



*Le regroupement canadien des psychologues
industriels et organisationnels*

The Industrial & Organizational Section of the Canadian Psychological Association
<http://www.sscl.uwo.ca/psychology/csiop>

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CONTENTS

- Comments from the Chair 1
- Membership Report 4
- The I/O Files 6
- CSIOP Student News 8
- Recent Canadian Legal Case 10
- Strategic Leadership Competencies
In the Canadian Forces 11
- Comments from the Editor 14
- Call for Papers 16
- A Word from IPAT 17

COMMENTS FROM THE CHAIR

*Pat Rowe, Ph.D.
University of Waterloo*

Our fall newsletter marks not only new beginnings in academic and business life but also a change in the CSIOP executive. As I look over the work of the 2002-2003 executive under **Arla Day's**

leadership, I am astonished at their accomplishments. The new executive has much to live up to, but we will do our best.

All those who completed their terms on the executive were thanked by Arla at the CPA conference in Hamilton in June, but I would like to second those remarks and put them on record here. **Joan Finegan**, our Secretary-Treasurer, **Veronica Stinson**, the Membership Coordinator, **John Johnston**, the Program Coordinator, **Peter Hausdorf**, the Workshop Coordinator, and **Sarah Carroll**, the Student Representative, did a terrific job and deserve the thanks of CSIOP members. **Ramona Bobocel**, who served three years as Chair Elect, Chair, and Past Chair, leaves the executive this year (and takes up her new role as mother). Last but not least is our departing chair, who gave up time on her sabbatical to lead the section so effectively. Fortunately, Arla stays on the executive as Past Chair to ensure that I am carrying out my responsibilities. Others on the 2002-2003 executive who are continuing to serve on the 2003-

2004 executive are **Sunjeev Prakash** as News Bulletin Editor and **David Zweig** as Communications Coordinator.

Losing so many executive members means that we must welcome a number of new members. Elected to the executive at the CPA conference were **Natalie Allen** from Western as Chair Elect, **Tracy Hecht** from Manitoba as Membership Coordinator, **Derek Chapman** from Calgary as Program Coordinator, and **Kim Baron** from SPB in Montreal as the Secretary-treasurer, **Melissa Warner** from Guelph was acclaimed as the Student Representative, and **Lisa Keeping** from Laurier was appointed as the Workshop Coordinator. Unfortunately, Kim Baron is not able to complete her term and **John Tivendell** from the University of Moncton has been persuaded to take over the position. We welcome you all, and look forward to the new ideas you will bring to CSIOP.

The most important activity for the section is the annual conference, and I think that those who attended the meeting in Hamilton this year will agree that it was one of the best ever. Our guest speakers, the symposia, the practitioner sessions, and the workshop were all excellent, as were posters by our members. Unfortunately, I missed part of the meeting and thus didn't get to all of the sessions as I was receiving an award at convocation in Waterloo, but I heard high praise for the ones I didn't attend. The organizers of the program and the presenters deserve our sincere thanks for their contribution to the success of the meeting.

Time goes by very quickly, and planning for our next conference is already underway. Even if you missed the deadline for submission of a paper or poster, plan to attend the meeting next year in St. John's, Newfoundland, June 10-12. It's a great opportunity to meet other I/O psychologists, to learn about what is going on around the country, and to have a wonderful time in Canada's friendliest province.

Perhaps it would be appropriate in this first newsletter of the year to tell you a bit about myself. After earning my bachelor's degree in psychology at Toronto and my master's at Dalhousie, I completed my Ph.D. at McGill, where I was part of Ed Webster's group conducting research on the employment interview. I stayed at McGill for three years as a research associate, and then joined the fledgling University of Waterloo in 1963. There were a number of good reasons to go to Waterloo, but perhaps most important was the fact that they had no nepotism rules, and offered jobs to both me and my husband (the late Phil Bryden). I've been at Waterloo ever since, with sabbaticals in Boston (Northeastern), Australia (Swinburne), and Britain (Nottingham). From 1991 to 1999 I served as Dean of Graduate Studies, which taught me a lot about administration and management, but took me away from teaching and research. I formally retired from the university in 2002, but remain heavily involved as Director of the Human Resources undergraduate program and in committees and research.

Fairly early in my career at Waterloo we started an M.A.Sc. program in applied psychology, including industrial (as it was called then), but its growth was rather slow until the middle 1970's. Eventually, I gained some colleagues and now the group consists of John Michela, **Ramona Bobocel**, **Doug Brown**, and just this year, Danny Heller. I think that the success of our program is best shown by the increase in the number of I/O programs in the years since we started. My own interview research and that of my students has been greatly facilitated by the thousands of interviews every term that are conducted on campus for co-op placements. That connection with co-op has resulted in my involvement internationally with other educators who are interested in work-integrated education. My own interest in co-op, however, is more with the work aspect than the educational aspect, and I am especially interested in work experience and how it affects subsequent employment, job performance, and careers.

As many of you know this is not my first term as Chair of CSIOP, having held the position in 1978-1980. As a relatively small group it is perhaps not surprising that we need to recycle our executive, so I'm giving fair warning to those of you who think that you have already "served your time." But we also need the members of the section to be more active between the annual meetings, which means using the newsletter to inform, stimulate, and connect with other I/O psychologists. I look forward to seeing more contributions from all age and experience levels, practitioners as well as academics, and I would especially encourage students to submit short articles.



