



k u r t l e

w i n i n s

t i t u u t

## **Annual Report 2013**

Kurt Lewin Institute  
Graduate School in Social Psychology and its applications

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# Contents

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<b>1. Introduction</b>	4
<b>2. Organization</b>	5
2.1 Management structure	5
2.2 Participating institutes	8
2.3 Scientific Advisory Board	9
2.4 Confidential advisors	9
<b>3. Members</b>	10
3.1 Membership	10
3.2 Full members on December 31, 2013	12
3.3 Associate members on December 31, 2013	14
3.4 PhD students	15
<b>4. Training and teaching program</b>	30
4.1 Introduction	30
4.2 PhD projects	30
4.2.1 PhD projects completed in 2013	30
4.2.2 PhD projects started in 2013	48
4.3 Training program	63
4.3.1 Supervision	63
4.3.2 Teaching program	63
<b>5. Research</b>	65
5.1 Scientific mission of the KLI	65
5.2 Dissertations of the KLI	66
5.3 Research output	66
5.4 Publications in top journals	67
5.5 Scientific impact	67
5.6 Grants	68
5.7 Awards	71
5.8 Editorial positions	73
<b>Appendices</b>	<b>78</b>
Appendix 1: Teaching program 2013	79
Appendix 2: Publications 2013	100

## 1. Introduction

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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 2013 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.

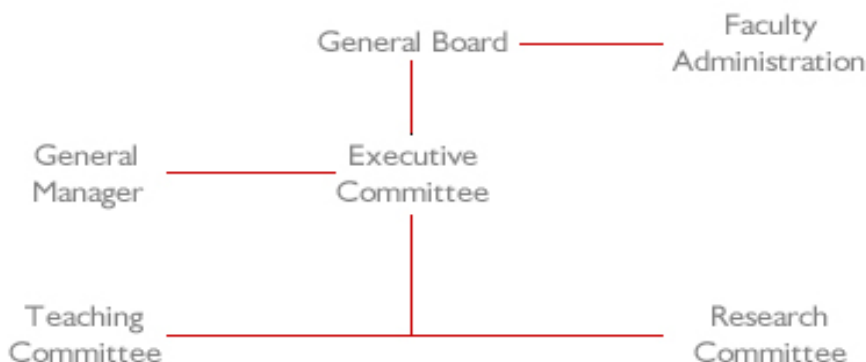
As of January 2005 the commissioner (penvoerder) of the KLI is the The Faculty of Social and Behavioural Sciences at the University of Amsterdam. The KLI office is located at the programme group Work and Organizational Psychology.

## 2. Organization

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### 2.1 Management structure

The structure and organization of the KLI are detailed and formalized in the Regulations (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 5 members, one non-voting chairman, and one non-voting PhD student 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 2013*

Prof.dr. N. Ellemers (Chair)

Prof.dr. A.H. Fischer, until October 11, 2013

Prof.dr. K. van den Bos

Prof.dr. E. van Dijk, as of October 11, 2013

Prof.dr. C.K.W. de Dreu, as of October 11, 2013

Prof.dr. P.A.M. van Lange

Prof.dr. N.W. van Yperen

Prof.dr. D.H.J. Wigboldus (external member)

I.K. Schneider, MSc. (PhD student representative), until May 1, 2013

A. van 't Veer, MSc. (PhD student representative), as of May 1, 2013

### **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 2013*

Prof.dr. J.A. Förster (Scientific Director), until April 10, 2013  
 Prof.dr. E.M. Steg (Scientific Director, Chair), as of April 10, 2013  
 Prof.dr. E.M. Steg (Teaching Director), until April 10, 2013  
 Dr. D.T. Scheepers (Teaching Director), as of April 10, 2013  
 Prof.dr. G.A. van Kleef (Research 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 2013*

Prof.dr. E.M. Steg (Chair), until May 1, 2013  
 Dr. D.T. Scheepers (Chair), as of May 1, 2013  
 Dr. E.S. Kluwer  
 Dr. J.-W. van Prooijen  
 Drs. A.E. van 't Veer (PhD student representative)

### **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 2013*

Prof.dr. G.A. van Kleef (Chair)  
 Dr. B. Derks  
 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. A.K. Evers

## 2.2 Participating institutes

### VU University Amsterdam

- Department of Social & Organizational Psychology  
T: +31 (0)20 598 8700 F: +31 (0)20 598 8702  
Van der Boechorststraat 1, 1081 BT Amsterdam
- Department of Organization Sciences  
Buitenveldertselaan 3, 1082 VA Amsterdam  
T: +31 (0)20 598 6740 F: +31 (0)20 598 6765

### University of 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

### University of Groningen

Grote Kruisstraat 2/1, 9712 TS Groningen

- Department of Social & Organizational Psychology  
T: 050 - 363 6386 F: 050 - 363 4581
- Department of Experimental & Work Psychology  
T: +31 (0)50 363 6472
- Department of Differential Psychology, Methodology & History  
T: +31 (0)50 363 6340

### Leiden University

PO box 9555, 2300 RB Leiden

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

### Utrecht University

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.

Students who have conflicts with their supervisor or indeed any other problem may contact one of the two confidential advisors:

- Dr. J.A.M. Heesink (RuG)
- Prof.dr. T.M. Willemsen (Emeritus, UvT)

## 3. Members

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### 3.1 Membership

The Kurt Lewin Institute distinguishes three types of membership: full, associate and PhD student membership.

#### 3.1.1 Criteria for full membership

Researchers can become a full member of the KLI if they meet the following criteria:

- a. The applicant should be a member of a Dutch university
- b. The applicant must have a completed PhD
- c. The applicant must have a publication track-record showing a regular output of at least 20 points (see below) in peer reviewed international journals over the preceding 5 years
- d. The applicant must (co)supervise a PhD student who is a KLI member
- e. The applicant's research must fit into the KLI's mission

Moreover, members are expected to participate in KLI teaching activities.

Criterion c takes account both of the quality of the journal in which work is published and whether or not the person concerned is first author of the publication in question. 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

#### 3.1.2 Criteria for associate membership

Applicants who do not meet criteria c and/or d can become an associate member for a maximum of 5 years. Associate membership of the KLI requires an appointment at one of the core universities participating in the KLI (UvA, VU, RuG, UL, UU) and a publication track record showing a regular output of at least 10 points over the preceding 5 years. For the associate membership both published articles and articles in press qualify.

After 3 years of associate membership one should meet criterion c for full members. After 5 years of associate membership one should meet all criteria for full members (including d) and submit an application for full membership. If these criteria are not met the KLI membership will be ended.

Researchers can apply for Full or Associate membership, as appropriate. The Executive Committee decides on membership applications.

### **3.1.3 Criteria for PhD student membership**

PhD students can become a student member of the KLI when a research proposal submitted by one of the supervisors has been approved of by the KLI Research Committee.

To apply for PhD student membership a research proposal should be submitted to the Research Committee by the prospective supervisor, using a standard form.

- Only KLI members can submit a research proposal and apply for membership of their PhD students
- A research proposal should be submitted within half a year after the PhD project started
- In case the Research Committee asks for revision of the proposal, the adjusted proposal should be submitted within two months
- A single research proposal can only be submitted twice (that is, one resubmission)

The Research Committee evaluates each PhD project in terms of the following criteria:

- 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 (i.e., in the KLI application format)
- d. Arrangements for the supervision of the project should be appropriate

When the research proposal is approved, the PhD student will be admitted as a KLI member as of the starting date of his or her PhD project.

### 3.2 Full members on December 31, 2013

Prof. dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
 Dr. M. Adriaanse, UU, Psychology & Health  
 Dr. D. Balliet, VU, Social & Organizational Psychology  
 Prof. 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. A.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  
 Prof. dr. C. Finkenauer, VU, Clinical Child and Family Studies  
 Prof. dr. A.H. Fischer, UvA, Social Psychology  
 Prof. dr. H. van der Flier, VU, Social & Organizational Psychology  
 Prof. dr. J.A. Forster, UvA, Social Psychology  
 Prof. dr. E. Giebels, UT, Psychology of Conflict, Risk and Safety  
 Prof. dr. E.H. Gordijn, RuG, Social Psychology  
 Dr. M. Hafner, UU, Social & Organizational Psychology  
 Dr. F. Harinck, UL, Social & Organizational Psychology  
 Dr. F. van Harreveld, UvA, Social Psychology  
 Dr. S.T. Hawk, UU, Pedagogical and Educational Sciences  
 Dr. A.C. Homan, UvA, Work & Organizational Psychology  
 Dr. E.A.J. van Hooft, UvA, Work & Organizational Psychology  
 Dr. A.H.B. de Hoogh, UvA, Work & Organizational Psychology  
 Dr. H. Ijzerman, UvT, Social Psychology  
 Dr. K.J. Jonas, UvA, Social Psychology  
 Prof. dr. G.A. van Kleef, UvA, Social Psychology  
 Dr. E.S. Kluwer, UU, Social & Organizational Psychology  
 Dr. S.L. Koole, VU, Clinical Psychology  
 Dr. T. Kuppens, RuG, Social Psychology  
 Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology  
 Dr. C. van Laar, UL, Social & Organizational Psychology

Prof. dr. P.A.M. van Lange, VU, Social & Organizational Psychology  
Dr. N.P. Leander, RuG, Organizational Psychology  
Dr. E.A.C. van Leeuwen, VU, Social & Organizational Psychology  
Dr. D. van der Linden, EUR, Institute of Psychology  
Prof. dr. A. 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, Faculty of Behavioral Sciences  
Dr. E.K. Papies, UU, Social & Organizational Psychology  
Prof. dr. J. van der Pligt, UvA, Social Psychology  
Dr. T.V. Pollet, VU, Social & Organizational Psychology  
Prof. dr. T. Postmes, RuG, Social Psychology  
Dr. J.-W. van Prooijen, VU, Social & 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 & Organizational Psychology  
Dr. D.T. Scheepers, UL, Social & Organizational Psychology  
Dr. I.K. Schneider, VU, Clinical 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  
Prof. dr. E.M. Steg, RuG, Social Psychology  
Dr. W. Steinel, UL, Social & Organizational Psychology  
Dr. M. Stel, UvT, Social Psychology  
Dr. K.E. Stroebe, RuG, Social Psychology  
Prof. dr. W. Stroebe, UU, Social & Organizational Psychology  
Dr. E.G. Ufkes, UT, Psychology of Conflict, Risk and Safety  
Dr. E.W.M.L. de Vet, Wageningen UR, Strategic Communication  
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 & Organizational Psychology  
Prof. dr. M. van Vugt, VU, Social & Organizational Psychology  
Prof. dr. B.M. Wisse, RuG, Organizational Psychology  
Prof. dr. N.W. van Yperen, RuG, Organizational Psychology  
Dr. S. Zebel, UT, Psychology of Conflict, Risk and Safety  
Prof. dr. M. Zeelenberg, UvT, Social Psychology  
Dr. M. van Zomeren, RuG, Social Psychology

**3.3 Associate members on December 31, 2013**

Dr. C.E. Ashton-James, VU, Social & Organizational Psychology  
Dr. M. Baas, UvA, Work & Organizational Psychology  
Dr. D.P.H. Barelds, RuG, Organizational Psychology  
Dr. E.H. Bijleveld, UU, Social & Organizational Psychology  
Dr. E.J. Boezeman, UL, Social & 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. M. Gillebaart, UU, Clinical & Health Psychology  
Dr. M.R.W. Hamstra, UvA, Work & Organizational Psychology  
Dr. N. Hansen, RuG, Social Psychology  
Dr. L. Jans, RuG, Social Psychology  
Dr. N.B. Jostmann, UvA, Social Psychology  
Dr. E. Kamans, RuG, Social Psychology  
Dr. J. Koen, UvA, Work & Organizational Psychology  
Dr. M.S. Kouzakova, UL, Social & Organizational Psychology  
Dr. M.E. Kret, UvA, Work & Organizational Psychology  
Dr. G.-J. Lelieveld, UL, Social & Organizational Psychology  
Dr. Y. de Liver, UvA, Social Psychology  
Dr. J. Marguc-Steck, UvA, Social Psychology  
Dr. B. Nevicka, UvA, Work & Organizational Psychology  
Dr. M.K. Noordewier, UL, Social & Organizational Psychology  
Dr. S. Oosterwijk, UvA, Social Psychology  
Dr. E.F. Rietzschel, RuG, Organizational Psychology  
Dr. F. Righetti, VU, Social & Organizational Psychology  
Dr. B.T. Rutjens, UvA, Social Psychology  
Dr. X. Sanchez, RuG, Organizational Psychology  
Dr. D.A. Sauter, UvA, Social Psychology  
Dr. S. Scheibe, RuG, Organizational 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. S. Tauber, RuG, Social Psychology  
Dr. J.M. van der Toorn, UL, Social & Organizational Psychology  
Dr. F.S. ten Velden, UvA, Work & Organizational Psychology

<sup>1</sup> VU = VU University Amsterdam; 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 2013, 82 PhD students were participating in the Kurt Lewin Institute. In the same year, 24 PhD students started their research, 7 PhD students completed their research, 2 PhD students stopped, 2 PhD students found another job but will finish their PhD later and the PhD position of 12 PhD students was ended but they will finish their PhD later.

*Table 1: Institutional participation of PhD students on December 31, 2013*

VU University	14
University of Amsterdam	14
University of Groningen	24
University of Leiden	8
University of Utrecht	13
External PhD students	9
<b>Total</b>	<b>82</b>

#### List of PhD students in 2013, their supervisors and the title of their research project

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. H. Aaldering	Prof.dr. C.K.W. de Dreu	UvA
	Prof.dr. G.A. van Kleef	UvA
	Dr. L.L. Greer	UvA
	Prof.dr. N. Ellemers	UL
<i>Title: Representative Negotiation: Cross-Level Influences in Inter-group Conflict</i>		
B. Akkus, MSc. <sup>1</sup>	Prof.dr. T.T. Postmes	RuG
	Dr. K.E. Stroebe	RuG
<i>Title: Social Work in cross-cultural contexts: does seeking and accepting help depend on worldviews?</i>		

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Drs. D. Alink <sup>3</sup>	Dr. F. van Harreveld	UvA
	Prof.dr. J. van der Pligt	UvA
<i>Title: Gaat u rustig slapen: De rol van vertrouwen bij de acceptatie van risico's</i>		
<hr/>		
K.T. Alvarez Durnov, MSc.	Prof.dr. M van Vugt	VU
	Dr. E. van Leeuwen	VU
<i>Title: An intergroup perspective on helping: Overcoming social and psychological obstacles to receiving aid</i>		
<hr/>		
B.M. Armenta Gutierrez, MSc.	Prof.dr. N.W. van Yperen	RuG
	Prof.dr. T. Postmes	RuG
	Dr. K.E. Stroebe	RuG
	Dr. S. Scheibe	RuG
<i>Title: A social psychological perspective on successful aging and retirement: Identity change in the transition through adulthood and into old age</i>		
<hr/>		
M.H. Bakker, MSc.	Prof.dr. E. Giebels	UT
	Dr. J. Kertholt	TNO
<i>Title: Resilience: Causal mechanisms and innovative interventions</i>		
<hr/>		
Drs. M. Bai <sup>3</sup>	Prof.dr. K. van den Bos	UU
	Dr. E.K. Papies	UU
<i>Title: Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews</i>		
<hr/>		
D. Becker, MSc. <sup>1</sup>	Prof.dr. R.W. Holland	UvA, RU
	Dr. N.B. Jostmann	UvA
<i>Title: Automatic determinants of eating behavior: What they are and how we can change them</i>		
<hr/>		
E. Maluku Berdyna, Msc. <sup>1</sup>	Prof.dr. N. Ellemers	UL
	Dr. B. Derks	UL
	Dr. C. van Laar	UL
<i>Title: Building a Kosovar Identity: How intergroup contact affects Social Identity Complexity and intergroup relations</i>		
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Drs. D.A. Beudeker	Prof.dr. N. Ellemers	UL
	Dr. F.A. Rink	RuG
	Prof.dr. R. Blonk	TNO
<i>Title: Innovation in the public sector</i>		

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A.M. van der Bles, MSc.	Prof.dr. T. Postmes	RuG
	Prof.dr. R. Meijer	RuG
<i>Title: A societal paradox: The discrepancy between individual well-being and collective discontent</i>		

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S.S.A.H. Blom, MSc. <sup>5</sup>	Prof.dr. G.R. Semin	UU
<i>Title: The body in embodiment: Specifying the role of peripheral input in grounded cognition</i>		

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Drs. M. van Bommel <sup>4</sup>	Prof.dr. P.A.M. van Lange	VU
	Dr. J.W. van Prooijen	VU
	Prof.dr. H. Elffers	VU
	Dr. D.M. Reynald	VU
<i>Title: Ingrijpen of niet. Een kwestie van 'mixed feelings'?</i>		

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N. Boot, MSc. <sup>1</sup>	Dr. M. Baas	UvA
	Dr. S. van Gaal	UvA
	Prof.dr. C.K.W. de Dreu	UvA
<i>Title: The neural and cognitive correlates of creativity</i>		

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T. Bouman, MSc.	Prof.dr. S. Otten	RuG
	Dr. M. van Zomeren	RuG
<i>Title: Local Globalism: How Global Change Influences Local Relationships</i>		

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J.A. van Breen, MSc.	Prof.dr. R. Spears	RuG
	Dr. T. Kuppen	RuG
	Dr. S. de Lemus	Granada
<i>Title: Comparing the effects of explicit and implicit social identity threat</i>		

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Drs. L. Bullens <sup>2</sup>	Prof.dr. J.A. Förster	UvA
	Dr. F. van Harreveld	UvA
<i>Title: The impact of decision difficulty on choice, satisfaction, and motivation</i>		

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Y. Cheng, Msc. <sup>1</sup>	Dr. M. Baas Prof.dr. C.K.W. de Dreu	UvA UvA
Title: <i>The Function of Creativity: When Creativity Helps to Avoid Aversive States</i>		
T.C. Cheung, MSc.	Prof.dr. D.T.D. de Ridder Dr. F.M. Kroese Dr. M.A. Adriaanse	UU UU UU
Title: <i>Promoting healthy food choices under low self-control conditions</i>		
K.D. Cobey, MSc. <sup>2</sup>	Prof.dr. B.P. Buunk	RuG
Title: <i>Promoting healthy food choices under low self-control conditions</i>		
F.M. Cramwinckel, MSc.	Prof.dr. K. van den Bos Prof.dr. E. van Dijk	UU UL
Title: <i>A bottom-up approach toward novel insights into moral reactions</i>		
Drs. G. Danner-Vlaardingerbroek <sup>3</sup>	Dr. E.S. Kluwer Dr. E.F. van Steenbergen Prof.dr. T. van der Lippe	UU UU UU
Title: <i>The impact of work-family conflict and facilitation on family relationships</i>		
M.A.J. van Dijk, MSc.	Prof.dr. E. Giebels Dr. S. Zebel Dr. G. van Dijk	UT UT UT
Title: <i>Online interventions in legal conflicts: Conflict diagnosis and empowerment</i>		
N.G. Dimitrova, MSc. <sup>3</sup>	Dr. C. van Dyck Dr. E.A.J. van Hooft Prof.dr. P. Groenewegen	VU UvA VU
Title: <i>Quality management in the face of error: On staying task focused</i>		
Drs. N.J. van Doesum	Prof.dr. P.A.M. van Lange	VU
Title: <i>To mind and be minded: A sharper look at human prosociality</i>		
S.P. Elbert, MSc.	Prof.dr. A. Dijkstra Prof.dr. T. Postmes	RuG RuG
Title: <i>Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption</i>		

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M. Elshout, MSc.	Prof.dr. I. van Beest	UvT
	Dr. R. Nelissen	UvT
<i>Title: Inclusionary status and consumer preferences</i>		

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T.W. Faber, MSc.	Dr. K.J. Jonas	UvA
	Prof.dr. J.A. Förster	UvA
<i>Title: The role of attentional scope in the activation of automatic behaviour</i>		

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X. Fang, MSc. <sup>1</sup>	Prof.dr. G. van Kleef	UvA
	Dr. D. Sauter	UvA
<i>Title: A Dynamic Approach to the Social Effects of Emotions: Interpersonal Effects of Emotional Change</i>		

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A.E. Grabo, MSc.	Prof.dr. M. van Vugt	VU
<i>Title: The Evolutionary Origins and Psychology of Charismatic Leadership</i>		

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H.J.E. Greijdanus, MSc.	Prof.dr. E.H. Gordijn	RuG
	Prof.dr. T. Postmes	RuG
	Dr. M. van Zomeren	RuG
<i>Title: Escalation and de-escalation of ethnic conflict through within-group communication</i>		

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J.H.B. de Groot, MSc.	Prof.dr. G.R. Semin	UU
	Prof.dr. M. Smeets	UU
<i>Title: Charting the communicative function of chemosignals</i>		

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S. Gündemir, MSc.	Prof.dr. M. van Vugt	VU
	Dr. A.C. Homan	UvA
<i>Title: The minority glass ceiling hypothesis: Exploring reasons and remedies for the underrepresentation of ethnic minorities in leadership positions</i>		

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M.R.W. Hamstra, MSc. <sup>2</sup>	Prof.dr. N.W. van Yperen	RuG
	Prof.dr. K. Sassenberg	RuG
	Prof.dr. B.M. Wisse	RuG
<i>Title: A self-regulation approach to leadership behavior</i>		

