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The Canadian Industrial & Organizational Psychologist

Chair's Column

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Deborah Powell, Ph.D.
University of Guelph

Greetings all,

In our last newsletter, we wrapped up the CPA conference by thanking our speakers and announcing award winners. Although it's only October, it's already time to start thinking about the 2023 CPA conference on June 23-25 in Toronto. Submissions will be due around late November. We encourage you all to consider attending, as it is a great opportunity to connect. For more information on the convention, including details on submissions please visit <https://convention.cpa.ca/about/important-dates/> Now is also a good time to start thinking about potential CSIOP nominees for some of the awards that are given out at the CPA conference, so that there is ample time to put nomination packages together.

Two awards in particular to think about are:

1. CPA fellow: "CPA fellows are members who have made a distinguished contribution to the advancement of the science or profession of psychology or who have given exceptional service to their national or provincial associations" (<https://cpa.ca/aboutcpa/cpaawards/nominationprocedures/>).
2. President's new researcher award: "These awards recognize the exceptional quality of the contribution of new researchers to psychological knowledge in Canada. Selection of award recipients is based on the examination of the applicant's record of early career achievement (<https://cpa.ca/aboutcpa/cpaawards/presidentsaward/>)

If you have a CSIOP member in mind who you'd like to nominate for either of these awards, please reach out to me at chair@csiop-scpio.ca so we can support the nomination.

Finally, I would like to welcome a new executive member to the newly created role of EDI Strategic Lead. This role was voted on at the CPA conference in June. I am thrilled to announce that Aisha Taylor has agreed to serve in this role. Aisha is an Organizational Psychologist and Diversity, Equity and Inclusion Consultant in Calgary, and has been a part of the CSIOP EDI committee for the past year. Thank you for agreeing to take on this role Aisha!

Finally, if we can ever spread the word on any media appearances you're making that would be of general interest, or if have any new articles you'd like to promote, please contact socialmedia@csiop-scpio.ca
Best,

Deborah Powell, PhD
Associate Professor
University of Guelph
CSIOP Chair

CSIOP Membership



Aleka MacLellan, Ph.D.
LHH

As of Sept. 9th, CSIOP has a total of 209 members. This consists of 111 Full Members, 70 Student Affiliates, 10 CPA Fellows, 4 Section Associates, 1 Retired CPA Fellow, 2 CPA Retired Members, 5 CPA Special Affiliates, 1 Honorary Lifetime Fellow, 2 Honorary Life Members, 2 International Affiliate, and 1 International Student Affiliate.

CSIOP News



Samantha Hancock, Ph.D. Candidate
Wilfrid Laurier University

University of Calgary



We'd like to welcome the below folks new to our program at the University of Calgary!

- Ho Kwan Cheung: Joining as Assistant Professor in I/O Psychology, Specializing in EDI-related Topics
- Aliza Aldana: Joining the MA program in I/O, to be supervised by Tom O'Neill
- Jessica Wilkens: Joining the MA program in Human Factors, to be supervised by Jeff Caird
- McKenna Gwalko: Joining the MA program in I/O, to be supervised by Tom O'Neill.

University of Guelph

We would like to welcome five new MA students to the I-O program at Guelph:

- Halah Abu-Omar, Rachel Appiah, Simran Dhatt, Jasmine Singh, and Sally (Yi Wei) Xie.

Congratulations to the following students who defended their MA theses over the summer:

- Kiah Caneira: *"Merit versus structure: How beliefs about the sources of socioeconomic inequality affect class-based bias in admission decisions"*
- Simonne Mastrella: *"Acting Anxious: The Impact of Candidates' Anxious Nonverbal Behaviour on Interview Performance Ratings"*

Congratulations to Parco Sin who defended his PhD thesis: *"Is it just...about equity?: Reactions to pay dispersion from a distributive justice framework"*

University of Waterloo

Waterloo's I/O group is excited to welcome four new graduate students as of September 2022:

- Owen Malo, Allister Grapes, Pearlyn Ng, and Olha Mendelenko. Welcome aboard!



Congratulations to Taylor Carroll and Pearlyn Ng for beginning their PhDs at Waterloo.

Kennedy Westlake, Arden Flow, and Muriel Tang have successfully completed their master's degree. Congratulations to all of them!

Midori Nishioka, Anna Godollei, and Roxy Merchand have successfully defended their doctoral dissertations. Congratulations to Dr. Nishioka, Dr. Godollei, and Dr. Merchand!

Anna Godollei 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. Congratulations!

Congratulations to Denise Law (1st place) and Amy Barron (3rd place) for winning the poster competition at the CPA 2022 conference.

Anna Godollei has accepted a position as an assistant professor of I-O psychology at Baruch College (CUNY). Wishing you all the best in this new position!

Western University

Congratulations to Carly Lundale (MSc student) for receiving the Canada Graduate Scholarship-Master's (CGS-M)!



Congratulations to Eva Kwan and Trevor Coppins (PhD students) for receiving the award for teaching excellence from the Council of Canadian Departments of Psychology!