Edited by Johanne Lapointe

Notre bulletin de nouvelles automnal marque non seulement les débuts des activités du monde académique et des affaires, mais aussi un changement au niveau du comité exécutif de la SCPIO. En voyant le travail accompli par le comité exécutif en 2002-2003 sous la direction de **Arla Day**, je suis impressionné par leurs accomplissements. Le nouveau comité exécutif a beaucoup à faire pour l'égaliser et nous ferons de notre mieux.

Tous ceux qui ont complété leurs termes comme membre de l'exécutif ont été remerciés par Arla Day au congrès de la SCP à Hamilton en juin, mais j'aimerais appuyer ces commentaires publiquement. **Joan Finegan**, notre secrétaire-trésorière, **Veronica Stinson**, coordonnatrice des effectifs, **John Johnston**, coordonnateur du programme pour le congrès, **Peter Hausdorf**, coordonnateur des ateliers et **Sarah Carroll**, représentante des étudiants ont fait un travail fantastique et méritent les remerciements de tous les membres de la SCPIO. **Ramona Bobocel**, qui après trois ans de services en tant que présidente élue, présidente et présidente sortante, quitte le comité exécutif cette année (pour assumer sont nouveau rôle de mère). La dernière mais non la

moindre, notre présidente sortante, qui a donné de son temps durant son année sabbatique pour diriger la section de façon si efficace. Heureusement, Arla demeure membre de l'exécutif, en tant que présidente sortante, pour s'assurer que j'exécute mes responsabilités. Les autres membres du comité exécutif de 2002-2003 qui continuent à siéger en 2003-2004 sont : **Sunjeev Prakash**, éditeur du Bulletin de nouvelles et **David Zweig**, coordonnateur des communications.

La perte d'un si grand nombre de membres comité exécutif signifie que nous devons accueillir plusieurs nouveaux membres. Elu au comité exécutif lors du congrès de la SCP : **Natalie Allen** de Western, présidente élue, **Tracey Hecht** du Manitoba, coordonnatrice des effectifs, **Derek Chapman** de Calgary, coordonnateur du programme, **Kim Baron** de SPB à Montréal, secrétaire-trésorière, **Melissa Warner** de Guelph a remportée, par acclamation, le poste de représentante des étudiants et **Lisa Keeping** de Laurier a été nommée coordonnatrice des ateliers. Malheureusement, Kim Baron ne peut compléter son terme, **John Tivendell** de l'Université de Moncton s'est laissé persuadé de prendre la relève. A tous nous vous souhaitons bienvenue et nous anticipons les nouvelles idées que vous apportez à la SCPIO.

L'activité la plus importante pour la section est le congrès annuel et je crois que ceux qui étaient présents à Hamilton cette année seront d'accord pour dire que c'était le meilleur à date. Nos conférenciers invités, les symposiums, les sessions avec les praticiens et les ateliers étaient excellents, tout comme les affiches présentées par nos membres. Comme je recevais un certificat honorifique lors de la convocation des grades à Waterloo, j'ai manqué une partie du congrès et je n'ai pu assister à toutes les sessions. Cependant, j'ai entendu beaucoup de commentaires élogieux concernant les sessions auxquelles j'ai assisté. Les organisateurs du programme et les présentateurs méritent nos sincères remerciements pour leur contribution au succès du congrès.

Le temps s'écoule très rapidement et la planification du prochain congrès est commencée. Même si vous avez manqué la date limite pour soumettre un article ou une affiche, prévoyez assister au congrès à St John's, Terre-Neuve, du 10 au 12 juin, 2004. C'est une belle occasion de rencontrer d'autres psychologues I/O, de connaître ce qui se passe à l'échelle du pays et de s'amuser dans la province canadienne la plus amicale.

Il est peut-être de mise dans ce premier bulletin de l'année de vous dire un peu qui je vous suis. Après avoir obtenu mon baccalauréat en psychologie à Toronto et ma maîtrise à Dalhousie j'ai complété mon Ph. D. à McGill où, en tant que membre de l'équipe de Ed Webster, j'ai fait de la recherche sur les entrevues de sélection. Pendant trois ans, je suis resté à McGill en tant qu'agréé de recherche avant de me joindre, en 1963, à l'Université de Waterloo qui était à ses débuts. Il y avait plusieurs bonnes raisons pour aller à Waterloo, mais la plus importante était l'absence de népotisme et le fait qu'on a offert un emploi à moi et mon époux (feu Phil Bryden). Je suis à Waterloo depuis ce temps, avec des congés sabbatiques à Boston (Northeastern), en Australie (Swinburne) et en Grande Bretagne (Nottingham). De 1991 à 1999, j'ai été doyenne des études supérieures, une expérience qui m'a appris beaucoup au sujet de l'administration et de la gestion, tout en me gardant à l'écart de l'enseignement et de la recherche. Je me suis formellement retiré de l'université en 2002 mais, je demeure très impliqué en tant que Directrice du programme de Ressources humaines au niveau sous-gradué, dans les comités et dans la recherche.