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Drs. M.W. Heerdink	Prof.dr. G.A. van Kleef Dr. A.C. Homan Prof.dr. A.H. Fischer	UvA UvA UvA
<i>Title: Emotion and social influence in groups</i>		
F. Hilverda, MSc. <sup>1</sup>	Prof.dr. E. Giebels Dr. M. Kuttschreuter	UvT UvT
<i>Title: Making sense of risk information: seeking, processing and sharing information about food issues</i>		
E. Hoekstra, MSc. <sup>1</sup>	Prof.dr. E.M. Steg Dr. G. Perlaviciute	RuG RuG
<i>Title: Making sense of risk information: seeking, processing and sharing information about food issues</i>		
R.M. Illes, MSc.	Prof.dr. N. Ellemers Dr. F. Harinck	UL UL
<i>Title: De-escalation of value-conflict: Justice and interventions</i>		
L. Jans, MSc. <sup>2</sup>	Prof.dr. K.I. van Oudenhoven - van der Zee Prof.dr. T. Postmes	RuG RuG
<i>Title: Inclusive Identities in Diverse Contexts</i>		
W.S. Jansen, MSc.	Prof.dr. S. Otten Prof.dr. K.I. van Oudenhoven - van der Zee	RuG RuG
<i>Title: Features of an inclusive organization</i>		
N. de Jong, MSc. <sup>3</sup>	Prof.dr. H.A. Hoekstra Prof.dr. K.I. van Oudenhoven - van der Zee Dr. A.H. de Lange	RuG RuG RuG
<i>Title: Roldiversiteit en integratie in de tweede loopbaanhelft</i>		
A.F. Junghans, MSc.	Prof.dr. D.T.D. de Ridder Dr. C. Evers	UU UU

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

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M.K. Keesman, MSc. <sup>1</sup>	Prof.dr. H. Aarts	UU
	Dr. E. Papies	UU
	Dr. M. Hafner	UU

Title: *Effects of mindfulness on self-control*

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M. Kievik, MSc.	Prof.dr. E. Giebels	UT
	Dr. J.M. Gutteling	UT

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

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N.C. Kobis, MSc. <sup>1</sup>	Prof.dr. P.A.M. van Lange	VU
	Dr. J.-W. van Prooijen	VU
	Dr. F. Righetti	VU

Title: *Self-control and the slippery slope of corruption*

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P. Kommattam, MSc.	Prof.dr. A.H. Fischer	UvA
	Dr. K.J. Jonas	UvA

Title: *Feeling the Other: Emotion Interpretation in Intercultural Settings*

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C. Koot, MSc.	Prof.dr. N. Ellemers	UL
	Dr. E. ter Mors	UL

Title: *Resistance of valid beliefs about carbon dioxide capture and storage (CCS) technology against low- quality information*

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N. Koudenburg, MSc. <sup>3</sup>	Prof.dr. T. Postmes	RuG
	Prof.dr. E.H. Gordijn	RuG

Title: *The Sounds of Silence: communicator's interpretations of silent responses in within-group conversations*

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H.K. ter Kuile, MSc.	Dr. E.S. Kluwer	UU
	Prof.dr.ir. A.G. van der Lippe	UU

Title: *Adaptive processes across the transition to parenthood: How partners regulate their changing relationship*

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M. Kutlaca, MSc.	Prof.dr. T. Postmes	RuG
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	Dr. K. Epstude	RuG
	Dr. M. van Zomeren	RuG
<i>Title: Liberation through the internet: How on-line collective action sparks off-line collection action</i>		
Drs. R.A. van der Lee <sup>2</sup>	Prof.dr. N. Ellemers	UL
	Dr. D.T. Scheepers	UL
<i>Title: Morality, competence, and motivation in group contexts</i>		
X. Li, MSc.	Prof.dr. G.R. Semin	UU
<i>Title: A social functional account of reactions to and strategic of negative emotions in bargaining</i>		
C.J. van Lissa, MSc.	Prof.dr. W.H.J. Meeus	UU
	Dr. S.T. Hawk	UU
	Dr. M.A. de Wied	UU
<i>Title: Thinking, feeling, and fighting: effects of cognitive and emotional empathy upon adolescent-parent conflict resolution</i>		
J. Maas, MSc. <sup>3</sup>	Prof.dr. R. de Ridder	UU
	Prof.dr. J. de Wit	UU
	Prof.dr. W. Schaufeli	UU
	Dr. E. de Vet	UU
<i>Title: Prevention of overweight at work: self-regulation in screening and intervention</i>		
Z. Manesi, MSc. <sup>1</sup>	Prof.dr. P.A.M. van Lange	VU
	Dr. T.V. Pollet	VU
<i>Title: Altruism, eye cues, and social value orientation: Under what conditions does a sense of being watched increase charitable behaviors?</i>		
Drs. L. Mann	Prof.dr. B. Doosje	UvA
	Prof.dr. A.H. Fischer	UvA
	Dr. A.R. Feddes	UvA
<i>Title: Humiliation and radicalisation</i>		
Drs. H. Marien <sup>3</sup>	Prof.dr. H. Aarts	UU

Title: *The dynamic interplay of representation level and modality in the implicit motivation of goal pursuit*

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A. Mashuri, MSc. <sup>1</sup>	Dr. E. van Leeuwen	VU
	Prof.dr. M. van Vugt	VU
	Prof.dr. K. Williams	Purdue

Title: *Dealing with separatism conflict in Indonesia: Examining an interactive model of conflict de-escalation and resolution*

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Drs. K.O. McCabe <sup>3</sup>	Prof.dr. N.W. van Yperen	RuG
	Prof.dr. A.J. Elliot	Rochester

Title: *“Not losing to yourself” as an achievement goal: Antecedents and consequences*

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E.W. Meerholz, MSc.	Prof.dr. R. Spears	RuG
	Dr. K. Epstude	RuG

Title: *The dark side of compassion*

---

M. Milovanović, MSc.	Prof.dr. E.M. Steg	RuG
	Prof.dr. R. Spears	RuG

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

---

W.E. Molenmaker, MSc.	Prof.dr. E. van Dijk	UL
	Dr. E.W. de Kwaadsteniet	UL

Title: *The willingness to punish non-cooperation and reward cooperation in social dilemmas*

---

M. Mooijman, MSc.	Prof.dr. E. van Dijk	UL
	Prof.dr. N. Ellemers	UL
	Dr. W.W. van Dijk	UL

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

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A. van Mourik-Broekman, MSc. <sup>1</sup>	Prof.dr. T. Postmes	RuG
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Prof.dr. E.H. Gordijn

RuG

*Title: Organic Growth Of Groups: When And How Do Bystanders Become An "In-group"*

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Drs. L.D. Muusses	Dr. C. Finkenauer	VU
	Dr. P. Kerkhof	VU
	Prof.dr. P.A.M. van Lange	VU

*Title: Darling, I must google that! An examination of how adults' romantic relationships and Internet use influence each other*

---

C.Y. van Niejenhuis, MSc.	Prof.dr. S. Otten	RuG
	Prof.dr. G. van der Werf	RuG
	Dr. R. Maslowski	RuG

*Title: The relation between integration, language proficiency and self efficacy. A longitudinal analysis within the context of intercultural language encounters*

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Drs. H.U. Nohlen	Dr. F. van Harreveld	UvA
	Prof.dr. J. van der Pligt	UvA
	Dr. M. Rotteveel	UvA

*Title: Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making*

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Drs. E.H. Noppers	Prof.dr. E.M. Steg	RuG
	Dr. K.E. Keizer	RuG
	Dr. J.W. Bolderdijk	RuG

*Title: The importance of status concerns in the adoption of innovative products*

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Drs. F. van Nunspeet	Prof.dr. N. Ellemers	UL
	Dr. B. Derks	UL
	Prof.dr. E. Crone	UL

*Title: The desire to be moral: Brain activity indicating the motivational implications of moral vs. Immoral behavior in group contexts*

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Drs. G.P. Perlaviciute <sup>3</sup>	Prof.dr. E.M. Steg	RuG
	Prof.dr. S.M. Lindenberg	RuG

*Title: Strengthening normative goals: activation and effects on behavior*

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J.N.M. van der Poel, MSc. <sup>5</sup>	Prof.dr. E.M. Steg	RuG
	Dr. N. Hansen	RuG
<i>Title: Encouraging pro-environmental Behaviour Spill-over effects: The impact of context and individual attribution processes on pro-environmental behaviour</i>		

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S.Prinsen, MSc. <sup>1</sup>	Prof.dr. D. de Ridder	UU
	Dr. M. Adriaanse	UU
<i>Title: License to Sin: Examining short-term and long-term effects of justification on self-regulation</i>		

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Drs. D.E. Purba	Prof.dr. H.T. van der Molen	EUR
	Prof.dr. M.Ph. Born	EUR
	Dr. J.K. Oostrom	EUR
<i>Title: Organizational embeddedness in relation to turnover, task performance, and organizational citizenship behavior: Cross cultural comparisons between Indonesia and the Netherlands</i>		

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J.R. Rachl, MSc.	Dr. N.P. Leander	RuG
	Prof. dr. N.W. van Yperen	RuG
<i>Title: Strangely familiar: How nonverbal cues from others elicit transference and attachment processes</i>		

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Drs. A.M. Ruepert	Prof. Dr. E.M. Steg	RuG
	Dr. K.E. Keizer	RuG
	Dr. J.W. Bolderdijk	RuG
<i>Title: Positive and negative spill-over effects in environmental and moral behaviour</i>		

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J. Sasse, MSc. <sup>1</sup>	Prof.dr. R. Spears	RuG
	Prof.dr. E.H. Gordijn	RuG
<i>Title: Strategic Emotion Expression in Intergroup Conflicts</i>		

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O. Saygi, MSc.	Prof.dr. C.K.W. de Dreu	UvA
	Prof.dr. N. Ellemers	UL
	Dr. L.L. Greer	UvA
	Prof.dr. G.A. van Kleef	UvA
<i>Title: Representative negotiation as bottom-up influence in intergroup competition and cooperation</i>		

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S. Sanders, MSc.	Prof.dr. B.M. Wisse	RuG
	Prof.dr. N.W. van Yperen	RuG
	Dr. D.C. Rus	RuG
Title: <i>Unearthing the moral emotive compass: exploring the paths to leader moral behavior</i>		

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C. Schlinkert, MSc. <sup>1</sup>	Prof.dr. P.A.M. van Lange	VU
	Dr. S. Koole	VU
	Dr. I. Schneider	VU
Title: <i>The somatic neglect hypothesis: The impact of self-control and rumination on embodied information processing</i>		

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J. Seehusen, MSc.	Dr. K. Epstude	RuG
	Prof.dr. R. Spears	RuG
Title: <i>Acting on values: How counterfactuals influence value-behaviour correspondence</i>		

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Drs. E.C. Seip <sup>3</sup>	Prof.dr. J. van der Pligt	UvA
	Dr. M. Rotteveel	UvA
	Dr. W.W. van Dijk	UL
Title: <i>Altruistic punishment</i>		

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S. Shafa, MSc. <sup>3</sup>	Prof.dr. N. Ellemers	UL
	Dr. F. Harinck	UL
	Dr. B. Beersma	UvA
Title: <i>Cultural differences in value systems and the resolution of value conflict</i>		

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Drs. T.B. Sitsler <sup>3</sup>	Prof.dr. M.Ph. Born	EUR
	Dr. D. van der Linden	EUR
Title: <i>General vs. specific traits: Strengthening the personality - job performance linkage</i>		

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W.W.A. Slegers, MSc. <sup>1</sup>	Prof.dr. I. van Beest	UvT
	Dr. T. Proulx	UvT
Title: <i>Meaning Seeking in Extremist Groups</i>		

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E.S. Stamkou, MSc.	Prof.dr. G.A. van Kleef	UvA
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Prof.dr. A.D. Galinsky

Northwestern

Title: *Climbing the ladder or falling from grace: How norm violations shape social hierarchies*

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P. Stoeckart, MSc.<sup>1</sup>

Dr. Madelijn Strick

UU

dr. Erik Bijleveld

UU

prof.dr. Henk Aarts

UU

Title: *The motivational bases of intuitive and deliberative decisions: Getting what you need versus what you want*

---

J.J. van der Stoep<sup>1</sup>

Prof.dr. D. van Knippenberg

EUR

Dr. E. Sleebos

VU

Title: *Empowerment in Contemporary Organizations: Social Networks, Employee Behavior, Intergroup Leadership, and Their Influence on the Empowerment Process*

---

F.M. Stok, MSc.

Prof.dr. D.T.D. de Ridder

UU

Dr. E. de Vet

UU

Prof.dr. J. de Wit

UU

Title: *Social influences on self-regulation of eating behavior in adolescents*

---

S. Ströfer, MSc.

Prof.dr. E. Giebels

UT

Dr. M. Noordzij

UT

Dr. E. Ufkes

UT

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

---

D. Taufik, MSc.

Prof.dr. E.M. Steg

RuG

Dr. K.E. Keizer

RuG

Dr. J.W. Bolderdijk

RuG

Title: *Promoting behaviour change via social feedback: when does social feedback on behaviour dissimilar others work?*

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Drs. T. Theeboom

Prof.dr. A.E.M. van Vianen

UvA

Dr. B. Beersma

UvA

Title: *External and internal fit of teams affecting decision-making processes and*

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*performance*


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M.M. Tjew A Sin, MSc.	Dr. S.L. Koole, VU	VU
Title: <i>Closing the Minority Achievement Gap: A SMART Model of the Benefits of Belongingness Interventions among Students from Ethnic Minorities</i>		

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K.E. Tsafou, MSc. <sup>1</sup>	Prof.dr. D. de Ridder	UU
	Prof.dr. R. van Ee	Leuven
Title: <i>Technology-mediated healthy lifestyle promotion</i>		

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F.M. Turner, MSc.	Prof.dr. T. Postmes	RuG
	Dr. M. van Zomeren	RuG
Title: <i>Empowerment and politicization</i>		

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L. Veenstra, MSc. <sup>1</sup>	Prof.dr. P.A.M. van Lange	VU
	Dr. S. Koole	VU
	Dr. I. Schneider	VU
Title: <i>Embodied emotion regulation</i>		

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A.E. van 't Veer, MSc.	Prof.dr. I. van Beest	UvT
	Dr. M. Stel	UL
Title: <i>When lying is the norm: how deception (detection) can be dependent on different contexts</i>		

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L.A. Venhoeven, MSc.	Prof.dr. E.M. Steg	RuG
	Dr. K.E. Keizer	RuG
	Dr. J.W. Bolderdijk	RuG
Title: <i>"The bright side of sustainability": under what conditions does sustainable behaviour promote well-being?</i>		

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A.A.C. Verhoeven, MSc.	Prof.dr. D.T.D. de Ridder	UU
	Dr. M.A. Adriaanse	UU
	Dr. E. de Vet	UU
	Prof.dr. B.M. Fennis	UU
Title: <i>Getting right on cue: Testing an intervention using personal cues to create effective plans for healthy eating</i>		

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C.D.W. Vinkers, MSc. <sup>2</sup>	Prof.dr. D.T.D. de Ridder	UU
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Dr. M.A. Adriaanse UU

Title: *When the going gets out: Coping plans as a tool for maintaining loss*

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M. Visserman, MSc.<sup>1</sup> Prof.dr. P.A.M. van Lange VU

Dr. F. Righetti VU

Title: *Sacrifice in close relationships*

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B. de Vos, MSc.<sup>4</sup> Prof.dr. T. Postmes RuG

Prof.dr. E.H. Gordijn RuG

Dr. M. van Zomeren RuG

Title: *The role of communication and conflict escalation and de-escalation between ethnic groups*

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Drs. G. de Vries Prof.dr. N. Ellemers UL

Dr. B. Terwe UL

Title: *The Impact of frames on the effectiveness of organizational communications about environmental technologies*

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E. van der Werff, MSc.<sup>2</sup> Prof.dr. E.M. Steg RuG

Title: *Goals influencing environmental behavior*

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N.T. Wever, MSc. Prof.dr. K.I. van Oudenhoven - van der Zee RuG

Dr. M.W. Vos RuG

Title: *Towards an effective diversity climate within the police force: Development diversity oriented leadership*

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T.R.W. de Wilde, MSc.<sup>1</sup> Dr. F. ten Velden UvA

Prof.dr. C.K.W. de Dreu UvA

Title: *Biases in group decision making*

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J. Wu, Msc.<sup>1</sup> Dr. D. Balliet VU

Prof.dr. P.A.M van Lange VU

Title: *Human Prosociality in Times of Economic Crisis*

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<sup>1</sup> Started his/her PhD in 2013; <sup>2</sup> finished his/her PhD in 2013; <sup>3</sup> PhD position ended in 2013 but will finish PhD later; <sup>4</sup> started job elsewhere in 2013 but will finish PhD later;

<sup>5</sup> stopped her/his PhD in 2013.

33% are funded by the universities; 33% are funded by NWO (Netherlands Organization for Scientific Research); 34% of the research projects are funded through other sources.

## 4. Training and teaching program

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### 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 2013

In 2013 24 PhD projects were completed:

*Bullens, L. (December 4, 2013). Having second thoughts: consequences of decision reversibility. (Co-)Promotor(s): Prof.dr. J. Forster, Prof.dr. J. van der Pligt, and Dr. F. van Harreveld.*

Many of the decisions we make during our lives are irreversible. From everyday choices such as deciding whether or not to put sugar in our coffee to more consequential dilemmas such as deciding whether or not to abort one's unborn child. Other decisions leave more room for second-guessing our initial preferences. These reversible decisions provide us with the opportunity to change our minds at a later point in time. People generally prefer reversible to irreversible decisions. We, for instance, tend to provide temporary (rather than permanent) contracts to new employees, live together with our romantic partners for a while before getting married, and buy products at full price that we can return to the store rather than products that are on sale but cannot be returned.

While individuals seem to initially prefer reversible decisions over irreversible ones, previous research shows that the opportunity to revise actually leads to lower levels of post-choice satisfaction. This is especially interesting in light of the fact that people often do not revise their initial choice. Hence, we do not seem very good at predicting our reactions subsequent to reversible decisions. Up until now, very few studies investigated the consequences of reversible versus irreversible decision-making, and many questions concerning the topic are yet unanswered. It is, for instance, still unclear what cognitive processes

occur when people have made an (ir)reversible decision, or what processes actually underlie the effects found on choice satisfaction. Furthermore, no research yet exists exploring the motivational consequences of decision reversibility. This dissertation aimed to fill this void in the literature by investigating more extensively the cognitive, motivational and behavioral processes that are affected by the reversibility versus irreversibility of decisions.

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*Cobey, K. (September 5, 2013). Female Physiology Meets Psychology: Menstrual Cycle and Contraceptive Pill Effects. (Co-)Promotor(s): Prof.dr. A.P. Buunk.*

Remarkably, relatively few studies have examined psychological effects associated with use of hormonal contraception (HC). In my thesis I provide evidence which suggests that the use of HC disrupts natural hormonal fluctuation and consequently generates negative psychological consequences for social relationships. Examining how use of HC impacts behaviour in social relationships may contribute to women's ability to make more informed decisions to use HC and potentially may guide the development of new pill formulations. I approached this topic from an evolutionary psychology perspective. This viewpoint provided pertinent theoretical insights into what behavioural changes one might expect to see as a result using HC.

The first part of my thesis focused on the impact of HC on romantic jealousy. In two studies, I found that women report higher levels of jealousy when fertile than when non-fertile. Further, partnered, but not single, women reported significantly higher levels of jealousy when using HC as compared to when regularly cycling. Then, in the penultimate chapter to part one I showed that there is variation in the degree of jealousy expressed among women using HC based on the concentration of synthetic estrogen contained within their HC pill. Namely, women using HC containing higher doses of synthetic estrogen reported higher levels of jealousy. In the final chapter of part one, using partnered women, I tested the influence of current HC use in tandem with the influence of use of HC at the initiation of the romantic relationship. Here, I found that women whose current use of HC was congruent to the start of their relationship were less jealous than those whose current use of HC was incongruent. In the latter section of my thesis I proceeded to test factors which may prompt hormonal variation in jealousy response. In doing so, I tested how female-female competitive behaviour is influenced by use of HC, and found that, among partnered women using HC, female-female competition is lower than when regularly cycling. I subsequently examined shifts in romantic partner's self-perceptions of attractiveness across the female cycle and during use of HC. Here I found that men rate their partners, and themselves, as more attractive near to ovulation as compared to when their partner used HC. Together, the results of this thesis shed light on presently unrecognized negative consequences of use of HC. These results are salient to the millions of women worldwide who use HC and to their contraceptive providers.

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*Den Daas, C. (July 9, 2013). In the heat of the moment: The effect of impulsive and reflective states on sexual risk decisions. (Co-)Promotor(s): Prof.dr. John de Wit, Prof.dr. Henk Aarts, and Dr. Michael Häfner.*

Why do people behave in ways that are bad for them in the long term? People are bad at resisting temptations at the expense of their long-term goals, they for instance have unprotected sex despite their long term goal to stay healthy. Impulsivity is often coined as reason for these kinds of behavior. The aim of this dissertation is to investigate why impulsiveness leads to riskier decisions.

We first investigated the intuitively appealing, but unlikely, notion that people in impulsive states are less influenced by their long-term goals. Specifically, we found that sexual risk decisions of people in impulsive and reflective states are equally influenced by the importance of their long-term goals. We further showed that, when health goals are important, people in reflective states make riskier decisions as temptations become stronger, while decisions of people in impulsive states are not influenced by temptation strength.

Subsequently, we investigated other possible reasons why impulsiveness leads to riskier decisions, namely difference in attention and perception. Specifically, we hypothesized and established, using eye-tracking, that people in impulsive states focus their attention on the most salient information, whereas people in reflective states distribute their attention. This attentional difference was found to affect sexual attractiveness judgments. Additionally, we found that people in impulsive states estimate the size of goal-relevant objects in biased ways. Specifically, sex-primed heterosexual men estimated a woman's breasts as larger than men primed with a neutral stimulus. When primed with a sex goal, larger cup size, and thus sexual maturity, is goal congruent. Women showed the reverse effect, estimating cup size of a competitor as smaller is goal congruent, because for women another woman is competition, and estimating her cup size as smaller puts themselves in a more positive light (i.e., more sexually mature). That people in impulsive states are influenced by motivation, whereas people in reflective states are not, suggests that biased size estimation is a spontaneous process that promotes readiness for goal pursuit in people in impulsive states.

Lastly, we tested whether changing a 'simple' environmental factor can possibly change the cognitive state people are in and possibly reduce risk taking. Based on widespread notions in our language, we hypothesized that temperature influences risk taking behavior. We found that imagery, such as 'in the heat of the moment', can be taken literally; people make riskier sexual decisions when temperatures are higher than when temperatures are lower.

