



KURT LEWIN  
INSTITUUT

Annual Report 2007



## **Annual Report 2007**

Kurt Lewin Institute  
Graduate School in Social Psychology and its applications

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## Preface

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The 2007 Annual Report gives many reasons to be proud of the Kurt Lewin Institute, and thus it is a great pleasure for me to offer it to you. There is no question that without the fine work of our members Social and Organizational Psychology in the Netherlands, in Europe, and world wide would be missing a major, substantial part. The intellectual atmosphere provided by the Kurt Lewin Institute, its professional structure and its international ambition all contribute to its success story. As you will see in this report, our success can partly be objectified and is not debatable.

As usual, this report provides an overview of our teaching activities, project summaries of new PhD students as well as those who finished their dissertation in the past year, and a listing of the research publications of both junior and senior members. As always in our profession, numbers tell more than words and the large volume of outstanding research, published in the flagships of our discipline do not need further comments. Furthermore, many PhD students received well-evaluated courses and participated in many highly appreciated seminars. Last but not least the project proposals for new project are extremely innovative and promise a flourishing future. We do serve our discipline in more than a decent manner. That is what the data tell us.

For now, I would like to thank all members and students that help to support our Kurt Lewin Institute which already, in its relatively short history, became an international landmark of social psychological research. The KLI was handed over to me in May by Carsten de Dreu, whom I personally would like to thank for his warm support. I have no doubts that together, we will all contribute to an ongoing success story.

Prof.dr. Jens A. Förster, Scientific Director of the KLI

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# 1. Introduction

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The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. In 2007 the KLI is based on the collaborative input of psychologists working in five Dutch Universities, namely: Vrije Universiteit Amsterdam (VU), Universiteit van Amsterdam (UvA), Rijksuniversiteit Groningen (RuG), Universiteit Leiden (UL), and Universiteit Utrecht (UU).

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

## 2. Organization

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### 2.1 Management structure

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

The *General Board* of the KLI consists of 7 members, a non-voting chairman, and a non-voting PhD student member. It has ultimate responsibility with regard to research, teaching and budgetary decisions. The General Board submits its 5-year research program to the commissioner, as of January 2005 the *Faculteit der Maatschappij- en Gedragwetenschappen* at the Universiteit van Amsterdam, for approval. This plan covers the regulation and coordination of research in the collaborating research institutes; the articles for the teaching, training and evaluation of graduate students; research proposals; and the financial overview for the coming 5 years. The General Board delegates the daily running of the KLI to an Executive Committee consisting of the Scientific Director and two Adjunct Directors (responsible respectively for research and teaching).

#### *Members of the General Board in 2007*

Prof.dr. K. van den Bos

Prof.dr. N. Ellemers (Chair)

Prof.dr. A.H. Fischer

Prof.dr. K.A. Jehn

Prof.dr. G. Kok, until April 2007 (external member)

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

Drs. K.E. Stroebe (PhD student)

Prof.dr. N.W. van Yperen

Prof.dr. D.H.J. Wigboldus, as of April 2007 (external member)

The *Executive Committee* is responsible for decision making and shapes the scientific and educational policy of the KLI in collaboration with two formal committees.

The first is the *Teaching Committee*, which has primary responsibility for developing and evaluating the teaching program. The committee consists of two members, a graduate student and the Teaching Director. The second body is the *Research Committee*, which has primary responsibility for evaluating PhD projects and proposals, for annual assessment of PhD projects (based on reports from PhD students), and for the scientific program of the KLI. The committee consists of five members including the Research Director. Both committees report directly to the Executive Committee of the KLI; the Teaching Committee reports on the co-ordination and planning of research training, and the Research Committee on research proposals and student progress.

*Members of the Executive Committee in 2007*

Prof.dr. H. Aarts (Teaching Director)  
 Prof.dr. C.K.W. de Dreu (Scientific Director)  
 Prof.dr. E. van Dijk (Research Director)

*Members of the Teaching Committee in 2007*

Prof.dr. H. Aarts (Chair)  
 Dr. W.W. van Dijk,  
 Dr. E.H. Gordijn,  
 Drs. K.E. Stroebe (representing the PhD students)

*Members of the Research Committee in 2007*

Dr. I. van Beest  
 Dr. B. Doosje  
 Prof.dr. E. van Dijk (Chair)  
 Dr. C. Finkenauer  
 Prof.dr. W. Stroebe

The Executive Committee is supported by the *General Manager* (based at the University of Amsterdam) who serves as an executive secretary of the Executive Committee, the Teaching Committee and the Research Committee and assists the different boards and committees of the KLI in the preparation and execution of the KLI policies.

*General Manager*

Drs. A.K. Evers

## 2.2 Participating institutes

### **Vrije Universiteit Amsterdam**

Van der Boechorststraat 1, 1081 BT Amsterdam

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

### **Universiteit van Amsterdam**

Roetersstraat 15, 1018 WB Amsterdam

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

### **Rijksuniversiteit Groningen**

Grote Kruisstraat 2/1, 9712 TS Groningen

- Department of Social & Organizational Psychology  
T: 050 - 363 6386 F: 050 - 363 4581
- Department of Differential Psychology, Methodology and History  
T: 050 - 363 6340 F: 050 - 363 6304
- Department of Experimental and Work Psychology  
T: 050 - 363 64 72

### **Universiteit Leiden**

PO box 9555, 2300 RB Leiden

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

### **Universiteit Utrecht**

PO box 80140, 3508 TC Utrecht

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

### 2.3 Scientific Advisory Board

The Scientific Advisory Board consists of five international experts in the domains covered by the KLI from whom advice on the content and direction of the KLI can be solicited. Members of the Advisory Board are: prof.dr. M. West (Organizational Studies, Aston Business School, UK), prof.dr. E. van Avermaet (Lab. Exp. Soc. Psychologie, Universiteit Leuven, Belgium), prof.dr. A. Mummendey (Institut für Psychologie, Universität Jena, Germany), prof.dr. E. Smith (Dept of 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: prof.dr. W. (Ivo) Molenaar (emeritus, Department of Psychology, University of Groningen) and prof.dr. T. (Tineke) Willemsen (emeritus, Department of Psychology and Society, University of Tilburg).

## 3. Members

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### 3.1 Membership

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

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

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

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

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

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

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

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

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

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

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

### *1. Formal issues*

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

### *2. Content issues*

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

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

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, 2007

Prof.dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
Dr. M. Barreto, UL, Social & Organizational Psychology  
Dr. B. Beersma, UvA, Work and Organizational Psychology  
Dr. I. van Beest, UL, Social & Organizational Psychology  
Prof.dr. K. van den Bos, UU, Social & Organizational Psychology  
Prof.dr. B.P. Buunk, RuG, Social & Organizational Psychology  
Dr. R. Custers, UU, Social & Organizational Psychology  
Prof.dr. E. van Dijk, UL, Social & Organizational Psychology  
Dr. W.W. van Dijk, VU, Social Psychology  
Dr. A. Dijkstra, RuG, Social & Organizational Psychology  
Dr. B. Doosje, UvA, Social Psychology  
Prof.dr. C.K.W. de Dreu, UvA, Work and Organizational Psychology  
Prof.dr. N. Ellemers, UL, Social & Organizational Psychology  
Dr. M.C. Euwema, UU, Social & Organizational Psychology  
Dr. J.A. Feij, VU, Work and Organizational Psychology  
Dr. C. Finkenauer, VU, Social Psychology  
Prof.dr. A.H. Fischer, UvA, Social Psychology  
Prof.dr. H. van der Flier, VU, Work and Organizational Psychology  
Prof.dr. J.A. Forster, UvA, Social Psychology  
Dr. E.H. Gordijn, RuG, Social & Organizational Psychology  
Dr. M.J.J. Handgraaf, UvA, Work and Organizational Psychology  
Dr. F. Harinck, UL, Social & Organizational Psychology  
Dr. F. van Harreveld, UvA, Social Psychology  
Dr. A.H.B. de Hoogh, VU, Work and Organizational Psychology  
Prof.dr. K.A. Jehn, UL, Social & Organizational Psychology  
Dr. G.A. van Kleef, UvA, Social Psychology  
Dr. U.C. Klehe, UvA, Work and Organizational Psychology  
Dr. E.S. Kluwer, UU, Social & Organizational Psychology  
Prof.dr. B.M. van Knippenberg, VU, Work and Organizational Psychology  
Dr. S.L. Koole, VU, Social Psychology  
Prof.dr. P.L. Koopman, VU, Work and Organizational Psychology  
Dr. C. van Laar, UL, Social & Organizational Psychology  
Dr. A.H. de Lange, RuG, Social & Organizational Psychology  
Prof.dr. P.A.M. van Lange, VU, Social Psychology  
Prof.dr. R.W. Meertens, UvA, Social Psychology  
Dr. B.A. Nijstad, UvA, Work and Organizational Psychology  
Dr. S. Otten, RuG, Social & Organizational Psychology

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

### **3.3 Affiliate members on December 31, 2007**

Prof.dr. M.Ph. Born, EUR, Psychology  
 Dr. D. de Cremer, UvT, Psychology  
 Dr. E. Deros, EUR, Psychology  
 Dr. O. Janssen, RuG, Human Resource Management & Organizational Behavior  
 Prof.dr. P.G. Klandermans, VU, Social Sciences  
 Dr. C. Martijn, UM, Experimental Psychology  
 Prof.dr. Y.H. Poortinga, UvT, Psychology  
 Dr. R.A.C. Ruiten, UM, Work and Organizational Psychology  
 Prof.dr. K. Sanders, UT, Organisational Psychology & Human Resource Development  
 Prof.dr. D.A. Stapel, UvT, Psychology  
 Dr. G.S. van der Vegt, RuG, Human Resource Management & Organizational Behavior

Prof.dr. A.J.R. van de Vijver, UvT, Psychology  
Prof.dr. H. de Vries, UM, Health Promotion and Health Education  
Prof.dr. N. de Vries, UM, Health Promotion and Health Education  
Prof.dr. M. Zeelenberg, UvT, Psychology

### **3.4 Associate members on December 31, 2007**

Dr. B. Derks, UL, Social & Organizational Psychology  
Dr. M.T. Gailliot, UvA, Social Psychology  
Dr. M. Hafner, UU, Social & Organizational Psychology  
Dr. D.A. van Hemert, UvA, Social Psychology  
Dr. A.C. Homan, UL, Social & Organizational Psychology  
Dr. K.J. Jonas, UvA, Social Psychology  
Dr. N.B. Jostmann, VU, Social Psychology  
Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology  
Dr. J.N. de Liver, UU, Social & Organizational Psychology  
Dr. J.H. Park, RuG, Social & Organizational Psychology  
Dr.ing. I.E. de Pater, UvA, Work and Organizational Psychology  
Dr. E.F. Rietzschel, RuG, Social & Organizational Psychology  
Dr. T. Ståhl, UL, Social & Organizational Psychology  
Dr. W. Steinel, UL, Social & Organizational Psychology  
Dr. H.P. Veling, UU, Social & Organizational Psychology  
Dr. R.E. de Vries, VU, Work and Organizational Psychology  
Dr. S. Zebel, UvA, Social Psychology

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

### 3.5 PhD students

On 31 December 2007, 74 PhD students were participating in the Kurt Lewin Institute. In the same year, 21 PhD students started their research, 22 PhD students completed their research, 2 PhD students stopped, 9 PhD students found another job but will finish their PhD later and the PhD position of 14 PhD students was ended but they will finish their PhD later.

*Table 1: Institutional participation of PhD students on December 31, 2007*

VU University	10
University of Amsterdam	11
University of Groningen	20
University of Leiden	14
University of Utrecht	6
External PhD students	13
<b>Total</b>	<b>74</b>

#### List of PhD students in 2007, their supervisors and the title of their research project

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. H.J.E.M. Alberts*	Prof.dr. N.K. de Vries	UM
	Prof.dr. H. Merckelbach	UM
	Dr. C. Martijn	UM
<i>Title: Het behoud of verlies van zelfcontrole: Het samenspel van energetische, cognitieve en motivationele factoren</i>		
Drs. N. Ayub	Prof.dr. K.A. Jehn	UL
<i>Title: The Effects of National Diversity, Organization Culture, and Conflict on Workgroup Performance</i>		
Drs. M. Baas	Prof.dr. C.K.W. de Dreu	UvA
	Dr. B.A. Nijstad	UvA
<i>Title: Is it positive or negative mood that fosters creativity and innovation?</i>		
Drs. E.H. Bijleveld**	Prof.dr. H. Aarts	UU
	Dr.ir. R. Custers	UU
<i>Title: Priming effects on behavior: Cognitive versus motivational mechanisms</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M. Blaga** Title: <i>Approach goals, performance attainment and task interest - the role of moderators</i>	Prof.dr. N.W. van Yperen	RuG
Drs. D. Bleeker Title: <i>Motivation and performance in low status groups: Balancing the interests of the ingroup and outgroup</i>	Prof.dr. N. Ellemers Dr. C. van Laar	UL UL
Drs. E.J. Boezeman Title: <i>Vrijwilligerswerk als onderdeel van sociale liftfunctie van de stad: Hoe vrijwilligersorganisaties betrokkenheid, inzet, en behoud van vrijwilligers kunnen bevorderen</i>	Prof.dr. N. Ellemers	UL
Drs. A. van den Bos**** Title: <i>Making sense of hot cognition: Stereotypes and prejudice</i>	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	RuG RuG RuG
Drs. A.Z. Bosch Title: <i>Social comparison and individual differences in social comparison orientation</i>	Prof.dr. A.P. Buunk Dr. F.W. Siero	RuG RuG
Drs. L.O. Bosma** Title: <i>How Performance Related Pay and Leadership bring out the best in employees: the role of HRM content, strength and climate</i>	Prof.dr. K. Sanders Prof.dr. J. Scheerens	UT UT
Drs. T. Brakel** Title: <i>Evidence based development of patient education information to be provided through different media to increase quality of life in cancer patients</i>	Prof.dr. B.P. Buunk Dr. A. Dijkstra	RuG RuG
Drs. B.M. Braun-Ekker Title: <i>Determinants of ingroup versus outgroup bias in aggressive interactions</i>	Prof.dr. D.A. Stapel Dr. S. Otten Dr. E.H. Gordijn	UvT RuG RuG

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. L.G.G. Brebels	Dr. D. de Cremer Prof.dr. C. Sedikides	UvT U. South- hampton
Title: <i>Injustice and action: A Self-based Approach</i>		
Drs. R. Broeders	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
Title: <i>Automatic and controlled processes in the social psychology of justice judgments</i>		
Drs. D. Bulsink****	Dr. E.S. Kluwer Prof.dr. T. van der Lippe Prof.dr. K. van den Bos	UU UU UU
Title: <i>Dispositional roots of cooperation in work-family choices</i>		
Drs. N. Cem Ersoy	Prof.dr. H. van der Molen Dr. M.Ph. Born	EUR EUR
Title: <i>Effects of individualistic and collectivistic culture on organizational citizenship behavior</i>		
Drs. S. Cihangir***	Prof.dr. N. Ellemers Dr. M. Barreto	UL UL
Title: <i>Recognition of contemporary forms of prejudice</i>		
Drs. S.E. Dalley	Prof.dr. A.P. Buunk Dr. J.H. Park	RuG RuG
Title: <i>The antecedents and consequences of the female body image dissatisfaction: A social comparison perspective</i>		
Drs. L.A. Dannenberg**	Prof.dr. J.A. Förster	UvA
Title: <i>Personal agency as a goal structure</i>		
Drs. U. Danner*	Prof.dr. K. van den Bos Prof.dr. H. Aarts	UU UU
Title: <i>Habits and the role of awareness and planning in health behaviors</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. G. Dik****	Prof.dr. K. van den Bos Prof.dr. H. Aarts	UU UU
Title: <i>The emergence of automatic goal-pursuit upon perceiving behavior of others</i>		
Drs. L.F. van Dillen	Prof.dr. G.R. Semin Dr. S.L. Koole Dr. D.J. Heslenfeld	VU VU VU
Title: <i>Neurological foundations of affect regulation and self-activation</i>		
Drs. B. Duyx**	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad	UvA UvA
Title: <i>Constructive delay and decision avoidance in a temporal context</i>		
Ir. K.J.P.M. van Erp	Prof.dr. K.I. van Oudenhoven-v.d. Zee Dr. E. Giebels	RuG RuG
Title: <i>Expatriate Adjustment: The Influence of Justice and Conflict in an Intimate Relationship</i>		
Drs. N. Faber*****	Prof.dr. N.W. van Yperen Dr. O. Janssen	RuG RuG
Title: <i>Differential reactions of managers to creative employees: An achievement goal approach</i>		
Drs. K. Faddegon	Prof.dr. N. Ellemers Dr. D.T. Scheepers	UL UL
Title: <i>Group dynamics and regulatory focus: Consequences for arousal, emotion and group performance</i>		
Drs. J. Fehr**/***	Prof.dr. N.W. van Yperen Dr. K. Sassenberg	RuG RuG
Title: <i>Willing and able?! A self-regulatory approach to the effects of internal motivation to behave unprejudiced</i>		
Drs. M.E.E. de Goede**	Prof.dr. A.E.M. van Vianen Dr. U.C. Klehe	UvA UvA
Title: <i>Applicant perceptions of prospective multilevel fit: Idiosyncratic fit-foci and selection lenses</i>		

