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Chair's Column



*Winnie Shen, Ph.D.
 York University*

Dear CSIOP members,

As we continue to battle the COVID-19 pandemic, I hope that you and your loved are safe and well and have found some respite, perhaps outdoors, over the summer season. As we all attempt to adapt to these unprecedented circumstances, your CSIOP executive team continues to work hard on new and existing initiatives that we believe will be valuable to you.

FOND GOOD-BYES AND WARM WELCOMES

The entire CSIOP executive will genuinely miss Prachi (Saint Mary's University). Prachi has been instrumental in helping us to develop our social media presence, and been an avid supporter of all things CSIOP during her tenure with our section. Her dedication and willingness to pitch in has been invaluable in making many of our events a success. We wish Prachi well as she begins her exciting journey as an I-O practitioner!

We are also excited to welcome Samantha Hancock (Wilfrid Laurier University) as our new social media coordinator. Sam already has many great ideas regarding her new role, and we look forward to working with Sam and her undoubted contributions in growing our social media presence!

THE CPA CONVENTION

We hope that many of you had the opportunity to participate in the CPA 2020 virtual convention over the summer, which featured some great I-O content. To celebrate and recognize the exciting student research presented, CSIOP conducted our annual student poster award competition. Please join me in congratulating the winners!

1st place: Lauren Hotchkiss, Maria Gloria Gonzalez-Morales, and Paula Barata (University of Guelph): Can unconscious bias training be improved? Using Canadian values to reduce feelings of system threat

2nd place: Timothy Wingate, Samantha Jones, Malika Khakhar, and Joshua Bourdage (University of Calgary): Speaking of allergies: Communication challenges for restaurant staff and customers

3rd place: Claudie Coulombe, Lindie Liang, Douglas Brown, and Lexi Brummer (Wilfrid Laurier University and University of Waterloo): Introducing humility in leadership: Identifying humble passages for leadership prototypes interventions

We are still awaiting details regarding the scheduled CPA 2021 Convention in Ottawa (June 4 – 6, 2021). We will make announcements on the listserv and social media as we learn more, including when the abstract submission will open and close and the likely format given the ongoing impact of the COVID-19 pandemic.

CJBS SPECIAL ISSUE

Several of us on the executive team (Josh Bourdage, Leah Hamilton, Tom O'Neill, Nicolas Roulin, and myself) are co-editing a special issue on emerging research in I-O Psychology in Canada to be published in the *Canadian Journal*

of Behavioral Sciences. In the last several weeks, we have officially accepted our first article for the special issue and other papers are also steadily making their way through the pipeline. We are excited to report that we currently anticipate that this special issue will be available in the first half of next year (i.e., April 2021)!

CLOSING REMARKS

As we transition to fall, new opportunities and challenges are sure to emerge. Please continue to be kind to yourself, recognizing the toll the ongoing uncertainty and rapid changes may be exerting, and I hope that you continue to find support and take solace in your vibrant Canadian I-O community.

CSIOP Membership



Aleka MacLellan, Ph.D.
LHH

As of 7 October 2020, CSIOP has a total of 188 members, which consists of 11 CPA Fellows, 2 Honorary Lifetime Members (including 1 CPA Honorary Life Fellow), 3 Special Affiliates, 3 CPA International Affiliates, 2 Retired Members (including 2 CPA Retired Fellows), 68 Student Members, and 106 Full Members.

CSIOP News



Samantha Hancock, Ph.D. Candidate
Wilfrid Laurier University

RYERSON UNIVERSITY

- Ryerson University is pleased to welcome seven incoming MScM students to the HRM/OB department: Talia Emanuel, Megan Herrewynen, Christian Lopresti, Fallan Mitchell, Pearlyn Ng, Katia Osso, and Shaheen Uppal
- Peter Fisher also began as an Assistant Professor in July. Welcome all!

UNIVERSITY OF CALGARY

- Tim Wingate, Sam Jones, Malika Khakhar, and Josh Bourdage received a CSIOP best poster award for their entry in the CPA conference. Congrats!
- Josh Bourdage, Nicholas Roulin (Saint Mary's) and Rima Tarraf (Adjunct U of C I/O Psychology) were in the top 3 best Personnel Psychology papers in the 2020 awards competition!

