



Annual Report 2004

Kurt Lewin Institute
Graduate School in Social Psychology and its applications

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Preface

The year of 2004 was the last one in which the Kurt Lewin Institute was affiliated with the Vrije Universiteit. Beginning 2005, the University of Amsterdam took over the role of “penvoerder” and a new scientific direction as well as a new secretary committed themselves to continuing the outstanding work done by their predecessors. Many thanks are due to Ina Putter, our previous secretary, and to our previous directors Paul van Lange, Kees van den Bos, and Nico Van Yperen.

Perhaps the most important event in 2004 was the self-evaluation exercise we organized as part of our 2005 attempt to gain further recognition by the Royal Netherlands Academy of Sciences. In September 2004, Harry Reis (University of Rochester), Susan Fiske (Princeton University), Tom Tyler (New York University), and Ivo Molenaar (University of Groningen) and Vincent Yzerbyt (Universite Catholique de Louvain-la-Neuve) evaluated the Kurt Lewin Institute. They read (some of) our research articles, studied our annual reports, and interviewed teaching staff, postdoctoral fellows, and PhD students. Their main conclusion was that “By all standards, the Kurt Lewin Institute is an incredibly efficient and successful enterprise. In the period from 1999 to 2004, the KLI maintained and even improved its very high standing on all indicators whether with respect to teaching or research”.

As this annual report reveals, the Kurt Lewin Institute continues to be in excellent shape. In 2004, over 100 PhD students were enlisted, following courses and seminars on all aspects of social psychology and its applications. Our publications, many in top-ten journals and book series, and the substantial number of grants from the Netherlands Science Foundation (NWO) and related bodies awarded to KLI-members attest to the high level of energy and dedication to science that has characterized the Kurt Lewin Institute for so many years now. I hope you all agree with me that, when reading this annual report, the Kurt Lewin Institute is something to be very proud of and something we should cherish. Thank you all for your contributions, ideas, and enthusiasm.

In 2005 the Royal Netherlands Academy of Sciences granted recognition of the Kurt Lewin Institute for another period of five years. It allows us to continue our concerted efforts to train students in the diverse and fascinating world of social cognition, interpersonal and group processes, and social psychological issues in organizations.

Prof.dr. Carsten K.W. De Dreu
Scientific Director of the KLI

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1. Introduction

The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. In 2004 the KLI is based on the collaborative input of psychologists working in six Dutch Universities, namely: Vrije Universiteit Amsterdam (VU), Universiteit van Amsterdam (UvA), Rijksuniversiteit Groningen (RuG), Radboud Universiteit Nijmegen (RU), Universiteit Leiden (UL), and Universiteit Utrecht (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 six universities in the Netherlands participate in specialist and general courses throughout the four-year period.

2. Organization

2.1 Management structure

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

The *General Board* of the KLI consists of 7 members, a non-voting chairman, and a non-voting PhD student member. It has ultimate responsibility with regard to research, teaching and budgetary decisions. The General Board submits its 5-year research program to the commissioner, until January 1 2004 the Faculteit der Psychologie en Pedagogiek at the Vrije Universiteit Amsterdam and as of January 1 2005 the Faculteit der Maatschappij- en Gedragwetenschappen at the Universiteit van Amsterdam, for approval. This plan covers the regulation and coordination of research in the collaborating research institutes; the articles for the teaching, training and evaluation of graduate students; research proposals; and the financial overview for the coming 5 years. 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 2004

Prof.dr. A.P. Buunk

Prof.dr. E. van Dijk

Prof.dr. A. Dijksterhuis, as of november 2004

Prof.dr. C.K.W. de Dreu, until november 2004

Prof.dr. N. Ellemers (Chair)

Prof.dr. G. Kok (external member)

Drs M. Stel (PhD student)

Prof.dr. G.R. Semin, until April 2004

Prof.dr. W. Stroebe

Prof.dr. R. Vonk

The *Executive Committee* is responsible for decision making and shapes the scientific and educational policy of the KLI in collaboration with two formal committees. The first is the *Teaching Committee*, which has primary responsibility for developing and evaluating the teaching program. The committee consists of two members, a graduate student and the Teaching Director. The second body is the *Research Committee*, which has primary responsibility for evaluating PhD projects and proposals, for annual

assessment of PhD projects (based on reports from PhD students), and for the scientific program of the KLI. The committee consists of five members including the Research Director. Both committees report directly to the Executive Committee of the KLI; the Teaching Committee reports on the co-ordination and planning of research training, and the Research Committee on research proposals and student progress.

Members of the Executive Committee in 2004

Prof.dr. P.A.M. van Lange (Scientific Director)
Prof.dr. K. van den Bos (Research Director)
Prof.dr. N. van Yperen (Teaching Director)

Members of the Teaching Committee in 2004

Dr. H. Aarts
Drs. M. Stel (representing the PhD students)
Prof.dr. N. van Yperen (Chair)
Prof.dr. D. Wigboldus

Members of the Research Committee in 2004

Dr. I. van Beest, as of October 2004
Prof.dr. K. van den Bos (Chair)
Prof.dr. A. Dijksterhuis, until July 2004
Dr. B. Doosje, as of July 2004
Dr. C. Finkenauer
Prof.dr. K.I. van Oudenhoven-van der Zee
Prof.dr. D.A. Stapel, as of October 2004
Dr. T. Taris, until February 2004

The Executive Committee is supported by a *General Manager* who serves as an executive secretary of the Executive Committee, the Teaching Committee and the Research Committee and assists the different boards and committees of the KLI in the preparation and execution of the KLI policies. The general manager was based at the Vrije Universiteit Amsterdam until December 2004 and at the University of Amsterdam as of December 2004.

General Manager

Drs. A.K. Evers, as of December 2004
Drs. K.A.M. Putter, until December 2004

2.2 Participating institutes

Vrije Universiteit Amsterdam

Van der Boechorststraat 1, 1081 BT Amsterdam

- Department of Social Psychology
T: 020 - 598 8865 F: 020 - 598 8921
- Department of Work & Organizational Psychology
T: 020 - 598 8700 F: 020 - 598 8702

Universiteit van Amsterdam

Roetersstraat 15, 1018 WB Amsterdam

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

Rijksuniversiteit Groningen

Grote Kruisstraat 2/1, 9712 TS Groningen

- Department of Social & Organizational Psychology
T: 050 - 363 6386 F: 050 - 363 4581
- Department of Personality Psychology
T: 050 - 363 6340 F: 050 - 363 6304

Radboud Universiteit Nijmegen

PO box 9104, 6500 HE Nijmegen

- Department of Social Psychology
T: 024 - 361 2675 F: 024 - 361 2677
- Department of Work & Organizational Psychology
T: 024 - 361 2639 F: 024 - 361 5937

Universiteit Leiden

PO box 9555, 2300 RB Leiden

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

Universiteit Utrecht

PO box 80140, 3508 TC Utrecht

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

2.3 Scientific Advisory Board

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

2.4 Persons of confidence

At the suggestion of the graduate students two “persons of confidence” (*vertrouwenspersonen*) have been appointed, to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution. The persons of confidence are: prof.dr. W. Molenaar (emeritus, Department of Psychology, University of Groningen) and prof.dr. T. Willemsen (emeritus, Department of Psychology and Society, University of Tilburg).

3. Members

3.1 Membership

Criteria for admission of teaching and training staff

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

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

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

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

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

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

Applicants who meet the selection criteria but who are not members of the five participating institutes of the KLI are welcome to become Affiliate Members. Affiliate members have the right to participate in teaching and training activities, but have no administrative responsibilities. Their graduate students can attend courses organized by the KLI.

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

Criteria for the admission of graduate students

Before a graduate student can become a student member of the KLI, his or her research project has to be approved by the Research Committee of the KLI. There is a standard form on which the details of the project are described by the prospective supervisor. The committee evaluates each project in terms of the following criteria:

1. Formal issues

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

2. Content issues

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

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

3.2 Full members

Prof.dr. H. Aarts, UU, Social and Organizational Psychology
Prof.dr. N.R. Anderson, UvA, Work and Organizational Psychology
Dr. B. Beersma, UvA, Work and Organizational Psychology
Dr. I. van Beest, UL, Social and Organizational Psychology
Prof.dr. K. van den Bos, UU, Social and Organizational Psychology
Prof.dr. A.P. Buunk, RuG, Social and Organizational Psychology
Dr. D. van Dierendonck, UvA, Work and Organizational Psychology
Prof.dr. E. van Dijk, UL, Social and Organizational Psychology
Dr. W.W. van Dijk, VU, Social Psychology
Prof.dr. A.J. Dijksterhuis, UvA, Social Psychology
Dr. B.J. Doosje, UvA, Social Psychology
Prof.dr. C.K.W. de Dreu, UvA, Work and Organizational Psychology
Prof.dr. N. Ellemers, UL, Social and Organizational Psychology
Dr. J.A. Feij, VU, Work and Organizational Psychology
Dr. C. Finkenauer, VU, Social Psychology
Prof.dr. A.H. Fischer, UvA, Social Psychology
Prof.dr. H. van der Flier, VU, Work and Organizational Psychology
Prof.dr. M. Frese, UvA, Work and Organizational Psychology
Dr. S.A.E. Geurts, RU, Work and Organizational Psychology
Dr. E. Gordijn, RuG, Social and Organizational Psychology
Dr. F. Harinck, UL, Social and Organizational Psychology
Prof.dr. K.A. Jehn-den Hartog, UL, Social and Organizational Psychology
Prof.dr. H. Kelderman, VU, Work and Organizational Psychology
Dr. E.S. Kluwer, UU, Social and Organizational Psychology
Prof.dr. A.F.M. van Knippenberg, RU, Social Psychology
Dr. B.M. van Knippenberg, VU, Work and Organizational Psychology
Prof.dr. M.A.J. Kompier, RU, Work and Organizational Psychology
Dr. S.L. Koole, VU, Social Psychology
Prof.dr. P.L. Koopman, VU, Work and Organizational Psychology
Prof.dr. P.A.M. van Lange, VU, Social Psychology
Prof.dr. R.W. Meertens, UvA, Social Psychology
Dr. B.A. Nijstad, UvA, Work and Organizational Psychology
Dr. S. Otten, RuG, Social and Organizational Psychology
Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social and Organizational Psychology
Prof.dr. K.I. van Oudenhoven-van der Zee, RuG, Social and Organizational Psychology
Prof.dr. J. van der Pligt, UvA, Social Psychology
Dr. J.W. van Prooijen, VU, Social Psychology

Dr. B. de Raad, RuG, Differential Psychology, Methodology and History
 Prof.dr. G.R. Semin, VU, Social Psychology
 Dr. F.W. Siero, RuG, Differential Psychology, Methodology and History
 Prof.dr. R. Spears, UvA, Social Psychology
 Dr. H.J.A.M. Staats, UL, Social and Organizational Psychology
 Prof.dr. D.A. Stapel, RuG, Social and Organizational Psychology
 Dr. H.O. Steensma, UL, Social and Organizational Psychology
 Prof.dr. W. Stroebe, UU, Social and Organizational Psychology
 Dr. T.W. Taris, RU, Work and Organizational Psychology
 Dr. R. Vermunt, UL, Social and Organizational Psychology
 Dr. A.E.M. van Vianen, UvA, Work and Organizational Psychology
 Prof.dr. E. van de Vliert, RuG, Social and Organizational Psychology
 Prof.dr. R. Vonk, RU, Social Psychology
 Prof.dr. D.H.J. Wigboldus, RU, Social Psychology
 Prof.dr. N.W. van Yperen, RuG, Social and Organizational Psychology

¹ RU = Radboud Universiteit Nijmegen; RuG = Rijksuniversiteit Groningen; UL = Universiteit Leiden; UvA = Universiteit van Amsterdam; VU = Vrije Universiteit Amsterdam; UU = Universiteit Utrecht

3.3 Affiliate members

Dr. M. Born, EUR, Psychology
 Dr. D. de Cremer, UM, Psychology
 Dr. A.J. Dijkster, UM, Health Promotion
 Dr. O. Janssen, RuG, Human Resource Management
 Prof.dr. P.G. Klandermans, VU, Social Sciences
 Prof.dr. Y. Poortinga, UvT, Psychology
 Dr. M.A.M. Poppe, UvT, Psychology
 Dr. G. van der Vegt, RuG, Human Resource Management
 Prof.dr. F. van de Vijver, UvT, Psychology
 Prof.dr. N. de Vries, UM, Health Promotion
 Prof.dr. M. Zeelenberg, UvT, Psychology

3.4 Research fellows

Dr. R. van Baaren, RU, Social Psychology
 Dr. M. Barreto, UL, Social and Organizational Psychology
 Dr. C. van Dyck, VU, Work and Organizational Psychology
 Dr. M. Gallucci, VU, Social Psychology

Dr. F. van Harreveld, UvA, Social Psychology

Dr. R. Holland, RU, Social Psychology

3.5 Associate members

Dr. N. Frieswijk, RuG, Social and Organizational Psychology

Dr. E. Giebels, RuG, Social and Organizational Psychology

Dr. J. Ham, UU, Social and Organizational Psychology

Dr. E.A.J. van Hooft, VU, Work and Organizational Psychology

Dr. A.H.B. de Hoogh, VU, Work and Organizational Psychology

Dr. J. Karremans, UU, Social and Organizational Psychology

Dr. C. van Laar, UL, Social and Organizational Psychology

Dr. E. van Leeuwen, VU, Social Psychology

Dr. D. van der Linden, RU, Work and Organizational Psychology

Dr. H. Lodewijckx, UU, Social and Organizational Psychology

Dr. D. Marx, RuG, Social and Organizational Psychology

Dr. D. Scheepers, UL, Social and Organizational Psychology

Dr. L. Steg, RuG, Experimental and Work Psychology

3.6 PhD students

On 31 December 2004, 106 PhD students were participating in the Kurt Lewin Institute. In the same year, 16 PhD students started their research, 13 PhD students completed their research, 3 PhD students stopped and 2 PhD students found another job, but will finish their PhD later.

