



KURT LEWIN  
INSTITUUT

Annual Report 2006



## Annual Report 2006

Kurt Lewin Institute  
Graduate School in Social Psychology and its applications

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## Preface

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It is a pleasure to offer you the 2006 Annual Report. As usual, this report provides an overview of our teaching activities, project summaries of new PhD students as well as those who finished their dissertation in the past year, and a listing of the research publications of both senior and junior members. And as usual, we have a report to be proud of. As Kurt Lewin Institute we have once again produced a large volume of both interesting and excellent research, many PhD students received well-evaluated courses and participated in highly appreciated seminars and workshops. In short, also in 2006 we all did very well.

In 2006 the Kurt Lewin Institute held its bi-annual conference, and for two days we exchanged ideas, research findings, and other forms of more or less relevant information. Keynotes were given by Joop van der Pligt, Gun Semin, and Arie Kruglanski, and Ruud Custers won the KLI-best graduate student paper award. While exciting in many respects, to me the main highlight of this meeting was the way it was organized - instead of grouping papers around the "traditional" tracks, the conference committee selected papers around particular themes and thus brought together work on social cognition, interpersonal processes, group performance and even organizational psychology issues. This innovative format stimulated learning across levels of analysis, and many junior as well as senior colleagues benefited from exposure to new techniques and theories.

It is a format that we will use again, when we hold our conference in 2008. Catrin Finkenauer serves as program chair, and is working hard to provide the groundwork for what I am sure will be another successful meeting. For now, thanks to all members and students who, in one way or the other, helped to make the Kurt Lewin Institute both an exciting and pleasant place to be.

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

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# 1. Introduction

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The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. In 2006 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

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### 2.1 Management structure

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

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 2006*

Prof.dr. K. van den Bos

Prof.dr. E. van Dijk, until September 2006

Prof.dr. A.J. Dijksterhuis, until September 2006

Prof.dr. N. Ellemers (Chair)

Prof.dr. A.H. Fischer, as of September 2006

Prof.dr. K.A. Jehn, as of September 2006

Prof.dr. G. Kok (external member)

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

Drs. K.E. Stroebe (PhD student)

Prof.dr. N.W. van Yperen

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 2006*

Prof.dr. H. Aarts (Teaching Director)

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

Prof.dr. E. van Dijk (Research Director), as of September 2006

Prof.dr. D.A. Stapel (Research Director), until September 2006

*Members of the Teaching Committee in 2006*

Prof.dr. H. Aarts (Chair)

Dr. W.W. van Dijk,

Dr. E.H. Gordijn,

Drs. K.E. Stroebe (representing the PhD students)

*Members of the Research Committee in 2006*

Dr. I. van Beest

Dr. B. Doosje

Prof.dr. E. van Dijk (Chair), as of September 2006

Dr. C. Finkenauer

Prof.dr. D.A. Stapel (Chair), until September 2006

Prof.dr. W. Stroebe

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 Confidential advisors

Two “confidential advisors” (*vertrouwenspersonen*) have been appointed, to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution. The confidential advisors are: 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

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### 3.1 Membership

#### **Criteria for admission of teaching and training staff**

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

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

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

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

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

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

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

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

## **Criteria for the admission of graduate students**

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

### *1. Formal issues*

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

### *2. Content issues*

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

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

### 3.2 Full members on December 31, 2006

Prof.dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
Dr. M. Barreto, UL, Social & Organizational Psychology  
Dr. B. Beersma, UvA, Work and Organizational Psychology  
Dr. I. van Beest, UL, Social & Organizational Psychology  
Prof.dr. K. van den Bos, UU, Social & Organizational Psychology  
Prof.dr. A.P. Buunk, RuG, Social & Organizational Psychology  
Dr. R. Custers, UU, Social & Organizational Psychology  
Prof.dr. E. van Dijk, UL, Social & Organizational Psychology  
Dr. W.W. van Dijk, VU, Social Psychology  
Dr. A. Dijkstra, RuG, Social & Organizational Psychology  
Dr. B. Doosje, UvA, Social Psychology  
Prof.dr. C.K.W. de Dreu, UvA, Work and Organizational Psychology  
Prof.dr. N. Ellemers, UL, Social & Organizational Psychology  
Dr. M.C. Euwema, UU, Social & 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 & Organizational Psychology  
Dr. M.J.J. Handgraaf, UvA, Work and Organizational Psychology  
Dr. F. Harinck, UL, Social & Organizational Psychology  
Dr. F. van Harreveld, UvA, Social Psychology  
Dr. A.H.B. de Hoogh, VU, Work and Organizational Psychology  
Prof.dr. K.A. Jehn, UL, Social & Organizational Psychology  
Prof.dr. H. Kelderman, VU, Work and Organizational Psychology  
Dr. G.A. van Kleef, UvA, Social Psychology  
Dr. E.S. Kluwer, UU, Social & Organizational Psychology  
Prof.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 & 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 & Organizational Psychology  
Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social & Organizational Psychology

Prof.dr. K.I. van Oudenhoven-van der Zee, RuG, Social & Organizational Psychology  
 Prof.dr. J. van der Pligt, UvA, Social Psychology  
 Dr. J.W. van Prooijen, VU, Social Psychology  
 Dr. B. de Raad, RuG, Differential Psychology, Methodology and History  
 Dr. M. Rotteveel, UvA, Social Psychology  
 Prof.dr. C.E. Rusbult, VU, Social Psychology  
 Dr. D.T. Scheepers, UL, Social & 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.J.A.M. Staats, UL, Social & Organizational Psychology  
 Dr. H.O. Steensma, UL, Social & Organizational Psychology  
 Dr. L. Steg, RuG, Experimental and Work Psychology  
 Prof.dr. W. Stroebe, UU, Social & Organizational Psychology  
 Prof.dr. A.E.M. van Vianen, UvA, Work and Organizational Psychology  
 Prof.dr. E. van de Vliert, RuG, Social & Organizational Psychology  
 Prof.dr. N.W. van Yperen, RuG, Social & Organizational Psychology

### **3.3 Affiliate members on December 31, 2006**

Dr. M.Ph. Born, EUR, Psychology  
 Dr. D. de Cremer, UvT, Psychology  
 Dr. E. Deros, EUR, Psychology  
 Dr. O. Janssen, RuG, Human Resource Management & Organizational Behavior  
 Prof.dr. P.G. Klandermans, VU, Social Sciences  
 Prof.dr. Y.H. Poortinga, UvT, Psychology  
 Dr. R.A.C. Ruiter, UM, Experimental Psychology  
 Prof.dr. K. Sanders, UT, Organisational Psychology & Human Resource Development  
 Prof.dr. D.A. Stapel, UvT, Tilburg Institute for Behavioral Economics Research  
 Dr. G.S. van der Vegt, RuG, Human Resource Management & Organizational Behavior  
 Prof.dr. F.J.R. van de Vijver, UvT, Psychology  
 Prof.dr. H. de Vries, UM, Health Promotion and Health Education  
 Prof.dr. N.K. de Vries, UM, Health Promotion and Health Education  
 Prof.dr. M. Zeelenberg, UvT, Psychology

### 3.4 Research fellows on December 31, 2006

Dr. C. van Dyck, VU, Work and Organizational Psychology

### 3.5 Associate members on December 31, 2006

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

Dr. J.R.C. Ham, UU, Social & Organizational Psychology

Dr. D.A. van Hemert, UvA, Social Psychology

Dr. E. van Leeuwen, VU, Social Psychology

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

Dr. J.H. Park, RuG, Social & Organizational Psychology

Dr.ing. I.E. de Pater, UvA, Work and Organizational Psychology

Dr. E.F. Rietzschel, RuG, Social & Organizational Psychology

Dr. W. Steinel, UL, Social & Organizational Psychology

Dr. R.E. de Vries, VU, Work and Organizational Psychology

Dr. M. van Zomeren, VU, Social Psychology

<sup>1</sup> VU = Vrije Universiteit Amsterdam; UvA = University of Amsterdam; RuG = Groningen University; UL = Leiden University; UU = Utrecht University; UvT = Tilburg University; EUR = Erasmus University Rotterdam; UM = Maastricht University

### 3.6 PhD students

On 31 December 2006, 94 PhD students were participating in the Kurt Lewin Institute. In the same year, 11 PhD students started their research, 10 PhD students completed their research, 2 PhD students stopped, 6 PhD students found another job but will finish their PhD later and the PhD position of 5 PhD students was ended but they will finish their PhD later.

*Table 1: Institutional participation of PhD students on December 31, 2006*

Vrije Universiteit Amsterdam	18
University of Amsterdam	12
University of Groningen	27
University of Leiden	15
University of Utrecht	19
External PhD students	143
<b>Total</b>	<b>94</b>

**List of PhD students in 2006, their supervisors and the title of their research project**

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. 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>		
Drs. 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>		
Drs. H.J.E.M. Alberts	Prof.dr. N.K. de Vries	UM
	Prof.dr. H. Merckelbach	UM
	Dr. C. Martijn	UM
Title: <i>Het behoud of verlies van zelfcontrole: Het samenspel van energetische, cognitieve en motivationele factoren</i>		
Drs. N. Ayub	Prof.dr. K.A. Jehn	UL
Title: <i>The Effects of National Diversity, Organization Culture, and Conflict on Workgroup Performance</i>		
Drs. 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>		
Drs. B. Bender*****	Prof.dr. N.K. de Vries	UM
Title: <i>Habits and the role of awareness of behavior and planning in habitual health behavior</i>		
Drs. D. Bleeker	Prof.dr. N. Ellemers	UL
	Dr. C. van Laar	UL
Title: <i>Motivation and performance in low status groups: Balancing the interests of the ingroup and outgroup</i>		



<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. E.J. Boezeman Title: <i>Vrijwilligerswerk als onderdeel van sociale liftfunctie van de stad: Hoe vrijwilligersorganisaties betrokkenheid, inzet, en behoud van vrijwilligers kunnen bevorderen</i>	Prof.dr. N. Ellemers	UL
Drs. K.C.A. Bongers*** Title: <i>Goals and the perception-behavior link</i>	Prof.dr. A.J. Dijksterhuis Prof.dr. R. Spears	UvA UvA
Drs. A. van den Bos Title: <i>Making sense of hot cognition: Stereotypes and prejudice</i>	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	RuG RuG RuG
Drs. A.Z. Bosch Title: <i>Social comparison and individual differences in social comparison orientation</i>	Prof.dr. A.P. Buunk Dr. F.W. Siero	RuG RuG
Drs. L.G.G. Brebels Title: <i>Injustice and action: A Self-based Approach</i>	Dr. D. de Cremer Prof.dr. C. Sedikides	UvT U. South- hampton
Drs. R. Broeders Title: <i>Automatic and controlled processes in the social psychology of justice judgments</i>	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
Drs. D. Bulsink Title: <i>Dispositional roots of cooperation in work-family choices</i>	Dr. E.S. Kluwer Prof.dr. T. van der Lippe Prof.dr. K. van den Bos	UU UU UU
Drs. C. Carmona Rodriguez* Title: <i>Effect of social comparison on self-efficacy</i>	Prof.dr. A.P. Buunk Prof.dr. J.M. Peiro	RuG Valencia