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*Does, S. (May 14, 2013). At the heart of egalitarianism: How morality framing shapes Whites' responses to social inequality. (Co-)Promotor(s): Prof.dr. Naomi Ellemers and Dr. Belle Derks.*

The central goal of this dissertation was to identify an effective psychological intervention to increase dominant group members' (e.g., Whites) commitment to social equality. I focused on the perspective of dominant group members,



because they are potentially valuable allies in the struggle toward more equality as their group often has more power than minority groups. At the same time, dominant group members are more likely than subordinate group members to oppose social change, thereby perpetuating their group's privilege and power. I theorized that if redressing inequality becomes a way for dominant group members to boost their group's moral standing (i.e., as fair and just), resistance to social change among these group members might decrease, thereby increasing opportunities for social change. To test this hypothesis, I examined the effect of morality framing—i.e., presenting social equality as a moral ideal versus a moral obligation—on Whites' responses to social inequality.

The studies in Chapter 2 demonstrate that exposure to the moral ideal (vs. obligation) frame elicits more positive intergroup attitudes among Whites. In Chapter 3 it is established that giving a speech about equality as a moral ideal (rather than as a moral obligation), elicits cardiovascular (CV) reactivity among Whites that is consistent with greater relative challenge, and thus less relative threat. Also, it was found that Whites spoke significantly faster, indicating greater eagerness and less vigilance, when speaking about equality as a moral ideal rather than an obligation. In contrast, the studies in Chapter 4 show that during contact with a Black confederate, prior exposure to the moral ideal (vs. obligation) frame elicits CV reactivity among Whites consistent with greater relative threat. Mediation analyses help explain these paradoxical findings. Namely, it was found that the more positive attitudes toward cultural diversity—elicited by the moral ideal (vs. obligation) frame—induced CV reactivity in Whites that is consistent with greater relative threat during contact with the Black confederate. Heightened threat during intergroup contact may thus indicate the psychological cost of caring.

Taken together, the research in this dissertation—with its multi-method approach and examination of distinct populations (i.e., White employees and students)—further the understanding of the complex interplay between self-reported attitudes, physiological responses, and behavior during intergroup contact. As a result, this dissertation can help inform psychological interventions and policy aimed at increasing the commitment to social change among unlikely allies: Those benefiting from the status quo.

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*Van Doorn, E.J. (March 8, 2013). Emotion Affords Social Influence: Responding to Others' Emotions In Context. (Co-)Promotor(s): Prof.dr. G.A. van Kleef and Prof.dr. J. van der Pligt.*

Building on a growing body of empirical evidence concerning social effects of emotions, the four chapters in this dissertation flesh out a social constructionist approach to such effects. The first chapter provides a test of the idea that we 'reverse engineer' the circumstances which must have led to the emotions of others. I show that inferences which are based solely on the knowledge that someone is experiencing anger or regret lead observers to draw agency-related inferences that correspond to the appraisals commonly associated with the intrapersonal experience of these emotions. In chapter two, I build on these findings by demonstrating that the impact of emotions on inferential processes are not merely limited to personality traits as previous research would suggest.

Specifically, I show that emotions may also provide information about situations by virtue of the (appraisal-based) social signals they convey; participants who read a vignette which contains expressions of happiness or disappointment rate the described situation as more cooperative than participants who read about anger being expressed. In chapter three, I show that such effects are persistent – they can influence not only appraisals but also compliance with requests of which they are part, and do so above and beyond descriptive norms to behave in line with a majority. Anger decreases its perceivers' compliance, whereas disappointment increases it. In the first three chapters, anger seems to have only disadvantages. In the fourth chapter, however, we study the effects it has on student learning, when expressed in task instructions. Here, anger leads to improved performance on a learning task that takes place after participants have spent a week memorizing the material, compared to when happiness is expressed. A second experiment shows this effect to be moderated by regulatory focus, so that only students who are using strategies focused on goal attainment, rather than error prevention, improve their performance. Taken together, these experiments thus suggest that in order to predict the effects of an expression of emotion on perceivers' subsequent behavioral responses, we would do well to understand both the cognitive structure which underlies our understanding of the emotion, and structural aspects of the situation in which the emotion is expressed.

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*Hamstra, M. (September 19, 2013). Self-Regulation in a Social Environment. (Co-)Promotor(s): Prof.dr. Nico W. Van Yperen, Prof.dr. Barbara Wisse, and Prof.dr. Kai Sassenberg .*

Individuals possess motivated preferences for pursuing goals in a certain way, that is, for self-regulating using particular types of strategic means (e.g., Higgins, 1997, 1999). When individuals pursue goals, or anticipate pursuing goals, in a way that allows them to apply these preferred strategic means, they experience regulatory fit (Higgins, 2000, 2005). Regulatory fit refers to individuals' experience that what they are doing is 'right', a feeling that they are behaving in a way that suits them. Regulatory fit enhances the strength of individuals' motivation, gives them a sense of engagement and enjoyment in what they are doing, and enhances the value they attribute to the goal-pursuit process (Freitas & Higgins, 2002; Higgins, 2000, 2005). When individuals experience value from regulatory fit, it affects their evaluation of objects they encounter (e.g., products and persuasive messages; Cesario, Grant, & Higgins, 2004; Cesario, Higgins, & Scholer, 2007) and can make them engage more strongly and more persistently in their activities (Förster, Higgins, & Idson, 1998; Higgins, 2006; Shah, Higgins, & Friedman, 1998). Although self-regulation often takes place in a social environment, researchers have only recently started to investigate the effects of the social environment on self-regulation and of self-regulation on individuals' social environment (Finkel & Fitzsimons, 2011). As such, little is known on how regulatory fit shapes individuals' responses to others and how it may be shaped by factors in the social environment. The first goal of this dissertation is to investigate whether the intrapersonal experience of regulatory fit affects individuals' responses to others. That is, we

investigate whether experiences of congruence between individuals' motivational orientation and their own goal-pursuit strategies affects their subjective responses to others toward whom they are positively or negatively inclined. The second goal of this dissertation is to investigate whether regulatory fit can arise from characteristics of others in the social environment. That is, we investigate whether individuals' preferred strategies (stemming from the orientation they hold toward their goals) combined with strategy-relevant aspects associated with characteristics of others shape the individual's subjective (experiential and evaluative) and objective (behavioral and performance-related) self-regulatory outcomes. We achieve this second goal by examining three social relationships in which individuals may find themselves: the relation with a leader, the relation with a group, and the relation with a collaboration partner.

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*Hiemstra, A.M.F. (January 25, 2013). Fairness in Paper and Video Resume Screening. (Co-)Promotor(s): Prof.dr. M.Ph. Born and dr. E. Derous.*

Recent technological developments have resulted in the introduction of a new type of resume, the video resume, which can be described as a video message in which applicants present themselves to potential employers. Research is struggling to keep pace with the speed with which these kind of new, internet-based technologies are adopted by organizations and applicants. Issues that need to be taken into account when introducing new technology in high-stakes selection include, among other things, their acceptability (i.e., perceived fairness) and possible unintended discriminatory effects (i.e., negative selection results for subgroups). In an attempt to fill this void, the fairness of paper and video resume screening is studied in four empirical studies presented in this dissertation. In doing so it aims to shed light on the existing differential job access between ethnic minority and majority job applicants, as well as to add to our understanding of the use of video resumes as a technological innovation in personnel selection. The studies presented in this dissertation focus on perceptions of fairness (Chapter 3, 4 and 5) and factors related to differential selection outcomes for ethnic minority and majority applicants in paper and video resume screening (Chapter 2 and 5). In the introductory chapter, a description is first provided of paper and video resume screening in personnel selection. Subsequently an overview is given of the labor market position of ethnic minorities in Western countries. Lastly, the main research aims of this dissertation are provided, resulting in the formulation of specific research questions.

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*Jans, L. (October 3, 2013). Reconciling individuality with social solidarity: Forming social identity from the bottom up. (Co-)Promotor(s): Prof.dr. Tom Postmes and Prof.dr. Karen I. van Oudenhoven-van der Zee.*

During the last decades, Western societies have become increasingly individualistic.

Many people fear that this gain in individual freedom threatens solidarity in society. The individual and the collective are assumed to be in opposition. But is this assumption always correct? Or is it possible to form groups in which individual distinctiveness and group membership can come into agreement?

In the present dissertation, we show that such reconciliation is possible. We propose that individual group members can actively contribute to the formation of shared group identity—a bottom-up (inductive) process that involves each group member as an individual. While being a distinctive individual can be difficult when group identity is formed on the basis of commonalities (a mechanical or deductive process) as might be the case in the army or the police, this dissertation shows that individuality can be reconciled more easily with strong social solidarity when group identity is formed inductively (or organically) out of individuals' contributions.

In all, the different research lines in this dissertation provide new insights in the interplay between individual distinctiveness and group membership. We believe that this dissertation points to a new direction for thinking about groups and group processes that takes into account both how groups and individuals are cognitively perceived and how they physically interact. We believe that only the mutual consideration of both cognitive and interactive dynamics can do justice to the complex interplay between individual and society that we witness in modern Western society.

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*Koen, J. (April 4, 2013). Prepare and Pursue: routes to suitable (re-)employment. (Co-)Promotor(s): Prof.dr. A.E.M. van Vianen, and Dr. U.C. Klehe.*

There is a widespread consensus in reemployment research and -practice that the best route to finding a job is searching for one. However, searching hard for a job is often not enough in times of economic crisis or for long-term and disadvantaged unemployed people, nor does it necessarily result in better reemployment quality. The aim of this dissertation was therefore to designate the routes to genuine reemployment success. To this purpose, it is proposed in this dissertation that the concept of employability may play an important role in establishing successful reemployment. Additionally, it is proposed that one of the dimensions of employability in particular –adaptability– can serve as a preparatory mechanism that contributes to the quality of reemployment.

By examining each dimension of employability separately among different types of samples with different methods, this dissertation answers if, how and why employability can foster genuine reemployment success. The results of Chapter 2, 3 and 4 show that employability and its dimensions do indeed contribute to both job search and finding reemployment among the long-term unemployed, and that employability can be enhanced through reemployment interventions –

as long as these interventions are useful for finding reemployment (Chapter 3) and yield opportunities for constructing a career identity (Chapter 4). Chapter 5 and 6 confirm that preparation in the (re-)employment process by means of career adaptability can influence the way in which people search for jobs and the subsequent quality of (re-) employment.

Together, the findings in this dissertation yield conclusive evidence that employability offers a comprehensive approach to fostering genuine reemployment success. Whether we look at regular job seekers, the long-term unemployed, stigmatized disadvantaged young adults or university graduates, employability and its separate dimensions are crucial. Employability is –by providing both the resources to engage and persist in proper job search methods and to eventually land suitable reemployment– a fruitful route when pursuing genuine reemployment success. Moreover, preparation (i.e., career adaptability) is particularly essential for the quality of (re-)employment. Thus, in the pursuit of suitable (re-)employment, employability and preparation are sensible routes for maximizing the chances on finding a suitable job.

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*Van der Lee, R. (June 13, 2013). Moral Motivation Within Groups. (Co-)Promotor(s): Prof.dr. Naomi Ellemers and Dr. Daan Scheepers.*

Morality is of particular importance to people: People want to be considered moral and want to belong to moral groups. Consequently, morality judgments have the potential to motivate individuals to behave in ways that are considered to be 'good'. In the current dissertation, I examined the impact of intragroup morality judgments on group members' motivational responses, and compared those to competence judgments as an alternative domain of evaluation. In three empirical chapters, I investigated the impact of morality (vs. competence) judgments from different perspectives, namely judgments of 1) group member's own prior behavior, 2) another group member's behavior, as well as 3) the behavior of a prospective group member. The central hypothesis was that intragroup morality judgments generally impact more strongly on group members' motivational responses than competence judgments. The results demonstrated that the motivational force of morality largely pertains to immorality. Judgments of immorality elicit a range of motivational responses in group members, such as negative affect, lowered perceived coping abilities, a cardiovascular pattern indicative of threat rather than challenge, and a greater inclination towards social exclusion. In conclusion, morality judgments—generally more so than competence judgments—impact on group members' striving to be a 'good' group member.

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*Lelieveld, G.-J., (January 29, 2013). Emotions in negotiations: The role of communicated anger and disappointment. (Co-)Promotor(s): Prof.dr. E. van Dijk, Prof.dr. I. van Beest, and Prof.dr. G.A. van Kleef.*

This dissertation aims to compare the interpersonal effects of different negative emotions in negotiations, by focusing on two of the most often communicated

and experienced emotions in negotiations: anger and disappointment. Anger and disappointment are both emotions that are reactions to undesirable behavior of others. However, when taking a closer look, both emotions are very different in terms of their effects on others. In this dissertation it is shown that both emotions have distinct effects on opponents in negotiations and that anger and disappointment have different underlying mechanisms. Not only are the effects on the behavior of others examined, but also the underlying neural mechanisms of the communication of both emotions.

The results of four empirical chapters show that anger is an emotion that communicates power. Opponents in negotiations give in to angry negotiators to avoid negative consequences such as impasse. When opponents do not have to care about these negative consequences (when anger is communicated by a low-power bargainer, see Chapter 2 and 3) or when the information about the high limits is not communicated in the right way (when it is directed at the person instead of at the offer, see Chapter 4), the communication of anger backfires. Disappointment, on the other hand, is an emotion that communicates weakness. Opponents give in when this communicated weakness evokes guilt (see Chapter 2, 4, and 5), but when it does not evoke guilt, communicating disappointment backfires (see Chapter 5). In addition to these important differences, the results of Chapter 3 also show that, compared to disappointment, expressions of anger increase activation in brain regions of opponents associated with self-referential thinking. This suggests that the communication of anger, more so than the communication of disappointment, evokes a concern for the self in opponents.

This dissertation thus not only shows that the interpersonal effects of anger and disappointment differ, but also what their underlying mechanisms are and what the different consequences are for behavior. By taking a close look at how these two emotions affect others' behavior and underlying neural mechanisms, this dissertation provides a more in-depth view of the social functions of negative emotions.

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*Menninga, K. (January 17, 2013). Exploring Learning Abstinence Theory: A new theoretical perspective on continued abstinence in smoking cessation. (Co-)Promotor(s): Prof.dr. A. Dijkstra and Dr. W.A Gebhardt.*

Tobacco smoking kills millions of smokers each year. Smoking cessation is one solution for this problem. Although many smokers try to quit smoking, most quitters relapse back to smoking. In the past 25 years little progress has been made with regard to the practice of relapse prevention, although some new theoretical perspectives were developed and applied. Therefore, new directions are needed to inspire research on relapse and the practice of relapse prevention. In this thesis, the Learning Abstinence Theory (LAT) is formulated to that purpose, and empirical data are gathered to test some basic assumptions of this theory.

In the LAT, learning about abstinence is central. Firstly, quitters learn in learning situations (situations in which they used to smoke in the past), about smoking, about their ability to quit, and about not smoking. What they learn in these situations depends on the information they attend to and how they interpret the

information; this depends on their situational state of mind. Secondly, quitters learn about their progress towards the desired end-goal of continued abstinence. They need and generate progress feedback to find out whether they are on the right track, that is, whether spending effort will pay off. In addition, quitters construct their own progress feedback in the form of temporal comparisons. These two main aspects of the LAT - states of mind and progress feedback - are the focus of this thesis. In the empirical Chapters 2, 3 and 4, the notion that the state of mind influences interpretations and learning is addressed. In empirical Chapters 2 and 5, feedback about progress, partly as self-constructed temporal comparisons, is studied.

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*Mollen, S. (January 25, 2013). Fitting in or Breaking Free? On Health Behavior, Social Norms and Conformity. (Co-)Promotor(s): Prof. dr. R.A.C. Ruiter, Prof. dr. G. Kok, and Dr. R.N. Rimal.*

In prevention practice, there is an understandable, yet mistaken, tendency to try to encourage action against a health problem by depicting the unhealthy behavior as regrettably frequent, such as: "Nine out of ten people eat less than the recommended two hundred grams of vegetables and two pieces of fruit a day". Scientific findings, mainly stemming from the field of environmental concern, provide evidence for the assumption that when unhealthy behavior is highly prevalent, descriptive norms (i.e. what most people do) should not be conveyed in health promotion campaigns. In such cases, injunctive norm messages, conveying what most people approve or disapprove of, might offer an alternative and promising approach to promote health behavior change. The main objective within this thesis was therefore to examine the proposition that messages stressing that a majority acts in an unhealthy way can negatively affect health behavior and that when the majority engages in unhealthy behavior, it is more advantageous to communicate what people should do (i.e., injunctive norm), rather than what they actually do (i.e., descriptive norm).

In Chapter 2 through 4 the potentially adverse effects of unhealthy descriptive norm messages on health motivation and behavior (i.e., diet, exercise, alcohol) were investigated. Moreover, we examined if injunctive norm messages could provide an effective alternative to descriptive norm messages in cases where a majority acts unhealthy (Ch. 3-4). Results indicate that negative descriptive norms can indeed negatively affect health motivation and behavior. However, findings also show that people do not always follow an unhealthy majority and are at times able to resist unhealthy influences in their social environment. With regard to injunctive norms that describe that most people think one should act healthy we found that they can indeed encourage healthy behavior. In Chapter 5 we examined how messages that communicate normative information should be formulated and found that injunctive and descriptive norm messages should be differentially framed to affect people's motivation to act healthily. Implications of these findings for theory as well as practice are discussed.

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*Niemann, J. (April 18, 2013). Feedback Is the Breakfast of Champions, but It Can Be Hard to Digest: A Psychological Perspective on Feedback Seeking and*

*Receiving. (Co-)Promotor(s): Prof. dr. N.W. Van Yperen, Prof. dr. B.M. Wisse, Prof. dr. K. Sassenberg, and Dr. D.C. Rus.*

This dissertation focuses on reactions to negative feedback and feedback seeking in organizations. Feedback is one of the most essential organizational tools to improve employee performance and to foster employee development. Yet, negative feedback regularly fails to improve performance probably because people often react adversely when they receive negative feedback, that is, they experience negative emotions or they blame the feedback provider for the negative feedback. Moreover, individuals are often reluctant to ask others for feedback. We investigated when and why individuals show such adverse reactions to negative feedback and when and why individuals are reluctant to ask others for feedback.

First, our findings indicate that power, distrust, and uncertainty strongly influence how people react to negative feedback and whether they will seek feedback from others.

Second, we show that social factors heavily affect individuals' decision to ask for feedback. Specifically, we found that the importance people attach to a positive self-image and to maintaining a positive image in the eyes of others greatly influences their decision to seek feedback.

Thirdly, our findings point to strategies that may help to attenuate adverse reactions to negative feedback. Specifically, we show that a more indirect framing of negative feedback may be an effective strategy to reduce the elicitation of adverse reactions in response to negative feedback.

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*Roskes, M. (February 27, 2013). Motivated creativity: A conservation of energy approach. (Co-)Promotor(s): Prof.dr. C.K.W. de Dreu and Prof.dr. B.A. Nijstad.*

Does striving for success lead to better performance than striving to avoid failure? How does working under pressure influence people striving for these different types of goals? Is goal-striving more difficult when striving to avoid negative outcomes than when striving for positive outcomes? This dissertation addresses these and related questions, and advocates a novel conservation of energy principle to explain when striving for positive outcomes (approach motivation) and striving to avoid negative outcomes (avoidance motivation) stimulate performance.

The conservation of energy principle (presented in Chapter 2) is based on the idea that people are reluctant to invest energy, unless the benefits of this investment outweigh the costs. Further, when people do decide to invest energy and exert effort, this leads to depletion. Based on this principle, I predict that performance under avoidance motivation is fragile and can be easily undermined, because performance under avoidance motivation relies heavily on the recruitment of cognitive resources and cognitive control. Or, as put by Johan Cruijff; "Het is veel makkelijker om goed te spelen dan om te voorkomen dat je slecht speelt" (It is much easier to play well than to prevent playing badly). Chapter 3 demonstrates that approach motivation evokes a flexible way of thinking, whereas avoidance motivation evokes a systematic way of thinking.



The results show that avoidance motivated people can be as creative as approach motivated people, but that this is more difficult and depleting for them. Therefore, avoidance motivated people only invest in creativity when creative performance helps them to reach their goals. Chapter 4 demonstrates that working under a high time pressure undermines performance more under avoidance rather than approach motivation. Chapter 5 shows that the same products are evaluated as less creative when people think they resulted from a systematic process rather than a flexible process.

It appears that Johan Cruijff was onto something when he noted that it is much easier to play well than to prevent playing badly. Although avoidance motivation may be effective in short-term projects, it may be counterproductive in the long run, when energy gets depleted and people feel exhausted. Even in the short run negative effects of avoidance goal striving may emerge, because it makes people prone to cognitive overload when facing distracters or stressors. This dissertation shows that performance under avoidance motivation can be effective, but is difficult, depleting, and easily undermined

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*Schneider, I. (March, 19, 2013). The dynamics of ambivalence: Cognitive, affective and physical consequences of evaluative conflict. (Co-)Promotor(s): Prof.dr. Joop van der Pligt, Dr. Frenk van Harreveld, Dr. Mark Rotteveel.*

In life, things are not always black or white. Quite often, they are both. A hamburger, for instance can, at the same time elicit positive evaluations pertaining to its tastiness, and negative evaluations pertaining to its unhealthy characteristics. This simultaneous occurrence of both positive and negative evaluations about the same topic constitutes ambivalence. This dissertation investigates cognitive, affective and physical consequences of ambivalence.

The first aspect under investigation concerns the cognitive dynamics that underlie evaluative conflict. Many scholars have speculated that ambivalence activates both positive and negative evaluations and that these evaluations are in conflict with each other until the system settles into equilibrium. To date, however, this idea was not tested empirically. This dissertation has provided empirical evidence that indeed, both positive and negative evaluations are activated simultaneously when people have to evaluate an ambivalent topic.

