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The Canadian Industrial & Organizational Psychologist

Chair's Column

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*Tom O'Neill, Ph.D.
 University of Calgary*

Dear CSIOP members,

After just a few months serving you in the Chair role I have definitely been able to get my feet wet. The executive has been working on two major issues that I would like to bring to your attention. Before I bring those up, however, I want to bring to your attention that the CPA conference deadline is early this year...November 15th! So start thinking about those submissions now! See below for more information about the conference.

1. CPA BOARD COMPOSITION AMENDMENT – MEMBERS VOTE OCTOBER 19TH, 2018

I will spare you most of the background and minutiae of this issue and direct those of you who are interested to <https://www.cpa.ca/aboutcpa/boardofdirectors/amendment/>. The key issue that you will be invited to vote on and that has likely been the most controversial is the replacement of 4 designated seats on the board with 5 directors at-large. The 4 designated seats were held by the Canadian Council of Professional Psychology Programs (CCPPP), the Council of Canadian Departments of Psychology (CCDP), the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS), and the Council of Professional Associations of Psychologists (CPAP). It should be noted that these seats will be converted into 4 non-voting partner seats. Thus, these organizations will still be represented but they will not be able to vote. These voting seats would be replaced with the 5 directors at-large that could be open to members to pursue on an election basis.

There have been two previous townhalls where CPA members were invited to provide input regarding these and other board amendments. Lisa Keeping (previous CSIOP Chair, current Past Chair) attended the townhall at ICAP and I attended the townhall via videoconference a few weeks ago. We expressed, along with several other members, concerns that removing the designated voting seats could further alienate CPA from science and from its membership. Although each seat revision is contentious, one seat to be aware of involves the CCDP because it represents the department heads of the psychology departments that train psychologists in the science and practice of our discipline (again, I strongly recommend you read the full details of the board revisions to be fully informed). To some, it seems strange that the department heads may no longer have a direct influence on the board's decisions through a voting seat. Some were concerned that removing voting rights from this seat in particular sends a message that CPA sees these members as "second-class citizens."

On the other hand, when I raised this issue in the townhall, the response from CPA was not unreasonable. First, they pointed out that only 16 of 72 department heads are CPA members (I am not sure if I captured this perfectly accurately or if their statement is accurate). Second, they suggested that anyone interested in joining the board run in the elections. Apparently few people vote and few people do a lot of campaigning, and therefore they believe it is possible to run a strong campaign and be elected to a directors at-large seat.

Overall, I am not sure what the best move is for CSIOP members. I asked if the 4 seats could be voted on separately rather than through an omnibus vote. Although they offered to discuss this at this week's CPA board meeting, it

looks like the motion is still an omnibus vote. It is worth noting that CPA conducted an external governance review and the independent opinion by experts was to revise the board according to the proposed structure. In addition, CPA is having incredible challenges engaging its members. For example, only 1% of the membership has attended the townhalls. They claim that this revised board structure may be more engaging to members. Some CSIOP members approached me concerned about the opposite (briefly described above). I have heard a lot of views on these issues and as current Chair of CSIOP, I would encourage you to read the CPA board composition amendment at the link I shared above and make up your own mind, and show up to vote on October 19th, 2018. CPA will be sending messages about how to vote electronically.

2. OVERLAP OF CSIOP AND EAWOP CONFERENCES AND IMPLICATIONS FOR REVENUE

I raised the issue of revenue problems for CSIOP in my last column. Some of you may wonder how we went from having surpluses to having a cash crunch. Well, our revenue has been shrunk to almost nothing by CPA's continual implementation of restrictions to capital. We're not allowed affiliate memberships anymore and we're not allowed advertising revenue. The revenue we receive from memberships has also been cut to the point where, as I mentioned earlier, we have a solvency problem. Then, we have the unique challenge of overlapping conference dates of CPA and the European Association for Work and Organizational Psychology (EAWOP). Because some of our members only purchase a membership to attend the CPA conference, we could be looking at even lower revenues this year. Accordingly, I collaborated with Nicolas Roulin (Chair-Elect, formerly Treasurer) and Ivona Hideg (CSIOP Program Coordinator) on a members survey and statement of the survey results:

"The 2019 CPA convention in Halifax (May 31 – June 2) will largely overlap with the EAWOP conference in Turin, Italy (May 29 – June 1). A number of CSIOP members have attended EAWOP in the past. As such, the Executive team organized a brief survey to understand our members' plans regarding the CPA conference (attendance, submissions), as well as membership renewal (which has direct implications for our revenues). In total, 80 people (44 full members and 36 student members) completed the survey (i.e., about 40% of our membership). Only 20% of respondents were planning to attend the CPA convention (46% said "maybe") and 14% were planning to submit research (35% "maybe"). The Executive team will work hard to have an interesting IO program at the 2019 CPA convention, although it might be somewhat smaller than in previous years."

In addition, based on responses about membership renewal, our prediction is that CSIOP revenues for 2019 will likely be somewhere between \$1,000 and \$2,500 (as compared to \$4,000-\$4,500 for the last few years). Because members' dues are our only source of revenue, this means that we might be able to cover only some of the usual events and awards at the CPA convention. We might also envisage working with other CPA sections, for instance by organizing combined sessions or events. That being said, those are just predictions and we will be able to make more informed decisions when we have actual submission/renewal numbers. And despite this overlap in conferences, the Executive team is looking forward to many great submissions from our membership and working hard to deliver an engaging, productive, and fun conference program!

We have confirmed that we are not required to hold the Annual General Meeting (AGM) at the CPA convention. We are considering trying to increase engagement by potentially holding this meeting virtually. More to come on that front.

In any case, we want to strongly encourage members to submit to the CPA conference. The best case scenario is that there are a lot of submissions and we can fund our usual program, socials, and awards ceremonies. Considerable CSIOP value is provided through these events. However, we're in a bit of a holding pattern until we find out how many of you choose to submit research. Look at it this way, if you've got a topic your passionate about, this could be an ideal year to submit a symposium or poster. I really want to see you make a submission if you can attend CPA this year.

Please don't hesitate to reach out directly to me if you have any questions or comments about the issues raised in this column.

Sincerely,
Tom O'Neill
toneill@ucalgary.ca

CSIOP Membership



*Winny Shen, Ph.D.
University of Waterloo*

As of 09 September 2018, CSIOP has a total of 208 members, which consists of 14 CPA Fellows, 3 Honorary Lifetime Members (including 2 CPA Honorary Life Fellows), 7 Special Affiliates, 4 Retired Members (including 2 CPA Retired Fellows), 60 Student Members, and 120 Full Members.

CSIOP News



*Lindie Liang, Ph.D.
Wilfrid Laurier University*

GENERAL NEWS

Congratulations to CSIOP members Wendi Adair (University of Waterloo) and Catherine Kwantes (University of Windsor), who have been awarded an Ontario Research Fund – Research Excellence grant for “Reconciliation in the Workplace: Creating Cultures of Trust via Effective Communication, Building Relationships, and a Climate for Cultural Safety for Indigenous Employees in Ontario and Canada” from 2018-2023 (Value: \$3.5 million). This innovative research aims to increase employment and career advancement for Indigenous youth in Southwest Ontario and nationally by developing applied organizational communication tools, organizational climate best practices, and Indigenous employment and mentor networks. This participatory action research is a collaborative effort among scholars and Aboriginal Education Centres from four recognized Southwest Ontario institutions. Ultimately, the research will create psychologically safe work spaces, respectful organizational communication tools, and sustainable Indigenous alumni networks.