UNIVERSITY OF GUELPH

- Welcome to our 4 new Master's students: Julia Power, Claudie Coulombe, Kiah Caneira, and Simonne Mastrella
- Congratulations to our 6 MA students who successfully defended this summer: Emma Vreeker-Williamson, Lauren Hotchkiss, and Yannick Provencher, Baylee Rubinoff, Molly Contini, and Irene Zhang. Molly and Irene also were recipients of the CPA best MA thesis award.

UNIVERSITY OF WATERLOO

- Taylor Carroll, a first-year MASc candidate, received the CPA certificate of Academic Excellence for her undergraduate student thesis, awarded at the University of Guelph.
- Sarah Towers, Carlo Isola, and Taylor Carroll all received SSHRC (the Social Sciences and Humanities Research Council of Canada) grants for the 2020/2021 academic year.



- Midori Nishioka, who is in her 4th year of PhD studies at University of Waterloo, is the most recent recipient of the Industrial and Organizational Psychology Award, offered annually in the Department of Psychology at UW, to acknowledge exceptional graduate student performance.

WESTERN UNIVERSITY

- Dr. Johanna Weststar has been awarded a SSHRC Insight grant to conduct a longitudinal study of graduates from post-secondary video game education programs in Canada and the United States to understand school to work challenges and barriers to entry, particularly for women. The project is in collaboration with PI Sean Gouglas (University of Alberta), Suzanne de Castell (Ontario Tech University), Jen Jenson (York University) and Jennifer Whitson (University of Waterloo) and with the support of the Higher Education Video Game Alliance (HEVGA).

WILFRID LAURIER UNIVERSITY

- Congratulations to Jenny Wang, who was awarded a Mitacs Research Training Award (\$6000) this summer
- Congratulations to Dr. Sara Murphy, who recently defended her dissertation and has begun her new position of Assistant Professor at the University of Winnipeg!
- Steve Risavy and his co-authors, Chet Robie, Jennifer Komar, and Peter Fisher (Ryerson University) have been awarded a SSHRC Insight Development Grant to continue their work exploring personnel selection practices at high-tech startups in Canada.
- Janice Lam recently defended her Master's Research Project and will continue her PhD studies at the Schulich School of Business at York University, congratulations!
- Welcome to Le Wang, joining the MSc in Management program!
- Christine Hwang, PhD Student, has been awarded an Ontario Graduate Scholarship

YORK UNIVERSITY

- Welcome Mehran Bahmani, Janice Lam, and Huan You to the PhD program!
- Ivona Hideg has joined the Schulich School of Business as an Associate Professor of Organization Studies and the Ann Brown Chair in Organization Studies

Please send any I/O or program information, photos, congratulations, etc. to our Social Media Coordinator, Samantha at hanc7610@mylaurier.ca

Practice Makes Perfect



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

In this issue of Practice Makes Perfect, we connect with Gary Latham on his thoughts and experiences as a Scientist/Practitioner of Industrial and Organizational Psychology. We recount the principles Gary has lived by over the course of his career - much of which concerns understanding where academia intersects with the realities faced by organizations.

Also catch Dr. Latham as he shares his wisdom on the field of Industrial and Organizational Psychology and discusses the past, present, and future in the video links* below:

- [Why did you become an i-o psychologist?](#)
- [Where did your interest in work motivation start?](#)
- [What is evidence-based practice?](#)
- [Where do ideas in i-o psychology come from?](#)
- [How do i-o psychologists balance theory and practice?](#)
- [How to build bridges between science and practice \(Part 1\)?](#)
- [How to build bridges between science and practice \(Part 2\)?](#)
- [Should i-o psychology be licensed?](#)
- [How is AI impacting i-o psychology?](#)

- [What burning issues will i-o psychologists face in the 2020s?](#)
- [What would you do if you were an emerging psychologist today?](#)
- [How do we advance i-o psychology in the future?](#)
- [How do we mobilise i-o psychology in the 2020s?](#)



*PRINCIPLES IN THE LIFE OF A SCIENTIST/PRACTITIONER***

By Dr. Gary Latham

The principles that have enabled me to function as a practitioner and a scientist are described in Latham and Latham (2003). (The other Latham is my wife Soosan. She was the Vice President of HR for J.P. Morgan, Canada when we wrote that article. We argued constantly over science versus practice. Shortly thereafter she obtained her PhD. She is currently teaching HR at York University).