Table 1: Institutional participation of PhD students on December 31, 2004

Vrije Universiteit Amsterdam	18
University of Amsterdam	18
University of Groningen	24
University of Nijmegen	9
University of Leiden	13
University of Utrecht	9
External PhD students	15
Total	106

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

Name	Supervisors	Institute
W. Abrahamse	Prof.dr. J.A. Rothengatter	RuG
	Prof.dr. C.A.J. Vlek	RuG
	Dr. L. Steg	RuG
Title: <i>Energy saving by behavioral change</i>		
L. Albers	Prof.dr. J. van der Pligt	UvA
	Prof.dr. A. Dijksterhuis	UvA
Title: <i>Subliminal influence on consumer behavior</i>		
H. Alberts	Prof.dr. N. de Vries	UM
	Prof.dr. H. Merckelbach	UM
Title: <i>Het behoud of verlies van zelfcontrole: Het samenspel van energetische, cognitieve en motivationele factoren</i>		
W. Bakker	Prof.dr. K.I. van Oudenhoven-van der Zee	RuG
	Prof.dr. J.P. van Oudenhoven	RuG
Title: <i>Cultural identity and well-being among Friesian migrants</i>		
M. Bender	Prof.dr. N. de Vries	UM
Title: <i>Habits and the role of awareness of behavior and planning in habitual health behavior</i>		
J. van den Berg****	Prof.dr. G.R. Semin	VU
	Dr. C. Finkenauer	VU
	Dr. W.W. van Dijk	VU
Title: <i>I know how you feel: a two-step process model of predicting others' affective reactions</i>		
H. van den Berg	Prof.dr. J. van der Pligt	UvA
	Prof.dr. A.S.R. Manstead	UvA
	Prof.dr. D. Wigboldus	RU
Title: <i>The role of affect in attitudes and decisions</i>		
M. de Best- Waldhofer***	Prof.dr. C.K.W. de Dreu	UvA
Title: <i>The aim for short term equality as a threat to the functioning of dyads</i>		

Name	Supervisors	Institute
J. Biemond	Prof.dr. E. van de Vliert	RuG
	Prof.dr. N.W. van Yperen	RuG
Title: <i>Goal orientation and social comparison</i>		
K. Bongers	Prof.dr. A. Dijksterhuis	UvA
	Prof.dr. R. Spears	UvA
Title: <i>Goals and the perception-behavior link</i>		
A. van den Bos	Prof.dr. D.A. Stapel	RuG
	Dr. E. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Making sens of hot cognition: Stereotypes and prejudice</i>		
A.Z. Bosch	Prof.dr. A.P. Buunk	RuG
	Dr. F.W. Siero	RuG
Title: <i>Social comparison and individual differences in social comparison orientation</i>		
A. Brandt	Prof.dr. R. Vonk	RU
Title: <i>Motivational variables in perceptions of self-presentational behavior</i>		
B. ten Brink*	Prof.dr. P.L. Koopman	VU
	Prof.dr. D.N. den Hartog	VU
	Prof.dr. J.J. van Muijen	VU
Title: <i>Psychological contracts</i>		
C. Carmona	Prof.dr. A.P. Buunk	RuG
	Prof.dr. J.M. Peiro	Valencia
Title: <i>Effect of social comparison on self-efficacy</i>		
N. Cem**	Prof.dr. H. van der Molen	EUR
	Dr. M. Ph. Born	EUR
Titel: <i>Effects of individualistic and collectivistic culture on organizational citizenship behavior</i>		
S. Cihangir	Prof.dr. N. Ellemers	UL
	Dr. M. Barreto	UL
Title: <i>Recognition of contemporary forms of prejudice</i>		

Name	Supervisors	Institute
M. Coenen****	Prof.dr. A. Dijksterhuis	UvA
	Prof.dr. D. Wigboldus	UvA
Title: <i>Subliminal conditioning of existing attitudes</i>		
R. Custers	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>Automatic goal-directed behavior</i>		
U. Danner	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>Habits and the role of awareness and planning in health behaviors</i>		
B. Derks	Prof.dr. N. Ellemers	UL
	Dr. C. van Laar	UL
Title: <i>Effects of segregation and integration on self-protection, self-esteem and motivation of low status group members</i>		
M. Dijkstra	Prof.dr. C.K.W. de Dreu	UvA
	Dr. D. van Dierendonck	UvA
	Dr. A. Evers	UvA
Title: <i>Conflict at work and individual well-being</i>		
G. Dik	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>The emergence of automatic goal-pursuit upon perceiving behavior of others</i>		
J. Dikkers	Prof.dr. M.A.J. Kompier	RU
	Dr. S. Geurts	RU
Title: <i>Studying work-home interference with a longitudinal design and multiple sources of information</i>		
L. van Dillen**	Prof.dr. G.R. Semin	VU
	Dr. S.L. Koole	VU
	Dr. D.J. Heslenfeld	VU
Titel: <i>Neurological foundations of affect regulation and self-activation</i>		

Name	Supervisors	Institute
W. Dinsbach	Prof.dr. H. van der Flier Dr. J.A. Feij	VU VU
Title: <i>Work socialization of ethnic minorities in the Netherlands: learning to fit in</i>		
E. Dreezens	Prof.dr. G. Kok Prof.dr. N. de Vries Dr. C. Martijn	UM UM UM
Title: <i>Attitude strength and the intensity and quality of processing new information</i>		
C. Evers	Prof.dr. A.H. Fischer Prof.dr. A.S.R. Manstead Dr. P.M. Rodriguez Mosquera	UvA UvA
Title: <i>Gender differences in social appraisals and their consequences for anger regulation</i>		
K. Faddegon**	Prof.dr. N. Ellemers Dr. D. Scheepers	UL UL
Titel: <i>Group dynamics and regulatory focus: Consequences for arousal, emotion and group performance</i>		
D. Fockenberg	Prof.dr. G.R. Semin	VU
Title: <i>Affective and semantic influences in word processing</i>		
N. Frieswijk*	Prof.dr. A.P. Buunk Dr. J.P.J. Slaets	RuG RuG
Title: <i>Successful aging</i>		
T. Frijns	Prof.dr. P.A.M. van Lange Dr. C. Finkenauer	VU VU
Title: <i>Developmental functions of secrecy and disclosure in adolescence</i>		
L. Greer**	Prof.dr. K. Jehn-den Hartog Prof.dr. K. Bezrukova Dr. S. Thatcher	UL Univ. of Pennsylv. Univ. of Arizona
Titel: <i>Reconceptualization group composition: The effects of group faultlines on conflict and performance</i>		

Name	Supervisors	Institute
J. Grob	Prof.dr. D.A. Stapel Dr. E. Gordijn Dr. S. Otten	RuG RuG RuG
Title: <i>Making sense of hot cognition: self-views</i>		
H. Groothof*	Prof.dr. A.P. Buunk Dr. F.W. Siero	RuG RuG
Title: <i>Social comparison and identification</i>		
J. Ham*	Prof.dr. R. Vonk	RU
Title: <i>Automaticity and control in first impressions: Cognition</i>		
L. Hedeboom****	Prof.dr. G.R. Semin	VU
Title: <i>Event construal in temporal perspective: social cognitive implications</i>		
H. Heinsman	Prof.dr. P.L. Koopman Prof.dr. J.J. van Muijen	VU Nijenrode
Title: <i>Evaluation of competency-management-systems</i>		
B. Hermsen	Prof.dr. A.F.M. van Knippenberg Drs. R. Holland	RU RU
Title: <i>Self-regulation and attitudes</i>		
J. Hofstra	Prof.dr. J.P. van Oudenhoven Prof.dr. A.P. Buunk	RuG RuG
Title: <i>Attachment styles and EVLN-intentions</i>		
A. Homan	Prof.dr. C.K.W. de Dreu Dr. D.L. van Knippenberg	UvA UvA
Title: <i>Group composition and Performance: Development and examination of the Categorization-Elaboration Model</i>		
G. Homsma	Prof.dr. P.L. Koopman Dr. C. van Dyck Dr. T.C. de Gilder	VU VU VU
Title: <i>Dealing with errors: Organizational determinants of control and learning</i>		

Name	Supervisors	Institute
M. van Hooff ***	Prof.dr. M.A.J. Kompier Dr. S. Geurts Dr. T. Taris	RU RU RU
Title: <i>Work-home interference of men and women: antecedents and consequences for health and well being</i>		
E. van Hooff*	Prof.dr. H. van der Flier Dr. M. Born Dr. T. Taris	VU EUR RU
Title: <i>Determinants of application behavior</i>		
A. de Hoogh*	Prof.dr. P.L. Koopman Prof.dr. D.N. den Hartog	VU VU
Title: <i>Personality and leadership in work organizations</i>		
P. Hopman	Prof.dr. P.A.M. van Lange Dr. E. van Leeuwen	VU VU
Title: <i>Cooperation and competition between subgroups</i>		
N. Jostmann	Prof.dr. G.R. Semin Dr. S.L. Koole	VU VU
Title: <i>The invisible powers of significant others: From identification to transfer and change</i>		
A. Klapwijk	Prof.dr. P.A.M. van Lange Prof.dr. G. van den Berg	VU VU
Title: <i>Overcoming negative reciprocity in social interaction</i>		
G. van Kleef*	Prof.dr. C.K.W. de Dreu Prof.dr. A.S.R. Manstead	UvA UvA
Title: <i>Emotions in negotiation</i>		
H. Kooij-de Bode	Prof.dr. C.K.W. de Dreu Prof.dr. D. van Knippenberg	UvA EUR
Title: <i>Group composition and group performance: The categorization-elaboration model</i>		

Name	Supervisors	Institute
E. de Kwaadsteniet	Prof.dr. E. van Dijk Dr. A. Wit Dr. D. de Cremer	UL UL UM
Title: <i>Environmental uncertainty in social dilemmas</i>		
J. Lammers	Prof.dr. D.A. Stapel Dr. E. Gordijn	RuG RuG
Title: <i>Meta-stereotyping and power</i>		
M. de Lange	Prof.dr. A.F.M. van Knippenberg Prof.dr. R. Vonk	RU RU
Title: <i>Evaluations in a dynamic stimuluscontext</i>		
M. Leliveld**	Prof. dr. E. van Dijk Dr. I. van Beest	UL UL
Titel: <i>Misleiding en interdependentie: Eigenbelang en distributieve rechtvaardigheid bij onderhandelen</i>		
Y. de Liver	Prof.dr. J. van der Pligt Dr. D. Wigboldus	UvA RU
Title: <i>Attitude structure, affect and ambivalence of preferences</i>		
A. Loseman**	Prof.dr. K. van den Bos Dr. J. Ham	UU UU
Titel: <i>On objective truth and subjective principles about justice</i>		
K. Luijters	Prof.dr. K.I. van Oudenhoven-van der Zee Dr. S. Otten	RuG RuG
Title: <i>The role of personality, threat and social identity in coping with ethnic diversity in organizations</i>		
M. Maas	Prof.dr. K. van den Bos Dr. E. Kluwer	UU UU
Title: <i>Uncertainty management by means of fairness judgment</i>		
M. Marchand	Prof.dr. R. Vonk	RU
Title: <i>Cognitive variables in perceptions of self-presentational behavior</i>		

Name	Supervisors	Institute
M. Maringer	Prof.dr. D.A. Stapel	RuG
	Dr. E. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Making sense of hot cognition: The role of description in affective processing</i>		
K. Massar**	Prof.dr. A.P. Buunk	RuG
Titel: <i>Evaluation of rivals in jealousy evoking situations</i>		
L. de Meijer	Prof.dr. H. v.d. Molen	EUR
	Dr. M. Born	EUR
Title: <i>Ethnicity effects in police officer selection: Applicant, assessor, and selection-method factors related to ethnic score differences</i>		
J. Miedema*	Prof.dr. P.A.M. van Lange	VU
	Dr. R. Vermunt	UL
	Prof.dr. K. van den Bos	UU
Title: <i>Towards an integration of procedural and distributive justice orientations</i>		
S. Mol	Prof.dr. H.T. van der Molen	EUR
	Dr. M. Born	EUR
Title: <i>Intercultural job performance criteria: unraveling key issues in criterion development</i>		
D. Mooren	Prof.dr. A.F.M. van Knippenberg	RU
	Dr. K.L. Kawakami	RU
Title: <i>Strategies to reduce prejudice and stereotyping</i>		
E. ter Mors**	Prof.dr. N. Ellemers	UL
	Dr. W.H. Weenig	UL
L.B. Mulder*	Prof.dr. E. van Dijk	UL
	Dr. D. de Cremer	UM
	Prof.dr. H.A.M. Wilke	UL
Title: <i>Cooperation and structural change: sanction systems</i>		

Name	Supervisors	Institute
R. Nelissen	Prof.dr. N. de Vries	UM
	Dr. A.J. Dijker	UM
Title: <i>The role of motivational mechanisms at explaining and influencing health stimulating behavior</i>		
M. Nieweg	Dr. W.W. van Dijk	VU
	Dr. J.W. Ouwerkerk	UvA
	Prof.dr. P.A.M. van Lange	VU
Title: <i>When people fall from grace: when and why of schadenfreude</i>		
L. Niezink	Prof.dr A.P. Buunk	RuG
	Prof.dr. K.I. van Oudenhoven-van der Zee	RuG
	Prof.dr. S.M. Lindenberg	RuG
Title: <i>Helping others in need</i>		
L. Nordgren**	Prof.dr. J. van der Pligt	UvA
Titel: <i>Transparency in the food system as a determinant of sustainability and health in food choice</i>		
H. Oldenhuis	Prof.dr. D.A. Stapel	RuG
	Dr. E. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Meta-stereotype activation versus other-stereotype activation</i>		
A. Oosterhof	Prof.dr. E. van de Vliert	RuG
	Prof.dr. K. Sanders	RuG
	Dr. G. van der Vegt	RuG
Title: <i>Chemistry in work groups</i>		
I. de Pater	Prof.dr. A.H. Fischer	UvA
	Prof.dr. C.K.W. de Dreu	UvA
	Dr. A. van Vianen	UvA
Title: <i>Task and role allocation in teams: The influence of gender and gender identity</i>		
S. Pennekamp	Prof.dr. J. van der Pligt	UvA
	Prof.dr. A. Fischer	UvA
	Dr. B. Doosje	UvA
	Dr. M. Berndsen	UvA
Title: <i>Collective emotions in immoral intergroup contexts</i>		

Name	Supervisors	Institute
S. Peters	Prof.dr. K. van den Bos Dr. J.F. Ybema	UU TNO
Title: <i>Justice and social comparison</i>		
M. Pollmann**	Dr. C. Finkenauer Dr. W.W. van Dijk Prof.dr. G.R. Semin	VU VU VU
Titel: <i>I know how you feel: a two step process model of predicting others' affective reactions</i>		
M. Poortvliet**	Prof.dr. N.W. van Yperen Dr. O. Janssen Prof.dr. E.v.d. Vliert Prof.dr. F. Stokman	RuG RuG RuG RuG
Titel: <i>Doeloriëntaties in taakgerelateerde uitwisseling tussen collega's</i>		
R. Putman	Prof.dr. P.G. Klandermans Prof.dr. K. van den Bos	VU UU
Title: <i>Multiple identities, justice judgements and political participation among Turks and Moroccans in The Netherlands</i>		
M. van Putten**	Prof.dr. M. Zeelenberg	UvT
Titel: <i>De oorzaken en gevolgen van inactie inertie</i>		
C. Reinders Folmer**	Prof.dr. P.A.M. van Lange	VU
Title: <i>Looking beyond reciprocity</i>		
M. Reitsma	Prof.dr. G.R. Semin Dr. E. van Leeuwen	VU VU
Titel: <i>The cognitive, motivational, and behavioral impact of linguistic variations in communication</i>		
E. Rietzschel	Prof.dr. W. Stroebe Dr. B. Nijstad Prof.dr. C.K.W. de Dreu	UU UvA UvA
Title: <i>Creative group decision making</i>		