UNIVERSITY OF CALGARY



Student Scholarships

- Nicole Larson received the SSHRC Michael Smith Foreign Study Supplement to study in Barcelona at IESE Business School at the University of Navarra.
- Samantha Jones received the SSHRC Joseph-Armand Bombardier CGS Doctoral Award and the Eyes High Doctoral Recruitment Scholarship.
- Tim Wingate received the SSHRC Joseph-Armand Bombardier CGS Doctoral Award.

UNIVERSITY OF GUELPH



Welcome New Students

- The I-O psychology program at the University of Guelph welcomes 6 new MA students (Molly Contini, Lauren Hotchkiss, Yannick Provencher, Baylee Rubinoff, Emma Vreeker-Williamson, and Irene Zhang) and 2 new PhD students (Sebastian Sciarra and Diogo Borba).

Thesis Defense

- Brooke Charbonneau: “Impact of interview deceptive impression management on new employees: Relationship with fit, stress, well-being and engagement.”
- Jordan Ho: “The Influence of Perceived Competition on Intentions to Fake in Employment Interviews.”
- Marian Pitel: “Error Reporting: The Impact of Error Belief, Reporting Consequence, Error Consequence, Error Visibility, and Individual Difference Variables.”

- Alyssa Payne: “Assessing Post-Secondary Graduates’ Soft Skills, Job Search and Employment Outcomes.”
- Parco Sin: “The Effects of Meritocracy Beliefs on Evaluations of Pay Dispersion.”
- Janie Vu: “Click here to apply: Job ad content, anticipated organizational support, and applicant attraction.”

Student Achievement

- Congratulations to Denisa Luta, whose paper “Entrained engagement? Investigating if work engagement follows a predictable pattern across the workweek and the role of personality in its shaping pattern” won the Best Doctoral paper for the Eleventh International Conference on Emotions and Worklife (Emonet XI).

UNIVERSITY OF WATERLOO



Faculty Research Grants

- James Beck – SSHRC Insight Grant (PI). “Velocity as an Antecedent of Workplace Shortcut Behaviours” (\$153,156).
- Douglas Brown – SSHRC Insight Grant (Co-PI). “Lashing Out or Keeping their Cool: A Self-Control Perspective on Leader Mistreatment” (Value: \$113,983).
- Douglas Brown – SSHRC Insight Development Grant (Co-PI). “It’s About Time: Moving Toward a Dynamic Temporal Framework of Leader Mistreatment” (Value: \$62,261).

Student Scholarships

- Midori Nishioka (Advisor: James Beck) – SSHRC Doctoral Fellowship. “Why do employees behave unethically? The role of goal difficulty and velocity.”
- Anika Sehgal (Advisor: Wendi Adair) – SSHRC Master Fellowship. “Indigenous peoples in the workplace: A qualitative meta-analysis.”

WESTERN UNIVERSITY



Faculty Research Grants

- Alex Benson –SSHRC Insight Development Grant (PI). “Do great followers make great leaders? Disentangling the traits valued in followers and leaders.”
- Jennifer Robertson –SSHRC Insight Development Grant (Co-PI). “A Dynamic Model of Misleading Corporate Environmental Communication.”

Student Scholarships

- Trevor Coppins – SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship-Master's (CGSM). “The impact of high organizational identification and job instability on video game developers' health.”
- Sarah Carver – SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship-Master's (CGSM). “Witnessing Incivility in the Workplace: Gender of the Observer, Instigator, and Target.”
- Natasha Ouslis – SSHRC Canada Graduate Scholarship Doctoral (GGSD). “How does team collaboration emerge over time?” (also awarded an Ontario Graduate Scholarship – declined).
- Jose Espinosa – SSHRC Doctoral Fellowship. “The Need for Purpose: Understanding A Fundamental Human Motivation.”
- Theresa (Eva) Kwan – Ontario Graduate Scholarship. “Mentorship role in perceived competence of marginalized groups.”
- Kabir Daljeet – Ontario Graduate Scholarship. “Advancing the person-centered approach to studying personality in the workplace.”
- Kabir Daljeet – Human Resources Professionals Association (HRPA), London & District Chapter Graduate Scholarship.

Thesis Defense

- Congratulations to Natasha Ouslis (Advisor: Natalie Allen) for defending her thesis entitled “Testing a New Model of Team Interdependence.”

WILFRID LAURIER UNIVERSITY



Faculty Research Grants

- Jessie Zhan – SSHRC Insight Grant (PI). “Developing and testing a dynamic model of identity and activity adaptation in work-to-retirement transition.” (Value: \$166,695).
- Lindie Liang – SSHRC Insight Grant (PI). “Lashing Out or Keeping their Cool: A Self-Control Perspective on Leader Mistreatment” (Value: \$113,983).
- Linde Liang – SSHRC Insight Development Grant (PI). “It’s About Time: Moving Toward a Dynamic Temporal Framework of Leader Mistreatment” (Value: \$62,261).

Student Scholarships

- Peter Fisher (Advisor: Chet Robie) – SSHRC, Joseph Armand Bombardier, Canada Graduate Scholarship – Doctoral. “About Us: Is ‘Our Team’ Causing Stereotype Threat or Lift in Selection Testing?”
- Sara Murphy (Advisor: Lisa Keeping) – Ontario Graduate Scholarship – Doctoral. “Exploring Memory, Storytelling, Depression, and Interview Performance.”
- Victoria Daniel (Advisor: Jessie Zhan) – Ontario Graduate Scholarship – Doctoral.
- Julie Nhu Nguyen (Advisor: Ivona Hideg) – Ontario Graduate Scholarship – Master. “Gender and venture capital funding: the role of benevolent sexism.”
- Tessa Neilson (Advisor: Laurie Barclay) – Ontario Graduate Scholarship – Master

Please send any I/O or program information, photos, congratulations, etc. to Lindie at lliang@wlu.ca

We are seeking a volunteer to join CSIOP as our webmaster.

Please email Tom O’Neill (toneill@ucalgary.ca) if you’re interested.

- Provide a positive experience to users of the site and enrich its content in a timely manner.
- Provide report to Editor in time for LRP and AGM.
- Coordinate with Editor, Executives and Special Collaborators to upload content to the blogs.
- Maintain @csiop-scpio.ca webmail current and up to date.
- Maintain website using MODX technology and interface. Check hyperlinks regularly. Add or modify sections, pages or elements to respond to Executives, Special Collaborators, and Members' needs. Grant or restrict access to private zones.
- Maintain member and user database.
- Troubleshoot and fix problems.
- Monitor and report activity and usage (i.e., Google Analytics).
- Coordinate with the secretary/treasurer that payment for the website has been made before December in each year.

Practice Makes Perfect



*Lynda Zugec, M.A.
The Workforce Consultants*

I am excited for this issue of “Practice Makes Perfect”! For a multitude of reasons, getting started in Executive Coaching as an I-O practitioner can be a complicated road to navigate. To provide a bit more direction for those seeking initial guidance, we connected with Patricia Baratta from the University of Guelph to share the insights she has gained through her early experiences as an Executive Coach. Below, she shares with us the four key lessons she has learned that have enabled her to tailor her approach and integrate the leadership research into practice.