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. N. Cem Ersoy	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>		
Drs. S. Cihangir	Prof.dr. N. Ellemers	UL
	Dr. M. Barreto	UL
Title: <i>Recognition of contemporary forms of prejudice</i>		
Drs. R. Custers*	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>Automatic goal-directed behavior</i>		
Drs. S.E. Dalley**	Prof.dr. A.P. Buunk	RuG
	Dr. J.H. Park	RuG
Title: <i>The antecedents and consequences of the female body image dissatisfaction: A social comparison perspective</i>		
Drs. 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>		
Drs. 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>		
Drs. F. van Dijk**/*****	Prof.dr. A.E.M. van Vianen	UvA
Title: <i>Applicant perceptions of prospective multilevel fit: Idiosyncratic fit-foci and selection lenses</i>		
Drs. G. Dik	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>The emergence of automatic goal-pursuit upon perceiving behavior of others</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. L.F. van Dillen	Prof.dr. G.R. Semin	VU
	Dr. S.L. Koole	VU
	Dr. D.J. Heslenfeld	VU
Title: <i>Neurological foundations of affect regulation and self-activation</i>		
Drs. E. Dreezens*	Prof.dr. G. Kok	UM
	Prof.dr. N.K. de Vries	UM
	Dr. C. Martijn	UM
Title: <i>Attitude strength and the intensity and quality of processing new information</i>		
Drs. B.M. Ekker	Prof.dr. D.A. Stapel	UvT
	Dr. S. Otten	RuG
	Dr. E.H. Gordijn	RuG
Title: <i>Determinants of ingroup versus outgroup bias in aggressive interactions</i>		
Ir. K.J.P.M. van Erp	Prof.dr. K.I. van Oudenhoven-v.d. Zee	RuG
	Dr. E. Giebels	RuG
Title: <i>Expatriate Adjustment: The Influence of Justice and Conflict in an Intimate Relationship</i>		
Drs. N. Faber**	Prof.dr. N.W. van Yperen	RuG
	Dr. O. Janssen	RuG
Title: <i>Differential reactions of managers to creative employees: An achievement goal approach</i>		
Drs. K. Faddegon	Prof.dr. N. Ellemers	UL
	Dr. D.T. Scheepers	UL
Title: <i>Group dynamics and regulatory focus: Consequences for arousal, emotion and group performance</i>		
Drs. D.A. Fockenberg	Prof.dr. G.R. Semin	VU
Title: <i>Affective and semantic influences in word processing</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. L. Greer	Prof.dr. K.A. Jehn Prof.dr. K. Bezrukova Dr. S. Thatcher	UL Pennsyl. Arizona
<i>Title: Reconceptualization group composition: The effects of group faultlines on conflict and performance</i>		
Drs. J.D.M. Grob	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	UvT RuG RuG
<i>Title: Making sense of hot cognition: self-views</i>		
Drs. C. de Groot	Prof.dr. A.P. Buunk Dr. A. Dijkstra	RuG RuG
<i>Title: The social context of self-threat and self-evaluative emotions in HRBs</i>		
Drs. S.T. Hawk	Prof.dr. A.H. Fischer Dr. G.A. van Kleef	UvA UvA
<i>Title: Emotional contagion: The role of self and others</i>		
Drs. H. Heinsman	Prof.dr. P.L. Koopman Prof.dr. J.J. van Muijen	VU Nijenrode
<i>Title: Evaluation of competency-management-systems</i>		
Drs. J. Hofstra	Prof.dr. J.P.L.M. van Oudenhoven Prof.dr. A.P. Buunk	RuG RuG
<i>Title: Attachment styles and EVLN-intentions</i>		
Drs. G.J. Homsma	Prof.dr. P.L. Koopman Dr. C. van Dyck Dr. T.C. de Gilder	VU VU VU
<i>Title: Dealing with errors: Organizational determinants of control and learning</i>		
Drs. I.E. de Hooge	Prof.dr. M. Zeelenberg Dr. S.M. Breughelmans	UvT UvT
<i>Title: Social Emotion in Social Dilemmas: Guilt versus Shame</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. E.P.C. Hopman	Prof.dr. P.A.M. van Lange	VU
	Dr. E.A.C. van Leeuwen	VU
Title: <i>Cooperation and competition between subgroups</i>		
Drs. N.B. 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>		
Drs. 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>		
Drs. L. Kessels**	Dr. R.A.C. Ruiter	UM
	Dr. B. Jansma	UM
	Dr. V. van de Ven	UM
	Prof.dr. G. Kok	UM
Title: <i>Threatening health information makes us look away: An fMRI study of the neural processes of negative arousal, personal relevance and attention</i>		
Drs. 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>		
Drs. A.H.M. Klep	Prof.dr. B.M. van Knippenberg	VU
	Prof.dr. H. van der Flier	VU
Title: <i>A Social Identity Model of Group Emotion</i>		
Drs. S.J. Ko	Prof.dr. D.A. Stapel	UvT
	Prof.dr. K.I. van Oudenhoven-v.d. Zee	RuG
	Prof.dr. C.M. Judd	Colorado
Title: <i>Making sense of hot cognition: Stereotyping</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. L. Koning	Prof.dr. E. van Dijk	UL
	Dr. I. van Beest	UL
	Dr. W. Steinel	UL
Title: <i>Power and deception in bargaining: an interdependence analysis</i>		
Drs. H. Kooij-de Bode	Prof.dr. C.K.W. de Dreu	UvA
	Prof.dr. D. van Knippenberg	EUR
Title: <i>Group composition and group performance: The categorization-elaboration model</i>		
Drs. K.E. Kubacka**	Dr. C. Finkenauer	VU
	Prof.dr. C.E. Rusbult	VU
Title: <i>The Search for Inter-Personal Accuracy (SIPA) Project: An integrative approach to the determinants of accuracy in social prediction of others' internal states</i>		
Drs. E.W. de Kwaadsteniet	Prof.dr. E. van Dijk	UL
	Dr. A.P. Wit	UL
	Dr. D. de Cremer	UM
Title: <i>Environmental uncertainty in social dilemmas</i>		
Drs. D. Lakens	Prof.dr. G.R. Semin	VU
	Dr. F. Foroni	VU
Title: <i>Synchronization; grounding the processing of facial expressions</i>		
Drs. J. Lammers	Prof.dr. D.A. Stapel	UvT
	Dr. E.H. Gordijn	RuG
Title: <i>Meta-stereotyping and power</i>		
Drs. M. Leliveld	Prof. dr. E. van Dijk	UL
	Dr. I. van Beest	UL
Title: <i>Misleiding en interdependentie: Eigenbelang en distributieve rechtvaardigheid bij onderhandelen</i>		
Drs. J.N. de Liver***	Prof.dr. J. van der Pligt	UvA
	Prof.dr. D.H.J. Wigboldus	RU
Title: <i>Attitude structure, affect and ambivalence of preferences</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.M. Lokhorst	Prof.dr. E. van Dijk Prof.dr. G.R. de Snoo Dr. H. Staats	UL CML (UL) UL
<i>Title: Feedback, social support and public commitment to improve environmental quality of farm lands</i>		
Drs. A. Loseman	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
<i>Title: On objective truth and subjective principles about justice</i>		
Drs. K. Luijters	Prof.dr. K.I. van Oudenhoven-v.d. Zee Dr. S. Otten	RuG RuG
<i>Title: The role of personality, threat and social identity in coping with ethnic diversity in organizations</i>		
Drs. M. Maas****	Prof.dr. K. van den Bos Dr. E.S. Kluwer	UU UU
<i>Title: Uncertainty management by means of fairness judgment</i>		
Drs. M. Maringer	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	UvT RuG RuG
<i>Title: Making sense of hot cognition: The role of description in affective processing</i>		
Drs. K. Massar	Prof.dr. A.P. Buunk	RuG
<i>Title: Evaluation of rivals in jealousy evoking situations</i>		
Drs. I.M. McNeil	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Dr. M.J.J. Handgraaf	UvA UvA UvA
<i>Title: Constructive delay and decision avoidance in a temporal context</i>		
Drs. L.A.L. de Meijer	Prof.dr. H.T. van der Molen Dr. M.Ph. Born	EUR EUR
<i>Title: Ethnicity effects in police officer selection: Applicant, assessor, and selection-method factors related to ethnic score differences</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. S.T. Mol***	Prof.dr. H.T. van der Molen Dr. M.Ph. Born	EUR EUR
<i>Title: Intercultural job performance criteria: unraveling key issues in criterion development</i>		
Drs. E. ter Mors	Prof.dr. N. Ellemers Dr. W.H. Weenig	UL UL
<i>Title: Effects of source characteristics and message content on the interpretation and acceptance of information</i>		
Drs. M. Nieweg	Dr. W.W. van Dijk Dr. J.W. Ouwerkerk Prof.dr. P.A.M. van Lange	VU UvA VU
<i>Title: When people fall from grace: when and why of schadenfreude</i>		
Drs. L.W. Niezink	Prof.dr. A.P. Buunk Prof.dr. K.I. van Oudenhoven-v.d. Zee Prof.dr. S.M. Lindenberg	RuG RuG RuG
<i>Title: Helping others in need</i>		
Drs. M.K. Noordewier	Prof.dr. M. Zeelenberg Prof.dr. D.A. Stapel	UvT UvT
<i>Title: The psychology of expectancies</i>		
Drs. 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>		
Drs. H.K.E. Oldenhuis	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	UvT RuG RuG
<i>Title: Meta-stereotype activation versus other-stereotype activation</i>		
Drs. A. Oosterhof	Prof.dr. E. van de Vliert Prof.dr. K. Sanders Dr. G.S. van der Vegt	RuG RuG RuG
<i>Title: Chemistry in work groups</i>		



<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. R. Pals**	Prof.dr. K.I. van Oudenhoven-v.d. Zee	RuG
	Dr. L. Steg	RuG
	Dr. F.W. Siero	RuG
<i>Title: Evaluation of experiences in Zoo Emmen – preferences for confirmation or disconfirmation of expectancies</i>		
Drs. S.F. Pennekamp	Prof.dr. A.H. Fischer	UvA
	Dr. B. Doosje	UvA
	Dr. S. Zebel	UvA
<i>Title: Collective emotions in immoral intergroup contexts</i>		
Drs. 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>		
Drs. 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>		
Drs. P.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
<i>Title: Doeloriëntaties in taakgerelateerde uitwisseling tussen collega's</i>		
Drs. T.Y.P. Preenen**	Dr.ing. I.E. de Pater	UvA
	Prof.dr. A.E.M. van Vianen	UvA
	Prof.dr. C.K.W. de Dreu	UvA
<i>Title: The allocation of challenging tasks: Determinants and consequences of supervisors' task allocation behavioral styles and task assignments</i>		
Drs. M.K. van Putten	Prof.dr. M. Zeelenberg	UvT
<i>Title: Causes and consequences of inaction inertia</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. N.F.E. Regenberg** <i>Title: The linguistic underpinnings of perception, action, and the self</i>	Prof.dr. G.R. Semin	VU
Drs. C.P. Reinders Folmer <i>Title: Looking beyond reciprocity</i>	Prof.dr. P.A.M. van Lange	VU
Drs. P.M. Reitsma <i>Title: The cognitive, motivational, and behavioral impact of linguistic variations in communication</i>	Prof.dr. G.R. Semin Dr. E.A.C. van Leeuwen	VU VU
Drs. L.J. Renkema <i>Title: Performance and interests: Determinants or consequences of achievement goals?</i>	Prof.dr. N.W. van Yperen	RuG
Drs. J.P. van 't Riet** <i>Title: Framing Health Messages</i>	Prof.dr. H. de Vries Dr. R. de Ruiter	UM UM
Drs. J. Rupert <i>Title: Group composition and diversity: a multimethod examination of alignment, conflict and performance</i>	Prof.dr. K.A. Jehn	UL
Drs. J. van der Schalk <i>Title: Emotional contagion in intergroup contexts</i>	Prof.dr. A.H. Fischer Prof.dr. D.H.J. Wigboldus	UvA RU
Drs. S. Schalk-Soekar**** <i>Title: Multiculturalism in the Netherlands</i>	Prof.dr. F.J.R. van de Vijver Prof.dr. Y.H. Poortinga	UvT UvT
Drs. S. Schinkel**** <i>Title: Psychological impact of selection procedures upon applicants: an experimental and field study investigation</i>	Prof.dr. N.R. Anderson Dr. D. van Dierendonck Prof.dr. A.E.M. van Vianen	ABS EUR UvA