Name	Supervisors	Institute
F. Rink	Prof.dr. N. Ellemers	UL
Title: <i>Commitment and collaborative effort in work teams</i>		
M. van Rooijen***	Prof.dr. G.R. Semin	VU
	Dr. E. van Leeuwen	VU
Title: <i>The cognitive, motivational, and behavioral impact of linguistic variations in communication</i>		
K. Ruys*	Prof.dr. R. Spears	UvA
	Prof.dr. N. de Vries	UM
	Dr. E. Gordijn	RuG
Title: <i>Automaticity and control in first impressions: Affect</i>		
S. Schalk-Soekar	Prof.dr. F.J.R. van de Vijver	UvT
	Prof.dr. Y.H. Poortinga	UvT
Title: <i>Multiculturalism in the Netherlands</i>		
S. Schinkel	Prof.dr. N. Anderson	UvA
	Dr. D. van Dierendonck	UvA
Title: <i>Psychological impact of selection procedures upon applicants: an experimental and field study investigation</i>		
L. Scholten	Prof.dr. C.K.W. de Dreu	UvA
	Dr. D.L. van Knippenberg	UvA
	Dr. B. Nijstad	UvA
Title: <i>Dissemination of information in group decision making</i>		
G. Schuitema	Prof.dr. J.A. Rothengatter	RuG
	Prof.dr. C.A.J. Vlek	RuG
	Dr. L. Steg	RuG
Title: <i>Acceptability of transport pricing policies</i>		
S. Schwinghammer	Prof.dr. D.A. Stapel	RuG
Title: <i>Self-activation, self-affirmation and social comparison</i>		
E. Sleebos	Prof.dr. N. Ellemers	UL
	Dr. T.C. de Gilder	VU
Title: <i>Work commitment: the importance of respect</i>		

Name	Supervisors	Institute
R. Smeets	Prof.dr. R. Vonk Prof.dr. A.F.M. van Knippenberg	RU RU
Title: <i>The role of Self-esteem in Person Perception</i>		
T. Stahl	Prof.dr. N. Ellemers Dr. R. Vermunt Prof.dr. K. Tornblom	UL UL Skovde
Title: <i>Reactions to fair and unfair procedures</i>		
E. Steenbergen	Prof.dr. N. Ellemers	UL
Title: <i>Work-home conflict or synergy? Consequences of combining multiple roles for well-being and job performance</i>		
W. Steinel*	Prof.dr. C.K.W. de Dreu	UvA
Title: <i>Motivated information processing in mixed-motive interdependence</i>		
J. van Stekelenburg	Prof.dr. P.G. Klandermans	VU
Title: <i>Effects of union communication</i>		
M. Stel	Prof.dr. R. Vonk	RU
Title: <i>Social functions of facial mimicry</i>		
J. Stouten	Dr. D. de Cremer Prof.dr. E. van Dijk	UM UL
Title: <i>The effect of intragroup relationships on decision-making in social dilemmas</i>		
K. Stroebe	Prof.dr. N. Ellemers Dr. M. Barreto	UL UL
Title: <i>Information processing and the recognition of implicit prejudice</i>		
J. Tanghe**	Prof.dr. H. van der Flier Dr. B. van Knippenberg	VU VU
Titel: <i>A social identity model of group emotion</i>		
M. Tazelaar*	Prof.dr. P.A.M. van Lange	VU
Title: <i>Interdependence and adaptation: The functioning of dyads and groups</i>		

Name	Supervisors	Institute
P. Tenbult	Prof.dr. N. de Vries	UM
Title: <i>Intuitive, primary affective reactions to food products and their consequences for information search</i>		
B. Terwel**	Prof.dr. N. Ellemers	UL
	Dr. F. Harinck	UL
Titel: <i>Trust as a function of motives and argumentation</i>		
D. Trampe	Prof.dr. A.P. Buunk	RuG
	Prof.dr. D.A. Stapel	RuG
	Dr. F.W. Siero	RuG
Title: <i>Self-reflection and attitude change after persuasive communication: The messenger as boomerang pitcher</i>		
M. Tumewu	Prof.dr. K. van den Bos	UU
	Prof.dr. W. Stroebe	UU
	Dr. E. Kluwer	UU
Title: <i>Coping with relationship dissolution: Procedural and distributive justice in divorce mediation</i>		
N. van Ulzen	Prof.dr. G.R. Semin	VU
Title: <i>Infusing affect and social context into the action-perception interface</i>		
S.W. van der Velde	Prof.dr. D.A. Stapel	RuG
Title: <i>Constraints of emotion contagion</i>		
F. ten Velden	Prof.dr. C. de Dreu	UvA
	Dr. B. Beersma	UvA
Title: <i>Negotiating a group decision: the Role of Social and Epistemic Motivation</i>		
H. Veling	Prof.dr. A.F.M. van Knippenberg	RU
Title: <i>Stereotypes and Memory: The Representation of Consistent (Abstract) Information versus Inconsistent (Concrete) Information in Memory</i>		
M. Veltkamp**	Prof.dr. H. Aarts	UU
	Prof.dr. K. van den Bos	UU
Titel: <i>Having a goal in mind? Automaticity in goal-directed behavior</i>		

Name	Supervisors	Institute
E. de Vet	Prof.dr. N. de Vries	UM
	Dr. J. Brug	UM
	Dr. J. de Nooier	UM
Title: <i>The validity of states of change</i>		
M. Vliek	Prof.dr. R. Spears	UvA
	Prof.dr. D. Wigboldus	RU
Title: <i>Social comparison on interpersonal, intragroup and intergroup level</i>		
M.W. Vos	Prof.dr. K.I. van Oudenhoven-van der Zee	RuG
	Prof.dr. A.P. Buunk	RuG
	Prof.dr. R.P.M. Witteck	RuG
Title: <i>Patterns of social identity and solidarity among diverse work groups</i>		
M.J.P.W. Wehrens	Prof.dr. A.P. Buunk	RuG
	Prof.dr. D.A. Stapel	RuG
	Dr. H. Kuyper	RuG
Title: <i>Social comparison in the classroom and its influence on educational results</i>		
C. Wenneker	Prof.dr. R. Spears	UvA
	Prof.dr. D. Wigboldus	RU
Title: <i>The influence of stereotypes on linguistic encoding and language use</i>		
C.J. Wiekens	Prof.dr. D.A. Stapel	RuG
	Dr. E. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Making sense of hot cognition: Attention</i>		
A. Wisman	Prof.dr. P.A.M. van Lange	VU
	Prof.dr. A.F.M. van Knippenberg	RU
	Dr. S.L. Koole	VU
Title: <i>Terror and the need to belong: The role of belongingness strivings in coping with existential threat</i>		
S. de Wit**	Prof.dr. K. van den Bos	UU
Titel: <i>On reasoning and having hunches about right and wrong</i>		

Name	Supervisors	Institute
N. van der Wulp	Prof.dr. G.R. Semin	VU
Title: <i>The regulation of automatic vigilance processes</i>		
H. Yang	Prof.dr. E. van de Vliert	RuG
Title: <i>Siding in conflict in Holland and China</i>		
S. Zebel	Prof.dr. R. Spears	UvA
	Prof.dr. A.S.R. Manstead	UvA
	Prof.dr. A.H. Fischer	UvA
	Dr. B. Doosje	UvA
Title: <i>Collective guilt as a result of the behavior of one's own group</i>		
M. van Zomeren	Prof.dr. R. Spears	UvA
	Prof.dr. A.H. Fischer	UvA
Title: <i>The role of co-presence, communication and emotion in social change</i>		
F. Zwenk	Prof.dr. G.R. Semin	VU
	Dr. J.W. van Prooijen	VU
Title: <i>Social cognition in the relation between group characteristics and procedural justice</i>		

* Finished his/her PhD in 2004; **started his/her PhD in 2004; ***started job somewhere else in 2004, but will finish his/her PhD later; ****stopped her/his PhD in 2004;

56% are funded by NWO (Netherlands Organization for Scientific Research); 36% are funded by the universities; 8% of the research projects are funded through other sources.

4. Training and teaching program

4.1 Introduction

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

4.2 PhD projects

4.2.1 PhD projects completed in 2004

In 2004 13 PhD projects were completed:

De Best-Waldhober, M. (2004) *Coordination in situations of interdependence. On the relative importance of direct outcome versus long-term outcome*. University of Amsterdam. Supervisors: prof.dr. C.K.W. de Dreu and prof.dr. D.L. van Knippenberg.

Summary: The outcome of many situations in daily life is dependent on the quality of interpersonal coordination. This dissertation concerns the psychological aspects of coordination in interdependent situations. Specifically, the goal of this dissertation was to gain insight in the cognitive and motivational principles that are responsible for effective coordination.

In many situations where coordination is instrumental to generating good collective outcomes, the choice that leads to optimal coordination can be in conflict with other possible motives that interdependent persons can have, such as their own interest, or mutual equality in outcomes (e.g. Kelley & Thibaut, 1978). The coordination situations which are studied in this dissertation are defined by several distinct characteristics. The first characteristic is that maximal joint outcome results in inequality. The second characteristic is that the situation is iterative. This repetition of the situation creates the possibility of an equal division of maximal joint outcomes in the long run. In short, this situation is distinguished by a repetitive necessity for coordination, which yields maximal joint outcomes and equality in the long run.

This type of coordination situation has been studied in six experiments using experimental games. The main obstruction for the achievement of long-term coordination appears to be the necessity for sacrifice of self-interest. People seem to be inclined to maximize personal outcome in the short run, thereby consciously or unconsciously giving up optimal outcome in the long run. Furthermore, long-term

coordination developed easier when participants interacted with a person they perceived as similar and belonging to their own social category, than when the other person was seen as dissimilar and belonging to another social category. Certainty of the continuance of the situation had a positive effect on the development of long-term coordination and this effect occurred independent from the outcome structure of the situation. The effect of continuance of the situation therefore seems to be the result of the possibility to develop long-term coordination, and does not seem to affect the willingness to sacrifice short-term personal outcomes.

Groups tended to achieve more coordination in situations where insight was necessary than individuals. Mediation analyses revealed that groups suffer less from the amount of insight which is necessary for long-term coordination than individuals, because groups have better insight in the temporal structure of the situation. In situations which demand less insight, individuals seem less disadvantaged because they are not, unlike groups, obstructed by the need for maximizing relative outcomes. In sum, the current work shows that long-term coordination in interdependence situations is influenced by the interaction of situational factors, motivational factors, cognitive factors and intergroup processes.

Brink, B.E.H. ten (2004). *Psychological contract: A useful concept?* Vrije Universiteit Amsterdam. Supervisors: prof.dr. P.L. Koopman, prof.dr. D.N. den Hartog and prof.dr. J.J. van Muijen.

Summary: This dissertation focused on contemporary employment relationships and the question how organizations can maintain a committed, motivated, and employable workforce. The employment relationship can be interpreted as an (social) exchange relationship. This perspective is found in research areas such as research into the psychological contract. The conceptualization, measurement, advantages, and disadvantages of the psychological contract are described. This review shows various interesting contributions to this concept but also various limitations. Therefore, the (empirical) studies followed two directions. In the first empirical study, a more restrictive conceptualization of the psychological contract was used. The results of this study add to the literature as the results showed that fulfillment of the psychological contract and trust in management partly mediated the relationship between inspirational leadership and affective commitment. In the subsequent studies, an alternative and broader interpretation of the psychological contract was introduced in an attempt to overcome some of the critical issues. These studies examined the relationships between the state of the psychological contract and various outcomes (such as employees' affective commitment and extra effort) across five different organizations. Furthermore, these studies examined the mediating role of trust in management and/or perceived organizational support (POS) in the relationships

between the state of the psychological contract and its outcomes. The results showed that the strength of the relationships between various aspects of the state of the psychological contract (such as job content and working atmosphere) and the outcomes differ across organizations. Furthermore, the (relative) importance of each aspect of the state of the psychological contract seems to depend on the specific outcome under investigation. Another element that is clear in the present dissertation is that working atmosphere, trust in management, and POS were strongly related concepts. Expectations are that trust in management might be a redundant concept, if POS is also taken into account, although future research is required to examine these relationships. POS seems to be a useful concept to gain more insight into the employment relationship.

Frieswijk, N. (2004). *Frail, but happy: The importance of self-management ability and social comparison for the subjective well-being of elderly persons*. University of Groningen. Supervisors: prof.dr. A.P. Buunk and prof.dr. J.P.J. Slaets.

Summary: With increasing age, most elderly persons succeed quite well in maintaining a positive sense of themselves and their lives. However, when elderly persons suffer from a mixture of beginning physiological and psychosocial problems called "frailty", the negative changes associated with this condition may overwhelm them to such a degree that feelings of subjective well-being are reduced. The present thesis focuses on two psychosocial mechanisms, i.e., Self-Management Ability (SMA) and social comparison, which may play an important role in the maintenance of subjective well-being among frail elderly persons. SMA are the abilities necessary to sustain a certain level of subjective well-being, despite age-related losses. These self-management abilities are: having a positive frame of mind; being self-efficacious; taking initiative; investment behavior; and taking care of a variety and a multifunctional of resources. Social comparison can serve as a cognitive strategy allowing elderly persons to reinterpret their present lives in a positive manner. "Even though I can no longer do my own shopping, I'm still fortunate compared to those who can not leave their houses at all". The present thesis showed that both SMA and social comparison influence the experience of subjective well-being among elderly persons, even with relatively higher levels of frailty. These findings complement existing research into the biomedical aspects of frailty: even though most adverse outcomes associated with a frail condition cannot be reversed, the present thesis suggests that the decline in well-being that may result from this condition *can* be countered.

Groothof, H.A.K. (2004). *When others are doing better or worse: Responses from the heart and the head*. University of Groningen. Supervisor: prof.dr. A.P. Buunk.

