Annual Report 2012

Kurt Lewin Institute
Graduate School in Social Psychology and its applications
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 (Samenwerkingsovereenkomst) 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 by the KLI Research Committee.

2) The Ph.D. student has sufficient skills in writing scientific English and presenting research. Criterion 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 criterion and send a copy of the certificate to the KLI-office. If can be established that the student meets criterion 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 Hoort, 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
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. Ruiter, 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, 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, VU\textsuperscript{1}, 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

\textsuperscript{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

<table>
<thead>
<tr>
<th>Institute</th>
<th>PhD Students</th>
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</thead>
<tbody>
<tr>
<td>VU University</td>
<td>7</td>
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<tr>
<td>University of Amsterdam</td>
<td>13</td>
</tr>
<tr>
<td>University of Groningen</td>
<td>30</td>
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<tr>
<td>University of Leiden</td>
<td>9</td>
</tr>
<tr>
<td>University of Utrecht</td>
<td>15</td>
</tr>
<tr>
<td>Tilburg University</td>
<td>2</td>
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<tr>
<td>University of Twente</td>
<td>6</td>
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<tr>
<td>Erasmus University Rotterdam</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

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

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

16
<table>
<thead>
<tr>
<th>Name</th>
<th>Supervisors</th>
<th>Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.M. Armenta Gutierrez, MSc.**</td>
<td>Prof.dr. N.W. van Yperen</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Prof.dr. T. Postmes</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Dr. K.E. Stroebe</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Dr. S. Scheibe</td>
<td>RuG</td>
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<tr>
<td>Title: A social psychological perspective on successful aging and retirement: Identity change in the transition through adulthood and into old age</td>
<td></td>
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<tr>
<td>M.H. Bakker, MSc.**</td>
<td>Prof.dr. E. Giebels</td>
<td>UT</td>
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<tr>
<td></td>
<td>Dr. J. Kertholt</td>
<td>TNO</td>
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<tr>
<td>Title: Resilience: Causal mechanisms and innovative interventions</td>
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<tr>
<td>Drs. M. Bal</td>
<td>Prof.dr. K. van den Bos</td>
<td>UU</td>
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<td></td>
<td>Dr. E.K. Papiess</td>
<td>UU</td>
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<tr>
<td>Title: Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews</td>
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<tr>
<td>Drs. D.A. Beudeker</td>
<td>Prof.dr. N. Ellemers</td>
<td>UL</td>
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<tr>
<td></td>
<td>Dr. F.A. Rink</td>
<td>RuG</td>
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<td></td>
<td>Prof.dr. R. Blonk</td>
<td>TNO</td>
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<tr>
<td>Title: Innovation in the public sector</td>
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<tr>
<td>A.M. van der Bles, MSc.**</td>
<td>Prof.dr. T. Postmes</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Prof.dr. R. Meijer</td>
<td>RuG</td>
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<tr>
<td>Title: A societal paradox: The discrepancy between individual well-being and collective discontent</td>
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<tr>
<td>S.S.A.H. Blom, MSc.</td>
<td>Prof.dr. G.R. Semin</td>
<td>UU</td>
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<tr>
<td>Title: The body in embodiment: Specifying the role of peripheral input in grounded cognition</td>
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<tr>
<td>Drs. M. van Bommel</td>
<td>Prof.dr. P.A.M. van Lange</td>
<td>VU</td>
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<td></td>
<td>Dr. J.W. van Prooijen</td>
<td>VU</td>
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<td></td>
<td>Prof.dr. H. Elffers</td>
<td>VU</td>
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<tr>
<td></td>
<td>Dr. D.M. Reynald</td>
<td>VU</td>
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<tr>
<td>Title: Ingrijpen of niet. Een kwestie van 'mixed feelings'?</td>
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<tr>
<td>Name</td>
<td>Supervisors</td>
<td>Institute</td>
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<tr>
<td>T. Bouman, MSc.</td>
<td>Prof.dr. S. Otten</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Dr. M. van Zomeren</td>
<td>RuG</td>
</tr>
<tr>
<td>Title: <strong>Local Globalism: How Global Change Influences Local Relationships</strong></td>
<td></td>
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<tr>
<td>J.A. van Breen, MSc.**</td>
<td>Prof.dr. R. Spears</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Dr. T. Kuppen</td>
<td>RuG</td>
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<tr>
<td></td>
<td>Dr. S. de Lemus</td>
<td>Granada</td>
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<tr>
<td>Title: <strong>Comparing the effects of explicit and implicit social identity threat</strong></td>
<td></td>
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<tr>
<td>Drs. L. Bullens</td>
<td>Prof.dr. J.A. Förster</td>
<td>UvA</td>
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<tr>
<td></td>
<td>Dr. F. van Harreveld</td>
<td>UvA</td>
</tr>
<tr>
<td>Title: <strong>The impact of decision difficulty on choice, satisfaction, and motivation</strong></td>
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<tr>
<td>T.C. Cheung, MSc.**</td>
<td>Prof.dr. D.T.D. de Ridder</td>
<td>UU</td>
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<tr>
<td></td>
<td>Dr. F.M. Kroese</td>
<td>UU</td>
</tr>
<tr>
<td></td>
<td>Dr. M.A. Adriaanse</td>
<td>UU</td>
</tr>
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<td>Title: <strong>Promoting healthy food choices under low self-control conditions</strong></td>
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Title: Adaptive processes across the transition to parenthood: How partners regulate their changing relationship