Dr. Alex Benson received a SSHRC insight development grant as a co-investigator on the project entitled: *"Making us whole again: Developing culturally appropriate, evidence driven evaluations for Indigenous sport organizations in Canada"*. Congratulations, Alex! We look forward to the results.

Wilfrid Laurier University

Victoria Daniel successfully defended her dissertation titled: *"The hidden side of work-family boundary management: Uncovering the role of cognitive boundary work and boundary context."*



A warm welcome to our new students: Abbisha Saseekaran (MSc) and Elana Zur (MSc).

Chris Zhang (Limited Term Appointment Professor) received two SSHRC grants: an Insight Development Grant titled: *"Everyone Accounts: A revisit of LGBTQ2+ Employees' Workplace Behavior of Disrupting Workplace Heterosexism and Advocating Equal Treatment in China"* and a Partnership Development Grant titled: *"PDG: Act up: From managing LGBTQ2S+ identity to changing workplace discrimination."*

We also welcomed 4 new Limited Term Appointment Professors:

- Tatiana Astray received her PhD in Organization Studies (minor in Social Psychology) from York University. She has been working as a post-doctoral research fellow at the Conrad School of Entrepreneurship & Business at the University of Waterloo.
- Hamsa Guruaj holds the CHRP designation, and she is working on her dissertation on the topic of workplace aggression at McMaster University and started teaching OB at Laurier this summer.
- Seyy Sode received his PhD in OB from University of Lagos, Nigeria. Seyy also taught with Lazaridis over this summer in the MBA Org Dynamics and Change course.
- Angus Yao received his PhD in OBHRM from Concordia University. Angus will be joining us from Windsor University where he teaches now.

Practice Makes Perfect

Advancing Diversity, Equity and Inclusion in Hiring and Promotion: Through the Lens of an I-O Psychologist



Ameetha Garbharran. Ph.D.
expsyt

Introduction

It is unthinkable that even today, in the 21st century, we continue to witness organizations engage in questionable hiring and promotion practices. Who has not heard of candidates being rejected because they did not conform to an undefined and elusive “culture-fit” criterion which, in reality, is a justification for making talent decisions based on subjective criteria that have little to no bearing on whether people are capable of being effective in jobs? Or, of senior executives and board directors seeking referrals from their very exclusive, homogenous networks to fill strategic senior positions? And then, of course, who has not heard of organizations who interview their candidates’ ad nauseum ... subjecting each candidate to an inordinate number of interviews and using the interview as their only hiring tool? Worse still are those organizations who have not yet heard of structured behavioural interviews and who continue to use unstructured interviews to this day.

These scenarios have played out so many times that they, troublingly, seem to have been normalized by many stakeholders involved in hiring and promotion. As such, there are people who cannot see the problems inherent in these practices. Why are they problematic? They perpetuate unfairness and are ethically questionable because they do not uphold a fundamental tenet of objective hiring and promotion processes: they do not give every qualified individual, regardless of their race, gender, age, socioeconomic status, religious affiliation, sexual orientation, disability status, etc. an equal and fair opportunity to be shortlisted, selected or promoted into a job. This causes adverse impact for marginalized groups and has detrimental consequences for advancing the diversity, equity and inclusion (DEI) agenda in organizations.

I have heard of stakeholders at different levels in organizations being overwhelmed by DEI problems. Many do not know where to start or how to tackle what they perceive as a mammoth challenge. So, if you are an I-O Psychologist who knows an organizational decision-maker who is grappling with how to practically achieve DEI in their organization, then this article is for you. It offers some actionable recommendations together with arguments and rationales that can be used to articulate the benefits of leveraging I-O Psychologists to advance DEI. If you are a decision-maker or an HR representative and are willing and able to partner with I-O Psychologists, who understand the science of hiring (recruitment and selection) and promotion and know how to properly apply it in the world of work, then this article will also be helpful to you to kickstart the process of executing on your organization’s DEI goals.

Recommendations to Advance DEI in Hiring and Promotion

What follows are core recommendations to lay the foundation for fairness and ensure that no one is discriminated against on the basis of subjective criteria that are not job-related in the hiring and promotion process.

1. Use job analysis to define objective criteria for making talent decisions; this can debias your hiring and promotion process

If you pick up any classical textbook on applied I-O Psychology, you will consistently come upon the concept of job analysis as the foundation of all talent management applications. Yet, in the Canadian organizations I have worked with over the last ten years, I can count on one hand the number of times I have heard the words “job analysis” mentioned as a step in the process of conducting psychological assessments for recruitment, selection and promotion. A job analysis helps to understand the requirements of the job as it is defined today. So, bear in mind that if you conducted a job analysis ten years ago, it is probably no longer valid.

In a dynamic and constantly changing world of work, it is imperative to define the requirements of jobs so that we can understand what is required for people to be effective in these jobs. In the absence of an accurate job analysis or any job analysis at all, for that matter, there is no target that decision-makers have to aim for. So, they are effectively shooting in the dark when trying to identify suitably qualified candidates. Without a well-defined, objective set of criteria to hire or promote against, the potential opens up for bias to enter into the equation. When this happens, the

consequences for marginalized groups are detrimental because they find themselves consistently and systematically being excluded based on subjective and discriminatory criteria and practices such as the elusive and inconsistently defined “culture fit” criterion and decision-makers hiring and promoting in their own image.