Summary: In a series of studies, it was investigated how people respond to exposure to a similar person who is either better off (upward other) or worse off (downward other). Both affective and self-evaluative responses were investigated. The results showed that both kinds of responses differ strongly and may even be in opposite. In one study, for example, we found that exposure to a downward other evoked many negative feelings and simultaneously evoked a positive self-evaluative response. Furthermore, indications were found that affective responses precede self-evaluative responses. Using a dual process approach (e.g. Epstein & Pacini, 1999) we distinguished two processes that were expected to underlie the affective and self-evaluative responses; social comparison and identification. In general the results showed that social comparison typically leads to contrastive responses on self-evaluation whereas identification leads to assimilative responses on affective measures. Through instructing people to either compare or identify themselves with the targets we could influence their responses. This appeared to be particularly relevant for people with a high social comparison orientation (SCO; Gibbons & Buunk, 1999). People with a high SCO, who were in addition low on subjective well-being, were found to respond particularly negative to exposure to downward others. These people were inclined to identify themselves with the downward other, leading them to feel more depressed rather than to benefit from the downward exposure (cf. Wills, 1980). Yet, when these people were instructed to compare rather than to identify themselves with downward other they felt much better afterwards.

Ham, J. R. C. (2004). *Bridging attribution and spontaneous inferences. Spontaneous and intentional components of dispositional and situational inferences*. University of Nijmegen. Supervisors: prof.dr. A.F.M. van Knippenberg and prof.dr. R. Vonk.

Summary: The current thesis examines the process of thought social perceivers go through when drawing a social inference: The social inference process. Currently, there are two separate research traditions that study social inferences: Attribution research and research of spontaneous inferences. The current thesis bridged differences between these two research traditions, to compare directly the social inferences studied in each area, and to come to a refinement of current models of the social inference process that encompasses both research areas.

In Chapter 2, we performed two studies that examined spontaneous inferences about behaviors that allow for both a trait inference and an inference about a situation property. These two studies show that, spontaneously, social perceivers can draw both a trait inference and a situational inference. In Chapter 3, we compared the effects of processing goals on social inferences across the two research areas. Results indicate that processing goals guide inferences as measured in attribution research, whereas spontaneous inferences occur regardless of processing goals. In

Chapter 4, we compared the effects of both processing goals and cognitive load on attributional versus spontaneous inferences. These results fit three-stage models of the social inference process: Second stage inferences are goal-dependent, and the third-stage correction process is dependent on ample cognitive capacity. As the results of Chapter 3, current results indicate that the two research traditions study distinct processes with different characteristics.

Finally, in Chapter 5, corroborated by the findings of present research, we proposed a refined view on models of the social inference process that encompasses both research traditions. Finally, this chapter describes implications of this refined model, and the merits of the newly developed paradigm (used in Study 2.2), and discusses the way in which the current thesis unites attribution and spontaneous inference research.

Hooft, E.A.J. van (2004). *Job seeking as planned behavior: In search of group differences*. Vrije Universiteit Amsterdam. Supervisors: prof.dr. H. van der Flier, dr. M.Ph. Born and dr. T.W. Taris.

Summary: The process of pursuing (new) employment, or job search behavior, is an important aspect of people's work lives. An active job search often leads to more job options, increases the likelihood to find a (new) job, and thus strongly influences the course of one's career. But what motivates people to engage in job seeking? And do the same motivating factors apply to different groups (e.g., ethnic minority vs. majority groups, men vs. women, employed vs. unemployed people)? The six empirical studies included in this dissertation examined the psychological predictors of job search behavior in a representative sample of the Dutch population, as well as in samples of temporary employees, unemployed people, individuals from Turkish descent, and job seekers looking for temporary employment. The results supported the theory of planned behavior: both personal factors (such as one's own attitude toward job seeking) and social factors (such as the perceived social pressure) were important predictors of people's job search behavior. In addition to the general prediction of job search, the present research focused on group differences in the process of seeking employment. As was expected, the results demonstrate that the importance of personal factors, social factors, and self-efficacy beliefs varies depending on the individual's ethnicity, gender, family situation, and employment position.

De Hoogh, A.H.B. (2004). *Personality and Charismatic Leadership: A Matter of Context*. Vrije Universiteit Amsterdam. Supervisors: prof.dr. P.L. Koopman and prof.dr. D.N. Den Hartog.

Summary: Theorists concerned with charismatic leadership suggest that personality traits and motives help to predict how leaders behave and which leader will be the most effective. Knowledge of effective and ineffective leader characteristics will be useful for selecting, counseling and training leaders. However, research-based conclusions are sparse. Therefore, in the studies presented in this thesis we investigated the extent to which motives and traits are related to charismatic leadership and performance. In addition, the moderating effects of situational conditions are examined. The work reported on involves two large-scale research projects using multi-source, multi-method or multi-time point research designs. Taken together, results indicate the importance of motives and personality traits as predictors of charismatic leadership. However, the match between these characteristics and specific leader role demands seems to influence this prediction substantially. Moreover, results suggest that charismatic leadership does make a difference in followers' perceptions and financial outcomes of organizations. However, in some situations charismatic leadership may be more effective than in others. With more fine-grained mapping of situational demands and careful consideration of various person-environment fit possibilities, it seems reasonable to improve the accuracy with which individuals can be successfully advised, selected and trained for careers, organizations and jobs as *charismatic* leaders.

Van Kleef, G.A. (2004). *Emotion in social conflict, the interpersonal effects of emotions in negotiations*. University of Amsterdam. Supervisors: prof.dr. C.K.W. de Dreu and prof.dr. A.S.R. Manstead.

Summary: Conflict is an omnipresent feature of social life, pervading social interactions and influencing people's behavior throughout all levels of society. Negotiation is one of the most common and constructive ways of dealing with conflict. In many cases, the divergent interests that lie at the heart of negotiation and conflict give rise to intense emotions, which may strongly influence negotiation processes and outcomes. The present dissertation addressed the interpersonal effects of emotions in negotiations. The nine experiments that I report further our understanding of the interpersonal effects of anger, happiness, disappointment, worry, guilt, and regret in negotiations. The results show that negotiators make larger concessions to angry, disappointed, or worried opponents than to non-emotional ones, whereas they tend to make smaller concessions to happy, guilty, or regretful counterparts. Furthermore, the results indicate that these effects are moderated by the focal negotiator's motivation to consider the other's emotion. When negotiators are motivated to consider the information that is conveyed by their counterpart's emotions, they tend to modify their demands and concessions according to the other's emotional state. In contrast, when negotiators are not motivated to consider their opponent's emotions – be it because of

their personality (e.g., high need for closure, low dispositional trust), because of the opponent's behavior or personality (e.g., large concessions, a competitive orientation) or because of situational factors (e.g., high time pressure, good alternatives) – they tend not to adapt their negotiation strategy to the other's emotion. These findings point to the pervasive interpersonal effects of emotions in negotiations and to the important moderating role of motivation.

Joost Miedema, J. (2004). *Fairness and the Self*. University of Leiden. Supervisors: dr. R. Vermunt, prof.dr. K. van den Bos and prof.dr. P.A.M. van Lange.

Summary: As fairness and justice are among the most important cultural norms and values, several scientific fields have paid attention to this topic. The current thesis takes a social psychological perspective, and aims to provide an answer to the question why fairness is so important to people. (cf. Tyler, 1990, 1997). The central idea behind the work is that fairness is so important, because it provides a means to protect, enhance, or maintain the self.

Results from a series of nine experiments show that people react more strongly toward a fair or unfair event (such as receiving, or not receiving, an opportunity to voice one's opinion, or receiving the same pay for the same work or not) when they feel threatened (e.g., by briefly considering negative self-related thoughts) as well as when they feel affirmed (by, for instance, briefly considering positive self-related thoughts). Even when the self has been activated outside of the participants' awareness (by means of subliminal primes), people show stronger reactions toward an unfair or fair event. These results indicate that a response toward a perceived level of fairness, depends on the level of self-involvement in the situation. The centrality of fairness to the self has been subject of speculation (see, e.g., Cropanzano & Ambrose, 2001; Skitka, 2003; Thibaut & Walker, 1975; Tyler & Lind, 1992), but empirical data were provided for the first time in this thesis.

Mulder, L. (2004). *Throwing light on the dark side of sanctions. Sanctioning systems in social dilemmas re-examined*. University of Leiden. Supervisors: prof.dr. E. van Dijk and dr. D. de Cremer.

Summary: Social dilemmas are situations in which people are faced with a choice between promoting personal or collective interests. In order to encourage behavior that serves the collective interest, it seems straightforward to sanction self-interested behavior. Indeed, the majority of social dilemma researchers so far have depicted sanctioning systems as effective means to promote cooperation. The fact that most research has focused on this bright side of sanctions is not so astonishing. After all, bright sides are usually more visible than dark sides. This dissertation however, has

shown that dark sides of sanctioning systems are definitively there. I attempted to shed some light on these dark sides by focusing on three themes that play an important role in the issue of sanctioning systems in social dilemmas: support for sanctioning systems, the effect of sanctioning systems on trust and the behavioral effects of sanctioning systems.

Ruys, K. (2004). *The influence of self and similarity on immediate affective impressions of people*. Supervisors: prof.dr. R. Spears, dr. E. Gordijn and prof.dr. N. de Vries.

Summary: In research on affective priming investigators typically report that priming people with unconscious affective information results in congruent affective reactions. However, consider being confronted with the smiling face of a football supporter from a rival team, an angry face of an Al-Qaeda member, or a conman crying. In these examples valence-incongruent affective reactions seem more rational. Can these types of opposite affective responses occur automatically, or do they require conscious deliberation? I investigated whether the affective cues associated with an automatic social categorization can determine whether perceivers experience congruent or incongruent affective reactions. Consistent with the more general finding of automatic affective priming effects automatic congruent affective reactions should occur when unconscious affective information originates from a category that is related to the self (ingroup-category). However, I demonstrated in three experiments that perceivers automatically experience an incongruent or opposite affective reaction when unconscious affective information originates from a category that is unrelated to the self (outgroup-category).

My second line of research focused on when people automatically compare people to each other to evaluate a person and what factors influence the direction of comparison-effects. Specifically, I investigated the effects similarity or relevance between people may have on the comparison process. Several experiments I have conducted indicate that similarity seems to have a double-edged nature. I demonstrated that the effect of similarity on the judgment of a new person caused by increasing the *likelihood* of making a comparison, can be opposite to the effect similarity can have when actually *making* the comparison. This duality of similarity is accommodated by proposing two stages in the comparison process. These two stages, and the contrasting effects of similarity they evoke in affective judgments of people, form the central focus of the Frame-And-Compare Evaluation (FACE) model.

Steinel, W. (2004). *Misleading in social decision-making: a motivational approach*. University of Amsterdam. Supervisor: prof.dr. C.K.W. de Dreu.

Summary: When in social decision-making situations one party lacks relevant information, the possibility to influence their decisions through the provision of information comes into play. While most psychological research on deception to date has focused on the verbal and non-verbal behavior of liars, investigating how liars differ from truth-tellers (see DePaulo, Lindsay, Malone, Muhlenbruck, Charlton, & Cooper, 2003), and, consequently, to what extent people are able to detect lies (see Vrij, 2001), little research, has addressed the question of what motivates people to engage in deception and how people try to influence other people's decision making through the provision of accurate or misleading information. Filling this void was the aim of the dissertation research of Wolfgang Steinel.

Approaching lying and deception from a motivational perspective and building on interdependence theory (Kelley & Thibaut, 1978) and goal expectation theory (Pruitt & Kimmel, 1977), Wolfgang Steinel investigated the influence of participants' social value orientation (i.e., whether their motivation is pro-social or pro-self) and expectations about their counterpart's motivational goal (i.e., whether they expect to interact with a cooperative or a competitive opponent) on the provision of accurate and inaccurate information. In a newly developed Information Provision Game, individuals gave information about payoffs that provided the basis for an interdependent other to make a decision affecting both parties' outcomes. Results showed that withholding information was associated with fear of being exploited, greed, and punitive sentiment, and that giving inaccurate information was associated with greed. Further, individuals gave less accurate and more inaccurate information when the other was competitive rather than cooperative, especially when they had a pro-social rather than selfish value orientation. While fear of exploitation, greed, and punitive sentiment were shown to promote lying and deception, concern with reputation limited the tendency to engage in misrepresentation, especially for people high in self-monitoring (Lennox & Wolfe, 1984). Finally, individuals facing a competitive other misrepresented the decision problem as one of compatible rather than opposed interests, a tendency indicative of a "if you can't beat them, join them" strategy.

Tazelaar, M.J.A. (2004) *When things go wrong: The influence of noise on interactions*. Vrije Universiteit Amsterdam. Supervisor: prof.dr. P.A.M. van Lange.

Summary: Interpersonal misunderstanding is often rooted in *noise*. Noise is defined as "discrepancies between intended and actual outcomes for an interaction partner due to unintended errors" (e.g., Van Lange, Ouwerkerk, & Tazelaar, 2002). For example, despite good intentions, someone fails to arrive on time for a meeting. In the context of social dilemmas, that is, conflicts between self-interest and collective interest, such incidents of noise may have serious consequences for future interactions.

Noise is quite ubiquitous in everyday life: Everyone is bound to make a mistake every now and then, like taking a wrong exit, making a slip of the tongue, or forgetting to respond to an email. Moreover, environments are typically not free of noise (e.g., train delays, loud music, computer breakdowns). Given that incidents of noise are widespread in everyday social life, it is important to obtain knowledge about the effects of noise in social dilemmas.

The major goal of this dissertation is to provide insight into the effects of noise on *human behavior*. For this purpose behavior was examined in a two-person social dilemma in a laboratory setting. Research on noise studying human participants provides the possibility to obtain knowledge about *interpersonal* and *psychological* mechanisms underlying the effects of noise.

The experiments described in this dissertation provide strong support for the notion that incidents of noise, even when neutral, exert detrimental effects on levels of cooperation in human interactions. These detrimental effects of noise seem to be rooted in uncertainty causing diminished trust in a partner's benign intentions. Most people seem to have difficulties in attributing unintended diminished cooperation to noise, and instead keep the partner's intentions responsible for incidental diminished cooperation. This holds especially for people who generally do not easily trust others and for people with a proself motivation. Fortunately, the detrimental effects of noise can relatively easily be overcome by communicating after some incidents of noise about initial (benign) intentions and about the incident of noise. Preprogrammed partners who communicated after incidents of noise were perceived as benign and prosocial and were able to elicit high levels of cooperation of the participants, even when behaving in strictly reciprocal manner. The dissertation concludes by discussing some general implications of noise for understanding misunderstanding and interaction between individuals, groups, and nations.

4.2.2 PhD projects started in 2004

In 2004 16 PhD projects were started:

Nevra Cem

University: University of Rotterdam, Psychology

Title Project: Effects of individualistic and collectivistic culture on organizational citizenship behavior

Funding: External sources

Supervisors: prof.dr. H.T. van der Molen (EUR) and dr. M.Ph. Born (EUR)

Period: 1.3.04-1.3.08

Project description: During the last decade, cultural psychology has investigated the degree to which social psychological findings that have been found in Western societies, in particular in the United States, are generalizable across cultural borders.