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

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. N. Hoogervorst** Title: <i>When Leaders Enact Fair Procedures: The Roles of Power and Belongingness Motives</i>	Prof.dr. D. de Cremer	UvT
Drs. E.P.C. Hopman**** Title: <i>Cooperation and competition between subgroups</i>	Prof.dr. P.A.M. van Lange Dr. E.A.C. van Leeuwen	VU VU
Drs. F. van Horen** Title: <i>Imitation in the supermarket: When does a look-alike strategy increase liking and choice of leader brand and copycat?</i>	Prof.dr. D.A. Stapel Prof.dr. F.M.G. Pieters	UvT UvT
Drs. N.B. Jostmann* Title: <i>The invisible powers of significant others: From identification to transfer and change</i>	Prof.dr. G.R. Semin Dr. S.L. Koole	VU VU
Drs. E. Kamans Title: <i>The role of power and emotions in intergroup conflicts</i>	Prof.dr. D.A. Stapel Dr. S. Otten Dr. E.H. Gordijn	RuG RuG RuG
Drs. L. Kessels Title: <i>Threatening health information makes us look away: An fMRI study of the neural processes of negative arousal, personal relevance and attention</i>	Dr. R.A.C. Ruiter Dr. B. Jansma Dr. V. van de Ven Prof.dr. G. Kok	UM UM UM UM
Drs. A. Klapwijk**** Title: <i>Overcoming negative reciprocity in social interaction</i>	Prof.dr. P.A.M. van Lange Prof.dr. G. van den Berg	VU VU
Drs. A.H.M. Klep Title: <i>A Social Identity Model of Group Emotion</i>	Prof.dr. B.M. van Knippenberg Prof.dr. H. van der Flier	VU VU

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

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.M. Lokhorst	Prof.dr. E. van Dijk Prof.dr. G.R. de Snoo Dr. H. Staats	UL CML (UL) UL
Title: <i>Feedback, social support and public commitment to improve environmental quality of farm lands</i>		
Drs. A. Loseman	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
Title: <i>On objective truth and subjective principles about justice</i>		
Drs. K. Luijters****	Prof.dr. K.I. van Oudenhoven-v.d. Zee Dr. S. Otten	RuG RuG
Title: <i>The role of personality, threat and social identity in coping with ethnic diversity in organizations</i>		
Drs. J. Marguc**	Prof.dr. J.A. Förster	UvA
Title: <i>Nasty But Good For You: On the Benefits of Obstacles</i>		
Drs. M. Maringer***	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	UvT RuG RuG
Title: <i>Making sense of hot cognition: The role of description in affective processing</i>		
Drs. K. Massar	Prof.dr. A.P. Buunk	RuG
Title: <i>Evaluation of rivals in jealousy evoking situations</i>		
Drs. J. Mastop**	Prof.dr. E. van Dijk Dr. M. Stel	UL UL
Title: <i>Nonverbal behaviour and its consequences towards people with high and low status</i>		
Drs. C. Matschke**/****	Prof.dr. N.W. van Yperen Dr. K. Sassenberg	RuG RuG
Title: <i>The integration of a new group membership into the self concept</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. I.M. McNeil	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Dr. M.J.J. Handgraaf	UvA UvA UvA
Title: <i>Constructive delay and decision avoidance in a temporal context</i>		
Drs. L.A.L. de Meijer****	Prof.dr. H.T. van der Molen Dr. M.Ph. Born	EUR EUR
Title: <i>Ethnicity effects in police officer selection: Applicant, assessor, and selection-method factors related to ethnic score differences</i>		
Drs. K. Menninga**	Prof.dr. T. Postmes Dr. A. Dijkstra	RuG 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>		
Drs. E. ter Mors	Prof.dr. N. Ellemers Dr. W.H. Weenig	UL UL
Title: <i>Effects of source characteristics and message content on the interpretation and acceptance of information</i>		
Drs. L.W. Niezink	Prof.dr. A.P. Buunk Prof.dr. K.I. van Oudenhoven-v.d. Zee Prof.dr. S.M. Lindenberg	RuG RuG RuG
Title: <i>Helping others in need</i>		
Drs. M.K. Noordewier	Prof.dr. M. Zeelenberg Prof.dr. D.A. Stapel	UvT UvT
Title: <i>The psychology of expectancies</i>		
Drs. L.F. Nordgren*	Prof.dr. J. van der Pligt	UvA
Title: <i>Transparency in the food system as a determinant of sustainability and health in food choice</i>		
Drs. H.K.E. Oldenhuis*	Prof.dr. D.A. Stapel Dr. E.H. Gordijn Dr. S. Otten	UvT RuG RuG
Title: <i>Meta-stereotype activation versus other-stereotype activation</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A. Oosterhof****	Prof.dr. E. van de Vliert	RuG
	Prof.dr. K. Sanders	RuG
	Dr. G.S. van der Vegt	RuG
Title: <i>Chemistry in work groups</i>		
Drs. S. Oosterwijk**	Prof.dr. A.H. Fischer	UvA
	Dr. M. Rotteveel	UvA
Title: <i>The effect of emotion representation on emotional experience and bodily changes</i>		
Drs. R. Pals	Prof.dr. K.I. van Oudenhoven-v.d. Zee	RuG
	Dr. L. Steg	RuG
	Dr. F.W. Siero	RuG
Title: <i>Evaluation of experiences in Zoo Emmen – preferences for confirmation or disconfirmation of expectancies</i>		
Drs. S.F. Pennekamp****	Prof.dr. A.H. Fischer	UvA
	Dr. B. Doosje	UvA
	Dr. S. Zebel	UvA
Title: <i>Collective emotions in immoral intergroup contexts</i>		
Drs. L.L. Phan**	Prof.dr. G.R. Semin	VU
	Dr. W.W. van Dijk	VU
	Dr. M. van Zomeren	VU
Title: <i>Group-based Emotions: a Model of the Affective Route from Social Identity to Prejudice</i>		
Drs. S. Pietersma	Prof.dr. A.P. Buunk	RuG
	Dr. A. Dijkstra	RuG
Title: <i>Dimensions of physical and social negative consequences of Health Risk Behaviors and their moderators in inducing self-threat</i>		
Drs. M.M.H. Pollmann	Prof.dr. G.R. Semin	VU
	Dr. C. Finkenauer	VU
	Dr. W.W. van Dijk	VU
Title: <i>I know how you feel: a two step process model of predicting others' affective reactions</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. P.M. Poortvliet	Prof.dr. N.W. van Yperen	RuG
	Dr. O. Janssen	RuG
	Prof.dr. E. van de Vliert	RuG
	Prof.dr. F. Stokman	RuG
Title: <i>Doeloriëntaties in taakgerelateerde uitwisseling tussen collega's</i>		
Drs. T.Y.P. Preenen	Dr.ing. I.E. de Pater	UvA
	Prof.dr. A.E.M. van Vianen	UvA
	Prof.dr. C.K.W. de Dreu	UvA
Title: <i>The allocation of challenging tasks: Determinants and consequences of supervisors' task allocation behavioral styles and task assignments</i>		
Drs. M.K. van Putten	Prof.dr. M. Zeelenberg	UvT
Title: <i>Causes and consequences of inaction inertia</i>		
Drs. N.F.E. Regenbergh	Prof.dr. G.R. Semin	VU
Title: <i>The linguistic underpinnings of perception, action, and the self</i>		
Drs. C.P. Reinders Folmer****	Prof.dr. P.A.M. van Lange	VU
Title: <i>Looking beyond reciprocity</i>		
Drs. P.M. Reitsma****	Prof.dr. G.R. Semin	VU
	Dr. E.A.C. van Leeuwen	VU
Title: <i>The cognitive, motivational, and behavioral impact of linguistic variations in communication</i>		
Drs. L.J. Renkema	Prof.dr. N.W. van Yperen	RuG
Title: <i>Performance and interests: Determinants or consequences of achievement goals?</i>		
Drs. J.P. van 't Riet	Prof.dr. H. de Vries	UM
	Dr. R. de Ruiter	UM
Title: <i>Framing Health Messages</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>The Search for Inter-Personal Accuracy (SIPA) Project: An integrative approach to the determinants of accuracy in social prediction of others' internal states</i>		
Drs. J. Rupert	Prof.dr. K.A. Jehn	UL
Title: <i>Group composition and diversity: a multimethod examination of alignment, conflict and performance</i>		
Drs. J. van der Schalk	Prof.dr. A.H. Fischer Prof.dr. D.H.J. Wigboldus	UvA RU
Title: <i>Emotional contagion in intergroup contexts</i>		
Drs. G. Schuitema***	Prof.dr. J.A. Rothengatter Prof.dr. C.A.J. Vlek Dr. L. Steg	RuG RuG RuG
Title: <i>Acceptability of transport pricing policies</i>		
Drs. S. Shalvi**	Prof.dr. C.K.W. de Dreu	UvA
Title: <i>Cooperation vs. Conflict Mental-set and Creativity: Cognitive Load versus Motivated-Focus</i>		
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. E.F. van Steenbergen*	Prof.dr. N. Ellemers	UL
Title: <i>Work-home conflict or synergy? Consequences of combining multiple roles for well-being and job performance</i>		
Drs. K.E. Stroebe	Prof.dr. N. Ellemers Dr. M. Barreto	UL UL
Title: <i>Information processing and the recognition of implicit prejudice</i>		
Drs. J.A.L. Tanghe	Prof.dr. H. van der Flier Prof.dr. B.M. van Knippenberg	VU VU
Title: <i>A social identity model of group emotion</i>		

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

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

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M.P. Zaal**	Prof.dr. N. Ellemers	UL
	Dr. C. van Laar	UL
	Dr. T. Stahl	UL
	Dr. B. Derks	UL
Title: <i>Regulatory-focus and the effects of stigma on collective-action</i>		
Drs. F. Zwenk	Prof.dr. G.R. Semin	VU
	Dr. J.W. van Prooijen	VU
Title: <i>Social cognition in the relation between group characteristics and procedural justice</i>		

\*Finished his/her PhD in 2007; \*\*started his/her PhD in 2007; \*\*\*started job elsewhere in 2007 but will finish PhD later; \*\*\*\*PhD position ended in 2007 but will finish PhD later; \*\*\*\*\*stopped her/his PhD in 2007

55% are funded by NWO (Netherlands Organization for Scientific Research); 33% are funded by the universities; 13% of the research projects are funded through other sources.

## 4. Training and teaching program

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### 4.1 Introduction

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

### 4.2 PhD projects

#### 4.2.1 PhD projects completed in 2007

In 2007 22 PhD projects were completed:

Abrahamse, W. (December 6, 2007). Energy conservation through behavioral change: Examining the effectiveness of a tailor-made approach. University of Groningen. (Co-)Promotor(es): prof.dr. C.A.J. Vlek, prof.dr. J.A. Rothengatter and dr. E.M. Steg.

Summary: Households constitute an important target group when it comes to encouraging energy conservation. This dissertation provides an overview of the effectiveness of interventions aimed at encouraging households to reduce their energy use through behavioural changes. It also provides more insight into the factors related to household energy use and conservation. Tailored interventions in particular appear to be effective in reducing energy consumption. In a field experiment, households were given tailored information about energy saving measures they could apply. They were asked to try and save 5% energy and an interactive website indicated how much energy they could save with each measure to attain that goal. Households also received feedback about their energy savings. Households who received the combination of tailored information, goal setting and tailored feedback via the Internet saved 5%, while households in a control group used more energy. Households in the experimental group had adopted more energy-saving measures and had more knowledge of energy conservation, compared to the control group. Household energy consumption appeared to be mainly related to socio-demographic variables, such as income and household size.

Energy savings appeared to be mainly related to individual factors like perceived behavioural control. If the aim is to encourage households to adopt more sustainable lifestyles, it is important to provide them with more insight into which energy saving options are most effective for them to conserve energy. In view of the annual energy reduction targets set by the Dutch government, a tailor-made approach via the Internet can be an important step in that direction.

Alberts, H.J.E.M. (June 21, 2007). *Carrying on or giving in: Processes of self-control and ego depletion*. Maastricht University. (Co-)Promotor(es): prof.dr. N. de Vries, prof.dr. H.L.G.J. Merckelbach and dr. C. Martijn.

Summary: According to the strength model of self-control, self-control consumes energy. After an act of self-control, a subsequent act is bound to fail due to energy loss or ego depletion. The current thesis attempted to provide more insight in the processes that underlie ego depletion. First, it was investigated whether there exists a relation between the extent to which people believe that self-control is dependent on limited energy and their self-reported self-control abilities. The results showed that stronger energy related beliefs of self-control are related to worse self-reported self-control abilities (Study 1 and Study 2) as well as higher levels of overall impulsiveness (Study 3). Study 4 and 5 investigated whether the automatic emergence of ego depletion can be reduced or even eliminated by means of manipulations that are known to operate at the same automatic level as the occurrence of ego depletion itself. It was found that priming initially depleted participants with persistence helped them to overcome ego depletion: their performance on a subsequent self-control task remained equal. Study 6 and 7 investigated the role of attentional processes in self-control. In Study 6, it was found that participants who were distracted while exerting physical self-control outperformed both participants who focused their attention on the physical self-control task as well as control participants who did not receive any focus instructions. Finally, Study 7 showed that ego depletion can also be overcome by increasing self-awareness. Depleted participants who were exposed to a self-awareness manipulation did not show a decline in self-control performance as opposed to control participants. In sum, whereas the strength model stresses the limits of our capability to control ourselves, the present studies rather stress the flexibility and relativity of these limits and suggest that self-control and the emergence of ego depletion is more compound and dynamic than initially suggested.

Berg, H. van den (January 19, 2007). *Feeling and Thinking in Attitudes*. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt, prof.dr. A.S.R. Manstead and prof.dr. D.H.J. Wigboldus.

Summary: In what ways are feeling and thinking in attitudes different? Do feelings play a bigger role in attitudes than more rational aspects? These are questions brought up in this dissertation. This issue is approached in two ways. Using structural equation analyses, we first demonstrated that affective, cognitive, and overall evaluations indeed should be distinguished (Chapter 2). In addition to distinguishing affective from cognitive evaluations, we found that they both are distinct from an overall evaluation. We claim that it is not necessarily the overall evaluation that is most predictive of behavior. Indeed, in Chapter 3 we demonstrated that for attitudes toward organ donation, it was the affective evaluation, and not the overall evaluation that best predicted donor-relevant behavioral decisions.

The second part of this dissertation investigated effects of affect versus cognition on attitude formation. We found that positive vs. negative appeals that were framed affectively or cognitively had specific effects on the - corresponding- affective or cognitive evaluation, whereas this difference in framing had no diverging effects on the overall evaluation (Chapter 4). This implies that the use of an appeal framed in affective rather than cognitive terms, results in attitudes that could be labeled as 'affective', not because the overall evaluation is determined more by affective or cognitive information, but because the corresponding attitudinal factor is influenced.

Aside from a message being affectively versus cognitively framed, people can also attend more to their feelings or thoughts when processing information. In Chapter 5, we investigated whether this difference in focus to feeling or thoughts led to different attitudes. We first demonstrated that an unobtrusive focus on thoughts or feelings resulted in making affective or cognitive aspects of the information more salient. It also resulted in different attitudes. Finally, we found that in an affective focus people are faster to evaluate as compared to a cognitive focus. This latter findings suggest that an affective focus might lead to a greater tendency to evaluate.

Bongers, K.C.A. (March 22, 2007). You can't always get what you want! Consequences of success and failure to attain unconscious goals. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.J. Dijksterhuis and prof.dr. R. Spears.

Summary: In the present dissertation I examine the consequences of success and failure to attain unconsciously activated goals. I will start with a theoretical overview in Chapter 1. In this chapter evidence is presented that goals can be activated outside of awareness. Furthermore, literature is reviewed concerning evaluation processes in conscious goal pursuit and the existence of an implicit monitoring process in unconscious goal pursuit is explored. It is concluded that people are able to detect successes and failures to attain unconsciously activated goals.

In Chapter 2 three studies are presented in which I investigate whether success and failure to attain unconsciously activated goals affect self-esteem, and the consequences of such failures for performance and motivation. More specifically, in Experiment 2.1 and Experiment 2.2 it is examined whether people who fail to attain their unconsciously activated achievement goal will report lower self-esteem than people who succeed in attaining their unconsciously activated achievement goal. In Experiment 2.3 it is investigated whether people are motivated to protect their self-esteem after failing to attain their unconsciously activated achievement goal.

In Chapter 3 four studies are presented in which I investigate whether failure to attain an unconsciously activated goal results in conscious thoughts about the goal. In the first three experiments, participants are subliminally primed with an achievement goal. In Experiment 3.1 and Experiment 3.3, conscious goal-related thoughts are measured after goal pursuit, while in Experiment 3.2 these goal-related thoughts are measured online during goal pursuit using a think aloud protocol. In all these studies it is demonstrated that unconsciously activated goals are likely to intrude consciousness when goal progress is problematic, and hence, that people become aware of their goals in the face of obstacles. Furthermore, in Experiment 3.4 these findings are replicated with another goal: the goal of being honest.

In Chapter 4 two studies are presented in which I investigate the regulatory function of these conscious thoughts. It is examined whether or not conscious awareness of the goal in the face of failure will be helpful for subsequent goal pursuit. In both experiments participants are subliminally primed with an achievement goal.

In Experiment 4.1 conscious goal-related thoughts are measured after goal pursuit. Then performance on a subsequent task is measured to investigate whether people still are motivated to attain their goal in the second task. In Experiment 4.2 the opportunity to think consciously is manipulated to investigate whether impaired performance on a subsequent task is instigated by conscious thoughts about the unattained goal or only by goal pursuit failure.

Danner, U.N. (November 2, 2007). *By Force of Habit: On the Formation and Maintenance of Goal-Directed Habitual Behavior*. Utrecht University.

(Co-)Promotor(es): prof.dr. H. Aarts and prof.dr. N. de Vries.

Summary: In daily life we perform all kinds of behaviors to attain specific goals in absence of conscious awareness as a result of frequently engaging in them, e.g., the route one takes to work or one's choice of breakfast. People are capable of automatically selecting and performing a specific goal-directed behavior without considering all possible options that may also serve as means to attain their goal. When reflecting on the reason why a specific action is undertaken, people often come up with the answer "because I always do so" or in other words, by force of habit.