In brief, the principles are as follows:

1. *Set mutually interdependent goals.* Academics and organizational decision makers typically view each other as pursuing self-serving interests. As a staff psychologist, I was sometimes seen by industry leaders as wanting to pursue narrowly defined interests that would affect an easily measured dependent variable and hence lead to a journal publication; I viewed the human resources manager as wanting to pursue broadly defined objectives that would affect a fuzzily conceived “bottom line” and hence will lead to a salary increase, if not a promotion. Working together could jeopardize the attainment of both of our goals—a rational reason perceived by both parties for maintaining two solitudes. (My use of the word solitude is borrowed from a famous Canadian author, Mordecai Richler, who lived in Montreal. He used it to describe the unhappy relationship between the province of Quebec versus “the rest of Canada.”)

A solution for overcoming this distrust is to set mutually interdependent goals. Two facilitators for the setting of interdependent goals are for the two parties to become members of the same team and for their effectiveness to be measured with the same yardstick. For example, I joined the American Pulpwood Association upon completing my master’s thesis. The goal that the organization had of finding concrete ways to increase the productivity of logging crews coincided with my goal to do meaningful research (e.g., Latham & Kinne, 1974; Ronan, Latham, & Kinne, 1973).

2. *Stop, look, and listen.* Be seen as a team player. “Are we doing this project for Gary or for the company?” When I was a staff psychologist, this question too was asked on numerous occasions by human resource managers. Their suspicions were frequently the result of me taking the initiative to attack issues I believed needed to be resolved. Questions such as this subsided once I learned to listen first and speak second. There is an art to being “proactively reactive” to organizational needs. It is mastered by stopping to hear the concerns of organizational decision makers before offering one’s suggestions. This can lead to researchers being invited to join ad hoc teams that are formed to problem solve a question of concern to one or more members of senior management: “What does one logging crew do that results in high productivity while another crew goes out of business” (Latham & Wexley, 1977)? “How can we motivate engineers/scientists to achieve excellence in the eyes of line managers” (Latham, Mitchell, & Dossett, 1978)? “I can step on more mountain beavers than those union employees can trap” (Latham & Dossett, 1978).

It is difficult to hear the question or concern of organizational decision makers, see the contextual issues, know who is the primary person who is asking the question, offer suggestions, and subsequently receive an invitation to join the team unless the researcher is a member of the organization where the issues arise—a group member who is evaluated by the same senior manager with the same yardstick as every other member of the team. To this day, I have found that it was easier to conduct field experiments when I was an employee of the American Pulpwood Association and subsequently the Weyerhaeuser Company than it is now that I am a faculty member of a university. As an outsider to organizations, I now propose ideas that I hope some decision maker in some organization will find of interest; but, as an organizational insider, I was able to respond to concerns that I knew one or more key decision makers wanted/ needed answered. Fortunately, universities are organizations too. They, like any organization, have difficulties with employee attendance (Frayne & Latham, 1987; Latham & Frayne, 1989) and with taking disciplinary action (Cole & Latham, 1997). As a scientist-practitioner, I capitalize on this fact.

3. *Find a champion who is an influential member of the other solitude.* The research question becomes important, the research process is seen as doable, and the results are soon implemented when there is a champion of the

academic's research who is a member of the other solitude. Among my champions was a Weyerhaeuser VP, Peter Belluschi. He valued facts rather than hunches or intuition to unanswered issues. Jim Taylor, his HR manager, Bob Butler, his financial manager, and I met regularly to find ways to get answers to questions that Pete asked. His desire for hard data led to his appreciation for empirical research.