The second fundamental aspect of ambivalence concerns its association with negative feelings. Ambivalence is an inherent inconsistency (i.e. it associated with opposing evaluations). Because people in general prefer consistencies, ambivalence has been presumed to elicit negative feelings. However, previous research on ambivalence and negative feelings provided mixed results, i.e. people do not feel bad about being ambivalent all the time. Instead, it appears that under certain conditions ambivalence feels bad. We investigated one of these conditions, namely conflict salience. Conflict salience refers to the degree to which people are aware that they are experiencing ambivalence. We found that when people know that they are conflicted, they experience negative feelings as a result of their ambivalence. However, when they do not think about how conflicted they are, ambivalence does not cause negative feelings.

The final aspect of ambivalence investigated concerns the physical level. Mirroring the way people often talk about their experience of ambivalence (i.e.

“wavering between opinions”), our work reveals that people literally move more from side to side when they are ambivalent. In fact, this association is so strong, that when people move from side while thinking about an ambivalent topic, their experiences of ambivalence are intensified.

Apart from shedding new light on the nature of ambivalence, this work also offers new methods of measuring ambivalence by introducing online measures of activation and conflict and measures of body movement to assess degrees of ambivalence. As such, this dissertation adds to our understanding of what it means to experience ambivalence, on a cognitive, affective and physical level.

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*Sijboom, R. (September 5, 2013). Leaders' reactions to employee creativity: An achievement goal approach. (Co-)Promotor(s): Prof.dr. O. Jansen and Prof.dr. N.W. van Yperen.*

In today's complex, dynamic, and highly competitive environment, organizations need to innovate continuously to survive and prosper. Since the foundation of all innovation is creative ideas, employee creativity, defined as the generation of novel and useful ideas, is a crucial resource in the process of organizational innovation. As the challenges of managing creativity are considerable, a growing body of research reveals that leaders fulfill a critical role when it comes to employee creativity. Although considerable research has been devoted to understand how leaders may facilitate and stimulate employee creativity, little research focused on how leaders actually react to employee creativity. An interesting and relevant question in this regard is: Why are some leaders receptive and supportive to creative ideas voiced by their subordinates, whereas others tend to nip those ideas in the bud?

In this dissertation, I examine how achievement goals of leaders, as a motivational factor, affect their reactions to employee creativity. Specifically, I propose and demonstrate that leaders' performance and mastery goals have differential influences on how they perceive, evaluate, and respond to creative ideas voiced by their employees. The current findings lay a foundation of empirical and experimental evidence for the influential role of achievement motivational factors in leader perceptions and responses to subordinate creativity. Furthermore, our results provide a platform for further research on this intriguing and important managerial issue.

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*Sligte, D. (October 2, 2013). The functionality of creativity. (Co-)Promotor(s): Prof.dr. C.K.W. de Dreu and Prof.dr. B.A. Nijstad.*

This dissertation used an evolutionary framework to assess the functionality of creativity. People have two important, and to some extent conflicting, motives: the motive to fit in with a group, and the motive to stand out of a group. To be creative means to find the right balance between these two; one needs to come up with ideas that are both feasible – and thus acceptable to a social group – and original – and thus deviant from social consensus. I showed that creativity can be functional in satisfying either one of these motives, and that it depends

on a combination of personality and the situation which of these two motives becomes more prominent and how this translates to creative performance. Creativity can be functional to the motive of independent people to be unique, of interdependent people to fit in, to the motive to gain power, and to the motive leave a legacy and be existentially reassured once reminded of mortality. However, people are reluctant to be creative when they fear falling outside the safe perimeters of their group, when they can lose power, or when they are reminded of death and creativity cannot help them to cope with this.

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*Stulp, G. (March 21, 2013). Sex, Stature and Status - natural selection on height in contemporary human populations. (Co-)Promotor(s): Prof.dr. A.P. Buunk and Prof.dr. S. Verhulst.*

As an upright walking mammal, height is perhaps our most conspicuous feature. Height is a highly variable trait, both within and between populations, has a high heritability, and influences the manner in which people behave and are treated in society. It is therefore possible that natural selection acts on this variation in height and, in this thesis, I investigated whether this was the case. I first examined sexual selection on height, demonstrating that taller individuals have higher social status and increased dominance, that there are height preferences for potential mating partners, that these preferences influence choice in a speed-dating context, and that height preference and choice influence actual pair formation. Having established a role for height in intra- and inter-sexual selection, I considered other ways in which height contributes to biological fitness, and how this differs between the sexes. I demonstrated that shorter women and women with partners much taller than themselves are at greater risk for a Caesarean section, and therefore face greater mortality risks. I furthermore showed that shorter women have more children than taller women, despite higher child mortality, whereas average height men have more children than both shorter and taller men. Due to these differential selection pressures, shorter families achieve higher reproductive success through the female line, whereas average height families achieve greater reproductive success through the male line. In summary, there is natural selection on height in contemporary human populations.

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*Van Veelen, R. (October 31, 2013). Integrating I and We: Cognitive routes to Social Identification. (Co-)Promotor(s): Prof.dr. Sabine Otten and Dr. Nina Hansen.*

Identification with groups provides people with safety, self-definition and, self-esteem. In today's increasingly complex and diverse society, social identification also forms the social glue that binds people together. Yet despite this indisputable relevance, remarkably little is known about how people identify with groups. From a cognitive perspective, social identification denotes a certain amount of overlap between the mental representation of the self and the group. Yet how does this self-group overlap emerge? And does this vary across

different social contexts? In this dissertation I aim to unravel the cognitive mechanisms explaining how people identify in different social contexts. Adopting a multi-method approach, the studies in this dissertation form the empirical basis for a Cognitive Dual-Pathway Model to Social Identification. Specifically, the model demonstrates that not only people's assimilation to group stereotypes (self-stereotyping) but also people's projection of personal self-attributes onto a group (self-anchoring) can form a basis for social identification. This finding implies that social identification does not necessarily rely on group members' perceived similarity or prototypicality, but can also be based on the individual self. Further application of the model shows that the cognitive processes underlying successful identification vary between social contexts. Specifically, among newcomers or in ill-defined groups self-anchoring positively instigates social identification, while self-stereotyping does so among well-established group members or in well-defined groups. In diverse groups, minority members' identification benefits most from self-anchoring relative to self-stereotyping. I conclude that advanced insight in how people identify relies on an integrated focus on the social and personal self.

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*Vinkers, C. (December 12, 2013). Future-oriented Self-Regulation in Eating Behavior. (Co-)Promotor(s): Prof. dr. D.T.D. de Ridder and Dr. M.A. Adriaanse.*

Hoewel veel mensen minder ongezond proberen te eten, lukt het maar weinigen. Eén reden dat de meeste afvalpogingen mislukken, is dat mensen vaak niet goed om kunnen gaan met de obstakels die gepaard gaan met het bereiken van een gezonder eetpatroon.

Een voorbeeld van zo'n obstakel is het aangeboden stuk taart op een verjaardagsfeestje. De zogenoemde 'Proactive Coping Theory' stelt dat als mensen op zulke obstakels anticiperen en zich erop voorbereiden ('proactief zijn'), ze beter in staat zijn om het obstakel, het stuk taart, te weerstaan: op die manier kan ongezond eetgedrag worden tegengegaan en is het gewicht te beheersen.

Deze centrale aanname is in het proefschrift van Charlotte Vinkers onderzocht in meerdere experimentele studies en veldstudies. Haar onderzoeken tonen samen aan dat het voorzien van, en voorbereiden op, toekomstige obstakels een positieve invloed kan hebben op het beteugelen van ongezond eetgedrag. Vinkers: "Dit nieuwe inzicht is belangrijk omdat uit de praktijk blijkt dat de verleiding erg groot is om tóch het lekkere koekje te nemen als we er oog in oog mee staan." Volgens Vinkers is het dan ook verstandig om van tevoren, als we niet al onze energie hoeven te besteden aan het weerstaan van de tastbare en onmiddellijke verleiding, na te denken over dit soort obstakels en alvast een plan gereed te hebben. Hoewel het onderzoek in haar proefschrift demonstreert dat de voorbereiding op obstakels voordelen kan hebben, toonde ze ook aan dat deze aanpak moeilijk en wellicht niet aantrekkelijk of geschikt is voor alle mensen. De inzichten in dit proefschrift hebben niet alleen belangrijke theoretische en praktische implicaties, maar geven ook nieuwe aangrijpingspunten voor verder onderzoek.

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*Van der Weiden, A. (January 25, 2013). When You Think You Know What You're Doing: Experiencing Self-Agency Over Intended and Unintended Outcomes. (Co-)Promotor(s): Prof.dr. H. Aarts and Dr. K.I. Ruys.*

As social beings, people often find themselves in situations where the cause of events is ambiguous. One may experience having caused ones friends to laugh by telling a funny story, while their laughter may as well be caused by a person with a strange haircut who just walked by. Hence, the experience of being the cause of one's own actions and resulting outcomes, also referred to as the experience of self-agency, is not a straightforward affair. This raises the question how experiences of self-agency arise in such social, ambiguous contexts. Previous research has shown that experiences of self-agency arise when action-outcomes match ones goals, but also when they match pre-activated (i.e., primed) outcome representations. Yet, how outcome priming affects self-agency experiences is still little understood.

To shed more light on how outcome priming affects experienced self-agency, the present dissertation examined two key assumptions associated with goal effects on self-agency. That is, it is tested whether knowledge regarding the causal relation between actions and outcomes, and a focus on outcomes (rather than actions), is required for outcome priming to affect experienced self-agency. Furthermore, the present dissertation deals with whether and how experiences of self-agency resulting from outcome primes differ from experiences of self-agency resulting from goals. Since goals evoke unique control processes dealing with monitoring and feedback processing of achieving the specific desired outcome, processes that may be especially relevant when outcomes mismatch one's goals, the effect of goals and primes on mismatching outcomes was directly compared.

The present dissertation revealed that outcome priming effects on experienced self-agency only occur as long as one has not learned that one's actions and subsequent outcomes are not causally related. Furthermore, outcome priming effects are most pronounced when one is focused on the outcome of one's action. Note that these conditions resemble the conditions in case of goal pursuit where one has to know which actions are instrumental in attaining one's goal, and where one is likely to represent one's behavior in terms of its outcomes. Yet, this does not imply that outcome primes affect self-agency experiences through the same mechanism as goals do. Indeed, goals and primes diverge in their effect on experienced self-agency over mismatching outcomes, suggesting that there are two qualitatively different routes to experienced self-agency. These findings have important implications for current models on how experiences of self-agency arise and for processes associated with goal-achievement, such as emotion and motivation.

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*Van der Werff, E. (September 12, 2013). Growing environmental self-identity. (Co-)Promotor(s): Prof.dr. Linda Steg and Dr. Kees Keizer.*

To overcome environmental problems we need to know what important antecedents of environmental behaviour are. In this dissertation we studied

whether environmental self-identity is an important predictor of environmental behaviour.

Environmental self-identity can be defined as the extent to which you see yourself as an environmentally-friendly person. We found that it is indeed related to a range of pro-environmental actions, for example, energy use and preference for sustainable products.

We found that environmental self-identity is partly stable, as it is influenced by one's biospheric values. Biospheric values even predicted environmental self-identity at a later moment in time and after a manipulation of environmental self-identity. However, environmental self-identity can also be changed to a certain extent. Based on self-perception theory we studied whether reminding people of their past behaviour influences their environmental self-identity. We indeed found that when people realize that they often acted environmentally-friendly in the past their environmental self-identity was strengthened which in turn promoted pro-environmental actions. When people realized they rarely acted environmentally-friendly in the past their environmental self-identity was weakened and they were less likely to act pro-environmental. However, past behaviour only influenced environmental self-identity when the signalling strength of the past behaviour was high. Only when it concerned a range of rather different behaviours or when the behaviour was difficult and unique environmental self-identity was strengthened.

Finally, we found that people with a strong environmental self-identity are intrinsically motivated to act pro-environmental. A strong environmental self-identity was found to be related to an obligation-based intrinsic motivation to act environmentally-friendly.

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*De Wit, F. (February 28, 2013). The paradox of intragroup conflict. (Co-) Promotor(s): Prof.dr. K.A. Jehn and Dr. D.T. Scheepers.*

During group decision making, people often experience disagreements in which they need to choose between their own viewpoint and the viewpoint of another group member. Jury members, for example, may disagree about whether the accused are guilty or innocent, cabinet members may disagree about the best decision to tackle a crisis, and members of top management teams may disagree about where they want to invest. These intragroup conflicts often pose a paradox for groups. That is, on the one hand, a conflict may use up precious time, evoke frustration, and reduce group members' motivation to work for the group. Yet, on the other hand, a conflict may challenge group members' to more critically evaluate their initial viewpoints which, in the end, may result in more well-informed and superior decisions. In this dissertation I address this "paradox of intragroup conflict" by means of a meta-analysis of past intragroup conflict research and six experiments that examine when conflicts are most likely to help or hinder group decision-making. The findings show that although two types of conflict (i.e., relationship and process conflict) have a strong tendency to hurt group outcomes, a third type of conflict (i.e., task conflict) has the potential to help group outcomes. Yet, whether a group can indeed benefit from a task conflict strongly depends on contextual factors (e.g., the presence vs. absence of a relationship conflict) and individual-level factors (e.g.,

cardiovascular reactions to conflict). Together, these findings contribute to solving the paradox of intragroup conflict and offer new insights that groups can use to guard against the potential dangers of intragroup conflict, as well as to reap the benefits from it. Moreover, the findings highlight the usefulness of a psychophysiological approach to intragroup conflict, for example, to better understand why people sometimes show such a strong tendency to hold on to their own opinion during conflicts.

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*Zedelius, C.M. (January 17, 2013). Investigating Consciousness in Reward Pursuit. (Co-)Promotor(s): Prof. dr. H. Aarts and Dr. H. Veling.*

The question of how human performance can be improved through rewards is a recurrent topic of interest in psychology. Traditional approaches to this question have usually studied the effects of consciously communicated rewards, and in that have focused mainly on conscious processes such as deliberate decision making and conscious reflection. Recently, however, following the discovery that a large part of human behavior unfolds unconsciously, researchers have proposed that conscious awareness and reflection may be entirely unnecessary or effective human reward pursuit. The present dissertation investigated this idea by systematically comparing the effects consciously perceived rewards with the effects of rewards that perceived outside of conscious awareness. A series of Experiments revealed both similarities and striking differences in the way consciously and unconsciously perceived rewards impact processes such as decision making, task preparation, or task execution. The results can be broadly summarized to yield two main conclusions. First, in relatively simple contexts, both consciously and unconsciously perceived rewards can improve performance by influencing people's decisions to invest effort in a task and by increasing people's preparedness to perform a task well. Secondly, unconscious reward processing appears to be rather limited when it comes to improving performance strategically and efficiently in more complex contexts, such as for instance when rewards are unattainable or can be attained only through future performance, or when valuable and personally rewarding stimuli turn out not to be rewards at all. In such contexts, conscious awareness and reflection appear to elicit unique processes that play an important role in providing flexible control over behavior. These findings have interesting practical implications, as they point to new ways to improve human performance through rewards. The findings also have broader theoretical implications concerning the much-debated role of consciousness in modulating goal-directed human behavior more generally.

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#### 4.2.2 PhD projects started in 2013

In 2013 23 PhD projects were started:

##### **Birol Akkus**

University: University of Groningen

Title project: Social Work in cross-cultural contexts: does seeking and accepting help depend on worldviews?

Funding: NWO

Supervisor(s): Prof.dr. T.T. Postmes, Dr. K.E. Stroebe (RuG)

Period: 01.01.2012 – 01.01.2016

Project description: Migrants of non-western backgrounds (NWM) do not receive the psychosocial and mental health care they need: research suggests that there is a mismatch between the 'demand' and 'supply' of psychosocial help for NWM. This mismatch is associated with increased mental health risks, and may be a significant factor in understanding responses to domestic violence, delinquency and other serious societal problems within minority groups. We investigate the role of cultural differences in help seeking to explain this mismatch. We propose that cultural differences in help seeking are based on differences in cultural worldviews: the perceived relation between self and social environment. In certain NW cultures, individuals feel intimately connected with their social network and see their personal life as strongly determined by their environment. These worldviews may determine responses (appraisals, attributions of responsibility, emotions) to negative family related events.

A series of studies will be performed to test our research questions:1: operationalization of relevant cultural worldviews, and possible responses to negative life events.2: experiments in which responses of NWM to scenarios of mental health problems and domestic violence are compared with a matched Western control group. 3: field research examining actual responses of NWM mental health patients/victims of domestic violence compared with a matched Western control group.

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##### **Elisabeth Hoekstra**

University: Universiteit of Groningen



Title project: The effects of values and trust on acceptability of energy organisations' activities

Funding: University of Groningen

Supervisor(s): Prof.Dr. E.M.Steg, Dr. G. Perlaviciute

Period: 01.11.2013 – 01.11.2016

Project description: Acceptability of activities of energy companies depends on the level of trust in these organisations (e.g. Huijts, Molin, & Steg, 2012). We conceptualise trust as the perceived integrity of the organisation, that is, how trustworthy, open, and honest an organisation is perceived to be. It has been argued that trust is related to three factors: past behaviour of the organisation, perceived competences of the organisation, and perceived value similarity between an organisation and oneself (Siegrist, Cvetkovich, & Roth, 2000; Siegrist, Earle, & Gutscher, 2003). As yet it is not clear how these different factors and trust are causally related, and which of these factors are of key importance for overall trust in organisations and public acceptability of organisations' activities. We hypothesize that past behaviour, perceived competences, and perceived value similarity affect trust in organisations, and that trust in turn predicts public acceptability of organisations' activities. We will study how and under which conditions trust influences public acceptability. We propose that trust will particularly affect public acceptability when the relevant activities of the organisations have significant implications for a person's important values. We will conduct correlational as well as experimental studies to test our theoretical model.

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### **Daniela Becker**

University: University of Amsterdam

Title project: Automatic determinants of eating behavior: What they are and how we can change them

Funding: University of Amsterdam (80%), External sources (20%)

Supervisor(s): Prof.dr. R.W. Holland, Dr. N.B. Jostmann (UvA)

Period: 01.10.2012 – 01.06.2016

Project description: Over the past years we have witnessed a steep rise of life-style related health problems. It seems that especially healthy food choices have become increasingly difficult to make with energy-dense food being easily and constantly available, tempting us into overconsumption. The present PhD project aims at increasing our understanding of automatic determinants of eating behavior. Specifically, we will investigate the role of reward value and subsequent reward processing in the determination of explicit (eating) behavior.

In a later phase of the project we want to use our knowledge to improve existing, or to create new interventions.

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**Edona Maloku Berdyna**

University: Leiden University

Title project: Building a Kosovar Identity: How intergroup contact affects Social Identity Complexity and intergroup relations

Funding: External sources

Supervisor(s): Prof.dr. N. Ellemers, Dr. B. Derks, Dr. C. van Laar (UL)

Period: 01.10.2013 – 01.10.2017

Project description: This PhD project examines the effects of holding multiple social identities on intergroup relations in a post-conflict context. The country where the studies will be done, Kosovo, is of particular interest to research on social identity because of its profound social changes over the past 2 decades. The succession from former Yugoslavia and declaration of independence in 2008 led to the creation of the newest national identity in Europe, the Kosovar Identity, as an overarching identity that gathers various ethnicities and religions with an armed conflict past. The two main ethnic groups, Albanian majority and Serb minority, continue to have very limited intergroup relations, or none. In the current project we build on insights from Social Identity Theory (Tajfel & Turner, 1979) and Social Identity Complexity Theory (Roccas & Brewer, 2002) to develop new ways for people in this context to perceive the novel national identity as inclusive of all ethnic groups, and thus, less threatening to ethnic identity.

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**Nathalie Boot**

University: University of Amsterdam

Title project: The neural and cognitive correlates of creativity

Funding: University of Amsterdam

Supervisor(s): Dr. M. Baas, dr. S. van Gaal, prof.dr. C. de Dreu (UvA)

Period: 01.09.2013 – 01.09.2017

Project description: Creativity, the ability to generate novel and useful ideas is a key driver of human evolution, and among the most valued and sought after competencies in contemporary societies. Because creativity provides fitness functionality in both ancestral and contemporary societies, it stands to reason that (i) the human brain evolved to sustain and promote creative thinking and we should be able to identify (ii) the brain circuitries and neuromodulators of creativity. To better understand the nature and processes underlying the social psychology of creativity, this project investigates the potential brain correlates

and neuromodulators underlying different facets of creative performance. More specifically, the project sets out to identify (i) the brain potentials associated with, and (ii) the role of the neurotransmitter dopamine in the flexibility and persistence pathway to creative outcomes, and (iii) to identify the neural correlates that explain classic social psychological effects of social cues on creativity.

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### **Yujie Cheng**

University: University of Amsterdam

Title project: The Function of Creativity: When Creativity Helps to Avoid Aversive States

Funding: External sources

Supervisor(s): Dr. M. Baas, Prof.dr. C.K.W. de Dreu (UvA)

Period: 01.10.2012 – 01.10.2016

Project description: My research mainly focuses on the function of creativity, specifically when and how aversive states may enhance creativity. There are two motivational systems: approach and avoidance. People may pursue positive goals that activate the approach system. They may also strive to create safety and predictability in response to threats and uncertainty-these goals activate the avoidance system that prepares the individual to deal with aversive situations. Despite previous research indicates negative relationship between avoidance motivation and creativity, we argue that aversive states may enhance original ideation (1) when people are motivated to cope with their situation and focus their attention on information that is relevant to their current needs, (2) the effects are primarily driven by persistent thinking, and (3) the enhanced originality only in domains that are relevant to their goals, but not in domains irrelevant. We conduct both experiments and field studies to test the basic prediction that aversive states (threats, uncertainty) may enhance originality when creativity helps achieving relevant goals.