CRAFTING YOUR OWN PATH AS AN EXECUTIVE COACH: FOUR LESSONS FROM A NOVICE COACH

By: Patricia Baratta

Over the last year, I was fortunate enough to coach the CEO of a small, privately-owned global organization after partnering with Lynda Zugec, Managing Director of The Workforce Consultants. As a graduate student in Industrial-Organizational Psychology at the University of Guelph, this was my first formal role as an executive coach. I realized that, as a coach, my goal was to help my client develop specific leadership skills through heightening his self-awareness, enabling him to acquire psychological and behavioural insights, and replacing his ineffective behaviours with more effective ones.

In this issue of ‘Practice Makes Perfect’, I draw on my own experiences as a novice coach to explore how graduate students like myself can refine their coaching skills. I focus on four key lessons that I gained from my experience that helped me understand how to structure a coaching engagement, administer and interpret assessments, and develop specific coaching competencies. These include: leveraging your network, doing your research, utilizing your existing skill set, and practicing.

LEVERAGING YOUR NETWORK

In the 2018 April issue of the CSIOP newsletter, Michael Vodianoï continually integrated the perspectives of expert consultants in his ‘[Practice Makes Perfect](#)’ column. Like Michael, I found that learning from expert coaches in I-O was instrumental to my skill development. Prior to coaching my first client, I administered and interpreted the results of several assessments, including a 360 assessment, a personality assessment, and a life history interview. This was only possible thanks to an in-depth conversation I had with Dr. Jessica Sherin, a partner at RHR International who specializes in executive development and started coaching while she was in graduate school. Her advice enabled me to learn how to structure a coaching engagement: conduct assessments → debrief client on assessment results → create a development plan with the client → have regular coaching sessions with the client centered on progress towards development goals. She also recommended types of assessments I could use as a novice coach, including a personality assessment based on the Big Five personality traits as this aligns with my graduate training and is easily accessible (e.g., [IPIP-NEO](#)). Moreover, through talking to Dr. Chuck Evans, a partner at RHR International, I better understood the purpose of the life history interview – an in-depth interview with the client that seeks to explore impactful experiences or turning points in his/her life and understand his/her motivations, drivers, and values. With Dr. Evan’s guidance, I devised probing questions that aligned with the purpose of the interview (e.g., What factors influenced your decision? What value did you attribute to that event?) and sought his input before applying this knowledge to my first coaching engagement.

In my experience, learning from experts was vital in helping me to structure my first coaching engagement. Other graduate students might find it beneficial to seek advice from faculty, tap into their alumni network, or specifically reach out to individuals whose experience, interests and values align with their own. In addition, they may wish to target relevant professional networks within their communities.

DOING YOUR RESEARCH

As someone with limited knowledge and experience in coaching, reading relevant and actionable research enabled me to learn from experts who have had similar tasks, goals, and problems. Academic research was highly beneficial for understanding how to manage client relationships, design and interpret assessments, and create a development plan, each of which is needed prior to coaching. I found that the [Consulting Psychology Journal: Practice and Research](#) was a valuable source as it has a number of useful, actionable articles on coaching published by leading experts. For the novice coach, Lee and Frisch (2015) wrote a helpful article titled “[Legacy reflections: Ten lessons about becoming an executive coach.](#)” In their paper, the authors provide advice for individuals new to coaching, including how to manage the client relationship. In the same journal, Karol Wasylyshyn (2005) published a [case study](#) about her experience coaching an executive transitioning into a CEO role. Her detailed and contextualized account provides rich insights into how to structure a coaching engagement and manage relationships with the client and organizational sponsors. In addition to searching articles on “coaching”, I recommend locating articles specific to each component of the coaching process – for instance, research on specific personality theories is useful for interpreting corresponding personality assessments and research on goal-setting theory is useful for creating a development plan.

When conducting research, novice coaches might find it useful to integrate their research into a “how-to guide” to provide them with a documented roadmap for coaching. When I started my research, I created my own coaching guide that synthesized my research and segmented it into different categories. Now, I have a document that summarizes topics relevant to coaching, including types of assessments and defining roles (i.e., coach, client, organizational sponsors). I also created appendices with actionable components for some coaching topics, such as “Creating the Development Plan.” This appendix includes probing questions that a coach might ask a client during



the goal-setting process to ensure that they select relevant and appropriately challenging goals that address the assessment results and align with organizational goals. I find it useful to revisit this document during a coaching engagement and again when I initiate a new engagement.

When learning to coach, it is also important to identify what skills are needed to be an effective coach. A successful coach may have the ability to empathize with others and perspective-take, have strong active, non-judgmental listening skills, and be skilled at relying on their intuition. The most useful resources I relied on to better understand and develop these skills were created by the Coaches Training Institute (CTI), particularly the book "[Co-active Coaching](#)." According to CTI, coaching is founded on the belief that the client is resourceful and creative and has the answers. Thus, the role of the coach is not to be the expert by providing advice or solutions to problems. Instead, the role of the coach is to empower the client relationship by exploring a particular issue, learning, or topic and by asking powerful, thought-provoking, and open-ended questions. The "Co-active Coaching" book is particularly useful to me as it aligns with my personal values and provides concrete strategies to use during coaching sessions. For instance, CTI suggests that one strategy for exploring a particular topic with the client is through the use of metaphors. As a novice coach, I was experimental and tried this strategy with my client during our first coaching session. I asked, "If you could choose the ideal image or impression that you could project onto your employees, what would it look like?" Our conversation revealed that his current behaviours sparked the image of a strict, disciplinary father, menacingly holding a belt to ensure obedience. In contrast, the ideal image he wished to project was one of the comforting fatherly figure who enables open discussions by fostering trust. In future coaching sessions, we re-invoked this ideal fatherly image to help him visualize his end goal and to decide what behaviours or strategies he could use that were consistent with this image. For novice coaches, I would recommend doing research and speaking to experienced coaches to understand different coaching styles or frameworks. Find one that best aligns with your personal values and style and locate relevant resources so that you can deepen your understanding and put what you learned into practice.

UTILIZING YOUR EXISTING SKILL SET

One of the most valuable lessons I learned when building my coaching skills was realizing the importance of leveraging my existing skill set to create a foundation for coaching. For example, any student, including myself, who worked at [Organization & Management Solutions](#) (OMS), the consulting firm affiliated with the University of Guelph's I-O program, is well-versed in conducting structured behavioural interviews. In particular, graduate students at the University of Guelph are experts at asking non-leading or open-ended probes to solicit enough information from the interviewee to check off the Behaviourally Anchored Rating Scales. As a Master's student, I conducted over 60 structured behavioural interviews and trained managers on how to ask open-ended questions during the interview process. As a coach, my role is to explore a particular issue, learning, or topic with my client by asking powerful, thought-provoking, and *open-ended* questions. These questions may serve to help my client develop new insights, gain perspective into others' actions, better understand how others perceive them, or identify problematic patterns of thought or behaviours. Although the purpose of asking open-ended questions differs between an interview and a coaching session, the skills I developed as an OMS consultant provided me with a solid foundation for asking those open-ended, thought-provoking questions that empower the client and enable their development. For other graduate students interested in coaching, I would recommend familiarizing yourself with specific coaching skills through your research and reflecting on your past experiences to identify what existing skills you can leverage.