4. Become bilingual. As noted above, I learned from Billy Hoke, the forester at International Paper, that academics are perceived as having mastered the language of obfuscation. We are often viewed as making seemingly straightforward explanations complex. I learned from other managers that academics are frequently seen as confusing the words quality and precision with hard and abstruse. Consequently, I found that I was making it easy for business people to ignore me. Adding to my self-infliction, I would buttress my conclusions with statistical techniques. I was a newly minted Ph.D. when Mike Beer asked teasingly, "Latham, are you still doing statistical tests? When you become good, you won't have to do so. You will know when your intervention worked." My final coup de grace to my lack of credibility with managers would be hedging the most straightforward conclusions with contingencies, followed by whining for the need for "more research." People such as Billy Hoke and Mike Beer helped cure me of these ailments. In becoming bilingual, in learning to speak to managers in addition to researchers, I stopped doing "research" and I started doing "projects" and "interventions." I stopped doing "statistical analyses" and I started doing "documentation." Instead of presenting the results of a statistical analysis, I showed people graphs. Rather than refer to a control group, I showed what failed to occur in a comparison group. For example, when logging crews who set specific high productivity goals had lower performance than they had prior to setting them, I showed a graph that documented how productivity was significantly worse among those crews who did not set goals. My graphs would also display how a hurricane or flood can be a boundary condition, a moderator variable, and a situational constraint for productivity. I consciously worked on ways to phrase and present material in memorable ways. I used language to capture the attention and imagination of organizational decision makers with little concern on my part for the precision in language required by a scholarly audience. In time, I became bilingual.

5. Educate the other solitude. At the University of Washington and now at the University of Toronto, seldom have I passed up an opportunity to teach in a university executive program or an executive MBA course. As part of their education, I pose a question to the managers (e.g., Do you think bias can be minimized if not eliminated in a performance appraisal?), encourage strong debate (Why? Why not?), and then immediately involve them in an experiment to obtain the answer. The participants love the suspense, and I do too (e.g., Latham & Seijts, 1997).

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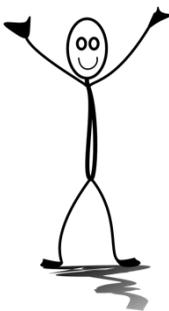
*Included with permission from SIOPSA

** Originally shared as part of the High Performance Institute Blog in September of 2017

(<https://www.highperformanceinstitute.com/blog/thirteen-critical-incidents-in-the-life-of-a-scientist-practitioner>).

Do you have views on how to integrate science into I-O practice? What have your experiences been in doing so? Do you have comments or suggestions for this column? If so, please contact Lynda Zugec at Lynda.Zugec@TheWorkforceConsultants.com. Perhaps we can share your thoughts and experiences 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 personality tests, resumes, or interviews, there are a number of different selection tests or assessments that organizations use that rely on prospective employees providing information. A key assumption is that applicants are being honest when completing the assessments: a person who says they are conscientious is, in fact, conscientious, and not just faking their response because they think it's what the organization is looking for; they did in fact lead that team they said they led, and weren't just a team member. But, as ample research has shown, people fake in job application contexts: whether it is providing false information or responding with what they think the organization wants to hear, faking represents a threat to the utility of job selection techniques.

One way that has been suggested to weed out fakers is to assess applicants' tendencies to *overclaim* – that is, to exaggerate their own abilities. The typical way to assess this is by asking people how familiar they are with a variety of topics, with the twist being that some of the topics are actually fake. As an example, a questionnaire may ask people how familiar they are with the Red River Rebellion, the Avro Arrow, and the Beaver Catastrophe of 1847. Someone who is faking may indicate they are very familiar with all three – except there was no Beaver Catastrophe of 1847 (unless maybe that's when they first started building [that dam of theirs](#)), so someone indicating familiarity with it is overclaiming or exaggerating their abilities. The more someone overclaims, the more likely they are to fake on other aspects of a job application.

Or so the logic goes. In practice, the empirical results are mixed to weak, with some studies finding a relation between overclaiming and faking in applications but many others finding no relation. Figuring out why overclaiming is seemingly unrelated to faking in job assessments was the focus of a recent article in *Journal of Applied Psychology* by University of Calgary's Josh Bourdage, along with an international team of coauthors including Patrick Dunlop and Karina Jorritsma of Curtin University, Reinout de Vries of Vrije Universiteit Amsterdam, Ilona McNeill of University of Melbourne, and Megan Orchard, Tomas Austen, Teesha Bains, and Weng-Khong Choe of University of Western Australia.

