



The Canadian Industrial & Organizational Psychologist

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Chair's Column/Mot du Président

Dr. Deborah Powell
University of Guelph

(La version française est à la suite de la version anglaise)

I hope the fall semester is going well! The main activity happening within the CSIOP executive this time of year is preparations for the CPA convention. Silvia Bonaccio has been busy lining up invited speakers and organizing the pre-conference workshop for next summer's annual convention in Vancouver, on June 5-7. The call for proposals is out – submissions are due by December 1. Please consider submitting your work – CPA is a very friendly venue for showcasing your work and for networking with the Canadian I/O community. Remember that there are awards available for student submissions, including the RHR Kendall award, and the top poster awards, all of

which have cash prizes. See more details on the convention in Silvia's convention column and also in Nick Bremner's student section column.

The other event that CSIOP is involved in this fall is the CPA Summit on Need, Supply and Demand of Psychologists. The general theme of the Summit is to identify gaps and develop remediation plans in human resource planning in psychology. One of the goals of the summit is to develop some plans which will enable graduate students to become exposed to some practice areas which may not receive significant exposure in their own graduate programs. One of the challenges of addressing need, supply and demand of Psychologists is that different areas of Psychology have very different models for training and employment compared to others. For example, many of the jobs that I/O Psychologists perform do not necessarily require a PhD in Psychology – many of our members work alongside people with degrees in business, and some of our members may be trained and/or employed in business schools. Silvia Bonaccio will be attending this summit in Ottawa to represent the unique views of the I/O Psychology community, along with representatives of all of the other sections of CPA.

For those of you who don't know, I am currently on leave from my position as Associate Professor at the University of Guelph. For the next 7 months, I have a new boss and I am working 24 hour shifts. My new boss currently only weighs about 6.5 pounds, and yet she is quite demanding. Two weeks in, I have very little job control -- she sets demanding hours but also seems to sleep a lot. She's demanding and unpredictable, but on the upside I can pick her up and cuddle with her, which is a benefit not afforded at most jobs. Thank you so much to all of the executive members who have pitched in to help as I adjust to my new position as a mom.

J'espère que la session d'automne se passe bien! Ces temps-ci, les membres de la SCPIO s'affairent à préparer la conférence annuelle de la SCP. Silvia Bonaccio a été occupée à trouver les conférenciers invités et à organiser les ateliers pré-conférence pour la conférence qui se déroulera à Vancouver du 5 au 7 juin. Les soumissions de propositions sont maintenant acceptées et le seront jusqu'au 1er décembre. Veuillez considérer soumettre votre travail, car la conférence de la SCP est un lieu invitant pour mettre votre recherche en valeur et pour créer des contacts parmi la communauté canadienne de psychologie IO. Des prix sont offerts pour les soumissions étudiantes, incluant le prix RHR Kendall, et les prix remis aux meilleurs posters. Tous les prix incluent une récompense monétaire. Plus d'informations sont disponibles dans le mot de Silvia ainsi que dans celui de Nick Bremner sur la section étudiante.

En plus des préparatifs en prévision de la conférence de la SCP, la SCPIO s'affaire aussi à un autre événement : le sommet de la SCP sur les besoins, l'offre et la demande de psychologues. Le thème général du sommet est d'identifier les lacunes et de développer des solutions quant à la planification des ressources humaines en psychologie. Un des buts du sommet est de développer des solutions qui vont permettre aux étudiants aux études supérieures d'être exposés aux pratiques qui ne sont pas toujours démontrées dans leurs programmes d'études. Un des défis reliés aux besoins, offre et demande des psychologues est que les différents programmes de psychologie ont des modèles d'enseignement et de travail très différents les uns des autres. Par exemple, plusieurs tâches que les psychologues IO exécutent ne requièrent pas un PhD en psychologie. D'ailleurs, plusieurs de nos membres travaillent aux côtés d'individus ayant des diplômes en administration, et certains de nos membres proviennent d'écoles de gestion des affaires. Silvia Bonaccio nous représentera au sommet à Ottawa pour faire valoir le point de vue de la communauté des psychologues IO, au sein de représentants d'autres sections de la SCP.

Pour ceux et celles qui ne le sauraient pas, je suis absente de mon poste de Professeure Associée à University of Guelph. Pour les sept prochains mois, j'ai un nouvel employeur et je travaille 24 heures. Ma nouvelle patronne ne pèse que 6.5 livres et elle est très exigeante. Après seulement deux semaines, j'ai très peu de contrôle sur mon emploi. Elle exige de nombreuses heures de travail mais semble dormir beaucoup aussi. Elle est exigeante et imprévisible, mais je peux la prendre et la cajoler, un avantage offert par peu d'emplois. Merci énormément à tous les membres qui ont offert de m'aider alors que je m'accoutume à mon nouvel emploi de maman.

Thanks to Eugénie Légaré-Saint-Laurent for the translation!

CSIOP Membership
Damian O'Keefe, PhD
Saint Mary's University

Hope everyone had a great fall! Please join me in welcoming Dr Natasha Caverley to CSIOP!