Some critics have commented that because jobs change so rapidly in today’s world of work, there is no point to doing job analysis anymore. This is, categorically, the wrong conclusion to arrive at and a rather convenient one used by non-marginalized groups to perpetuate the status quo. It puts decision-makers back at square-one, where they have no objective set of criteria to base hiring and promotion decisions on, which, as we have discussed already, opens these decisions up to bias. The appropriate response is that because jobs change so quickly, we need to find more efficient and expedient ways of analyzing them so that we can understand them quickly and keep pace with the environment. Some I-O Psychologists are able to accomplish this so decision-makers in organizations need to find the ones who can and leverage them to conduct job analyses and identify objective criteria for hiring and promotion to debias these talent management processes and promote DEI.

2. Ditch referrals from exclusive, homogenous professional networks and resumés for shortlisting; they discriminate against qualified candidates from marginalized groups

A famous English proverb states that “Birds of a feather flock together”. At the most senior levels of organizations, it is not uncommon to find “old boys’ networks” in which traditionally wealthy white men with similar socio-economic and educational backgrounds band together to support each other to meet personal and professional objectives. These networks typically exclude women, racial minorities, people from different socio-economic and educational backgrounds, etc. Thus, when candidates for vacancies are sourced from exclusive and homogenous networks for hiring or promotion rather than by putting people through fair and objective recruitment and selection processes, marginalized groups are unfairly disadvantaged and have a lower probability of being shortlisted, selected or promoted into available roles, even when they are suitably qualified. This is obviously counterproductive to the DEI agenda. Organizations, specifically North American organizations, need to recognize that recruiting for and filling roles through referrals from professional networks is subjective and unfair. This practice needs to stop immediately if companies care as much as they say they do about doing the right thing and supporting DEI goals.

If you are hiring for or looking to promote into a position, open it up for competition to ensure that all groups of people have an equal and fair chance of applying and being selected. Advertise the position widely. Do not selectively advertise or publicize it in your network only as this could adversely impact other groups, especially marginalized people. If you are using a recruitment or executive search firm, ensure that they are using best practices informed by science to objectively and fairly shortlist qualified candidates. If they are not, you are probably wasting your time and money and would do well to find an I-O Psychologist to partner with you and your recruiters to support the sourcing and shortlisting process.

If you are using resumés or other biographical sources of information (e.g. LinkedIn) to shortlist candidates for hiring or promotion, be aware that these are flawed and understand their shortcomings. Research has shown that biographical information is one of the least predictive sources of future job effectiveness (Schmidt & Hunter, 1998). It is riddled with opportunities to allow bias to enter the decision-making process, so it needs to be treated with extreme caution. Knowing where someone went to university, at which companies they worked previously, who their previous leaders were and how many years of work experience they have are some of the least valid and reliable predictors of future job success. Yet, in the context of resumés, these criteria are imbued with high importance and people are excluded based on them, leading to questionable rejection decisions.

Empirical research shows that marginalized groups such as women and racial minorities are unfairly discriminated against and excluded when resumés are screened, thereby, decreasing the chances of qualified women and people of colour being successful for hiring or promotion opportunities (Bertrand & Mullainathan, 2004; Weichselbaumer, 2020). To advance the DEI agenda, therefore, resumés should not be used with reckless abandon and should be replaced with more objective and fair methods for screening candidates. Companies like Applied in the UK have developed online work sample tests to screen candidates based on job-related criteria. Other accessible, scientific screening methods exist. Well-trained I-O Psychologists know how to leverage scientific I-O Psychology best practices and draw on job analysis data to render the screening process for hiring and promotion objective and fair. So, if I-O Psychologists are not being leveraged to advance the DEI agenda in your organization, the question you need to ask is why not?

3. Use a scientific, valid and reliable multi-method approach to talent decision-making; this gives all qualified candidates an equal and fair opportunity to be shortlisted, selected or promoted

Many organizations leave hiring and promotion decisions to HR professionals and hiring managers and I-O Psychologists are often not involved for various reasons, including because organizational decision-makers often do not know they exist and because they sometimes do not believe that I-O Psychologists could add as much value to the hiring and promotion process as they themselves can. Contrary to the belief held by some decision-makers, not everyone can quickly become an I-O Psychologist and acquire the skills and expertise necessary to offer input in hiring and promotion processes. Well-trained I-O Psychologists possess advanced post-graduate degrees in their field of study and are experts in human behaviour in the workplace. They know how to scientifically measure and predict human behaviour at work and understand the implications of different behavioural styles on organizational performance, organizational culture, individual performance, teamwork, employee engagement, etc.