Drawing on expectancy theory's concepts of valence and instrumentality, Bourdage and his coauthors argued that people are most likely to fake when doing so leads to a positively valenced outcome (i.e., a job offer) and when doing so is seen as instrumental to achieving that outcome. Unfortunately, studies examining overclaiming and faking are often done in lab settings, not actual job application settings (meaning the outcome is not of a high positive valence, reducing the likelihood of faking overall). Moreover, they often assess overclaiming with items that have no real connection to the job application context, meaning they have low instrumentality for leading to a job offer. In other words, an applicant to Google is unlikely to see knowing about the Beaver Catastrophe of 1847 as connected to receiving a job offer at Google, but knowing about search optimization or coding probably is. As such, their willingness to overclaim about the latter is likely to be more strongly related to their willingness to fake in a job application than their willingness to overclaim about something unrelated like beaver catastrophes.

Across three studies using a variety of samples – including applicants to firefighter positions, a lab study where participants were instructed to fill out application materials either honestly or as they would for a job application, and an online study where participants were led to believe that their knowledge of political topics would qualify them for a high-paying study – they generally found support for their predictions. In particular, they found that overclaiming was more likely to be related to faking when (a) the overclaiming measure was relevant to the job they were applying for (i.e., high instrumentality), and (b) when there *was* an actual job to apply for (i.e., high valence). On the other hand, when overclaiming was assessed about irrelevant topics or there was no actual job to apply for, overclaiming was unrelated to faking.

So there you have it – claims about overclaiming being uncorrelated to faking are fake news (say that five times fast). All practitioners have to do is make sure that they are measuring overclaiming with items related to the job. Not beavers.

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

Dunlop, P. D., Bourdage, J. S., de Vries, R., McNeill, I. M., Jorritsma, K., Orchard, M., Austen, T., Baines, T., & Choe, W.-K. (2020). Liar! Liar! (When stakes are higher): Understanding how the overclaiming technique can be used to measure faking in personnel selection. *Journal of Applied Psychology, 105*, 784-799.

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



*Lisa Alonzo McDermott, MCom.
Northwest University, South Africa*

It has been an interesting few months since our last newsletter. Seeing how our colleagues are adapting and progressing through the uncertainty we are all facing has made me even more proud to be associated with CSIOP and the Industrial Psychology community. Well done to everyone who is researching the impact of the pandemic on people in the workplace and to those who have provided useful and valuable guidance on getting people and organizations through these challenges. Social media has been such an effective tool in ensuring that we all stay connected.

I am excited to have Samantha Hancock join our team as a Social media guru. She has some great ideas to keep CSIOP connected with you, our members. We will be collaborating to ensure that you receive communication on innovative and relevant research in our field.

Stay safe everyone.

Student Update



*Rachael Jones-Chick, M.Sc.
Saint Mary's University*

HELLO CSIOP STUDENT MEMBERS, AND HAPPY FALL!

It has been a few months since we started working and studying from home, and for many of us the next semester (and possibly longer) will continue to operate virtually. While everyone quickly shifted to the remote lifestyle when it was urgently required at the beginning of the pandemic, we may not have had the chance to put a lot of thought into our new way of life. I myself am taking the start of the new semester as a fresh start, where I will be more thoughtful and purposeful with the way I work from home. For me, this will include revamping my office space so that it is a comfortable, bright, and happy area for me to study and work, rather than being an afterthought in the corner for evening/weekend work. This fresh start will also include a new routine, both for my school/work tasks and for my home tasks to reduce distractions (e.g. making sure my apartment is clean and tidy before I start work so I'm not thinking about the dishes in my sink while trying to read or write).

