



k u r t l e

w i n i n s

t i t u u t

## **Annual Report 2011**

Kurt Lewin Institute  
Graduate School in Social Psychology and its applications

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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 2011 the KLI is based on the collaborative input of psychologists working in five Dutch Universities, namely: VU University Amsterdam (VU), University of Amsterdam (UvA), University of Groningen (RuG), Leiden University (UL), and Utrecht University (UU).

The general objective of the KLI is to stimulate and strengthen research in social psychology and its applications. To this end, the KLI offers a four-year graduate teaching and training program. PhD students from the five universities in the Netherlands participate in specialist and general courses throughout the four-year period.

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

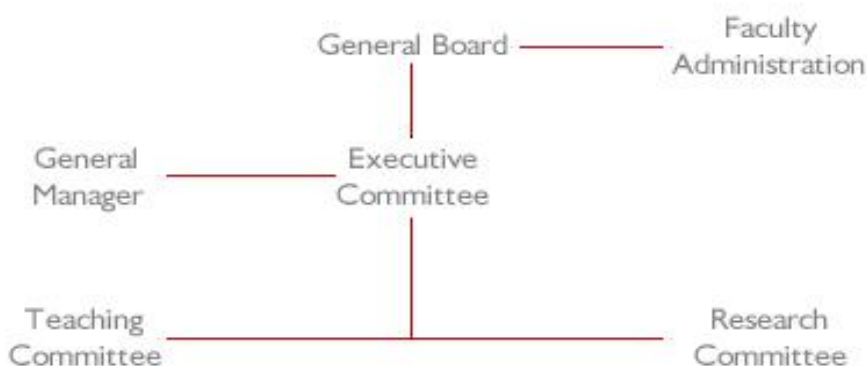
## 2. Organization

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### 2.1 Management structure

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

#### General Board



The General Board of the KLI consists of 7 members: A non-voting chairman, 5 members representing each of the 5 participating institutes and 1 external board member who is not a KLI member. It has ultimate responsibility with regard to research, teaching and budgetary decisions. The General Board delegates the daily running of the KLI to an Executive Committee consisting of the Scientific Director and two Adjunct Directors (responsible respectively for research and teaching).

#### *Members of the General Board in 2011*

Prof.dr. K. van den Bos

Prof.dr. N. Ellemers (chair)

Prof.dr. A.H. Fischer

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

Drs. I.K. Schneider (non-voting Ph.D. student member)

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

Prof.dr. N. van Yperen

### **Executive Committee**

The Executive Committee is responsible for taking all the relevant decisions, and shapes the scientific and educational policy of the KLI in consultation with and based on the advice of two formal bodies: the Teaching Committee and the Research Committee. Both committees report directly to the Executive Committee of the KLI, the former on the coordination and planning of research training, and the latter on research proposals and student progress.

#### *Members of the Executive Committee in 2011*

Prof.dr. E. van Dijk (Research Director)

Prof.dr. J.A. Förster (Scientific Director)

Prof.dr. Linda Steg (Teaching Director)

### **Teaching Committee**

The Teaching Committee has primary responsibility for developing and evaluating the teaching program. The committee consists of two members, a graduate student and the Teaching Director.

#### *Members of the Teaching Committee in 2011*

Dr. W.W. van Dijk

Dr. D.T. Scheepers

Drs. Iris Schneider (representing the PhD students)

Prof.dr. Linda Steg (Chair)

### **Research Committee**

The Research Committee has primary responsibility for evaluating Ph.D. projects and proposals, for annual assessment of Ph.D. projects (based on reports from graduate students), and for the scientific program of the KLI. The committee consists of five members including the Research Director.

#### *Members of the Research Committee in 2011*

Dr. B. Derks

Prof.dr. E. van Dijk (Chair)

Dr. Gerben van Kleef

Prof.dr. W. Stroebe

Prof.dr. Barbara Wisse

### **General Manager**

Finally, the Executive Committee is supported by the KLI administrative staff (based at the University of Amsterdam). This consists of a General Manager employed to assist the different boards and committees of the KLI in the preparation and execution of the KLI policies. The General Manager is executive secretary of the Executive Committee, the Teaching Committee and the Research Committee.

*General Manager in 2011*

Drs. Anouk K. Evers

## 2.2 Participating institutes

### **Vrije Universiteit Amsterdam**

Van der Boechorststraat 1, 1081 BT Amsterdam

- Department of Social & Organizational Psychology  
T: +31 (0)20 598 8700 F: +31 (0)20 598 8702

### **Universiteit van Amsterdam**

Weesperplein 4, 1018 XA Amsterdam

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

### **Rijksuniversiteit Groningen**

Grote Kruisstraat 2/1, 9712 TS Groningen

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

### **Universiteit Leiden**

PO box 9555, 2300 RB Leiden

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

### **Universiteit Utrecht**

PO box 80140, 3508 TC Utrecht

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



## 2.3 Scientific Advisory Board

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

## 2.4 Confidential advisors

Two “confidential advisors” (*vertrouwenspersonen*) have been appointed, to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution. The confidential advisors are: dr. J.A.M. (Jose) Heesink (Assistant Professor Organizational Psychology, University of Groningen) and prof.dr. T.M. (Tineke) Willemsen (Emeritus, Department of Psychology and Society, Tilburg University).

## 3. Members

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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.

In December 2010, all Affiliate members were invited to become Full members. As of January 1<sup>st</sup>, 2011 the KLI Affiliate membership has been abolished and it is no longer possible to be a Affiliate member of the KLI.

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

**Criteria for the admission of graduate students (as of September 1, 2008)**

Ph.D. students can become a student member of the KLI when the following two criteria are met:

- 1) A research proposal submitted by one of the supervisors has been approved of by the KLI Research Committee.
- 2) The Ph.D. student has sufficient skills in writing scientific English and presenting research. Criterium 2 is met by Ph.D. students who:
  - a. Have completed a Research Master at one of the institutes participating in the KLI (UvA, VU, RuG, UL and UU);
  - b. Have completed a Research Master at another institute, on the condition that teaching in writing scientific English and presenting research was part of the curriculum;
  - c. For writing scientific English: have completed an English language Master;
  - d. Can establish in some other way that he/she has acquired these skills, for example by means of:
    - a certificate of participation in a relevant course on at least the level of a Research Master
    - with respect to writing scientific English: an English language manuscript written (mostly) by the Ph.D. student, with a statement of one of the supervisors that the Ph.D. student masters these skills.

Ph.D. students who do not meet 2 can be admitted as a candidate student member *for a maximum of 1 year*. In this year the student can for example follow a course to meet the criterium and send a copy of the certificate to the KLI-office. If can be established that the student meets criterium 2 within the first year the regular student membership will be awarded. If the criteria ar not met within the first year, the candidate membership will be ended and the Ph.D. student cannot become a member of the KLI. For the courses and workshops participated in the standard course fee for non-members (75 euro per day) will then be charged.

For Ph.D. students who were already a KLI member prior to September 1<sup>st</sup> 2008, completion of a course in writing scientific English and presenting research remains a prerequisite to obtain the KLI certificate.

Evaluation of the project proposal

The committee evaluates each project in terms of the following criteria:

*1. Formal issues*

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

*2. Content issues*

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

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

As of January 1, 2007 new KLI graduate student members can be a student member for a maximum of five years.

### 3.2 Full members on December 31, 2011

Prof.dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
 Dr. M.A. Adriaanse, UU, Psychology & Health  
 Dr. B. Beersma, UvA, Work & Organizational Psychology  
 Prof.dr. I. van Beest, UvT, Social Psychology  
 Prof.dr. M.Ph. Born, EUR, Institute of Psychology  
 Prof.dr. K. van den Bos, UU, Social & Organizational Psychology  
 Prof.dr. B.P. Buunk, RuG, Social Psychology  
 Dr. R. Custers, UU, Social & Organizational Psychology  
 Dr. J. Degner, UvA, Social Psychology  
 Dr. B. Derks, UL, Social & Organizational Psychology  
 Prof.dr. E. van Dijk, UL, Social & Organizational Psychology  
 Dr. W.W. van Dijk, UL, Social & Organizational Psychology  
 Prof.dr. A. Dijkstra, RuG, Social Psychology  
 Dr. B. Doosje, UvA, Social Psychology  
 Prof.dr. C.K.W. de Dreu, UvA, Work & Organizational Psychology  
 Prof.dr. N. Ellemers, UL, Social & Organizational Psychology  
 Dr. C. Evers, UU, Psychology & Health  
 Dr. C. Finkenauer, VU, Social and Organizational Psychology  
 Prof.dr. A.H. Fischer, UvA, Social Psychology  
 Prof.dr. H. van der Flier, VU, Social and Organizational Psychology  
 Prof.dr. J.A. Förster, UvA, Social Psychology  
 Prof.dr. E. Giebels, UT, Psychology of Conflict, Risk & Safety  
 Prof.dr. E.H. Gordijn, RuG, Social Psychology  
 Dr. L.L. Greer, UvA, Work & Organizational Psychology  
 Dr. M. Häfner, UU, Social & Organizational Psychology  
 Dr. F. Harinck, UL, Social & Organizational Psychology  
 Dr. F. van Harreveld, UvA, Social Psychology  
 Dr. S.T. Hawk, UU, Pedagogiek  
 Dr. A.C. Homan, VU, Social and Organizational Psychology  
 Dr. E.A.J. van Hooft, UvA, Work & Organizational Psychology  
 Dr. A.H.B. de Hoogh, UvA, Work & Organizational Psychology  
 Dr. H. Ijzerman, UvT, Social Psychology  
 Dr. K.J. Jonas, UvA, Social Psychology  
 Dr. G.A. van Kleef, UvA, Social Psychology  
 Dr. E.S. Kluwer, UU, Social & Organizational Psychology  
 Dr. S.L. Koole, VU, Social and Organizational Psychology  
 Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology  
 Dr. C. van Laar, UL, Social & Organizational Psychology

Dr. A.H. de Lange, RUN, Work and Organizational Psychology  
Prof.dr. P.A.M. van Lange, VU, Social and Organizational Psychology  
Dr. D. van der Linden, EUR, Institute of Psychology  
Prof.dr. N. Nauta, UvA, Work & Organizational Psychology  
Prof.dr. S. Otten, RuG, Social Psychology  
Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social Psychology  
Prof.dr. K.I. van Oudenhoven - van der Zee, RuG, Social Psychology  
Dr. E.K. Papiés, UU, Social & Organizational Psychology  
Dr.ing. I.E. de Pater, UvA, Work & Organizational Psychology  
Prof.dr. J. van der Pligt, UvA, Social Psychology  
Dr. T.V. Pollet, VU, Social and Organizational Psychology  
Prof.dr. T. Postmes, RuG, Social Psychology  
Dr. J.W. van Prooijen, VU, Social and Organizational Psychology  
Prof.dr. D.T.D. de Ridder, UU, Psychology & Health  
Dr. F.A. Rink, RuG, HRM & Organizational Behavior  
Dr. S. Rispens, TU/e, Human Performance Management Group  
Dr. M. Rotteveel, UvA, Social Psychology  
Dr. R.A.C. Ruiter, UM, Work and Social Psychology  
Prof.dr. K. Sanders, UT, Organizational Psychology & HR Development  
Dr. D.T. Scheepers, UL, Social & Organizational Psychology  
Prof.dr. G.R. Semin, UU, Social & Organizational Psychology  
Prof.dr. R. Spears, RuG, Social Psychology  
Dr. H.J.A.M. Staats, UL, Social & Organizational Psychology  
Dr. T. Ståhl, UL, Social & Organizational Psychology  
Prof.dr. E.M. Steg, RuG, Social Psychology  
Dr. W. Steinel, UL, Social & Organizational Psychology  
Dr. M. Stel, UvT, Social Psychology  
Prof.dr. W. Stroebe, UU, Social & Organizational Psychology  
Dr. E. de Vet, UU, Psychology & Health  
Prof.dr. A.E.M. van Vianen, UvA, Work & Organizational Psychology  
Prof.dr. E. van de Vliert, RuG, Social Psychology  
Dr. R.E. de Vries, VU, Social and Organizational Psychology  
Prof.dr. M. van Vugt, VU, Social and Organizational Psychology  
Prof.dr. B.M. Wisse, RuG, Social Psychology  
Dr. H. Yang, UT, Organizational Psychology & HR Development  
Prof.dr. N.W. van Yperen, RuG, Social Psychology  
Prof.dr. M. Zeelenberg, UvT, Social Psychology  
Dr. M. van Zomeren, RuG, Social Psychology

### 3.3 Associate members on December 31, 2011

Dr. C.E. Ashton-James, VU<sup>1</sup>, Social and Organizational Psychology  
 Dr. M. Baas, UvA, Work & Organizational Psychology  
 Dr. D.P.H. Barends, RuG, Social Psychology  
 Dr. E.J. Boezeman, VU, Social and Organizational Psychology  
 Dr. J.W. Bolderdijk, RuG, Social Psychology  
 Dr. A. Cheshin, UvA, Social Psychology  
 Dr. S.E. Dalley, RuG, Social Psychology  
 Dr. M.T.M. Dijkstra, VU, Organization Sciences  
 Dr. L.F. van Dillen, UL, Social & Organizational Psychology  
 Dr. K. Epstude, RuG, Social Psychology  
 Dr. N. Hansen, RuG, Social Psychology  
 Dr. M.L.M. van Hooff, UvA, Work & Organizational Psychology  
 Dr. N.B. Jostmann, UvA, Social Psychology  
 Dr. E. Kamans, RuG, Social Psychology  
 Dr. S. Koch, UvA, Social Psychology  
 Dr. G.M. van Koningsbruggen, UU, Social & Organizational Psychology  
 Dr. M.S. Kouzakova, UL, Social & Organizational Psychology  
 Dr. Y. de Liver, UvA, Social Psychology  
 Dr. M.K. Noordewier, UL, Social & Organizational Psychology  
 Dr. E. Orehek, RuG, Social Psychology  
 Dr. E.F. Rietzschel, RuG, Social Psychology  
 Dr. K.I. Ruys, UvT, Social Psychology  
 Dr. X. Sanchez, RuG, Social Psychology  
 Dr. D.A. Sauter, UvA, Social Psychology  
 Dr. S. Scheibe, RuG, Social Psychology  
 Dr. S. Shalvi, UvA, Work & Organizational Psychology  
 Dr. E.F. van Steenbergen, UU, Social & Organizational Psychology  
 Dr. K.E. Stroebe, RuG, Social Psychology  
 Dr. S. Tauber, RuG, Social Psychology  
 Dr. F.S. ten Velden, UvA, Work & Organizational Psychology  
 Dr. H.P. Veling, UU, Social & Organizational Psychology

<sup>1</sup> VU = VU University; UvA = University of Amsterdam; RuG = Groningen University; UL = Leiden University; UU = Utrecht University; UvT = Tilburg University; UT = University of Twente; EUR = Erasmus University Rotterdam; UM = Maastricht University; RUN = Radboud University Nijmegen; TU/e = Eindhoven University of Technology

### 3.4 PhD students

On 31 December 2011, 94 PhD students were participating in the Kurt Lewin Institute. In the same year, 35 PhD students started their research, 18 PhD students completed their research, 1 PhD student stopped, 4 PhD students found another job but will finish their PhD later, the PhD position of 11 PhD students was ended but they will finish their PhD later, and 1 PhD student is no longer member of the Kurt Lewin Institute due to other circumstances.

*Table 1: Institutional participation of PhD students on December 31, 2011*

VU University	7
University of Amsterdam	18
University of Groningen	30
University of Leiden	11
University of Utrecht	18
Tilburg University	3
Erasmus University Rotterdam	2
Maastricht University	1
University of Twente	3
Eindhoven University of Technology	1
<b>Total</b>	<b>94</b>

#### List of PhD students in 2011, their supervisors and the title of their research project

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. H. Aldering	Prof.dr. C.K.W. de Dreu	UvA
	Prof.dr. G.A. van Kleef	UvA
	Dr. L.L. Greer	UvA
	Prof.dr. N. Ellemers	UL
<i>Title: Representative Negotiation: Cross-Level Influences in Inter-group Conflict</i>		
Drs. D. Alink	Dr. F. van Harreveld	UvA
	Prof.dr. J. van der Pligt	UvA
<i>Title: Gaat u rustig slapen: De rol van vertrouwen bij de acceptatie van risico's</i>		



Name	Supervisors	Institute
K.T. Alvarez Durnov, MSc. **	Prof.dr. M van Vugt Dr. E. van Leeuwen	VU VU
Title: <i>An intergroup perspective on helping: Overcoming social and psychological obstacles to receiving aid</i>		
Drs. M. Bal	Prof.dr. K. van den Bos Dr. E.K. Papies	UU UU
Title: <i>Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews</i>		
Drs. D.A. Beudeker	Prof.dr. N. Ellemers Dr. F.A. Rink Prof.dr. R. Blonk	UL RuG TNO
Title: <i>Innovation in the public sector</i>		
Drs. E.H. Bijleveld ***	Prof.dr. H. Aarts Dr.ir. R. Custers	UU UU
Title: <i>Priming effects on behavior: Cognitive versus motivational mechanisms</i>		
Drs. M. Blaga ***	Prof.dr. N.W. van Yperen	RuG
Title: <i>Approach goals, performance attainment and task interest: The role of moderators</i>		
S.S.A.H. Blom, MSc. **	Prof.dr. G.R. Semin	UU
Title: <i>The body in embodiment: Specifying the role of peripheral input in grounded cognition</i>		
Drs. R.M. van Bloois *****	Prof.dr. A. Nauta Dr.ing. I.E. de Pater	UvA UvA
Title: <i>Antecedents and consequences of idiosyncratic deals</i>		
Drs. M. van Bommel	Prof.dr. P.A.M. van Lange Dr. J.W. van Prooijen Prof.dr. H. Elffers Dr. D.M. Reynald	VU VU VU VU
Title: <i>Ingrijpen of niet. Een kwestie van 'mixed feelings'?</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
T. Bouman, MSc.	Prof.dr. S. Otten	RuG
	Dr. M. van Zomeren	RuG
<i>Title: Local Globalism: How Global Change Influences Local Relationships</i>		
Drs. T.M. Brakel ****	Prof.dr. B.P. Buunk	RuG
	Prof.dr. A. Dijkstra	RuG
<i>Title: Evidence based development of patient education information to be provided through different media to increase quality of life in cancer patients</i>		
Drs. L. Bullens	Prof.dr. J.A. Förster	UvA
	Dr. F. van Harreveld	UvA
<i>Title: The impact of decision difficulty on choice, satisfaction, and motivation</i>		
K.D. Cobey, MSc. **	Prof.dr. B.P. Buunk	RuG
<i>Title: Promoting healthy food choices under low self-control conditions</i>		
F.M. Cramwinckel, MSc. **	Prof.dr. K. van den Bos	UU
	Prof.dr. E. van Dijk	UL
<i>Title: A bottom-up approach toward novel insights into moral reactions</i>		
Drs. C. den Daas	Prof.dr. J. de Wit	UU
	Prof.dr. H. Aarts	UU
	Dr. M. Häfner	UU
<i>Title: Is automaticity indeed everywhere? A second-generation study of the moderation of impulsive influences on evaluation and behavior</i>		
Drs. L.A. Dannenberg ****	Prof.dr. J.A. Förster	UvA
<i>Title: The experience of agency and control as a motivational construct</i>		
Drs. G. Danner-Vlaardingerbroek	Dr. E.S. Kluwer	UU
	Dr. E.F. van Steenberg	UU
	Prof.dr. T. van der Lippe	UU
<i>Title: The impact of work-family conflict and facilitation on family relationships</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. K.A. Dijkstra ****	Prof.dr. J. van der Pligt Dr. G.A. van Kleef Dr. J. Kerstholt	UvA UvA TNO
<i>Title: Role of intuition in judgment and decision making</i>		
N.G. Dimitrova, MSc.	Dr. C. van Dyck Dr. E.A.J. van Hooft Prof.dr. P. Groenewegen	VU UvA VU
<i>Title: Quality management in the face of error: On staying task focused</i>		
Drs. S.R.S. Does	Prof.dr. N. Ellemers Dr. B. Derks	UL UL
<i>Title: Turning Threat into Challenge: Improving majority group members' acceptance of minorities by focusing on morality gains</i>		
Drs. E.A.. van Doorn	Prof.dr. J. van der Pligt Prof.dr. G.A. van Kleef	UvA UvA
<i>Title: Interpersonal effects of emotional expressions on persuasion: Testing the emotions as social information (EASI) model</i>		
S.P. Elbert, MSc.	Prof.dr. A. Dijkstra Prof.dr. T. Postmes	RuG RuG
<i>Title: Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption</i>		
M. Elshout, MSc. **	Prof.dr. I. van Beest Dr. R. Nelissen	UvT UvT
<i>Title: Inclusionary status and consumer preferences</i>		
Drs. M. Gillebaart	Prof.dr. J.A. Förster Dr. M. Rotteveel	UvA UvA
<i>Title: Emotional, Motivational, and Cognitive Consequences of Novelty</i>		

