



KURT LEWIN
INSTITUUT

Annual Report 2005



Annual Report 2005

Kurt Lewin Institute
Graduate School in Social Psychology and its applications

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Preface

The year of 2005 was the first one in which the Kurt Lewin Institute was affiliated with the University of Amsterdam. The many people who support the Institute in one role or the other have made the transition smooth, and the only (!) downside was a somewhat delayed completion of this very Annual Report.

In 2005 our Institute received the Jean-Paul Codol Award for advancing training and research in social psychology from the European Association for Experimental Social Psychology. It goes without saying that we can be very proud of this sign of recognition – it reflects the value of collaboration in research and training, a collaboration that spans local boundaries. Unfortunately, this recognition also is in sharp contrast to recent developments within local institutions, where the boards of our universities are installing local Graduate Schools and deliberating their withdrawal from nation-wide Research Schools such as ours. These developments are sorely illustrated by the departure from the KLI of Radboud University, and with them a strong group of close colleagues.

I am sure that our collaborations can surmount these trends and that we will continue our intellectual exchange and joint learning. Indeed, as this annual report reveals, the Kurt Lewin Institute continues to be in excellent shape. More than 100 PhD students participate in the many basic courses, research seminars, workshops, and thematic track meetings. These courses were taught by the very best scholars either from within the Kurt Lewin Institute itself, or from abroad. Members continued to produce interesting and innovative research publications that addressed important issues in social cognition, interpersonal and group processes and performance, and organizational psychology.

In many participating institutes, selective Research Masters are being developed, offering an extensive two-year training in (social and organizational) psychology. These developments are closely monitored and implications for our own teaching program are taken into account for the years to come. In the end, however, I believe this development will further stimulate the quality of the work being done within our institute, among other things because we will be able to select better, and more mature students into our teaching program.

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 2005 the KLI is based on the collaborative input of psychologists working in five Dutch Universities, namely: Vrije Universiteit Amsterdam (VU), Universiteit van Amsterdam (UvA), Rijksuniversiteit Groningen (RuG), 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 five 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, as of January 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 2005

Prof.dr. K. van den Bos, as of January 2005

Prof.dr. A.P. Buunk, until september 2005

Prof.dr. E. van Dijk

Prof.dr. A.J. Dijksterhuis

Prof.dr. N. Ellemers (Chair)

Prof.dr. G. Kok (external member)

Prof.dr. P.A.M. van Lange, as of January 2005

Drs. K.E. Stroebe (PhD student), as of January 2005

Prof.dr. N.W. van Yperen, as of September 2005

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 2005, as of January 2005

Prof.dr. C.K.W. de Dreu (Scientific Director)

Prof.dr. D.A. Stapel (Research Director)

Prof.dr. H. Aarts (Teaching Director)

Members of the Teaching Committee in 2005

Prof.dr. H. Aarts (Chair)

Dr. W.W. van Dijk, as of January 2005

Dr. E.H. Gordijn, as of January 2005

Drs. K.E. Stroebe (representing the PhD students), as of January 2005

Members of the Research Committee in 2005

Dr. I. van Beest

Dr. E.J. Doosje

Dr. C. Finkenauer

Prof.dr. K.I. van Oudenhoven-van der Zee, until October 2005

Prof.dr. D.A. Stapel (Chair)

Prof.dr. W. Stroebe, as of October 2005

The Executive Committee is supported by the *General Manager* (based at the University of Amsterdam) 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.

General Manager

Drs. A.K. Evers

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 Differential Psychology, Methodology and History
T: 050 - 363 6340 F: 050 - 363 6304
- Department of Experimental and Work Psychology
T: 050 - 363 64 72

Universiteit Leiden

PO box 9555, 2300 RB Leiden

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

Universiteit Utrecht

PO box 80140, 3508 TC Utrecht

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

2.3 Scientific Advisory Board

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

2.4 Persons of confidence

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. (Ivo) Molenaar (emeritus, Department of Psychology, University of Groningen) and prof.dr. T. (Tineke) 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 members¹

Prof.dr. H. Aarts, UU, Social and Organizational Psychology
Prof.dr. N. Anderson, UvA, Work and Organizational Psychology
Dr. R.B. van Baaren, UvA, Social 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
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. A. Dijkstra, RuG, Social and Organizational Psychology
Dr. E.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
Dr. E.H. Gordijn, RuG, Social and Organizational Psychology
Dr. F. Harinck, UL, Social and Organizational Psychology
Prof.dr. K.A. Jehn, UL, Social and Organizational Psychology
Prof.dr. H. Kelderman, VU, Work and Organizational Psychology
Dr. E.S. Kluwer, UU, Social and Organizational Psychology
Dr. B.M. van Knippenberg, VU, Work and Organizational Psychology
Dr. S.L. Koole, VU, Social Psychology
Prof.dr. P.L. Koopman, VU, Work and Organizational Psychology
Dr. C. van Laar, UL, Social 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
Prof.dr. B. de Raad, RuG, Differential Psychology, Methodology and History

Dr. D.T. Scheepers, UL, Social and Organizational Psychology
 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. 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. R. Vermunt, UL, Social and Organizational Psychology
 Prof.dr. A.E.M. van Vianen, UvA, Work and Organizational Psychology
 Prof.dr. E. van de Vliert, RuG, Social and Organizational Psychology
 Prof.dr. N.W. van Yperen, RuG, Social and Organizational Psychology

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

3.3 Affiliate members

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

3.4 Research fellows

Dr. M. Barreto, UL, Social and Organizational Psychology
 Dr. C. van Dyck, VU, Work and Organizational Psychology
 Dr. F. van Harreveld, UvA, Social Psychology

3.5 Associate members

Dr. N. Frieswijk, RuG, Social and Organizational Psychology
Dr. E. Giebels, RuG, Social and Organizational Psychology
Dr. J.R.C. Ham, UU, Social and Organizational Psychology
Dr. M.J.J. Handgraaf, UvA, Work and Organizational Psychology
Dr. A.H.B. de Hoogh, VU, Work and Organizational Psychology
Dr. J.C. Karremans, UU, Social and Organizational Psychology
Dr. G.A. van Kleef, UvA, Social Psychology
Dr. E.A.C. van Leeuwen, VU, Social Psychology
Dr. H. Lodewijkx, UU, Social and Organizational Psychology
Dr. D. Marx, RuG, Social and Organizational Psychology
Dr. J.H. Park, RuG, Social and Organizational Psychology
Dr.ing. I.E. de Pater, UvA, Work and Organizational Psychology
Dr. P.K. Smith, UL, Social and Organizational Psychology
Dr. L. Steg, RuG, Experimental and Work Psychology
Dr. W. Steinel, UL, Social and Organizational Psychology
Dr. R.E. de Vries, VU, Work and Organizational Psychology

3.6 PhD students

On 31 December 2005, 104 PhD students were participating in the Kurt Lewin Institute. In the same year, 27 PhD students started their research, 13 PhD students completed their research, 2 PhD students stopped, 4 PhD students found another job but will finish their PhD later and the PhD position of 3 PhD students was ended but they will finish their PhD later.

Table 1: Institutional participation of PhD students on December 31, 2005

Vrije Universiteit Amsterdam	17
University of Amsterdam	16
University of Groningen	29
University of Leiden	17
University of Utrecht	11
External PhD students	14
Total	104

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.W.A. Albers	Prof.dr. J. van der Pligt	UvA
	Prof.dr. A.J. 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>		
N. Ayub**	Prof.dr. K.A. Jehn	UL
Title: <i>The Effects of National Diversity, Organization Culture, and Conflict on Workgroup Performance</i>		
M. Baas**	Prof.dr. C.K.W. de Dreu	UvA
	Dr. B.A. Nijstad	UvA
Title: <i>Is it positive or negative mood that fosters creativity and innovation?</i>		
W. Bakker*	Prof.dr. K.I. van Oudenhoven-van der Zee	RuG
	Prof.dr. J.P.L.M. 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>		
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>		

Name	Supervisors	Institute
J. Biemond****	Prof.dr. E. van de Vliert Prof.dr. N.W. van Yperen	RuG RuG
Title: <i>Goal orientation and social comparison</i>		
D. Bleeker**	Prof.dr. N. Ellemers Dr. C. van Laar	UL UL
Title: <i>Motivation and performance in low status groups: Balancing the interests of the ingroup and outgroup</i>		
E. Boezeman**	Prof.dr. N. Ellemers	UL
Title: <i>Vrijwilligerswerk als onderdeel van sociale liftfunctie van de stad: Hoe vrijwilligersorganisaties betrokkenheid, inzet, en behoud van vrijwilligers kunnen bevorderen</i>		
K.C.A. Bongers	Prof.dr. A.J. Dijksterhuis Prof.dr. R. Spears	UvA UvA
Title: <i>Goals and the perception-behavior link</i>		
A. van den Bos	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	RuG RuG RuG
Title: <i>Making sense of hot cognition: Stereotypes and prejudice</i>		
A.Z. Bosch	Prof.dr. A.P. Buunk Dr. F.W. Siero	RuG RuG
Title: <i>Social comparison and individual differences in social comparison orientation</i>		
L. Brebels**	Dr. D. de Cremer Prof.dr. C. Sedikides	UvT South- hampton
Title: <i>Injustice and action: A Self-based Approach</i>		
R. Broeders**	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
Title: <i>Automatic and controlled processes in the social psychology of justice judgments</i>		

Name	Supervisors	Institute
D. Bulsink**	Dr. E. Kluwer	UU
	Prof.dr. T. van der Lippe	UU
	Prof.dr. K. van den Bos	UU
Title: <i>Dispositional roots of cooperation in work-family choices</i>		
C. Carmona Rodriguez	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
Title: <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>		
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>		

Name	Supervisors	Institute
G. Dik	Prof.dr. K. van den Bos Prof.dr. H. Aarts	UU UU
Title: <i>The emergence of automatic goal-pursuit upon perceiving behavior of others</i>		
L. van Dillen	Prof.dr. G.R. Semin Dr. S.L. Koole Dr. D.J. Heslenfeld	VU VU VU
Title: <i>Neurological foundations of affect regulation and self-activation</i>		
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.J. 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>		
M. Ekker**	Prof.dr. D.A. Stapel Dr. S. Otten Dr. E.H. Gordijn	RuG RuG RuG
Title: <i>Determinants of ingroup versus outgroup bias in aggressive interactions</i>		
K. van Erp**	Prof.dr. K.I. van Oudenhoven-van der Zee Dr. E. Giebels	RuG RuG
Expatriate Adjustment: The Influence of Justice and Conflict in an Intimate Relationship		
C.A.J.M. 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.T. Scheepers	UL UL
Title: <i>Group dynamics and regulatory focus: Consequences for arousal, emotion and group performance</i>		

Name	Supervisors	Institute
D.A. Fockenberg Title: <i>Affective and semantic influences in word processing</i>	Prof.dr. G.R. Semin	VU
D. Franssens**/***** Title: <i>Framing Health Messages</i>	Prof.dr. H. de Vries Dr. R.A.C. de Ruiter	UM UM
T. Frijns* Title: <i>Developmental functions of secrecy and disclosure in adolescence</i>	Prof.dr. P.A.M. van Lange Dr. C. Finkenauer	VU VU
L. Greer Title: <i>Reconceptualization group composition: The effects of group faultlines on conflict and performance</i>	Prof.dr. K.A. Jehn Prof.dr. K. Bezrukova Dr. S. Thatcher	UL Univ. of Pennsylv. Univ. of Arizona
J. Grob Title: <i>Making sense of hot cognition: self-views</i>	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	RuG RuG RuG
C. de Groot** Title: <i>The social context of self-threat and self-evaluative emotions in HRBs</i>	Prof.dr. A.P. Buunk Dr. A. Dijkstra	RuG RuG
S. Hawk** Title: <i>Emotional contagion: The role of self and others</i>	Prof.dr. A.H. Fischer Dr. G.A. van Kleef	UvA UvA
H. Heinsman Title: <i>Evaluation of competency-management-systems</i>	Prof.dr. P.L. Koopman Prof.dr. J.J. van Muijen	VU Nijenrode

Name	Supervisors	Institute
J. Hofstra	Prof.dr. J.P.L.M. van Oudenhoven	RuG
	Prof.dr. A.P. Buunk	RuG
Title: <i>Attachment styles and EVLN-intentions</i>		
A. Homan***	Prof.dr. C.K.W. de Dreu	UvA
	Dr. D.L. van Knippenberg	UvA
Title: <i>Group composition and Performance: Development and examination of the Categorization-Elaboration Model</i>		
G. Homsma	Prof.dr. P.L. Koopman	VU
	Dr. C. van Dyck	VU
	Dr. T.C. de Gilder	VU
Title: <i>Dealing with errors: Organizational determinants of control and learning</i>		
I. de Hooge**	Prof.dr. M. Zeelenberg	UvT
	Dr. S.M. Breughelmans	UvT
Title: <i>Social Emotion in Social Dilemmas: Guilt versus Shame</i>		
P. Hopman	Prof.dr. P.A.M. van Lange	VU
	Dr. E.A.C. van Leeuwen	VU
Title: <i>Cooperation and competition between subgroups</i>		
N. Jostmann	Prof.dr. G.R. Semin	VU
	Dr. S.L. Koole	VU
Title: <i>The invisible powers of significant others: From identification to transfer and change</i>		
E. Kamans**	Prof.dr. D.A. Stapel	RuG
	Dr. S. Otten	RuG
	Dr. E.H. Gordijn	RuG
Title: <i>The role of power and emotions in intergroup conflicts</i>		
A. Klapwijk	Prof.dr. P.A.M. van Lange	VU
	Prof.dr. G. van den Berg	VU
Title: <i>Overcoming negative reciprocity in social interaction</i>		

Name	Supervisors	Institute
A.H.M. Klep**	Prof.dr. B.M. van Knippenberg Prof.dr. H. van der Flier	VU VU
Title: <i>A Social Identity Model of Group Emotion</i>		
S.J. Ko**	Prof.dr. D.A. Stapel Prof.dr. K.I. van Oudenhoven-van der Zee Prof.dr. C.M. Judd	RuG RuG Univ. of Colorado
Title: <i>Making sense of hot cognition: Stereotyping</i>		
L. Koning**	Prof.dr. E. van Dijk Dr. I. van Beest Dr. W. Steinel	UL UL UL
Title: <i>Power and deception in bargaining: an interdependence analysis</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>		
E. de Kwaadsteniet	Prof.dr. E. van Dijk Dr. A.P. Wit Dr. D. de Cremer	UL UL UM
Title: <i>Environmental uncertainty in social dilemmas</i>		
D. Lakens**	Prof.dr. G.R. Semin Dr. F. Foroni	VU VU
Title: <i>Synchronization; grounding the processing of facial expressions</i>		
J. Lammers	Prof.dr. D.A. Stapel Dr. E.H. Gordijn	RuG RuG
Title: <i>Meta-stereotyping and power</i>		
M. Leliveld	Prof. dr. E. van Dijk Dr. I. van Beest	UL UL
Title: <i>Misleiding en interdependentie: Eigenbelang en distributieve rechtvaardigheid bij onderhandelen</i>		

Name	Supervisors	Institute
J.N. de Liver	Prof.dr. J. van der Pligt Prof.dr. D. Wigboldus	UvA RU
Title: <i>Attitude structure, affect and ambivalence of preferences</i>		
A.M. Lokhorst**	Prof.dr. E. van Dijk Prof.dr. G.R. de Snoo Dr. H. Staats	UL WUR / CML UL
Title: <i>Feedback, social support and public commitment to improve environmental quality of farm lands</i>		
A. Loseman	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
Title: <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. Maringer	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	RuG RuG RuG
Title: <i>Making sense of hot cognition: The role of description in affective processing</i>		
K. Massar	Prof.dr. A.P. Buunk	RuG
Title: <i>Evaluation of rivals in jealousy evoking situations</i>		
I. McNeill**	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Dr. M.J.J. Handgraaf	UvA UvA UvA
Title: <i>Constructive delay and decision avoidance in a temporal context</i>		

