



## Annual Report 2009

Kurt Lewin Institute  
Graduate School in Social Psychology and its applications

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## 1. Introduction

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The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. In 2009 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.

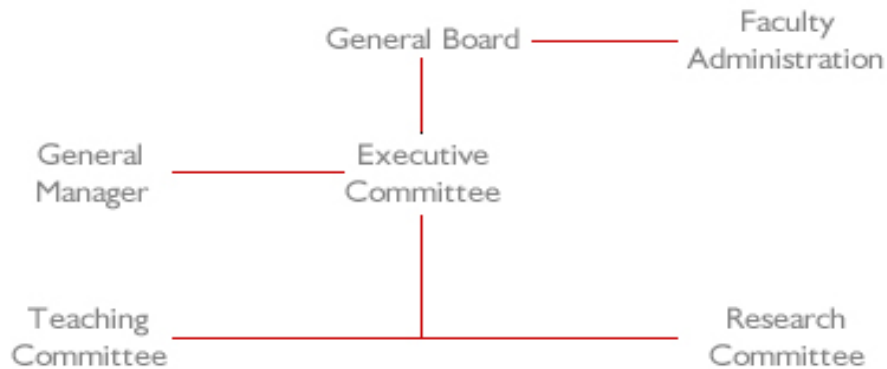
As of January 2005 the commissioner (penvoerder) of the KLI is the Faculteit der Maatschappij- en Gedragwetenschappen at the Universiteit van Amsterdam. The KLI office is located at the programme group Work and Organizational Psychology.

## 2. Organization

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### 2.1 Management structure

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



#### **General Board**

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

*Members of the General Board in 2009*

Prof.dr. N. Ellemers (chair)  
Prof.dr. K. van den Bos  
Prof.dr. A.H. Fischer  
Prof.dr. P.A.M. van Lange  
Drs. E. Ufkes (non-voting Ph.D. student member)  
Prof.dr. N. van Yperen  
Prof.dr. D.H.J. Wigboldus (external member)

**Executive Committee**

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

*Members of the Executive Committee in 2009*

Prof.dr. E. van Dijk (Research Director)  
Prof.dr. J.A. Förster (Scientific Director)  
Dr. E.H. Gordijn (Teaching Director)

**Teaching Committee**

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

*Members of the Teaching Committee in 2009*

Dr. W.W. van Dijk  
Dr. E.H. Gordijn (Chair)  
Dr. D.T. Scheepers  
Drs. E.G. Ufkes (representing the PhD students)

**Research Committee**

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

*Members of the Research Committee in 2009*

Dr. I. van Beest (until May 2009)

Dr. B. Derks (as of May 2009)

Prof.dr. E. van Dijk (Chair)

Dr. Gerben van Kleef

Prof.dr. W. Stroebe

Prof.dr. Barbara Wisse

**General Manager**

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

*General Manager in 2009*

Drs. Anouk K. Evers

## 2.2 Participating institutes

### **Vrije Universiteit Amsterdam**

Van der Boechorststraat 1, 1081 BT Amsterdam

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

### **Universiteit van Amsterdam**

Roetersstraat 15, 1018 WB Amsterdam

- Department of Social Psychology  
T: 020 - 525 6890
- Department of Work & Organizational Psychology  
T: 020 - 525 6860

### **Rijksuniversiteit Groningen**

Grote Kruisstraat 2/1, 9712 TS Groningen

- Department of Social Psychology  
T: 050 - 363 6386
- Department of Organizational Psychology  
T: 050 - 363 6386
- Department of Psychometrics & Statistics  
T: 050 - 363 6366

### **Universiteit Leiden**

PO box 9555, 2300 RB Leiden

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

### **Universiteit Utrecht**

PO box 80140, 3508 TC Utrecht

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



### **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 in 2009 were: prof.dr. T. (Tineke) Willemsen (emeritus, Department of Psychology and Society, University of Tilburg), prof.dr. W. (Ivo) Molenaar (emeritus, Department of Psychology, University of Groningen) until June 2009 and dr. J. (Jose) Heesink (Assistant Professor Organizational Psychology, University of Groningen) as of September 2009.

### 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 (as of September 1, 2008)**

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

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

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

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

Evaluation of the project proposal

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

*1. Formal issues*

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

*2. Content issues*

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

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

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

## 3.2 Full members on December 31, 2009

Prof.dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
Dr. B. Beersma, UvA, Work and Organizational Psychology  
Prof.dr. K. van den Bos, UU, Social & Organizational Psychology  
Prof.dr. B.P. Buunk, RuG, Social Psychology  
Dr. R. Custers, UU, Social & Organizational Psychology  
Dr. J. Degner, UvA, Social Psychology  
Dr. B. Derks, UL, Social & Organizational Psychology  
Prof.dr. E. van Dijk, UL, Social & Organizational Psychology  
Dr. W.W. van Dijk, UL, Social & Organizational Psychology  
Dr. A. Dijkstra, RuG, Social 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. 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. Förster, UvA, Social Psychology  
Prof.dr. E.H. Gordijn, RuG, Social Psychology  
Dr. M. Häfner, UU, 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. E.A.J. van Hooff, UvA, Work and Organizational Psychology  
Dr. A.H.B. de Hoogh, UvA, Work and Organizational Psychology  
Prof.dr. K.A. Jehn, UL, Social & Organizational Psychology  
Dr. K.J. Jonas, UvA, Social 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  
Dr. S.L. Koole, VU, Social Psychology  
Dr. C. van Laar, UL, Social & Organizational Psychology  
Dr. A.H. de Lange, RuG, Organizational Psychology  
Prof.dr. P.A.M. van Lange, VU, Social Psychology  
Prof.dr. R.W. Meertens, UvA, Social Psychology  
Prof.dr. N. Nauta, UvA, Work and Organizational Psychology  
Prof.dr. S. Otten, RuG, Social Psychology  
Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social Psychology

Prof.dr. K.I. van Oudenhoven - van der Zee, RuG, Social Psychology  
Dr. E.K. Papiés, UU, Social & Organizational Psychology  
Dr.ing. I.E. de Pater, UvA, Work and Organizational Psychology  
Prof.dr. J. van der Pligt, UvA, Social Psychology  
Prof.dr. T. Postmes, RuG, Social Psychology  
Dr. J.W. van Prooijen, VU, Social Psychology  
Dr. B. de Raad, RuG, Psychometrics & Statistics  
Dr. M. Rotteveel, UvA, Social Psychology  
Prof.dr. C.E. Rusbult, VU, Social Psycholog  
Prof.dr. K. Sassenberg, RuG, Organizational Psychology  
Dr. D.T. Scheepers, UL, Social & Organizational Psychology  
Prof.dr. G.R. Semin, UU, Social & Organizational Psychology  
Dr. H.J.A.M. Staats, UL, Social & Organizational Psychology  
Dr. T. Ståhl, UL, Social & Organizational Psychology  
Prof.dr. E.M. Steg, RuG, Social Psychology  
Dr. W. Steinel, UL, Social & Organizational Psychology  
Dr. M. Stel, UU, Social & Organizational Psychology  
Prof.dr. W. Stroebe, UU, Social & Organizational Psychology  
Prof.dr. A.E.M. van Vianen, UvA, Work and Organizational Psychology  
Prof.dr. E. van de Vliert, RuG, Organizational Psychology  
Dr. R.E. de Vries, VU, Work and Organizational Psychology  
Dr. B.M. Wisse, RuG, Organizational Psychology  
Prof.dr. N.W. van Yperen, RuG, Organizational Psychology  
Dr. M. van Zomeren, RuG, Social Psychology

### 3.3 Affiliate members on December 31, 2009

Dr. I. van Beest, UvT, Psychology  
Prof.dr. M.Ph. Born, EUR, Psychology  
Dr. A.E.R. Bos, UM, Health Promotion and Health Education  
Prof.dr. D. de Cremer, EUR, Rotterdam School of Management  
Dr. E. Deros, EUR, Psychology  
Dr. M. van Dijke, OU, Psychology  
Dr. C. Martijn, UM, Experimental Psychology  
Prof.dr. B.A. Nijstad, RuG, Human Resource Management & Organizational  
Behavior  
Dr. F.A. Rink, RuG, Human Resource Management & Organizational Behavior  
Dr. R.A.C. Ruiter, UM, Work and Organizational Psychology

Prof.dr. K. Sanders, UT, Organisational Psychology & Human Resource Development  
Prof.dr. D.A. Stapel, UvT, Psychology  
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, 2009

Dr. H. van den Berg, UvA, Social Psychology  
Dr. L.F. van Dillen, UU, Social & Organizational Psychology  
Dr. K. Epstude, RuG, Social Psychology  
Dr. L.L. Greer, UvA, Work and Organizational Psychology  
Dr. N. Hansen, RuG, Social Psychology  
Dr. D.A. van Hemert, UvA, Social Psychology  
Dr. A.C. Homan, UL, Social & Organizational Psychology  
Dr. M.L.M. van Hooff, UvA, Work and Organizational Psychology  
Dr. N.B. Jostmann, UvA, Social Psychology  
Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology  
Dr. Y. de Liver, UvA, Social Psychology  
Dr. E.F. Rietzschel, RuG, Organizational Psychology  
Dr. K.I. Ruys, UU, Social & Organizational Psychology  
Dr. E.F. van Steenberg, UU, Social & Organizational Psychology  
Dr. K.E. Stroebe, RuG, Social Psychology  
Dr. F.S. ten Velden, UvA, Work and Organizational Psychology  
Dr. H.P. Veling, UU, Social & Organizational Psychology

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

## 3.5 PhD students

On 31 December 2009, 84 PhD students were participating in the Kurt Lewin Institute. In the same year, 23 PhD students started their research, 23 PhD students completed their research, 1 PhD student stopped, 11 PhD students found another job but will finish their PhD later and the PhD position of 10 PhD students was ended but they will finish their PhD later.

*Table 1: Institutional participation of PhD students on December 31, 2009*

VU University	9
University of Amsterdam	19
University of Groningen	23
University of Leiden	8
University of Utrecht	8
External PhD students	17
<b>Total</b>	<b>84</b>

**List of PhD students in 2009, their supervisors and the title of their research project**

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. Y.R. Avramova	Prof.dr. D.A. Stapel Prof.dr. F.M.G. Pieters	UvT UvT
<i>Title: Mood, focus level, and accessibility</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 Dr. B.A. Nijstad	UvA UvA
<i>Title: Is it positive or negative mood that fosters creativity and innovation?</i>		
Drs. M. Bal **	Prof.dr. K. van den Bos Dr. E.K. Papies	UU UU
<i>Title: Uncertainty and terror management: Social psychological insight into reactions to violations of cultural worldviews</i>		