CSIOP has a total of 325 members, which consists of 19 CPA Fellows, three Lifetime Members, three international affiliates, nine Special Affiliates, 155 Full Members, two retired members, 95 Student Members, and 38 Associate Members.

Renewal reminder

All current CSIOP members can expect to receive renewal reminders in the near future. If you are currently a member of both CPA and CSIOP, you will receive your renewal reminder from CPA.

If you are a member of CSIOP but not CPA (i.e., a CSIOP Associate), please send your membership renewal fees to the treasurer at:

Véronique Dagenais-Desmarais, Ph.D., psy., CRHA, Adm.A.
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Please be sure to complete your renewal before the end of 2013 so that your membership continues uninterrupted.

CSIOP News Items

Arla Day, PhD
Saint Mary's University

New Jobs

Congratulations to Marjory Kerr, who has returned to Canada from the UK and has taken on a new role as VP Academic and Dean at The Salvation Army's Booth University College in Winnipeg.

Congratulations to Heather (Morrow) Hines who has a new job as Research Assistant at Sun Life Financial Chair in Adolescent Mental Health (IWK Health Centre) in Halifax.

I/O Grad Program News

OB/HRM program at Wilfrid Laurier University:

- Annika Hillebrandt received the Gold Medal of Academic Excellence for her MSc research and was awarded a SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship (PhD).
- Teodora Trifan was awarded a SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship (PhD).
- Francisca Saldanha will be starting her doctoral studies at Wilfrid Laurier University in September and was awarded the Ontario Trillium Scholarship.

Saint Mary's University:

- Christina McNeice: The Relationship between Family to Work Conflict and Instigated Incivility at Work: Exploring Trait Anger and Negative Affect as Moderators (MSc advisor: Lori Francis)
- Jennifer Dimoff: Mental Health Awareness Training for Leaders: Development and Evaluation (MSc advisor: Kevin Kelloway)
- Joanna Solomon: Dredging the OCEAN.20. An Item Response Analysis of a Shorted Personality Scale (MSc advisor: Lucie Kocum)
- Sebastien Blanc: The effect of combat exposure on soldiers' ethical attitudes: Preliminary model and mitigation strategy (PhD advisor: Kevin Kelloway)

University of Guelph graduated 4 MA students this summer/fall:

- Ashlyn Patterson
- Thomas Sasso
- Dan Van der Werf
- Scott Cassidy

University of Waterloo:

- Justin Brienza: Workplace Injustice and Counterproductive Work Behaviour: The Moderating Role of Age. (Masters advisor: R. Bobocel)
- Samuel Hanig: Losing Your Calm or Losing Control: Two Paths to Retaliatory Deviance in Response to Abusive Supervision (Masters advisor: D. Brown)
- Nea Powell; Responding to Abusive Supervision: Opposing Arguments for the Role of Social Class in Predicting Workplace Deviance (Masters advisor: D. Brown)
- Rachel Morrison: Abusive Supervision and Displaced Aggression: The Roles of Supervisor Power and Subordinate Gender (Masters advisor: D. Brown)
- Jennifer Komar: The Faking Dilemma: Examining Competing Motivations in the Decision to Fake Personality Tests for Personnel Selection (PhD advisor: D. Brown)

CRC-Organizational Behaviour



Congratulations to Catherine Connelly, who was awarded the Canada Research Chair in Organizational Behaviour at McMaster. By extending mainstream organizational behaviour

and psychological theories, Dr. Connelly is examining the true costs to organizations that hire contingent workers, identify the cues that determine how individuals react to – and interpret – electronic communications, and study the conditions, attributes and processes that result in knowledge hiding behaviours.

Future I/O Psychologists...

Congratulations to Deb Powell (UGuelph) on the birth of her daughter, Juliet, Stephanie Gilbert (Saint Mary's) on the birth of her daughter, Evelyn, and Catherine Connelly (McMaster) on the birth of her daughter, Iris Elizabeth!

Please send any information you want to share with your colleagues to me.

Email: Arla.Day@smu.ca Phone: 902-420-5854

Practice Makes Perfect

*Silvia Bonaccio, PhD
University of Ottawa*

The Executive Committee of CSIOP is excited to bring you the second installment of our new column devoted to cutting edge issues in the practice of IO psychology. I encourage practitioners to contact me with ideas for future columns. What are the pressing concerns you hear from clients? What aspects of your practice are in most demand these days? I also want to hear from students heading into an applied career—what topics are on your mind as you progress through your degrees? You can send ideas my way at Bonaccio@telfer.uottawa.ca

Below you will find the column written by Julie Grégoire, the R&D Director of SPB Organizational Psychology. You can find out more about SPB at www.spb.ca/en

Le psychologue et le défi de l'évaluation à distance

Par Julie Grégoire, psychologue¹

Le contexte

Il n'existe point de secteurs auxquels on puisse penser qui demeurent intouchés par l'essor de la technologie, ainsi que par les nouvelles attentes et possibilités qui y sont associées. L'évaluation de potentiel² n'y échappe pas. Il n'est pas rare que le candidat évalué, le gestionnaire qui demande l'évaluation et le psychologue se trouvent dans des lieux différents. Les organisations souhaitent élargir leur bassin de main-d'œuvre potentielle et la technologie leur permet d'é luder le problème de la distance. Parallèlement à ce phénomène, on observe – il ne faut pas s'en étonner – une explosion des solutions en ligne. Les évaluations à distance s'avèrent de plus en plus fréquentes, si on en croit de nombreux sondages récents menés auprès d'entreprises, ainsi que les demandes que les psychologues reçoivent depuis quelques années.