Name	Supervisors	Institute
L. de Meijer	Prof.dr. H.T. van der Molen	EUR
	Dr. M.Ph. Born	EUR
<i>Title: Ethnicity effects in police officer selection: Applicant, assessor, and selection-method factors related to ethnic score differences</i>		
S. Mol	Prof.dr. H.T. van der Molen	EUR
	Dr. M.Ph. Born	EUR
<i>Title: Intercultural job performance criteria: unraveling key issues in criterion development</i>		
E. ter Mors	Prof.dr. N. Ellemers	UL
	Dr. W.H. Weenig	UL
R.M.A. Nelissen*	Prof.dr. N. de Vries	UM
	Dr. A.J. Dijker	UM
<i>Title: 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
<i>Title: 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
<i>Title: Helping others in need</i>		
M. Noordewier**	Prof.dr. K.I. van Oudenhoven-van der Zee	RuG
	Prof.dr. D.A. Stapel	RuG
<i>Title: Kijken wordt beleven: Belevingswaarde van attracties in Dierenpark Emmen</i>		
L.F. Nordgren	Prof.dr. J. van der Pligt	UvA
<i>Title: Transparency in the food system as a determinant of sustainability and health in food choice</i>		

Name	Supervisors	Institute
H. Oldenhuis	Prof.dr. D.A. Stapel	RuG
	Dr. E.H. Gordijn	RuG
	Dr. S. Otten	RuG
<i>Title: Meta-stereotype activation versus other-stereotype activation</i>		
A. Oosterhof	Prof.dr. E. van de Vliert	RuG
	Prof.dr. K. Sanders	RuG
	Dr. G.S. van der Vegt	RuG
<i>Title: Chemistry in work groups</i>		
I.E. de Pater*	Prof.dr. A.H. Fischer	UvA
	Prof.dr. C.K.W. de Dreu	UvA
	Dr. A.E.M. van Vianen	UvA
<i>Title: Task and role allocation in teams: The influence of gender and gender identity</i>		
S.F. Pennekamp	Prof.dr. J. van der Pligt	UvA
	Prof.dr. A.H. Fischer	UvA
	Dr. E.J. Doosje	UvA
	Dr. M. Berndsen	UvA
<i>Title: Collective emotions in immoral intergroup contexts</i>		
S. Peters*	Prof.dr. K. van den Bos	UU
	Dr. J.F. Ybema	TNO
<i>Title: Justice and social comparison</i>		
S. Pietersma**	Prof.dr. A.P. Buunk	RuG
	Dr. A. Dijkstra	RuG
<i>Title: Dimensions of physical and social negative consequences of Health Risk Behaviors and their moderators in inducing self-threat</i>		
M.M.H. Pollmann	Prof.dr. G.R. Semin	VU
	Dr. C. Finkenauer	VU
	Dr. W.W. van Dijk	VU
<i>Title: I know how you feel: a two step process model of predicting others' affective reactions</i>		

Name	Supervisors	Institute
M. Poortvliet	Prof.dr. N.W. van Yperen	RuG
	Dr. O. Janssen	RuG
	Prof.dr. E. van de Vliert	RuG
	Prof.dr. F. Stokman	RuG
Title: <i>Doeloriëntaties in taakgerelateerde uitwisseling tussen collega's</i>		
R. Putman****	Prof.dr. P.G. Klandermans	VU
	Prof.dr. K. van den Bos	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
Title: <i>De oorzaken en gevolgen van inactie inertie</i>		
C.P. Reinders Folmer	Prof.dr. P.A.M. van Lange	VU
Title: <i>Looking beyond reciprocity</i>		
P.M. Reitsma	Prof.dr. G.R. Semin	VU
	Dr. E.A.C. van Leeuwen	VU
Title: <i>The cognitive, motivational, and behavioral impact of linguistic variations in communication</i>		
L.J. Renkema**	Prof.dr. N.W. van Yperen	RuG
Title: <i>Performance and interests: Determinants or consequences of achievement goals?</i>		
E.F. Rietzschel*	Prof.dr. W. Stroebe	UU
	Dr. B.A. Nijstad	UvA
	Prof.dr. C.K.W. de Dreu	UvA
Title: <i>Creative group decision making</i>		
F.A. Rink*	Prof.dr. N. Ellemers	UL
Title: <i>Commitment and collaborative effort in work teams</i>		
J. Rupert**	Prof.dr. K.A. Jehn	UL
Title: <i>Group composition and diversity: a multimethod examination of alignment, conflict and performance</i>		

Name	Supervisors	Institute
J. van der Schalk**	Prof.dr. A.H. Fischer Prof.dr. D. Wigboldus	UvA RU
Title: <i>Emotional contagion in intergroup contexts</i>		
S. Schalk-Soekar	Prof.dr. F.J.R. van de Vijver Prof.dr. Y.H. Poortinga	UvT UvT
Title: <i>Multiculturalism in the Netherlands</i>		
S. Schinkel	Prof.dr. N.R. Anderson Dr. D. van Dierendonck	UvA 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 Dr. D.L. van Knippenberg Dr. B.A. Nijstad	UvA EUR UvA
Title: <i>Dissemination of information in group decision making</i>		
G. Schuitema	Prof.dr. J.A. Rothengatter Prof.dr. C.A.J. Vlek Dr. L. Steg	RuG RuG 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 Dr. T.C. de Gilder	UL VU
Title: <i>Work commitment: the importance of respect</i>		
T. Ståhl	Prof.dr. N. Ellemers Dr. R. Vermunt Prof.dr. K. Tornblom	UL UL Univ. of Skövde
Title: <i>Reactions to fair and unfair procedures</i>		

Name	Supervisors	Institute
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>		
J. van Stekelenburg	Prof.dr. P.G. Klandermans	VU
Title: <i>Effects of union communication</i>		
J. Stouten*	Dr. D. de Cremer	UM
	Prof.dr. E. van Dijk	UL
Title: <i>The effect of intragroup relationships on decision-making in social dilemmas</i>		
K. Stroebe	Prof.dr. N. Ellemers	UL
	Dr. M. Barreto	UL
Title: <i>Information processing and the recognition of implicit prejudice</i>		
J.A.L. Tanghe	Prof.dr. H. van der Flier	VU
	Prof.dr. B.M. van Knippenberg	VU
Title: <i>A social identity model of group emotion</i>		
P. Tenbült	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
Title: <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>		

Name	Supervisors	Institute
M. Tumewu	Prof.dr. K. van den Bos Prof.dr. W. Stroebe Dr. E. Kluwer	UU UU UU
<i>Title: Coping with relationship dissolution: Procedural and distributive justice in divorce mediation</i>		
N.R. van Ulzen	Prof.dr. G.R. Semin	VU
<i>Title: Infusing affect and social context into the action-perception interface</i>		
S.W. van der Velde	Prof.dr. D.A. Stapel	RuG
<i>Title: Constraints of emotion contagion</i>		
F.S. ten Velden	Prof.dr. C.K.W. de Dreu Dr. B. Beersma	UvA UvA
<i>Title: Negotiating a group decision: the Role of Social and Epistemic Motivation</i>		
M. Veltkamp	Prof.dr. H. Aarts Prof.dr. K. van den Bos	UU UU
<i>Title: Having a goal in mind? Automaticity in goal-directed behavior</i>		
E. de Vet*	Prof.dr. N. de Vries Prof.dr. J. Brug Dr. J. de Nooier	UM Erasmus MC UM
<i>Title: The validity of states of change</i>		
M.L.W. Vliek	Prof.dr. R. Spears Prof.dr. D. Wigboldus	UvA RU
<i>Title: Social comparison on interpersonal, intragroup and intergroup level</i>		
M.W. Vos	Prof.dr. K.I. van Oudenhoven-van der Zee Prof.dr. A.P. Buunk Prof.dr. R.P.M. Witteck	RuG RuG RuG
<i>Title: Patterns of social identity and solidarity among diverse work groups</i>		

Name	Supervisors	Institute
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.P.J. 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.H. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Making sense of hot cognition: Attention</i>		
D.V. Wiersema**	Prof.dr. J. van der Pligt	UvA
	Dr. F. van Harreveld	UvA
	Dr. M. Rotteveel	UvA
Title: <i>Het handhaven van attitudes en verzet tegen verandering: Informatieverwerking als functie van de congruentie van informatie</i>		
R. Wijn**	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>Reflective and impulsive determinants of normative behavior</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
Title: <i>On reasoning and having hunches about right and wrong</i>		
N.Y. van der Wulp	Prof.dr. G.R. Semin	VU
Title: <i>The regulation of automatic vigilance processes</i>		

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

* Finished his/her PhD in 2005; **started his/her PhD in 2005; ***started job somewhere else in 2005 but will finish PhD later; ****PhD position ended in 2005 but will finish PhD later; *****stopped her/his PhD in 2005

59% are funded by NWO (Netherlands Organization for Scientific Research); 30% are funded by the universities; 11% 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 2005

In 2005 13 PhD projects were completed:

Bakker, W. (2005). *Emigration and well-being: The role of personality and cultural identity in acculturation*. University of Groningen. Supervisors: prof.dr. K.I. van Oudenhoven-van der Zee and prof.dr. J.P.L.M. van Oudenhoven.

Emigration is a challenging and fundamentally psychological endeavor. The psychology of migration has predominantly been studied in the domain of acculturation research. Much of this research has focused on the description of acculturation strategies. The present research went beyond this tradition by including the role of a dual cultural background as well as personality characteristics in the acculturation process. Moreover, this research included different measures of acculturation.

The cultural identity of Dutch emigrants was examined by focusing on their preferences for acculturation strategies and by exploring their self-rated identities. First, emigrants' acculturation preferences were examined in two experimental survey studies employing a scenario method. In line with the expectation, emigrants consistently expressed a strong preference for the integration strategy: They reacted more positively towards scenarios portraying a target who interacted strongly with host nationals and who valued maintenance of the native culture as opposed to scenarios portraying a target who has little contact with host nationals and who rejects the native culture. Contrary to the expectation, the first scenario study, in which cultural maintenance was presented as either referring to maintenance of the Dutch

culture or to maintenance of the Frisian culture, revealed that the preference for integration did not depend on this distinction in native cultural background.

Second, the self-rated multiple identities of emigrants with a dual cultural background (Frisian emigrants) were examined. Their identity patterns were compared to the identity patterns of emigrants originating from a single cultural background (non-regional emigrants). These findings were contrasted with identity patterns found among *non-emigrants* of dual and single cultural backgrounds. Among the latter (non-emigrant) sample, it was found that Frisians not only expressed stronger identification with the Frisian than with the Dutch culture, they also identified more strongly with the Frisian culture than non-regionals did with the Dutch culture. Moreover, Frisians identified less strongly with the Dutch culture than non-regionals did. The results concerning the Frisian emigrants showed that the overall strength of their identification with the host culture was as high as their identification with the Frisian culture, but their identification with the Dutch culture was significantly lower. In addition, Frisian and Dutch identities were positively related. Both Frisian and Dutch identification were negatively related to identification with the host culture. When comparing the Frisian emigrants with their non-regional counterparts, it was found that Frisian emigrants identified less strongly with the Dutch culture than their non-regional counterparts. Frisian emigrants identified as strongly with the *Frisian* culture as non-regional emigrants did with the *Dutch* culture. Unexpectedly, there was no significant difference in identification with the host culture between the two emigrant groups. The results further revealed that Dutch identity among non-regional emigrants was more strongly negatively related to host identity than Frisian identity among Frisian emigrants.

In addition to the interplay between cultural background and cultural identity, the relationship between patterns of identification and psychological well-being was examined. The expectation was that simultaneous identification with the host and the heritage culture would be most positively associated with well-being. However, the results revealed that identification with the host culture emerged as the single significant predictor of well-being, in particular of how satisfied emigrants said they were with their lives. Identification with the heritage culture, Frisian or Dutch, did not contribute to well-being, nor did the combination of heritage and host identification. Cultural identification also affected well-being in the national context. Here, identification with the Frisian or Dutch culture predicted well-being among Frisians and non-regionals, respectively. Interestingly, the data further revealed that identification with the *Dutch* culture was also a positive predictor of life satisfaction among Frisians in a national context.

Next to issues of cultural identity, the present thesis focused on the role of personality characteristics in the acculturation process. First, the influence of the intercultural traits of Cultural Empathy, Open-mindedness, and Flexibility on emigrants' reactions towards acculturation strategies was studied. In two samples, it was found that Flexibility was related to emigrants' reactions towards the acculturation strategies. The findings showed that individuals high in Flexibility were strongly oriented towards participation in the new cultural environment and disliked strengthening of psychological ties to the culture of origin. This outcome refines the general finding that integration is the most preferred strategy. There were no significant effects for Cultural Empathy and Open-mindedness. Second, two studies focused on the relationship between adult attachment styles and psychological and sociocultural adjustment. In line with the expectations, the studies revealed that Ambivalent attachment was negatively associated with psychological adjustment, while Secure attachment was positively related to psychological adjustment. Both studies revealed fairly similar patterns of relationships with respect to sociocultural adjustment. Secure attachment was positively related to indices of contact with members of the host and native culture, while Dismissive attachment was negatively related to these indices. Ambivalent attachment was consistently negatively related to contact with host nationals. The findings supported the unique importance of attachment in the prediction of sociocultural adjustment above and beyond the Big Five and intercultural traits. In addition, the findings indicated that the relationship between personality traits and attachment on the one hand and intercultural adjustment on the other became stronger as the perceived cultural distance between host and native culture increased. This finding underlines the idea that certain personality characteristics seem to form an inner resource which becomes more important as cultural distance increases.

Dinsbach, A.A. (2005). *Socialization in the workplace: A focus on migrant groups*. Vrije Universiteit Amsterdam. Supervisors: prof.dr. H. van der Flier and dr. J.A. Feij.

The dissertation is based on field research examining how workers, native Dutch and minorities, experience their socialization in the workplace. The research yields a number of interesting outcomes that enhance our understanding of socialization in ethnically diverse organizations. Contrary to our expectations, minorities evaluated their socialization experiences on average as more positive than native Dutch. This could mean that the position of minorities is not disadvantageous by definition or does not always negatively

impact work experiences. It would be interesting to record minorities' expectations when they enter the workplace, in order to learn about their views. The future working experiences of minorities could then be interpreted from their own perspective.

The level of minorities' scores on the socialization domains (role clarity, task mastery, organizational knowledge and social integration) indicated positive evaluations. However, minorities experienced less friendship-related communication at work than native Dutch. Providing more opportunities for friendship and informal contact, such as team building and other social outings, can stimulate integration into the organization. In line with prior socialization theory, we found that successful socialization goes with higher levels of job satisfaction and organizational identification. Taking our study results together, we conclude that in particular organizational knowledge and friendship-related communication are related to minority workers' job attitudes. These findings reaffirm the relevance of these domains in the socialization of minorities in the workplace. Acculturating minorities into the organization might be difficult to achieve. Whereas information about the internal structure and the history of an organization can easily be provided, unwritten rules about how things are done might be more difficult to communicate. At the very least, organizations should be careful considering their culture as "normal" and as a result assume that everybody will easily understand how things work. Minorities might need extra information or help with getting familiar with an organizational culture. Although quite logical, we found that workers who do not feel supported at work have less effective socialization experiences. In addition, support appears to be relatively more effective in fostering socialization of minorities compared to native Dutch. It must be valuable for managers to know the sources on which minorities tend to rely for their information.

Of particular significance is the finding that the perception of unequal treatment of minorities has detrimental consequences. Workers who expressed the feeling that the organization treated minorities less favorably than native Dutch were less positive about their socialization and showed less positive job attitudes. While relatively few variables were related to turnover intentions, perceiving unequal treatment was significantly associated with higher intentions to leave the organization. Notably, also native Dutch employees can suffer from perceiving unequal treatment of their minority colleagues. At all times, managers should combat practices of unequal treatment in their organizations and must be aware that workers' perceptions can be powerful.

The results suggest that ethnic identity does not play an influential role during minorities' socialization or job attitudes. It could be that minorities alter their

behavior to fit into the particular social context of their work, as suggested by the alternation model (LaFromboise et al., 1993). From this perspective ethnic identity does not influence experiences in the Dutch workplace, since minorities can have a sense of belonging in two cultures without compromising their identity. We advise future researchers to concentrate more on bicultural identity. It would be useful to determine the benefits of migrants' ability to shift and take advantage of their knowledge of two cultures. Support was found for the idea that being orientated towards the Netherlands and, to a lesser extent, feeling Dutch can have favorable consequences for migrants at work. Results suggest that having a positive attitude towards the host country has some benefits for their socialization on the job. Whether migrants feel or do not feel Dutch appeared of less importance, which is in line with our previous assertion that identity does not play a major role during socialization.

