

k u r t l e

w i n i n s

t i t u u t

Annual Report 2012

Kurt Lewin Institute
Graduate School in Social Psychology and its applications

© 2013, Amsterdam, Kurt Lewin Instituut
Weesperplein 4, 1018 XA, Amsterdam
T: +31 (0)20 525 6747
F: +31 (0)20 639 0531
E: KurtLewinInstituut@uva.nl
<http://www.kurtlewininstituut.nl>

Contents

| | |
|--|-----------|
| 1. Introduction | 4 |
| 2. Organization | 5 |
| 2.1 Management structure | 5 |
| 2.2 Participating institutes | 8 |
| 2.3 Scientific Advisory Board | 9 |
| 2.4 Confidential advisors | 9 |
| 3. Members | 10 |
| 3.1 Membership | 10 |
| 3.2 Full members on December 31, 2012 | 13 |
| 3.3 Associate members on December 31, 2012 | 15 |
| 3.4 PhD students | 16 |
| 4. Training and teaching program | 33 |
| 4.1 Introduction | 33 |
| 4.2 PhD projects | 33 |
| 4.2.1 PhD projects completed in 2012 | 33 |
| 4.2.2 PhD projects started in 2012 | 50 |
| 4.3 Training program | 62 |
| 4.3.1 Supervision | 62 |
| 4.3.2 Teaching program | 62 |
| 5. Research | 64 |
| 5.1 Scientific mission of the KLI | 64 |
| 5.2 Dissertations of the KLI | 65 |
| 5.3 Research output | 65 |
| 5.4 Publications in top journals | 66 |
| 5.5 Scientific impact | 66 |
| 5.6 Grants | 67 |
| 5.7 Awards | 69 |
| 5.8 Editorial positions | 72 |
| Appendices | 75 |
| Appendix 1: Teaching program 2012 | 76 |
| Appendix 2: Publications 2012 | 103 |

1. Introduction

The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. In 2012 the KLI is based on the collaborative input of psychologists working in five Dutch Universities, namely: VU University Amsterdam (VU), University of Amsterdam (UvA), University of Groningen (RuG), Leiden University (UL), and Utrecht University (UU).

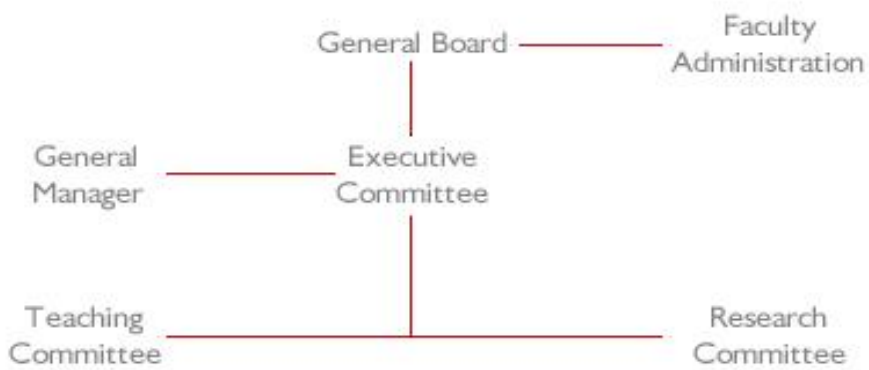
The general objective of the KLI is to stimulate and strengthen research in social psychology and its applications. To this end, the KLI offers a four-year graduate teaching and training program. PhD students from the five universities in the Netherlands participate in specialist and general courses throughout the four-year period.

As of January 2005 the commissioner (penvoerder) of the KLI is the The Faculty of Social and Behavioural Sciences at the University of Amsterdam. The KLI office is located at the programme group Work and Organizational Psychology.

2. Organization

2.1 Management structure

The structure and organization of the KLI are detailed and formalized in the Standing Orders (Huishoudelijk Reglement) and Articles (Samenwerkings-overeenkomst) of the Institute. Here we provide a brief overview of the organizational structure.



General Board

The General Board of the KLI consists of 7 members: A non-voting chairman, 5 members representing each of the 5 participating institutes and 1 external board member who is not a KLI member. It has ultimate responsibility with regard to research, teaching and budgetary decisions. The General Board delegates the daily running of the KLI to an Executive Committee consisting of the Scientific Director and two Adjunct Directors (responsible respectively for research and teaching).

Members of the General Board in 2012

Prof.dr. K. van den Bos
Prof.dr. N. Ellemers (Chair)
Prof.dr. A.H. Fischer
Prof.dr. P.A.M. van Lange
Drs. I.K. Schneider (PhD student)
Prof.dr. D.H.J. Wigboldus (external member)
Prof.dr. N.W. van Yperen

Executive Committee

The Executive Committee is responsible for taking all the relevant decisions, and shapes the scientific and educational policy of the KLI in consultation with and based on the advice of two formal bodies: the Teaching Committee and the Research Committee. Both committees report directly to the Executive Committee of the KLI, the former on the coordination and planning of research training, and the latter on research proposals and student progress.

Members of the Executive Committee in 2012

Prof.dr. E. van Dijk (Research Director), until November 2012

Prof.dr. J.A. Förster (Scientific Director)

Prof.dr. G.A. van Kleef (Research Director), as of November 2012

Prof.dr. E.M. Steg (Teaching Director)

Teaching Committee

The Teaching Committee has primary responsibility for developing and evaluating the teaching program. The committee consists of two members, a graduate student and the Teaching Director.

Members of the Teaching Committee in 2012

Dr. E.S. Kluwer

Dr. D.T. Scheepers

Drs. I.K. Schneider (representing the PhD students), until October 2012

Prof.dr. E.M. Steg (Chair)

Drs. A.E. van 't Veer (representing the PhD students), as of October 2012

Research Committee

The Research Committee has primary responsibility for evaluating Ph.D. projects and proposals, for annual assessment of Ph.D. projects (based on reports from graduate students), and for the scientific program of the KLI. The committee consists of five members including the Research Director.

Members of the Research Committee in 2012

Dr. B. Derks

Prof.dr. E. van Dijk (Chair), until November 2012

Prof.dr. G.A. van Kleef (Chair), as of November 2012

Prof.dr. B.M. Wisse

General Manager

Finally, the Executive Committee is supported by the KLI administrative staff (based at the University of Amsterdam). This consists of a General Manager employed to assist the different boards and committees of the KLI in the preparation and execution of the KLI policies. The General Manager is executive secretary of the Executive Committee, the Teaching Committee and the Research Committee.

General Manager

Drs. V.G.M. van den Ende, as of May 2012, until December 31, 2012

Drs. A.K. Evers

2.2 Participating institutes

Vrije Universiteit Amsterdam

Van der Boechorststraat 1

1081 BT Amsterdam

- Department of Social & Organizational Psychology
T: +31 (0)20 598 8700 F: +31 (0)20 598 8702

Universiteit van Amsterdam

Weesperplein 4, 1018 XA Amsterdam

- Department of Social Psychology
T: 020 - 525 6890 F: 020 - 639 1896
- Department of Work & Organizational Psychology
T: 020 - 525 6860 F: 020 - 639 0531

Rijksuniversiteit Groningen

Grote Kruisstraat 2/1, 9712 TS Groningen

- Department of Social & Organizational Psychology
T: 050 - 363 6386 F: 050 - 363 4581

Universiteit Leiden

PO box 9555, 2300 RB Leiden

- Department of Social & Organizational Psychology
T: 071 - 527 3705 F: 071 - 527 3619

Universiteit Utrecht

PO box 80140, 3508 TC Utrecht

- Department of Social & Organizational Psychology
T: 035 - 253 4794 F: 035 - 253 7584

2.3 Scientific Advisory Board

The Scientific Advisory Board consists of five international experts in the domains covered by the KLI from whom advice on the content and direction of the KLI can be solicited. Members of the Advisory Board are: Prof.dr. M. West (Organizational Studies, Aston Business School, UK), prof.dr. E. van Avermaet (Lab. Exp. Soc. Psychologie, Universiteit Leuven, Belgium), prof.dr. A. Mummendey (Institut für Psychologie, Universität Jena, Germany), prof.dr. E. Smith (Dept of Psychology, Indiana University, USA), prof.dr. J. Levine (Dept of Psychology, University of Pittsburgh, USA).

2.4 Confidential advisors

Two “confidential advisors” (*vertrouwenspersonen*) have been appointed, to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution. The confidential advisors are: dr. J.A.M. (Jose) Heesink (Assistant Professor Organizational Psychology, University of Groningen) and prof.dr. T.M. (Tineke) Willemsen (Emeritus, Department of Psychology and Society, Tilburg University).

3. Members

3.1 Membership

Criteria for admission of teaching and training staff

Researchers can become members of the KLI if they meet the following criteria:

- a. The applicant's research must fit into the KLI's mission;
- b. The applicant must have a PhD;
- c. The applicant must have a publication track-record showing a regular output (at least 20 points) over the last 5 years in peer-reviewed international journals; and
- d. There must be evidence of successful PhD student supervision.

Journals are classified into two categories. Only peer-reviewed international journals qualify. Journals in category 1 are those with a mean citation impact score of at least 1.0 in the preceding five years. All other journals belong to category 2. Applicants and existing members receive points for publications as follows:

- first author of an article in a category 1 journal: 6 points
- first author of an article in a category 2 journal: 4 points
- second (or subsequent) author of an article in a category 1 journal: 4 points
- second (or subsequent) author of an article in a category 2 journal: 2 points
- author or co-author of an English-language monograph (max. one): 6 points

Full membership of the KLI requires a publication track record showing a regular output (at least 20 points) over the preceding 5 years.

Applicants who do not meet criteria c. and/or d. can become Associate Members for a maximum of 3 years.

In December 2010, all Affiliate members were invited to become Full members. As of January 1st, 2011 the KLI Affiliate membership has been abolished and it is no longer possible to be an Affiliate member of the KLI.

Researchers who feel that they meet some or all of the admission criteria of the KLI can apply for Full or Associate membership, as appropriate. The Executive Committee decides on membership applications.

Criteria for the admission of graduate students (as of September 1, 2008)

Ph.D. students can become a student member of the KLI when the following two criteria are met:

- 1) A research proposal submitted by one of the supervisors has been approved of by the KLI Research Committee.
- 2) The Ph.D. student has sufficient skills in writing scientific English and presenting research. Criterium 2 is met by Ph.D. students who:
 - a. Have completed a Research Master at one of the institutes participating in the KLI (UvA, VU, RuG, UL and UU);
 - b. Have completed a Research Master at another institute, on the condition that teaching in writing scientific English and presenting research was part of the curriculum;
 - c. For writing scientific English: have completed an English language Master;
 - d. Can establish in some other way that he/she has acquired these skills, for example by means of:
 - a certificate of participation in a relevant course on at least the level of a Research Master
 - with respect to writing scientific English: an English language manuscript written (mostly) by the Ph.D. student, with a statement of one of the supervisors that the Ph.D. student masters these skills.

Ph.D. students who do not meet 2 can be admitted as a candidate student member *for a maximum of 1 year*. In this year the student can for example follow a course to meet the criterium and send a copy of the certificate to the KLI-office. If can be established that the student meets criterium 2 within the first year the regular student membership will be awarded. If the criteria are not met within the first year, the candidate membership will be ended and the Ph.D. student cannot become a member of the KLI. For the courses and workshops participated in the standard course fee for non-members (75 euro per day) will then be charged.

For Ph.D. students who were already a KLI member prior to September 1st 2008, completion of a course in writing scientific English and presenting research remains a prerequisite to obtain the KLI certificate.

Evaluation of the project proposal

The committee evaluates each project in terms of the following criteria:

1. Formal issues

- a. At least one supervisor must be a member of the KLI.
- b. The theme or topic of the research must fit within the scientific mission of the KLI.
- c. The proposal must be in a form that can readily be judged by the committee.
- d. Arrangements for the supervision of the project should be appropriate.

2. Content issues

- a. Theory. Is there a good theoretical framework for the proposed research?
- b. Applied relevance. What is the practical importance of the proposed work?
- c. Scientific relevance. What is the scientific importance of the proposed work?
- d. Feasibility of proposal. Can the proposed work be carried out in the time available?
- e. Methods. Are the proposed methods appropriate?
- f. Previous and/or pilot research. Have the applicants already carried out research on this topic? Are there publications reporting this work?
- g. General impression.

Applications that, according to the Research Committee, fall short of the desired standard with regard to content issues are returned to the applicants with a request to revise the proposal in the light of written feedback from the committee and to resubmit the proposal for consideration at a subsequent meeting. Applications which are, in most respects, of a good standard but which are insufficiently clear with respect to specific issues are treated differently: The application is approved but the applicants are requested to ensure that the issues needing clarification are addressed in the first progress report submitted by the PhD student working on the project.

As of January 1, 2007 new KLI graduate student members can be a student member for a maximum of five years.

3.2 Full members on December 31, 2012

Prof.dr. H. Aarts, UU¹, Social & Organizational Psychology
 Dr. M.A. Adriaanse, UU, Psychology & Health
 Dr. B. Beersma, UvA, Work & Organizational Psychology
 Prof.dr. I. van Beest, UvT, Social Psychology
 Prof.dr. M.Ph. Born, EUR, Institute of Psychology
 Prof.dr. K. van den Bos, UU, Social & Organizational Psychology
 Prof.dr. B.P. Buunk, RuG, Social Psychology
 Dr. R. Custers, UU, Social & Organizational Psychology
 Dr. B. Derks, UL, Social & Organizational Psychology
 Prof.dr. E. van Dijk, UL, Social & Organizational Psychology
 Dr. W.W. van Dijk, UL, Social & Organizational Psychology
 Prof.dr. A. Dijkstra, RuG, Social Psychology
 Prof.dr. B. Doosje, UvA, Social Psychology
 Prof.dr. C.K.W. de Dreu, UvA, Work & Organizational Psychology
 Prof.dr. N. Ellemers, UL, Social & Organizational Psychology
 Dr. C. Evers, UU, Psychology & Health
 Dr. C. Finkenauer, VU, Social and Organizational Psychology
 Prof.dr. A.H. Fischer, UvA, Social Psychology
 Prof.dr. H. van der Flier, VU, Social and Organizational Psychology
 Prof.dr. J.A. Förster, UvA, Social Psychology
 Prof.dr. E. Giebels, UT, Psychology of Conflict, Risk & Safety
 Prof.dr. E.H. Gordijn, RuG, Social Psychology
 Dr. L.L. Greer, EUR, Organization and Personnel Management
 Dr. M. Häfner, UU, Social & Organizational Psychology
 Dr. F. Harinck, UL, Social & Organizational Psychology
 Dr. F. van Harreveld, UvA, Social Psychology
 Dr. S.T. Hawk, UU, Pedagogiek
 Dr. A.C. Homan, UvA, Work & Organizational Psychology
 Dr. E.A.J. van Hooft, UvA, Work & Organizational Psychology
 Dr. A.H.B. de Hoogh, UvA, Work & Organizational Psychology
 Dr. H. Ijzerman, UvT, Social Psychology
 Dr. K.J. Jonas, UvA, Social Psychology
 Prof.dr. G.A. van Kleef, UvA, Social Psychology
 Dr. E.S. Kluwer, UU, Social & Organizational Psychology
 Dr. S.L. Koole, VU, Clinical Psychology
 Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology
 Dr. C. van Laar, UL, Social & Organizational Psychology
 Dr. A.H. de Lange, RUN, Work and Organizational Psychology

Prof.dr. P.A.M. van Lange, VU, Social and Organizational Psychology
 Dr. N.P. Leander, RuG, Organizational Psychology
 Dr. D. van der Linden, EUR, Institute of Psychology
 Prof.dr. N. Nauta, UvA, Work & Organizational Psychology
 Prof.dr. S. Otten, RuG, Social Psychology
 Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social Psychology
 Prof.dr. K.I. van Oudenhoven-van der Zee, UT
 Dr. E.K. Papies, UU, Social & Organizational Psychology
 Dr.ing. I.E. de Pater, UvA, Work & Organizational Psychology
 Prof.dr. J. van der Pligt, UvA, Social Psychology
 Dr. T.V. Pollet, VU, Social and Organizational Psychology
 Prof.dr. T. Postmes, RuG, Social Psychology
 Dr. J.W. van Prooijen, VU, Social and Organizational Psychology
 Prof.dr. D.T.D. de Ridder, UU, Psychology & Health
 Dr. F.A. Rink, RuG, HRM & Organizational Behavior
 Dr. S. Rispens, TU/e, Human Performance Management Group
 Dr. M. Rotteveel, UvA, Social Psychology
 Dr. R.A.C. Ruiters, UM, Work and Social Psychology
 Prof.dr. K. Sanders, UT, Organisational Psychology & HR Development
 Dr. D.T. Scheepers, UL, Social & Organizational Psychology
 Prof.dr. G.R. Semin, UU, Social & Organizational Psychology
 Prof.dr. R. Spears, RuG, Social Psychology
 Dr. H.J.A.M. Staats, UL, Social & Organizational Psychology
 Dr. T. Ståhl, UL, Social & Organizational Psychology
 Prof.dr. E.M. Steg, RuG, Social Psychology
 Dr. W. Steinel, UL, Social & Organizational Psychology
 Dr. M. Stel, UvT, Social Psychology
 Prof.dr. W. Stroebe, UU, Social & Organizational Psychology
 Dr. E. Ufkes, UT, Psychology of Conflict, Risk & Safety
 Dr. E. de Vet, UU, Psychology & Health
 Prof.dr. A.E.M. van Vianen, UvA, Work & Organizational Psychology
 Prof.dr. E. van de Vliert, RuG, Social Psychology
 Dr. R.E. de Vries, VU, Social and Organizational Psychology
 Prof.dr. M. van Vugt, VU, Social and Organizational Psychology
 Prof.dr. B.M. Wisse, RuG, Social Psychology
 Dr. H. Yang, UT, Organisational Psychology & HR Development
 Prof.dr. N.W. van Yperen, RuG, Social Psychology
 Prof.dr. M. Zeelenberg, UvT, Social Psychology
 Dr. M. van Zomeren, RuG, Social Psychology

3.3 Associate members on December 31, 2012

Dr. C.E. Ashton-James, VU¹, Social and Organizational Psychology
 Dr. M. Baas, UvA, Work & Organizational Psychology
 Dr. D.P.H. Barelds, RuG, Social Psychology
 Dr. E.J. Boezeman, VU, Social and Organizational Psychology
 Dr. J.W. Bolderdijk, RuG, Social Psychology
 Dr. A. Cheshin, UvA, Social Psychology
 Dr. S.E. Dalley, RuG, Social Psychology
 Dr. M.T.M. Dijkstra, VU, Organization Sciences
 Dr. L.F. van Dillen, UL, Social & Organizational Psychology
 Dr. K. Epstude, RuG, Social Psychology
 Dr. N. Hansen, RuG, Social Psychology
 Dr. N.B. Jostmann, UvA, Social Psychology
 Dr. E. Kamans, RuG, Social Psychology
 Dr. G.M. van Koningsbruggen, UU, Social & Organizational Psychology
 Dr. M.S. Kouzakova, UL, Social & Organizational Psychology
 Dr. M.E. Kret, UvA, Work & Organizational Psychology
 Dr. Y. de Liver, UvA, Social Psychology
 Dr. B. Nevicka, UvA, Work & Organizational Psychology
 Dr. M.K. Noordewier, UL, Social & Organizational Psychology
 Dr. E.F. Rietzschel, RuG, Social Psychology
 Dr. F. Righetti, VU, Social and Organizational Psychology
 Dr. X. Sanchez, RuG, Social Psychology
 Dr. D.A. Sauter, UvA, Social Psychology
 Dr. S. Scheibe, RuG, Social Psychology
 Dr. E.P. Sleebos, VU, Organization Sciences
 Dr. E.F. van Steenbergen, UU, Social & Organizational Psychology
 Dr. M. Strick, UU, Social & Organizational Psychology
 Dr. K.E. Stroebe, RuG, Social Psychology
 Dr. S. Tauber, RuG, Social Psychology
 Dr. F.S. ten Velden, UvA, Work & Organizational Psychology
 Dr. H.P. Veling, UU, Social & Organizational Psychology

¹ VU = VU University; UvA = University of Amsterdam; RuG = Groningen University; UL = Leiden University; UU = Utrecht University; UvT = Tilburg University; UT = University of Twente; EUR = Erasmus University Rotterdam; UM = Maastricht University; RUN = Radboud University Nijmegen; TU/e = Eindhoven University of Technology

3.4 PhD students

On 31 December 2012, 85 PhD students were participating in the Kurt Lewin Institute. In the same year, 21 PhD students started their research, 7 PhD students completed their research, the PhD position of 18 PhD students ended in 2012 but they will finish their PhD later, 5 PhD students stopped, and 1 PhD student found another job but will finish his PhD later.

Table 1: Institutional participation of PhD students on December 31, 2012

| | |
|------------------------------|-----------|
| VU University | 7 |
| University of Amsterdam | 13 |
| University of Groningen | 30 |
| University of Leiden | 9 |
| University of Utrecht | 15 |
| Tilburg University | 2 |
| University of Twente | 6 |
| Erasmus University Rotterdam | 3 |
| Total | 85 |

List of PhD students in 2012, their supervisors and the title of their research project

| Name | Supervisors | Institute |
|--|---------------------------|------------------|
| Drs. H. Aaldering | Prof.dr. C.K.W. de Dreu | UvA |
| | Prof.dr. G.A. van Kleef | UvA |
| | Dr. L.L. Greer | UvA |
| | Prof.dr. N. Ellemers | UL |
| <i>Title: Representative Negotiation: Cross-Level Influences in Inter-group Conflict</i> | | |
| Drs. D. Alink | Dr. F. van Harreveld | UvA |
| | Prof.dr. J. van der Pligt | UvA |
| <i>Title: Gaat u rustig slapen: De rol van vertrouwen bij de acceptatie van risico's</i> | | |
| K.T. Alvarez Durnov, MSc. | Prof.dr. M van Vugt | VU |
| | Dr. E. van Leeuwen | VU |
| <i>Title: An intergroup perspective on helping: Overcoming social and psychological obstacles to receiving aid</i> | | |

| Name | Supervisors | Institute |
|---|---------------------------|-----------|
| B.M. Armenta Gutierrez, MSc.** | Prof.dr. N.W. van Yperen | RuG |
| | Prof.dr. T. Postmes | RuG |
| | Dr. K.E. Stroebe | RuG |
| | Dr. S. Scheibe | RuG |
| <i>Title: A social psychological perspective on successful aging and retirement: Identity change in the transition through adulthood and into old age</i> | | |
| M.H. Bakker, MSc.** | Prof.dr. E. Giebels | UT |
| | Dr. J. Kertholt | TNO |
| <i>Title: Resilience: Causal mechanisms and innovative interventions</i> | | |
| Drs. M. Bal | Prof.dr. K. van den Bos | UU |
| | Dr. E.K. Papies | UU |
| <i>Title: Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews</i> | | |
| Drs. D.A. Beudeker | Prof.dr. N. Ellemers | UL |
| | Dr. F.A. Rink | RuG |
| | Prof.dr. R. Blonk | TNO |
| <i>Title: Innovation in the public sector</i> | | |
| A.M. van der Bles, MSc.** | Prof.dr. T. Postmes | RuG |
| | Prof.dr. R. Meijer | RuG |
| <i>Title: A societal paradox: The discrepancy between individual well-being and collective discontent</i> | | |
| S.S.A.H. Blom, MSc. | Prof.dr. G.R. Semin | UU |
| <i>Title: The body in embodiment: Specifying the role of peripheral input in grounded cognition</i> | | |
| Drs. M. van Bommel | Prof.dr. P.A.M. van Lange | VU |
| | Dr. J.W. van Prooijen | VU |
| | Prof.dr. H. Elffers | VU |
| | Dr. D.M. Reynald | VU |
| <i>Title: Ingrijpen of niet. Een kwestie van 'mixed feelings'?</i> | | |

| Name | Supervisors | Institute |
|---|---------------------------|-----------|
| T. Bouman, MSc. | Prof.dr. S. Otten | RuG |
| | Dr. M. van Zomeren | RuG |
| Title: <i>Local Globalism: How Global Change Influences Local Relationships</i> | | |
| J.A. van Breen, MSc.** | Prof.dr. R. Spears | RuG |
| | Dr. T. Kuppen | RuG |
| | Dr. S. de Lemus | Granada |
| Title: <i>Comparing the effects of explicit and implicit social identity threat</i> | | |
| Drs. L. Bullens | Prof.dr. J.A. Förster | UvA |
| | Dr. F. van Harreveld | UvA |
| Title: <i>The impact of decision difficulty on choice, satisfaction, and motivation</i> | | |
| T.C. Cheung, MSc.** | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. F.M. Kroese | UU |
| | Dr. M.A. Adriaanse | UU |
| Title: <i>Promoting healthy food choices under low self-control conditions</i> | | |
| K.D. Cobey, MSc. | Prof.dr. B.P. Buunk | RuG |
| Title: <i>Promoting healthy food choices under low self-control conditions</i> | | |
| F.M. Cramwinckel, MSc. | Prof.dr. K. van den Bos | UU |
| | Prof.dr. E. van Dijk | UL |
| Title: <i>A bottom-up approach toward novel insights into moral reactions</i> | | |
| Drs. C. den Daas **** | Prof.dr. J. de Wit | UU |
| | Prof.dr. H. Aarts | UU |
| | Dr. M. Häfner | UU |
| Title: <i>Is automaticity indeed everywhere? A second-generation study of the moderation of impulsive influences on evaluation and behavior</i> | | |

| Name | Supervisors | Institute |
|--|---------------------------|-----------|
| Drs. G. Danner-Vlaardingerbroek | Dr. E.S. Kluwer | UU |
| | Dr. E.F. van Steenbergen | UU |
| | Prof.dr. T. van der Lippe | UU |
| <i>Title: The impact of work-family conflict and facilitation on family relationships</i> | | |
| M.A.J. van Dijk, MSc.** | Prof.dr. E. Giebels | UT |
| | Dr. S. Zebel | UT |
| | Dr. G. van Dijck | UT |
| <i>Title: Online interventions in legal conflicts: Conflict diagnosis and empowerment</i> | | |
| N.G. Dimitrova, MSc. | Dr. C. van Dyck | VU |
| | Dr. E.A.J. van Hooft | UvA |
| | Prof.dr. P. Groenewegen | VU |
| <i>Title: Quality management in the face of error: On staying task focused</i> | | |
| Drs. S.R.S. Does **** | Prof.dr. N. Ellemers | UL |
| | Dr. B. Derks | UL |
| <i>Title: Turning Threat into Challenge: Improving majority group members' acceptance of minorities by focusing on morality gains</i> | | |
| Drs. N.J. van Doesum ** | Prof.dr. P.A.M. van Lange | VU |
| <i>Title: To mind and be minded: A sharper look at human prosociality</i> | | |
| Drs. E.-J. van Doorn **** | Prof.dr. J. van der Pligt | UvA |
| | Prof.dr. G.A. van Kleef | UvA |
| <i>Title: Interpersonal effects of emotional expressions on persuasion: Testing the emotions as social information (EASI) model</i> | | |
| S.P. Elbert, MSc. | Prof.dr. A. Dijkstra | RuG |
| | Prof.dr. T. Postmes | RuG |
| <i>Title: Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption</i> | | |

| Name | Supervisors | Institute |
|--|--------------------------|-----------|
| M. Elshout, MSc. | Prof.dr. I. van Beest | UvT |
| | Dr. R. Nelissen | UvT |
| Title: <i>Inclusionary status and consumer preferences</i> | | |
| T.W. Faber, MSc.** | Dr. K.J. Jonas | UvA |
| | Prof.dr. J.A. Förster | UvA |
| Title: <i>The role of attentional scope in the activation of automatic behaviour</i> | | |
| Drs. M. Gillebaart * | Prof.dr. J.A. Förster | UvA |
| | Dr. M. Rotteveel | UvA |
| Title: <i>Emotional, Motivational, and Cognitive Consequences of Novelty</i> | | |
| A.E. Grabo, MSc.** | Prof.dr. M. van Vugt | VU |
| Title: <i>The Evolutionary Origins and Psychology of Charismatic Leadership</i> | | |
| H.J.E. Greijdanus, MSc. | Prof.dr. E.H. Gordijn | RuG |
| | Prof.dr. T. Postmes | RuG |
| | Dr. M. van Zomeren | RuG |
| Title: <i>Escalation and de-escalation of ethnic conflict through within-group communication</i> | | |
| J.H.B. de Groot, MSc.** | Prof.dr. G.R. Semin | UU |
| | Prof.dr. M. Smeets | UU |
| Title: <i>Charting the communicative function of chemosignals</i> | | |
| S. Gündemir, MSc. | Prof.dr. M. van Vugt | VU |
| | Dr. A.C. Homan | UvA |
| Title: <i>The minority glass ceiling hypothesis: Exploring reasons and remedies for the underrepresentation of ethnic minorities in leadership positions</i> | | |
| M.R.W. Hamstra, MSc. | Prof.dr. N.W. van Yperen | RuG |
| | Prof.dr. K. Sassenberg | RuG |
| | Prof.dr. B.M. Wisse | RuG |
| Title: <i>A self-regulation approach to leadership behavior</i> | | |

| Name | Supervisors | Institute |
|---|--|------------------|
| Drs. M.W. Heerdink | Prof.dr. G.A. van Kleef | UvA |
| | Dr. A.C. Homan | UvA |
| | Prof.dr. A.H. Fischer | UvA |
| Title: <i>Emotion and social influence in groups</i> | | |
| Drs. A.M.F. Hiemstra | Prof.dr. M.Ph. Born | EUR |
| | Dr. E. Deros | Ghent/EUR |
| | Dr. A.W. Serlie | GITP/EUR |
| Title: <i>Emotion and social influence in groups</i> | | |
| M. Hoozeboom, MSc. **** | Prof.dr. E. Giebels | UT |
| | Dr. K. Beune | UT |
| | Dr. M. Noordzij | UT |
| Title: <i>Deception management and cognitive load during deceit: the impact of cultural context and personality</i> | | |
| R.M. Illes, MSc. ** | Prof.dr. N. Ellemers | UL |
| | Dr. F. Harinck | UL |
| Title: <i>De-escalation of value-conflict: Justice and interventions</i> | | |
| L. Jans, MSc. | Prof.dr. K.I. van Oudenhoven - van der Zee | RuG |
| | Prof.dr. T. Postmes | RuG |
| Title: <i>Inclusive Identities in Diverse Contexts</i> | | |
| W.S. Jansen, MSc. | Prof.dr. S. Otten | RuG |
| | Prof.dr. K.I. van Oudenhoven - van der Zee | RuG |
| Title: <i>Features of an inclusive organization</i> | | |
| N. de Jong, MSc. | Prof.dr. H.A. Hoekstra | RuG |
| | Prof.dr. K.I. van Oudenhoven - van der Zee | RuG |
| | Dr. A.H. de Lange | RuG |
| Title: <i>Roldiversiteit en integratie in de tweede loopbaanhelft</i> | | |

| Name | Supervisors | Institute |
|--|----------------------------|-----------|
| Drs. F. Jongerius ***** | Prof.dr. A. Nauta | UvA |
| | Dr.ing. I.E. de Pater | UvA |
| Title: <i>The process, antecedents and consequences of idiosyncratic deal making</i> | | |
| A.F. Junghans, MSc.** | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. C. Evers | UU |
| Title: <i>Innovative strategies to enhance consumer competence: Accessibility of foods and self-regulation of eating behavior</i> | | |
| M. Keizer, MSc. *** | Prof.dr. E.M. Steg | RuG |
| Title: <i>Denial of feelings of moral obligation inhibiting pro-environmental behavior</i> | | |
| M. Kievik, MSc.** | Prof.dr. E. Giebels | UT |
| | Dr. J.M. Gutteling | UT |
| Title: <i>Prevent risk conflict escalation: the role of framing</i> | | |
| Drs. J. Koen **** | Prof.dr. A.E.M. van Vianen | UvA |
| | Dr. U.-C. Klehe | UvA |
| | Prof.dr. A. Nauta | UvA |
| Title: <i>(The lack of) job-search behavior among the unemployed</i> | | |
| P. Kommattam, MSc.** | Prof.dr. A.H. Fischer | UvA |
| | Dr. K.J. Jonas | UvA |
| Title: <i>Feeling the Other: Emotion Interpretation in Intercultural Settings</i> | | |
| C. Koot, MSc. | Prof.dr. N. Ellemers | UL |
| | Dr. E. ter Mors | UL |
| Title: <i>Resistance of valid beliefs about carbon dioxide capture and storage (CCS) technology against low- quality information</i> | | |
| N. Koudenburg, MSc. | Prof.dr. T. Postmes | RuG |
| | Prof.dr. E.H. Gordijn | RuG |
| Title: <i>The Sounds of Silence: communicator's interpretations of silent responses in within-group conversations</i> | | |