Si les avantages de cette solution pour tous les acteurs du

processus sont indéniables (réduction des coûts de déplacement, accès à un plus vaste bassin de candidats, réduction des délais du processus d'embauche), une réflexion sur cette pratique s'impose, et elle doit être guidée par nos exigences professionnelles élevées en matière d'évaluation.

Une réflexion sur les meilleures pratiques

Chez SPB Psychologie organisationnelle, nous nous sommes penchés sur cette importante question qui transforme les pratiques en psychologie du travail, et ce, dans le but de proposer des solutions concrètes à nos clients. Deux convictions profondes, deux principes directeurs ont guidé l'approche que nous allions préconiser en évaluation à distance : l'importance de l'accueil et du service personnalisés offerts au candidat, et la rigueur des recommandations que nous émettons à la suite du processus.

Une pratique à baliser

Pour asseoir notre position, nous avons également considéré les données et apprentissages issus de notre expérience pratique, la littérature disponible et les codes de déontologie des ordres régulant la pratique professionnelle. Au cours de nos recherches, nous avons constaté qu'il existait peu de balises claires pour encadrer le débat. Voici les principales lignes directrices à suivre que nous retenons quant aux responsabilités professionnelles traitées dans les articles déontologiques :

- Respecter les codes des ordres professionnels;
- Utiliser les tests tels qu'ils sont validés;
- S'assurer que nos conclusions s'appuient sur des informations suffisamment étayées;
- Protéger la valeur des instruments;
- Assurer la confidentialité des résultats;
- Obtenir le consentement libre et éclairé du candidat.

Convaincus de la valeur des évaluations à distance, et dans ce contexte, nous avons choisi de mettre la barre haut : nous avons suivi de près les articles des codes de déontologie et les avons transposés dans un contexte à distance, en nous assurant de fournir aux organisations les mêmes standards de qualité que lorsque les candidats se rendent à nos bureaux.

Des moyens pour limiter les risques

Nous avons identifié quatre facteurs de risque à prendre en considération lorsqu'une évaluation à distance est effectuée, particulièrement dans un contexte de sélection du personnel ou quand les enjeux et conséquences associés à une mauvaise décision d'embauche sont importants (pour des postes de cadres supérieurs, par exemple). Ainsi, dans le but de limiter l'impact de chacun de ces enjeux, nous avons intégré dans notre processus à distance des mécanismes précis et des moyens pour :

- Surveiller étroitement la passation des tests et outils, afin de s'assurer que le candidat effectue les tests lui-même et seul;
- Favoriser des relations personnalisées avec le candidat du début à la fin de la démarche, de sorte que l'expérience soit positive et équitable;
- Prévenir, sur le plan technique, les problèmes liés à la

technologie et apporter un soutien aux usagers en cas de difficultés (selon notre expérience, cela représente encore la source de désagréments la plus difficile à contrôler, s'il y en a/bien qu'il y en ait peu);

- Veiller à la sécurité des outils utilisés.

Conclusion

L'évaluation à distance est maintenant une réalité, à laquelle les psychologues sont appelés à réfléchir et qui oblige à adapter les pratiques. Chaque intervenant se questionne sur les meilleures façons de jouer son rôle professionnel; on voit des approches originales émerger. Notre réponse à la question de l'évaluation à distance a été de transposer les meilleures pratiques en évaluation traditionnelle au contexte à distance. Et la clé, selon nous, a été d'appuyer la démarche sur un protocole détaillé précisant les rôles et responsabilités de chacun des intervenants tout au long du déroulement de l'évaluation.

¹ Julie Grégoire travaille chez SPB Psychologie organisationnelle depuis plus de 10 ans. À titre de directrice R&D, elle contribue notamment au développement des solutions et à l'évolution de la pratique professionnelle au sein de la firme. SPB Psychologie organisationnelle regroupe une cinquantaine de professionnels. En plus de ses quatre bureaux canadiens, la firme dispose de points de service en Europe et au Mexique, et collabore avec des clients partout dans le monde.

² L'évaluation de potentiel consiste en l'évaluation d'un employé, le plus souvent un cadre, à l'aide d'une combinaison d'outils variés (inventaire de personnalité, test cognitif, simulation interactive, entrevue, panier de gestion, étude de cas) et d'un travail d'analyse et d'intégration des informations par le psychologue.

Psychologists and the challenge of remote assessments.