Well-trained I-O Psychologists are also trained to use a multitude of scientific techniques and methodologies for recruitment, selection and promotion. They understand the advantages and disadvantages of the many different psychological assessment tools available and advocate for a multi-method approach to ensure objective and fair decision-making. Thus, they do not have to rely only on unstructured interviews and are able to include structured behavioural interviews in combination with other objective, valid and reliable predictors of future job success. They are qualified to access, administer and interpret these specialized psychological tools such as cognitive reasoning assessments, personality tests, behavioural simulations, etc. Further, they possess the critical thinking capabilities necessary to distinguish between properly validated and reliable commercially available assessment tools and those tools that are attractive in appearance and well-marketed, but which lack a solid empirical foundation for making fair and equitable hiring and promotion decisions. They also understand how to integrate a lot of information about the subjective topic of human behaviour at work in objective ways, using the knowledge derived from job analyses and by formulating standardized decision-making criteria, to ensure that all individuals being considered for roles are evaluated fairly and without bias.

Conclusion

To drive the DEI agenda forward, I-O Psychologists need to be well-versed in how their actions and inaction can promote or thwart fairness and equal treatment in talent decision-making. If they are not proficient in hiring and promotion processes, they need to get the appropriate training and experience to hone their skills. Hiring managers and executives need to educate themselves and be open to new knowledge they may not already possess about the role of I-O Psychologists in the talent management process. They need to recognize that I-O Psychologists are trained to add value above and beyond what HR is trained to accomplish in this domain and leave the processes that require technical I-O Psychology expertise to the technical experts.

If, despite having knowledge about best practices in the use of psychological assessments for hiring and promotion, stakeholders still cling to the status quo: they omit job analyses, continue to blithely leverage exclusive referral networks instead of conducting objective assessments to measure the potential of individuals to succeed in positions, and select and promote based on the elusive criterion of “culture fit”, then one has to seriously question their commitment to achieving diversity, equity and inclusion in the workplace. If, however, all the relevant stakeholders in organizations are truly committed to advancing the DEI agenda, this is very practically achievable in the context of hiring and promotion.

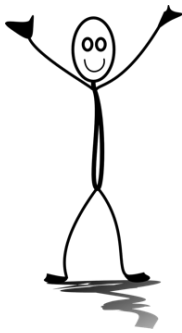
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About Dr. Ameetha Garbharran

Dr. Ameetha Garbharran is the Founder and CEO of expsy (pronounced excite). She specializes in executive assessments for selection and promotion; high-potential identification and succession planning; leadership development and executive coaching for C-suite and top tier leaders, entrepreneurs, and other strategic roles. She is an internationally registered Industrial-Organizational Psychologist, a Board Certified Executive Coach and a Certified Independent Board Director. She holds a Ph.D. degree in Psychology and a Master's degree (*cum laude*) in Industrial-Organizational Psychology. She has published research in academic journals, written articles for publications by SIOP and CSIOP and has presented papers at local and international conferences. Previously, she served as a member of the Executive Committee of SIOPSA and currently is a member of the Society for Industrial and Organizational Psychology (SIOP), the Canadian Psychological Association (CPA) and the Canadian Society for Industrial and Organizational Psychology (CSIOP).

Do you have ideas on how to merge the science and practice of I-O Psychology to advance the interests of organizations and their people? Would you like to share your practical perspectives with us? We would love to hear from you. Please contact Dr. Ameetha Garbharran at ameetha@expsyt.com if you have comments, suggestions or would like to contribute an article to the Practice Makes Perfect column in an upcoming issue of the CSIOP newsletter.



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.

Organizations generally want their employees to behave creative and innovative, and one of the main facilitators of such behaviors is the sharing of knowledge across individuals, teams, and departments. This sharing of information allows employees to take perspectives they otherwise may have missed, and see problems or opportunities they may have overlooked. But at the same time, employees can often feel that information they have is *theirs* – hard-won products of their own thinking or collaborations, and something they are reluctant to part with, particularly if they don't stand to benefit from it. This feeling of *territoriality* – a negative manifestation of psychological ownership representing a fear of losing ownership over something – can serve to halt knowledge sharing in its tracks.

This was recently illustrated in a study by Mengyao Guo, Graham Brown, and Lihua Zhang (of Changsha University of Science & Technology, University of Victoria, and Renmin University, respectively) in the *Journal of Organizational Behavior*. In particular, they argued that as a consequence of feelings of territoriality, employees will hide the knowledge from others who are requesting the knowledge the employee possesses. This hiding can be manifested in a number of ways, including (a) evasively giving a requester incorrect knowledge or promising to give them knowledge but not doing so; (b) playing dumb and pretending to not know what the requester is talking about; and/or (c) accurately noting the knowledge is classified or otherwise not available for sharing. They specifically argued that the first two forms of knowledge hiding would be most affected by feelings of territoriality, as the latter form tends to reflect organizational policies that are out of the employee's control.

Aside from arguing that territoriality would lead to decreased forms of knowledge sharing, they also argued this would have a boomerang effect and ultimately negatively impact the innovativeness of the employee who is hiding knowledge. More specifically, they argued that when an employee does not share information with others, team members will not share information with the employee in the future as a form of retaliation. In so doing, this limits the employee's ability to come up with innovative solutions of their own.