| Name | Supervisors | Institute |
|--|--------------------------------|-----------|
| F.M. Kroese, MSc.* | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. C. Evers | UU |
| Title: <i>Forbidden fruits or hidden pleasures: The effect of temptations on long-term goals</i> | | |
| H.K. ter Kuile, MSc. | Dr. E.S. Kluwer | UU |
| | Prof.dr.ir. A.G. van der Lippe | UU |
| Title: <i>Adaptive processes across the transition to parenthood: How partners regulate their changing relationship</i> | | |
| M. Kutlaca, MSc. | Prof.dr. T. Postmes | RuG |
| | Dr. K. Epstude | RuG |
| | Dr. M. van Zomeren | RuG |
| Title: <i>Liberation through the internet: How on-line collective action sparks off-line collection action</i> | | |
| Drs. R.A. van der Lee | Prof.dr. N. Ellemers | UL |
| | Dr. D.T. Scheepers | UL |
| Title: <i>Morality, competence, and motivation in group contexts</i> | | |
| Drs. G.-J. Lelieveld **** | Prof.dr. E. van Dijk | UL |
| | Prof.dr. I. van Beest | UvT |
| Title: <i>A social functional account of reactions to and strategic of negative emotions in bargaining</i> | | |
| X. Li, MSc. | Prof.dr. G.R. Semin | UU |
| Title: <i>A social functional account of reactions to and strategic of negative emotions in bargaining</i> | | |
| C.J. van Lissa, MSc. | Prof.dr. W.H.J. Meeus | UU |
| | Dr. S.T. Hawk | UU |
| | Dr. M.A. de Wied | UU |
| Title: <i>Thinking, feeling, and fighting: effects of cognitive and emotional empathy upon adolescent-parent conflict resolution</i> | | |

| Name | Supervisors | Institute |
|--|--------------------------|-----------|
| J. Maas, MSc. | Prof.dr. R. de Ridder | UU |
| | Prof.dr. J. de Wit | UU |
| | Prof.dr. W. Schaufeli | UU |
| | Dr. E. de Vet | UU |
| Title: <i>Prevention of overweight at work: self-regulation in screening and intervention</i> | | |
| Drs. L. Mann ** | Prof.dr. B. Doosje | UvA |
| | Prof.dr. A.H. Fischer | UvA |
| | Dr. A.R. Feddes | UvA |
| Title: <i>Humiliation and radicalisation</i> | | |
| Drs. H. Marien | Prof.dr. H. Aarts | UU |
| Title: <i>The dynamic interplay of representation level and modality in the implicit motivation of goal pursuit</i> | | |
| Drs. K.O. McCabe | Prof.dr. N.W. van Yperen | RuG |
| | Prof.dr. A.J. Elliot | Rochester |
| Title: <i>Not losing to yourself" as an achievement goal: Antecedents and consequences</i> | | |
| E.W. Meerholz, MSc. | Prof.dr. R. Spears | RuG |
| | Dr. K. Epstude | RuG |
| Title: <i>The dark side of compassion</i> | | |
| M. Milovanović, MSc.** | Prof.dr. E.M. Steg | RuG |
| | Prof.dr. R. Spears | RuG |
| Title: <i>Bottom-up approaches to encourage sustainable behavior: Insights into community building and its effects on sustainable energy use</i> | | |
| W.E. Molenmaker, MSc. | Prof.dr. E. van Dijk | UL |
| | Dr. E.W. de Kwaadsteniet | UL |
| Title: <i>The willingness to punish non-cooperation and reward cooperation in social dilemmas</i> | | |
| Drs. S. Mollen **** | Prof.dr. G.J. Kok | UM |
| | Dr. R.A.C. Ruiter | UM |
| Title: <i>Adverse effects of health messages: Preventing the communication of unintended social norms stimulating unhealthy behaviors</i> | | |

| Name | Supervisors | Institute |
|---|---------------------------|-----------|
| M. Mooijman, MSc.** | Prof.dr. E. van Dijk | UL |
| | Prof.dr. N. Ellemers | UL |
| | Dr. W.W. van Dijk | UL |
| Title: <i>Just deserts and behavioral control as determinants of punishing norm violations</i> | | |
| Drs. L.D. Muusses | Dr. C. Finkenauer | VU |
| | Dr. P. Kerkhof | VU |
| | Prof.dr. P.A.M. van Lange | VU |
| Title: <i>Darling, I must google that! An examination of how adults' romantic relationships and Internet use influence each other</i> | | |
| C.Y. van Niejenhuis, MSc. | Prof.dr. S. Otten | RuG |
| | Prof.dr. G. van der Werf | RuG |
| | Dr. R. Maslowski | RuG |
| Title: <i>The relation between integration, language proficiency and self-efficacy. A longitudinal analysis within the context of intercultural language encounters</i> | | |
| Drs. J. Niemann **** | Prof.dr. N.W. van Yperen | RuG |
| | Prof.dr. B.M. Wisse | RuG |
| | Prof.dr. K. Sassenberg | RuG |
| Title: <i>A self-regulation approach to leadership behavior</i> | | |
| Drs. H.U. Nohlen | Dr. F. van Harreveld | UvA |
| | Prof.dr. J. van der Pligt | UvA |
| | Dr. M. Rotteveel | UvA |
| Title: <i>Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making</i> | | |
| Drs. E.H. Noppers | Prof.dr. E.M. Steg | RuG |
| | Dr. K.E. Keizer | RuG |
| | Dr. J.W. Bolderdijk | RuG |
| Title: <i>The importance of status concerns in the adoption of innovative products</i> | | |

| Name | Supervisors | Institute |
|--|-----------------------------|-----------|
| Drs. F. van Nunspeet | Prof.dr. N. Ellemers | UL |
| | Dr. B. Derks | UL |
| | Prof.dr. E. Crone | UL |
| Title: <i>The desire to be moral: Brain activity indicating the motivational implications of moral vs. Immoral behavior in group contexts</i> | | |
| Y.M.J. van Osch, MSc.* | Prof.dr. M. Zeelenberg | UvT |
| | Dr. S.M. Breugelmans | UvT |
| Title: <i>How culture influences the emotion process</i> | | |
| Drs. G.P. Perlaviciute | Prof.dr. E.M. Steg | RuG |
| | Prof.dr. S.M. Lindenberg | RuG |
| Title: <i>Strengthening normative goals: activation and effects on behavior</i> | | |
| J.N.M. van der Poel, MSc.** | Prof.dr. E.M. Steg | RuG |
| | Dr. N. Hansen | RuG |
| Title: <i>Encouraging pro-environmental Behaviour Spill-over effects: The impact of context and individual attribution processes on pro-environmental behaviour</i> | | |
| Drs. D.E. Purba ** | Prof.dr. H.T. van der Molen | EUR |
| | Prof.dr. M.Ph. Born | EUR |
| | Dr. J.K. Oostrom | EUR |
| Title: <i>Organizational embeddedness in relation to turnover, task performance, and organizational citizenship behavior: Cross cultural comparisons between Indonesia and the Netherlands</i> | | |
| J.R. Rachl, MSc. ** | Dr. N.P. Leander | RuG |
| | Prof. dr. N.W. van Yperen | RuG |
| Title: <i>Strangely familiar: How nonverbal cues from others elicit transference and attachment processes</i> | | |
| Drs. M. Redeker * | Prof.dr. M. van Vugt | VU |
| | Dr. R.E. de Vries | VU |
| Title: <i>The Leadership Circumplex</i> | | |

| Name | Supervisors | Institute |
|--|---------------------------|-----------|
| Drs. R.B. Rexwinkel ***** | Prof.dr. N. Ellemers | UL |
| | Dr. F. Harinck | UL |
| | Dr. D.T. Scheepers | UL |
| Title: <i>De-escalation of value conflict: Justice and interventions</i> | | |
| M.B. van Rijn, MSc. | Prof.dr. K. Sanders | UvT |
| | Dr. H. Yang | UvT |
| Title: <i>The psychological motors for employees' professional development: Career identity and selfconstructual</i> | | |
| Drs. M. Roskes **** | Prof.dr. C.K.W. de Dreu | UvA |
| | Prof.dr. B.A. Nijstad | RuG |
| Title: <i>Cooperation vs. conflict mental-set and creativity: Cognitive load versus motivated-focus</i> | | |
| Drs. A.M. Ruepert ** | Prof. Dr. E.M. Steg | RuG |
| | Dr. K.E. Keizer | RuG |
| | Dr. J.W. Bolderdijk | RuG |
| Title: <i>Positive and negative spill-over effects in environmental and moral behaviour</i> | | |
| Drs. B.T. Rutjens * | Prof.dr. J. van der Pligt | UvA |
| | Prof.dr. J.A. Förster | UvA |
| | Dr. F. van Harreveld | UvA |
| Title: <i>Regulating lack of control and uncertainty</i> | | |
| O. Saygi, MSc. | Prof.dr. C.K.W. de Dreu | UvA |
| | Prof.dr. N. Ellemers | UL |
| | Dr. L.L. Greer | UvA |
| | Prof.dr. G.A. van Kleef | UvA |
| Title: <i>Representative negotiation as bottom-up influence in intergroup competition and cooperation</i> | | |
| S. Sanders, MSc. | Prof.dr. B.M. Wisse | RuG |
| | Prof.dr. N.W. van Yperen | RuG |
| | Dr. D.C. Rus | RuG |
| Title: <i>Unearthing the moral emotive compass: exploring the paths to leader moral behavior</i> | | |

| Name | Supervisors | Institute |
|---|--------------------------------|-----------|
| Drs. I.K. Schneider **** | Prof.dr. J. van der Pligt, UvA | UvA |
| | Dr. F. van Harreveld, UvA | UvA |
| | Dr. M. Rotteveel, UvA | UvA |
| Title: <i>The dynamics of ambivalence: An investigation into the consequences of evaluative conflict in attitudes and decision-making</i> | | |
| J. Seehusen, MSc.** | Dr. K. Epstude | RuG |
| | Prof.dr. R. Spears | RuG |
| Title: <i>Acting on values: How counterfactuals influence value-behaviour correspondence</i> | | |
| Drs. E.C. Seip | Prof.dr. J. van der Pligt | UvA |
| | Dr. M. Rotteveel | UvA |
| | Dr. W.W. van Dijk | UL |
| Title: <i>Altruistic punishment</i> | | |
| S. Shafa, MSc. | Prof.dr. N. Ellemers | UL |
| | Dr. F. Harinck | UL |
| | Dr. B. Beersma | UvA |
| Title: <i>Cultural differences in value systems and the resolution of value conflict</i> | | |
| Drs. R.B.L. Sijbom **** | Prof.dr. O. Janssen | RuG |
| | Prof.dr. N.W. van Yperen | RuG |
| Title: <i>Achievement goals and interpersonal behavior: How do leaders respond to creative ideas proposed by their subordinates</i> | | |
| Drs. T.B. Sitser | Prof.dr. M.Ph. Born | EUR |
| | Dr. D. van der Linden | EUR |
| Title: <i>General vs. specific traits: Strengthening the personality - job performance linkage</i> | | |
| Drs. D.J. Sligte **** | Prof.dr. C.K.W. de Dreu | UvA |
| | Prof.dr. B.A. Nijstad | RuG |
| | Prof.dr. J.A. Förster | UvA |
| Title: <i>Creative Flow from Fit</i> | | |

| Name | Supervisors | Institute |
|--|----------------------------------|--------------|
| Drs. A.F. Sluis **** | Prof.dr. J.P.L.M. van Oudenhoven | RuG |
| | Prof.dr. S. Otten | RuG |
| | Dr. M.E. Timmerman | RuG |
| Title: <i>Virtues and integration of different cultural groups in the Netherlands</i> | | |
| E.S. Stamkou, MSc. | Prof.dr. G.A. van Kleef | UvA |
| | Prof.dr. A.D. Galinsky | Northwestern |
| Title: <i>Climbing the ladder or falling from grace: How norm violations shape social hierarchies</i> | | |
| F.M. Stok, MSc. | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. E. de Vet | UU |
| | Prof.dr. J. de Wit | UU |
| Title: <i>Social influences on self-regulation of eating behavior in adolescents</i> | | |
| S. Ströfer, MSc.** | Prof.dr. E. Giebels | UT |
| | Dr. M. Noordzij | UT |
| | Dr. E. Ufkes | UT |
| Title: <i>Deception management: psychological processes and cognitive load during deceit</i> | | |
| G. Stulp, MSc.**** | Prof.dr. B.P. Buunk | RuG |
| | Prof.dr. S. Verhulst | RuG |
| | Dr. T.V. Pollet | RuG |
| | Prof.dr. A.G.G. Groothuis | RuG |
| Title: <i>The role of height in sexual selection</i> | | |
| Drs. H. Sungur ***** | Prof.dr. G.R. Semin | UU |
| Title: <i>The effects of hedonically charged stimuli on judgments of persons and objects</i> | | |
| D. Taufik, MSc. | Prof.dr. E.M. Steg | RuG |
| | Dr. K.E. Keizer | RuG |
| | Dr. J.W. Bolderdijk | RuG |
| Title: <i>Promoting behaviour change via social feedback: when does social feedback on behaviour dissimilar others work?</i> | | |

| Name | Supervisors | Institute |
|--|----------------------------|-----------|
| M.M. Tjew A Sin, MSc.** | Dr. S.L. Koole, VU | VU |
| Title: <i>Closing the Minority Achievement Gap: A SMART Model of the Benefits of Belongingness Interventions among Students from Ethnic Minorities</i> | | |
| Drs. T. Theeboom | Prof.dr. A.E.M. van Vianen | UvA |
| | Dr. B. Beersma | UvA |
| Title: <i>External and internal fit of teams affecting decision-making processes and performance</i> | | |
| F.M. Turner, MSc. | Prof.dr. T. Postmes | RuG |
| | Dr. M. van Zomeren | RuG |
| Title: <i>Empowerment and politicization</i> | | |
| A.B. Unal, MSc.**** | Prof.dr. E.M. Steg | RuG |
| | Dr. K. Epstude | RuG |
| Title: <i>The influence of distracters on performance maintenance and regulation of behavior</i> | | |
| R. van Veelen, MSc. **** | Prof.dr. S. Otten | RuG |
| | Dr. N. Hansen | RuG |
| Title: <i>Cognitive projection processes as underlying path to inclusive identity formation</i> | | |
| A.E. van 't Veer, MSc. | Prof.dr. I. van Beest | UvT |
| | Dr. M. Stel | UL |
| Title: <i>When lying is the norm: how deception (detection) can be dependent on different contexts</i> | | |
| L.A. Venhoeven, MSc. | Prof.dr. E.M. Steg | RuG |
| | Dr. K.E. Keizer | RuG |
| | Dr. J.W. Bolderdijk | RuG |
| Title: <i>"The bright side of sustainability": under what conditions does sustainable behaviour promote well-being?</i> | | |

| Name | Supervisors | Institute |
|--|---------------------------|-----------|
| A.A.C. Verhoeven, MSc. | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. M.A. Adriaanse | UU |
| | Dr. E. de Vet | UU |
| | Prof.dr. B.M. Fennis | UU |
| Title: <i>Getting right on cue: Testing an intervention using personal cues to create effective plans for healthy eating</i> | | |
| C.D.W. Vinkers, MSc. | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. M.A. Adriaanse | UU |
| Title: <i>When the going gets out: Coping plans as a tool for maintaining loss</i> | | |
| Drs. F.E. Volman ***** | Prof.dr. E. Demerouti | TU/e |
| | Prof.dr. R. Oldenziel | TU/e |
| | Prof.dr. A.B. Bakker | EUR |
| | Dr. S. Rispens | TU/e |
| Title: <i>Women in top positions</i> | | |
| B. de Vos, MSc. | Prof.dr. T. Postmes | RuG |
| | Prof.dr. E.H. Gordijn | RuG |
| | Dr. M. van Zomeren | RuG |
| Title: <i>The role of communication and conflict escalation and de-escalation between ethnic groups</i> | | |
| Drs. A. de Vries * | Prof.dr. M. Ph. Born | EUR |
| | Dr. R.E. de Vries | VU |
| Title: <i>Specificity in Personality Measurement: improving the prediction of academic and work performance in culturally diverse groups</i> | | |
| Drs. G. de Vries | Prof.dr. N. Ellemers | UL |
| | Dr. B. Terwe | UL |
| Title: <i>The Impact of frames on the effectiveness of organizational communications about environmental technologies</i> | | |
| Drs. A. van der Weiden **** | Prof.dr. H. Aarts | UU |
| | Dr. K. Ruys | UU |
| Title: <i>From nonconscious goals to the conscious experience of goal achievement</i> | | |

| Name | Supervisors | Institute |
|---|--|-----------|
| E. van der Werff, MSc. Title: <i>Goals influencing environmental behavior</i> | Prof.dr. E.M. Steg | RuG |
| N.T. Wever, MSc. | Prof.dr. K.I. van Oudenhoven - van der Zee | RuG |
| | Dr. M.W. Vos | RuG |
| Title: <i>Towards an effective diversity climate within the police force: Development diversity oriented leadership</i> | | |
| Drs. F.R.C. de Wit **** | Prof.dr. K.A. Jehn | UL |
| | Dr. D.T. Scheepers | UL |
| Title: <i>Asymmetrical perceptions of conflict and their antecedents: A cognitive perspective</i> | | |
| Drs. J.C. de Witt Huberts * | Prof.dr. D.T.D. de Ridder | UU |
| | Dr. C. Evers | UU |
| Title: <i>Reconsidering emotional eating as an explanation for overeating</i> | | |
| H. Wu, MSc. | Dr. H. Yang | UT |
| | Dr. J. Lammes | UT |
| | Prof. dr. K. Sanders | UT |
| Title: <i>Power and negotiation: Testing an old topic with three new perspectives</i> | | |
| Drs. C.M. Zedelius **** | Prof.dr. H. Aarts | UU |
| | Dr. H.P. Veling | UU |
| Title: <i>Beyond the Will: Implicit Motivation and Adaptation of Goals and Experiences</i> | | |

*Finished his/her PhD in 2012; **started his/her PhD in 2012; ***started job elsewhere in 2012 but will finish PhD later; ****PhD position ended in 2012 but will finish PhD later; *****stopped her/his PhD in 2012

37,5% are funded by the universities; 32,5% are funded by NWO (Netherlands Organization for Scientific Research); 30% of the research projects are funded by other sources.

4. Training and teaching program

4.1 Introduction

The overall goal of the training and teaching program of the Kurt Lewin Institute is to develop independent research skills in the participating PhD students. Secondary goals of the program are (a) to learn to translate societally relevant questions into scientifically researchable ones, and (b) to develop a capacity to draw practical implications from scientific research. To achieve these goals the KLI has established a training program.

4.2 PhD projects

4.2.1 PhD projects completed in 2012

In 2012 21 PhD projects were completed:

Bijleveld, E.H. (February 17, 2012). The unconscious and conscious foundations of human reward pursuit. Utrecht University. (Co-)Promotor(es): prof.dr. H. Aarts and dr.ir. R. Custers.

Summary: Human reward pursuit is often found to be governed by conscious assessments of expected value and required effort. Yet, research also indicates that rewards are initially valuated and processed outside awareness, using rudimentary brain structures. Building on both findings, a new framework is proposed for understanding human performance in the service of attaining rewards. In essence, this framework suggests that people initially process rewards unconsciously, which can boost effort and facilitate performance. Subsequently, people may process rewards more fully, which allows them to make strategic decisions based on task conditions, and to consciously reflect on rewards. Intriguingly, these specific processes associated with full reward processing can cause initial vs. full reward processing to have different effects on performance.

This dissertation presents a formulation of this framework (Chapter 2), as well as a series of studies that support it (Chapters 3–6). All except for one of these studies make use of an experimental paradigm in which participants are presented with coins of high vs. low value, which they can earn by performing well on a task, e.g., retaining a series of digits. Importantly, these coins are sometimes presented subliminally (i.e., too briefly to be consciously perceived), allowing people to process these coins only initially. In other cases, these coins are presented supraliminally (i.e., so that they can be consciously perceived),

giving people the opportunity to process them more fully. In the studies in this dissertation, this methodology is used to explore the outcomes of initial vs. full reward processing separately, in terms of effort and performance. In line with the novel framework, these studies show that initial reward processing can instigate the recruitment of effort and facilitate performance to attain the reward, outside of awareness. Yet, only when they are fully processed, people may make strategic decisions based on the reward, which may cause the effects of initial vs. full reward processing to diverge. While people's strategic choices may sometimes help them to conserve effort and to attain rewards (e.g., Chapter 4), they can also backfire and hurt instead of help performance (e.g., Chapter 6). Furthermore, the present dissertation also provides an illustration of that such processes also occur in real life, outside the psychological laboratory (Chapter 7).

Blaga, M. (April 5, 2012). Performance attainment and intrinsic motivation: An achievement goal approach. University of Groningen. (Co-)Promotor(es): prof.dr. N.W. van Yperen.

Summary: This dissertation focuses on achievement goals, one specific type of personal goals pursued in achievement situations. Achievement goals, the mental representations of the individual's desired levels of competence in the short-term or in the long-term (Elliot, 2005), can energize, direct, and organize one's behavior, and can predict one's performance and levels of intrinsic motivation. The aim of this dissertation was twofold. Firstly, in three meta-analyses, the relationships between achievement goals and performance attainment and achievement goals and intrinsic motivation were systematically explored. Secondly, in two experiments, some relevant, yet largely neglected issues in achievement goal research (i.e., target goals and the moderating potential of achievement goals) were addressed.

Results across the meta-analyses suggest that the direct relations between personally adopted achievement goals and performance attainment and between achievement goals and intrinsic motivation were moderated by achievement domain (education, work, and sports), achievement goal measures (i.e., the scales used to measure achievement goals), and specific socio-demographic characteristics (e.g., nationality). Also, the effects of assigned achievement goals on performance were moderated by specific study characteristics (feedback anticipation and time pressure).

Results in the two experiments indicate that combining achievement goals with targets of different levels of difficulty may differently predict performance

attainment as a function of the individual's level of performance expectancy. Furthermore, particular "target" achievement goals disrupted the positive relations between initial task interest and performance.

Theoretical and practical implications are discussed.

Dannenberg, L.A. (November 28, 2012). Fooling the feeling of doing: A goal perspective on illusions of agency. University of Amsterdam. (Co-)Promotor(es): prof.dr. J.A. Förster and dr. N.B. Jostmann.

Summary: Experiences of agency inform people that they are authors of events and result primarily from the inference, rather than the direct observation, that there is a causal relation between one's action and an event in the world. Experiences of agency highly depend on the match between an anticipated and an observed action outcome. Experimentally, agency experiences can be induced when in fact no self-causation has taken place. When people are primed with consistent prior outcome information in an ambiguous situation, people are more likely to claim causation for an ensuing event, than without an outcome prime. This effect describes the illusion of agency. Previous research suggests that one moderating condition to the susceptibility to agency illusions is the degree to which people are prepared to process information about the outcomes of their actions. Furthermore, feeling as an agent is especially vital when people pursue goals in order to identify own effectiveness. Literally, when trying to get something done, people are tuned to the perception of outcomes. This overly preparedness to process information relating to the to-be attained goal subsides as soon as a goal has been successfully attained, one knows how to be effective or one has the power to reach one's goals.

In line with this reasoning, it was proposed and found that conditions such as completed goal pursuit, upward counterfactual thinking (knowing what to do) and high power (having the power to do it), which reduce a focus on outcomes, also reduce illusions of agency. Specifically, in Chapter 2 it was found that when goal pursuit has been completed, illusions of agency subside. Furthermore, in Chapter 3, it was found that upward counterfactual thoughts - "If only I had done X, then things would have been better" - that let people dismiss concern with higher order outcomes, reduce illusions of agency, but only when they are relevant to a future situation. Lastly, in Chapter 4 it was found that people in high power positions, in contrast to those in low or equal power positions, are less susceptible to illusions of agency.

Together, people's state of goal pursuit could be identified as an important moderator to the occurrence of agency illusions. When people completed a

goal, when they know what to do through counterfactual thinking or when they have the power to realize their goals, otherwise robust illusions of agency subside.

Dijkstra, K.A. (February 28, 2012). Intuition Versus Deliberation: the Role of Information Processing in Judgment and Decision Making. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt and dr. G.A. van Kleef.

Summary: Traditionally it is thought that the best judgments and decisions are made after a careful analysis of the pros and cons. However, research shows that deliberation can have detrimental effects on judgment and decision making, and that relying on intuition can outperform judgments based on analyses and reasoning. The goal of the current dissertation is to improve our understanding of intuition in judgment and decision-making.

I show that the way we make decisions affects how we attend to and process information, which in turn affects the quality of our judgments and decisions. When we rely on reasons or analyze, we focus on details and possibly ignore other valuable sources of information. When relying on intuition we focus on the global picture and incorporate affective reactions and processing fluency as information in our judgment.

However, preference for particular decision strategies is affected by processing style. A local focus induces a preference for and reliance on deliberation, while a global focus induces a preference for and reliance on intuition. Also, people experience more value of the decision outcome when the strategy they are using fits their current orientation, that is, when they make deliberate decisions in a local focus or intuitive decisions in a global focus.

Furthermore, I show that the effects of relying on intuition or on reasons depend on individuals' knowledge and experience. Judgments and decisions made by novices (individuals low on experience and knowledge) and experts (individuals high on experience and knowledge) are unaffected by judgment mode. Novices perform poorly and experts adequately, irrespective of whether they rely on reasons or on intuition. Intermediates however (those who are high on experience and low on knowledge), benefit from relying on intuition, in comparison to relying on reasons. In addition I discuss theoretical and practical implications.

Gillebaart, M. (June 26, 2012). When people favor novelty over familiarity and how novelty affects creative processes. University of Amsterdam. (Co-) Promotor(es): prof.dr. J.A. Förster and dr. M. Rotteveel.

Summary: How people react to novelty and the idea that people usually prefer familiarity has been a much-studied topic in psychology. Although 'openness to novelty' is considered a key human trait, scholars tend to agree that familiarity is preferable to people because of its 'warm glow' and lack of potential danger. However, in this dissertation it is demonstrated that this is not the whole story. Combining Novelty Categorization Theory with Regulatory Focus Theory, this dissertation shows that besides our inherent preference for the safe and comfortable familiar, we also want something new from time to time. These shifts in preference seem to relate to context, motivational states, and the way we process novel and familiar stimuli. Cues of exploration and growth, operationalized through a promotion focus, high power, and the color blue, make novelty appealing to us, while cues of security, operationalized through a prevention focus, low power, and the color red, lead to an amplified preference for familiarity. Furthermore, novelty can help us in creative processes, but can also work against us, depending on the kind of creativity we pursue. Previous research demonstrated that priming and framing novelty leads to global information processing, while priming and framing familiarity leads to local information processing. Research in this dissertation shows that, most likely through these changes in information processing, novelty leads to more divergent creativity, while it leads to less convergent creativity. Summarizing, the studies demonstrate the value, characteristics, and effects of novelty, and add valuable insights to existing theory and the existing framework of empirical research on this subject.

Goede, M.E.E. de (June 20, 2012). Searching for a match: The formation of Person-Organization fit perceptions. University of Amsterdam. (Co-) Promotor(es): prof.dr. A.E.M. van Vianen and dr. U.-C. Klehe.

Summary: In addition to instrumental motives such as pay, career opportunities, and location, job-seekers' attraction to an organization seems to be based on their impression of fit with their prospective work environment. Especially, perceptions of Person-Organization (PO) fit are strong predictors of affective responses toward organizations. Surprisingly, the sources for and development of PO fit perceptions are hardly studied. This dissertation provides a more complete understanding of how people, and especially job-seekers, develop

perceptions of PO fit. People's PO fit perceptions are generally assumed to encompass an overall comparison of personal and organizational values. However, in contrast to this general assumption, the chapters in this dissertation have shown that PO fit is not an exogenous and static construct that is the result of an objective comparison of personal and organizational characteristics for several reasons. First, the content of the P and O components as operationalized by researchers and (recruiting) organizations does not reflect the content that people themselves have in mind when assessing their PO fit (Chapter 2). Second, people weigh the P and O components in a different way than PO fit researchers tend to assume: some types of information are weighed more heavily than other ones. As a result, job-seekers tend to focus on a limited set of organizational features when assessing their future PO fit instead of making an overall comparison (Chapter 3). In addition, PO fit perceptions are less stable than previously expected: the sources of PO fit perceptions can change depending on someone's regulatory orientation or time perspective (Chapter 4 and Chapter 5). Job-seekers as well as organizations should be aware that job-seekers' PO fit perceptions might not be a valid reflection of future reality. Most importantly, organizational information might not be processed in a way that PO fit perceptions during job search are a good predictor of PO fit perceptions after being employed. Both factors in- and outside of an organization's control determine people's experience of PO fit with a specific organization.

Hofhuis, J. (October 29, 2012). Dealing with Differences: Managing the Benefits and Threats of Cultural Diversity in the Workplace. University of Groningen. (Co-)Promotor(es): prof.dr. K.I. van Oudenhoven - van der Zee and prof.dr. S. Otten.

Summary: Dealing with cultural diversity in the workplace is an important challenge for modern organisations. Existing research shows that cultural diversity may have positive outcomes for organizations, such as increased creativity and innovation in teams, as well as negative outcomes, particularly for social interactions in the workplace.

The dissertation *Dealing with Differences: Managing the Benefits and Threats of Cultural Diversity in the Workplace*, by Joep Hofhuis, present four studies which provide new insights in the way organizations can minimize the negative effects of diversity, while still allowing them to take advantage of the positive effects.

The research in this dissertation shows that employees are not necessarily pro or con diversity, as is often assumed, but instead may possess a more nuanced

view. They may recognize both positive and negative outcomes at the same time. Furthermore, this dissertation provides evidence that a strong diversity climate – an organizational climate characterized by openness and appreciation of diversity – may be the key to reducing diversity-related problems. Additionally, such a climate will allow organizations to take advantage of the possible benefits of diversity.

Finally, a study is presented which examines cultural diversity in selection and assessment procedures. It shows that recruiters who have a positive view on diversity may be better able to spot potential talent among candidates with a different cultural background.

Klavina, L. (July 9, 2012). They steal our women: Outgroup Members as Romantic Rivals. University of Groningen. (Co-)Promotor(es): prof.dr. A.P. Buunk and dr. T.V. Pollet.

Summary: In addition to competing over territories and resources, gaining and defending of (potential) mates has been part of intergroup conflicts throughout human history. The focus of this thesis is on the reactions towards outgroup members as romantic rivals. Being aware of a potential threat to one's mating opportunities in intergroup contexts is considered to be especially relevant among men. Acquiring status benefits via successful intergroup competition can contribute to the desirability of men as potential romantic partners. Thus, for males the benefits (directly, as defending and acquiring mates and, indirectly, as increase of status) often outweigh the potential risks of intergroup conflict, contributing to their involvement in such conflicts and their vigilance to rivals. The reactions towards potential outgroup rivals (intergroup intrasexual competition) were explored as an individual differences variable in culturally diverse samples. The intergroup intrasexual competition was positively associated with both, the vigilance to same-sex rivals (intrasexual competition), and the tendency to dominate other groups (intergroup competition). Overall, men scored higher on intergroup intrasexual competition than women (Chapter 3). The current investigation also shows that outgroup members seen as interested in short-term romance were especially likely to evoke jealousy (Chapter 2). Additionally, when outgroup was presented as a threat to mating opportunities, among men it led to increased implicit negativity towards outgroup men in the instance disease threat was also salient (Chapter 4). Salient group identity can increase alertness to threats relevant to the group represented by that identity. Compared to only salient gender (e.g. man) or national (e.g. Latvian) identity, when both were activated (e.g., Latvian man),

male participants showed the highest vigilance to outgroup rivals (Chapter 5). Adding mating threat to the explorations of the threats outgroups are perceived to pose can contribute to understanding of prejudice. It is suggested that intergroup biases are regarded as a gendered phenomenon, where both, the gender of the agent (the one evaluating) and the gender of the target (the one being evaluated) are important to take into account.

Kroese, F.M. (April 20, 2012). Tricky treats: How and when temptations boost self-control. Utrecht University. (Co-)Promotor(es): prof.dr. D.T.D. de Ridder and dr. C. Evers.

Summary: The overall aim of this dissertation was to explore how and when temptations boost self-control. More specifically, we aimed to a) replicate and extend previous findings showing that temptations yield enhanced self-control on cognitive as well as behavioral measures; b) examine the role of temptation strength as a possible moderator of counteractive control processes; and c) explore whether facilitative temptation-goal associations could be established in people having trouble resisting temptations. The aims were addressed in five empirical chapters, reporting on twelve experiments that were conducted in the context of food temptations.

First, it was demonstrated that participants who were confronted with food temptations, compared to those who viewed neutral stimuli, reported higher healthy eating intentions and were more likely to pick a healthy over an unhealthy cookie on a subsequent behavioral measure (Chapter 2). In Chapter 3, it was shown that self-control processes were activated to a larger extent in response to strong, as compared to weak temptations. For example, participants in the strong temptation conditions displayed higher mental accessibility of the dieting goal (Studies 3.1 and 3.2) and consumed less of the food temptation (Study 3.3) compared to participants in the weak temptation conditions. Chapter 4, then, showed that weak temptations are (sometimes unjustly) perceived to be less unhealthy compared to strong temptations, explaining why weight-conscious people consume more from weak temptations than from strong temptations.