PRACTICING

Once you develop knowledge on how to structure a coaching engagement, design and interpret assessments, create a development plan, and what skills make an effective coach, you need to practice. When developing any new skill set, I find it useful to practice by gradually working towards more complex and targeted behaviours. Below, I provide some strategies that may be useful to graduate students looking to build their coaching skills.

The first step I would recommend is to network with a diverse group of individuals even if their professions may not be directly relevant to yours. Although your conversations may not relate to coaching or always draw on your coaching skills, meeting individuals across a gamut of jobs, seniority levels, industries, and backgrounds will enable you to better understand the different issues and challenges that employees and leaders face at work. Learning from others' experiences may help you to deliver greater value when you take on your first client. Moreover, these conversations may help you identify what skills you might need to focus on developing before your first coaching engagement. For example, if you find it difficult to listen patiently and refrain from sharing your own experiences, you may need to refine your active listening skills. Similarly, if you find yourself making judgments about the other person's experiences (e.g., "That was a stupid idea"), you may want to develop your ability to understand or empathize with others.

A second step I would recommend before taking on your first clients is to practice one-off coaching conversations. As a graduate student, my first exposure to this was through my role as a Graduate Teaching Assistant for a course

called “Personal Skills and Self-Assessment” with Dr. Chuck Evans where many of the students held management positions. As part of the course, the students completed numerous assessments, such as the Hogan Personality Inventory, and wrote reflections that focused on an insight they gained from the assessments, how it related to their leadership ability, and what they could do differently moving forward. I was able to have coaching conversations with some students wherein I encouraged self-reflection and guided them to new insights by asking thought-provoking and open-ended questions. For other graduate students, there may be opportunities to practice coaching skills in other courses. For example, the role of the coach is not to provide advice, but to ask guiding questions so that the client arrives at his/her own answer. When interacting with your students in other courses, you could help students learn new insights using a similar technique rather than immediately providing them with the “right” answer.

Next, you may be ready to initiate a short-term coaching engagement. One strategy I would recommend for aspiring coaches open to pro bono work is partnering with start-up founders. Many start-ups are led by emerging leaders who may lack prior experience managing people or running their own business. Often, they do not have enough financial resources to hire a professional coach and may appreciate the offer for a pro bono or discounted short-term coaching engagement. In addition to practicing your coaching skills, you may get the opportunity to work with intelligent and creative leaders and have the opportunity to make a real impact. Through a chance encounter, I met the founder of a start-up company in Toronto. We now regularly meet for coffee and have informal coaching conversations to explore topics unique to someone in her position. For example, our conversations have touched on communicating a shared vision, aligning her team with organizational values, motivating her direct reports, and handling interpersonal conflict with her co-founders. These unique challenges have enabled me to develop a heightened awareness of issues shared among emerging leaders. As a result, I can learn from these experiences and better understand the challenges faced by my other clients.

CONCLUSION

As graduate students, we often feel like we don’t have the right skills or access to certain opportunities to get the experience we want. My goal in this edition of ‘Practice Makes Perfect’ was to share my experiences as a novice coach to highlight some strategies that others can use to create their own path. My hope is that by sharing my own experiences and presenting the four key lessons of leveraging your network, doing your research, utilizing your existing skill set, and practicing, others will be able to hone their craft as well.

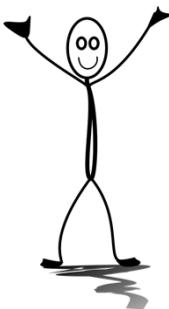
I would like to thank Lynda Zugec who has been my mentor throughout this process. I am grateful for the opportunity to collaborate with her and to see the impact that coaching can have on someone’s life, both professionally and personally.

ABOUT THE AUTHOR

Patricia Baratta is a Ph.D. Candidate in Industrial-Organizational Psychology at the University of Guelph. As a consultant, her focus is on leadership assessment and development. She is currently an executive coach for the CEO of a small, global organization, the VP of Sales of a large multinational organization, and the VP of Operations of a large provincial organization. To contact Patricia, visit her LinkedIn profile (www.linkedin.com/in/patricia-l-baratta) or send her an e-mail at pbaratta@uoguelph.ca

Have you had consulting experiences that you are eager to share with your colleagues across Canada? Information that would be helpful to practitioners or graduate students seeking to practice within I-O? Do you have comments or suggestions for this column? If so, please contact me at Lynda.Zugec@TheWorkforceConsultants.com. Perhaps we can share your thoughts in an upcoming issue of “Practice Makes Perfect”!

State of the Science



*Lance Ferris, Ph.D.
Michigan State University*

Welcome back to “The State of the Science,” where we 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.

Whether it's "honor among thieves" or "thick as thieves", there's a number of different idioms that suggest that thieves – that is, groups of people engaging in deviance – are likely to be cohesive and trusting of each other. Within a workplace context, it is also clear that some teams are more deviant than others, and in fact some team members actively support each other in their illicit activities. But is there any truth to these idioms? Why do people who frequently cheat others feel like they can trust each other?

Sandra Robinson of the University of British Columbia, and her co-authors Kira Schabram (at the University of Washington) and Kevin Cruz (at the University of Richmond), recently published a paper at the *Journal of Applied Psychology* examining this question. They argued that team members are more likely to trust their deviant team members if they are themselves deviant.

In particular, they argued that an employee who engages in deviance alongside deviant colleagues is more likely to form affective-based trust for their team. Deviant team members have to help and cooperate with each other in order to successfully cover their deviance from outsiders, and may even need to share resources and time to plan out deviant behaviors. A natural byproduct of this close coordination and communication is a feeling of connectedness among the team members, which in turn leads to feeling affective-based trust. On the other hand, an employee who doesn't engage in deviance alongside deviant colleagues is unlikely to form these bonds with their team members, and may even disengage from their distasteful colleagues, hindering the formation of trust.

Using both a field and an experimental study, they found support for their predictions: deviant teams were more trusted by those employees who were themselves deviant; employees who were not deviant were less likely to trust their deviant colleagues. They also found that this effect primarily emerged when team members coordinated their deviance. That is, if the deviant behavior was done by team members who did not share with each other how to be deviant – and hence did not promote a sense of connectedness among team members – then the team members were not trusted, regardless of whether the participant was deviant himself or herself.

For those interested in the complete paper, the full citation for the article is as follows:

Schabram, K., Robinson, S. L., Cruz, K. S. (2018). Honor among thieves: The interaction of team and member deviance on trust in the team. *Journal of Applied Psychology*, 103, 1057-1066.

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.

Communication Update



*Yannick Griep, Ph.D.
University of Calgary*

From the communications perspective, things are going well and the Communications side to CSIOP continues to see steady progress and new developments.

First, our Communications team and our webmaster (Duygu Gulseren) continues to work tirelessly to keep our website up to date and running smoothly. We have been using the website to promote jobs and internships as well and we are in the process of developing an updated document that lists internship options as well as awards our student members could apply for. Our website continues to be an integral part of the CSIOP-SCPIO world, a great resource for our members (newsletter, columns, blogposts), and a useful tool for us to preserve our documentation. Our website analytics indicate that the website had about 20,000 unique page views this year (similar as to last year). Similar as to last

year, our most visited pages are “programs” (about 7,000 unique page views) and “about us” (about 3,500 unique page views) so we should ensure this information is accurate, and capitalize on these highly visited pages.

Second, our newsletter continues to be a success due to the hard work of Lance Ferries and Rachael Jones-Chick. Both Lance and Rachael have continued to perform admirably, and there is lots of excellent content in our newsletter that generates traffic to our website and can be used to promote on our social media channels.