Name	Supervisors	Institute
Drs. E.H. Bijleveld	Prof.dr. H. Aarts Dr.ir. R. Custers	UU UU
<i>Title: Priming effects on behavior: Cognitive versus motivational mechanisms</i>		
Drs. M. Blaga	Prof.dr. N.W. van Yperen	RuG
<i>Title: Approach goals, performance attainment and task interest: The role of moderators</i>		
Drs. D. Bleeker ****	Prof.dr. N. Ellemers Dr. C. van Laar	UL UL
<i>Title: Motivation and performance in low status groups: Balancing the interests of the ingroup and outgroup</i>		
Drs. R.M. van Bloois **	Prof.dr. A. Nauta Dr.ing. I.E. de Pater	UvA UvA
<i>Title: Antecedents and consequences of idiosyncratic deals</i>		
Drs. J.W. Bolderdijk	Prof.dr. J.A. Rothengatter Dr. E.M. Steg	RuG RuG
<i>Title: Increasing the effectiveness of incentives through framing</i>		
Drs. L.O. Bosma	Prof.dr. K. Sanders Prof.dr. J. Scheerens	UT UT
<i>Title: How performance related pay and leadership bring out the best in employees: The role of HRM content, strength and climate</i>		
Drs. T.M. Brakel	Prof.dr. B.P. Buunk Dr. A. Dijkstra	RuG RuG
<i>Title: Evidence based development of patient education information to be provided through different media to increase quality of life in cancer patients</i>		
Drs. B.M. Braun-Ekker ****	Prof.dr. D.A. Stapel Dr. S. Otten Dr. E.H. Gordijn	UvT RuG RuG
<i>Title: Determinants of ingroup versus outgroup bias in aggressive interactions</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. R. Broeders ****	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU UU
<i>Title: Automatic and controlled processes in the social psychology of justice judgments</i>		
Drs. L. Bullens	Prof.dr. J.A. Forster Dr. F. van Harreveld	UvA UvA
<i>Title: The impact of decision difficulty on choice, satisfaction, and motivation</i>		
Drs. N. Cem Ersoy ****	Prof.dr. H. van der Molen Dr. M.Ph. Born	EUR EUR
<i>Title: Effects of individualistic and collectivistic culture on organizational citizenship behaviour</i>		
Drs. C. den Daas	Prof.dr. J. de Wit Prof.dr. H. Aarts	UU UU
<i>Title: Is automaticity indeed everywhere? A second-generation study of the moderation of impulsive influences on evaluation and behavior</i>		
Drs. S.E. Dalley ***	Prof.dr. A.P. Buunk Dr. J.H. Park	RuG RuG
<i>Title: 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
<i>Title: Personal agency as a goal structure</i>		
Drs. G. Danner- Vlaardingerbroek	Dr. E.S. Kluwer Dr. E.F. van Steenbergen Prof.dr. T. van der Lippe	UU UU UU
<i>Title: Habits and the role of awareness and planning in health behaviors</i>		
Drs. A.J. Day **	Prof.dr. T. Postmes Prof.dr. T. Morton	RuG Exeter
<i>Title: Emotions, identification and information processing in small group decision making</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. P. Desmet	Prof.dr. D. de Cremer Prof.dr. E. van Dijk	EUR UL
<i>Title: Repairing trust: When money matters</i>		
N.G. Dimitrova, MSc. **	Dr. C. van Dyck Dr. E.A.J. van Hooft Prof.dr. P. Groenewegen	VU UvA VU
<i>Title: Quality management in the face of error: On staying task focused</i>		
Drs. S.R.S. Does	Prof.dr. N. Ellemers Dr. B. Derks	UL UL
<i>Title: Turning threat into challenge: Improving majority group members' acceptance of minorities by focusing on morality gains</i>		
Drs. E.-J. van Doorn	Prof.dr. J. van der Pligt Dr. G.A. van Kleef	UvA UvA
<i>Title: Interpersonal effects of emotional expressions on persuasion: Testing the emotions as social information (EASI) model</i>		
Drs. S.L. Dubbs **	Prof.dr. B.P. Buunk	RuG
<i>Title: Parent-offspring conflict over mate-choice</i>		
Drs. B. Duyx	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad	UvA UvA
<i>Title: Constructive delay and decision avoidance in a temporal context</i>		
S.P. Elbert, MSc. **	Prof.dr. A. Dijkstra Prof.dr. T. Postmes	RuG RuG
<i>Title: Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption</i>		
Ir. K.J.P.M. van Erp	Prof.dr. K.I. van Oudenhoven-v.d. Zee Dr. E. Giebels	RuG RuG
<i>Title: Expatriate adjustment: The influence of justice and conflict in an intimate relationship</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M. Gillebaart	Prof.dr. J.A. Forster Dr. M. Rotteveel	UvA UvA
<i>Title: Emotional, motivational, and cognitive consequences of novelty</i>		
Drs. M.E.E. de Goede	Prof.dr. A.E.M. van Vianen Dr. U.C. Klehe	UvA UvA
<i>Title: Applicant perceptions of prospective multilevel fit: Idiosyncratic fit-foci and selection lenses</i>		
Drs. S. van der Haar	Prof.dr. K.A. Jehn Prof.dr. M.S.R. Segers	UL UL
<i>Title: High reliability teams and team learning: The importance of transactive memory systems</i>		
Drs. M. Hamstra	Prof.dr. N.W. van Yperen Prof.dr. K. Sassenberg	RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. S.T. Hawk ***	Prof.dr. A.H. Fischer Dr. G.A. van Kleef	UvA UvA
<i>Title: Emotional contagion: The role of self and others</i>		
Drs. A.D. Hoben **	Prof.dr. B.P. Buunk	RuG
<i>Title: An evolutionary investigation of consanguineous marriages</i>		
J. Hofhuis, MSc. **	Prof.dr. K.I. van Oudenhoven - van der Zee Prof.dr. S. Otten	RuG RuG
<i>Title: Influence of threat and organizational climate on social identity formation in culturally diverse organizations</i>		
Drs. N. Hoogervorst	Prof.dr. D. de Cremer	UvT
<i>Title: When leaders enact fair procedures: The roles of power and belongingness motives</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. F. van Horen	Prof.dr. D.A. Stapel Prof.dr. F.M.G. Pieters	UvT UvT
<i>Title: Imitation in the supermarket: When does a look-alike strategy increase liking and choice of leader brand and copycat?</i>		
L. Jans, MSc. **	Prof.dr. K.I. van Oudenhoven - van der Zee Prof.dr. T. Postmes	RuG RuG
<i>Title: Inclusive identities in diverse contexts</i>		
N. de Jong, MSc. **	Prof.dr. H.A. Hoekstra Prof.dr. K.I. van Oudenhoven - van der Zee Dr. A.H. de Lange	RuG RuG RuG
<i>Title: Roldiversiteit en integratie in de tweede loopbaanhelft</i>		
Drs. E. Kamans ***	Prof.dr. D.A. Stapel Dr. S. Otten Dr. E.H. Gordijn	RuG RuG RuG
<i>Title: The role of power and emotions in intergroup conflicts</i>		
Drs. L. Kessels	Dr. R.A.C. Ruiter Dr. B. Jansma Dr. V. van de Ven Prof.dr. G. Kok	UM UM UM UM
<i>Title: Threatening health information makes us look away: An fMRI study of the neural processes of negative arousal, personal relevance and attention</i>		
Drs. L. Klavina **	Prof.dr. B.P. Buunk Dr. T.V. Pollet Dr. J.H. Park	RuG RuG Bristol
<i>Title: Intrasexual competition in the context of intergroup behavior</i>		
Drs. A.H.M. Klep ****	Prof.dr. B.M. van Knippenberg Prof.dr. H. van der Flier	VU VU
<i>Title: A social identity model of group emotion</i>		

Name	Supervisors	Institute
Drs. J. Koen **	Prof.dr. A.E.M. van Vianen Dr. U.-C. Klehe Prof.dr. A. Nauta	UvA UvA UvA
<i>Title: (The lack of) job-search behavior among the unemployed</i>		
Drs. L.F. Koning ****	Prof.dr. E. van Dijk Dr. I. van Beest Dr. W. Steinel	UL UL UL
<i>Title: Power and deception in bargaining: An interdependence analysis</i>		
Drs. K.E. Kubacka	Dr. C. Finkenauer Prof.dr. C.E. Rusbult	VU VU
<i>Title: 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. D. Lakens ***	Prof.dr. G.R. Semin Dr. F. Ni	UU VU
<i>Title: Synchronization; grounding the processing of facial expressions</i>		
Drs. G. Langendijk	Prof.dr. Jasper von Grumbkow Dr. M. van Dijke Prof.dr. D. de Cremer Dr. J. Syroit	OU OU EUR OU
<i>Title: The role of procedural fairness in power dynamics</i>		
Drs. R. van der Lee	Prof.dr. N. Ellemers Dr. D.T. Scheepers	UL UL
<i>Title: Morality, competence, and motivation in group contexts</i>		
Drs. G.-J. Lelieveld	Prof.dr. E. van Dijk Dr. I. van Beest	UL UL
<i>Title: A social functional account of reactions to and strategic of negative emotions in bargaining</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.M. Lokhorst ***	Prof.dr. E. van Dijk Dr. H.J.A.M. Staats	UL UL
<i>Title: Feedback, social support and public commitment to improve environmental quality of farm lands</i>		
Drs. A. Loseman	Prof.dr. K. van den Bos Dr. J.R.C. Ham	UU TUE
<i>Title: On objective truth and subjective principles about justice</i>		
Drs. K. Luerken *****	Prof.dr. A.E.M. van Vianen Dr. B. Beersema	UvA UvA
<i>Title: External and internal fit of teams affecting decision-making processes and performance</i>		
Drs. J. Marguc	Prof.dr. J.A. Förster	UvA
<i>Title: Nasty but good for you: On the benefits of obstacles</i>		
Drs. H. Marien **	Prof.dr. H. Aarts	UU
<i>Title: The dynamic interplay of representation level and modality in the implicit motivation of goal pursuit</i>		
Drs. J. Mastop	Prof.dr. E. van Dijk Dr. M. Stel	UL UL
<i>Title: Nonverbal behaviour and its consequences towards people with high and low status</i>		
Drs. K.O. McCabe **	Prof.dr. N.W. van Yperen Prof.dr. A.J. Elliot	RuG Rochester
<i>Title: Not losing to yourself as an achievement goal: Antecedents and consequences</i>		
Drs. I.M. McNeil	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Dr. M.J.J. Handgraaf	UvA UvA UvA
<i>Title: Constructive delay and decision avoidance in a temporal context</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M.H.C. Meijers **	Prof.dr. D.A. Stapel Prof.dr. T.M.M. Verhallen	UvT UvT
<i>Title: Subtle activation of sustainability values to enhance sustainable choice</i>		
Drs. K. Menninga	Prof.dr. T. Postmes Dr. A. Dijkstra	RuG RuG
<i>Title: 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. S. Mollen	Prof.dr. G.J. Kok Dr. R.A.C. Ruitter	UM UM
<i>Title: Adverse effects of health messages: Preventing the communication of unintended social norms stimulating unhealthy behaviors</i>		
Drs. M. Moorkamp **	Prof.dr. K. Sanders Dr. H. Yang	UT UT
<i>Title: Disentangling the HR black box: Integrating the sensemaking process into the HRM performance link from a cross cultural perspective</i>		
Drs. B. Nevicky **	Prof.dr. A.E.M. van Vianen Dr. A.H.B. de Hoogh Dr. D. McIlwain	UvA UvA Sydney
<i>Title: The emergence and effectiveness of narcissistic leadership in different contexts</i>		
Drs. J. Niemann	Prof.dr. N.W. van Yperen Prof.dr. K. Sassenberg	RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. M.K. Noordewier ***	Prof.dr. M. Zeelenberg Prof.dr. D.A. Stapel	UvT UvT
<i>Title: The psychology of expectancies</i>		



<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. S. Oosterwijk	Prof.dr. A.H. Fischer Dr. M. Rotteveel	UvA UvA
<i>Title: The effect of emotion representation on emotional experience and bodily changes</i>		
Drs. J.K. Oostrom	Prof.dr. M.Ph. Born Prof.dr. H.T. van der Molen	EUR EUR
<i>Title: Effects of implicit and explicit trait effectiveness beliefs on the performance on technologically advanced selection devices</i>		
Y.M.J. van Osch, MSc. **	Prof.dr. M. Zeelenberg Dr. S.M. Breugelmans	UvT UvT
<i>Title: How culture influences the emotion process</i>		
Drs. R. Pals	Prof.dr. K.I. van Oudenhoven-v.d. Zee Dr. L. Steg Dr. F.W. Siero	RuG RuG RuG
<i>Title: Evaluation of experiences in Zoo Emmen: Preferences for confirmation or disconfirmation of expectancies</i>		
Drs. L.L. Phan	Prof.dr. G.R. Semin Dr. W.W. van Dijk Dr. M. van Zomeren	VU VU VU
<i>Title: Group-based emotions: A model of the affective route from social identity to prejudice</i>		
Drs. S. Pietersma ***	Prof.dr. A.P. Buunk Dr. A. Dijkstra	RuG RuG
<i>Title: Dimensions of physical and social negative consequences of health risk behaviors and their moderators in inducing self-threat</i>		
Drs. T.Y.P. Preenen	Dr.ing. I.E. de Pater Prof.dr. A.E.M. van Vianen Prof.dr. C.K.W. de Dreu	UvA UvA UvA
<i>Title: The allocation of challenging tasks: Determinants and consequences of supervisors' task allocation behavioral styles and task assignments</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. M. Redeker	Prof.dr. H. van der Flier Dr. R.E. de Vries	VU VU
<i>Title: The leadership circumplex</i>		
Drs. N.F.E. Regenberg	Prof.dr. G.R. Semin	VU
<i>Title: The linguistic underpinnings of perception, action, and the self</i>		
Drs. J.P. van 't Riet ***	Prof.dr. H. de Vries Dr. R. de Ruiter	UM UM
<i>Title: Framing health messages</i>		
Drs. F. Righetti	Prof.dr. C.E. Rusbult Dr. C. Finkenauer	VU VU
<i>Title: Goals and interpersonal relationships</i>		
Drs. M. Roskes	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad	UvA UvA
<i>Title: Cooperation vs. conflict mental-set and creativity: Cognitive load versus motivated-focus</i>		
Drs. H.A.H. Ruigendijk	Prof.dr. C.E. Rusbult Dr. S.L. Koole	VU VU
<i>Title: Minding the body: The role of somatic feedback in ruminative thinking</i>		
Drs. J. Rupert ****	Prof.dr. K.A. Jehn	UL
<i>Title: Group composition and diversity: A multimethod examination of alignment, conflict and performance</i>		
Drs. B. Rutjens	Prof.dr. J. van der Pligt Prof.dr. J.A. Förster Dr. F. van Harreveld	UvA UvA UvA
<i>Title: Regulating lack of control and uncertainty</i>		
Drs. J. van der Schalk ****	Prof.dr. A.H. Fischer Prof.dr. D.H.J. Wigboldus	UvA RU
<i>Title: Emotional contagion in intergroup contexts</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. I.K. Schneider	Prof.dr. J. van der Pligt Dr. F. van Harreveld Dr. M. Rotteveel	UvA UvA UvA
<i>Title: The dynamics of ambivalence: An investigation into the consequences of evaluative conflict in attitudes and decision-making</i>		
Drs. E.C. Seip	Prof.dr. E. Fehr Dr. M. Rotteveel Dr. W.W. van Dijk	Uni. of Zurich UvA VU
<i>Title: Altruistic punishment</i>		
Drs. S. Shalvi	Prof.dr. C.K.W. de Dreu	UvA
<i>Title: Cooperation vs. conflict mental-set and creativity: Cognitive load vs. motivated-focus</i>		
Drs. R.B.L. Sijbom	Prof.dr. O. Janssen Prof.dr. N.W. van Yperen	RuG RuG
<i>Title: Achievement goals and interpersonal behavior: How do leaders respond to creative ideas proposed by their subordinates</i>		
Drs. E. Silbernagel **	Prof.dr. G. Kok Dr. R.A.C. Ruiter Dr. A.E.R. Bos Dr. P. Harris	UM UM UM Sheffiel d
<i>Title: The effects of threatening health information on attention and behaviour: The role of self-affirmation</i>		
Drs. D.J. Sligte **	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Prof.dr. J.A. Förster	UvA RuG UvA
<i>Title: Creative flow from fit</i>		
Drs. J.M. Slijkhuis	Prof.dr. N.W. van Yperen Dr. E.F. Rietzschel	RuG RuG
<i>Title: Determinants of creative performance in ambiguous situations</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.F. Sluis **	Prof.dr. J.P.L.M. van Oudenhoven Prof.dr. S. Otten Dr. M.E. Timmerman	RuG RuG RuG
<i>Title: Virtues and integration of different cultural groups in the Netherlands</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. R. van Veelen	Prof.dr. S. Otten Dr. N. Hansen	RuG RuG
<i>Title: Cognitive projection processes as underlying path to inclusive identity formation</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. de Vos, MSc. **	Prof.dr. T. Postmes Prof.dr. E.H. Gordijn Dr. M. van Zomeren	RuG RuG RuG
<i>Title: The role of communication and conflict escalation and de-escalation between ethnic groups</i>		
Drs. A. de Vries	Prof.dr. M. Ph. Born Dr. R.E. de Vries	EUR VU
<i>Title: Specificity in personality measurement: Improving the prediction of academic and work performance in culturally diverse groups</i>		
Drs. J.H.K. Vuolevi	Prof.dr. P.A.M. van Lange	VU
<i>Title: Cooperation and person perception in incomplete information situations</i>		