In Chapter 5 we introduced cognitive resources as a moderator for the effect of temptation strength on self-control, to consolidate our paradoxical findings with the mere intuitive prediction that people would be better able to deal with weak rather than strong temptations. It was shown that when cognitive resources were high, participants consumed more from weak than from strong temptations, replicating our previous findings. However, when cognitive

resources were low, the opposite pattern was found and participants consumed more from strong than from weak temptations.

Finally, in Chapter 6 it was shown that unsuccessful dieters who made an implementation intention linking a temptation (i.e., chocolate) to their dieting goal, as compared to those who only formulated the intention to diet, became more successful in resisting temptations. Not only did they display facilitated temptation-goal associations as assessed with a primed lexical decision task, we also demonstrated that the strength of this mental association was related to actual chocolate intake in the following week.

Based on the current research it is concluded that temptations are not always bad. Rather than being subjected to their hedonic impulses, people are often well able to resist temptations when appropriate defensive self-regulation mechanisms are activated. However, it is important to realize that people should be especially alert when facing weak temptations, as these may be the 'tricky treats'.

Langendijk, G. (January 13, 2012). Power, Procedural Fairness & Prosocial Behavior. Open University. (Co-)Promotor(es): prof.dr. J. von Grumbkow and dr. M. van Dijke.

Summary: No summary available.

Marguc - Steck, J. (March 1, 2012). Stepping Back While Staying Engaged: On the Cognitive Effects of Obstacles. University of Amsterdam. (Co-)Promotor(es): prof.dr. J.A. Förster and dr. G.A. van Kleef.

Summary: What happens on a basic cognitive level when we realize that we did not buy an important ingredient for the romantic dinner we are about to prepare, when the main sponsor for the festival we are organizing has cancelled in the last minute, or when we think about how to overcome the biggest possible obstacle to an important personal goal? Are the changes in our perception and our thinking useful for dealing with obstacles?

The first aim of this dissertation was to examine whether and when people respond to obstacles by mentally "stepping back and looking at the bigger picture." The second aim was to explore how this cognitive response might help people deal with obstacles that stand in the way of reaching their goals.

In this research, obstacles were defined as interfering forces (Higgins, 2006) that prevent people from reaching a goal along the most direct, or initially intended path and that require them to figure out what to do and how to deal

with the obstacle (Marguc, Förster, & Van Kleef, 2011). It was predicted, and found, that obstacles can lead people to focus more on the overall Gestalt rather than the details of objects, to perform better on tasks that require active integration of seemingly unrelated concepts, and to increase the psychological distance between themselves and other objects. Furthermore, the results revealed that the basic cognitive processes elicited by obstacles help people to find more creative means towards their goals.

Notably a more distanced perspective on the overall situation would seem of little use when people are not motivated to follow through with what they are doing. Therefore the above effects were mainly expected, and found, when people are highly engaged in ongoing activities and when the obstacle appears on their own path to their goal rather than on other people's paths to their goals. In short, the results from this dissertation suggest that engaged individuals routinely respond to obstacles by mentally "stepping back" and "looking at the bigger picture." This response in turn facilitates creative striving. The present findings are relevant for research on self-regulation, for organizations, and for people who have difficulties dealing with obstacles.

Mastop, J. (September 27, 2012). On postural reactions: Contextual effects on perceptions of and reactions to postures. Leiden University. (Co-)Promotor(es): prof.dr. E. van Dijk and dr. M. Stel.

Summary: The aim of the current dissertation was to provide more insight in people's nonverbal reactions to and perceptions of nonverbal behavior in interactions. We argue that nonverbal reactions are not simply linked to nonverbal expressions of others, but that social context influences how people react to and perceive such expressions.

In the first empirical chapter it was examined whether information of a target's status influenced nonverbal reactions. In the second empirical chapter we examined whether the legitimacy of such status positions also influenced nonverbal reactions. Finally, in the third empirical chapter we investigated whether nonverbal reactions influence the perceptions of dominance, conflict avoidance, and conflict in the interaction.

Results demonstrate that social contexts influence people's nonverbal reactions. It was shown that people mimic or complement a target's expanded or constricted posture depending on the relative status position and on whether or not this status position was obtained in a legitimate way. Furthermore, results show that the contrast between the postures of interaction partners, influence the degree to which people perceive postures as dominant and conflict

avoidant. Also, the contrast influences the degree to which people perceive conflict in the interaction.

Overall, from the findings presented in this dissertation it can be concluded that nonverbal reactions are influenced by the social context. Furthermore, these reactions influence the perceptions people have about the behavior and situation. This knowledge may be used to obtain a better understanding of perceptions and nonverbal reactions in everyday life and can be used to signal effectiveness of and possible problems in interpersonal communication.

Osch, Y.M.J. van (November 30, 2012). Show or hide your pride. Tilburg University. (Co-)Promotor(es): prof.dr. M. Zeelenberg and dr. S. Breugelmans.

Summary: People are generally proud of their achievements and show others their pride. That is why people are said to be as proud as peacocks. The expression of pride is regarded functional: Drawing attention to your achievements will gain you status in the eyes of others. However, the dissertation *Show or Hide Your Pride* reveals that people often do not display their pride, but inhibit its expression.

Why would people inhibit pride expressions if it has been shown that expressing pride is beneficial for personal status gain. A series of studies revealed that people inhibit their pride in situations in which their pride expressions could hurt others. This tendency is influenced by the specific situation in terms of type of relationship and relevance of the achievement domain for the observer of the expression, but also by culture specific norms. To illustrate, students more readily express their pride towards students who major in another subject, than to students who major in the same subject. Or, Chinese gold medal winners express just as much pride as American gold medal winners at Olympic games, but less pride at national championships. Furthermore, the dissertation sheds light on the psychological mechanism that explains why pride leads to its expression, namely pride is characterized by inflated perceptions of the self.

Pals, R. (January 9, 2012). Zoo-ming in on restoration: Physical features and restorativeness of environments. University of Groningen. (Co-)Promotor(es): prof.dr. E.M. Steg, prof.dr. K.I. van Oudenhoven - van der Zee and dr. F.W. Siero.

Summary: This thesis examined how environmental characteristics influence peoples' preference for environments, the extent to which people experience pleasure, and how well people can restore from stress and mental fatigue in

these environments. Previous research has shown that there is a relationship between restorative characteristics of environments (fascination, novelty, escape, coherence, and compatibility) and restorative outcomes (preference, pleasure, restoration). One aim of this thesis was to get more insight into the relationships between physical environmental features, restorative characteristics and restorative outcomes. First a questionnaire was developed to measure restorative characteristics of specific environments (in this case zoo attractions). Second I found support that virtual reality is a valid tool to examine the restorative quality of environments. Third it was examined how physical features (the design of street furniture) in a virtual environment affects preference, pleasure and restoration via perceived coherence. Unnaturally designed furniture appeared to negatively influence perceived coherence, and diminish preference, pleasure, and restoration. Fourth it was examined how physical features (color, shape, organization) influence perceived coherence of and preference for abstract stimuli. Unity in color and shape and an orderly organization enhanced perceived coherence, whereas variety in color enhanced preference. Insight in the relationships between physical features, restorative characteristics and restorative outcomes are valuable, because this knowledge about what physical features can enhance restorative outcomes can ultimately be used to design attractive and healthy environments.

Redeker, M. (December 7, 2012). Around Leadership: Using the Leadership Circumplex to Study the Impact of Individual Characteristics on Perceptions of Leadership. VU University Amsterdam. (Co-)Promotor(es): prof.dr. M. van Vugt, dr. R.E. de Vries and dr A.C. Homan.

Summary: When studying the leadership literature, it is found that an overwhelming number of leadership models have been proposed. Each model focuses on different aspects of leadership. Recently, there has been quite some debate about these models, about their content, theoretical grounding, and the psychometric quality of their operationalizations (Avolio, 2007; DeRue, Nahrgang, Wellman, & Humphrey, 2011; Yukl, Gordon, & Taber, 2002). The first part of this dissertation (Chapter 2) will therefore attend to the problems with existing leadership models and will propose a new model, with an accompanying operationalization. This model provides the opportunity to summarize leadership comprehensively using a more overarching and theoretically grounded conceptualization of leadership styles. This model was developed to also include the opportunity to measure leadership with both self- and other-ratings. One of the reasons for using other-ratings is that research

has shown that self-ratings alone are quite inaccurate and invalid (e.g., Fleenor, Smither, Atwater, Braddy, & Sturm, 2010; Harris & Schaubroeck, 1988; London, & Smither, 1995). Therefore, more and more researchers, but also practitioners, use ratings from multiple sources. These multisource ratings provide a lot of insights, but also raise one very important, but often understudied, question: What is the influence of characteristics of both the leader and the rater on perceptions of leadership? To answer this question, the second part of this dissertation (Chapters 3, 4, & 5) zooms in on a) two important characteristics, i.e., hierarchical perspective of the leadership-rater, and gender of the leader and the leadership-rater and its influence on leadership ratings, b) the stereotypes that exist with respect to gender, leadership styles, and leader effectiveness, and c) the perceptual inferences individuals make based on the facial characteristics of people in leadership positions. The remaining part of this introduction will provide an overview of the literature concerning the issues that are covered in the first and the second part of this dissertation.

Rutjens, B.T. (June 15, 2012). Start making sense: Compensatory responses to control- and meaning threats. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt and dr. F. van Harreveld.

Summary: People are motivated to belief that they live meaningful lives in an orderly and sense-making world. However, they will sometimes encounter uncontrollability and chaos. This dissertation addressed two fundamental human needs, control and meaning, and assessed, in six empirical chapters, how threats to these needs affect compensatory beliefs and preferences. In the case of control-threat, it was found that people seek to restore perceptions of order. When people experience existential threat, they are motivated to affirm perceptions of meaning. Whereas previous research primarily focused on faith in religious and governmental agents and institutions as sources of order and meaning, the current research shows that order and meaning can also be found in scientific worldviews and theories, as well as in more abstract conceptions related to belief in human and societal progress. The differences and similarities between threats to control and meaning are discussed in the General Discussion, where it is argued that they partially overlap but have distinct and unique characteristics as well. Moreover, it is contended that this also applies to the compensatory belief systems that people affirm as a response to threat – many of these beliefs and preferences (such as religious belief and belief in progress) can be described as multidimensional and are comprised of different aspects that help to assuage specific threats. In other words, these beliefs

serve multiple psychological functions. To conclude, this dissertation focuses on how people make sense of a world that can appear random, uncontrollable, and meaningless. To cope with such threatening perceptions, people actively pursue compensation by drawing from secular, scientific, and religious belief systems that help to restore order and meaning in life.

Slijkhuis, J.M. (March 29, 2012). A Structured Approach to Need for Structure at Work. University of Groningen. (Co-)Promotor(es): prof.dr. N. W. van Yperen and dr. E. F. Rietzschel.

Summary: Working life is changing. In many modern organizations it is no longer the supervisor who decides where or when employees work, but the employees themselves. This change is also referred to as the New World of Work (NWW) and is best understood through developments in IT. The high amount of freedom that goes with the NWW can cause ambiguity and uncertainty. This will be especially difficult for people who find it difficult to deal with ambiguity and uncertainty, such as people with a high need for structure. The results of this dissertation first of all showed that for employees high in need for structure there is no (positive) relationship between autonomy and motivation, whereas this relation does exist for people low in need for structure. We also showed that the motivation and creative performance of people high in need for structure was not influenced by feedback that decreases or increases autonomy. Furthermore, for employees high in need for structure, we found supervisors' close monitoring practices to positively relate to intrinsic motivation. Finally, we showed that people high in PNS tend to approach tasks algorithmically. On the other hand, we found that employees low in PNS do not profit from a closely monitoring supervisor. Moreover, these employees preferred a heuristic (i.e. not a step-by-step) task approach. In short, these results suggest that people high in PNS do not benefit from the high amount of autonomy, freedom and flexibility that comes with the NWW. Instead, they will flourish in organizations that are well-organized and can provide clarity, while people with a low need for structure flourish in organizations that apply the NWW.

Vries, A. de (April 19, 2012). Specificity in Personality Measurement. VU University Amsterdam. (Co-)Promotor(es): prof.dr. M.Ph. Born and dr. R.E. de Vries.

Summary: Employees and students show all kinds of productive and less productive behaviors at work and at school. Five of these behaviors have been studied in this dissertation: (1) job performance, (2) organizational citizenship behavior (OCB), (3) counterproductive work behavior (CWB), (4) academic performance, and (5) counterproductive academic behavior (CAB). Our results support the findings of numerous previous studies showing that personality can contribute to the prediction of these work and academic criteria (e.g. Hurtz & Donovan, 2000; O'Connor & Paunonen, 2007). In particular, the results provide the first empirical evidence indicating that the new sixth personality dimension, Honesty-Humility/Integrity, is the second-best predictor of academic performance, after Conscientiousness. However, our findings also show that Honesty-Humility/Integrity and its facets are not significantly related to job performance. We therefore conclude that scholars would be wise to be careful before concluding that Honesty-Humility and Integrity are important predictors of job performance. Furthermore, the main purpose of this dissertation was to improve the prediction of academic and work outcomes by means of personality measures. One important conclusion is that the predictive validity of personality increases by focusing on relevant narrow traits instead of the respective broad traits. Another important conclusion is that the predictive validity of personality also improves when a specific and relevant context is added to the personality items. Taken together, this dissertation accentuates the importance of trait and contextual specificity in personality measurement in order to improve the prediction of work and academic outcomes.

Welten, S.C.M. (January 20, 2012). Concerning Shame. Tilburg University. (Co-)Promotor(es): prof.dr. M. Zeelenberg and dr. S.M. Breugelmans.

Summary: Shame is the emotion that people experience when they make mistakes that reveal negative aspects of who they are. It is perhaps the most intense negative emotion because it concerns how people feel about themselves. Our knowledge of shame has increased tremendously over the years. However, there are still some core questions left unanswered. Why can people also feel ashamed for the mistakes of others when they did not do anything wrong themselves? Is the negative self-evaluation in shame the result of people's own negative evaluations or of other people's negative evaluations?

And how is it possible that shame sometimes motivates people to withdraw themselves and sometimes motivates them to act socially towards others? These and other questions are addressed in this dissertation. An analysis of classical and contemporary literature on shame is combined with 18 empirical studies to provide an integrative account of this fascinating emotion. At the core of shame lies a concern for a threatened self-image. All manifestations of shame – including vicarious, empathic, and collective variants – can be understood from this perspective.

Witt Huberts, J.C. de (December 6, 2012). License to Sin: A justification-based account of self-regulation failure. Utrecht University. (Co-)Promotor(es): prof.dr. D.T.D. de Ridder and dr. C. Evers.

Summary: Few phenomena question the authority of reason over our behavior more than self-regulation failure. As a result, most accounts of self-regulation failure have explained such self-defeating behavior as arising from impulsive factors that undermine our ability to act as we intend. In the present dissertation the conventional notion that self-regulation failure is by default the result of a disabled reflective system was challenged. Instead, it was hypothesized that reasoning processes might even contribute actively to self-regulation failure. Specifically, by applying principles from the literature on judgment and decision making to self-regulation, we hypothesized that by looking for justifications, sometimes reasoning allows people to engage in behavior that violates their own goals.

The empirical findings reported in this dissertation reveal that confrontation with tempting hedonic products may elicit justification processes to justify indulgence in the forbidden treat, rather than elicit impulsive reactions as is assumed by most models of self-regulation. Such justification processes elicited by temptations in the environment can facilitate self-regulation failure and cannot be accounted for by other explanations of self-regulation failure, such as the goal progress model or resource depletion. The finding that justification processes can also explain failures in self-regulation that have traditionally been labelled as impulsive, such as negative affect, further delineates the importance of a justification-based account as an additional explanation for self-regulation failure. Importantly, justifications only have an impact on guilty pleasures, but do not influence performance in neutral self-control tasks (e.g., a Stroop task) or the consumption of equally attractive products that do not constitute a goal-violation. This suggests that a justification-based account is particularly relevant in situations where goal striving is compromised by the hedonic promise of a

temptation. From this follows that experiencing a self-regulation dilemma between opposing forces is a prerequisite to trigger justification processes. Whereas this self-regulation conflict is generally elicited by temptations in the environment, for some people –such as restrained eaters- this conflict is permanently accessible. As a result, possessing a justification triggers a hedonic orientation in restrained eaters, even without a temptation being present.

Together, the findings reviewed and analyzed in the present dissertation provide compelling arguments that integrating a justification-based account into models of self-regulation is crucial to capture the full scope of processes underlying self-regulation failure.

Zaal, M.P. (February 16, 2012). Collective action: A regulatory focus perspective. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers, dr. C. van Laar and dr. T. Ståhl.

Summary: In this dissertation I investigate how individuals respond to collective disadvantage from the perspective of regulatory focus theory. Regulatory focus theory distinguishes between two motivational systems: promotion focus, the system in charge of the approach of positive end-states, and prevention focus, the system in charge of the avoidance of negative end-states. In 7 studies I investigate the effects of promotion and prevention focus on 1) low status group members' choice between seeking individual or group status improvement, 2) their level of commitment to collective status improvement and 3) the extent to which they see hostile forms of collective action (e.g. riots, sabotage) as justified. The results showed that activation of the prevention system (compared to activation of the promotion system) causes members of low status groups 1) to prefer collective status improvement over individual status improvement, 2) to commit to collective action when they value its goal, even when the likelihood of achieving this goal is low and 3) to come to see hostile forms of collective action as justified in order to reach group status improvement. I conclude that activation of the prevention system is more conducive to collective action than activation of the promotion focus.

4.2.2 PhD projects started in 2012

In 2012 21 PhD projects were started:

Bibiana Armenta Gutierrez

University: University of Groningen, Social and Organizational Psychology

Title project: A social psychological perspective on successful aging and retirement: Identity change in the transition through adulthood and into old age

Funding: NWO

Supervisor(s): prof.dr. N. Ellemers, dr. F. Harinck (UL) and dr. B. Beersma (UvA)

Period: 01.09.12 - 01.09.16

Project description: The past century has seen unprecedented increases in average life expectancy. As people live longer percentages of older adults in the workforce and in society in general have been increasing. This provides opportunities and challenges both for organizations to integrate older adults in the workforce and for older adults themselves to make the most of their pre- and post-retirement years. The focus has come to lie on the concept of 'successful aging', denoting the goal that people age in a physically and mentally healthy and engaged manner (Depp & Jeste, 2006). In the present project we focus on social identity (change) as individuals transition from being young to being middle aged to being old, and from work to retirement, as one determinant of successful aging. In doing so, we integrate theory and research in the areas of aging, intergroup relations, and organizational psychology.

Marije Bakker

University: University of Twente, Psychology of Conflict, Risk and Safety

Title project: Resilience: Causal mechanisms and innovative interventions

Funding: External sources

Supervisor(s): prof.dr. E. Giebels (UT) and dr. J. Kertholt (TNO)

Period: 01.09.12 - 01.09.16

Project description: Main goal of the PhD project is to acquire fundamental knowledge of mechanisms underlying self-reliant and resilient behavior and to develop and test effective interventions that stimulate resilient behaviour. It is realized that governments cannot guarantee civilian safety and welfare, and that civilians need to take their own responsibility. In the safety domain, for example, it is recently acknowledged that, despite high standards of professional help, governments will not be able to take care of all victims within a short period of time. A central question that underlies this topic is how civilians can be activated

to actually take this responsibility (for themselves and others) and how they can be facilitated in doing so.

Evaluation studies show that many interventions to improve resilience do not result in the desired effect. An important reason seems to be that there is only limited knowledge as to which causal mechanisms underlie resilience, precluding sufficient prediction of intervention effectiveness. Presumably, interventions will have more effects when they are better aligned to the mechanisms that actually underlie actual behavior, such as the way people think and decide.

Anne Marthe van der Bles

University: University of Groningen, Social and Organizational Psychology

Title project: A societal paradox: The discrepancy between individual well-being and collective discontent

Funding: University of Groningen

Supervisor(s): prof.dr. T. Postmes and prof.dr. R. Meijer (RuG)

Period: 01.09.12 - 01.09.16

Project description: For the last decade, several countries witnessed severe societal discontent. Paradoxically, such discontent can exist despite high levels of individual well-being. Current psychological research cannot fully explain this discrepancy. By building on recent advances in measurement of properties of groups, our project develops a new method of measuring collective perceptions of society so that we can study their consequences (e.g., for voting, interpretation of news) and causes. Our overarching aim is to resolve the discrepancy between individual well-being and collective discontent. Understanding collective perceptions of society not only advances fundamental knowledge, but also has practical relevance for managing societal discontent.

Jolien van Breen

University: University of Groningen, Social and Organizational Psychology

Title project: Comparing the effects of explicit and implicit social identity threat

Funding: External sources

Supervisor(s): prof.dr. R. Spears, dr. T. Kuppens (RuG) and dr. S. de Lemus (University of Granada)

Period: 16.10.12 – 16.10.16

Project description: Studies of social identity threat have found evidence for both disruptive effects and resistance. Resistance can occur implicitly as well as explicitly. Like resistance, the threat itself can also occur both explicitly and implicitly, and it has been suggested that people are more vulnerable to implicit

than explicit social identity threat. Though common, this assumption has never been systematically studied. Therefore, the current project aims to examine whether implicit social identity threat is indeed more damaging to the individual's self-concept than explicit social identity threat.

The first study will use explicit and implicit measures of resistance to examine whether implicit threat can be resisted. If this is the case, a second study will compare implicit and explicit social identity threat, to examine whether participants are more vulnerable to, and less able to resist, implicit compared to explicit social identity threat. Subsequent studies will examine why this is the case. Is the physiological experience of implicit threat less pronounced? Alternatively, it may be that implicit threats are more difficult to perceive and address.

In sum, the current project will examine the similarities and differences between implicit and explicit social identity threat.

Tracy Cheung

University: Utrecht University, Clinical and Health Psychology

Title project: Promoting healthy food choices under low self-control conditions

Funding: External sources

Supervisor(s): prof.dr. D.T.D. de Ridder, dr. F.M. Kroese and dr. M.A. Adriaanse (UU)

Period: 01.09.12 - 01.09.15

Project description: While traditional models of health behaviour suggest high self-control is required in making informed, conscious healthy food choices in the service of long-term health goals, many food choices in reality are, however, made mindlessly in a state of low self-control. In response, the goal of the current research aims to enhance consumer competence in food products selection under low self-control conditions by employing social heuristics. Heuristics could be described as mental shortcuts that allow quick and effortless decision making, and are often used as marketing strategies. Rather than attempting to convert consumers from having low into high self-control, which is typically ineffective, the current research explores the possibility of making the automatic and mindless choice the healthier one by working in accordance with low self-control conditions by the use of social heuristics. We aim to gain a better understanding of the underlying mechanisms behind self-control (e.g., attention, motivation), and apply the use of social heuristics to facilitate these processes as means to direct consumers in making healthy food choices. In a series of field and lab studies the current study tests the hypothesis that people

low in self-control will prefer healthy food items when they are associated with heuristic principles (i.e., reciprocity, scarcity and social proof).

Marian van Dijk

University: University of Twente, Psychology of Conflict, Risk & Safety

Title project: Online interventions in legal conflicts: Conflict diagnosis and empowerment

Funding: External sources

Supervisor(s): prof.dr. E. Giebels, dr. S. Zeibel and dr. G. van Dijk (UT)

Period: 01.10.12 - 01.10.15

Project description: This research project aims to progress the understanding of online legal aid in conflicts and how this compares to offline third party help. For this aim both a survey study of website users and a control group, as well as controlled laboratory studies will be developed. Data collected from users of offline legal aid will also be used as material for comparison.

Rechtwijzer.nl, a website of the Dutch Legal Aid Board, offers users a diagnosis of their conflict and a step by step roadmap to conflict resolution. In doing so, users are offered 'tools' or interventions that aim to increase empowerment/self-efficacy and try to counter common problems and escalating mechanisms such as misinterpretations and unrealistic expectations of cost and outcome.

The goals of this project are to increase understanding of how these 'tools' or interventions can best be offered online, what their short and long term social psychological effects are on both the conflict and the user, which cognitive processes underlie these effects and how the tools and interventions might be improved or strengthened. These questions will be studied in conjunction with dimensions of conflict, and needs and positions of parties in relation to the conflict.

Niels van Doesum

University: VU University Amsterdam, Social and Organizational Psychology

Title project: To Mind and be Minded: A Sharper Look at Human Prosociality

Funding: NWO

Supervisor(s): prof.dr. P.A.M. van Lange (VU)

Period: 01.06.12 - 01.06.16

Project description: We look at social mindfulness as a core feature of human prosociality. Social mindfulness implies that people become mindful of the perspective that other people might have on a shared situation, without filling in the blanks for them. This requires both an ability (e.g. Theory of Mind, perspective taking) and a motivational component (e.g., empathy, prosocial

social value orientation). We see social mindfulness as a sign of present or desired interpersonal closeness. In order to assess social mindfulness, we developed a new paradigm (SoMi paradigm) that will be validated in a series of theoretical and neurobiological studies, after which social mindfulness will be investigated as it functions in sports, moral dilemmas, and intercultural settings.

Tim Faber

University: University of Amsterdam, Social Psychology

Title project: The role of attentional scope in the activation of automatic behaviour

Funding: NWO

Supervisor(s): dr. K.J. Jonas and prof.dr. J.A. Förster (UvA)

Period: 15.08.12 - 15.08.15

Project description: The aim of the project is to examine the role of attentional processes in automatic behavior. Using eye-tracking measurements we want to see how attention for action/ goal-related objects determines and or regulates behavioral activation. On a more theoretical level, we want to demonstrate and explain how and why social interaction goals shape social behavior rather than behavior that matches the observed behavior of others (imitation). We believe that the idea of a situated nature of cognition and more specific the situated nature in which we perceive others is essential in answering these questions.

Allen Grabo

University: VU University Amsterdam, Social and Organizational Psychology

Title project: The Evolutionary Origins and Psychology of Charismatic Leadership

Funding: VU University Amsterdam

Supervisor(s): prof.dr. M. van Vugt (VU)

Period: 01.03.12 - 01.03.15

Project description: One of the most puzzling themes in human social affairs is the power of charismatic leadership. Despite the emphasis in modern society on formal rules and bureaucratic management there is a niche for individuals with outstanding personal qualities to attract a group of dedicated followers in business, religion, politics and science (Riggio, 1987). Perhaps humans have an innate capacity to follow charismatic leaders (Van Vugt & Ahuja, 2010). Our project investigates the origins, functions, and social psychology of charismatic leadership by looking at what makes an individual an outstanding, charismatic leader.

Our research studies the conditions under which charismatic leadership emerges in groups to understand its functions, ecology and psychology. We plan to study the neurological, psychological, and behavioral underpinnings of charisma to find out what makes a charismatic leader. We also study the impact of charismatic leadership on the behavior and emotions of followers, looking in particular at the role of charismatic leadership in fostering group cohesion and prosociality. Finally, we study charismatic leadership in religious and non-religious social networks. Our research employs a combination of archival data, social network surveys, behavioral and neuroscience experiments to unravel the mystery of charismatic leadership.

Jasper de Groot

University: Utrecht University, Social and Organizational Psychology

Title project: Charting the communicative function of chemosignals

Funding: NOW

Supervisor(s): prof.dr.Gün Semin and prof.dr.Monique Smeets (UU)

Period: 01.04.2012 – 01.04.2015

Project description: Humans were shown to be capable of transmitting emotional states from sender to receiver via axillary sweat. The current research program aims to deepen our understanding and the boundaries of this capacity, by systematically testing hypotheses derived from an embodied communication model. Chemosignal effects have been predominantly studied in isolation. We propose a two-pronged approach. One line is directed at examining the situated context in which chemosignals operate. The other line focuses on the contribution of olfaction as a modality for communication relative to other modalities such as the visual modality, which is regarded as more central for communication.

Rosabelle Illes

University: Leiden University, Social and Organizational Psychology

Title project: De-escalation of value conflict: Justice and interventions

Funding: NWO

Supervisor(s): prof.dr. N. Ellemers and dr. F. Harinck (UL)

Period: 01.09.12 - 01.09.15

Project description: Previous research has primarily addressed conflicts concerning the allocation of scarce resources (money, space). However, differences in core values (justice, religion), which often are embedded in people's socio-cultural identities, are also common sources of conflict. Unfortunately, we know very little about the mechanisms involved in the

development, escalation and reconciliation of value conflicts. We know they easily escalate but not how to resolve them. This project aims to address this issue, by examining the effectiveness of strategies to intervene in value conflicts namely by a) shifting participants' perception of the conflict as referring to their core values b) reducing identity threat implied in value conflicts, and c) testing the effectiveness of different types of interventions that use/combine these strategies and can be adopted by professional mediators.

Astrid Junghans

University: Utrecht University, Clinical and Health Psychology

Title project: Innovative strategies to enhance consumer competence: Accessibility of foods and self-regulation of eating behavior

Funding: External sources

Supervisor(s): prof.dr. D.T.D. de Ridder and dr. C. Evers (UU)

Period: 01.09.12 - 01.09.15

Project description: In the past decades the obesity epidemic has become a fundamental concern in the Western world. The constant availability of high-energy foods, food-promoting advertisements, and decreasing need for physical activity have been made responsible for the increasing excess weight.

It has become widely accepted that this problem can be addressed by manipulating environmental features including the accessibility to foods.

Based on the assumption that decreasing accessibility, particularly to highly caloric and unhealthy foods, can contribute to a decrease in consumption and consequent weight-loss, we examine the psychological processes underlying this mechanism.

In contrast to the above-mentioned policy-driven manipulations to the food environment, this approach focuses more strongly on behavioral, cognitive, and decision-making processes at the individual level. Rather than restricting the availability of unhealthy foods entirely, we aim at framing the access to unhealthy foods in manners that provide people with better opportunities to make healthy choices.

Therefore, our project sets off by examining the cognitive and behavioral mechanisms underlying the distance-effect (people's tendency to consume less of distant than of proximal foods). As underlying factors recent research has suggested effort involved in obtaining less accessible foods, decreased salience of distant foods, and differential construal of proximal and distant foods.

Milou Kievik

University: University of Twente, Psychology of Conflict, Risk and Safety

Title project: Prevent risk conflict escalation: the role of framing

Funding: External sources

Supervisor(s): prof.dr. E. Giebels and dr. J.M. Gutteling (UT)

Period: 01.09.12 - 01.09.16

Project description: Contemporary society is faced with many high-stake-low-trust risks that may lead to conflict between government and citizens. This research aims at understanding these conflicts and prevent from conflict escalation by determining the factors used to estimate these high-stake-low-trust risks and by establishing interventions to decrease and resolve conflicts.

Pumin Kommattam

University: University of Amsterdam, Social Psychology

Title project: Feeling the other: Emotion interpretation in intercultural settings

Funding: NWO

Supervisor(s): prof.dr. A.H. Fischer and dr. K.J. Jonas (UvA)

Period: 01.09.12 - 01.09.16

Project description: The correct interpretation of emotions is a crucial element of social life, especially in potentially dangerous situations. However, the way ethnic majority members interpret emotions of ethnic minority members is oftentimes distorted. This project examines the role of perceivers' own emotions in this process by investigating affective biases in emotion interpretation by Dutch natives when interacting with ethnic minority members. Based on this I will develop an intervention in order to overcome misinterpretations of ethnic minority members.

Marko Milovanović

University: University of Groningen, Social and Organizational Psychology

Title project: Bottom-up approaches to encourage sustainable behavior: Insights into community building and its effects on sustainable energy use

Funding: External sources

Supervisor(s): prof.dr. E.M. Steg and prof.dr. R. Spears (RuG)

Period: 15.05.12 - 01.11.15

Project description: Most research on factors influencing sustainable behavior is focused on individual-level factors such as personal norms, values, and attitudes. Some researchers have considered the effects of group-level factors such as descriptive and injunctive norms, but little research has been conducted on group-level factors at the community level, such as neighborhood identity

and participation. The latter may play an important role, as exemplified by various recent bottom-up approaches to establish more sustainable local energy systems. In this PhD project, we will consider the role that local communities can play in promoting sustainable energy use. In particular, we will study how group-level factors (such as communal norms and goals, social identities, the level of participation and involvement within the community) influence sustainable energy use compared to commonly used individual-level factors (such as personal norms, values and attitudes).

Marlon Mooijman

University: Leiden University, Social and Organizational Psychology

Title project: Just deserts and behavioral control as determinants of punishing norm violations

Funding: NWO

Supervisor(s): prof.dr. E. van Dijk, prof.dr. N. Ellemers and dr. W.W. van Dijk (UL)

Period: 01.09.12 - 01.09.15

Project description: There are many situations in which people feel that injustice has been done and that justice should be restored. In such situations – ranging from minor and major criminal offences to financial wrongdoing and unfair behaviour – people typically desire to punish norm violators. In this project we will study how people restore injustice. Specifically, we will study the underlying motives for the punishment of norm violations.