Name	Supervisors	Institute
Drs. M.E.E. de Goede ****	Prof.dr. A.E.M. van Vianen Dr. U.C. Klehe	UvA UvA
<i>Title: Applicant perceptions of prospective multilevel fit: Idiosyncratic fit-foci and selection lenses</i>		
H.J.E. Greijdanus, MSc.	Prof.dr. E.H. Gordijn Prof.dr. T. Postmes Dr. M. van Zomeren	RuG RuG RuG
<i>Title: Escalation and de-escalation of ethnic conflict through within-group communication</i>		
S. Gündemir, MSc. **	Prof.dr. M. van Vugt Dr. A.C. Homan	VU UvA
<i>Title: The minority glass ceiling hypothesis: Exploring reasons and remedies for the underrepresentation of ethnic minorities in leadership positions</i>		
M.R.W. Hamstra, MSc.	Prof.dr. N.W. van Yperen Prof.dr. K. Sassenberg Prof.dr. B.M. Wisse	RuG RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. M.W. Heerdink	Prof.dr. G.A. van Kleef Dr. A.C. Homan Prof.dr. A.H. Fischer	UvA UvA UvA
<i>Title: Emotion and social influence in groups</i>		
Drs. A.K. Helbig **	Prof.dr. E.M. Steg Dr. K.E. Keizer Dr. J.W. Bolderdijk	RuG RuG RuG
<i>Title: Positive and negative spill-over effects in environmental and moral behaviour</i>		
Drs. A.M.F. Hiemstra	Prof.dr. M.Ph. Born Dr. E. Deros Dr. A.W. Serlie	EUR Ghent/EUR GITP/EUR
<i>Title: Emotion and social influence in groups</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.D. Hoben *	Prof.dr. B.P. Buunk	RuG
<i>Title: An Evolutionary Investigation of Consanguineous Marriages</i>		
J. Hofhuis, MSc. ****	Prof.dr. K.I. van Oudenhoven - van der Zee	RuG
	Prof.dr. S. Otten	RuG
<i>Title: Influence of threat and organizational climate on social identity formation in culturally diverse organizations</i>		
M. Hoogeboom, MSc. **	Prof.dr. E. Giebels	UT
	Dr. K. Beune	UT
	Dr. M. Noordzij	UT
<i>Title: Deception management and cognitive load during deceit: the impact of cultural context and personality</i>		
Drs. N. Hoogervorst ****	Prof.dr. D. de Cremer	EUR
<i>Title: When Leaders Enact Fair Procedures: The Roles of Power and Belongingness Motives</i>		
L. Jans, MSc.	Prof.dr. K.I. van Oudenhoven - van der Zee	RuG
	Prof.dr. T. Postmes	RuG
<i>Title: Inclusive Identities in Diverse Contexts</i>		
W.S. Jansen, MSc. **	Prof.dr. S. Otten	RuG
	Prof.dr. K.I. van Oudenhoven - van der Zee	RuG
<i>Title: Features of an inclusive organization</i>		
N. de Jong, MSc.	Prof.dr. H.A. Hoekstra	RuG
	Prof.dr. K.I. van Oudenhoven - van der Zee	RuG
	Dr. A.H. de Lange	RuG
<i>Title: Roldiversiteit en integratie in de tweede loopbaanhelft</i>		

Name	Supervisors	Institute
Drs. F. Jongerius **	Prof.dr. A. Nauta Dr.ing. I.E. de Pater	UvA UvA
<i>Title: The process, antecedents and consequences of idiosyncratic deal making</i>		
M. Keizer, MSc.	Prof.dr. E.M. Steg	RuG
<i>Title: Denial of feelings of moral obligation inhibiting pro-environmental behavior</i>		
Drs. J. Koen	Prof.dr. A.E.M. van Vianen Dr. U.-C. Klehe Prof.dr. A. Nauta	UvA UvA UvA
<i>Title: (The lack of) job-search behavior among the unemployed</i>		
C. Koot, MSc.	Prof.dr. N. Ellemers Dr. E. ter Mors	UL UL
<i>Title: Resistance of valid beliefs about carbon dioxide capture and storage (CCS) technology against low- quality information</i>		
N. Koudenburg, MSc.	Prof.dr. T. Postmes Prof.dr. E.H. Gordijn	RuG RuG
<i>Title: The Sounds of Silence: communicator's interpretations of silent responses in within-group conversations</i>		
F.M. Kroese, MSc. **	Prof.dr. D.T.D. de Ridder Dr. C. Evers	UU UU
<i>Title: Forbidden fruits or hidden pleasures: The effect of temptations on long-term goals</i>		
H.K. ter Kuile, MSc.	Dr. E.S. Kluwer Prof.dr.ir. A.G. van der Lippe	UU UU
<i>Title: Adaptive processes across the transition to parenthood: How partners regulate their changing relationship</i>		

Name	Supervisors	Institute
M. Kutlaca, MSc. **	Prof.dr. T. Postmes Dr. K. Epstude Dr. M. van Zomeren	RuG RuG RuG
<i>Title: Liberation through the internet: How on-line collective action sparks off-line collection action</i>		
Drs. R.A. van der Lee	Prof.dr. N. Ellemers Dr. D.T. Scheepers	UL UL
<i>Title: Morality, competence, and motivation in group contexts</i>		
Drs. G.-J. Lelieveld	Prof.dr. E. van Dijk Prof.dr. I. van Beest	UL UvT
<i>Title: A social functional account of reactions to and strategic of negative emotions in bargaining</i>		
X. Li, MSc. **	Prof.dr. G.R. Semin	UU
<i>Title: A social functional account of reactions to and strategic of negative emotions in bargaining</i>		
C.J. van Lissa, MSc. **	Prof.dr. W.H.J. Meeus Dr. S.T. Hawk Dr. M.A. de Wied	UU UU UU
<i>Title: Thinking, feeling, and fighting: effects of cognitive and emotional empathy upon adolescent-parent conflict resolution</i>		
J. Maas, MSc. **	Prof.dr. R. de Ridder Prof.dr. J. de Wit Prof.dr. W. Schaufeli Dr. E. de Vet	UU UU UU UU
<i>Title: Prevention of overweight at work: self-regulation in screening and intervention</i>		
Drs. J. Marguc ****	Prof.dr. J.A. Forster Dr. G.A. van Kleef	UvA UvA
<i>Title: Nasty But Good For You: On the Benefits of Obstacles</i>		

Name	Supervisors	Institute
Drs. H. Marien	Prof.dr. H. Aarts	UU
Title: <i>The dynamic interplay of representation level and modality in the implicit motivation of goal pursuit</i>		
Drs. J. Mastop ***	Prof.dr. E. van Dijk	UL
	Dr. M. Stel	UL
Title: <i>Nonverbal behaviour and its consequences towards people with high and low status</i>		
Drs. K.O. McCabe	Prof.dr. N.W. van Yperen	RuG
	Prof.dr. A.J. Elliot	Rochester
Title: <i>Not losing to yourself as an achievement goal: Antecedents and consequences</i>		
E.W. Meerholz, MSc. **	Prof.dr. R. Spears	RuG
	Dr. K. Epstude	RuG
Title: <i>The dark side of compassion</i>		
Drs. K.M. Menninga ****	Prof.dr. T. Postmes	RuG
	Prof.dr. A. Dijkstra	RuG
Title: <i>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</i>		
W.E. Molenmaker, MSc. **	Prof.dr. E. van Dijk	UL
	Dr. E.W. de Kwaadsteniet	UL
Title: <i>The willingness to punish non-cooperation and reward cooperation in social dilemmas</i>		
Drs. S. Mollen	Prof.dr. G.J. Kok	UM
	Dr. R.A.C. Ruiter	UM
Title: <i>Adverse effects of health messages: Preventing the communication of unintended social norms stimulating unhealthy behaviors</i>		



Name	Supervisors	Institute
Drs. L.D. Muusses	Dr. C. Finkenauer Dr. P. Kerkhof Prof.dr. P.A.M. van Lange	VU VU VU
<i>Title: Darling, I must google that! An examination of how adults' romantic relationships and Internet use influence each other</i>		
Drs. B. Nevicka *	Prof.dr. A.E.M. van Vianen Dr. A.H.B. de Hoogh Dr. D. McIlwain	UvA UvA Sydney
<i>Title: The emergence and effectiveness of narcissistic leadership in different contexts</i>		
C.Y. van Niejenhuis, MSc.	Prof.dr. S. Otten Prof.dr. G. van der Werf Dr. R. Maslowski	RuG RuG RuG
<i>Title: The relation between integration, language proficiency and self efficacy. A longitudinal analysis within the context of intercultural language encounters</i>		
Drs. J. Niemann	Prof.dr. N.W. van Yperen Prof.dr. B.M. Wisse Prof.dr. K. Sassenberg	RuG RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. H.U. Nohlen	Dr. F. van Harreveld Prof.dr. J. van der Pligt Dr. M. Rotteveel	UvA UvA UvA
<i>Title: Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making</i>		
Drs. E.H. Noppers **	Prof.dr. E.M. Steg Dr. K.E. Keizer Dr. J.W. Bolderdijk	RuG RuG RuG
<i>Title: The importance of status concerns in the adoption of innovative products</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. F. van Nunspeet	Prof.dr. N. Ellemers Dr. B. Derks Prof.dr. E. Crone	UL UL UL
<i>Title: The desire to be moral: Brain activity indicating the motivational implications of moral vs. Immoral behavior in group contexts</i>		
Y.M.J. van Osch, MSc.	Prof.dr. M. Zeelenberg Dr. S.M. Breugelmans	UvT UvT
<i>Title: How culture influences the emotion process</i>		
Drs. R. Pals ****	Prof.dr. K.I. van Oudenhoven - van der Zee Prof.dr. E.M. Steg Dr. F.W. Siero	RuG RuG RuG
<i>Title: Evaluation of experiences in Zoo Emmen – preferences for confirmation or disconfirmation of expectancies</i>		
Drs. G.P. Perlaviciute	Prof.dr. E.M. Steg Prof.dr. S.M. Lindenberg	RuG RuG
<i>Title: Strengthening normative goals: activation and effects on behavior</i>		
Drs. L.L. Phan ****	Prof.dr. G.R. Semin Dr. W.W. van Dijk Dr. M. van Zomeren	UU UL VU
<i>Title: Group-based Emotions: a Model of the Affective Route from Social Identity to Prejudice</i>		
Drs. M. Redeker	Prof.dr. M. van Vugt Dr. R.E. de Vries	VU VU
<i>Title: The Leadership Circumplex</i>		
Drs. R.B. Rexwinkel **	Prof.dr. N. Ellemers Dr. F. Harinck Dr. D.T. Scheepers	UL UL UL
<i>Title: De-escalation of value conflict: Justice and interventions</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. F. Righetti *	Prof.dr. C.E. Rusbult Dr. C. Finkenauer	VU VU
Title: <i>Goals and Interpersonal Relationships</i>		
M.B. van Rijn, MSc. **	Prof.dr. K. Sanders Dr. H. Yang	UvT UvT
Title: <i>The psychological motors for employees' professional development: Career identity and selfconstructual</i>		
Drs. M. Roskes	Prof.dr. C.K.W. de Dreu Prof.dr. B.A. Nijstad	UvA RuG
Title: <i>Cooperation vs. conflict mental-set and creativity: Cognitive load versus motivated-focus</i>		
Drs. H.A.H. Ruigendijk****	Prof.dr. P.A.M. van Lange Dr. S.L. Koole	VU VU
Title: <i>Minding the body: The role of somatic feedback in ruminative thinking</i>		
Drs. B.T. Rutjens	Prof.dr. J. van der Pligt Prof.dr. J.A. Förster Dr. F. van Harreveld	UvA UvA UvA
Title: <i>Regulating lack of control and uncertainty</i>		
O. Saygi, MSc. **	Prof.dr. C.K.W. de Dreu Prof.dr. N. Ellemers Dr. L.L. Greer Prof.dr. G.A. van Kleef	UvA UL UvA UvA
Title: <i>Representative negotiation as bottom-up influence in intergroup competition and cooperation</i>		
S. Sanders, MSc. **	Prof.dr. B.M. Wisse Prof.dr. N.W. van Yperen Dr. D.C. Rus	RuG RuG RuG
Title: <i>Unearthing the moral emotive compass: exploring the paths to leader moral behavior</i>		

Name	Supervisors	Institute
Drs. I.K. Schneider	Prof.dr. J. van der Pligt, UvA Dr. F. van Harreveld, UvA Dr. M. Rotteveel, UvA	UvA UvA UvA
Title: <i>The dynamics of ambivalence: An investigation into the consequences of evaluative conflict in attitudes and decision-making</i>		
Drs. E.C. Seip	Prof.dr. J. van der Pligt Dr. M. Rotteveel Dr. W.W. van Dijk	UvA UvA UL
Title: <i>Altruistic punishment</i>		
S. Shafa, MSc.	Prof.dr. N. Ellemers Dr. F. Harinck Dr. B. Beersma	UL UL UvA
Title: <i>Cultural differences in value systems and the resolution of value conflict</i>		
Drs. S. Shalvi *	Prof.dr. C.K.W. de Dreu Dr. M.J.J. Handgraaf	UvA UvA
Title: <i>Cooperation and Creativity: Threat-rigidity or Motivated-Focus</i>		
Drs. R.B.L. Sijbom	Prof.dr. O. Janssen Prof.dr. N.W. van Yperen	RuG RuG
Title: <i>Achievement goals and interpersonal behavior: How do leaders respond to creative ideas proposed by their subordinates</i>		
Drs. T.B. Sitser **	Prof.dr. M.Ph. Born Dr. D. van der Linden	EUR EUR
Title: <i>General vs. specific traits: Strengthening the personality - job performance linkage</i>		
Drs. D.J. Sligte	Prof.dr. C.K.W. de Dreu Prof.dr. B.A. Nijstad Prof.dr. J.A. Förster	UvA RuG UvA
Title: <i>Creative Flow from Fit</i>		

Name	Supervisors	Institute
Drs. J.M. Slijkhuis ****	Prof.dr. N.W. van Yperen Dr. E.F. Rietzschel	RuG RuG
Title: <i>Determinants of creative performance in ambiguous situations</i>		
Drs. A.F. Sluis	Prof.dr. J.P.L.M. van Oudenhoven Prof.dr. S. Otten Dr. M.E. Timmerman	RuG RuG RuG
Title: <i>Virtues and integration of different cultural groups in the Netherlands</i>		
E.S. Stamkou, MSc. **	Prof.dr. G.A. van Kleef Prof.dr. A.D. Galinsky	UvA Northwestern
Title: <i>Climbing the ladder or falling from grace: How norm violations shape social hierarchies</i>		
F.M. Stok, MSc. **	Prof.dr. D.T.D. de Ridder Dr. E. de Vet Prof.dr. J. de Wit	UU UU UU
Title: <i>Social influences on self-regulation of eating behavior in adolescents</i>		
G. Stulp, MSc.	Prof.dr. B.P. Buunk Prof.dr. S. Verhulst Dr. T.V. Pollet Prof.dr. A.G.G. Groothuis	RuG RuG RuG RuG
Title: <i>The role of height in sexual selection</i>		
Drs. H. Sungur	Prof.dr. G.R. Semin	UU
Title: <i>The effects of hedonically charged stimuli on judgments of persons and objects</i>		
D. Taufik, MSc. **	Prof.dr. E.M. Steg Dr. K.E. Keizer Dr. J.W. Bolderdijk	RuG RuG RuG
Title: <i>Promoting behaviour change via social feedback: when does social feedback on behaviour dissimilar others work?</i>		

Name	Supervisors	Institute
Drs. T. Theeboom	Prof.dr. A.E.M. van Vianen Dr. B. Beersma	UvA UvA
Title: <i>External and internal fit of teams affecting decision-making processes and performance</i>		
H.L. Toppenberg *****	Dr. A.E.R. Bos Prof.dr. D.H.J. Wigboldus Dr. R.A.C. Ruiter	UM RU UM
Title: <i>Reducing HIV-related stigma in social interaction: Testing interaction strategies using virtual reality methodology</i>		
F.M. Turner, MSc. **	Prof.dr. T. Postmes Dr. M. van Zomeren	RuG RuG
Title: <i>Empowerment and politicization</i>		
A.B. Unal, MSc. **	Prof.dr. E.M. Steg Dr. K. Epstude	RuG RuG
Title: <i>The influence of distracters on performance maintenance and regulation of behavior</i>		
R. van Veelen, MSc.	Prof.dr. S. Otten Dr. N. Hansen	RuG RuG
Title: <i>Cognitive projection processes as underlying path to inclusive identity formation</i>		
A.E. van 't Veer, MSc. **	Prof.dr. I. van Beest Dr. M. Stel	UvT UL
Title: <i>When lying is the norm: how deception (detection) can be dependent on different contexts</i>		
L.A. Venhoeven, MSc. **	Prof.dr. E.M. Steg Dr. K.E. Keizer Dr. J.W. Bolderdijk	RuG RuG RuG
Title: <i>"The bright side of sustainability": under what conditions does sustainable behaviour promote well-being?</i>		