Across two different studies, they found general support for their predictions. Their first study of information technology workers tested the first part of their model, and found support for the idea that individuals' feelings of

territoriality over their knowledge led them to both evasively hide their knowledge and play dumb when coworkers asked them to share their knowledge. Their second study of workers from a variety of industries replicated these results (with high team-level trust mitigating these effects for evasive knowledge hiding). Moreover, they also found that evasively hiding knowledge and playing dumb was negatively related to supervisor ratings of the employee's innovativeness, and that these forms of knowledge hiding mediated the effect of territoriality on decreased innovativeness.

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

Guo, M., Brown, G., & Zhang, L. (in press). My knowledge: The negative impact of territorial feelings on employee's own innovation through knowledge hiding. *Journal of Organizational Behavior*. doi: 10.1002/job.2599

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.



Student Update

*Jocelyn Brown, M.Sc.
Saint Mary's University*

Hi all,

As disappointing as it may be to some, I am writing this while looking at changing leaves outside of my window. We have said goodbye to September which means our academic responsibilities are back in full swing. Between courses, research, and teaching duties, it can be hard to manage everything that is expected of us as graduate students. On top of that, we all have our own personal hobbies and goals to fit into our spare time. It can be difficult to juggle all of this while maintaining your health and well-being. As I/O psychology students and professionals, I probably don't have to convince you how important your well-being is. The research shows that it is not only beneficial to you personally, but also the work that you produce. According to the Chartered Institute of Personnel and Development (2022), overall well-being can be influenced by elements such as your health, social life, work, personal growth, finances, and lifestyle choices. I wanted to use the October newsletter to provide you with tips about balancing everything you want and need to do as a student while taking care of yourself in busy times.

- **Take control of your schedule.** You have heard it time and time again that time-management is a crucial skill in graduate school, but it is true. Everyone has a different method that works for them, with some people operating best with a rigid schedule and other people being fine with a to-do list. Regardless of what works for you, I would recommend regularly taking the time to figure out what you do and do not need to be spending time doing. Can you cut anything out that isn't valuable? Are you missing out on important things because you aren't making the time for them? Time is one of our most valuable resources!! You can never get more of it, but you can use it more effectively.
- **Sometimes you will have to say no, and that is okay!** We get numerous opportunities sent our way from faculty and organizations who might be eager to work with talented I/O students. This is amazing most of the time, but when you are already operating at full capacity, there will be opportunities that you have to turn down. Saying no also means setting boundaries with people that you already work with. Remember to remain professional and polite, but this is a totally acceptable to turn things down.

- **Remember that the busy times come to an end.** There will be times when you feel overwhelmed, but it is temporary. You'll get those assignments done, the marks in, and the scholarship applications submitted. Celebrate the end of these sprints doing something that you love!
- **Maintain your support system.** Grad school is hard, but it is even harder alone. Your peers are a great source of support as they understand that challenges that you are facing. Keep your friends and family in the loop and remember to reach out to them if you need anything. Whether it is a study date to motivate you, a phone call to rant about the latest revisions you received from a journal, or someone to watch a movie with, social networks help improve your well-being.
- **Utilize university or job resources.** Through your university and/or workplace, there are likely many resources available to help you get your well-being on track. This might include gyms, counselling centers, employee and family assistance programs, and extended benefits. Remember to check for resources to help make your work easier as well! Whether you can't access the perfect paper you found or if your statistical analysis keeps coming back with an error, know that someone is there to guide you through that. You don't need to have all of the answers.
- **Make yourself a priority.** Figure out your definition of self-care and do that! Firstly, remember that self-care includes meeting your basic needs. We all know how easy it is to get caught up working until 1am even though we have to get up for work at 6am, but that will catch up to you. Do your best to stay hydrated, eat nutritious foods, sleep, and move your body in a way that makes you happy! After that, do all the extras you love. Spend a Saturday bingeing your favourite show, go out dancing, or grab a group of friends for a picnic. If you can't find the motivation to work, remember a break can be exactly the cure to coming back more productive!

Wishing you all the best with the fall semester. If you have any questions or want to chat about anything I/O, don't hesitate to reach out to me at studentrep@csiop-scpio.ca.

Jocelyn Brown (she/her)

References:

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Update On: Alliance for Organizational Psychology



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

Alliance for Organizational Psychology

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). Our "Update On: Alliance for Organizational Psychology" column seeks to provide our readership with information relevant to the AOP and member associations so as to encourage a more global and unified approach in the dissemination of knowledge, exchange of ideas, and participation in varied initiatives.

A list of Network Partners can be found here:

<https://alliancefororganizationalpsychology.com/the-%22big-tent%22>



IAAP Division 1 Initiative: “This Works In My Place!”

IAAP Division 1 (Work & Organizational Psychology) highlights a recent project entitled "This Works in My Place!", which is a qualitative approach to understand what cultural contexts in Latin America impact work and organizational psychologists across five of the United Nation goals.