In a series of experimental studies the focus will be on the importance of just deserts vs. behavioural control motives. In a first set of studies we study the emotional basis of both motives; here the basis proposition is that the just deserts motive is more strongly connected to the emotional system, whereas the behavioural control motive is more strongly connected to the reasoned system. In the second part, we study how social power may moderate the relative importance of both motives. These first parts of the project aim to uncover the antecedents of punishment behaviour and punishment motivation.

In the final phase of the project, we study the consequences of punishment motivation for the punisher. Here we will examine the proposition that the initial motivation for punishment (just deserts vs. behavioural control) may affect future behaviour of the punisher by its effects on moral licensing and moral cleansing.

Cobus van der Poel

University: University of Groningen, Social and Organizational Psychology

Title project: Encouraging pro-environmental Behaviour Spill-over effects: The impact of context and individual attribution processes on pro-environmental behaviour

Funding: University of Groningen

Supervisor(s): prof.dr. E.M. Steg and dr. N. Hansen (RuG)

Period: 01.03.12 - 01.03.16

Project description: This project aims to study possible spill-over effects by focusing (1) on different types of spill-over effects, (2) the role of individual attributions in this process, and (3) the impact of autonomy and (4) values on attribution type. We propose that positive spill-over effects are more likely when people attribute initial pro-environmental choices to their own intrinsic motivations, while negative spill-over effects will be more likely when people attribute such initial choices to external factors (such as a favourable choice context). Furthermore, we hypothesise that internal attributions are more likely among those with strong biospheric values, and when initial pro-environmental choices were made freely

Angela Ruepert

University: University of Groningen, Social and Organizational Psychology

Title project: Positive and negative spill-over effects in environmental and moral behaviour

Funding: External sources

Supervisor(s): prof.dr. E.M. Steg, dr. K.E. Keizer and dr. J.W. Bolderdijk (RuG)

Period: 01.02.12 - 01.02.16

Project description: Many campaigns have been developed that try to induce specific pro-environmental behaviours. However, the effectiveness of these initiatives, in addressing the present environmental problems, is not only determined by the extent to which they spark the targeted behaviour, but also by their effect on pro-environmental behaviours in other domains. Does the induced target behaviour strengthen other pro-environmental behaviour (positive spill-over effects) or inhibit it (negative spill-over effects)? The findings of research on spill-over effects (in other fields) are inconsistent; both positive spill-over effects (Geller, 2001) and negative spill-over effects (Mazar & Zhong, 2010) have been found. How can we explain these contrasting findings and how do they apply to environmental behaviour? We propose that the circumstances under which the initial behaviour is evoked is the key factor in determining whether this behaviour will result in positive or negative spill-over effects.

Specifically, we reason that positive spill-over effects (in environmental behaviour) are more likely when the original behaviour is believed to result from one's own volition (i.e. self-determined). Negative spill-over effects on the other hand are more likely when the original behaviour is believed to be brought about by external factors. We aim to study the mechanisms behind spill-over effects, and their application for promoting pro-environmental behaviour.

Johannes Seehusen

University: University of Groningen, Social and Organizational Psychology

Title project: Acting on values: How counterfactuals influence value-behaviour correspondence

Funding: University of Groningen

Supervisor(s): dr. K. Epstude and prof.dr. R. Spears (RuG)

Period: 01.09.12 - 01.09.16

Project description: Values are abstract goals that are central to people's self-concepts. In everyday life, however, people's actions frequently diverge from their values. We propose that counterfactuals can facilitate value-behaviour correspondence by increasing value-activation and intentions to act on values. Counterfactuals are constructed alternatives to actual states. In situations that compromise a desired value, counterfactuals may function as a reminder of how one should behave, initiating value-congruent behavioural processes. This new line of research hopes to provide understanding of a cognitive mechanism that is valuable not only for theoretical progress, but may also be applied to diverse social issues connected to values.

Sabine Ströfer

University: University of Twente, Social Psychology of Conflict & Safety

Title project: Deception management: psychological processes and cognitive load during deceit

Funding: University of Twente

Supervisor(s): prof.dr. E. Giebels, dr. M. Noordzij and dr. E. Ufkes (UT)

Period: 21.06.12 - 21.06.16

Project description: Despite the fact that lie detection has been a topic of research for many years, trained professionals still score only slightly better than chance-level in detecting deceit. Traditionally, both research and practice use stress-levels as a starting point for detecting lies, while more recent research emphasizes the importance of cognitive processes during the process of deceit. This project builds upon this new direction in three ways. First, we shift the focus from whether or not one is lying to the intention to deceive and

the consequent process of deception management. Furthermore, as the cognitive and neural underpinnings of deception are still poorly understood, we will include explicit (neuro) physiological measures to establish concern-based and cognitive activity during the process of deceit. Furthermore, we will examine the moderating role of culture and personality, expecting that cognitive load is lower for people from collectivistic rather than individualistic cultures and for individuals combining high self-promotion with low morality traits (i.e. Machiavellism). Finally, as increased cognitive load may undermine the successfulness of a deceptive attempt - i.e. by reduced means to uphold a coherent story- we will examine effects of different investigative approaches to increase cognitive load. As such, we aim at developing more customized interviewing techniques for law enforcement practice and intelligence gathering.

Mandy Tjew A Sin

University: VU University Amsterdam, Clinical Psychology

Title project: Closing the Minority Achievement Gap: A SMART Model of the Benefits of Belongingness Interventions among Students from Ethnic Minorities

Funding: Utrecht University

Supervisor(s): dr. S.L. Koole (VU)

Period: 01.10.12 - 01.10.17

Project description: Students from non-Asian ethnic minorities often feel left out at western academic institutions. These concerns about belongingness may impair their intellectual functioning. Indeed, non-Asian minority students in Europe and the USA have markedly lower academic performance compared to native students. This minority achievement gap persists even after accounting for background variables such as prior education, family and socio-economic background, and gender.

Three recent Science articles found that bolstering feelings of belongingness can improve academic achievement among minority students. For instance, a 1-hour exercise emphasizing that loneliness is common but fleeting led to a 79% decrease in the minority achievement gap over two years. Despite these promising results, it remains unclear how large and enduring improvements can arise from brief belongingness interventions. As long as belongingness interventions are incompletely understood, it is unlikely that they will be properly implemented. It is therefore vital to improve our scientific understanding of belongingness interventions.

The proposed research investigates how and why affirming feelings of belonging may improve academic achievement among ethnic minority students. The resulting insights will be used to design powerful new belongingness

interventions. These interventions will be evaluated in terms of their effectiveness in closing the minority achievement gap.

4.3 Training program

Training at the KLI consists of research training under the supervision of members of the KLI at the universities participating in the KLI, and a general teaching program.

4.3.1 Supervision

Supervision and progress monitoring are standard practice in the KLI. The theoretical and/or practical training that the students receive within the context of their own research projects, belongs to this part of the training.

4.3.2 Teaching program

The teaching program starts with Methodology and Theoretical courses and lectures provided by tutors from within the KLI. The goal is to provide students with a high level of general knowledge about recent developments in several areas in the field. In general courses are given in the form of workshops in which students actively participate. In the course of the years the types of courses offered have evolved into a standard package, partly in response to requirements imposed by the KLI Teaching Committee, partly in response to the needs and interests of the students, but also in response to the requirements of the labor market.

The main part of the general training program consists of theory-oriented workshops and seminars. These workshops are field-specific and offer students the opportunity to acquire general knowledge of the field, to study theory and research actively in the field in depth, as well as its theory-derived applications (in some of the courses). International well-known researchers are invited to participate in these workshops by presenting their research and by actively participating in the workshop in which graduate students present their work.

The methodology training is an important part of the program. The courses are offered to increase the students' skills in research methods. Courses are planned in which relatively large groups of students can be trained. Advanced statistical courses are given as well as advanced courses in experimental design and analyses, designing survey research, psychometrics.

One of the objectives of the program is to train PhD students in writing publications in international books and journals. To achieve this goal Basic Skill courses are planned. Basic Skill courses are designed to increase the students' publishing skills with courses such as How to Publish and Review. These Basic Skill courses reflect the need for diversity in the program in order to tune in better with the needs and interests of the students. All students follow these courses.

Practical Skill courses are also designed to improve the opportunities for students on the labor market. An important responsibility of the KLI, is preparing PhD students for careers inside but also outside the academic world. Courses like Pursuing a Career in Science and Outside Academia, and Physiological Measurements in Social Psychology are specially designed for this objective.

In addition, lectures are given by the KLI staff to provide students with a broad overview of the major developments in the fields covered by the KLI. This broad theoretical perspective is also provided by participation in the biennial conferences organized by the KLI.

National and international well-known researchers are invited to participate in this conference by offering a lecture. During the two-day conference there is ample opportunity for graduate students to communicate with the researchers and to expand their network.

Table 2: Summary of the teaching program in 2012

| | |
|---------------------------------------|----|
| Number of courses/workshops | 24 |
| Average number of participants | 15 |
| Number of courses/workshops cancelled | 0 |

For the complete teaching program in 2012, please refer to appendix 1 of this report.

5. Research

5.1 The scientific mission of the KLI

The research program of the KLI embraces the full range of social psychology and its applications, entailing a commitment to both fundamental and applied research. Throughout the KLI research endeavor there is an emphasis on the complementarity of fundamental and applied research. The guiding principle is to improve our understanding of fundamental scientific questions and our awareness of and responsiveness to applied and policy-relevant issues in current society. This is also a policy that is sensitive to the career perspectives of graduate students, many of whom go on to pursue successful research careers in employment outside the academic world.

Thus research conducted within the KLI is of two types. It is either primarily theory-driven, in the sense that it addresses questions generated by social psychological theories, or it is primarily problem-driven, in the sense that it uses social psychological knowledge to address questions generated by societal events or processes. Both laboratory and field methods are used in the course of each type of research.

Research conducted within the KLI can be described in terms of four levels of analysis: intrapersonal; interpersonal; group and organizational; and intergroup. These levels of analysis provide the basis for the four research divisions.

The first of these divisions is *Social Cognition*. Research within this division addresses those domains of social behavior in which cognition plays an important role, including the interface of cognition with overt behavior, emotion, and motivation. Among the topics covered are person perception and stereotyping, language, social judgement, attitudes and attitude change, and the cognitive antecedents and consequences of affective states.

The second research division is *Interpersonal Processes*. This research division focuses on psychological aspects of interactions between individuals. Falling within this division is research on social motivation in social dilemmas and negotiation, interpersonal attraction and personal relationships, communication, aggression, prosocial behavior, and interpersonal aspects of the emotion process.

The third research division is *Group and Organizational Processes*. Members of social groups and organizations have to deal with two interrelated problems: How to organize their social relations, and how to solve their tasks in such a way that the group or organization is successful. The emphasis in the KLI research program is on how groups of individuals arrive at socially creative ways of organizing social relations and solving shared problems. Key topics include interdependence, social influence, affect and commitment, group decision-making, group performance, and leadership.

The fourth research division is *Group Processes and Intergroup Relations*. Research within this division addresses cognitive, affective, and behavioral aspects of relations between social groups. Among the key topics are social identity processes, social and self categorization, prejudice and ingroup bias, “collective” emotions, and intergroup contact.

5.2 Dissertations of the KLI

The number of dissertations of PhD students of the KLI in the past five years are listed in Table 3.

Table 3: Number of dissertations by KLI PhD students

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------------------|------|------|------|------|------|
| Number of dissertations | 23 | 24 | 23 | 17 | 21 |

5.3 Research output

The scientific publications of the full members of the KLI, and publications first authored by PhD students members, are listed in the appendix to this report.

Table 4: Number of publications by full members

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------------------|------|------|------|------|------|
| Number of publications | 240 | 272 | 215 | 268 | 342 |
| Number of full members | 63 | 61 | 57 | 76 | 82 |
| Average per full member | 3,8 | 4,6 | 3,8 | 3,5 | 4,2 |

Table 5: Number of publications by PhD students (first authored)

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------------------|------|------|------|------|------|
| Number of publications | 38 | 28 | 27 | 62 | 73 |
| Number of PhD students | 103 | 102 | 106 | 115 | 114 |
| Average per PhD student | 0,4 | 0,3 | 0,3 | 0,5 | 0,6 |

5.4 Publications in top journals

A simple index is provided by the number of papers written by KLI members that were published in the top 3 journals in social psychology and the top 2 journals in the applied domains (as reflected in their citation impact indices) during this period. The journals in question are Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, Personality and Social Psychology Bulletin, Journal of Applied Psychology, and Organizational Behavior and Human Decision Processes.

Table 6: Publications in top journals

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|------|------|
| Number of publications | 42 | 42 | 25 | 44 | 41 |

Note: the number of full members changed somewhat, from 60 in 2008, 61 in 2009, 57 in 2010, 76 in 2011 to 77 in 2012.

5.5 Scientific impact

Table 7 presents the impact score of full members of the KLI in the last four years.

Table 7: Average impact of full members of the KLI

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|-------|-------|
| Number of full members | 60 | 61 | 57 | 75 | 77 |
| Total impact score | 3886 | 6789 | 6445 | 10765 | 11044 |
| Average per member | 65 | 111 | 113 | 143 | 143 |

Source: Web of Knowledge

5.6 Grants (fellowships and PhD projects)

Grants by NWO (Netherlands Organization for Scientific Research)

- Dr. M. Baas (UvA) received a Veni grant from the Innovative Research Incentives Scheme from the NWO for the project "The function of creativity: When creativity helps to avoid aversive states".
- Prof.dr. G.A. van Kleef, dr. A.D. Galinsky and E. Stamkou, MSc. (UvA) received a research talent grant from the NWO for the project "Climbing the ladder or falling from grace: How norm violations shape social hierarchies".
- P. Kommattam, MSc. (UvA) obtained a Mosaic grant from the NWO to work on his Ph.D. on intercultural emotion interpretation with dr. K.J. Jonas and prof.dr. A.H. Fischer (UvA).
- Prof.dr. T. Postmes (RuG) received a NOW grant for the proposal of the project "Social Work in cross-cultural contexts: does seeking and accepting help depend on worldviews?", together with dr. K.E. Stroebe and B. Akkus, MSc. (RuG).
- Prof.dr. D.T.D. de Ridder (UU) received a NWO grant for the project "On the role of self-regulation and planning in bedtime procrastination" (co-applicant: Anderson PI).
- Dr. F. Righetti (VU) received a Veni grant on "Sacrifice: consequences for individual and relationship well-being".
- Prof.dr. G.R. Semin and J.H.B. de Groot, MSc. (UU) received a NWO research talent grant for the project "Charting the communicative function of chemosignals: Your emotional states produce chemosignals that recruit the same emotional states in me".
- M.M. Tjew A Sin, MSc. (VU) obtained a Mosaic grant from the NOW together with dr. S. Koole (co-PI, VU).
- The five participating universities of the KLI succeeded in obtaining the Graduate Programme 2011 grant from the NWO.

Grants by KNAW (Royal Dutch Academy of Arts and Sciences)

- Dr. M.E. Kret (UL) received a grant from the KNAW for "The perception of emotions in humans and chimpanzees" from the Foundation for comparative psychology.
- Prof.dr. S. Otten (RuG) received a grant from the KNAW to organize an "Akademiecolloquium" and master class on "Advances in research on social integration and cultural diversity: An interdisciplinary approach".

Grants by other sources

- T. Bouman, MSc. (RuG) received an EASP postgraduate travel grant.
- Dr. L.F. van Dillen (UL) received a grant of the ERSC (Economic and Social research Council), for "Ire and punishment. The role of negative emotions and attentional control in children, adolescents and adults", together with dr. M. Gummerum (principal investigator, Developmental Psychology, Plymouth University, UK) and prof.dr. E. van Dijk (UL).
- Prof.dr. C.K.W. de Dreu (UvA) received a Marie Curie Intra-European Fellowship grant, together with dr. M. Gocłowska).
- Prof.dr. N. Ellemers (UL) received the Futuro in Ricerca 2012 by the Italian Ministry of Education, Universities, and Research on "The importance of being honest. Morality as the core dimension of social relationships", as a collaboration between the universities of Bologna, Padova, and Milano.
- Prof.dr. E. Giebels (UT) received funding for a 4-year Ph.D. project for "Resilience in communities" from TNO.
- S. Gündemir, MSc. (VU/UvA) received the Fulbright and VCWE grants for her visit to Yale University Intergroup Relations Lab in the U.S.A.
- Dr. K.J. Jonas (UvA) received a research grant from the GGD Amsterdam.
- J. Koen, MSc. (UvA) obtained a research grant (on behalf of prof.dr. A. Nauta, dr. I. de Pater, and prof.dr. A.E.M. van Vianen, UvA) by LUMC (board of the academic hospitals in the Netherlands), Leiden, The Netherlands, for the post-doc project "I-deals, employability and career success".
- Dr. M.E. Kret (UL) received another grant on the project "The perception of emotions in humans and chimpanzees", from the Japan Society for the Promotion of Science BRIDGE-Program: A special program to maintain relationships with Japan and continue already established collaborations.
- Dr. M.E. Kret (UL) received a grant by the Foundation for the Fusion Of Science and Technology for "The folly of first impressions- getting rid of a cultural bias".
- M. Milovanović, MSc. (RuG) has been appointed on the grant for the project "Smart Grid: Rendement voor iedereen" (Profitability for everyone), by the city of Utrecht and Amersfoort and the province of Utrecht.
- L.D. Muusses, MSc. (VU) received an ICA Travel Grant from the ICA.
- Prof.dr. S. Otten (RuG) received a grant by "Stichting Talant" (Talent Foundation) for investigating "The role of the professional in reversed integration", together with prof.dr. C. Vlaskamp (RuG).
- Prof.dr. K.I. van Oudenhoven - van der Zee (VU) received a UTWIST-grant for a tenure track position for a talented female researcher.

- Prof.dr. T. Postmes (RuG) received a grant for a research proposal entitled “Bronnen van sociale onrust in de Nederlandse samenleving” (Sources of social unrest in Dutch society) from the Ministry of Interior Affairs.
- Prof.dr. D.T.D. de Ridder (UU) received a CONCORD grant on Consumer Competence (Marie Curie Initial Training Network, De Ridder co-applicant; DeWitte PI).
- Dr. F.A. Rink (RuG) was co-applicant on a research grant from Academic Research Fund, Vlerick Gent Management School for the project “What’s good for the group is bad for my career? Self-representation and emergent female leadership”, with Prof.dr. S Boros (PI) and dr. M. Ryan.
- Dr. B.T. Rutjens (UvA) received a Niels Stensen Fellowship to conduct postdoctoral research at the University of British Columbia, Canada, for the duration of one year.
- Prof.dr. G.R. Semin (UU) got the research projects “Effects of social warmth on the experience of temperature: Inducing social warmth” and “Spreading happiness” sponsored by Unilever Research & Development Vlaardingen B.V.
- Dr. R.E. de Vries (VU) received a grant from NOA for one external Ph.D. project.
- Prof.dr. N.W. van Yperen (RuG) obtained a 3-year research grant for “A dynamical systems approach to collective momentum in sport” from the International grant competition of the Doctoral School 463 “Sciences du Mouvement Humain”, together with prof.dr. P.L.C van Geert, prof.dr. C Gernigon, and J.R. den Hartigh, MSc.

5.7 Awards

In 2012 the following KLI members received the following awards:

- H. Aaldering, MSc. (RuG) won the IACM-DRRC Scholar Award for “Interest (mis) alignment in representative negotiation” from the Dispute Resolution Research Center van Kellogg School of Management (Northwestern University).
- Dr. B.J. de Boer, dr. E.A.J. van Hooft (UvA), and dr. A.B. Bakker were awarded with the Wiley-Blackwell Award for Outstanding Contribution to the European Journal of Personality.
- Dr. M. van Bommel, dr. J. van Prooijen (VU), dr. E.H.C. Elffers, and prof.dr. P.A.M. van Lange (VU) won the Quellinus prize from the Phoolan Devi Institute for publication for their paper “Be aware to care: Public self-awareness leads to a reversal of the bystander effect”.

- Prof.dr. K. van den Bos (UU) was called Fellow of the Society for Personality and Social Psychology.
- N.G. Dimitrova, MSc. (VU) won the SPSP Travel Award.
- Prof.dr. E. Giebels (UT) won the Rubin award from the Harvard University Program on Negotiation and the International Association for Conflict Management.
- Dr. L.L. Greer (UvA) won the Outstanding Reviewer Award from Academy of Management Journal.
- Dr. S.T. Hawk (UU) won the Teacher of the Year Award of the Department of Pedagogical Sciences, Utrecht University.
- Dr. A.C. Homan (UvA) was awarded with the Best theoretical paper award at the annual conference of the International Association for Conflict Management (IACM), Stellenbosch, South Africa for the paper titled “Managing differences to reduce conflicts and maximize performance: The leadership effectiveness and diversity (LEAD) model”.
- Dr. A.H.B. de Hoogh (UvA) was recognized by The Leadership Quarterly for Top Cited Article with the paper “Ethical and despotic leadership, relationships with leader’s social responsibility, top management team effectiveness and subordinates’ optimism: A multi-method study”.
- H. Marien, MSc. (UU) won the Student Travel Award to visit the 14th annual conference of the Society for Personality and Social Psychology in New Orleans, Louisiana, USA.
- H. Marien, MSc. (UU) was also awarded with the Travel Grant from the European Association of Social Psychology to visit prof.dr. Joshua Greene at Harvard University.
- Dr. F. Righetti (VU) won the Best Paper Award of the Kurt Lewin Institute, for the paper “If you are able to control yourself I will trust you: The role of self-control in interpersonal trust”.
- Dr. S. Rispens (TU/e) was awarded with the Outstanding Published Article Award for “The Effects of Conflict Asymmetry in Work Group and Individual Outcomes” by the IACM.
- Dr. S. Rispens (TU/e) also won the Outstanding Service Award for Associate Editorship duties NCMR from the IACM.
- Prof.dr. G.R. Semin (UU) was honored as an *Officier in de Orde van Oranje-Nassau*.
- Dr. S. Shalvi (UvA) won the Dissertation award by the American Psychological Association, Division 49 (Group Psychology and Group Psychotherapy).

- Dr. S. Shalvi (UvA) also won the Dissertation award by the Society for Business Ethics.
- G. Stulp, MSc. (RuG) was awarded with the Linda Mealey Award for Young Investigators at the International Society of Human Ethology (ISHE) conference.
- G. Stulp, MSc. (RuG) also won the Best poster award at the ISHE conference.
- Dr. S. Tauber (RuG) was awarded an honorary scholarship by the University of Groningen to facilitate the preparation of an ERC starting grant application.
- Dr. E.G. Ufkes (RuG) was awarded with the Best empirical conference paper award by the IACM.
- Dr. E.G. Ufkes (RuG), prof.dr. E. Giebels (UT), prof.dr. S. Otten, & dr. K.I. van der Zee (RuG) won the Best empirical conference paper at the annual conference of IACM for the paper titled "The effectiveness of a mediation program in symmetrical versus asymmetrical neighbor-to-neighbor conflicts".

5.8 Editorial positions

Editorship and Associate Editorship

British Journal of Social Psychology (prof.dr. E. van Dijk, dr. S. Tauber – consulting editor)

European Journal of Social Psychology (prof.dr. N. Ellemers – consulting editor, dr. K. Epstude – guest editor, prof.dr. E.H. Gordijn, prof.dr. T. Postmes, dr. J.W. van Prooijen, prof.dr. R. Spears – guest editor)

European Review of Social Psychology (prof.dr. N. Ellemers – consulting editor, prof.dr. W. Stroebe)

Experimental Psychology (dr. K. Epstude)

Group Processes and Intergroup Relations (prof.dr. I. van Beest, prof.dr. K. van den Bos – consulting editor, dr. B. Doosje)

International Journal of Sport Psychology (dr. X. Sanchez – guest editor)

Journal of Organizational Behavior (prof.dr. A.E.M. van Vianen – guest editor)

Journal of Personality and Social Psychology (prof.dr. C.K.W. de Dreu)

Journal of Social Issues (prof.dr. K. van den Bos – guest editor, prof.dr. N. Ellemers – guest editor)

Legal and Criminological Psychology (prof.dr. E. Giebels)

Negotiations and Conflict Management Research (dr. S. Rispens)

Organizational Behavior and Human Decision Processes (prof.dr. E. van Dijk)

Personality and Social Psychology Bulletin (prof.dr. K. van den Bos, prof.dr. N. Ellemers – guest editor)

Power and Conflict, Negotiation and Conflict Management Research (dr. L.L. Greer – guest editor)

Psychology & Health (prof.dr. D.T.D. de Ridder)

Psychological Science (prof.dr. H. Aarts)

Psychology: Bilingual Journal of Environmental Psychology (prof.dr. E.M. Steg)

Small Group Research (dr. L.L. Greer)

Social Influence (prof.dr. I. van Beest)

Social Psychology (dr. J. Degner, dr. M. Häfner)

Social Psychological and Personality Science (dr. C. Finkenauer, prof.dr. G.A. van Kleef)

The Inquisitive Mind (dr. N. Koudenburg)

Membership of the Editorial Board

Academy of Management Journal (dr. L.L. Greer)

Administrative Science Quarterly (dr. L.L. Greer)

Annual Review of Psychology (prof.dr. N. Ellemers)

Applied Psychology: An International Review (dr. H. Staats, prof.dr. E.M. Steg)
 British Journal of Management (dr. A.C. Homan, dr. F.A. Rink)
 British Journal of Health Psychology (prof.dr. D.T.D. de Ridder)
 British Journal of Social Psychology (prof.dr. C.K.W. de Dreu, prof.dr. G.A. van Kleef, prof.dr. T. Postmes)
 Communication Monographs (prof.dr. T. Postmes)
 Energy Efficiency (prof.dr. E.M. Steg)
 Environment and Behavior (dr. H. Staats, prof.dr. E.M. Steg)
 European Journal of Personality (prof.dr. K.I. van Oudenhoven - van der Zee)
 European Journal of Social Psychology (dr. J. Degner, dr. W.W. van Dijk, dr. K.J. Jonas, dr. F.A. Rink, dr. D.T. Scheepers)
 European Review of Social Psychology (prof.dr. H. Aarts, prof.dr. E. van Dijk, prof.dr. C.K.W. de Dreu, prof.dr. N. Ellemers, prof.dr. S. Otten)
 European Science Foundation Pool of Reviewers (prof.dr. K. van den Bos)
 Foundations and Trends® in Marketing (prof.dr. M. Zeelenberg)
 Frontiers in Eating Behaviors (dr. C. Evers)
Gedrag en Organisatie (prof.dr. K. van den Bos, prof.dr. C.K.W. de Dreu, prof.dr. A.E.M. van Vianen, dr. R.E. de Vries)
 Group Dynamics (dr. J.W. van Prooijen)
 Group Processes and Intergroup Relations (prof.dr. C.K.W. de Dreu)
 Human Communication Research (prof.dr. T. Postmes)
 IATSS Research (prof.dr. E.M. Steg)
 International Journal for Educational and Vocational Guidance (prof.dr. A.E.M. van Vianen)
 International Journal of Conflict Management (prof.dr. G.A. van Kleef, dr. S. Rispens, dr. W. Steinel)
 International Journal of Selection and Assessment (prof.dr. A.E.M. van Vianen)
 International Perspectives in Psychology: Research, practice, consultation (prof.dr. K.I. van Oudenhoven - van der Zee)
 Journal of Behavioral Decision Making (prof.dr. E. van Dijk)
 Journal of Environmental Psychology (prof.dr. E.M. Steg)
 Journal of Experimental Psychology: General (prof.dr. K. van den Bos)
 Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu)
 Journal of Family Theory and Review (dr. E.S. Kluwer)
 Journal of Personal and Social Relationships (prof.dr. B.P. Buunk)
 Journal of Personality and Social Psychology (prof.dr. H. Aarts, prof.dr. E. van Dijk, prof.dr. C.K.W. de Dreu, dr. K. Epstude, dr. E.S. Kluwer, dr. J.W. van Prooijen, prof.dr. M. Zeelenberg)
 Journal of Personnel Psychology (dr. A.C. Homan, dr. F.A. Rink)

Judgment and Decision Making (prof.dr. M. Zeelenberg)
 Justice and Negotiations Division of Management Research Network/Social
 Science Research Network (prof.dr. K. van den Bos)
 Legal and Criminological Psychology (dr. M. Stel)
 Negotiation and Conflict Management Research (prof.dr. C.K.W. de Dreu, dr. F.
 Harinck, dr. W. Steinel)
 Organizational Psychology Review (prof.dr. C.K.W. de Dreu, prof.dr. G.A. van
 Kleef)
 Personal Relationships (prof.dr. B.P. Buunk, dr. E.S. Kluwer)
 Personality and Social Psychology Bulletin (prof.dr. E. van Dijk, prof.dr. N.
 Ellemers, prof.dr. T. Postmes)
 Personality and Social Psychology Review (prof.dr. S. Otten)
 Psychological Inquiry (dr. S.L. Koole)
 Psychological Science (prof.dr. K. van den Bos, prof.dr. C.K.W. de Dreu,
 prof.dr. G.A. van Kleef, dr. J.W. van Prooijen, dr. M. Stel)
 Salud & Sociedad (prof.dr. B.P. Buunk)
 Self and Identity (dr. D.T. Scheepers)
 Small Group Research (dr. A.C. Homan)
 Social Cognition (prof.dr. H. Aarts, dr. J. Degner, dr. H.P. Veling)
 Social Influence (prof.dr. E. van Dijk, prof.dr. G.A. van Kleef, prof.dr. T.
 Postmes)
 Social Justice Research (prof.dr. K. van den Bos, prof.dr. E. van Dijk, dr. J.W.
 van Prooijen)
 Social Psychological and Personality Science (prof.dr. K. van den Bos, prof.dr.
 C.K.W. de Dreu, dr. K. Epstude, prof.dr. T. Postmes)
 Social Psychology (prof.dr. K. van den Bos)
 The Leadership Quarterly (dr. A.H.B. de Hoogh, dr. R.E. de Vries)

Appendices

Appendix 1: Teaching program 2012

Appendix 2: Publications 2012

Appendix 1: Teaching program 2012

Basic courses

| | |
|------------------------|---|
| <i>Title:</i> | How to Publish and Review |
| <i>Teaching staff:</i> | Prof.dr. Tom Postmes and prof.dr. Russell Spears (RuG) |
| <i>Type of course:</i> | Basic course |
| <i>Date:</i> | March 1 - 2, 2012 |
| <i>Duration:</i> | 2 days |
| <i>Location</i> | University of Groningen |
| <i>Language:</i> | English |
| <i>Content:</i> | <p>The focus of Day 1 was on how to publish research articles. The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing are (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews).</p> <p>The focus of Day 2 was on how to review a paper that is submitted for publication. The main topics were (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there was ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who have completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.</p> |
| <i>Format:</i> | Participants were expected to actively participate in each meeting. Day 1 (publishing) asked each participant to write part of an introduction to be discussed during the course, and Day 2 (reviewing) asked each participant to write and submit a review of a manuscript prior to the meeting. |
| <i>Literature:</i> | Bem, D.J. (1987). Writing the empirical journal article. In M.P. Zanna & J.M. Darley (Eds.), <i>The compleat academic: A practical guide for the beginning social scientist</i> (pp. 171-201). New York: Random House. |

Cutting, J.E. (2007). Rhythms of research. *Psychological Science*, 18, 1023-1026.

Feldman, D.C. (2005). Writing and reviewing as sadomasochistic rituals. *Journal of Management*, 31, 325-239.

Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

Sternberg, R.J. (2003). Eight common misconceptions about psychology papers. In R.J. Sternberg, *The psychologist's companion: A guide to scientific writing for students and researchers* (pp. 6-18). Cambridge: Cambridge University Press.

Trevino, L.K. (2008). Why review? Because reviewing is a professional responsibility. *Academy of Management*, 33, 8-10.

Wegner, D.M. (2003). Science talk: Discovery and debate. *Dialogue*, 18, 10-11.

Enrollment: 18

Title: **How to Present**

Teaching staff: Dr. Fieke Harinck and dr. Marret Noordewier (UL)

Type of course: Basic course

Date: May 31 - June 1, 2012

Duration: 2 days

Location: Leiden University

Language: Dutch or English (depending on participants)

Content: This course has focused on a training in the presentation of papers for international audiences e.g. oral presentations of and the use of (media) facilities.

Enrollment: 7

Title: **Introduction to the Kurt Lewin Institute**

Teaching staff: Prof.dr. Gerben van Kleef (UvA), prof.dr. Linda Steg (RuG), drs. Iris Schneider (VU), drs. Anna van 't Veer and prof.dr. Tineke Willemsen (UvT).

