

Psychology Newsletter

Newsletter of the Department of Psychology

Blue Denim Award recognizes students by recognizing Hugo

One of Hugo du Coudray's students tells of the time Hugo was at his computer demonstrating how to graph her data outcomes. She worried aloud that she shouldn't be taking up so much of his time. He turned to her and said quietly and insistently, "Nancy, I'm your employee!" "And that was really it," says the student, "He really felt he worked for us!"



As a way of honoring Hugo's respect for students and love of psychology, the Psychology Department is proud to establish the Hugo du Coudray Blue Denim Award, an undergraduate scholarship recognizing financial need, student achievement, and love of psychology.

Hugo du Coudray (formerly Hugo Maynard) spent 32 years at PSU, retiring in 1999. These words from him reflect his dedication to undergraduates: "Teaching undergraduates is the main responsibility of the university, and we must never diminish or dilute that responsibility for the sake of other things we do." Students tell of the results: "He expected me to rise to my greatest competency—and though I didn't know him outside the classroom, it was clear that he expected the same of himself!" Another says, "Hugo is so present to people and to their best possibilities. He had a way of allowing you to recognize that more was possible for yourself than you imagined, but that you were also part of something larger."

The Community Psychology course developed by Hugo is still taught today. Partnership projects were created with community agencies and implemented by the evolving community

ALUMNI UPDATE

We'd really like to hear from you and about you. Will you please provide information on where you are and what you're doing? E-mail us at psyalum@pdx.edu. We're particularly interested in how you're using your psychology degree, so we'd appreciate it if you'd not only update your home address and phone number, but also include the name of your employer, address, and your job title and occupation! Thanks!

of student learners. "Each year Hugo reminded us that our immediate legacy was passing along the continuing project to the next class of students, creating a more lasting legacy to our community partners. Our work was always in the context of a greater good."

With his trademark jeans and blue denim shirt, Hugo symbolizes a grass roots respect for learning and accessibility to students—thus "The Blue Denim Award." (For more about Hugo, please go to www.psy.pdx.edu.)

Our faculty have rallied around this idea and embraced the goal to raise \$20,000 for an endowment in Hugo's name. To this end, they have provided personal contributions as well as raising funds in other ways. As a result, we are nearly 20 percent of the way to our goal!

As a way of acknowledging the importance of your own undergraduate experience, we hope you will make a contribution and return it in the enclosed envelope. Make possible for a student the same love of learning and appreciation of psychology that Hugo inspires! (If it's more convenient, you can give online at www.foundation.pdx.edu. Please specify the purpose of your gift.)

Learning to lead

By **ROBERT R. SINCLAIR, Ph.D.**
Associate Professor of Psychology

At some point in our lives, most of us will work with other people. We do this in a vast array of settings including large corporations, sports teams, military units, nonprofit organizations, and neighborhood groups. Research suggests that the actions of leaders represent one of the most important influences on group morale and effectiveness. So, what can you, as a potential leader, do to help your team succeed?

Organizational psychology research provides answers to this important question.

DEVELOP AND COMMUNICATE YOUR VISION

One of the most frequent problems groups encounter is a lack of direction—no clear sense of purpose to structure and motivate the group's activities. It is the leader's responsibility to give the group direction by developing and communicating a team vision. Simply put, vision reflects a sense of where the

Faculty achievements: a sampling

With the help of PSU students, faculty, and Sierra Leonean women from the community, **Professor Jan Haaken** developed a curriculum guide, "Speaking Out: Women, War, and the Global Economy." The interactive curriculum addresses the effects of war on gender and reparation and is adaptable for high school or college.

Professor Leslie Hammer was recently awarded a \$1.4 million three-year Training Program Grant from the National Institute of Occupational Health and Safety. The grant supports a new Center for Work-Family Stress Safety & Health at PSU, as well as research that breaks ground in explicitly link-

Summer life of researchers. . . continued from page 3

grant productivity. Among the diversity of projects are men's support groups; the efficacy of batterer intervention programs; factors related to the prevention of child sexual abuse; job analysis ratings of police and district attorney subject matter experts; self-system processes as motivational resources in children's coping; children's peer relationships; positive and negative interpersonal exchanges and their impact on drinking

ing work and family demands to worker safety and the mental and physical health of workers and their families.

Professor Eric Mankowski is in his second year as co-investigator of a four-year project, "Community Partnered Response to Intimate Partner Violence." Principal investigator of the study is Nancy Glass, Ph.D., MPH, RN, at Oregon Health & Science University.