Language difficulties were found to be important in the socialization process of minorities. Language proficiency is the key to successful adjustment at work. Socialization is mainly a learning process, during which effective communication is indispensable. So, it does not need further explanation to point to the relevance of dealing with language problems of minority workers. Organizations will benefit from creating a sufficient level of the Dutch language among their minority workers, because communication processes between all members will ultimately get better. Since language training often tends to be too general and not improve technical work-related communication in the workplace, we advise organizations to link language acquisition directly to everyday work situations.

Evers, C.A.J.M. (2005). *Sex Differences in Anger Expressions: The Shaping Role of Social Appraisals*. University of Amsterdam. Supervisors: prof.dr. A.H. Fischer, prof.dr. A.S.R. Manstead and dr. P.M. Rodriguez Mosquera.

It is a prevailing belief in our society that anger is a "male" emotion. However, empirical evidence does not support this assumption. Men and women equally often experience anger, and also the notion that men express anger more often than women has not consistently been found. In the present dissertation it was assumed that sex differences in anger are evoked by differences in social contexts. Different social contexts evoke different social appraisals in men and women, and as consequence they express their anger differently. Social appraisals were defined as the expected social implications of one's own anger expression. For example, 'If I express my anger the other will not behave like

this in future' (positive social appraisal) or 'If I express my anger, the other will not like me anymore' (negative social appraisal).

Six studies were performed to investigate the assumption that social appraisals mediate between sex and anger expression. A first autobiographical study showed that men and women report different social appraisals when expressing or suppressing anger. In three additional scenario studies social context was manipulated (intimacy, social support, and status). They showed collectively that social contexts evoked different social appraisals and anger expressions in men and women, moreover, that the negative social appraisals explained a substantial portion of the observed sex differences in anger expressions. In the remaining studies anger was evoked in social interactive settings. In Study 5 women expressed anger to a lesser degree than men did due to their expectation that anger expression had negative social implications. In Study 6 also physiological correlates of anger were taken into account. Negative social appraisals were associated with increased sympathetic activation, but were not related to sex differences in anger expressions.

In sum, the six studies demonstrated that (a) negative social appraisals provide an explanation of why men and women regulate their anger behavior differently, at least under certain circumstances; (b) negative social appraisal is associated with physiological responding; and (c) social appraisal explains a significant portion of variance in anger expressions over and above the traditional appraisal dimensions.

Frijns, T. (2005). *Keeping secrets: quantity, quality and consequences*. Vrije Universiteit Amsterdam. Supervisors: prof.dr. P.A.M. van Lange and dr. C. Finkenauer.

Keeping Secrets deals with the consequences of an elusive yet everyday phenomenon. It addresses both the quantity and quality of secret-keeping. With respect to quantity, it presents research on the intra- and interpersonal consequences of keeping secrets from parents in adolescence. This research includes a longitudinal study that examines the consequences of keeping secrets from parents for adolescents' psychosocial well-being and adjustment and two studies that explore the links between adolescents' concealment from parents, parental perceptions of their child's concealment, and parental behavior towards their child. With respect to quality, it presents research that investigates and compares two types of secrets: Secrets that are kept all to oneself and secrets that are shared with at least one confidant. This research includes two studies that compare the contents of these two types of secrets, a

study that examines their links with well-being and adjustment, and a study that examines the longitudinal associations of keeping a secret with well-being and adjustment, and that investigates whether confiding a secret leads to increased psychosocial well-being and adjustment. The research presented in this dissertation shows that keeping secrets from parents and keeping secrets all to themselves may have important ramifications for adolescents' sense of worth, their emotions, their behavior, and their relationships with their parents. It also suggests that, contrary to popular belief, not all secrets are harmful. In fact, individuals may benefit from having shared secrets.

Pater, I. de (2005). *Doing things right or doing the right thing. A new perspective on the gender gap in career success*. University of Amsterdam. Supervisors: prof.dr. A.H. Fischer, prof.dr. C.K.W. de Dreu and dr. A.E.M. van Vianen.

Summary: One of the more consistent findings in career research is that women experience less progress in their careers than men. Because challenging job experiences are considered of paramount importance for career attainment, it is important to gain insight into individual differences in challenging experiences as determinant of differences in career advancement. Recently, it has been suggested that female employees have fewer challenging assignments and may, therefore, have less opportunity for career advancement than male employees have. The central theme of the present dissertation is the way in which men and women direct their own career opportunities by choosing to engage in specific activities in their pre-occupational and occupational years. The seven studies included in this dissertation consistently showed that although men and women have similar preferences for performing challenging tasks, in achievement contexts, women choose to perform fewer challenging tasks than men.

It was further shown that women, more than men, indicated that their task choice was guided by the motive to avoid failure, whereas men, more than women, indicated that their task choice was guided by the motive to show their potential. This finding seems to suggest that women try to do things right, and as a consequence choose to perform non-challenging tasks, while men try to do the right thing, and choose to perform challenging tasks. Field studies corroborated these findings, and showed that female interns and female employees working at middle job levels had fewer challenging experiences in their jobs than their male counterparts had. Finally, empirical support was found for the relationship between having challenging job experiences and opportunities for career attainments.

Peters, S.L. (2005). *The social psychology of being better off than others*. Utrecht University. Supervisor: prof.dr. K. van den Bos.

The current thesis seeks to provide greater insight into the social psychology of people that are better off than others, meaning that they are in a more beneficial, advantageous, or satisfactory situation or position for them, have more money or, more generally, have received better outcomes. More specifically, it focuses on how people deal with being better off by studying people's reactions toward situations of overpayment. For this purpose it uses equity theory, which theoretical framework is part of the larger domain of distributive justice research and stands as the basis for most of the research on justice behavior in social psychology.

This dissertation suggests that being overpaid is probably the most intriguing outcome distribution studied in equity theory, because it creates a mixed-motive situation. When people are confronted with overpayment there is a conflict between what they want and what they believe to be right. On the one hand, overpaid people may feel the egoism-based pleasure of receiving a relatively good outcome. On the other hand, overpaid people may feel the fairness-based feeling of being unjustly advantaged. These motives may be in conflict with each other, but both of them influence people's reactions to being overpaid.

On the basis of twelve studies, this dissertation presents a working model of people's reactions to being overpaid that represents a two-phase model. In this model it is argued that, when being overpaid, people's first reaction is one that is egoism-based. It is suggested that this egoism-based, gut reaction happens in a more or less automatic manner. Furthermore, it is argued that it is only after this first automatic reaction of pleasure that people consider the fairness of the situation. It is proposed that this latter fairness-based reaction is not as automatic and fast as the first egoism-based reaction. People need just a little bit of time (e.g., several seconds) to discover, understand, and respond to the unfairness of a situation in which they are better off than others.

Renes, R.J. (2005). *Sustained volunteerism: justification, motivation and management*. Vrije Universiteit Amsterdam. Supervisor: prof.dr. P.G. Klandermans.

In a society such as ours, where the tendency exists to always weigh costs against benefits ("what's in it for me?"), unselfish volunteerism seems difficult to understand. An unselfish act such as sustained volunteerism lacks clear-cut,

visible extrinsic rewards or benefits. The present thesis tries to capture the rationality behind what could be considered irrational behavior. The results of six field studies showed at least four things about sustained volunteerism. First, people who identify themselves as real-volunteers, or who feel affectively committed to volunteerism, report higher levels of intrinsic motivation than people who identify themselves less as volunteers or who feel less affectively committed. Second, experiences of relatedness and feelings of meaningfulness are consistently related to the intrinsic motivation of volunteers as well as to their satisfaction and commitment. Third, when volunteers feel they are noticed, trusted, and treated respectfully by their manager, they not only assess their volunteer activities more positively, but are also more satisfied with, and committed to, the activities. Finally, volunteers with relatively low self-esteem tend to perceive volunteer managers who are committed to their work and feel they have the skills and possibilities to make a difference as more transformational or inspirational than volunteers with relatively high self-esteem do.

Rietzschel, E.F. (2005). *From quantity to quality: Cognitive, motivational and social aspects of creative idea generation and selection*. Utrecht University. Supervisors: prof.dr. W. Stroebe, prof.dr. C.K.W. de Dreu and dr. B.A. Nijstad.

Summary: "Brainstorming is a well-known and highly popular method for generating creative ideas. The main principles behind brainstorming are the belief that quantity breeds quality, and the deferment of judgment. Adherence to the brainstorming rules, which are derived from these principles, should increase the number of ideas that are generated in a brainstorming session, and should therefore increase the number of available high-quality ideas, and the chance that a good idea gets selected for further development.

Brainstorming research has focused on productivity (i.e., the number of generated ideas), with special attention for the robust finding that interactive brainstorming groups generate fewer ideas than the same number of people working separately whose unique ideas are pooled (nominal brainstorming groups). As a consequence, little is known about the degree to which creative idea generation in a brainstorming session actually leads to the selection of creative ideas, and the question remains whether "more is better" when idea generation is studied in the context of subsequent idea selection. The studies conducted in the course of this project addressed this issue. We compared interactive and nominal groups on idea generation and selection, to test the hypothesis that the higher productivity of nominal groups would lead to their

selecting better ideas. Surprisingly, we found no difference between interactive and nominal groups' selection. Furthermore, the quality of the selected ideas was not significantly different from the average quality of the generated ideas; in other words, selection effectiveness was not higher than chance level.

In three further studies, we looked into the relationship between quantity and quality, and the effects of deep exploration of domain knowledge on idea generation and selection. Specifically, we used a priming manipulation (participants were asked to engage in elaborate thinking about a particular subcategory of the later brainstorming topic) to induce deeper exploration of domain knowledge through enhanced accessibility. We found that this led to the generation of more original ideas, both in individual brainstorming sessions and in dyadic brainstorming sessions. However, this did not lead to the selection of more creative ideas.

Finally, we also addressed the issue of selection effectiveness, and factors that influence selection performance. Participants in three studies were provided with specific selection procedures and selection criteria. Changing the procedure though which participants made their selection did not affect selection effectiveness. Furthermore, instructions to select ideas that were both original and feasible had no effect on selection performance. However, when participants were instructed to select original ideas, their selection performance improved significantly."

Rink, F. (2005). *Diversity and small group decision making. Towards a social identity framework for studying the effects of task-related differences in dyads and groups*. Leiden University. Supervisor: prof.dr. N. Ellemers.

Diversity has become a topic of interest in social psychological research as well as in applied contexts due to the growing number of work situations in which diverse (e.g. ethnically diverse or multi-functional) teams are responsible for achieving collective goals. When working together with other people as a team, people can differ from each other in many ways. Central to this thesis are differences that are directly related to the task that people have to perform together (Pelled, Eisenhardt & Xin, 1999; Bunderson, 2003). Team members can possess different knowledge and skills, prefer to use different decision making strategies, or personally aim for different work or career goals. I have focused on the impact of these three task-related differences - which are referred to as informational diversity, work style diversity and work goal diversity - on both group and dyadic decision making.

While the social identity/self-categorization perspective (Tajfel, 1972; Tajfel & Turner, 1986) is generally used to explain the *negative* consequences of diversity in groups (e.g. Harrison, Price, Gavin & Florey, 2002), I posited the theoretical argument that social identity processes can also lead group members to evaluate their differences in a *positive* way. The central aim of this thesis was to show that group members can form a common identity based on the very fact that they agree and expect to differ from each other. As a result they come to consider their differences as a feature they share which is prototypical for their group. In seven experimental studies I sought to demonstrate that this would most likely happen when these differences were expected to occur prior to collaboration, or when group or dyad members differ from each other in multiple ways during collaboration (as this enables them to clearly perceive their mutual differences), rather than when they only differed partially from each other and still remain similar to a certain extent.

Sleebos, E. (2005). *Consequences of perceived intra-group respect. The effects of differential intra-group respect on behavior and cognition*. Leiden University. Supervisors: prof. dr. N. Ellemers and dr. D. de Gilder.

Summary: Respect is an important issue in social life. Respect communicates the message that one is positively evaluated and accepted by others. This message is conveyed by social interactions and evaluative judgments. In teams, respect has a major impact on individuals' thoughts and actions. Several studies have shown that subjective perceptions of respect from other team members affected individuals' levels of self-esteem, belongingness, performance intentions, and identification. This research mainly demonstrated that the effects of respect are caused by a respect-induced concern for the collective (i.e. collective motive). In addition to this collective motive, this dissertation also addresses consequences of respect activated by a respect-induced concern for the self (i.e. personal motive).

The first four experiments build on previous work to show that respect increased individuals' actual effort on behalf of their team because respect enhanced their engagement with the team (collective motive). However, in addition these studies also reveal that *disrespect* can motivate individuals to increase their team directed effort. We established that this was the case because disrespect induced a concern for the self (i.e. personal motive). More specifically, in contrast to respected individuals who exerted effort on behalf of their team because they felt attached to it, disrespected individuals increased their team contributive efforts because they thought that increased exertion on

behalf of it would make it easier for them to show their individual worth and transfer to another team.

Experiments five and six additionally demonstrate that both collective and personal motives are not only expressed in overt behavior (i.e. effort on behalf of the team) but also emerge in the cognitive accessibility of relational concerns associated with fairness and justice. In contrast to individuals who felt respected, disrespected individuals showed less cognitive accessibility of justice and fairness concerns. This low accessibility of such relational concerns is indicative for a decreased interest in fellow team members. Thus, whereas respected individuals demonstrated more concern for the team, this was less so for disrespected individuals despite the fact that they show similar behavior. Finally, in four samples of professional soldiers under Stabilization Force (SFOR) command in The Netherlands and Bosnia Herzegovina, we established that besides the *disrespect*-induced 'personal motive' to act on behalf of the team, another, *respect*-induced 'personal motive' exists. In addition to showing efforts on behalf of the team caused by respect-induced team identification (i.e. collective motive), this personal motive energized individuals to support their team because of higher levels of performance self-esteem. In sum, the research presented in the dissertation demonstrates the impact of perceptions of respect on individuals' behavior and cognitions, and shows that respect impacts upon collective as well as personal motives to perform in a team.

Steenland, E. (2005). *Stereotype Change: Effects of disconfirming information*. University of Amsterdam. Supervisors: prof.dr. R.W. Meertens and dr. W. Koomen.

So far, experimental attempts to achieve stereotype change through disconfirming information gave mixed results. Some research suggested that a few extremely disconfirming group members are particularly influential, while other research indicated that several group members who behave somewhat incongruently are more effective. In this thesis, we demonstrated that the most effective strategy for positively changing the stereotype of an extremely negative group is through the presentation of a few extremely disconfirming group members.

The results of our longitudinal study, however, demonstrated that changes may be transitory.

In addition, we used a comparative setting and demonstrated that changing one stereotype may affect another with the net result that differences between the

stereotypes of two groups are kept intact. We called this result the *relativity phenomenon*.

In this thesis, we also recognised that to ensure generalisation of disconfirming information, a strong exemplar–group relation is needed. We demonstrated that disconfirming information may lead to stereotype change if the association between those who behave incongruently and their group is strengthened by superimposing their group label or by accentuating group membership.

The results in this thesis illustrate both possibilities and limitations of disconfirming information to instigate change. Possibilities demand strongly disconfirming behaviours displayed by a few otherwise strongly linked group members. Limitations are mainly encountered when stereotypes are placed in a comparative setting and when stereotype change is considered in the long run.

Stouten, J. (2005). *Virtue Summons the Fury: Coordination Rules and Fairness in Social Dilemmas*. Tilburg University. Supervisors: prof.dr. M. Zeelenberg, prof.dr. E. van Dijk and dr. D. de Cremer.