Type of course: Basic course

| | |
|--------------------|--|
| <i>Date:</i> | November 9, 2012 |
| <i>Duration:</i> | 1 day |
| <i>Location:</i> | University of Amsterdam |
| <i>Language:</i> | English |
| <i>Content:</i> | The aim of this introduction was two-fold. First, new Ph.D. students were familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program were outlined. The second purpose of this meeting was to introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students. |
| <i>Format:</i> | In the morning the Executive Committee of the KLI offered an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project shared their research and project management experiences and their plans for the future. In the afternoon, participants were asked to introduce their own research projects and prepared a brief presentation in small groups. Here, the focus was on the introduction of research programs to scientific and laymen audiences. |
| <i>Enrollment:</i> | 9 |

Methodology and practical skills courses

| | |
|------------------------|---|
| <i>Title:</i> | Pursuing a career in or outside science – day 2 and 1 |
| <i>Teaching staff:</i> | Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and guest speaker Sjoerd Goslinga. |
| <i>Type of course:</i> | Practical course |
| <i>Date:</i> | January 11 (day 2), November 13 (day 1), 2012 |
| <i>Duration:</i> | 2 days |
| <i>Location:</i> | Leiden University |
| <i>Language:</i> | Dutch or English (depending on participants) |
| <i>Content:</i> | The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions. |
| <i>Format:</i> | <p>This course consisted of two parts.</p> <p>Day 1: The first part was intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern included setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention was devoted to the ways these processes can work differently for men and for women. The aim of this part of the course was for students to find out what is the best way for them to</p> |

achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

Day 2: The second part more explicitly addressed different career possibilities inside and outside science. First, the guest speaker – someone who pursued a career outside the university after completing a Ph.D. in social psychology – shared his experiences, to illustrate how the skills acquired during a Ph.D. trajectory may be valued in different types of careers. Subsequently, students practiced how to present their skills and achievements to others, and how this can help them find a job outside the university. Practicing this orally and in writing, and receiving feedback from the course teachers and other students helped learn more about the things to consider when pursuing a professional career in different types of organizations.

Literature: Hagen, H. & Baas, J. Giving and receiving feedback.
Ellemers, N. Ten tips for phd's.
Ellemers, N. How to survive in academia.

Enrollment: 14, 13

Title: **Introduction to Structural Equation Modelling (using EQS)**

Teaching staff: Dr. Bertjan Doosje (UvA)

Type of course: Methodology course

Date: January 23, 2012

Duration: 1 day

Location: Leiden University

Language: English

Content: Structural equation modelling (SEM) has become an important new statistical tool to analyze (social) psychological data. It can be used to analyze large correlational datasets. However, it is also possible to test different models in experimental research (given a large sample size per cell).

This one-day workshop provides an introduction to SEM. In the first part of the workshop, we will outline the conditions under which to use and not to use SEM. As such, we

discuss the benefits and limitations of SEM. In the second part of the workshop, we will briefly introduce one of the computer programs that is available to run SEM-analyses, namely EQS. In the third and final part of this workshop, each participant will have access to a computer, and receives a dataset and an assignment to run some EQS-analyses themselves.

Literature: Doosje, B. (2006). EQS-manual for beginners, Version 1.

Field, A. (2006). Structural Equation Modelling (SEM). From his website.

Pennekamp, S.F., Doosje, B., Zebel S., & Fischer, A.H. (2007). The Past and the Pending: The Antecedents and Consequences of Group-Based Anger in Historically and Currently Disadvantaged Groups. *Group Processes & Intergroup Relations*, 10(1), 41–55.

Enrollment: 22

Title: **Conducting Organizational Research**

Teaching staff: Prof.dr. Bernard Nijstad, dr. Lindy Greer, prof.dr. Annelies van Vianen, prof.dr. Deanne den Hartog, prof.dr. Aukje Nauta, dr. Astrid Homan (UvA), dr. Cathy van Dijk (VU), dr. Joyce Ruperts, prof.dr. Gerben van der Vegt, prof.dr. Janka Stoker (RuG)

Type of course: Methodology course

Date: March 30, 2012

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: KLI members are often interested in conducting organizational research, in which employees and/or managers of one or more organizations participate as respondents. This is true for researchers in the different work/organization psychology departments, but also for social psychologists who are often interested in the theories outside the laboratory.

This workshop is aiming to provide researchers with the tools to successfully conduct field research in organizations in the Netherlands. We aim to do this through incorporating

both scientific experts and managers in a series of lectures, panels and interactive sessions to address the most common problems faced by academics when trying to conduct organizational research.

One problem that many researchers encounter when trying to conduct organizational research is to obtain permission and commitment from one or more organizations to participate in their research. Furthermore, once permission is obtained, it can be difficult to keep organizations interested. Many researchers have the experience that, after putting in much effort contacting organizations and talking to managers, organizations withdraw for a variety of reasons (e.g., a higher manager is not interested, other priorities come up). A dominant theme underlying these issues is getting organizations to buy in to the value of collaboration with academic researchers. Organizations might not see the value in conducting research within their organization, and of course participating in research costs time. Second, the aim of researchers usually is to test theories, whereas organizations are more interested in how to deal with problems they encounter. Third, organizations often do not like to have outsiders in their organization. The aim of the workshop is to provide researchers with the tools to conduct high quality organizational research. The main aim is to train researchers in how to contact organizations, how to obtain permission, how to create commitment, and how to maintain this commitment throughout (and after) the research project. Using theoretical and practical sessions, participants will learn how to effectively sell their research to organizations.

Format:

We will first address questions regarding what good organizational research entails. Several experienced researchers will discuss their experiences in conducting organizational research. Next, participants will have the opportunity to discuss their own experiences when conducting organizational research with a panel of academic experts and organizational managers (who have experiences with working with academic researchers).

Participants will finally develop a concrete organizational research project they would like to implement in the future, under the supervision of KLI experts.

Literature: Buchanan, D. Boddy, D., & McCalman, J. (1988). Getting in, getting on, getting out and getting back. In A. Bryman (Ed.), *Doing research in organizations* (pp. 53-67). London: Routledge.

Matthiessen, J., & Richter, A.W. (2007). Gaining access to organizations: Foot in the door... or door in the face? *The Psychologist*, 20(3), 144-147.

Enrollment: 8

Title: **An Introduction to Bayesian Statistics**

Teaching staff: Dr. Eric-Jan Wagenmakers, dr. Nils Jostmann, drs. Iris Schneider (UvA) and drs. Anna van 't Veer (UvT).

Type of course: Methodology course

Date: September 17, 2012

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: Theory and Practice of Bayesian Inference.

This course provides a short introduction to Bayesian statistics. The morning programme focuses on Bayesian theory. Theoretical ideas are illustrated with applications to real data. The afternoon programme focuses on Bayesian practice.

This course will help PhD students to review other researchers' work, and, more importantly, knowledge on this topic will help the PhD students decide when it is appropriate to use these methods themselves.

Literature: Lee, M. D. & Wagenmakers, E. J. (to appear). *Bayesian modeling for cognitive science: A practical course*. Cambridge University Press. Chapter 1 and 2.

Enrollment: 28

Title: **Methodological Seminars**

Teaching staff: Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

Type of course: Methodology courses

Date: September 27 - 28, 2012
Duration: 2 days; day 1: 10:00 am – 1:00 pm (seminar 1) and 2:00 – 5:00 pm (seminar 2), day 2: 10:00 am – 1:00 pm (seminar 3) and 2:00 – 5:00 pm (seminar 4)
Location: University of Amsterdam
Language: English
Content: The seminars consisted of the following four meetings:

1. A Moderated View of Regression: The general linear model and its applications to mediation and moderation

In this class we review the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation and their combination. We discuss a general approach to obtain effect sizes and hypothesis testing for regression, ANOVA and ANCOVA, path analysis, and models with continuous and nominal mediator and moderator variables.

Enrollment: 21

2. A Mix Within: Mixed models, and hierarchical linear models applied to within-subject and hierarchical designs

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different research designs. Student will get familiar with the classical toolbox associated with the regression/ANOVA approach, but generalized to mixed models applied to clustered data.

Enrollment: 19

3. Practice makes perfect

Seminar on how to select, estimate and interpret GLM (regression and ANOVA), mixed models, and hierarchical linear models with the help of popular statistical software, such as SPSS, SAS or R (depending on students' preference). Many practical aspects of the mentioned models are discussed with the help of practical examples. The aim of the seminar is to illustrate some of the major

theoretical issue of important statistical models from a very practical point of view. Students will work with the help of the teacher on datasets provided by the teacher in order to concretely solve some statistical challenges, and acquire confidence in every-day data analysis.

Enrollment: 17

4. Make your data confess!

Seminar on how to select, estimates and interpret results useful for real research problems provided by the students. Students will work with the help of the teacher on their own dataset (or colleagues' datasets). The aim of the seminar is to illustrate how to approach and analyze data from very up-to-date and interesting research designs. Within a certain range, all major topics may be discussed depending on the statistical problems raised by data provided by the students. Students who wish to work with their data in class may want to contact the teacher in advance.

Enrollment: 19

Title: **Medialab and DirectRT: A practical, hands-on introduction**

Teaching staff: Dr. N. Pontus Leander (RuG)

Type of course: Methodology courses

Date: December 7, 2012

Duration: 1 day

Location: University of Groningen

Language: English

Content: A hands-on training workshop to learn how to use (a) Medialab software for presentation of experimental tasks, stimuli, and questionnaires, and (b) DirectRT software for subliminal priming procedures and various reaction time tasks (e.g., implicit association tests). For both MediaLab and DirectRT, you will practice building experiments first from pre-built templates and then from scratch. No special skills are required.

Enrollment: 17

| | |
|------------------------|---|
| Title: | Considering the Societal Impact of Research in Social Psychology |
| Teaching staff: | Drs. Leonie van Drooge, drs. Marije de Goede, drs. Stefan de Jong (Rathenau Instituut), drs. Evert-Jan van Doorn and prof.dr. Gerben van Kleef (UvA). |
| Type of course: | Methodology courses |
| Date: | December 11, 2012 |
| Duration: | 1 day |
| Location: | University of Amsterdam |
| Language: | English |
| Content: | <p>The societal impact of research has been a key part of science policy agendas in European and North American countries since the 1970's. Although societal impact initially had little to no influence on the day-to-day practices of individual researchers and research groups, recent developments have made it a focal point in the acquisition of funding.</p> <p>Valorizing research (generating social impact) is an increasingly important aspect of doing research. Until this moment, however, valorization may not have been allocated attention by individual researchers and / or research groups. Consequently, a lack of discussion of, and reflection on, the societal impact of research may have led researchers to miss opportunities for applying their research.</p> <p>The goals of this one-day workshop are to make PhD candidates within the field of Social Psychology and its applications aware of possibilities for valorisation of research, and to enable them to create strategies to do so.</p> |
| Literature: | <p>ERiC (2010). <i>Evaluating the societal relevance of academic research: A guide</i>, Den Haag: ERiC.</p> <p>Molas-Gallart, J., & Tang, P. (2011). Tracing 'productive interactions' to identify social impacts: an example from social sciences. <i>Research Evaluation</i>, 20 (3), 219-226.</p> |
| Enrollment: | 14 |

Research Group Meetings

Title: **Interpersonal Processes Research Meeting**

Teaching staff: Dr. Michael Häfner (UU) and dr. Hans IJzerman (VU) with guest speakers dr. Thomas Pollet (VU) and dr. Joris Lammers (UvT).

Type of course: Thematic Research Meeting

Date: April 20, 2012

Duration: 1 day

Location: Utrecht University

Language: Dutch or English (depending on participants)

Content: Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.

Enrollment: 11

Title: **Group Processes and Intergroup Relations Research Meeting**

Teaching staff: Prof.dr. Bertjan Doosje (UvA), dr. Belle Derks (UL), dr. N. Hansen, L. Jans, MSc. and N. Koudenburg, MSc. (RuG)

Type of course: Thematic Research Meeting

Date: November 1 - 2, 2012

Duration: 2 days

Location: University of Groningen

Language: English

Content: Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.

Enrollment: 19

Title: **Social Cognition Research Meeting**

Teaching staff: Dr. Kai Epstude (RuG) and dr. Esther Papies (UU)

Type of course: Thematic Research Meeting

Date: November 30, 2012

Duration: 1 day

Location: University of Groningen

Language: English

Content: Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.

Enrollment: 13

Theory-oriented workshops and courses

| | |
|------------------------|--|
| <i>Title:</i> | Should we worry about our Methodology? Current concerns in experimental research and how to deal with them |
| <i>Teaching staff:</i> | Prof.dr. Klaus Fiedler (University of Heidelberg), dr. Erik-Jan Wagenmakers, dr. Nils Jostmann, dr. Mark Rotteveel, drs. Iris Schneider (UvA) and dr. Daniël Lakens (TUE). |
| <i>Type of course:</i> | Workshop |
| <i>Date:</i> | March 8, 2012 |
| <i>Duration:</i> | 1 day |
| <i>Location:</i> | University of Amsterdam |
| <i>Language:</i> | English |
| <i>Content:</i> | Recently, methodological conventions in Social Psychology have gained critical attention. Since the publication of a highly controversial article on “pre-cognition” in the Journal of Personality and Social Psychology (Bem, 2011), the methodology of experimental psychologists has been subject of critical attention (Wagenmakers et al., 2011, Fiedler, 2011). The aim of the present workshop is to learn how these concerns may apply to our own research and how we could resolve them. We have invited the lead authors of two influential critiques, Prof. Klaus Fiedler and Dr. Eric-Jan Wagenmakers, to present their concerns and discuss possible solutions. During the morning session, Prof. Fiedler will lecture about conventionalized sampling and unbiased methodologies. In the afternoon, Dr. Wagenmakers will explain his criticism about the article on pre-cognition and about experimental research in general. He will also explain how “Bayesian testing” offers a solution to problems with low validity and how it can be applied. After both presentations, there will be plenty of opportunity for discussion. |
| <i>Literature:</i> | Fiedler, K. (2011). Voodoo Correlations Are Everywhere--Not Only in Neuroscience. <i>Perspectives on Psychological Science</i> , 6(2), 163-171. Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data |

collection and analysis allows presenting anything as significant. *Psychological Science*. 22(11), 1359-1366.

Wagenmakers, E.-J., Wetzels, R., Borsboom, D., & Maas, H. L. J. van der. (2011). Why psychologists must change the way they analyze their data: the case of psi: comment on Bem (2011). *Journal of Personality and Social Psychology*, 100(3), 426-32.

Enrollment: 31

Title: **Social Cognition: Does Social Cognition Research Benefit from Theories of Consciousness? Consciousness, Meta-consciousness, and Free Will**

Teaching staff: Prof. Jonathan Schooler (University of California, Santa Barbara), prof.dr. Henk Aarts (UU) and dr. Kai Epstude (RuG)

Type of course: Workshop Research Group "Social Cognition"

Date: March 26 - 27, 2012

Duration: 2 days

Location: Utrecht University

Language: English

Content: In the last decade or so, research in social cognition has embraced an overwhelming amount of empirical work showing the importance of unconscious processes in understanding, examining and explaining several aspects of how the human mind produces thoughts, feelings and actions. This focus on the unconscious social mind has led to a further underdevelopment (or perhaps even ignorance) of the role of consciousness in social cognition and behavior. This workshop deals with this particular issue and will involve Prof. Jonathan Schooler (an internationally well-known expert on the role of consciousness in social cognition) as a co-teacher to address and discuss recent issues in this emerging field. For this purpose, Jonathan Schooler will present his research on the distinction between experience, consciousness, and meta-consciousness and the effects of different philosophical positions concerning the free will on human behavior as a special case of the assumption that people make about the

working of consciousness. Specifically, he will outline that (a) experience, consciousness, and meta-consciousness are conceptually different (b) that have unique influences on human information processing, and (c) .that consciously subjective beliefs about determinism versus free will in humans influence specific behaviors, and social functioning in general. The overarching theme will be the identification of processes relevant for a potentially important role of consciousness in a broad range of phenomena in social psychology.

Format:

Day 1: The teaching staff will outline the topic of the workshop. Furthermore, Prof. Schooler will give an introductory lecture on the topic of consciousness and meta-consciousness. He will discuss how these concepts differ from each other, and when they tend to dissociate. His recent research on mind-wandering will serve as a starting point for exploring various related topics in social psychology. An extensive plenary discussion will follow, based on the preparation of reading materials by the participants. In the afternoon, students will present and discuss their work, preferably in the context of the workshop theme.

Day 2: Prof. Schooler will present his work on the influence of different philosophical conceptions of determinants of behavior on actions in social contexts. He will show that a belief in determinism leads to antisocial behavior, while a belief in a free will is related to well-adjusted actions. Potential causes for such findings will be discussed. This will again be followed by an extensive discussion with the participants. After that students will have the opportunity to present their work. The day will be closed by a more general discussion on how the concepts of consciousness and free will are currently studied in social psychology. Specifically, we will examine how these broader philosophical issues can be translated into experimental paradigms, and how existing paradigms can be used to study these questions.

| | |
|------------------------|---|
| <i>Literature:</i> | <p>Mrazek, M.D., Smallwood, J., Franklin, M.S., Chin, J.M., Baird, B., & Schooler, J.W. (2012). The role of mind-wandering in measurements of general aptitude. <i>Journal of Experimental Psychology</i>, 141(4), 788-798.</p> <p>Schooler, J.W. (2010). What Science Tells Us about Free Will. In Baumeister, R.F., Mele, A.R., & Vohs, K.D., <i>Free Will and Consciousness: How Might They Work?</i>. (Chapter 12). Oxford Scholarship Online.</p> <p>Schooler, J.W., Hunt, T., & Schooler, J.N. (2011). Reconsidering the metaphysics of science from the inside out. In Walach H. et al., <i>Neuroscience, Consciousness and Spirituality</i>, Studies in Neuroscience, Consciousness and Spirituality 1: DOI 10.1007/978-94-007-2079-4_11.</p> <p>Schooler, J.W., Mrazek, M.D., Baird B. & Winkielman, P. (in press). The value of distinguishing between unconscious, conscious, and meta-conscious processes. Chapter in preparation for: <i>APA Handbook of Personality and Social Psychology</i>.</p> <p>Schooler, J.W., Smallwood, J., Christoff, K., Handy, T.C., Reichle, E.D., & Sayette, M.A. (2011). Meta-awareness, perceptual decoupling and the wandering mind. <i>Trends in Cognitive Science</i>, 15 (7), 319-326.</p> <p>Vohs, K.D., & Schooler, J.W. (2008). The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating. <i>Psychological Science</i>, 19(1), 49-54.</p> |
| <i>Enrollment:</i> | 15 |
| <i>Title:</i> | The Psychology of Self-Regulation: Advances in theory and Applications |
| <i>Teaching staff:</i> | Dr. Brandon Schmeichel (Texas A&M University), prof.dr. Siegfried Dewitte (Katholieke Universiteit Leuven), prof.dr. Denise de Ridder (UU), dr. Sander Koole (VU) and dr. Nils Jostmann (UvA). |
| <i>Type of course:</i> | Workshop |
| <i>Date:</i> | April 26 - 27, 2012 |
| <i>Duration:</i> | 2 days |
| <i>Location:</i> | University of Amsterdam |
| <i>Language:</i> | English |

Content:

In recent years, it has become increasingly evident that self-regulation is essential in virtually every important life domain including health, education, consumer behavior, group processes, and interpersonal relations. At the same time, researchers have begun to delve more deeply into the basic psychological processes that lead self-regulation to succeed or fail. This workshop features the state-of-the-art in self-regulation research from both theoretical and applied perspectives. Three leading experts will present their work and provide feedback on participants' presentations. Dr Schmeichel is an international expert in the emotional and cognitive processes underlying self-regulation. Prof. Dewitte has studied self-regulation in the applied context of marketing and consumer behavior. Prof. De Ridder is well-known for her work on self-regulation in the context of health and eating behavior. By jointly considering theoretical and applied perspectives, the workshop aims to create a new synergy in self-regulation research.

Format:

In the morning sessions, the teaching staff will provide an overview on their work. In the afternoon sessions, participants will present their work and we will engage in discussions. In addition, all participants will work on an exercise under the guidance of the teaching staff.

Day 1: Dr. Schmeichel will present his work on the cognitive and emotional processes underlying self-regulation

Day 2: Prof. Dewitte and prof.dr. de Ridder will present their latest research on the role of self-regulation in consumer behavior and health, respectively.

Literature:

Botvinick, M.M., Braver, T.S., Barch, D.M., Carter, C.S., & Cohen, J.D. (2001). Conflict monitoring and cognitive control. *Psychological Review*, 108(3), 624-652.

Hofmann, W., Baumeister, R. F., Förster, G., & Vohs, K. D. (2012). Everyday Temptations: An Experience Sampling Study of Desire, Conflict, and Self-Control. *Journal of Personality and Social Psychology*, 102(6), 1318-1335.

Koole, S.L., Jostmann, N.B., & Baumann, N. (in press). Self-Regulation under Demanding Conditions: Do Demanding Conditions Help or Hurt Self-Regulation? *Personality and Social Psychology Compass*.

De Ridder, D.T.D., Lensvelt-Mulders, G., Finkenauer, C., Stok, F.M., & Baumeister, R.F. (2012). Taking Stock of Self-Control: A Meta-Analysis of How Trait Self-Control Relates to a Wide Range of Behaviors. *Personality and Social Psychology Review*, 16(1), 76-99.

Schmeichel, B.J., Harmon-Jones, C., & Harmon-Jones, E. (2010). Exercising Self-Control Increases Approach Motivation. *Journal of Personality and Social Psychology*, 99(1), 162-173.

Schmeichel, B.J., & Vohs, K.D. (2009). Self-Affirmation and Self-Control: Affirming Core Values Counteracts Ego Depletion. *Journal of Personality and Social Psychology*, 96(4), 770-782.

Enrollment: 15,10

Title: **Social Neuroscience of Intergroup Bias and Self-Regulation**

Teaching staff: Dr. David Amodio (New York University), dr. Belle Derks and dr. Wilco van Dijk (UL).

Type of course: Workshop

Date: June 7 - 8, 2012

Duration: 2 days

Location: Leiden University

Language: English

Content: Given that stereotypes and prejudices can spring to mind automatically, how do individuals with egalitarian beliefs manage to respond without bias? Dr. David Amodio will provide a detailed analysis of the neural and psychological processes involved in intergroup bias, with a focus on his own theoretical and empirical contributions. To this end, he will describe neuroscience research on the mechanisms underlying implicit stereotyping and prejudice and their expression in behavior. He will then present research detailing the neurocognitive mechanisms through which

intergroup biases may be regulated. Discussions of relevant neuroscience methods will be integrated with these presentations. This workshop will also include time for students to participate by presenting and receiving feedback on their own relevant research ideas. Dr. Amodio is a leading research in the field of social neuroscience and intergroup relations. He publishes widely on these topics in top-tier journals, and his contributions have been recognized with awards from the US White House and the Association for Psychological Science.

Format:

Day 1: Following introductions between the instructor and students, Dr. Amodio will introduce the broad set of psychological questions concerning the basis of intergroup bias and a brief history on social neuroscience approaches to these questions. He will then present an interactive lecture focusing on neurocognitive basis of implicit prejudice and stereotyping. This research shows that implicit prejudice and stereotyping reflect different systems of implicit learning and memory, each with different characteristics for learning, unlearning, and expression. In the afternoon, KLI students will be given the opportunity to present their research related to intergroup bias and regulation of intergroup responses. Beforehand, students are asked to submit a brief outline of their research. Based on these outlines, students whose research is most closely related to the topics of the workshop will be invited to give a presentation.

Day 2: The focus will shift to issues of self-regulation in the context of intergroup bias. In the morning, Dr. Amodio will present an interactive lecture on the neural and sociocognitive mechanisms involved in the control of intergroup bias. He will review evidence suggesting that, at a mechanism level of analysis, intergroup bias is controlled through the regulation of perception, attention, and behavior, but probably not through the direct regulation of emotional systems. The implications of this analysis for interventions to reduce prejudice will be discussed and Dr. Amodio will discuss several avenues for future research.

Students will be asked to prepare discussion questions for this session in advance. After the presentation, students and teaching staff will break up into subgroups to discuss separate predetermined topics related to intergroup bias and regulation and design a new study that explores unanswered questions in this area of research. In the afternoon, students will be given the opportunity to present this new research idea.

Literature: Amodio, D. M. (2010). Can neuroscience advance social psychological theory? Social neuroscience for the behavioral social psychologist. *Social Cognition*, 28, 695-716.

Amodio, D. M., & Mendoza, S. A. (2010). Implicit intergroup bias: Cognitive, affective, and motivational underpinnings. In B. Gawronski and B. K. Payne (Eds.) *Handbook of implicit social cognition* (pp. 353-374). New York: Guilford.

Amodio, D. M., & Ratner, K. (in press). Mechanisms for the regulation of intergroup responses: A social neuroscience analysis. To appear in J. Decety and J. T. Cacioppo, *Handbook of social neuroscience*. Oxford University Press.

Enrollment: 8,6

Title: **Science and the Media**

Teaching staff: Dr. Iris Dijkstra, dr. Wilco van Dijk, dr. Lotte van Dillen, Gerdien de Vries, MPhil. and Charlotte Koot, MSc. (UL).

Type of course: Workshop

Date: June 14, 2012

Duration: 1 day

Location: Leiden University

Language: English

Content: To be able to disseminate and apply research results to society and the industry, it is important to communicate to a broad public. Besides that, science increasingly depends on external monetary funding; therefore, it is important to inform potential sponsors about our work. During (under)graduate

education, we learn how to communicate our work to other scientists, however, we remain relatively uninformed on how to communicate our work to the general public. Popular scientific writing is a skill, and this workshop aims to provide knowledge about how to communicate scientific work to the general public through the media.

Enrollment: 19

Title: **Interpersonal Processes: Nonverbal Manifestations of Interpersonal Relations: Perspectives from Development, Perception, and Emotions on Social Interactions**

Teaching staff: Dr. Ursula Hess (Humboldt University Berlin), dr. Harriet Over (Max Planck Institute, Leipzig), dr. Natalie Sebanz (Central European University), dr. Michael Häfner (UU) and dr. Hans IJzerman (UvT).

Type of course: Workshop

Date: October 4 - 5, 2012

Duration: 2 days

Location: Utrecht University

Language: English

Content: The workshop deals with different nonverbal manifestations of interpersonal interactions. Dr. Hess will address how expressions with similar morphologies may mean different things to different people, in different interpersonal relationships. Dr. Over will focus on methodological and conceptual issues examining nonverbal interactions throughout development. Dr. Sebanz will discuss her work on the cognitive and neural mechanisms of joint action (including synchronous movements). Together, the workshop aims to address very basic principles of human social interaction.

Format: **Day 1:** Dr. Over will discuss basic methodological issues in studying nonverbal manifestations of interpersonal relations, by discussing her work on the priming of touch and subsequent helping behavior in children. After summarizing basic methodological perspectives, she will proceed to address more difficult conceptual issues, such as children's

understandings of complex groups. Dr. Sebanz will provide students with a foundation of cognitive and neural mechanisms, by discussing her findings on joint action (and by discussing her work on task co-representations, joint attention, and temporal coordination). Students will be invited to propose empirical investigations of nonverbal interactions related to their own work, and work together with Over and Sebanz and each other to plan studies to illuminate interpersonal processes of interest to the students.

Students will be asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators will invite students whose research closely related to the topic of the morning presentation to give a presentation. Students may comment on the relationship between their own work and the teachers' work if it makes sense to do so. Also on this day, extensive feedback on the student's work will be of central interest.

Then, students will be divided into small groups, in which they discuss how the presented theory may be applicable to their own research. Based on this discussion, each group of participants will present a research idea relevant to the material presented in the workshop. This will be followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants may learn for their own research endeavors.

Day 2: On the second day Dr. Hess will present her work on the different morphologies of emotions, and what they may mean in specific interpersonal relations.

In the afternoon, students will give presentations about their research ideas formed on Day 1. Participants will get detailed feedback from our three guests, the two teachers from the KLI and the other participants of the workshop. Day 2 shall end with an integrative discussion.

Literature:

Böckler, A., Knoblich, G., & Sebanz, N. (2011). Observing shared attention modulates gaze following. *Cognition*, 120, 292-298.

Bourgeois, P., & Hess, U. (2008). The impact of social context on mimicry. *Biological Psychology*, 77, 343-352.

Chia-Chin Tsai, J., Sebanz, N., & Knoblich, G. (2011). The GROOP effect: Groups mimic group actions. *Cognition*, 118, 138-143.

Hess, U., & Fischer, A. (in press). Emotional mimicry as social regulation. *Personality and Social Psychology Review*.

Over, H., & Carpenter, M. (2009). Priming third-party ostracism increases affiliative imitation in children. *Developmental Science*, 12(3), F1-F8.

Over, H., & Carpenter, M. (2009). Eighteen-Month-Old Infants Show Increased Helping Following Priming With Affiliation. *Psychological Science*, 20(10), 1189-1193.

Over, H., & Carpenter, M. (2012). Putting the Social Into Social Learning: Explaining Both Selectivity and Fidelity in Children's Copying Behavior. *Journal of Comparative Psychology*, 126(2), 182-192.

Enrollment:

10

Joint Seminars

| | |
|------------------------|---|
| <i>Title:</i> | Turning Points in Negotiations |
| <i>Teaching staff:</i> | Prof. Dan Druckman (George Mason University) and dr. Fieke Harinck (UL). |
| <i>Type of course:</i> | Joint seminar |
| <i>Date:</i> | October 10, 2012 |
| <i>Duration:</i> | 1 day |
| <i>Location:</i> | Leiden University |
| <i>Language:</i> | English |
| <i>Content:</i> | <p>In the morning, there will be a plenary presentation by prof. Druckman about his work on turning points in negotiations. For this presentation, staff and students of Social and Organizational Psychology are also invited. This presentation is followed by a presentation by dr. Harinck about her recent work (in collaboration with prof. Druckman) about interventions in negotiations.</p> <p>In the afternoon, participants will break up in groups of three to four members. Each group reads a narrative about turning points in negotiations. Four discussion questions are included in the narrative. The discussion questions are first discussed within the smaller subgroups, and the answers will be presented during a final classroom discussion.</p> <p>About Professor Daniel Druckman: Professor Druckman was formerly the Vernon M. and Minnie I. Lynch Professor of Conflict Resolution at George Mason, where he coordinated the doctoral program at the Institute for Conflict Analysis and Resolution. He is currently professor of public and international affairs at George Mason and a distinguished scholar at the University of Southern Queensland's Public Memory Research Centre. He has also been a professor at the University of Queensland in Brisbane, Australia, a member of the faculty at Sabanci University in Istanbul, a visiting professor at National Yunlin University of Science and Technology in Taiwan and at the University of Melbourne and the Australian National University in</p> |

Australia. In 2008, he was an Alcoa Visting Professor at the University of Western Australia iun Perth. He has held senior positions at several consulting firms as well as at the U.S. National Academy of Sciences in Washington D.C.

Dr. Druckman received his Ph.D. from Northwestern University and was awarded a best-in-field prize from the American Institutes for Research for his doctoral dissertation. He is the recipient of many awards for his research and teaching including, in 2003, the Lifetime Achievement Award of the International Association for Conflict Management. In addition to experimental and comparative case research on negotiation, he has written extensively on such topics as electronic mediation, nationalism, peacekeeping, distributive and procedural justice, human performance and research methods.

Literature: Druckman, D. *Topical Narratives*.

Enrollment: 9

Title: **The Cultural Life of Emotions**

Teaching staff: Dr. Patricia Rodriguez Mosquera (Wesleyan University), dr. Seger Breugelmans, drs. Yvette van Osch and dr. Hans IJzerman (UvT).

Type of course: Joint seminar

Date: November 28, 2012

Duration: 1 day

Location: Tilburg University

Language: English

Content: The workshop deals with how emotion-related behavior may differ across diverging contexts and different cultures. The aim of the workshop is to explicate differences that are informative about basic functions of social emotions, as they provide information on the conceptual content of these different emotions.

Dr. Rodriguez Mosquera will teach students about her work on differences in social contexts (for instance honor vs. non-honor cultures) and how these may influence the experience and expression of emotions. Dr. Seger Breugelmans will

teach students how to balance universals and culture-specifics in emotion.

Literature:

Berry, J.W., Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L. (2011). *Cross-cultural psychology: Research and applications (3rd ed.)*. Chapter 7: Emotion. Cambridge: Cambridge University Press.

Boiger, M., & Mesquita, B. (2012). The Construction of Emotion in Interactions, Relationships, and Cultures. *Emotion Review*, 4(3), 221-229.

Honor and Emotion. Via website: <http://beta.in-mind.org/issue-13/honor-and-emotion>

Rodriguez Mosquera, P.M., Fischer, A.H., Manstead, A.S.R., & Zaalberg, R. (2008). Attack, disapproval, or withdrawal? The role of honour in anger and shame responses to being insulted. *Cognition & Emotion*, 22(8), 1471-1498.