Name	Supervisors	Institute
Drs. A. van der Weiden	Prof.dr. H. Aarts Dr. K. Ruys	UU UU
<i>Title: From nonconscious goals to the conscious experience of goal achievement</i>		
Drs. S.C.W. Welten **	Prof.dr. M. Zeelenberg Dr. S. Breugelmans	UvT UvT
<i>Title: Vicarious self-conscious emotions</i>		
Drs. R. Wijn ****	Prof.dr. K. van den Bos Prof.dr. H. Aarts	UU UU
<i>Title: Social justice, and intuitive and reflexive determinants of behavior</i>		
Drs. F.R.C. de Wit	Prof.dr. K.A. Jehn	UL
<i>Title: Asymmetrical perceptions of conflict and their antecedents: A cognitive perspective</i>		
Drs. M.J.J. Wubben ***	Prof.dr. D. de Cremer Prof.dr. E. van Dijk	UvT UL
<i>Title: The emotional basis of individual and structural decisions in social dilemmas</i>		
Drs. M.P. Zaal	Prof.dr. N. Ellemers Dr. C. van Laar Dr. T. Stahl Dr. B. Derks	UL UL UL UL
<i>Title: Regulatory-focus and the effects of stigma on collective-action</i>		
Drs. C.M. Zedelius	Prof.dr. H. Aarts Dr. H.P. Veling	UU UU
<i>Title: Beyond the will: Implicit motivation and adaptation of goals and experiences</i>		

\*Finished his/her PhD in 2009; \*\*started his/her PhD in 2009; \*\*\*started job elsewhere in 2009 but will finish PhD later; \*\*\*\*PhD position ended in 2009 but will finish PhD later; \*\*\*\*\*stopped her/his PhD in 2009.

49% are funded by the universities; 33% are funded by NWO (Netherlands Organization for Scientific Research); 18% 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 2009

In 2009 23 PhD projects were completed:

Boezeman, E.J. (February 19, 2009). Managing the volunteer organization: Strategies to recruit, content, and retain volunteers. Leiden University. (Co-) Promotor(es): prof.dr. N. Ellemers.

Summary: Many types of organizations run on volunteer effort. However, insights on the recruitment, retention, and work satisfaction of volunteers are lacking in the literature. Building on social identity theory (Tajfel & Turner, 1979) and the social identity based model of cooperation (Tyler, 1999; Tyler & Blader, 2000) this dissertation presents a conceptual framework that posits that pride (the evaluation of the status of the volunteer organization) and respect (the evaluation of one's own individual status within the volunteer organization) contribute positively to psychological engagement and cooperation of individual (prospective) volunteers. In the context of the retention of volunteers, the results showed that volunteers who take pride in the organization due to the perceived importance of the volunteer work, and volunteers who experience respect within the organization due to perceived organizational support, are more inclined to continue to work as a volunteer for the organization. In the context of volunteer recruitment, the results showed that non-volunteers who anticipate pride and respect as a volunteer regard the volunteer organization attractive to work for, and that overly emphasizing the successes of the volunteer organization leads non-volunteers to think that the volunteer organization has no need for additional (new) volunteers. In a final chapter on the work satisfaction of volunteers, this dissertation builds on self-determination theory (Deci & Ryan,

2000) and the results showed that satisfaction of autonomy and relatedness needs during volunteer work foster work satisfaction and the willingness to remain with the organization among volunteers, and that satisfaction of relatedness needs is the primary determinant of work satisfaction and intent to remain for volunteers whereas paid workers consider satisfaction of autonomy needs primarily important for their work satisfaction and intent to remain. Theoretical and practical implications are discussed.

Brebels, L.G.G. (February 27, 2009). Mirror, mirror on the wall... Procedural fairness as an evaluative and regulatory looking-glass self. Tilburg University. (Co-)Promotor(es): prof.dr. D. de Cremer and prof.dr. C. Sedikides.

Summary: not available

Faddegon, K. (January 20, 2009). Regulatory Focus in Group Contexts. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers and dr. D.T. Scheepers.

Summary: This thesis examines the influence of different group situations on the regulatory focus of the individual group members and the impact of the regulatory focus of individual group members on the performance of the team. It was demonstrated that promotion and prevention strategies can “top-down” be adopted by group members via the identity of the group that models group members’ behavior towards promotion or prevention consistent responses (Chapter 2). It was shown in chapter 3 that the regulatory focus strategies of the group members can also arise “bottom-up” from the interdependency structure of the group task. Disjunctive group tasks (team performance equals performance best group member) induced promotion focus consistent responses whereas conjunctive group tasks resulted in prevention consistent responses among group members. Finally, Chapter 3 demonstrated that the regulatory focus strategies of group members affects the performance of team (Chapter 4). The current thesis underlines the importance of taking the social context into account when examining individuals’ regulatory focus. It also adds to the literature on group processes by showing that group situations can not only affect the amount of motivation of group members but also the direction of that motivation (promotion vs. prevention). Finally the thesis has many practical implications for teams or team managers that are interested in optimizing team performance.

Grob, J. (March 19, 2009). *Dial E for Emotion: Context and Consequences of Emotion Regulation*. University of Groningen. (Co-)Promotor(es): prof.dr. D.A. Stapel, prof.dr. E.H. Gordijn and prof.dr. S. Otten.

Summary: Whistling loudly while walking through a dark alley or smiling politely when being given an awful gift: We all regulate our emotions. In this dissertation I investigate the context in which emotions are regulated and the consequences of different emotion regulation strategies.

First of all, my survey studies show that people consider it good to express one's emotions, with a preference for the expression of happiness and sadness over the expression of disgust. People mainly express their emotions when with people they feel close to and on whom they depend. They are more likely to show positive than negative emotions and the target of the emotion is important as well. Concerning emotion regulation strategies, behavioural strategies are preferred over cognitive strategies. Hiding an emotion is positively correlated with behavioural withdrawal; whereas losing an emotion is positively correlated with doing something of the opposite valence.

Secondly, my experimental work shows that different emotion regulation strategies have different effects. To investigate these effects, participants were shown disgust evoking material, after having been instructed to express, suppress or reappraise their emotions. After emotion expression, participants showed more subjective feelings of disgust, as well as a higher cognitive activation of disgust-related concepts. They did not show more disgust-related action tendencies though. After reappraisal the emotion lost intensity on all measured emotion components. Whereas after facial suppression of disgust, the participants did feel less subjective disgust, but the emotion simply showed itself via other emotion channels.

Finally, I further investigated the effects of the suppression of disgust. When facially suppressing disgust a rebound effect occurs, in that participants show more cognitive activation of disgust-related concepts (i.e. 'gross', 'dirty'). They also show more cognitive activation of negative disgust-unrelated concepts (i.e. 'hate', 'bad'). So even though the emotion is gone from the face, it is not truly gone. These rebound and leakage effects after emotion suppression can neither be accounted for by suppression in general, nor by emotional thought suppression. When the facial muscles responsible for the expression of disgust were blocked by having participants hold a pen between teeth and lips while watching the disgust-evoking material, the same pattern of results was shown as found in the case of the facial suppression of disgust.



In the remainder of the dissertation, the important role of the face in the expression of emotion, and further implications of my research are being discussed.

Hofstra, J. (July 2, 2009). *Attaching Cultures: The role of attachment styles in explaining majority members' acculturation attitudes*. University of Groningen. (Co-)Promotor(es): prof.dr. J.P. van Oudenhoven and prof.dr. K.I. van Oudenhoven - van der Zee.

Summary: In the Netherlands, the number of first and second generation immigrants is higher than ever. Consequently, Dutch society faces the task to incorporate different cultural groups. This is not easy, as is proven by the tensions that exist in the Netherlands between various cultural groups. In Dutch media and politics, nowadays the adaptation of immigrants to Dutch society is subject of heated debates. This dissertation focuses on the perspective of Dutch majority members on immigrants' adaptation. More precisely, their attitude towards acculturation strategies (integration, assimilation, separation and marginalization) of immigrants is studied. Additionally, the influence of attachment styles on majority members' attitudes towards these acculturation strategies is examined. For that purpose, a new instrument was developed to measure attachment styles of adults.

The data showed that, irrespective of the method of measurement, the phase of life of the respondent, and the cultural background of the immigrant, Dutch majority members prefer immigrants who use the integration strategy (characterized by cultural maintenance and positive relations with the host society), followed by the assimilation, separation and marginalization strategy, respectively. Furthermore, people scoring high on secure attachment (characterized by a constructive attitude towards the self and towards others) are more positive about the integrating immigrant. In contrast, the insecure styles (fearful, dismissing, and preoccupied) were either negatively or not related to the attitude towards integration. These styles correlated more strongly with the three other -less beneficial- acculturation strategies. Finally, the development of the Attachment Styles Questionnaire (ASQ) was -on the whole- successful. The ASQ seems a promising tool for measuring adult attachment to others in general and clearly adds to the existing arsenal of attachment instruments. Overall, the results of this dissertation indicate that the enhancement of majority members' level of secure attachment might lead to a 'truly' culturally diverse society in which immigrants are able to have positive relations with the host society whilst maintaining their original culture.

Klapwijk, A. (December 23, 2009). *The Power of Interpersonal Generosity*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.A.M. van Lange.

Summary: How can one understand and promote cooperation and trust in everyday situations that incorporate a social dilemma (i.e., a conflict between self-interest and collective interest)? This question is not only relevant for scientists but also for policy makers, managers, school teachers, spouses, parents and many others. The past decades, there has been a strong consensus among scientists that reciprocity was the answer to this question. Direct reciprocity (through exchange) and indirect reciprocity (through reputation) could enhance the emergence of cooperation and trust among people. However, it appears that most prior work has overlooked some important features of social situations, most notably the presence of “noise”—the notion that people sometimes make errors in their actions or perceptions (e.g., accidentally saying the wrong thing) or can be prevented from acting according to their intentions by an external factor (e.g., a breakdown of the mobile network). It is plausible that noise exerts detrimental effects on cooperation and trust, may result in patterns of negative reciprocity (e.g., escalation of conflict) and possibly cause bad reputations.