Name	Supervisors	Institute
A.A.C. Verhoeven, MSc. **	Prof.dr. D.T.D. de Ridder	UU
	Dr. M.A. Adriaanse	UU
	Dr. E. de Vet	UU
	Prof.dr. B.M. Fennis	UU
Title: <i>Getting right on cue: Testing an intervention using personal cues to create effective plans for healthy eating</i>		
C.D.W. Vinkers, MSc. **	Prof.dr. D.T.D. de Ridder	UU
	Dr. M.A. Adriaanse	UU
Title: <i>When the going gets out: Coping plans as a tool for maintaining loss</i>		
Drs. F.E. Volman **	Prof.dr. E. Demerouti	TU/e
	Prof.dr. R. Oldenziel	TU/e
	Prof.dr. A.B. Bakker	EUR
	Dr. S. Rispens	TU/e
Title: <i>Women in top positions</i>		
B. de Vos, MSc.	Prof.dr. T. Postmes	RuG
	Prof.dr. E.H. Gordijn	RuG
	Dr. M. van Zomeren	RuG
Title: <i>The role of communication and conflict escalation and de-escalation between ethnic groups</i>		
Drs. A. de Vries	Prof.dr. M. Ph. Born	EUR
	Dr. R.E. de Vries	VU
Title: <i>Specificity in Personality Measurement: improving the prediction of academic and work performance in culturally diverse groups</i>		
Drs. G. de Vries	Prof.dr. N. Ellemers	UL
	Dr. B. Terwe	UL
Title: <i>The Impact of frames on the effectiveness of organizational communications about environmental technologies</i>		
Drs. A. van der Weiden	Prof.dr. H. Aarts	UU
	Dr. K. Ruys	UU
Title: <i>From nonconscious goals to the conscious experience of goal achievement</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
E. van der Werff, MSc. Title: <i>Goals influencing environmental behavior</i>	Prof.dr. E.M. Steg	RuG
N.T. Wever, MSc. Title: <i>Towards an effective diversity climate within the police force: Development diversity oriented leadership</i>	Prof.dr. K.I. van Oudenhoven - van der Zee Dr. M.W. Vos	RuG RuG
Drs. F.R.C. de Wit Title: <i>Asymmetrical perceptions of conflict and their antecedents: A cognitive perspective</i>	Prof.dr. K.A. Jehn Dr. D.T. Scheepers	UL UL
Drs. J.C. de Witt Huberts ** Title: <i>Reconsidering emotional eating as an explanation for overeating</i>	Prof.dr. D.T.D. de Ridder Dr. C. Evers	UU UU
H. Wu, MSc. ** Title: <i>Power and negotiation: Testing an old topic with three new perspectives</i>	Dr. H. Yang Dr. J. Lammes Prof. dr. K. Sanders	UT UT UT
Drs. M.P. Zaal *** Title: <i>Regulatory-focus and the effects of stigma on collective-action</i>	Prof.dr. N. Ellemers Dr. C. van Laar Dr. T. Stahl Dr. B. Derks	UL UL UL UL
Drs. C.M. Zedelius Title: <i>Beyond the Will: Implicit Motivation and Adaptation of Goals and Experiences</i>	Prof.dr. H. Aarts Dr. H.P. Veling	UU UU



\*Finished his/her PhD in 2011; \*\*started his/her PhD in 2011; \*\*\*started job elsewhere in 2011 but will finish PhD later; \*\*\*\*PhD position ended in 2011 but will finish PhD later; \*\*\*\*\*stopped her/his PhD in 2011; \*\*\*\*\*different

42% are funded by the universities; 30% are funded by NWO (Netherlands Organization for Scientific Research); 28% 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 2011

In 2011 18 PhD projects were completed:

Avramova, Y.R. (January 19, 2011). How the mind moods. Tilburg University. (Co-)Promotor(es): prof.dr. D.A. Stapel and prof.dr. F.G.M. Pieters.

Summary: Not available.

Bolderdijk, J.W. (January 13, 2011). Buying people: The persuasive power of money. University of Groningen. (Co-)Promotor(es): prof.dr. E.M. Steg and prof.dr. T. Postmes.

Summary: Money is believed to be a powerful and universal source of motivation, which suggests that money can be effectively employed to promote desired behavior. But is this really the case? Can financial rewards persuade people to drive more safely? Will people reduce their energy consumption after learning about the financial benefits of energy conservation? In other words, can we 'buy' people into changing their behavior? This is the central question of this dissertation. Studies conducted in field and lab settings demonstrated that money can be both productive and counterproductive for promoting desired behavior. Financial rewards, for example, were effective in reducing speed violations. Conversely, money appeared less suitable as a tool for environmental campaigning: stressing the financial gains (viz., save money) was less effective in promoting energy conservation behavior than stressing the environmental gains (viz., reduced CO<sub>2</sub>-emissions). Furthermore, we found that the persuasive power of money depended on more than just reward size: people were more strongly motivated to reclaim a previously owned than a

recently acquired one Euro coin. Practitioners often rely on financial incentives to promote desired behavior, but they may be unaware of money's psychological effects. This dissertation shows that the persuasive power of money ultimately depends on how money affects people's cognitions. When designing financial incentives, practitioners should therefore not only consider what money can do for people, but also what money does to people.

Desmet, P. (May 10, 2011). In *Money we Trust? Trust Repair and the Psychology of Financial Compensations*. Erasmus University Rotterdam. (Co-) Promotor(es): prof.dr. D. de Cremer and prof.dr. E. van Dijk.

Summary: Trust is a valuable resource that facilitates and smoothes interactions in all kinds of relations that we engage in. Whether we ask a stranger for directions or advice from a close friend, we would often not get far if we did not trust others. In economic exchange relations too, where agents exchange resources that have a tangible economic value, trust has proven to be particularly useful as it fosters cooperation while at the same time reducing the need for expenditures on control and monitoring. Questions like "What are the benefits of trust?" and "How can trust be built effectively?" have already found their answer in the literature. However, on how to deal with lowered trust after this was violated, answers still tend to be empirically unclear.

Given that transgressions in economic relations often result in distributive harm for the victim (i.e. loss of economic resources), a common approach in exchange relations consists of the transgressor providing a financial compensation to the victim: if a customer has complaints about a product, he is reimbursed; when a company is being sued, it often tries to make a financial settlement with the victims. Strangely enough, the high prevalence of financial compensation as a restorative response contrasts sharply with how little is known about their effectiveness. Can financial compensations actually increase trust again and what are the factors that determine their effectiveness?

This dissertation aims to provide some first, much needed empirical answers regarding the effectiveness of financial compensations in restoring trust. In this venture, I will not only show how aspects of the compensation itself determine effectiveness (size, voluntariness, whether or not an apology is provided in addition), but also how specific characteristics of the violation, the victim and the transgressor impact victims' reactions to a compensation.

Erp, K.J.P.M. van (January 20, 2011). *When worlds collide: The role of justice, conflict and personality for expatriate couples' adjustment*. University of

Groningen. (Co-)Promotor(es): prof.dr. K.I. van Oudenhoven - van der Zee and prof.dr. E. Giebels.

Summary: This study explored the relational processes underlying expatriates' and expatriate spouses' highly associated adjustment during an international assignment. This is important because an international assignment is a transition phase that uproots prior arrangements between partners, and perceptions of imbalance are accentuated. This study – among over 100 expatriate couples - showed that partners influence each other's adjustment in several ways.

First, perceptions of injustice evoked conflicts, and consequently hampered expatriate couple's adjustment. A lack of respect and acknowledgment (interpersonal injustice) experienced by the expatriate spouse influenced both partners' feelings of conflict.

Additionally, both partners' distributive unfairness (perceiving one invests more in the relationship than receiving in return) also led to conflicts that ultimately hindered psychological adjustment. For expatriate spouses and as the assignment unfolded, the negative effect of affective conflict was reduced when such conflicts were avoided.

Second, and more positively, being emotionally stable, open-minded and high in social initiative increased expatriates' and expatriate spouses' psychological, socio-cultural and professional adjustment. Even more interesting, these intercultural personality traits could be mutually exchanged: When one's own personality resources did not suffice, one's partner's resources partly buffered the deficiency and as such provided partners with extra coping resources.

In order to adequately advise and support international employees, companies should take into account not only the expatriate but also the expatriate spouse. Receiving better advice and being more aware of the uprooting process the move entails, enables expatriate couples to cope with the challenges more effectively, and may help partners to better support each other.

Hoben, A.D. (July 14, 2011). An Evolutionary Investigation of Consanguineous Marriages. University of Groningen. (Co-)Promotor(es): prof.dr. B.P. Buunk.

Summary: Choice of marriage partners in humans is a topic of interest across many disciplines. One type of marriage partner that tends to be ignored in the literature is a consanguineous partner. Consanguineous marriages continue to occur at an extremely high rate in various parts of the world, with certain areas as high as 50%, while in other areas of the world this practice is nonexistent

and forbidden. This variation may reflect functional responses to different ecological or family pressures. Previous studies have demonstrated that in areas with high pathogen prevalence, individuals tend to be more xenophobic; thus, consanguineous marriage may be an extreme form of avoidance of marriages with outgroup members. This research intends to use evolutionary theory to provide explanations for the discrepancy in occurrence of this type of marriage worldwide. And to examine why this type of marriage persists despite the potential negative consequences on offspring.

Hoogervorst, N. (September 23, 2011). On the psychology of displaying ethical leadership: A behavioural ethics approach. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. D. de Cremer.

Summary: Given the abundance of ethical scandals in businesses, sports, governments and religious organizations, it should come as no surprise that social scientists have increasingly put ethical leadership on the forefront of their research agenda. However, the literature on ethical leadership has primarily taken a normative approach, suggesting what leaders should do. This approach does not help in explaining why leaders sometimes deviate from such moral standards. In fact, little empirical work has been conducted on the question of when or why leaders actually engage in (un)ethical behavior (a behavioral ethics approach). The research presented in this dissertation aims to take a first step in filling this gap in the literature by identifying and examining antecedents of several ethical leader behaviors. I aim to answer important empirical questions such as: When do leaders go beyond their self-interest? When do leaders treat their followers in a fair manner? And, do leaders consistently take action against unethical followers, or do they sometimes condone unethical follower behavior? In answering such questions, I will show that aspects of leaders themselves (motives and dispositions), aspects of their followers (motives and actions) and aspects of the environment in which leaders operate interact in determining whether leaders engage in ethical leader behaviors or not.

Koning, L. (June 15, 2011). An instrumental approach to deception in bargaining. Leiden University. (Co-)Promotor(es): prof.dr. E. van Dijk, prof.dr. I. van Beest and dr. W. Steinel.

Summary: Deception is often described as a form of unethical behavior, yet it is frequently used in bargaining. This raises the question why people use

deception in bargaining. In this dissertation an instrumental approach to deception is presented to help answer this question. In an instrumental approach, the use of deception depends on both the goals bargainers pursue and the means they have available to attain their goals. An instrumental approach presupposes that bargainers select the means they consider most instrumental to their current goal. This dissertation demonstrates that pursuing different goals or having different means, indeed has an impact on the use of deception. Furthermore, it demonstrates that reactions to deceit also follow an instrumental pattern. Deceit was judged less harshly when it was employed by someone in a position of limited means. Finally, this dissertation shows that false expectations are an important reason why deception is often considered unethical.

Loseman, A. (October 24, 2011). *Me, Myself, Fairness, and I: On the Self-Related Processes of Fairness Reactions*. Utrecht University. (Co-) Promotor(es): prof.dr. K. van den Bos and dr. J.R.C. Ham.

Summary: The current dissertation focuses on the psychology of justice as a self-related process. Six experiments within three justice domains are reported in which specific self-related aspects and their influence on fairness reactions are investigated.

The construction of one's self-image (i.e., the self-concept) is presumed to be involved in the experience of fair and unfair treatments by others. That is, how others approach a person, provides information about how they judge this person and in the end, how this person 'should' think about him- or herself (e.g., Cooley, 1902; Mead, 1934).

Chapter 2 demonstrates that this process mainly involves the individual aspects of the self-concept, meaning how people think about themselves as an individual, independent from others. In Study 2.1 this is demonstrated by the higher activation of the individual self than the social self in just and unjust situations. Study 2.2 adds to these findings by showing that fairness reactions are strongest when people were both being treated as individuals and their individual selves had been activated.

Chapter 3 shows that when people's self-image is being threatened, they pay more attention to fairness aspects in their environments, but do so in a self-centered way. This means that people do not only react more positive to a fair outcome (when they receive as much as another person), but also to being overpaid. These findings were gathered in a field experiment (Study 3.1) and a laboratory experiment (Study 3.2). When people have a higher need for positive

self-views (e.g., because they are experiencing self-threats) they temporarily attach lower value to the unjust aspect of the overpayment and hence react more positively toward being overpaid.

Self-related processes are also involved in how people deal with their Belief in a Just World (BJW) in which all people get what they deserve. The importance of this belief has been demonstrated by the strong, irrational and defensive ways in which people react when this belief is being threatened. For example, people tend to blame innocent victims for their ill fate, probably to restore the idea of deservingness (Lerner & Simmons, 1966). Chapter 4 investigated the processes of coping with just world threats. It was presumed that just world threats may essentially be self-threatening, and may thus involve self-regulation. Study 4.1 investigated the self-regulation process of coping with just-world threats by focusing on the frustration of self-regulation by studying the role of ego-depletion, which indeed caused stronger blaming reactions. Study 4.2 focused on the facilitation of self-regulation by studying the role of self-affirmation, which indeed caused the attenuation of blaming reactions.

In summary, fairness reactions are driven by self-related processes. Not only the reactions of people to being treated in just or unjust ways involve the self, but also when they are being confronted with a strong injustice of another person.

McNeill, I.M. (March 24, 2011). *Why We Choose, How We Choose, What We Choose: The Influence of Decision Initiation Motives on Decision Making*. University of Amsterdam. (Co-)Promotor(es): prof.dr. C.K.W. de Dreu, prof.dr. B.A. Nijstad and dr. M.J.J. Handgraaf.

Summary: Even though both research on behavioral decision making and research on motivation have been extensive, relatively little research has focused on the influence that different types of motives at the start of a decision may have on subsequent decision making. The main goal of this dissertation was to fill this gap. Three lines of research were undertaken to examine whether and how different motivational types that people have when they start deciding influence the decision process (Chapter 2), the types of decisions they make (Chapter 3), and how they subjectively value the decision outcome (Chapter 4). More specific, in Chapter 2 I examined the influence of approach versus avoidance motives on the decision process. In Chapter 3 I examined the influence of shopping motives on time in store and unplanned purchasing. Finally, in Chapter 4 I examined the influence of having a learning versus outcome focus whilst deciding on valuation of the chosen outcome. The main

theoretical conclusions of this dissertation were: Motivational types differently influence decision making, different types of motives interact in their influence on decision making, and the effects of motives depend on both situational aspects and individual differences. Even though this research has only scratched the surface of examining the different motivational types that people may have when they start deciding, it has already shown the broad potential influence of these types on decision making behavior. Based on the research presented in this dissertation we can already more accurately predict the way in which people make decisions, the outcomes that result from them, and valuation of the chosen option. Since decision making is vital to our well being through its facilitation of self-determination, it is not surprising that it has received a great deal of attention in the past. However, this dissertation shows that there are still avenues in need of further exploration. With this dissertation I hope to increase awareness that the influence of different types of initiation motives on decision making represents an interesting avenue to turn into.

Nevicka, B. (October 6, 2011). *Narcissistic Leaders: The Appearance of Success*. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.E.M. van Vianen and dr. A.H.B. de Hoogh.

Summary: Many of the world's leaders have been said to possess narcissistic characteristics, for example Steve Jobs of Apple Computers or President Nicolas Sarkozy. At first glance, this does not seem surprising, as the narcissistic personality profile encompasses many prototypical leadership characteristics, such as confidence, perceived intelligence, extraversion, self-esteem and dominance. Implicit leadership theory states that we all have an implicit idea of what constitutes an effective leader (Lord et al., 1984; Offermann et al., 1994). But what if in addition to the above characteristics a person also lacks empathy, is exploitative and arrogant, and has sense of entitlement, as narcissists do? When and why would such a person be considered an effective leader? This is one of the questions I addressed in my dissertation. Furthermore, I investigated whether the perceptions of narcissists as leaders are actually aligned with reality, in terms of their impact on the performance of those they lead. The series of field and experimental studies presented in my dissertation show that narcissists indeed emerge as leaders in group settings, and that there are certain conditions under which they individually perform better (highly interactive settings), are especially preferred as leaders (during crises), and are perceived to exhibit innovative behavior (dynamic environments). This dissertation also taps into a potential 'dark' side of



narcissistic leaders and shows that people tend to make incorrect judgments when it comes to narcissistic leaders' capabilities. Because narcissistic leaders are characteristically self-absorbed and egocentric they actually inhibit the exchange of relevant information which is essential to high quality decision making and thereby diminish group performance.

Oosterwijk, S. (March 18, 2011). *Moving the Mind: Embodied Emotion Concepts and their Consequences*. University of Amsterdam. (Co-) Promotor(es): prof.dr. A.H. Fischer and dr. M. Rotteveel.

Summary: Embodied cognition theories propose that simulations of sensory-motor experiences (e.g. smell, taste, vision), introspective states (feelings) and bodily reactions (e.g. muscle movements, physiological activity) form the foundation of conceptual representations. When these ideas are applied to the domain of conceptual emotion knowledge, the prediction follows that the same bodily mechanisms activated during emotional experiences also underlie emotion concepts. This dissertation examined the link between conceptual representations of emotion and bodily states.

As predicted, we found that spontaneous bodily reactions occur during conceptual emotion tasks. For example, we found changes in body posture when people generated words about disappointment. Furthermore, generating words about fear and processing fear sentences was accompanied by changes in the sympathetic nervous system. Embodied reactions are not static, however, but may differ depending on the kind of knowledge that is activated. We found, for instance, that both bodily reactions and subjective reactions were strengthened when people retrieved personal knowledge compared to general semantic knowledge. Hence, self-relevance may influence how embodied reactions are integrated into a 'full-blown' simulation. In addition, embodied reactions that accompany emotion knowledge activation may also have a direct influence on how people react to subsequently presented stimuli. We demonstrated that processing fear sentences can enhance bodily reactions towards fear-related stimuli and bursts of white noise. A mediation analysis indicated that this potentiation effect is best understood in terms of the embodied reactions that occur during the processing of fear sentences. Finally, this dissertation suggests that simulation of internal states may not only be important in understanding linguistic references to emotions, but may also play a role in understanding references to other mental states, such as or visceral states (hunger, thirst) or states that are classically seen as "cognitive" (thinking, remembering).

These results provide important insights into how people create meaning when they think or talk about emotional events or states. Moreover, these results suggest that our bodies serve as a Rosetta's Stones enabling us to understand the emotions transferred through abstract symbols written down in letters, books and chat windows.

Righetti, F. (December 12, 2011). Self-regulation in interpersonal interactions: Two regulatory selves at work. VU University Amsterdam. (Co-) Promotor(es): prof.dr. P.A.M. van Lange and dr. C. Finkenauer.

Summary: My dissertation examined the interplay between self-regulation and interpersonal processes. In our work, we have investigated the impact of two components of self-regulation, regulatory focus and self-control, on various interpersonal dynamics that play a key role in the development and maintenance of interpersonal relationships, such as interpersonal goal support, trust, and daily sacrifices. We have also examined the influence of close relationships on aspects of self-regulation, such as motivation and goal achievement.

The first two empirical chapters examined the role of regulatory focus theory on interpersonal goal support. When people are pursuing goals, they are often surrounded by others who can help or impair their goal accomplishment. With their advice, support, and suggestions others can have a significant impact in the way people approach goals. When is interpersonal goal support beneficial for the individual's goal accomplishment and when is not? Who is open and receptive to be helped? Who are the best partners to approach for support while pursuing goals? Regulatory focus theory can contribute to answer these questions. The results of the two empirical chapters showed that promotion orientation is beneficial for interpersonal goal support.