Enrollment:

5

Appendix 2: Publications 2012

Scientific publications (full members, associate members and research fellows)

- Aarts, H. & Elliot, A. (2012). *Goal-directed behavior*. New York: Psychology Press.
- Aarts, H. (2012). Goals, motivated social cognition and behavior. In S. Fiske & C.N. Macrae (Eds.). *Sage Handbook of social cognition* (pp. 75-95). London: Sage publication Ltd.
- Aarts, H., & Custers, R. (2012). Unconscious goal pursuit: Nonconscious goal regulation and motivation. In R. Ryan (Ed). *Oxford Handbook of Motivation* (pp. 232-247). Oxford: Oxford University Press.
- Aarts, H., Bijleveld, E., Custers, R., Dogge, M., Deelder, M., Schutter, D., & Van Haren, N.E.M. (2012). Positive Priming and Intentional Binding: Eye Blink Rate Predicts Reward Information Effects on the Sense of Agency. *Social Neuroscience*, 7, 105-112.
- Asadi, S., Seip, E.C., Dijk, W.W. van, Rotteveel, M., Fischer, A.H., & Dillen, L.F. van (2012). Wraak. In N. van de Ven, M. Baas, L.F. van Dillen, Lakens, D., A.M. Lokhorst, M. Strick (Eds.). *Jaarboek Sociale Psychologie 2011* (pp. 259) Groningen: ASPO Press.
- Ashton, M. C., Lee, K., Vries, R. E. de, Hendrickse, J., & Born, M. Ph. (2012). The maladaptive personality traits of the Personality Inventory for DSM-5 (PID-5) in relation to the HEXACO personality factors and Schizotypy/Dissociation. *Journal of Personality Disorders*, 26, 641-659.
- Ashton-James, C.E. & Tracy, J.L. (2012). Pride and prejudice: Feelings about the self-influence feelings about others. *Personality and Social Psychology Bulletin*, 38(4), 466-476.
- Ashton-James, C.E., McCarthy, K.J. & Dranca-Iacoban, A (2012). Managing the Powerful: A study of Power, and Value Destruction in Mergers and Acquisitions. In K.J. McCarthy & W.A. Dolsma (Eds.), *Understanding Mergers and Acquisitions in the 21st Century: A Quest for the Holy Grail of Finance, Economics, and Strategic Management*. Palgrave MacMillan.
- Baalbergen, J., Bodó, D., Hulspas, A., & Bos, K. van den (2012). Het Milgram-experiment opgevolgd: Volgzaam autoriteiten volgen in 2012. In M. Strick, M. Baas, L. van Dillen, R. Dotsch, D. Lakens, & M. de Vries (Eds.), *Jaarboek Sociale Psychologie 2012* (pp. 21-24). Groningen: ASPO Pers.
- Baas, M., Dreu, C.K.W. de, & Nijstad, B.A. (2012). Emotions that associate with uncertainty lead to structured ideation. *Emotion*, 12, 1004-1014.

- Beersma, B., & Kleef, G.A. van (2012). Why people gossip: An empirical analysis of social motives, antecedents, and consequences. *Journal of Applied Social Psychology*, 42, 2640-2670.
- Beest, I. van, Carter-Sowell, A., Dijk, E. van, & Williams, K. D. (2012). Groups being ostracized by groups: Is the pain shared, is recovery quicker, and are groups more likely to be aggressive? *Group Dynamics: Theory, Research, and Practice*, 16, 241-254, DOI: 10.10137/a0030104
- Berg, A.E. van den, & Koole, S. L. (2012). Sleep-promoting effects of contact with nature. *International Journal of Psychology*, 47, 355.
- Berg, A.E. van den, & Steg, E.M. (2012). Conclusion: Summary, trends, and future perspectives in environmental psychology. In L. Steg, A.E. van den Berg and J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 303-313). Oxford, UK: John Wiley & Sons.
- Beune, K. & Giebels, E. (2012). *Het management van beschermde getuigen: Een gedragsperspectief*. Universiteit Twente.
- Bijleveld, E., Custers, R., & Aarts, H. (2012). Adaptive reward pursuit: How effort requirements affect unconscious reward responses and conscious reward decisions. *Journal of Experimental Psychology: General*, 141, 728-742.
- Bijleveld, E., Custers, R., & Aarts, H. (2012). Human Reward Pursuit: From Rudimentary to Higher-Level Functions. *Current Directions in Psychological Science*, 21, 194-199.
- Bijleveld, E., Scheepers, D., & Ellemers, N. (2012). The cortisol response to anticipated intergroup interactions predicts self-reported prejudice. *PLoS ONE* 7(3): e33681. doi:10.1371/journal.pone.0033681.
- Bocchiaro, P., Zimbardo, P.G. & Lange, P.A.M. van (2012). To defy or not to defy: An experimental study of dynamics of disobedience and whistleblowing. *Social Psychology*, 7, 35-50.
- Bolderdijk, J.W., Lehman, P.K. & Geller, E.S. (2012). Promoting Pro-environmental Behavior with Rewards and Penalties. In L. Steg, A.E. van den Berg, & J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 233-242). Oxford, UK: John Wiley & Sons.
- Bolderdijk, J.W., Steg, L., Geller, E.S., Lehman, P.K., & Postmes, T. (2012). Comparing the effectiveness of monetary versus moral motives in environmental campaigning. *Nature Climate Change*, <http://dx.doi.org/10.1038/NCLIMATE1767>.

- Bolle, S, Muusses, L.D., Smets, E.M., Loos, E.F. & Weert, J.C.M. van (2012). *Chemotherapie, wat weet u er van? Een onderzoek naar de publieke kennis, perceptie van bijwerkingen, informatiebehoeften en het gebruik van informatiebronnen met betrekking tot chemotherapie*. Amsterdam: Amsterdam School of Communication Research / ASCoR.
- Boothroyd, L.G., Tovée, M.J., & Pollet, T.V. (2012). Visual diet versus associative learning as mechanisms of change in body size preferences. *PLoS ONE*, 7, e48691.
- Bos, K. van den (2012). Over een empirische oriëntatie in normatieve rechtenopleidingen. *Rechtstreeks*, 2012-3, 9-10.
- Bos, K. van den (2012). Tolerantie is niet gemakkelijk, maar kan wel. In A. Bartholomeus, R. Kemme, & G. Winnubst (Eds.), *SIRE: Een steen in de vijver* (pp. 34-36). Amstelveen: Stichting Ideële Reclame.
- Bos, K. van den, & Brenninkmeijer, A. F. M. (2012). Vertrouwen in wetgeving, de overheid en de rechtspraak: De mens als informatieverwerkend individu. *Nederlands Juristenblad*, 87, 1451-1457.
- Bos, K. van den, Buurman, J., Theije, V. de, Doosje, B., Loseman, A., Laarhoven, D. van, Veldhuizen, T. van, & Veldman, J. (2012). On shielding from death as an important yet malleable motive of worldview defense: Christian versus Muslim beliefs modulating the self-threat of mortality salience. *Social Cognition*, 30, 778-802.
- Bos, W. v.d., Dijk, E. van & Crone, E.A.M. (2012). Learning whom to trust in repeated social interactions: A developmental perspective. *Group Processes & Intergroup Relations*, 15(2), 243-256.
- Bos, K. van den, Loseman, A., & Doosje, B. (2012). Radicalisering onder jongeren. *Groepen*, 7, 5-19.
- Brandstätter, V. & Jonas, K. J. (2012). Zivilcourage. In K. J. Jonas & T. Morton (eds.), *Restoring civil societies: The psychology of intervention and engagement following crisis* (pp.265-283). New York: Wiley Blackwell.
- Brenninkmeijer, A. F. M., Bos, K. van den, & Röell, E. (2012). Het grote belang van procedurele rechtvaardigheid in Nederland en daarbuiten. *Rechtsgeleerd Magazijn Themis*, 173, 178-181.
- Buunk, A. P., Dijkstra, P., Bosch, Z. A., Dijkstra, A., & Barelds, D. P. H. (2012). Social comparison orientation as related to two types of closeness. *Journal of Research in Personality*, 46, 279-285.
- Buunk, A.P. (2012, January 29). Mannen op de singlesmarkt: Koning of kneus. *NRC Weekend: Opinie & Debat*, pp.2, A3.

- Buunk, A.P. (2012). *MinneNijd: Evolutie in het kwadraat*. Amsterdam: Uitgeverij Bert Bakker.
- Buunk, A.P., & Castro Solano, A. (2012). Mate guarding and parental influence on mate choice. *Personal Relationships*, 19, 103-112.
- Buunk, A.P., & Dijkstra, P. (2012). The social animal within organizations. In S.C. Roberts (Ed.), *Applied evolutionary psychology* (pp. 36-51). Oxford: Oxford University Press.
- Buunk, A.P., & Massar, K. (2012). Intrasexual competition among males: Competitive towards men, prosocial towards women. *Personality and Individual Differences*, 52, 818-821.
- Buunk, A.P., Dijkstra, P., Bosch, Z.A., Dijkstra, A., & Barelds, D.P. (2012). Social comparison orientation as related to two types of closeness. *Journal of Research in Personality*, 46, 279-285.
- Buunk, A.P., Dubbs, S.L., & Hooff, J.A.R.A.M. van (2012). Social influence on reproductive behavior in humans and other species. In D. Kenrick, N. Goldstein and S.Braver (Eds.), *Six degrees of social influence: Science, application and the psychology of Robert Cialdini* (pp. 98-108). Oxford: Oxford University Press.
- Buunk, A.P., Pollet, T.V., & Dubbs, S.L. (2012). Parental control over mate choice to prevent marriages with out-group members: A study among mestizos, mixtecs, and blacks in Mexico. *Human Nature*, 23, 360-374.
- Buunk, A.P., Zurriaga, R., & González, P. (2012). Does theorizing on reciprocal altruism apply to the relationships of individuals with a spinal cord injury? *Evolutionary Psychology*, 10, 818-829.
- Buunk, A.P., Zurriaga, R., González, P., & Castro Solano, A. (2012). Competición intrasexual en el trabajo: Diferencias sexuales en celos y en trabajo. *Revista de Psicología Social*, 27, 85-96.
- Cheshin, A., Rafaeli, A., & Eisenman, A. (2012). Encountering anger in the emergency department: Identification, evaluations and responses of staff members to anger displays. *Emergency Medicine International*, 12, 1-5.
- Côté, S., Kleef, G. A. van, & Sy, T. (2012). The social effects of emotion regulation in organizations. In Grandey, A., Diefendorff, J., & Rupp, D. (Eds.), *Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work*. New York: Routledge.
- Cronin, T., Levin, S., Branscombe, N. R., Laar, C. van, & Tropp, L. (2012). Ethnic identification protects well-being in response to perceived discrimination: A longitudinal study of Latino college students. *Group Processes & Intergroup Relations*, 15(3), 393-407.

- Dalley, S.E., Toffanin, P., & Pollet, T.V. (2012). Dietary restraint in college women: Fear of an imperfect fat self is stronger than hope of a perfect thin self. *Body Image: An International Journal of Research*, 9, 441-447.
- Degner, J., Doycheva, C., & Wentura, D. (2012). It matters how much you talk: On the automaticity of affective connotations of first and second language words. *Bilingualism: Language and Cognition*, 15, 181-189.
- Di Schiena, R., Zeelenberg, M., & Bellelli, G. (2012). Il "regret" anticipato come principio regolatore della scelta, in G. Bellelli, & R. Di Schiena (Eds.), *Decisioni ed Emozioni. Come la psicologia spiega il conflitto tra ragione e sentiment* (pp. 45-67). Bologna: Il Mulino.
- Dijk, W.W. van, Dillen, L.F. van, Seip, E. & Rotteveel, M. (2012). Emotional time travel: Emotion regulation and the overestimation of future anger and sadness. *European Journal of Social Psychology*, 42, 308-313.
- Dijk, W.W. van, Dillen, L.F. van, Seip, E.C., & Rotteveel, M. (2012). Kijken in de glazen bol van onze emoties: Emotieregulatie en het overschatten van boosheid en verdriet. In N. van de Ven, M. Baas, L.F. van Dillen, Lakens, D., A.M. Lokhorst, M. Strick (Eds.). *Jaarboek Sociale Psychologie 2011* (pp. 259) Groningen: ASPO Press.
- Dijk, W.W. van, Ouwerkerk, J.W., Koningsbruggen, G.M. van & Wesseling, Y.M. (2012). "So you wanna be a pop star?" Schadenfreude following another's misfortune on tv. *Basic and Applied Social Psychology*, 34, 168-174.
- Dijksterhuis, A. & Aarts, H. (2012). Control, consciousness and agency. In H. Aarts & A. Elliot (Eds.), *Goal-directed behavior* (pp. 301-323). New York: Psychology Press.
- Dijkstra, A. & Ballast, K. (2012). Personalization and perceived personal relevance in computer-tailored persuasion in smoking cessation. *British Journal of Health Psychology*, 17, 60-73. (IP 1y 2.34; 5y 2.77)
- Dijkstra, K.A., Pligt, J. van der, Kleef, G.A. van, & Kerstholt, J.H. (2012). Deliberation versus intuition: Global versus local processing in judgment and choice. *Journal of Experimental Social Psychology*, 48, 1156-1161.
- Dijkstra, M.T.M., Beersma, B., & Cornelissen, A.W.M. (2012). The emergence of the activity reduces conflict associated strain (ARCAS) model: A test of a conditional mediation model of workplace conflict and employee strain. *Journal of Occupational Health Psychology*, 17, 365-375.
- Dijkstra, P., Barelds, D. P. H., Groothof, H. K., Ronner, S., & Nauta, A. P. (2012). Partner preferences of the intellectually gifted. *Marriage & Family Review*, 48, 96-108.

- Dijkstra, P., Barelds, D. P. H., Ronner, S., & Nauta, A.P. (2012). Personality and well-being: Do the intellectually gifted differ from the general population? *Advanced Development*, 13, 103-118.
- Dillen, L.F. van, & Derks, B. (2012). Working memory load reduces facilitated processing of threatening faces: An ERP study. *Emotion*, 12, 1340-1349.
- Dillen, L.F. van, Wal, R.C. van der & Bos, K. van den (2012). On the role of attention and emotion in morality: Attentional control modulates unrelated disgust in moral judgements. *Personality and Social Psychology Bulletin*, 38, 1221-1230.
- Dogan, E.B., Steg, L., Delhomme, P., & Rothengatter, T. (2012). The effects of non-evaluative feedback on drivers' self-evaluation and performance. *Accident Analysis and Prevention*, 45, 522-528.
- Dogge, M., Schaap, M., Custers, R., Wegner, D.M., & Aarts, H. (2012). When Moving Without Volition: Implied Self-Causation Enhances Binding Strength between Involuntary Actions and Effects. *Consciousness and Cognition*, 21, 501-506.
- Doosje, B., Bos, K. van den, Loseman, A., Feddes, A. R., & Mann, L. (2012). "My In-group is Superior!": Susceptibility for Radical Right-wing Attitudes and Behaviors in Dutch Youth. *Negotiation and Conflict Management Research*, 5, 253-268.
- Doorn, E. A. van, Heerdink, M. W., & Kleef, G. A. van (2012). Emotion and the construal of social situations: Inferences of cooperation versus competition from expressions of anger, happiness, and disappointment. *Cognition & Emotion*, 26, 442 - 461. doi: 10.1080/02699931.2011.648174
- Dreu, C.K.W. de (2012). Oxytocin modulates cooperation within and competition between groups: An integrative review and research agenda. *Hormones and Behavior*, 61, 419-428.
- Dreu, C.K.W. de (2012). Oxytocin modulates the link between adult attachment and cooperation through reduced betrayal aversion. *Psychoneuroendocrinology*, 37, 871-880.
- Dreu, C.K.W. de (2012). Oxytocin, attachment, and self-regarding preferences in humans: Rejoinder to Bartz. *Psychoneuroendocrinology*, 37, 1108 – 1110.
- Dreu, C.K.W. de, Greer, L.L., Shalvi, S., Handgraaf, M.J.J., & Kleef, G.A. van (2012). Oxytocin modulates the selection of allies in intergroup conflict. *Proceedings of the Royal Society B—Biological Sciences*, 279, 1150-1154.

- Dreu, C.K.W. de, Nijstad, B.A., Baas, M., Wolsink, I., & Roskes, M. (2012). Working Memory benefits creative insight, musical improvisation and original ideation through maintained task-focused attention. *Personality and Social Psychology Bulletin*, 38, 656-669.
- Dreu, C.K.W. de, Shalvi, S., Greer, L.L., Kleef, G.A. van, & Handgraaf, M.J.J. (2012). Oxytocin motivates non-cooperation in intergroup conflict to protect vulnerable in-group members. *PlosOne*, 7 (11), E46751 (doi:10.1371/journal.pone.0046751).
- Dries, N., Esbroeck, R. van, Vianen, A.E.M. van, De Cooman, R., & Pepermans, R. (2012). Psychometric Characteristics and Construct Validity of the CAAS (Career Adapt-Abilities Scale) – Belgium Form. *Journal of Vocational Behavior*, 79, 674-679.
- Dubbs, S.L., Buunk, A.P., & Li, J. (2012). Parental monitoring, sensitivity towards parents, and a child's mate preferences. *Personal Relationships*, 19, 712-722.
- Dunbar, R., Baron, R., Frangou, A., Pearce, E., Leeuwen, E. van, Stow, J., Partridge, G., Macdonald, I., Barra, V., & van Vugt, M. (2012). Social laughter is correlated with an elevated pain threshold. *Proceedings of the Royal Society-B*, 279, 1161-1167.
- Eisma, M., Stroebe, M., Schut, H., Boelen, P.A., Bout, J. van den, & Stroebe, W. (2012). "Waarom is dit mij overkomen?" Ontwikkeling en validatie van de Utrechtse RouwRuminatieSchaal. *Gedragstherapie*, 4, 369-388.
- Ellemers, N. (2012). The group self. *Science*, 336, 848-852.
- Ellemers, N., & Gilder, D. de (2012). *Je werkt anders dan je denkt*. Business Contact.
- Ellemers, N., & Gilder, D. de (2012). Vers Bloed (aangepaste versie van boekhoofdstuk in 'je werkt anders dan je denkt'). *Tijdschrift voor Management Development*, 20 (3), 4-9.
- Ellemers, N., Rink, F., Derks, B., & Ryan, M.K. (2012). Women in high places: When and why promoting women into top positions can harm them individually or as a group (and how to prevent this). *Research in Organizational Behavior*, 32, 163-187
- Ellemers, N., & Bos, K. van den (2012). Morality in groups: On the social-regulatory functions of right and wrong. *Social and Personality Psychology Compass*, 6, 878-889.
- Epstude, K. (2012). Funktionale und dysfunktionale Aspekte kontrafaktischen Denkens. In E.H. Witte and S. Petersen (Eds.), *Sozialpsychologie, Psychologie und Gesundheit* (pp. 28-66). Lengerich: Pabst.

- Epstude, K., & Peetz, J. (2012). Mental time travel: A conceptual overview of social psychological perspectives on a fundamental human capacity. *European Journal of Social Psychology*, 42, 269-275.
- España-Romero, V., Jensen, R.L., Sanchez, X., Ostrowski, M.L., Szekely, J.E., & Watts, P.B. (2012). Physiological responses in rock climbing with repeated ascents over a 10-week period. *European Journal of Applied Physiology*, 112, 821-828.
- Evers, E. R. K., & Zeelenberg, M. (2012). Spaar ze allemaal! Het set compleetmaak effect. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A.M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 57-60). Groningen: ASPO pers.
- Feddes, A. R., Mann, L., & Doosje, B. (2012). From extreme emotions to extreme actions: Explaining non-normative collective action and reconciliation. *Behavioral and Brain Sciences*, 35, 432-433.
- Fehr, J., Sassenberg, K., & Jonas, K. J. (2012). Willful stereotype control: The impact of internal motivation to respond without prejudice on the regulation of activated stereotypes. *Zeitschrift für Psychologie – Journal of Psychology*, 220, 180-196. DOI: 10.1027/2151-2604/a000111
- Fennis, B.M. & Aarts, H. (2012). Revisiting the Agentic Shift: Weakening Personal Control Increases Susceptibility to Social Influence. *European Journal of Social Psychology*. 42, 824-831.
- Finkenauer, C., Pollmann, M. M. H., Begeer, S., & Kerkhof, P. (2012). Examining the link between autistic traits and compulsive Internet use in a non-clinical sample. *Journal of Autism and Developmental Disorders*. (DOI) 10.1007/s10803-012-1465-4.
- Finkenauer, C. & Righetti, F. (2012). Understanding in close relationships: An interpersonal approach. In W. Stroebe & M. Hewstone (Eds.), *European review of social psychology* (Vol. 22, pp. 316-363). Hove, UK: Psychology Press.
- Fischer, A.H., Becker, D. & Veenstra, L. (2012). Emotional mimicry in social context: The case of disgust and pride. *Frontiers in Emotion Science*. doi: 10.3389/fpsyg.2012.00475
- Fischer, A.H., Gillebaart, M., Rotteveel, M., Becker, D., Vliek, M.L.W. (2012). Veiled Emotions: The effect of covered faces on emotion perception and attitudes. *Social Psychological and Personality Science*, 3, 266-273. DOI: 10.1177/1948550611418534
- Förster, J. (2012). GLOMO sys : The how and why of global and local processing. *Current Directions in Psychological Science*, 21, 15-19.

- Förster, J. (2012). *Unser Autopilot. Wie wir Wünsche verwirklichen und Ziele erreichen können. Von der Motivationspsychologie lernen*. München: DVA.
- Förster, J. A. & Becker, D. (2012). When curiosity kills no cat – but mediates the relation between distant future thoughts and global processing across sensory modalities. *European Journal of Social Psychology*, 43, 334-341.
- Förster, J., & Denzler, M. (2012). Sense creative! The impact of global and local vision, hearing, touching, tasting, and smelling on creative and analytic thought. *Social Psychological and Personality Science*, 3, 108-117.
- Förster, J., & Jostmann, N. B. (2012). What is automatic self-regulation? *Journal of Psychology*, 220, 147-156.
- Friedman, R., Gordis, E., & Förster, J. (2012). Re-exploring the influence of sad mood on music preference. *Media Psychology*, 15, 249-266.
- Galinsky, A. D., Halevy, N., Chou, E., & Kleef, G. A. van (2012). The far-reaching effects of power: At the individual, dyadic, and group levels. In M. A. Neale, & E. Mannix (Eds.), *Looking back, moving forward: A review of group and team-based research* (Research on managing groups and teams, Vol. 15, pp. 81-113). Bradford, UK: Emerald Group.
- Gatersleben, B., & Steg, L. (2012). Affective and symbolic aspects of environmental behaviour. In L. Steg, A.E. van den Berg, & J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 165-174). Oxford, UK: John Wiley & Sons.
- Gelder J.L. van & Vries, R.E. de (2012). Traits and states: Integrating personality and affect into a model of criminal decision making. *Criminology*, 50, 637-671. DOI: 10.1111/j.1745-9125.2012.00276.x
- Gelfand, M.J., Leslie, L.M., Keller, K., & Dreu, C.K.W. de (2012). Conflict cultures in organizations: How leaders shape conflict cultures and their organizational-level consequences. *Journal of Applied Psychology*, 97, 1131-1147.
- Geres, J. H., Barelds, D. P. H., & Meesters, Y. (2012). De Vancouver Obsessive Compulsive Inventory (VOCI). *Gedragstherapie*, 45, 315-338.
- Gervais, S., Vescio, T., Förster, J., Maass, A., & Suitner, C. (2012). Seeing women as objects: The sexual body part recognition bias. *European Journal of Social Psychology*, 42, 743-753.
- Giebels, E. (2012). Negatieve kant van conflict domineert. *Tijdschrift conflicttherapie*, 3, 4-9.

- Giebels, E., & Taylor, P.J. (2012). Expanding the horizons of terrorism and political violence research. *Introduction to the Negotiation and Conflict Management Research*, 5, 235-238.
- Gillebaart, M., Forster, J., & Rotteveel, M. (2012). Mere exposure revisited: The influence of growth versus security cues on evaluations of novel and familiar stimuli. *Journal of Experimental Psychology: General*, 141(4), 699-714. DOI: 10.1037/a0027612
- Gillebaart, M., Rotteveel, M., Forster, J., & Jehle, A. (2012). Effecten van nieuwheid op creativiteit ontrafeld. In N. van de Ven, M. Baas, L.F. van Dillen, Lakens, D., A.M. Lokhorst, M. Strick (Eds.). *Jaarboek Sociale Psychologie 2011* (pp. 259) Groningen: ASPO Press.
- Giorgetta, C., Zeelenberg, M., Ferlazzo, F., & D'Olimpio, T. (2012). Cultural variation in the role of responsibility in regret and disappointment: The Italian case. *Journal of Economic Psychology*, 33, 726-737. DOI:10.1016/j.joep.2012.02.003
- Golec de Zalva, A., Cichocka, A., Orehek, E., & Abdolhossein, A. (2012). Intrinsic religiosity reduces intergroup hostility under mortality salience. *European Journal of Social Psychology*, 42, 451-461.
- Graaf, H. de, Schoot, R. van de, Woertman, L., Hawk, S. T., & Meeus, W. (2012). Family cohesion and romantic sexual initiation: A three wave longitudinal study. *Journal of Youth and Adolescence*, 41, 583-592.
- Greer, L.L. (2012). Cohesion: then and now [Introduction to special issue]. *Small Group Research*, 43, 655-661.
- Greer, L.L., Aaldering, H., Saygi, O., & Dreu, C.K.W. de (2012). Conflict in medical teams: Danger or opportunity? *Medical Education*, 46, 935-942.
- Greer, L.L., Homan, A.C., de Hoogh, A.H.B., & Hartog, D.N. den (2012). Tainted visions: The effects of visionary leader behaviors and leader categorization tendencies on the financial performance of ethnically diverse teams. *Journal of Applied Psychology*, 97, 203-213.
- Groot, J.I.M. de, Steg, L., Keizer, M., Farsang, A., & Watt, A. (2012). Environmental values in post-socialist Hungary: Is it useful to distinguish egoistic, altruistic and biospheric values? *Czech Sociological Review*, 48 (3), 421-440.
- Gutnick, D., Walter, F., Nijstad, B.A., & Dreu, C.K.W. de (2012). Creative performance under pressure: An integrative conceptual framework. *Organizational Psychology Review*, 2, 189-207.

- Häfner, M. (2012). Assimilation or contrast? How fluency channels comparison processing (S. 119-132). Erscheint in: R. Greifeneder und C. Unkelbach (Eds.). *The experience of thinking: How Feelings from mental processes influence cognition and behavior*. London: Psychology Press.
- Hansen, N., Koudenburg, N., Kocsev, M., Tellegen, P.J., Hiersemann, R. & Postmes, T. (2012). Laptop Usage Affects Abstract Reasoning of Children in the Developing World. *Computers and Education*, 59, 989-1000. doi: 10.1016/j.compedu.2012.04.013
- Hansen, N., Postmes, T., Vinne, N. van der, & Thiel, W. van (2012). Information and communication technology and cultural change. How ICT usage changes self-construal and values. *Social Psychology*, 43, 222–231. doi: 10.1027/1864-9335/a00012
- Harinck, F., & Kleef, G.A. van (2012). Be hard on the interests and soft on the values: Conflict issue moderates the interpersonal effects of anger in negotiations. *British Journal of Social Psychology*, 51, 741-752.
- Harinck, S., Beest, I. van, Dijk, E. van & Zeeland, M. van (2012). Measurement-induced focusing and the magnitude of loss aversion: The difference between comparing gains to losses and losses to gains. *Judgment and Decision Making*, 7(4), 462-471.
- Harreveld, F. van, Schneider, I.K., Nohlen, H., & Pligt, J. van der (2012). Ambivalence and conflict in attitudes and decision-making. Invited chapter for B. Gawronski & F. Strack (Eds.), *Cognitive consistency: a unifying concept in social psychology*.
- Haslam, S.A., Ellemers, N., Reynolds, K. & Schmitt, M. (2012). The social identity perspective today: The impact of its defining ideas. In T. Postmes & N.R. Branscombe (Eds.), *Rediscovering social identity: core sources*. New York: Psychology Press.
- Hawk, S. T., Fischer, A. H., & Kleef, G. A. van (2012). Face the noise: Embodied responses to nonverbal vocalizations of discrete emotions. *Journal of Personality and Social Psychology*, 102(4), 796-814.
- Hawk, S. T., Keijsers, L., Branje, S. J. T., Graaff, J. van der, Wied, M. de, & Meeus, W. (2012). Examining the Interpersonal Reactivity Index among early- and late-adolescents and their mothers. *Journal of Personality Assessment*, 95, 96-106.
- Heaton, P., Reichenbacher, L., Sauter, D., Scott, S.K., & Hill, E. (2012). Measuring the effects of alexithymia on perception of emotional vocalisations in Autistic Spectrum Disorders and typical development. *Psychological Medicine*, 42, 2453–2459.
- Hewstone, M. , Stroebe, W. & Jonas, K. (Eds.) (2012). *Introduction to social psychology* (5th ed). Oxford: Wiley/Blackwell.

- Hofhuis, J., Zee, K.I. van der, & Otten, S. (2012). Social identity patterns in culturally diverse organizations. The role of diversity climate. *Journal of Applied Social Psychology*, 42, 964-989.
- Hofmann, W., & Dillen, L. F. van (2012). Desire: The new hotspot in self-control research. *Current Directions in Psychological Science*, 21, 317 - 322.
- Hofstee, W.K.B. (2011). Allocation by lot: A conceptual and empirirical analysis. In P. Stone (Ed.), *Lotteries in public life: A reader* (pp. 201-219). Exeter, UK: Imprint Academic.
- Hofstee, W.K.B. (2011). De brug tussen theorie en praktijk: De persoon zelf. *De Psycholoog*, 47, 40-47.
- Hofstee, W.K.B. (2012). Commentary on The human being in society: Psychology as a scientific discipline by David Magnusson: Yes, of course, but... *European Psychologist*, 17, 28-30. doi: 10.1027/1016-9040/a000081
- Hofstee, W.K.B. (2012). Intersubjectiviteit in wetenschap en democratie. In Th. Wubbels, R. Abma, J. Bos, B. Levering, H. van Rinsum, P. Selten and M. de Winter (Eds.), *Du choc des opinions jaillit la lumière: Liber amicorum Willem Koops* (pp. 83-92). Amsterdam: SWP.
- Hollenbeck, J.R., Beersma, B., & Schouten, M.E. (2012). Beyond team types and taxonomies: A dimensional scaling approach to team description. *Academy of Management Review*, 37, 82-106.
- Hooft, E.A.J. van, & Born, M.Ph. (2012). Intentional response distortion on personality tests: Using eye-tracking to understand response processes when faking. *Journal of Applied Psychology*, 97, 301-316.
- Huang, W.-H., & Zeelenberg, M. (2012). Investor regret: The role of expectation in comparing what is to what might have been. *Judgment and Decision Making*, 7(4), 441-451.
- Huijts, N.M.A., Molin, E.J.E., & Steg, L. (2012). Psychological factors influencing sustainable energy technology acceptance: A review-based comprehensive framework. *Renewable and Sustainable Energy Reviews*, 16, 525-531.
- Iafrate, R., Bertoni, A., Donato, S., & Finkenauer, C. (2012). Perceptual congruence variables, dyadic coping, relationship satisfaction: Comparing two generations of couples. *Personal Relationships*. DOI: 10.1111/j.1475-6811.2011.01369.x

- IJzerman, H., Gallucci, M., Pouw, W.T.J.L., Weißgerber, S.C., Doesum, N.J. van, & Williams, K.D. (2012). Cold-blooded loneliness: Social exclusion leads to lower skin temperatures. *Acta Psychologica*, 140, 283-288. doi: 10.1016/j.actpsy.2012.05.002
- Ilies, R., Pater, I.E. de, Lim, S., & Binnewies, C. (2012). Attributed causes of work-family conflict: Emotional and behavioral outcomes. *Organizational Psychology Review*, 2, 293-310.
- Janss, R., Rispens, S., Segers, M., & Jehn, K.A. (2012). What is happening under the surface? Power and conflict and the performance of medical action teams. *Medical Education*, 46, 838-849.
- Janssen, O. & Giebels, E. (2012). When and why creativity-related conflict can hurt creative individuals' performance within work teams. *European Journal of Work and Organizational Psychology*.
- Janz, K., Buengeler, C., Eckhoff, R.A., Homan, A.C., & Voelpel, S. (2012). Leveraging age diversity in times of demographic change: The crucial role of leadership. In C.L. Scott and M.Y. Byrd (Eds.), *Handbook of research on workforce diversity in a global society: Technologies and concepts* (pp. 163-183). Hershey, PA: IGI Global.
- Jehn, K.A. & Greer, L.L. (2012). Diversity as disagreement: The role of intra-group conflict. In Q. M. Roberson (Ed.), *The Oxford Handbook of Diversity and Work*, pp. 179-191. New York, NY: Oxford University Press.
- Jehn, K. A., Rispens, S., & Thatcher, S.M.B.T. (2012). Conflict about conflict. In E. Mannix & M. Neale (Eds.), *Research on Managing Groups and Teams* (pp. 133-160). Stamford (CT): JAI Press.
- Jimenez-Moya, G., Lemus, S. de, Rodriguez-Bailon, R., & Spears, R. (2012). Dealing with powerlessness: The strategic use of ingroup stereotypes. *Revista de Psicologia Social*, 27, 355-367.
- Jonas, K.J. (2012). Helping and prosocial behavior following societal crisis. In K. J. Jonas & T. Morton (eds.), *Restoring civil societies: The psychology of intervention and engagement following crisis* (pp.57-77). New York: Wiley Blackwell.
- Jonas, K.J. (2012). Zivilcourage lernen: Was können Zivilcourage-Trainings leisten?. In Meyer, G. & Frech, S. (Hrsg.), *Zivilcourage: Aufrechter Gang im Alltag* (S. 213-233). Schwalbach/Ts.: Wochenschau Verlag Politik.
- Jonas, K.J. & Morton, T. (2012). Theoretical and applied approaches to restoring civil societies. In K. J. Jonas & T. Morton (eds.), *Restoring civil societies: The psychology of intervention and engagement following crisis* (pp.1-16). New York: Wiley Blackwell.