Assez tôt dans ma carrière à Waterloo nous avons commencé un programme de Maîtrise en psychologie appliqué (MA Sc), incluant la psychologie industrielle (comme on l'appelait à ce moment là), mais sa croissance fut assez lente jusqu'au milieu des années 1970. Éventuellement, j'ai acquis des collègues et le groupe consiste maintenant de John Michela, **Ramona Bobocel**, **Doug Brown** et, depuis cette année, Danny Heller. Je crois que le succès de notre programme se

reflète dans l'accroissement des programmes I/O depuis ses débuts. Mes recherches sur les entrevues ainsi que ceux de mes étudiants ont grandement été facilités par les milliers d'entrevues menées sur le campus pour les placements coop. Mon lien avec le programme coopératif m'a permis de m'impliquer internationalement auprès d'autres éducateurs intéressés au travail intégré à l'éducation. Cependant, mon propre intérêt dans le programme coop est davantage relié à l'aspect travail qu'à l'aspect éducation. Je suis particulièrement intéressé à l'expérience de travail et à son effet sur l'emploi, la performance au travail et les carrières subséquentes.

Comme plusieurs d'entre vous le savent, ceci n'est pas mon premier terme en tant que présidente de SCPIO puisque j'ai occupé ce poste en 1978-1980. Comme nous sommes peu nombreux il n'est peut-être pas surprenant que nous devons recycler nos membres exécutifs. Alors, je mets en garde ceux d'entre vous qui croyez déjà avoir "fait leur temps". Aussi, il est important que les membres de la section soient plus actifs entre les réunions annuelles, ce qui signifie utiliser le bulletin pour informer, stimuler et établir des contacts avec d'autres psychologues I/O. J'anticipe plus d'articles indépendamment de l'âge, du niveau d'expérience, des praticiens autant que des universitaires et j'encourage spécialement les étudiants à soumettre de courts articles.



Membership Report

*Tracy Hecht, Ph.D.
University of Manitoba*

Hello!

First, please allow me to introduce myself. My name is Tracy Hecht and I am the new membership coordinator for CSIOP. I completed my Ph.D. in I/O Psychology at the University of Western Ontario in December 2002, and my current appointment is in the Department of

Business Administration at the Asper School of Business at the University of Manitoba. In the next 2 years, I look forward to hearing from you and to updating the membership regarding news of CSIOP members and associate members. I can be reached at (204) 474-9783, fax: (204) 474-7545, or e-mail: hechtttd@ms.umanitoba.ca.

Please continue to keep us abreast of any changes in your contact information. If your membership is through CPA (in other words, if you are a full or student member), please be sure to contact both CPA and the CSIOP membership coordinator; associate members need only contact the CSIOP membership coordinator.

I would also like to express my thanks to **Veronica Stinson** for helping me to get started in this new position: Thank you, Veronica! I know she will continue to be a great resource as my term continues.

Membership News

In August, **François Chiochio**, Ph.D., PMP, started as an assistant professor in a tenure track position in the I/O program at the *Université de Montréal*. Prior to his arrival at the university, he worked as a project manager at the Personnel Psychology Center, a federal public service organization whose mandate is to provide assessment services to department and agencies. As such, he created and administered 360° feedback instruments to managers of all levels throughout the public service and more recently served as a project manager in the implementation of an online testing system now in use in the public service. Also in August, François successfully completed the last step in the Project Management Institute's Project Management Professional certification program. He focuses his research and practice on individual, project and organizational performance, 360° feedback and the interface between technology and assessment. Email: f.chiochio@umontreal.ca.

Membership Statistics

CSIOP's membership is now at 316 (298 Full & Student members, 18 Associate members). In the last few months, we acquired 4 new members who we welcome below.

New Members

We welcome the following student member:
Melissa Warner, 305A Paisly Road, Guelph, Ontario, N1H 2P8, Work: 519-824-4120 x.58501, Email: mwarner@uoguelph.ca

Melissa is a Ph.D. student in the Psychology department at the University of Guelph. She is also the student representative for CSIOP.

We welcome the following associate members:

Karine Georges, 32 Chemin Pic Bois, La Pêche, Québec J0X 2W0, Work: 613-225-7525 x. 240, Home: 819-459-1977, Email: karinegeorges@msn.com.

Karine completed her M.Sc. (2000) at Renselaer Polytechnic Institute and is currently a vocational counsellor. Her areas of interest include career development/transition, 360-degree feedback, and vocational assessment.

Shannan Jackson, 587 Glenway Ave., Winnipeg, Manitoba, R2G 1H8, Home: 204-663-2790, Email: shannanjackson@yahoo.ca.

Shannan completed her M.A.Sc. (2003) at the University of Waterloo and is currently in Organizational Development/HR Consultant. Her areas of interest include employment interviews, organizational development, attribution theory, attributional retraining, and self-esteem.

Julie Vecchi, 46, Tinder Lane, Ancaster, Ontario, L9G 4A6, Work: 905-648-8880, Home: 905-541-8287, Email: javecchi@hotmail.com.

Julie completed her B.A. (Honours, 2003) at the University of Western Ontario. She is currently pursuing a post-graduate degree at Mohawk College. Her areas of interest are recruitment, selection, training & development, and termination.