The second part of the dissertation examined the role of self-control on trust and sacrifice. Research demonstrates that, in most situations, self-control helps people to behave in a prosocial way and refrain from following selfish impulses. Therefore, self-control is a meaningful characteristic to perceive in others in that it allows us to predict their behavior. The third empirical chapter showed that people tend to trust others who are high in self-control. However, while in most situations, we can expect prosocial behavior from people who are high in self-control, the fourth chapter of this dissertation also showed that, in close relationships, when people need to decide whether to engage in small sacrifices for their partner, impulsivity (rather than self-control) favor pro-social behavior.

Schinkel, S. (March 8, 2011). Applicant reactions to selection events: Interactive effects of fairness, feedback and attributions. University of Amsterdam.  
(Co-)Promotor(es): prof.dr. A.E.M. van Vianen and dr. D. van Dierendonck.

Summary: Due to a surge in job mobility, the impact of selection events over the last decades has increasingly been investigated from the applicant's perspective. Since applicant reactions (e.g., well-being, self- and organizational perceptions, test-taking attitude) may further influence all kinds of behaviors (e.g., career withdrawal, negative recommendations of the organization and ceasing to purchase products or services) studies into these reactions have amounted. Despite the growing body of applicant reactions literature, however, many issues remain unclear. The research presented in this dissertation was developed to improve our understanding of these issues. Specifically, the five studies reported here have examined possible moderators of the relationship between selection events and applicants' personal and organizational reactions: effects of fairness, feedback and attributional processing in the formation of applicant reactions were studied.

First, the results of these studies revealed that both fairness and feedback differentially affect personal and organizational reactions. Our results therefore suggest that the assumptions made by selection fairness theory (Gilliland, 1993) should be nuanced: Both procedural and distributive fairness generally do result in higher organizational attractiveness, but seem unrelated to well-being and self-evaluations. These findings constitute a first step toward a better understanding of the variable effects of fairness in selection situations.

Further, it was demonstrated that well-being, self-evaluations and test-taking attitudes of rejected individuals may be harmed by the provision of (specific) feedback about substandard performance, whereas organizational attractiveness are not. These findings have interesting implications for applicant reactions research, because they suggest that, especially in a rejection situation, feedback may not be as advantageous as is generally assumed.

Third, our results showed that attributional processing may be important in determining applicant reactions. Moreover, these findings suggest individual differences in the occurrence of a self-serving bias (Miller & Ross, 1975), where particularly individuals with a more optimistic attributional style keep their well-being and self-perceptions intact when simultaneously blaming some external factor for the cause of their negative experience (Ployhart & Ryan, 1997). In contrast, those with a less optimistic style do not, and experience more negative personal reactions when rejected.

To conclude, whilst it may be undesirable to take into account applicants' attributional tendencies, it is in the interest of organizations to pay attention to applicants' perceptions of the fairness of their selection procedures and outcomes. Finally, given that all applicants must somehow be informed of a selection decision, the challenge for researchers as well as practitioners is to design feedback in such a way that damage to applicant and organization is minimized.

Shalvi, S. (July 1, 2011). Ethical Decision Making: On Balancing Right and Wrong. University of Amsterdam. (Co-)Promotor(es): prof.dr. C.K.W. de Dreu and dr. M.J.J. Handgraaf.

Summary: When we think of ethical failures we often think of the big crocks like Barney Madoff. However, even most honest people lie sometimes. Having private information allows people to unethically benefit themselves on the expense of others. When people lose their luggage they may exaggerate an insurance claim and describe their old camera as brand new to get more money from the insurance company. Such seemingly small lies of otherwise honest people accumulate to millions of Euros paid annually by insurance companies. This dissertation sheds light about the amount of lying people conduct when they know that they will never be caught. People were asked to do tasks in which they could privately lie in order to gain money. Students rolled a die three times and were asked to report the outcome of the first roll. Since only they knew what they rolled, they could lie as much as they wanted. However, while the evidence for lying was clear, the amount of lying was modest. While the students understood that they should have reported the first roll outcome they were reporting the highest of the three rolls they saw. This was because lying by reporting a high value that was observed on one of the extra rolls felt less unethical than lying by using values that were not observed. The conclusion is that people lie exactly to the extent that they can justify the lie to themselves. Justifications allow people to lie for money while feeling honest.

Tenbult, P. (June 1, 2011). Understanding consumers' attitudes toward novel food technologies. Maastricht University. (Co-)Promotor(es): prof.dr. N.K. de Vries and dr. C. Martijn.

Summary: The main aim of the research presented in this thesis is to understand mechanisms underlying people's reactions towards modern food technologies. More insight into the mechanisms underlying the reactions of

consumers towards these food technologies will help us understand how food products are perceived and evaluated. In this thesis we investigated which processing and evaluation strategies are used when people are confronted with familiar and non-familiar food products. In Chapter 2 we investigated whether specific types of food technologies differ in their perceived familiarity and in how positively they are evaluated. Moreover we investigated whether a relationship could be found between the familiarity of food technologies and attitude strength. In Chapter 3, we investigated in two studies whether novel and familiar food products are associated with different processing strategies (analytical versus automatic). In Chapter 4, we investigated whether different evaluation strategies (product-based versus process-based) are used when consumers evaluate food products that are manufactured with the use of novel and (relatively) familiar food technologies. Finally, in Chapter 5, we tried to replicate the finding that the evaluation of food products is product specific by showing that the acceptance and evaluation of food products depends on product features such as whether the product is genetically modified or not and whether they are processed food products or not.

In sum, the research presented in this dissertation provided more insight into the mechanisms underlying the reactions of consumers towards food products. Not only does this insight help to better understand how food products are perceived and evaluated, but by understanding how these evaluations are formed, one can better predict how consumer evaluations of food products will evolve and consequently the future success of those food innovations.

Ufkes, E.G. (January 6, 2011). Neighbor-to-neighbor conflicts in multicultural neighborhoods. University of Groningen. (Co-)Promotor(es): prof.dr. S. Otten, prof.dr. K.I. van Oudenhoven - van der Zee and prof.dr. E. Giebels.

Summary: Most people experience occasions in which they are hindered or annoyed by the actions or ordeals of one of their direct neighbors. These irritations include someone playing loud music late at night, a dog defecating on your lawn, or someone having a mess in his or her garden. Depending on how residents perceive, and subsequently react to social irritations, they can form the basis for highly escalated and enduring neighbor-to-neighbor conflicts. Especially in culturally diverse neighborhoods—where individuals from different cultural backgrounds live in close proximity yet relatively anonymously, to each other— residents generally may find it harder to handle such irritations. In his doctoral dissertation “Neighbor-to-neighbor conflicts in multicultural neighborhoods”, Elze Ufkes describes research the emergence of, prevention

of, and intervention in neighbor-to-neighbor conflicts in culturally diverse neighborhoods.

More specifically, in the first part research is presented showing that negative stereotypes affect residents' perceptions, negative emotions, and subsequent reactions in such a way that stereotypes are likely to deteriorate a conflict situation. Then, in the second part possible ways to either prevent or intervene in neighbor-to-neighbor conflicts are investigated. Specifically, the results show that overarching urban district identities, under certain conditions, can function as a shared identity for majority and minority members, and as such may decrease negative stereotypes in culturally diverse neighborhoods. Finally, results presented in the third part of the dissertation demonstrate that a well-known and popular intervention in neighborhood conflicts—that is, neighborhood mediation—can be effective in solving neighbor-to-neighbor conflicts, even when it does not result in an actual mediation session.

Vuolevi, J.H.K. (May 13, 2011). *Incomplete Information in Social Interactions*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.A.M. van Lange.

Summary: Decades of research on the prisoner's dilemma and other experimental games have arrived at the main conclusion that tit-for-tat is the strategy that people follow and should follow. The present dissertation suggests that this conclusion does not completely hold when people have only incomplete information about their partner's behaviors. Nine experiments revealed that under incompleteness of information, tit-for-tat becomes accompanied by people's general belief that most other people are self-interested, which in turn undermines cooperation. Previous research has shown that the detrimental effects of some imperfections in social interactions (e.g., noise) can be overcome by generosity, but this dissertation reveals that generosity is largely inefficient for interactions with incomplete information: The more generosity one seeks to communicate the more incompleteness of information undermines cooperation. The strongly held belief that other people are primarily self-interested seems to function as theory for people to rely on with strangers when they do not have complete information about the other's actions. As such, the belief in self-interest may become a self-fulfilling prophecy, as people tend to respond in kind (i.e., based on what they think others did) rather than respond in kind (i.e., based on what others actually did).

#### 4.2.2 PhD projects started in 2011

In 2011 35 PhD projects were started:

##### **Katherina Alvarez Durnov**

University: VU University Amsterdam, Social and Organizational Psychology

Title project: An intergroup perspective on helping: Overcoming social and psychological obstacles to receiving aid

Funding: NWO

Supervisor(s): prof.dr. M. van Vugt and dr. E. van Leeuwen (VU)

Period: 01.01.11 - 01.01.15

Project description: Despite the success of numerous aid and poverty reduction programs worldwide and a demonstrable motivation to help victims of natural disasters, the provision of help often faces important barriers. Receiving aid may have unintended adverse consequences, such as increased dependence, stress, mistrust in helper, low status, and stigmatization. I aim to answer questions such as why is it that some help offers are rejected by recipients even when need is apparent? Why do poverty reduction programs not always lead to long-term improvements? What are the psychological consequences of receiving aid from a donor that one does not trust? Using a social-psychological framework of intergroup helping, I propose a new model to investigate how the relationship between helper and recipient determines when help is psychologically harmful or empowering for recipients. First, I will focus on the relationship between helper and recipient and how the degree of trust, the publicity and type of help determines how aid offers are perceived. Second, I will focus on the consequences of receiving help at both the psychological and the physiological level, and on the effectiveness of help offers in terms of improving individual and group welfare, and the willingness to subsequently help fellow ingroup members.

##### **Stephanie Blom**

University: Utrecht University, Social and Organizational Psychology

Title project: The body in embodiment: Specifying the role of peripheral input in grounded cognition

Funding: NWO

Supervisor(s): prof.dr. G.R. Semin (UU)

Period: 01.06.11 - 01.06.14

Project description: There is increasing scientific attention to the role that the body plays in human mental functioning. The view is bolstered by an exponential growth in supportive evidence revealing that mental contents are

often grounded in bodily experiences and that the models they rely on symbolic, abstract, and amodal representations are not sufficient to account for such observations. In this emerging work on embodiment, 'simulation', namely the reenactment of perceptual, motor, and introspective states as a central mechanism for human functioning, has become a central explanatory point of reference.

This program is designed to answer a question that is left open in current embodiment research: where are the causal sources of embodiment effects located in the stream between retrieval of motor programs, virtual simulation, signaling motor commands downstream and finally proprioceptive and interoceptive feedback from executing the motor response in the body's periphery? The function of afferent and efferent motor processes in facial expression of emotions, in particular happiness and anger, and affect processing will be specified.

### **Kelly Cobey**

University: University of Groningen, Social and Organizational Psychology

Title project: An evolutionary analysis of female sex hormones and behavior

Funding: University of Groningen

Supervisor(s): prof.dr. B.P. Buunk (RuG)

Period: 01.11.09 - 01.11.13

Project description: This research project seeks to determine how the female menstrual cycle, more specifically female fertility status, influences mating behaviour. We predict that jealousy, relationship conflict, and sexual desire will peak in women and their male partners during fertile periods since this is the phase at which cheating presents the greatest costs to males and greatest benefits to females. Accordingly, we expect that relationship satisfaction will decrease during periods of female fertility. In addition, this project will investigate how the use of oral contraceptives, which inhibit a fertile cycle phase, influence these same features. Here we predict that the prevention of a fertile cycle phase might actually increase overall relationship satisfaction since hormones are maintained within a narrower range which stabilizes female moodshifts. Results of these studies are valuable in obtaining a better understanding of the social psychology of relationship satisfaction and female sexuality.

### **Florien Cramwinckel**

University: Utrecht University, Social and Organizational Psychology

Title project: A bottom-up approach toward novel insights into moral reactions



Funding: NWO

Supervisor(s): prof.dr. K. van den Bos (UU) and prof.dr. E. van Dijk (UL)

Period: 01.12.11 - 01.12.15

Project description: The current project aims to side-step longstanding debates in moral psychology such as whether morality is based on careful, deliberate cognitive thoughts or more intuitive, gut-based, affect-oriented reactions. The project tries to achieve this aim by scrutinizing carefully what exact social psychological processes people are going through when reacting to moral issues. The project aims to do so by focusing on a bottom-up approach to the study of moral reactions. The projects goal is to achieve this aim by developing carefully designed social psychological experiments that use creative manipulations and insightful dependent variables. The project focuses on the effects of being morally deviant and how people resist moral deviance.

### **Maartje Elshout**

University: University of Tilburg, Social Psychology

Title project: Inclusionary status and consumer preferences

Funding: University of Tilburg

Supervisor(s): prof.dr. I. van Beest and dr. R. Nelissen (UvT)

Period: 01.09.10 - 01.09.14

Project description: The current project studies the consequences of social rejection by monitoring people's consumption preferences. Specifically, we examine whether people make particular consumer decisions as a means to signal their tendencies to reconnect with their original group or with another group. In Project 1 we investigate which factors affect this decision. Project 2 studies the effectiveness of consumption choices as signals of desired group membership. Project 3 examines the consequences for consumer preferences: After having based your consumer decision on other people's preferences, does your own preference change? Together, these projects reveal that inclusionary status and consumption are closely linked.

### **Seval Gundemir**

University: VU University Amsterdam, Social and Organizational Psychology

Title project: The minority glass ceiling hypothesis: Exploring reasons and remedies for the underrepresentation of ethnic minorities in leadership positions

Funding: NWO

Supervisor(s): prof.dr. M. van Vugt (VU) and dr. A.C. Homan (UvA)

Period: 15.10.10 - 15.10.14

Project description: Ethnic minorities are underrepresented in leadership positions. Drawing on research on leadership categorization, I identify social and cognitive processes that can explain this minority glass ceiling effect. A special factor of interest is the role leadership prototypes might play during leader selection procedures (Stage 1) as well as during effectiveness evaluations of ethnic minority versus majority leaders (Stage 2). Considering that leadership is both a function of being perceived as a leader and perceiving oneself as a leader, I will focus on the self-selection tendencies by ethnic minorities during Stage 3. This project will illuminate how biases against ethnic minority leadership can be erased and how the minority glass ceiling can be shattered.

**Anne Helbig**

University: University of Groningen, Social and Organizational Psychology

Title project: Positive and negative spill-over effects in environmental and moral behaviour

Funding: External sources

Supervisor(s): prof.dr. E.M. Steg, dr. K.E. Keizer and dr. J.W. Bolderdijk (RuG)

Period: 01.01.11 - 01.11.15

Project description: Many campaigns have been developed that try to induce specific pro-environmental behaviours. However, the effectiveness of these initiatives, in addressing the present environmental problems, is not only determined by the extent to which they spark the targeted behaviour, but also by their effect on pro-environmental behaviours in other domains. Does the induced target behaviour strengthen other pro-environmental behaviour (positive spill-over effects) or inhibit it (negative spill-over effects)? The findings of research on spill-over effects (in other fields) are inconsistent; both positive spill-over effects (Geller, 2001) and negative spill-over effects (Mazar & Zhong, 2010) have been found. How can we explain these contrasting findings and how do they apply to environmental behaviour? We propose that the circumstances under which the initial behaviour is evoked is the key factor in determining whether this behaviour will result in positive or negative spill-over effects. Specifically, we reason that positive spill-over effects (in environmental behaviour) are more likely when the original behaviour is believed to result from one's own volition (i.e. self-determined). Negative spill-over effects on the other hand are more likely when the original behaviour is believed to be brought about by external factors. We aim to study the mechanisms behind spill-over effects, and their application for promoting pro-environmental behaviour.

### **Marije Hoogeboom**

University: University of Twente, Social Psychology of Conflict & Safety

Title project: Deception management and cognitive load during deceit: the impact of cultural context and personality

Funding: University of Twente

Supervisor(s): prof.dr. E. Giebels, dr. K. Beune and dr. M. Noordzij (UT)

Period: 01.01.11 - 01.01.15

Project description: Despite the fact that lie detection has been a topic of research for many years, trained professionals still score only slightly better than chance-level in detecting deceit. Traditionally, both research and practice use stress-levels as a starting point for detecting lies, while more recent research emphasizes the importance of cognitive processes during the process of deceit. This project builds upon this new direction in three ways. First, we shift the focus from whether or not one is lying to the intention to deceive and the consequent process of deception management. Furthermore, as the cognitive and neural underpinnings of deception are still poorly understood, we will include explicit (neuro) physiological measures to establish concern-based and cognitive activity during the process of deceit. Furthermore, we will examine the moderating role of culture and personality, expecting that cognitive load is lower for people from collectivistic rather than individualistic cultures and for individuals combining high self-promotion with low morality traits (i.e. Machiavellism). Finally, as increased cognitive load may undermine the successfulness of a deceptive attempt - i.e. by reduced means to uphold a coherent story- we will examine effects of different investigative approaches to increase cognitive load. As such, we aim at developing more customized interviewing techniques for law enforcement practice and intelligence gathering.

### **Wiebren Jansen**

University: University of Groningen, Institute for Integration and Social Efficacy

Title project: Features of an inclusive organization

Funding: University of Groningen

Supervisor(s): prof.dr. S. Otten and prof.dr. K.I. van Oudenhoven - van der Zee (RuG)

Period: 01.09.10 - 01.09.14

Project description: Existing research suggests that cultural diversity in organizations can have both positive and negative effects on organizational outcomes. Building an inclusive organization, where employees, regardless of their cultural background, feel valued, respected, and recognized, has the potential of maximizing the positive, and minimizing the negative effects of

diversity. In this project, the features of such an inclusive organization are studied. First, a scale measuring perceived organizational inclusion will be developed. Second, a literature review will be combined with the analysis of semi-structured interviews with employees to yield a list of features related to inclusion. Third, the proposed relationships between these organizational features and inclusion are empirically tested. In addition, the relationships between working in an inclusive organization and both work related outcomes (e.g. job satisfaction) and non work related outcomes (e.g. social trust) will be studied. Finally, by adopting a longitudinal design, the causality of the mentioned relationships will be assessed.

### **Femke Jongerius**

University: University of Amsterdam, Work and Organizational Psychology

Title project: The process, antecedents and consequences of idiosyncratic deal making

Funding: University of Amsterdam

Supervisor(s): prof.dr. A. Nauta and dr.ing. I.E. de Pater (UvA)

Period: 01.03.11 - 01.03.15

Project description: An increasingly common organizational practice to attract, motivate, and retain talented employees within organizations is the making of developmental idiosyncratic deals between a worker and her employer, that is, an individualized arrangement regarding opportunities to develop individual competences and meet career aspirations. Research on developmental idiosyncratic deal making is in its infancy and is, so far, limited to cross sectional studies, lacks a theory driven approach, and has not provided insight into the process of idiosyncratic deal making. This PhD project addresses antecedents and consequences of developmental idiosyncratic deal making and examines the process of idiosyncratic deal making and ways to improve this process. We propose that workers' proactive personality and regulatory focus, supervisors' regulatory focus, and workers' and supervisors' leader-member exchange relationship will be related to idiosyncratic deal making. Idiosyncratic deal making is a negotiation process that will be improved when both the worker and the supervisor have a promotion regulatory focus and take both their own and the other's interests into concern. Developmental idiosyncratic deal making will result in higher worker employability and stronger social exchange relationships that will ultimately lead to able and adaptive workers, who are motivated to perform well and remain in the organization.