I wanted to use this newsletter edition to share some ideas for enhancing the work from home experience as a graduate student. While everyone is different and what works well for some people may not work well for others, here are a few tips to try out if you want to change up your work from home style:

HOME OFFICE SET UP:

Speaking of fresh spaces and routines, the first tip is to assess and improve the ergonomics of your home office space if necessary. At school libraries and in our labs, we usually have nice office chairs and desks with monitors, which are designed to be ergonomic. If you don't have a similar set up at home, check out these links to try and improve the efficiency and comfort of your space (we don't need unnecessary aches and pains in addition to schoolwork!):

<https://www.ccohs.ca/oshanswers/ergonomics/office/>

https://uwaterloo.ca/safety-office/sites/ca.safety-office/files/uploads/files/home_office_ergonomic_tip_sheet_v1.0_mar2020.pdf

CRAFTING A WORK FROM HOME ROUTINE:

If you're looking to get into a better routine while working from home, I found these articles helpful. No one routine will be right for everyone but taking bits and pieces from some of these articles may help you to craft your own perfect schedule!

<https://www.thespruce.com/how-to-create-a-daily-routine-2648007>

<https://www.studiosity.com/blog/4-steps-to-create-a-good-study-routine-in-isolation>

<https://studentnews.manchester.ac.uk/2020/03/30/creating-structure-while-youre-studying-at-home/>

Another idea you could add to your new routine is joining or creating a writing accountability group with your friend or lab group! Particularly for those of you with big deadlines, such as a thesis or dissertation, this could be a good way to prevent procrastination if you are struggling to meet your goals. One way to do this is to set up shared spreadsheet where everyone can list their daily goals, track their progress, and check in with each other.

TAKING CARE OF YOUR MIND AND BODY:

As the weather gets colder and going for walks seems less appealing, trying out some at home yoga (or other workouts) may be a great way to clear your mind and feel better! Here are a few YouTube yoga videos to test out:

Desk yoga:

<https://www.youtube.com/watch?v=tAUf7aajBWE>

Office yoga:

<https://www.youtube.com/watch?v=M-8FvC3GD8c>

Yoga for writers (for those tough writing days):

<https://www.youtube.com/watch?v=bQWwWaWXPS0>

THERE'S AN APP FOR THAT:

Feeling stuck in a rut while working from home? Downloading a new app could be a fun way to get back on track. Productivity apps like [Focus Keeper](#) and [Asana](#) may be the perfect sidekick for your new routine – test drive a few and see what works best for you! Using a music app like Spotify or Apple Music to create or find a new productivity playlist may help you to focus. Lastly, mindfulness apps like Headspace or the ones discussed in the article below can be great for high stress days, nights when you can't sleep, or just as part of your daily routine!

Mindfulness apps:

<https://www.healthline.com/health/mental-health/top-meditation-iphone-android-apps>

As students, we are all adaptable and resilient, but this is not the student experience most of us were expecting, so remember to take care of yourselves and check in with your friends (especially as winter approaches and it gets harder to be active and socialize outside). I wish you all luck on your continued work/study from home journey!

What's the best part of working from home this Fall? For me, it's getting to light autumnal scented candles at my desk and walking down the leaf-covered sidewalk for coffee breaks instead of just walking through the university halls!

OTHER GREAT RESOURCES FOR GRAD STUDENT WORK FROM HOME TIPS:

<https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/current-students/campus-resources-and-services/work-home-and-remote-resources>

<https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2020/04/Guide-to-Working-From-Home-for-Graduate-Postdoctoral-Researchers.pdf>

https://www.reddit.com/r/GradSchool/comments/fjmafr/a_guide_for_working_from_home_as_a_graduate/

If you have suggestions for student events, questions about I/O psychology programs, or just want to chat about I/O, you can contact me at: rachael.joneschick@gmail.com.

Update On: Alliance for Organizational Psychology



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

The Alliance for Organizational Psychology (AOP) was established in 2009 and member organizations include the Society for Industrial and Organizational Psychology (SIOP), the European Association of Work and Organizational Psychology (EAWOP), the Organizational Psychology Division of the International Association of Applied Psychology (IAAP-Division 1), and the Canadian Society for Industrial & Organizational Psychology (CSIOP).

While COVID-19 has been challenging on a global scale, it has emphasized, more than ever, the need for community. The Alliance for Organizational Psychology (AOP) has collated a number of links to various resources from network partners:

<https://alliancefororganizationalpsychology.com/resources-during-covid-19>



NEW JOB BOARD FOR WORK AND ORGANIZATIONAL PSYCHOLOGY NOW AVAILABLE!

