanied by letters from the faculty members) must be received by Friday, May 16th, 2003. Winning papers will be announced at the Conference in Hamilton. Entries should be submitted, electronically or in hard copy, to:

**RHR Kendall Award Committee,
C/O Theresa Kline
University of Calgary Department of Psychology,
2500 University Drive, NW,
Calgary, AB
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Note: The articles in this newsletter do not necessarily reflect the opinion of the Canadian Society for Industrial and Organizational Psychology.