In the present dissertation, the hypothesis is advanced that an effective way to deal with other people is to behave in a generous (rather than reciprocal) manner. Interpersonal generosity involves investing slightly more than one has received from the other (cf. Kollock, 1993). It is hypothesized that generosity is very effective in promoting cooperation and trust, particularly in social situations that are subject to “noise” and misunderstanding. Inspired by two complementary lines of research, five studies were designed to test the hypotheses. Together, these studies provided good evidence for the ideas regarding three beneficial functions of generosity: (1) the building of an atmosphere of trust, (2) a symbiosis of generosity with reciprocity, and (3) the elicitation of an ‘other-regarding mind-set’ in others. These functions apply not only to long-term relationships between “friends” (exchange-based cooperation) but also within communities of “near-strangers” (reputation-based cooperation).

Leliveld, M. (January 29, 2009). *Ethics in Economic Decision-Making*. Leiden University. (Co-)Promotor(es): prof.dr. E. van Dijk and dr. I. van Beest.

Summary: This dissertation sheds more light on ethics in economic decision-making. Over the course of nine experiments, I studied (a) when people adhere to ethical standards like the do-no-harm principle or equal division rule, and (b)

how people respond to situations in which ethical standards are violated. I show that when people know that by furthering their self-interest they harm another person (either by taking from or by allocating a loss to the other person), people become reluctant to benefit themselves. This reluctance is a genuine concern for fairness instead of a strategic concern. In addition, I show that when people observe a situation of distributive injustice, they are not only willing to give up money to punish persons causing this injustice but also to compensate persons suffering injustice. Empathic concern moderates the preference for punishment and compensation: low empathic people prefer punishment whereas high empathic people prefer compensation. Theoretical implications of these results are discussed in terms of altruism, empathy, and motives of self-interest and fairness.

Lokhorst, A.M. (September 17, 2009). Using Commitment to Improve Environmental Quality. Leiden University. (Co-)Promotor(es): prof.dr. E. van Dijk, prof.dr. G. de Snoo and dr. H.J.A.M. Staats.

Summary: The making of commitments is often used as an intervention aimed at increasing pro-environmental behavior. Research shows that when people commit to changing their environmental behaviors, they tend to adhere to their commitments. In this dissertation it is investigated whether commitment making is effective in improving agricultural nature conservation and with that, environmental quality of farm lands. Furthermore, a conceptual review of commitment making is offered, as well as an experimental investigation of the conditions under which people are willing to make such commitments. Results show that commitment making combined with tailored information is indeed effective in improving farmers' nature conservation. Several explanations of the effect of commitment making on behavior are offered. Also, it is shown that the willingness to invest in commitment making is contingent on the interplay of dispositional trust and situational expectations. Taken together, this dissertation aims to provide the reader with a perspective on the entire process of commitment making: under which conditions people engage in it, if it is successful in altering behavior, and how it is successful.

Massar, K. (May 14, 2009). Unconscious rivals: The automatic evaluation of rivals in jealousy-evoking situations. University of Groningen. (Co-)Promotor(es): prof.dr. A.P. Buunk.

Summary: Emotional states act as signals that specific kinds of agonistic or avoidant behaviors would be functional in the current situation. This is true for so-called 'basic' emotions like fear – causing the individual to flee – or anger – causing the individual to fight – but certainly for jealousy as well. In general, jealousy can be conceptualized as one part of a coordinated system of cognitive, affective, physiological and behavioral responses aimed at guarding one's mate from potential intrasexual competitors which, ultimately, is of importance to reproductive success (Maner & Shackelford, 2007; Buunk, Massar & Dijkstra, 2007; Buss, 1994; Daly, Wilson, & Weghorst, 1982). Throughout my thesis I have argued that the adaptive function of jealousy is the maintenance of the pair bond, since this not only increases the survival chances of individuals, but also of their offspring. Protecting your mate from interlopers is therefore crucial, and those individuals who were the most sensitive to threats to their relationship would have been reproductively more successful. Given this, in this dissertation I have detailed how in women, attractive rivals evoke more jealousy than unattractive rivals, and also more jealousy than socially dominant rivals. In men, the rival's social and physical dominance is crucial to evoke jealousy. Moreover, using several subliminal priming techniques, I have shown that rivals need not be evaluated consciously for jealousy and a number of other negative emotions to arise: their threat to one's relationship can be assessed literally in the blink of an eye. The present research adds to the literature on sex-specific evaluations of rivals by showing that jealousy is evoked not only through unconscious exposure to words (Massar, Buunk & Dechesne, 2008) or line drawings of body shapes (Massar & Buunk, 2008), but also by exposure to photographs of faces or photographs of models wearing costumes varying in status. Moreover, my findings not only showed that jealousy may be affected by subliminally induced characteristics that were projected on the rival, but also that individual differences affected the attention paid to these characteristics. The findings from this thesis show the flexibility of human behavior and the ability to respond adaptively to specific circumstances. Moreover, I conclude that jealousy is not the negative emotion it is often made out to be – some degree of jealousy might actually be very healthy (and adaptive) indeed.

Mors, E. ter (June 10, 2009). Dealing with information about complex issues: The role of source perceptions. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers, dr. W.H. Weenig and dr. D.D.L. Daamen.

Summary: This thesis focuses on how the way people deal with information about complex issues depends on their perceptions of sources that provide the relevant information. The complex issue under consideration throughout this thesis is that of carbon dioxide capture and storage (CCS). In short, CCS involves the capture of carbon dioxide in power plants, the transportation of the carbon dioxide to underground storage sites (e.g., depleted gas fields), and its subsequent storage in these sites.

Overall, the current thesis shows that in order for communication about complex issues to be effective, relevant information sources need to be trusted. When trust in information sources is lacking, people's information selection and their information evaluations are affected in a negative way, with detrimental consequences for the impressions of the issue people form. Additionally, the present work demonstrates the surplus value of having divergent sources provide information in collaboration, instead of separately.

The contribution of the present findings to the field of communication is threefold. First, this thesis complements and extends current findings in the literature as it focuses on informative communication, while previous work has mainly addressed persuasive communication. The second way in which the present research advances the existing literature is by its focus on information-related outcome variables such as perceived information quality and information selection, instead of persuasion-related variables. Third, the present findings add to the existing literature by comparing the effectiveness of individual sources with that of collaborating sources.

The present findings also contribute to research in the area of selective exposure. First, the present thesis sheds light on the relation between the information people select, their subsequent thoughts and the attitudes they form. Second, the studies in this thesis are the first to show that people's information selection can be source-guided, that is, guided by expectations about the source's viewpoint about the issue under consideration.

Finally, the present findings have important practical implications for designers of information campaigns about CCS. According to the present thesis the most promising communication strategy in the context of CCS would be to have different stakeholders (e.g., an oil company and an environmental nongovernmental organization) provide information about the technology in collaboration.

Noordewier, M.K. (June 17, 2009). Consistency and the unexpected. University of Groningen. (Co-)Promotor(es): prof.dr. D.A. Stapel and prof.dr. M. Zeelenberg.

Summary: A kind person, a smiling face, sunny weather, being successful: These are all positive events and most people feel good when they encounter them. The question in the present dissertation is, however, whether this is also true when these positive events happen unexpectedly. That is, in many, if not all, consistency theories, the idea that expectancy-inconsistent outcomes should elicit negative affect is one of the core features. The research in the present dissertation provides the first systematic empirical evidence for the notion that inconsistencies may sometimes (but not always) elicit negative affect.

Each chapter offers a different area in which people's need for consistency has an effect on feelings of the unexpected, ranging from person perception, taste, and visual stimuli to self-relevant performance expectancies, stereotypes, price expectancies, and self-esteem. It appears that people's initial response to the unexpected is negative affect, even when the outcome is positive (e.g., expected failure feels better than unexpected success). Only when people are willing and able to abandon the comfort of their expectancies can they accept reality as it is (e.g., success feels better than failure, regardless of expectancies). The dissertation specifies for which people, situations, and circumstances this is possible.

Pietersma, S. (September 10, 2009). Persuasive health communication: A self-perspective. University of Groningen. (Co-)Promotor(es): prof.dr. T. Postmes and prof.dr. A. Dijkstra.

Summary: The use of health messages aimed at persuading people to alter unhealthy habits is very common in western societies. Messages about quitting smoking, eating healthily, and practicing safe sex, for instance, are advertised through many different media channels and thereby reaching virtually everyone. Health messages remind people of the risks they take by acting unhealthily. Although most people value their health, many of them still act unhealthily. This inconsistency generates an aversive psychological state called a self-threat. In order to restore their positive self-image, people seek to reduce this self-threat. The doctoral thesis of Suzanne Pietersma focuses on self-threats that are generated by persuasive health messages. She studied both the determinants

of what generates a self-threat and the adaptive responses that are activated to reduce a self-threat.

The results of her studies show that maintaining a positive self-image is most important to people, even when this is at the expense of their own health!

Pollmann, M. (January 30, 2009). Accuracy and bias in person perception. VU University Amsterdam. (Co-)Promotor(es): prof.dr. G.R. Semin and dr. C. Finkenauer.

Summary: The present dissertation investigates how people make predictions about other people's traits and feelings. In six experimental studies and one longitudinal study we investigate which strategies people use to predict others and whether the use of these strategies leads to biased and/or accurate predictions. We argue that bias and accuracy are two conceptually different constructs that both give valuable insights into the processes that guide person perception.

In the first series of studies we show that people's predictions about others are based on different strategies for different targets. People rely on projection when predicting similar others and rely on stereotype information when predicting dissimilar others. Furthermore, the extent to which people rely on projection to predict similar others depends on the order in which predictions are made, with self-other predictions leading to less projection than other-self predictions. These findings give valuable insights into the processes that underlie person perception.

In the second series of studies we show that people use the same strategy to predict others' emotional experiences that they use to predict their own emotional experiences. People tend to make biased predictions about their own future emotional experiences, and we show that people's predictions about others' future emotional experiences are similarly biased. People's predictions are nevertheless somewhat accurate because people are able to predict which emotions they will experience to what extent. Furthermore, we show that the predictions of two people predicting the same person correspond to each other. This interpersonal accuracy can be very functional because it promotes understanding between people.

In the third empirical chapter we investigate the consequences of accurate person perception at the interpersonal level. We show that people have fairly accurate knowledge about their partner's traits, preferences, and behaviors. Nevertheless, accurately knowing one's partner is not related to relationship well-being; those who have very accurate partner knowledge are not more

satisfied than those who have less accurate partner knowledge. However, we found that the feeling of understanding one's partner and being understood by one's partner – independent of actual understanding – is related to relationship satisfaction. Together the seven studies presented in this dissertation show that people's perceptions of others are both biased and accurate. People often base their predictions about others on heuristics, which leads to biased perceptions. Because we all use the same heuristics, however, chances are high that we nevertheless understand each other.

Riet, J.P. van 't (October 16, 2009). Framing health communication messages. Maastricht University. (Co-)Promotor(es): prof.dr. H. de Vries and dr. R.A.C. Ruiter.

Summary: Health-promoting messages can be framed in terms of the gains associated with healthy behaviour, or the losses associated with unhealthy behaviour. Studies show inconsistent results with regard to which type of framing is more persuasive. The present thesis argues that researchers can foster our understanding of message framing in two ways. First, it is important to investigate the mechanisms that underlie message-framing effects. Therefore, three studies were conducted that investigated the hypothesis that positive and negative affect as a result of gain- and loss-framed messages can mediate the persuasiveness of gain- and loss-framed messages. The results showed that gain-framed information resulted in higher levels of positive affect and in higher levels of information acceptance and attitude, an effect that was mediated by positive affect. In addition, loss-framed information resulted in more negative affect than gain-framed information and negative affect increased participants' intention to engage in the healthy behaviour. These results suggest that affect may be of great importance in the persuasion process and may be particularly helpful to explain the underlying mechanisms of message framing effects. The findings also suggest that gain- and loss-framed messages offer distinct pathways to persuasion. Second, important insights can be gained by investigating the circumstances under which gain- or loss-frame information is more persuasive. Three studies were therefore conducted that tested the moderating influence of self-efficacy. The results suggest that loss-framed information is more persuasive for people with high self-efficacy to perform the recommended behaviour. No effect of framing was found for people with low self-efficacy.



Stroebe, K.E. (March 26, 2009). *Is this about me? Responding to subtle discrimination - beyond an individual versus group perspective*. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers and dr. M. Barreto.

Summary: My dissertation focused on the processes underlying targets' responses to 'subtle' forms of discrimination. Whereas in the past the blatant expression of prejudice was not only common but also accepted within society, past decades have seen the social and legal sanctioning of these more overt forms of prejudice. In consequence discriminatory behavior has taken on more subtle forms that are less easily detected by targets of discrimination and can create considerable ambiguity concerning whether the (negative) personal treatment received is due to factors at an individual level, such as one's personal deservingness (i.e., lack of ability/interpersonal skills) or due to factors at the group level, such as one's membership of a devalued group and the prejudice of another.