Third, speaking of our social media presence, I am happy to report that due to the wonderful efforts of our communications team and Timur Ozbilir, we continue to see our social media presence grow gradually, with steady increases in the number of followers on Facebook, Twitter and LinkedIn since our previous newsletter. We will continue to work hard to provide plenty of material to engage with you and foster discussion.

Finally, I would like to remind our members that CSIOP is here to help spread the word on your research. If you or your lab are featured in the news, or you feel there is something our membership would benefit from reading/seeing, please let us know at editor@csiop-scpio.ca. Similarly, if you have an idea for a blog entry and would like to contribute to CSIOP, we are happy to work with you, regardless of your experience level! We look forward to hearing from you!

Student Update



*Duygu Biricik-Gulseren, M.Sc.
Saint Mary's University*

Hi everyone,

I hope you all had a fun and productive summer. Canadian summers are short, and the fall has soon arrived. A new cohort of master's and Ph.D. students have already started in our programs to learn about and contribute to the knowledge development in I/O Psychology. I wanted to dedicate this column to them.

BACK TO SCHOOL

Being a graduate student is not an easy job. The graduate school culture is very different from the undergraduate culture. The workload is higher. What is expected of you is different. If you have no prior experience in working closely with a research mentor, it may take some time to get used to it. Students may need some patience, preparation, and support at the beginning of their graduate student careers.

However, the good news is, thanks to the internet, there are now different available resources for graduate school culture. Many former or seasoned graduate students share their experiences on those platforms. I find some of them really useful. Even if not, sometimes knowing that many people have been there and have done the exact same things you are expected of can help.

Here are a few resources on graduate school life. I hope you find them useful.

1. phdstudent.com: A comprehensive source on everything about being a graduate student. You can even find a dissertation planner on it.
2. neoacademic.com/io-grad-school-series: Richard Landers is a world-class I/O Psychologist. Although IO Grad School Series is only a section of his blog, I trust that you will find the whole website useful.
3. phdcomics.com: A very popular comic site that makes fun of the graduate school life. They even have two movies on the life of a Ph.D. student which you can find on the website.
4. blogs.lse.ac.uk/education/tag/academic-writing: London School of Economics' blog on academic writing is a great source to learn how to draft a research paper, how to think like an academic, and even how to structure a paragraph.
5. twitter.com/ithinkwellHugh: Hugh Kearns is a well-known academic coach. He provides some valuable advice about from how to approach a professor to how to maintain a healthy lifestyle as a graduate student.

Our university representatives (to learn more about them, read on!) shared some useful advice for the incoming students to the field of I/O Psychology based on their own experiences as well. I hope you enjoy reading them.

“First, congratulations! It's no small thing to get to learn for a living. When I came to grad school, I resolved to prioritize research methods and statistics, and never to hold back a question out of fear. A little cliché, but I keep

this Epictetus quote pinned above my desk: If you want to improve, be content to be thought foolish and stupid.”
Tim Wingate, 2nd year Ph.D. student

“If you're interested in something and an opportunity comes your way, go learn about it, prepare, and apply! Don't be the one that removes yourself from the pool of candidates. Attend conferences and talk to the researchers that inspire you. I've found people to be receptive to sharing the research that they're passionate about.” Eva Kwan, 2nd year master's student

“Work-life balance is super important, and burnout is a real threat. Try to remember that grad school is a marathon and not a sprint. It's important to have hobbies and interest completely independent of school to give you a shift of mindset away from the stress of academics.” Blair John, 2nd year Ph.D. student

“Grad school can be overwhelming at any stage, whether you're new or are further along in your program. I've found it to be extremely helpful to maintain hobbies and interests outside of school in order to take a mental break and refresh on a regular basis. Also having someone you can talk to openly and honestly about how you're feeling can be very important. Finally, try and remember what it is about this field that got you involved in the first place; revisiting that motivation can help get you through the tough times.” Sam Hancock, 4th year Ph.D. student

“The most important advice I've gotten throughout my career as a graduate student is that it is okay to take a break from work. Many of the graduate students I've encountered experience or had experienced burnout, which has negative impact on one's health and mental well-being. Learning how to find the balance between work and life is an important skill to survive graduate school!” Arief Kartolo, 3rd year Ph.D. student

“My first advice to incoming students would be to stay organized. Graduate school is filled with deadlines and important dates, so I would recommend making a schedule to remain on top of things. Next, I think that maintaining a good work-life balance is key in getting through your degree. Find a hobby or an activity where you can loosen up and live in the moment.” Yannick Provencher, 1st year master's student

“Be open to criticisms, but be prepared to explain your position. Accept the fact that you (and everyone else) make mistakes, make the wrong decisions, or are not knowledgeable about some things. Help other students in their journey and support each other. Find out and work toward maintaining the level of workload and work-life balance that you are comfortable with.” Midori Nishioka, 4th year Ph.D. student

“Learn the difference between criticism and critique. Learn from the feedback on your term paper, proposal, or journal submission. The purpose of academia is creating a dialogue among scholars for the advancement of knowledge. Talk to your peers. You will feel stressed from time to time, but you are not alone. Take advantage of the teaching assistantship positions. It can help you improve your presentation and communication skills. Transferring your knowledge to others also provides a sense of fulfillment. Research is about changing the world. Don't forget; you are doing something important!” Yanhong Li, 2nd year Ph.D. student

STUDENT UPDATE

In my previous column, I called for university representatives (a.k.a liaisons). In a short amount of time, we were able to build a team of representatives from many universities that offer an I/O Psychology or a related program across Canada. I am happy to introduce our new university representatives.
(in alphabetical order)



Sam Hancock, Wilfrid Laurier University

I am in the 4th year of the Ph.D. program in Management, specializing in Organizational Behaviour and Human Resource Management at Wilfrid Laurier University. My research interests cover a few different areas such as diversity, women in leadership, and team conflict. Practically, I think it is important for organizations to make a concerted effort to address diversity and inclusion issues and I hope my research can have a positive impact in this area.



Blair John, Saint Mary's University

My name is Blair John, and I am an international student from the Bahamas. I am currently a 2nd year Ph.D. student in I/O psychology at St. Mary's University in Halifax. My interests are in leadership development, diversity, high-potential selection and immigrant workers. I am currently working on designing interview questionnaires that better detect faking in applicants.



Arief Kartolo, the University of Windsor

My name is Arief Kartolo and I am currently in my 3rd year of PhD at the University of Windsor, in the Applied Social Psychology program, with a specialization in Industrial/Organizational Psychology. My research interests revolve around intergroup conflicts and relations in the workplace; specifically with topics related to stereotyping, prejudice, and discrimination (SPD) in the workforce. In addition to topics related to SPD, I am interested and involved in various cultural and cross-cultural projects, including quantitative and qualitative research on trust using cross-cultural samples across 12 different countries, exploration of leaders' demographic characteristics and organizational outcomes, and international impact of Indigenous political movement in Canada.



Eva Kwan, the Western University

I am in my second year of my Masters and studying industrial/organizational psychology at Western University. My research interests are in employee voice and inclusion in the workplace. My other interests include the unending journey in learning R and discussions on space, open science, and methods.