Are you looking to hire someone with a background in Industrial-Organizational Psychology or Work and Organizational Psychology? Or maybe you know someone who is?

The Alliance for Organizational Psychology (AOP) and the Work & Organizational Psychology Division of the International Association of Applied Psychology (IAAP) have launched a new job advertisement board to connect work and organizational psychologists with opportunities:

www.workandorganizationalpsychologists.com



The Convention Corner



Lindie Liang, Ph.D.
Wilfrid Laurier University

Hi everyone! As I take over as the CSIOP Program Coordinator for the next two years, I thought I should introduce myself to those who might not know me. I am an assistant professor of OB/HRM in the Lazaridis School of Business and Economics at Wilfrid Laurier University. I did my graduate training in I/O psychology at the University of Waterloo, and took a position as assistant professor in Human Resources Management at York University before joining Wilfrid Laurier University. I have been attending CSIOP since my first-year of grad school (I still remember receiving advice from many distinguished Canadian scholars and practitioners in the graduate students mentoring session during my first CSIOP in Toronto in 2010 – exactly 10 years ago!).

Now as we are gearing up to put together a program for the 2021 convention, I couldn't help but reflect on how much I've enjoyed the CSIOP sessions as a grad student. Attending a big conference can be daunting, but CSIOP's inclusive environment will set you at ease as it offers many great opportunities to meet fellow I/O grad students, top scholars in our field, and I/O practitioners through its conference sessions and social events. So, I encourage you all to submit and attend our next convention, scheduled for June 4 – 6, 2021. Although it is still too early to say if the conference will be hosted in person (in Ottawa, Ontario, at the Westin Ottawa Hotel) or online, we are all very excited to put together a great program for next year. The call for submissions is not open yet, but it will be very soon. In the meantime, please mark your calendars for the CSIOP convention. I am confident that we will put together a great program!

In closing, I wish you all a great start of the new academic year! Please stay tuned for the CPA call for convention submissions, and I look forward to seeing your submissions for our 2021 program!

If you have any additional suggestions or ideas for the conference program, feel free to email me at lliang@wlu.ca.

All Aboard the Zoom Train



Erika Ringseis¹, Ph.D.
InHaus Legal

The case of *Law Society of Ontario v. Regan*² is an appeal of a law society decision in Ontario, wherein a lawyer was found guilty of failing to provide a complete response to the Law Society's requests and was then suspended, unable to practice law. Preliminary submissions were made by the parties arguing whether it is appropriate for the appeal to be held virtually instead of in person.

In the patent dispute of *Guest Tek Interactive Entertainment Ltd. v. Nomadix, Inc.*³ all of the witnesses, except one, live in the United States. Travel for court proceedings is not on the list of "essential travel" and the border between Canada and the US remains closed for those witnesses.

¹ Erika Ringseis is senior legal counsel at InHaus Legal, a virtual law firm providing strategic legal advice to organizations of all sizes. Erika's background in Industrial/Organizational psychology and her experience leading a team overseeing human resources governance have been helpful in her practical approach to addressing our new workplaces in the COVID-19 reality.

² 2020 ONLSTA 15, available online:

<https://www.canlii.org/en/on/onlst/doc/2020/2020onlsta15/2020onlsta15.html?searchUrlHash=AAAAAQAPdmlkZW9jb25mZXJlbnNIAAAAAAE&resultIndex=2>.

³ 2020 FC 860, available online:

<https://www.canlii.org/en/ca/ctf/doc/2020/2020fc860/2020fc860.html?searchUrlHash=AAAAAQAPdmlkZW9jb25mZXJlbnNIAAAAAAE&resultIndex=3>

A Human Rights tribunal released a preliminary decision in the case of *Trudeau v. ConSun Contracting Ltd.*⁴ respecting an allegation of termination based on disability. The respondent objected to a virtual hearing and wants a delay until an in-person hearing is possible. The complainant has waited a long time for this hearing and is upset about further delay.