One of the most important cultural distinctions is that between individualistic and collectivistic cultures. The specific individualistic or collectivistic cultural view subsequently influences several domains of psychological functioning, among which functioning in relationships. The present study investigates effects of individualistic and collectivistic culture on relationality in the workplace, in particular on 'organizational citizenship behavior' (OCB). OCB is employee behavior, which supports the social and psychological fabric of the organization. Examples are helping colleagues and sportsmanship.

Although OCB and cultural differences in individualism-collectivism clearly have underlying ideas in common, to our knowledge no research until now has looked into the effects of cultural differences in individualism-collectivism on OCB.

In the present research, a cross-national investigation is conducted comparing the more collectivistic Turkish culture, and the more individualistic Dutch culture. Through four separate survey studies, the effects of individualism and collectivism on OCB are highlighted.

Lotte van Dillen

University: Vrije Universiteit Amsterdam, Social Psychology

Title Project: Neurological foundations of affect regulation and self-activation

Funding: NWO

Supervisors: prof.dr. G.R. Semin, dr. S.L. Koole and dr. D. Heslenfeld (VU)

Period: 15.1.04-15.1.09

Project description: Affect regulation can be defined as the set of regulatory processes through which individuals alter, adjust and modify their own affective states. In the proposed research, we focus on intuitive affect regulation, a form of affect regulation that is both flexibly attuned to high-level goals and cognitively efficient. More specifically, the proposed research project seeks to illuminate the neurological foundations of intuitive affect regulation. The most important brain imaging technique that will be used will be fMRI. The fMRI technique uses changes in cerebral blood flow to indicate functional brain activity. The technique renders 3D images of functional brain activity and is thus highly suited to identify brain functions that are involved in a particular task. The proposed research thus contributes to our understanding of the basic functional mechanisms that underlie the affect regulation process.

Krispijn Faddegon

University: University of Leiden, Social & Organizational Psychology

Title Project: Group dynamics and regulatory focus: Consequences for arousal, emotion and group performance

Funding: University of Leiden

Supervisors: prof.dr. N. Ellemers and dr. D.T. Scheepers (UL)

Period: 1.4.04-1.4.08

Project description: Regulatory focus theory (Higgins, 1997) provides a theoretical framework that distinguishes between different response patterns that tend to emerge in the pursuit of individual goals. Previous research has revealed that individuals with a promotion vs. prevention focus each show a characteristic pattern of emotional responses and task performance. In the present research we will focus on collective task contexts, in order to examine our central hypothesis that intra- and inter-group processes may encourage the development of a promotion or a prevention focus in individual group members, and to assess how this affects arousal, emotion and performance in a group context. First, we will examine how personal and group regulatory focus interact to influence subjective and objective indicators of group effectiveness. Second, we will examine the interplay of group status and personal power (the ability to control the group's outcomes) on the emergence of regulatory focus. Third, we will address the role of accountability, and audience effects. Fourth, we will examine how individual transition through the group induces temporal changes in regulatory focus.

Lindred Greer

University: University of Leiden, Social & Organizational Psychology

Title Project: Reconceptualization group composition: The effects of group faultlines on conflict and performance

Funding: University of Leiden

Supervisors: prof.dr. K. Jehn-den Hartog (UL), prof.dr. K. Bezrukova (University of Pennsylvania) and dr. S. Thatcher (University of Arizona)

Period: 1.6.04-1.6.08

Project description: This research examines how the demographic composition of group members influences how members interact high-performing teams with satisfied team members. Specifically, we examine the types of conflict that develop when group members align into subgroups based on similarity of multiple demographic characteristics and whether these conflict experiences are beneficial or detrimental to group functioning. Past research on group composition and member heterogeneity has contradictory findings regarding group and member performance. We claim this is because of the lack of underlying theory as to how the members interact and align to influence constructive (or destructive) group processes. We present a theory of group composition and conflict to reconcile the past contradictory findings and test it using three large datasets of managers and professionals working in teams over time.

Marijke Lelieveld

University: University of Leiden, Social & Organizational Psychology

Title Project: Misleiding en interdependentie: Eigenbelang en distributieve rechtvaardigheid bij onderhandelen

Funding: University of Leiden

Supervisors: prof. dr. E. van Dijk and dr. I. van Beest (UL)

Period: 1.3.04-1.3.08

Project description: Bij verdelingen van schaarse middelen vertonen eigenbelang en eerlijkheid een interessant samenspel. In onderhandelsituaties kan het in het eigenbelang zijn om een eerlijke verdeling van opbrengsten voor te stellen. Dit maakt het vaak moeilijk beide motieven te onderscheiden. In dit project willen we meer duidelijkheid scheppen over het samenspel tussen eigenbelang en eerlijkheid in interdependente situaties. Gebruikmakend van recente inzichten uit de onderhandelliteratuur wordt bestudeerd in hoeverre mensen zich laten leiden door eigenbelang en eerlijkheid. Hierbij wordt tevens aandacht geschonken aan de mate waarin mensen bereid zijn anderen te misleiden in het nastreven van hun eigenbelang. Bestudeerd wordt in hoeverre verdelingen alsmede reacties op opbrengstverdelingen in interdependente situaties afhankelijk zijn van a) de valentie van de te verdelen opbrengsten, b) de interdependentierelatie tussen betrokkenen, en c) de mogelijkheden tot misleiding.

Annemarie Loseman

University: University of Utrecht, Social & Organizational Psychology

Title Project: On objective truth and subjective principles about justice

Funding: NWO

Supervisor: prof.dr. K. van den Bos and dr. J. Ham (UU)

Period: 1.3.04-1.03.08

Project description: In the various scientific disciplines that had good reasons to study social justice in human life, there have been explicit debates or implicit assumptions about what can be labeled as rationalist versus intuitionist justice conceptions. Rationalist models emphasize that reasoning causes justice judgments to be constructed primarily in a deliberate, objective, and cognitive way. In contrast, intuitionist notions suggest that justice judgments are mainly the result of automatic evaluations and are heavily influenced by subjective and affective factors. Now is the time to test these models properly by using theories and methodology from modern social psychology, thereby adopting an integrative approach in which conditions are studied that influence the relative importance of the two models. In doing so, we combine the literature on automatic behavior and social cognition and affect with recent fundamental research on the role of uncertainty in the justice judgment

process, resulting in improved understanding of justice, automaticity, social cognition and affect.

Karlijn Massar

University: University of Groningen, Social & Organizational Psychology

Title Project: Evaluation of rivals in jealousy evoking situations

Funding: NWO

Supervisor: prof.dr. A.P. Buunk (RuG)

Period: 15.2.04-15.2.08

Project description: According to evolutionary psychology, human cognitive and motivational functioning is supposed to be in part governed by content-specific mental mechanisms that are functionally specialized to solve adaptive problems that have been of crucial importance in the evolution of the human species. It is proposed that such mechanisms should function largely outside conscious awareness, because they evolved to solve perennial problems faced in the course of evolution. Based upon sexual selection and parental investment theory, the central hypothesis examined in the present proposal is that there are basic gender differences in the criteria to evaluate rivals in jealousy evoking situations, and that there are basic gender differences in the criteria to evaluate rivals in jealousy evoking situations, and that such criteria may be used without conscious awareness. That is, when evaluating potential rivals, males will pay more attention to cues of dominance and status, whereas females will pay more attention to cues of physical attractiveness and reproductive potential. The paradigms used include gender differences in 1) selective recall of information about a potential rival that is presented for a very short period of time; 2) evaluating potential bogus rivals after unconscious priming on the features of a rival; and 3) response latencies to recognizing characteristics of potential rivals.

Emma ter Mors

University: University of Leiden, Social & Organizational Psychology

Title Project: Effects of source characteristics and message content on the interpretation and acceptance of information

Funding: External sources

Supervisors: prof.dr. N. Ellemers and dr. M. Weenig (UL)

Period: 15.9.04-15.9.08

Project description: Research on information processing has predominantly focussed on the simple, separate direct effects of source characteristics on information processing and message acceptance. However, in practice, these effects may not be as simple and unidirectional. It seems likely that message content interacts with perceived characteristics of the source. In this project we will investigate how various kinds of message contents from various sources affect the perceived reliability of each

source of communication, the way the information will be processed, and the extent to which the message will be accepted. In addition, we will investigate the impact of different combinations of sources on reliability perceptions. A final research question addresses the issue how negative information can best be conveyed in order to achieve maximum likelihood of being optimally processed. The aim of this project is to develop a theoretical model specifying how expectations about different sources of communication as well as perceived similarity between the recipient and these sources affects the perceived reliability of source(s) and message, information processing, and acceptance of various kinds of information conveyed.

Loran Nordgren

University: University of Amsterdam, Social Psychology

Title Project: Transparency in the food system as a determinant of sustainability and health in food choice

Funding: University of Amsterdam

Supervisors: prof.dr. J. van der Pligt and dr. F. van Harreveld (UvA)

Period: 1.9.03-1.9.07

Project description: Empirical studies in a number of domains confirm the tendency to underestimate the effect of visceral drives. The present research focuses on the extent to which people appreciate the influence of past visceral states depends upon their current visceral state. Specifically, we expect that when people are in a hot state (e.g., fatigued, hungry), they attribute behavior primarily to visceral influences, whereas when people are in a cold state (e.g., non-fatigued, not hungry), they underestimate the influence of visceral drives and instead attribute behavior primarily to other, non-visceral factors. In the present series of studies we will also assess the impact of visceral drives on how people judge the behavior of others. It will be tested how easy or difficult it is to overcome this hot/cold empathy gap.

Monique Pollmann

University: Vrije Universiteit Amsterdam, Social Psychology

Title project: I know how you feel: a two-step process model of predicting others' affective reactions

Funding: Vrije Universiteit Amsterdam

Supervisor(s): dr. C. Finkenauer, dr. W.W. Van Dijk and prof.dr. G.R. Semin (VU)

Period: 1.9.04-1.9.08

Project description: The research project develops a new conceptual approach to the processes by which people make affective forecasts for others. Its aim is to establish that the process underlying people's affective forecasts for others spans two steps. Both the anchoring and the adjustment step are proposed to be susceptible to identifiable biases. These biases are likely to reduce the accuracy of people's affective

forecasts for others. The project comprises both laboratory- and field-experimental methods to investigate the hypotheses derived from the two-step process model of affective forecasting for others.

Marijn Poortvliet

University: University of Groningen, Social & Organizational Psychology

Title of Project: Doeloriëntaties in taakgerelateerde uitwisseling tussen collega's

Funding: University of Groningen

Supervisors: dr. O. Janssen, prof.dr. E. van de Vliert and prof.dr. F. Stokman (RuG)

Period: 1.3.04-1.3.08

Project description: Doel van het voorgestelde onderzoek is inzicht te verwerven in hoe hun doeloriëntaties individuen beïnvloeden in hun motieven en gedrag in taakgerelateerde uitwisselingsrelaties met collega's. In onderzoek 1 toetsen we de verwachting dat individuen met een leergerichte doeloriëntatie uitwisseling met collega's vooral benaderen vanuit een zelfverbeteringsmotief en daarom veel informatie en steun vragen en geven, terwijl bij individuen met een competitiegerichte doeloriëntatie het zelfverheffingsmotief dominant is waardoor zij in de uitwisseling veel imponeergedrag vertonen jegens collega's. In twee vervolgonderzoeken gaan we na hoe de effecten van doeloriëntaties op de motieven en gedragingen worden gemodereerd door de feedback die de collega geeft op het taakgedrag van de actor en door het niveau van de initiële taakbekwaamheid van de actor en de collega. Tenslotte gaan we na hoe leergerichte en competitiegerichte individuen zich in hun keuze van collega's waarmee men een uitwisseling zou willen starten laten leiden door de taakbekwaamheid en doeloriëntatie van de alternatieve uitwisselingspartners.

Marijke van Putten

University: University of Tilburg, Social and Economic Psychology

Title of Project: Causes and consequences of inaction inertia

Funding: NWO

Supervisor: prof.dr. M. van Zeelenberg (UvT)

Period: 1.7.04-1.7.08

Project description: Inaction inertia refers to the phenomenon that "forgoing an attractive action opportunity decreases the likelihood that subsequent action will be taken in the same domain". Despite recent research attention, at present there is no satisfactory explanation available. Most theorists argue for a strong causal role for the emotion regret, but recent research has questioned this. The proposed research is aimed at 1) gaining insight into the causes of inaction inertia, and at 2) investigating the consequences of this phenomenon for real-life decision behavior. The research will be mainly experimental.

Jacqueliën Tanghe

University: Vrije Universiteit Amsterdam, Work and Organizational Psychology

Title of Project: A social identity model of group emotion

Funding: NWO

Supervisors: prof.dr. H. van der Flier and dr. B. van Knippenberg (VU)

Period: 1.6.04-1.6.08

Project description: Traditionally, the functioning of groups and teams in organizations has been viewed from a primarily cognitive perspective, and the affective side of group life has been largely neglected. Yet, it may be impossible to fully understand organizational processes if they are only seen from a cognitive angle. The proposed project intends 1) to outline the sharing of emotions among group members and to identify the group characteristics that may influence these affective processes; and 2) to demonstrate why group affect or group emotion motivates important organizational behaviors such as cooperation and effort on behalf of the group or organization.

Bart Terwel

University: University of Leiden, Social & Organizational Psychology

Title of Project: Trust as a function of motives and argumentation

Funding: External sources

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

Period: 15.9.04-15.9.08

Project description: Trust is a key factor for the acceptance of new technologies. Due to a lack of knowledge, people often do not directly assess the risks and benefits of a new technology. When knowledge is missing, individual judgments regarding the new technology may be guided by trust in the authorities and experts. Unfortunately, little is known about the factors that influence the general public's trust in the decision-making processes regarding new technologies. This research project aims to fill this void. In this project we will investigate several aspects that may influence the general public's trust in decision-making processes: 1) the decision-makers' perceived motives and the communication of these motives, 2) the perception of competitive vs. shared interests between the decision makers, and 3) identification with the decision-making parties.