Title: Liberation through the internet: How on-line collective action sparks off-line collective action

Title: Morality, competence, and motivation in group contexts

Title: A social functional account of reactions to and strategic of negative emotions in bargaining

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Title: Thinking, feeling, and fighting: effects of cognitive and emotional empathy upon adolescent-parent conflict resolution
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<td>E. van der Werff, MSc.</td>
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<td><strong>Title:</strong> Towards an effective diversity climate within the police force: Development diversity oriented leadership</td>
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<td>Drs. F.R.C. de Wit ****</td>
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<td><strong>Title:</strong> Beyond the Will: Implicit Motivation and Adaptation of Goals and Experiences</td>
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*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:


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 valued 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 a 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).


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.


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.


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.

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.


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.


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.


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.


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’.


Summary: No summary available.


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.


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.


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.


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.


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.


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.
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.


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.


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.


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 that 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. Zebel and dr. G. van Dijck (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

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<tr>
<td>Number of courses/workshops</td>
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<tr>
<td>Average number of participants</td>
<td>15</td>
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<tr>
<td>Number of courses/workshops cancelled</td>
<td>0</td>
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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*

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of dissertations</td>
<td>23</td>
<td>24</td>
<td>23</td>
<td>17</td>
<td>21</td>
</tr>
</tbody>
</table>

### 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*

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of publications</td>
<td>240</td>
<td>272</td>
<td>215</td>
<td>268</td>
<td>342</td>
</tr>
<tr>
<td>Number of full members</td>
<td>63</td>
<td>61</td>
<td>57</td>
<td>76</td>
<td>82</td>
</tr>
<tr>
<td>Average per full member</td>
<td>3,8</td>
<td>4,6</td>
<td>3,8</td>
<td>3,5</td>
<td>4,2</td>
</tr>
</tbody>
</table>
Table 5: Number of publications by PhD students (first authored)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of publications</th>
<th>Number of PhD students</th>
<th>Average per PhD student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>38</td>
<td>103</td>
<td>0.4</td>
</tr>
<tr>
<td>2009</td>
<td>28</td>
<td>102</td>
<td>0.3</td>
</tr>
<tr>
<td>2010</td>
<td>27</td>
<td>106</td>
<td>0.3</td>
</tr>
<tr>
<td>2011</td>
<td>62</td>
<td>115</td>
<td>0.5</td>
</tr>
<tr>
<td>2012</td>
<td>73</td>
<td>114</td>
<td>0.6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>42</td>
</tr>
<tr>
<td>2009</td>
<td>42</td>
</tr>
<tr>
<td>2010</td>
<td>25</td>
</tr>
<tr>
<td>2011</td>
<td>44</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of full members</th>
<th>Total impact score</th>
<th>Average per member</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>60</td>
<td>3886</td>
<td>65</td>
</tr>
<tr>
<td>2009</td>
<td>61</td>
<td>6789</td>
<td>111</td>
</tr>
<tr>
<td>2010</td>
<td>57</td>
<td>6445</td>
<td>113</td>
</tr>
<tr>
<td>2011</td>
<td>75</td>
<td>10765</td>
<td>143</td>
</tr>
<tr>
<td>2012</td>
<td>77</td>
<td>11044</td>
<td>143</td>
</tr>
</tbody>
</table>