Yanhong Li, the University of Ottawa

I am a PhD student in Management (Organizational Behaviour and Human Resources stream) under the supervision of Dr. Laurent Lapierre at Telfer School of Management, University of Ottawa. My research focuses on the work-family interface. I am also passionate about gender equality and equity as well as improving the position of women in society.



Midori Nishioka, the University of Waterloo

I am a fourth year Ph.D. student in the Industrial-Organizational Psychology program at the University of Waterloo. I study motivation, fairness, ethics, and safety in the workplace. I am interested in applying research findings to develop work environments that encourage fairness and ethical conduct.



Yannick Provencher, the University of Guelph

I am a first year Master's student in I/O Psychology at the University of Guelph and I am very excited to be part of CSIOP for the upcoming year. My research interests lie into occupational health and well-being. Specifically, I gained an interest in workplace incivility while working on a meta-analysis during my undergraduate studies. I intend to pursue that line of research as a graduate student by investigating both experienced and enacted incivility in the workplace.



Tim Wingate, the University of Calgary

I am a second year PhD student in the University of Calgary Industrial-Organizational Psychology program (www.ucalgaryio.com). Situated in Joshua Bourdage's Organizational Behavior and Interpersonal Influence Lab (www.obiiilab.com), I research personnel selection and recruitment, and especially the employment interview. In my spare time, I like to cook, play guitar, and read the classics.

If your university does not have a representative and if you are interested in representing your program, please contact me at studentrep@csiop-scpio.ca.

The Convention Corner



*Ivona Hideg, Ph.D.
Wilfrid Laurier University*

Happy Fall and New School Year to Everyone!

I can't believe it's already fall and we're ready to start planning and gearing up for our 2019 convention! Next year we're heading to a gorgeous destination on the east coast – Halifax in Nova Scotia! The convention will take place May 31-June 2, 2019 at two hotels in Halifax: Delta Halifax and the Marriott Harbourfront. The conference will also be held in conjunction with the 4th North American Correctional and Criminal Justice Psychology Conference (NACCJPC). I would like to point out that there is a shift in days for the upcoming convention compared to past conventions. Specifically, the convention will take place from Friday through Sunday, with Pre-convention workshops taking place on Thursday. Usually, in the past the convention took place from Thursday to Saturday, with the Pre-convention workshops taking place on Wednesday, and a lot of our members were leaving on Saturday. But with this new schedule the program will

conclude on late Sunday afternoon and you may have sessions on Sunday. Please make sure to take this into account when arranging your travel!

In terms of the submission process, we should be back to our regular submission protocol (last year the submission process looked a bit different because the CPA convention was merged with ICAP), which for the most part will entail a submission of a 250-word abstract. The requirements for this abstract submission include talking about rationale, background, methods, results, and conclusion and impact in your 250-words abstract. There is one new requirement this year: as a part of each submission you will be asked to indicate how your work contributes to society. But other than this, the submission process is business as usual. I would also like to quickly remind you that in addition to our traditional symposium and poster submissions, we now also have, for the 3rd year in a row, Gimme 5 presentations. These are very short, 5 minute presentations and the maximum number of slides that you would be allowed to use is 3.

I look forward to seeing your symposium, workshop, round-table, poster, and Gimme 5 presentation submissions! I know that some of our members are considering attending EAWOP (European Association of Work and Organizational Psychology) Congress in Turin, Italy, which takes place May 29 – June 1, 2019. This timing unfortunately completely overlaps the CPA convention next year forcing our members to choose to attend one or the other (Halifax, Nova Scotia vs. Turin, Italy – tough call?! But if you like a superb and fresh clam chowder Halifax should be your choice☺). I am, however, confident, that we can still put together a great program and I look forward to seeing your submissions!

As always if you have any additional suggestions or ideas for the conference program feel free to email me at ihideg@wlu.ca

Update On: Alliance for Organizational Psychology



Alliance for
Organizational
Psychology



*Lynda Zugec M.A.
The Workforce Consultants*

The Alliance for Organizational Psychology continues to be involved in carrying out its mission to:

- expand the application and contribution of organizational, industrial, and work psychology to society to improve the quality of work life and the effectiveness of individuals and organizations
- develop more effective communication and collaboration among member organizations
- advance the science and practice of organizational, industrial, and work psychology globally

To that end, there are **two new white papers** coming soon! Read on to learn more about them:

ACTIVE AGING AT WORK

Hannes Zacher, Dorien T. A. M. Kooij & Margaret E. Beier

Active aging at work is the process of optimizing opportunities for high levels of physical, mental, and social well-being, work engagement and performance, as well as fair treatment and employment security as workers get older. Workers aging actively are able and motivated to work longer, past traditional retirement ages, and continue to be happy and productive members of the workforce. In this White Paper, we outline individual, job, team, organizational, non-work, and societal factors that contribute to active aging at work and derive practical implications for organizations.

WOMEN IN POWER: IDENTIFYING AND DEVELOPING THE LEADERS OF THE FUTURE; PSYCHOLOGICAL RESEARCH AND BEST PRACTICE

Hazel McLaughlin, Jo Silvester, Diana Bilimoria, Sophie Jané, Ruth Sealy, Kim Peters, Hannah Möltner, Morten Huse & Juliane Göke

Currently organizations are under pressure to justify the number of women on the Board and the Gender Pay Gap for their business. But how can HR professionals and business practitioners ensure fairness, equality and an enhanced role for women in organizations? This Alliance white paper discusses the factors that influence women's opportunities to gain positions of power and the issues that prevent their success once in senior roles. This paper takes an international perspective and highlights the challenges facing women in business and in politics. The research highlights that there are systemic factors that make it challenging for women to reach senior roles and to be effective once in them. It is not enough to put the onus back on women to work harder, to push for flexible working hours or to apply for senior roles. Nor is it enough to simply train leaders in a blanket way on topics such as unconscious bias. This paper highlights the need to take a broader perspective; to look at the societal factors, the inherent biases and the real opportunities for change. Diversity of ideas comes from diversity in the Boardroom and across the organization. Both men and women have a role to play in making it a fair playing field and seeking out and developing talented women.

We provide advice for:

- Senior Executives
- Women in organizations
- Young women starting their careers

Institutional actions are needed so that the people strategy is inclusive and the entire talent cycle is fair and transparent. True equality comes from corporate action and change to organizational structures, processes and behaviors. We explore how to make this a reality and the best practices to identify, engage and energize women to be leaders in business both today and in the future.

NOTE: The academic paper is published in *Organizational Dynamics* in the July to September 2018 issue.

The Alliance for Organizational Psychology also held **3 special sessions at the International Congress of Applied Psychology (ICAP)** which took place on June 26-30 of 2018 in Montreal, Quebec, Canada. The sessions were a great success. Find out more below!



MEET THE EDITORS

Chair: Julie McCarthy. Panelists included Gilad Chen, Kevin Daniels, Maria Kraimer, Gary Latham, Scott Tonidandel and Ute Stephane.

The aim of this session was for conference participants to meet the editors of several top-tier journals in the field of Work and Organizational Psychology and learn more about the journal submission and review process. Editors began by presenting a 5-minute summary of their respective journals to maximize time for audience participation. Panelists were then asked to comment on the following areas: journal fit; characteristics of an ideal paper, the review process, what reviewers can do, and ethical considerations. This session included editors and associate editors from some of the top international journals in Work and Organizational Psychology.