Situations in which personal and collective interests are at odds create possibilities to pursue self-interest and free-ride on the group's expenses. However, when all pursue self-interest everyone may be worse off. Classic economic theories have assumed that people in such social dilemma situations solely focus on their own self-interest (see e.g., Carpenter, 2003; Colman, 1982; Luce & Raiffa, 1957). On the other hand, psychological research has shown that not only self-interest can motivate people in these mixed-motive situations, but also justice and fairness motives (see e.g., Kahneman et al., 1986; Marwell & Ames, 1979; Mitchell, et al., 1993; Van Lange, 1999). The present dissertation demonstrated that in social dilemmas fairness and justice do matter as they affected people's emotions and decisions. More particular, it was shown that in social dilemma situations coordination rules, such as equality can also be seen as fairness rules and do not only represent decision rules that are easy to use. When a group member violates the equality rule, people get upset, and react negatively. In addition, people want to know why such a violation happened (Bies, 1987), and information regarding the cause of the violation shapes emotional reactions. Furthermore, these emotional reactions evoke retributive reactions, such as the urge to avenge on the perpetrator. Finally, it was demonstrated that if one does not feel accepted by the group to which the justice rule applies, emotional and retributive reactions to differences in interest in the public good may be triggered.

Vet, E. de (2005). *Testing the Transtheoretical model: Validity and applicability for fruit intake*. Maastricht University. Supervisors: prof.dr.ir. J. Brug, prof.dr. N.K. de Vries and dr. J. de Nooijer.

The Transtheoretical model (TTM) by Prochaska and DiClemente describes behavior change as a dynamic process, which involves progress through a sequence of five discrete, qualitatively distinct stages of change. The stages start from precontemplation (characterized by a lack of motivation), through contemplation, preparation, and action to maintenance (in which a healthy behavior is adopted and maintained for over six months). People in these different stages are assumed to differ on important and relevant factors. To produce progress through the stages, interventions should be matched to these relevant stage-specific factors, so-called stage-matched interventions. The TTM has been subject to criticism. Despite this ongoing debate in scientific literature, the TTM is still widely applied by clinicians and practitioners in various fields of health behavior change, e.g. health promotion and psychotherapy. This is probably because the TTM has high face validity and seems relatively easy to apply, while critical theory-tests are largely lacking. In the dissertation, the validity and applicability of the TTM is systematically tested for fruit intake. A longitudinal observational study was conducted with six measurements using varying time intervals to study the assumption that different factors are of importance at each stage of change, i.e. that the predictors of stage transitions vary stage by stage. A randomised trial was conducted to test whether web-based individualized stage-matched feedback (matched to an individual's stage) was more effective in producing behavior change than stage-mismatched feedback (matched to another irrelevant stage). The results showed that predictors of stage transitions were not stage-specific. Indications were found that the Transtheoretical pre-action stages reflect a disputable categorization of an underlying continuous variable (i.e. pseudostages) instead of discrete, qualitatively different stages. In addition, no evidence was found that matching interventions to stages of change is important, because individualized stage-matched and stage-mismatched interventions produced similar results. It is concluded that the Transtheoretical model does not meet the requirements of a valid and applicable stage model of behavior change.

Zaalberg, R. (2005). *The expression of emotion in social situations. The mediating roles of display rules and social motives*. University of Amsterdam. Supervisors: prof.dr. A.S.R. Manstead and prof.dr. A.H. Fischer.

In this dissertation the following issue was addressed: how can we best account for the expression or non-expression of emotion in the human face? Instead of contrasting Ekman and Friesen's neuro-cultural theory (Ekman, 1972) with Fridlund's behavioral ecology view (Fridlund, 1994), key concepts from both theories were integrated within one theoretical model. Display rules and social motives were presented as distinct, but closely related constructs mediating the impact of social context on facial behaviour. Facial behaviour was observed with help of FACS (Ekman & Friesen, 1978) using interactive situations such as telling jokes, playing games, and providing feedback. In a joke-telling situation listeners' Duchenne smiles were mediated by the motivation to share positive affect with the joke-teller. Signalling this motive to others should not exclusively be related to Duchenne smiling only. Participants telling a confederate that she had passed a mathematics test non-Duchenne smiled resulting from their motivation to share positive affect. In a game-playing situation winners reduced their Duchenne smiling because they were motivated to hide their happiness reflecting concern for their opponents feelings. In contrast, losers were motivated to mask grouchy feelings by using a non-Duchenne (masking) smile. Moreover, players who were beaten by a stranger found it appropriate to mask negative feelings by reducing their Duchenne smiling. These results suggested that in order to prevent misinterpretation of facial behaviour, close examination of the underlying mechanisms is of extreme importance in future research.

Zebel, S. (2005). *Negative Associations: The Role of Identification in Group-Based Guilt*. University of Amsterdam. Supervisors: prof.dr. R. Spears and dr. B. Doosje.

Conflict and hostility between groups have been present in human society since the dawn of days, and continue in the present (e.g., the Israel-Palestinian conflict, America's war against terrorism, African wars in Sudan and Rwanda). These phenomena are in part driven by the human tendency to view the characteristics and acts of the in-group in a positive light. However, relatively little attention has been devoted in social psychology to strategies that may alter such in-group-serving tendencies as a means of reducing intergroup conflict.

In this dissertation the focus is on an emotion that is experienced when people come to acknowledge how their group has illegitimately harmed another group: Group-based guilt. Of central interest is people's subjective identification with their group as a critical antecedent of group-based guilt. In addition, the impact of this emotion on opinions towards the reparation of the wrong-doing is also investigated.

Our main argument is that those who feel strongly committed to their group will downplay or justify the harm their group has inflicted more forcefully than others who identify weakly with their group. As a consequence, the highly identified may often experience less intense feelings of group-based guilt than do the weakly identified. However, although the weakly identified may thus be most inclined to feel guilty, we propose important limits to this 'guilt susceptibility' among them. Seven studies are reported that examine these arguments.

4.2.2 PhD projects started in 2005

In 2005 27 PhD projects were started:

Nailah Ayub

University: Leiden University, Social and Organizational Psychology

Title Project: The Effects of National Diversity, Organization Culture, and Conflict on Workgroup Performance

Funding: External sources

Supervisors: prof.dr. K.A. Jehn (UL)

Period: 1.06.05-1.05.09

Project description: Organizations have adopted the strategy of hiring diverse groups of individuals to bring into the organization a variety of skills and knowledge. The movement of individuals between nations has also become common as individuals search for better economic conditions. These individuals bring with them diversely rich qualifications and characteristics. Organizational research is interested in finding out the advantages of diversity and how to achieve its potentially positive outcomes (Ho, 2000; Jehn, Northcraft, & Neale, 1999; O'Reilly, Williams, & Barsade, 1998; Tsui, Porter, & Egan, 2002). It has been shown that diversity can be helpful or detrimental under given circumstances and in certain organizational contexts (Carroll & Harrison, 1998; Jehn & Bezrukova, 2004; Shaw & Barrett-Power, 1998). Most of the research has been carried out in organizations in the West where a certain set of attitudes and cultures prevail within organizations. This set of studies intends to find out how a nationally diverse workforce functions in a multinational setting located in an Asian nation and how these results compare to the studies conducted in Western cultures. The workplaces studied will have a nationally diverse group of employees where the members tend to bring different national attitudes with them from their country of origin. Nationalism is recognized to be the extreme attitude an individual may carry about his/her national origin (Dekker, Malova, & Hoogendoorn, 2003). According to Dekker et al. (2003), nationalism is defined as having a sense of belonging to a particular "nation"

with a common origin. We propose that members with diverse national backgrounds, especially if they have strong nationalistic attitudes, are likely to experience more conflict among workgroup members than nationally homogenous groups (or if members do not hold strong nationalistic views). The experience of conflict is then expected to be fostered within a specific organizational culture that may encourage or discourage nationalism by its practices. This in turn may influence the effectiveness of workers and their workgroups.

Matthijs Baas

University: University of Amsterdam, Work and Organizational Psychology

Title Project: Is it positive or negative mood that fosters creativity? A self-regulatory solution to an empirical puzzle

Funding: University of Amsterdam

Supervisors: prof. dr. C.K.W. de Dreu and dr. B.A. Nijstad (UvA)

Period: 1.10.05-1.10.09

Project description: Past work reveals that both positive and negative mood may, but not necessarily always do increase creativity. To solve this conundrum, (a) cognitive flexibility is distinguished from creative problem-solving; (b) moods are classified in terms of valence (positive/negative) and, following self-regulatory-mode-theory (Higgins et al., 2003), hypothesized to affect locomotion and assessment needs. We argue that positive moods and emotions fostering high rather than low locomotion needs (optimistic, elated—calm, relaxed) promote divergent thinking, whereas negative moods and emotions fostering high locomotion and high assessment (e.g., fear, anxiety—sad, depressed) promote creative problem solving and innovation. A series of laboratory and field studies is proposed to test this new theory.

Dennis Bleeker

University: Leiden University, Social and Organizational Psychology

Title Project: Motivation and performance in low status groups: Balancing the interests of the ingroup and outgroup

Funding: NWO

Supervisors: prof.dr. N. Ellemers and dr. C. van Laar (UL)

Period: 1.01.05-1.01.09

Project description: This project focuses on the role of the ingroup in motivation in low status groups. It examines how members of disadvantaged groups negotiate the preferences of their ingroup with those of the dominant outgroup

the tensions that can arise as a result, and their effects on motivation and performance.

Edwin Boezeman

University: Leiden University, Social and Organizational Psychology

Title Project: Vrijwilligerswerk als onderdeel van de sociale liftfunctie van de stad: Hoe vrijwilligersorganisaties betrokkenheid, inzet, en behoud van vrijwilligers kunnen bevorderen.

Funding: NWO

Supervisors: prof.dr. N. Ellemers (UL)

Period: 1.01.05-1.01.08

Project description: Verstedelijking heeft geresulteerd in een afname van informele netwerken voor vrijwilligerswerk die waren gebaseerd op familiebanden en interactie in dorpsgemeenschappen. In de stad zijn mensen primair gericht op betaalde arbeid, en de sociale stijging die daarmee samenhangt. Toch is vrijwilligerswerk onmisbaar om zwakke groepen in de stad te ondersteunen, zeker nu er sprake is van een terugtrekkende overheid. Bovendien biedt het werken als vrijwilliger mensen die niet kunnen deelnemen aan betaalde arbeid de kans zich nuttig te maken, en sociaal aanzien te verwerven. Vrijwilligerswerk speelt dus een belangrijke rol in de sociale liftfunctie van de stad, zowel doordat het werk dat vrijwilligersorganisaties doen bijdraagt aan de verbetering van de positie van zwakke groepen in de stad, als door hetgeen dat vrijwilligerswerk te bieden heeft voor degenen die het uitvoeren (een sociaal netwerk, arbeidsmarkt gerelateerde vaardigheden, zelfontplooiing, etc.).

Dit project richt zich op de vraag hoe vrijwilligersorganisaties kunnen inspelen op de behoeften van vrijwilligers teneinde het vrijwilligerswerk als factor in de sociale liftfunctie van de stad te behouden. Door inzichten uit de sociale identiteitstheorie (Tajfel & Turner, 1979) toe te passen op vrijwilligersorganisaties, onderzoeken we hoe deze organisaties kunnen bijdragen aan de behoefte van vrijwilligers aan sociaal respect en positieverbetering. Door een onderscheid te maken in verschillende componenten van betrokkenheid (Allen & Meyer, 1990; De Gilder, van den Heuvel, & Ellemers, 1997), en na te gaan hoe deze gerelateerd zijn aan gevoelens van trots en respect (Tyler, 1999a), ontwikkelen wij een theoretisch model dat aangeeft hoe vrijwilligersorganisaties en lokale overheden hun beleid kunnen richten op het motiveren en behouden van vrijwilligers.

Lieven Brebels

University: Tilburg University, Psychology and Society

Title Project: Injustice and action: A Self-based Approach

Funding: NWO

Supervisors: dr. D. De Cremer (UvT) and prof. dr. C. Sedikides (University of Southampton)

Period: 1.1.05-1.1.09

Project description: The last decade, justice theories have strongly emphasized that procedural justice constitutes mainly a cognitive event (Lind, 2001). As a consequence, most of procedural justice research focused on the influence of procedures on cognitive measures (e.g. fairness judgments, appraisals of emotional reactions and so forth). However, it has recently been argued that the relationship between injustice and behavioral responses has not been investigated adequately in the justice literature. This is regretful because daily observations suggest that sometimes people do engage in action due to injustice and sometimes they forego action; while it is unclear why this may happen. Therefore, the main purpose of the present research is to go beyond this rather exclusive focus on the cognitive components of procedural justice and look more closely at the roles of self-processes and self-regulation in making predictions about which specific actions people may take as a function of injustice, and when this may happen. Recent research demonstrates that procedures communicate relational information (i.e., referring to the quality of the relationship one has with the enacting authority, group or other interaction partners) and, more specifically, that people extract their social reputation, their degree of belongingness, their level of identity, and their degree of self-uncertainty from the perceived fairness of procedures (see De Cremer & Tyler, 2005). Together with their corresponding subjective needs or motives, these inferences about the self might be important antecedents of the way people self-regulate and, hence, of how fairness of procedures translates into behavioral reactions. We propose a research program that investigates why and when people's reactions to matters of procedural injustice lead to specific behavioral reactions. The reactions under investigation will be negative behavior, like revenge and retribution, and pro-social behavior, like helping and cooperation. In particular, this project focuses on the processes of self-involvement and self-activation as the motivational processes underlying the predicted relationship between procedural injustice and *specific* behavioral reactions. Once these basic processes have been identified, moderating variables will be examined (such as action-orientation, goal-accessibility, desirability of outcome and attractiveness and attainability of action) to identify

the boundary conditions under which a self-based approach enables to predict specific behaviours as a function of injustice.

Ron Broeders

University: Utrecht University, Social and Organizational Psychology

Title Project: Automatic and controlled processes in the social psychology of justice judgments

Funding: NWO

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

Period: 1.3.05-1.3.09

Project description: In the various scientific disciplines that had good reason to study social justice in human life, there has 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 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 behaviour, 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.

Diane Bulsink

University: Utrecht University, Social and Organizational Psychology

Title Project: Dispositional roots of cooperation in work-family choices

Funding: Utrecht University

Supervisors: dr. E.S. Kluwer, prof.dr. T. van der Lippe and prof.dr. K van den Bos (UU)

Period: 1.09.05-1.09.09

Project description: What choices do individuals face between family and work and what determines the choice they make and the consequences of these choices? The project uses interdependence theory to study the conditions under which dual earners make either pro-family or pro-organization choices. More specifically, it looks at the dispositional roots of cooperation of the individuals involved. Unique in work-family research is the inclusion of *social value orientation* (SVO) and *attachment style* (AS). SVO refers to having stable

preferences for maximizing either the collective interest (*pro-socials*) or one's own interests (*pro-selves*). Interdependence theory suggests that pro-socials tend to cooperate with *both* their partner *and* the work organization. Pro-selves, on the other hand, cooperate with *either of* these, depending on the relative costs and rewards. AS refers to being comfortable (*secures*) or uncomfortable (*insecures*) with closeness in interpersonal relationships (Hazan & Shaver, 1987). Because secures perceive relationships as safe, they are more inclined to make cooperative choices. Secures feel safer in the work setting as well (Hazan & Shaver, 1990). Like pro-socials, secures will therefore sooner cooperate with both the partner *and* the work organization, whereas insecure, like pro-selves, will cooperate with either of these. As a result, pro-socials and secures experience more positive outcomes (e.g. relationship or work satisfaction), but also more negative ones (role-conflict or stress) than pro-selves and insecure. We will also investigate the moderating influence of individual characteristics such as *achievement motivation* (Locke, 1991) and *job alternatives*, while the moderating role of organizational and family context is studied in Projects 3-4. Pro-organization choices are more rewarding for individuals with high achievement motivation, because they have a good standard of excellence, and work activities can help them to achieve even more success. Pro-family choices are more rewarding for people whose partner has a high achievement motivation, because the partner needs, expects or demands one's input in family tasks. We further postulate that individuals with attractive job alternatives are less dependent upon the work organization, which makes pro-family choices less costly in terms of career.

Margriet Ekker

University: University of Groningen, Social and Organizational Psychology

Title Project: Determinants of ingroup versus outgroup bias in aggressive interactions

Funding: NWO

Supervisors: dr. S. Otten, dr. E. Gordijn and prof.dr. D.A. Stapel (RuG)

Period: 1.9.05-1.9.09

Project description: The research project I am working on focuses on the role of group membership in the development of aggressive interactions. We know that we usually evaluate members of the group we belong to (in-group) more favorably compared to members of a different group (out-group); the phenomenon of ingroup favoritism. A provocation from an in-group member thus could elicit a less aggressive response as compared to an out-group

member showing the same behavior. This might for example be the case for behavior that is ambiguous (no clear intention to harm).