Professor Cynthia Mohr is the principal investigator for a two-year grant of \$131,402 from the National Institute on Alcohol Abuse and Alcoholism. This grant funds research on alcohol consumption as well as health, exercise, mood, and other interpersonal behaviors.

behavior; cross-cultural issues in work and family research; and stress and coping in the military.

The Summer Research Institute also serves as a means of providing critical funding for our graduate students during the summer. We welcome your support of the institute if you'd like to contribute by enclosing your gift in the enclosed envelope.

Building Our Future
The Campaign for Portland State University



Department of Psychology
P.O. Box 751
Portland, OR 97207-0751

PORTLAND STATE UNIVERSITY

Nonprofit Org.
U.S. Postage
PAID
Portland, OR
Permit No. 770

Psi Chi at Portland State

By **NICOLE STETTLER**
Chapter President

Psi Chi, the National Honor Society in psychology, has as its purpose “to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.” Here at Portland State, we have tried to further that purpose by engaging members and psychology students in academic, social, and service-oriented activities throughout the school year.

Two new officers, Christine Tatom and Erin Mahaffy, have joined the two returning officers, Nicole Stettler and Goali Saedi, along with several volunteer committee chairpersons, to continue to provide new and exciting opportunities. We are sponsoring talks like “What Can I Do with a Major in

Learning to lead . . . continued from page 1

leader and the group want to take the group in the future. Vision is important, in part, because it helps leaders select strategies—courses of action the organization will take to achieve its vision. Strategies involve selecting short-term measurable goals that enable the group to track progress toward the vision, to allocate resources in order to meet the goals, and to determine whether possible courses of action will help the group achieve its vision.

WALK YOUR TALK

People often respond cynically to discussions of concepts like vision because they have “heard it all before.” That is, most people have worked in an organization where the leaders talked about developing a vision, but then quickly returned to business as usual. When leaders fail to back vision statements with concrete action, their efforts are not only meaningless, they may ultimately undermine the leader’s efforts. Why? When leaders fail to deliver on promises, they send the message that the group cannot trust the leader and that they do not need to take the leader seriously. Thus, leaders must demonstrate they are committed to their vision, not just through words, but also through actions.

REDUCE WORKPLACE STRESS

Research shows that stress hinders job performance, limits creativity and innovation, harms employee health and well-being, and negatively affects employee morale. Unfortunately, leaders are often one of the main sources of stress for employees. The actions leaders can take to reduce worker stress include giving

Psychology?” by PSU’s Career Center and “Toward a Socially Responsible Psychology: Theory, Practice, and Professional Paths” by Professor Todd Sloan of Lewis and Clark College.

Our social committee is working on upcoming activities such as a movie night and a faculty/student bowling night. The service project committee is planning on connecting with a local organization for regular events, as well as creating a resource on Psi Chi’s Web site for psychology students to find upcoming volunteer opportunities. Finally, our fundraising chair is looking into hosting a department-wide silent auction at the end of spring term.

We have come a long way in the past few years, trying to revive Psi Chi at Portland State and encourage more psychology students to get involved, and we are very excited about the possibilities for future growth of Psi Chi and the Psychology Club!

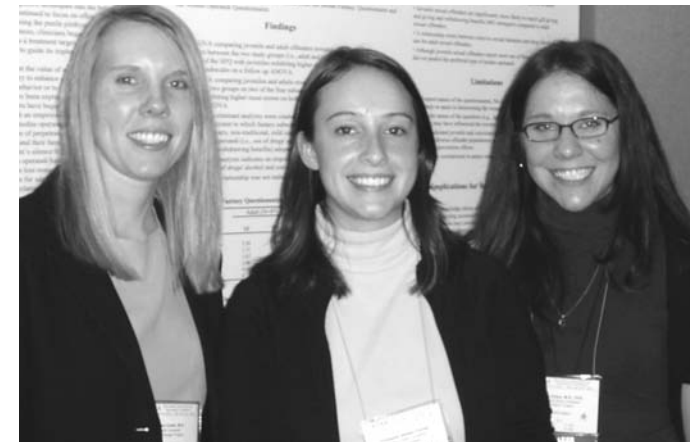
people a sense of what is likely to happen in the future, encouraging people to participate in making decisions that affect them, making sure people understand their responsibilities and their leader’s expectations, and reducing conflict people might face due to conflicting demands from multiple roles (e.g., work and family).