- Kamans, E., Zomerén, M. van, Gordijn, E., & Postmes, T. (2012). 'Gerechvaardigd geweld'. Hoe de communicatie van machtscongruente emoties intergroepsgeweld rechtvaardigt. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst and M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011*. (pp 99-102). Groningen: ASPO Pers.
- Kappe, F. R., & Flier, H. van der (2012). Predicting academic success in higher education: what's more important than being smart? *European Journal of Psychology of Education*, 27, 605-619.
- Karremans, J. C., & Finkenauer, C. (2012). Attraction and affiliation. Chapter in M. Hewstone, W. Stroebe, & K. Jonas, (Eds.), *An Introduction to Social Psychology: A European Perspective* (5th ed.) (pp. 353-386). Oxford: Blackwell.
- Karremans, J. C., Heslenfeld, D., Dillen, L. van, & Lange, P.A.M. van (2012). Secure attachment partners attenuate neural responses to social exclusion: An fMRI investigation. *International Journal of Psychophysiology*, 81, 44-50.
- Keijsers, L., Branje, S., Hawk, S. T., Schwartz, S., Frijns, T., Koot, H. M., Lier, P. van, & Meeus, W. (2012). Forbidden friends as forbidden fruit: Parental supervision of friendships, contact with deviant peers, and adolescent delinquency. *Child Development*, 83, 651-666.
- Keizer, K.E., & Schultz, P.W. (2012). Social norms and pro-environmental behaviour. In L. Steg, A.E. van den Berg and J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 153-163). Oxford, UK: John Wiley & Sons.
- Kleef, G. A. van, Homan, A. C., Finkenauer, C., Blaker, N. M., & Heerdink, M. W. (2012). Prosocial norm violations fuel power affordance. *Journal of Experimental Social Psychology* 48, 937-942.
- Kleef, G.A. van, Homan, A.C., & Cheshin, A. (2012). Emotional influence at work: Take it EASI. *Organizational Psychology Review*, 2, 311-339.
- Kleef, G.A. van, Homan, A.C., Finkenauer, C., Blaker, N.M., & Heerdink, M.W. (2012). Pro-social norm violations fuel power perceptions. *Journal of Experimental Social Psychology*, 48, 937-942.
- Klehe, U.C., Vianen, A.E.M. van, Zikic, J. (2012). Coping with economic stress: Introduction to the Special Issue. *Journal of Organizational Behavior*, 33, 745-751.
- Klehe, U.C., Zikic, J., Vianen, A.E.M. van, Koen, J., & Buyken, M. (2012). Coping proactively with economic stressors: Career adaptability in the face of job insecurity, job loss, unemployment, and underemployment. In: P.L. Perrewé, J R.B. Halbesleben, & C.C. Rosen (Eds.) *Research in*

Occupational Stress and Well Being, Volume 10 (pp. 131-171). Bingley, UK: Emerald Group Publishing Limited.

Kleinjan, M., Strick, M., Lemmers, L., & Engels, R. (2012). The effectiveness of a cue-reminder intervention to reduce adolescents' alcohol use in social contexts. *Alcohol and Alcoholism*, 47, 451-457.

Kluwer, E.S. (2012). Vergeving na scheiding: heeft dat (nog) zin? *Tijdschrift Conflictantering*, 1, 5-8. (vakpublicatie)

Knapen, J.E.P., Vugt, M. van & Pollet, T.V. (2012). Kleine Mannen, Grote Gedachten: Mannen Hebben Positieve Illusies over hun Eigen Lichaamslengte. In M Strick, M Baas, L van Dillen, R Dotsch, D Lakens & M de Vries (Eds.), *Jaarboek Sociale Psychologie 2012* (pp. 109-112). Groningen: ASPO Pers.

Koningsbruggen, G.M. van, Stroebe, W., & Aarts, H. (2012). Mere exposure to palatable food cues reduces restrained eaters' physical effort to obtain food. *Appetite*, 58, 593-596.

Koole, S.L., Jostmann, N.B., & Baumann, N. (2012). Do demanding conditions help or hurt self-regulation? *Personality and Social Psychology Compass*, 6, 328-346.

Koole, S.L., & Lakens, D. (2012). Rewarding replications: A sure and simple way to improve psychological science. *Perspectives on Psychological Science*, 7, 608-614.

Kouzakova, M., Ellemers, N., Harinck, F., & Scheepers, D. (2012). The implications of value conflict: How disagreement on values affects self-involvement and perceived common ground. *Personality and Social Psychology Bulletin*, 38, 798-807. DOI: 10.1177/0146167211436320

Krabbenborg, M., Danner, U., Larsen, J.L., Veer, N. van der, Van Elburg, A., De Ridder, D.T.D., Evers, C., Stice, E., & Engels, R. (2012), Validation of a Dutch translation of the Eating Disorder Diagnostic Scale (EDDS). *European Eating Disorders Review*, 20, 315-320.

Krabbenborg, M., Danner, U.N., Larsen, J.L., Veer, N. van der, Elburg, A.A. van, Ridder, D.T.D. de, Evers, C., Stice, E., & Engels, R. (2012). The Eating Disorder Diagnostic Scale: Psychometric features within a clinical population and a cut-off point to differentiate clinical patients from healthy controls. *European Eating Disorders Review*, 20, 315-320.

Kret, M.E. (2012). De invloed van een niqab op het herkennen van gezichtsexpressies. *De Psycholoog*, 47(10), 10-17.

Kret, M.E., & Gelder, B. de (2012). A review on sex differences in processing emotions. *Neuropsychologia*, 50(7), 1211-1221.

- Kret, M.E., & Gelder, B. de (2012). Islamic context influences how emotion is recognized from the eyes. *Frontiers in Psychology*, 3(110).
- Kruglanski, A. W., & Orehek, E. (2012). Need for certainty as a psychological nexus for individuals and society. In M. A. Hogg & D. Blaylock (Eds.), *Extremism and the psychology of uncertainty* (pp. 3-18). Malden, MA: Wiley-Blackwell.
- Kruglanski, A.W., & Stroebe, W. (2012). The making of social Psychology (pp. 3-17). In Kruglanski, A.W. & Stroebe, W. (Eds.) (2012) *Handbook of the history of social psychology*. New York: Psychology Press.
- Kuppens, T., Pollet, T.V., Teixeira, C.P., Demoulin, S., Roberts, S.C., & Little, A.C. (2012). Emotions in context: Anger causes ethnic bias but not gender bias in men but not women. *European Journal of Social Psychology*, 42, 432-441.
- Kushlev, K., Ashton-James, C.E., & Dunn, E.W. (2012). Does Affluence Impoverish the Experience of Parenting. *Journal of Experimental Social Psychology*, 48, 1318-1384.
- Kwaadsteniet, E.W. de & Dijk, E. van (2012). A social-psychological perspective on tacit coordination: How it works, when it works (and when it does not). *European Review of Social Psychology*, 23, 187-223.
- Kwaadsteniet, E. de, Homan, A.C., Dijk, E. van, & Beest, I. van (2012). Social information as a cue for tacit coordination. *Group Processes and Intergroup Relations*, 15, 257-271. DOI: 10.1177/1368430211410235
- Lakens, D., & Koole, S.L. (2012). Spruitjeswetenschap: NWO zou het repliceren van onderzoek moeten stimuleren. *Tijdschrift Hypothese, December issue*. (Quarterly magazine of Netherlands Organization for Scientific Research).
- Lakens, D., Haans, A., & Koole, S.L. (2012). Één onderzoek is géén onderzoek: Het belang van replicaties voor de psychologische wetenschap. [One study is no study: The importance of replications for psychological science.] *De Psycholoog*, 47, 10-18.
- Lakens, L., Semin, G. R. & Foroni, F. (2012). But for the bad, there would not be good. Conceptual opposition vs. mere association: Metaphoric Grounding of Valence. *Journal of Experimental Psychology: General*, 141, 584-594
- Lammers, J., Galinski, A., Gordijn, E.H., & Otten, S. (2012). Power increases social distance. *Social Psychological and Personality Science*, 3, 282-290.

- Lange, P.A.M. van (2012). A history of interdependence: Theory and research. In A.W. Kruglanski & W. Stroebe (Eds.), *Handbook for the History of Social Psychology* (pp. 341-362). London: Psychology Press.
- Lange, P.A.M. van, Balliet, D.P. & IJzerman, H. (2012). What we need is a theory of human cooperation (and meta-analysis) to bridge the gap between the lab and the wild [commentary]. *Behavioral and Brain Sciences*, 35, 41-42.
- Lange, P.A.M. van, Bekkers, R.H.F.P., Chirumbolo, A. & Leone, L. (2012). Are conservatives less likely to be prosocial than liberals? From games to ideology, political preferences and voting. *European Journal of Personality*, 461-473.
- Lange, P.A.M. van, & Doesum, N. J. van (2012). The psychology of interaction goals comes as a package. *Psychological Inquiry*, 23, 75-79. doi:10.1080/1047840X.2012.657566
- Lange, P.A.M. van, Kruglanski, A.W. & Higgins, E.T. (2012). Theories of social psychology: An introduction. In P.A.M. van Lange, A.W. Kruglanski & E.T. Higgins (Eds.), *Handbook of Theories of Social Psychology* (pp. 1-8). Thousand Oaks, CA: Sage.
- Lange, P.A.M. van & Rusbult, C.E. (2012). Interdependence theory. In P.A.M. van Lange, A.W. Kruglanski & E.T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 251-272). Thousand Oaks, CA: Sage.
- Leander, N. P., Chartrand, T. L., & Bargh, J. A. (2012). You give me the chills: Embodied reactions to inappropriate amounts of behavioral mimicry. *Psychological Science*, 23, 772-779.
- Leeuwen, E. van, & Täuber, S. (2012). Outgroup helping as a tool to communicate ingroup warmth. *Personality and Social Psychology Bulletin*, 38, 772-783.
- Leliveld, M.C., Beest, I. van, & Dijk, E. van (2012). Punishing and compensating Others at Your Own Expense: The Role of Empathic Concern on Reactions to Distributive Injustice. *European Journal of Social Psychology*, 42, 135-140, DOI: 10.1002/ejsp.872
- Lemus, S. de, Spears, R., & Moya, M. (2012). The power of a smile to move you: Complementary submissiveness in women's posture as a function of gender salience and facial expression. *Personality and Social Psychology Bulletin*, 38, 1480-1494.
- Lichtwarck-Aschoff, A., Finkenauer, C., Vorst, H. van der, & Engels, R. C. M. E. (2012). Being mum's confidant, a boon or bane? Examining gender differences in the association of maternal disclosure with adolescents' depressive feelings. *Journal of Youth and Adolescence*. DOI 10.1007/s10964-011-9661-7

- Linna, A., Elovainio, M., Bos, K. van den, Kivimäki, M., Pentti, J., & Vahtera, J. (2012). Can usefulness of performance appraisal interviews change organizational justice perceptions? A 4-year longitudinal study among public sector employees. *International Journal of Human Resource Management*, 23, 1360-1375.
- Loseman, A., & Bos, K. van den (2012). A self-regulation hypothesis of coping with an unjust world: Ego-depletion and self-affirmation as underlying aspects of blaming of innocent victims. *Social Justice Research*, 25, 1-13.
- Marguc, J., Kleef, G.A. van, & Förster, J.A. (2012). Stepping back while staying engaged: When facing an obstacle increases psychological distance. *Social Psychological and Personality Science*, 3, 379-386.
- Martini-Nieboer, H.A., Dolnik, A., & Giebels, E. (2012). Far and away: Police negotiators and overseas deployment. *Negotiation and Conflict Management Research*, 5, 307-324.
- Massar, K., Buunk, A.P., & Rempt, S. (2012). Age differences in women's tendency to gossip are mediated by their mate value. *Personality and Individual Differences*, 52, 106-109.
- Masselink, M., Noort, M., Dool, M. van den, & Bos, K. van den (2012). Toenadering door ongeremdheid: Een onderzoek naar de effecten van ongeremdheid op de interpersoonlijke afstand tot een bedreigend persoon. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 137-140). Groningen: ASPO Pers.
- McDonald, M. M., Navarrete, C.D. & Vugt, M. van (2012). Evolution and the psychology of intergroup conflict: the male warrior hypothesis. *Philosophical Transactions of the Royal Society B. Biological Sciences*.
- McNeill, I. Higgins, E.T., De Dreu, C.K.W., & Nijstad, B.A. (2012). The price of a piece of cheese: Value from fit between epistemic needs and a learning versus outcome focus. *Journal of Behavioral Decision Making*, 25, 315-327.
- Meij, L. van der, Almela, M., Buunk, A.P., Fawcett, T.W., & Salvador, A. (2012). Men with elevated testosterone levels show more affiliative behaviours during interactions with women. *Proceedings of the Royal Society B*. 279, 202-208.
- Meij, L. van der, Almela, M., Buunk, A.P., Dubbs, S.L., & Salvador, A. (2012). 2D:4D in men is related to aggressive dominance but not to sociable dominance. *Aggressive Behavior*, 38, 208-212.

- Meij, L. van der, Almela, M., Hidalgo, V., Villada, C., IJzerman, H., Lange, P.A.M. van & Salvador, A. (2012). Men with elevated testosterone levels show more affiliative behaviours during interactions with women. *PLoS ONE*, 7(4).
- Meule, A., Papies, E.K., & Kübler, A. (2012). Differentiating between successful and unsuccessful dieters: Validity and reliability of the perceived self-regulatory success in dieting scale. *Appetite*, 58, 822-826.
- Missler, M. Stroebe, M., Geurtsen, L., Mastenbroek, M., Chmoun, S., & Van der Houwen, K. (2012). Exploring death anxiety among elderly people: A literature review and empirical investigation. *Omega: Journal of Death and Dying*, 64, 357-379.
- Morf, C. C., & Koole, S. L. (2012). The self. In M. Hewstone, W. Stroebe, & K. Jonas (Eds.). *Introduction to social psychology* (4th edition, pp. 121-169). London: Blackwell.
- Morrison, M., Epstude, K., & Roese, N.J. (2012). Life regrets and the need to belong. *Social Psychological and Personality Sciences*, 3, 675-681.
- Nauta, A., & Dreu, C.K.W. de (2012). Een pleidooi voor valorisatie van de Arbeids- en Organisationspsychologie. *Gedrag & Organisatie*, 25, 222-231.
- Nauta, A., & Kluwer, E. S. (2011). The use of questionnaires in conflict research. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology*. Thousand Oaks, CA: Sage.
- Nesdale, D., Vries Robbé, M. de, & Van Oudenhoven, J.P. (2012). Intercultural effectiveness, authoritarianism, and ethnic prejudice. *Journal of Applied Psychology*, 42, 1173-1191.
- Niezink, L.W., Siero, F.W., Dijkstra, P., Buunk, A.P., & Barelds, D.P.H. (2012). Empathic concern: Distinguishing between tenderness and sympathy. *Motivation and Emotion*, 36, 544-549.
- Nussison, R., Häfner, M., Seibt, B., Strack, F., & Trope, Y. (2012). Approach/avoidance orientations affect self-construal, experienced closeness to close others, and identification with in-group. *Self and Identity*, 11, 255-272.
- Oosterwijk, S., Winkielman, P., Pecher, D., Zeelenberg, R., Rotteveel, M., Fischer, A.H. (2012). Mental states inside out: Switching costs for emotional and non-emotional sentences that differ in internal and external focus. *Memory & Cognition*, 40(1), 93-100. DOI 10.3758/s13421-011-0134-8
- Opitz, B., Degner, J., (2012). Emotionality in a second language: It's a matter of time. *Neuropsychologia*, 50, 1961-1967.

- Orehek, E. (2012). Terrorism as intergroup communication. In H. Giles (Ed.), *The Handbook of Intergroup Communication* (pp. 141-152). New York: Routledge.
- Orehek, E., Mauro, R., Kruglanski, A. W., & Bles, A. M. van der (2012). Prioritizing association strength versus value: Regulatory mode and means evaluation in single and multi-goal contexts. *Journal of Personality and Social Psychology*, 102, 22-31.
- Otten, M. & Jonas, K. J. (2012). Out of the group, out of control? The brain responds to social exclusion with changes in cognitive control. *Social Cognitive and Affective Neuroscience*. doi:10.1093/scan/nss071
- Oudenhoven, J.P. van (2012). Frictions between Muslims and non-Muslims in the Netherlands. In D. Landis and R.D. Albert (Eds.), *Handbook of Ethnic Conflict. International and Cultural Psychology* (pp. 507-522). New York: Springer.
- Oudenhoven, J.P. van, Raad, B. de, Carmona, C., Helbig, A.K., & Linden, M. van der (2012). Are virtues shaped by national cultures or religions? *Swiss Journal of Psychology*, 71, 1, 29-34.
- Papies, E.K. (2012). Goal priming in dieters: Recent insights and applications. *Current Obesity Reports*, 1, 99-105.
- Papies, E.K., Barsalou, L.W., & Custers, R. (2012). Mindful attention prevents mindless impulses. *Social Psychological and Personality Science*, 3, 291-299.
- Papies, E.K., & Nicolaije, K. (2012). Inspiration or deflation? Feeling similar or dissimilar to slim and plus-size models affects self-evaluation of restrained eaters. *Body Image*, 9, 76-85.
- Papies, E., & Stroebe, W. (2012). Dieting in food-rich environments. Nonconscious mechanisms of failure and success. In E.H. Witte and S. Petersen (Eds.), *Sozialpsychologie, Psychotherapie und Gesundheit* (pp. 114-134). Lengerich, Germany: Pabst Science Publishers.
- Penning, S., Müller, B. C. N., Mastop, M., & Stel, M. (2012). When similarity reduces mimicry [Wanneer gelijkheid leidt tot minder imitatie]. In B. Derks et al (Ed.), *Jaarboek Sociale Psychologie 2011*. Delft: Eburon.
- Phaf, R.H., & Rotteveel, M. (2012). Affective monitoring: A generic model for affect elicitation. *Frontiers in Psychology*, 3:47. DOI: 10.3389/fpsyq.2012.00047
- Pierro, A., Mannetti, L., Kruglanski, A. W., Klein, K., & Orehek, E. (2012). Persistence of attitude change, and behavior-attitude correspondence based on extensive processing of source information. *European Journal of Social Psychology*, 42, 103-111.

- Pietersma, S., & Dijkstra, A. (2012). Cognitive self-Affirmation inclination: An individual difference in dealing with self-threats. *British Journal of Social Psychology*, 51, 33-51. (IP 1y 2.06; 5y 2.52)
- Poel, F. de, Stoker, J.I., & Zee, K.I. van der (2012). Climate control? The relationship between leadership, climate for change, and work outcomes. *The International Journal of Human Resource Management*, 23, 694-713.
- Pollet, T.V., Nelissen, M., & Nettle, D. (2012). A 'gendered need' explanation does not fully explain lineage based differences in grandparental investment found in a large British Cohort study. *Journal of Biosocial Science*, 44, 377-381.
- Poortvliet, P.M., Anseel, F., Janssen, O., Yperen, N.W. van, & Vliert, E. van de (2012). Perverse effects of other-referenced performance goals in an information exchange context. *Journal of Business Ethics*, 106, 401-414.
- Poortvliet, M., & Giebels, E. (2012). Self-improvement and cooperation: How exchange relationships promote mastery driven individuals' job outcomes. *European Journal of Work and Organizational Psychology*, 21, 392-425.
- Postmes, T., Haslam, S. A., & Jans, L (2012). A single-item measure of social identification: Reliability, validity and utility. *British Journal of Social Psychology*. doi:10.1111/bjso.12006.
- Prentice, S., Taylor, P.J., Rayson, P., & Giebels, E. (2012). Differentiating act from ideology: Evidence from messages supporting and denouncing violent extremism. *Negotiation and Conflict Management Research*, 5, 289-306.
- Prooijen, J.W. van, Ståhl, T., Eek, D. & Lange, P.A.M. van (2012). Injustice for all or just for me? Social value orientation predicts responses to own versus other's procedures. *Personality and Social Psychology Bulletin*, 38, 1247-1258.
- Prooijen, J.W. van & Vugt, M. van (2012). Betrouwbare voorouders: De evolutionaire oorsprong en psychologie van vertrouwen. *Idee*, 33, 12-15.
- Quené, H., Foroni, F. & Semin, G. R. (2012). Audible smiles and frowns affect speech comprehension. *Speech Communication*, 54, 917- 922.
- Regenberg, N., Häfner, M., & Semin, G. R. (2012). The Groove Move: Action Affordances Produce Fluency and Positive Affect. *Experimental Psychology*, 59, 30-37.
- Reinders Folmer, C.P., Klapwijk, A., Cremer, D. de & Lange, P.A.M. van (2012). One for all: What representing a group may do to us. *Journal of Experimental Social Psychology*, 48, 1047-1056.

- Ridder, D.T.D. de (2012). Plans, norms, motivation, and cheating a little: The curious case of healthy eating. *Psychology & Health*, 27, S2, 1-6.
- Ridder, D.T.D. de, Lensvelt-Mulders, G., Finkenauer, C., Stok, F.M., & Baumeister, R.F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. *Personality and Social Psychology Review*, 16, 76-99.
- Righetti, F., & Kumashiro, M. (2012). Interpersonal goal support in achieving ideals and oughts: The role of dispositional regulatory focus. *Personality and Individual Differences*, 53, 650-654.
- Rink, F., Ryan, M. K., & Stoker, J. I. (2012). Influence in times of crisis: Exploring how social and financial resources affect men's and women's evaluations of glass cliff positions. *Psychological Science*. DOI: 10.1177/0956797612453115
- Rispens, S. (2012). The influence of conflict issue importance on the co-occurrence of task and relationship conflict in teams. *Applied Psychology: An International Review*, 3, 349-367.
- Rispens, S., & Jehn, K. A. (2012). De veelzijdigheid van intrateam conflict: Constructie en test van een Nederlandstalig instrument voor het meten van conflict typen en conflict dimensies. [The versatility of intrateam conflict: Construction and test of a Dutch instrument for measuring conflict types and conflict dimensions]. *Gedrag en Organisatie*, 25, 177-191.
- Ritter, S.M., Damian, R.I., Simonton, D.K., Baaren, R.B. van, Strick, M., Derks, J., & Dijksterhuis, A. (2012). Diversifying experiences enhance cognitive flexibility. *Journal of Experimental Social Psychology*, 48, 961-964.
- Ritter, S.M., Strick, M., Bos, M.W., Baaren, R.B. van, & Dijksterhuis, A. (2012). Good morning creativity: Task reactivation during sleep enhances beneficial effect of sleep on creative performance. *Journal of Sleep Research*.
- Roeters, A., Lippe, T. van der, Kluwer, E. S., & Raub, W. (2012). Parental job characteristics and time with children: The moderating effects of the parent's gender and children's age. *International Sociology*, 27, 846-863.
- Rohr, M., Degner, J., & Wentura, D. (2012). Masked emotional priming beyond global valence activation. *Cognition and Emotion*, 26(2), 224-244.
- Rohrer, J. Sauter, D., Scott, S. K. Rossor, M.N., & Warren, J.D. (2012). Receptive prosody in nonfluent primary progressive aphasia. *Cortex*, 48(3), 308-316.

- Römer, M., Rispens, S., Giebels, E., & Euwema, M. (2012) A helping hand?: The moderating role of leaders' conflict management behavior on the conflict-stress relationship of employees. *Negotiation Journal*, 28, 253-277.
- Römer, M., Rispens, S., Giebels, E., & Euwema, M.C (2012). Detrimental consequences of conflict among colleagues: What role does the leader play? *Negotiation Journal*, 28, 253-277.
- Rus, D., Knippenberg, D. van, & Wisse, B.M. (2012). Leader power and self-serving behavior: The moderating role of accountability. *The Leadership Quarterly*, 23, 13-26.
- Ruys, K.I., & Aarts. H. (2012). I Didn't Mean to Hurt You! Unconscious Origins of Experienced Self-agency over Other's Emotions. *Emotion*, 12, 132-141.
- Ruys, K.I., Aarts, H., Papies, E.K., Oikawa, M., & Oikawa, H. (2012). Perceiving an exclusive source of affect prevents misattribution. *Consciousness and Cognition*, 21, 1009-1015.
- Sanchez , X., Lambert, Ph., Jones, G., & Llewellyn, D.J. (2012). Efficacy of pre-ascent climbing route visual inspection in indoor sport climbing. *Scandinavian Journal of Medicine and Science in Sports*, 22, 67-72.
- Sánchez-García, I., Pieters, R., Zeelenberg, M., & Bigné, E. (2012). When satisfied consumers do not return: Variety seeking's effect on short- and long-term intention. *Psychology & Marketing*, 29(1), 15-24. DOI: 10.1002/mar.20431
- Sassenberg, K., Ellemers, N. & Scheepers, D.T. (2012). The attraction of social power: The influence of construing power as opportunity versus responsibility. *Journal of Experimental Social Psychology*, 48, 550-555.
- Scheepers, D., Wit, F.R.C. de, Ellemers, N., & Sassenberg, K. (2012). Social power makes the heart work more efficiently: Evidence from cardiovascular markers of challenge and threat. *Journal of Experimental Social Psychology*, 48, 371-374.
- Scheibe, S. (2012). The golden years of emotion. *APS Observer*, 25, 19-21.
- Semin, G. R. (2012). Balancing Emotions between Constraints and Construction: Commentary on Boiger & Mesquita. *Emotion Review*, 4, 230–231.
- Semin, G. R. & Garrido, M. V. (2012). A systemic approach to impression Formation: From verbal to multimodal processes. In Joe Forgas, Klaus Fiedler and Constantine Sedikides (Eds.). *Social Thinking and Interpersonal Behavior* (pp. 81-100). New York: Psychology Press.

- Semin, G. R., Garrido, M. V. & Palma, T. A. (2012). Socially Situated Cognition: Recasting Social Cognition as an Emergent Phenomenon. Fiske, S. & Mcrea, N. (eds.) *Sage Handbook of Social Cognition*. Sage: California: Sevenoaks.
- Shalvi, S. (2012). Dishonestly Increasing the Likelihood of Winning. *Judgment and Decision Making*, 7, 292-303
- Shalvi, S., Eldar, O. & Bereby-Meyer, Y. (2012). Honesty requires time (and lack of justifications). *Psychological Science*, 23, 1264-1270
- Shani, Y., Ven, N. van de, & Zeelenberg, M., (2012). Delaying information search. *Judgment and Decision Making*, 7(6), 750-760.
- Shani, Y., & Zeelenberg, M. (2012). Post-decisional information search: Balancing the pains of suspecting the worst with the comforts of knowing the worst. *Social Influence*, 7(3), 193-210. DOI: 10.1080/15534510.2012.679219
- Smeekens, C., Stroebe, M., & Amakoumkin, G. (2012). The impact of migratory separation from parents on the health of adolescents in the Philippines. *Social Science and Medicine*, 75, 2250-2257.
- Spears, R., & Otten, S. (2012). Discrimination: Revisiting Tajfel's minimal group studies. In J.R. Smith and S.A. Haslam (Eds.), *Social Psychology: Revisiting the classical studies* (pp. 160-177). New York: Sage.
- Spears, R., & Tausch, N. (2012). Prejudice and intergroup relations. In M. Hewstone, W. Stroebe and K. Jonas (Eds.), *Introduction to Social Psychology 5th Edition* (pp. 449-498). Oxford: Wiley-Blackwell.
- Spisak, B.R., Dekker, P.H., Krüger, M. & Vugt, M. van (2012). Warriors and peacekeepers: Testing a biosocial implicit leadership hypothesis of intergroup relations using masculine and feminine faces. *PLoS ONE*, 7(1), e30399.
- Spisak, B.R., Homan, A.C., Grabo, A.E. & Vugt, M. van (2012). Facing the situation: Testing a biosocial contingency model of leadership in intergroup relations using masculine and feminine faces. *The Leadership Quarterly*, 23(2), 273-280.
- Staats, H. (2012). Restorative Environments. In S. Clayton (Ed.), *The Oxford Handbook of Environmental and Conservation Psychology*, (pp. 445-458). New York: Oxford University Press.
- Staats, H. (2012). Stress and the city: How to allow for restoration. *MERA Journal*, 15, 18-23.

- Ståhl, T., Laar, C. van, & Ellemers, N. (2012). How stereotype threat affects cognitive performance under a prevention focus: Initial cognitive mobilization is followed by depletion. *Journal of Personality and Social Psychology*, 102, 1239-1251.
- Ståhl, T., Laar, C. van & Ellemers, N. (2012). The role of prevention focus under stereotype threat: Initial cognitive mobilization is followed by depletion. *Journal of Personality and Social Psychology*, 102(6), 1239-1251.
- Ståhl, T., Van Laar, C., & Ellemers, N., & Derks, B. (2012). Searching for acceptance: Prejudice expectations direct attention towards social acceptance cues when under a promotion focus. *Group Processes and Intergroup Relations*, 15, 523-538.
- Stallen, M., Dreu, C.K.W. de, Shalvi, S., Schmidts A., & Sanfey, A. (2012). The herding hormone: Oxytocin stimulates in-group conformity. *Psychological Science*, 23, 1288-1292.
- Steg, E.M., & Groot, J.I.M. de (2012). Environmental values. In S. Clayton (Ed.), *The Oxford handbook of environmental and conservation psychology* (pp. 81-92). New York: Oxford University Press.
- Steg, E.M., & Nordlund, A. (2012). Models to explain environmental behaviour. In L. Steg, A.E. van den Berg, & J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 1-11). Oxford, UK: John Wiley & Sons.
- Steg, E.M., Berg, A.E. van den, & Groot, J.I.M. de (Eds.) (2012). *Environmental psychology: An introduction*. Oxford, UK: John Wiley & Sons.
- Steg, E.M., Berg, A.E. van den, & Groot, J.I.M. de (2012). Environmental psychology: History, scope and methods. In L. Steg, A.E. van den Berg, & J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 185-195). Oxford, UK: John Wiley & Sons.
- Steinel, W., Kleef, G. A. van, & Homan, A. C. (2012). En wie niet springt... is waarschijnlijk geen perifeer groepslid met een hoge need to belong. *Jaarboek Sociale Psychologie 2011*, 215-218.
- Stel, M., Bos, K. van den, & Bal, M. (2012). On mimicry and the psychology of the belief in a just world: Copying the behaviors of others reduces the blaming of innocent victims. *Social Justice Research*, 25, 14-24.
- Stel, M., Dijk, E. van, Smith, P. K., & Van Dijk, W.W., & Djalal, F. M. (2012). Lowering the pitch of your voice makes you feel more powerful and think more abstractly. *Social Psychological and Personality Science*, 3, 497-502

- Stel, M. & Harinck, S. (2012). The impact of mimicry on voting behavior [Imitatie Maakt je een Prosociale Kiezer]. In B. Derks et al (Ed.), *Jaarboek Sociale Psychologie 2011*. Delft: Eburon.
- Stirrat, M., Stulp, G. & Pollet, T.V. (2012). Bizygomatic width is associated with death by contact violence in a forensic sample: Narrow-faced males are more likely to die from contact violence than wide-faced males. *Evolution and Human Behavior* 33 (5): 551-556.
- Stoker, J. I., & Rink, F., (2012). Leadership and self-interest: Is transactional leadership amoral? Creativity and Innovation Management. * *Special Issue on Innovation, Social Responsibility, Creativity, Ethics and Olaf Fisscher*. ISBN 978-90-365-3378-2.
- Strick, M., Holland, R.W., Baaren, R.B. van, & Knippenberg, A. van (2012). Those who laugh are defenceless: How humor breaks resistance to influence. *Journal of Experimental Psychology: Applied*, 18, 213-223.
- Strick, M., Noorden, T.H.J. van, Ritskes, R. R., Ruiter J.R. de, & Dijksterhuis, A. (2012). Zen meditation and access to information in the unconscious. *Consciousness and Cognition*, 21, 1476-1481.
- Stroebe, M., Abakoumkin, G., Stroebe, W., & Schut, H. (2012). Continuing bonds in adjustment to bereavement: Impact of abrupt versus gradual separation. *Personal Relationships*, 19, 255-266.
- Stroebe, W. (2012). Strategies of attitude and behaviour change. In Hewstone, M. , Stroebe, W. & Jonas, K. (Eds.) (2012). *Introduction to social psychology* (5th ed, pp. 201-134). Oxford: Wiley/Blackwell.
- Stroebe, W. (2012). The subtle power of hidden messages. *Scientific American Mind*, 23, 46-51.
- Stroebe, W. (2012). The truth about Triplett (1898), but nobody seems to care. *Perspectives on Psychological Science*, 7, 54-57.
- Stroebe, W., & Hewstone, M. (Eds.) (2012). *European Review of Social Psychology*, (Vol. 23). Hove: Psychology Press
- Stroebe, W., Postmes, T., & Spears, R. (2012) Scientific misconduct and the myth of self-correction in science. *Perspectives on Psychological Science*, 7, 670-688. DOI: 10.1177/1745691612460687
- Täuber, S., & Leeuwen, E. van (2012). When high group status becomes a burden: Requesting outgroup help and spying by members of high and low status groups. *Social Psychology*, 43, 98-107.