By Julie Grégoire, psychologist

The Context

It is difficult to think of sectors that remain unaffected by technological growth and the possibilities and expectations this growth brings with it. Individual assessment² is certainly one of the sectors affected by technology. It is often the case that the candidate evaluated, the manager requesting the assessment, and the psychologist are all located in different places as organizations wish to increase their applicant pool, and technology allows them to bypass the problems created by physical distance. In conjunction with this problem, it is not surprising to observe a staggering growth of online solutions. Remote or distance assessments are increasingly common if we are to believe numerous polls conducted with organizations as well as the requests received by psychologists in the last few years.

The advantages of this solution for all involved are undeniable (reduction in travel costs, access to a greater candidate pool, shorter hiring cycles). Yet, we must evaluate this new practice with a critical eye and this reflection must be guided by our

professional standards, which are very stringent when it comes to individual assessment.

A Reflection on Best Practices

SPB Organizational Psychology has considered the important issue of remote assessments carefully because it transforms our practices in industrial and organizational psychology. We have done so with the intention to propose concrete solutions to our clients. Two profound convictions—or two guiding principles—directed the approach we would come to adopt for remote assessments. It was essential to offer a personalized interaction to candidates. At the same time, it was essential to generate rigorous recommendations about the candidate at the end of the evaluation.

Defining our Practices

In order to build our best practices, we consulted the wealth of practical experience we had acquired, the available literature, and the professional codes of ethics regulating our practice. Our review of existing documents revealed that there were few clear standards to frame this debate. The following are the principal standards relating to professional responsibility drawn from relevant codes of ethics.

- Respect the professional codes of ethics;
- Use tests as they have been validated;
- Ensure that conclusions are based on information that has been sufficiently backed up;
- Protect the value of instruments;
- Ensure the confidentiality of results;
- Obtain free and informed consent from the candidate.

We were convinced of the value of remote evaluations and in that context, we chose to set the highest standards. We followed the professional codes of ethics very closely and we transported them to the context of remote assessment. We ensured that we were providing organizations the same quality standards that we would have had if the candidates been evaluated in our offices.

Limiting Risks

We identified four possible sources of risk to consider in the context of remote assessments. These are particularly important to consider in an employee selection setting or when the stakes associated with a poor selection decision are high (for example, when selecting at the senior management level). Thus, with an eye toward limiting the impact of these possible risk factors we have augmented our remote assessment practices with precise ways to:

- Carefully monitor instances of test taking to ensure that the candidate him or herself is taking the test and that he or she is doing so alone;
- Give precedence to personalized contact with the candidate throughout the entire assessment process to ensure that the experience will be positive and equitable;
- Prevent technical issues and provide technical support to users when necessary. (In our experience, this is still the source of problems the least under our control even if technical problems are infrequent);

- Maintain the security of the instruments used.

Conclusion

Remote assessments are now a real part of our field and psychologists are required to think about its implications and adapt their practices. Each professional must reflect on the best way to carry out his or her practices. This reflection allows for original approaches to emerge. Our response to the issue of remote assessments was to transpose the best practices of traditional assessments to the remote context. In our opinion, the key was to base our approach on a protocol that is detailed at that clearly indicates the roles and responsibilities of each professional involved at each and every step of the assessment.

¹ *Julie Grégoire has been with SPB Organizational Psychology for more than 10 years. As the R&D director, she contributes to the development of solutions and to the evolution of the firm's professional practice. SPB Organizational Psychology employs about fifty professionals. In addition to its four Canadian offices, the firm operates service points in Europe and in Mexico. It also collaborates with clients throughout the world.*

² *Individual assessment has to do with the evaluation of an employee, most often at a managerial level, via several instruments (a personality inventory, a cognitive ability test, an interactive simulation, and interview, an in-basket exercise, a case study). This is followed by an analysis and integration of information by a psychologist.*

The "State of the Science"

D. Lance Ferris

The Pennsylvania State University

Welcome back to our new column for the CSIOP Newsletter, "The State of the Science!" The purpose of this column is to briefly highlight recently published or in press research coming out of Canadian universities that is relevant to I/O psychology. Each issue, new research will be summarized for our readers who may not have time to read (or access to) the full articles. If you have any suggestions for research to cover in future columns, please see the contact information at the end of this column.

We have two studies to report on this quarter. First up, a team of researchers in Montreal recently wrote a chapter entitled "The importance of need supportive relationships for motivation and well-being at work" in the book "Integrating human motivation and interpersonal relationship: Theory, research, and application", which should be released in December 2013. The team consisted of two professors, Véronique Dagenais-Desmarais at the Université de Montréal and Jacques Forest at the UQAM School of Management Science, and two Ph.D. students of the latter, Sarah Girouard and Laurence Crevier-Braud.