These are just three of many cases popping up in the COVID-19 aftermath. Although the subject of dispute in each of the above examples is very different, the legal question being considered in these preliminary decisions is the same: Should the case be heard virtually?

One party is generally in favour of a virtual hearing, to allow the proceeding to occur faster than waiting until in-person hearings are possible, or to protect the health of all concerned if in-person hearings are permissible but present some difficulty with respect to distancing and other health protocols. The opposing party seeks to delay the hearing until the matter can be heard live. The legal considerations include natural justice. Parties have a right to hearings without undue delay. But parties also have a right to make a full defence, which may include a through cross-examination. Some argue that credibility of a witness is difficult to assess through a screen.

In each of the three cases cited above, the adjudicator hearing the arguments for and against the virtual hearings found in favour of the matters going forward and being heard by videoconference.

The adjudicators were guided by analyses such as that of the Ontario Labour Relations Board⁵:

Historically, the Board has been hesitant to engage in a video hearing if it is evident that the Board will have to make meaningful credibility determinations...

...

In my view, when considered critically in the context of the technological resources available to the parties and the Board in today's modern world, this concern ought not to preclude the Board from hearing evidence from witnesses by way of video hearing. Counsel for Local 183 argued strenuously that video hearings are appropriate, even when credibility is at issue. He argued that there is no basis in fact for the proposition that assessments of credibility made by a trier of fact at an in-person hearing are more reliable than assessments of credibility made by a trier of fact at a video hearing.

I agree. Over the years the Board has identified many different considerations that factor into the ultimate determination of the credibility of any given witness. Those considerations include the clarity and consistency of the testimony offered, having regard to contemporaneous notes or other documents; the demeanour of the witness; the ability of the witness to avoid the tug of self-interest; the firmness of the recollection of the witness; whether the witness was well-situated and could see and hear what actually happened; the overall plausibility of the testimony when considered to that of others; and the likelihood of "bias" towards any given party or viewpoint. All of these factors are utilized by the Board to determine whether testimony offered by a witness is, as O'Halloran J.A. put it in *Faryna v. Chorny*, [1951 CanLII 252 \(BC CA\)](#), [1952] 2 D.L.R. 354 (B.C.C.A.), "in harmony with the preponderance of the probabilities which a practical and informed person would readily recognize as reasonable in that place and in those conditions". **None of the factors typically considered by the Board when assessing credibility is absent when evidence is adduced by way of a video hearing.** [emphasis added]

In each of the three cases mentioned above, the decision to proceed virtually included an analysis of the possibility of assessing credibility remotely. The adjudicators also addressed concern about time delay and concluded it was in the best interests to proceed. In its preliminary objections, Nomadix raised an interesting practical concern: all of its witnesses are in different time zones across the United States. The Court acknowledged that time zones require some accommodation on all sides, but it is possible to accommodate with starting slightly later or earlier. Alternatively, hearing days may be a bit longer than usual in order to ensure that parties are asked to participate at a time that is reasonable for their time zone. Shifts in time are acceptable to the Court and should be accommodated by the parties. Neither was the sheer volume of

⁴ 2020 AHRC 63, available online: <https://www.canlii.org/en/ab/abhr/doc/2020/2020ahrc63/2020ahrc63.html?resultIndex=1>

⁵ *Labourers' International Union of North America, Local 183 v Innovative Civil Constructors Inc.*, 2020 CanLII 42431 (ON LRB), available online: <https://www.canlii.org/en/on/onlrb/doc/2020/2020canlii42431/2020canlii42431.html>

documentation required a valid reason to delay the hearing until it could be held in person. The Court pointed out that document management is required whether documents are shared virtually or live in the courtroom and the available technology is capable of handling the volume. In fact, some might even argue that virtual document sharing is easier for the parties involved than the traditional paper methods still employed in many hearing settings.

Perhaps you yourself have experienced an increase in Skype meetings, have learned how to use Teams at work or enjoyed family Zoom nights during COVID isolation and distancing. COVID-19 has forced many legal practitioners, tribunal adjudicators, judges and employers to embrace technology and move into the virtual realm for hearings, discussions and collaboration. Love it or hate it, the recent case law suggests virtual hearings are acceptable and reasonable. Zoom on!

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