- Täuber, S., & Sassenberg, K. (2012). How self-construal affects the alignment of cognition and behaviour with group goals in novel groups. *Social Psychology*, 43, 138-147.
- Täuber, S., & Sassenberg, S. (2012). The impact of identification on adherence to group norms in team sports: Who is going the extra mile? *Group Dynamics: Theory, Research, and Practice*, 16, 231-240.
- Täuber, S., & Zomereren, M. van (2012). Refusing intergroup help from the morally superior: How one group's moral superiority leads to another group's reluctance to seek their help. *Journal of Experimental Social Psychology*, 48, 420-423.
- Täuber, S., & Zomereren, M. van (2012). Refusing intergroup help from the morally superior: How one group's moral superiority leads to another group's reluctance to seek their help. *Journal of Experimental Social Psychology*, 48, 420-423.
- Terburg, D., Aarts, H., & Honk, J. van (2012). Memory and Attention for Social Threat: Anxious Hypercoding-Avoidance and Submissive Gaze-Aversion. *Emotion*, 12, 666-672.
- Terburg, D., Aarts, H., & Honk, J. van (2012). Testosterone Affects Gaze-Aversion from Angry Faces Outside of Conscious Awareness. *Psychological Science*, 14, 158-163.
- Terburg, D., Aarts, H., Putman, P., & Honk, J. van (2012). In the Eye of the Beholder: Reduced Threat-Bias and Increased Gaze-Imitation towards Reward in Relation to Trait Anger. *PLoS ONE*, 7(2): e31373.
- Terwel, B.W. & Daamen, D.D.L. (2012). Initial public reactions to carbon capture and storage (CCS): Differentiating general and local views. *Climate Policy*, 12(3), 288-300.
- Terwel, B.W., Mors, E. ter & Daamen, D.D.L. (2012). It's not only about safety: Beliefs and attitudes of 811 local residents regarding a CCS project in Barendrecht. *International Journal of Greenhouse Gas Control*, 9, 41-51.
- Thoolen, B., Ridder, D.T.D. de, & Lensvelt-Mulders, G. van (2012). Patient oriented interventions to improve antibiotic prescribing practices in respiratory tract infections: A meta-analysis. *Health Psychology Review*, 6, 92-112.
- Tops, M., & Koole, S. L. (2012). An updated update to personality and error monitoring. *Frontiers in Cognitive Neuroscience*, 6, article 283.
- Tropp, L. R., Hawi, D., Laar, C. van & Levin, S. (2012). Cross-ethnic friendships, perceived discrimination, and their effects on ethnic activism over time: A longitudinal investigation of three ethnic minority groups. *British Journal of Social Psychology*, 51(2), 257-272.

- Ufkes, E. G., & Giebels, E. (2012). Welke conflicten lenen zich voor buurtbemiddeling? *Tijdschrift Conflicttherapie*, 2, 7 – 11.
- Ufkes, E.G., Giebels, E., Otten, S., & Zee, K.I. van der (2012). The effectiveness of a mediation program in symmetrical versus asymmetrical neighbor-to-neighbor conflicts. *International Journal of Conflict Management*, 23, 440-457.
- Ufkes, E. G., Otten, S., Zee, K. I. van der, & Giebels, E. (2012). Neighborhood conflicts: the role of social categorization. *International Journal of Conflict Management*, 3, 290-306. doi:10.1108/10444061211248985
- Ufkes, E. G., Otten, S., Zee, K. I. van der, Giebels, E., & Dovidio, J. F. (2012). The effect of stereotype content on anger versus contempt in “day-to-day” conflicts. *Group Processes & Intergroup Relations*, 15, 57-74. doi: 10.1177/1368430211417832
- Ufkes, E.G., Otten, S., Zee, K.I. van der, Giebels, E., & Dovidio, J. (2012). Urban district identity as a common ingroup identity: The different role of ingroup prototypicality for minority and majority groups. *European Journal of Social Psychology*, 6, 706-716.
- Ünal, A. B., Steg, L., & Epstude, K. (2012). The influence of music on mental effort and driving performance. *Accident Analysis & Prevention*, 48, 271–278.
- Urzúa, A., & Buunk, A.P. (2012). La edad y el sexo en la orientación a la comparación social. *Terapia Psicológica*, 30, 79-88.
- Vail, K. E., Juhl, J., Arndt, J., Vess, M., Routledge, C., & Rutjens, B. T. (2012). When death is good for life: Considering the positive trajectories of terror management. *Personality and Social Psychology Review*, 16, 303-329.
- Velden, F.S. ten, Baas, M., Shalvi, S., Preenen, P.T.Y. & Dreu, C.K.W. de (2012). Among human competitors displays of red increase actor aggression and perceiver withdrawal. *Journal of Experimental Social Psychology*
- Velden, F.S. ten, Baas, M., Shalvi, S., Preenen, P.T.Y., & Dreu, C.K.W. de (2012). In competitive interaction displays of red increase actors' competitive approach and perceivers' withdrawal. *Journal of Experimental Social Psychology*, 48, 1205–1208.
- Velden, F. S. ten, Baas, M., Shalvi, S., Preenen, P.T.Y., Dreu, C. K. W. de (2012). In competitive interaction displays of red increase actors' competitive approach and perceivers' withdrawal. *Journal of Experimental Social Psychology*, 48, 1205-1208.

- Velden, F. S. ten, & Dreu, C. K. W. den (2012). Groups as motivated information processors: Implications for decision making among judges. In: R. Giard (Ed.), *Judicial Decision-Making in Civil Law* (Vol. 1). The Hague, Eleven International Publishing, Boom Legal Publishing.
- Velden, F.S. ten, & Dreu, C.K.W. de (2012). Sociaalpsychologische determinanten van strafrechtelijke besluitvorming (social psychological determinants of judicial decision making). *Raad voor de Rechtspraak Research Memoranda*, 8 (pp. 1-109). Den Haag: SDU Uitgevers.
- Veldhuizen, T. van, Buurman, J., Laarhoven, D. van, Theije, V. de, Veldman, J., Bos, K. van den, Doosje, B., & Loseman, A. (2012). Terror management: Theorie of religie? Doodsbesef als sterkere prikkel voor Christenen dan voor Moslims bij de verdediging van hun cultureel wereldbeeld. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 13-16). Groningen: ASPO Pers.
- Veling, H., & Aarts, H. (2012). Routinized learning of behavior. In N. M. Seel (Ed.) *Encyclopedia of the sciences of learning* (Part 18, pp. 2905-2907). Heidelberg, Germany: Springer. DOI: 10.1007/978-1-4419-1428-6_532
- Veling, H., Ruys, K. I., & Aarts, H. (2012). Anger as a hidden motivator: Associating attainable products with anger turns them into rewards. *Social Psychological and Personality Science*, 3, 438-445.
- Ven, C. van de, Nauta, A., Pater, I.E. de, & Vianen, A.E.M. van (2012). Iedereen een i-deal? Onderzoek naar dialoog en i-deals bij UMC's en ING. *Tijdschrift voor HRM*, 15, 79-102.
- Ven, N. van de, Zeelenberg, M. & Pieters, R. (2012). Appraisal patterns of envy and related emotions. *Motivation and Emotion*, 36(2), 195-204. DOI:10.1007/s11031-9235-8
- Verwijmeren, T., Karremans, J.C., Stroebe, W., & Wigboldus, D.H.J. (2012). Goal relevance moderates evaluative conditioning effects. *Learning and Motivation*, 43, 107-115.
- Vliek, M.L.W., & Rotteveel, M. (2012). If time flies, are you more fun? The relative effect of expected exposure duration on the evaluation of social stimuli. *European Journal of Social Psychology*, 42, 327-333. DOI: 10.1002/ejsp.1857
- Vliert, E. van de (2012). Climate, cash, and culturally embedded happiness. In H. Selin and G. Davey (Eds.), *Happiness across cultures: Views of happiness and quality of life in non-Western cultures* (pp.399-416). New York: Springer.
- Vliert, E. van de, & Postmes, T. (2012). Climato-economic livability predicts societal collectivism and political autocracy better than parasitic stress does. *Behavioral and Brain Sciences*, 35, 94-95.

- Vianen, A.E.M. van (2012). Reflectie op de Arbeids- & Organisatie psychologie en haar toekomst. *Gedrag en Organisatie*, 25, 312-319.
- Vianen, A.E.M. van, Klehe, U.C., Koen, J., & Dries, N. (2012). Career Adapt-Abilities Scale – Netherlands Form: Psychometric Properties and Relationships to Ability, Personality, and Regulatory Focus. *Journal of Vocational Behavior*, 79, 716–724.
- Vianen, A.E.M. van, & Pater, I.E. de (2012). Content and development of newcomer person-organization fit: An agenda for future research. In: C. Wanberg (Ed.). *The Oxford Handbook of Socialization* (pp. 139-157). Oxford: Oxford University Press, Inc.
- Vries, R.E. de (2012). Personality predictors of leadership styles and the self-other agreement problem. *The Leadership Quarterly*, 23, 809-821. DOI:10.1016/j.leaqua.2012.03.002
- Vuolevi, J.H.K. & Lange, P.A.M. van (2012). Boundaries of reciprocity: Incompleteness of information undermines cooperation. *Acta Psychologica*, 141, 67-72.
- Wanberg, C. R., Basbug, G., Hooft, van E.A.J., & Samtani, A. (2012). Navigating the black hole: Explicating layers of job search context and adaptational responses. *Personnel Psychology*, 65, 887-926.
- Waal-Andrews, W. de, & Beest, I. van, (2012). When you don't quite get what you want: psychological and interpersonal consequences of claiming inclusion. *Personality and Social Psychology Bulletin*, 38, 1367- 1377.
- Wang, K., Stroebe, K., & Dovidio, J.F. (2012). Stigma Consciousness and Prejudice Ambiguity: Can It Be Adaptive to Perceive the World as Biased? *Personality and Individual Differences*, 53, 241-245.
- Wang, L., Northcraft, G., & Kleef, G.A. van (2012). Beyond negotiated outcomes: The hidden costs of anger expression in dyadic negotiation. *Organizational Behavior and Human Decision Processes*, 119, 54-63.
- Welten, S. C M., Breugelmans, S. M. , & Zeelenberg, M. (2012). Omgaan met schaamte. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A.M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 243-246). Groningen: ASPO pers.
- Welten, S. C. M., Zeelenberg, M., & Breugelmans, S. M. (2012). Vicarious shame. *Cognition and Emotion*, 26 (5), 836-846. DOI:10.1080/02699931.2011.625400
- Westerink, D., & Stroebe, M. (2012). Death of a grandmother: Kaey's story. *Bereavement Care*, 31, 6-10.

- Wiersema, D. V., Schalk, J. van der, & Kleef, G. A. van (2012). Who's afraid of red yellow, and blue? Need for cognitive closure predicts aesthetic preferences. *Psychology of Aesthetics, Creativity and the Arts*, 6(2), 168-174.
- Wirtz, C., & Doosje, B. (2012). Reactions to threatening critical messages from minority group members with shared or distinctive identities. *European Journal of Social Psychology*, 43, 50-61. doi:10.1002/ejsp.1910.
- Wisse, B., & Rus, D. (2012). Leader self-concept and self-interested behavior: The moderating role of power. *Journal of Personnel Psychology*, 11, 40-48.
- Wit, F. R. C. de, Greer, L. L., & Jehn, K. A. (2012). The Paradox of Intragroup Conflict: A Meta-Analysis. *Journal of Applied Psychology*, 97, 360-390.
- Wit, F. R. C. de, Scheepers, D., & Jehn, K. A. (2012). Cardiovascular reactivity and resistance to opposing viewpoints during intragroup conflict. *Psychophysiology*, 49, 1691–1699. doi: 10.1111/j.1469-8986.2012.01456.x
- Wolfin, K. A. & Jonas, K. J. (2012). Thinking deadline: The impact of regulatory focus on deadline descriptions and deadline behavior. *European Journal of Social Psychology*, 42, 318-326. DOI: 10.1002/ejsp.1860
- Wubben, M.J.J., Cremer, D. de & Dijk, E. van (2012). Is pride a prosocial emotion? Interpersonal effects of authentic and hubristic pride. *Cognition and Emotion*, 26(6), 1084-1097.
- Zaal, M.P., Laar, C. van, Ståhl, T., Ellemers, N. & Derks, B. (2012). Social change as an important goal or likely outcome: How regulatory focus effects commitment to collective action. *British Journal of Social Psychology*, 51(1), 93-110.
- Zeelenberg, M., Breugelmans, S. M., & Hooge, I. E. de (2012). Moral sentiments: A behavioral economics approach. In: A. Innocentie, & A. Sirigu (Eds.). *Neuroscience and The Economics of Decision Making* (pp. 73-85). New York: Routledge.
- Zomer, M. van, Leach C.W., & Spears, R. (2012). Protesters as “passionate economists”: A dynamic dual pathway model of approach coping with collective disadvantage. *Personality and Social Psychology Review*, 16, 180-199.
- Zomer, M. van, Postmes, T., & Spears, R. (2012). Collective action as civic engagement: Towards an encompassing psychological perspective. In K.J. Jonas and T. Morton(Eds.), *Restoring civic societies: The psychology of intervention and engagement following crisis* (pp. 119-134). New York: Wiley. doi: 10.1002/9781118347683.ch7

Zomeran, M. van, Postmes, T., & Spears, R. (2012) On conviction's collective consequences: Integrating moral conviction with the social identity model of collective action, *British Journal of Social Psychology*, 51, 52-71.

Scientific publications PhD students (first authored)

Aaldering, H., & Dreu, C. K. W. de (2012). Why Hawks Fly Higher Than Doves: The Effects of Intra-group Conflict on Representative Negotiation. *Group Processes and Intergroup Relations*, 15, 713 – 724.

Aaldering, H., Greer, L.L., Kleef, G.A. van, & Dreu, C.K.W. de (2012). Tegenstrijdige belangen in vertegenwoordigd onderhandelen: Versterken of verminderen pro-sociale vertegenwoordigers intergroeps conflicten? *Jaarboek Sociale Psychologie 2012*, 13-16.

Alvarez, K. & Leeuwen, E. van (2012). La erradicación de la pobreza es una meta que necesita apoyo. *El Panama America*

Bal, M., & Bos, K. van den (2012). Beschuldigen of helpen: Over het spontaan vermijden en gemotiveerd toenaderen van onschuldige slachtoffers. In M. Strick, M. Baas, L. van Dillen, R. Dotsch, D. Lakens, & M. de Vries (Eds.), *Jaarboek Sociale Psychologie 2012* (pp. 25-28). Groningen: ASPO Pers.

Bal, M., & Bos, K. van den (2012). Blaming for a better future: Future orientation and associated intolerance of personal uncertainty lead to harsher reactions toward innocent victims. *Personality and Social Psychology Bulletin*, 38, 835-844.

Bal, M., & Bos, K. van den (2012). Een nieuw perspectief op de rechtvaardige wereld: Geen knoflook, maar een goed glas rode wijn. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 25-28). Groningen: ASPO Pers.

Bommel, M. van, Prooijen, J.W. van, Elffers, H. & Lange, P.A.M. van (2012). Be Aware to Care: Public Self-Awareness Leads to a Reversal of the Bystander Effect. *Journal of Experimental Social Psychology*, 48(4), 926-930.

Bouman, T., Meulen, M. van der, Goossens, F. A., Olthof, T., Vermande, M. M., & Aleva, E. A. (2012). Peer and self-reports of victimization and bullying: Their differential association with internalizing problems and social adjustment. *Journal of School Psychology* 50(6), 759-774.

Brakel, T.M., Dijkstra, A. & Buunk, A.P. (2012). Effects of the source of social comparison information on former cancer patients' quality of life. *British Journal of Health Psychology*, 17, 667-681.

Brakel, T.M., Dijkstra, A., & Buunk, A.P. (2012). An Experimental Field Study on the Effects of Social Comparison Information on Quality of Life in Former Cancer Patients. *Health Psychology*, 31, 660-670

- Cobey, K.D., & Buunk, A.P. (2012). Conducting high-quality research on the psychological impact of oral contraceptive use. *Contraception*, 86, 330-331.
- Cobey, K.D., Buunk, A.P., Roberts S.C., Klipping, C., Appels, N., Zimmerman, Y., Coelingh Bennink H., & Pollet, T.V. (2012). Reported jealousy differs as a function of menstrual cycle stage and contraceptive pill use: A within-subjects investigation. *Evolution and Human Behavior*, 33, 395-401.
- Dannenberg, L., Förster, J., & Jostmann, N. B. (2012). "If only...": When counterfactual thoughts can reduce illusions of personal authorship. *Consciousness and Cognition*, 21, 456-463.
- Danner, U.N., Evers, C., Stok, F.M., Elburg, A. van, & Ridder, D.T.D. de (2012). A double burden: Emotional eating and lack of cognitive reappraisal in eating disordered women. *European Eating Disorders Review*, 20, 490-495.
- Dimitrova, N.G., Dyck, C. van, Hooft, E. van & Groenewegen, P. (2012). Gewoon aan de taak blijven denken: Foutenbenadering beïnvloedt taakprestatie middels taakgerichte gedachten. In *Jaarboek Sociale Psychologie 2012* (pp. 57-61). Groningen: ASPO PERS.
- Does, S., Derks, B., Ellemers, N., & Scheepers, D. (2012). At the heart of egalitarianism: How morality framing shapes cardiovascular challenge versus threat in whites. *Social Psychology and Personality Science*, 3, 747-753.
- Greijdanus, H., Postmes, T., Gordijn, E. H., & Zomerén, M. van (2012). Wij zien, wij zien wat ik niet zie: De invloed van verwachte intergroepscommunicatie op de verwerking van stereotype-inconsistente informatie. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst en M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 65-69). Groningen: ASPO Pers.
- Groot, J. H. B. de, Smeets, M. A. M., Kaldewaij, A., Duijndam, M. A. J. & Semin, G. R. (2012). *Chemosignals communicate human emotions*. Psychological Science
- Heerdink, M. W., Kleef, G. A. van, Homan, A. C., & Fischer, A. H. (2012). Conformiteit aan een boze meerderheid: De relatie tussen emoties van een meerderheid, waargenomen acceptatie en conformiteit. *Jaarboek Sociale Psychologie 2011*, 71-74.
- Hiemstra, A. M. F., Derous, E., Serlie, A. W., & Born, M. P. (2012). Fairness perceptions of video resumes among ethnically diverse applicants. *International Journal of Selection and Assessment*, 20, 423-433. doi: 10.1111/ijsa.12005

- Jans, L., Postmes, T., & Zee, K. I. van der (2012). Sharing differences: The inductive route to social identity formation. *Journal of Experimental and Social Psychology*. doi:10.1016/j.jesp.2012.04.013.
- Kievik, M., Huurne, E.F.J. ter, Gutteling, J.M. (2012). The action suited to the word. Use of the framework of risk information seeking to understand risk-related behaviors. *Journal of Risk Research*, 15 (2), 131-147. DOI:10.1080/13669877.2011.601318.
- Koen, J., Klehe, U.C. & Vianen, A.E.M. van (2012). Training Career Adaptability to Facilitate a Successful School-to-Work Transition. *Journal of Vocational Behavior*, 81, 395-408.
- Koot, C., Mors, E. ter, Ellemers, N., & Daamen, D. (2012). De invloed van waargenomen bronexpertise op het vormen van gesloten attitudes. *Jaarboek Sociale Psychologie 2012*, 113-116.
- Koudenburg, N., Postmes, T, & Gordijn, E.H. (2012). When conversations flow. *In-Mind magazine*, 15.
- Koudenburg, N., Postmes, T, & Gordijn, E.H. (2012). Statusverschillen in Ervaren Eenheid door Gespreksflow. In: N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst, & M. Strick (Eds.) *Jaarboek Sociale Psychologie 2011* (pp. 103-106). Groningen: ASPO pers.
- Kroese, F.M., Adriaanse, M.A., & Ridder, D.T.D. de (2012). Boosters, anyone? Exploring the added value of booster sessions in a self-management intervention. *Health Education Research*, 27, 825-833.
- Kuile H. ter, Kluwer, E. S., Keijsers, L., Boom, J., & Lippe, T. van der (2012). Van romantiek naar partnerschap: Het effect van de transitie naar ouderschap op de intieme relatie. N. Van de Ven, M. Baas, L. van Dillen, D. Lakens, A. M. Lokhorst, M. Strick. (Eds.), *Jaarboek Sociale Psychologie* (pp. 107-113). Groningen: ASPO Pers.
- Lee, R. van der, & Ellemers, N. (2012). De dreiging van moraliteit: Hoe een morele deviant de positieve sociale identiteit beïnvloedt. *Jaarboek Sociale Psychologie 2011*, 121-124.
- Lelieveld, G. -J., Dijk, E. van, Güroğlu, B., Beest, I. van, Kleef, G.A. van, Rombouts, S.A.R.B. & Crone, E.A.M. (2012). Behavioral and neural reactions to emotions of others in the distribution of resources. *Social Neuroscience*.
- Lelieveld, G. J., Dillen, L. F. van, Dijk, W. W. van, & Dijk, E. van (2012). Iedereen aan de bal. Mensen sluiten anderen niet zomaar uit. *Jaarboek Sociale Psychologie 2011*.

- Lelieveld, G.-J., Dijk, E. van, Beest, I. van, & Kleef, G. A. van (2012). De communicatie van teleurstelling in onderhandelingen. Wanneer gecommuniceerde zwakte loont en averechts werkt. *Jaarboek Sociale Psychologie 2012*, 121-125.
- Lelieveld, G.-J., Dijk, E. van, Beest, I. van, & Kleef, G.A. van (2012). Why anger and disappointment affect bargaining behavior differently: The moderating role of power and the mediating role of reciprocal and complementary emotions. *Personality and Social Psychology Bulletin*, 38, 1209-1221.
- Maas, J., Ridder, D.T.D de, Vet, E.W.M. de, & Wit, J.B.F. de (2012). Do distant foods decrease intake? The effect of food accessibility on consumption. *Psychology & Health*, 27, 59-73.
- Marien, H., Aarts, H., & Custers, R. (2012). Being flexible or rigid in goal-directed behavior: When positive affect implicitly motivates the pursuit of goals or means. *Journal of Experimental Social Psychology*, 48, 277-283.
- Marien, H., Custers, R., Hassin, R.R., & Aarts, H. (2012). Unconscious Goal Activation and the Hijacking of the Executive Function. *Journal of Personality and Social Psychology*, 103, 399-415.
- McCabe, K. O., & Fleeson W. (2012). What is Extraversion For? Integrating Trait and Motivational Perspectives and Identifying the Purpose of Extraversion. *Psychological Science*, 23, 1498-1505. doi: 10.1177/0956797612444904
- Mooijman, M., Dijk, W. W. van, & Dijk, E. van (2012). Hoe morele identiteit bedreiging leidt tot meer altruïstisch straffen. *Jaarboek Sociale Psychologie 2011*.
- Muusses, L.D., Weert, J.C.M. van, Dulmen, S van & Jansen, J. (2012). Chemotherapy and information-seeking behaviour: characteristics of patients using mass-media information sources. *Psycho-oncology*, 21(9), 993-1002.
- Nohlen, H., Harreveld, F. van, Petrova, D., Rotteveel, M., & Pligt, J. van der (2012). Jolly jokers: De rol van consequenties op onzekerheid en ongemak bij ambivalente keuzes. In N. van de Ven, M. Baas, L.F. van Dillen, Lakens, D., A.M. Lokhorst, M. Strick (Eds.). *Jaarboek Sociale Psychologie 2011* (pp. 259) Groningen: ASPO Press.
- Nunspeet, F. van, Derks, B., Ellemers, N., & Nieuwenhuis, S. (2012). Willen, denken, doen: Een ERP onderzoek naar de invloed van morele motieven op sociale categorisatie in een impliciete associatietest. *Jaarboek Sociale Psychologie 2012*, 183-186.

- Nunspeet, F. van, Ellemers, N., & Derks, B. (2012). Vind jij mij moreel? De rol van moraliteit in interroepsrelaties. *Jaarboek Sociale Psychologie 2011*, 161-164.
- Osch, Y.M.J. van, & Breugelmans, S. M. (2012). Perceived intergroup difference as an organizing principle of intercultural attitudes and acculturation attitudes. *Journal of Cross-Cultural Psychology*, 43, 801-821. doi: 10.1177/0022022111407688
- Osch, Y. van, Zeelenberg, M., & Breugelmans, S. M. (2012). De psychologie van trots. In N. van de Ven, M. Baas, L. van Dillen, D. Lakens, A.M. Lokhorst, & M. Strick (Eds.), *Jaarboek Sociale Psychologie 2011* (pp. 165-169). Groningen: ASPO pers.
- Perlaviciute, G., & Steg, E.M. Quality of life in residential environments. *Psychology: Bilingual Journal of Environmental Psychology*, 3(3), 325-340.
- Perlaviciute, G., & Steg, L. (2012). Environment and quality of life. In L. Steg, A.E. van den Berg and J.I.M. de Groot (Eds.), *Environmental psychology: An introduction* (pp. 107-118). Oxford, UK: John Wiley & Sons.
- Rexwinkel, R., Ellemers, N., & Harinck, F. (2012). Wanneer jij ok bent, ben ik ook ok!: Hoe de bevestiging van een ander het oplossen van een waardenconflict vergemakkelijkt. *Jaarboek Sociale Psychologie 2011*, 175-178.
- Roskes, M., Dreu, C.K.W. de, & Nijstad, B.A. (2012). Necessity is the mother of invention: Avoidance motivation stimulates creativity through cognitive effort. *Journal of Personality and Social Psychology*, 103, 242-256. doi: 10.1037/a0028442
- Rutjens, B. T., Pligt, J. van der, & Harreveld, F. van (2012). Regulating psychological threat: The motivational consequences of threatening contexts. In K. J. Jonas & T. Morton (Eds.), *Restoring civil societies: The psychology of intervention and engagement following crisis* (pp. 38-56). Chichester, UK: Wiley-Blackwell.
- Rutjens, B. T., Harreveld, F. van, Pligt, J. van der, Kreemers, L. M., & Noordewier, M. K. (2012). Steps, stages, and structure: Finding compensatory order in scientific theories. *Journal of Experimental Psychology*. doi: 10.1037/a0028716
- Seip, E.C., Rotteveel, M., Dijk, W. W. van, Dillen L.F. van, (2012). De rol van expliciete emotie en impliciet affect bij kostbaar straffen. *Jaarboek Sociale Psychologie 2011*.
- Seip, E.C., Rotteveel, M., Dijk, W.W. van, & Dillen, L.F. van (2012). Straffen onder druk brengt de ware aard boven: De invloed van verminderde zelfcontrole op kostbaar straffen, expliciete emotie en impliciet affect. In

N. van de Ven, M. Baas, L.F. van Dillen, Lakens, D., A.M. Lokhorst, M. Strick (Eds.). *Jaarboek Sociale Psychologie 2011* (pp. 259) Groningen: ASPO Press.

- Shafa, S., Harinck, S., & Ellemers, N. (2012). Eer en regulatiefocus in een conflictsituatie. *Jaarboek Sociale Psychologie 2011*, 207-210.
- Sligte, D., Greer, L.L., & Dreu, C.K.W. de (2012). Illegitimacy undermines leader creativity only under stable power. *Revista de Psicología Social (special issue on power)*, 27, 347-354.
- Stok, F.M., Ridder, D.T.D. de, Vet, E. de, & Wit, J.B.F. de (2012). Minority talks: The influence of descriptive social norms on fruit intake. *Psychology & Health*, 27, 956-970.
- Stok, F.M., Vet, E. de, Ridder, D.T.D. de, & Wit, J.B.F. de (2012). "I should remember I don't want to become fat": Adolescents' views on self-regulatory strategies for healthy eating. *Journal of Adolescence*, 35, 67-75.
- Stulp, G., Buunk, A.P., Verhulst, S., & Pollet, T.V. (2012). High and Mighty: height increases authority in professional refereeing. *Evolutionary Psychology*, 10 (3): 588-601.
- Stulp, G., Kordsmeyer, T., Buunk, A.P. & Verhulst, S. (2012). Increased aggression during human group contests when competitive ability is more similar. *Biology Letters*, 8(6): 921-923.
- Stulp, G., Kuijper, B., Buunk, A.P., Pollet, T.V., & Verhulst, S. (2012). Intralocus sexual conflict over height. *Biology Letters*, 8, 976-978. doi:10.1098/rsbl.2012.0590
- Stulp, G., Pollet, T.V., Verhulst, S. & Buunk, A.P. (2012). A curvilinear effect of height on reproductive success in human males. *Behavioral Ecology and Sociobiology*, 66(3): 375-384.
- Stulp, G., Verhulst, S., Pollet, T.V. & Buunk, A.P. (2012). The effect of female height on reproductive success is negative in Western populations, but more variable in non-Western populations. *American Journal of Human Biology*, 24(4): 486-494.
- Veelen, R. van, Otten, S., & Hansen, N. (2012). Klein maar fijn! Hoe self-anchoring en self-stereotyping van invloed zijn op het groepsgevoel van minder- en meerderheidsleden. In M. Baas, L. Van Dillen, D. Lakens, A. M. Lokhorst, M. Strick and N. van de Ven (Eds.), *Jaarboek Psychologie 2011*. Groningen: ASPO Pers
- Veelen. R. van, Otten, S., & Hansen, N. (2012). Inclusie in heterogene groepen: Inzichten vanuit sociaal-wetenschappelijk onderzoek. In S. Otten, A.

Dotinga and W. Jansen (Eds.), *Wanneer werkt diversiteit?* (pp. 15-22). Groningen: Instituut voor Integratie en Sociale Weerbaarheid.

- Verhoeven, A.A.C., Adriaanse, M.A., Evers, C., & Ridder, D.T.D. de (2012). The power of habits: Unhealthy snacking behaviour is primarily predicted by habit strength. *British Journal of Health Psychology*, 17, 758-770.
- Verhoeven, A.A.C., Adriaanse, M.A., Ridder, D.T.D. de, Vet, E. de, & Fennis, B.M. (2012). Minder is meer: Het effect van meerdere implementatie-intenties op het doorbreken van ongezonde snackgewoontes. In: M. Strick, M. Baas, L. van Dillen, R. Dotsch, D. Lakens, & M. de Vries, *Jaarboek Sociale Psychologie 2012*, 231-234.
- Vinkers, C.D.W., Evers, C., Adriaanse, M.A., & Ridder, D.T.D. de (2012). Body Esteem and Eating Disorder Symptomatology: The Mediating Role of Appearance-Motivated Exercise in a Non-Clinical Adult Female Sample. *Eating Behaviors*, 13, 214-218.
- Vries, G. de, Jehn, K.A. & Terwel, B.W. (2012). When employees stop talking and start fighting: The detrimental effects of pseudo voice in organizations. *Ethics*, 105, 221-230.
- Vries, G., de, Terwel, B.W., Ellemers, N., & Daamen, D.D.L. (2012). Meer is niet altijd beter: Hoe non-informatie de overtuigingskracht van relevante informatie verzwakt. *Jaarboek Sociale Psychologie 2011*, 231-234.
- Witt Huberts, J.C. de, Evers, C., & Ridder, D.T.D. de (2012). License to sin: Self-licensing as underlying mechanism of hedonic consumption. *European Journal of Social Psychology*, 42, 490-496.
- Wu, Y., Hu, J., Dijk, E. van, Leliveld, M.C. & Zhou, X. (2012). Brain activity in fairness consideration during asset distribution: Does the initial ownership play a role? *PLoS ONE*.
- Zedelius, C.M., Veling, H., & Aarts, H. (2012). When unconscious rewards boost cognitive task performance inefficiently: The role of consciousness in integrating value and attainability information. *Frontiers in Human Neuroscience*, 6. doi: 10.3389/fnhum.2012.00219.
- Zedelius, C.M., Veling, H., Bijleveld, E., & Aarts, H. (2012). Promising high monetary rewards for future task performance increases intermediate task performance. *PLoS ONE*, 7(8): e42547. doi:10.1371/journal.pone.0042547.