Using self-determination theory, this chapter addresses the

topics of motivation at work, psychological need satisfaction and need thwarting, as well as psychological well-being and distress at work. The authors first begin by presenting an extensive review of the past research conducted on employee's motivation and psychological needs at work, highlighting the role of supervisors, colleagues and HR professionals in supporting the employees' needs satisfaction in the workplace. After this literature review, the authors present a study conducted in the healthcare sector with 279 workers in Québec. Path analysis in their study revealed that, as hypothesized, employees' perceptions of their supervisors' supportive and controlling behaviours predicted the extent to which the employees' needs were satisfied and thwarted. This in turn predicted how much psychological well-being and distress they reported, indicating how crucial nurturing and fulfilling autonomy, competence and relatedness in the workplace is to maintain a healthy workforce.

The chapter ends with recommendations as to which questions future research should seek to answer, such as identifying the promotion factors as opposed to the risk factors for psychological well-being at work. If you are curious to know more about what the authors have to say concerning the new directions to take in the years to come, the full citation for the article is as follows:

Dagenais-Desmarais, V., Forest, J., Girouard, S., & Crevier-Braud, L. (in press; 2013). The importance of need supportive relationships for motivation and well-being at work. In N. Weinstein (Ed.) *Integrating human motivation and interpersonal relationship: Theory, research, and application*. Springer.

Next we have research from David Whiteside (doctoral student) and Professor Laurie Barclay of Wilfrid Laurier University. Their research, published in the *Journal of Business Ethics*, is based on David's Master of Science research (for which he won the Best Master's Thesis in Canada award from the Human Resources Research Institute, part of the Human Resources Professional Association).

Employees are a valuable resource for gaining information about the problems from the ground floor. However, over 85% of managers and professionals admit to withholding critical information in the workplace (e.g., due to fear or a lack of confidence). While "employee silence" has obvious negative implications for organizational functioning, Whiteside and Barclay's research examined the negative consequences of employee silence for employees themselves. They found that employees who remained silent had lower performance, were less able to cope with job demands, and were more likely to disengage from their work (e.g., daydream, leave work early) than employees who did not feel the need to remain silent. Moreover, they found that employee silence was influenced by perceptions of justice, and employee silence at least partially accounted for the effect of justice perceptions on these outcomes.

For those with an interest in employee silence, performance, well-being, and justice perceptions, the full citation of the article is as follows:

Whiteside, D. B., & Barclay, L. J. (2013). Echoes of silence: Employee silence as a mediator between overall justice and employee outcomes. *Journal of Business Ethics*, 116, 251-266.

Thanks to Jacques Forest and Laurie Barclay for their contributions! Are you or one of your co-authors a researcher at a Canadian university? Do you have an I/O-relevant research article that has been recently published (i.e., roughly within the last 6 months), or is in press at, a peer-reviewed academic management journal? Would you like to have your research summarized in a future edition of this column? If so, please contact Lance Ferris at lanceferris@gmail.com with a short (1-4 paragraphs) summary of your article, similar to the above.

Communications Update

Tom O'Neill, PhD
University of Calgary

Seeking Thoughts on CSIOP Scientist-Practitioner Conference...

Now and again the thought crosses my mind to propose a scientist-practitioner conference in Toronto. The idea is to get I/O scholars and those practicing I/O into a room together in order to network, share information, and cultivate new collaborative opportunities. Some potential outcomes for CSIOP would be increased membership value, an opportunity to increase our membership base by requiring CSIOP membership to participate, and revenue for conference fees. Some potential outcomes for scholars would be to engage in knowledge mobilization, translation, and dissemination, to form new research collaborations with practitioners who may have access to interesting data collection opportunities, and to hear from practitioners regarding current trends and challenges in industry. Some potential outcomes for practitioners would be to gain a deeper understanding of cutting-edge research on topics of current relevance to organizations, expand their network of researchers who may know of evidence-based practices in a particular area, and join efforts with scholars on research and development activities important to their businesses. Finally, outcomes for students would be to expand their networks and learn more about the nature of various employment possibilities in I/O. I would tend to see this as a one-day event on a weekday, probably a Friday. Anyway, this is only a starting point in my thinking, but I am interested in getting some sense of whether people would see value in this, and how it could be most effective. Please contact me if you have any comments about this event and whether you think it deserves future consideration.

Student Update

Nick Bremner

University of Western Ontario

Hello my esteemed student colleagues! I hope your classes, teaching, and research are all going well. There are a few things I wanted to address this month in the student column. The first of which is the annual CPA Convention. **This year's convention is being held in beautiful Vancouver, BC and will be on June 5-7th, 2014.** Although it is a bit of a hike for some of us, I hope that you will all seriously consider attending. Last year's conference was an enormous success with the great experience of the student-mentor social and the large variety of interesting presentations throughout the conference. This year we plan to keep this tradition alive with a diverse array of presentations and opportunities for networking with peers and professionals. Take this opportunity to meet students and professors in your area that share your research interests or learn about new research areas that may interest you. It also goes without saying that attending next year's annual meeting is a great excuse to visit Vancouver!

On a related note, I am still open to receiving CSIOP student symposium submissions. If you have some research that you would like to showcase please send me an email to let me know! Participation in the symposium is an excellent opportunity to practice your presentation skills in a supportive environment and will help build your CV. I also encourage you to share this opportunity with other students in your program who may not possess a CSIOP membership! I will require abstract submissions by **November 21st** to make selections and finalize the overall symposium submission.