Martijn Veltkamp

University: University Utrecht, S&O Psychology

Title project: Having a goal in mind? Automaticity in goal-directed behavior

Funding: NWO

Supervisor(s): dr. H. Aarts and prof.dr. K. van den Bos (UU)

Period: 1.10.04-1.10.08

Project description: A core premise in modern psychology is that many social behaviors are goal-directed: human action is aimed at teaching desired states. Most theories of goals emphasize conscious choice and guidance of subsequent action. The idea that conscious intentions guide behavior is appreciated in research on activities related to safety, crime, health and environmental issues, thereby stressing that people are in control of, and responsible for their own actions. However, it is important to note that many studies in this domain show that intentions are relatively moderate to weak predictors of future behavior. Some investigators attribute the weak intention-behavior relation to problems in measurement procedures and properties of intentions, yet the “gap” between intention and behavior remains an issue when claiming that goals are merely reflections on behavior. In this view, behaviors arise from unconscious processes, and goals are seen as functional tools to give meaning to them. However, there is another, perhaps even more controversial perspective to this matter: goals can be automatically activated themselves, and guide behavior without the person’s awareness of the operation of these goals. This research program attempts to develop this important and fascinating issue further by experimentally investigating the emergence of automatic goal pursuit.

Susanne de Wit

University: University of Utrecht, Social & Organizational Psychology

Title Project: On reasoning and having hunches about right and wrong

Funding: NWO

Supervisor: prof.dr. K. van den Bos (UU)

Period: 1.5.04-1.05.08

Project description: In the various scientific disciplines that had good reasons to study social justice in human life, there have been explicit debates or implicit assumptions about what can be labeled as rationalist versus intuitionist justice conceptions. Rationalist models emphasize that reasoning causes justice judgments to be constructed primarily in a deliberate, objective, and cognitive way. In contrast, intuitionist notions suggest that justice judgments are mainly the result of automatic evaluations and are heavily influenced by subjective and affective factors. Now is the time to test these models properly by using theories and methodology from modern social psychology, thereby adopting an integrative approach in which conditions are studied that influence the relative importance of the two models. In doing so, we combine the literature on automatic behavior and social cognition and affect with recent fundamental research on the role of uncertainty in the justice judgment process, resulting in improved understanding of justice, automaticity, social cognition and affect.

4.3 Training program

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

4.3.1 Supervision

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

4.3.2 Teaching program

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

The main part of the general training program consists of theory-oriented workshops and (some) symposia. These courses 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).

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 Writing English for Publication and How to Publish/APA Style Guidelines. 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. Another course in this respect is the course Reading and Reviewing the Empirical Journal Article.

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 Physiological Measurements in Social Psychology are specially designed for this objective.

In addition, State of the Art Lectures (SOFAs) 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.

International well-known researchers are invited to participate in this conference by offering a lecture and by actively participating in workshops in which graduate students present their work. 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 2004

Number of courses/workshops	27
Average number of participants	22
Extra workshops	3
Number of workshops cancelled	0

For the complete teaching program in 2004, please refer to the appendix of this report.

5. Research

5.1 The scientific mission of the KLI

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

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

Research conducted within the KLI can be described in terms of four levels of analysis: intrapersonal; interpersonal; group and organizational; and intergroup. These levels of analysis provide the basis for the four research divisions. The first of these divisions is *Social Cognition*. Research within this division addresses those domains of social behavior in which cognition plays an important role, including the interface of cognition with overt behavior, emotion, and motivation. Among the topics covered are person perception and stereotyping, language, social judgement, attitudes and attitude change, and the cognitive antecedents and consequences of affective states. The second research division is *Interpersonal Processes*. This research division focuses on psychological aspects of interactions between individuals. Falling within this division is research on social motivation in social dilemmas and negotiation, interpersonal attraction and personal relationships, communication, aggression, prosocial behavior, and interpersonal aspects of the emotion process. The third research division is *Group and Organizational Processes*. Members of social groups and organizations have to deal with two interrelated problems: How to organize their social relations, and how to solve their tasks in such a way that the group or organization is successful. The emphasis in the KLI research program is on how groups of individuals arrive at socially creative ways of organizing social relations and solving shared problems. Key topics include interdependence,

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

5.2 Dissertations of the KLI

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

Table 3: Number of dissertations by KLI PhD students

	2000	2001	2002	2003	2004
Number of dissertations	13	13	10	10	13

5.3 Research output

The scientific publications of all the members of the KLI are listed in the appendix to this report.

Table 4: Number of publications by full members

	2000	2001	2002	2003	2004
Number of publications	205	214	181	233	234
Number of full members	47	42	44	51	52
Average per full member	4,3	5,1	4,1	4,6	4,5

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

	2000	2001	2002	2003	2004
Number of publications	45	27	28	37	41
Number of PhD students	87	92	93	129	124
Average per PhD student	0,5	0,3	0,3	0,3	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

	2000	2001	2002	2003	2004
Number of publications	27	25	21	30	31

Note: the number of full members changed somewhat, from 47 in 2000, 42 in 2001, 44 in 2002, 51 in 2003 to 52 in 2004.

5.5 Scientific impact

Table 7: Average impact of full members of the KLI in 2004

Number of full members	52
Total impact score	2056
Average per member	39

Source: Social Sciences Citation Index

5.6 Grants (fellowships and PhD projects)

Grants by NWO (Netherlands Organization for Scientific Research)

- NWO PhD project “I know how you feel: A two-step process model of predicting others’ affective reactions”, to dr. C. Finkenauer and dr. W.W. van Dijk (VU).
- NWO VIDI grant for research program “Indecision of Individuals and Groups” (1 PhD student and 1 postdoc), to dr. B.A. Nijstad (UvA).
- NWO VENI grant for ‘Attitudes in action: the moderating role of motivational orientation’, to dr. R. Holland (RU).
- NWO VENI grant for “Winst en verlies in Coalitievorming”, to dr. I. van Beest (UL).
- NWO Mozaïek grant for the project “Motivation and performance in low status groups: balancing the interests of ingroup and outgroup”, to drs. D. Bleeker (dr. C. van Laar and prof.dr. N. Ellemers) (UL).
- NWO PhD project “Feedback, social support and public commitment to improve environmental quality of farm lands”, to dr. H. Staats (UL).

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

No such grants in 2004.

Grants by other sources

- VU research grant “Communication of emotions in interpersonal relationships: A new integrated functional perspective”, to dr. W.W. van Dijk (VU).
- Stichting voor Toegepaste Psychologie Ph.D project “Competency Management Systems: Success and Failure”, to prof.dr. P.L. Koopman (VU).
- High Potential Grant Utrecht University for proposal “Interdependencies between work and family life: An interdisciplinary approach of the work-family interface”, to dr. E.S. Kluwer (with prof.dr.ir. T. van der Lippe) (UU).
- CATO project, Bsic, EZ (1 postdoc, 2 AiO's) funded by NWO/SenterNovem, to prof.dr. N. Ellemers (with dr. D.D.L. Daamen) (UL).

5.7 Awards

In 2004 the following KLI members received the following awards:

- Dr. U.C. Klehe and prof.dr. N.R. Anderson: J. C. Flanagan Award for the Best Paper submitted to the 2004 SIOP Conference, Chicago.
- Dr. J. Ham: Dissertation Award of the Association of Dutch Social Psychologists (ASPO).
- Prof.dr. K. Jehn-den Hartog received the Distinguished Service Award 2004 of the Academy of Management. This award is for citizenship behavior and service to the Academy of Management.
- Prof.dr. K. Jehn-den Hartog was awarded the Most Influential Article Award 2004 of the Conflict Management Division, Academy of Management, for her 1995 article in *Administrative Science Quarterly* (“A multimethod examination of the benefits and detriments of intragroup conflict”).
- Van Kleef, G. A., Steinel, W., van Knippenberg, D., Hogg, M. A., & Svensson, A.: Outstanding Paper Award (2004) of the International Association for Conflict Management for “Group member prototypicality and intergroup negotiation: How one's standing in the group affects negotiation behavior”.
- Van Kleef, G. A. (supervisor): David Van Lennep Master's Thesis Award of the Dutch Foundation for Psychotechnics (NSVP) for Bendaoud, B. (undergraduate student) “Emotion and time pressure in negotiations.”
- Prof.dr. M. Kompier was elected as a European Academy of Occupational Health Psychology Fellow.
- Drs. S. Schinkel was awarded a Fulbright AIO grant for 2004-2005.
- Prof.dr. E. van de Vliert: Companion of the Order of Orange-Nassau (royal honor).

5.8 Editorial positions

Editorship and Associate Editorship

Emotion Researcher, Newsletter of the International Society for Research on Emotion
(prof.dr. A.H. Fischer)

Environment and Health (prof.dr. M. Kompier)

European Journal of Social Psychology (prof.dr. A. Dijksterhuis, Dr S. Otten)

Journal of Organizational Behavior (prof.dr. C.K.W. de Dreu)

Journal of Personality and Social Psychology (prof.dr. N. Ellemers)

Scandinavian Journal of Work (prof.dr. M. Kompier)

Self and Identity (prof.dr. R. Spears)

Social Science Research Network Journal (prof.dr. K.A. Jehn, Editor in chief)

Membership of the Editorial Board

Academy of Management Review (prof.dr. K.A. Jehn)

British Journal of Health Psychology (prof.dr. J. van der Pligt)

British Journal of Social Psychology (dr. W.W. van Dijk, prof.dr. N. Ellemers, prof.dr. R. Spears, prof.dr. D.A. Stapel)

Environment and Health (dr. T. Taris)

European Journal of Social Psychology (prof.dr. H. Aarts, dr. B. Doosje, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. R. Spears, prof.dr. D.A. Stapel, prof.dr. D.H.J. Wigboldus)

European Journal of Work and Organizational Psychology (prof.dr. C.K.W. de Dreu, prof.dr. P.L. Koopman)

European Review of Social Psychology (prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. W. Stroebe)

Gedrag en Gezondheid (prof.dr. J. van der Pligt)

Group Processes and Intergroup Relations (prof.dr. C.K.W. de Dreu)

International Journal of Conflict Management (prof.dr. C.K.W. de Dreu)

International Society for Self and Identity (prof.dr. A.P. Buunk)

Journal of Applied Psychology (prof.dr. N.R. Anderson)

Journal of Behavioral Decision Making (prof.dr. C.K.W. de Dreu, prof.dr. J. van der Pligt)

Journal of Community and Applied Social Psychology (dr. H. Lodewijkx)

Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu, prof.dr. N. Ellemers)

Journal of Industrial Psychology (prof.dr. N.R. Anderson)

Journal of Language and Social Psychology (prof.dr. G.R. Semin)

Journal of Managerial Psychology (prof.dr. N.R. Anderson)

Journal of Marriage and the Family (dr. E.S. Kluwer)

Journal of On-line Behavior (prof.dr. R. Spears)

Journal of Organization Behavior (prof.dr. K.A. Jehn)

Journal of Personality and Social Psychology (prof.dr. K. van den Bos, prof.dr. A. Dijksterhuis, prof.dr. C.K.W. de Dreu, prof.dr. P.A.M. van Lange, prof.dr. G.R. Semin, prof.dr. R. Spears)

Journal of Social Psychology (dr. T. Taris)

Leadership and Organization Development Journal (prof.dr. P.L. Koopman)

New Review of Psychology (prof.dr. G.R. Semin)

Organizational Behavior and Human Decision Processes (prof.dr. C.K.W. de Dreu)

Personal Relationships (dr. C. Finkenauer, dr. E.S. Kluwer)

Personality and Social Psychology Bulletin (prof.dr. A. Dijksterhuis, prof.dr. G.R. Semin, prof.dr. D.A. Stapel)

Personality and Social Psychology Review (prof.dr. G.R. Semin)

Personnel Psychology (prof.dr. C.K.W. de Dreu, dr. A.E.M. van Vianen)

Psychological Inquiry (dr. S.L. Koole)

Revista de Psicología Occupational (prof.dr. A.P. Buunk)

Risk, Decision and Policy (prof.dr. J. van der Pligt)

Scandinavian Journal of Work (dr. T. Taris)

Selection and Development Review (prof.dr. N.R. Anderson)

Self and Identity (prof.dr. R. Spears, prof.dr. D.A. Stapel)

Social Cognition (prof.dr. R. Vonk)

Social Psychology Quarterly (prof.dr. N. Ellemers)

Stress and Health (prof.dr. M. Kompier)

The European Journal of Work and Organizational Psychology (prof.dr. N.R. Anderson)

The European Psychologist (prof.dr. N.R. Anderson)

The International Journal of Conflict Management (dr. B. Beersma)

Work & Stress (dr. S. Geurts, prof.dr. M. Kompier, dr. T. Taris)

Appendices

Appendix 1: Teaching program 2004

Appendix 2: Publications 2004

Appendix 1: Teaching program 2004

Basic courses

<i>Title</i>	Introduction to the Kurt Lewin Institute
<i>Teaching staff</i>	Prof.dr. P.A.M. van Lange (VU), prof.dr. K. van den Bos (UU) and prof.dr. N.W. van Yperen (RuG)
<i>Type of course</i>	Basic Course
<i>Date</i>	January 22, 2004
<i>Duration</i>	11.00-12.00 am
<i>Language</i>	Dutch
<i>Location</i>	VU, Amsterdam
<i>Content</i>	The Executive Committee of the KLI informed the new PhD-students about the Kurt Lewin Institute.
<i>Enrollment</i>	30

<i>Title</i>	State of the Art Lectures
<i>Teaching staff</i>	Prof.dr. N. Anderson (UvA) and prof.dr. W. Stroebe (UU)
<i>Type of course</i>	Basic course
<i>Date</i>	January 22, 2004
<i>Duration</i>	1.30-4.30 p.m.
<i>Language</i>	English
<i>Program</i>	1.30-2.45: prof.dr. N. Anderson: "Emergent trends and advances in selection psychology: Developments in theory, empirical research and practice internationally" 2.45-3.15: Break 3.15-4.30: prof.dr. W. Stroebe: "Why groups are less effective than their members: On productivity losses in idea-generating groups" 4.30: Drinks
<i>Location</i>	VU, Amsterdam
<i>Content</i>	Each year meetings are organized in which several State-of-the-Art Lectures (SOFA's) are given by the members of the KLI. The aim of these SOFA's is to provide all PhD students with the opportunity during their four-year project to gain insight in the different research areas covered by the KLI. In the SOFA's a theoretical overview of a specific field of research is given.
<i>Enrollment</i>	36

<i>Title</i>	APA Style Guidelines
<i>Teaching staff</i>	Dr. J. Ouwerkerk (UvA)
<i>Type of course</i>	Basic course
<i>Date</i>	January 23, 2004
<i>Duration</i>	1 day
<i>Language</i>	Dutch
<i>Location</i>	VU, Amsterdam
<i>Content</i>	<p>The workshop focused on guidelines which are specific to APA style (e.g., guidelines on writing style, biased language, tables and figures, presentation of statistics, page lay-out). By the end of the workshop participants had acquired up-to-date knowledge of what APA style entails, and they will be familiar enough with the APA publication manual to use it quickly and efficiently as a reference source when writing manuscripts in the future.</p> <p><i>Form:</i> Workshop (participants were asked to acquaint themselves with certain parts of the APA manual prior to the workshop; the workshop itself consisted of in-class exercises to be completed in small groups, in combination with short lectures).</p>
<i>Literature</i>	Publication manual of the American Psychological Association, 5th edition (2001).
<i>Enrollment</i>	30

Advanced courses

For second/third year PhD-students

<i>Title</i>	How to Publish
<i>Teaching staff</i>	Dr. S. Otten (RuG), prof.dr. R. Spears (UvA/Cardiff) and prof.dr. D. Stapel (RuG)
<i>Type of course</i>	Basic course
<i>Date</i>	March 12, 2004
<i>Duration</i>	1 day
<i>Language</i>	English
<i>Location</i>	RuG, Groningen
<i>Content</i>	<p>The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The three staff members all have experience of editing such journals. The main topics that were addressed are as follows:</p> <ol style="list-style-type: none">1. Strategic issues in publishing

2. Submitting a paper
 3. The review process and reacting to reviews
- There was also ample opportunity for participants in the workshop to ask questions and to engage in discussion.