Please note the following changes to member contact information:

Arieh Bonder, Human Resources Development Canada, Human Resources Branch Phase IV, Level O, Place du Portage, Gatineau, Quebec, K1A 0J9, Work: 819-953-7173, Fax: 819-953-1271, Email: arieh.bonder@hrdc-drhc.gc.ca.

Arieh is now in the position of Senior Personnel Psychologist. M.A. (1973) Lakehead University. Interests in: competencies, job analysis, personnel selection, HR management.

John (Jack) Duffy, 2409 Newton Ave, Halifax, NS, B3L 3C4, Canada, Work: 902-494-1838, Fax: 902-494-1107, Email: Jack.Duffy@dal.ca.

Johanne Guay, 217 Du Dome, Hull, QC, J8Z 2Y9, Canada, Email: johanneguay@yahoo.ca.

Pierre J. (John) Johnston, 68 Mill Street, Box 275, Russell, Ontario, K4R 1E1, Home: 613-445-3676, Email: pj.Johnston@sympatico.ca.

Ralph Lubbers, 408-77 McMurrich Street, Toronto, Ontario, M5R 3V3, Email: ralph.lubbers@utoronto.ca.

Stacey McNulty, 501-420 Gilmour Street, Ottawa, Ontario, K2P 0R9, Work: 613-947-0344, Email: stacey.mcnulty@psc-cfp.gc.ca.

Kessie Rinderknecht, #2F 5505 N. Clark St., Chicago, IL, 60640 USA, Home: 773-989-0747, Email: kessiejokes@hotmail.com.

Hazlon Schepmyer, 2-325 Palmerston Boulevard, Toronto, Ontario, M6G 2N5, Work: 416-978-7019, Fax: 4169785433, Email: hazlon@rotman.utoronto.ca.

Sandra Schwartz, 6 Bell Flower Pvt., Ottawa, Ontario, K1T 3Z8, Email: sandraaschwartz@hotmail.com.

Judith Waye-Cormier, 6 Rigel Road, Ottawa, Ontario, K1K 2A0, Work: 613-580-2424 x.21950, Email: judith.waye@hrdcgroup.com.



The I/O Files: Chronicles of the paranormal in I/O Psychology

Arla Day, Ph.D.
Saint Mary's University

CONFERENCE DATE REMINDERS...

- **International Military Testing Association:** November 4-6 in Pensacola, FL. (www.internationalmta.org)
- **Southern Management Association:** November 12 – 15 in Clearwater Beach, FL (check the Academy of Management Website for more info)
- **European Academy of Occupational Health Psychology:** November 20-21 in Berlin.
- **Iberoamerican Academy of Management:** December 7 – 10 in Sao Paulo, Brazil (www.fgvsp.br/iberoamerican/)
- **SIOP:** April 2-4, Chicago (www.siop.org).
- **ASAC:** Quebec City, June 5-8. Submission deadline is usually mid-January.
- **Academy of Management:** August 6-11, New Orleans. Submission Deadline is January 5.

Remember: **CPA** Deadline for proposals is October 17. CPA will be in St. John's, Newfoundland, June 10-12.

CONGRATULATIONS TO...

Willi Wiesner, who has been re-appointed chair of the Human Resources & Management Area for a five-year term.

Heather MacDonald (M.Sc.), Kelly Piasentin (M.Sc.), & **Aoife Brennan** (Ph.D.), who graduated from the U of Calgary.

Julie McCarthy (now at the University of Toronto) and **Deborah Powell**, who were awarded Certificates of Distinction by the Canadian Psychological Association for their Ph.D. and M.A. theses, respectively.

Natalie Allen, who was promoted to full professor. She also will be taking on the role of Associate Editor for the Journal of Occupational and Organizational Psychology in January.

Kathleen Boies and **Julie Carswell**, who have successfully defend their Ph.D. dissertations at UWO. Kathleen is now an assistant professor at Concordia. Julie is working as a consultant at TWI, a Toronto-based consulting company.

HAPPENINGS...

The Ottawa I/O Psychology Group will be holding their monthly meetings on the last Friday afternoon of each month. They have a variety of other talks scheduled for the year, including Women and Leadership, PPC Online Written Communication Proficiency Testing, and Performance Measurement at DND.

McMaster will have two Hooker Distinguished Visiting Professors: (1) **Gary Johns** from Concordia University will be at McMaster for a week in November, leading Ph.D. seminars and giving a talk on "Opposed Signs, Reversed Causality, Curvilinear Relationships, and Extreme Base Rates: How Context Affects Organizational Behaviour". (2) Jiing-Lih (Larry) Farh from Hong Kong University of Science and Technology will be at McMaster for a week sometime in the spring. Faculty and students from other universities are

welcome (please contact Willi Wiesner for more information).

NEW JOB NEWS...

The business school at UWO has three new faculty members: Laurie Milton, who came from U of Calgary's Haskayne School of Business; Alison Konrad, holder of Ivey's new Corus Entertainment Chair in Women in Management. She joins UWO from Temple University in Philadelphia; Klaus Rerup, who had a visiting position at the Wharton School of Business.

NEW STUDENTS...

UWO (Ph.D. students in OB): Jiao Li, Chetan Joshi, & Yang Yang

UWO (Psychology): Sarah Irwin (M.Sc.) & Glen Smith (M.Sc.) & **David Woycheshin** (Ph.D.). Both Glen and David are on leave from the CF.