If you have intentions to submit a poster or paper this year, there are a number of awards you could qualify for. For instance, CSIOP presents awards to the top three student posters each year. If you are submitting a full paper, the RHR Kendall award is presented to the best submission overall and is valued at \$1000. Furthermore, for those of you who live far away from Vancouver, the student section has recently incorporated student travel awards into their budget. The value of these awards will likely vary by year, but they may be a good way to help offset your travel costs. For more details regarding all the awards I mentioned above, you can go to: <http://www.cpa.ca/students/resources/studentawards/>

Now that you are all sufficiently hyped up for next year's annual meeting, I wanted to take some time to write about something a little different: what an amazing experience graduate school in I/O psychology really is and some ways you may not realize it could be benefitting you professionally. By now, you may be thinking "Nick, what on earth are you talking about? You're not actually in graduate school, are you?" I promise, I am! Let me explain.

If you're a grad student, chances are you're like me in the sense that you spend an inordinate amount of time on the internet searching for articles that affirm your life choices. No? Well, just bear with me. I've recently noticed that more and more articles have been popping up on the internet and in other forms of media with titles such as: *Don't Go to Graduate School, The disposable academic, Is doing a PhD a waste of time?*, and of course the colorfully-worded article entitled: *Thesis Hatement: Getting a literature PhD will turn you into an emotional trainwreck, not a professor.* Aside from the obvious point that none of these articles pertain specifically to I/O psychology, their general thesis is that going to graduate school is a stressful experience that won't get you very far career-wise – and the situation is only getting worse. While graduate school is certainly an intellectually demanding pursuit that requires incredible amounts of mental endurance and is quite thankless at times (those of us who have received our fair share of scholarship and paper rejections can easily attest to this), I completely disagree with this pessimistic view. First of all, as graduate students in I/O psychology, we have a wealth of options at our disposal upon graduating. If you look ahead and prepare yourself accordingly, you could easily qualify for an academic appointment in a psychology or business school. We also have a multitude of options available in terms of positions in industry. As we continue to rapidly progress towards a more knowledge-based economy where work is becoming increasingly complex and unstructured, the need for individuals with expertise in I/O psychology is greater than ever before. But that probably wasn't news to you, was it? What I want to address is some of the ways your graduate school experience is preparing you for academia and industry that you may have not previously thought about.

Effective Communication and Presentation Skills: When I first started graduate school, I absolutely abhorred the thought of presenting in front of an audience. Even the action of standing up to address one or two people gave me anxiety. I say this because I know that some of you who are reading this can somewhat relate. This changed when I realized that I needed to become proficient at presenting regardless of which career path I decided to take. The best academics and I/O practitioners are effective presenters and communicators. Both occupations require you to connect with audiences who are unlikely to be experts in your subject area (e.g., students, clients). What you may not realize is that actively participating in your graduate seminars will give you plenty of practice communicating about research to others in a way they can understand. Discussing and debating research in a small group setting is a comfortable way to get your feet wet. Furthermore, seminar and conference presentations are also an excellent way to practice speaking in front of others. Finally, if you request a position as a lab instructor, you can practice presenting in front of students every week! At this point I want to emphasize that the key here is *active participation*. Your graduate school education is what you make of it, and taking the opportunity to speak up in class, choosing the option to present, and making the effort to attend conferences (e.g., CPA annual meeting *hint, hint*) will help you build these skills very quickly. If you want to look outside of

your program for assistance, there are external resources such as Toastmasters that can also supplement your abilities. I want to emphasize that you *can* get better at communicating concisely and become proficient at public speaking with enough practice. It may not be easy at first, but the result is well worth it.

Networking: This may seem like an obvious one, but what you may not realize is that getting to know your peers in your graduate program is a form of networking. While I do not suggest taking an entirely instrumental view of interpersonal relationships (this would likely make you rather unpopular with your family and friends), maintaining positive relationships with your classmates has great benefits professionally. Next time you attend a conference and feel reluctant to speak to someone whose research interests you, remember that networking does not necessarily involve selfish motives. The best networkers I have ever known simply love meeting new people, are interested in others' stories, and enjoy listening.

Project Management: The last point I want to touch on is, in my opinion, the least obvious of the three. Project management is a lucrative and growing profession that most people typically wouldn't associate with graduate school at first blush. Affectionately described by some as the art of "herding cats," project managers form the backbone of many organizations and work in conceivably every industry. They are highly effective at organizing work and mobilizing people to ensure their stakeholders deliver tasks on time. Believe it or not, every major research paper you write is a type of project. The biggest of which is your thesis or dissertation. In order to succeed in graduate school and graduate on time, you need to be at least moderately proficient in project management. This includes adequate planning and brainstorming to effectively break down your projects into smaller workable tasks, engaging in prioritization of these tasks, establishing a feasible timeline, and so on. Aside from making an active effort to plan and use your time effectively, there are resources that graduate students have at their disposal such as free workshops offered by Mitacs (<http://www.mitacs.ca/step/workshops-offered>) that can help you develop these skills.