The aim of this thesis was to investigate different aspects of goal-directed habits. Research from different fields (e.g., automatic goal pursuit, memory retrieval and intention-behavior models) was used to study the cognitive processes underlying habits, especially the role of inhibitory processes, and to study how habits can guide behavior. There is a long tradition of research on habits because they were acknowledged long ago to be an important part of daily life. It is not the importance of the habit itself that is currently subject to empirical debate but its conceptualization and subsequent operationalization. However, clarity of these matters is essential to gain understanding how habits are formed and maintained and how our daily behaviors are influenced by our habits.

The findings in this thesis further support the idea that habits can be regarded as a specific form of automatic goal pursuit and as such can guide goal-directed behavior without conscious intent. It is shown how it is possible to perform goal-directed behavior in a habitual fashion whereas the means of attainment initially had to be considered. Not only are these inhibitory processes important to instigate habit formation, they are also necessary to resist these same habits when there is a desire to attain one's goal in a non-habitual way. Moreover, it is demonstrated that the context in which the habit emerged is an essential factor to consider.

By showing the influence of inhibitory processes and the role of context stability, additional understanding is provided of the difficulty and success of habit change. One can have the best intentions but the road to an actual change of behavior is filled with obstacles. Chances are that one will act by force of habit! These insights can provide a different starting point for the alteration of (undesired) habits.

Derks, B. (February 22, 2007). Social identity threat and performance motivation: The interplay between ingroup and outgroup domains. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers and dr. C. van Laar.

Summary: Being a member of a socially devalued group (e.g., women, ethnic minorities) threatens social identity, leading people to lower their investment in performance domains that determine societal status (e.g., education, career success). The experiments discussed in this dissertation show that offering devalued group members information that affirms their social identity improves their motivation in status-defining domains. Firstly, it was shown that contexts that express value for positive characteristics of devalued groups motivate group members towards higher achievement on status-defining dimensions. Secondly, this motivational effect of social identity affirmation held up even in threatening intergroup contexts in which high status outgroup members were present. When outgroup members acknowledged positive characteristics of the devalued group, devalued group members became focused on approaching success rather than avoiding failure. Thirdly, the beneficial effects of social identity affirmation compared to self-affirmation were revealed: Whereas self-affirmation led devalued group members to be concerned with their individual outcomes, affirming group identity challenged group members to pursue collective action. The findings underline the importance of positive group identity and intergroup respect for status-improvement of low status groups. Implications of the results for the integration of ethnic minorities and the participation of women in the work force are discussed.

Homsma G.J. (October 24, 2007). Making Errors Worthwhile: Determinants of Constructive Error Handling. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.L. Koopman, prof.dr. T. Elfring, dr. C. van Dyck and dr. D. de Gilder.

Summary: Although scholars have argued that the underlying assumptions of organizational culture influence error handling and learning practices, this relationship has not been empirically established (Edmondson, 1996; Van Dyck et al., 2005). In this dissertation this gap is addressed through the development and validation of the error assumption framework. Organizations that are guided by assumptions that reflect a tolerant yet decisive orientation towards errors learn more from their errors than organizations guided by tolerant-indecisive, intolerant-decisive and intolerant-decisive assumptions about error (Chapter 2). In Chapter 3, causal attribution has been identified as an important antecedent of behavior after error occurrence. The results show that perceived personal control and responsibility are better predictors of learning than the attribution dimensions 'locus of causality' and 'stability'. When people perceive more personal control or acknowledge more responsibility over the cause of an error, they have higher expectancies with regard to future success and propose higher quality strategies for future action.

The study presented in Chapters 4 and 5 demonstrated that learning depends on certain aspects of the error incident. Errors in complex tasks lead to more learning than errors that are made in routine actions. Moreover, the severity of the consequences influences learning from error. Employees communicate and learn from their errors when negative consequences make it necessary for them to do so.

Jostmann N.B. (February 2, 2007). When the going gets tough... How action versus state orientation moderates the impact of situational demands on cognition, affect, and behavior. VU University Amsterdam. (Co-)Promotor(es): prof.dr. G.R. Semin and dr. S.L. Koole.

Summary: When the going gets tough... deals with the question how people can shield their thoughts, feelings, and actions against distractions and temptations when demands are high. A theoretical model is proposed according to which people cope more effectively with high demands if they are efficient at action control. Action control reflects people's capacity to form, maintain, and implement (or disengage from) their intentions.

Three lines of research provide evidence for the idea that individuals who are highly skilled at action control, or action-oriented individuals, cope better with high demands than individuals who are less skilled at action control, or state-oriented individuals. In a first line, action-oriented individuals utilized their working memory capacity more efficiently than state-oriented individuals when they were primed with a demanding relationship context. In a second line of research, action-oriented individuals displayed better down-regulation of negative affect than state-oriented individuals, even when affect was triggered outside of conscious awareness. Finally, in a third line of research, action-oriented individuals under high demands were better able to maintain and implement task instructions against strong competing response tendencies in a Stroop task. Across the different lines of research, state-oriented individuals performed equally well and sometimes even better than action-oriented individuals when demands were low. Action-oriented individuals thus do not possess generally greater mental capacities than state-oriented individuals but they are better able to utilize these capacities under high demands. The findings of the dissertation facilitate the theoretical integration of the separate literatures on action control, working memory, and coping with demands. In addition, the dissertation provides important suggestions how practitioners can help their clients to deal better with high demands in their everyday lives.

Ko, S.J. (June 11, 2007). *What the Voice Reveals*. University of Groningen. (Co-)Promotor(es): prof.dr. D.A. Stapel and prof.dr. C.M. Judd.

Summary: In Chapter 2, I report research that attempts to shift the traditional focus of visual cues to auditory cues as a basis for stereotyping. Moreover, our approach examines whether gender-signaling vocal cues lead not only to between-category, but also to within-category gender stereotyping. Study 2.1 showed that perceivers do hear variation in vocal femininity within category and these perceptions are highly consensual. Furthermore, the measured acoustic characteristics that differed between gender were also related to perceptions of within-gender femininity. Subsequent studies demonstrated that variability in vocal femininity affects gender stereotyping when the targets are all of the same gender (Study 2.2) and when the targets are of different genders (Study 2.3). In the latter case, evidence of both category-based and feature-based stereotyping was found. Mediation analyses showed that the relationship between acoustics and stereotyping was in part due to femininity.

In Chapter 3, we examined the impact of applicants' voices and résumé information in job interview situations. Study 3.1 results showed that competence was solely affected by vocal femininity such that applicants with masculine sounding voices were rated as more competent than applicants with feminine sounding voices, regardless of the applicants' gender or résumé information. Warmth, on the other hand, was predominantly affected by résumés in expected ways—applicants with feminine résumés were rated as warmer than those with masculine résumés. The potent effect of vocal femininity on competence was replicated in a second study (Study 3.2) under more stringent and controlled conditions.

Given the dramatic shifts in societal norms to curb overt stereotyping and prejudice, these biases may leak out in more subtle ways than were apparent in the past. Accordingly, in Chapter 4 we present research showing how the suppression of stereotypes might affect post-suppression category-based stereotyping and the more subtle feature-based stereotyping. Specifically, participants in the suppression compared to control condition used more feature-based, but less category-based stereotypes in their post-suppression task. Furthermore, a relation between post-suppression category-based and feature-based stereotyping existed in the suppression condition such that increases in feature-based stereotyping were associated with decreases in category-based stereotyping. Findings as a whole suggests that norms placed to reduce stereotypic biases may ironically lead people to be more vulnerable to biases as a function of within-category features.

Kooij-de Bode, H. (November 2, 2007). *Distributed Information and Group Decision Making: Effects of Diversity and Affect*. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. D. van Knippenberg and prof.dr. C.K.W. de Dreu.

Summary: Organizations tend to rely on small groups rather than individuals when important decision have to be made, based on the assumption that groups possess a broader range of informational resources and more diversity of insights than individuals. However, research on group decision-making shows that groups often fail to use effectively group members' unique information. Central in this dissertation is the relationship between distributed information, the way groups process information, and the quality of the group decision. In three experiments, the influence of demographic diversity, dispositional negative affect, and mood on groups' information elaboration process and groups' decision quality is studied. Results indicate the following:

Groups with distributed information and diverse demographic backgrounds elaborate information more and reach better decisions with a focus on information exchange and integration than without such a focus. Higher dispositional negative affect within a group with distributed information stimulates information elaboration and group decision quality. A negative mood within a group with distributed information only affects information elaboration within a group and groups' decision quality positively if group members are lower in dispositional distress. In all three single experiments, information elaboration within a group mediates groups' decision quality. It is concluded that diversity and affect – as disposition as well as mood – are important issues to include in group research and implications for research in organizational behavior are discussed.

Kwaadsteniet, E.W. de (October 9, 2007). Uncertainty in social dilemmas. Leiden University. (Co-)Promotor(es): prof.dr. E. van Dijk, dr. A.P. Wit and dr. D. de Cremer.

Summary: This dissertation focuses on environmental uncertainty in social dilemmas. Real-life social dilemma situations are often characterized by uncertainty. For example, fishermen mostly do not know the exact size of the fish population (i.e., resource size uncertainty) or how many fishermen are fishing from the same fishing stock (i.e., group size uncertainty). Several researchers have therefore asked themselves the question as to how such uncertainty influences people's choice behavior. These researchers have repeatedly concluded that uncertainty is detrimental to the collective because it induces defection and over-harvesting.

The present dissertation provides a more comprehensive view on uncertainty in social dilemmas. Whereas earlier research has primarily investigated how uncertainty influences harvesting decisions, this dissertation also focuses on how environmental uncertainty affects interpersonal processes. This dissertation introduces a perspective that argues that environmental uncertainty hampers the application of the equal division rule, which in turn influences how group members interact with one another. In six chapters, I elaborate on numerous implications of this notion. By focusing on three key aspects of interpersonal processes (i.e., tacit coordination, justification pressures and interpersonal emotions), and by testing my ideas in seven empirical studies, I demonstrate that the effects of uncertainty are much more differentiated than is portrayed in earlier research.

Liver, Y. de (May 10, 2007). *Ambivalence: On the how and when of attitudinal conflict*. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt and prof.dr. D.H.J. Wigboldus.

Summary: This dissertation presents two different approaches to help understand when people experience ambivalence. The first approach is concerned with the structural basis underlying experienced ambivalence. The second approach involves an investigation of the cognitive and motivational factors that may affect experienced ambivalence.

In a first series of studies it is shown that ambivalent attitudes are characterized by a structure of strong positive and negative associations. This is investigated with two new paradigms that were developed to assess associations underlying ambivalent attitudes. The second part of the thesis addresses the experience of ambivalence. First the focus is on motivational factors related to the discrepancy between current goals and the state of ambivalence. A second factor that affects experienced ambivalence is cognitive capacity. Ambivalence is thought to take effort, because conflicting evaluations must be integrated. As a consequence, reduced cognitive capacity is expected to reduce experienced ambivalence. Finally, we address the impact of abstract versus concrete processing style on the experience of ambivalence towards different attitude objects. Together these studies help provide a more complete picture of the 'When and How' of attitudinal ambivalence.

Mol, S.T. (December 6, 2007). *Crossing Borders with Personnel Selection: From Expatriates to Multicultural Teams*. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. H.T. van der Molen, prof.dr. M.Ph. Born and dr. M.E. Willemsen.

Summary: The dissertation "Crossing borders with personnel selection: From expatriates to multicultural teams" contains one theoretical investigation and four empirical studies focused on personnel selection in the cross-cultural context. Within the first four studies the emphasis is on the relationship between personality characteristics and outcomes that may be employed in expatriate selection. The final study is aimed at the prediction of the training performance of police candidates at the South African Police Services (SAPS). All studies are aimed at the improvement of selection decisions on the intercultural work floor.

Chapter 2 contains a meta-analysis of 30 previous empirical studies aimed at the prediction of expatriate job performance. On the basis of this investigation it was concluded that four of the 'Big Five' personality characteristics, namely extraversion, emotional stability, conscientiousness, and agreeableness are predictive of expatriate job performance and that openness is not related to expatriate job performance. Cultural sensitivity and local language ability were also found to predict expatriate job performance. Chapter 3 is theoretical in nature and tries to find answers to one of the most problematic questions in the prediction of expatriate effectiveness, namely how such effectiveness may best be operationalized. It was argued that expatriate adjustment to the host country is not a good criterion for expatriate selection research that specific performance dimensions are preferable over broader performance dimensions, and that adaptive performance too should be considered in validating selection context predictors. Chapter 4 was aimed at the simultaneous investigation of the personality characteristics that had been identified in Chapter 2 and other promising predictors, such as intelligence. A second aim of this investigation was to investigate the relationships of these predictors to multiple dimensions of expatriate job performance, such as task performance and diplomacy. Within this investigation it was concluded that the Big Five personality characteristics may be necessary and sufficient in the parsimonious prediction of expatriate job performance. Chapter 5 is aimed at the prediction of the expatriation willingness of domestic entry level candidates so that organizations can heed these candidates expatriation willingness at the time of domestic selection. It was found that especially specific earlier experiences such as travel or foreign living experience were predictive of expatriation willingness. In chapter 6 it was investigated to what extent police trainees in the more collectivistic South African culture were willing to differentiate the performance differences between them. On the basis of this investigation it was concluded that only 3 percent of the variance in training performance could be attributed to the target, that 18 percent was attributable to the perceiver and that 15 percent of the variance in performance ratings had to be attributed to the relationship between the target and the perceiver.

Nordgren, L.F. (October 5, 2007). Thinking about Feeling: The Nature and Significance of the Hot/Cold Empathy Gap. University of Amsterdam.  
(Co-)Promotor(es): prof.dr. J. van der Pligt.

Summary: This dissertation focuses on what Loewenstein (1996) has termed a hot/cold “empathy gap.” The goal of this dissertation was to develop a comprehensive understanding of the nature and significance of the empathy gap. A total of twelve experiments are presented in four empirical chapters. The first three experiments show that, compared to people in a hot state, people in a cold state underestimate the influence affect had on their past behavior and over-emphasize the influence of non-affective factors, such as personality traits. Next, four studies explored how the empathy gap influences the evaluation of impulsive behavior. People often have very little tolerance for impulsive behavior such as drug addiction and problem gambling. Next we considered the implications for health behavior. Results show that the empathy gap influences perceptions of control, self-efficacy beliefs, and goal setting. The final part consists of three experiments that examined the nature of self-control beliefs. Results show that people are unrealistically confident of their capacity to control their affective impulses, and that this “restraint bias” consequently leads people to underutilize opportunities to guard against temptation. The findings from this dissertation highlight the many ways in which the empathy gap is central to social psychological thought and action.

Oldenhuis, H.K.E. (September 27, 2007). I know what they think about us: Metaperceptions and intergroup relations. University of Groningen.  
(Co-)Promotor(es): prof.dr. D.A. Stapel, dr. E.H. Gordijn and dr. S. Otten.

Summary: In my dissertation I show that metaprejudice and metastereotypes can be important causes of negative as well as positive intergroup behavior and should therefore be taken very seriously when studying intergroup processes as well as when improving intergroup relations.

I examine the relation between prejudice (how do I feel about the outgroup) and metaprejudice (how do I expect the outgroup to feel about my ingroup). I show that people in general expect the relation between prejudice and metaprejudice to be reciprocal: the more group members like an outgroup, the more they expect that outgroup to like the ingroup. However, when group members feel guilty towards the outgroup, especially positively prejudiced people perceive that the outgroup does not have such a positive view of their ingroup.

Hence, the relation between prejudice and metaprejudice becomes less positive and might even become negative. Furthermore, I examine the effects of metastereotypes for behavioral expressions within intergroup relations. Once metastereotypes regarding a specific outgroup are activated, people are inclined to reciprocate and thus act in line with negative metastereotypes. For example, I show that East Germans react more lazily when their metastereotypes regarding West Germans (including lazy) are activated.

Moreover, level of prejudices plays a moderating role for metastereotypical influence on behaviors. I show that negatively prejudiced ingroup members are inclined to reciprocate and thus act in line with a negative metastereotype, whereas positively prejudiced ingroup members are inclined to reciprocate and thus act in line with a positive metastereotype. High prejudice people are especially motivated to reciprocate an outgroup's negative (meta)stereotype, whereas low prejudice people are especially motivated to reciprocate an outgroup's positive (meta)stereotype.

Of course, metastereotypes are not always valid. I show that the validity of the metastereotype matters especially for positively prejudiced people. They do not reciprocate, and thus contrast away from a negative, invalid metastereotype, whereas they do reciprocate and thus act in line with a positive, invalid metastereotype. Apparently, when a metastereotype is perceived as invalid, low prejudiced people demonstrate their urge to show positive behavior towards a positively valued outgroup. To be more specific, if an invalid metastereotype is negative, people have extra motivation to show positive behavior in order to show that the metastereotype is based on fiction, and when an invalid metastereotype is positive, they have extra motivation to show reciprocity and, thus, positive behavior, in order to keep the outgroup's positive view of the ingroup intact.

Schalk-Soekar, R.G.S. (January 12, 2007). Multiculturalism: A Stable Concept with Many Ideological and Political Aspects. Tilburg University.

(Co-)Promotor(es): prof.dr. F.J.R. van de Vijver and prof.dr. Y.H. Poortinga.

Summary: More countries are becoming cultural heterogeneous because of immigration, changing these countries in many ways. It also has an affect on all the citizens living in these countries of destination; not only does this change their mainstreamer populations, the immigrants undergo changes as well. The term multiculturalism refers to all these changes and in the various disciplines in which multiculturalism is studied, the term has many meanings and components.

In psychology, multiculturalism refers to an ideology and is defined as the acceptance of different cultures in a society and also to the active support for these cultures by both the majority members and the minority group members. This definition has close relations with statements of multiculturalism policies, in which it is stressed (among other things) to support the cultural diversity by approving the cultural maintenance of immigrants, to have intercultural interactions, full participation of all groups, and mutual group acceptance and tolerance. But then several questions arise to what extent majority group members and immigrants support such a multiculturalism policy, why they support or do not support this policy, and if their support is stable over time. This thesis is an attempt to carefully answer these questions by examining the psychological concept of multiculturalism, focusing on its ideological and political aspects.