McMaster (Ph.D. students): Khaldoun Ababneh, Dasheng Huo, Tatiana Kuzmenko, & Qingjuan Wang.

Saint Mary's: Fraser Boyes; Jonathan Deitcher; Adriana Hess; Ying Hong; Diane Kilby; Julie Pepin; Amanda Poole; Matt Prosser; Jason Slaunwhite.

U of Calgary: M.Sc.: Jonas Shultz, Joseph Schmidt, & Chelsea Willness; Ph.D.: Hal Whiting

Waterloo: Julie Lee, An Nguyen, and Jennifer Theakston. They also have an exchange student from Germany, Manuel Werner.

Concordia (John Molson School of Business): M.Sc. in Management: Mildred Casey-Campbell, Mitchell Cohen, Mary Dimitratos, Mohamad El-Chafehi, David Goodridge, Stephanie Grosvenor, Kechong Jiang, Carole MacPhee, Valerie Millette, Barbara Reda, Nicola Robertson. Ph.D. in OB: Fadi Hashem

NEW BABIES...

Congratulations to Ramona Bobocel and Colin MacLeod on the birth of their son, Nathan Harris Bobocel MacLeod, on September 14. Mom, baby, & dad are all doing well.

Job Openings

McMaster anticipates hiring one more faculty member in 2004 to replace Min Basadur, who will be retiring. They will be looking for someone with a strategic HR orientation. A job ad will be placed on our Web site when it becomes available.

Thanks to all the contributors for their valuable information! All news items can be directed to me at Arla.Day@smu.ca



CSIOP STUDENT NEWS

Melissa Warner
University of Guelph

Strategy and Work: So *That's* how you Get OGS and SSHRC!

While I was meticulously trying to crack the 'Social Sciences Human Research Council code' to determine *exactly* what they were looking for in the new online SSHRC application, I thought to myself, what a great topic to write about for this editions News Bulletin: How to maximize your chances of getting OGS and SHHRC.

My strategy....

First, I met with some graduate students and faculty who had been awarded SSHRC in the recent past. I asked them questions about their 'plan of attack' for the whole application process, their letters of reference, and the content of their proposals.

I also researched the SSHRC and OGS websites and reviewed any other sites that had tips on applying for these scholarships. Finally, I attended an information session, here at the University of Guelph, which outlined the process and the background of these scholarships.

What I came up with?.....

Read the following 8 tips on how to maximize your chances of getting OGS and SSHRC:

1. **Think ahead** – If you're like me, when your completing your OGS and SSHRC application, you begin to regret not doing more publications or presentations at any conferences over the past year. You start to wonder if writing a paper for your cohort would classify as a "peer reviewed publication". Well, (as I found out from JAP) it doesn't. So, my advice: plan to present at conferences and team up with any current research a full year before you apply. I know, I know, who does that? But think of it as a part of the application process from the year before - as part of your application for year one, plan ways to get more publications for year two.
2. **Start early!** Like most things, the application process for SSHRC and OGS almost *always* takes longer than expected. Therefore, it is important to give yourself enough time to become familiar with the application process and start thinking about your research. This also includes approaching your potential referees early – you don't want faculty feeling rushed when completing your reference sheet (and we all know how busy faculty are!). I would suggest approaching your referees WITH your draft proposal at least two weeks before your department deadline. For most schools, this is around October 31st. Therefore, you want to have your draft proposal written by mid-October. This will allow for enough time for the faculty to review the research idea and for you to incorporate any changes to the draft.
3. **Focused program of study.** Almost all of the information sources that I consulted indicated that applicants should show that they have a clear, focused program of study. This shows the reviewers that you have clearly thought through your research and have a realistic, concrete plan for how you are going to conduct your research. Building on any current research, or proposing several studies along the same line of research is often a

good strategy. As well, this program of study should be in an area that has potential to be upcoming, and promising - always ask yourself (and imbed in your proposal) “who cares about this research,” “why is it important?” when communicating your research ideas.

4. **Content of the proposal.** Be sure to be clear on what has been done, what you want to do, and why it is important that the funding agency support you. Provide the details of long and short-term goals - what research directions you have planned for the future. You should describe your major research direction over the next three years, by describing a number of specific activities and a specific plan for how you are going to complete those activities. As well, include a description about how you are going to report the results, especially to people outside the academic community. Refer to any previous work you have done on projects or research within your proposed program of study.
5. **Demonstrate research potential.** Anywhere and everywhere throughout your application and proposal, you should always keep in mind that you want to demonstrate that these research funding agents can count on you to follow through with good quality research. The funders are making a potentially risky investment in you and want to be confident that they are investing their money, wisely. As we know, past behaviour predicts future behaviour; so showing them that you have conducted and completed high quality research in the past is a good selling point.
6. **The practical issues.** In addition to these general suggestions, there are of course, some practical issues that you should follow when completing your applications. First, you should never exceed the limits imposed by the funding agency. Proposal that are too long or publication lists that are too long (yeah right!) will only frustrated the reviewers – A

thing you do NOT want to do! (This includes not using 6-point font, by the way). Second, be sure to only list meaningful publications. The only thing worse than an application with no publications is an application filled with meaningless publications – the reviewers will see right through this. Third, don’t send more than the required number of references. The reviewers will look at two, so to avoid wasting reviewers and referees’ time, be sure to select your referees wisely. It is also a good idea to make sure that your referees are comfortable giving you a *good* reference, not just *a* reference.