REMOVING BARRIERS FOR WOMEN: HOW TO ADVANCE WOMEN IN ORGANIZATIONS

Chair: Lynda Zugec. Panelists included Justine Granger, Hazel McLaughlin, Virginia Schein, Kristyn Scott, and Winny Shen.

Despite women's advances in the paid labour force and increasing access to non-traditional careers, they are still underrepresented in roles of power and authority all over the world – particularly in top leadership roles. Although society, policy makers and businesses agree that there is a problem, the cure to fixing women's underrepresentation has not been found, despite organizations investing in policies and practices to promote gender equality and women's advancement. Research suggests that as women enter and navigate the labyrinth of leadership, they are faced with a number of complex and intertwined challenges and barriers - including structural barriers, cultural barriers, and organizational barriers, all contributing to women's underrepresentation in leadership. This panel brought together leading scholars and practitioners to discuss issues of gender and leadership. In doing so, this forum facilitated a fruitful and knowledgeable exchange around the question of how barriers for women within organizations can be successfully removed.



WORK-FAMILY INTERFACE AROUND THE WORLD: SCIENCE AND PRACTICE

Co-Chairs: Alicia Grandey & Julie McCarthy. Panelists included Tammy Allen, Laura den Dulk, Karen Korabik, Ariane Ollier-Malaterre, and Mina Westman.

Around the world, the experience of work-family conflict and stress for men and women continues to be an issue, with personal, organizational, and societal consequences. At the same time, there are cultural differences in work-family policies and practices implemented at the organizational and societal level. This panel brought together

scholars who have taken a global and multilevel perspective in studying work-family policies and ways to reduce the strain of these multiple roles. Discussion addressed current trends, challenges, and future needs for both science and practice.

The Conclusion of the Joint Task Force on Licensure of Consulting and I-O Psychologists



*R. Blake Jelley, Ph.D., CHRP
CSIOP Special Collaborator on Licensure*

The Joint Task Force on Licensure of Consulting and Industrial-Organizational (I-O) Psychologists (LCIOP Joint Task Force) completed its Final Report in January 2018. The Association of State and Provincial Psychology Boards (ASPPB) hosted the LCIOP Joint Task Force from 2014-2018 in partnership with the Society for Industrial and Organizational Psychology (SIOP), the Society for Consulting Psychology (SCP), and CSIOP.

Members of the LCIOP Joint Task Force contributed eight publications and 11 presentations on licensure and related issues during its lifespan. In addition, members produced guides or provided input on various documents and issues. Examples include the Association of Canadian Psychology Regulatory Organization's (ACPRO's) *Position Statement for a National Standard for Entry to Practice*, ASPPB's work related to tele-practice and mobility (e.g., PSYPACT), ASPPB supervision guidelines, maps linking competencies and I-O courses to licensure requirements, and ASPPB's most recent Model Licensure Act (MLA), Model Regulations, and Code of Conduct. The LCIOP Joint Task Force's Final Report outlines its activities, accomplishments, and recommendations in greater detail. The Final Report has been provided as advice to stakeholder organizations but does not represent any form of agreement among those organizations. Please let me know if you would like a copy of the Final Report or other information (bjelley@upei.ca).

The existence of the LCIOP Joint Task Force prompted CSIOP, under Lynda Zugec's leadership, to survey its members and other Canadian I-O psychologists to document clearly that the vast majority of us oppose mandatory licensure for the practice of I-O psychology. CSIOP's position also holds that I-O psychologists with appropriate educational and experience qualifications should be eligible for licensure. Kevin Kelloway marshaled CSIOP's position statement through to formal endorsement by the Canadian Psychological Association (CPA). I appreciate Lynda and Kevin's efforts as well as those of other CSIOP executive officers (current and former) and members who have attended roundtable discussions, exchanged correspondence, and provided support. In particular, Gary Latham has maintained extensive involvement on this file and deserves special thanks for his guidance and advocacy.

One of the large undertakings of the LCIOP Joint Task Force was a focal article published in the June 2017 issue of *Industrial and Organizational Psychology* (IOP). My intention in leading the focal article's development was to provide thorough and balanced coverage of important issues to prompt further discussion and constructive engagement. In that same issue of IOP, readers will find nine commentaries opposing or offering cautionary perspectives on licensure, including one by Dr. Latham and another by Lynda Zugec and John L. Michela. Only one of the replies provided a favourable view of licensure in our field. I believe the focal article and the set of commentaries offer a useful collection of information and arguments on this topic.

The process of collaborating on the focal article was also useful within the LCIOP Joint Task Force. It provided a forum for task force members to clarify and consolidate the various arguments related to licensure. We shared different perspectives on this often divisive issue, but the people on the LCIOP Joint Task Force were respectful, constructive, and pleasant. The adjective we used in the focal article to describe our discussions (i.e., "lively") provides a fair depiction of our debates – they were intense at times but never mean-spirited.

I enjoyed the people I worked with on the LCIOP Joint Task Force, but I will also miss it for more important substantive and strategic reasons. That forum provided a conduit for information and updates on licensure-related developments that I cannot otherwise access easily. It also gave me chances to explain, clarify, and reiterate our position and supporting arguments while learning about other perspectives. It is reassuring when someone with a very different outlook is able and willing to articulate our concerns to their constituency. Achieving and sustaining that kind of support, however, can be time-consuming and difficult.

Some of the task force's recommendations relate to maintaining and continuing to grow connections among stakeholders. That may prove more challenging now that the LCIO Joint Task Force has disbanded and some of the people willing to listen and engage constructively have moved on. Notably, LCIO Joint Task Force Chair and former ASPPB President Don Crowder completed his service to the ASPPB Board of Directors. Stephen DeMers retired as ASPPB's CEO on September 1, 2018, having served in that role since 2005. Key players at ASPPB have changed. Also, CSIOP has had limited contact with ACPRO – the Canadian regulators.

WHAT'S THE FUSS?

In the next few paragraphs, I offer a summary of licensure and reasons it is controversial in our field. I borrow heavily from the LCIO Joint Task Force (2017) IOP focal article (and its sources), the published commentaries on that article, and a description I prepared for UPEI about my work in this area. Please see the June 2017 issue of IOP for more details.

Consumers may not be in a position to evaluate the qualifications of someone providing potentially harmful services. Consequently, governments (e.g., Canadian provinces) may choose to regulate specific occupations and professions. The only legitimate purpose of such regulation is to protect the public. A government typically creates an arms-length regulator that often involves members of the regulated profession(s) to oversee and administer the statute and regulations for one (or more) occupation or profession. A regulator is mandated to act in the public interest by setting or administering entry-to-practice standards, monitoring adherence to continuing education requirements, and enforcing the relevant code of conduct to protect the public from providers who are incompetent, unscrupulous, or both. Occupations and professions may be regulated concerning who is allowed to practice (i.e., licensure via a "practice act"), who may use particular titles (i.e., statutory certification via a "title act"), or by just requiring practitioners to register with a regulator or government agency. Voluntary certifications offered by professional societies, not regulated by a specific government statute, can serve as signals to consumers about a practitioner's qualifications, but the enforcement capability of such societies is limited to stripping an offender of their voluntary certification. Government-approved regulators have greater powers.