Access the Final Report Here:

https://iaapsy.org/site/assets/files/1853/this_works_in_my_place_latin_american_edition.pdf

Access the Executive Summary Here:

https://iaapsy.org/site/assets/files/1853/executive_summary_this_works_in_my_place_latin_america.pdf

The project website can be found Here:

<https://iaapsy.org/divisions/division1/this-works-in-my-place-wop-sustainable-leader-program-latin-america/>

SIOP Fellowship Nominations: Deadline November 1, 2022

In an effort to recognize unusual and outstanding contributions to I-O psychology, SIOP invites members to nominate colleagues for SIOP Fellowship, one of the highest honors a member can receive:



<https://www.siop.org/Membership/SIOP-Fellowship>

Next EAWOP Congress: 24-27 May 2023, Katowice, Poland

The 21st EAWOP Congress is being organized by the Polish Association of Organizational Psychology between the **24th and 27th of May 2023** at the International Congress Center in Katowice, south of Poland.



We are delighted to announce that the theme of the EAWOP 2023 Congress will be: **The Future is Now: the changing world of work.**

We are all really looking forward to meeting and sharing this face-to-face event with our fellow work and organizational psychologists! Typically, over 50 countries are represented with attendances approaching 2000 psychologists. What a wonderful opportunity to renew old friendships and to make new ones.

Over the coming months, we will be keeping you updated on all the exciting developments through EAWOP's Newsletter, [LinkedIn](#) and [Twitter](#) accounts. You can also follow the #EAWOPCongress on social media. We have also recently launched our new website! Click to check it out:

<https://www.eawop2023.org/>

The Convention Corner



Lindie Liang, Ph.D.
Wilfrid Laurier University

Hope everyone is enjoying the lovely Fall weather! Mark your calendar for our next CPA convention in Toronto, scheduled for June 23 – 25, 2023 at the Sheraton Centre Toronto! I'm 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. So, stay tuned!

In closing, I wish you all a great start of the new academic year! Please keep an eye out for the CPA call for convention submissions, and I look forward to seeing your submissions for our 2023 program!

If you have any suggestions or ideas for the conference program (e.g., Section Invited Speakers), feel free to email me at liliang@wlu.ca.

Reading, Writing and Vaccinations: Mandatory Policy Upheld at Ontario College¹

Erika Ringseis², Ph.D.
Inhaus Legal LLP



Background

Seneca College in Ontario introduced a policy in June of 2021, much like the new policies at many educational institutions across Canada, that any students or staff wishing to come on campus would need to provide proof of full compliance with COVID-19 recommended vaccinations. For some students, that requirement meant that they continued to engage in distance learning or took a leave of absence for the 2021/2022 school year.

But, several of the Seneca College programs require in-person attendance for the final year of the program in order to graduate.

In June of 2022, Seneca College announced that the vaccination mandate would remain in place for the 2022/2023 school year. Four students started an action in court and immediately sought an injunction preventing Seneca College from enforcing the mandatory vaccination policy. The four students were unvaccinated but all were anxious to complete their college diplomas by returning to school in person this year.

The students argued that the mandatory vaccination policy was contrary to the Canadian Charter of Rights and Freedoms, specifically their rights to freedom of conscience; life, liberty and security of the person; privacy and equality.

Analysis

The court noted some concerns with the expert evidence brought forward by the students. The students relied heavily on the opinion of Dr. Bridle, whose tenured position at the University of Guelph with vast experience in veterinary science and cancer-related aspects of immunology. His views have attracted controversy from other experts, including the experts called by the respondent, Dr. Leis. The court provided some valuable insight into the role of expert opinion and the responsibility of the court.

¹ *Costa, Love, Badowich and Madecic v. Seneca College of Applied Arts and Technology*, 2022 ONSC 5111 Available online: <https://www.canlii.org/en/on/onsc/doc/2022/2022onsc5111/2022onsc5111.html>

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The court explained the importance of freedom of expression and the need for non-mainstream research to occur, but also cautioned against the acceptance of any data without sufficient research. The court identified the difference between encouraging academic freedoms and weighing evidence in a court of law:

[34] In other words, expert opinions, even those reflecting a minority view, may carry considerable weight in a courtroom if reflecting a reputable body of opinion within the field at issue. On the other hand, beliefs without a firm foundation in accepted and tested propositions within a given area of study or endeavor may have less traction in court. Academic freedom, while obviously a cherished goal, may not find the courtroom the most receptive place in which to have debates play out from extreme positions not yet firmly substantiated in the literature and thinking in a given area.

[35] That is not to say courts are hidebound or unreceptive to novel ideas. Indeed courts in this country have been at the vanguard of important social changes. Rather, it means, particularly in areas in which the court has no pre-existing expertise of its own, that caselaw compels us to hew closely to well-supported and well-accepted views.

[36] The caution relative to ideas without such surrounding assurances is redoubled in the case before me in light of comments by the defence experts about Dr. Bridle's opinion. In discussing Dr. Bridle's report in this case, Dr. Leis says, for example, that:

In reviewing Dr. Bridle's report, there are numerous scientific inaccuracies throughout the document and it would simply not be possible to address all of them in a succinct report. However, before addressing the 16-points in the conclusion, a few major corrections should be noted that go against accepted medical science.