On the other hand, an aggressive in-group member might be more threatening to the group's identity than an out-group member, for instance when an important group norm is involved, therefore elicit more anger and result in a relatively stronger aggressive response. Experimental research will be conducted to investigate determinants of in- and out-group bias in aggressive interactions.

Kim van Erp

University: University of Groningen, Social and Organizational Psychology

Title Project: Expatriate Adjustment: The Influence of Justice and Conflict in an Intimate Relationship

Funding: External sources

Supervisors: prof.dr. K.I. van Oudenhoven-van der Zee and dr. E. Giebels (RuG)

Period: 1.9.05-1.9.09

Project description: The present research examines the influence of perceived relationship justice and conflict on the adjustment of expatriates and their partners. The importance of the partner for the success of an expatriate in an overseas assignment has been emphasized in past research. However, studies that include both the expatriate and his/her partner are scarce and little is known about intra-relational factors or processes that influence the success of an expatriate and that of his/her partner. A model is tested that describes adjustment of expatriate couples as a function of perceived justice in the relationship, and conflict as a mediating variable between justice and adjustment. Gender role ideology and conflict management strategy are considered as an important moderator of the relation between perceived justice and adjustment.

Dirk Franssens

University: Maastricht University, Health Promotion and Health Education

Title Project: Framing Health Messages

Funding: External sources

Supervisors: prof. dr. H de Vries and dr. R.A.C. Ruiter (UM)

Period: 1.09.05-1.09.09

Project description: Most health education interventions use a comprehensive approach. However, the question regarding the components that cause a message to be effective cannot be addressed in such an approach. This project

aims at testing why health education messages are effective using Prospect Theory that states that gain or loss framed messages will result in different outcomes. We hypothesize that the differential effectiveness of gain and loss framed messages are determined by the behavior and the target group. We will focus on the characteristics of the target group by testing in the first two studies the impact of gain or loss framed messages in people motivated or not motivated to change.

In the second study we will additionally test the mediating impact of misclassification of behaviour. In a third study we will test whether the induction of fear preceded by loss or gain frames will result in different effects than when framing information is followed by fear induction.

Carla de Groot

University: University of Groningen, Social and Organizational Psychology

Title Project: The social context of self-threat and self-evaluative emotions in health risk behaviour

Funding: NWO

Supervisors: dr. A. Dijkstra and prof.dr. A.P. Buunk (RuG)

Period: 1.3.05-1.3.10

Project description: When people are confronted with their health risk behavior the view of themselves as being adaptive and consistent is threatened, which is felt as a negative self-evaluative emotion such as shame or regret. In order to restore the positive view people can either change their health risk behavior, or find other means to feel good about themselves again. One other way to feel good about yourself is to affirm yourself on a domain that is unrelated to the behavior that caused the threat in the first place. My focus is on how the presence of others and the way they behave, influences the strength and the type of self-evaluative emotions that are felt, and how these emotions in turn influence the frequency and type of the self affirming actions that are taken.

Skyler Hawk

University: University of Amsterdam, Social Psychology

Title Project: Emotional Contagion: The Role of the Self and Others

Funding: NWO

Supervisors: prof.dr. A.H. Fischer and dr. G.A. van Kleef (UvA)

Period: 1.9.05-1.9.09

Project description: My current research focuses on the phenomenon of 'emotional contagion' (Hatfield, Cacioppo, & Rapson, 1994), a process by which individuals tend to automatically mimic and synchronize affective expressions

with those of another person and, thus, converge emotionally. I am primarily concentrating on higher-order social cognition and interpersonal processes that may also contribute to these effects, namely the roles of identification, perspective-taking, and whether the self or another is the target of an emotional expression. I am also interested in mimicry and contagion effects as produced by auditory stimuli, and am working with a UvA colleague, Job van der Schalk, to produce a stimulus set of dynamic facial and vocal affective expressions for use in psychological experiments.

Ilona de Hooge

University: Tilburg University, Psychology and Society

Title Project: Social Emotion in Social Dilemmas: Guilt versus Shame

Funding: Tilburg University

Supervisors: prof.dr. M. Zeelenberg and dr. S.M. Breugelmans (UvT)

Period: 1.07-04-1.07.08

Project description: Research on the role of emotion in decision-making has focused mainly on the valence aspect of emotions. That is, it has limited itself to whether emotions are positive or negative. The core idea of the present proposal is that different emotions with the same valence may differentially impact behavioral decisions. We argue that when studying the impact of emotions on decision making one needs to go beyond valence and look at emotion specific aspects. We propose a research program that studies the effects of specific emotions in game theoretic situations (in which decision makers' outcomes are dependent not only on their own choices but also on the choices of their interaction partners). The project is interdisciplinary in that it follows the philosophical approach of pragmatism to use psychological theories of emotion for a better understanding of how and why decision makers' behavior deviates from the rational economic predictions (as derived from game theory). In particular, this project studies the impact of the self-conscious emotions guilt and shame on behavior in social dilemmas. Although these two emotions are very much related, their respective experiential content lead us to predict marked differences in their behavioral consequences. Whereas guilt has been suggested by many to induce commitment and produce cooperative behavior (Frank, 1988; Ketelaar & Au, 2003; Smith, 1759), shame promotes social withdrawal or, if this is not possible anger, which leads to non-cooperative behavior (Tangney et al., 1992). The current project tests this prediction for current, anticipated, and previously experienced guilt and shame.

Elanor Kamans

University: University of Groningen, Social and Organizational Psychology

Title Project: The role of power and emotions in intergroup conflicts

Funding: NWO

Supervisors: dr. S. Otten, dr. E. Gordijn and prof.dr. D.A. Stapel (RuG)

Period: 1.10.05-1.10.09

Project description: This project focuses on the role of power and emotions in intergroup conflicts.

The main question is how power relations between groups and group-based emotion affect the probability of aggressive behavior. In the literature, power is often associated with anger and approach behavior and powerlessness is associated with fear and avoidance behavior.

Do powerless groups never get angry then? We think they do. In this research we want to examine under which conditions powerless groups feel angry or frightened, and whether this results in approach or avoidance behavior. At this moment we are investigating the combined influence of status and power on intergroup emotions and aggression between groups.

Annefloor Klep

University: Vrije Universiteit Amsterdam, Work and Organizational Psychology

Title Project: A Social Identity Model of Group Emotion

Funding: NWO

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

Period: 1.9.05-1.9.09

Project description: Traditionally, the functioning of groups and teams in organizations had been viewed from a primary 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 differences of individual affect (experienced emotion in an individual context) versus shared affect (experienced emotion in a group context); and (2) to demonstrate the effects of individual level affect versus group level affect on cooperation, motivation and helpful behaviour.

Lukas Koning

University: Leiden University, Social and Organizational Psychology

Title Project: Power and deception in bargaining: an interdependence analysis

Funding: NWO

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

Period: 1.9.05-1.9.09

Project description: In this project we investigate how power differentials are related to deception in bargaining. To further the understanding of the power-deception relation, we draw on the comprehensive framework offered by interdependence theory. Based on the interactionist approach that underlies interdependence theory, we investigate how power relations between bargainers interact with personality characteristics of the bargainers. In a series of experimental studies we investigate the effects of power and social value orientations on (a) the willingness to deceive, (b) suspicion regarding other's willingness to deceive, and (c) reactions to revealed deceit.

Sei Jin Ko

University: University of Groningen, Social and Organizational Psychology

Title Project: Making sense of hot cognition: Stereotyping

Funding: NWO

Supervisors: prof.dr. D.A. Stapel, prof.dr. K.I. van Oudenhoven-van der Zee (RuG) and prof.dr. C.M. Judd (University of Colorado)

Period: 1.6.05-1.6.09

Project description: Primary research interests are in impression formation and stereotyping, with special emphasis on gender stereotypes on the basis of voice and its effects in corporate environments. Laboratory research and fieldwork focuses on the role of vocal cues in first impressions, person perception, stereotyping, and attention.

Daniel Lakens

University: Vrije Universiteit Amsterdam, Social Psychology

Title Project: Synchronization; grounding the processing of facial expressions

Funding: NWO

Supervisors: prof.dr. G.R. Semin and dr. F. Foroni (VU)

Period: 1.9.05-1.9.09

Project description: Social interaction is finely tuned. It is mostly an effortless flow in which we engage continuously and with amazing ease. The smoothness of our daily interactions is so much taken for granted that we become aware of some of the complex underlying processes that facilitate communication only

when something goes wrong. At a number of integrally related levels in social interaction mutual adaptation takes place, increasing the 'sameness' between two people. We increase our understanding of people we interact with by creating common ground. This state of equivalence between two beings (or parity) is achieved at a level that largely escapes conscious access.

There is a pervasive amount of literature on how people unconsciously adapt their behavior to other people's facial expressions, movements, speech, and traits and goals we automatically infer from others. All information we automatically process while monitoring our constantly changing social environment has the potential to work as a prime, leading to unconscious adaptation to our social environment. Recently, we have developed a framework - synchronization theory - (Semin, in press, Semin & Cacioppo, in press) that is designed to provide a theoretical integration and embodied grounding of the building block of social interaction: communication. We suggest the first function of synchronization processes is mutual recognition and intelligibility (Semin, in press). The second function of synchronization, resulting from the privileged mutual access to internal states, is that synchrony facilitates human interaction. Similar to how intra-personal synchrony (e.g., synchronized running and breathing rhythms (Bramble & Carrier, 1983) or synchronizing breathing and speech (Bunn & Mead, 1971) improves behavioral efficiency and minimizes demands on the muscles, interpersonal synchrony minimizes demands on our cognitive resources and enables more efficient interactions. The present project aims to experimentally investigate unconscious mutual adaptation processes in dyadic interaction and the effects these adaptation processes have on the perceived quality of the interaction.

Anne Marike Lokhorst

University: Leiden University, Social and Organizational Psychology

Title Project: Feedback, Social support, and Public Commitment to Improve Environmental Quality of Farm Lands.

Funding: NWO

Supervisors: prof.dr. E. van Dijk and dr. H. Staats (UL)

Period: 1.2.2005-1.2.2009

Project description: The question underlying this project is how farmers can be induced to take action to actually improve the environmental quality of their land. One hypothesis is that specific feedback about the environmental characteristics of the farmlands and the activities practiced on the farm, compared to that of other, similar farms (benchmarking) may influence decisions to change. This hypothesis will be tested under conditions that are

expected to moderate the effect of the feedback. The instrument to provide feedback that will be tested for its effectiveness is a newly developed Internet application that allows to assess the environmental performance of a farm by the farmer, without additional help. The application can also be used to provide information on how to improve the environmental performance. It is expected that this information may make the farmer decide to change his environmentally relevant practices. Based on earlier research it is questionable whether information alone is sufficient to change. Therefore, provision of information is accompanied by a combination of two socially defined techniques: social support and public commitment, the publicly expressed intention to participate and achieve a specified objective.

Ilona McNeill

University: University of Amsterdam, Work and Organizational Psychology

Title project: Constructive delay and decision avoidance in a temporal context

Funding: NWO

Supervisors: dr. B.A. Nijstad, prof.dr. C.K.W. De Dreu and dr. M.J.J. Handgraaf (UvA)

Period: 1.11.05 tot 1.11.09

Project description: Decision-making is a prominent research field in the social and behavioural sciences. Yet, research has only recently begun to consider the conditions in which people do not decide but defer or avoid decisions. Because indecision often is associated with utilitarian losses (when good options are foregone) and human suffering (e.g., stress), it is important to gain more insight into the causes and consequences of indecision. Unfortunately, the existing research literature has some important limitations: there is no unifying theoretical framework, preference for different types of indecision has neither been identified nor assessed, and indecision by groups has received little attention. Furthermore, previous work has mainly studied one-shot decisions in isolation of the temporal and social context, and has mainly applied scenario methodology.

Decision Justification Theory identifies various forms of indecision and argues that a decision will not be made if it is unjustifiable. It will be developed and tested in three projects, taking a dynamic and contextualized approach to individual and group indecision. In this project, it is proposed to study the determinants and consequences of functional and dysfunctional decision delay. Special attention is devoted to the effects of the temporal context, and previous as well as expected future events are studied as antecedents of decision delay. In this project, field research and laboratory experiments are combined.

Marret Noordewier

University: University of Groningen, Social and Organizational Psychology

Title Project: Evaluation of experiences in Zoo Emmen – preferences for confirmation or disconfirmation of expectancies

Funding: External sources

Supervisors: prof.dr. K.I. van Oudenhoven-van der Zee and prof.dr. D.A.. Stapel (RuG)

Period: 1.5.05-1.5.09

Project description: This PhD-project is a collaborative project between the University of Groningen and Zoo Emmen. The aim of this project is to get more knowledge about how people appreciate different experiences at the zoo. Central in this research are affective and cognitive reactions to the zoo in general and the attractions in particular. The starting point is that preceding an experience, people have expectancies of what they are going to experience and to the extent that people assimilate or contrast their perception to this expectancy is of great influence to the evaluation of the experience. We predict that assimilation and contrast effects depend on characteristics of the expectancy (e.g., extremity), characteristics of the attraction (e.g., ambiguous versus mixed stimulus), and motives of the visitors (e.g., seeking rest/relaxation, sensation or education). We predict that a moderate discrepancy between expectancy and perception leads to a more positive affect than a lower or a higher discrepancy between expectancy and perception. Furthermore, we propose that an important moderator of the relation between expectancy and experience is the motive people have to visit the zoo. These motives will affect how people respond to confirmation or disconfirmation of expectancies. Individuals who are seeking excitement or individuals who are seeking educational experiences are more likely to respond positively to experiences that differ from what they originally expected. By contrast, individuals who are seeking relaxation are more likely to appreciate an environment with a minimal appeal on mental capacity, thus an environment that confirms expectations.

Suzanne Pietersma

University: University of Groningen, Social and Organizational Psychology

Title Project: Dimensions of physical and social negative consequences of Health Risk Behaviors and their moderators in inducing self-threat

Funding: NWO

Supervisors: dr. A. Dijkstra and prof.dr. A.P. Buunk (RuG)

Period: 1.3.05-1.3.09

Project description: My PhD-project is in the field of the Social Psychology of Health and Illness. The project focuses on Health Risk Behaviors (HRBs), such as smoking tobacco and non-adherence to medical regimen. It is difficult to understand that people value health, but also endanger their own health by means of their own HRB. The self is proposed as the primary explanation of the maintenance of HRBs and the low motivation to change unhealthy behaviors. In people who engage in a HRB, the perception of the HRB is considered to form a threat to the self. The combination of valuing health, on the one hand, and deliberately engaging in a HRB with potential negative health effect, on the other hand, is inconsistent. The self-threat is not caused by the inconsistency but by the threat the inconsistency poses to the perception of self-integrity (self-affirmation theory). People can restore the positive view of themselves by changing the HRB (e.g. stop smoking) or they can affirm themselves on a domain which is unrelated to the behavior that caused the threat (e.g. buy flowers for someone). The aim of this project is to find out in a line of experiments what aspects of the negative consequences of a HRB comprise a threat to the self. In studying self threat the following variables are of interest: risk perception, personal vulnerability to consequences, severity of consequences, responsibility and self-evaluative emotions. A self-affirmation procedure is used as a diagnostic tool to assess whether the self is under threat.

Lennart Renkema

University: University of Groningen, Social and Organizational Psychology

Title Project: Performance and interests: Determinants or consequences of achievement goals?

Funding: University of Groningen

Supervisors: prof.dr. N.W. van Yperen (RuG)

Period: 1.03.05-1.03.09

Project description: Terror Management Theory posits that reminders of one's mortality trigger a set of defensive mechanisms that people use to buffer the potential anxiety that existential threat may cause. The two core defensive mechanisms that protect people from experiencing existential threat are: (a) a cultural worldview, a stable conception of reality that gives meaning to the social environment, and (b) self-esteem, a sense of self-worth, feeling you are valuable contributor to your social environment. In this project, we aim to further investigate the impact of mortality salience, and thus these defensive mechanisms, on behavior and cognition. Specifically we look at the effects of mortality salience on political preferences and conformity to norms. Additionally,

we investigate the motivational processes underlying the effects of mortality salience to gain insight into the cognitive mechanisms that drive these “terror managing effects”.