Scholten, L. (April 20, 2007). *Motivation Matters: Motivated information processing in group and individual decision-making*. University of Amsterdam. (Co-)Promotor(es): prof.dr. C.K.W. de Dreu, prof.dr. D. van Knippenberg and dr. B.A. Nijstad.

Summary: In this dissertation, Lotte Scholten investigated the use of information in (group) decision-making by studying how information exchange and processing shape decision quality. Specifically, this dissertation focuses on the role of epistemic motivation, or the extent to which decision-makers are motivated to engage in deep processing of information, and how this motivation affects information-processing and decision quality. In addition, it includes an important factor in the decision process by recognizing that decision-makers may differ not only in the amounts of information they communicate to others, but may differ also in how they mention information. Biases in information dissemination, so-called spinning of information, may influence the acceptance and evaluation of information, and thereby affect final decisions. Epistemic motivation was expected to improve information processing and thus diminish the potential effect of spin on decision outcomes. Results showed that whereas epistemic motivation did not affect the amount of information that was exchanged, it did lead groups to better process new information and revise initial (erroneous) preferences, leading to improved decision quality, compared to groups that were not epistemically motivated. Spinning of information about decision alternatives influenced decision-makers' evaluation of these alternatives, as well as their final choices.

Epistemic motivation did not (consistently) prevent spin from affecting decision quality; in fact, the susceptibility to spin on the part of epistemically motivated decision-makers may be a consequence of their willingness to consider new information. Thus, although epistemic motivation promotes information processing, good quality decisions can be attained only if information processing is based on correct information.

Steenbergen, E.F. van (November 28, 2007). *Work-Family Facilitation: A Positive Psychological Perspective on Role Combination*. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers.

Summary: This dissertation provides a balanced picture of the experiences that individuals can have in the combination of their work and family roles. Extending the common focus in previous literature on experiences of role conflict (and their detrimental consequences), the present research also addresses the positive side of role combination and reveals the different ways in which work and family roles can facilitate each other (energy-based, time-based, behavioral, and psychological facilitation). This research shows that experiencing work-family facilitation has beneficial consequences for employees' well-being at work and at home (e.g., higher work satisfaction, higher life satisfaction), contributes to employees' mental and physical health (e.g., lower depressive complaints, lower cholesterol level, healthier body weight), and results in concrete gains for the organization as well (e.g., enhanced objective job performance, lower absenteeism). Furthermore, this research indicates that facilitation can be stimulated by means of informational (appraisal) support and by providing support for family issues in the work environment (a family supportive work environment) as well as support for work issues at home (a work supportive home environment). Thus, this dissertation provides a positive perspective on the combination of work and family roles, which hopefully also find its way to a non-academic audience.

Trampe, D. (June 7, 2007). *Social Influence: Social Comparison, Construal, and Persuasion Processes*. University of Groningen. (Co-)Promotor(es): prof.dr. D.A. Stapel and dr. F.W. Siero.

Summary: In my dissertation entitled, "Social influence: Comparison, construal, and persuasion processes", I examined the social influence process from a social comparison (merely perceiving others), construal (being influenced by others when they are not actually there), and persuasion (when others intentionally try to influence us) perspective.

In Chapter 4, I focused on social comparison as a social influence process. More specifically, I investigated when other people will affect the way individuals view themselves. I addressed this issue in the physical attractiveness domain. The general finding is that especially women who are dissatisfied with their body are likely to suffer negative self-evaluative consequences from exposure to images of either human or nonhuman comparison targets, and that this enhanced proneness to social comparison effects of body-dissatisfied women may be attributable to the increased activation of the self. In Chapter 3, I examined the social influence process from a construal perspective. That is, I examined whether nonhuman targets can also be construed in a social manner. I found that placing objects in an advertisement context can increase both thoughts about the self and the likelihood that these objects will be used as a standard against which the self can be evaluated. In Chapter 4, I focused on the question of when physically attractive persons can effectively be used as tools to enhance people's evaluations of a product. The studies show that the persuasiveness of a physically attractive person depends both on the extent to which receivers elaborate on the message and on the relevance of the person's attractiveness for the advertised product.

Tumewu, M. (November 16, 2007). *The Social Psychology of Gender Differences and Procedural Justice in Close Relationships*. Utrecht University. (Co-)Promotor(es): prof.dr. K. van den Bos and dr. E.S. Kluwer.

Summary: Conflicts in close relationships can be a threat to the existence of an intimate relationship and research has shown that relationship conflict can have profound negative effects on an individual's mental and physical well-being. The way couples interact and handle their conflicts is seen as a central determinant of marital quality.

For example, when individuals feel their partner does not treat them with dignity and respect, this has a negative effect on their relationship satisfaction. Treating a person with dignity and respect is a key component of procedural justice. When an individual is treated procedurally just, this indicates that this individual is respected. In spite of the importance of relational information, little research has been done to the influence of procedural justice on the reactions of men and women in close relationships. In this dissertation I focus on the influence of procedural justice on the reactions of men and women in close relationships.

Some studies have shown that women are more sensitive to procedural justice than men. Results of other studies could not find support for gender differences in procedural justice. In my dissertation, I focus on the issue when women are more sensitive to procedural justice than men in close relationships. In doing so, one of the subjects I study examines the effects of status differences between men and women and how they affect their reactions toward procedural justice. I show that women with low status showed stronger fair process effects than men with low status and men and women with high status, suggesting that status moderates the relationship between gender and procedural justice.

Assuming that women are more relationally oriented than men, I also studied gender differences in procedural justice in the context of close relationships. Results showed that men who were high in relational orientation (both measured and manipulated) reacted equally strong to procedural justice as women. Furthermore, I show that women who process information in an experiential way are more sensitive to procedural justice than men who process information in an experiential way. In conclusion, this thesis provides more insight in the processes underlying gender differences in procedural justice in the context of close relationships.

Wenneker, C.P.J. (May 25, 2007. Processes underlying biased language use. University of Amsterdam. (Co-)Promotor(es): prof.dr. R. Spears and prof.dr. D.H.J. Wigboldus.

Summary: Stereotypes and expectancies (for example, hairdressers are sociable, chess masters are intelligent) have been shown to be transferred by means of subtle differences in word choice and without people necessarily being aware of it. Clemens Wenneker investigated which processes play a role in this phenomenon, by letting people read stories and asking them later on to relate the story by typing it into the computer.

Results show that stereotypic expectancies lead to the biased storage in memory of a story, which in turn leads to the afore mentioned subtle differences in word choice when relating the stories. In addition, if people want to portray the actor of the story in a positive or negative way, this also biases the language used. Wenneker describes when the more automatic memory processes are of importance, and how these compare with the (conscious) goals people may have to portray someone else positively or negatively.

Wisman, A. (September 5, 2007). *New Direction in Terror Management Theory*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.A.M. van Lange and dr. S.L. Koole.

Summary: *New direction in Terror Management Theory* deals with the question how people's manage the awareness of mortality. The TMT posits that the unique adult human ability of mortality awareness in conjunction with an instinct for survival shapes a potential for death anxiety. In this dissertation I argued that, aside symbolic terror management, several additional terror management mechanism operate to manage reminders of one's own mortality. In Chapter 2, I highlighted the role of affiliation strivings in managing reminders of mortality. More specifically in Chapter 2, across three different experiments, it was found that mortality salience led to increased affiliation strivings, as indicated by a greater behavioral tendency to sit next to others. In Chapter 3, I hypothesized and found that reminders of mortality (mortality salience) should promote the desire for offspring to the extent that it does not conflict with other self-relevant worldviews that also serve to manage existential concerns. In Chapter 4, I presented a novel theoretical framework that raises the possibility that people use pre-symbolic solutions to the problem of death awareness. I argued that both pre-symbolic and symbolic terror management mechanism can effectively reduce death-related thoughts, and that both can do so at the conscious as well as the unconscious levels. Overall the results of this dissertation were in line with the generic hypothesis of this dissertation that people make use of multiple terror management mechanisms to ward of existential fear.

#### **4.2.2 PhD projects started in 2007**

In 2007 21 PhD projects were started:

##### **Erik Bijleveld**

University: Utrecht University, Social and Organizational Psychology

Title project: Priming effects on behavior: Cognitive versus motivational mechanisms

Funding: Utrecht University

Supervisor(s): prof.dr. H. Aarts and dr.ir. R. Custers (UU)

Period: 01.09.07 - 01.09.11

Project description: One of the most intriguing discoveries in research on social cognition is that our actions are directly produced by mental representations of these actions. Perceiving our social environment activates knowledge about associated behaviors, be it conscious or not, and triggers mental processes in the service of engaging in the behavior. Although this pervasive social influence on our behavior is now growingly accepted, there is quite some debate about the way in which priming of behavior representations affects actual overt behavior. Whereas consequences of behavior-representation priming are often understood as mere cognitive effects, it has been suggested that behavior-representation priming also leads to goal-directed activity by triggering the motivation to engage in that behavior. This projects aims to further investigate and disentangle these two mechanisms – a cognitive and motivational one – that underlie effects of priming behavior representations. It is proposed that priming of such a representation can cause an effect through a purely cognitive mechanism, but also that if the behavior representation is associated with positive affect, and thus possesses a rewarding property, this effect is more likely to be produced by a motivational mechanism. Accordingly, extending on research into the functional qualities that differentiate the emergence of mere behavior from motivational, goal-directed behavior, the project tests three motivational qualities of behavior representations associated with positive affect, that make the representation more likely to regulate mental and behavioral processes in the service of the execution of the corresponding behavior. Apart from a better understanding of the distinction between the two different mechanisms underlying behavior-representation priming effects, the proposed project breaks new grounds in predicting and explaining how information in the social environment, such as social stereotypes of groups, concrete behaviors of others, or relations with other people, affects the direction and quality of our behavior.

**Monica Blaga**

University: University of Groningen, Social and Organizational Psychology

Title project: Approach goals, performance attainment, and task interest: The role of moderators

Funding: University of Groningen

Supervisor(s): prof.dr. N.W. van Yperen (RuG)

Period: 01.09.07 - 01.09.11

Project description: The extant achievement goal research suggests that performance-approach goals (i.e., goals directed toward performing better than others) are better predictors of actual performance, whereas mastery-approach goals (i.e., goals directed toward improvement and personal development) are more strongly linked to task interest. However, a great number of studies which cannot be neglected suggest that mastery-approach goals are positively related to performance-attainment as well. We argue that a set of additional moderators may affect the impact of achievement goals on performance attainment, including perceived task difficulty (Experiment 1), feedback (Experiment 2), induced self-efficacy (Experiment 3), and time span focus (Experiment 4). Specifically, mastery-approach goals are expected to be as beneficial as performance-approach goals in terms of performance when the goal is difficult, when task-related feedback is provided, when high levels of self-efficacy are induced, or when the task is framed as a long-term event.

**Leandra Bosma**

University: University of Twente, Organisational Psychology & Human Resource Development

Title project: How Performance Related Pay and Leadership bring out the best in employees: the role of HRM content, strength and climate

Funding: University of Twente

Supervisor(s): prof.dr. K. Sanders and prof.dr. J. Scheerens (UT)

Period: 01.07.06 - 31.10.08

Project description: A recent theoretical model by Bowen and Ostroff (2004) draws out the process of HRM towards organizational outcomes and explicates how the 'black box' can be opened. When there is *strength of HRM*, or *consensus* between the policy makers, *consistency* over time and practices and *distinctiveness* on the event-effect relationship, employees will show positive behaviours and attitudes.

Elaborating on Kelley's attribution theory (1967) Bowen and Ostroff (2004) state that employees can now make clear attributions and will share their perceptions on the HRM policy and procedures, inducing a strong *climate*, since they know what behaviour is expected from them and what will be rewarded. Together with the commitment employees experience towards the represented *content of HRM*, this will help eliciting positive employee attitudes and behaviour, like affective commitment and knowledge sharing, and positive organizational outcomes (e.g. Bowen & Ostroff, 2004; Tsui & Wang, 2002). Looking at research concerning performance related pay and leadership furthermore indicates that the process of carrying out messages by policy makers to the employees in organizations should be further investigated. However, questions also arise how climate, as viewed by organizational climate literature (e.g. Schneider, Salvaggio & Subirats, 2002), treated as a 'strong situation' in which no ambiguity exists towards the employees (e.g. Mischel, 1973), works in this relationship. Furthermore, do constructed forms of climate represent the climate as perceived by the employees.

### **Thecla Brakel**

University: University of Groningen, Social and Organizational Psychology

Title project: Evidence based development of patient education information to be provided through different media to increase quality of life in cancer patients

Funding: External sources

Supervisor(s): dr. A. Dijkstra (RuG)

Period: 01.02.07 - 31.01.11

Project description: This project aims at developing new patient education information for cancer patients to increase the quality of life and decrease negative emotions after curative treatment. Three experimental studies with a pretest-posttest design will be conducted to investigate which social comparison information can be beneficial for cancer patients in this phase of life. In the first study different informational types are tested; information from fellow patients about their experienced negative emotions, the coping strategies they used or a combination of emotions and coping strategies. In the second study two different channels for information provision are tested: auditory versus written information. Furthermore, two different sources of information are tested; a fellow patient telling about coping with cancer or doctor telling about coping with cancer. In the third study the effectiveness of newly developed individualized patient education materials – that are adapted to individual patient characteristics by a computer program and offered through different media – is tested.

**Laura Dannenberg**

University: University of Amsterdam, Social Psychology

Title project: The experience of agency and control as a motivational construct

Funding: University of Amsterdam

Supervisor(s): prof.dr. J.A. Förster (UvA)

Period: 01.09.06 - 01.09.10

Project description: This project looks at the experience of agency from a motivational perspective. We argue that people are especially motivated to feel control and responsibility over their actions if they are able to anticipate the effects and of their actions in the future.

As future long-term goals are almost exclusively linked to the self, the first step in this project is to show that people have the goal to control actions that are important or relevant for their self-concept. Secondly, we want to show that the goal to control shows typical motivational qualities of cognitive goals. When the situational relevance is high, the expectation of success as well as the value of the task should increase and goal-relevant affect (i.e. happiness after success or frustration after failure) should be more intense. Thirdly, if the experience of agency depends on the ability or willingness to anticipated long-term effects of one's actions, this implies that people should adopt a more global processing style and distant temporal construal.

One implication of this research could be in environmental behaviour. One reason for environmental pollution seems to be that people do not see a connection between their pollutive behaviour now, and the environment in the future. By clearly identifying a self-relevant future impact of reducing pollution, people could be much more motivated to become environmentally conscious citizens.

**Bram Duyx**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Decision-making, indecision and the need for justification

Funding: NWO

Supervisor(s): prof. dr. C.K.W. de Dreu, dr. B.A. Nijstad and dr. M.J.J. Handgraaf (UvA)

Period: 10.05.07 - 10.05.11

Project description: Rational models of decision-making have been used and tested extensively. Unfortunately, the precise predictions that can be derived from them do not seem to hold in a many situations. We predict that the justifiability of a choice option plays an important role which choice will be made.

Indeed, by focusing on justifications one is able to explain not only rational behavior, but also irrational behavior that only seems to be rational from the perspective of the decision-maker. This research project aims to investigate the role of justifications in decision-making further. What kind of reasons serve as a justification for a decision, and in what kind of decisional conflicts do justifications play a role? Furthermore, it is hypothesized that the lack of justifications might lead to indecision, dissatisfaction and feelings of regret. Both experimental and (longitudinal) field studies are being conducted.

**Jennifer Fehr**

University: University of Groningen, Social and Organizational Psychology

Title project: Willing and able?! A self-regulatory approach to the effects of internal motivation to behave unprejudiced

Funding: University of Groningen

Supervisor(s): prof.dr. N.W. van Yperen and dr. K. Sassenberg (RuG)

Period: 15.02.05 - 15.08.08

Project description: This project focuses on the role of internal motivation to be unprejudiced in the self-regulation of unprejudiced behavior. The first part of the project focused on how motivational processes contribute to the control of prejudice as an automatic self-regulation process. The results supported the prediction that internal motivation, when measured and when manipulated via subliminal priming increases commitment and endorsement to the goal of behaving unprejudiced.

The second part of the project suggests that internally motivated individuals experience failure in being unprejudiced as self-definitional shortcoming. A series of studies showed that after failure in being unprejudiced increasing internal motivation leads to more discomfort, more effort, and better goal achievement (i.e., less prejudice) on subsequent tasks in the same domain.

In the context of benevolent discrimination it was shown that higher internal motivation to be unprejudiced increases proneness to show benevolent discrimination but leads to more critical reappraisal of own previous benevolent behavior, if information about the negative consequences of benevolent discrimination is provided. In turn, the probability of showing again benevolent discrimination decreases. Taken together, the findings strengthen the pivotal role of internal motivation in regulating prejudice successfully.

**Marije de Goede**

University: University of Amsterdam, Work and Organizational Psychology

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

Funding: University of Amsterdam

Supervisor(s): prof.dr. A.E.M. van Vianen and dr. U.-C. Klehe (UvA)

Period: 01.03.07 - 01.03.11

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

**Niek Hoogervorst**

University: Tilburg University, Social Psychology

Title project: When Leaders Enact Fair Procedures: The Roles of Power and Belongingness Motives

Funding: External sources

Supervisor(s): prof.dr. D. de Cremer (UvT)

Period: 15.01.07 - 15.01.11

Project description: In this project the social conditions under which leaders enact fair procedures are investigated. Research to date has convincingly demonstrated that procedural justice reveals important consequences within all kind of social relationships. Acknowledging this observation it is therefore important to understand when and why those in charge will actually enact fair procedures. However, until now research has completely ignored this question. In a series of studies (both experimental and field) it is investigated how leader's drive to satisfy the own motives of belongingness and power results in the enactment of fair procedures toward group members.