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### **Xia Fang**

University: University of Amsterdam

Title project: A Dynamic Approach to the Social Effects of Emotions: Interpersonal Effects of Emotional Change

Funding: External sources

Supervisor(s): Prof.dr. G. van Kleef, dr. D. Sauter (UvA)

Period: 01.10.2013 – 01.10.2017

Project description: In real life, we often find ourselves confronted with other people's changing emotions, and need to figure out how to make sense of and

respond to these changes. Emotional change refers to movement between two or more affective or emotional states, a ubiquitous phenomenon that is poorly understood. The present research is about the interpersonal effects of such emotional changes. Despite much past research has explored the effects of dynamic emotions on basic cognitive processes such as perception (Krumhuber, Kappas, & Manstead, 2013; Niedenthal, Brauer, Halberstadt, & Innes-Ker, 2001; Jack, Garrod, & Schyns, 2014), we are still in dark with regard to the effects of emotional change on more social cognitive processes such as attribution and impression formation. Moreover, prior research has only considered emotional changes from neutral to some emotional state (Ambadar, Schooler, & Cohen, 2005; Yoshikawa, Sato, 2008). It is unclear how people make sense of and respond to dynamic changes from one emotion to another. Our aim is to remedy this state of affairs by developing a comprehensive research program on the social effects of emotional change.

In the present research, we will focus on the interpersonal effects of emotional change on basic cognitive processing in the first part, such as perception, attention, and memory. In the second part, we will focus on the interpersonal effects of emotional change on more social phenomena, for instance, impression formation and attribution. In the third part, based on the findings revealed by the above studies, we will examine the interpersonal effects of emotional change on perceivers' attitudes and behavior. In the fourth part, the interpersonal effects of emotional change will be compared between different countries, for instance, China and the Netherlands.

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### **Femke Hilverda**

University: University of Twente

Title project: Making sense of risk information: seeking, processing and sharing information about food issues

Funding: External sources

Supervisor(s): Prof. dr. E. Giebels, Dr. M. Kuttschreuter (UT)

Period: 16.03.2013 – 16.03.2016

Project description: There is an abundance of risk information available to the individual. This project aims to gain insight in the way individuals make sense of this abundance of information and in how their social environment shapes the way in which they respond to all the available information.

This project, that is funded by the NVWA (Dutch Food Safety Authority), follows-up on the results of the FP-7 project called 'FoodRisC'. Results from this project showed e.g. that the social context (social proof) is an important determinant of the individual's response in terms of information seeking behaviour.

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Building on the RISP model (Griffin et al., 1999), theories of behavioral decision making, dual processing models such as the Systematic-Heuristic Model (Chaiken, 1980) and the Theory of planned behavior (Ajzen, 1991), the research focuses on the active role of individuals in responding to risk information.

One distinctive feature is its emphasis on sharing risk information with others. Social media form a rather new element in the media landscape. Previous research mainly focused on searching for information, whereas the function to share information and its motivations has not yet been given much attention. Three forms of response to risk information will thus be studied: information seeking, information processing and information sharing.

Another distinctive feature is the measurement of actual information seeking behaviour. Research up till now has mostly studied the intention to search for information. In this project, we will also establish how individuals actually search for information on the Internet. This will show how individuals select risk information in a complex information environment and how they handle the results of their search.

The research is outlined along the topic of technological developments in food processing, in particular organically produced foods and nanotechnology. These technologies represent two different types of risk situations. Organically produced foods are becoming more and more common; at the same time one might expect the public to underestimate its risks. This contrasts with the situation for nanotechnology. Nanotechnology is also already used to increase the duration of the preservation of food products. A recent development is its application in the creation of new products, such as mayonnaise that taste like regular mayonnaise but does not contain the regular amount of calories. On the basis of the risk perception literature, one might expect the public to exaggerate the risks involved.

Outcomes from this project provide insights in the way individuals make sense of risk information in an environment with an abundance of information, in how they process such information, and in what motivates them to share this information with others.

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**Mike Keesman**

University: Utrecht University

Title project: Effects of mindfulness on self-control

Funding: Utrecht University

Supervisor(s): Prof. Dr. H. Aarts, Dr. E. Papies, Dr. M. Hafner (UU)

Period: 01.09.2013 – 01.09.2016

Project description: In the current living environment we are frequently exposed to tempting stimuli that provide short-term rewards at the cost of long-term goal pursuit. Recent research shows that mindfulness, and specifically mindful attention (i.e. seeing one's experiences as mental events) may help to shield us from these temptations. The aim of the research project is twofold: first, it will investigate the mechanism by which mindfulness reduces impulsive reactions towards tempting stimuli. Second, it will investigate the potential effects of mindfulness training, e.g. will it allow people to follow up on their dieting intentions, is it bound to specific situations, what are the long-term effects, and is mindfulness training suitable for everyone? Specific hypotheses will be tested by means of both laboratory experiments and field experiments.

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### **Nils Kobis**

University: VU University Amsterdam

Title project: Self-control and the slippery slope of corruption

Funding: NWO

Supervisor(s): Prof.dr. P. van Lange, Dr. J.W. van Prooijen, Dr. F. Righetti (VU)

Period: 01.09.2013 – 01.09.2016

Project description: We investigate how self-control—the ability to resist temptation—influences people's tendency to commit minor and major forms of corrupt behavior. In a novel economic decision-making game, we predict that people with low self-control are generally most likely to commit minor forms of corruption. High self-control, however, may help individuals with highly selfish motivations to enact corruption more effectively. People with the combination of high self-control and selfish motivations are hence predicted to be just as likely to commit minor forms of corruption, and even more likely to commit major forms of corruption that require cognitive resources.

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### **Zoi Manesi**

University: VU University Amsterdam

Title project: Altruism, eye cues, and social value orientation: Under what conditions does a sense of being watched increase charitable behaviors?

Funding: External sources

Supervisor(s): Prof. dr. P.A.M. van Lange, Dr. Thomas V. Pollet (VU)

Period: 01.09.2013 – 01.06.2016

Project description: One intriguing finding from recent research is that minimal cues of being watched, like an image of watching eyes, can enhance cooperation and prosocial behavior. However, evidence for the effectiveness of interventions using eye cues to modify human behavior is still under empirical

debate. This project aims to clarify the circumstances under which eye cues can increase prosociality by examining the moderating role of (a) the individual's social value orientation, and (b) attributes of eye cues (i.e. gender and emotional state conveyed by eyes). In a series of laboratory and field experiments, we aim to investigate the interplay between individual differences in social value orientation and attributes of eye cues in predicting three forms of human prosocial behavior: charitable giving, volunteering and blood donation. In collaboration with charities, volunteer and health organizations, we will explore the impact of interventions based on eye cues on university students, university personnel and general population. The core outcome is the development of an ecologically valid method for promoting prosociality that incorporates the most powerful types of eye cues and targets individuals susceptible to the watching eyes effect.

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### **Ali Mashuri**

University: VU University Amsterdam

Title project: Dealing with separatism conflict in Indonesia: Examining an interactive model of conflict de-escalation and resolution

Funding: External sources

Supervisor(s): Dr. E. van Leeuwen, prof.dr. M. van Vugt (VU), prof.dr. K. Williams (Purdue University)

Period: 01.09.2013 – 01.19.2017

Project description: Despite the widespread prevalence of separatist movements, there is a striking lack of psychological research into the majority's responses to separatism. Research into the majority's response to separatism is important since the question whether the process of separatism is a peaceful or violent one depends as much on the separatist movement's actions as on the majority's response to those actions. At the core of the current project lies a newly developed conceptual framework in which we propose that the separatist movement's motives, the strength of their call for separation, the majority's response to this call, and the separatist movement's response to the majority's actions, are mutually influencing each other. To test this model, the first part of this project will investigate the motives underlying separatist movements. The second part will examine how the majority group experiences separatism threat and responds to it at a cognitive, affective and behavioural level. The third part will zoom in on the separatist group's responses to violent and peaceful actions from the majority, and examine factors contributing to the escalation and de-escalation of separatism conflict. The fourth part will seek to examine the

effectiveness of a salient common identity, while simultaneously acknowledging important subordinate identities, for separatism conflict resolution.

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**Aafke van Mourik Broekman**

University: University of Groningen

Title project: Organic Growth Of Groups: When And How Do Bystanders Become An “In-group”

Funding: NWO

Supervisor(s): Prof.dr. T. Postmes, Prof.dr. E.H. Gordijn (RuG)

Period: 16.10.2013 – 16.10.2017

Project description: This research investigates group growth, in particular the transition from small to large groups. We focus on processes in small groups that enable such transition. Small groups are formed “organically” around interactions and interdependencies. We aim to show that bystanders can get psychologically involved in this, even without participating actively. Through emotional “contagion” and empathy, organic bonds can extend to bystanders. Psychologically, bystanders thus become part of an in-group. This process may, at a fundamental level, underpin a broad range of group growth phenomena and alter our understanding of large group formation.

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**Sosja Prinsen**

University: Utrecht University

Title project: License to Sin: Examining short-term and long-term effects of justification on self-regulationTitel

Funding: NWO

Supervisor(s): Prof.dr. D. de Ridder, dr. M. Adriaanse (UU)

Period: 01.09.2013 – 01.09.2016

Project description: Self-regulation failure is often explained in terms of not being able to resist immediate temptations, resulting in impulsive behavior taking precedence over reflective considerations. Whilst the relative strength of impulses for gratification of desires has proven an important explanation for abandoning long-term goals, we posit that there is an additional but often overlooked explanation for self-regulation failure: when having a justification people may fail at self-regulation not because they cannot regulate themselves but because they choose not to. This project examines the immediate and long-term effects of engagement in justification processes on self-regulation success in health behavior and consumer behavior.



**Julia Sasse**

University: University of Groningen

Title project: Strategic Emotion Expression in Intergroup Conflicts

Funding: External sources

Supervisor(s): Prof.dr. R. Spears, Prof.dr. E.H. Gordijn (RuG)

Period: 01.01.2013 – 01.01.2017

Project description: Whenever two groups engage in a conflict, a multitude of emotions are experienced and expressed. But do expressed emotions always equate to experienced emotion? We propose that emotions may rather be expressed strategically, especially if a third party gets involved in the conflict. As a third party may provide substantial support or serve as a judge, we suppose that expressed emotions towards this group vary substantially from emotions expressed towards the opponent group. Therefore we expect, that strategic emotion expression depends on the audience with which a group communicates. Strategic considerations shall be determined by established associations between specific emotions and behavioral reactions they evoke in the audience.

It is the aim of the current project to provide empirical support for strategic emotion expression in intergroup conflicts and the effect of different audiences. We will further explore the influence of additional factors like power and status differences of the involved groups, consequences for the individual caused by identifiability and accountability and sympathy preferences of the third party.

**Caroline Schlinkert**

University: VU University Amsterdam

Title project: The somatic neglect hypothesis: The impact of self-control and rumination on embodied information processing

Funding: External sources

Supervisor(s): Prof.dr. P. van Lange, Dr. S. Koole, Dr. I. Schneider (VU)

Period: 01.05.2013 – 01.05.2016

Project description: Self-control is a psychological process whereby people inhibit their immediate impulses to achieve their long-term goals. Although self-control has many personal and societal benefits, self-control often leads people to disregard their physical sensations (e.g., feelings of fatigue or attraction towards a tempting stimulus). According to the somatic neglect hypothesis, self-control may lead to involuntary neglect of bodily processes, especially among individuals high on rumination, who have difficulties relaxing self-control. A series of experiments will examine the influence of self-control and chronic rumination on use of bodily feedback in interoception, and decision-making and

whether training self-relaxation skills may help chronic ruminators to overcome somatic neglect. The results of this research will inform basic theories of human self-regulation and may point to new ways of treating depression.

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### **Willem Slegers**

University: Tilburg University

Title project: Meaning Seeking in Extremist Groups

Funding: Tilburg University

Supervisor(s): Prof.dr. I. van Beest, Dr. T. Proulx (UvT)

Period: 01.10.2012 – 01.10.2016

Project description: People seek meaning and adopt meaning frameworks, or sets of beliefs through which they understand the world and find purpose. However, threats of any kind can affect these meaning frameworks. Uncertain economic times violate our expectancies of a stable nation, unfair treatment violates our expectations of a just world, and racial discrimination violates our expectations of social equality. These meaning threats are believed to evoke a psychophysiological threat response that motivates people to restore meaning by affirming the violated meaning framework, or even other, unrelated, meaning frameworks.

We investigate whether people with extremist values show a greater reactivity to meaning threats that motivates them to more strongly affirm their extremist attitudes. Furthermore, as violations of one framework can be restored using another, we also investigate whether extremists are less likely to have a wide array of sources they draw meaning from, which would funnel their meaning restoration efforts to fewer sources. Lastly we look at the relationship between extremists and attachment styles, as insecurely attached people have been shown to interpret stressful events, including violations of meaning frameworks, as more threatening.

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### **Peter Stoeckart**

University: Universiteit Utrecht

Title project: The motivational bases of intuitive and deliberative decisions: Getting what you need versus what you want

Funding: Utrecht University

Supervisor(s): Dr. M. Strick, dr. E. Bijleveld, prof.dr. H. Aarts (UU)

Period: 01.11.2013 – 01.11.2016

Project description: An important question that has recently received a lot of attention is whether decisions should be made intuitively or deliberately. Most research has focused on decision-quality from a maximizing utility or satisficing

perspective, thereby taking into account the constraints of the human mind. Although this research has greatly advanced our understanding of human decision-making, it ignores an important aspect of how people make decisions in real life. The aim of this PhD project is to examine how people select options that best address their current needs and goals, and thereby provides a new look on the study of deliberative versus intuitive decisions by taking into account this personal well-being perspective. Accordingly, the project will investigate whether each decision-style, i.e., intuitive versus deliberative, causes people to make decisions in line with what they need and want. By studying effects of decision-style on the motivational bases of decisions, the present research project does not only aim to obtain a deeper understanding of how decision-style affects decision-outcomes, but also to explain when and why intuition leads to more satisfaction than deliberation, and vice versa.

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**Joost van der Stoep**

University: VU University Amsterdam

Title project: Empowerment in Contemporary Organizations: Social Networks, Employee Behavior, Intergroup Leadership, and Their Influence on the Empowerment Process

Funding: External sources

Supervisor(s): Prof.dr. D. van Knippenberg (EUR), Dr. E. Sleebos (VU)

Period: 01.01.2012 – 01.01.2016

Project description: Research on psychological empowerment consistently shows positive relations between empowerment and work-related outcomes like organizational performance, making empowerment a key issue for both scholars and practitioners in the field of management and organizational behavior. Since the 80s, organizations largely switch from hierarchical to more boundary spanning network-based structures and empowerment theory has not been adjusted to this transformation. This article presents a social network perspective on empowerment that complements earlier empowerment research, with the main goal to better predict variance in psychological empowerment in contemporary organizations. The authors state that (a) social networks present employees with (boundary spanning) opportunities or constraints that affect empowerment, (b) employees play an active role in the empowerment process as they act as agents who deliberately influence their social networks, (c) empowered social networks entail the right quantity and quality of internal and external relations making boundary spanning empowerment contingent on the assimilation of an intergroup relational identity (i.e. self-definition in terms of one's group membership that incorporates the group's relationship with another

group as a part of the group's identity), (d) empowerment behavioral consequences are a precursor of network activity, this implicates that empowerment breeds empowerment through directed social network activities of employees.

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### **Kalliopi-Eleni Tsafou**

University: Utrecht University

Title project: Technology-mediated healthy lifestyle promotion

Funding: External sources

Supervisor(s): Prof.dr. D. de Ridder (UU), Prof.dr. R. van Ee (KU Leuven)

Period: 01.09.2012 – 01.09.2016

Project description: While extensive research has been conducted in the field of health enhancing behavioral change, the factors contributing to the maintenance of healthy lifestyle modifications remain relatively unknown. This is a crucial theoretical and empirical shortcoming, because, on one hand, in the long run of behavioral change attempts, relapsing into a previous bad habit or unhealthy behavior seems to be the rule rather an exception and, on the other hand, short term changes are not sufficient to reduce rates of morbidity and mortality. Attempting to address this gap, the current research proposal will investigate factors which may contribute to sustaining the adoption of healthy behaviors, by means of experience sampling. A promising theoretical assumption is that behavioral maintenance depends on one's feeling of satisfaction with the outcomes of behavioral change (Rothman et al., 2004); however, the predictors of satisfaction are still unknown. The field of interest is physical activity and healthy eating, reflecting recent advances which stress the benefits of targeting multiple behavioral components simultaneously (e.g. Blue, & Black, 2005).

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### **Lotte Veenstra**

University: VU University Amsterdam

Title project: Embodied emotion regulation

Funding: External sources

Supervisor(s): Prof.dr. P. van Lange, Dr. S. Koole, Dr. I. Schneider (VU)

Period: 01.10.2013 – 01.10.2016

Project description: In the research project, a new and integrative theoretical approach to the role of the body in emotion regulation will be investigated, namely the influence of embodiment on emotion regulation effectiveness. Drawing from modern theories of embodied cognition (e.g., Barsalou, 2008; Niedenthal, 2007; Smith & Semin, 2004), we propose that embodied (sensor-

motor) processes may exert a pervasive influence on all forms of emotion regulation, even those that are targeted at cognitive systems such as attention or appraisals. From this perspective, recruiting appropriate embodiments may considerably enhance the effectiveness and efficiency of emotion regulation, but neglecting or interfering with embodiments may set people up for emotion-regulatory failure. However, because the influence of embodied processes is often implicit and automatic (Williams, Huang, & Bargh, 2009), it is easy to overlook the contribution of embodiments in adaptive emotion regulation. The project has two main focuses: first, it will concentrate on the influence of different embodiments on emotion regulation effectiveness. Second, we will study whether training embodiments is able to facilitate emotion regulation effectiveness. The results of this research will inform basic theories of emotion regulation and may point to new ways of treating people with emotion regulation problems such as anger management and depression.

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### **Mariko Visserman**

University: VU University Amsterdam

Title project: Sacrifice in close relationships

Funding: VU University Amsterdam

Supervisor(s): Prof.dr. P. van Lange, Dr. F. Righetti (VU)

Period: 01.10.2013 – 01.10.2017

Project description: Relationship partners often face situations in which there is a divergence of interests, what is good for one partner is not good for the other. In these situations, people need to make a decision between pursuing self-interest and sacrificing to promote the well-being of their partner or relationship. In the past, social psychologists have argued that sacrifice brings benefits to the individual and the relationship, but is this assumption true? Research on this topic is scarce and a dearth of research has investigated what occurs when people engage in real sacrifices, and especially when they do so frequently. To assess the impact of sacrifice on relationship well-being, three subprojects will be conducted with the use of new and diverse methodologies (e.g. experience sampling procedure). The conclusions will profoundly add to our understanding of sacrifice and of the dynamics that can lead to relationship dissolution.

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### **Tim de Wilde**

University: University of Amsterdam

Title project: Biases in group decision making

Funding: University of Amsterdam

Supervisor(s): Dr. F. ten Velden, prof.dr. C. de Dreu (UvA)

Period: 01.09.2013 – 01.09.2016

Project description: In this project we will investigate how groups of people reach joint decisions and judgments. Groups are often presumed to be better decision makers than individuals, yet this presumption has proved to be untenable. A multitude of factors hinder groups' potential to make high quality decisions. In this project we will investigate some of these impeding factors, while at the same time keeping our eyes open for those factors that could potentially increase groups' ability to reach optimal decisions.

Of particular interest to this project is judicial decision-making. This type of decision making is captivating because judicial decisions have far-reaching consequences and are made by experienced, well trained and highly motivated groups or individuals. According to many, this kind of decision making cannot be mimicked in an experimental setting and thus analysis of real judicial decisions (field/archival data) offers the perfect extension of experimental research.

In short, this project focuses on factors leading to (un)biased judicial decision making in groups. This will be examined using experimental, archival and survey data.

### **Junhui Wu**

University: VU University Amsterdam

Title project: Human Prosociality in Times of Economic Crisis

Funding: External sources

Supervisor(s): Dr. D. Balliet, Prof.dr. P.A.M van Lange (VU)

Period: 01.09.2012 – 01.09.2016

Project description: The financially grim times since the outbreak of the credit crisis in 2008 will undoubtedly continue to impact our lives. An important issue to be addressed by the social sciences is to understand how such economic crises affect social behavior. The purpose of this proposal is to increase understanding of how people respond to economic decline by examining its influence on human prosociality. The proposed studies aim to test the closeness hypothesis and possible moderating role of social value orientation on the relation between economic situation and prosociality by means of multiple methods and measures. Meanwhile, possible coping strategies for the negative effect of economic decline on prosociality toward strangers are tested by manipulating closeness or priming relatedness in different economic situations. The proposed research will advance the scientific knowledge on human cooperation and prosocial behavior, at the same time hold practical

implications for promoting human prosociality in times of economic crisis as well.

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## **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**

As from 2013-2014 the KLI is using the ECTS (European Credit Transfer System, 1 credit = 28 hours) for all activities in the teaching program. Hence, the criteria for acquiring the KLI certificate have changed in this respect. The KLI offers a program of coursework, consisting of about 25 courses and workshops each year. The average number of EC offered each year lies between 20-25. Each year PhD students can select, in consultation with their supervisors, which courses (obligatory and elective) they wish to attend. To obtain the KLI certificate a minimum of 16 EC needs to be completed in 4 years.

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 2013*

Number of courses/workshops	25
Average number of participants	13.2
Number of courses/workshops cancelled	3

For the complete teaching program in 2013, please refer to appendix 1 of this report.

## 5. Research

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### 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*

	2009	2010	2011	2012	2013
Number of dissertations	24	23	17	21	24

## 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*

	2009	2010	2011	2012	2013
Number of publications	272	215	268	352	301
Number of full members	61	57	76	82	77
Average per full member	4,6	3,8	3,5	4,2	3,9

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

	2009	2010	2011	2012	2013
Number of publications	28	27	62	73	35
Number of PhD students	102	106	115	114	105
Average per PhD student	0,3	0,3	0,5	0,6	0,3

## 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*

	2009	2010	2011	2012	2013
Number of publications	42	25	44	41	31

*Note: the number of full members changed somewhat, from 61 in 2009, 57 in 2010, 76 in 2011, 77 in 2012, to 78 in 2013.*

## 5.5 Scientific impact

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

*Table 7: Average impact of full members of the KLI*

	2009	2010	2011	2012	2013
Number of full members	61	57	75	77	78
Total impact score	6789	6445	10765	11044	10322
Average per member	111	113	143	143	134

*Source: Web of Knowledge*

*Note: Since 2010 the total impact score of full members of the KLI has substantially increased. Multiple factors play a role in this naturally occurring fluctuation in the number of cited articles that can be found on Web of Knowledge.*

## 5.6 Grants (fellowships and PhD projects)

### Grants by NWO (Netherlands Organization for Scientific Research)

Van Kleef, G. A., Galinsky, A. D., & Stamkou, E. (2012-2015). Research talent grant (€168.076) from the Netherlands Organisation for Scientific Research (NWO) for the project "Climbing the ladder or falling from grace: How norm violations shape social hierarchies".