7. **Edit, edit, edit!** As we all know from sending those embarrassing emails where we did spell check and replaced “org” with “orgy” (or was that only me...?), editing is a very important part of the process. Based on previous recipients of the scholarships, it is probably wise to print out your proposal, reviewing it yourself, as well as getting someone with fresh eyes to look over it for any typos or grammatical errors.

References and Additional Resources:

Visit these websites for additional recourses and information on applying for SSHRC and OGS:

- ✓ SSHRC website: <http://www.sshrc.ca/>
- ✓ OGS website:
http://osap.gov.on.ca/eng/not_secure/OGS.htm
- ✓ University of Manitoba SSHRC website:
<http://www.umanitoba.ca/vpresearch/ors/funding/sshrcdo.htm>

Other Business:

Aside from my OGS and SSHRC rant, I also wanted to take this time to invite you to contact me with suggestions you have for this year’s workshop at CPA. Last year’s talk by Theresa Kline was very well received and we want to continue with caliber of workshops. However, in order to ensure that we are providing you with the information that you are looking for, **please email me your ideas on what you would be interested in learning more about**

for this year's workshop. This is a great way to get practical skills in an area that is of interest to you, and also is a good addition to your C.V. (mwarner@uoguelph.ca).



Please note: The following article contains language that may be offensive to some readers.

**Temper, Temper:
Throwing a Tantrum May Constitute
Just Cause for Dismissal**
ERIKA L. RINGSEIS, PH.D., LLB¹

**A Summary and Analysis of the 2003 Alberta
Decision:**

***Blas v. Advance Glass and Aluminium Inc.*²**

FACTS:

Advance Glass and Aluminium Inc. (“Advance”) hired Mr. Blas in the middle of October, 1999 as a glass worker. In August of 2002, Mr. Blas injured his back while at work. The Worker’s Compensation Board funded Mr. Blas’ chiropractic treatments and compensated him during his time away from work. Because they were unable to find alternative work for Mr. Blas that would modify his duties appropriately, Advance decided to lay Mr. Blas off until he was able to return to work in his full capacity.

Advance asked Mr. Blas to attend at their office, where the office administrator gave Mr. Blas his Record of Employment and a letter indicating that he was being laid off. Mr. Blas “went ballistic, cursing and swearing” in front of the office

¹ Erika is an associate lawyer at Fraser Milner Casgrain LLP in the employment and labour law department. She has a Ph.D. in Industrial/Organizational Psychology from Penn State University.

² [2003] A.J. No. 432 (Prov. Ct.), online: QL(AJ), also available at <<http://www.albertacourts.ab.ca/jdb/198-2003/pc/civil/2003abpc0074.pdf>>.

administrator, because he assumed that he was being fired. His manager was not in that day, and the office administrator advised Mr. Blas to return after the long weekend.

After the long weekend, Mr. Blas stormed into the manager’s office and requested a signature from the manager on a Wage Loss Form for Workers’ Compensation Claim. The manager complied, and was expecting to overlook Mr. Blas’ explosive behaviour the week before and indicate to him that his job would be waiting once he had healed. Before the manager could speak, however, Mr. Blas called him an “asshole” and stated: “There is no way you can do this. This is no way to run a fucking business...I’m going to get a lawyer and sue you.”

The manager immediately changed his mind and fired Mr. Blas on the spot.

Mr. Blas sued Advance for wrongful termination of his employment and for damages in lieu of proper notice in addition to other damages.

COURT FINDINGS:

The Trial Court noted that Mr. Blas had a temper and, indeed, had a “short fuse” even when giving evidence at trial. The Court concluded that Mr. Blas was dismissed because of his explosive, arrogant, loud cursing language and attitude directed toward his manager.

The Court then considered whether this abusive language constituted insolence, and would therefore justify dismissal without notice or pay in lieu of notice.

The Court noted that the use of vulgar language alone will not necessarily constitute insolence, as:

In some cases the use of profanity or vulgar or foul language in itself may not be just cause, particularly where this is commonly tolerated in the workplace or where the employee is simply expressing himself in his everyday vocabulary.

“Fuck off” is a “forceful and intense way of saying ‘leave me alone’ or ‘go away’” and may be permitted as an exercise of freedom and expression...However, where the language is particularly offensive or damaging to the working relationship, it may constitute just cause.³

The Court concluded that Mr. Blas’ language was only foul, but he approached his manager with a belligerent and aggressive manner. The Court found that this behaviour was intolerable to the work relationship and the employment contract, and effectively destroyed the employment relationship. Summary dismissal was justified; no pay in lieu of notice was required.

COMMENTARY:

With few exceptions, employees are entitled to notice or pay in lieu of notice upon the termination of their employment. One exception is if the employee is dismissed for cause. Canadian courts have interpreted “cause” to include such incidents as theft, harassment or insolence. However, a summary dismissal is only upheld based on one incident alone if the incident is severe enough to destroy the employment relationship. For example, the appropriate response to an employee who “talks back” to his supervisor would likely be a reprimand, perhaps with a note on the file. After a series of reprimands, with opportunities to improve, a summary dismissal would likely be justifiable. An employee who physically assaults his supervisor, however, has likely irreparably destroyed the employment relationship and dismissal would be justified on the basis of the single incident.