**Femke van Horen**

University: Tilburg University, Marketing

Title project: Imitation in the supermarket: When does a look-alike strategy increase liking and choice of leader brand and copycat?

Funding: Tilburg University

Supervisor(s): prof.dr. D.A. Stapel and prof.dr. F.M.G. Pieters (UvT)

Period: 01.02.07 - 01.02.10

Project description: My research deals with imitation of products in the supermarket (copycatting): cheaper, private labels (e.g., AH huismerk pindakaas) copy the package of a national leader brand (e.g., Calve pindakaas). I investigate whether and how people's product evaluations and choices are influenced by the presence of copycats. I propose that it is the circumstances in which the leader brand and copycat are presented that determine the effectiveness of a look-alike strategy. I hypothesize that a look-alike strategy is ineffective in those situations that elicit comparison between the leader brand and the copycat or in situations in which consumers will correct for biasing influences, as this will result in less liking and a lower willingness to buy the copycat. Factors that influence the evaluation of the copycat, like awareness of inappropriate contextual information, target-standard similarity, categorization and mindsets, will be investigated.

**Janina Marguc**

University: University of Amsterdam, Social Psychology

Title project: Nasty But Good For You: On the Benefits of Obstacles

Funding: University of Amsterdam

Supervisor(s): prof.dr. J.A. Förster (UvA)

Period: 01.09.07 - 01.09.10

Project description: This project aims to demonstrate how obstacles can benefit goal striving and creativity despite being hedonically unpleasant. Departing from strength of engagement theory (see Higgins, 2006), we suggest that this mechanism should particularly affect 'wanting' rather than 'liking' of a target object (see Berridge & Robinson, 2003). That is, after working on a task where an obstacle rather than a nuisance or distraction was experienced, participants should want (i.e., show more consummatory responses, more willingness to pay for) a target object, such as a new drink, more, but not like it more (i.e., enjoy the taste). Furthermore, with respect to goals, dealing with obstacles should sustain goal accessibility and behavioral efforts towards the goal.

These effects are expected regardless of whether the goal has been consciously or subconsciously primed and whether the obstacle is actually experienced or, by contrast, the goal construct is merely co-activated with obstacle-related words. Finally, we propose that dealing with or thinking about something as an obstacle may trigger a global processing style and thereby foster creative thinking, even on unrelated tasks (see Friedman, Fishbach, Förster, & Werth, 2003).

**Jessanne Mastop**

University: Leiden University, Social and Organizational Psychology

Title project: Nonverbal behaviour and its consequences towards people with high and low status

Funding: Leiden University

Supervisor(s): prof.dr. E. van Dijk and dr. M. Stel (UL)

Period: 01.03.07 – 01.03.11

Project description: Mimicry has been demonstrated to have beneficial effects for interactions and their interactants, based on considerations of people having equal status. Not much is known about mimicry processes across situations with varying levels of status between people. Therefore, the present proposal will examine A) the likelihood of mimicry towards higher, lower and equal status people and B) the consequences of mimicking people with differing status. This will give us some crucial insights into the ways that people react to status and into the consequences that result from these reactions.

**Christina Matschke**

University: University of Groningen, Social and Organizational Psychology

Title project: The integration of a new group membership into the self concept

Funding: University of Groningen

Supervisor(s): prof.dr. N.W. van Yperen and dr. K. Sassenberg (RuG)

Period: 01.01.06 - 31.06.09

Project description: The growing demand for mobility makes the smooth integration into new groups essential. This project investigates how a new group membership can be integrated into the self-concept and how newcomer's internal motivation and goal strategies moderate the group's influence on self-concept changes. Studies 1-2 demonstrated that intense contact with an outgroup leads to the integration of the group into the self-concept: former exchange students showed higher identification and commitment for their hostgroup than future exchange students and had a stronger cognitive inclusion of the hostgroup than of a control outgroup.

In Study 3-4 it was predicted and found that approach goals lead to stronger integration of the new group into the self-concept in case of acceptance, whereas in case of rejection, avoidance goals lead to more distancing. However, self-completion theory suggests that high internally motivated individuals compensate failure (i.e. rejection) with more effort. Accordingly we found for those high in internal motivation who were are rejected, that the integrating effect of approach nevertheless occurs, whereas the distancing effect of avoidance is buffered. A longitudinal study examining German first-year students in the Netherlands aims at a replication in the field and relates the constructs to acculturation strategies and behavioral outcomes.

### **Karin Menninga**

University: University of Groningen, Social and Organizational Psychology

Title project: Testing a new theory on continued abstinence and relapse in ex-smokers and the development of a computer system for individualized feedback to support ex-smokers' abstinence for a longer period through the internet

Funding: External sources

Supervisor(s): prof.dr. T. Postmes and dr. A. Dijkstra (RuG)

Period: 01.02.07 - 31.01.11

Project description: In this new perspective, quitting is considered to be a learning process in which positive learning experiences in risk situations (situations in which one used to smoke) in the past are responsible for successful quitting. Positive learning experiences come about by processing information in risk situations in a way that it leads to desired changes in perceived self-efficacy and positive outcome expectations of smoking; the two most important psychological determinants of continuing abstinence.

Furthermore, a computer system will be developed for individualized feedback to support ex-smokers' abstinence for a longer period through the internet.

### **Suzanne Oosterwijk**

University: University of Amsterdam, Social Psychology

Title project: The effect of emotion representation on emotional experience and bodily changes

Funding: University of Amsterdam

Supervisor(s): prof.dr. A.H. Fischer and dr. M. Rotteveel (UvA)

Period: 01.09.05 - 01.09.09

Project description: Conceptual emotion knowledge is used in many ways. When we talk to people, read novels, write emails or label our own emotions and those of others, we use knowledge about what it means to be afraid, angry or happy. Recent embodiment perspectives suggest that the activation of emotion concepts can be accompanied by the re-enactment of bodily states. Based on this assumption we examine the following two basic research questions: How are emotion concepts represented and what is the role of the body in the representation of this knowledge? And to what extent are reactions to emotional stimuli influenced by the activation of conceptual emotion knowledge? We examine these questions by looking at bodily reactions such as postural changes, EMG and skin conductance. These responses are measured both when emotion knowledge is activated (e.g. through unscrambling sentences tasks or semantic memory activation) and during the subsequent processing of emotional stimuli (e.g. IAPS pictures).

### **Linh Lan Phan**

University: VU University Amsterdam, Social Psychology

Title project: Group-based Emotions: a Model of the Affective Route from Social Identity to Prejudice

Funding: NWO

Supervisor(s): prof.dr. G.R. Semin, dr. W.W. van Dijk and dr. M. van Zomeren (VU)

Period: 01.11.06 - 31.10.10

Project description: Prejudice, not being founded on reason, cannot be removed by argument," Samuel Johnson once wrote. Cognitive approaches to reduce prejudice, such as perspective taking or suppression of stereotypes, have only produced limited results even with prolonged and intense training in laboratory settings (Dovidio, Kawakami, & Gaertner, 2000). These approaches may rather decrease the tension on the surface than solve the problem of prejudice at its root: they suppress its expressions due to legitimacy constraints. Meanwhile, prejudice has recently been consensually defined as a negative attitude toward outgroups, consisting both cognitive aspects, such as unjustified beliefs, and affective aspects, namely, (negative) *social emotions with particular outgroups as target* (Smith, 1993).

In this research, we investigate the hypothesis that social prejudice and discrimination can be reduced by influencing intergroup emotions, by means of making salient dual layers of social identities.

Specifically, it explores the following research questions: can prejudice be reduced by making the individual's multiple identities salient? Moreover, how do intergroup emotions interfere into this process?

This proposal integrates Intergroup Emotion Theory and dual social identity models (derived from Common Ingroup Identity Model) into a model of the affective route between social identity and prejudice. We argue that a dual layer of social identities can attenuate negative emotions toward outgroups (link 1a and 1b), and reduce ingroup bias in behavioral tendencies, thus facilitating intergroup contacts, which results in decreased social discrimination and prejudice. Most centrally, we investigate the mechanism underlying the affective aspects of intergroup relations. We believe that the affective route, rather than cognitive approaches, is the dominant route from social identity to social prejudice and discrimination.

### **Francesca Righetti**

University: VU University Amsterdam, Social Psychology

Title project: Goals and Interpersonal Relationships

Funding: VU University Amsterdam

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

Period: 01.10.07 - 01.10.11

Project description: Regulatory focus theory is an important contribution to the intrapersonal study of goal pursuit and motivational strength acquisition (Higgins, 1997). According to this theory, people tend to have a particular regulatory orientation in the way they approach desired end states. They can focus on gains and the avoidance of non-gains (promotion focus) or they can focus on the avoidance of losses and the pursuit of non-losses (prevention focus). Regulatory focus theory helps explain the increase in motivation that people experience in certain situations. There is evidence that positive motivational consequences for goal pursuit are produced when people pursue goals in a manner that fits their regulatory orientation, causing people to "feel right" about what they are doing. This newly-developed concept is termed *regulatory fit*. When people experience regulatory fit, they experience stronger engagement and motivation in goal pursuit (Forster, Higgins, & Idson, 1998), they more positively evaluate the activity of goal pursuit (Freitas & Higgins, 2000), and they are more inclined toward goal pursuit strategies that have higher regulatory fit (Higgins, Roney, Crowe, and Hymes, 1994).

Thus far, this phenomenon has been studied from an intrapersonal perspective. Indeed, research has often overlooked the interpersonal aspect of goal pursuit.

However, most of the time, people are not isolated from their social environment when they attempt to accomplish goals. They interact with other people who may provide support or suggestions to help them reach their goals. It is plausible that such interpersonal assistance may influence the manner in which they feel and think about their goals. In particular, the aims of our project is to investigate whether the specific regulatory orientations of people who surround and support the individual may play a role in the individual's approach to goals. Specifically, we suggest that regulatory fit can also be construed as an interpersonal phenomenon that may facilitate (vs. impede) goal accomplishment.

### **Shaul Shalvi**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Cooperation vs. Conflict Mental-set and Creativity: Cognitive Load versus Motivated-Focus

Funding: NWO

Supervisor(s): prof.dr. C.K.W. de Dreu and dr. M.J.J. Handgraaf (UvA)

Period: 01.04.07 - 01.04.11

Project description: Whereas we know a lot about the way people manage conflicts, we don't know much about when and why they choose for particular ways to manage conflict – through negotiation, avoidance of interaction, struggle, coalition formation with others or else. The main research goal is to uncover when people decide to avoid the option of negotiation and, alternatively, design more or less creative alternative strategies to manage their disputes. A series of laboratory studies is proposed to test the prediction that it is the intrapersonal *want-should* conflict that leads to such avoidance behavior.

### **Marjette Slijkhuis**

University: University of Groningen, Social and Organizational Psychology

Title project: Determinants of creative performance in ambiguous situations

Funding: University of Groningen

Supervisor(s): prof.dr. N.W. van Yperen and dr. E.F. Rietzschel (RuG)

Period: 03.09.07 - 01.09.11

Project description: In the course of their working lives, employees are confronted with numerous ambiguous or ill-structured situations, and some employees are better able to deal with such situations creatively than others. One variable that plays a role here is the degree to which people are dispositionally averse to ambiguous situations.

Although people with a high need for structure are often characterized as uncreative, recent evidence suggests that this in fact depends on their reluctance to take decisions (i.e., fear of invalidity). We extend this finding, hypothesizing that problem construction ability mediates the relationship between need for structure, fear of invalidity, and creativity. We further extend this relationship to include situational (in addition to dispositional) fear of invalidity, and link these findings to recent work on achievement motives.

**Elze Ufkes**

University: University of Groningen, Social and Organizational Psychology

Title project: Conflict and conflict mediation in an intergroup context

Funding: External sources

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

Period: 01.07.06 - 31.06.11

Project description: My research examines the effects of stereotypes and meta-stereotypes on conflict processes in an intergroup context. In our modern society many conflicts take place in a diverse intergroup context. In the current research we expect that in noticeably diverse situations conflict parties tend to perceive and interact on the basis of category memberships rather than their personal dispositions. Therefore, we think that intergroup expectations, that is, stereotypes and meta-stereotypes, are highly relevant for conflicts in an intergroup context. Additionally, we want to investigate the effect of these categorisation processes on the effectiveness of strategies of potential mediating third parties. Although, previous studies considered interpersonal relationships (such as power differentials, level of acquaintance) as an important context variable for individual level conflict processes, little research has been conducted in order to investigate the specific effect of group representations on individual conflict processes when group memberships are salient. Especially, research about the effects of meta-stereotyping in this process will be a new contribution to existing theories about conflict and conflict mediation.

**Maarten Zaal**

University: Leiden University, Social and Organizational Psychology

Title project: Regulatory focus and the effects of stigma on collective action

Funding: NWO

Supervisor(s): prof.dr. N. Ellemers, dr. C. van Laar, dr. T. Stahl and dr. B. Derks (UL)

Period: 01.03.07 – 01.03.11

Project description: What is the effect of regulatory focus on the decision to engage in collective action among members of stigmatized groups? This general overarching research question will be examined in three separate lines of research. In line one, it will be investigated what differences in strategy promotion and prevention focused individuals use when deciding whether or not to engage in collective action. Line two will investigate the effects of these different strategies on the willingness to use aggressive methods in collective action. In line three, we will investigate whether individual and collective strategies towards status improvement are mutually exclusive, or whether both strategies can be pursued at the same time and by the same individual, and how this depends on regulatory focus. This project is part of a larger project on stigma and self-regulation, which is funded by a VIDI grant awarded to Colette van Laar.

### **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 Basic Skill courses are planned. Basic Skill courses are designed to increase the students' publishing skills with courses such as Writing English for Publication and How to Publish/APA Style Guidelines. These Basic Skill courses reflect the need for diversity in the program in order to tune in better with the needs and interests of the students. All students follow these courses. Another course in this respect is the course Reading and Reviewing the Empirical Journal Article.

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

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

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 2007*

Number of courses/workshops	30
Average number of participants	18
Extra workshops	1
Number of courses/workshops cancelled	0

For the complete teaching program in 2007, 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*

	2003	2004	2005	2006	2007
Number of dissertations	10	13	13	10	22

### 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*

	2003	2004	2005	2006	2007
Number of publications	233	234	236	245	241
Number of full members	51	52	48	53	58
Average per full member	4,6	4,5	4,9	4,6	4,2

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

	2003	2004	2005	2006	2007
Number of publications	37	41	44	47	50
Number of PhD students	129	124	134	113	111
Average per PhD student	0,3	0,3	0,3	0,4	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*

	2003	2004	2005	2006	2007
Number of publications	30	31	31	40	36

*Note: the number of full members changed somewhat, from 51 in 2003, 52 in 2004, 48 in 2005, 53 in 2006 to 58 in 2007.*

#### 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*

	2004	2005	2006	2007
Number of full members	52	48	53	58
Total impact score	2056	2260	2711	3509
Average per member	39	47	51	61

*Source: Social Sciences Citation Index*

## 5.6 Grants (fellowships and PhD projects)

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

- Dr. E.J. Doosje and dr. A.E.M. Zimmerman (UvA) received an NWO Rubicon grant for 1 year post-doctoral fellowship.
- Prof.dr. C.K.W. de Dreu (UvA) received an NWO grant Vervangingssubsidie MaGW 2006-2007 for "*The Doctrine of Self-interest in (the Study of ) Organizational Behavior*".
- Prof.dr. C.K.W. de Dreu & dr. B.A. Nijstad (UvA) received an NWO MaGW Open competitie grant for "*Conflict Mental-set and Creativity: Cognitive Load vs. Motivated Focus*".
- Prof.dr. K. Sassenberg (RuG) received an NWO VIDI grant for "*A self-regulation approach to leadership behavior*".
- Dr. S. Zebel (UvA) received an NWO - British Council Partnership Programme travel grant for "*When the perpetrators want to make amends: reactions of the victimized*", for collaboration with dr. Roger Giner-Sorolla, University of Kent.

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

No such grants in 2007

### Grants by other sources

- Prof.dr. K. van den Bos (UU) received a research grant from Linschoten Institute for "*Uncertainty and terror management: Social psychological insight into reactions to violations of cultural worldviews*".
- Prof.dr. K. van den Bos, drs. A. Loseman (UU) and dr. E.J. Doosje (UvA) received a research grant from the Research and Documentation Centre (WODC) of the Dutch Ministry of Justice for "*Attitudes toward radicalism and terrorism among adolescents in the Netherlands*".
- Prof.dr. J.A. Förster (UvA) received a grant from the German Science Foundation for "*Motivational Influences on Construct Accessibility*" (February 2006 – April 2008).
- Prof.dr. J. de Wit and dr. M. Häfner (UU) received a research grant from the Linschoten Institute for "*Is automaticity indeed everywhere? A second-generation study of the moderation of impulsive influences on evaluation and behavior*".

- Dr. M. Häfner, M, dr. B. Seibt (UU) & dr. R. Deutsch received a grant from the DFG (Deutsche Forschungsgemeinschaft) for "*The automatic attunement of implicit evaluations and impulsive behavior on the basis of need states*".
- Dr. M.J.J. Handgraaf (UvA) received an EAESP travel grant for traveling to the International Conference on Social Dilemmas, Seattle, USA.
- Dr. M.J.J. Handgraaf (UvA), E. U. Weber & E. T. Higgins (Columbia University, New York) received a grant from the National Science Foundation for "*Environmental Decision Making by Individuals and Groups*".
- Dr. F. van Harreveld & prof.dr. J. van der Pligt (UvA) were the main applicants of a grant provided by Achmea for research on risk perception.
- Dr. J.W. Ouwkerk (VU), dr. F. van Harreveld & prof.dr. J. van der Pligt (UvA) were co-applicant of a grant provided by the department of justice for research on the influence of procedural justice on law compliant behavior.
- Dr. E.F. van Steenberg (UU) received a grant from the ING groep, HRN voor het verrichten van onderzoek naar balans werk-privé ervaringen van medewerkers voor de periode 1 juni 2007 – 1 juni 2008.
- Dr. L. Steg (RuG) received funding from EU, FP7, Theme 5, Energy. Title: "*Barriers for energy changes among end consumers and households (BARENERGY)*". The University of Groningen receives funding for personnel costs (postdoc), and for conduction a questionnaire study in seven EU countries.