Pum Kommattam is currently holding a Mosaic grant by the Dutch Science Foundation (NWO) to work on his PhD on intercultural emotion interpretation with Dr. Kai Jonas and Prof. Dr. Agneta Fischer.

Mosaic Grant awarded to M. Tjew A Sin and Dr S. Koole (co-PI). kEuro 200. This grant is awarded to the 10% most talented students from non-native Dutch backgrounds. M. Tjew A Sin did her Master's thesis with Dr S. Koole in 2011/2012.

Jonas, K.J. (2012). NWO Mozaiek subsidie voor Pumin Kommattam, samen met Prof. Agneta Fischer (2012/09656/BOO, 200.000€).

Dr. M. Baas (UvA) 2013-2016 - Veni grant from the Innovative Research Incentives Scheme (€250.000) of the Netherlands Organisation for Scientific Research (NWO) awarded to M. Baas for the project "The function of creativity: When creativity helps to avoid aversive states" (016.135.163).

prof.dr. D.T.D. de Ridder: NWO-STW 2012-2015 on the role of self-regulation and planning in bedtime procrastination (De Ridder co-applicant; Anderson PI)  
T. Faber, MSc.: "The role of attentional scope in the activation of automatic behaviour" en wordt gesponsored door KLI en NWO. Mijn dagelijkse begeleider is Kai Jonas en mijn promotor (nu nog) is Jens Forster.

NWO Onderzoekstalent : Prof.dr. G. Semin (en J.H.B. de Groot MSc) Titel: Charting the communicative function of chemosignals: Your emotional states produce chemosignals that recruit the same emotional states in me.

T. Postmes: 2012: NWO awarded € 116,000 to a proposal entitled "Social Work in cross-cultural contexts: does seeking and accepting help depend on worldviews?" (with Katherine Stroebe and Birol Akkus).

Prof.dr. G.R. Semin: 2012-2015 NWO (Netherlands Organization for Scientific Research, Onderzoekstalent (Research Talent) initiative 2011 (406-11-078/MaGW). Charting the communicative function of chemosignals: Your emotional states produce chemosignals that recruit the same emotional states in me. (Jasper de Groot).

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

- Prof.dr. S. Otten : July 2012: 16.500 € granted by KNAW to organize an “Akademielcolloquium” and master class on “Advances in research on social integration and cultural diversity: An interdisciplinary approach” (this will take place June 5-7, 2013)

### Grants by other sources

N.W. van Yperen: A dynamical systems approach to collective efficacy and collective momentum in sport (three-year PhD grant obtained at the International grant competition of the Doctoral School 463 “Sciences du Mouvement Human”, France), University of Groningen en University of Marseille 1, Ruud den Hartigh, started in 2011, together with Prof. P. van Geert, Prof. C. Gernigon, and Prof. L. Marin.

E. Giebels: TNO, *Resilience in communities* (2012-2016); funding for a four year PhD project (E 200.000): Supervision together with dr. Jose Kerstholt (TNO).

B.T. Rutjens: Niels Stensen Fellowship (€44,000) to conduct postdoctoral research at the University of British Columbia, Canada, for the duration of one year.

M.E. Kret: The perception of emotions in humans and chimpanzees heeft twee grants verworven:

- Japan Society for the Promotion of Science BRIDGE-Program. A special program to maintain relationships with Japan and continue already established collaborations. (awarded €10.000)

- Koninklijke Nederlandse Academie van de Wetenschappen. Dr. J. L. Dobberke Stichting voor vergelijkende Psychology. (awarded €5000)

M.E. Kret The folly of first impressions- getting rid of a cultural bias by the Foundation for the Fusion Of Science and Technology. (awarded €3500)

Drs. J. Koen: Research grant (on behalf of Aukje Nauta, Irene de Pater and Annelies van Vianen) by LUMC (board of the academic hospitals in the Netherlands), Leiden, The Netherlands, for the post-doc project “i-deals, employability and career success”.

Prof.dr. N. Ellemers: Futuro in Ricerca 2012: "The importance of being honest. Morality as the core dimension of social relationships", samenwerkingsproject met de Universiteiten van Bologna, Padova, en Milano, is gehonoreerd door het Italiaanse Ministerie van Onderwijs, Universiteiten en Onderzoek. *1 Miljoen Euro toegekend.*

F. Righetti: VENI grant – Sacrifice: consequences for individual and relationship well-being.

L. Muusses received from the ICA an ICA Travel Grant in the amount of \$400.

T. Bouman received an EASP postgraduate travel grant (voor het bezoeken van SPSP in 2013)

T. Bouman received a SPSP graduate student travel award (voor het bezoeken van SPSP in 2013)

Jonas, K.J. (2012). GGD Amsterdam onderzoek subsidie (10.000€)

Drs. G. de Vries en drs. C. de Koot : 3e stroom project vanaf 2010 (het NL-se R&D programma CATO over CO2 Opslag, Transport en Afvang).

M. Kievik, MSc. : In 2012 I started my PhD project (Prevent risk conflict escalation: the role of framing), which is funded by Saxion University of Applied Sciences.

Seval Gündemir received the Fulbright and VCWE grants for her visit to Yale University Intergroup Relations Lab in the U.S.A.

Prof.dr. K.I. van Oudenhoven - van der Zee: 150.000 Euro UTWIST-grant (paid by the University of Twente) for a tenure track position for a talented female researcher (no student or postdoc but I was not sure whether you wanted these to be mentioned as well).

prof.dr. D.T.D. de Ridder: CONCERT 2012-2016 on Consumer Competence (Marie Curie Initial Training Network, De Ridder co-applicant; DeWitte PI)

L.F. van Dillen: Together with Dr. Michaela Gummerum (principal investigator, Developmental Psychology, Plymouth University, UK) and Prof. dr. Eric van Dijk (Social and Organizational Psychology, Leiden University, the Netherlands) I have received a grant of the ERSC (Economic and Social research Council; +/- £200,000) called "Ire and Punishment. The Role of Negative Emotions and Attentional Control in Children's, Adolescents' and Adults'.

Dr. F.A. Rink : Co-applicant on research grant from Academic Research Fund, Vlerick Gent Management School (€30.000) for the project "What's good for the group is bad for my career? Self-representation and emergent female leadership" (with Smaranda Boros [PI] and Michelle Ryan)

N.G. Dimintrova: VU Graduate School of Social Sciences Research Stipend

Dr. R.E. de Vries: 1 externe AiO-project subsidie van NOA (begonnen op 1 januari 2012)

Muusses, L.D. (2012). Travel grant award IARR 2012.

Muusses, L.D. (2012). Travel grant award ICA 2012.

Prof.dr. C.K.W. de Dreu : Marie Curie Intra-European Fellowship (Grant 299852) (with M. Gocłowska); €184.000.

Subsidie voor het project 'Smart Grid: Rendement voor iedereen', gefinancierd door de gemeente Utrecht en Amersfoort, en de provincie Utrecht. De RuG heeft een promovendus aangesteld op dit project (Marko Milovanovic).

T. Postmes: 2012: Ministry of Interior Affairs (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties) awarded € 48,000 for a research proposal entitled “Bronnen van sociale onrust in de Nederlandse samenleving” (sources of social unrest in Dutch society).

Prof.dr. S. Otten : March 2012: 130.000 € granted by “Stichting Talant” for investigating “The role of the professional in reversed integration” (together with Carla Vlaskamp)

Prof.dr. G.R. Semin: 2012 *Unilever Research & Development Vlaardingen B.V.*: Sponsored Research. Effects of social warmth on the experience of temperature: inducing social warmth.

Prof.dr. G.R. Semin: 2012 – 2013 *Unilever Research & Development Vlaardingen B.V.*: Sponsored Research. Spreading happiness.

Grant proposal ESRC Project (with Dr. Lotte van Dillen and Dr. M. Gummerum (University of Plymouth). Open Research Area in Europe for the Social Sciences. Applied for Research Assistant in Plymouth and Postdoc in Leiden (for 30 months).

## 5.7 Awards

In 2012 the following KLI members received the following awards:

Dr. S. Tauber, RuG: Honorary scholarship awarded by the University of Groningen (RUG) to facilitate the preparation of an ERC starting grant application (4500 Euro)

Best theoretical paper award for Homan, A. C. (2012). Managing differences to reduce conflicts and maximize performance: The leadership effectiveness and diversity (LEAD) model. Awarded at the annual conference of the International Association for Conflict Management (IACM), Stellenbosch, South Africa.

Prof.dr. K. van den Bos (UU) Fellow Society for Personality and Social Psychology

Quellinus prize - Phoolan Devi Institute for publication: Van Bommel, M., Van Prooijen, J., Elffers, H., & Van Lange, P. A. M. (2012). Be aware to care: Public self-awareness leads to a reversal of the bystander effect. *Journal of Experimental Social Psychology*, 48(4), 926-930.

E. Giebels: 2012 recipient of the 2012 RUBIN AWARD from the Harvard University Program on Negotiation and the International Association for Conflict Management.

Ufkes, E.G., Giebels, E., Otten, S., & Van der Zee, K.I. The effectiveness of a mediation program in symmetrical versus asymmetrical neighbor-to-neighbor conflicts. *Best empirical conference paper. International Association for Conflict Management (IACM) 2012, Stellenbosch, SA.*



De Boer, B.J., Van Hooft, E.A.J., & Bakker, A.B. (2011). Stop and start control: A distinction within self-control. *European Journal of Personality*, 25, 349-369., was awarded in 2012 with the Wiley-Blackwell 2011 Award for Outstanding Contribution to the *European Journal of Personality*, based on Masters or Doctoral research.

F. Righetti: Best Paper Award of the Kurt Lewin Institute, for Righetti, F., & Finkenauer, C. "If you are able to control yourself I will trust you: The role of self-control in interpersonal trust". *Journal of Personality and Social Psychology*, 100, 874-886.

S. Rispens: IACM Outstanding Published Article Award for "The Effects of Conflict Asymmetry in Work Group and Individual Outcomes".

S. Rispens: IACM Outstanding Service Award for Associate Editorship duties NCMR

De Hoogh, A.H.B (UvA) *The Leadership Quarterly* (2012) recognition of Top Cited Article 2007-2011 "De Hoogh, A. H. B., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, 19, 297-311".

Sanders, S., Wisse, B. M., Rus, D. C., & van Yperen, N. W. (2012, August). On ethically

solvent leaders: The role of pride and moral identity in predicting ethical leader behavior. Presentation at the Academy of Management Meetings, Boston, MA. USA. *Academy of Management Best Paper Proceedings*. ( Is dit wel een award???)

H. Aaldering, MSc. : de IACM-DRRC Scholar Award voor 'Interest (Mis) Alignment in Representative Negotiation'. Deze award dekte de congreskosten van de International Association of Conflict Management (500 e) in juli 2012 en is verleend door The Dispute Resolution Research Center van Kellogg school of management (Northwestern University).

Dr. L.L. Greer (UvA) Outstanding Reviewer Award, *Academy of Management Journal*, 2012.

Drs. G. Stulp: 'Linda Mealey Award for Young Investigators' at the International Society of Human Ethology (ISHE) conference 2012

Drs. G. stulp: Best poster award' at the International Society of Human Ethology (ISHE) conference.

Drs. H. Marien : Student Travel Award to visit 14th annual Society for Personality and Social Psychology conference, New Orleans, Louisiana, USA (\$500).

Drs. H. Marien : Travel Grant European Association of Social Psychology to visit Prof. Dr. Joshua Greene at Harvard University (€800).

N.G. Dimitrova: SPSP Travel Award

Dr. E. Ufkes: July 2012: Best empirical conference-paper award on the 25th conference of the International Academy of Conflict Management in Stellenbosch, South-Africa.

Shalvi, S. (2012). American Psychological Association, Division 49 (Group Psychology and Group Psychotherapy), dissertation award 2012 (finalist; 1 of 3)

Shalvi, S. (2012) Society for Business Ethics, dissertation award 2012 (finalist; 1 of 3)

Shalvi, S. (2012). Kurt Lewin Institute (KLI) for social psychology, and its applicants, The Netherlands - Runner-up, best paper award

Dr. S.T. Hawk : Teacher of the Year Award, Department of Pedagogical Sciences, Utrecht University, Netherlands

Prof.dr. G.R. Semin: "Officier in de Orde van Oranje-Nassau", April 27, 2012

## 5.8 Editorial positions

### Editorship and Associate Editorship

Social Psychological and Personality Science (G.A. van Kleef)

European Journal of Social Psychology (prof.dr. E.H. Gordijn)

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

Senior Associate Editor Personality and Social Psychology Bulletin (prof.dr. K. van den Bos)

Editor of Special Issue of Journal of Social Issues (prof.dr. K. van den Bos)

Consulting editor for British Journal of Social Psychology as of December 2012 (dr. S. Tauber)

Consulting Editor Group Processes and Intergroup Relations (prof.dr. K. van den Bos)

European Review of Social Psychology (W. Stroebe)

Associate Editor: Social Psychology (Hogrefe) (M. Hafner)

editor of the European Review of Social Psychology (W. Stroebe)

Editor European Journal of Social Psychology (E.H. Gordijn)

Editorial Committee, Annual Review of Psychology (prof.dr. N. Ellemers)

Guest editor, Personality and Social Psychology Bulletin (prof.dr. N. Ellemers)

Consulting Editor, European Review of Social Psychology (prof.dr. N. Ellemers)

Consulting Editor, Personality and Social Psychology Bulletin (prof.dr. N. Ellemers)

Consulting Editor, European Journal of Social Psychology (prof.dr. N. Ellemers)

Experimental Psychology (K. Epstude)  
 Special Issue of European Journal of Social Psychology (K. Epstude – guest editor)  
 special issue of Journal of Organizational Behavior: Coping with economic stress (A.E.M. van Vianen)  
 Negotiations and Conflict Management Research (S. Rispens)  
 Associate editor, The Inquisitive Mind (In-Mind) (N. Koudenburg)  
 Psychological Science (prof.dr. H. Aarts)  
 EJSP (dr. J.W. van Prooijen)  
 Small Group Research (dr. L.L. Greer)  
 Power and Conflict, Negotiation and Conflict Management Research (dr. L.L. Greer – guest editor)  
 Psychology & Health (prof.dr. D.T.D. de Ridder)  
 Group Processes and Intergroup Relations (prof.dr. I. van Beest)  
 Social Influence (prof.dr. I. van Beest)  
 Social Psychological and Personality (dr. C. Finkenauer)  
 Journal of Personality and Social Psychology (prof.dr. C.K.W. de Dreu)  
 Social Psychology (dr. J. Degner)  
 Group Processes and Intergroup Relations (dr. B. Doosje)  
 Psychology: Bilingual Journal of Environmental Psychology (prof.dr. E.M. Steg)  
 European Journal of Social Psychology (prof.dr. T. Postmes)  
 European Journal of Social Psychology (dr. K. Epstude – guest editor)  
 Experimental Psychology (dr. K. Epstude)  
 European Journal of Social Psychology (prof.dr. E.H. Gordijn)  
 European Journal of Social Psychology (prof.dr. R. Spears – guest editor)  
 British Journal of Social Psychology (prof.dr. E. van Dijk)  
 Organizational Behavior and Human Decision Processes (prof.dr. E. van Dijk)  
 Journal of Social Issues (prof.dr. N. Ellemers – guest editor)

### **Membership of the Editorial Board**

Member of the Editorial Board of Small Group Research (dr. A.C. Homan)  
 Member of the Editorial Board of the British Journal of Management (dr. A.C. Homan)  
 Member of the Editorial Board of the Journal for Personnel Psychology (dr. A.C. Homan)  
 Editorial Board Psychological Science (prof.dr. K. van den Bos)  
 Editorial Board Social Psychological and Personality Science (prof.dr. K. van den Bos)

Editorial Board Journal of Experimental Psychology: General (prof.dr. K. van den Bos)

Editorial Board Social Justice Research (prof.dr. K. van den Bos)

European Science Foundation Pool of Reviewers (prof.dr. K. van den Bos)

Editorial Board Gedrag en Organisatie (prof.dr. K. van den Bos)

Advisory Board Justice and Negotiations Division of Management Research Network/Social Science Research Network (prof.dr. K. van den Bos)

Board of Advisory Editors Social Psychology (Pearson) (prof.dr. K. van den Bos)

Psychological Science (G,A, van Kleef)

British Journal of Social Psychology (G,A, van Kleef)

Social Influence (G,A, van Kleef)

Organizational Psychology Review (G,A, van Kleef)

International Journal of Conflict Management (G,A, van Kleef)

Associate editor Legal and Criminological Psychology (E. Giebels)

Member of editorial board of Negotiation and Conflict Management Research, the official journal of the International Association for Conflict Management (IACM). (F. Harinck)

European Journal of Social Psychology (W.W. van Dijk)

Journal of Personality and Social Psychology: Attitudes and Social Cognition (K. Epstude)

Social Psychological and Personality Sciences (K. Epstude)

Editorial council Gedrag en Organisatie (prof.dr. A.E.M. van Vianen)

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 Journal of Conflict Management (S. Rispens)

The Leadership Quarterly (A.H.B. de Hoogh)

Psychological Inquiry (S.L. Koole)

EJSP (K.J. Jonas)

European Review of Social Psychology (prof.dr. H. Aarts)

Journal of Personality and Social Psychology (ASC) (prof.dr. H. Aarts)

Social Cognition (prof.dr. H. Aarts)

Psychological Science (dr. J.W. van Prooijen)

Social Justice Research (dr. J.W. van Prooijen)

Journal of Personality and Social Psychology (dr. J.W. van Prooijen)

Group Dynamics (dr. J.W. van Prooijen)

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

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

Foundations and Trends® in Marketing (prof.dr. M. Zeelenberg)  
 Judgment and Decision Making (prof.dr. M. Zeelenberg)  
 Journal of Personality and Social Psychology (prof.dr. M. Zeelenberg)  
 Psychological Science (dr. M. Stel)  
 Legal and Criminological Psychology (dr. M. Stel)  
 European Journal of Personality (prof.dr. K.I. van Oudenhoven - van der Zee)  
 International Perspectives in Psychology: Research, practice, consultation  
 (prof.dr. K.I. van Oudenhoven - van der Zee)  
 British Journal of Health Psychology (prof.dr. D.T.D. de Ridder)  
 European Journal of Social Psychology (Dr. D.T. Scheepers)  
 Self and Identity (Dr. D.T. Scheepers)  
 European Journal of Social Psychology (dr. F.A. Rink)  
 Journal of Personnel Psychology (dr. F.A. Rink)  
 British Journal of Management (dr. F.A. Rink)  
 personal relationships (dr. E.S. Kluwer)  
 journal of family theory and review (dr. E.S. Kluwer)  
 journal of personality and social psychology (dr. E.S. Kluwer)  
 Leadership Quarterly (Dr. R.E. de Vries)  
 Gedrag & Organisatie (merk op, dit is een ISI tijdschrift!) (Dr. R.E. de Vries)  
 Frontiers in Eating Behaviors (Dr. C. Evers)  
 British Journal of Social Psychology (prof.dr. C.K.W. de Dreu)  
 European Review of Social Psychology (prof.dr. C.K.W. de Dreu)  
 Gedrag & Organisatie (prof.dr. C.K.W. de Dreu)  
 Group Processes and Intergroup Relations (prof.dr. C.K.W. de Dreu)  
 Journal of Personality and Social Psychology (prof.dr. C.K.W. de Dreu)  
 Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu)  
 Organizational Psychology Review (prof.dr. C.K.W. de Dreu)  
 Negotiation and Conflict Management Research (prof.dr. C.K.W. de Dreu)  
 Psychological Science (prof.dr. C.K.W. de Dreu)  
 Social Psychological and Personality Science (prof.dr. C.K.W. de Dreu)  
 European Journal of Social Psychology (dr. J. Degner)  
 Social Cognition (dr. J. Degner)  
 Negotiation and Conflict Management Research (Dr. W. Steinel)  
 International Journal for Conflict Management (Dr. W. Steinel)  
 Social Cognition (Dr. H.P. Veling)  
 Applied Psychology: An International Review (prof.dr. E.M. Steg)  
 Energy Efficiency (prof.dr. E.M. Steg)  
 IATTS Research (prof.dr. E.M. Steg)  
 Journal of Environmental Psychology (prof.dr. E.M. Steg)

Environment & Behavior (prof.dr. E.M. Steg)  
 Salud & Sociedad (prof.dr. B.P. Buunk)  
 Personal Relationships (prof.dr. B.P. Buunk)  
 Journal of Personal and Social Relationships (prof.dr. B.P. Buunk)  
 Interpersona (prof.dr. B.P. Buunk)  
 Personality and Social Psychology Bulletin (prof.dr. T. Postmes)  
 Social Psychological and Personality Science (prof.dr. T. Postmes)  
 British Journal of Social Psychology (prof.dr. T. Postmes)  
 Social Influence (prof.dr. T. Postmes)  
 Human Communication Research (prof.dr. T. Postmes)  
 Communication Monographs (prof.dr. T. Postmes)  
 Journal of Personality and Social Psychology (dr. K. Epstude)  
 Social Psychological and Personality Science (dr. K. Epstude)  
 Personality and Social Psychology Review (prof.dr. S. Otten)  
 European Review of Social Psychology (prof.dr. S. Otten)  
 European Review of Social Psychology (prof.dr. N. Ellemers, prof.dr. E. van  
 Dijk)  
 Applied Psychology. An International Review (dr. H. Staats)  
 Environment and Behavior (dr. H. Staats)  
 Social Justice Research (prof.dr. E. van Dijk)  
 Journal of Behavioral Decision Making (prof.dr. E. van Dijk)  
 Personality and Social Psychology Bulletin (prof.dr. E. van Dijk, prof.dr. N.  
 Ellemers)  
 Journal of Personality and Social Psychology (prof.dr. E. van Dijk)  
 Social Influence (prof.dr. E. van Dijk)  
 European Journal of Social Psychology (Daan Scheepers)  
 Self & Identity (Daan Scheepers)  
 Negotiation and Conflict Management Research, the official journal of the  
 International Association for Conflict Management (IACM) (F. Harinck, dr. W.  
 Steinel)  
 The International Journal of Conflict Management (dr. W. Steinel)

## **Appendices**

**Appendix 1: Teaching program 2013**

**Appendix 2: Publications 2013**

# Appendix 1: Teaching program 2013

## Basic courses:

**Title:** **How to Publish and Review**  
**Teaching staff:** Prof.dr. Tom Postmes (RuG), prof.dr. Russell Spears (RuG)  
**Type of course:** Basic course  
**Date:** March 14 - 15, 2013  
**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 were 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:** Bem, D.J. (1987). Writing the empirical journal article. In M.P. Zanna & J.M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.