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. G. Schuitema	Prof.dr. J.A. Rothengatter	RuG
	Prof.dr. C.A.J. Vlek	RuG
	Dr. L. Steg	RuG
Title: <i>Acceptability of transport pricing policies</i>		
Drs. T.K. Stahl*	Prof.dr. N. Ellemers	UL
	Dr. R. Vermunt	UL
	Prof.dr. K. Tornblom	U. of Skövde
Title: <i>Reactions to fair and unfair procedures</i>		
Drs. E.F. van Steenberg	Prof.dr. N. Ellemers	UL
Title: <i>Work-home conflict or synergy? Consequences of combining multiple roles for well-being and job performance</i>		
Drs. J. van Stekelenburg*	Prof.dr. B.G. Klandermans	VU
	Dr. W.W. van Dijk	VU
Title: <i>Effects of union communication</i>		
Drs. K.E. Stroebe	Prof.dr. N. Ellemers	UL
	Dr. M. Barreto	UL
Title: <i>Information processing and the recognition of implicit prejudice</i>		
Drs. 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>		
Drs. P. Tenbult****	Prof.dr. N.K. de Vries	UM
Title: <i>Intuitive, primary affective reactions to food products and their consequences for information search</i>		
Drs. B. Terwel	Prof.dr. N. Ellemers	UL
	Dr. F. Harinck	UL
Title: <i>Trust as a function of motives and argumentation</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. D. Trampe	Prof.dr. A.P. Buunk Prof.dr. D.A. Stapel Dr. F.W. Siero	RuG UvT RuG
Title: <i>Self-reflection and attitude change after persuasive communication: The messenger as boomerang pitcher</i>		
Drs. M. Tumewu	Prof.dr. K. van den Bos Prof.dr. W. Stroebe Dr. E.S. Kluwer	UU UU UU
Title: <i>Coping with relationship dissolution: Procedural and distributive justice in divorce mediation</i>		
Drs. N.R. van Ulzen	Prof.dr. G.R. Semin	VU
Title: <i>Infusing affect and social context into the action-perception interface</i>		
Drs. S.W. van der Velde	Prof.dr. D.A. Stapel	UvT
Title: <i>Constraints of emotion contagion</i>		
Drs. F.S. ten Velden	Prof.dr. C.K.W. de Dreu Dr. B. Beersma	UvA UvA
Title: <i>Negotiating a group decision: the Role of Social and Epistemic Motivation</i>		
Drs. M. Veltkamp	Prof.dr. H. Aarts	UU
Title: <i>Having a goal in mind? Automaticity in goal-directed behavior</i>		
Drs.ing. N. van de Ven**	Prof.dr. M. Zeelenberg Prof.dr. R. Pieters Prof.dr. K. van den Bos	UvT UvT UU
Title: <i>The Social Psychology of Envy: An inquiry into the causes and consequences</i>		
Drs. M.L.W. Vliek***	Prof.dr. R. Spears Dr. C.W. Leach	UvA Sussex
Title: <i>Social comparison on interpersonal, intragroup and intergroup level</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M.W. Vos	Prof.dr. K.I. van Oudenhoven-v.d. Zee	RuG
	Prof.dr. A.P. Buunk	RuG
	Prof.dr. R.P.M. Witteck	RuG
Title: <i>Patterns of social identity and solidarity among diverse work groups</i>		
Drs. M.J.P.W. Wehrens	Prof.dr. A.P. Buunk	RuG
	Prof.dr. D.A. Stapel	UvT
Title: <i>Social comparison in the classroom and its influence on educational results</i>		
Drs. C.P.J. Wenneker	Prof.dr. R. Spears	UvA
	Prof.dr. D.H.J. Wigboldus	RU
Title: <i>The influence of stereotypes on linguistic encoding and language use</i>		
Drs. C.J. Wiekens	Prof.dr. D.A. Stapel	UvT
	Dr. E.H. Gordijn	RuG
	Dr. S. Otten	RuG
Title: <i>Making sense of hot cognition: Attention</i>		
Drs. D.V. Wiersema	Prof.dr. J. van der Pligt	UvA
	Dr. F. van Harreveld	UvA
	Dr. M. Rotteveel	UvA
Title: <i>Attitude perseverance and resistance to change: Information processing as a function of the congruency of attitudinal information</i>		
Drs. R. Wijn	Prof.dr. K. van den Bos	UU
	Prof.dr. H. Aarts	UU
Title: <i>Reflective and impulsive determinants of normative behavior</i>		
Drs. S. de Wit	Prof.dr. K. van den Bos	UU
Title: <i>On reasoning and having hunches about right and wrong</i>		
Drs. M.J.J. Wubben**	Dr. D. de Cremer	UvT
	Prof.dr. E. van Dijk	UL
Title: <i>The Emotional Basis of Individual and Structural Decisions in Social Dilemmas</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. N.Y. van der Wulp**** Title: <i>The regulation of automatic vigilance processes</i>	Prof.dr. G.R. Semin	VU
Drs. H. Yang* Title: <i>Siding in conflict in Holland and China</i>	Prof.dr. E. van de Vliert	RuG
Drs. 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
Drs. 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 2006; \*\*started his/her PhD in 2006; \*\*\*started job somewhere else in 2006 but will finish PhD later; \*\*\*\*PhD position ended in 2006 but will finish PhD later; \*\*\*\*\*stopped her/his PhD in 2006

58% are funded by NWO (Netherlands Organization for Scientific Research); 29% are funded by the universities; 13% of the research projects are funded through other sources.

## 4. Training and teaching program

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### 4.1 Introduction

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

### 4.2 PhD projects

#### 4.2.1 PhD projects completed in 2006

In 2006 10 PhD projects were completed:

Carmona Rodriguez, C. (2006). *Inferior or Superior: Social Comparison in Dutch and Spanish Organizations*. University of Groningen. Supervisors: prof.dr. A.P. Buunk, prof.dr. J.M. Peiro and dr. A. Dijkstra.

Summary: When do you compare yourself with others? With whom do you compare yourself with others? How do these comparisons make you feel? Social comparison is a daily process that everyone does for different motives and in different situations. For instance, we want to know how attractive, intelligent or how we perform in different areas of our life. Therefore, to do that we need to get information from others such as friends, colleagues or relatives to evaluate ourselves compared to others. In particular, there are different ways in which we can compare ourselves with others. In our research, we have shown that these different ways of social comparison may positively or negatively influence people in different contexts such as academia and work. In particular, the feelings and thoughts evoked when students compare themselves with others in a specific way affect their self-confidence and performance. In addition, in organizations, feelings and thoughts evoked by the way workers identify or contrast themselves with others who are doing better or worse affect their levels of burnout over a period of one year, and their levels of commitment to the organization. Interestingly, our research has also highlighted that there are culture, context and gender differences in the way individuals compare themselves with others. For instance, compared to the Spanish, the Dutch are more competitive and feel superior after comparisons with others

who are doing worse; compared to public organizations, workers in private organizations are motivated by others who are doing better, and feel superior to others who are doing worse. In addition, women in private organizations compared themselves more often with men than women. Thus, this finding may suggest that although nowadays in the North and South of Europe gender differences are decreasing, still comparisons with one's own and the opposite gender may have different meanings for men and women. In sum, this research highlights that the way people compare themselves with others is an important factor that may affect individuals' behavior, feelings and cognitions.

Custers, R. (2006). *On the underlying mechanisms of nonconscious goal pursuit*. Utrecht University. Supervisors: prof.dr. H. Aarts and prof.dr. K. van den Bos

Summary: Recent research demonstrates that goal pursuit can be instigated without conscious interventions when the mental accessibility of goal representations is enhanced by environmental cues. However, the mechanisms producing this nonconscious, motivational, goal-directed activity are not clearly addressed in the literature. In this dissertation a framework is presented within which the nonconscious activation of goal-directed behavior can be understood. The framework that is outlined in Chapter 2 departs from the idea that a goal is mentally represented as a desired state and identifies three characteristics of this representation that render nonconscious goal pursuit more likely to occur: its mental accessibility, the discrepancy of the represented state with the actual state, and its association with positive affect. In the subsequent chapters, empirical findings are reported in the support of the framework. Chapter 3 reports 3 studies which demonstrate that when people perceive a situation that is discrepant with a specific goal, representations of actions that are instrumental in restoring the goal state are spontaneously activated, but only if the goal representation is chronically or temporally accessible. Chapter 4 describes 6 studies which reveal that unobtrusively attaching positive affect to initially neutral activities by means of affective conditioning techniques increases people's motivation to engage in those activities, without people being aware of the source of this motivation. Finally, Chapter 5 outlines 2 studies which reveal that goal-priming effects on motivational, goal-directed behavior are moderated by the implicitly measured affective valence of the goal state.

As a whole, this dissertation contributes to the knowledge of nonconscious goal pursuit by revealing the underlying mechanisms that are involved. Thereby, the



reported work forms a much needed basis for theory-driven research on nonconscious goal pursuit.

Dijkstra, M.T.M. (2006). *Workplace Conflict and Individual Well-Being*. University of Amsterdam. Supervisors: prof.dr. C.K.W. de Dreu, dr. D. van Dierendonck and dr. A.V.A.M. Evers.

Summary: Interpersonal conflict is among the most common human experiences and inherent to social interaction and organizational life (e.g., Katz & Kahn 1978; March & Simon, 1958). Whenever individuals come together at work, their differences in terms of power, values, interests and attitudes contribute somehow to the development of opposing forces: to the evolvment of conflict. Past research and theoretical development have greatly advanced our understanding of the potential costs and benefits of conflict for the well-being of the organization in terms of performance and productivity. Unfortunately, far less attention has been paid to the consequences of conflict for the well-being of the individual members of organizations in terms of psychological strain, satisfaction and happiness. This is rather surprising given the organizational costs that are associated with the consequences of reduced employee well-being such as poorer quality of work performance, increased absenteeism and high levels of turn-over (Cooper & Marshall, 1976). The focal subject of the studies reported in this dissertation is the relationship between workplace conflict and individual well-being. In trying to disentangle this relationship I will specifically include the role that is played by personality characteristics and conflict management strategies. The particular goal of this dissertation is to investigate how these variables influence the relationship between workplace conflict and well-being.

Dreezens, E. (2006). *The missing link: On the relationship between values and attitudes*. Maastricht University. Supervisors: prof.dr. N.K. de Vries, prof.dr. G.J. Kok and dr. C. Martijn.

Summary: Although taste, prize, availability and nutrition value are important factors, some people decide what or what not to eat on the basis of moral considerations. These moral considerations, or values, are therefore important determinants of participant's attitudes toward food. The present dissertation offers a systematic analysis of the relationship between values and attitudes. Values do have an influence on food related attitudes and exert this influence

by changing the beliefs that the attitude is made of, and by changing the strength of an attitude.