### **Floor Kroese**

University: Utrecht University, Clinical and Health Psychology

Title project: Forbidden fruits or hidden pleasures: The effect of temptations on long-term goals

Funding: NWO

Supervisor(s): prof.dr. D.T.D. de Ridder, dr. E. de Vet and prof.dr. J. de Wit (UU)

Period: 01.09.07 - 01.09.12

Project description: Although counterintuitive from a self-control perspective, evidence suggests that short-term temptations mentally activate rather than inhibit the conflicting long-term goal. The current project comprises a series of experiments investigating this phenomenon. Characteristics of goals and temptations are taken into consideration.

### **Maja Kutlaca**

University: University of Groningen, Social and Organizational Psychology

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

Funding: University of Groningen

Supervisor(s): prof.dr. T. Postmes, dr. K. Epstude and dr. M. van Zomeren (RuG)

Period: 01.09.11 - 01.09.15

Project description: The internet has become an important tool for mobilizing people for classical off-line actions to achieve social change. A key question is how the internet, where actions seem easy, can spark off-line revolutions in which actions are hard. We propose that the internet has the psychological potential to spark individuals motivation to engage in off-line collective action by providing individuals with otherwise unimaginable alternatives to the status quo, and by fostering collective self-definition and solidarity. With this new approach towards the role of internet, we move beyond existing research and provide practical insights for social movements.

### **Xiaoqian Li**

University: Utrecht University, Social and Behavioral Sciences

Title project: Grounding action in language

Funding: External sources

Supervisor(s): prof.dr. G.R. Semin (UU)

Period: 01.09.10 - 01.09.14

Project description: The project involves systematic examinations of the action-related perspectives in language processing from three aspects: verb

processing, negation processing, and pronoun processing. Behavioural studies, ERP, fMRI will be recruited to investigate these issues.

**Caspar van Lissa**

University: Utrecht University, Pedagogical and Educational Sciences

Title project: Thinking, feeling, and fighting: effects of cognitive and emotional empathy upon adolescent-parent conflict resolution

Funding: NWO

Supervisor(s): prof.dr. W.H.J. Meeus, dr. S.T. Hawk and dr. M. de Wied (UU)

Period: 01.01.11 - 01.06.15

Project description: The present research examines adolescents' development of cognitive and affective empathy, and how these empathic dimensions differentially influence conflict resolution behaviors with parents. Empathy generally promotes prosocial responding and reduces aggression. It is currently unclear, however, whether these effects stem from connecting emotionally with others (empathic concern), or from understanding others' thoughts and intentions (perspective-taking). Cognitive empathy may be more useful than affective empathy for resolving adolescent-parent conflicts, by promoting a balanced consideration of their own and others' interests instead of an over-focus on other's needs. Additionally, perspective-taking may more strongly facilitate the intergenerational transmission of empathy by helping parents to model more constructive conflict behaviors. Furthermore, perspective-taking may lead to youths' stronger down-regulation of negative affect when faced with parents' anger. We examine these issues within a multi-method framework that includes experimental manipulations of state empathy, psychophysiological measurements of motor mimicry and emotion regulation, and longitudinal data analyses. We aim to gain new insights into the intra-individual processes by which cognitive and affective empathy differentially influence prosocial responses during adolescent-parent conflicts, as well as the interpersonal variables that shape the development of dispositional empathy. Our findings can be applied in interventions such as conflict resolution training and family therapy.

**Josje Maas**

University: Utrecht University, Clinical and Health Psychology

Title project: Prevention of overweight at work: self-regulation in screening and intervention

Funding: External sources

Supervisor(s): prof.dr. R. de Ridder, prof.dr. J. de Wit, prof.dr. W. Schaufeli and dr. E. de Vet (UU)

Period: 01.07.09 - 01.07.13

Project description: Overweight may put a strain on employers by increasing absence from work and by increasing health care costs. A recent evaluation of a preventative intervention demonstrated that employees hold a positive view of prevention of overweight at work as long as they themselves are given a sense of personal responsibility for their food intake and are not patronized by their employer. So far, however, experience with the prevention of overweight in the work context in the Netherlands has focused primarily on environmental methods of intervening. In the present project the effectiveness of an environmental approach and a behavioural approach will be compared. This project will assess whether an existing self-regulation intervention, which has been successfully implemented in various populations, can be effective in prevention of overweight in an occupational population. The effectiveness of the intervention will be evaluated and compared, in a 2x2-design, to an environmental intervention designed to increase healthy eating behaviour. Fundamental research assessing underlying mechanisms of components of the interventions will be conducted. Furthermore, the project aims to validate a screening instrument designed to measure self-regulation competence.

### **Wim Meerholz**

University: University of Groningen, Social and Organizational Psychology

Title project: The dark side of compassion

Funding: NWO

Supervisor(s): dr. K. Epstude and prof.dr. R. Spears (RuG)

Period: 01.09.11 - 01.09.15

Project description: Social scientists have typically treated compassion as a positive concept. For instance, studies on intergroup relations have shown that triggering compassion can reduce prejudice and that it is a predictor of support for affirmative action programs. However, recent work on group-based guilt, guilt that people feel as a result of the behavior of other members of their in-group, suggests that there might be another side to compassion. Although the experience of group-based guilt is unpleasant, it can have beneficial effects: it can lead to increased self-attributions of responsibility and support for attempts to compensate the harmed group. Work by Zebel, Doosje, & Spears (2009) showed that under some conditions, feeling compassion can lower feelings of guilt and, importantly, the consequent support for reparation. This can have profound effects on the resolution of group conflicts.

Where previous work focused on group-based guilt, we shift the focus to compassion. We aim to show that compassion can lower feelings of guilt and wish to discover how and under which conditions this occurs. We will test whether this guilt-reducing effect occurs consciously or unconsciously, study the effects of expressing rather than just feeling compassion, and attempt to dismantle the process that underlies the proposed effects.

### **Welmer Molenmaker**

University: Leiden University, Social and Organizational Psychology

Title project: The willingness to punish noncooperation and reward cooperation in social dilemmas

Funding: NWO

Supervisor(s): prof.dr. E. van Dijk and dr. E.W. de Kwaadsteniet (UL)

Period: 01.09.11 - 01.09.15

Project description: Positive sanctions (rewards) and negative sanctions (punishments) can be highly effective means to promote cooperation in social dilemmas. But how willing are people to reward and punish others? We posit that the willingness to sanctions is only partly related to considerations of effectiveness. We draw special attention to the role of experienced and anticipated emotions, and their impact on the willingness to use positive/negative sanctions. Furthermore, we predict that the relative preference for rewards versus punishments is contingent on the (a) experienced uncertainty about others (un)cooperative behavior, (b) timing of the sanctioning decision, and (c) nature of the social dilemma.

### **Ernst Noppers**

University: University of Groningen, Social and Organizational Psychology

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

Funding: NWO

Supervisor(s): prof.dr. E.M. Steg, dr. K.E. Keizer and dr. J.W. Bolderdijk (RuG)

Period: 16.11.10 - 16.11.14

Project description: Electric cars, although beneficial for the environment, have some serious functional drawbacks. It is often suggested that such functional shortcomings will prevent the adoption of electric cars. However, the question is to what extent purchase decisions are actually based on such instrumental reasoning.

We suggest that gaining status can play an even more important role in purchase decisions, especially when it entails new innovative products. Based



on Dittmar (1992) we argue that, next to an instrumental function, cars have a symbolic function which accommodates this status goal. We propose that the symbolic functions (i.e., status) of electric cars may be particularly important for early adopters, because electric cars are still exclusive and thus will initially attract much attention from others. Moreover, we hypothesize that symbolic motivations may become even more important to potential buyers when a product (such as the electric car) has many instrumental disadvantages (cf Griskevicius et al., 2010). By adopting a product with obvious disadvantages, one is able to signal one's superiority to others: only people with strong motivations (and values) should be willing to overcome these drawbacks (cf. Griskevicius et al., 2010). We will test our hypotheses in different studies.

**Ruth Rexwinkel**

University: Leiden University, Social and Organizational Psychology

Title project: De-escalation of value conflict: Justice and interventions

Funding: NWO

Supervisor(s): prof.dr. N. Ellemers, dr. F. Harinck and dr. D.T. Scheepers (UL)

Period: 01.08.10 - 01.08.14

Project description: Previous research has primarily addressed conflicts concerning the allocation of scarce resources (money, space). However, differences in core values (justice, religion), which often are embedded in people's socio-cultural identities, are also common sources of conflict. Unfortunately, we know very little about the mechanisms involved in the development, escalation and reconciliation of value conflicts. We know they easily escalate but not how to resolve them. This project aims to address this issue, by examining the effectiveness of strategies to intervene in value conflicts namely by a) shifting participants' perception of the conflict as referring to their core values b) reducing identity threat implied in value conflicts, and c) testing the effectiveness of different types of interventions that use/combine these strategies and can be adopted by professional mediators.

**Monique van Rijn**

University: University of Twente, Organizational Psychology & HRD

Title project: The psychological motors for employees professional development

Funding: NWO

Supervisor(s): prof.dr. K. Sanders and dr. H. Yang (UvT)

Period: 01.07.09 - 01.07.13

Project description: The purpose of this project is to investigate teacher professional development from the psychological perspective and at individual level. We try to integrate the theories from vocational and social psychology into teacher professional development. First, we theoretically identify two types of teacher professional development at individual level. Then, we interpret those two types of development through the viewpoint of career motivation. Finally, we refine our arguments on the basis of social cognitive theories.

### **Ozum Saygi**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Representative Negotiation as Bottom-up Influence in Intergroup Competition and Cooperation

Funding: NWO

Supervisor(s): prof.dr. C.K.W. De Dreu, dr. G.A. van Kleef, dr. L.L. Greer (UvA) and prof.dr. N. Ellemers (UL)

Period: 01.09.10 - 01.09.14

Project description: To enable sound diagnosis, training and advice, this project takes a multi-level/multi-function perspective on representative negotiation in inter-group conflict in policy and industry. Three core outcomes – (a) the development of creative agreements, (b) within-constituency conflict and consensus, and (c) inter-group perceptions and hostility – are considered to depend on (1) the representative's individual-level cognition, affect, and motivation, (2) within-constituency dynamics, and (3) the broader inter-group relations. In this project specific hypotheses will be tested using experiments. Results will be communicated in academic and professional publications and will serve as input for training and development programs.

### **Stacey Sanders**

University: University of Groningen, Organizational Psychology

Title project: Unearthing the Moral Emotive Compass: Exploring the Paths to Leader Moral Behavior

Funding: University of Groningen

Supervisor(s): prof.dr. B.M. Wisse, prof.dr. N.W. van Yperen and dr. D.C. Rus (RuG)

Period: 01.09.10 - 01.09.14

Project description: The rash of recent corporate scandals, such as those at Enron and WorldCom has instigated societal interest in leader (im)moral behavior. When studying immoral behavior in organizations leaders seem to be of unique interest, because of their potential to influence employees and

organizational processes at large. Indeed, numerous empirical studies have shown that leader immoral behavior has negative consequences, whereas leader moral behavior has positive ones. Hence, an understanding of factors that feed into the extent to which leaders behave morally is crucial. We argue that leader moral emotions (i.e., emotions that elicit prosocial action tendencies, and are triggered by disinterested elicitors, such as other individuals or society as a whole) are obvious contenders. However, leadership research to date has hardly produced empirical evidence for this contention. Moreover, because of its dual nature we consider the emotion of pride to be a particularly interesting factor. Therefore, the first goal of the proposed project is to explore the role of the self-focused positive moral emotion of pride (i.e., authentic vs. hubristic pride) in predicting leader immoral behavior. We posit that hubristically proud leaders, as compared with authentically proud leaders, show higher levels of immoral behavior. The second goal of the project is to gain more insight into the underlying mechanisms responsible for the proposed detrimental effects of hubristic pride on leader moral behavior by testing the mediating role of objectification of others and adopted achievement goals. The third goal is to address the role of power on leaders' tendency to act upon their feelings of pride. A fourth goal is to address the role of two moderators that could potentially dampen the negative effects of hubristic pride on leader moral behavior and are considered to be especially relevant in the leadership context (i.e., leader's moral identity and the organizations' ethical climate).

### **Thomas Sitser**

University: Erasmus University Rotterdam, Institute of Psychology

Title project: General vs. specific traits: Strengthening the personality - job performance linkage

Funding: External sources

Supervisor(s): prof.dr. M.Ph. Born and dr. D. van der Linden (EUR)

Period: 01.01.10 - 01.01.14

Project description: Personality questionnaires are one of the most frequently used tools for selecting applicants and assessments of employees in general. Their predictive validity to work outcome, however, is still a topic of debate. Some researchers conclude that personality is an ineffective predictor of performance, yet other studies show that personality measures have a high predictive validity to work outcomes. In research, the topic of predictive validity of personality questionnaires is often related to the generality (versus specificity) of the personality trait which is measured. Some researchers find higher predictive validities for specific, narrow personality traits (Dudley, 2006),

while others report promising results for higher levels of personality such as the two personality factors of Stability and Plasticity (Digman, 2002) or even one general factor of personality (GFP; Musek, 2007). The general aim of the present paper is to test and improve personality measures as predictors of work outcomes, specifically sales results of sales persons, and to test which of the two competing levels of measurement (general vs. specific traits) shows the best predictive validities.

### **Eftychia Stamkou**

University: University of Amsterdam, Social and Organizational Psychology

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

Funding: NWO

Supervisor(s): dr. G.A. van Kleef (UvA) and prof.dr. A.D. Galinsky (Northwestern University)

Period: 01.10.11 - 01.10.15

Project description: Power increases peoples proclivity to violate social norms, as evidenced by scientific research and myriad examples in the news. What is unclear, however, is how such norm violations shape power hierarchies. Do norm violators climb the ladder or do they fall from grace? Some theorizing suggests that norm violations undermine power, whereas other work suggests that norm violations may increase power. We address this puzzle by examining when norm violators gain or lose power, depending on their group membership and the frequency and consequences of the violations. Findings will inform understanding of power dynamics, morality, and the evolution of social hierarchies.

### **Marijn Stok**

University: Utrecht University, Clinical and Health Psychology

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

Funding: External sources

Supervisor(s): prof.dr. D.T.D. de Ridder, dr. E. de Vet and prof.dr. J. de Wit (UU)

Period: 01.01.09 - 14.03.14

Project description: My PhD project is a part of Tempest, a large multinational research project on the prevention of obesity in children and adolescents. Within Tempest, my project will focus on children's and adolescents' self-regulatory competence – the extent to which they themselves are able to keep

their eating habits in check. It has been proven that existing interventions, often focusing on the environment, are not very effective. Our idea is that for environmental interventions to work, something within the adolescents themselves will also have to be altered; they need to have knowledge, skills and competencies in order to benefit from such interventions. In other words, their self-regulatory competence must be addressed. My research will encompass the development of a new scale, the Self-Regulatory Competence Scale, which should measure self-regulatory competence for eating behaviors specifically. Moreover, I will investigate how one's social environment (especially the existing social norms) has an impact on this self-regulatory competence. My research will include questionnaire studies amongst adolescents (recruited mainly via schools or over the internet) as well as experimental studies with college students as well as with the target group.

### **Danny Taufik**

University: University of Groningen, Social and Organizational Psychology

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

Funding: External sources

Supervisor(s): prof.dr. E.M. Steg, dr. K.E. Keizer and dr. J.W. Bolderdijk (RuG)

Period: 01.01.11 - 01.01.15

Project description: Providing information about the behaviour of others (i.e. descriptive norm information) is an increasingly popular strategy to induce moral behaviours, like reducing energy use. Although often used to change behaviour, our knowledge on how and which reference groups produce behaviour change is limited. The consensus seems to be that people are more likely to conform to the behaviour of others who are similar to them, the so-called 'similarity hypothesis'. This implies that people are particularly influenced by the behaviour of similar reference groups (e.g. people who are perceived to have the same set of values, people living in the same neighbourhood). We however argue that under some circumstances, people can also be influenced by dissimilar others. Specifically, we propose and examine two specific routes through which dissimilar others can be influential: 1. Through the striving for a positive moral self-concept and 2. Through the process of (dis)association.

### **Felicity Turner**

University: University of Groningen, Social and Organizational Psychology

Title project: Empowerment and Politicization.

Funding: NWO

Supervisor(s): prof.dr. T. Postmes and dr. M. van Zomeren (RuG)

Period: 16.09.11 - 16.05.15

Project description: Whereas a large literature traditionally focuses on predicting collective action to achieve social change (e.g., strikes, demonstrations, petitions), we propose the very first experimental research on its potential psychological consequences. This is important because this research has the unique potential to discover how undertaking collective action activates psychological processes that increase the likelihood of social change (e.g., emancipation, equalization). Moving beyond existing models, three sets of studies unravel how “action changes actors” through a novel and integrative focus on empowerment and politicization. A better understanding of these psychological processes greatly improves our ability to predict, explain, and achieve social change.

### **Ayca Berfu Unal**

University: University of Groningen, Social and Organizational Psychology

Title project: The influence of distracters on performance maintenance and regulation of behavior.

Funding: University of Groningen

Supervisor(s): prof.dr. E.M. Steg and dr. K. Epstude (RuG)

Period: 01.05.08 - 01.05.12

Project description: Working on a task is accompanied by environmental distracters most of the time, and the presence of distracters requires the employment of certain self-regulatory strategies to calibrate one's effort based on task demands (Carver & Scheier, 1998; Hockey, 1997). Studies showed that these strategies might work out fine, and the presence of distracters might even facilitate one's performance, especially when the task is simple (Sanders & Baron, 1975). The main aim of the current research is to find out whether performance is still maintained when the task complexity is high. To test this hypothesis, we examine the effects of auditory distraction (music) on driving performance. We aim to show that i. mental effort is higher while driving with music, and it is the heightened mental effort that triggers the need to search for regulatory strategies in order not to fail in the main task of driving ii. task characteristics and environmental complexity might interact with music to increase mental effort iii. drivers may use cognitive and behavioral strategies to compensate for higher mental effort, such as blocking the auditory distraction. The results of the current research will shed light on music-driving performance relationship with a focus on mental effort as a key process variable, and on the

compensatory strategies that are activated to regulate one's driving based on task demands.

**Anna van 't Veer**

University: Tilburg University, Social Psychology

Title project: When lying is the norm: how deception (detection) can be dependent on different contexts.

Funding: Tilburg University

Supervisor(s): prof.dr. I. van Beest (UvT) and dr. M. Stel (UL)

Period: 01.09.11 - 01.09.15

Project description: This project studies context effects on both deception, and deception detection. The influence of the context (e.g., external cues, norms) wherein we either lie or are trying to detect a lie could have severe consequences and implications for our everyday life. Some contexts can affect elicitation of deception, for instance through external cues that make us more prosocial and less self-interested. When detecting deception the context could also make a difference. It can either make us worse at detecting deception or foster detection of deception. In a context where deception is the norm, we might be especially aware of the amount of lies being told. However, our motivation to detect the liar in this case might also be our impairment. Previous research has shown that when actively trying to assess veracity, people rely on beliefs about deception cues that are, more often than not, inaccurate. In short, we argue our immediate surroundings have a substantial impact on our awareness of the (norms about) lies surrounding us, and thus our ability to detect deception, and even on the inclination to deceive at all.