In the present case, Mr. Blas’ behaviour, although unacceptable, is likely not extreme enough to warrant immediate dismissal without notice, unless it was a cumulating incident. Based on the facts as

reported in the decision, it is difficult to justify Advance’s decision to terminate on the spot, and the Court’s decision to uphold the summary dismissal. If Mr. Blas chooses to appeal the Provincial Court decision, he has a reasonable chance of success. Dismissing an employee without a reasonable notice period or pay in lieu of the notice period is contrary to an employee’s rights. Usually, Canadian courts are not eager to find evidence of cause for dismissal on the basis of a single incident unless there is clear evidence of serious misconduct.



Strategic Leadership Competencies in the Canadian Forces

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This document is based on the executive summary of a paper prepared for the Canadian Forces Leadership Institute in March 2003. It was submitted to: Captain A.C. Okros – Director, Sarah Hill, Ph.D. – Defence Scientist, and Robert Walker, Ph.D. They have kindly agreed to allow us to publish this excerpt (full version available at www.cda-acd.forces.gc.ca follow links to CFLI and then to Research Papers).

At the turn of the twenty-first century, organizations underwent significant transformations. Numerous social, economic, political, and demographic changes placed growing pressure on organizations’ senior leaders. In light of these transformations, the Canadian military also recognized the need for its senior leaders to possess new skills that would allow them to prepare the institution for the challenges ahead.

Over the past two decades, the Canadian Forces (CF) has undergone significant changes in the nature of its missions. It is increasingly sought to conduct non-war missions, including peacemaking

³ See paragraph 41.

and peacekeeping. Compared to combat missions, these peace support missions require unique leadership skills, such as collaboration and cultural awareness of new allied military and civilian forces. In addition, CF leaders need new competencies to face challenges at home. Their geographical dispersion, unique training backgrounds and expertise have resulted in senior leaders specializing in narrowly focused military operations. Demographic changes within the Canadian population have also impacted the CF in that soldiers are more ethnically diverse and a larger number of women are joining the ranks. Consequently, leadership styles must adapt to this increasing diversity to ensure the effective leadership of all its members.

A validated competency model, integrated with selection, training and development programs, allows all organizations – not just the CF - to promote qualified individuals who are ready for the challenges of senior leadership positions. Competencies are the building blocks of a competency framework. Most researchers in this area agree that competencies are the observable and measurable knowledge, skills, abilities and other work attributes (KSAO's) that distinguish outstanding performers from others in a defined job context. The integration of these competencies into a framework is labelled a competency model. The resulting model describes the combinations of competencies needed to perform effectively in certain jobs within a particular organization. Competency models are then used to support one or more human resource (HR) processes, such as employee selection, training and development.

There are several effective methods used to create a competency model. To ensure success, it is recommended that the competency model be developed through five phases: planning, development, validation, implementation, and ongoing evaluation and maintenance. The first phase focuses on identifying the objectives and scope of the competency model, and determining the jobs and HR processes that will be its focus. Next, the development phase focuses on gathering

information from incumbents and managers (that is, subject matter experts) to determine the competencies required to be successful in their positions. Clear definitions, behavioural examples, and required proficiency levels are established for each identified competency. Many organizations create or tailor existing competency dictionaries containing all of the competencies used within the competency model. This serves as a centralized database of competencies that can then be associated with certain jobs or job roles within the organization. Because of the size of competency dictionaries and the need to periodically modify competencies, online systems are becoming increasingly popular for their ease of use and integration with other on-line HR systems. Prior to its implementation and use, the competency model should be validated to ensure that the competencies identified in previous phases are accurate representations of the KSAO's required for each position.

The information gathered and validated in the previous phases should then be implemented and integrated into its intended HR systems. The implementation phase is crucial to ensure the success of the entire competency-modeling endeavour. Of great importance are senior leaders' communications to incumbents for adopting the competency model. For example, officers should be informed of the importance and benefits of using the competency model; it should be easy to use and have full support from senior leaders.

The final phase involves the regular evaluation and maintenance of the competency model. To ensure continual return on investment, organizations should evaluate the effectiveness of their model and make appropriate modifications as numerous environmental changes can significantly modify tasks and responsibilities required of certain positions. New demands and responsibilities require new competencies that should be reflected within the competency model. Although the initial investment in creating a competency model can be extensive, the individual and organizational benefits and costs savings are numerous.

Scholars have identified several leadership competencies required for success in senior leadership positions. Their research has highlighted the unique social, behavioural, and cognitive complexity inherent in executive positions, qualitatively distinguishing senior leadership competencies from those of lower-ranked leadership positions. It is important to develop a tailored definition of leadership within their organizational context and culture.

The challenges of the new millennium require a new leadership definition as well as new competencies and roles. To ensure their organization remains effective, CF senior leaders should simultaneously adopt the roles of visionary and change agent; champion, advocate and supporter of their constituents and organization; coaches and mentors to their subordinates; and, to successfully accomplish their new missions, CF leaders should act as peacemakers and peacekeepers.