It is this ambiguity concerning whether treatment is individually (i.e. personal ability) or group based (i.e. one's group membership such as being an ethnic minority, female) that has been the focus of my dissertation.

I studied two main questions: Firstly, to what extent are individuals who are focused on individual level aspects of a situation (i.e., lack of personal ability as a reason for personal failure) able to process information that provides evidence that personal treatment is due to their group membership (i.e., prejudice of another) rather than personal characteristics?

Secondly, what are the processes underlying targets' responses to discrimination? Attributing a situation to discrimination may have negative consequences for targets' psychological well-being as it means that part of the self (the group self) is devalued, as well as increasing the realization of the negative future implications of one's devalued group membership (Branscombe, Schmitt, & Harvey, 1999). It can also buffer the self from personal failure and be self-protective as it allows targets to attribute their personal outcomes to (the prejudice of) another, rather than blaming the self (Crocker & Major, 1989).

The present dissertation focused on the processes underlying and determining these differential responses. My research reveals that the extent to which targets experience discrimination to be pervasive (i.e., prejudice as widespread and likely to occur in the future) can explain when attributions to discrimination are self-protective versus harmful.

Discrimination that is experienced as rare can help buffer targets from personal failure (by offering a more external attribution for failure) without having very

negative implications for the future whereas discrimination that is perceived as pervasive and recurrent is harmful for well-being.

Importantly, we also studied possible reasons why pervasive discrimination should be so harmful for well-being. Our research revealed that making attributions to discrimination is not only harmful because it has direct negative consequences for the self (i.e., limited access to important resources) but also because it threatens people's basic worldviews, in other words their view of the world as a fair and just place in which people get what they deserve.

Therefore our research stresses that in considering responses to discrimination it is important to focus on these responses not only as being motivated by a need to protect the self from failure or discrimination (i.e., ego-motivated) but also by the need to protect one's worldviews and see the world as just (i.e., system-motivated).

Tanghe, J.A.L. (September 9, 2009). Affect in groups: Convergence, conditions and consequences. VU University Amsterdam. (Co-)Promotor(es): prof.dr. H. van der Flier and dr. B.M. van Knippenberg.

Summary: not available

Terwel, B.W. (May 19, 2009). Origins and consequences of public trust: Towards an understanding of public acceptance of carbon dioxide capture and storage. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers, dr. F. Harinck and dr. D.D.L. Daamen.

Summary: Climate change is among the most important issues on the current political and scientific agenda. Implementation of recently developed carbon dioxide capture and storage (CCS) technology is currently considered as a relevant climate change mitigation strategy. This technology involves the capture of carbon dioxide in power plants or other major industrial organizations, the transport of the carbon dioxide to underground sites (e.g., depleted gas fields), and the subsequent injection and storage of the carbon dioxide in these sites. Public acceptance of CCS will be crucial for the realization of this technology as a strategy to mitigate climate change.

The central proposition in my thesis is that public acceptance of CCS will depend on people's trust in CCS stakeholders (environmental non-governmental organizations such as WWF, industrial organizations such as Shell, and government bodies) rather than on specific qualities of the technology. I show that trust can be based on indicators of organizational

competence (i.e., expertise, experience), which I refer to as competence-based trust, and indicators of organizational integrity (i.e., honesty, openness, concern for public interests), which I refer to as integrity-based trust. Both these types of trust influence public acceptance, although it seems through a somewhat different route. I further show that people put more trust in environmental NGOs than in industrial organizations, and that these organizations instigate more trust by providing arguments that are congruent rather than incongruent with their perceived 'true' motives (e.g., an industrial organization is trusted more when it communicates an economic argument compared to when it communicates an environmental argument to support its position). Furthermore, I show that political decision makers instigate trust and receive support for decisions made by using fair procedures to arrive at their decisions (i.e., decision-making procedures that provide different interest groups with an opportunity to voice their opinions in the decision-making process, which I refer to as 'group voice'). People's knowledge level about the issue at hand moderates these voice effects in that people with a reasonable level of knowledge care more about public voice than people with little knowledge.

Veltkamp, M. (June 19, 2009). On the instigation of implicit motivation: How deprivation and positive affect cause motivated behavior. Utrecht University. (Co-)Promotor(es): prof.dr. H. Aarts and dr. R. Custers.

Summary: My dissertation deals with the question how people become motivated to perform specific actions without much conscious thought. For example, how come that you mindlessly drink a glass of beer in one gulp? Based on a review of the literature, a framework to understand motivated behavior is presented, which is then tested in three empirical chapters. The framework proposes that the accessibility of mental representations of behaviors is crucial for motivated behavior to occur, however that actual motivation depends on the rewarding value of a behavior, which can be modulated either by (1) deprivation or (2) result from an association of the behavior representation with positive affect. A first series of studies tested whether the accessibility of behavior representations played the assumed key role for behaviors motivated by states of deprivation. It is shown that fluid deprivation results in motivation to drink water, but that this effect is moderated by the accessibility of the drinking representation. In a second set of studies it is shown that both behaviors motivated by deprivation and by an association with positive affect are able to affect the human mind on a very basic perceptual level, so as to facilitate goal pursuit nonconsciously. Specifically, goal-

instrumental objects (e.g., pen) were perceived as being bigger when motivated (e.g., to write). In a final line of research, the combined effects of deprivation and an association of behavior representations with positive affect were tested in a single research design. It was shown that experimentally attaching positive affect to the behavior of drinking water increased motivation for this behavior for non-deprived participants, but that this manipulation did not affect motivation of deprived participants for whom motivation to drink was already high. Nonetheless, reducing this deprivation by means of an atypical action (eating) reduced subsequent water intake of control participants, but not for participants for whom a positive affective tag was attached to this behavior. Thus, the studies presented in the dissertation support the notion that motivated behavior depends on accessible mental behavior representations and on deprivation or positive affect as two distinctive sources of motivation.

Ven, N. van de (November 13, 2009). *The bright side of a deadly sin: The psychology of envy*. Tilburg University. (Co-)Promotor(es): prof.dr. M. Zeelenberg and prof.dr. R. Pieters.

Summary: Envy is the painful emotion caused by the good fortune of others. This emotion is condemned by the major religions, and is for example one of the seven deadly sins in the Catholic tradition. This is not without reason, as earlier research confirmed that envy often leads to destructive behavior. However, the general motivational goal of envy is to level the difference with the superior other, and this can also be accomplished via a motivation to improve one's own position.

To test this idea, we first examined the experience of envy and found evidence for the existence of two types of envy, one being more destructive (malicious envy) and the other being more constructive (benign envy). In a series of studies investigating the consequences of experiencing envy, we indeed found that participants who were benignly envious increased their motivation to study more and actually performed better on an intelligence task. Although many people think that after an upward social comparison it is the feeling of admiration that inspires and activates a motivation to improve oneself, it actually turns out to be the negative feeling of benign envy that does. The current findings provide new insights into for example the effect role models have on people, on social influence in consumer behavior, and on how people can function in groups in which some people are better off than others.

Furthermore, in the final empirical chapter we reversed the lens and investigated how people respond when they are better than others, in a position

in which they could be envied. We find that if people expect to be maliciously envied by others, they will behave more prosocially as a result, in an attempt to ward off the potentially destructive effects of malicious envy. Envy thus also serves a useful group function, being a social glue that helps foster cohesion when some people do better than others.

Vliek, M. (March 10, 2009). Group-based social comparison processes: An intragroup level of analysis. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt.

Summary: It is proposed that although inter-personal comparison operates at the most micro level and inter-group comparison may operate at the most macro level, they both seem to neglect comparison at the intermediate level of analysis captured by intra-group comparison. The aim of the research reported in the dissertation was to give evidence of the importance of an intra-group level of analysis for the further understanding of social comparison processes. Chapter 1 introduces a theoretical approach through which interpersonal and intergroup comparison processes can be integrated using an intra-group level of analysis. Chapters 2-4 show how interpersonal comparisons are bounded by shared group membership. Chapter 2 develops the main paradigm used in chapter 3 and 4. This chapter provides evidence that highly distinct groups function as an explicit frame of reference against which interpersonal comparison within such groups acquire meaning. Chapter three uses this paradigm, and shows how individuals higher in self-esteem appear to create a consensus of poor performance in their highly distinctive in-group to protect themselves against the negative implications of an unflattering upward comparison with a relevant referent. Chapter 4 uses a similar paradigm in order to unravel the process thought to underlie individual's tendency to 'bask in the reflected glory' of a better performing referent. Here it is shown that basking occurs through a process by which individuals denote themselves as sharing the same group membership. This enabled individuals to bask in the reflected glory the referent brings to the group as a whole, for the purpose of deflecting the negative consequences of exposure to a better performing referent. Mediation analysis supported this by showing that this group level basking predicted more positive affect and higher self-esteem after exposure to the better performance of a fellow in-group member. Finally, chapter 5 shows that lower status group members use their shared group membership in a way that benefits their personal self-esteem by basking in reflected glory. High status group members however are not able to use this strategy to deflect the threat of

an upward comparison. These results suggest that the characteristics of the shared group membership have important implications for the processes and outcomes of seemingly interpersonal comparisons. All chapters then, give evidence for the importance of shared group membership for understanding how individuals react to and interpret seemingly interpersonal comparisons within such contexts. Chapter 6 summarizes the main findings and develops some avenues for future research.

Vos, M.W. (April 16, 2009). Identity patterns in diverse work groups: Improving social integration outcomes through relational identities. University of Groningen. (Co-)Promotor(es): prof.dr. K.I. van Oudenhoven - van der Zee.

Summary: Members from diverse workgroups face the challenge to work effectively together. The benefits associated with diversity of bringing in different perspectives on problem solving tasks may be overshadowed by a lack of cohesion and by subgroup forming due to the clashing of different identities within the team. Eventually, this can result in lowered team identification and work group members refraining from working together cooperatively and being less satisfied with the team (see also Van Knippenberg, 2004; Riordan & Shore, 1997; O'Reilly et al., 1989). The chapters presented in this dissertation aimed to provide a theoretical and empirical basis on how to overcome these negative outcomes of diversity and may provide organizations with guidelines to manage potential barriers in diverse work teams. I showed that differences in identity orientation fulfil an important role in how individuals think, feel and (intent to) behave in a diverse group context. More specifically, the present findings suggest that when diverse work group members frame the social context in terms of interpersonal relationships (i.e. relational identity orientation), social integration problems associated with diversity, such as a lack of identification, cooperation difficulties, and reduced subjective well-being in the team, are less of an issue.

Wiersema, D. (April 12, 2009). Taking it personally: Self-esteem and the protection of self-related attitudes. University of Amsterdam. (Co-)Promotor(es): prof.dr. J. van der Pligt, dr. F. van Harreveld and dr. M. Rotteveel.

Summary: The research presented in this dissertation explores the ways in which individuals protect attitudes that are linked to the self-concept. These so-called value-expressive attitudes have been proven difficult to change, but not much is known about the strategies individuals employ to accomplish this. In

this dissertation two global strategies of attitude-protection are being discerned. The aim of the passive-defensive strategy is to resist persuasion by avoiding confrontation with counter-attitudinal content, for instance by selective exposure or the use of distraction. The aim of the active-defensive strategy is to resist persuasion by refuting counter-attitudinal information. Furthermore, it is expected that low self-esteem individuals will adopt a passive-defensive strategy and those high in self-esteem an active-defensive strategy.

In the first empirical chapter the relationship between self-esteem and memory for attitude-relevant information is investigated. Three studies showed that low self-esteem individuals demonstrated relatively better memory for pro-attitudinal information as opposed to counter-attitudinal information while high self-esteem individuals demonstrated the opposite pattern. We hypothesize that these differences are the result of the different strategies of attitude-protection.

In the second empirical chapter the use of distraction by low self-esteem individuals as a strategy to avoid dealing with counter-attitudinal information was explored. It was found for instance that low self-esteem individuals postponed reading a counter-attitudinal message and had better memory for distracting information that was presented simultaneously with counter-attitudinal information relative to high self-esteem individuals.

In the last empirical chapter the two strategies of attitude-protection were related to attitude change. It was found that the assumed active-defensive strategy of high self-esteem individuals rendered their attitudes more resistant to persuasion relative to those of low self-esteem individuals. However, when the capacity to refute counter-attitudinal content was constrained, the attitudes of high self-esteem individuals changed more while those of low self-esteem individuals became more resistant to persuasion.

The results presented in this dissertation suggest that there are different ways to protect an attitude. By linking two global strategies of attitude-protection to self-esteem, new light could be shed on the mixed findings obtained in prior research on memory for attitude-relevant information and attitude change.

Wijn, R. (October 30, 2009). A functional perspective on the justice judgment process and its consequences. Utrecht University. (Co-)Promotor(es): prof.dr. K. van den Bos.