**Leonie Venhoeven**

University: University of Groningen, Social and Organizational Psychology

Title project: The bright side of sustainability: under what conditions does sustainable behavior promote well-being?

Funding: External sources and University of Groningen

Supervisor(s): prof.dr. E.M. Steg, dr. K.E. Keizer and dr. J.W. Bolderdijk (RuG)

Period: 01.06.11 - 01.06.15

Project description: The prevailing idea with respect to sustainable behaviour is still that it is an altruistic act: *While frugality may be accepted as a necessary feature of the future it is usually portrayed as an onerous undertaking, one requiring personal sacrifice of the highest order. People, it is argued, are being asked to give up a modern, high-technology existence for an austere, bleak but needed substitute* (De Young, 1990-91, p. 216, as cited by Kaplan, 2000). Not

only is this negative frame unlikely to be effective in motivating people to transfer to sustainable behaviour (Kaplan, 2000), recent research also suggests that it might not provide the full picture. Less consumption does not per se lead to a decrease in happiness (Kasser, 2002); in fact, some even argue that sustainable behaviour can provide personal satisfaction (e.g. De Young, 2000; Jackson, 2005; Marchand, Walker & Cooper, 2010). We will focus on this bright side of sustainability and answer the question: under what conditions does sustainable behaviour promote well-being?

### **Aukje Verhoeven**

University: Utrecht University, Clinical and Health Psychology

Title project: Getting right on cue: Testing an intervention using personal cues to create effective plans for healthy eating.

Funding: NWO

Supervisor(s): prof.dr. D.T.D. de Ridder, dr. M.A. Adriaanse, dr. E. de Vet and prof.dr. B.M. Fennis (UU)

Period: 01.10.10 - 01.10.14

Project description: This project investigates the effectiveness of a combining an intervention combining implementation intentions with cue-monitoring to break unhealthy snacking habits. Previous research has convincingly demonstrated that implementation intention effectiveness for breaking habits increases dramatically when people specify personally relevant critical cues for unhealthy eating. Daily monitoring of (reasons for) eating behavior has been found to be a helpful tool in the identification of such cues. Several studies test the optimal format (type of instruction, number of plans, meta-cognitive strategy to generalize planning skills) of this combined 'monitoring plus planning' intervention when delivered to a large-scale community sample in terms of reducing unhealthy snack consumption and eliminating the automatic component of unhealthy snacking (i.e., habit strength of unhealthy snacking).

### **Charlotte Vinkers**

University: Utrecht University, Clinical and Health Psychology

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

Funding: NWO

Supervisor(s): prof.dr. D.T.D. de Ridder and dr. M.A. Adriaanse (UU)

Period: 01.08.09 - 01.08.13

Project description: The prevalence of overweight and obesity has increased rapidly in the past few decades (Flegal, 2005). Overweight is a global problem



with serious consequences for health, such as type 2 diabetes (Zimmet, 2000). Research indicates that especially the maintenance of weight loss is still a difficult endeavor. The present project aims to prevent relapse of initial weight loss efforts by examining the effects of the self-regulatory skill “coping planning”. Coping plans specify a future tempting situation and a coping response to deal with the temptation. In a randomized controlled trial with a duration of 1 year, pre-diabetic participants (BMI < 25) will either participate in group sessions to improve self-regulatory skills, including coping planning, (experimental group), or receive treatment-as-usual (control group). In addition, several experiments will be conducted in order to investigate moderators of coping planning as a self-regulatory tool to maintain a healthy diet (e.g., personality, mood, time orientation), and ways to improve the effectiveness of coping plans, i.e., people’s preparatory skills and abilities to identify obstacles and threats to healthy eating.

**Felieke Volman**

University: Eindhoven University of Technology, Industrial Engineering & Innovation Science

Title project: Women in top positions.

Funding: Eindhoven University of Technology

Supervisor(s): prof.dr. E. Demerouti, prof.dr. R. Oldenziel, prof.dr. A.B. Bakker and dr. S. Rispens (TU/e)

Period: 14.02.11 - 14.02.15

Project description: The aim of this project is to examine the factors influencing women’s success in higher academic positions within and outside the context of a university of technology. These factors concern macro-level factors, i.e. employment practices followed by technical vs. non-technical universities, job-level factors, i.e. job demands and job resources of women versus men, family-level factors, i.e. family demands and family resources of women versus men, as well as individual factors, i.e. leadership styles, goal-directed behavior and personal resources of women versus men. The main hypothesis that will be tested is that there will be more women in top positions within the context of a (technical) university if (1) women have high personal resources, a promotion-focused regulatory style, and a transformational leadership style; (2) women function within work and family environments that provide them with high resources and affordable demands; and (3) universities create context / conditions that attract female employees and provide resources to facilitate women’s participation in the workforce. In contrast to many past studies where the focus was on identifying the barriers women academics face in their

careers, this current project will try to uncover the conditions that facilitate optimal academic performance and will focus on daily processes as well as on the processes that unfold during one academic year.

**Jessie de Witt Huberts**

University: Utrecht University, Clinical and Health Psychology

Title project: Reconsidering emotional eating as an explanation for overeating.

Funding: Utrecht University

Supervisor(s): prof.dr. D.T.D. de Ridder and dr. C. Evers (UU)

Period: 01.10.08 - 01.10.12

Project description: This project challenges the widely shared belief that negative emotions lead to overeating because eating dampens the negative effects of bad moods and proposes a novel approach for understanding the relationship between negative emotions and overeating. We hypothesize that emotions per se are not responsible for overeating, but that emotional eating can also be a case of self-licensing, where emotions function as a justification for ones' overeating behavior.

**Haizheng Wu**

University: University of Twente, Organizational Psychology & HRD

Title project: Power and negotiation: Testing an old topic with three new perspectives.

Funding: External sources

Supervisor(s): prof. dr. K. Sanders, dr. H. Yang and dr. J. Lammes (UT)

Period: 01.04.10 - 01.04.14

Project description: Research on power and negotiation has been one of the central topics in social psychology for decades. Power is defined as the ability to control one's own or others' resources. Negotiation is viewed as a communication process between two or more parties with divergent interest in order to reach agreement.

The highlight of this PhD project is to test the effect of power on disputants' tactics for negotiation 1) by relying on recent developments in the field of power—the situated focus theory of power ; 2) by examining this relationship in an inter-cultural context; 3) by giving extra attention to the psychological mechanism of powerless.

On the basis of the situated focus theory of power and dual concern model of negotiation, we propose that power influences disputants' tactics depending on negotiation types. The powerful disputants would employ more forcing tactics than the powerless in distributive tasks, but would choose more problem-solving

tactics than the powerless in integrative tasks. We will also test the hypothesis across the Chinese and the Dutch cultural contexts and invest it from the perspective of the powerless as well.

## **4.3 Training program**

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

### **4.3.1 Supervision**

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

### **4.3.2 Teaching program**

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

The main part of the general training program consists of Theory-Oriented Workshops and Seminars. These workshops are field-specific and offer students the opportunity to acquire general knowledge of the field, to study theory and research actively in the field in depth, as well as its theory-derived applications (in some of the courses). International well-known researchers are invited to participate in these workshops by presenting their research and by actively participating in the workshop in which graduate students present their work.

The methodology training is an important part of the program. The courses are offered to increase the students' skills in research methods. Courses are planned in which relatively large groups of students can be trained. Advanced statistical courses are given as well as advanced courses in experimental design and analyses, designing survey research, psychometrics.

One of the objectives of the program is to train PhD students in writing publications in international books and journals. To achieve this goal two Basic

Courses are planned. Basic Courses are designed to increase the students' publishing skills with courses as How to Publish and Review. These Basic Courses reflect the need for diversity in the program in order to tune in better with the needs and interests of the students. All students follow these courses.

Practical Skill courses are also designed to improve the opportunities for students on the labor market. An important responsibility of the KLI, is preparing PhD students for careers inside but also outside the academic world. Courses like Pursuing a Career in Science and Outside Academia, and Physiological Measurements in Social Psychology are specially designed for this objective.

In addition, lectures are given by the KLI staff to provide students with a broad overview of the major developments in the fields covered by the KLI. This broad theoretical perspective is also provided by participation in the biennial conferences organized by the KLI.

National and international well-known researchers are invited to participate in this conference by offering a lecture. During the two-day conference there is ample opportunity for graduate students to communicate with the researchers and to expand their network.

*Table 2: Summary of the teaching program in 2011*

Number of courses/workshops	23
Average number of participants	15
Number of courses/workshops cancelled	1

For the complete teaching program in 2011, please refer to appendix 1 of this report.

## 5. Research

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### 5.1 The scientific mission of the KLI

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

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

Research conducted within the KLI can be described in terms of four levels of analysis: intrapersonal; interpersonal; group and organizational; and intergroup. These levels of analysis provide the basis for the four research divisions.

The first of these divisions is *Social Cognition*. Research within this division addresses those domains of social behavior in which cognition plays an important role, including the interface of cognition with overt behavior, emotion, and motivation. Among the topics covered are person perception and stereotyping, language, social judgement, attitudes and attitude change, and the cognitive antecedents and consequences of affective states.

The second research division is *Interpersonal Processes*. This research division focuses on psychological aspects of interactions between individuals. Falling within this division is research on social motivation in social dilemmas and negotiation, interpersonal attraction and personal relationships, communication, aggression, prosocial behavior, and interpersonal aspects of the emotion process.

The third research division is *Group and Organizational Processes*. Members of social groups and organizations have to deal with two interrelated problems: How to organize their social relations, and how to solve their tasks in such a way that the group or organization is successful. The emphasis in the KLI research program is on how groups of individuals arrive at socially creative ways of organizing social relations and solving shared problems. Key topics include interdependence, social influence, affect and commitment, group decision-making, group performance, and leadership.

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

## 5.2 Dissertations of the KLI

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

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

	2007	2008	2009	2010	2011
Number of dissertations	19	23	24	23	17

## 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*

	2007	2008	2009	2010	2011
Number of publications	241	240	272	215	268
Number of full members	58	63	61	57	76
Average per full member	4,2	3,8	4,6	3,8	3,5

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

	2007	2008	2009	2010	2011
Number of publications	50	38	28	27	62
Number of PhD students	111	103	102	106	115
Average per PhD student	0,5	0,4	0,3	0,3	0,5

#### 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*

	2007	2008	2009	2010	2011
Number of publications	36	42	42	25	44

*Note: the number of full members changed somewhat, from 58 in 2007, 63 in 2008, 61 in 2009, 57 in 2010 to 76 in 2011.*

#### 5.5 Scientific impact

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

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

	2008	2009	2010	2011
Number of full members	60	61	57	76
Total impact score	3886	6789	6445	10765
Average per member	65	111	113	142

*Source: Web of Knowledge*



## 5.6 Grants (fellowships and PhD projects)

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

- Prof.dr. E.H. Gordijn, dr. M. van Zomeren, prof.dr. T. Postmes and dr. E. Kamans (RuG) received a NWO grant for “Moving from being to becoming: The emergence and de-escalation of conflict between ethnic minority groups”.
- Dr. L.L. Greer (UvA) received a Veni grant from the NWO for “Too many chefs in the boardroom? A multi-level model of the effects of team power”.
- Prof.dr. K.E. Stroebe, prof.dr. T. Postmes and drs. B. Akkus (RuG) obtained a NWO PhD grant for “Social Work in cross-cultural contexts: Does seeking and accepting help depend on worldviews?”.
- Prof.dr. M. van Vugt, K.T. Alvarez, MSc. and dr. E.A.C. van Leeuwen (VU) received the NWO Mosaic Grant for the 4-year research project “The social psychology of intergroup helping: Improving welfare through overcoming psychological obstacles to receiving aid”.
- Dr. M. van Zomeren and prof.dr. T. Postmes (RuG) received a NWO grant for “Toward a new and better understanding of empowerment and politicization: The psychological consequences of participating in collective action”.
- The five participating universities of the KLI succeeded in obtaining the Graduate Programme 2011 grant from the NWO.

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

No such grants in 2011.

### Grants by other sources

- Prof.dr. K. van den Bos (UU) received a research grant from the Dutch Ministry of the Interior and Kingdom Relations for “A behavioral science analysis of informal government-citizen interactions”.
- Dr. R. Custers and prof.dr. H. Aarts (UU) received a grant from the Neuroscience and Cognition Utrecht program for the project “Biological grounding of the unconscious human will: The role of the ventral striatum in outcome priming effects on motivated action”.
- Dr. K. Epstude (RuG) received the Small grant from the Aids Fonds Nederland for a study on HIV and feelings of regret.

- Prof.dr. E.H. Gordijn, prof.dr. T. Postmes and drs. N. Koudenburg (RuG) received a research grant from the Google research awards.
- Dr. N. Hansen (RuG) obtained a grant from the Gesellschaft für Internationale Zusammenarbeit (GIZ) for the cross-sectional and longitudinal study “Economic and social impacts of microfinance in Sri Lanka”.
- Drs. J. Koen (UvA) received a travel grant by the Graeve Francken Foundation (Alumni Foundation, University of Amsterdam) for visiting prof.dr. A. Saks at the University of Toronto.
- Dr. S.L. Koole (VU) obtained an ERC grant for his 3-year project “Embodied emotion regulation”.
- Dr. T.V. Pollet (VU) received a VENI grant for the project “The Napoleon complex”.
- Prof.dr. T. Postmes (RuG) received a discovery grant from the Australian Research Council awarded (ARC) for the project “Pathways to social cohesion and social change: Opinion-based groups and the dynamic formation of identities”, together with prof. C. McGarty, dr. L.G.E. Smith and dr. A.-M. Bliuc.
- Drs. F. Righetti (VU) obtained the EASP SISP Travel Grant.
- Dr. M. Rotteveel and drs. S. Oosterwijk (UvA) obtained the Marie Curie Grant FP7 – PEOPLE – 2010 – IOF for “Mapping the mind - The psychological construction of mental states: How the mind is realized by distributed networks in the brain”.
- Prof.dr. E.M. Steg (RuG) received a grant from the EU – FP7 for the research project “CReating Innovative Sustainability Pathways (CRISP)”, which is a part of the collaborative project Foresight to enhance behavioural and societal changes enabling the transition towards sustainable paths in Europe.
- Prof.dr. E.M. Steg (RuG) obtained a grant for the research project “LOW CARbon at Work: Modelling agents and organisations to achieve transition to a low carbon Europe (LOCAW)” from the EU – FP7, which is a part of the collaborative project Foresight to enhance behavioural and societal changes enabling the transition towards sustainable paths in Europe.
- Prof.dr. E.M. Steg (RuG) received a grant from the EDGaR (Energy Delta Gas Research) program for the “MAPPING the contextual Conditions of RESilient Decentralized Energy Systems (MACREDES)”.

- Prof.dr. A.E.M. van Vianen (UvA) received the Research Priority Grant for “Affect and regulation” from the Faculteit der Maatschappij- en Gedragwetenschappen, University of Amsterdam.
- Prof.dr. B.M. Wisse (RuG) received a grant for “Leadership in times of crisis” from the University of Groningen, together with prof. R. van Eijbergen and drs. P. van der Horst.
- Prof.dr. N.W. van Yperen (RuG) obtained a 3-year research grant for “A dynamical systems approach to collective momentum in sport” from the International grant competition of the Doctoral School 463 “Sciences du Mouvement Humain”, together with prof.dr. P.L.C van Geert, prof.dr. C Gernigon and J.R. den Hartigh, MSc..
- Drs. C.M. Zedelius (UU) received the EASP postgraduate travel grant and a Utrecht University travel grant for her visit to prof. J. Schooler at the University of California, Santa Barbara.

## 5.7 Awards

In 2011 the following KLI members received the following awards:

- Dr. M. Baas (UvA) won the SESP Dissertation Award 2011 for his dissertation “The psychology of creativity: Moods, minds, and motives” from the Society of Experimental Social Psychology.
- Drs. M. Bal and prof.dr. K. van den Bos (UU) were awarded with the Best Poster Award from the Society for Personality and Social Psychology for their poster “Future orientation and associated personal uncertainty lead to harsher reactions toward innocent victims”.
- Prof.dr. K. van den Bos (UU) and dr. B. Doosje (UvA) won the Best Paper Award from the Association of Dutch Social Psychologists (ASPO) for: *Terror management: Theorie of religie? Doodsbesef als sterkere prikkel voor Christenen dan voor Moslims bij de verdediging van hun cultureel wereldbeeld*, authored by T. van Veldhuizen, J. Buurman, D. van Laarhoven, V. de Theije, J. Veldman, K. van den Bos, B. Doosje, & A. Loseman.
- Prof.dr. C.K.W. de Dreu (UvA) together with drs. S. Kleibeuker and prof.dr. E.A.M. Crone won the Best Student Paper Award from the Cognitive Neuroscience Society.
- Prof.dr. A.H. Fischer (UvA) was awarded with the Christiaan Hamaker Onderwijsprijs Psychologie.
- Dr. A.H.B. de Hoogh (UvA) and prof.dr. D.N. den Hartog were awarded with the Best Paper Award from the European Journal of Work and

Organizational Psychology for “Empowering behaviour and leader fairness and integrity: Studying perceptions of ethical leader behaviour from a levels of-analysis perspective”.

- Dr. G.A. van Kleef (UvA) was awarded with the Emerald Outstanding Reviewer Award.
- Dr. E.K. Papias (UU) was awarded with the Jos Jaspars Award 2011 of the European Association for Social Psychology.
- Drs. H.A.H. Ruigendijk (VU) won the Best Poster Award at the Neurocom Summer School, Max Planck Institute: Leipzig, for “On the neural architecture of action control: Dissociated brain networks for individual differences in decisiveness and disengagement”.
- Prof.dr. A. E. M. van Vianen (UvA) was awarded as Honorary member of the Italian Society of Vocational Guidance (SIO).