The relationship between values and attitudes generally is weak when it comes to food-innovations. However, this relationship can be strengthened a great deal by merely suggesting the link between a value and an attitude. This linking does not have to be very explicit or apparent, but even works when used relatively implicitly. A strong relationship between attitudes and values can be accomplished by presenting an attitude issue in the context of a specific value e.g. by suggesting the link between an attitude and a value. Only mentioning the words “ecological food” in a description of a universalistic person results in strong and significant correlations between *universalism* and OGF, whereas not mentioning these two words results in weak correlations between the value and the attitude. These findings provide a way to bring attitudes in line with respected values, but only if the value and the attitude are related in the first place.

All in all, the data presented in this dissertation all point to the fact that values do contribute to the explanation and prediction of attitudes. We have shown that there is a systematic relationship between specific values and attitudes. However, we argue that merely activating values in order to understand or influence specific attitudes is not enough. It is sometimes also necessary to suggest the link between a value and an attitude issue. It is however not the case that activating a specific value leads to an immediate change in related attitudes or behavior. Activation of a value only strengthens the *relationship* between values and attitudes.

Homan, A.C. (2006). *Harvesting the value in diversity: Examining the effects of diversity beliefs, cross-categorization, and superordinate identities on the functioning of diverse work groups*. University of Amsterdam. Supervisors prof.dr. C.K.W. de Dreu and prof.dr. D. van Knippenberg.

Summary: Years of research on the role of diversity on team functioning have left some important voids and underinvestigated areas. This asks for a more systematic examination of the effects of diversity in teams by focusing on important moderators and mediators. In my dissertation, I took such an approach. The central question that constituted the thread running through my dissertation was the following: How can the potential positive effects of diversity be harvested?

To examine this question I conducted three elaborate experiments. In the first experiment I wanted to show how the interplay between informational diversity

and other dimensions of diversity can account for some of the inconsistent effects of informational diversity in previous research. 70 four-person groups involved in a decision-making task received homogeneous or heterogeneous information. I created groups that were or were not characterized by a diversity faultline. In groups with a diversity faultline, heterogeneity of information either converged with or cross-cut the faultline. Results showed that informational diversity enhanced group functioning when it was crossed rather than converged with the existing faultline.

As the first experiment showed, converging dimensions of diversity often prevent groups from exploiting the potential benefits of diversity. In a second experiment, I examined whether the disruptive effects of diversity faultlines can be overcome by convincing groups of the value in diversity. Groups were either persuaded of the value of diversity or of the value of similarity for group performance, and they were provided with either homogeneous or heterogeneous information. As expected, informationally diverse groups performed better when they held pro-diversity rather than pro-similarity beliefs, whereas the performance of informationally homogeneous groups was unaffected by diversity beliefs. This effect was mediated by group-level information elaboration.

The third study combined the ideas of experiments 1 and 2 by examining how the performance of diverse teams is affected by member openness to experience and the extent to which team reward structure emphasizes a superordinate identity, cross-cuts diversity, or contributes to a diversity faultline by emphasizing subgroups. Teams performed the worst when reward structure converged with diversity (i.e., faultline teams) compared to teams in which reward structure cross-cut diversity or pointed to a superordinate identity. High openness to experience positively influenced teams in which differences were salient (i.e., faultline and cross-categorized teams) but not teams with a superordinate identity.

This dissertation has revealed that the answer to the question "How can the potential positive effects of diversity be harvested?" is contingent on diversity beliefs and the salience of subgroups within the team. Teams in which differences are salient should have a positive attitude toward diversity in order to make use of these differences. Obscuring differences by means of stressing a superordinate identity helps overcome the negative effects of diversity but also limits the opportunity to profit from the positive effects of diversity.

Schwinghammer S.A. (2006). *The self in social comparison*. University of Groningen. Supervisor: prof.dr. D.A. Stapel.

Summary: The way we see ourselves is largely determined by the people around us. Through the process of social comparison we compare our own attributes to those of others, and establish our self-image. In this dissertation the role of the self in social comparison processes is studied, by examining social comparison effects when different aspects of the self were activated (neutral, positive and negative). Evidence from the empirical chapters shows that the self is not a passive system that simply processes social comparison information to which it is exposed. Rather, the self plays an active role in determining whether or not we need social comparison information, and for what reasons this comparison information is needed (i.e. for self-evaluative, self-improving, or self-enhancing reasons). Once social comparison information is encountered, the self subsequently determines how this information is being processed (defensively versus non-defensively), and it shapes the actual pattern of effects (on both an implicit and explicit level). It is concluded that the self is an important and constant factor in the comparison process that need to be taken into consideration when studying and understanding social comparison phenomena.

Ståhl, T.K. (2006). *Determinants of fairness-based and favorability-based reactions to authorities' decisions*. Leiden University. Supervisors: prof.dr. N. Ellemers, prof.dr. K.Y. Törnblom and dr. R. Vermunt.

Summary: The research reported in this thesis addresses the question of why people accept decisions made by authorities (e.g., organizational managers, societal authorities). In particular, the focus is on how the relationship one has to the decision-making authority affects the basis for decision acceptance. A series of laboratory experiments examine this issue. A general finding is that when the authority is from the same group as the recipient, and when the recipient identifies with the group shared with the authority, decision acceptance is governed by the fairness of decision-making procedures. By contrast, when the authority is from another group than the recipient, decision acceptance is primarily based on the favorability of decisions and decision-making procedures used by the authority (i.e., by self-interest). Additional studies investigate the psychological processes behind these effects and indicate that procedural fairness-based acceptance of decisions made by authorities from one's own group is primarily driven by relational concerns about being respected by the

authority and to be included in the group. Finally, favorability-based responses to authorities from other groups were driven by negative expectations about the authority's intentions.

Stekelenburg, J. van (2006). *Promoting or preventing social change. Instrumentality, identity, ideology and groupbased anger as motives of protest participation*. Vrije Universiteit Amsterdam. Supervisors: prof.dr. B.G. Klandermans and dr. W.W. van Dijk.

Summary available from the author.

Yang, H. (2006). *Siding in a conflict in China and in the Netherlands*. Leiden University. Supervisors: prof.dr. E. van de Vliert and prof.dr. Kan Shi.

Summary available from the author.

Zomeren, M. van (2006). *Social-psychological paths to protest: An integrative perspective*. University of Amsterdam. Supervisors: prof.dr. R. Spears and prof.dr. A. H. Fischer.

Summary: When and how do people engage in collective action against collective disadvantage? Because the collective action literature is large, multi-disciplinary, and heterogeneous, many diverse answers to this question have been given. The main aim of this thesis was to find some 'general simplicity' among the 'specific complexities' in the literature. In my thesis I propose an integrative perspective that encompasses different theoretical approaches to collective action. In four empirical chapters, containing nine empirical studies and a comprehensive meta-analysis, I tested this integrative perspective that proposes two distinct 'paths to protest', conceptualized as emotion-focused and problem-focused coping with collective disadvantage.

As a first test of this perspective (as outlined in Chapter 1), in Chapter 2 three experiments show that disadvantaged group members' feelings of group-based anger and their group efficacy beliefs independently predict their collective action tendencies. Moreover, the two proposed coping processes are context-dependent, and their activation depends on the emotional and contextual resources people have available and put to use.

Furthermore, in Chapter 3 a field study of a 'real-life' demonstration and a follow-up experiment show that group identification facilitates emotion-focused coping (i.e., higher identifiers are more likely to act because of stronger group-based anger), and moderates problem-focused coping (i.e., lower identifiers

depend increasingly more on their group efficacy beliefs to engage in collective action).

Extending this integrative perspective, three experiments reported in Chapter 4 suggest that group-based anger is not only a major motivation for collective action but also a communicative tool to mobilize their disadvantaged group, or to challenge the authorities. Group-based anger should thus not be viewed as an <sup>3</sup>irrational<sup>2</sup> response to collective disadvantage rather, group-based anger in response to collective disadvantage appears to be quite multi-functional indeed. Finally, Chapter 5 corroborated my integrative perspective by showing meta-analytic evidence that injustice, efficacy, and identity predict collective action well. Results confirmed that injustice and identity are more strongly related to each other than to efficacy, and that emotion measures of injustice (like anger) are better predictors of collective action than non-emotion measures. The <sup>3</sup>dual pathway model of coping with collective disadvantage<sup>2</sup> thus fits with the literature across very different measures, methods, populations, and contexts.

In the concluding chapter, I therefore argue that my perspective provides an integrative answer to the question when and how people engage in collective action. This is important in fostering further theoretical integration, and it also has major implications for practice and policy. For example, lower identifiers with a disadvantaged group can be mobilized most effectively by focusing on group efficacy rather than on group-based anger. Also, the multi-functionality of group-based anger suggests multiple ways for its strategic expression, which all aim for influencing the emotional and contextual resources group members have available to battle their collective disadvantage.

#### **4.2.2 PhD projects started in 2006**

In 2006 11 PhD projects were started:

##### **Simon Dalley**

University: University of Groningen, Social and Organizational Psychology

Title project: The antecedents and consequences of the female body image dissatisfaction: A social comparison perspective

Funding: University of Groningen

Supervisors: prof.dr. A.P. Buunk and dr. J.H. Park (RuG)

Period: 01.07.05 - 01.07.09

Project description: Body image dissatisfaction (BID) - a person's negative thoughts and feelings about their body- appears to be a pervasive form of female discontent within contemporary western society. Of the many theories

purported to explain such dissatisfaction perhaps the most empirically validated is the socio-cultural model. Yet despite being widely discussed and investigated, the socio-cultural explanation has been criticised for failing to explain the heterogeneity in the degree of BID experienced by females in the West. In an attempt to address this criticism body image scholars have incorporated social comparison theory into the socio-cultural framework. However, while this incorporation has gone some way toward explaining the heterogeneity of female body image experience, the modern perspective of social comparison could be said to go far beyond that conceptualised by body image scholars. As a consequence my research intends to demonstrate how contemporary social comparison theory can not only provide a context for an innovative programme of research but, in so doing, provide further insight into the causes and consequences of female BID.

### **Floor van Dijk**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Applicant perceptions of prospective multilevel fit: Idiosyncratic fit-foci and selection lenses

Funding: University of Amsterdam

Supervisors: prof.dr. A.E.M. van Vianen (UvA)

Period: 01.01.06 – 01.01.10

Project description: This research project examines person-organization, person-team, and person-job fit from the applicant's perspective during organizational selection and pre-entry socialization procedures. Utilizing a combination of laboratory experimental and naturalistic field study methods, the former will be used initially to test key theoretical propositions under controlled conditions, subsequently the latter will be used to validate findings under ecologically realistic conditions of graduate employee selection. Applicant reactions to, and perceptions of fit at these three levels-of-analysis will be examined in the context of the most popular selection method internationally: the assessment interview. A novel contribution will be the integration and synergy of literatures in person-environment fit and employee selection, especially the selection interview. The project aims to examine: (1) the content and antecedents of people's fit focus, i.e. their attention to and perception of environmental cues, and (2) how the selection interview impacts upon people's perception of their prospective person-job, person-team, and person-organization fit.

**Niek Faber**

University: University of Groningen, Human Resource Management

Title project: Differential reactions of managers to creative employees: An achievement goal approach

Funding: NWO

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

Period: 01.02.06 – 01.02.10

Project description: Based on achievement goal theory, we assume that achievement goal orientations affect how managers approach and respond to creative employees. We first explore how mastery-orientated versus performance-orientated managers perceive subordinate employees who put forward creative ideas (Study 1). In Study 2, we investigate how managers differ in their substantive, person-orientated, and strategic reactions to these employees (Study 2). Furthermore, we examine how these differential reactions are moderated by an employee-locus versus manager-locus of the creative ideas (Study 3), and by explicitly expressed causal attributions by employees who voice creative ideas to their managers (Study 4).