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

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

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

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

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

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



Postmes, T. Zomeren, van M., Reviewing a Journal Article:  
Theoretical Considerations and a Practical Guide, 1-8  
Enrollment: 21 (20 attended)

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

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

Type of course: Basic Courses

Date: December 2, 2013

Duration: 11.00 am - 16.30 pm (drinks afterwards)

Location: University of Amsterdam, building REC-M, room S.01

Language: Dutch or English (depending on participants)

Content: The aim of this introduction is two-fold. First, new PhD students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the PhD research program and the KLI teaching program will be outlined. The second purpose of this meeting is to introduce your own PhD-project and to exchange ideas with other new PhD students.

Format: In the morning the Executive Committee of the KLI will offer an insight into the scope, management, history and future of the KLI. After lunch senior PhD students in different stages of their project will share their research and project management experiences and their plans for the future. In the afternoon, participants are asked to introduce their own research projects and will prepare a brief presentation in small groups. Here, we will focus on the introduction of research programs to scientific and laymen audiences.

Enrollment: 22 (23 attended)

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## Methodology and Practical Skills Courses:

- Title:** Pursuing a career in or outside science
- Teaching staff:** Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and guest speaker Sjoerd Goslinga.
- Type of course:** Practical course
- Date:** January 8, 2013 (day 2), November 12, 2013 (day 1)
- Duration:** 2 days
- Location:** Leiden University
- Language:** Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labour market), the preferred language of interaction during the meetings will be Dutch.
- Content:** The PhD 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, PhD 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 PhD 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 PhD in social psychology – shared his experiences, to illustrate how the skills acquired during a PhD 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. (2007). Giving and receiving feedback.  
Ellemers, N. (2007). Ten tips for PhD's.

Ellemers, N. (2006). How to survive in academia.

Taylor, S. E., & Martin, J. (2004). The academic marathon: Controlling one's career. *The complete academic: A career guide*, 2, 363-392.

Penner, L. A., Dovidio, J. F., & Schroeder, D. A. (2004). Managing the department chair and navigating the department power structure. *The complete academic: A career guide*, 259-276.

Ellemers, N., Heuvel, H., Gilder, D., Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: differential commitment or the queen bee syndrome?. *British Journal of Social Psychology*, 43(3), 315-338.

Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479.

Enrollment: day 2: 8 (6 attended), day 1: 16 (13 attended)

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Title: **Writing an academic paper: The 4 W's approach**

Teaching staff: Dr. Diana Boer (Jacobs University Bremen), dr. Astrid Homan (UvA)

Type of course: Methodological and Practical Courses

Date: February 15, 2013

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: The goal of each graduate project should be that the results are published and made available to a broad audience. However, starting academic writing might be one of the biggest challenges for young scientists. Even many experienced academics find this one of the most difficult parts of their job. How do you write a good article? Although most of us theoretically know how to write, this might not always result in the best possible paper.

In this course, we will focus on the key elements of academic writing by introducing the four W's method, which can help you to sell your paper to a large audience. We will teach how to phrase and place the four W's in your paper and explain how this will help you to highlight the contribution of your research. Furthermore, we will address the inside-outside method of writing, which can help you write faster and more cohesive. We will explain strategies and techniques to draft an article from the first to the last sentence and thereby help you to become a more efficient writer. Finally, attention will be paid to building up cohesive and persuasive arguments.

The course is developed for more senior PhD students, who have been working on their first papers already. This workshop goes beyond the "How to Publish and Review" course by providing you with specific tools for efficient writing from title to reference list. Additionally, we will zoom in on different publication area's (both social and organizational psychology) in order to address different requirements and specific "game rules".

All attendees will send in an introduction of a paper that they are already working on and the teaching staff will give feedback in line with the

information provided in the course. During the workshop, the students will actively work on implementing the new writing techniques in their own work. Additionally, they will work together in groups and provide feedback to each other. After the workshop, students will submit their revised introductions implementing the new writing techniques.

Literature: We like to advice two different sets of articles which are aimed at writing in the respective fields. Of course, many suggestions and tips are relevant for both groups, and we will discuss these in detail during the workshop.

For Social Psychologists:

Bem, D. J. (1995) Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177.

Bem, D. J. (2003) Writing the Empirical Journal Article. A version of this article appears in Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). *The complete academic: A practical guide for the beginning social scientist* (2nd Edition). Washington, DC: American Psychological Association.

For Work- and Organizational Psychologists:

Publishing in AMJ Series: Part 1 to 5:

June 2011: Jason A. Colquitt, Gerard George. Publishing in AMJ Part 1: Topic Choice

August 2011: Joyce E. Bono, Gerry McNamara. Publishing in AMJ Part 2: Research Design

October 2011: Adam M. Grant, Timothy G. Pollock. Publishing in AMJ Part 3: Setting the Hook

December 2011: Raymond T. Sparrowe, Kyle J. Mayer. Publishing in AMJ Part 4: Grounding Hypotheses

February 2012: Yan (Anthea) Zhang, Jason D. Shaw. Publishing in AMJ Part 5: Crafting the Methods and Results

April 2012: M. Geletkanycz & B. J. Tepper. Publishing in AMJ Part 6: Discussing the Implications

(For those who are interested: Juni 2012: Pratima T. Banzal & Kevin Corley. Publishing in AMJ Part 7: What's different about qualitative research?)

Enrollment: 22 (22 attended)

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

Teaching staff: Dr. Bertjan Doosje (UvA)

Type of course: Methodology course

Date: March 11, 2013

Duration: 1 day

Location: Leiden University

Language: English

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

This one-day workshop provides an introduction to SEM. In the first part of the workshop, we will outline the conditions under which to use and not to use SEM. As such, we discuss the benefits and limitations of SEM. In the second part of the workshop, we will briefly introduce one of the computer programs that is available to run SEM-analyses, namely EQS. In the third and final part of this workshop, each participant will have access to a computer, and receives a dataset and an assignment to run some EQS-analyses themselves.

Literature: Doosje, B. (2006). EQS-manual for beginners, Version 1.  
Field, A. (2006). Structural Equation Modelling (SEM). From his website.

Hox, J. J., & Bechger, T. M. (1998). An introduction to structural equation modelling. *Family Science Review*, 11(354-373).

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

Enrollment: 14 (13 attended)

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Title: **Conducting Field Experiments**

Teaching staff: Prof.dr. Wesley Schultz (California State University), prof.dr. Linda Steg, drs. Kees Keizer and drs. Jan Willem Bolderdijk (RuG)

Type of course: Workshop

Date: May 14 and May 15, 2013

Duration: 2 days

Location: University of Groningen

Language: English

Content: One of the first methodological issues that confronts behavioral researchers is whether to conduct their studies in the laboratory or in the field. Often researchers rely on studies in the lab, because it is believed that lab studies allow researchers to have more control over the study. Another, maybe even more important reason, is that researchers are often far more familiar with designing and executing lab studies. But in recent years, there has been a resurgent interest among behavioral scientists in using field experiments, and there is a growing recognition of their importance in understanding human behavior. First, field experiments have high external validity, that is, the results and conclusions of field experiments are often more easily generalized to the population at large than results from lab studies. Second, a field experiment and its results are often more insightful, compelling and convincing to a broad audience. Due to this appealing factor, field researchers have managed to attract attention and resources from practitioners, policy makers and media.

This workshop provided the participants with training in field experiments. The workshop focused on determining when to use a field experiment, key methodological considerations, and the scope, limitations and merits of field experiments. Students learned and practiced which issues to consider when designing and conducting field experiments, and could make use

of the expertise of the lecturers. The lecturers have considerable experience in designing and conducting field experiments, and shared their expertise and experiences with the students.

The lectures was highly interactive. Students were expected to be actively involved and respond to the topics being discussed, and to actively apply the knowledge gained by designing their own field experiments.

Format: Day 1:

started with an introduction by the teachers concerning examples of recent field experiments, rationale for using field experiments, scope and limitations of field experiments, guidelines for designing and conducting field experiments, observational studies and data gathering technology and research designs. After this the participants designed their own field experiments in detail, applying the knowledge and insights gained during the introductory talks.

Day 2:

started with presentations by the teachers concerning collaboration with practitioners, the need for organizational support in conducting field experiments and interdisciplinary studies. After this participants further developed the design of their own field experiments in detail, applying the knowledge and insights gained. Next, participants gave a brief presentation of the field experiment they designed. Other participants provided feedback on the field experiments, thereby focusing on whether the proposed research design allows to answer the research questions and enable a rigorous test of the hypotheses (be attentive of alternative explanations, etc.).

Literature: Abrahamse, W., Steg, L., Vlek, Ch., & Rothengatter, T. (2007). The effect of

tailored information, goal setting and tailored feedback on household energy use, energy-related behaviors and behavioral antecedents. *Journal of Environmental Psychology*, 27, 265-276.

Bator, R., Bryan, A., & Schultz, P.W. (in press). Who gives a hoot? Intercept surveys of litterers and disposers. *Environment and Behavior*.

Keizer, K., Lindenberg, S., & Steg, L. (2008). The spreading of disorder. *Science*, 322, 1681-1685.

Nolan, J., Schultz, P.W., Cialdini, R.B., Griskevicius, V., & Goldstein, N. (2008). normative social influence is underdetected. *Personality and Social Psychology Bulletin*, 34, 913-923.

Schultz, P.W., Khazian, A., & Zaleski, A. (2008). Using normative social influence to promote conservation among hotel guests. *Social Influence*, 3, 4-23.

Enrollment: day 1: 12 (10 attended), day 2: 11 (9 attended)

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Title: **How to Present**

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

Type of course: Basic course

Date: May 30 - May 31, 2013

Duration: 2 days

Location: Leiden University

Language: Dutch or English (depending on participants)  
Content: This course has focused on a training in the presentation of papers for international audiences e.g. oral presentations of and the use of (media) facilities.  
Enrollment: 12 (9 attended)

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

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

Type of course: Methodological and Practical Courses

Date: September 16, 2013

Duration: Half a day, 10.00 am - 1.00 pm

Location: University of Amsterdam

Language: English

Content: 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: 27 (26 attended)

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Title: **Methodological Seminars: 2. A mix within: Mixed models, and hierarchical linear models applied to within-subject and hierarchical designs**

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

Type of course: Methodological and Practical Courses

Date: September 16, 2013

Duration: Half a day: 2.00 pm - 5.00 pm

Location: University of Amsterdam

Language: English

Content: 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: 25 (25 attended)

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Title: **Methodological Seminars: 3. Practice makes perfect**

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

Type of course: Methodological and Practical Courses

Date: September 17, 2013

Duration: Half a day: 10.00 am - 1.00 pm  
Location: University of Amsterdam  
Language: English  
Content: 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: 25 (24 attended)

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Title: **Methodological Seminars: 4. Let your data be seen!**  
Teaching staff: Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)  
Type of course: Methodological and Practical Courses  
Date: September 17, 2013  
Duration: Half a day: 2.00 pm - 5.00 pm  
Location: University of Amsterdam  
Language: English  
Content: 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: 22 (21 attended)

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Title: **Design and Analysis of Cross-Cultural Studies**  
Teaching staff: Fons J. R. van de Vijver (Tilburg University). Organizer: Eftychia Stamkou (UvA)  
Type of course: Methodological and Practical Courses  
Date: November 26 and November 27, 2013  
Duration: 2 days, 10.00 am - 5.00 pm  
Location: University of Amsterdam  
Language: English  
Content: This workshop aims to address methodological questions in the design and analysis of cross-cultural studies, with an emphasis on issues in cross-cultural studies in social psychology and organizational psychology.  
For instance, what are the current theories of cross-cultural differences? What are the common problems in comparative (cross-cultural) studies and what are their solutions? How can we sufficiently translate and



adapt a measurement? How can we establish similarity of meaning in cross-cultural studies?

There will also be a practice part where participants will analyze cross-cultural data (their own, if available) by means of various analytical techniques including structural equation modeling (SEM). Participants will use Mplus or AMOS for the SEM analyzes and the examples for the use of this software will be provided by the teacher (no prior knowledge is required).

Literature: To be studied before the workshop:

Cheung, F. M., Van de Vijver, F. J. R., & Leong, F. T. L. (2011). Toward a new approach to the assessment of personality in culture. *American Psychologist*, 66, 593-603.

He, J., & van de Vijver, F. (2012). Bias and Equivalence in Cross-Cultural Research. *Online Readings in Psychology and Culture*, Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss2/8>.

van de Vijver, F. (2011). Capturing bias in structural equation modeling. In E. Davidov, P. Schmidt, & J. Billiet (Eds.). *Cross-cultural analysis: Method and applications* (pp. 3–34). New York, NY: Routledge.

van de Vijver, F. J. R., & Tanzer, N. K. (2004). Bias and equivalence in cross-cultural assessment: An overview. *European Review of Applied Psychology*, 54, 119-135.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, 3, 4–70.

Recommended additional reading:

Malda, M., van de Vijver, F. J. R., Srinivasan, K., Transler, C., & Sukumar, P. (2009). Traveling with cognitive tests: Testing the validity of a KABC-II adaptation in India. *Assessment*, 17, 107-115.

Malda, M., van de Vijver, F. J. R., Srinivasan, K., Transler, C., Sukumar, P., & Rao, K. (2008). Adapting a cognitive test for a different culture: An illustration of qualitative procedures. *Psychology Science Quarterly*, 50, 451-468.

van de Vijver, F. J. (2009). Types of Comparative Studies in Cross-Cultural Psychology. *Online Readings in Psychology and Culture*, Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss2/2>

Zumbo, B. D. (1999). *A Handbook on the Theory and Methods of Differential Item Functioning (DIF): Logistic Regression Modeling as a Unitary Framework for Binary and Likert-Type (Ordinal) Item Scores*. Ottawa, ON: Directorate of Human Resources Research and Evaluation, Department of National Defense.

Enrollment: day 1: 12 (11 attended), day 2: 12 (9 attended)

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

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

Type of course: Methodological and Practical Courses

Date: December 9, 2013

Duration: 1 day, 10.00 am - 5.00 pm

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.  
Literature: None  
Enrollment: 8 (4 attended)

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### **Research Group Meetings:**

**Title: Group and Organizational Processes Research Meeting**  
Teaching staff: dr. Wolfgang Steinel (UL) and dr. Annel de Hoogh (UvA)  
Type of course: Research Group Meetings  
Date: January 25, 2013  
Duration: 1 day  
Location: Leiden University  
Language: English  
Content: Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and PhD students.  
PhD students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow PhD students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.  
Enrollment: 7 (7 attended)

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**Title: Interpersonal Processes Research Meeting**  
Teaching staff: dr. Michael Häfner (UU) and dr. Hans IJzerman (VU)  
Type of course: Research Group Meetings  
Date: April 8, 2013  
Duration: 1 day  
Location: Tilburg University  
Language: English  
Content: Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and PhD students.

PhD students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow PhD students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

Enrollment: 10 (9 attended)

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**Title: Group and Organizational Processes Research Meeting**

Teaching staff: dr. Wolfgang Steinel (UL) and dr. Annel de Hoogh (UvA)

Type of course: Research Group Meetings

Date: April 19, 2013

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and PhD students.

PhD students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow PhD students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

Enrollment: 8 (7 attended)

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

Teaching staff: Dr. Belle Derks (UL) and dr. Nina Hansen (RuG)

Type of course: Research Group Meetings

Date: September 12 and September 13, 2013

Duration: 2 days

Location: Leiden University

Language: English

Content: Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and PhD students.

PhD students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow PhD students. Participants can for example practice a presentation they will give at a conference, present research

ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

Literature: Open Science Collaboration. (2012). An open, large-scale, collaborative effort to estimate the reproducibility of psychological science. *Perspectives on Psychological Science*, 7(6), 657-660.

Pashler, H., & Harris, C. R. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science*, 7(6), 531-536.

Wagenmakers, E. J., Wetzels, R., Borsboom, D., van der Maas, H. L., & Kievit, R. A. (2012). An agenda for purely confirmatory research. *Perspectives on Psychological Science*, 7(6), 632-638.

Enrollment: day 1: 14 (12 attended), day 2: 12 (11 attended)

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Title: **Social Cognition Research Meeting**

Teaching staff: Coördinatoren: prof.dr. Hens Aarts (UU), dr. Kai Epstude (RuG), dr. Esther K. Papiés (UU)

Type of course: Research Group Meetings

Date: November 14, 2013

Duration: 10.00 am - 5.00 pm

Location: University of Groningen

Language: English

Content: Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and PhD students.

PhD students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow PhD students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.

Enrollment: 21 (19 attended)

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## Theory-oriented workshops and courses:

Title: **SC: Grounded Conceptual Processing in Social Cognition, Motivation and Emotion**

Teaching staff: Prof.dr. Lawrence W. Barsalou (Emory University), prof.dr. Henk Aarts (UU), dr. Esther Papies (UU), prof.dr. Jens Förster (UvA), dr. Kai Epstude (RuG)

Type of course: Theory-oriented Workshops

Date: March 7 and March 8, 2013

Duration: 2 days

Location: Utrecht University

Language: English

Content: Research on embodied or grounded cognition increasingly indicates that conceptual processing is grounded in the body, in physical and social situations, and in the brain's modal systems for perception, action, and internal states. This workshop explores implications of this grounded cognition perspective for current research on social cognition broadly, but also explores how grounded cognition can be applied to the domains of motivation and emotion. Of primary interest will be understanding the roles that grounded conceptual processing may play in those (social) phenomena that are of interest to workshop participants.

Format: Day 1

On Day 1 of this workshop, Prof. Barsalou will give a lecture on conceptual processing from the perspective of grounded cognition, focusing on the central mechanisms of simulation and situated conceptualization. Of particular interest will be how these mechanisms produce emotion and experiences of stress. For example, the perspective of grounded cognition can be applied to understanding how we interpret social situations and affective bodily states, and how this shapes emotions. This lecture will be followed by a plenary discussion, which also builds on the readings and discussion questions prepared by participants in advance. In the afternoon, there will be ample opportunity for PhD students to present their work and receive feedback from Prof. Barsalou and other workshop participants.

Day 2

Day 2 will begin with a lecture by Prof. Barsalou that aims to stimulate discussion by exploring possible roles of grounded conceptual processing in motivation, decision making, experiences of agency, creativity, self-regulation, and other research areas of interest to workshop participants. This will be followed by a presentation by dr. Esther Papies, applying the grounded cognition perspective to processes of self-regulation. A plenary discussion about the issues raised by the morning lectures will follow. After lunch, the workshop will be split into groups to stimulate further discussion and work on a group assignment. After brief presentations of the results of the subgroups, there will again be time for research presentations by PhD students.

Literature: Barsalou, L.W., Niedenthal, P.M., Barbey, A.K., Ruppert, J.A. (2003). *Social Embodiment. The psychology of learning and motivation.* Academic Pres, 43, 43-92

Barsalou, L.W. (2009). Simulation, situated conceptualization and prediction. *Philosophical transactions of the Royal Society*, 364, 1281–1289  
Wilson-Mendenhall, C.D., Feldman Barrett L, Simmons, W.K., Barsalou, L.W. (2011). Grounding emotion in situated conceptualization. *Neuropsychologia*, Elsevier 49; 1105–1127  
Enrollment: day 1: 17 (14 attended), day 2: 14 (11 attended)

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**Title:** **Self-Control and Self-Motivation: Theory and Practice**

**Teaching staff:** Prof. Dan Druckman (George Mason University) and dr. Fieke Harinck (UL). Prof.dr. Ayelet Fishbach (University of Chicago Booth School of Business), dr. Kai Epstude (RuG), prof.dr. Henk Aarts (UU), dr. Esther Papies (UU)

**Type of course:** Theory-oriented Workshops

**Date:** April 16-17, 2013

**Duration:** 2 days

**Location:** Utrecht University

**Language:** English

**Content:** In this workshop, Ayelet Fishbach will present her work from a theoretical (day 1) and a practical (day 2) perspective. Fishbach's work focuses on self-control (such as when people try to resist temptations) and (self-) motivation. In her theoretical work, Fishbach points to important differences in interpretation of success and goal attainment, such as when people think that goal attainment means "I am there" - resulting in motivational relaxation- versus "I am really motivated" – and then motivation increases. Further, in her work on self-regulation, she points to automatic routines that can support resisting temptations and staying on track. While these models challenge many motivation theories and theories in the domain of decision making and are of high theoretical relevance, they also have important implications for everyday life and health related issues. These implications will be discussed

**Format:** Day 1  
Theoretical Issues:  
Professor Fishbach will present an overview of her current work on self-control and self-motivation. In her talk, she will discuss the differences and the commonalities among recent models of self-control. Participants are requested to read key papers, and to prepare questions for her. In the afternoon, students whose work is related to these topics can present and discuss their work. At the end of the day, students and teaching staff will engage in a plenary discussion with Professor Fishbach to address the pros and cons of automatic effects in self-control. When would automaticity in goal pursuit help and when would it impair goal pursuit? Do we need motivation to explain results of automated routines during goal pursuit? What are the principles of motivational science? Do they differ from cognitive principles?