Joyce Rupert

University: Leiden University, Social and Organizational Psychology

Title Project: Group Composition and diversity: A multimethod examination of alignment, conflict and performance

Funding: External sources

Supervisors: prof.dr. K.A. Jehn (UL)

Period: 01.01.05-01.01.09

Project description: Past research on workgroup diversity has found mixed results regarding group processes and performance, and has neglected to consider that group members have multiple characteristics on which they can align into subgroups. The proposed project addresses the shortcomings in past research by (1) examining the alignment of group members on social category and informational characteristics to determine how members interact to create high-performing teams with satisfied members; (2) using a multi-study, multimethod approach; and (3) investigating the types of conflict that develop when group members align into subgroups and whether these conflict experiences are beneficial or detrimental to group functioning.

Job van der Schalk

University: University of Amsterdam, Social Psychology

Title Project: Emotional Contagion in Intergroup Setting

Funding: NWO

Supervisors: prof.dr. A.H. Fischer dr. E.J. Doosje and prof.dr. D. Wigboldus (UvA)

Period: 1.9.05-1.9.09

Project description: The current research project aims to investigate how *Emotional Contagion* contributes to the formation of emotions within and between groups of people. Emotional Contagion is the phenomenon that describes how the perception of an expressed emotion influences the extent to which this emotion is experienced (e.g. Hatfield, Cacioppo and Rapson, 1992). So far, emotional contagion has mainly been studied on inter-individual and intra-group level. In recent years, however, there has been a growing amount of interest in so-called group-based emotions (Intergroup Emotion Theory; Smith, 1993): emotions that individuals experience based upon the concerns and goals of the social groups they belong to. It has been shown that the same event

leads to different emotional experiences when different social categorizations of the self are salient (e.g. Yzerbyt et al., 2005). We hypothesize that emotional contagion is influenced by the salience of social identity and groups. It is predicted that emotional contagion is more pronounced in an in-group than in an out-group setting. Specifically, we are interested in two distinct negative emotions, anger and fear, and in one specific positive emotion, happiness.

Emotional expressions have a signaling function (Ekman, Friesen & Ancoli, 1980; Fridlund, 1994). However, the meaning and interpretation of these signals can depend on the social context. For example if someone is angry and this person belongs to my group, I may become angry as well as a means of support. But if that person is an out-group member instead, I might become scared and fear his aggression. It can therefore be hypothesized that intergroup context may not only influence emotional contagion, but may lead to *emotional contrast* effects as well (e.g. Hess et al., 1999; Turner et al., 1987). We predict that emotional contrast will be more likely to occur in response to the emotional expressions of outgroups.

In order to investigate these issues we are developing a new dynamic set of emotional stimuli, that can be categorized in different social groups. With this set we wish to investigate how intergroup context influences the emotional responses of people to observed emotional reactions and behavior of others. We will investigate whether people respond differently to the emotional expressions of either in- or outgroup members. We will also investigate emotional contagion at the level of the group. Furthermore we are interested in effects of social self-categorization on emotional contagion. Also, we want to study how direction of emotion signals influences emotional contagion in intergroup setting. Finally, we wish to investigate emotional contagion in realistic groups and how natural characteristics of these groups, like status, influence contagion processes.

Daphne Wiersema

University: University of Amsterdam, Social Psychology

Title Project: Attitude perseverance and resistance to change: Information processing as a function of the congruency of attitudinal information

Funding: University of Amsterdam

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

Period: 15.10.03-14.10.07

Project description: This project focuses on attitudes and information processing. Do attitudes bias information processing of and memory for

attitude-relevant information? The literature on this issue is mixed. In this project we will try to detect when attitudes do guide information processing and memory. Special emphasis will lie on the role of attitude functions. Also individual differences will be taken into account.

Remco Wijn

University: Utrecht University, Social and Organizational Psychology

Title Project: Reflective and impulsive determinants of normative behavior

Funding: NWO

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

Period: 1.2.05-31-1-09

Project description: Since February 1st 2005 Remco Wijn is working on the "Reflective and intuitive determinants of normative behavior" project, as a part of Kees van den Bos's VICI grand. After a period of reading into the justice literature, in the first year three experiments were conducted on the subject of attention and justice. Following research on negative or potentially dangerous stimuli, it was hypothesized that justice related words would receive preferential attention over neutral non-justice words. Experiments seemed to indicate that this was indeed the case. Though, because of some methodological flaws it is important to replicate the findings in new experiments. Results were presented during the Social Cognition track meeting of the KLI. Because of the complex methodological designs and proper choice of stimuli it was decided to first thoroughly think the process as well as new experiments through before conducting them.

In the meantime a second line of research was set up, focussing on justice sensitivity. In three experiments it was shown that although Justice Sensitivity is regarded as a stable personality trait, previous just or unjust experiences toward the self or toward others enhance peoples justice sensitivity. Experiences of fairness and unfairness are thus an important factor in explaining systematic or state qualities of justice sensitivity. This also seems to imply that the concept of justice is not switched on to the same degree at any time, but that previous experiences make justice more important or central to people. These results were recently presented at the International Society for Justice Research conference 2006 in Berlin.

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 2005

Number of courses/workshops	23
Average number of participants	20
Extra workshops	1
Number of courses/workshops cancelled	4

For the complete teaching program in 2005, 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

	2001	2002	2003	2004	2005
Number of dissertations	13	10	10	13	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

	2001	2002	2003	2004	2005
Number of publications	214	181	233	234	236
Number of full members	42	44	51	52	48
Average per full member	5,1	4,1	4,6	4,5	4,9

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

	2001	2002	2003	2004	2005
Number of publications	27	28	37	41	44
Number of PhD students	92	93	129	124	134
Average per PhD student	0,3	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

	2001	2002	2003	2004	2005
Number of publications	25	21	30	31	31

Note: the number of full members changed somewhat, from 42 in 2001, 44 in 2002, 51 in 2003, 52 in 2004 to 48 in 2005.

5.5 Scientific impact

Table 7: Average impact of full members of the KLI in 2005

Number of full members	48
Total impact score	2260
Average per member	47

Source: *Social Sciences Citation Index*

5.6 Grants (fellowships and PhD projects)

Grants by NWO (Netherlands Organization for Scientific Research)

- NWO VENI grant for "After the conflict: Towards a contingency model of the aftermath of group negotiation", awarded to dr. B. Beersma (UvA).
- NWO Open Competition grant for "Power and deception in bargaining: an interdependence analysis", awarded to prof.dr. E. van Dijk, dr. I. van Beest and dr. W. Steinel (UL).
- NWO/DVI grant for "The Influence of Team Mobility on Knowledge Transfer and Innovation Processes within Teams", awarded to prof.dr. N. Ellemers and dr. F. Rink (UL).
- NWO/ESF grant for "Emotional contagion in intergroup contexts" (part of a larger project with Vincent Yzerbyt, Tony Manstead, Russell Spears, Sabine Otten, Ernestine Gordijn), awarded to prof.dr. A.H. Fischer (UvA).

- NWO-MaGW grant for “Emotional contagion: the role of self and others”, awarded to prof.dr. A.H. Fischer (UvA).
- NWO VIDI grant for “The Search for Inter-Personal Accuracy (SIPA) Project: An integrative approach to the determinants of accuracy in social prediction of others’ internal states”, awarded to dr. C. Finkenauer (VU).
- NWO-MAGW Open Competition grant for "Differentiele reacties van leidinggevenden op innovatieve medewerkers", awarded to dr. O. Janssen, prof.dr. E. van de Vliert and prof.dr. N.W. van Yperen (RuG).
- NWO Open Competition grant for “Group Composition and diversity: A multimethod examination of alignment, conflict and performance”, awarded to prof.dr. K.A. Jehn (UL).
- NWO VENI innovational research grant, for proposal "*Automatic forgiving responses in close relationships*", awarded to dr. J.C. Karremans (UU).
- NWO PhD project "A social identity model of group emotion", awarded to dr. B.M. van Knippenberg (VU).
- NWO Open Competition grant for “Determinants of ingroup versus outgroup bias in aggressive interactions”, awarded to dr. S. Otten (RuG).
- NWO/ESF ECRP EUROCORES-Project “When the weak hit back: The role of power and emotions in intergroup conflicts”, awarded to dr. S. Otten (RuG).
- NWO/GaMON grant for “Feedback, social support and public commitment to improve environmental quality of farm lands”, awarded to dr. H. Staats, prof.dr. G.R. de Snoo and prof.dr. E. van Dijk (UL).

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

No such grants in 2005.

Grants by other sources

- Dutch Cancer Society, PhD project "Evidence based development of patient education information to be provided through different media to increase quality of life in cancer patients", awarded to dr. A. Dijkstra (RuG).
- Van der Gaag Foundation grant to study pro-social behavior in organizations, awarded to prof. dr. C.K.W. de Dreu (UvA) with dr. A. Nauta (TNO Arbeid).
- EU-Grant for a Network of Excellence on “sustainable growth in a diverse world”, awarded to PI Dino Pinelli (F.E.E.M. Milano) and prof.dr C.K.W. de Dreu (UvA).

5.7 Awards

In 2005 the following KLI members received the following awards:

- Prof.dr. A.P. Buunk was selected Academy Professor by the The Royal Netherlands Academy of Arts and Sciences (KNAW)
- Prof.dr. A.J. Dijksterhuis was awarded the "Distinguished Scientific Award for Early Career Contribution to Psychology in the area of Social Psychology" by the American Psychological Association (APA) .
- Prof.dr. A.J. Dijksterhuis received the "Kurt Lewin Award for Outstanding Research Contributions to Social Psychology" from the EAESP (European Association of Experimental Social Psychology).
- The article "Charismatic leadership, environmental dynamism, and performance", by De Hoogh, A.H.B. et al. published in Volume 13 of the European Journal of Work and Organizational Psychology was selected by the Editorial Board of the Journal as the best paper published by the Journal in 2004. This award is sponsored by the Center for Creative Leadership. Dr. de Hoogh was invited to present the paper at a special session at the European Congress on Work and Organizational Psychology in Istanbul, Turkey, 2005.
- Dr. G.A. van Kleef received the "Best Dissertation Award" of the International Association for Conflict Management, for his dissertation with the title "Emotion in social conflict: The interpersonal effects of emotions in negotiations". Also, he was a finalist in the "Best Dissertation Award Competition" of the Society of Experimental Social Psychologists.
- Drs. L. Nordgren was awarded the "De Finetti Award Best Research Paper in Judgment and Decision-Making" for the paper "Unpacking perceived control in riskperception: The mediating role of anticipated regret".
- Drs. S. Schinkel received the "Best Paper based on Doctoral Dissertation Award" for "Should we tell them why: Applicant Reactions to Performance Feedback in Rejection Situations", co-authored with Anderson, N., Dierendonck, D. van, & Ryan, A.M. Paper presented at the Iberoamerican Academy of Management (IAAOM), December 2005, Lisbon, Portugal.
- Dr. P.K. Smith received the "Dissertation Award" from the Society of Experimental Social Psychology.
- Prof.dr. W. Stroebe was awarded the "Tajfel Award for Lifetime Contribution to Social Psychology" by the European Association of Experimental Social Psychology.

- Prof.dr. E. van de Vliert received the "Lifetime Achievement Award" of the International Association for Conflict Management (Sevilla, June 2005).

5.8 Editorial positions

Editorship and Associate Editorship

British Journal of Social Psychology (prof.dr. D.A. Stapel)
 Bulletin of the European Association of Experimental Social Psychology
 (prof.dr. R. Spears)
 Emotion Researcher, Newsletter of the International Society for Research on
 Emotion (prof.dr. A.H. Fischer)
 European Journal of Social Psychology (prof.dr. A.J. Dijksterhuis, dr. S. Otten)
 European Journal of Work and Organizational Psychology (prof.dr. P.L.
 Koopman)
 European Psychologist (prof.dr. G.R. Semin)
 European Review of Social Psychology (prof.dr. W. Stroebe)
 Leadership and Organization Development Journal (prof.dr. P.L. Koopman)
 Personality and Social Psychology Bulletin (prof.dr. C.K.W. de Dreu)
 Research in Social Issues in Management (prof.dr. K. van den Bos)
 Self and Identity (prof.dr. D.A. Stapel)
 Social Cognition (prof.dr. A.J. Dijksterhuis)
 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)
 Addictive behaviors (dr. A. Dijkstra)
 Applied Psychology: An International Review (prof.dr. E. van de Vliert)
 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)
 European Journal of Personality (prof.dr. B. de Raad)
 European Journal of Psychological Assessment (prof.dr. B. de Raad)
 European Journal of Social Psychology (prof.dr. H. Aarts, dr. E.J. Doosje,
 prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. R. Spears)
 European Journal of Work and Organizational Psychology (prof.dr. N.R.
 Anderson, 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)
 Gedrag en Gezondheid (prof.dr. J. van der Pligt)

Gedrag en Organisatie (prof.dr. N.R. Anderson, prof.dr. K. van den Bos, prof.dr. H. van der Flier, dr. B. N. Nijstad)

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

International Journal of Conflict Management (prof.dr. E. van de Vliert, dr. B. Beersma)

International Journal of Intercultural Relations (prof.dr. J.P.L.M. van Oudenhoven)

International Journal of Psychology (prof.dr. J.P.L.M. van Oudenhoven)

Interne Communicatie (dr. R.E. de Vries)

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. Lodewijckx)

Journal of Cross-Cultural Psychology (prof.dr. E. van de Vliert)

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 Management (dr. B. Beersma, prof.dr. K. van den Bos)

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

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

Journal of Occupational and Organizational Psychology (prof.dr. N.R. Anderson)

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. A.J. Dijksterhuis, prof.dr. C.K.W. de Dreu, prof.dr. P.A.M. van Lange, dr. S. Otten, prof.dr. G.R. Semin, prof.dr. R. Spears, prof.dr. N. Ellemers, prof.dr. K. van den Bos, prof.dr. D.A. Stapel)

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

Measurement (prof.dr. B. de Raad)

Nederlands Tijdschrift voor de Psychologie (dr. J.A. Feij)

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

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

Personality and Individual Differences (dr. S.L. Koole)

Personality and Social Psychology Bulletin (prof.dr. H. Aarts, prof.dr. A.J. Dijksterhuis, prof.dr. N. Ellemers, prof.dr. G.R. Semin)

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

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

Psychology & Health Review (dr. A. Dijkstra)
Risk, Decision and Policy (prof.dr. J. van der Pligt)
Selection and Development Review (prof.dr. N.R. Anderson)
Self and Identity (prof.dr. R. Spears)
Social Cognition (prof.dr. H. Aarts)
Social Psychology Quarterly (prof.dr. N. Ellemers)
The European Psychologist (prof.dr. N.R. Anderson)
The Leadership Quarterly (dr. R.E. de Vries)

Appendices

Appendix 1: Teaching program 2005

Appendix 2: Publications 2005

Appendix 1: Teaching program 2005

Basic courses

<i>Title</i>	Introduction to the Kurt Lewin Institute
<i>Teaching staff</i>	Prof.dr. C.K.W. de Dreu (UvA), prof.dr. D.A. Stapel (RuG), and prof.dr. H. Aarts (UU)
<i>Type of course</i>	Basic Course
<i>Date</i>	January 27, 2005
<i>Duration</i>	11.00-12.00 am
<i>Language</i>	English
<i>Location</i>	UvA, Amsterdam
<i>Content</i>	The Executive Committee of the KLI informed the new PhD-students about the Kurt Lewin Institute.
<i>Enrollment</i>	17

<i>Title</i>	State of the Art Lectures
<i>Teaching staff</i>	Prof.dr. E. van Dijk (UL) and prof.dr. G.R. Semin (VU)
<i>Type of course</i>	Basic Course
<i>Dates</i>	January, 27 2005
<i>Duration</i>	1.30-4.30 pm
<i>Language</i>	English
<i>Program</i>	1.30-2.45: 1st lecture: Prof.dr. Gün Semin: "Language and Social Psychology" 2.45-3.15: Break 3.15-4.30: 2nd lecture: Prof.dr. Eric van Dijk: "Self-interest and fairness in situations of interdependence" 4.30: Drinks
<i>Location</i>	UvA, 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>	21

Advanced courses

For second/third year PhD-students

<i>Title</i>	How to Present
<i>Teaching staff</i>	Dr E. Kluwer (UU), drs A. de Boer (external teacher) and dr. F. Harinck (UL)
<i>Type of course</i>	Basic course
<i>Date</i>	Twice each academic year: April 18-19 and April 25-26, 2005 (in 2004-2005), and October 4-5, 2005 (in 2005-2006)
<i>Duration</i>	2 days per course
<i>Language</i>	Dutch or English
<i>Location</i>	UU, Utrecht
<i>Content</i>	The course focused on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.
<i>Enrollment</i>	14, 14 and 13

<i>Title</i>	Writing English for Publication
<i>Teaching staff</i>	Dr. L. Sweeney-ter Doest (UL)
<i>Type of course</i>	Basic course
<i>Date</i>	May 27, 2005
<i>Duration</i>	1 day
<i>Language</i>	Dutch and English
<i>Location</i>	UvA, Amsterdam
<i>Content</i>	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).
<i>Literature</i>	Syllabus
<i>Enrollment</i>	19

<i>Title</i>	How to Publish/APA Style Guidelines
<i>Teaching staff</i>	Dr. S. Otten (RuG) and prof.dr. D. Stapel (RuG)
<i>Type of course</i>	Basic course
<i>Date</i>	October 14, 2005
<i>Duration</i>	1 day
<i>Language</i>	English
<i>Location</i>	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

19

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 13, 2005 and February 25, 2005: 12.00–5.00 pm
<i>Duration</i>	2 days during 2 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>

Form: 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.