**Loes Kessels**

University: Maastricht University, Experimental Psychology

Title project: Threatening health information makes us look away: An fMRI study of the neural processes of negative arousal and attention

Funding: Maastricht University

Supervisors: prof.dr. G. Kok, dr. R.A.C. Ruiter, dr. B. Jansma, dr. V. van de Ven (UM)

Period: 01.01.05 – 01.01.10

Project description: Recent findings suggest that threatening health messages are received with less attention by those for whom the threat is most personally relevant. Psychological mechanisms that explain the defensive processing of personal relevant threat information are largely unknown. We propose that negative arousal functions as a proximate mechanism, and suggest adding the method of functional magnetic resonance imaging (fMRI) to our research. fMRI gives us the means to label cortical networks that are sensitive to the processing of arousal and attention. The innovative research aims to investigate for the first time the effects of threatening health information on the neural basis.



## **Kaska Kubacka**

University: Vrije Universiteit Amsterdam, Social Psychology

Title project: The Search for Inter-Personal Accuracy (SIPA) Project: An integrative approach to the determinants of accuracy in social prediction of others' internal states

Funding: NWO

Supervisors: prof.dr. C.E. Rusbult and dr. C. Finkenauer (VU)

Period: 01.09.06 – 01.09.10

Project description: The aim of the SIPA project is to better understand interpersonal accuracy, that is the when and why people are accurate in predicting others. Interpersonal accuracy is predicted to be a function of (1) the perceiving person in a relationship – specifically, *perceived similarity*, or the extent to which people perceive themselves as being similar to the target partner, (2) the relationship – specifically, *quality of relationship* and *actual similarity*, or the extent to which the perceiver is similar to the target partner, and (3) the *behaviour enacted in the relationship* – specifically, its valence, concreteness, and temporal distance. The project will thus combine previously unexplored theories in order to investigate the phenomenon of interpersonal accuracy in close relationships.

To investigate the predictions that can be derived from our suggestions, we started a prospective longitudinal study, with the anticipated sample of 200 newly wed couples. The procedure of the study is as follows: the couples that decide to participate are then called by an interviewer who visited them and administered the questionnaires to both partners, ensuring that they independently completed the questionnaires. The data from the questionnaires can then be encoded and analyzed.

To complement the insights gained from the newlywed study, we conducted two experimental studies to investigate the effects of change in similarity on partner evaluations, specifically on trust and attraction towards a partner. A change towards dissimilarity should decrease attraction and trust, while a change towards similarity should increase attraction and trust. The results confirmed our hypotheses. Additionally, change in trust partially, but significantly, mediated the effects of change in similarity on attraction. Thus, discovering that a partner is more similar than initially assumed makes him/her more trustworthy and that is partly why (s)he becomes more attractive, the opposite is true when one discovers that a partner is more dissimilar than once assumed. The results are currently written up for publication.

### **Roos Pals**

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, dr. L. Steg, dr. F.W. Siero (RuG)

Period: 01.11.06 - 01.11.10

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.

### **Paul Preenen**

University: University of Amsterdam, Work and Organizational Psychology

Title project: The allocation of challenging tasks: Determinants and consequences of supervisors' task allocation behavioral styles and task assignments

Funding: External sources

Supervisors: Prof.dr. C.K.W. de Dreu, prof.dr. A.E.M. van Vianen, dr.ing. I.E. de Pater

Period: 01.01.06 – 01.01.10

Project description: Managers affect the performance behaviors of their subordinates by offering them challenging opportunities for learning and competency development. To date, little is known about whether and how managers assign challenging and developmental tasks to their subordinates. This PhD project will be one of the first studies that examines (1) managers' task allocation behavioral styles, (2) how these styles affect employees' developmental attitudes and behaviors; and (3) the factors influencing managers' task assignment decisions.

Existing leadership theories implicitly refer to supervisors' task allocation and delegation styles by distinguishing between different forms of participative leadership. The first part of the project will rely on these existing literatures and will develop a measure to assess managers' delegation and task allocation styles. In a second stage of the project, management delegation styles will be linked to the developmental attitudes and actual development of employees. Decision making in work settings have been mostly studied regarding applicant selection and employee performance appraisal. Several factors that influence managers' decisions regarding these types of issues may also be of importance for decisions regarding the allocation of specific tasks. The third part of the project will study how these and other variables contribute to deliberate or more automatic decision-making in the assignment of challenging tasks. The project will employ both field studies and experimental designs.

### **Nina Regenberg**

University: Vrije Universiteit Amsterdam, Social Psychology

Title project: The linguistic underpinnings of perception, action, and the self

Funding: NWO

Supervisors: prof.dr. G.R. Semin (VU)

Period: 01.08.06 – 01.08.10

Project description: There are many views on the relationship between cognition and language. Undoubtedly, cognition shapes language. But can language in turn influence the way we think about others and things and the way we see and act around them? We propose that language has an attention driving function, which is intrinsic to different linguistic devices. For example, when describing stable personality characteristics, people usually use abstract terms, such as adjectives ("He is helpful."), whereas situational behaviors are described with more concrete language as verbs ("He helped."); Linguistic

Category Model, LCM, Semin, 2000; Semin & Fiedler, 1988, 1991). A generic linguistic feature as the use of abstract versus concrete terms can be (unconsciously or deliberately) used to strategically drive attention to particular aspects of an event. The Linguistic Intergroup Bias (LIB, Maass, Salvi, Arcuri & Semin, 1989) is an example of such strategic language use: People use abstract language to refer to positive behaviors of ingroup members and concrete language to refer to negative behaviors in ingroup members, while the reverse is true for outgroup members. There is hence a systematic bias in language use, which causes a listener to draw different inferences with regard to the emergence of a person's positive and negative behaviors. Thus, independent of the semantic content of an utterance, generic linguistic devices can be used to influence and are shown to influence people's perception of others.

In this research project, we explore the role of generic linguistic categories for perception and action. The property of language to direct attention is central to the idea that cognition is for action (Semin & Smith, 2002). To act efficiently in one's environment, one must be attuned to the needs of the situation. Language can serve as an implemental device for this attunement and prepare for action (Semin, 2000), e.g., when linguistic categories trigger qualitatively different cognitive processes, such as holistic versus relational processing (Semin, 1995; Stapel & Semin, 2007). The present project aims to experimentally investigate the idea that the use of these generic linguistic categories coincides with the activation of particular mind-sets, which drive attention and guide behavior.

### **Jonathan van 't Riet**

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. de Ruiter (UM)

Period: 01.09.05 – 01.09.09

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 when 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 with high- and low self-efficacy.

In the second study we will additionally test the mediating impact of regulatory focus. 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 framed information is not preceded by fear inducing information.

### **Niels van de Ven**

University: Tilburg University, Psychology and Society

Title project: The Social Psychology of Envy: An inquiry into the causes and consequences

Funding: Tilburg University

Supervisors: prof.dr. M. Zeelenberg, prof.dr. R. Pieters (UvT) and prof.dr. K. van den Bos (UU)

Period: 01.07.05 – 01.07.09

Project description: The PhD project investigates the causes and consequences of envy. The first project shows that what is usually termed envy actually consists of two types of envious experiences, namely benign envy and malicious envy. Benign envy motivates a person to achieve more for oneself, leveling the difference through attainment of the coveted object of desire. Malicious envy on the other hand is negative, and motivates a person to damage the position of the superior other person, leveling the difference by pulling-down the other. Other projects will focus on the direct behavioral consequences of envy, mainly in (consumer) decision making.

### **Maarten Wubben**

University: Tilburg University, Psychology and Society

Title project: The Emotional Basis of Individual and Structural Decisions in Social Dilemmas

Funding: Tilburg University

Supervisors: prof.dr. E. van Dijk (UL) and dr. D. de Cremer (UvT)

Period: 01.09.05 – 01.09.09

Project description: It is only recently that researchers have shown interest in the role of emotions within a social dilemma context (Stouten, De Cremer, & Van Dijk, 2005) and how these emotions shape for example a desire to take retributive actions or exit the group (Stouten, De Cremer, & Van Dijk, in press). Still, these studies are limited to people's personal experience of emotion, while emotion can also serve a communicative function that leads to interpersonal consequences (e.g., Barrett & Campos, 1987; Keltner & Gross, 1999). In a

social dilemma context one may infer, for example, that a person who experiences anger, feels that he/she has contributed too much to the public good and cannot be trusted to contribute more in future trials. As a result one may adjust one's own contributions and express a desire to appoint a democratic leader or even leave the group. In this research program we will investigate these kinds of effects with a variety of emotions -including guilt, anger and happiness- but also look for potential moderators, such as a group member's status or power, trustworthiness of the source of emotion, and feedback about the group's functioning.

### **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 2006*

Number of courses/workshops	21
Average number of participants	22
Extra workshops	0
Number of courses/workshops cancelled	2

For the complete teaching program in 2006, please refer to the appendix of this report.



## 5. Research

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### 5.1 The scientific mission of the KLI

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

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

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

the group or organization is successful. The emphasis in the KLI research program is on how groups of individuals arrive at socially creative ways of organizing social relations and solving shared problems. Key topics include interdependence, social influence, affect and commitment, group decision-making, group performance, and leadership. The fourth research division is *Group Processes and Intergroup Relations*. Research within this division addresses cognitive, affective, and behavioral aspects of relations between social groups. Among the key topics are social identity processes, social and self categorization, prejudice and ingroup bias, “collective” emotions, and intergroup contact.

## 5.2 Dissertations of the KLI

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

*Table 3: Number of dissertations by KLI PhD students*

	2002	2003	2004	2005	2006
Number of dissertations	10	10	13	13	10

## 5.3 Research output

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

*Table 4: Number of publications by full members*

	2002	2003	2004	2005	2006
Number of publications	181	233	234	236	245
Number of full members	44	51	52	48	53
Average per full member	4,1	4,6	4,5	4,9	4,6

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

	2002	2003	2004	2005	2006
Number of publications	28	37	41	44	47
Number of PhD students	93	129	124	134	113
Average per PhD student	0,3	0,3	0,3	0,3	0,4

## 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*

	2002	2003	2004	2005	2006
Number of publications	21	30	31	31	40

Note: the number of full members changed somewhat, from 44 in 2002, 51 in 2003, 52 in 2004, 48 in 2005 to 53 in 2006.

## 5.5 Scientific impact

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

*Table 7: Average impact of full members of the KLI in 2006*

	2004	2005	2006
Number of full members	52	48	53
Total impact score	2056	2260	2711
Average per member	39	47	51

Source: *Social Sciences Citation Index*

## 5.6 Grants (fellowships and PhD projects)

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

- NWO VICI innovational research grant for proposal “Beyond the Will: Implicit Motivation and Administration of Goals and Resulting Experiences”, awarded to prof.dr. H. Aarts (UU).
- NWO Rubicon grant awarded to dr. B. Doosje (UvA).
- NWO VENI innovational research grant for proposal “Auto-regulation of behavior: Cognitive and motivational mechanisms triggered by the environment” awarded to dr. R. Custers (UU).
- NWO VICI grant awarded to prof.dr. A.J. Dijksterhuis (UvA).

- NWO VENI grant awarded to dr. G.A. van Kleef (UvA).
- NWO VIDU grant “Self-regulation and Responses to Stigma in Disadvantaged Groups” awarded to dr. C. van Laar (UL).
- NWO Research investment grant (‘Apparaatuur middelgroot’) for proposal “Immersive Virtual Environment Technology for Social Psychology”, awarded to the following departments: UU - Social and Organizational Psychology, UvA - of Social Psychology, RuG - Social and Organizational Psychology and RUN - Social Psychology.