Summary: A vast body of research points to the importance of justice to people. Justice exists between individuals and groups of individuals and is thus a social phenomenon. Communication constitutes an important part of the social construction of what is considered fair or unfair. It is for this reason that an

examination of how and when people talk about justice, and what the consequences of such communications are, is so important. I suggest that justice can be employed by people (e.g., by adopting it in communications) to influence others or to attract others' attention. I also suggest that self-interest plays a pivotal role in the use of justice in communications because justice can be seen as an objective, higher-order norm that conflicts with self-interest. The studies in Chapter 2 show that people use justice assertions to persuade others, but only when all conditions are present that warrant successful employment of justice assertions (i.e., no apparent self-interest, and able to adjust behavior to a situation). Chapter 3 presents experimental research data that shows that adopting justice assertions in communications renders a message more persuasive when the communication source is not pursuing self-interested goals. Chapter 4 shows that because of the aversive and threatening characteristics, and the social meaningfulness of injustice, unjust information draws and holds attention stronger than just, positive and neutral information and information that is equally negative but less socially meaningful. Finally, Chapter 5 investigates fluctuations in the justice sensitivity personality trait. I show that both fair and unfair experiences, directed toward the self and others, elevate justice sensitivity. These effects may be temporary or evolve into desensitization over repeated exposures, or, potentially, may shed light on the process of how people acquire sensitivity to justice. These chapters thus show that justice assertions and information are functional and are used as such. The current studies aim to contribute to a better understanding of the justice judgment process. Investigating the functionality of justice judgments helps to obtain a complete representation of the manners in which people use and interpret justice judgments and justice-related experiences, and contribute to our understanding of the justice judgment process. Fairness, justice, communication, persuasion, self-interest, buying behavior, attention, justice sensitivity, desensitization.



#### 4.2.2 PhD projects started in 2009

In 2009 23 PhD projects were started:

##### **Michelle Bal**

University: Utrecht University, Social and Organizational Psychology

Title project: Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews

Funding: Utrecht University

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

Period: 01.05.09 - 01.05.13

Project description: The present proposal aims to obtain more insight into the processes that lead people to react in strong negative terms toward events or persons who threaten their cultural worldviews. In doing so, this project focuses on uncertainty management theory and terror management theory, two social psychological frameworks that both focus on people's reactions to violations of their cultural worldviews, yet do so from slightly different perspectives. By contrasting the insights and predictions that follow from recent work on uncertainty and terror management theories the present proposal seeks to get more insight into the social psychological processes of cultural worldview defense.

##### **Rosina van Bloois**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Antecedents and consequences of idiosyncratic deals

Funding: External sources

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

Period: 01.08.09 - 01.08.13

Project description: An increasingly common organizational practice to attract, motivate, and retain talented employees within organizations is the making of developmental idiosyncratic deals between a worker and her employer, that is, an individualized arrangement regarding opportunities to develop individual competences and meet career aspirations. Research on developmental idiosyncratic deal making is in its infancy and is, so far, limited to cross sectional studies, lacks a theory driven approach, and has not provided insight into the process of idiosyncratic deal making. This PhD project addresses antecedents and consequences of developmental idiosyncratic deal making and examines the process of idiosyncratic deal making and ways to improve this process. We propose that workers' proactive personality and regulatory focus, supervisors' regulatory focus, and workers' and supervisors' leader-

member exchange relationship will be related to idiosyncratic deal making. Idiosyncratic deal making is a negotiation process that will be improved when both the worker and the supervisor have a promotion regulatory focus and take both their own and the other's interests into concern. Developmental idiosyncratic deal making will result in higher worker employability and stronger social exchange relationships that will ultimately lead to able and adaptive workers, who are motivated to perform well and remain in the organization.

**Andrea Day**

University: University of Groningen, Social and Organizational Psychology

Title project: Emotions, Identification and Information Processing in Small Group Decision Making

Funding: University of Groningen

Supervisor(s): prof.dr. T. Postmes (RuG) and prof.dr. T. Morton (University of Exeter)

Period: 01.01.06 - 01.03.10

Project description: The object of this PhD project is to join up three relatively insular literatures – the social identity approach, information processing and group emotions. The project examines in what way an individual's level of ingroup identification interacts with their emotional experience within a group situation, and how this affects subsequent group decision making processes. This is examined in a series of experimental studies and a longitudinal investigation. Results reveal that an individual's level of identification is linked to their emotional experience of group work and that these emotions (interacting with level of identification) have consequences for how groups process information and reach good decisions.

**Nicoletta Dimitrova**

University: VU University Amsterdam, Organization Science

Title project: Quality management in the face of error: On staying task focused

Funding: VU University Amsterdam

Supervisor(s): dr. C. van Dyck, prof.dr. P. Groenewegen (VU) and dr. E.A.J. van Hooft (UvA)

Period: 01.09.09 - 01.09.13

Project description: Everybody occasionally makes an error. Whether these errors have (serious) negative or positive consequences, depends at least partially on how we handle our errors. The current project focuses on two error-handling approaches: error mastery and error aversion. While error mastery is known to result in better task/organizational performance than error aversion,

little is known about why this is the case. Combining theoretical insights from psychological and management literatures, a model of mediators in the error approach–performance relationship will be developed and tested. The findings will help us understand how to reduce negative error consequences and increase learning opportunities.

**Shelli Dubbs**

University: University of Groningen, Social and Organizational Psychology

Title project: Parent-Offspring Conflict over Mate-Choice

Funding: University of Groningen

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

Period: 01.09.06 - 01.09.10

Project description: Most evolutionary approaches to human mating have largely overlooked the fact that parents, and other kin, are highly influential in determining their children's mating behavior. This is significant because parents and offspring may have conflicting opinions regarding the offspring's mating behavior - in particular, what characteristics are important in an ideal mate. Specifically, parents may have a relatively stronger preference for children's mates with characteristics suggesting high parental investment and cooperation with the ingroup, whereas children may have a relatively stronger preference for mates with characteristics signaling genetic quality. Additionally, there may be sex differences between mothers and fathers over which characteristics are preferred in the mate of the child. A total of four different studies will be performed in a culturally diverse sample to investigate parent-offspring conflict over mate choice.

**Sarah Elbert**

University: University of Groningen, Social and Organizational Psychology

Title project: Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption

Funding: NWO

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

Period: 01.12.09 - 01.12.13

Project description: This project will gather basic and applied knowledge on the auditory mode in persuasive health education. One central feature of auditory persuasion (AP) makes it fundamentally different from other types of persuasion: The peripheral cues it contains. That is, the voice of the messenger is the most important peripheral cue. In addition, background music is expected

to be an influential peripheral cue. New psychological patterns may emerge when using the auditory mode only, because the powerful and often dominant visual mode is not activated. In all studies, the AP advocates fruit and vegetable consumption.

The project contains different experiments to explore and test different aspects of AP. First, an experiment will be conducted to test hypotheses about the persuasiveness of a set of voice characteristics (gender, speed and intonation) and address the question whether mentioning the source (i.e., the owner of the voice) influences persuasiveness. Another important aspect is the effect of background music on persuasiveness of AP, which is expected to be mediated by mood and by the extent to which the listener identifies with the (type of) music. Moreover, the findings from the first three studies are integrated and it is tested whether tailoring of the AP increases persuasiveness. Finally, the findings from all four earlier studies are integrated and the resulting web-based tailored AP system, aimed at increasing fruit and vegetable consumption, will be tested in a field experiment.

### **Ashley Hoben**

University: University of Groningen, Social and Organizational Psychology

Title project: An Evolutionary Investigation of Consanguineous Marriages

Funding: University of Groningen

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

Period: 01.09.07 - 01.09.11

Project description: Choice of marriage partners in humans is a topic of interest across many disciplines. One type of marriage partner that tends to be ignored in the literature is a consanguineous partner. Consanguineous marriages continue to occur at an extremely high rate in various parts of the world, with certain areas as high as 50%, while in other areas of the world this practice is nonexistent and forbidden. This variation may reflect functional responses to different ecological or family pressures. Previous studies have demonstrated that in areas with high pathogen prevalence, individuals tend to be more xenophobic; thus, consanguineous marriage may be an extreme form of avoidance of marriages with outgroup members. This research intends to use evolutionary theory to provide explanations for the discrepancy in occurrence of this type of marriage worldwide. And to examine why this type of marriage persists despite the potential negative consequences on offspring.

**Joep Hofhuis**

University: University of Groningen, Social and Organizational Psychology

Title project: Influence of threat and organizational climate on social identity formation in culturally diverse organizations

Funding: External sources

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

Period: 01.01.07 - 01.03.11

Project description: In order to benefit from the positive effects of diversity, organizations must create a situation where the negative (social) effects of diversity are minimized. We propose this can be accomplished through formation of inclusive identities. The aim of this research is to examine which factors within an organization lead to formation of inclusive identities, and which barriers may exist. We will focus particularly on the role of organizational climate and counteracting effects of threat on the promotion of inclusive identities. We hypothesize that realistic threats primarily have a direct negative impact on the emergence of inclusive identities, whereas for symbolic threats, this process runs more indirectly, mediated by organizational climate. Additionally, we will examine the effects of inclusive identities on organizational outcomes.

**Lise Jans**

University: University of Groningen, Social and Organizational Psychology

Title project: Inclusive Identities in Diverse Contexts

Funding: University of Groningen

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

Period: 01.09.08 - 01.09.12

Project description: The purpose of this research is to test whether the way in which an inclusive overarching identity is created matters to overcoming the negative outcomes of diversity in work groups. In contrast to groups in which a social identity is deduced, that is superimposed, groups that inductively form a shared identity from individual inputs of group members, appear to be more inclusive. The prediction is that negative productive and affective outcomes of diversity will be less pronounced when social identity is formed inductively, in stead of deductively. The present proposal sets out to test this hypothesis in two different diversity contexts, namely deep-level diversity, that is differences in knowledge, and surface level diversity, that is demographic differences. Further, this research aims to investigate the underlying processes by which

inductive group formation will affect the outcomes of diversity. In this regard, three theoretical approaches are considered as mediators: self-verification, optimal distinctiveness and identity orientations.

**Nicole de Jong**

University: University of Groningen, Social and Organizational Psychology

Title project: Roldiversiteit en integratie in de tweede loopbaanhelft

Funding: External sources

Supervisor(s): prof.dr. H.A. Hoekstra, prof.dr. K.I. van Oudenhoven - van der Zee and dr. A.H. de Lange (RuG)

Period: 01.02.09 - 01.02.13

Project description: Due to a decreasing hierarchy and the rise of the boundaryless career, organizations are interested in more flexible employees. At the same time, older employees will be isolated if their knowledge, experience and flexibility comes to a halt. Greater flexibility is desirable for employees, as they wish to keep up with ever changing organizations.

This project focuses on the determining factors of employability, social integration and career outcomes of employees in the second half of the career. The central hypothesis of this project is that individual role diversity influences and broadens career development. Research on role breadth and role diversity suggests that a varied role repertoire influences flexibility and employability and as such, influences social integration (Ashforth, 2001; Fugate, Kinicki, & Ashforth, 2004; Parker, 2000). Role diversity refers to a work identity that is determined through the variety in role positions (Hoekstra, 2006;2011; Karaevli & Hall, 2006), that are possibly related to social positions as well (Roccas & Brewer, 2002). Role diversity can be acquired through explicit choices in individual development or through work context and organizational factors (Axtell & Parker, 2003).

The research project includes the development of a new measure for role identification and role diversity, research on individual predictors of role diversity (career identity, social identity, personality and time perspective) and the relation between role diversity with employability, integration and career outcomes in a longitudinal design as well as investigation of the possibilities for role development through work design.

**Liga Klavina**

University: University of Groningen, Social and Organizational Psychology

Title project: Intrasexual competition in the context of intergroup behavior

Funding: University of Groningen

Supervisor(s): prof.dr. B.P. Buunk, dr. T.V. Pollet (RuG) and dr. J.H. Park (University of Bristol)

Period: 01.09.06 - 01.09.10

Project description: The central issue in this project is intrasexual competition between groups. More specifically this project looks into mating processes (acquisition, defense and retention of mates) and the role it plays in intergroup conflict, especially among males. Groups that pose different threats to ingroup resources evoke functionally relevant reactions. As potential mates can be considered an important resource for a group, and humans have a long history of outgroup exploitation, including abduction and rape of females, negative attitudes, emotions, and action tendencies will emerge when outgroups pose threats to mating opportunities. If an outgroup is perceived as a threat we predict jealousy, negative attitudes, implicit negative outgroup bias and behavioral tendencies to prevent intergroup contact. Moreover, sex differences are expected to emerge, since historically, males compete for females and males engage in intergroup rivalry more than females, thus they should more vigilant towards outgroup mating threat and have stronger negative reactions.