These are but a few of the ways your graduate school experience can help you grow professionally that you won't find on a syllabus. Taking the above into consideration, we all have the potential to graduate not only as experts in our field, but as well-rounded professionals. I strongly believe that the key to

successfully applying your graduate training is to be proactive and leverage your experiences in new and creative ways. If you have other ideas or suggestions about how your graduate school experience has helped you develop skills in unexpected ways, I'd love to hear from you. Feel free to email me at nbremner@uwo.ca. Enjoy the rest of your fall semester!

The Convention Corner

*Silvia Bonaccio, PhD
University of Ottawa*

While leaves start to turn and pumpkin-spiced items appear on restaurant menus, your CSIOP Executive Committee has been hard at work on the 2014 convention program.

This year's Convention marks CPA's 75th, a special milestone indeed. I can't promise that we'll be giving out diamonds to celebrate this anniversary but I can promise an exciting and engaging program. Of course, the CSIOP community is an integral part of this program and I encourage you to submit your work early. In addition to traditional submissions like posters and symposia, think about putting together panel discussions and roundtables. Several were held last year and they were a hit with the audience and panel members. The deadline for online submission is December 1 2013. Details are available here <http://www.cpa.ca/convention/callforsubmissions/>

Remember that the Convention will be held in Vancouver from June 5 to June 7 2014. CSIOP will be hosting its annual Institute on June 4. Thus, plan to arrive early to attend the Institute. We'll share details on the Institute soon. Please keep an eye out for more updates on this activity and other parts of the CSIOP program in future newsletters.

As always, please send any and all suggestions on how to make our Convention even better my way at bonaccio@telfer.uot-tawa.ca.

2014 Conference Dates	Name & Location	Website (submission deadline)
Aug 1-5	Academy of Management, Philadelphia	http://aom.org/EventDetail.aspx?id=541 (Jan 14)
Aug 7-10	APA, Washington DC	www.apa.org/convention/index.aspx (Dec 2)
May 9-13	ASAC, Muskoka, ON	www.asac.ca (Jan 15)
June 5-7	CPA, Vancouver	www.cpa.ca/convention (Dec 1)
July 8-13	International Congress of Applied Psychology, Paris	www.icap2014.com (Nov 15 for symposia; Dec 1 otherwise)

Ageism: The Oldest Form of Discrimination

Julie Baldwin & Erika Ringseis¹

Canada's population is healthier, living longer and wanting to continue to contribute to the workforce well past the traditional age of retirement of 65. This fact and the introduction of Bill C-13 in November, 2011, which eliminates employers' rights to force an employee to retire at a certain age, have posed some challenges for employers looking to renew their workforce. At the same time, due in large part to the economic downturn in 2008, many baby boomers have had to delay their retirement to try and recover some of their retirement savings losses.

Some research suggests, as the savvy psychologists reading this article undoubtedly know, that mature employees are valuable resources. But, mature employees are often overlooked by employers due to misconceptions such as physical inabilities, increased benefit costs due to absenteeism or poor health, reluctance or inability to learn new things or keep up with technology and not looking for long term employment.

The following two cases are examples of recent age discrimination cases that reinforce the right to a workplace free of discrimination for the "mature"² employee:

Reiss v. CCH Canadian Limited (2013 HRTO 764)

- Mr. Reiss was a 60 year-old lawyer who applied for a commercial legal writer position with CCH. After being out of work for 2 years, he decided to omit some dates from his résumé to avoid an indication of his age.
- Mr. Reiss was contacted by CCH to ask his salary expectations and discuss the benefit package available. CCH found his salary expectations to be reasonable but felt he undervalued himself given the amount of experience he had. CCH had some concerns with the omission of the dates from some of his employment and all of his education history and the fact he did not provide the name of the firm he was currently working with, so Mr. Reiss subsequently provided a complete résumé. CCH clarified this information with Mr. Reiss but they were unsure if he was trustworthy because of the important information missing from his résumé and his covering letter was vague when explaining his reason for wanting a change in his career.
- CCH decided to put his résumé on hold as they had two other applicants that had gone further in the interviewing and testing process. When Mr. Reiss inquired about the timeline in which he would be contacted for an interview, he was told that his application was not selected. Mr. Reiss asked if his credentials were out of date and he was told that CCH were looking at some candidates who were more junior in their experience and salary expectations.
- CCH hired one of the other two candidates at a salary higher than what Mr. Reiss had requested, but that candi-

date was only employed for a week before she took another job. CCH offered the job to the runner-up candidate, but he turned it down because he had taken another job. Although CCH had put Mr. Reiss' résumé on hold they ultimately rehired the former employee who created the vacant position.

Section 5(1) of the Ontario Human Rights Code states:

"every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability."