Enrollment 21

Title **How to Present**
Teaching staff Dr. E. Kluwer (UU) and drs. A. de Boer
Type of course Basic course
Date March 31 and April 1, 2004
Duration 2 days
Language Dutch
Location UU, Utrecht
Content The course focused on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.

Enrollment 14

Title: **Writing English for Publication**
Teaching staff: Dr. L. Sweeney (UL)
Type of course: Basic course
Date: May 28, 2004
Duration: 1 day
Language: Dutch and English
Location: VU, Amsterdam
Content: Key problem areas in written English for Dutch academics (e.g., verb-tense conventions in scientific writing, verb forms, word order, vocabulary, Dutch-English differences in punctuation and paragraph structure).

Literature: Syllabus
Enrollment: 17

Title: **How to Publish/APA Style Guidelines**
Teaching staff: Dr. S. Otten (RuG), prof.dr. R. Spears (UvA/Cardiff) and prof.dr. D. Stapel (RuG)
Type of course: Basic course
Date: September, 24 2004
Duration: 1 day
Language: English
Location RuG, Groningen

Content: The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The three staff members all have experience of editing such journals. The main topics that were addressed are as follows:

1. Strategic issues in publishing
2. Submitting a paper
3. The review process and reacting to reviews

There was also ample opportunity for participants in the workshop to ask questions and to engage in discussion.

Enrollment: 21

Methodology and practical skills courses

<i>Title</i>	Reading and Reviewing the Empirical Journal Article
<i>Teaching staff</i>	Dr. S. Otten (RuG)
<i>Type of course</i>	Practical course
<i>Date</i>	January 16, 2004, 3.00 – 5.00 pm February 20, 2004, 3.00 – 5.00 pm March 19, 2004, 3.00 – 5.00 pm
<i>Duration</i>	3 times during 3 months
<i>Language</i>	English
<i>Location</i>	RuG, Groningen
<i>Content</i>	<p>Competent and critical reading of the literature in one's field is an integral part of being or becoming a successful researcher. Identifying an article's merits and flaws, estimating its overall significance in the given domain, and finally summarizing the main message (e.g. for the introduction of an own article) are highly relevant competencies when it comes to developing, pursuing, and eventually writing up own research ideas. Reading gets a somewhat (though not dramatically) different focus when researchers are asked by journal editors to review articles and to help decide whether publication is warranted. First, your reading is less concerned with estimating whether the article is helpful within your very specific research context. Second, you need to elaborate on and to properly communicate your criticism. Moreover, you should criticize in a constructive way (e.g. add ideas for data analysis or for additional study designs).</p> <p>In this class, participants were trained to read journal articles with a critical mind, and with the purpose of identifying theoretical and methodological weaknesses, inconsistencies, ambiguities, but also interesting perspectives for future research.</p> <p>There were three meetings within three months. Each meeting we will discussed two empirical journal articles that were read and reviewed by the participants beforehand. During the meetings participants had the opportunity to present and discuss their summaries and reviews.</p> <p><i>Form:</i> Participants were expected to actively participate in each meeting. Each meeting required considerable preparation time. Each participant had to send his written summaries and reviews to the teacher in advance.</p>

<i>Enrollment</i>	14
<i>Title</i>	Physiological Measurements in Social Psychology
<i>Teaching staff</i>	Dr. F.W. Siero (RuG), B. Wijers, B. Mulder
<i>Type of course</i>	Methodology course
<i>Date</i>	March 23-25, 2004
<i>Duration</i>	3 days
<i>Language</i>	Dutch
<i>Location</i>	RuG, Groningen
<i>Content</i>	<p>The general objective of this course was to learn how physiological measures such as skin conductance, heart rate, blood pressure, and activity of facial muscles can be used to monitor involuntary affective responses to different situations.</p> <p><i>Form:</i> Participants were expected to prepare for the workshop by (a) studying the assigned literature, and (b) thinking of how they would like to apply physiological measures in their own research. On the first two days of the workshop, the teaching staff gave presentations on general theoretical, methodological, and statistical issues having to do with these kinds of measures. Drawing on these presentations and the assigned literature, possible applications of these techniques were demonstrated, and participants had the opportunity to discuss with the expert teachers the potential for introducing these measures into their own research. On the third day, PhD students who were interested had the opportunity to exercise these measures by means of interactive simulations.</p>
<i>Literature</i>	Several articles on physiological measurements
<i>Enrollment</i>	23
<i>Title</i>	Methodological Seminars
<i>Teaching staff</i>	Dr. M. Gallucci (VU)
<i>Type of course</i>	Methodological Courses
<i>Date</i>	October 28, November 18 and December 2, 2004
<i>Duration</i>	1 day, 2.00-5.00 pm
<i>Language</i>	English
<i>Location</i>	VU, Amsterdam
<i>Content</i>	The seminar consisted of three meetings with three different subjects:

1. The struggle of the dummies! Using regression to analyze experimental designs with nominal and continuous independent variables, covariates, and non-linear effects.

Date: October, 28 2004

We discussed a general way to establish effects and test hypotheses with regression, including interactions between nominal and / or continuous variables. Special emphasis was put on regression with dummy variables and on mediation analysis, simple and moderated.

Enrollment: 15

2. The M Factor: exploratory and confirmatory factor analysis and the issue of measurement.

Date: November, 18 2004

Confirmatory (LISREL) and Exploratory factor analysis were discussed with emphasis on the issue of establishing dimensionality, reliability and validity of a measurement instrument. The class covers these techniques more on the side of evaluating the quality of a measure, and less on the development of questionnaire. Issues such as measurement error, correction for attenuation, multi-trait multi-methods techniques, were also discussed in a factor analytic frame.

Enrollment: 31

3. The hidden effect you don't expect: all the tests to establish differences between means in ANOVA and linear models.

Date: December 2, 2004

In this class we addressed different techniques to establish which means are different and which means are not. We discussed simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts, and post-hoc tests, for between- and within-subjects designs. New techniques to establish mean difference were also mentioned.

Enrollment: 53

<i>Title</i>	Pursuing a Career in Science
<i>Teaching staff</i>	Prof.dr. N. Ellemers (UL) and drs J. Baas (Management coaching)
<i>Type of course</i>	Practical course
<i>Date</i>	November 10, 2004

Duration 1 day (theory and data, analysis of own development goals): November 10, 2004. Possibility for follow-up coaching 1 half day after 6 weeks.

Language Dutch

Location UL, Leiden

Content The PhD trajectory often constitutes the first step of a further career in 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 the scientific environment. For many if not all PhD students there is a stage when they even wonder whether this is what they actually want in their professional career. This course is intended to explicitly address this aspect of personal development for PhD students. Specific topics of concern include dealing with feedback on scientific work, coping with the organizational culture at the university, establishing an effective relationship with your supervisor, achieving scientific authority vis-a-vis colleagues and students, etc. Based on statistical data, social psychological theory, and results from scientific research, participants will first be reminded of the psychological processes that are also relevant for the development of their own academic career. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. Subsequently, the participants work together and with the management coach to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions.

Enrollment: 14

Title **Writing for the General Public**

Teaching staff Prof.dr. D.A. Stapel (RuG), and dr. E. de Bruin (NRC)

Type of course Practical course

Date December 3, 2004

Location RuG, Groningen

Language Dutch

Duration 1 day, 10.00 - 5.00

Date December 3, 2004

Content Preceding the workshop, participants had to write a short article about their own research project, in the style of a newspaper or magazine article. During the workshop these articles were discussed and rewritten. The teachers, among other things, talk

about good and bad writing, point out the differences and (especially) similarities between scientific writing and writing for the general public, explain how scientific research is best predigested for the general public, and note some problems one commonly encounters in doing so. After that, participants had to write a short newspaper item during the workshop, based on a JPSP-article that was provided on the spot. These pieces of writing were also discussed.

Enrollment

10

Research Group Meetings

<i>Title</i>	Social Cognition Research Meeting
<i>Teaching staff</i>	Prof.dr. A.F.M. van Knippenberg (RU), prof.dr. A. Dijksterhuis (UvA) and prof.dr. G.R. Semin (VU)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: April 15-16 and November 18-19, 2004
<i>Duration</i>	two days per meeting, 10.00-5.00
<i>Language</i>	Dutch or English
<i>Location</i>	UvA, Amsterdam and RU, Nijmegen
<i>Content</i>	PhD students were expected to give a presentation of their research projects. They received feedback from their fellow PhD students and staff members.
<i>Enrollment</i>	40 and 27

<i>Title</i>	Interpersonal Processes Research Meeting
<i>Teaching staff</i>	Prof.dr. K. van den Bos (UU), prof.dr. D.A. Stapel (RuG) and dr. C. Finkenauer (VU)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: February 4-5, 2004 (workshop <i>Interpersonal Processes: the Power of Social Exclusion</i>) and September 21, 2004 (workshop <i>Big Brother in the Lab: Interpersonal Relationships Revisited</i>)
<i>Duration</i>	1 - 2 days per meeting
<i>Language</i>	Dutch or English
<i>Location</i>	UU, Utrecht and VU, Amsterdam
<i>Content</i>	PhD students were expected to give a presentation of their research projects. They received feedback from their fellow PhD students and staff members. The invited guests presented their recent work (K. Williams and R. Engels).
<i>Enrollment:</i>	30 and 29

<i>Title</i>	Group and Organizational Processes Research Meeting
<i>Teaching staff</i>	Dr. B. Nijstad (UvA) and dr. G. van der Vegt (RuG), and dr. A. Galinsky (Northwestern University) on November 8th
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	3 times: February 5, October 1 and November 8, 2004
<i>Duration</i>	1 day per meeting
<i>Language</i>	Dutch or English

<i>Location</i>	RuG, Groningen and UvA, Amsterdam
<i>Content</i>	PhD students were expected to give a presentation of their research projects. They received feedback from their fellow PhD students and staff members.
<i>Enrollment</i>	14, 15 and 20
<i>Title</i>	Intra and Intergroup Processes Research Meeting
<i>Teaching staff</i>	Prof.dr. N. Ellemers (UL), prof.dr. R. Spears and dr. B. Doosje (UvA)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	Several times a year, including <i>Workshop Intra and Intergroup Relations</i> on april 21-23, 2004 and bi-monthly progress meetings
<i>Duration</i>	1 – 3 days
<i>Language</i>	Dutch/English
<i>Location</i>	UL, Leiden
<i>Content</i>	PhD students were expected to give a presentation of their research projects. They got feedback from their fellow PhD students and staff members. The invited guest presented her recent work (C. Miller).
<i>Enrollment</i>	18

Theory-oriented workshops and courses

Title	Interpersonal processes: the power of social exclusion
Teaching staff	Prof.dr. K. Williams (Macquarie University), dr. W. van Dijk, dr. C. Finkenauer, dr. E. van Leeuwen and dr. J. Ouwerkerk (VU)
Type of course	Workshop
Date	February 4-5, 2004
Duration	2 days
Language	English
Location	VU, Amsterdam
Content	This workshop in the Interpersonal Processes Track of the KLI focused on recent theoretical and methodological developments in ostracism and social exclusion research. On the first day of the workshop, prof. Williams presented some of his work on ostracism, in terms of how it affects the individual who is ostracized, and how it affects those who are ostracizing. Prof. Williams uses a variety of methods to investigate ostracism, including lab experiments, Internet experiments, virtual reality, surveys, role playing, diary studies, and in-depth interviews. He also examines a large array of responses, including cognitive and emotional self-reports, behaviors, and cardiovascular and social cognitive neuroscience measures. The second day, dr. Williams talked about the need to conduct multi-method research. PhD students interested in social processes between individuals and groups (broadly defined) are invited to present their own research, or research plans. This workshop is relevant to those who are interested in ostracism, social exclusion, and multimethod research.
Enrollment	30

Title	Metaperceptions and concerns regarding interpersonal evaluation
Teaching staff	Prof. J. Vorauer, dr. E. Gordijn, dr. S. Otten and prof. dr. D. Stapel
Type of course	Workshop
Date	February 19, 2004
Duration	1 day
Language	English
Location	RuG, Groningen
Content	Recent theoretical and empirical advances have underscored that individuals' concerns regarding interpersonal evaluation and need for acceptance play a fundamental role in guiding their everyday

social experiences and behaviors. This workshop examined individuals' *metaperceptions* regarding how they are viewed by others, with a focus on the sources, nature, and implications of several key biases in these perceptions. Transparency overestimation (whereby individuals overestimate others' insight into their traits and feelings), signal amplification (whereby individuals exaggerate the interest communicated by their social overtures) and meta-stereotypes (individuals' beliefs regarding how their in-group is viewed by a particular out-group) were all addressed. Discussion of implications included consideration of the disruptive effect exerted by evaluative concerns in intergroup interaction, and emphasized how biased metaperceptions can hinder the formation of romantic relationships and cross-group friendships.