Literature

Jordan, C.H. & Zanna, M.P. (2001). Appendix: How to Read a Journal Article in Social Psychology. In W.G. Parrot (Ed.), *Emotions in Social Psychology* (pp. 353-362). Philadelphia, PA: Psychology Press.

Leibold, J.M., & McConnell, A.R. (2004). Women, sex, hostility, power, and suspicion. Sexually aggressive men's cognitive associations. *Journal of Experimental Social Psychology*, 40, 256-263.

Enrollment

25

*Title***Methodological Seminars***Teaching staff*

Dr. M. Gallucci (VU)

Type of course

Methodological courses

Date

September 21 and 22, 2005

Duration

10.00 am - 1.00 pm (seminars 1 and 2) and 2.00-5.00 pm (seminar 3)

Language

English

Location

UvA, Amsterdam

Content

The seminar consists of three meetings in two days, with three different subjects:

1. When in doubt, Regress: Using regression to analyze experimental designs with nominal and continuous independent variables, covariates, and interaction effects.

Date: September 21, 2005

In this class the regression approach to various research designs and problems was reviewed. We discussed how regression can solve these problems when properly used. We discussed a general way to use regression to obtain effect sizes and hypothesis testing for ANOVA and ANCOVA, path analysis, and model with interactions between continuous and nominal variables.

Enrollment: 35

2. Hidden Behind the Dummy: All the tests to establish differences between means in ANOVA and linear models involving categorical independent variables.

Date: September 22, 2005

In this class different techniques to establish which means are different and which means are not were addressed. We discussed simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts, and post-hoc tests, for between- and within-subjects designs. Both the ANOVA approach and the regression with dummy variables were reviewed.

Enrollment: 38

3. All the Small Things Reviewers Seem to Love: Real problems with realistic solutions

Date: September 22, 2005

In this class statistical and methodological problems of particular importance, relevance, or interest, submitted by KLI Ph.D. students were reviewed. Participants were kindly requested to contact the teacher to present their statistical problems and/or solutions met in their own research activity.

Enrollment: 33

Research Group Meetings

<i>Title</i>	Social Cognition Research Meeting
<i>Teaching staff</i>	Prof.dr. A.J. Dijksterhuis (UvA), prof.dr. G.R. Semin (VU), prof.dr. H. Aarts (UU) and prof.dr. D.A. Stapel (RuG)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: June 23-24, 2005 and November 21-22, 2005
<i>Duration</i>	Two days per meeting, 10.00 am - 5.00 pm
<i>Language</i>	Dutch or English
<i>Location</i>	UvA, Amsterdam and UU, Utrecht
<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>Literature</i>	Roese, N.J., & Sherman, J.W. (in press). Expectancy. In A.W. Kruglanski & E.T. Higgins (Eds.), <i>Social psychology: A handbook of basic principles</i> (Vol. 2). New York: Guilford Press.
<i>Enrollment</i>	25 and 31

<i>Title</i>	Interpersonal Processes Research Meeting
<i>Teaching staff</i>	Prof.dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: April 21-22, 2005 (workshop <i>Automatic and Affective Influences on Judgements of Right and Wrong</i>) and September 13-14, 2005 (workshop <i>Intuitive Mind-reading: How, and How Well, People Understand Others' Minds</i>)
<i>Duration</i>	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 (prof.dr. J. Haidt and prof.dr. N. Epley) presented their recent work.
<i>Enrollment</i>	28 and 22

<i>Title</i>	Group and Organizational Processes Research Meeting
<i>Teaching staff</i>	Dr. B. Nijstad (UvA), dr. G. van der Vegt (RuG) and dr. W. Steinel (UL)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: January 28, 2005 and September 29, 2005
<i>Duration</i>	1 day per meeting
<i>Language</i>	Dutch or English
<i>Location</i>	UL, Leiden 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>	10 and 14

<i>Title</i>	Intra and Intergroup Processes Research Meeting
<i>Teaching staff</i>	Prof.dr. N. Ellemers (UL) and dr. E.J. Doosje (UvA)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	Several times a year, including workshop <i>Responding to Collective Disadvantage: The Effects of Tokenism</i> on april 5-6, 2005 and bi-monthly progress meetings
<i>Duration</i>	1 or 2 days
<i>Language</i>	Dutch or English
<i>Location</i>	VU, Amsterdam and 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 (prof.dr. S. Wright) presented his recent work.
<i>Enrollment</i>	21

Theory-oriented workshops and courses

<i>Title</i>	Responding to Collective Disadvantage: The Effects of Tokenism
<i>Teaching staff</i>	Prof.dr. S. Wright (University of California at Santa Cruz), prof.dr. N. Ellemers (UL), dr. E.J. Doosje (UvA), dr. E. van Leeuwen (VU).
<i>Type of course</i>	Workshop research group 'Group Processes and Interpersonal Relations'
<i>Date</i>	April 5 and 6, 2005
<i>Duration</i>	2 days
<i>Location</i>	VU, Amsterdam
<i>Language</i>	English
<i>Content</i>	<p>Most researchers in this area tend to focus on one particular response that people may show to social disadvantage (e.g., social movement participation, individual protest). The work of Steve Wright, of the University of California at Santa Cruz, is exceptional in this context, in the sense that he has developed a methodology to simultaneously study the occurrence of different possible responses to social disadvantage, and examine how these relate to each other. In doing this, professor Wright has focused on the effects of token mobility in particular. He is an acknowledged expert in the field, who has published widely on this topic, and plays an active role in the international scientific community, a.o. as an associate editor of <i>Personality and Social Psychology Bulletin</i>.</p> <p>On the first day of the workshop, professor Wright gave a seminar about his recent research on responses to collective disadvantage. Based on this talk and advance reading of the literature (see below), there was further discussion about the research presented. Then the participants gave presentations about their own research in relation to on the topic of the workshop. On the second day, the participants worked in small groups to further discuss the topic under investigation, with the aim of designing further research that can examine new questions that have come up during the discussions. At the conclusion of the workshop, each group presented their research ideas, and decisions were made</p>

	about the possibility of actually pursuing some of these ideas in future research.
<i>Literature</i>	Wright, S.C. (2001). Strategic collective action: Social psychology and social change. <i>Blackwell Handbook of Social Psychology: Intergroup processes</i> (409-430). Klandermans, B., & Oegema, D. (1987). Potentials, networks, motivations, and barriers: Steps towards participation in social movements. <i>American Sociological Review</i> , 52, 519-531.
<i>Enrollment</i>	21
<i>Title</i>	Interpersonal Processes: Automatic and Affective Influences on Judgments of Right and Wrong
<i>Teaching staff</i>	Prof.dr. J. Haidt (University of Virginia), prof.dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)
<i>Type of course</i>	Workshop research group 'Interpersonal Processes'
<i>Date</i>	April 21 and 22, 2005
<i>Duration</i>	2 days
<i>Venue</i>	UU, Utrecht
<i>Language</i>	English
<i>Content</i>	<p>This workshop in the interpersonal processes track of the KLI focused on recent theoretical and methodological developments in research on interpersonal processes. Specifically, this workshop dealt with the social psychology of automaticity of affect and social emotions. The aim of the workshop was to provide participants not only with theoretical, but also with methodological suggestions for their research.</p> <p><i>Format:</i> On Day 1, after a brief introduction of participants and teachers, professor Haidt (University of Virginia) presented some of his latest research findings and insights on the automatic influences on moral judgments (cf. Haidt, 2001, <i>Psychological Review</i>). Tentative title of Haidt's first talk was "The social and emotional basis of morality: How innate intuitions create culturally variable virtues." In the afternoon, students gave presentations. Beforehand, students were asked to submit a brief abstract of their research. Based on these abstracts, students whose research was most closely related to the topic of the</p>

workshop were invited to give a presentation. They were asked to discuss in their presentations the relationship between their own work and professor Haidt's work. Participants received detailed feedback from professor Haidt and the other participants of the workshop.

On Day 2, professor Haidt presented recent studies concerning the affective influences on moral judgments (cf. Haidt, 2002, *Psychological Inquiry*). The tentative title of this presentation was "The (neglected) positive emotions that make people respond to moral beauty." After this presentation, participants of the workshop discussed in small groups how the presented research may be applicable to their own research. Based on this discussion, each group presented a research idea that incorporates the previously discussed and presented research. This was followed with a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants can learn from this for their own research endeavors.

<i>Literature</i>	Haidt, J . (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. <i>Psychological Review</i> . 108, 814-834. Haidt, J. (2002). "Dialogue between my head and my heart:" Affective influences on moral judgment. <i>Psychological Inquiry</i> , 13, 54-56.
<i>Enrollment</i>	28
<i>Title</i>	Motivation and Achievement
<i>Teaching staff</i>	Prof.dr. N.W. van Yperen (RUG) and prof.dr. J. Harackiewicz (University of Wisconsin)
<i>Type of course</i>	Workshop
<i>Date</i>	June 16, 2005
<i>Duration</i>	1 day
<i>Language</i>	English
<i>Location</i>	RuG, Groningen
<i>Content</i>	Many areas in life, including work, sport, and education, tend to be governed by competition and normative evaluation. That is, excellence and success is often defined in terms of an individual's achievement relative to others, and

symbolically recognized and encouraged by means of prizes, titles, and honorific awards. However, achievement that is obviously extrinsically motivated does not necessarily enhance, or may even undermine, intrinsic motivation and task performance due to, for example, reattribution processes or distraction from central features of the task. Accordingly, for both researchers and practitioners, the challenge is to acquire a more precise understanding of how to enhance the individual's motivation, how to maintain and improve task performance, and how to reduce the risk of dropout in achievement settings in which normative evaluation is apparent and even necessary. Key questions in this workshop were: *which achievement goals* predict success in an competitive environment, *under which conditions* do these effects occur, and *how* do achievement goals actually facilitate or inhibit success?

This workshop had 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.

Literature

Harackiewicz, J. M. & Barron, K. E. (2004). Conducting social psychological research in educational settings: "Lessons we learned in school". In C. Sansone, C. C. Morf, & A. T. Panter (Eds.), *Handbook of methods in social psychology* (pp. 471-484). Thousand Oaks, CA: Sage Publications, Inc.

Harackiewicz, J. M., Barron, K. E., Pintrich, P. R., Elliot, A. J., & Thrash, T. M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94, 638-645.

Senko, C. & Harackiewicz, J. M. (revised and resubmitted). Achievement goals, task performance, and interest: Why perceived goal difficulty matters. *Personality and Social Psychology Bulletin*.

Tauer, J. M. & Harackiewicz, J. M. (2004). The effects of cooperation and competition on intrinsic motivation and performance. *Journal of Personality and Social Psychology*, 86, 849-861.

Enrollment

11

Title

Interpersonal Processes: Intuitive Mind-reading: How, and How Well, People Understand Others' Minds

Teaching staff

Prof.dr. N. Epley (University of Chicago), dr. C. Finkenauer (VU) and prof. dr. K. van den Bos (UU)

Type of course

Workshop research group 'Interpersonal Processes'

Date

September 13 and 14, 2005

Duration

2 days, 10.00 am - 5.00 pm

Language

English

Location

VU, Amsterdam

Content

Psychologists attempt to understand how people's minds work, and use scientific methods to do so. People in their daily lives attempt to do the same thing as well, but do so using intuitions rather than science. Such intuitive mind-reading is critical for understanding social interaction, and this workshop in the interpersonal processes track of the KLI focused on recent advances in how, and how well, people make inferences about other people's thoughts, feelings, impressions, and attitudes. The goal of this workshop was to provide both theoretical and methodological suggestions for participants' own research.

Format

Day 1:

After a brief introduction of participants and teachers, professor Epley (University of Chicago) presented some of his recent research regarding how, and how well, people intuit other people's impressions of them (e.g., Savitsky, Epley & Gilovich, 2001; Epley, Savitsky, & Gilovich, 2002). The tentative title of this first talk was "Impression Detection: Understanding Others' Thoughts about Us". In the afternoon, students gave presentations. Beforehand, students were asked to submit a brief abstract of their research. Based on these abstracts, students whose research is most closely related to the topic of the workshop were invited to give a presentation. Students were invited to comment on the

relationship between their own work and professor Epley's work if it made sense to do so. Participants received detailed feedback from professor Epley and the other participants of the workshop.

Day 2:

The second day addressed attempts to increase the accuracy of intuitive mind-reading by overcoming some of the major biases that emerge when people make inferences about others' thoughts and feelings. The tentative title of this presentation was: "The good, the bad, and the ugly of perspective taking in social interaction". This presentation also involved a negotiation exercise in which workshop participants participated to highlight the issues raised in the presentation and to promote active learning of the material. After this presentation, participants of the workshop discussed in small groups how the presented research may be applicable to their own research. Based on this discussion, each group presented a research idea relevant to the material presented in the workshop. This was followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants can learn from this for their own research endeavors.

Literature

Recommended:

Epley, N., Keysar, B., Van Boven, L., & Gilovich, T. (2004). Perspective taking as egocentric anchoring and adjustment. *Journal of Personality and Social Psychology*, 87, 327-339.

Epley, N., Savitsky, K., & Gilovich, T. (2002). Empathy neglect: Reconciling the spotlight effect and the correspondence bias. *Journal of Personality and Social Psychology*, 83, 300-312.

Savitsky, K., Epley, N., & Gilovich, T. (2001). Do others judge us as harshly as we think? Overestimating the impact of our failures, shortcomings, and mishaps. *Journal of Personality and Social Psychology*, 81, 44-56.

About the staff

Professor Epley is interested in how people make inferences about themselves and others. Such mind-reading is a central feature of planning for the future, of social interaction, and of strategic self-presentation. Much of this

research suggests that people are overly egocentric when reasoning about their own mind in the future, or when reasoning about other people's minds in the present. Often this egocentric bias is the byproduct of insufficient adjustment from an even more egocentric assessment, and intuitive mind-reading is therefore improved when people are motivated or able to think harder. Such egocentric assessments look to be constant across the life span, with differences in egocentrism arising due to differences in the ability to adjust an egocentric perspective, rather than on the automatic tendency to make one. Recent research investigates how to overcome these egocentric biases in social judgment, but suggests that doing so may come with unexpected and unfortunate costs.