### **Jessie Koen**

University: University of Amsterdam, Work and Organizational Psychology

Title project: (The lack of) job-search behavior among the unemployed

Funding: External sources

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

Period: 01.09.08 - 01.11.12

Project description: Previous research on reemployment has mainly focused on quantitative process and outcome measures, such as job-search intensity, reemployment status and reemployment speed. These measures have not been able to predict quality of reemployment. Moreover, they have only provided a superficial insight into the underlying process of job-search. This PhD project addresses the different goals, motives, and strategies that govern the job-search and reemployment process. The type of reemployment goal one has (approach vs. avoidance and extrinsic vs. intrinsic) will influence one's type of motivation to search for a job (autonomous vs. controlled) and both goals and type of motivation will influence the strategy used in searching for a job and the subsequent reemployment outcomes. Job-search is a dynamic process, in which both reemployment goals and type of motivation to search can change over time as a function of negative and positive experiences.

**Hans Marien**

University: Utrecht University, Social and Organizational Psychology

Title project: The dynamic interplay of representation level and modality in the implicit motivation of goal pursuit

Funding: NWO

Supervisor(s): prof.dr. H. Aarts (UU)

Period: 01.09.09 - 01.09.13

Project description: The aim of the project is to investigate the boundary conditions of the role of positive affect in implicit motivation and goal-pursuit. Based on the idea that behavior can be represented at different levels (i.e., goals and means) and in different modalities (e.g., vision, sound, taste), we will examine how positive affect serves as a reward signal in motivating and regulating behavior. Two main questions are addressed: (1) How does positive affect motivate and regulate performance (e.g., flexible or rigid action) as a function of the level of behavior representation (e.g., goal or means) and; (2) How do different representational modalities (e.g., vision or sound) of positive affect and behavior interact in producing motivation to engage in behavior? These questions are central for a better understanding of the mechanism that underlies the positive affect as implicit motivator model. Specific hypotheses will be tested in laboratory experiments featuring tasks aimed at unobtrusively influencing behavior.

**Kira McCabe**

University: University of Groningen, Social and Organizational Psychology

Title project: Not losing to yourself as an achievement goal: Antecedents and consequences

Funding: University of Groningen

Supervisor(s): prof.dr. N.W. van Yperen (RuG) and prof.dr. A.J. Elliot (University of Rochester)

Period: 01.09.09 - 01.09.13

Project description: To date, mastery-avoidance goals ("Not losing to yourself") have been completely neglected in experimental achievement goal research despite the clear evidence, both conceptual and empirical, for the uniqueness of mastery-avoidance goals. Five experiments are proposed in which potential antecedents (Experiments 1-3) and consequences (Experiments 4-5) of mastery-avoidance goals are examined. In these experiments, "real" employees will complete a widely used assessment center exercise with high ecological validity, thereby affording a direct link to application, and eventually, intervention.



**Marijn Meijers**

University: Tilburg University, Social Psychology

Title project: Subtle activation of sustainability values to enhance sustainable choice

Funding: External sources

Supervisor(s): prof.dr. D.A. Stapel and prof.dr. T.M.M. Verhallen (UvT)

Period: 01.05.08 - 01.05.11

Project description: Sustainable development is a hip topic nowadays and although it seems like sustainability has thrown off its nerdy image and the past few years has become more and more trendy, these pro-sustainability attitudes still do not always translate into sustainable behaviors. First we will assess why there still is a sustainability attitudes-behavior discrepancy: what are the environmental and personal factors that contribute to this discrepancy? Secondly we will develop subtle techniques to increase making sustainable choices.

**Matthijs Moorkamp**

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

Title project: Disentangling the Human Resource black box: Integrating the sensemaking process into the Human Resources Management

Funding: University of Twente

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

Period: 01.07.08 - 01.07.12

Project description: The explanation of the relationship between Human Resources Management (HRM) remains an extensively debated subject. We develop a framework in which we pay attention to both HRM content and process at the individual level that results in an employee oriented "bottom up" explanation of the so-called "HRM black box". Building on the attribution theory we argue that the way employees make sense of HRM is a key construct in the relation between employees' HRM perceptions and outcomes. As sensemaking is substantially influenced by culture, employees' cultural orientation is taken into account as well. Both scenario and field studies are setup to test the hypotheses.

**Barbara Nevicky**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Mirror, mirror on the wall, who is the greatest leader of them all?

The emergence and effectiveness of narcissistic leadership in different contexts

Funding: External sources

Supervisor(s): prof.dr. A.E.M. van Vianen, dr. A.H.B. de Hoogh (UvA) and dr. D. McIlwain (Macquarie University Sydney)

Period: 01.01.08 - 01.01.12

Project description: This PhD project examines narcissistic leadership with a focus on the contextual aspects in determining their effectiveness and emergence as a leader. Furthermore, the project will investigate the mechanisms underlying the effectiveness of narcissistic leaders and their motivational processes. Narcissistic leaders have been identified as visionaries of the organization, as bold innovators who are not afraid to step out of conformity with others, charismatic, socially confident, energetic, entertaining and independent thinkers. Yet on the other hand they are very self-absorbed, possess a sense of entitlement, are exploitative, lack empathy, have grandiose illusions about their talents and abilities, and are oversensitive. Nonetheless, narcissistic personalities appear to be climbing to the top and assuming leadership positions despite these negative personality attributes. Narcissistic individuals will most likely emerge, and be perceived as effective, in contexts of high reward interdependence, crisis and when they complement their follower's own narcissism.

**Yvette van Osch**

University: Tilburg University, Social Psychology

Title project: How culture influences the emotion process

Funding: Tilburg University

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

Period: 01.09.08 - 23.12.12

Project description: The project tests a model on two routes through which cultural context affects the emotion process. First, culture affects the salience of appraisal patterns. Second, culture affects the types of behavior expressed due to normative constraints. In three sub-projects, employing a wide variety of social emotions and several types of culture, we demonstrate that culture influences emotion both at the input and the output of emotion.

**Esther Silbernagel**

University: Maastricht University, Work and Social Psychology

Title project: The attentional and behavioural effects of threatening health-risk messages: The role of self-affirmation

Funding: Maastricht University

Supervisor(s): prof.dr. G.J. Kok, dr. R.A.C. Ruiter, dr. A.E.R. Bos (UM) and dr. P. Harris (University of Sheffield)

Period: 01.02.09 - 01.02.13

Project description: Self-affirmation (a technique in which people reflect upon their cherished values or attributes) has been shown to reduce defensive processing of health-risk information and to lead to increased message acceptance. Theoretically, self-affirmation represents a promising line of enquiry as it provides a novel theoretical framework for understanding why people are defensive in the first place. The project addresses two key questions: First, does self-affirmation change the way in which people attend to health-risk messages? Second, does it affect subsequent behaviour? Answers to these questions will advance our theoretical understanding of how self-affirmation works and our ability to assess its applied potential in health communication. There has been little evidence to date regarding the first question and there has yet been no reported instance of self-affirmation producing changes in subsequent health behaviour. By investigating the underlying cognitive processes of self-affirmation and its effect on protective action the longer-term goal of this research is to contribute to the assessment of the potential for future implementation of self-affirmation techniques in health education practice. The project combines the measurement of cognitive and behavioural processes online during message exposure (using EEG, Eye-tracking, fMRI) with those in assessing the behavioural effects of self-affirmation on responses to health risk messages. In detail, the experiments will focus on self-affirmation and attention to non personally-relevant information, self-affirmation and attention to threat information, and the effects of self-affirmation on attention and behaviour.

**Daniël Sligte**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Creative Flow from Fit

Funding: University of Amsterdam

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

Period: 01.11.08 - 01.11.12

Project description: My research pertains to relationships between power and creativity. Previous research has shown that people in a powerful position become more creative –presumably because of approach motivation and/ or global information processing resulting in more flexible thinking.

However, effects of power on creativity may be qualified by the stability of the hierarchy. When the hierarchy is unstable, powerful individuals may focus their efforts on maintaining their position. We thus expect that when a creative task is functional to their power position, leaders will become more creative. When, however, the creative task is unrelated to their power position, we expect leaders to become less creative. We test our hypotheses in several experiments using different creativity tasks.

In addition to effects of effort, we will delve into two other mediating processes that can explain the effects of (un)stable power positions on creativity: approach/ avoidance motivation and global/ local information processing.

### **Anne Fetsje Sluis**

University: University of Groningen, Social and Organizational Psychology

Title project: Virtues and integration of different cultural groups in the Netherlands

Funding: University of Groningen

Supervisor(s): prof.dr. J.P.L.M. van Oudenhoven, prof.dr. S. Otten and dr. M.E. Timmerman (RuG)

Period: 01.02.09 - 01.02.12

Project description: In the Netherlands approximately 20% of the population are immigrants. Consequently, dealing with diversity is an important task for Dutch society. In this research project we will study whether virtues can contribute to the integration of different cultural groups in the Netherlands. We focus on virtues, because virtues are moral principles and moral principles are considered to promote pro-social behavior. Pro-social behavior is necessary for establishing and maintaining social relations. Successful integration requires the formation of social relations. In this project, the first aim is to examine which virtues are considered to be important and are shared by different cultural groups in the Netherlands. The second aim is to examine the relation between virtues on the one hand and pro-social behavior and integration on the other hand. Furthermore, we will investigate whether stressing that different cultural groups share the same virtues will lead to a more positive attitude towards integration. Finally, based on the findings of this project an intervention aimed at enhancing integration of different cultural groups in Dutch society will be developed.

**Bart de Vos**

University: University of Groningen, Social and Organizational Psychology

Title project: The role of communication and conflict escalation and de-escalation between ethnic groups

Funding: NWO

Supervisor(s): prof. dr. T. Postmes, prof. dr. E.H. Gordijn and dr. M. van Zomeren (RuG)

Period: 01.02.09 - 01.02.13

Project description: Dutch society seems to have transformed from a former “beacon of tolerance” to a society in which intolerant ideas are acceptable and enacted. This observation inspired the proposal of a dynamic model of conflict escalation and de-escalation between ethnic groups. The model describes cross-level influences of communication within and between groups, which transforms the perceptions that individuals within society have about themselves and other groups into constructive and destructive conflict behaviors through specific emotions. This research proposal aims to test the model, to develop interventions to de-escalate conflict, and to evaluate their success.

**Stephanie Welten**

University: Tilburg University, Social Psychology

Title project: Vicarious Self-Conscious Emotions

Funding: Tilburg University

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

Period: 01.02.08 - 01.02.12

Project description: Vicarious self-conscious emotions are commonly felt, but severely understudied. They emerge when others violate social norms. Until now, vicarious shame had typically been explained in terms of a shared social identity (“group-based shame”). We argue that this is not the only route to vicarious shame. People also experience vicarious shame when they put themselves in the shoes of another – shamefully behaving – person (“empathic shame”). We may predict that these two types of vicarious shame have their own associated functions: observational learning and interpersonal correction. Project 1 focuses on describing the experiential content of both types of vicarious shame. Empathic shame and group-based shame are similar in that they are both types of vicarious shame. We argue they are also very different in their emotional experience, making it important to distinguish between both emotions. The reason for this is that emotions have motivational effects on behavior (Frijda, 1986; Zeelenberg & Pieters, 2006). These motivations arise

from the phenomenological content of the emotion. Differences in the phenomenological content of the emotion manifest themselves in the behavior that follows from the emotion.

Project 2 focuses on the motivations behind group-based shame and associated behavior. Project 3 focuses on the motivations behind empathic shame and associated behavior. The ultimate aim is to solve the apparent paradox of vicarious self-conscious emotions: Why do we feel bad about ourselves by transgressions of others?

### 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. 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 2009*

Number of courses/workshops	22
Average number of participants	20
Extra workshops	1
Number of courses/workshops cancelled	2

For the complete teaching program in 2009, 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*

	2005	2006	2007	2008	2009
Number of dissertations	13	10	19	23	24

## 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*

	2005	2006	2007	2008	2009
Number of publications	236	245	241	240	272
Number of full members	48	53	58	63	61
Average per full member	4,9	4,6	4,2	3,8	4,6

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

	2005	2006	2007	2008	2009
Number of publications	44	47	50	38	28
Number of PhD students	134	113	111	103	102
Average per PhD student	0,3	0,4	0,5	0,4	0,3

#### 5.4 Publications in top journals

A simple index is provided by the number of papers written by KLI members that were published in the top 3 journals in social psychology and the top 2 journals in the applied domains (as reflected in their citation impact indices) during this period. The journals in question are Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, Personality and Social Psychology Bulletin, Journal of Applied Psychology, and Organizational Behavior and Human Decision Processes.