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 Counsil), 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. Goclowska).
- 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” (Profitablity 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” (Talant 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 CONCORT 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 Fellowshop 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 Human”, 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 Kellog 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
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)
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)
Psyecology: 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)
British Journal of Management (dr. A.C. Homan, dr. F.A. Rink)
British Journal of Health Psychology (prof.dr. D.T.D. de Ridder)
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 Science Foundation Pool of Reviewers (prof.dr. K. van den Bos)
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 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 Experimental 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)
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)
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 Review (prof.dr. S. Otten)
Psychological Inquiry (dr. S.L. Koole)
Salud & Sociedad (prof.dr. B.P. Buunk)
Self and Identity (dr. D.T. Scheepers)
Small Group Research (dr. A.C. Homan)
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 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
Basic courses

**Title:** How to Publish and Review

**Teaching staff:** Prof.dr. Tom Postmes and prof.dr. Russell Spears (RuG)

**Type of course:** Basic course

**Date:** March 1 - 2, 2012

**Duration:** 2 days

**Location:** University of Groningen

**Language:** English

**Content:**

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).

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.

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.

**Format:**

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.

**Literature:**


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.

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
**Date:** November 9, 2012  
**Duration:** 1 day  
**Location:** University of Amsterdam  
**Language:** English  

**Content:** 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.

**Format:** 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.

**Enrollment:** 9
Methodology and practical skills courses

Title: Pursuing a career in or outside science – day 2 and 1
Teaching staff: Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and guest speaker Sjoerd Goslinga.
Type of course: Practical course
Date: January 11 (day 2), November 13 (day 1), 2012
Duration: 2 days
Location: Leiden University
Language: Dutch or English (depending on participants)
Content: 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.

Format: This course consisted of two parts.
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
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:**

**Enrollment:** 22

**Title:** **Conducting Organizational Research**


**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 interesting 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.


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.


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
Considering the Societal Impact of Research in Social Psychology


Type of course: Methodology courses

Date: December 11, 2012

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: 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.

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.

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.


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

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**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

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**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
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
Title: Should we worry about our Methodology? Current concerns in experimental research and how to deal with them

Teaching staff: 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).

Type of course: Workshop

Date: March 8, 2012

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: 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.


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


**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.


Enrollment: 15

Title: The Psychology of Self-Regulation: Advances in theory and Applications

Teaching staff: 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).

Type of course: Workshop

Date: April 26 - 27, 2012

Duration: 2 days

Location: University of Amsterdam

Language: 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:


**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:**


**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:**


*Enrollment:* 10
Joint Seminars

Title: Turning Points in Negotiations
Teaching staff: Prof. Dan Druckman (George Mason University) and dr. Fieke Harinck (UL).
Type of course: Joint seminar
Date: October 10, 2012
Duration: 1 day
Location: Leiden University
Language: English
Content: 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.
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.
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
Australia. In 2008, he was an Alcoa Visiting Professor at the University of Western Australia in 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:


Enrollment: 5
Appendix 2: Publications 2012

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


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


Kret, M.E., & Gelder, B. de (2012). Islamic context influences how emotion is recognized from the eyes. *Frontiers in Psychology, 3*(110).


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.


**Scientific publications PhD students (first authored)**


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