[37] This is a remarkable and singular kind of criticism to find in an expert report. While experts often vehemently disagree with one another's conclusions, it is rare to find an expert condemning the opposite expert's basic scientific premises in such emphatic language. In the discussion below, accordingly, I approach Dr. Bridle's views with caution, and carefully consider them against the backdrop of what Drs. Leis and Vaisman characterize as well-founded and generally accepted scientific concepts.

The court then addressed each of the complainant's submissions under the relevant Charter sections.

Section 2(a) - Freedom of Conscience and Religion

The students did not hold a foundational religious or conscious belief that vaccination was wrong. They claimed that they had a moral objection to vaccination due to their beliefs that the vaccine could be dangerous and that it was unfair to force them to vaccinate. Although the court noted that a true religious belief could form the basis for a valid charter argument against mandatory vaccinations, in this case, the students did not have a true foundational belief that triggered section 2(a).

Section 7 - Life, Liberty & Security

The students argued that the vaccination policy meant that they could not finish their degrees unless they subjected themselves to a violation of their person (the vaccine). The court disagreed, noting that there were other options available to the students. The students could delay their studies another year, transfer programs or explore employment opportunities available based on current education. As such, their life, liberty and security was not put into jeopardy by the vaccination policy.

Section 8 - Security against Unreasonable Search and Seizure

The court disagreed with the students that divulging personal medical information was a “search” that engaged section 8 of the Charter. Further, the court noted that requiring disclosure of vaccination status during a pandemic was reasonable.

Section 15 - Equality

Canadians have a right to be treated equally under the law and not be discriminated against on the basis of enumerated characteristics, such as age, sex and race. Vaccination status itself is not a protected ground under the Charter, nor for that matter under any human rights legislation in Canada. Further, the court noted that the students’ decision not to vaccinate was based on personal preference, not on any immutable characteristic that would be protected by the fundamental charter of Canada.

Conclusion

The court concluded that Seneca College’s policy of mandatory vaccination for those on campus did not violate the students’ rights under the Charter of Rights and Freedoms. The court refused to issue an injunction, noting that the students’ interests in avoiding vaccination did not outweigh the public interest in minimizing the ongoing spread and threat of COVID-19. The court also expressed concern about relying on the research and opinion expressed by the controversial expert called by the students.

Personal preference is not a valid ground to challenge a mandatory vaccination policy. The students in this case believed that the COVID-19 vaccinations were harmful, based largely on information obtained through social media, including the speeches given during the recent truck blockade in Ottawa. The court in this case was clear that it is committed to being guided by scientific data through qualified experts and mere belief based on limited data and media attention is insufficient to engage the legislation that protects the fundamental rights of Canadians.

Later Careers of Graduates of the I/O Psychology Graduate Program at the University of Waterloo



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In developing an Industrial-Organization (I/O) Psychology graduate program most of us try to follow SIOP Guidelines³ which have become more detailed over the years and currently specify 26 areas of knowledge. Moreover, in most provinces within a few years after a program commences it is typically required to show that it meets quality assurance requirements. An important question in quality assurance assessments is whether the program is providing the kind of education that prepares students for jobs in the field. A graduate program, however, should be concerned not just with their graduates’ first jobs but also with their longer careers. This report deals with the experiences of a fairly large group of I-O Psychology graduates from one program who had completed the program from 15 to 55 years previously.

I was involved from the mid 1960’s until about 2004 with the students in the I-O Psychology graduate program at the University of Waterloo, and thought such a group might provide some answers. During that time there were 96 graduates, almost all registered in the MASc program, I-O specialization. Two were unfortunately deceased. The email addresses of 73 of the remaining 94 graduates were found, thanks to LinkedIn, Facebook, or Google Search, and the graduates contacted. As this project was conceived initially out of personal curiosity the request was a brief and rather casual message sent to them, asking them to write no more than a page or two describing what they had done since graduating. The period during which emails were collected and requests to respond started in early 2020 and continued for many weeks, coinciding with the coronavirus pandemic. This was a very demanding time for

³ Society for Industrial and Organizational Psychology, Inc. (2016). *Guidelines for education and training in industrial-organizational psychology*. Bowling Green, OH: Author.

many of the participants as they worked from home, tried to meet client needs, or suddenly changed from in-class lectures to online, and perhaps had to home school their children.

Eventually, 55 of the graduates complied, a return rate of 73%. There were 30 males and 24 females as well as one who does not identify with binary gender in this group, and they had come to Waterloo from across Canada along with one from the United States, one from Australia and one from the West Indies. Another significant characteristic of these graduates is the number of military officers; 9 of the participants were serving officers of whom three had left the military prior to or during their graduate programs. Those that responded were fairly representative of the population of graduates in terms of decade of graduation and gender. Although the MASc degree was meant to provide students with the skills necessary for employment and included some practical courses and a paid work term in an I-O setting, a considerable number pursued doctoral studies. At least 21 (13 males, 8 females) of the graduates earned PhDs, 15 at Waterloo. Fourteen of them went directly into doctoral studies after the master's degree while seven worked for several years between the master's and doctoral degrees. Others sought different degrees, including an MD, MBA, and various diplomas and certifications.