Today's organizational leaders work in highly intricate and dynamic environments, where problems are ill-defined and ambiguous, and social interactions are numerous and complex. Interpersonal skills are becoming increasingly important for senior leaders. They must possess high levels of social intelligence, which includes complex behavioural and cognitive competencies. Social intelligence allows senior leaders to possess a repertoire of social and leadership behaviours, as well as the discretionary capabilities to apply these behaviours at the appropriate time and situation. Leaders are also required to be proficient in high-functioning conceptual competencies, such as creative problem solving and conceptual thinking.

The changing nature of CF missions, its partnerships with international civilian and military agencies, and participation in global operations are increasing senior leaders' international exposure. These new responsibilities require leaders to enhance their competencies in cross-cultural awareness, openness to and tolerance for diverse

perspectives and opinions, flexibility in ways of communicating and achieving objectives. The CF's constant collaboration with international civilian and military agencies is crucial for the successful accomplishment of its missions. Senior leaders should also be capable of building large and diverse social networks to foster collaborative exchanges of information and reciprocation of favours between the CF and its international allies. A large social capital can help the CF achieve its international relations objectives, as well as increase public confidence and awareness of the important role it plays in protecting and promoting Canadian interests. A comprehensive list of required competencies for CF senior leadership positions is attainable only through the development and implementation of a tailored competency model.

Once the competencies for senior leadership positions have been identified, the competency model can be integrated into HR processes such as selection, training and development processes for current and potential senior leaders. Using competencies, internal executive selection would involve incorporating the competencies of each position into the annual merit board review. Competencies provide a means of consolidating the multiple sources of performance information used in annual performance reviews. Rather than rate educational attainments or postings and experiences, the competencies gained through these would be depicted in each individual's competency profile. Competency ratings could be compared across current and potential leaders through the use of an online competency management system, allowing for the identification of potential future leaders.

Another common use of competency models is training and development. Currently in the CF, training focuses on military experiential learning, which is important but insufficient in preparing for senior level leadership. The competency model could be linked to a diversity of training and development programs. Linking specific competencies to the most applicable types of

training maximizes developmental opportunities, and helps ensure that officers are developing the competencies most critical to effective senior leadership.

A competency model can improve individual and organizational performance through its use across many HR processes. To achieve successful outcomes a carefully developed implementation plan and communication strategy needs to be carried out, as a competency model is a major change initiative. Without a clear understanding of its purpose and uses, people may become suspicious and resistant to using it.

There are many possible implications of implementing a competency model for senior leaders. Economic implications include the cost of creating and implementing a competency model. These costs can be more than offset by direct and indirect cost savings, which need to be determined to assess the return on investment from the competency model. Political implications of implementing a competency model include increased accountability on senior leaders to develop the competencies required for successful leadership in the changing political climate.

Social implications include possible perceptions that competency ratings point to leader weaknesses, resulting in defensiveness about past successes and experiences. The competency model should therefore be presented as an opportunity to help leaders better understand what is expected of them, and as a tool for developing their strengths. Institutional implications of the competency model must also be anticipated. The implementation of a competency model requires a shift in the organization's culture from thinking in terms of competencies instead of job descriptions. This often requires change in the policies, procedures, and practices affecting performance to ensure development of competencies that are consistent with the organization's strategic goals.

This introduction to some of the current social, economic, political, and demographic changes

facing all organizations highlights the need for senior leaders to develop new roles and competencies. Specifically, identifying these competencies requires following a competency modelling methodology that yields a framework tailored to the needs and culture of the organization. The literature on leadership competencies presents many strategic leadership competencies relevant to not only to CF leaders, but to leaders in other organizational contexts. These should be considered in the development of a competency model. There are many strengths as well as challenges associated with implementing a senior leadership competency model. Despite the challenges, the development of competencies is exceedingly important as leaders continue to face new challenges in increasingly complex environments.



Comments From The Editor
Sunjeev Prakash, M.Sc.
Personnel Psychology Centre

I hope everyone has had a productive fall. The current News Bulletin is the first issue that contains contributions from our newly elected executive members. I would like to thank both the executive and the other contributors for making time to prepare their submissions. Thanks also to Johanne Lapointe for continuing to provide us with a translation of the *Comments from the Chair*. Based on the conversations I've had with a number of people, there definitely isn't a shortage of work.

Locally, things have picked up after a break for the summer months. Arla's article mentioned the new session of the Ottawa I/O Psychology Group. We started off this year's round of talks with a presentation by Captain Okros from the Canadian Forces Leadership Institute. The turnout for this talk was one of the best that I have seen so far. Hopefully the upcoming talks will be as appealing. If anyone is interested in having his or her name

added to the OIOPG mailing list, or possibly making a presentation at a future meeting, please email me at sprakash@rogers.com.

As always, submissions for the News Bulletin are welcome. Please contact me if you have any research, applied work, advice for I/O students, or points for discussion that you would like to share.



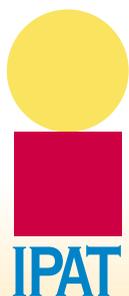
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The deadline for submission is April 15, 2004.

E. Kevin Kelloway (Kevin.Kelloway@smu.ca) and Arla L. Day (Arla.Day@smu.ca) are serving as Guest Editors for the Special Issue. Manuscripts should be submitted to the editors in care of:

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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.