## 5.7 Awards

In 2007 the following KLI members received the following awards:

- Dr. B. Derks (UL) has won the Social Issues Dissertation Award 2007 SPSSI. This is an award for 'excellence in socially relevant research'.
- Drs. L.L. Greer (UL) received the Best Student Paper Award, Conflict Management Division, Academy of Management, Philadelphia, Pa. Academy of Management Best Paper Proceedings for: Greer, L.L. & Caruso, H.M. (2007). *Are high power teams really high performers? The roles of trust and status congruency in high power team performance*.
- Drs. L.L. Greer (UL) received the Emerald Best Student Paper Award, Gender and Diversity in Organizations Division, Academy of Management, Philadelphia, Pa. Academy of Management Best Paper Proceedings for: Greer, L.L. & Jehn, K.A. (2007). *Where perception meets reality: The effects of different types of faultline perceptions, asymmetries and realities on intersubgroup conflict and group outcomes*.

- Drs. L.L. Greer (UL) received the Best Student Paper Award, International Association for Conflict Management, Budapest, Hungary for: Greer, L.L., Jehn, K.A., & van Beest, I. (2007). *The effects of faultline placement and demographic status on individual perceptions of group processes and performance*.
- Prof.dr. K.A. Jehn (UL) has won a prize at the Academy of Management for the most influential paper: "*Why differences make a difference: A field study of diversity, conflict and performance in Workgroups*".
- Prof.dr. P.A.M. van Lange was awarded a fellowship for distinguished contributions to Psychological Science by the Society for Psychological Science.
- Dr. J.N. de Liver (UU) won the ASPO dissertation award for her dissertation entitled "*Ambivalence: on the how and when of attitudinal conflict*".
- Dr. L.F. Nordgren (VU) and prof.dr. A.J. Dijksterhuis (RUN) were awarded the Theoretical Innovation Prize by the Society of Personality and Social Psychology.
- Drs. L.J. Renkema (RuG) won the Snijders-Kouwer Award 2007 of the Heymans Institute for Advanced Psychological Research for the best international paper by a PhD for the paper: Renkema, L.J., Stapel, D.A., Maringer, M., & Van Yperen, N.W. (2007). *Terror Management and Stereotyping: Why do people stereotype when mortality is salient?* Personality and Social Psychology Bulletin, in press.
- Drs. S. Shalvi (UvA), S. Moran & I. Rotov won the Best Paper Award of the Dutch Association of Researchers in Work and Organizational Psychology (WAOP), for "*Effects of locus of control on negotiation outcomes: Differentiating proposers from recipients of initial offers*". Enschede, the Netherlands, November.
- Dr. M. van Zomeren (VU) won the APA Division 49 Dissertation Award (for research on Group Processes and Group Psychotherapy).
- Dr. M. van Zomeren (VU) was awarded the 2nd Prize SPSSI Dissertation Award (APA Division 9).

## 5.8 Editorial positions

### Editorship and Associate Editorship

Cognition and Emotion (dr. S.L. Koole)  
 European Psychologist (prof.dr. G.R. Semin)  
 European Review of Social Psychology (prof.dr. W. Stroebe)  
 Gedrag en Organisatie (dr. A. Homan - guest editor)  
 Human Performance (dr. U.-C. Klehe - guest editor)  
 Journal of Personality and Social Psychology (prof.dr. P.A.M. van Lange)  
 Journal of Social Issues (dr. L. Steg - guest editor)  
 Negotiation and Conflict Management Journal (dr. M.C. Euwema)  
 Personal Relationships (dr. C. Finkenauer)  
 Personality and Social Psychology Bulletin (prof.dr. H. Aarts - guest editor)  
 Psychological Science (prof.dr. P.A.M. van Lange)  
 Social Justice Research (prof.dr. K. van den Bos)  
 Social Cognition (prof.dr. J.A. Förster)

### Membership of the Editorial Board

Academy of Management Journal (prof.dr. A.E.M. van Vianen)  
 Academy of Management Review (prof.dr. K.A. Jehn)  
 Administration Science Quarterly (prof.dr. K.A. Jehn)  
 Applied Psychology. An International Review (dr. H. Staats, dr. L. Steg, prof.dr. C.K.W. de Dreu)  
 British Journal of Health Psychology (prof.dr. J. van der Pligt)  
 British Journal of Management (dr. A. Homan)  
 British Journal of Social Psychology (dr. W.W. van Dijk, prof.dr. R. Spears )  
 Creativity and Innovation Management (dr. H. Steensma)  
 Emotion (dr. M. Rotteveel)  
 Energy Efficiency (dr. L. Steg)  
 European Journal of Social Psychology (prof.dr. J.A. Förster, dr. E.H. Gordijn, dr. S. Otten, dr. K. Sassenberg, prof.dr. R. Spears)  
 European Review of Social Psychology (prof.dr. P.A.M. van Lange, prof.dr. N. Ellemers)  
 Gedrag en Gezondheid (prof.dr. J. van der Pligt)  
 Gedrag en Organisatie (prof.dr. K. van den Bos, dr. B.A. Nijstad, prof.dr. A.E.M. van Vianen)  
 Group Dynamics (dr. J.W. van Prooijen)  
 Group Processes and Intergroup Relations (prof.dr. C.K.W. de Dreu)  
 International Association of Conflict Management (prof.dr. K.A. Jehn)

International Journal of Conflict Management (dr. G.A. van Kleef)  
International Journal of Selection and Assessment (prof.dr. A.E.M. van Vianen)  
International Public Management Journal (dr. B. Beersma)  
Journal of Behavioral Decision Making (prof.dr. J. van der Pligt, prof.dr. C.K.W. de Dreu)  
Journal of Cross-Cultural Psychology (dr. D.A. van Hemert)  
Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu)  
Journal of Management (prof.dr. K. van den Bos, dr. B. Beersma)  
Journal of Managerial Psychology (dr. M.C. Euwema, dr. U.-C. Klehe)  
Journal of Organization Behavior (prof.dr. K.A. Jehn, dr. G.A. van Kleef)  
Journal of Personality and Social Psychology (prof.dr. K. van den Bos, prof.dr. J.A. Förster, dr. S. Otten, prof.dr. R. Spears, prof.dr. C.K.W. de Dreu)  
Negotiation and Conflict Management Research (dr. S. Harinck, dr. B. Beersma, prof.dr. C.K.W. de Dreu)  
Organizational Behavior and Human Decision Processes (dr. G.A. van Kleef, prof.dr. E. van Dijk, prof.dr. C.K.W. de Dreu)  
Personal Relationships (prof.dr. P.A.M. van Lange, dr. E.S. Kluwer)  
Personality and Social Psychology Bulletin (prof.dr. H. Aarts, dr. I. van Beest, prof.dr. E. van Dijk, dr. B. Doosje, dr. E.H. Gordijn, prof.dr. P.A.M. van Lange, dr. S. Otten, prof.dr. N.W. van Yperen)  
Personality and Social Psychology Review (dr. S. Otten)  
Personnel Psychology (prof.dr. C.K.W. de Dreu, prof.dr. A.E.M. van Vianen)  
Psychological Science (prof.dr. C.E. Rusbult)  
Self and Identity (prof.dr. J.A. Förster, prof.dr. R. Spears)  
Social and Personality Compass (prof.dr. P.A.M. van Lange)  
Social Cognition (prof.dr. H. Aarts)  
Social Issues and Policy Review (prof.dr. P.A.M. van Lange)  
Social Psychology (prof.dr. J.A. Förster)  
Social Science Research Network Journal (prof.dr. K.A. Jehn - Editor in chief)  
The International Journal Negotiation of Conflict Management (prof.dr. K.A. Jehn, dr. W. Steinel)  
The Open Addiction Journal (dr. A. Dijkstra)

## Appendices

Appendix 1: Teaching program 2007

Appendix 2: Publications 2007



## Appendix 1: Teaching program 2007

### Basic courses

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

<i>Title:</i>	<b>Introduction to the Kurt Lewin Institute</b>
<i>Teaching staff:</i>	Prof.dr. C.K.W. de Dreu (UvA), prof.dr. E. van Dijk (UL) and prof.dr. H. Aarts (UU)
<i>Type of course:</i>	Basic course
<i>Date:</i>	January 18, 2007
<i>Duration:</i>	11.00-12.00 am
<i>Language:</i>	English
<i>Location:</i>	University of Amsterdam
<i>Content:</i>	The Executive Committee of the KLI informed the new PhD students about the Kurt Lewin Institute.
<i>Enrollment:</i>	14

<i>Title:</i>	<b>State-of-the-Art Lectures</b>
<i>Teaching staff:</i>	Prof.dr. K.A. Jehn-den Hartog (UL) and prof.dr. H. Aarts (UU)
<i>Type of course:</i>	Basic course
<i>Date:</i>	January 18, 2007
<i>Duration:</i>	1.30 - 4.30 p.m.
<i>Language:</i>	English
<i>Location:</i>	University of Amsterdam
<i>Program:</i>	1.30 - 2.45: 1 <sup>st</sup> lecture - prof.dr. K.A. Jehn-den Hartog: "Asymmetrical Perceptions in Workgroups: The Antecedents and Effects of Conflict Asymmetry" 2.45 - 3.15: Break 3.15 - 4.30: 2 <sup>nd</sup> lecture - prof.dr. H. Aarts: "Non-conscious Goal Pursuit" 4.30: Drinks

*Content:* Each year meetings are organized in which several State-of-the-Art lectures (SOFA's) are given by members of the KLI. The aim of these SOFA's is to provide all PhD students with the opportunity during their four-year project to gain insight in the different research areas covered by the KLI. In the SOFA's a theoretical overview of a specific field of research is given.

*Enrollment:* 14

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

*Teaching staff:* Prof.dr. C.K.W. de Dreu (UvA), prof.dr. E. van Dijk (UL), prof.dr. H. Aarts (UU), drs. K. Stroebe (UL), dr. B. Derks (UL) and drs. M. Ekker (RuG)

*Type of course:* Basic course

*Date:* November 15, 2007

*Duration:* 11.00 am - 16.30 pm

*Language:* English

*Location:* University of Amsterdam

*Content:* The aim of this introduction is two-fold. First, new PhD students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the PhD research program and the KLI teaching program are outlined. The second purpose of this meeting is for PhD students to introduce their own research project and to exchange ideas with other new PhD 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 PhD 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. Here, the focus was on the introduction of research programs to different audiences.

*Enrollment:* 17

<b>Title:</b>	<b>How to Publish/APA Style Guidelines</b>
<b>Teaching staff:</b>	Prof.dr. P.A.M. van Lange and prof.dr. C.E. Rusbult (VU)
<b>Type of course:</b>	Basic course
<b>Date:</b>	April 17, 2007
<b>Duration:</b>	1 day
<b>Language:</b>	English
<b>Location</b>	VU University
<b>Content:</b>	<p>The objective of this course is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The two staff members have experience in editing such journals. The main topics that were addressed are: 1. Strategic issues in publishing 2. Submitting a paper 3. The review process and reacting to reviews</p> <p>There was also ample opportunity for participants to ask questions and to engage in discussion.</p>
<b>Literature:</b>	<p><u>Required Readings</u></p> <p>Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna &amp; J. M. Darley (Eds.), <i>The compleat academic: A practical guide for the beginning social scientist</i> (pp. 171-201). New York: Random House.</p> <p>Rusbult, C. E. (2003). <i>Structure of an empirical journal article</i>. Handout.</p> <p>Sternberg, R. J. (2003). Eight common misconceptions about psychology papers. In R. J. Sternberg, <i>The psychologist's companion: A guide to scientific writing for students and researchers</i> (4<sup>th</sup> Ed.; pp. 6-18). Cambridge: Cambridge University Press.</p> <p>Wegner, D. M. (2003). Science talk: Discovery and debate. <i>Dialogue</i>, 18, 10-11.</p> <p><u>Optional Readings</u></p> <p>Baumeister, R. F., &amp; Leary, M. R. (1997). Writing narrative literature reviews. <i>Review of General Psychology</i>, 1, 311-320.</p> <p>Jordan, C. H., &amp; Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 461-470). Philadelphia: Psychology Press.</p>
<b>Enrollment:</b>	22

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

<i>Title</i>	<b>How to Present</b>
<i>Teaching staff</i>	Dr. F. Harinck (UL) and dr. B. Beersma (UvA)
<i>Type of course</i>	Basic course
<i>Date</i>	Twice this year: January 29-30 and October 8-9, 2007
<i>Duration</i>	2 days
<i>Language</i>	Dutch or English, depending on participants
<i>Location</i>	Leiden University and University of Amsterdam
<i>Content</i>	The course focused on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.
<i>Enrollment</i>	both times 12

<i>Title:</i>	<b>Writing English for Publication</b>
<i>Teaching staff:</i>	Dr. C. van Laar (UL)
<i>Type of course:</i>	Basic course
<i>Date:</i>	May 25, 2007
<i>Duration:</i>	1 day
<i>Language:</i>	English
<i>Location:</i>	Leiden University
<i>Content:</i>	Key problem areas in written English for Dutch academics (e.g., verb-tense conventions in scientific writing, verb forms, word order, vocabulary, Dutch-English differences in punctuation and paragraph structure).
<i>Literature:</i>	APA Manual (5th Edition): Chapter 2 "Expressing Ideas and Reducing Bias in Language" and Chapter 3 "APA Editorial Style" sections 3.01 to 3.29.
<i>Enrollment:</i>	19

**Methodology and practical skills courses**

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

**Teaching staff:** Dr. B. Doosje (UvA)

**Type of course:** Methodology course

**Date:** February 6, 2007

**Duration:** 1 day

**Location:** Leiden University

**Language:** English

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

This one-day course provides an introduction to SEM. In the first part of the course, the conditions under which to use and not to use SEM were outlined. As such, the benefits and limitations of SEM were discussed. In the second part of the course, one of the computer programs that is available to run SEM-analyses was briefly introduced, namely EQS.

In the third and final part of this course, each participant had access to a computer, and received a dataset and an assignment to run some EQS-analyses themselves.

**Literature:** Doosje, B. (2006). EQS-manual for beginners, Version 1.

Hox, J. J., & Bechger, T. M. (1998). Introduction to SEM. *Family Science Review*, 11, 354-373.

Field, A. (2006). Structural Equation Modelling (SEM).

**Enrollment:** 23

**Title:** Reading and Reviewing the Empirical Journal Article

**Teaching staff:** Dr. S. Otten and dr. E. Gordijn (RuG)

**Type of course:** Practical course

**Date:** Friday, Feb. 16, 2007, 12.00-5.00 pm

Friday, March 16, 2007, 12.00-5.00 pm

**Duration:** 2 times during 2 months

**Language:** English

**Location:** University of Groningen

*Content:* Competent and critical reading of the literature in one's field is an integral part of being or becoming a successful researcher. Identifying an article's merits and flaws, estimating its overall significance in the given domain, and finally summarizing the main message (e.g. for the introduction of an own article) are highly relevant competencies when it comes to developing, pursuing, and eventually writing up own research ideas.

Reading gets a somewhat (though not dramatically) different focus when researchers are asked by journal editors to review articles and to help decide whether publication is warranted. First, your reading is less concerned with estimating whether the article is helpful within your very specific research context. Second, you need to elaborate on and to properly communicate your criticism. Moreover, you should criticize in a constructive way (e.g. add ideas for data analysis or for additional study designs).

In this class, participants were trained to read journal articles with a critical mind, and with the purpose of identifying theoretical and methodological weaknesses, inconsistencies, ambiguities, and whether the article contains interesting perspectives for future research. In the end they were able to argue confidently whether an article is publishable in a scientific journal or not.

There were two meetings within two months. Each meeting empirical journal articles were discussed that were read and reviewed by the participants beforehand. During the meetings participants had the opportunity to present and discuss their summaries and reviews.

*Format:* Participants were expected to actively participate in each meeting. Each meeting required considerable preparation time. Each participant had to send his or her written summaries and reviews to the teachers in advance.

- Literature:* Jordan, C.H. & Zanna, M.P. How to read a journal article in Social Psychology. This 10-pages chapter can be found as appendix in any of the "Key Readings in Social Psychology"-Volumes, published by Psychology Press, like W.G. Parrot (Ed.), Emotions in Social Psychology, (2001), or E.T. Higgins & A.W. Kruglanski (Eds.) Motivational Science (2000), or M.A. Hogg & D. Abrams (Eds), Intergroup Relations (2001).
- Leibold, J.M., & McConnell, A.R. (2004). Women, sex, hostility, power, and suspicion. Sexually aggressive men's cognitive associations. Journal of Experimental Social Psychology, 40, 256-263.