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

No such grants in 2006

### **Grants by other sources**

- ZON-MW grant for the PhD project “Testing a new theory on continued abstinence and relapse in ex-smokers and the development of a computer system for individualized feedback to support ex-smokers’ abstinence for a longer period through the internet”, awarded to dr. A. Dijkstra (RuG).
- Netherlands Society for Applied Psychology (NSvP) grant to study (cultural) diversity in organizational teams, awarded to prof.dr. C.K.W. de Dreu, dr. B.A. Nijstad and dr. M. Bechtoldt (UvA).
- Research grant from the NITPB for the project “Development of a reliable and valid questionnaire for measuring charismatic leadership in organizations”, awarded to dr. A.H.B. de Hoogh (VU).
- Research grant from the Nyenrode Research Group for the project “Leader motives and traits”, awarded to dr. A.H.B. de Hoogh (VU).
- Grant from the Stichting Transumo (TRansition SUstainable MObility) for the project “Innovative pricing policies: Pay as you drive” awarded to dr. L.M. Steg (RuG).
- Institute for Integration and Social Efficacy (ISW) (prof.dr. K.I. van der Zee):
  - GOW Arnhem, project “Conflict and conflict mediation in an intergroup context”, awarded to dr. S. Otten, dr. E. Giebels and prof.dr. K.I. van der Zee (RuG);
  - Nederlandse Spoorwegen, project “Effective dealing with intercultural situations in public transport”, awarded to prof.dr. J.P.L.M. van Oudenhoven (RuG);
  - Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, project “Religious virtues and the integration of minority groups in the Netherlands”, awarded to prof.dr. J.P.L.M. van Oudenhoven (RuG);

- Randstad, project "Diversity makes the Difference: The influence of leadership, organizational climate and organizational context on diversity outcomes in organizations", awarded to prof.dr. J.I. Stoker and prof.dr. K.I. van der Zee (RuG);
- Ministerie van Binnenlandse Zaken, project "The role of social identity and climate factors as exit-reasons among minority members", awarded to prof.dr. K.I. van der Zee and dr. S. Otten (RuG);
- GITP International BV, project "Complex role identity, career development and integration of employees in later career phases", awarded to prof.dr. H. Hoekstra, prof.dr. K.I. van der Zee and dr. A. de Lange (RuG).

## 5.7 Awards

In 2006 the following KLI members received the following awards:

- Drs. M. Baas received the David van Lennep Best Master Thesis Award 2005 – 2<sup>nd</sup> prize from the Netherlands Society for Applied Psychology (NSvP), for "Indecision in groups – Effects of distinctiveness and uncertainty", in February 2006. His supervisor was dr. B.A. Nijstad.
- Dr. R. Custers received the Kurt Lewin Institute (KLI) Best Paper Award 2006 at the KLI Conference.
- Dr. R. Custers and prof.dr. H. Aarts received the International Social Cognition Network (ISCON) Best Paper Award.
- Dr. M.C. Euwema (with Hetty van Emmerik and Hein Wendt) received the Best Paper Award at the Southern Management Association 2006 Conference.
- Drs. A.C. Homan received the International Association for Conflict Management Conference Award for Best Paper first authored by a graduate student, for "Bridging faultlines by valuing diversity: The effects of diversity beliefs on information elaboration and performance in diverse workgroups", co-authored with prof.dr. D.L. van Knippenberg, dr. G.A. van Kleef and prof.dr. C.K.W. de Dreu.
- Drs. K. Luytjers received the Snijders-Kouwer award from the Heijmans Instituut (Rijksuniversiteit Groningen) for the paper "Acculturation strategies among ethnic minority workers and the role of intercultural personality traits".
- Drs. P.M. Poortvliet received the Best Paper Award of the WAOP Conference 2006.
- Dr. J.W. van Prooijen received the Early Career Achievement Award of the International Society for Justice Research, at the 14th ISJR Conference (Berlin, August 2006).

- Prof.dr. A.E.M. van Vianen was supervisor of the winner of the David van Lennep Best Master Thesis Award 2005 – 3rd prize from the Netherlands Society for Applied Psychology (NSvP).

## 5.8 Editorial positions

### Editorship and Associate Editorship

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 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)

Gedrag en Organisatie (dr. G.A. van Kleef, Guest Editor)

Health Psychology Review (prof.dr. J. van der Pligt)

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

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

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

Negotiation and Conflict Management Journal (dr. M.C. Euwema)

Personal Relationships (dr. C. Finkenauer)

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

Social Cognition (prof.dr. A.J. Dijksterhuis)

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

Social Science Research Network Journal (prof.dr. K.A. Jehn - Editor in Chief)

The Leadership Quarterly (dr. B.M. van Knippenberg, prof.dr. D.A. de Cremer:  
Guest Editors)

### Membership of the Editorial Board

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

Applied Psychology: An International Review (dr. H. Staats, prof.dr. E. van de  
Vliert)

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

British Journal of Social psychology (prof.dr. N. Ellemers, prof.dr. R. Spears)

Editorial Board Personality and Social Psychology Bulletin (prof.dr. N. Ellemers)

Emotion (dr. M. Rotteveel)

- European Journal of Social Psychology (dr. B. Doosje, prof.dr. A.J. Dijksterhuis, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, dr. S. Otten, prof.dr. R. Spears)
- European Journal of Work and Organizational Psychology (prof.dr. C.K.W. de Dreu)
- European Review of Social Psychology (prof.dr. N. Ellemers)
- Gedrag en Gezondheid (prof.dr. J. van der Pligt)
- Gedrag en Organisatie (prof.dr. K. van den Bos, prof.dr. H. van der Flier, prof.dr. P.L. Koopman, dr. B.A. Nijstad, prof.dr. A.E.M. van Vianen)
- Group Processes and Intergroup Relations (prof.dr. C.K.W. de Dreu)
- International Journal of Conflict Management (dr. G.A. van Kleef, prof.dr. E. van de Vliert)
- International Journal of Intercultural Relations (prof.dr. J.P.M.L. van Oudenhoven)
- International Journal of Psychology (prof.dr. J.P.M.L. van Oudenhoven)
- International Public Management Journal (dr. B. Beersma)
- Journal of Behavioral Decision Making (prof.dr. C.K.W. de Dreu, prof.dr. J. van der Pligt)
- Journal of Cross-Cultural Psychology (dr. D.A. van Hemert, prof.dr. E. van de Vliert)
- Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu, prof.dr. N. Ellemers)
- 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 (dr. M.C. Euwema)
- Journal of On-line Behavior (prof.dr. R. Spears)
- Journal of Organization Behavior (prof.dr. K.A. Jehn)
- Journal of Personality and Social Psychology (prof.dr. K. van den Bos, prof.dr. A.J. Dijksterhuis, prof.dr. C.K.W. de Dreu, dr. S. Otten, prof.dr. G.R. Semin, prof.dr. R. Spears)
- Journal of Social Psychology (dr. E.H. Gordijn)
- Leadership and Organization Development Journal (prof.dr. P.L. Koopman)
- Negotiation and Conflict Management Research (dr. B. Beersma, prof.dr. C.K.W. de Dreu)
- New Review of Psychology (prof.dr. G.R. Semin)
- Organizational Behavior and Human Decision Processes (prof.dr. C.K.W. de Dreu)
- Personal Relationships (prof.dr. A.P. Buunk, dr. E.S. Kluwer)

Personality and Social Psychology Bulletin (prof.dr. H. Aarts, dr. I. van Beest,  
prof.dr. E. van dijk, prof.dr. A.J. Dijksterhuis, dr. E.H. Gordijn, dr. S. Otten)  
Personality and Social Psychology Review (dr. S. Otten)  
Personnel Psychology (prof.dr. C.K.W. de Dreu, prof.dr. A.E.M. van Vianen)  
Psychological Inquiry (prof.dr. C.E. Rusbult)  
Psychological Science (prof.dr. C.E. Rusbult)  
Self and Identity (prof.dr. R. Spears)  
Social Cognition (prof.dr. H. Aarts)  
Social Psychology Quarterly (prof.dr. N. Ellemers)  
The Leadership Quarterly (dr. A.H.B. de Hoogh, dr. R.E. de Vries)





# Appendices

Appendix 1: Teaching program 2006

Appendix 2: Publications 2006



## Appendix 1: Teaching program 2006

### Basic courses

#### Introductory courses, for first year PhD-students

<i>Title</i>	<b>Introduction to the Kurt Lewin Institute</b>
<i>Teaching staff</i>	Prof.dr. C.K.W. de Dreu (UvA), prof.dr. D. Stapel (RuG) and prof.dr. H. Aarts (UU)
<i>Type of course</i>	Basic course
<i>Date</i>	February 10, 2006
<i>Duration</i>	11.00-12.00 am
<i>Language</i>	English
<i>Location</i>	University of Amsterdam
<i>Content</i>	The Executive Committee of the KLI informed the new PhD-students about the Kurt Lewin Institute.
<i>Enrollment</i>	22

<i>Title</i>	<b>State-of-the-Art Lectures</b>
<i>Teaching staff</i>	Dr. S. Otten (RuG) and prof.dr. C.K.W. de Dreu (UvA)
<i>Type of course</i>	Basic course
<i>Date</i>	February 10, 2006
<i>Duration</i>	1.30-4.30 p.m.
<i>Language</i>	English
<i>Program</i>	1.30-2.45: 1st lecture: dr. S. Otten: "Ingroup favoritism and outgroup derogation: Two sides of the same coin?" 2.45-3.15: Break 3.15-4.30: 2nd lecture: prof.dr. C.K.W. de Dreu: "Conflict and creativity: Threat-rigidity or motivated focus?" 4.30: Drinks
<i>Location</i>	University of 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>	22

**Advanced courses, for second/third year PhD-students**

<i>Title</i>	<b>How to Present</b>
<i>Teaching staff</i>	Dr. F. Harinck (UL) and dr. B. Beersma (UvA)
<i>Type of course</i>	Basic course
<i>Date</i>	Twice this year: February 8-9 and November 20-21, 2006
<i>Duration</i>	2 days
<i>Language</i>	Dutch or English, depending on participants
<i>Location</i>	Leiden University and University of Amsterdam
<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>Literature</i>	To be announced.
<i>Enrollment</i>	13 and 14

**Methodology and practical skills courses**

<i>Title</i>	<b>Reading and Reviewing the Empirical Journal Article</b>
<i>Teaching staff</i>	Dr. S. Otten (RuG) and dr. E. Gordijn (RuG)
<i>Type of course</i>	Practical course
<i>Date</i>	Friday, Jan. 20, 2006, 12.00-5.00 pm Friday, Feb. 17, 2006, 12.00-5.00 pm
<i>Duration</i>	2 times during 2 months
<i>Language</i>	English
<i>Location</i>	University of 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>

*Format* 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. (1999). How to read a journal article in Social Psychology. (appendix in the "*Key Readings in Social Psychology*"-Volumes, 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* **Taking Psychophysiological Measures using the Biopac System**

*Teaching staff* F. Findlay (*Biopac*) and dr. D. Scheepers (UL)

*Type of course* Methodological course

*Date* March 21, 2006

*Duration* 1 day

*Language* English

*Location* University of Leiden

*Content* In this workshop, Frazer Findlay from *Biopac* addressed all the different issues that are involved in taking psychophysiological measurements (participant preparations, data sampling, signal editing/filtering, analyzes using *Acqknowledge* and other software). The workshop was especially intended for students who are using (or are planning to use) *Biopac*-equipment. The character of the workshop was quite practical. Participants were encouraged to think about the application of psychophysiological methods in their research, and were given the opportunity to raise questions about the specific problems they encounter when working with these methods.