Enrollment

22

Joint Seminars

<i>Title</i>	The Psychology of Social Exclusion
<i>Teaching staff</i>	Dr. J. Twenge (San Diego State University) and dr. S.L. Koole (VU)
<i>Type of course</i>	Joint Seminar
<i>Date</i>	March 25, 2005
<i>Duration</i>	1 day
<i>Language</i>	English
<i>Location</i>	VU, Amsterdam
<i>Content</i>	<p>Recent research has shown that socially rejected people engage in a variety of negative behaviors, including aggression, self-defeating behavior, and emotional numbing. Dr. Twenge presented the most recent social rejection results from her lab. These included a series of studies on emotion regulation after rejection, showing that rejected people are actively regulating their emotions and are emotionally numb. Another set of studies shows that aggression after rejection can be eliminated when participants are able to fulfill belongingness. Discussion addressed possibilities for why rejection leads to negative outcomes.</p> <p><i>Form:</i> During the first half of the workshop, dr. Twenge provided an overview of recent theorizing and research findings on the psychology of social exclusion. During the second half of the workshop, participants were asked to present some of their own work. The discussion focused on the implications of social exclusion research for participants' own research projects and prospects for future research.</p>
<i>Literature</i>	<p>Twenge, J.M., & Baumeister, R.F. (2005). Social exclusion increases aggression and self-defeating behavior while reducing intelligent thought and prosocial behavior. In D. Abrams, M. Hogg, & J. Marques (Eds.), <i>The social psychology of inclusion and exclusion</i>. (pp. 27-46). New York: Psychology Press.</p> <p>Twenge, J. M., Catanese, K. R., & Baumeister, R. F. (2003). Social exclusion and the deconstructed state: Time perception, meaninglessness, lethargy, lack of emotion, and</p>

self-awareness. *Journal of Personality and Social Psychology*, 85, 409-423.

Twenge, J. M., Catanese, K. R., & Baumeister, R. F. (2002). Social exclusion causes self-defeating behavior. *Journal of Personality and Social Psychology*, 83, 606-615.

Twenge, J. M., Baumeister, R. F., Tice, D. M., & Stucke, T. S. (2001). If you cannot join them, beat them: Effects of social exclusion on aggressive behavior. *Journal of Personality and Social Psychology*, 81, 1058-1069.

Enrollment

7

Title

Incivility in the workplace

Teaching staff

Dr. A. Erez (University of Florida, Gainesville, FL, USA), drs. I.E. de Pater (UvA)

Type of course

Joint Seminar

Date

April 8, 2005

Duration

1 day

Language

English

Location

UvA

Content

Managers and employees often claim that they have no time to be nice. In the fast-paced modern organization, deadlines call, responsibilities mount, and stresses accumulate to create an atmosphere of anxiety, rashness, and impertinence. In fact, in many organizations the culture may even dictate brashness, causing rude behavior to run rampant throughout the ranks. In such environments, managers bark orders at employees, team members respond brusquely to one another, and employees treat secretaries and administrators with disrespect. Although these types of uncivil behaviors seem to be very prevalent in organizations (Cortina, Magley, Williams, & Langhout, 2001; Pearson & Porath, in press) they are for the most part low in intensity and ambiguous in their intent to harm the target (Andersson & Pearson, 1999).

One should ask then: would small, defused, uncivil acts that are not directed specifically toward the individual, have significant effects on important organizational variables?

During the first part of the seminar, Amir Erez discussed research on the consequences of incivility or being nasty to

others for a variety of organizational outcomes. He also addressed the other side of the coin, namely the effects of being nice to others on organizational outcomes. In his presentation, Amir Erez discussed some ways of integrating research on induced positive affect or “being nice to others” into modern motivation theories.

During the second part of the seminar, participants were asked to present some of their own work on related research topics and the literature read before the seminar was discussed.

Thereafter, participants discussed in small groups how the presented research and the papers studied may be applicable for their own research. Based on this discussion, each group presented a research idea that incorporated the previously presented, studied, and discussed research.

Literature

To be read in advance:

Isen, A. M., & Baron, R. A. (1991). Positive affect as a factor in organizational behavior. *Research in Organizational Behavior*, 13, 1-53.

Erez, A. & Isen, A. M. (2002). The influence of positive affect on the component of expectancy motivation. *Journal of Applied Psychology*, 87, 1055-1067.

Estrada, C. A., Isen, A. M., & Young, M. J. (1997). Positive affect facilitates integration of information and decreases anchoring in reasoning among physicians. *Organizational Behavior and Human Decision Processes*, 72, 117-135.

Andersson, L.M., & Pearson, C.M. 1999. Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24: 452-471.

Extra readings that might be interesting to people were:

Staw, B. M., & Barsdale, S. G. (1993). Affect and managerial performance: A test of the sadder-but wiser vs. happier-and-smarter hypotheses.

Administrative Science Quarterly, 38, 304-331.

Isen, A. M., Doubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122-1131.

Isen, A. M., Nygern, T. E., & Ashby, F. G. (1988). The influence of positive affect on the subjective utility of gains and losses: It's just not worth the risk. *Journal of Personality and Social Psychology*, 55, 710-717.

Enrollment

8

Title

Social Psychology and Culture

Teaching staff

Prof.dr. P. Smith (University of Sussex), prof.dr. M. Bond (Chinese University of Hong Kong), prof.dr. K.I. van Oudenhoven-van der Zee and prof.dr. J.P.L.M. van Oudenhoven (RuG)

Type of course

Joint seminar

Date

November 7 and 8, 2005

Duration

2 days

Location

RuG, Groningen

Content

Social psychology has through most of its history been a predominantly Western enterprise. For a long time the fact has largely been neglected that its theories may not necessarily hold for the entire globe. Recent research has clearly demonstrated that processes such as self-perception, attribution, communication, conformity, leadership, and decision making occur differently in collective cultures than in individualistic cultures. The implications of these differences are crucial to a clear understanding of intergroup behavior, cross-cultural negotiation, immigration and acculturation. This two-day workshop aimed to attract students and faculty members who are interested in cultural influences on social psychological processes and the implications of such cultural differences on intercultural interactions. Following introductions by Peter Smith and Michael Bond on the general topic of the workshop, students presented papers on their own research in this area, and received feedback on their papers by the guest experts. On the second day we continued with student presentations. This was followed by a commentary of the workshop organizers who tried to integrate the student papers and link their contributions to the major viewpoints of Smith and Bond. In this way they provided points for a general discussion on directions for the future of this area of

research. The workshop ended with short presentations by Peter Smith and Michael Bond in which they gave an overview of specific research they were concurrently involved in.

Enrollment

11

Title

The Individual and Group Bases of Self-conscious Emotions (such as shame, guilt, regret, pride etc.)

Teaching staff

Organizers: drs. S. Zebel (UvA), dr. E.J. Doosje (UvA), prof.dr. N. Ellemers (UL) and prof.dr. R. Spears (U. Cardiff/UvA).

Speakers: prof.dr. J. Tangney (George Mason University, USA) and dr. C. Leach (University of Sussex, England), and contributions of Ph.D. students, post-docs or staff.

Type of course

Joint seminar

Date

November 14, 2005

Duration

1 day

Location

UvA, Amsterdam

Content

Self-conscious emotions such as regret, shame and guilt are important emotions that can arise when people experience a discrepancy between their actual behavior and their norms. In this workshop we focused on different sources of these emotions: you can experience them as an individual or as a group member. As an individual, you can feel shamed about the way you have treated your mother, but as a group member, you can also experience shame when confronted with the role of the Dutch in Sebrenica during the ethnic cleansing. This workshop included several long presentations by the keynote speakers and some shorter presentations by PhD-students, post-docs or staff (with feedback from the keynote speakers). The joint seminar also included some small group interaction and discussion.

Literature

Tangney, J. & Mashek, D. (2004). In search of the moral person: Do you have to feel really bad to be good? In J. Greenberg, S. L. Kooke, & T. Pyszczynski (Eds.), *Handbook of Experimental Existential Psychology* (pp. 156-166). New York: Guilford.

Leach, C.W., & Spears, R., Branscombe, N.R. & Doosje, B. (2003). Malicious pleasure: *Schadenfreude* at the suffering of another group. *Journal of Personality and Social Psychology*, 84, 932-943.

Enrollment

24

Appendix 2: Publications 2005

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

- Aarts, H., & Hassin, R. (2005). 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., Chartrand, T.L., Custers, R., Danner, U., Dik, G., Jefferis, V.E., & Cheng, C.M. (2005). Social stereotypes and automatic goal pursuit. *Social Cognition*, 23, 464-489.
- Aarts, H., Custers, R., & Wegner, D.M. (2005). On the inference of personal authorship: Enhancing experienced agency by priming effect information. *Consciousness and Cognition*, 14, 439-458.
- Anderson, N. (2005). Relationships Between Practice and Research in Personnel Selection: Does the Left Hand know what the Right is Doing? In A. Evers, N. Anderson, & O. Voskuil (Eds), *The Blackwell Handbook of Personnel Selection* (pp. 1-24). Oxford, UK: Blackwell.
- Barreto, M., & Ellemers, N. (2005). The burden of benevolent sexism: How it contributes to the maintenance of gender inequalities. *European Journal of Social Psychology*, 35, 633-642.
- Barreto, M., & Ellemers, N. (2005). The perils of political correctness: Men's and women's responses to old-fashioned and modern sexist views. *Social Psychology Quarterly*, 68/1, 75-88.
- Beersma, B., & De Dreu, C.K.W. (2005). Conflict's consequences: Effects of social motives on postnegotiation creative and convergent group functioning and performance. *Journal of Personality and Social Psychology*, 89, 358 - 374.
- Beersma, B., de Dreu, C. K. W., & ten Velden, F. S. (2005). Negotiation and post-negotiation performance in teams: A motivational analysis. In: L. L. Neider & C. A. Schriesheim (Eds.), *Research in Management* (Vol. 4), (pp. 145-170). Greenwich, CT: Information Age Publishing.
- Berndsen, M., & van der Pligt, J. (2005). Risks of meat: The relative impact of cognitive, effective and moral concerns. *Appetite*, 44, 195-205.
- Bertua, C., Anderson, N. R., & Salgado, J. (2005). The predictive validity of cognitive ability tests: A UK meta-analysis. *Journal of Occupational and Organizational Psychology*, 78, 387-409.

- Beukeboom, C.J., & Semin, G.R. (2005). Mood and representations of behaviour: The how and why. *Cognition and Emotion*, 19, 1242-1251.
- Bolderdijk, J.W., Jellema, I.J., Meems, S., Den Oude T., Stapel, D.A., & Marx, D.M. (2005). Self-handicapping onder invloed van stereotype dreiging. In E.H. Gordijn, R. Holland, A.M. Meijnders & J. Ouwerkerk (Eds). *Jaarboek Social Psychologie*, 2004 (pp.27-36). Groningen: Aspo Pers.
- Brink, B.E.H. ten, Hartog, D.N. den, Koopman, P.L., & Muijen, J.J. van (2005). De staat van het psychologisch contract en de betrokkenheid, inzet en employability van medewerkers. *Tijdschrift voor HRM*, 8(5), 55-76.
- Brockner, J., De Cremer, D., Van den Bos, K., & Chen, Y. (2005). The influence of interdependent self-construal on procedural fairness effects. *Organizational Behavior and Human Decision Processes*, 96, 155-167.
- Buunk, A.P., Blanton, H., Schuurman, M.K., & Siero, F.W. (2005). Issue involvement and low-versus high-power style as related to attitude change in sex-role egalitarianism. *Journal of Language and Social Psychology*, 24, 412-421.
- Buunk, B.P, Nauta, A., & Molleman, E. (2005). In search of the true group animal: the effects of affiliation orientation and social comparison orientation upon group satisfaction. *European Journal of Personality*, 19, 69-81.
- Buunk, B.P. (2005). How do people respond to others with high commitment or autonomy in their relationships? *Journal of Social and Personal Relationships*, 22, 653-672.
- Buunk, B.P., & Dijkstra, P. (2005). A narrow waist versus broad shoulders: Sex and age differences in the jealousy-evoking characteristics of a rival's body build. *Personality and Individual Differences*, 39, 379-389.
- Buunk, B.P., & Gibbons, F.X. (2005). Social comparison. In G. Davey (Ed.), *The Encyclopaedic Dictionary of Psychology* (pp. 278-279). London: Hodder Education.
- Buunk, B.P., & Van der Zee, Y.G. (2005). Affective response to social comparison in the classroom. *Basic and Applied Social Psychology*, 27, 229-239.
- Buunk, B.P., Belmonte, J., Peiró, J.M., Zurriaga, R., & Gibbons, F.X. (2005). Diferencias individuales en la comparación social: Propiedades de la escala española de orientación hacia la comparación social. *Revista Latinoamericana de Psicología*, 37, 561-581x-x.
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- Cacioppo, J.T., Berntson, G.G., & Semin, G.R. (2005). Scientific Symbiosis: The Mutual Benefit of Iteratively Adopting the Perspective of Realism and Instrumentalism. *American Psychologist*, 60, 347-348.
- Carnevale, P.J., & de Dreu, C. K. W. (2005). Laboratory experiments in the study of negotiation. *International Negotiation*, 10, 51-65.
- Carnevale, P.J., & De Dreu, C.K.W. (2005). Methods in negotiation research II (Special issue). *International Negotiation*, 10, 1 - 205.
- Cooper-Thomas, H., & Anderson, N. R. (2005). Organization socialization: A field study into socialization success and rate. *International Journal of Selection and Assessment*, 13, 116-128.
- Cremer, D.A. de, Knippenberg, B.M. van, Knippenberg, D. van, Mullenders, D., & Stinglhamber, F. (2005). Rewarding Leadership and Fair Procedures as Determinants of Self-Esteem. *Journal of Applied Psychology*, 90, 3-12.
- De Cremer, D., & Van Dijk, E. (2005). When and why leaders put themselves first: Leader behaviour in resource allocations as a function of feeling entitled. *European Journal of Social Psychology*, 35, 553-563.
- De Dreu, C.K.W. (2005). A PACT against conflict escalation in negotiation and dispute resolution. *Current Directions in Psychological Science*, 14, 149 - 152.
- De Dreu, C.K.W. (2005). Bang voor conflict? Psychologie van conflicten in organisaties (Afraid of Conflict? The psychology of conflict in organizations) (pp 1 – 132). Assen: Van Gorcum.
- De Dreu, C.K.W. (2005). Conflict and Conflict Management. In N. Nicholson, P. Audia, and M. Pillutla (Eds.), *Blackwell Encyclopedic Dictionary of Organizational Behavior* (pp. 59 – 62). Oxford, UK: Blackwell.
- De Dreu, C.K.W., & Beersma, B. (2005). Conflict in organizations: Beyond effectiveness and performance. *European Journal of Work and Organizational Psychology*, 14, 105-117.
- De Dreu, C.K.W., & Beersma, B. (2005b). Conflict in organizations. Special issue of *European Journal of Work and Organizational Psychology*, 14, 105–203.
- De Dreu, C.K.W., & Carnevale, P.J. (2005). Disparate methods and common findings in the study of negotiation. *International Negotiation*, 10, 193-203.

- De Dreu, C.K.W., & Van Knippenberg, D. (2005). The possessive self as a barrier to constructive conflict management: Effects of mere ownership, process accountability, and self-concept clarity on competitive cognitions and behavior. *Journal of Personality and Social Psychology*, 89, 345-357.
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- De Raad, B. (2005). *De waardering van persoonlijkheid*. (oratie) Amsterdam: Nieuwezijds
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- De Raad, B. (2005). The trait-coverage of emotional intelligence. *Personality and Individual Differences*, 38, 673-687.
- De Raad, B., & Peabody, D. (2005). Cross-Culturally recurrent personality factors: Analyses of three factors. *European Journal of Personality*, 19, 451-474.
- De Raad, B., Van Oudenhoven, J.P. & Hofstede, M. (2005). Personality terms of abuse in three cultures: Type nouns between description and insult. *European Journal of Personality*, 19, 153-165.
- Dijk, W. van, Ouwerkerk, J.W., Goslinga, S., & Nieweg, M. (2005). Deservingness and Schadenfreude. *Cognition and Emotion*, 19(6), 933-939.
- Dijk, W. van, Ouwerkerk, J.W., Nieweg, M., & Pennekamp, S. (2005). Leedvermaak: niet netjes maar wel lekker. In B. Doosje & A.H. Fischer (Eds.), *De sociale psychologie van emoties* (pp. 44-54). Schiedam: Scriptum.
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- Doosje, B. & Fischer, A. H. (Eds.)(2005). Ik ben niet boos, maar teleurgesteld. Emoties in het dagelijks leven (I'm not angry, but disappointed. Emotions in daily life) (pp. 147). Schiedam: Scriptum.
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