<i>Enrollment</i>	13
<i>Title</i>	Intra and Intergroup Relations
<i>Teaching staff</i>	Prof.dr. N. Ellemers (UL), prof.dr. R. Spears (UvA), dr. B. Doosje (UvA) and dr. C.T. Miller (University of Vermont)
<i>Type of course</i>	Workshop
<i>Date</i>	April 21-23, 2004
<i>Duration</i>	3 days
<i>Language</i>	English
<i>Location</i>	UL, Leiden
<i>Content</i>	<p>A three-day workshop was organized in the general area of intra- and intergroup relations.</p> <p>On the first day, dr. Miller gave a seminar about her recent research. Subsequently, all participants gave brief presentations to communicate their specific expertise. On the second day, assigned literature and relevant theory was discussed in small groups coordinated by the teaching staff, with the aim of developing new research questions. On the third day, each small group designed research intended to examine the questions that had been derived from the discussions about literature and theory. At the conclusion of the workshop, arrangements were made about the actual pursuit of some or all of these research ideas, and a follow-up meeting was planned.</p>
<i>Enrollment</i>	18
<i>Title</i>	The Nature of Self-Esteem

<i>Teaching staff</i>	Prof. M. Kernis (University of Georgia), prof. R. Vonk and dr. W. van Rijswijk (RU)
<i>Type of course</i>	Workshop
<i>Date</i>	May 13-14, 2004
<i>Duration</i>	2 days
<i>Language</i>	English
<i>Location</i>	RU, Nijmegen
<i>Content</i>	<p>The workshop focused on issues concerning the nature of self-esteem and its role in various aspects of psychological functioning. Both people's level of self-esteem (high or low) as well as the short-term fluctuations (self-esteem stability) are important components of self-esteem that will be discussed. Other topics that may be discussed are self-regulatory processes associated with the presence or absence of self-determination and the benefits and liabilities of self-reflection.</p> <p><i>Form:</i> Day 1 consisted of a short introduction of the participants and teachers. In the morning professor Kernis gave a plenary introduction about his work. The afternoon was filled with presentations by KLI-students. The preferred set-up was to invite students to submit a short abstract about their research before the workshop and to select a limited number of students for a presentation at the actual workshop on the basis of the relevance of their work. This will allow for ample time for detailed feedback by the invited guest and the other workshop participants.</p> <p>Day 2 started again with a general presentation by the invited guest. In the afternoon the workshop broke up in small groups which discussed and generated research ideas which were presented at the end of the workshop.</p> <p>The specific topics of the presentations by the invited guest were further determined in consultation.</p>
<i>Literature</i>	Several articles or book chapters by the teaching staff.
<i>Enrollment</i>	14

<i>Title</i>	Motivation and Achievement
<i>Teaching staff</i>	Prof.dr. A. Elliot (University of Rochester, Rochester, NY, USA), and prof.dr. N.W. van Yperen (RuG)
<i>Type of course</i>	Workshop
<i>Date</i>	June 3-4, 2004
<i>Duration</i>	2 days
<i>Language</i>	English

<i>Location</i>	RuG, Groningen
<i>Content</i>	<p>In this workshop, we discussed theoretical and research implications of recent developments in achievement goal theory. Achievement goal theorists define a goal as the purpose for which one engages in a task. Initially, purpose goals were discussed and examined in terms of two major classes. Mastery goals reflect the desire to develop and gain competence, whereas performance goals reflect the desire to demonstrate competence relative to others. Recently, Elliot and McGregor (2001) argued and demonstrated that approach-avoidance is a fundamental and basic distinction that also deserves a central place in the conceptualization of purpose goals. Approach goals are directed towards positive or desirable events, whereas avoidance goals are aimed at avoiding negative or undesirable events. The 2 × 2 conceptualization of purpose goals includes each combination of the mastery-performance and approach-avoidance distinctions.</p> <p>This workshop has an exercise format, which means that about two weeks in advance, attendees received three to four key publications. After a plenary introduction at the beginning of the workshop, the workshop broke up in groups of three to four members. Each group generated theoretical and research ideas which were presented and discussed at the plenary meeting at the end of the workshop.</p>
<i>Literature</i>	Elliot, A.J. & McGregor, H.A. (2001). A 2 x 2 achievement goal framework. <i>Journal of Personality and Social Psychology</i> , 80, 501-519.
<i>Enrollment</i>	8
<i>Title</i>	The best of two worlds
<i>Teaching staff</i>	Greenberg and Koole
<i>Type of course</i>	Workshop
<i>Date</i>	June 16, 2004
<i>Duration</i>	1 day
<i>Language</i>	English
<i>Location</i>	VU, Amsterdam
<i>Content</i>	<p>Experimental existential psychology is built upon the brash assumption that psychologists can use rigorous empirical methods like laboratory experiments to study people's struggles to come to terms with the basic givens of existence. In this workshop, we attempted to mine some of the tremendous potential for further</p>

integrating experimental and existential approaches in psychology. Jeff Greenberg oriented this discussion around Terror Management Theory, which represents the most successful paradigm to date in experimental existential psychology. The workshop also drew on some chapters from the Handbook of Experimental Existential Psychology, to highlight some more avenues of recent research in experimental existential psychology. Our overarching goal was to challenge researchers to incorporate the best of two worlds of experimental psychology and existentialism in their thinking.

Form: During the morning session, Jeff Greenberg presented his views on the challenges and opportunities for experimental existential psychology. During the afternoon sessions, participants of the workshop were asked to present their own work. The discussion focused on how participants of the workshop might profitably combine existential and experimental approaches in their own research.

Enrollment

14

Title

Big Brother in The Lab: Interpersonal Relationships Revisited

Teaching staff

Prof.dr. R. Engels (RU), dr. C. Finkenauer (VU) and prof.dr. K. van den Bos (UU)

Type of course

Thematic Research Meeting / Workshop

Date

September 21, 2004

Duration

1 day

Language

Dutch/English

Location

VU, Amsterdam

Content

In this one-day workshop, the Interpersonal Processes Research track aimed to attract PhD students and faculty members fascinated with research on interpersonal processes (broadly defined), including those who are primarily interested in real social interactions in naturalistic settings as well as those more fascinated by research on social interactions obtained in controlled laboratory conditions. To this end, we were pleased that Rutger Engels from the Radboud University of Nijmegen agreed to participate in the workshop and to give lectures on his creative research studies that make use of real social interactions (in bars) under controlled conditions (Engels recently constructed the so-called "bar lab"). This unique research paradigm combines the best of two worlds (as it yields research findings that have high

levels of both internal and external validity) and has instigated new and counterintuitive findings and insights into social networks, including behavioral influences in groups of friends, and people's responses on sexual attraction. By means of this research, Rutger Engels is able to debunk different myths about social influence in different types of relationships, and his lectures focused on the implications of his research on social relationships in naturalistic laboratory conditions.

PhD students and (!) faculty members of the KLI were invited to actively participate in this workshop on interpersonal processes and/or social influence. Following Rutger Engels' lectures, discussion and brainstorming sessions took place. Methodological, ethical, and content-related topics were discussed in small groups and subsequently presented to the plenary group. Each group received feedback from prof. Engels and the other participants.

Literature

Engels, R.C.M.E., & Bot, S.M. (2004). Outcome expectancies and alcohol consumption: An observational study. Under review.

Bot, S. M., Engels, R. C. M. E., Knibbe, R.A., & Meeus, W. (in press). Friend's drinking and adolescent alcohol consumption: The moderating role of friendship characteristics. *Addictive Behaviors*.

Engels, R.C. M. E. (2003). Waarheen, waarvoor. Over vrienden en middelengebruik. *Gedrag en Gezondheid*, 31, 351-359.

Enrollment

29

Title

Group-based Threat

Teaching staff

Prof.dr. N. Ellemers (UL), dr. M. Barreto (UL), dr. D. Scheepers (UL) and dr. C. van Laar (UL)

Type of course

Thematic Research Meeting / Workshop

Date

November 2, 2004

Duration

1 day

Language

English

Location

UL, Leiden

Content

The teaching faculty introduced the topic, on the basis of literature reviewing the recent state of the art on different forms of identity threat. Then, participants presented their ongoing research in relation to group-based threat phenomena. Based on these presentations and the literature that had been studied in advance, there was discussion about future avenues for theory development and research. Special attention was given to methodological issues in connection to research on stereotype threat.

Joint Seminars

No joint seminars in 2004.

Appendix 2: Publications 2004

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

- Aarts, H. & Hassin, R. (2004). Automatic goal inferences and contagion: On pursuing goals one perceives in other people's behavior. In J. P. Forgas, D. D. Williams, & W. Von Hippel (Eds.), *Social motivation: Conscious and unconscious processes* (pp. 153-167). New York: Psychology Press.
- Aarts, H., Dijksterhuis, A., & Custers, R. (2004). Automatic normative behavior in environments: The moderating role of conformity in activating situational norms. *Social Cognition, 21*, 447-464.
- Aarts, H., Gollwitzer, P., & Hassin, R. (2004). Goal contagion: Perceiving is for pursuing. *Journal of Personality and Social Psychology, 87*, 23-37.
- Abrams, D., Hogg, MA, Hinkle, S & Otten, S. (2004). The Social Identity Perspective: Its Contribution to Small Group Research. In: A Hollingshead & S Poole, *Theories of Small Groups: Interdisciplinary Perspectives*. (pp. 9999-999999).
- Adema, J, Molen, H T, van der & Zee, K I, van der (2004). Effectiviteit van zelfinstructie-programma voor basistraining gespreksvoering. *Tijdschrift voor Hoger Onderwijs, 22*, nr. 2 juni, pp. 73-85.
- Algera, J. A., van Dierendonck, D., Vlerick, P. (2004). Themanummer: Optimaal presteren in organisaties (Red.) *Gedrag en Organisatie, 6*, 383-386.
- Anderson, N. R. (2004). Editorial – The dark side of the moon: Applicant perspectives, negative psychological effects (NPEs), and candidate decision making. *International Journal of Selection and Assessment, 12*, 1-8.
- Anderson, N. R., & Sleep, S (2004). An evaluation of gender differences on the Belbin team role self-perception inventory. *Journal of Occupational and Organizational Psychology, 77*, 429-437.
- Anderson, N. R., de Dreu, C. K. W., & Nijstad, B. A. (2004). The routinization of innovation research: A constructively critical review of the state-of-the-science. *Journal of Organizational Behavior, 25*, 147-173.
- Anderson, N. R., Lievens, F., van Dam, K., & Ryan A. M. (2004). Future perspectives on employee selection: Directions for research in a global environment. Invitational paper to *Applied Psychology: An International Review, 53*, 487-501.
- Anderson, N. R., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (2004). Handbook of Industrial, Work and Organizational Psychology: Some reflections on Gorriti's review. *International Journal of Selection and Assessment, 12*, 302-306.
- Baaren, R. B. van, Holland, R. W., Kawakami, K. L., & Knippenberg, A. F. M. van (2004). Mimicry and prosocial behavior. *Psychological science : a journal of the American Psychological Society, 15* (1), 71-74.

- Baaren, R. B. van, Horgan, T. G., Chartrand, T. L., & Dijkmans, M. (2004). The Forest, the Trees, and the Chameleon : Context Dependence and Mimicry. *Journal of personality and social psychology*, 86 (3), 453-459.
- Bakker, A., & Geurts, S.A.E. (2004). Towards a dual-process model of work-home interference. *Work & Occupations*, 31, 345-366.
- Bakker, W, Oudenhoven, J P , van & Zee, K I, van der (2004). Attachment Styles, Personality, and Dutch Emigrants' Intercultural Adjustment. *European Journal of Personality*, nr. 18, pp. 387-404.
- Barendrecht, M., & Steensma, H, (2004). Luisterend oor – vertrouwenspersonen eisen meer ruimte. *Personeelsbeleid, Magazine voor Human Resource Management*, 5, 34-37.
- Barendrecht, M., Klijn, A., Brenninkmeijer, A., Bruinsma, F., de Dreu, C. K. W., Eshuis, R., Huls, N., de Groot-van Leeuwen, L., Leeuw, F., van Tulder, F., van Velthoven, B. (2004). *Balanceren en vernieuwen: Een kaart van sociaal-wetenschappelijke kennis voor de Fundamentele Herbezinning Procesrecht*. Den Haag: Raad voor de Rechtspraak.
- Barreto, M., & Ellemers, N. (2004). The effects of being categorised: The interplay between internal and external social identities. *European Review of Social Psychology*, 14, 139-170.
- Barreto, M., Ellemers, N., & Soledad Palacios, M. (2004). The backlash of token mobility: The impact of past group experiences on individual ambition and effort. *Personality and Social Psychology Bulletin*, 30/11, 1433-1445.
- Barry, B., Fulmer, I. S., & van Kleef, G. A. (2004). I laughed, I cried, I settled: The role of emotions in negotiation. In M. J. Gelfand & J. M. Brett (Eds.), *The handbook of negotiation and culture* (pp. 71-94). Palo Alto, CA: Stanford University Press.
- Baumann, U., Bromme, R., Fiedler, K., Guttman, G., Konigs, R.P., Mummendey, A., Perrez, M., Schulz-Hardt, S., Semin, G.R. & Spada, H. (2004). Thesen zur Doktorandinnen-Ausbildung im Fach Psychologie. *Psychologische Rundschau*, 55, 135-138.
- Beckers, D.G.J., Van der Linden, D., Smulders, P.G.W., Kompier, M.A.J., Van Veldhoven, M.J.P.M., & Van Yperen, N.W. (2004). Working overtime hours: Relations with fatigue, work motivation, and the quality of work. *Journal of Occupational and Environmental Medicine*, 46, 1282-1289.
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- Beersma, B., Harinck, F., & Gerts, M.J.J. (2003). Bound in honor: How honor values and insults affect the experience and management of conflict. *International Journal of Conflict Management*, 14/2, 75-94.

- Beest, I. van, Velde, N. van de, & Dijk, E. van (2004). Is iemand negeren vermoeiend of eigenlijk met name vervelend? In D. Wigboldus, M. Dechesne, E. Gordijn & E. Kluwer (Red.), *Jaarboek Sociale Psychologie 2003* (pp.21-28). Groningen: ASPO Pers.
- Beest, I. van, Dijk, E. van, & Wilke, H. (2004). The interplay of self-interest and equity in coalition formation. *European Journal of Social Psychology, 34*, 547-565.
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- Berndsen, M., & van der Pligt, J. (2004). Ambivalence towards meat. *Appetite, 42*, 71-78.
- Berndsen, M., van der Pligt, J., Doosje, B., & Manstead, A. S. R. (2004). Guilt and regret: The determining role of interpersonal and intrapersonal harm. *Cognition and Emotion, 18*, 55-70.
- Best-Waldhober, M. de, Dreu, C.K.W. de, & Knippenberg, D.L. van (2004). Coördinatie tussen individuen en teams: Over het belang en inzicht in sociale dilemma's. *Gedrag & Organisatie, 17*, 187-203.
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- Buunk, B P & Dijkstra, P (2004). Attractie en intieme relaties. In: R. Vonk, *Sociale Psychologie*. (pp. 231-283). Groningen: Wolters-Noordhoff
- Buunk, B P & Dijkstra, P (2004). Gender differences in rival characteristics that evoke jealousy in response to emotional versus sexual infidelity. *Personal Relationships, nr. 11*, pp. 395-408.
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