## 5.8 Editorial positions

### Editorship and Associate Editorship

British Journal of Social Psychology (prof.dr. E. van Dijk)

Cognition and Emotion (prof.dr. A.H. Fischer)

European Journal of Social Psychology (dr. K. Epstude – guest editor, dr. K.I. Ruys, dr. J.W. van Prooijen)

Experimental Psychology (dr. K. Epstude)

Group Processes and Intergroup Relations (dr. B. Doosje)

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

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

Journal of Social Issues (prof.dr. N. Ellemers – guest editor)

Small Group Research (dr. L.L. Greer)

Social Cognition (prof.dr. H. Aarts, prof.dr. J.A. Förster)

Social Psychological and Personality Science (prof.dr. T. Postmes)

Social Psychology (dr. M. Häfner)

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

Psychological Science (prof.dr. H. Aarts)

Psychecology: Bilingual Journal of Environmental Psychology (prof.dr. E.M. Steg)

### Membership of the Editorial Board

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

Academy of Management Review (prof.dr. A.E.M. van Vianen)

Applied Psychology: An International Review (dr. U.-C. Klehe, dr. H. Staats, prof.dr. E.M. Steg)

British Journal of Management (dr. A.C. Homan)

British Journal of Social Psychology (prof.dr. C.K.W. de Dreu, prof.dr. P.A.M. van Lange, prof.dr. T. Postmes)

Cognition & Emotion (dr. S.L. Koole, dr. M. Rotteveel)

Communication Monographs (prof.dr. T. Postmes)

Emotion (dr. M. Rotteveel)

Energy Efficiency (prof.dr. E.M. Steg)

European Journal of Social Psychology (dr. B. Beersma, dr. R. Custers, dr. D.T. Scheepers)

European Review of Social Psychology (prof.dr. H. Aarts, prof.dr. E. van Dijk, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange)

Frontiers in Cognition (dr. R. Custers)

Frontiers in Evolutionary Psychology (prof.dr. M. van Vugt)

Gedrag & Organisatie (prof.dr. A.E.M. van Vianen, dr. R.E. de Vries)  
 Group Dynamics: Theory, Research, and Practice (dr. J.W. van Prooijen)  
 Group Processes and Intergroup Relations (prof.dr. K. van den Bos)  
 Hacettepe Journal of Sport Sciences (dr. X. Sanchez)  
 Human Communication Research (prof.dr. T. Postmes)  
 IATTS Research (prof.dr. E.M. Steg)  
 International Journal of Selection and Assessment (prof.dr. A.E.M. van Vianen)  
 Journal of Applied Psychology (dr. U.-C. Klehe)  
 Journal of Business and Psychology (dr. U.-C. Klehe)  
 Journal of Environmental Psychology (prof.dr. E.M. Steg)  
 Journal of Experimental Psychology: General (prof.dr. K. van den Bos)  
 Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu)  
 Journal of Family Theory and Review (dr. E.S. Kluwer)  
 Journal of Management (dr. B. Beersma)  
 Journal of Managerial Psychology (dr. U.-C. Klehe)  
 Journal of Organizational Behavior (dr. U.-C. Klehe)  
 Journal of Personality and Social Psychology: ASC (prof.dr. H. Aarts, prof.dr. E. van Dijk, dr. K. Epstude, dr. J.W. van Prooijen, prof.dr. M. van Vugt)  
 Journal of Personality and Social Psychology: IRGP (dr. E.S. Kluwer)  
 Journal of Personnel Psychology (dr. A.C. Homan)  
 Negotiation and Conflict Management Research (dr. B. Beersma, prof.dr. C.K.W. de Dreu, dr. S. Harinck)  
 Organizational Behavior and Human Decision Processes (prof.dr. E. van Dijk)  
 Personal Relationships (dr. E.S. Kluwer)  
 Personality and Social Psychology Bulletin (prof.dr. H. Aarts, prof.dr. E. van Dijk, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. T. Postmes)  
 Psychological Science (prof.dr. K. van den Bos)  
 Review of Work and Organizational Psychology (dr. U.-C. Klehe)  
 Revista de Psicología del Deporte (dr. X. Sanchez)  
 Revista Iberoamericana de Psicología del Deporte (dr. X. Sanchez)  
 Self & Identity (dr. D.T. Scheepers)  
 Small Group Research (dr. A.C. Homan)  
 Social and Personality Psychology Compass (prof.dr. P.A.M. van Lange)  
 Social Cognition (dr. R. Custers, dr. K.I. Ruys, dr. H.P. Veling)  
 Social Influence (dr. B. Beersma, prof.dr. E. van Dijk, prof.dr. T. Postmes)  
 Social Issue and Policy Review (prof.dr. P.A.M. van Lange)  
 Social Justice Research (prof.dr. K. van den Bos, dr. J.W. van Prooijen)  
 Social Psychological and Personality Science (prof.dr. K. van den Bos, prof.dr. C.K.W. de Dreu, dr. K. Epstude)

Social Psychology and Personality Science (prof.dr. H. Aarts)

The International Journal Negotiation of Conflict Management (dr. W. Steinel)

The Leadership Quarterly (dr. A.H.B. de Hoogh, dr. R.E. de Vries)

## Appendices

Appendix 1: Teaching program 2011

Appendix 2: Publications 2011



## Appendix 1: Teaching program 2011

### Basic courses

<i>Title:</i>	<b>How to Publish and Review</b>
<i>Teaching staff:</i>	Prof.dr. Tom Postmes (RuG) and dr. Martijn van Zomeren (RuG)
<i>Type of course:</i>	Basic course
<i>Date:</i>	April 11 - 12, 2011
<i>Duration:</i>	2 days
<i>Language:</i>	English
<i>Location:</i>	University of Groningen
<i>Content:</i>	<p>The focus of day 1 (van Lange &amp; Rusbult) was on how to publish research articles. The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing were (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews). The focus of day 2 (de Dreu) was on how to review a paper that is submitted for publication. The main topics were (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there was ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who had completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' could request for an exemption for one or both days of this course at the KLI office.</p>
<i>Format:</i>	Participants were expected to actively participate in each meeting. Day 1 (publishing) asked each participant to write part of an introduction to be discussed during the course, and day 2 (reviewing) asked each participant to write and submit a review of a manuscript prior to the meeting.
<i>Literature:</i>	Bem, D.J. (1987). Writing the empirical journal article. In M.P. Zanna & J.M. Darley (Eds.), <i>The complete</i>

- academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
- Cutting, J.E. (2007). Rhythms of research. *Association for Psychological Science*, 18(12), 1023-1026.
- Feldman, D.C. (2005). Writing and reviewing as sadomasochistic rituals. *Journal of Management*, 31(325), 325-329.
- Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470).
- Sternberg, R.J. (2003). Eight common misconceptions about psychology papers. In R.J. Sternberg, *The psychologist's companion: A guide to scientific writing for students and researchers* (4th Ed.; pp. 6-18). Cambridge: Cambridge University Press.
- Trevino, L.K. (2008). Editor's comments: Why review? Because reviewing is a professional responsibility. *Academy of Management Review*, 33(1), 8-10.
- Wegner, D.M. (2003). Science talk: Discovery and debate. *Dialogue*, 18, 10-11.

*Enrollment:*

26 and 25

*Title:*

**Introduction to the Kurt Lewin Institute**

*Teaching staff:*

Prof.dr. Jens Förster, drs. Iris Schneider (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Linda Steg (RuG) and dr. Elanor Kamans (RuG)

*Type of course:*

Basic course

*Date:*

November 3, 2011

*Duration:*

1 day

*Location:*

University of Amsterdam

*Language:*

English

*Content:*

The aim of this introduction was two-fold. First, new Ph.D. students were familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program were outlined. The second purpose of this meeting was to introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students.

*Format:* In the morning the Executive Committee of the KLI offered an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project shared their research and project management experiences and their plans for the future. In the afternoon, participants were asked to introduce their own research projects and prepared a brief presentation in small groups. Here, the focus was on the introduction of research programs to scientific and laymen audiences.

*Enrollment:* 13

## Methodology and practical skills courses

- Title:** **Applying Psychophysiological Measures to Social Psychological Research**
- Teaching staff:** Dr. Mark Rotteveel (UvA) and dr. Daan Scheepers (UL)
- Type of course:** Methodology course
- Date:** June 6 - 7, 2011
- Duration:** 2 days
- Location:** University of Amsterdam
- Language:** Dutch or English (depending on participants)
- Content:** The aims with this workshop were two-fold. The first was to make the participants actively think about what psychophysiology can add to their research. More specifically, the focus was on what kind of measure (e.g., ECG vs. EEG) fits best with what kind of research question. The second aim was to get a flavour of what it is to work with psychophysiological measures (e.g., participant preparation, data-acquisition, filtering, analysis). To this end we went into the lab to take measurements (ECG, EMG, GSR, EEG, and ERP) after which we learned about the basics of data-analysis. Although after the workshop the participant was not a full-trained psychophysiologicalist, he or she had a clear insight in what social psychophysiology can add to his or her project, as well as an impression of all practicalities around taking psychophysiological measurements.
- Literature:** Amodio, D.M., Harmon-Jones, E., Devine, P.G., Curtin, J.J., Hartley, S.L., & Covert, A.E. (2004). Neural signals for the detection of unintentional race bias. *Psychological Science*, 15, 88-93.
- Blascovich, J. (2000). Psychophysiological methods. In H.T. Reis & C.M. Judd (Eds.), *Handbook of research methods in social psychology* (pp. 117-137). Cambridge UK: Cambridge University Press.
- Cacioppo, J.T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *The American Psychologist*, 57(11), 819-830.

Vrana, S.R., & Rollock, D. (1998). Physiological response to a minimal social encounter: Effects of gender, ethnicity, and social context. *Psychophysiology*, 35, 462-469.

Winkielman, P., & Cacioppo, J.T. (2001). Mind at ease puts a smile on the face: Psychophysiological evidence that processing facilitation elicits positive affect. *Journal of Personality and Social Psychology*, 81, 989-1000.

*Enrollment:* 14

*Title:* **Hierarchical Linear Modeling: A guided tour**

*Teaching staff:* Dr. Leoniek Wijngaards - de Meij (UU) and dr. Catrin Finkenauer (VU)

*Type of course:* Methodology course

*Date:* March 24 - 25, 2011

*Duration:* 2 days

*Location:* VU University Amsterdam

*Language:* English

*Content:* In social psychological research researchers are increasingly confronted with different levels of nesting. People can be nested in dyads or groups, individual responses may be nested in individuals, and to make matters even more complicated, answers may be nested in individuals *and* individuals may be nested in dyads or groups. These types of data require Hierarchical Linear Modeling (HLM), also known as multilevel analysis. HLM not only corrects for the dependency of the data (avoiding spurious significant results), it also enables the researcher with numerous possibilities (e.g., the inclusion of predictors of multiple levels, studying individual patterns of change over time, and studying actor and partner effects all in one design).

In social science research, HLM is increasingly the *standard* for dealing with nested data. Researchers typically do not realize how often data is nested: HLM can be applied on all data with interdependence issues, including group research, research on dyads, repeated measures and time-lagged analyses (where it can handle missing values more effectively than other methods) and even meta-analyses.

As HLM increases in popularity, it increasingly becomes part of the standard skills of social psychology researchers. This workshop was designed to give participants a practical introduction to the main concepts and principles of HLM, including hands-on experience of conducting various multilevel analyses using HLM software (mostly SPSS). During the two-day workshop participants learned to translate a social scientific theory involving different levels of nesting into a statistical model and to analyze whether the model fits the data. The emphasis of this workshop was on the methodology of HLM rather than on its statistical backgrounds, and on the use of SPSS (and potential other software) for HLM analyses. To get most out of the workshop, participants should have had a reasonable working knowledge of multiple regression and/or general linear model analyses, but no previous experience of HLM was required.

- Format:* On both days, morning: conceptual issues, afternoon: exercises.
- Enrollment:* 22 and 23
- Title:* **Methodological Seminars**
- Teaching staff:* Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)
- Type of course:* Methodology courses
- Date:* September 26 - 27, 2011
- Duration:* 2 days; day 1: 10:00 am – 1:00 pm (seminar 1), day 2: 10:00 am – 1:00 pm (seminar 2) and 2:00 – 5:00 pm (seminar 3)
- Location:* University of Amsterdam
- Language:* English
- Content:* The seminars consisted of the following three meetings:

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

In this class we reviewed the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation models. We discussed a general approach to obtain effect sizes and hypothesis testing for regression, ANOVA and ANCOVA,

path analysis, and models with continuous and nominal mediator and moderator variables.

*Enrollment:* 20

## **2. Repetita Juvant: GLM, mixed models, and hierarchical linear models applied to within-subject and repeated measures designs**

In this class we reviewed theory and applications of the general mixed model, with fixed and random effects, applied to different repeated measure designs. The student got familiar with the classical toolbox associated with the regression/ANOVA approach (i.e. simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts), as it applies to clustered data in a repeated measures form. Differences and similarities between classical repeated measures ANOVA and HLM were discussed.

*Enrollment:* 16

## **3. Count on me: The generalized linear model and other techniques to model non-normal, non-linear variables**

In this class we reviewed theory and applications of the generalized linear model, useful to analyze experimental data when the dependent variable cannot follow a normal distribution, such as nominal, categorical, counts, percentages, frequencies and response time kind of variables. Techniques such as logistic regression, Poisson regression, loglinear models were also discussed.

*Enrollment:* 13

*Title:* **Programming Experiments in Authorware**  
*Teaching staff:* Dr. Daniel Lakens (TUE) and dr. Chris Reinders (EUR)  
*Type of course:* Methodology course  
*Date:* October 7, 2011  
*Duration:* 1 day  
*Location:* Erasmus University Rotterdam  
*Language:* English

*Content:*

Nowadays the computer has become an indispensable tool for research in social psychology. Allowing 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 taught participants how to make the experiment they wanted to make, and be limited by your imagination instead of your programming skills. This workshop was intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in learning the possibilities of Authorware and/or improving their programming skills. The workshop consisted of two parts: a plenary workshop meeting and a self-study part before the meeting.

*Format:*

During the first part of the meeting participants were 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 were 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 were 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. A workbook and goodie bag was given after attending the workshop. By working through the workbook and completing exercises, novice programmers learned the basics of Authorware and more advanced users were expected to expand the possibilities for future experiments. The teaching staff was available for any questions through e-mail and instant messenger for people who chose to work through the workbook after the workshop.



<i>Literature:</i>	Lakens, D. (2005). <i>Authorware Guide for Experiments</i> . Available online from the author's website: <a href="http://lakens.googlepages.com/">http://lakens.googlepages.com/</a>
<i>Enrollment:</i>	11
<i>Title:</i>	<b>Pursuing a career in or outside science – day 2 and 1</b>
<i>Teaching staff:</i>	Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and (in November) guest teacher dr. Sjoerd Goslinga
<i>Type of course:</i>	Methodology course
<i>Date:</i>	January 11, 2011 (day 2) and November 30, 2011 (day 1)
<i>Duration:</i>	2 days
<i>Location:</i>	Leiden University
<i>Language:</i>	Dutch or English (depending on participants).
<i>Content:</i>	The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.
<i>Format:</i>	The first part (day 1) was intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern included setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention was

devoted to the ways these processes can work differently for men and for women. The aim of this part of the course was for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

The second part (day 2) more explicitly addressed different career possibilities inside and outside science. First, a guest speaker - someone who pursued a career outside the university after completing a Ph.D. in social psychology – shared his/her experiences, to illustrate how the skills acquired during a Ph.D. trajectory may be valued in different types of careers. Subsequently, students practiced how to present their skills and achievements to others, and how this can help them find a job outside the university. Practicing this orally and in writing, and receiving feedback from the course teachers and other students helped learn more about the things to consider when pursuing a professional career in different types of organizations.

*Literature:*

- Ellemers, N., van den Heuvel, H., de Gilder, D., Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the Queen-bee syndrome? *British Journal of Social Psychology*, 43, 315-338.
- Ellemers, N. (2006). How to survive in academia.
- Ellemers, N. (2007). Ten tips for phd's.
- Hagen, H., & Baas, J. (2007). Giving and receiving feedback.
- Penner, L.A., Dovidio, J.F., & Schroeder, D.A. (2003). Managing the department chair and navigating the department power structure. In J.M. Darley, M.P. Zanna & H.L. Roediger III (Eds.), *The Compleat Academic* (2nd ed.: pp. 259-276). Washington, D.C.: American Psychological Association.
- Taylor, S.E., & Martin, J. (2003). The academic marathon: Controlling one's career. In J.M. Darley, M.P. Zanna & H.L. Roediger III (Eds.), *The Compleat Academic* (2nd

ed.: pp. 363-392). Washington, D.C.: American  
Psychological Association.

*Enrollment:* 9 and 14

## Research Group Meetings

**Title:** **Group and Organizational Processes Research Meeting**  
**Teaching staff:** Dr. Wolfgang Steinel (UL) and dr. Lindy Greer (UvA)  
**Type of course:** Thematic Research Meeting  
**Date:** Three times this year: February 18, September 30 and December 7, 2011  
**Duration:** 1 day each time  
**Location:** Leiden University  
**Language:** English  
**Content:** Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.  
**Enrollment:** 12, 10 and 8

**Title:** **Group Processes and Intergroup Relations Research Meeting**  
**Teaching staff:** Dr. Bertjan Doosje (UvA), dr. Martijn van Zomeren (RuG) and dr. Belle Derks (UL)  
**Type of course:** Thematic Research Meeting  
**Date:** November 10 - 11, 2011  
**Duration:** 2 days  
**Location:** Leiden University  
**Language:** English  
**Content:** Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.  
**Enrollment:** 19 and 16

**Title:** **Social Cognition Research Meeting**  
**Teaching staff:** Prof.dr. Henk Aarts (UU), prof.dr. Jens Förster (UvA) and dr. Kai Epstude (RuG)  
**Type of course:** Thematic Research Meeting  
**Date:** November 18, 2011  
**Duration:** 1 day  
**Location:** University of Amsterdam.  
**Language:** English

*Content:* Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.

*Enrollment:* 14

## Theory-oriented workshops and courses

<i>Title</i>	<b>GP&amp;IR: Intergroup Power Relations and the Special Case of Gender</b>
<i>Teaching staff:</i>	Prof.dr. Felicia Pratto (University of Connecticut), dr. Martijn van Zomeren (RuG), dr. Belle Derks (UL) and dr. Bertjan Doosje (UvA)
<i>Type of course:</i>	Workshop
<i>Date:</i>	March 10 - 11, 2011
<i>Duration:</i>	2 days
<i>Location:</i>	University of Groningen
<i>Language:</i>	English
<i>Content:</i>	Power and gender are important themes in social psychology specifically, and the social sciences more generally. In contrast to approaches that view gender as just one example of intergroup power relations, recent work has suggested that gender is a special intergroup power relationship. In this workshop, prof.dr. Pratto provided an overview of her work on intergroup power relations focusing especially on gender and how power relations can change. She is a leading theorist and researcher in the domain of intergroup relations.
<i>Format:</i>	<p>In the morning of day 1, prof.dr. Pratto provided a comparison of gender relations with other kinds of intergroup relations (e.g., ethnicity, nationality, class), based on social dominance theory and power basis theory, and interactively answer questions. After lunch, KLI students presented their research and could benefit from the feedback of prof.dr. Pratto. They selected those who could present on the basis of a short abstract of their presentation (with the key criterion being whether their topic was closely related to the workshop theme). Finally, participants would spend the last part of the afternoon in small groups pondering novel research questions in this field.</p> <p>In the morning of day 2, prof.dr. Pratto presented some recent work on where different kinds of power come from, their relation to cultural ethics, and how the fungibility of power pertains to dynamical changes in social structural</p>

relations. An interactive dialogue with students was incorporated. After lunch, participants met in small groups to prepare a brief presentation based on the novel research questions that the groups developed. Finally, the groups presented and discussed their novel research questions.

*Literature:*

- Pratto, F., & Walker, A. (2004). The bases of gendered power. In A.H. Eagly, A. Beall & R. Sternberg (Eds.), *The Psychology of gender* (2nd ed.: pp. 242-268). NY: Guilford Publications.
- Pratto, F., Sidanius, J., & Levin, S. (2006). Social dominance theory and the dynamics of intergroup relations: Taking stock and looking forward. In W. Stroebe & M. Hewstone (Eds.), *European Review of Social Psychology*, 17, 271-320.
- Pratto, F., Pearson, A.R., Lee, I., & Saguy, T. (2008). Power dynamics in an experimental game. *Social Justice Research*, 21, 377-407.
- Pratto, F., Lee, I., Tan, J., & Pitpitan, E.V. (2010). Power basis theory: A psychoecological approach to power. In D. Dunning (Ed.), *Social motivation*. New York: Psychology Press.