Given the informal nature of the request it is not surprising that the replies took many different forms. They varied in length, in format (e.g., a table of tasks performed on every job held, a letter of advice to current students, as well as a chronological list of jobs held and tasks performed), and in openness and detail. While almost all addressed the issues of first job and later careers, they differed greatly in the amount and type of information provided. Virtually all of them obtained I-O jobs, as human resources staff, or doing test validation, survey design, training, program evaluation, etc. in research settings or consulting firms. The organizations employing them included the public sector at the federal, provincial, and municipal levels and the private sector, in various companies such as COM DEV, SAP, Disney, and Bell, as well as a number of major consulting firms. Ten of those who earned doctorates took faculty positions, most of them in business programs (e.g., Concordia, McMaster, St. Mary's, Calgary, Toronto) and the other 11 PhDs worked in consulting, industry, or government, including the armed forces. During recession periods these first jobs might have taken the graduates some time to find, or have been contract positions, or in locations not their first choice, but they were all appropriately employed in I/O related jobs.

A number of the graduates wrote about how they obtained their first jobs and what skills were relevant. The following comments from their reports address both skills relevant to first jobs as well as later careers:

"The assessment work, statistical knowledge and understanding of theory components put me in good stead for later work years."

"There is no doubt that the course work and stats/research methods training that I received at Waterloo has prepared me well for my current career."

"I used my knowledge of personality assessment and performance development to enhance sales, reduce conflict, and improve upon our service to customers."

The work term was especially important to many of the graduates in getting their first jobs and shaping their careers as evidenced in the following comments:

"...my internship at Canada Post (was spent) developing a series of role-playing simulations to be used as part of the interview process for first-line supervisors. They must have liked me because they offered me a job before I even finished my MASc."

"My internship at an international consulting firm in Toronto gave me a taste for the fast pace, client relationship experiences that have continued to stimulate me to this day."

Over the 40-year span of these graduates there were periods when jobs were not plentiful and students found it more difficult to find permanent, relevant jobs, or jobs that satisfied them. Even if the first jobs were not in keeping with their expectations or a good fit with their skills and interests, they endured and seemed to be able to find better positions.

"I had even applied to a well-known electronics retail chain just to find something to hold me over. In the end I decided to move to Hong Kong (which) was in a period of hyper growth at the time."

"...a job posting was circulated for a 4-month contract position... this role spring boarded my corporate career. Four months turned into 4+ years"

(After several different I-O jobs) *"I had found my sweet spot. I was a natural facilitator. It had taken over five years after graduating."*

Not only were their first jobs in the I/O area, nearly all the graduates continued to hold what would be considered I-O positions, albeit more responsible, more complex, and drawing on experience as well as education. The companies and organizations that employed them include both small and large businesses, municipal to federal governments, and university departments in psychology and business. Some were self-employed. In this group of graduates there are several vice-presidents of major organizations, the CEO of a major Canadian company, the president of a university, several founders of consulting firms and partners in major consulting organizations, and chairs and associate deans in universities. While many are located in central Canada, others are located across the country from Vancouver to Halifax. Six of the participants work outside Canada (Australia, Germany, Hong Kong, West Indies, and two in the USA), and several have worked in international settings for at least a few years (Australia, Netherlands, Singapore, South-East Asia, United States, and the UK). Their comments on looking back on their careers are some confirmation of their satisfaction with their careers and the success of the program.

“My career gave me a great deal of variety and a much wider than average understanding of how people fit themselves into all kinds of work worlds. I consider myself lucky for having so much opportunity to experience more than my share of interesting and gratifying work.”

“... I have enjoyed playing a role in helping individuals develop and organizations thrive by identifying, implementing and supporting ongoing enhancements for continuous improvement.”

“I have had an interesting and productive career. I have travelled across North America, Europe, Australia, New Zealand, the Caribbean, and China. This was all made possible by the Applied Psychology Program”.

“I do the three things I love – teaching classes, conducting research, and providing meaningful service.”

“I was motivated to apply so many academic principles learned in grad school to “real-world problems” and continuing to have a positive influence on the success of leaders and organizations.”

Although not indicated in the request for information many of the participants included specific I-O areas that they had utilized in their careers. The reports of these graduates were examined and the frequency that each area mentioned was noted. Surprisingly, a large number of different areas were reported; most frequent were personnel selection, individual assessment, leadership and management, and training. Clearly, these graduates were acquiring and using knowledge gained from both their training at Waterloo and work experience both during and after completion of the program.

Examining these results from the point of view of quality assurance I think it can be said that the Waterloo program has been very successful in producing graduates who are successful not only in obtaining their first job, but for most of them in having long, successful careers in the I-O area which provided them with much satisfaction. These graduates are a remarkable set of accomplished individuals who were attracted to and successfully completed a postgraduate program in a new university. They have far exceeded the expectations that those of us had at the beginning of the program for terminal masters’ degrees (though we never used the word “terminal” publicly!). This brief report does not do justice to their accomplishments. What the program did was to give them sufficient skills and knowledge to get them started, and their efforts did the rest.

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