*Literature* Blascovich, J. (2000). Using physiological indexes of psychological processes in social psychological research. In Reis & Judd (Eds.) *Handbook of Research Methods in Social and Personality Psychology* (pp.117-137). New York: Cambridge Press.

*Enrollment* 14

<i>Title</i>	<b>Programming Experiments in Authorware</b>
<i>Teaching staff</i>	Drs. D. Lakens, drs. C. Reinders Folmer and dr. W.W. van Dijk (VU)
<i>Type of course</i>	Methodology course
<i>Date</i>	September 8, 2006
<i>Duration</i>	One 1-day meeting and two weeks of self-study
<i>Language</i>	English
<i>Location</i>	Vrije Universiteit Amsterdam
<i>Content</i>	<p>Nowadays the computer has become an indispensable tool for research in social psychology. Allowing unprecedented experimental control and ease of data collection, most experiments are administered through a computer. Programming experiments, however, can be problematic – both for graduates and for more experienced researchers. The present course will teach participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills. This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in improving their programming skills. The workshop consists of two parts: a plenary workshop meeting and a self-study part with online help. During the first part of the meeting participants are introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments. During the second part of the meeting advanced possibilities of the program will be shown, such as enabling communication between cubicles, advanced visual interfaces, using E-Prime and Authorware together and the benefits of using more advanced functions and variables. Furthermore, participants are invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.</p> <p>Following the introductory meeting there will be two weeks where participants can work through the workbook and complete exercises depending on their current skill level. By working through the workbook and completing exercises,</p>



novice programmers learn the basics of Authorware and more advanced users will expand the possibilities for future experiments. During this self-study period, the teaching staff will be available for any questions through e-mail and instant messenger.

*Literature* Lakens, D. (2005). *Authorware Guide for Experiments*.  
*Enrollment* 23

*Title* **Methodological Seminars**

*Teaching staff* Dr. M. Gallucci (University of Milano-Bicocca, Italy) and dr. W.W. van Dijk (VU)

*Type of course* Methodology courses

*Date* September 20 and 21, 2006

*Duration* 2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00-5.00 pm (seminar 3)

*Language* English

*Location* University of Amsterdam

*Content* The seminar consisted 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 20, 2006

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: 33*

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

Date: September 21, 2006

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

*Enrollment: 36*

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

Date: September 21, 2006

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

*Enrollment: 31*

## Research Group Meetings

<i>Title</i>	<b>Social Cognition Research Meetings</b>
<i>Teaching staff</i>	Prof.dr. A. Dijksterhuis (UvA), prof.dr. G.R. Semin (VU), prof.dr. D.A. Stapel (RuG) and prof.dr. H. Aarts (UU)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	2 times a year: March 13-14 (workshop <i>Emotions in cognitions, cognition in emotions</i> ) and November 30-December 1, 2006
<i>Duration</i>	Two days per meeting, 10.00 am - 5.00 pm
<i>Language</i>	Dutch or English
<i>Location</i>	University of Groningen and Utrecht University
<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. P.M. Niedenthal) presented her recent work.
<i>Enrollment</i>	27 and 21

<i>Title</i>	<b>Interpersonal Processes Research Meetings</b>
<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: March 29 and November 9-10 (workshop <i>Reflective and impulsive determinants of behavior</i> ), 2006
<i>Duration</i>	1 or 2 days, 10.00 am - 5.00 pm
<i>Language</i>	Dutch or English
<i>Location</i>	University of 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. The invited guests (prof.dr. F. Strack) presented his recent work.
<i>Enrollment</i>	20 and 37

<i>Title</i>	<b>Group and Organizational Processes Research Meetings</b>
<i>Teaching staff</i>	Dr. B.A. Nijstad (UvA) and dr. W. Steinel (UL)
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	3 times this year: January 27, May 12 and November 3, 2006
<i>Duration</i>	1 day per meeting, 11.00 am – 5.00 pm
<i>Language</i>	Dutch or English, depending on participants
<i>Location:</i>	University of Amsterdam and Leiden Universiy
<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>	17, 12 and 11

<i>Title</i>	<b>Group Processes and Intergroup Relations Research Meetings</b>
<i>Teaching staff</i>	Coordinators: prof.dr. N. Ellemers (UL), dr. B. Doosje (UvA), dr. S. Otten (RuG) and research faculty
<i>Type of course</i>	Thematic Research Meeting
<i>Date</i>	Several times a year, including workshop <i>Multiple social identities and intergroup relations</i> on June 29-30, 2006 and bi-monthly progress meetings
<i>Location</i>	University of Groningen and Leiden University
<i>Language</i>	English
<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. M. Brewer) presented her recent work.
<i>Enrollment</i>	24

## Theory-oriented workshops and courses

<i>Title</i>	<b>Advances in Implicit Motivation</b>
<i>Teaching staff</i>	Prof.dr. G. Moskowitz (Lehigh University) and prof.dr. H. Aarts (UU). Coordinator: drs. R. Custers (UU).
<i>Type of course</i>	Workshop
<i>Date</i>	February 21-22, 2006
<i>Duration</i>	2 days, 10:00 am - 5:00 pm
<i>Language</i>	English
<i>Location</i>	University of Utrecht
<i>Content</i>	Motivation has played a central role in Social Psychology and related areas during the first half of the 20th century. However, with the cognitive revolution, research on motivation declined. The past 15 years have witnessed a comeback of motivation, not in small part due to the interest in the mechanics and effects of automatic goal pursuit, or implicit motivation. This approach helps dissolving the spell of motivation by examining the basic building blocks and cognitive processes that underlie it. This workshop focused on recent findings regarding the structure and nature of automatic goal pursuit. The lessons from this workshop, taught us not only on automatic goal pursuit, but also on controlled, conscious motivation.
<i>Format</i>	<p><i>Day 1:</i> After introduction of participants and teachers, Gordon Moskowitz presented his Implicit Volition model (Moskowitz et al., 2004). This presentation covered and integrated most of the current literature on processes of (nonconscious) goal-pursuit. In the afternoon, students gave presentations about their own work. 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 workshop were invited to give a presentation. Students and teaching staff discussed the relation between their own work and professor Moskowitz's model.</p> <p><i>Day 2:</i> On the second day, the teaching staff addressed more specific topics concerning nonconscious goal-pursuit based on their recent research. In the afternoon, participants were invited to work in small groups relating the work</p>

presented in the workshop to their own research. Each group was expected to come up with one research idea, that was presented at the end of the afternoon. The aim of this exercise was to make students aware of the potential applications of the theory presented in the workshop.

*Literature*

Recommended:

Moskowitz, G.B., Li, P., & Kirk, E.R. (2004). The implicit volition model: On the preconscious regulation of temporarily adopted goals. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 36, pp. 317-404). New York: Academic Press.

*Enrollment*

23

*Title***Evolutionary Social Psychology***Teaching staff*

Prof.dr. S. Gangestad (University of New Mexico), prof.dr. A.P. Buunk, dr. J. Park, dr. R. Smaniotto and prof.dr. S. Daan (RuG)

*Type of course*

Workshop

*Date*

March 2-3, 2006

*Duration*

2 days

*Location*

University of Groningen

*Language*

English

*Content*

An overview was given of evolutionary social psychology, an approach that examines hypotheses derived from the theory of evolution to explain current human behavior. A number of theoretical approaches and phenomena based upon neo-Darwinist approaches were presented in this workshop, including inclusive fitness (how one's genes may have survived through helping kin), sexual selection (how characteristics may have developed as a result of competition with same-sex members, or as a result of being chosen by opposite sex members), the handicap principle (how seemingly unadaptive characteristics such as musical talent may have evolved because they were in the course of evolution preferred by the opposite sex), ancestral background of prejudice (such as disease avoidance), social rank and involuntary submissiveness (how for example being defeated in status struggles may lead to depression), cognition and reciprocal altruism (how cooperation may

stem from the expectation of long-term benefits, and be fostered by mechanisms of cheater detection). Attention was also paid to the influence on social psychological phenomena of biological features and processes such as ovulatory cycle, fluctuating asymmetry, androgen exposure in uterus (as apparent in the two-to-four digit ratio), and testosterone level.

The workshop consisted of a number of lectures, and students worked in groups to develop proposals in which evolutionary thinking was applied to their own research.

*Literature*

Recommended:

Barrett, L., Dunbar, R. & Lycett, J. (2002). *Human evolutionary psychology*. New York: Palgrave MacMillan.

*Enrollment*

18

*Title*

**Emotions in Cognitions, Cognition in Emotions**

*Teaching staff*

Prof.dr. D.A. Stapel (RuG) and prof.dr. P.M. Niedenthal (Centre National de la Reserche Scientifique / University of Clermont-Ferrand)

*Type of course*

Workshop research group 'Social Cognition'

*Date*

March 13-14, 2006

*Duration*

2 days

*Location*

University of Groningen

*Content*

This two-day workshop explored the interplay between cognitive and emotional processes, which is one of the most active and rapidly developing areas within psychological science. Drawing on the latest empirical discoveries and theoretical insights of social cognitive research, this workshop addressed issues such as the role of affect priming in social judgments, descriptive aspects of emotional experience; the effects of emotional states on attention, perception, and categorization.

*Format*

To this end, we were pleased that Paula Niedenthal agreed to participate in the workshop and to give a lecture on her latest research findings on the effects of emotional states and emotion concepts on social judgments and categorization (cf. Innes-Ker & Niedenthal, 2002), and about her theorizing concerning the modality versus amodality of human memory and experience (Niedenthal, Rohman, &

Dalle, 2003). Also Diederik Stapel from the University of Groningen gave a talk about his research program “Making sense of hot cognition”, which tries to explicate the role of description in affective processing. Major issues were: affect and survival; when and why descriptions influence our feelings, and unconscious or implicit aspects of emotional experience (Stapel, Koomen, Ruys, 2002). The central aim of the lectures was to provide students a better understanding of the interface between emotional and cognitive processing. Both speakers are considered to be experts on this topic. The “Emotion and Cognition” workshop especially tried to attract researchers fascinated with research in the fields of emotion research, cognitive psychology, and social cognition. PhD students *and* (!) faculty members working in these fields were invited to participate in this workshop and to give brief presentations of their research projects related to emotions and the emotion-cognition interface. There was plenty of time for discussing these projects in light of the workshop theme.

*Literature*

Niedenthal, P.M., Barsalou, L.W., Winkielman, P., Krauth-Gruber, S. and Ric, F. (2005). Embodiment in Attitudes, Social Perception, and Emotion. *Personality and Social Psychology Review*, 9, 184-211.

Niedenthal, P.M., Krauth-Gruber, S., Ric, F. (2006). *The Psychology of Emotion: Interpersonal, Experiential, and Cognitive Approaches*. New York: Psychology Press. (Chapters 1: The Psychology of Emotion: Interpersonal, Experiential, and Cognitive Approaches, and 2: The Structure and Function of Emotion.)