*Enrollment:*

29 and 25

*Title:*

**SC: Affective Science - Recent developments**

*Teaching staff:*

Prof.dr. Gerald Clore (University of Virginia), prof.dr. Gun Semin, prof.dr. Henk Aarts (UU), prof.dr. Jens Förster (UvA) and dr. Kai Epstude (RuG)

*Type of course:*

Workshop

*Date:*

April 18 - 19, 2011

*Duration:*

2 days

*Location:*

Utrecht University

*Language:*

English

*Content:*

Prof.dr. Clore provided a detailed and insightful overview of two central developments in affective science.

*Format:*

Day 1, topic: how the object of affect guides its impact. He elaborated the idea that the impact of an emotion depends on its object. Impact depends also on which emotion is involved, of course. But what makes an emotion specific in

the first place is the class of objects that defines it. That is, emotions differ from each other basically in terms of the kinds of situations that each takes as an object. He presented research asking whether the impact of mood also depends on its object, a view that is contrary to most current theorizing. If affect is essentially embodied information about value, then it should increase or decrease the apparent value of whatever is in mind at the time. Although emotion is always about the here and now, our capacity for abstract thought means that the human here and now includes anticipation and imagination as well as perception. He concluded by asking about the curious power conferred by uncertain, abstract, and unconstrained emotional objects. Day 2, topic: emotion and perception: a new “New Look”. He briefly reviewed the “New Look” in perception from 60 years ago and discussed current work examining related issues. He proposed that both perception and emotion are organized around the need to manage bodily resources of energy.

Research shows that perception of the physical world is sensitive to changes in the available resources for action, raising the possibility that emotion might serve a similar function. In addition to research implicating physical resources, new research makes a similar argument for social resources. Thus, he sketched an interpretation of emotion that emphasizes the information and motivation it provides about personal and social resources.

Both sessions were held during the mornings with ample time for discussion. The afternoon session were devoted to student presentations.

*Enrollment:* 26 and 21

*Title:* **Creativity research in action - day 3**

*Teaching staff:* Dr. Eric Rietzschel and dr. Diana Rus (RuG)

*Type of course:* Workshop

*Date:* May 12, 2011

*Duration:* 1 day (day 1 and 2 : November 16 - 17, 2010)

*Location:* University of Groningen



<i>Language:</i>	English
<i>Content:</i>	<p>Creativity is a highly valued, yet elusive performance dimension. Organizations covet it, because they need to innovate in order to survive; scientists and artists strive for it, because creativity can lead to excellence; ordinary people need it whenever routine solutions or procedures do not work. However, although everybody appreciates the importance of creativity, it is not always clear what exactly creativity is, or how it can be fruitfully studied. This workshop was intended for students who like to study creativity, but are not sure how to do it.</p> <p>Going beyond the typical course in which research ideas are discussed but not executed, this workshop was explicitly intended to lead to (publishable) research results. That is, the first two days of the workshop were devoted to gaining a grounded understanding of creativity, and generating and refining research ideas. At the end of these two days, participants would form three groups, each of which conducted a small creativity study during the following months. On the third day, the three projects and their results were presented and discussed. The goal was for each project to lead to a collaboratively written research article that could have been submitted to a journal before or during the summer of 2011. Thus, the workshop required more of an investment than the typical course, but in return participants gained a much deeper understanding of the topic, plus (if all goes well) co-authorship on a new publication.</p>
<i>Enrollment:</i>	6
<i>Title:</i>	<b>Conducting Field Experiments</b>
<i>Teaching staff:</i>	Prof.dr. Wesley Schultz (California State University), prof.dr. Linda Steg, drs. Kees Keizer and drs. Jan Willem Bolderdijk (RuG)
<i>Type of course:</i>	Workshop
<i>Date:</i>	May 17 - 18, 2011
<i>Duration:</i>	2 days
<i>Location:</i>	University of Groningen

*Language:*

English

*Content:*

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

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

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

*Format:*

Day 1: started with an introduction by the teachers concerning examples of recent field experiments, rationale for using field experiments, scope and limitations of field experiments, guidelines for designing and conducting field

experiments, observational studies and data gathering technology and research designs. After this the participants designed their own field experiments in detail, applying the knowledge and insights gained during the introductory talks. Day 2: started with presentations by the teachers concerning collaboration with practitioners, the need for organizational support in conducting field experiments and interdisciplinary studies. After this participants further developed the design of their own field experiments in detail, applying the knowledge and insights gained. Next, participants gave a brief presentation of the field experiment they designed. Other participants provided feedback on the field experiments, thereby focusing on whether the proposed research design allows to answer the research questions and enable a rigorous test of the hypotheses (be attentive of alternative explanations, etc.).

*Literature:*

Abrahamse, W., Steg, L., Vlek, Ch., & Rothengatter, T.

(2007). The effect of tailored information, goal setting and tailored feedback on household energy use, energy-related behaviors and behavioral antecedents. *Journal of Environmental Psychology, 27*, 265-276.

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

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

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

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

*Enrollment:*

18 and 17

*Title:*

**IP: Our Social Baseline: The Social Regulation of Emotion and its Impact on Health, Well-Being, and the Management of Neural Resources**

*Teaching staff:* Prof. James Coan (University of Virginia), dr. Catrin Finkenauer (VU) and dr. Michael Häfner (UU)

*Type of course:* Workshop

*Date:* June 15 - 16, 2011

*Duration:* 2 days

*Location:* VU University Amsterdam

*Language:* English

*Content:* Psychologists and health professionals have known for decades that human health and well-being is powerfully linked to our emotion regulation capabilities and the quality of the relationships we inhabit. In recent years, a great deal of work has been done to uncover some of the neural mechanisms responsible for these links. For this workshop, the teaching staff explored how humans utilize social proximity and behavior to economize emotion-regulation needs at both the intra- and inter- personal level.

*Format:* Day 1 focussed on emotional behavior and the social regulation of emotion. After a brief introduction of participants and teachers, prof. Coan presented some of his past and present research on emotional behavior between couples, and how couples utilize emotional behavior to regulate emotion - even pain - in themselves and each other (Gottman, Coan, Carerre & Swanson, 1998; Coan, Allen & Harmon-Jones, 2001; Coan, Schaefer & Davidson, 2006, Coan, 2008). In the afternoon, students gave presentations. Beforehand, students submitted a brief abstract of their research. Students whose research was most closely related to the topic of the workshop were invited to give a presentation. Students could comment on the relationship between their own work and Professor Coan's work if it made sense to do so. Participants got detailed feedback from Professor Coan and the other participants of the workshop.

Day 2 focussed on individual emotion regulation capabilities and their interaction with social resources. This day addressed individual differences in self-regulation capabilities that may serve as protective or risk factors in the face of situational stressors (Coan & Allen, 2004; Coan,

Allen & McKnight, 2006). They discussed how these individual capabilities interact with prevailing social resources to determine adjustment outcomes. Again, after this presentation, workshop participants were invited to present their own research. Beforehand, students could submit a brief abstract of their research. Students whose research was most closely related to the morning's presentation were asked to present their own work and received feedback from prof. Coan and fellow students. Afterward, students discussed in groups how the day's topic may apply to their own research. Each group presented a research idea relevant to the material presented in the workshop. This was followed with a brainstorm session on the implications of the ideas discussed in the workshop and on what students could learn from this for their own research endeavors.

*Literature:*

- Gottman, J.M., Coan, J.A., Carrere, S., & Swanson, C. (1998). Predicting marital happiness and stability from newlywed interactions. *Journal of Marriage and the Family*, 60, 5-22.
- Coan, J.A., Allen, J.J.B., & Harmon-Jones, E. (2001). Voluntary facial expression and hemispheric asymmetry over the frontal cortex. *Psychophysiology*, 38, 912-925.
- Coan, J.A., & Allen, J.J.B. (2004). Frontal EEG asymmetry as a moderator and mediator of emotion. *Biological Psychology*, 67, 7-49.
- Coan, J. A., Allen, J.J.B., & McKnight, P.E. (2006). A capability model of individual differences in frontal EEG asymmetry. *Biological Psychology*, 72, 198-207.
- Coan, J.A., Schaefer, H.S., & Davidson, R.J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science*, 17, 1032-1039.
- Coan, J.A. (2008). Toward a neuroscience of attachment. In J. Cassidy & P.R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (2nd ed.: pp. 241-265). New York: Guilford Press.

Coan, J.A. (2010). Adult attachment and the brain. *Journal of Social and Personal Relationships*, 27, 210-217.

*Enrollment:* 11

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

*Teaching staff:* Prof.dr. Mark van Vugt (VU)

*Type of course:* Workshop

*Date:* June 23, 2011

*Duration:* 1 day

*Location:* VU University Amsterdam

*Language:* English

*Content:* This 1-day workshop provided an introduction into the fast-grown field of evolutionary psychology, which is labelled by some theorists as the "new science of the mind" (Buss, 2007; Pinker, 2002). Evolutionary psychology, which has its roots in evolutionary biology, assumes that the human mind and human behavior are products of evolution through natural selection. Evolutionary thinking has now permeated virtually all areas of psychological science, from cognitive to developmental and from social to organizational psychology. In this 1-day workshop students got an introduction into the historical and theoretical development of this field with a particular emphasis on theories and applications in the domain of interpersonal, group, and intergroup relationships. The aim of the workshop were three-fold: (a) introduction of the core theories and assumptions of evolutionary psychology; (b) increased understanding of the relevance of evolutionary theorizing for interpersonal, group and intergroup phenomena; (c) offering practical suggestions how to use evolutionary thinking to generate hypotheses and conduct research in social and organizational psychology.

*Format:* After a welcome, the workshop teacher gave an introduction into the field of evolutionary psychology by discussing relevant theories (such as parental investment theory and costly signalling theory), relevant concepts (such as fitness, selection pressures, adaptive problems etc.), relevant methodologies for studying evolutionary hypotheses (from genetics and neuroscience to psychological survey and

experiment) and potential criticisms. There will be a particular focus on applications relevant to social and organizational processes. Subsequently, workshop participants worked together in small groups to come up with evolutionary hypotheses about different key topics such as mating, status, altruism, morality, prejudice, intergroup relations etc. Their ideas were discussed in the plenary session. In the afternoon session the teacher talked about his own research on evolutionary approaches to different group phenomena such as leadership, mating, cooperation and intergroup relations. Thereafter, the students gave short informal presentations about how their PhD-research could potentially benefit (or not benefit) from adopting an evolutionary approach.

- Literature:* Buss, D. (1995). Evolutionary psychology: A new paradigm for psychological Science. *Psychological Inquiry*, 6, 1-30.
- Van Vugt, M., de Cremer, D., & Janssen, D. (2007). Gender differences in cooperation and competition: The male warrior hypothesis. *Psychological Science*, 18, 19-23.
- Enrollment:* 17

*Title:* **IP: Modes of Constituting Relationships: What motivates cooperative coordination?**

*Teaching staff:* Prof. dr. Alan Fiske (University of California, Los Angeles), dr. Michael Häfner (UU) and dr. Hans IJzerman (VU)

*Type of course:* Workshop

*Date:* October 3 - 4, 2011

*Duration:* 2 days

*Location:* VU University Amsterdam

*Language:* English

*Content:* The workshop dealt with the cognitive systems that people use to motivate, generate, understand, coordinate, judge, sanction and repair social relations. Prof.dr. Fiske discussed Relational Models Theory and Metarelational Models Theory, focusing on the forms of action that motivate cooperative coordination. The workshop addressed the ontological nature of social science theory, and the

epistemological issues in research design and making inferences from data.

*Format:*

Day 1: Prof.dr. Fiske discussed Relational Models Theory (RMT), including new developments and research frontiers. RMT posits that most social coordination in all domains of life, throughout different cultures is constructed from four elementary, fundamental relational models (RMs). After summarizing RMT and the kinds of research that have tested and applied it, prof.dr. Fiske talked about current work on the communicative and constitutive acts that create, sustain, and modulate the RMs. Prof.dr. Fiske provided students with a foundation for exploring how people use physical magnitudes to create and coordinate authority ranking, use the substances, surfaces, and motions of their bodies to create and coordinate communal sharing, and use concrete ostensive operations for equality matching. Students were invited to propose empirical investigations of these relational processes, and to work together with prof.dr. Fiske and each other to plan studies using RMT to illuminate interpersonal processes of interest to the students. Students were asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators invited students whose research was closely related to the topic of the morning presentation to give a presentation. Students could comment on the relationship between their own work and prof.dr. Fiske's work if it made sense to do so. Also on this day, extensive feedback on the student's work was of central interest. Then, students were divided into small groups, in which they discussed how the presented theory may be applicable to their own research. Based on this discussion, each group of participants presented a research idea relevant to the material presented in the workshop. This was followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants may learn for their own research endeavors. Day 2: On the second day prof.dr. Fiske presented his theory of metarelational models (MeRMs), illustrated by



ethnographic material on honor, sex, and food taboos. He demonstrated that many pervasive emotions and strong moral sentiments are products of MeRMs. He addressed the types of combinations of relationships that are constitutive of other relationships, and the types of combinations of relationships that are prohibited or abhorrent. He engaged students in discussions of how MeRMs may underlie aspects of interpersonal relationships that the students wish to explore.

In the afternoon, students gave presentations about their research ideas formed on Day 1. Participants got detailed feedback from prof.dr. Fiske and the other participants of the workshop.

*Literature:*

Fiske. A.P. (2004). Four modes of constituting relationships: Consubstantial assimilation; space, magnitude, time and force; concrete procedures; abstract symbolism. In N. Haslam (Ed.), *Relational models theory: A contemporary overview* (pp. 61-146). Mahwah, NJ: Erlbaum.

Rai, T., & Fiske, A.P. (2011). Moral psychology as regulating relationships: Moral motives for unity, hierarchy, equality, and proportionality in social-relational cognition. *Psychological Review*, 118, 57-75.

*Enrollment:*

13

## Joint Seminars

<i>Title:</i>	<b>G&amp;OP: Common-method variance: Problems and solutions</b>
<i>Teaching staff:</i>	Prof.dr. John Antonakis (University of Lausanne, Switzerland), dr. Reinout de Vries (VU), dr. Lindred Greer (UvA) and dr. Wolfgang Steinel (UL)
<i>Organization</i>	This workshop is organized by the KLI Research Group "Group and Organizational Processes" and the VU University Amsterdam
<i>Type of course:</i>	Joint seminar
<i>Date:</i>	May 13, 2011
<i>Duration:</i>	1 day
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Content:</i>	Common-method variance is a persistent problem in behavioral social-science research. It is present when the independent variables (X) and dependent variables (Y) have been gathered from the same respondent. For example, respondents are often asked to providing ratings regarding a target (e.g., leadership style of a leader) and then asked to rate an outcome due to the target (e.g., how effective the leader is). In the presence of common-method variance, the relation between and X and Y depends on unmodeled causes (in the aforementioned case, defending a consistency motif, affect for the leader, etc.). If these causes are not correctly modeled then the relation between X and Y will be incorrectly estimated and the parameters will not converge to their true values even with an increasing sample size (i.e., asymptotically). In this seminar, the teacher explained the problem of common-method variance in detail; He showed how common-method variance can inflate or deflate estimates and that often-used remedies like modeling a "method factor" do not work. He presented a solution to common-method variance problem by drawing on the workhorse of econometrics; instrumental variables and the two-stage least squares estimator. Examples he presented were based on the statistical programs MPlus and

Stata using both two-stage least squares and maximum likelihood estimation.

*Literature:* Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. *The Leadership Quarterly*, 21, 1086-1120.

*Enrollment:* 10

## Appendix 2: Publications 2011

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

- Aarts, H., & van den Bos, K. (2011). On the foundations of beliefs in free will: International binding and unconscious priming in self-agency. *Psychological Science*, 22, 532-537.
- Abrahamse, W., & Steg, L. (2011). Factors related to household energy use and intention to reduce it: The role of psychological and socio-demographic variables. *Human Ecology Review*, 18(1), 30-40.
- Adriaanse, M. A., Gollwitzer, P. M., de Ridder, D. T. D., de Wit, J. B. F., & Kroese, F. M. (2011). Breaking habits with implementation intentions: A test of underlying processes. *Personality and Social Psychology Bulletin*, 37, 502-513.
- Adriaanse, M. A., van Oosten, J. M. F., de Ridder, D. T. D., de Wit, J. B. F., & Evers, C. (2011). Planning what not to eat: Ironic effects of implementation intentions negating unhealthy habits. *Personality and Social Psychology Bulletin*, 37, 69-81.
- Adriaanse, M. A., Vinkers, C. D. W., de Ridder, D. T. D., Hox, J. J., & de Wit, J. B. F. (2011). Do implementation intentions help to eat a healthy diet? A systematic review of the empirical evidence. *Appetite*, 56, 183-193.
- Anseel, F., van Yperen, N. W., Janssen, O., & Duyck, W. (2011). Feedback type as a moderator of the relationship between achievement goals and feedback reactions. *Journal of Occupational and Organizational Psychology*, 84, 703-722.
- Appelt, K. C., Milch, K. F., Handgraaf, M. J. J., & Weber, E. U. (2011). Decision making individual differences inventory and review: Guidelines and tools for the use of individual differences in judgment and decision-making research. *Judgment and Decision Making*, 6, 252-262.
- Ashton-James, C. E., McCarthy, K. J., & Dranca, A. (2011). Power, and the destruction of value in mergers and acquisitions. In K. J. McCarthy, M. Fiolet & W. Dolfsma (Eds.), *The nature of the new firm: Blurring boundaries within & between organisations and institutions* (pp. 17-40). Cheltenham: Edward Elgar.
- Baams, L., Jonas, K. J., Utz, S., Bos, H. M. W., & van der Vuurst, L. (2011). Internet use and online social support among same sex attracted individuals of different ages. *Computers in Human Behavior*, 27, 1820-1827.

- Baas, M., de Dreu, C. K. W., & Nijstad, B. A. (2011). Creative production among angry people peaks early on, decreases over time, and is relatively unstructured. *Journal of Experimental Social Psychology, 47*, 1107-1115.
- Baas, M., de Dreu, C. K. W., & Nijstad, B. A. (2011). When prevention promotes creativity: The role of mood, regulatory focus and regulatory closure. *Journal of Personality and Social Psychology, 100*, 794-809.
- Balliet, D., Li, N. P., MacFarlan, S. J., & van Vugt, M. (2011). Sex differences in cooperation: A meta-analytic review of social dilemmas. *Psychological Bulletin, 137*, 881-909.
- Balliet, D., Mulder, L., & van Lange, P. A. M. (2011). Reward, punishment, and cooperation: A meta-analysis. *Psychological Bulletin, 137*, 594-615.
- Barelds, D. P. H., & Dijkstra, P. (2011). Positive illusions about a partner's personality and relationship quality. *Journal of Research in Personality, 45*, 37-43.
- Barelds, D. P. H., Dijkstra, P., Koudenburg, N., & Swami, V. (2011). Assessment of positive partner physical attractiveness illusions. *Journal of Social and Personal Relationships, 28*, 706-719.
- Bechtoldt, M. N., Rohrman, S., de Pater, I. E., & Beersma, B. (2011). The primacy of perceiving: Emotion recognition buffers negative effects of emotional labor. *Journal of Applied Psychology, 96*, 1087-1094.
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