- The Adjudicator found CCH was not accurate in telling Mr. Reiss that his application was not selected because CCH had decided to put it "on hold"; CCH hired the candidate at a higher salary than Mr. Reiss' salary expectations and CCH did not consider Mr. Reiss after the two candidates either quit or did not accept the job offer. CCH could not dispute the *prima facie*³ evidence that age discrimination had occurred.
- Mr. Reiss was awarded \$5,000.00 for injury to dignity, feelings and self-respect as a result of age discrimination.

Cowling v. Her Majesty the Queen in Right of Alberta as represented by Alberta Employment and Immigration (2012 AHRC 12)

- Ms. Cowling was employed with Alberta Employment and Immigration (AEI) as a Labour Relations Officer for 8 years. Ms. Cowling was notified one year prior to the renewal of her fourth contract that her contract would not be renewed past the termination date due to a restructuring of the department, and her current position would be downgraded one level from her current level. She was told that AEI's intention was to restructure her job into a permanent "developmental" job.
- Ms. Cowling had received a yearly performance assessment of "fully competent" for the eight consecutive years she had worked for AEI.
- Ms. Cowling was one of 110 applicants who applied for the lower level position when it was posted by AEI. She was interviewed for the position but was notified that she was unsuccessful.
- Ms. Cowling subsequently filed an age discrimination complaint with the Alberta Human Rights Commission.
- An analysis must be conducted to prove *prima facie* discrimination as follows:
 - The complainant must possess a characteristic protected from discrimination by the Act;
 - The complainant must show adverse action or impact

against her in the area of employment; and

- The complainant must show that the protected characteristic, age in this case, was a factor in the adverse action or impact
- The analysis determined:
 - Ms. Cowling was an older woman past the historical age of retirement;
 - There was a refusal to continue to employ and a refusal to employ Ms. Cowling; and
 - The non-renewal of the contract after eight years of fully competent assessments, the fact that Ms. Cowling had relevant academic credentials for the job and communicated that she loved the work she was doing as well as pursuing courses to enhance her knowledge about mediation show that she was qualified for the job. AEI did not provide a credible explanation as to why Ms. Cowling did not get hired for the job.
- Ms. Cowling attempted to find employment using her network of former colleagues and friends. She had applied for a number of positions in government but did not receive any replies. She attended alumni functions and professional functions to circulate her résumé but nothing materialized. Ms. Cowling had sincerely tried to find a new job, but was unsuccessful. She wanted her old job back.
- Although reinstatement is a possible remedy under Human Rights law in Canada, the usual compensation for human rights complaints is financial. Ms. Cowling requested reinstatement as a remedy and it was determined by the tribunal that this was one of the few scenarios where reinstatement would be appropriate. The tribunal noted that Ms. Cowling did not seem to harbor any ill will and AEI did not seem to harbor any animosity towards Ms. Cowling.
- AEI was ordered to give Ms. Cowling her job back on a one year contract either to her previous position or to a comparable contract position with the Government of Alberta. After the expiration of the contract, AEI can determine the need for Ms. Cowling's services but cannot use age as a factor in future decisions not to renew her contract. AEI was also ordered to pay her salary compensation for wages at the rate of her previous position for five years but discounted at a rate of 30% because she was a contractor.
- Ms. Cowling was also awarded general damages in the amount of \$15,000.00 for significant injury to her dignity and self-esteem.

You can see from the case examples above, that employers must be tactful and thorough when hiring, terminating or re-assigning mature employees. To avoid a legal battle based on an age discrimination claim, employers should evaluate termination decisions carefully and engage legal counsel when necessary. One of the ways to support a termination decision and avoid a success-

ful discrimination complaint would be to provide accurate and comprehensive performance evaluations.

In an effort to keep those valuable mature employees for continued and future success in your company, employers could offer the following:

- Flexible work arrangements such as reducing work hours or responsibilities, part-time or job sharing, contract work or ability to work from home;
- Increase opportunity for training;
- Phased retirement options; and
- Changes to benefits and pension plans to extend passed the age of retirement.

Although this article speaks mainly to age discrimination of mature employees, the younger employee is not exempt from this type of discrimination. Younger employees deal with different types of misconceptions such as being seen as inexperienced, lazy, immature or unprofessional. Perhaps as the demographic landscape changes across Canada, we will see some human rights cases address the issue of age discrimination for younger employees.

¹*Julie Baldwin is a paralegal in TransCanada's legal land group who looks too young to be interested in age discrimination as an issue!!! Erika Ringseis obtained a Ph.D. in Industrial/Organizational psychology from Penn State before pursuing her legal degree and career and is Senior Legal Counsel for HR Law at TransCanada...and Erika feels old enough to be interested in age discrimination!!!*

²*In most Canadian jurisdictions, one cannot discriminate on the basis of age for individuals over the age of 18 (either because the individual is too young or too old). It is interesting to note that in the United States one cannot discriminate against "older" workers (we will call them "mature" workers), who are defined as being over the ripe old age of 40. Yes, 40. The authors would like to note that, although 40 may indicate "mature," it is, in our respectful opinion, having met certain milestone birthdays, certainly not "OLD"!!!!*

³*"On the face of it".*



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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.