*Enrollment*

27

*Title***Multiple Social Identities and Intergroup Relations***Teaching staff*

Prof.dr. M. Brewer (Ohio State University) and dr. S. Otten (RuG)

*Type of course*

Workshop research group ‘Group Processes and Intergroup Relations’

*Dates*

June 29 and 30, 2006

*Duration*

2 days

*Location*

University of Groningen



<i>Language</i>	English
<i>Content</i>	Research on the effects of social identifications and social categorization has a long tradition in intergroup research. The distinctive processes operating when people see the world in terms of us versus them are well documented, revealing such phenomena as ingroup favoritism, outgroup derogation, polarization, outgroup homogeneity etc. More recently, the theoretical and empirical interest in the complexities of intergroup relations has increased. For one, this has brought more attention to the interplay of intrapersonal, interpersonal and intergroup processes. Moreover, research has been focusing on multiple social identities and intergroup relations. Marilynn Brewer is one of the key players in both areas of research. Therefore, her expertise should help us placing future intergroup research more appropriately into its social context.
<i>Format</i>	During the first day of the workshop, professor Brewer gave a seminar about her recent work on multiple social identities and intergroup relations which combines the intrapersonal level (social cognition) with the intergroup level of analysis. Subsequently, based on her talk and previous reading of the literature, there was further discussion on the theme, both in small groups and in a plenary session. Especially on day 2, participants were given the opportunity to present and discuss own research relating to the topic of the workshop.
<i>Literature</i>	Brewer, M.B. (2001). Ingroup identification and intergroup conflict: When does ingroup love become outgroup hate? In R. Ashmore, L. Jussim, & D. Wilder (Eds.), <i>Social identity, intergroup conflict, and conflict reduction</i> (pp. 17-41). New York: Oxford University Press. Roccas, S., & Brewer, M.B. (2002). Social identity complexity. <i>Personality and Social Psychology Review</i> , 6, 88-106. Brewer, M.B., & Pierce, K.P. (2005). Social identity complexity and outgroup tolerance. <i>Personality and Social Psychology Bulletin</i> , 31, 428-437. Waldzus, S., Mummendey, A., & Wenzel, M. (2005). When "different" means "worse": In-group prototypicality in

changing intergroup contexts. *Journal of Experimental Social Psychology*, 41, 76-83.

Witt, A.P., & Kerr, N.L. (2002). "Me versus just us versus us all": Categorization and cooperation in nested social dilemmas. *Journal of Personality and Social Psychology*, 83, 616-637.

<i>Enrollment</i>	24
<i>Title</i>	<b>The Motivation Cognition Interface: Empirical findings and theoretical considerations on self regulation processes</b>
<i>Teaching staff</i>	Prof.dr. J. Förster (International University Bremen, Germany), dr. M. Häfner (RuG), dr. S. Otten (RuG) and prof.dr. D.A. Stapel (RuG)
<i>Type of course</i>	Workshop
<i>Date</i>	July 7, 2006
<i>Duration</i>	1 day
<i>Location</i>	University of Groningen
<i>Language</i>	English
<i>Content</i>	<p>Social psychologists became interested in behavior, goals, needs, and other "hot issues". In fact it seems that currently everybody is doing "self regulation". However, at times it seems that the tag "self regulation" is used just as a seller. Are we reinventing the wheel? Is this research really different from good old sister social cognition? Is it different from motivation psychology? For answering these questions it is important to see whether one can theoretically distinguish motivational from cognitive processes.</p> <p>What is the blueprint of motivation? Which processes can and should be called motivational and which cognitive? What are the underlying principles of motivational vs. cognitive effects? Which effects in social psychology can be reinterpreted in terms of self regulation effects and which are over interpreted as such? Only if we can make a reasonable distinction we can examine motivation X cognition interactions. And if we can we should be able to come up with exciting new research questions that go beyond what we already know.</p>

*Format* The one-day workshop started off with a review on current research and theory in the field of self-regulation by prof. Förster, one of the leading figures in the field. Thereafter, students were assigned to one of two groups in which specific research questions were discussed at greater detail. Furthermore, the groups tried to find possible definitions and delineations to other fields of research. Students presented the results of the group sessions in the final plenary session. In conclusion, the goal of the workshop was to outline contemporary research on self-regulation and to delineate it from related fields of research. As a result participants are were not only provided with new knowledge but with interesting new research questions.

*Literature* Higgins, E.T. (1997). Beyond Pleasure and Pain. *American Psychologist*, 52, 1280-1300.  
 Kruglanski, A.W., Shah, J.Y., Fishbach, A., Friedman, R., Young Chun, W., Sleeth-Keppler, D. (2002). A Theory of Goal Systems. In M.P. Zanna (Ed.) 2002. *Advances in Experimental Social Psychology*. Vol. 34, San Diego: Academic Press.  
 Forster, J., Liberman, N., Friedman, R.S. Seven Principles of Self-Regulation.

*Enrollment* 22

*Title* **Interpersonal processes: Reflective and impulsive determinants of behavior**

*Teaching staff* Prof.dr. F. Strack (University of Würzburg, Germany), prof.dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)

*Type of course* Workshop research group 'Interpersonal Processes'

*Date* November 9 and 10, 2006

*Duration* 2 days

*Language* English

*Location* Utrecht University

*Content* A large part of the literature on interpersonal processes focuses on the issue of how behavior in interpersonal contexts should be understood, explained, and predicted. Building and extending on this literature, this workshop focused on recent insights into the determinants of behavior.

More specifically, in the workshop social behavior as a joint function of reflective and impulsive processes was studied. In studying this issue, it is argued, the parallel and interactive working of reflective and impulsive systems is critical for understanding social behavior, and this workshop in the interpersonal processes track of the KLI focused on recent advances in this intriguing area of modern social psychology. In doing so, the workshop addressed core topics in the literature on interpersonal processes, such as rationalistic and intuitive determinants of interpersonal behavior, the influence of facial feedback on the experience of emotions, and the role of anchoring effects and social comparison processes in interpersonal contexts. The workshop also had clear relevance for other research interests present in the KLI, such as research on automaticity and the literature on dual versus parallel processes. The goal of this workshop was also to provide both theoretical and methodological suggestions for participants' own research.

*Format*

Day 1: After a brief introduction of participants and teachers, professor Fritz Strack (University of Würzburg) presented some of his recent research regarding reflective and impulsive determinants of social behavior (see, e.g., Strack & Deutsch, 2004; see also Strack & Deutsch, 2003, 2005). The tentative title of this first talk was "Reflection and Impulse: The Dual Determination of Human Behavior." This talk also included a discussion of research on facial feedback and emotions (see, e.g., Strack, Martin, & Stepper, 1988; Strack & Neumann, 2000). 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 topics of this day of the workshop were invited to give a presentation. Students were invited to comment on the relationship between their own work and Professor Strack's work if it made sense to do so. Participants received detailed feedback from professor Strack and the other participants of the workshop.

Day 2: The second day addressed anchoring effects in interpersonal and other social contexts (see, e.g., Strack & Mussweiler, 2001, 2003; see also Strack & Hannover, 1996). On this day, we focused on such issues as how people can resist social influence, how they can correct judgmental anchoring effects, and what type of heuristic strategies people may use when making estimations under conditions of uncertainty. The tentative title of the presentation with which professor Strack started the second day was: "Cognitive Consequence of Forced (or Unforced) Comparison." The afternoon of this day included active student presentations as well as a discussion and brainstorm session focusing on what participants could learn from the workshop for their own research projects. Based on students' abstracts of their research projects, students whose research was most closely related to the topics of this day of the workshop were invited to give a presentation and to comment on the relationship between their own work and professor Strack's work. Participants received detailed feedback from professor Strack and the other participants of the workshop. After this, all participants of the workshop discussed how the presented research may be applicable to their own research. This was followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants could learn from this for their own research endeavors.

#### *Literature*

##### Obligatory

Strack, F., & Deutsch, R. (2004). Reflective and impulsive determinants of social behavior. *Personality and Social Psychology Review*, 8, 220-247.

##### Recommended

Strack, F., & Deutsch, R. (2003). The two sides of social behavior: Modern classics and overlooked gems on the interplay between automatic and controlled processes. *Psychological Inquiry*, 14, 209-215.

Strack, F., & Deutsch, R. (2005). Reflection and impulse as determinants of conscious and unconscious motivation. In J. P. Forgas, K. D. Williams, & S. M. Laham (Eds.), *Social motivation: Conscious and unconscious processes* (pp. 91-112). Cambridge, UK: Cambridge University Press.

Strack, F., & Hannover, B. (1996). Awareness of influence as a precondition for implementing correctional goals. In P. M. Gollwitzer & J. A. Bargh (Eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. ). New York: Guilford.

Strack, F., Martin, L. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: A nonobstrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, *54*, 768-777.

Strack, F., & Mussweiler, T. (2001). Resisting influence: Judgmental correction and its goals. In J. P. Forgas & K. Williams (Eds.), *Social influence* (pp. 199-212). Cambridge, UK: Cambridge University Press.

Strack, F., & Mussweiler, T. (2003). Heuristic strategies for estimation under uncertainty: The enigmatic case of anchoring. In G. Bodenhausen & A. Lambert (Eds.). *Foundations of social cognition* (pp.79-95). Mahwah, NJ: Erlbaum.

Strack, F., & Neumann, R. (2000). Furrowing the brow may undermine perceived fame: The role of facial feedback in judgments of celebrity. *Personality and Social Psychology Bulletin*, *26*, 762-768.

*Enrollment*

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**Joint Seminars**

No joint seminars in 2006.

## Appendix 2: Publications 2006

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

- Aarts, H., Wegner, D.M., & Dijksterhuis, A. (2006). On the feeling of doing: Dysphoria and the implicit modulation of authorship ascription. *Behavior Research and Therapy*, *44*, 1621-1627.
- Aarts, H., Wegner, D.M., & Dijksterhuis, A. (2006). On the feeling of doing: Dysphoria and the implicit modulation of authorship ascription. *Behaviour Research and Therapy*, *44*, 1621-1627.
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- Bakker, A.B. , Van Emmerik, H. & Euwema, M.C. (2006). Crossover of Burnout and Engagement in Working Teams. *Work and occupations*, *33*, 464-489.
- Bakker, A.B., Van der Zee, K.I., Lewig, K.A., Dollard, M.F. (2006). The relationship between the Big Five personality factors and burnout: a study among volunteer counselors. *Journal of Social Psychology*, *146*, 31-50.
- Bakker, W., Van der Zee, K.I., & Van Oudenhoven, J.P. (2006). Personality and Dutch emigrants' reactions to acculturation strategies. *Journal of Applied Social Psychology*, *36*, 2864-2891.
- Barreto, M., Ellemers, N., & Banal, S. (2006). Working under cover: Performance-related self-confidence among members of contextually devaluated groups who try to pass. *European Journal of Social Psychology*, *36*, 337-352.
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- Berg, A.E. van den, & Koole, S.L. (2006). New wilderness in the Netherlands: Effects of demographic characteristics and recreational needs on the evaluation of nature development. *Landscape and Urban Planning*, 78, 362-372.
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- Bos, A., & Ellemers, N. (2006). Cutting a diamond out of stone: Psychological perspectives on changing self and identity. *Netherlands Journal of Psychology*, 62, 6-8.
- Bosch, Z., Buunk, A.P., & Siero, F.W. (2006). Sociale vergelijkingsoriëntatie: Waarom de een meer vergelijkt dan de ander; de relatie tussen sociale vergelijkings-oriëntatie en dimensionale nabijheid. In: R.W. Holland, J. Ouwerkerk, C. van Laar, R. Ruiters & J. Ham (Eds.) *Jaarboek Sociale Psychologie 2005*. (pp.51-57). Groningen: Aspo Pers.
- Bowerman, W. R., Vermunt, R., & Berg, G. van den (2006). A new look at social comparison: An exploration of cognitive and personality antecedents of social comparison choices following performance feedback. *Gedrag; Tijdschrift voor Psychologie*, 10/6, 397-410.
- Brennkmeijer, V., Van Houwelingen, A., Blonk, R.W.B., & Van Yperen, N.W. (2006). Geloof in eigen kunnen: Het effect van JOBS, een groepsinterventie voor werklozen. *Gedrag & Organisatie*, 19, 97-112.
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