Day 2  
Applied Issues:  
On the second day, Professor Fishbach will give an overview of her work from a practical perspective. How can the knowledge gained by her research be used to improve peoples' health and motivation and decision making in general? In the afternoon, students whose research is more applied

and related to the topic of the workshop will be invited to give presentations. Students and teaching staff will discuss the relation between their own work and Professor Fishbach' issues raised during his overview. A plenary discussion on how we can "give psychology away" to practitioners, and on how to frame research questions in order to make them more interesting for non-experts will end the session.

Literature Counteractive control  
Fishbach, A., & Shen, L. (2012). The explicit and implicit ways of overcoming temptation. In Sherman, J. W., Gawronski, B., & Trope, Y. (Eds.), *Dual Process Theories of the Social Mind*. New York: Guilford Press.

[http://faculty.chicagobooth.edu/ayelet.fishbach/research/FS\\_DualProcess.pdf](http://faculty.chicagobooth.edu/ayelet.fishbach/research/FS_DualProcess.pdf)

Sheldon, O. J., & Fishbach, A. (2011). Resisting the temptation to compete: Self-control promotes cooperation in mixed-motive interactions *Journal of Experimental Social Psychology*, 47, 403-410.

[http://faculty.chicagobooth.edu/ayelet.fishbach/research/Sheldon\\_FishbachJESP.pdf](http://faculty.chicagobooth.edu/ayelet.fishbach/research/Sheldon_FishbachJESP.pdf)

Feedback:

Fishbach, A., & Finkelstein, S. R. (2012). How feedback influences persistence, disengagement, and change in goal pursuit. In H. Aarts. & A. Elliot (Eds.), *goal-directed behavior* (pp. 203-230). Psychology Press.

[http://faculty.chicagobooth.edu/ayelet.fishbach/research/Feedback\\_Frontiers.pdf](http://faculty.chicagobooth.edu/ayelet.fishbach/research/Feedback_Frontiers.pdf)

Fishbach, A., Henderson, D. H., & Koo, M. (2011). Pursuing goals with others: Group identification and motivation resulting from things done versus things left undone. *Journal of Experimental Psychology: General*, 140, 520-534.

[http://faculty.chicagobooth.edu/ayelet.fishbach/research/FHK\\_jepg2011.pdf](http://faculty.chicagobooth.edu/ayelet.fishbach/research/FHK_jepg2011.pdf)

Enrollment: 9 (8 attended)

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Title: **Self-Regulation of Effort: Social-Cognitive, Motivational, and Physiological Processes**

Teaching staff: Prof.dr Guido Gendolla (University of Geneva), dr. Nils Jostmann (UvA), dr. Lotte van Dillen (UL), dr. Sander Koole (VU)

Type of course: Theory-oriented Workshops

Date: April 25 and April 26, 2013

Duration: 2 days

Location: VU University Amsterdam

Language: English

Content: How much do we exert ourselves in our goal pursuits? When are we prepared to step up our efforts and when do we decide to call it a day? These questions relate to the vital task of effort mobilization. Effort mobilization processes are fundamental to understanding a wide range of social and behavioral phenomena. Nevertheless, research has only recently begun to

unravel the cognitive and physiological processes that underlie effort mobilization. Prof Gendolla and his associates at the Geneva Motivation Laboratory have been at the forefront of these developments. Their work has highlighted the crucial role of the cardiovascular system in effort mobilization. Prof. Gendolla has further studied how effort mobilization is influenced by the self, emotion, and unconscious processes. In this workshop, Prof. Gendolla will review basic principles of effort mobilization and showcase the most recent advances in this area. We will also consider how effort mobilization processes may illuminate a host of social and social-cognitive phenomena.

**Format:** In the morning sessions, Prof Gendolla will provide an overview of his work. On Day 1, he will present his work on the psychophysiology of effort mobilization. On Day 2, Prof Gendolla will present his latest research on the cognitive, emotional, and motivational dynamics of effort mobilization. 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.

**Literature:** Gendolla, G. H. (2012). Implicit affect primes effort: A theory and research on cardiovascular response. *International journal of psychophysiology*, 86, 123-135.

Gendolla, G. H., Wright, R. A., & Richter, M. (2012). 24 Effort Intensity: Some Insights From the Cardiovascular System. *The Oxford handbook of human motivation*, 420.

Koole, S. L., Jostmann, N. B., & Baumann, N. (2012). Do Demanding Conditions Help or Hurt Self-Regulation?. *Social and Personality Psychology Compass*, 6(4), 328-346.

**Enrollment:** 6 attended

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**Title:** **Evolutionary Social and Organizational Psychology**

**Teaching staff:** Prof.dr. Mark van Vugt (VU), dr. Thomas Pollet (VU) , dr. Joshua Tybur (VU)

**Type of course:** Theory-oriented Workshops

**Date:** May 16, 2013

**Duration:** 1 days

**Location:** VU University Amsterdam

**Language:** English

**Content:** This 1-day workshop will provide an introduction into the fast-grown field of evolutionary psychology, which is labeled by some theorists as the "new science of the mind (Buss, 2007; Pinker, 2002)." Evolutionary psychology, which has its roots in evolutionary biology, assumes that the human mind and human behavior are products of evolution through natural selection. Evolutionary thinking has now permeated virtually all areas of psychological science, from cognitive to developmental and from social to organizational psychology. In this 1-day workshop students will get an introduction into the historical and theoretical development of this field with a particular emphasis on theories and applications in the domain of interpersonal, group, and intergroup relationships.



The aim of the workshop are three-fold: (a) introduction of the core theories and assumptions of evolutionary psychology; (b) increase understanding of the relevance of evolutionary theorizing for interpersonal, group and intergroup phenomena; (c) offer practical suggestions how to use evolutionary thinking to generate hypotheses and conduct research in social and organizational psychology.

Format: After a welcome, the workshop teacher will give an introduction into the field of evolutionary psychology by discussing relevant theories (such as parental investment theory and costly signaling theory), relevant concepts (such as fitness, selection pressures, adaptive problems etc.), relevant methodologies for studying evolutionary hypotheses (from genetics and neuroscience to psychological survey and experiment) and potential criticisms. There will be a particular focus on applications relevant to social and organizational processes.

Subsequently, workshop participants will work together in small groups to come up with evolutionary hypotheses about different key topics such as mating, status, altruism, morality, prejudice, intergroup relations etc. Their ideas will be discussed in the plenary session.

In the afternoon session the teacher will talk about his own research on evolutionary approaches to different group phenomena such as leadership, mating, cooperation and intergroup relations.

Thereafter, the students will give short informal presentations about how their PhD-research could potentially benefit (or not benefit) from adopting an evolutionary approach.

Literature: Buss, D. (1995). Evolutionary psychology: A new paradigm for Psychological Science. *Psychological Inquiry*, 6, 1-30

Van Vugt, M., De Cremer, D., & Janssen, D. (2007). Gender differences in cooperation and competition: The male warrior hypothesis. *Psychological Science*, 18, 19-23.

Confer et al., (2010). Evolutionary Psychology: Controversies, Questions, Prospects, and Limitations. *American Psychologist*, 65, 110-126. DOI: 10.1037/a0018413

Tooby, J., & Cosmides, L. (2005). Conceptual foundations of evolutionary psychology. In D. M. Buss (Ed.), *The Handbook of Evolutionary Psychology* (pp. 5-67). Hoboken, NJ: Wiley.

Enrollment: 6 (5 attended)

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Title: **GP&IR: The Ironic Effects of Intergroup Contact**  
Teaching staff: Prof.dr. John Dixon (Open University, UK), dr. Belle Derks (UL), dr. Colette van Laar (UL).  
Type of course: Theory-oriented Workshops  
Date: May 23 and May 24, 2013  
Duration: 2 days  
Location: Leiden University  
Language: English  
Content: In this workshop Dr. Dixon will present a detailed analysis of the ironic effects of intergroup contact for building a more tolerant and integrated society. Over the years, research on strategies to ameliorate

relationships between groups has led to the conclusion that, under the right conditions, contact between members of different groups is one of the most promising strategies to reduce prejudice and promote positive relations between groups. In this workshop, Dr. Dixon will present the possible negative consequences of inducing intergroup harmony in societies that are traditionally unequal (e.g., post-Apartheid South Africa, desegregated United States). Previous research on the contact hypothesis has mainly focused on its beneficial effects for reducing prejudice and negative stereotypes among members of the traditionally advantaged group (the prejudice reduction perspective). However, taking a collective action perspective, Dr. Dixon's work reveals how positive intergroup contact can stand in the way of increased social equality, as it undermines perceptions of discrimination and group-level inequality among disadvantaged group members. As such, harmonious intergroup contact may have the paradoxical side effect of diminished recognition of ongoing systemic injustice and reduced motivation to resist inequality among the disadvantaged.

Literature: Dixon, J., Levine, M., Reicher, S., & Durrheim, K. (2012). Beyond prejudice: Are negative evaluations the problem and is getting us to like one another more the solution? *Behavioral and Brain Sciences*, 35(06), 411-425.

Tredoux, C.G., Dixon, J.A. (2009). Mapping the Multiple Contexts of Racial

Isolation: The Case of Long Street, Cape Town. *Urban Studies*, 46(4) 761-777

<http://usj.sagepub.com>

Enrollment: day 1: 19 (13 attended), day 2: 17 (11 attended)

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Title: **GP&IR: You Are Who You Know: The Interpersonal Basis of Ethnic Attitudes**

Teaching staff: Prof.dr. Stacey Sinclair (Princeton University), prof.dr. Bertjan Doosje (UvA), dr. Belle Derks (UL) and dr. Nina Hansen (RuG)

Type of course: Theory-oriented Workshops

Date: June 5 and June 6, 2013

Duration: 2 days

Location: University of Amsterdam

Language: English

Content: Each day we are likely to interact with a variety of people, such as friends, relatives, and workmates, each of who has different thoughts and expectations. My research examines how participating in different interpersonal interactions shapes our self-understanding and evaluations of others, with a focus on outcomes related to ethnic and gender stereotyping, prejudice and discrimination. One line of research shows that individuals' stereotype-relevant self-views are shaped by the apparent beliefs of others. Individuals will engage in self-stereotyping when they want to get along with someone who seems to think stereotypes of their group are true, even if doing so may have non-relational negative consequences. A second line of research

shows that although people cannot consciously control their level of implicit prejudice, this form of prejudice can shift as a function of fleeting interpersonal interactions. A final line of research examines the impact of contact with members of other ethnic groups, and one's own ethnic group, on one's degree of prejudice. Overall, my work suggests interpersonal interactions are a vehicle by which cultural phenomena (e.g., stereotypes, prejudice) become individual thought.

Literature: Sinclair, S., Lowery, B.S., Hardin, C.D., & Colangelo, A. (2005). Social tuning of automatic racial attitudes: The role of affiliative motivation. *Journal of Personality and Social Psychology*, 89, 583–592.

Echterhoff, G., Higgins, T., & Levine, J. M. (2009). Shared Reality: Experiencing Commonality With Others' Inner States About the World. *Perspectives on Psychological Science*, 4, 496–521.

Lun, J., Sinclair, S., Whitchurch, E.R., & Glenn, C. (2007). (Why) do I think what you think? Epistemic social tuning and implicit prejudice. *Journal of Personality and Social Psychology*, 93, 957–972.

Enrollment: day 1: 11 (12 attended), day 2: 10 (11 attended)

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Title: **IP: Biological pathways towards healthy social relationships**

Teaching staff: dr. Julianne Holt-Lunstad (Brigham Young University), dr. Mattie Tops (VU, Clinical Psychology), Jessie Frijling and prof.dr. Miranda Olf (UvA Academic Medical Centre).  
Organizers: dr. Lotte van Dillen (UL) & dr. Hans IJzerman (UvT).

Type of course: Theory-oriented Workshops

Date: October 23 and October 24, 2013

Duration: 2 days

Location: Leiden University

This workshop is organized by the KLI Research Group "Interpersonal Processes"

Language: English

Content: The workshop deals with understanding the associations between social relationships and health

Format: Day 1

Dr. Holt-Lunstad will provide an overview of the association between social relationships and health. This will include a historical background, definition, conceptualizations, and measurement approaches of social relationships, an overview of the major theoretical models for understanding the association between social relationships and health, and empirical evidence of this association. Epidemiological, naturalistic and experimental studies highlight converging evidence of protective and potentially deleterious effects of social relationships. This lecture is entitled: "Social relationships, oxytocin, and implications for health".

Furthermore, dr. Mattie Tops will give a talk entitled "Oxytocin and the familiarization-habituation response" and Jessie Frijling will give a talk entitled "Boosting oxytocin in trauma and PTSD".

Students will be asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators will invite students to give a presentation. Students may comment on the relationship between their own work and Holt-Lunstad's 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. Holt-Lunstad will provide a presentation on the pathways by which social relationships influence physical health. She will begin with a brief overview on the behavioral, cognitive, and affective pathways, then spend the remainder focused on oxytocin as a potential pathway. Given that oxytocin is implicated in both stress regulation and social bonding, oxytocin may be a proximal mechanism for the adaptive nature of social bonds. While most of what is known comes from animal research, a growing body of human research supports the possibility of an oxytocinergic pathway. Empirical support of oxytocin as a mechanisms, methodological concerns, and implications for interventions will be reviewed.

In the afternoon, students will give presentations about their research ideas formed on Day 1. Participants will get detailed feedback from Holt-Lunstad and the other participants of the workshop.

Literature: Holt-Lunstad, J., Birmingham, W., & Jones, B. Q. (2008). Is there something unique about marriage? The relative impact of marital status, relationship quality, and network social support on ambulatory blood pressure and mental health. *Annals of Behavioral Medicine*, 35(2), 239-244.

Holt-Lunstad, J., Birmingham, W.A., & Light, K.L. (2008). The influence of a "warm touch" support enhancement intervention among married couples on ambulatory blood pressure, oxytocin, alpha amylase and cortisol. *Psychosomatic Medicine*, 70, 976-85.

Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: a meta-analytic review. *PLoS medicine*, 7(7), e1000316.

Enrollment: 7 (6 attended)

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#### **Joint Seminars:**

No joint seminars took place in 2013.

## Appendix 2: Publications 2013

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

- Abdi, T.A., Ruiter, R.A.C., & Adal, T.A. (2013). Personal, social and environmental risk factors of problematic gambling among high school adolescents in Addis Ababa, Ethiopia. *Journal of Gambling Studies*. doi: 10.1007/s10899-013-9410-9
- Abrahamse, W., & Steg, L. (2013). Social influence approaches to encourage resource conservation: A meta-analysis. *Global Environmental Change*, 23, 1773–1785.
- Adarves-Yorno, I., Jetten, J., Postmes, T., & Haslam, S. A. (2013). What are we fighting for?: The effects of framing on ingroup identification and allegiance. *Journal of Social Psychology*, 153(1), 25-37. doi:10.1080/00224545.2012.701673
- Aknin, L.B., Barrington-Leigh, C.P., Dunn, E.W., Helliwell, J.F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., Ashton-James, C.E. & Norton, M (2013). Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. *Journal of Personality and Social Psychology*, 104(4), 635-652.
- Arrindell, W.A., Well, S. van, Kolk, A.M., Barelds, D.P.H., Oei, T.S., & Lau, P. (2013). Higher levels of masculine gender role stress in masculine than in feminine nations: A thirteen-nations study. *Cross-Cultural Research: The Journal Of Comparative Social Science*, 47, 51-67.
- Ashton-James, C.E., Kushlev, K. & Dunn, E.W. Parents reap what they sow: On the impact of child- centrism on parent happiness and meaning. *Social Psychological & Personality Science*. 4 (6) 635
- Baas, M., Roskes, M., Sligte, D., Nijstad, B.A. & Dreu, C.K.W. de (2013). Personality and creativity: the Dual Pathway to Creativity model and a research agenda. *Social and Personality Psychology Compass*, 7(10), 732-748.
- Bakker-Pieper, A. & Vries, R.E. de (2013). The incremental validity of communication styles over personality traits for leader outcomes. *Human Performance*, 26, 1-19.
- Balliet, D.P. & Ferris, D. L. (2013). Ostracism and prosocial behavior: A social dilemm analysis. *Organizational Behavior and Human Decision Processes*, 120(2), 298-308.

- Balliet, D.P. & Lange, P.A.M. van (2013). Trust, punishment, and cooperation across 18 societies. *Perspectives on Psychological Science*, 8, 363-379.
- Balliet, D.P. & van Lange, P. A. M. (2013). Trust, conflict and cooperation: A meta-analysis. *Psychological Bulletin*, 139(5), 1090-1112.
- Barelds, D.P.H., Dek, J.E., & Kooij, A.P. (2013). Het meten van intelligentie bij volwassenen met de WAIS-IV-NL. *De Psycholoog*, 10, 12-24.
- Bechtoldt, M.N., Beersma, B., Rohrman, S. & Sanchez-Burks, J. (2013). A gift that takes its toll: Emotion recognition and conflict appraisal. *European Journal of Work and Organizational Psychology*, 22(1), 56-66.
- Beersma, B., Homan, A.C., Kleef, G.A. van & Dreu, C.K.W. de (2013). Outcome interdependence shapes the effects of prevention focus on team processes and performance. *Organizational Behavior and Human Decision Processes*, 121(2), 194-203.
- Beest, I. van, & Murnighan, K. (2013). Coalition. In D. J. Teece, & M. Augier (Eds.), *The palgrave encyclopedia of strategic management*. Doi:10.1057/9781137294678.0098
- Beest, I. van, & Scheepers, D. (2013) Challenge and threat responses to anger in communication in coalition formation. *Journal of Economic Psychology*, 38, 50-57. <http://dx.doi.org/10.1016/j.joep.2012.10.005>
- Berg, P. van den, Fawcett, T.W., Buunk, A.P., & Weissing, F.J. (2013). The evolution of parent-offspring conflict over mate choice. *Evolution and Human Behavior*, 34, 405-411.
- Berg, M. van der, & Zebel, S. (2013). Onderbouwing van een structurele voorziening voor slachtoffers: Effecten van de Nederlandse slachtofferdadergesprekken. In J. Ouwerkerk, T. de Wit, J. Claessen, P. Jacobs, & S. Meijer (Eds.), *Hoe te reageren op misdaad? Op zoek naar de hedendaagse betekenis van preventie, vergelding en herstel*. Den Haag: SDU Uitgevers.
- Beune, K. & Giebels, E. (2013). *The management of protected witnesses: a behavioural perspective*. Enschede: Universiteit Twente.
- Blaker, N. M, Rompa, I., Dessing, I. H., Vriend, A. F., Herschberg, C. & Vugt, M. van (2013). The height leadership advantage in men and women: Testing evolutionary psychology predictions about the perceptions of tall leaders. *Group Processes and Intergroup Relations*, 16, 17-27.
- Blanken, I., Ven, N. van de, & Zeelenberg, M. (2013). Psychologische Licenties: Een Meta- Analyse. In Dotsch, R., Papies, E. K., Pronk, T. M., Rutjens, B. T., Toorn, J. van der, & Ufkes, E.G. (Eds.), *Jaarboek Sociale Psychologie 2013*, (pp. 25-28). Groningen: Aspo pers.

- Boezeman E.J. & Ellemers N. (2013), Volunteer Recruitment. In: Yu T., Cable D. (Red.) *The Oxford Handbook of Recruitmen*. Oxford: Oxford University Press. 73-80.
- Bolderdijk, J. W., Steg, L., & Postmes, T. (2013). Fostering support for work floor energy conservation policies: Accounting for privacy concerns. *Journal of Organizational Behavior*, *34*, 195-210. doi:10.1002/job.1831
- Bolderdijk, J. W., Steg, L., Geller, E. S., Lehman, P. K., & Postmes, T. (2013). Comparing the effectiveness of monetary versus moral motives in environmental campaigning. *Nature Climate Change*, *3*, 413-416. doi:10.1038/NCLIMATE1767
- Bolderdijk, J.W., Gorsira, M., Keizer, K., & Steg, L. (2013). Values determine the (in)effectiveness of informational interventions in promoting pro-environmental behavior. *PLoS ONE*, *8* (12): e83911. doi:10.1371/journal.pone.0083911
- Brambilla, M., Sacchi, S., Pagliaro, S., & Ellemers, N. (2013). Morality and intergroup relations: Threats to safety and group image predict the desire to interact with outgroup and ingroup members. *Journal of Experimental Social Psychology*, *49*, 811-821.
- Broekhoven, K. van, Freijzer, S., Hoevenaar, N., Maas, D., Van Osch, Y. & Stel, M. (2013). Motivated to win: The effect of motivation prime on performance [Gemotiveerd om te winnen: Het effect van een motivatie prime op prestatie]. In: Dotsch, R., Papiés, E. K., Pronk, T. M., Rutjens, B. T., van der Toorn, J., & Ufkes, E. G. (Eds.), *Jaarboek Sociale Psychologie 2013*. Groningen: ASPO pers.
- Brose, A., Scheibe, S., & Schmiedek, F. (2013). Life contexts make a difference: Emotional stability in younger and older adults. *Psychology and Aging*, *28*, 148-159. doi: 10.1037/a0030047
- Buunk, A.P., & Hoben, A.D. (2013). A slow life history is related to a negative attitude towards cousin marriages: A study in three ethnic groups in Mexico. *Evolutionary Psychology*, *11*, 442-458.
- Buunk, A.P., & Vugt, M. van (2013). *Applying social psychology. From problem to solution*. London, UK: Sage.
- Buyukcan-Tetik, A., Finkenauer, C., Kuppens, S., & Vohs, K. D. (2013). Both trust and self-control are necessary to prevent intrusive behaviors: Evidence from a longitudinal study of married couples. *Journal of Family Psychology*, *27*, 671-676.
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