Competence assurance and affordable access are both important elements of efforts to protect the public. Much of my licensure-related work has focused on increasing awareness of the potential side effects of unnecessary or overly stringent regulation, in concert with the recognition that complete deregulation of professional psychology is unlikely and potentially unwise. Similarly, I have argued that laws should not prohibit unregulated professionals and members of the public from applying psychological principles in responsible ways. Instead, we should promote widespread dissemination and use of evidence-based principles and techniques within people's capabilities. Restricting extremely broad scopes of practice to licensed professionals should be avoided. Restrictions on practice activities should be limited to those specific activities for which there is a real risk to the public if an unregulated practitioner were to engage in them (e.g., communicating a health diagnosis).

Licensure is controversial both generally and within I-O psychology. General concerns include the potential use of licensure as a means for regulated professions to restrict competition, enhance their social status, and increase their earnings. In the process, consumers are given access to fewer providers and may have to pay higher fees for the services they receive. Labour and regulatory economists have studied such issues and provide useful sources of evidence for people making arguments about overly broad restrictions.

Anti-licensure considerations from an I-O psychology perspective include the fact that many unregulated consultants do the same things as I-O psychologists (e.g., employment interviewing, organizational surveys, training). Also, the nature and extent of risk that justifies government-sanctioned interference in I-O related commercial exchanges is unclear. In addition, other mechanisms exist to provide client protection from or recourse against poor practice (e.g., employment statutes, lawsuits). Providing I-O psychologists access to licensure (e.g., relevant and feasible qualification requirements) – rather than excluding them entirely – is consistent with CSIOP and CPA's position statement and makes sense in case practitioners engage in practice activities that need to be restricted for legitimate reasons of public protection. However, from my perspective, specific examples of such activities remain elusive. Mandating that all I-O practitioners acquire a license is inconsistent with CSIOP and CPA's position statement and the nature of many I-O practice activities.

Regulators may have a different interpretation. In particular, in a June 2018 letter to the CSIOP Chair, "ACPRO established that it is unable to support the position taken by CSIOP and CPA that licensure for those practicing as I/O Psychologists should be optional." Thankfully, ACPRO focused on "Psychologist [as] a protected title. ACPRO's position is that to practice under the title, without licensure or without legislative exemption is a breach of the legislation." While access to title remains an issue in our field, ACPRO's position, from my perspective, generally seems consistent with the status quo whereby CSIOP practitioners know to be careful about how they identify themselves. It is disappointing that ACPRO rejected the CSIOP-CPA position without direct consultations

that could have helped clarify the underlying rationale. Certainly, ACPRO's rejection of our position statement is frustrating, and there are other aspects of that ACPRO letter with which we disagree, but from my perspective the position they outlined could be worse.

MAINTAINING VIGILANCE

I have been critical of the ASPPB (2010) MLA and focused many of my contributions to the LCIOF Joint Task Force on improving the 2018 edition. Key improvements include a distinction between general applied psychologists versus health service psychologists and an exemption from licensure for business consultants and human resources professionals. ASPPB's model documents have no legal force but they serve as the suggested direction of professional psychology from the perspective of regulators. Whereas players change, having ASPPB's MLA include a specific exemption for business consultants and human resource professionals could be useful for future efforts to amend legislation in Canadian jurisdictions. ***Please monitor your local jurisdiction regarding possible changes to psychology legislation or regulations and advise CSIOP when an Act is being amended.*** We would be particularly concerned about efforts to regulate practice activities (vs. title acts). We could also use those opportunities to advise legislators about the lessons learned through our participation in the LCIOF Joint Task Force. I, and I suspect others who have engaged with this issue, will be happy to assist CSIOP's executive officers should they opt to take proactive action or, more likely, need to react to the actions of others. I will remain in the Special Collaborator role for the time being.

To Infinity and Beyond... A Discussion of Limits for Pay in Lieu of Notice



*Erika Ringseis¹, Ph.D.
TransCanada*

BACKGROUND

We thought the limit was much, much lower than the sky. Specifically, we thought the limit was about 24 months.

An employer can terminate a non-unionized employee without cause² at any time, provided that the employer provides sufficient notice or pay in lieu of notice.³ Human resources professionals and employment litigators have a long-standing history of accepting 24 months as the general expected maximum pay in lieu of notice period. Even the 24 months would only be reached in particular circumstances, like in the case of a very long-term employee, likely well past age 40, at a senior level in the organization. Although Canadian courts have mentioned, in decisions and as side-notes, that there is no upper limit on notice periods, we have not seen many situations where circumstances warrant a notice period stretching to the sky, or beyond. A recent case in Ontario, however, reminds us to be careful about rules of thumb and limits...in the right circumstances, the sky may indeed be the limit.⁴

THE FACTS

Mr. Dussault was 63 years old when Imperial Oil terminated his employment from a management position. He had worked for Imperial for over 39 years and was part of the group of employees offered new positions when Imperial sold its retail locations to Mac's Convenience Stores. Although Mr. Dussault was offered a role with Mac's, the role was not comparable in terms of likely salary, benefits or recognition of years of service.⁵

¹ Erika Ringseis obtained her Ph.D. from Penn State in I/O Psychology before pursuing legal studies in Calgary, Alberta. She currently manages the HR Governance team at TransCanada.

² An employee may be terminated for cause immediately without notice or pay in lieu of notice. Examples of "cause" for immediate termination include theft, harassment or violation of policy. Careful documentation is required to prove cause and legal advice is recommended before any employer terminates an individual without notice or pay in lieu of notice.

³ Remember that there are exceptions, such as not violating human rights legislation by discriminating on the basis of a protected ground, such as terminating employment because someone is pregnant.

⁴ *Dussault v. Imperial Oil Limited*, 2018 ONSC 1168; available online.

⁵ This case also provides interesting and helpful advice for the structure of a business sale and transitioning employees to a purchaser where there will be a resulting change in compensation.

Mr. Dussault refused the new role and took the position that he had been constructively dismissed. Imperial disagreed, indicating that Mr. Dussault should have mitigated his damages by accepting the offered role.

THE LAW AND APPLICATION

If the terms and conditions of employment change to the extent that the fundamental contractual terms have been violated, an employee can claim constructive dismissal. Employers cannot avoid their obligation to pay reasonable notice by making changes until a frustrated employee quits. That “quitting” is not voluntary but rather a constructive dismissal and the damages assessment occurs in the same manner as if the employee had been terminated.

Employees do have an obligation to mitigate their damages, meaning that a dismissed employee (whether constructively or otherwise) cannot mope and refuse to take action. That dismissed employee has an obligation to seek new employment and accept a reasonable job offer. This would result in the employer being responsible only for the difference in value between the former job and the new job, instead of being liable for notice period payment for the entire notice period.

The Ontario Superior Court ruled that Mr. Dussault had been constructively dismissed. Further, in the circumstances, it was not unreasonable for Mr. Dussault to refuse the job at Mac’s. Although Mac’s had offered to cover the difference in salary and benefits for 18 months, Mr. Dussault argued that 18 months fell far short of the long notice period to which he would be entitled.

Ultimately the Court agreed with Mr. Dussault, who received full pay in lieu of notice for 26 months.

CONCLUSION

Mr. Dussault was a long-term employee, over the age of 60, with limited opportunity for alternative employment. This case highlights the need for employers to look at individual circumstances before applying a “one size fits all” philosophy during the sale of a business. The Court is clear that damages will not be restricted to 24 months if the facts favour a longer notice period. Although employees will not be declaring “to infinity and beyond” on their claims for constructive or wrongful dismissal, employers need to be aware of the Court’s willingness to go beyond the 24 month time limit.

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