*Enrollment:* 17

- Title:* **Structural Equation Modeling using AMOS**
- Teaching staff:* Dr. R.E. de Vries (VU)
- Type of course:* Methodology course
- Date:* February 22 and March 1, 2007
- Duration:* 2 days, 1 week apart, from 10.00 am – 5.00 pm
- Language:* Dutch or English (depending on participants)
- Location:* VU University
- Content:* AMOS (Analysis of MOment Structures) is a Structural Equation Modeling (SEM) program, designed to fit causal models with multiple dependent and independent manifest and latent variables. It is similar to LISREL and EQS in most aspects, but it has, at least compared to LISREL, a much more user-friendly interface (AMOS Graphics) and it allows direct access and use of SPSS data. The course is meant to familiarize researchers, who are knowledgeable of multivariate statistics, such as factor analysis and regression analysis, with the theory behind SEM and the use of AMOS.
- Program:* Day 1: Morning: Introduction: Causal Models  
(Co-)Variance algebra  
Identification  
Afternoon: Introduction 'How to AMOS'  
Exercises

Day 2: Morning: Scaling & Constraints  
Fitting & Fit Indices  
Afternoon: How to AMOS Nested Models  
How to AMOS Multiple Groups  
Exercises  
Own data

*Literature:* Boomsma, A. (2000). Reporting Analyses of Covariance Structures. *Structural Equation Modeling*, 7(3), 461-483.  
Byrne, B.M. (1998). Structural Equation Models: The Basics. In: Byrne, B.M. (ed.). *Structural Equation Modeling with LISREL, PRELIS, and SIMPLIS. Basic Concepts, Applications, and Programming*. Mahwah, NJ: Lawrence Erlbaum.  
Salanova, M., Agut, S., & Peiro, J.M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate. *Journal of Applied Psychology*, 90(6), 1217-1227.

*Enrollment:* 10

*Title:* **Pursuing a Career in Science**  
*Teaching staff:* Prof.dr. N. Ellemers (UL) and drs. J. Baas (Management coaching)  
*Type of course:* Practical course  
*Date:* April 2, 2007  
*Duration:* 1 day (theory and data, analysis of own development goals).  
In the case of sufficient interest from participants, follow-up coaching could be provided 1 half day after 6 weeks.  
*Language:* Dutch or English (depending on participants)  
*Location:* Leiden University  
*Content:* The PhD trajectory often constitutes the first step of a further career in science. Accordingly, during this first career stage, PhD students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in the scientific environment. For many if not all PhD students there is a stage when they even wonder whether this is what they actually want in their professional career.

This course was intended to explicitly address this aspect of personal development for PhD students. Specific topics of concern included dealing with feedback on scientific work, coping with the organizational culture at the university, establishing an effective relationship with your supervisor, achieving scientific authority vis-a-vis colleagues and students, etc. Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own academic career. In doing this, special attention was devoted to the ways these processes can work differently for men and for women. Subsequently, the participants worked together and with the management coach to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions.

*Literature:*

- Taylor, S. E., & Martin, J. (1987). The present-minded professor: Controlling one's career. In M.P. Zanna & J.M. Darley (Eds.), *The Compleat Academic* (pp. 23–60). NJ.: Lawrence Erlbaum Associates.
- Salancik, G. (1987). Power and politics in Academic Departments. In: M.P. Zanna & J.M. Darley (Eds.) *The Compleat Academic* (pp. 61-84). Mahwah, NJ.: Lawrence Erlbaum Associates.
- 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.
- Hagen, H. & Baas, J. Giving and receiving feedback.
- Ellemers, N. Ten tips for phd's.
- Ellemers, N. How to survive in academia.

*Enrollment:* 24

**Title:** **Applying psychophysiological measures to social psychological research**

**Teaching staff:** Dr. M. Rotteveel (UvA) and dr. D.T. Scheepers (UL)

**Type of course:** Methodology course

**Date:** May 29 and 30, 2007

**Duration:** 2 days

**Language:** Dutch or English

**Location:** Leiden University

**Content:** The first aim of this course 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 the participants went into the lab to take measurements (ECG, EMG, GSR, EEG, and ERP) after which they learned about the basics of data-analysis. Although after the course the participants are not full-trained psychophysiologicalists, they should have a clear insight in what social psychophysiology can add their project, as well as an impression of all practicalities around taking psychophysiological measurements.

**Literature:** Blascovich, J. (2000). Psychophysiological methods. In H.T. Reis, H., & C.M. Judd (Eds.). *Handbook of research methods in social psychology* (pp. 117-137). Cambridge UK: Cambridge University Press.

Pecchinenda, A. & Smith, C.A. (1996). The motivational significance of skin conductance activity during a difficult problem-solving task. *Cognition and Emotion*, 10, 481-503.

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.

Cacioppo, J.T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *The American Psychologist*, 57(11), 819-830.

**Enrollment:** 11

<i>Title:</i>	<b>Methodological Seminars</b>
<i>Teaching staff:</i>	Dr. M. Gallucci (University of Milano-Bicocca, Italy) and dr. W.W. van Dijk (VU)
<i>Type of course:</i>	Methodology courses
<i>Date:</i>	September 19 and 20, 2007
<i>Duration:</i>	2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00 - 5.00 pm (seminar 3)
<i>Language:</i>	English
<i>Location:</i>	University of Amsterdam
<i>Content:</i>	The seminars consist of the following three meetings:

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

Date: September 19, 2007

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

*Enrollment: 26*

**2. A Mix Within: Mixed models, random effect models, and hierarchical linear models applied to within-subject and repeated measures designs**

Date: September 20, 2007

In this class we reviewed theory and applications of the general mixed model, with fixed and random effects, as it applies 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), in the case of clustered data in a repeated measure form. Examples of further applications (not in the experimental field) were also discussed.

*Enrollment: 29*

### **3. Just Do It: Application of the general linear model and mixed models to real experimental data**

Date: September 20, 2007

In this class we reviewed statistical and methodological problems submitted by KLI PhD students of particular importance, relevance, or interest. Examples were focused on the mixed model (HLM, random effect models), and on mediation and moderation effects. Nonetheless, participants were kindly requested to contact the teacher to present their statistical problems and/or solutions met in their own research activity.

*Enrollment: 26*

<i>Title:</i>	<b>Pursuing a Career Outside Academia</b>
<i>Teaching staff:</i>	Coordination: prof.dr. N. Ellemers and drs. M. Leliveld (UL). Teaching staff: dr. E. de Bruin (NRC), dr. B. Keijzer (B&A groep), dr. J. Kerstholt (TNO) and prof.dr. A. Nauta (Randstad HR solutions/UvA).
<i>Type of course:</i>	Practical course
<i>Date:</i>	October 30, 2007
<i>Duration:</i>	1 day
<i>Language:</i>	Dutch or English (depending on participants)
<i>Location:</i>	Leiden University
<i>Content:</i>	After finishing the PhD trajectory one can choose to pursue a career in science or to pursue a career outside university. These different working areas also ask for different approaches. This course provided information and useful suggestions about how to pursue a career outside academia. Specific topics of concern include giving information about the possibilities, the obstacles one can encounter and how one should present him/herself to the outside world. Four guest speakers who all have their PhD's in social psychology and work in different fields (consultancy, policy making, applied research, media) shared their knowledge and experience.

- Format:* The morning session was informative: the guest speakers told about what the possibilities are, they shared their experiences on how they developed their career, and how the outside world looks at social psychology PhD's. Participants were encouraged to think about the pro's and con's of working within the university and outside. In the afternoon session participants worked actively on presenting their added value to the outside world. Participants were asked to write their CV, which was used as input for discussing topics like what can participants do (according to the CV), which skills do they have, and how to sell these.
- Literature:* Kyllonen, P.C. (2004). Broadening the job search: jobs outside of academia. In J.M. Darley, M.P. Zanna and H.L. Roediger (Eds.). *The complete academic* (second edition), American Psychological Association, Washington, DC.
- Enrollment:* 22
- Title:* **Pursuing a Career in Science**
- Teaching staff:* Prof.dr. N. Ellemers (UL) and drs. J. Baas (Management coaching)
- Type of course:* Practical course
- Date:* November 7, 2007
- Duration:* 1 day (theory and data, analysis of own development goals). In the case of sufficient interest from participants, follow-up coaching can be provided 1 half day after 6 weeks.
- Language:* Dutch or English (depending on participants)
- Location:* Leiden University
- Content:* The PhD trajectory often constitutes the first step of a further career in science. Accordingly, during this first career stage, PhD students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in the scientific environment. For many if not all PhD students there is a stage when they even wonder whether this is what they actually want in their professional career.

This course was intended to explicitly address this aspect of personal development for PhD students. Specific topics of concern included dealing with feedback on scientific work, coping with the organizational culture at the university, establishing an effective relationship with your supervisor, achieving scientific authority vis-a-vis colleagues and students, etc.

Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own academic career. In doing this, special attention was devoted to the ways these processes can work differently for men and for women. Subsequently, the participants worked together and with the management coach to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions.

*Literature:*

Taylor, S. E., & Martin, J. (1987). The present-minded professor: Controlling one's career. In M.P. Zanna & J.M. Darley (Eds.), *The Compleat Academic* (pp. 23–60). NJ.: Lawrence Erlbaum Associates.

Salancik, G. (1987). Power and politics in Academic Departments. In: M.P. Zanna & J.M. Darley (Eds.) *The Compleat Academic* (pp. 61-84). Mahwah, NJ.: Lawrence Erlbaum Associates.

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.

*Enrollment:*

13

<i>Title:</i>	<b>Programming Experiments in Authorware</b>
<i>Teaching staff:</i>	Drs. D. Lakens, drs. C. Reinders Folmer and dr. W.W. van Dijk (VU)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	December 20, 2007
<i>Duration:</i>	One 1-day meeting and two weeks of self-study
<i>Language:</i>	English
<i>Location:</i>	VU University
<i>Content:</i>	<p>Nowadays the computer has become an indispensable tool for research in social psychology. Allowing unprecedented experimental control and ease of data collection, most experiments are administered through a computer. Programming experiments, however, can be problematic – both for graduates and for more experienced researchers. This course teaches participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills.</p> <p>This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in improving their programming skills. The workshop consists of two parts: a plenary workshop meeting and a self-study part with online help. During the first part of the meeting participants were introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments.</p> <p>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 had for future experiments on which they needed some help with programming.</p>

Following the introductory meeting there were two weeks where participants could work through the workbook and complete exercises depending on their skill level. By working through the workbook and completing exercises, novice programmers learned the basics of Authorware and more advanced users expanded the possibilities for future experiments. During this self-study period, the teaching staff was available for any questions through e-mail and instant messenger.

*Literature:* Lakens, D. (2005). Authorware Beginner's Guide for Building Experiments. Available online from the author's website.

*Enrollment:* 15

## Research Group Meetings

- Title:** **Group and Organizational Processes Research Meetings**
- Teaching staff:** Dr. B.A. Nijstad (UvA) and dr. W. Steinel (UL)
- Type of course:** Thematic Research Meeting
- Date:** 3 times this year: March 9, May 31 and October 26, 2007
- Duration:** 1 day per meeting, 11.00 am – 5.00 pm
- Language:** Dutch or English, depending on participants
- Location:** University of Amsterdam and Leiden University
- Content:** PhD students were expected to give a presentation of their research projects. They received feedback from their fellow PhD students and staff members.
- Literature:** Klep, A.H.M., van Knippenberg, B., van der Flier, H. Beyond Individual Affect: Group Affect and Task Performance.  
Rupert, J., Jehn, K.A. & Bouwmeester, A. Diversity Faultlines and Team Learning: Does Psychological Safety Help?  
Delahajj, R. Coping behavior under acute stress.  
Greer, L.L., Caruso, H.M., & Jehn, K.A. The bigger they are, the harder they fall: Linking team power, conflict, congruence, and team performance.  
Kamphuis, W., Gaillard, A.W.K. & Vogelaar, A.L.W. Team Planning and Decision Making under Threat: An Experimental Test of Threat-Rigidity Effects.
- Enrollment:** 8, 8 and 13
- Title:** **Interpersonal Processes Research Meetings**
- Teaching staff:** Coordinators: prof.dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)
- Type of course:** Thematic Research Meeting
- Date:** November 29, 2007
- Duration:** 1 day, 10.00 am - 5.00 pm
- Language:** Dutch or English (depending on participants)
- Location:** Utrecht University
- Content:** PhD students were expected to give a presentation of their research projects. They received feedback from their fellow PhD students and staff members.
- Enrollment:** 22

## Theory-oriented workshops and courses

<i>Title:</i>	<b>Social Interaction: Understanding Empathy, Trust, and Fairness</b>
<i>Teaching staff:</i>	Prof.dr. P.A.M. van Lange (VU) and prof.dr. E. van Dijk (UL)
<i>Type of course:</i>	Workshop
<i>Date:</i>	March 22, 2007
<i>Duration:</i>	1 day
<i>Language:</i>	English
<i>Location:</i>	VU University
<i>Content:</i>	To understand social interaction, one must understand the motives, cognitions, and emotions that affect others positively or negatively. This workshop focused on three concepts that key to understanding social interaction: Empathy, trust, and fairness: Empathy promotes relatively unselfish forms of prosocial behavior in interpersonal contexts, even when the other is a relative stranger. Trust is important because it often seems to serve as prerequisite for cooperative behavior. And fairness is important because it provides a principle (and justification) for allocating resources in ways that may also strongly deviate from self-interest. This workshop sought to increase our understanding of empathy, trust, and fairness as powerful routes to unselfish behavior. The workshop focused on presentations of own research and exercises. Specifically, there was a paper by a keynote speaker, along with paper presentations by graduate students, thereby reserving considerable time for discussion and exchange of ideas.
<i>Literature:</i>	Balliet, D., & Joireman, J. You think I'm selfish now? Just wait till I'm depleted: The adverse impact of ego depletion on individuals with a proself value orientation. Dewitte, S. & De Cremer, D. (2001). Self-control and cooperation: different concepts, similar decisions? A question of the right perspective. <i>The Journal of Psychology</i> , 135(2), 133-153.

- Joireman, J., Balliet, D., Sprott, D., Spangenberg, E., & Shultz, J. (2008). Consideration of future consequences, ego-depletion, and self-control: Support for distinguishing between CFC-immediate and CFC-future sub-scales. *Personality and Individual Differences, 48*, 15-21.
- Lange, P. A. M. van, Ouwerkerk, J., & Tazelaar, M. (2002). How to overcome the detrimental effects of noise in social interaction: The benefits of generosity. *Journal of Personality and Social Psychology, 82*, 768-780.
- Lange, P.A.M. van, Cremer, D.A. de, Dijk, E. van, & Vugt, M. van (2007). Self-Interest and beyond: Basic principles of social interaction. In A.W. Kruglanski & E.T. Higgins (Eds.), *Social Psychology: Handbook of Basic Principles*, 2nd edition (pp. 540-561). New York: Guilford.

**Enrollment:** 25

**Title:** **Interpersonal Processes: The social psychological consequences of money and self-control**

**Teaching staff:** Prof. dr. Kathleen Vohs (University of Minnesota), Dr. Catrin Finkenauer (VU), Prof. dr. Kees van den Bos (UU)

**Type of course:** Workshop

**Date:** April, 18 and 19, 2007

**Duration:** 2 days, 10.00 a.m. - 5.00 p.m.

**Language:** English

**Location:** Vrije Universiteit, Amsterdam

**Content:** Psychologists attempt to understand how, and how well, people make (social) choices and decisions and predict their (social) behavior. The aim of this workshop was to provide participants with an understanding of two factors that influence people's choices and behavior in everyday life, namely money and self-control. Although these factors are seemingly unrelated, the workshop showed that both are essential in explaining differences in patterns of social behavior and choice. Additionally, this workshop sought to provide both theoretical and methodological suggestions for participants' own research.

*Format: Day 1, Wednesday, April 18, 2007:*

After a brief introduction of participants and teachers, professor Vohs (University of Minnesota) presented some of her recent research regarding the psychological effects of money (e.g., Vohs, Mead, & Goode, 2006). Vohs and her colleagues have been conducting 13 studies that investigate what money does to people and their relationships with others. Professor Vohs started thinking about the psychology of money when she started working as a professor earning a bigger salary than she did when she was a student. At the time, she moved from one city to another and rather than asking her friends for help with the move, she hired professional movers. Despite the fact that the move was much easier, professor Vohs also realized that she was missing out on something. She missed the social aftermath of having beers and pizza after a long day of hauling, carrying, and schlepping. This realization triggered prof. Vohs' line of thinking about the effects of money and she hypothesized that despite its benefits (e.g., independence), money may have drawbacks in the social realm.

In the afternoon, students gave presentations. Beforehand, students were asked to submit a brief abstract of their research. Based on these abstracts, students whose research was most closely related to the topic of the morning presentation (e.g., cooperation, competition, helping, money, independence, bargaining, guilt) were invited to give a presentation. Students were given the opportunity to comment on the relationship between their own work and professor Vohs' work if it made sense to do so. Participants were given detailed feedback by professor Vohs and the other participants of the workshop.

*Day 2, Thursday, April 19, 2007:*

The second day addressed interpersonal processes in self-regulation. The tentative title of this presentation was: "Selfishness and self-control."

Professor Vohs reviewed her experimental studies on (lack of) self-control and its relational consequences and present findings on the link between self-control and self-presentation (Vohs et al., 2005).

Again, after this presentation, workshop participants were invited to present their own research. Beforehand, students were asked to submit a brief abstract of their research. Based on these abstracts, participants whose research was most closely related to the topic of the morning presentation (e.g., self-regulation, self-presentation, willpower, ego-depletion (or replenishment)) were encouraged to present their own work and received feedback from prof. Vohs and the other participants of the workshop.

Participants of the workshop discussed in small groups how the presented research may be applicable to their own research. Based on this discussion, each group of participants presented a research idea relevant to the material presented in the workshop presented research. This was followed with a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants could learn from this for their own research endeavors.