SHOW YOUR SUPPORT

Although reducing the sources of stress is important, stress is a fact of organizational life, whether one works in a large corporation with an intense competitive environment or with a small nonprofit engaged in a day-to-day fight for survival. Research shows that support from one’s leader is one of the most important factors that buffer people from experiencing the adverse consequences of stress. Leaders demonstrate support by providing employees with information, assistance, or emotional support; by being trustworthy; by advocating for the group with other people in the organization (particularly higher-level decision makers); and by being fair and respectful when making decisions that affect group members.

CONCLUSION

I base these recommendations on several decades of organizational research, including thousands of studies. Although these recommendations may sound simple in principle, they can be extraordinarily difficult to follow in practice. However, keeping these principles in mind and doing your best to follow them will increase your effectiveness and make you a role model for other leaders in your organization.



Megan Carter, Elizabeth Stotler-Turner, and Laura Estes.

Going . . . going . . . going . . . on their own nickel

By **JENN VANDUKER**
Graduate Student

A year ago we told you about new Ph.D. Jen Cullen’s generous gift to create the Graduate Student Conference Travel Fund.

To provide you with additional information about this opportunity to make a difference in the lives of future professionals, we conducted a survey of graduate students to get feedback on the costs and benefits of attending conferences.

Of those that have attended at least one conference, more than 90 percent paid for at least some portion with personal funds, and 75 percent covered all of the cost themselves. In addition, 78 percent said they had been adversely affected by the lack of funding, with 55 percent of all respondents indicating that the cost of travel and attendance has kept them from attending and/or submitting to conferences.

Although the expense associated with conferences can be “daunting,” as one student put it, everyone agreed that professional meetings are an invaluable source of enrichment. Many students mentioned the opportunity to network, gain presentation and speaking skills, and learn about current research being conducted. One student said it made her “feel more involved in the psychology community.” Another wrote, “Being able to present at conferences is the richest source of professional development that I have experienced because it gives me the opportunity to share my work with other professionals, practice my presentation skills, and be able to build relationships in the field with colleagues that share my interest and passion.”

Your contribution to the Graduate Student Travel Fund allows grad students to make poster and paper presentations that enhance professional experience and exposure to the job market.

Please consider making a gift by completing the information on the envelope enclosed, or give online at the PSU Foundation Web site www.foundation.pdx.edu. Please specify the purpose of your gift.

New Psychology faculty

Since 2004 two new faculty members joined the department:

Keith James received a Ph.D. in social psychology and organizational behavior from the University of Arizona. He has held positions at Columbia University, Colorado State University, the University of Alaska, York University, and the University of Calgary. He is now a professor of psychology at Portland State University. His work focuses on Native American/Native Canadian community sustainability, creativity and innovation in organizations, and social and organizational influences on health. Professor James has served on fellowship, grant review, or program advisory panels for the Ford Foundation, the National Institute of General Medicine, the National Science Foundation, the National Institute of Occupational Safety and Health, the National Heart, Lung and Blood Institute, and the Social Science & Humanities Research Council (Canada). He has been a Fulbright Fellow and a Fulbright Distinguished Scholar and is a Sequoyah Fellow of the American Indian Science and Engineering Society.

Mo Wang received his Ph.D. from Bowling Green State University in 2005. He majored in both industrial-organizational psychology and developmental psychology. He also had a minor in quantitative methods. His research interests include four broad areas of investigation: (a) older worker employment and retirement; (b) social cognition and aging; (c) expatriate management and global/cross-cultural HR practice; and (d) application of advanced quantitative methodology. His research in some of these areas closely ties to the research field of Occupational Health Psychology, such as safety and health concerns for older workers. He has published his work in *Psychology and Aging*, *Personnel Psychology*, and *Educational and Psychological Measurement*.

The summer life of researchers: The Psychology Research Institute

By **KEITH KAUFMAN**
Department Chair

Over the past six summers, the Department of Psychology has hosted a Summer Research Institute. The institute provides continuity to the research opportunities involving department faculty, graduate, and undergraduate students working in what we call vertical research teams.

Faculty-led teams work on a project intended to result in a publication or a grant proposal. The teams are divided into smaller working clusters based on the relatedness of their work. These clusters meet three times across the summer to discuss the research process including theoretical and methodological issues and the challenges of community-based research efforts. At the end of the summer, the teams present their findings.

The vertical teams encourage the development of research and writing skills among students and foster scholarship and