- Literature:* Vohs, K. D., Mead, N., & Goode, M. (2006). The psychological effects of money. *Science*, 314, 1154 - 1156.
- Vohs, K. D., Baumeister, R. F., & Ciarocco, N. (2005). Self-regulation and self-presentation: Regulatory resource depletion impairs impression management and effortful self-presentation depletes regulatory resources. *Journal of Personality and Social Psychology*, 88, 632 - 657.
- Enrollment:* 25
- Title:* **Perception and Action, Joint Action**
- Teaching staff:* Keynote speakers: prof.dr. H. Bekkering (RU) and prof.dr. B. Hommel (UL). Course organizers: prof.dr. G.R. Semin (VU) and prof.dr. H. Aarts (UU)
- Type of course:* Workshop research group 'Social Cognition'
- Date:* April 20, 2007
- Duration:* 1 day

- Language:** English
- Location:** VU University
- Content:** 10.00 – 11.00 *Social Interactions beyond Imitation*  
Professor Harold Bekkering, NICI, Radboud University Nijmegen  
Imitation often has been referred to as the glue of social interaction. However, do we really imitate that much during our daily interactions? This talk first outlined some of the major cognitive theories about imitation and possible neuronal networks involved. Then questions like how can we understand other people's behavior, and how can we imitate actions observed on the one hand and refrain from imitating all the time on the other hand were asked. Finally, recent insights from developmental and neuroimaging studies were used to stress the notion that direct perception-action coupling between human agents goes beyond imitation.  
11.00 – 11.30 Discussion  
11.30 - 12.30 *From will to action*  
Professor Bernhard Hommel, University of Leiden  
The lecture dealt with the development and cognitive underpinnings of goal-directed behavior. It discussed how voluntary action emerges through the automatic acquisition of bilateral associations between cognitive codes of movement patterns and sensory movement effects. Once acquired, these associations can be used in either direction: to anticipate probable effects of a given action and to select an action by choosing between intended outcomes (the ideo-motor principle). Even though the acquisition of action-effect associations seems automatic, their role in and impact on action control varies with attention, the action goal, and action planning strategies.  
12.30 – 13.00 Discussion  
13.00 – 14.00 Lunch  
14.00 – 17.00 Presentations by KLI members
- Literature:** Hommel, B., & Elsner, B. Acquisition, representation, and control of action.
- Enrollment:** 21

- Title:* **Motivation and self-regulation in group contexts**
- Teaching staff:* Prof.dr. N. Ellemers, dr. M. Barreto, dr. D.T. Scheepers and dr. C. van Laar (UL)
- Type of course:* Workshop research group 'Group Processes and Intergroup Relations'
- Date:* June 11 and 12, 2007
- Duration:* 2 days
- Location:* Leiden University
- Language:* English
- Content:* This workshop focused on the role of motivational processes in group contexts. While motivation in group contexts has in the past been applied to questions such as why persons want to belong to a group or the origins of ingroup favoritism, the present workshop will primarily consider the role of self regulation in group contexts. Higgins' Regulatory Focus Theory has inspired a large body of empirical research.
- However, so far the main emphasis of this work has been on interpersonal and situational variations in regulatory focus, and on the question of how the fit between task requirements and individual regulatory focus may affect task motivation and performance. Only recently have researchers begun to examine self regulation as a motivational factor in group contexts. Relevant questions that are currently being addressed include how different aspects of interdependence affect people's regulatory focus, whether a group or collective can also have a regulatory focus, whether different group roles or responsibilities affect people's regulatory focus and how this affects individual and collective task performance, how the regulatory preferences held by different individuals affect the way they interact with each other in a group, and how regulatory focus preferences affect the way people deal with group-based discrimination. These and other questions were addressed in this two-day workshop.
- On the first day, a number of senior and more junior invited speakers presented their recent research in this area.

On the second day, participating PhD students had the opportunity to present their own research related to motivation in group contexts. Additionally, there was an exchange of insights and experiences on some recurring methodological difficulties associated with manipulating and measuring motivation and regulatory focus in general, and the complications that arise when examining these issues in group contexts in particular.

*Literature:* Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.

Sassenberg, K., & Hansen, N. (2007). The impact of regulatory focus on affective responses to social discrimination. *European Journal of Social Psychology*, 37, 421-444.

Shah, J. Y., Brazy, P. B., & Higgins, E. T. (2002). Regulatory focus and forms of ingroup bias. In: D. Mackie & E. Smith (Eds.) *From prejudice to intergroup emotions: Differentiated reactions to social groups* (pp 31-48). New York: Psychology Press.

Higgins, E. T. (2006). Value from hedonic experience and engagement. *Psychological Review*, 113, 439-460.

*Enrollment:* 11

*Title:* **What Power Does to People: The Effects of Power on Cognition, Emotion, and Behavior**

*Teaching staff:* Prof.dr. A. Galinsky (Northwestern University), dr. T. Schubert (VU), dr. J. Lammers (RuG), dr. P.K. Smith (RU Nijmegen), dr. W.W. van Dijk and dr. N.B. Jostmann (VU)

*Type of course:* Workshop

*Date:* October 3 and 4, 2007

*Duration:* 2 days

*Language:* English

*Location:* VU University

*Content:* Social power is often defined as the capacity to control one's own and other's resources and outcomes. Influential recent theorizing suggests that holding a high power position has far-reaching effects on how individuals think, feel, and act (e.g., Keltner et al., 2003).

In line with this theorizing, dr. Galinsky's extensive research program demonstrates that power makes individuals more goal-oriented, less likely to take the perspective of others, more optimistic, less empathic, and more willing to take risks. In this workshop, we will learned how the Keltner-Galinsky approach sheds new light on classic unsolved issues (e.g., Does power corrupt?) and also how it can help us to advance our own research. We further examined the scope of the Keltner-Galinsky approach in relation to social perspectives and embodiment perspectives on power.

*Format:* On the first day, dr. Galinsky provided an overview of his work and its underlying assumptions. On the second day, dr. Schubert and dr. Lammers presented embodiment perspectives and social perspectives on power, respectively. On both days, PhD students gave presentations about their own work and received constructive feedback from dr. Galinsky and the other staff. The number of presentations was limited in order to have sufficient time for interaction with the attendees. The workshop tried to attract PhD students and advanced researchers from social, work, and organizational psychology who are interested in research on power.

*Program:* October 3

9.30	Coffee, opening
10.00 – 12.00	Presentation dr. Galinsky + Discussion
12.00 – 1.30	Lunch
1.30 – 3.00	Presentations PhD students (2 of 45 min.)
3.00 – 3.15	Coffee Break
3.15 – 4.45	Presentations PhD students (2 of 45 min.)
4.45	Drinks at the Bruine Café (main building VU)
6.30	Diner

October 4

9.30 Coffee, opening  
10.00 – 11.15 Presentation dr. Schubert + Discussion  
11.15 – 12.00 Presentations PhD students (1 of 45 min.)  
12.00 – 1.30 Lunch  
1.30 – 2.45 Presentation dr. Lammers + Discussion  
2:45 – 3.00 Coffee Break  
3.00 – 4.30 Presentations PhD students (2 of 45 min.)  
4.30 Drinks at the Bruine Café (main building VU)

*Literature:* Keltner, D., Gruenfeld, D., & Anderson, C.P. (2003). Power, Approach, and Inhibition. *Psychological Review*, 110 (2), 265–284.  
Overbeck, J.R. & Park, B. (2006). Powerful perceivers, powerless objects: Flexibility of powerholders' social attention. *Organizational Behavior and Human Decision Processes*, 99, 227–243.  
Schubert, T. W. (2005). Your Highness: Vertical positions as perceptual symbols of power. *Journal of Personality and Social Psychology*, 89, 1-21.  
Smith, P.K. & Trope, Y. (2006). You Focus on the Forest When You're in Charge of the Trees: Power Priming and Abstract Information Processing. *Journal of Personality and Social Psychology*, 90 (4), 578–596.

*Enrollment:* 20

*Title:* **The Evolutionary and Developmental Roots of Social Cognition**

*Teaching staff:* Prof.dr. M. Tomasello (Max Planck Institute, Leipzig), prof.dr. G.R. Semin (VU), prof.dr. H. Aarts (UU) and dr. E.H. Gordijn (RuG).

*Type of course:* Workshop

*Date:* December 7, 2007

*Duration:* 1 day, 10.00 am - 5.00 pm

*Language:* English

*Location:* VU University

- Content:** Research in social cognition is strongly rooted in the information processing approach central to cognitive science. Recently, researchers in social cognition have become aware that the make-up and utility of the information processing devices build into the hard-wire of human beings are heavily influenced by our history of social interactions (including communication). In other words, there are clear evolutionary and developmental roots of social cognition that shape our behaviors and interactions with others. In this workshop we aimed to scrutinize these roots more carefully and try to link them to current research in social cognition. Michael Tomasello, one of the leading scholars in this field, shared his insight with us on his research into social cognition, social learning, and communication from developmental, comparative, and cultural perspectives. His empirical research mainly examines human children from 1 to 4 years of age and great apes.
- Format:** After introduction of participants and teachers, Michael Tomasello presented an overview of some of his work. In the morning this was about understanding intentions (including in social learning). In the afternoon the topic was sharing intentions (esp. in collaboration and communication). The workshop was closed with some general conclusions and potential direction for future research.
- Literature:** Moll, H., & Tomasello, M. (2007). Co-operation and human cognition: The Vygotskian intelligence hypothesis. *Philosophical Transactions of the Royal Society*, 362, 639-648.
- Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). *Understanding and sharing intentions: The origins of cultural cognition. Behavioral and Brain Sciences*, 28, 675 - 691.
- Tomasello, M. (2007). *Co-operation and communication in the second year of life. Child Development Perspectives*, 1, 8 - 12.
- Tomasello M. & Carpenter M. (2007). Shared intentionality. *Developmental Science* 10 (1), 121–125.
- Enrollment:** 22

## Joint Seminars

<i>Title:</i>	<b>Stigma, stereotype threat and EEG</b>
<i>Teaching staff:</i>	Prof.dr. M. Inzlicht (University of Toronto), drs. B. Derks, prof.dr. N. Ellemers, dr. C. van Laar (UL)
<i>Type of course:</i>	Joint seminar
<i>Date:</i>	February 19 and 20, 2007
<i>Duration:</i>	2 days
<i>Location:</i>	Leiden University
<i>Language:</i>	English
<i>Content:</i>	<p>This two-day workshop explored how research on stigma, stereotype threat and intergroup relations can benefit from measuring brain activity with the electroencephalogram (EEG). Hereto, this workshop explored the new field of social psychological research that relates EEG measurements to psychological processes and discusses how EEG measurements can be employed in research on stigma and social identity. The first line of research that was discussed, measures asymmetries in activity in the left and right frontal cortex. For example, Harmon-Jones (2004) has related increased relative left frontal cortical activity to approach-related emotions (i.e., anger, happiness) and the behavioral approach system. Amodio and colleagues (2004) have related greater right frontal brain activity to prevention focus and greater left frontal activity to promotion focus. A second interesting application of EEG measurements that was discussed is the measurement of evoked brain potentials in reaction to specific experimental stimuli and responses (event-related potentials, ERP). For example, different ERP's to Black and White targets have been related to cultural stereotypes and behavioral racial bias (Correl, Urland &amp; Ito, 2006). Furthermore, specific ERP's have been related to prejudice and the motivation to control prejudice (Amodio, et al., 2003).</p>

*Format:* On the first day, Michael Inzlicht presented his research on the effects of stereotype threat on self-regulation, self-control and ego-depletion. Moreover, he gave an overview of research in social psychology employing EEG measurements. In his seminar, he discussed how using EEG to study brain asymmetries and derive ERP's can contribute to research in intergroup relations. Then, Belle Derks presented a new research project that relates the experience of stereotype threat to lateralized asymmetrical brain activity in the frontal cortex. Based on these talks and the literature assigned, there was further discussion about the research presented. Also, a demonstration of the EEG equipment gave participants insight into the practical issues concerning measuring EEG in social psychological experiments. At the end of the first day, small groups were formed in which participants discussed the possibilities of EEG in their research. On the second day, these groups designed research that employs EEG measurements. At the end of the second day, each group presented their research ideas.

- Literature:*
- Amodio, D., Devine, P. G., & Harmon-Jones, E. (2007). Mechanisms for the regulation of intergroup responses: Insights from a social neuroscience approach. In E. Harmon-Jones & P. Winkielman (Eds.), *Social Neuroscience: Integrating biological and psychological explanations of social behavior* (pp. 353-375). New York: The Guilford Press.
- Harmon-Jones, E. (2007). Asymmetrical frontal cortical activity, affective valence, and motivational direction. In E. Harmon-Jones & P. Winkielman (Eds.), *Social Neuroscience: Integrating biological and psychological explanations of social behavior* (pp. 137-156). New York: The Guilford Press.
- Harmon-Jones, Winkielman, P. (2007). A brief overview of social neuroscience. In E. Harmon-Jones & P. Winkielman (Eds.), *Social Neuroscience: Integrating biological and psychological explanations of social behavior* (pp. 3-7). New York: The Guilford Press.

Ito, T. A., & Cacioppo, J. T. (2000). Electrophysiological evidence of implicit and explicit categorization processes. *Journal of Experimental Social Psychology*, 36, 660-676.

Ochsner, K.N. & Lieberman, M. D. (2001). The emergence of social cognitive neuroscience. *American Psychologist*, 56, 717-734.

*Enrollment:* 10

*Title:* **On the Dark Side of Self-Regulation: Losing and Finding the Self in a Cultural World**

*Teaching staff:* Prof.dr. L. Martin (University of Georgia, USA), dr. S. Koole (VU) and dr. R.B. van Baaren (RU)

*Type of course:* Joint seminar

*Date:* March 29 and 30, 2007

*Duration:* 2 days

*Language:* English

*Location:* VU University

*Content:* Research on self-regulation has exploded over the past decade. Most of this work has emphasized the adaptive advantages of self-regulation for the individual and society at large. However, self-regulation may also have disadvantages. Research by dr. Martin has shown that some forms of self-regulation can lead individuals to lose contact with their own genuine preferences and emotions. Based on these and related findings, dr. Martin suggests that self-regulation can foster cultural adaptations that lead individuals away from their basic human nature. Dr. Martin also presented research showing that reminders of death can serve as a "wake-up call" that lead people to decrease their reliance on cultural norms and increase their mindfulness and present-orientation.

*Form:* In the morning sessions, dr. Martin provided an overview of his work. In the afternoon sessions, (a priori selected) participants presented their work and engaged in discussions. About two weeks in advance, the written (preliminary) version or abstract of each student's presentation were sent to a discussant.

Martin, Koole, and van Baaren received all written contributions. The number of presentations in the afternoon was limited in order to have enough time for interaction with the attendees.

- Literature:* Martin L.L. (1999). Another Look at I–D Compensation Theory: Addressing Some Concerns and Misconceptions. *Psychological Inquiry*, 10 (3), 257–267.
- Martin L.L. (1999). I–D Compensation Theory: Some Implications of Trying to Satisfy Immediate-Return Needs in a Delayed-Return Culture. *Psychological Inquiry*, 10 (3), 195–208.
- Martin, L.L., Campbell, W. K., & Henry, C. D. (2004). The roar of awakening: Mortality acknowledgment as a call to authentic living. In J. Greenber, S. L. Koole, & T. Pyszczynski (Eds.), *Handbook of Experimental Existential Psychology* (pps. 431-448). New York, NY: Guilford Press.
- Martin, L.L., & Shirk, S. (2007). Set/Reset and Self-Regulation: Do Contrast Processes Play a Role in the Breakdown of Self-Control? In D.A. Stapel & J. Suls (Eds.), *Assimilation and Contrast in Social Psychology* (pp.207-225). New York: Psychology Press.
- Martin, L.L., & Shirk, S. Immediate-Return Societies: What Can They Tell Us About The Self and Social Relationships in Our Society?

*Enrollment:* 19

*Title:* **Virtual Reality as a Tool for Psychological Research**

*Teaching staff:* Prof.dr. D.H.J. Wigboldus (BSI), drs. R. Dotsch (BSI), prof.dr. H. Aarts (KLI) and dr.ir. R. Custers (KLI)

*Type of course:* Joint seminar. This workshop was a collaboration between the Behavioural Science Institute (BSI) and KLI.

*Date:* May 3 and 4, 2007

*Location:* Radboud University Nijmegen, Behavioural Science Institute

*Duration:* 2 days

*Language:* Dutch or English

*Content:* The aims of this workshop were: (1) To get acquainted with the possibilities that Virtual Reality (VR) technology has to offer for research in behavioral sciences (including social psychology). (2) To critically assess the use of this technology for this kind of research. (3) To discover what possibilities VR technology offers for your own research.

*Format:* On Day 1, an overview was presented of research in psychology in which VR technology is used. A critical assessment of the possibilities was based on the paper of Blascovich et al. (2002, Psychological Inquiry) and the reactions on this paper by participants (participants were requested to read this paper before the workshop). The morning program was a mixture of lectures and small group discussions. In the afternoon, participants briefly presented their research and indicated how VR technology can be used to improve the research in question. The staff commented on presented ideas, mainly focusing on feasibility of the presented solution and the question of whether VR technology is really necessary to tackle the particular research question.

On Day 2, Ron Dotsch gave a detailed description of the technological possibilities of VR. He focused on questions such as: What are currently the possibilities in the Netherlands in general and Nijmegen in particular? What kind of research can be conducted? What has to be programmed and how does this work? One of the BSI modellers showed how three-dimensional models are built. The morning was ended with a demonstration of the current possibilities and examples of research conducted in the RIVERlab in Nijmegen.

In the afternoon, participants were divided in small groups to design an experiment in which VR technology is employed in a useful way. Participants had to take into account the current possibilities and limitations of the technology. At the end of the afternoon, the groups presented their research ideas and each idea was critically examined by the rest of the group.

*Subscription:* The workshop could accommodate a maximum of 20 participants. Accordingly, there was room for 10 participants from each institute (KLI and BSI). As the number of subscriptions exceeded this limitation, the teaching staff applied a selection rule.

*Literature:* Blascovich, J., Loomis, J., Beall, A. C., Swinth, K. R., Hoyt, C. L., & Bailenson, J. N. (2002). Immersive virtual environment technology as a methodological tool for social psychology. *Psychological Inquiry*, 13, 103-124.

*Enrollment:* 10 KLI and 10 BSI members



## Appendix 2: Publications 2007

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

- Aarts, H. (2007). Health behavior and the implicit motivation and regulation of goals. *Health Psychology Review*, 1, 53-82.
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