*Table 6: Publications in top journals*

	2005	2006	2007	2008	2009
Number of publications	31	40	36	42	40

*Note: the number of full members changed somewhat, from 48 in 2005, 53 in 2006, 58 in 2007, 60 in 2008 to 61 in 2009.*

#### 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*

	2006	2007	2008	2009
Number of full members	53	58	60	61
Total impact score	2711	3509	3886	6789
Average per member	51	61	65	111

*Source: Web of Knowledge*

## 5.6 Grants (fellowships and PhD projects)

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

- Dr. J. Degner (UvA) has obtained a NWO-ICSSR Social Science Scholar Exchange Application 2009-2010 research grant for “*Cultural and the development of intergroup attitudes: Automatic prejudice in Indian and Dutch children and adolescents*”.
- Dr. A. Dijkstra (RuG) received a research grant from the ZonMW for the project “*Listening instead of reading: The development and testing of tailored auditory persuasive communication applied to fruit and vegetable consumption*”.
- Prof.dr. C.K.W. de Dreu (UvA), prof.dr. N. Ellemers (UL), dr. L.L. Greer and dr. G.A. van Kleef (UvA) have obtained a research grant from the NWO Conflict and Security Theme for the project “*Representative negotiation: Cross-level influences in inter-group conflict*”.
- Prof.dr. C.K.W. de Dreu, dr. L.L. Greer, dr. G.A. van Kleef (UvA) and prof.dr. N. Ellemers (UL) received a four year NWO research grant for “*The dynamics and consequences of representative negotiation: Towards a multi-level framework*”.
- Prof.dr. N. Ellemers, dr. F. Harinck, dr. D.T. Scheepers (UL) and dr. B. Beersma (UvA) received a NWO grant in the Conflict and Security program for “*Value conflict: How differences in values affect conflict-escalation and effectiveness of interventions*”.
- Prof.dr. E.H. Gordijn, prof.dr. T. Postmes and dr. M. van Zomeren (RuG) obtained a research grant from the NWO Conflict and Security Theme for the project “*The role of communication in conflict escalation and de-escalation between ethnic groups*”.
- Dr. F. van Harreveld, prof.dr. J. van der Pligt and dr. M. Rotteveel (UvA) received the NWO Open Competition grant for project “*Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making*”.
- Dr. G.A. van Kleef (UvA) received a NWO Vidi grant for the project “*Emotion is for influence: Development and test of a new theory*”.
- Dr. W.W. van Dijk (UL) has obtained a NWO post doc grant for “*On hotheads and dirty harries: Emotions as underlying mechanism for altruistic punishment*”.

- Dr. W.W. van Dijk (UL), dr. M. Rotteveel (UvA) and prof.dr. E. Fehr (University of Zurich) have obtained a NWO MagW Open competition grant for “*On hotheads and dirty harries: Emotions as underlying mechanism for altruistic punishment*”.

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

No such grants in 2009

#### **Grants by other sources**

- Prof.dr. H. Aarts (UU) received a research grant from Neuroscience and Cognition Utrecht for project “*Structural and functional neural correlates of the experience of self-agency in schizophrenia and health*”.
- Dr. B. Doosje (UvA) received a four year EU research grant for “*Scientific approach of fighting radical extremism*”.
- Dr. J. Degner and dr. A.R. Feddes (UvA) received the EASP grant for Small Group Meeting “*On developmental perspectives on intergroup prejudice: Advances in theory, measurement, and intervention*”, together with dr. M.B. Monteiro and dr. Y. Dunham.
- Prof.dr. C.K.W. de Dreu (UvA) has obtained a grant from the Special Research Assignment by the Dutch Judicial Council for “*Psychological processes in group decision making in multi-member courts*”.
- Dr. F. Foroni, dr. H. IJzerman, drs. D. Lakens (VU), Tomás Palma and Margarida Vaz Garrido (Sofia Santos) received a research grant from the Portuguese Science Foundation for “*Socially situated cognition*”.
- Prof.dr. E.H. Gordijn (RuG) together with prof.dr. S.M. Lindenberg, prof.dr. D.R. Veenstra and drs. T.M. Veldhuis received a research grant from the Ministry of Justice for a study on terrorist detention.
- Dr. F. van Harreveld and prof.dr. J. van der Pligt (UvA) have obtained the Achmea grant for project “*What we do when the ice is thin: An investigation into the psychology of risk management*”.
- Dr. G.A. van Kleef (UvA) received a research grant from the Social Sciences and Humanities Research Council of Canada for the project “*Emotion regulation and conflict resolution*”.
- Drs. J. Koen, dr. U.-C. Klehe and prof.dr. A.E.M. van Vianen (UvA) received the Grant Pantar Amsterdam for project “*Motivation to work*”.

- Prof.dr. P.A.M. van Lange (VU) received a research grant from Senacyt (Panama) for “*Evaluation of the RdP Program and a study of the psychological consequences of receiving long-term dependency oriented help*”, together with dr. E.A.C van Leeuwen and drs. K. Alvarez (VU).
- Prof.dr. P.A.M. van Lange and drs. L.F. Martins (VU) have obtained a research grant from the VU University Amsterdam for “*Cooperation between groups: Opportunities and challenges*”.
- Prof.dr. N. Nauta, dr.ing. I.E. de Pater, prof.dr. A.E.M. van Vianen and dr. A.H.B. de Hoogh (UvA) received a four year research grant from the Sociaal Fonds voor de Kennis Sector for the project of drs. R.M. van Bloois: “*Lifetime employability and adult work relationships*”.
- Prof.dr. T. Postmes (RuG) received a grant from the Institute for Integration and Social Efficacy (ISW) to study inclusive identity formation.
- Prof.dr. T. Postmes (RuG) has obtained a research grant for the project “*Building social attachment in virtual groups*” from the NSF, together with prof. R.E. Kraut and dr. L. Dabbish (Carnegie Mellon University).
- Prof.dr. T. Postmes (RuG) received a research grant for “*Social determinants of problem behavior among students*” from the Police Groningen together with the Institute for Integration and Social Efficacy (ISW).
- Drs. S. Shalvi (UvA) has obtained a postgraduate travel grant from the European Association of Experimental Social Psychology.
- Drs. S. Shalvi (UvA) received the Jane Beattie Memorial Scholarship, Society for Judgment and Decision Making.

## 5.7 Awards

In 2009 the following KLI members received the following awards:

- Drs. E.H. Bijleveld (UU) was awarded with the SPSP Student Travel Award.
- Drs. E.H. Bijleveld (UU) has won the SPSP JDM Preconference Travel Award
- Prof.dr. K. van den Bos (UU) has been elected Teacher of the Year 2009, Psychology, by the Utrecht University.
- Prof.dr. K. van den Bos (UU) was awarded with a fellowship by the Society of Experimental Social Psychology.
- Prof.dr. K. van den Bos (UU), prof.dr. G.R. Semin and drs. D. Lakens (VU) have been awarded with the Best Paper Award from the European Social

Cognition Network for paper “*On the grounding of morality in perceptual symmetry*”.

- Prof.dr. C.K.W. de Dreu (UvA) has won the Most Influential Article Award by the Academy of Management, Chicago for De Dreu, C. K. W., & Weingart, L. R. (2003). “*Task versus relationship conflict and team performance: A meta-analysis*”.
- Prof.dr. C.K.W. de Dreu (UvA) and dr. F. Harinck (UL) won the Mind Gym 2009 Award for Harinck, F., & De Dreu, C.K.W. (2008). “*Take a break! Or not? The impact of mindsets during breaks on negotiation processes and outcomes*”.
- Prof.dr. N. Ellemers (UL) has won the Best Paper Award for the publication “*Is managing the work-family interface worthwhile? Benefits from employee health and performance*” as best paper published in the Journal of Organizational Behavior in 2009.
- Prof.dr. J.A. Förster (UvA) has been awarded with the Thomas M. Ostrom in Residence Award, Ohio State University.
- Dr. L.L. Greer (UvA) was awarded with the Best Dissertation Award by the American Psychological Association, Division 49.
- Dr. M. Häfner (UU) has been awarded with the Maarten J.M. van Son prize 2009 by the Teaching Institute of the Psychology Department from the Utrecht University.
- Dr. F. Harinck (UL) won a prize as a finalist in the Mind Gym Prize 2009 with the article Harinck, F., & de Dreu, C. K. W. (2008). “*Take a break! Or not? The influence of mindsets on negotiation processes and outcomes*”.
- Dr. H. IJzerman and drs. D. Lakens (VU) received the ASPO Grant for Organizing Fall Symposium.
- Drs. A.H.M. Klep (VU) has won the WAOP Best Paper Award 2009.
- Dr. S.L. Koole (VU) received a fellowship at the Center for Advanced Study in the Behavioral Sciences, Stanford University, USA.
- Prof.dr. C.E. Rusbult (VU) received the Distinguished Alumni Award, Chapel Hill.
- Drs. B.W. Terwel (UL) has won the Best PhD student paper award of the Psychology Department at Leiden University for “*Voice in political decision-making: The effect of group voice on perceived trustworthiness of decision makers and subsequent acceptance of decision*”.

- Drs. F.R.C. de Wit, prof.dr. K.A. Jehn and dr. D.T. Scheepers (UL) received the Best Student Paper Award of the International Association of Conflict Management, Kyoto, Japan for: De Wit, F. R. C., Jehn, K. A., & Scheepers, D. T. (2009). *"Coping with conflict: How cardiovascular reactions to a task related disagreement affect decision-making quality"*.

## 5.8 Editorial positions

### **Editorship and Associate Editorship**

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

European Journal of Social Psychology (prof.dr. K. van den Bos)

European Science Foundation Pool of Reviewers (prof.dr. K. van den Bos)

Group Processes and Intergroup Relations (dr. D.T. Scheepers - 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 (prof.dr. N. Ellemers - guest editor, prof.dr. K. van den Bos - guest editor)

Personality and Social Psychology Bulletin (prof.dr. C.K.W. de Dreu, prof.dr. E.H. Gordijn)

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

Social Cognition (prof.dr. H. Aarts)

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

The Leadership Quarterly (dr. R.E. de Vries)

### **Membership of the Editorial Board**

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

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

Applied Psychology. An International Review (prof.dr. C.K.W. de Dreu, dr. H.J.A.M. Staats, prof.dr. E.M. Steg)

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

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

European Journal of Social Psychology (dr. B. Beersma, dr. R. Custers, dr. C. Finkenauer, prof.dr. E.H. Gordijn, dr. J.W. van Prooijen, dr. D.T. Scheepers)

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

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

International Association of Traffic and Safety Sciences Research (prof.dr. E.M. Steg)



International Journal of Selection and Assessment (prof.dr. A.E.M. van Vianen)  
 Journal of Applied Psychology (prof.dr. C.K.W. de Dreu)  
 Journal of Behavioral Decision Making (prof.dr. C.K.W. de Dreu)  
 Journal of Business and Psychology (dr. U.-C. Klehe)  
 Journal of Environmental Psychology (prof.dr. E.M. Steg)  
 Journal of Experimental Social Psychology (prof.dr. C.K.W. de Dreu)  
 Journal of Management (dr. B. Beersma)  
 Journal of Managerial Psychology (dr. U.-C. Klehe)  
 Journal of Organizational Behavior (dr. U.-C. Klehe)  
 Journal of Social and Personal Relationships (dr. C. Finkenauer)  
 Journal of Personality and Social Psychology (prof.dr. E. van Dijk, prof.dr. C.K.W. de Dreu, dr. E.S. Kluwer, dr. S.L. Koole, prof.dr. T. Postmes)  
 Justice and Negotiations Division of Management Research (prof.dr. K. van den Bos)  
 Negotiation and Conflict Management Research (dr. B. Beersma, prof.dr. C.K.W. de Dreu, dr. F. Harinck)  
 Network/Social Science Research Network (prof.dr. K. van den Bos)  
 Organizational Behavior and Human Decision Processes (prof.dr. E. van Dijk)  
 Personal Relationships (dr. C. Finkenauer, dr. E.S. Kluwer, prof.dr. P.A.M. van Lange)  
 Personality and Social Psychology Bulletin (prof.dr. H. Aarts, prof.dr. K. van den Bos, prof.dr. E. van Dijk, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. T. Postmes)  
 Personality and Social Psychology Review (prof.dr. C.K.W. de Dreu)  
 Psychological Inquiry (dr. S.L. Koole, prof.dr. C.E. Rusbult)  
 Psychological Science (prof.dr. H. Aarts, prof.dr. K. van den Bos, prof.dr. C.E. Rusbult)  
 Review of Work and Organizational Psychology (dr. U.-C. Klehe)  
 Social and Personality Psychology Compass (prof.dr. P.A.M. van Lange)  
 Social Cognition (dr. R. Custers)  
 Social Influence (dr. B. Beersma, prof.dr. E. van Dijk, prof.dr. C.K.W. de Dreu, prof.dr. T. Postmes)  
 Social Issue and Policy Review (prof.dr. P.A.M. van Lange)  
 Social Psychological and Personality Science (prof.dr. H. Aarts, prof.dr. K. van den Bos, prof.dr. C.K.W. de Dreu)  
 The International Journal Negotiation of Conflict Management (dr. W. Steinel)  
 The Leadership Quarterly (dr. A.H.B. de Hoogh, dr. B.M. Wisse)

## Appendices

Appendix 1: Teaching program 2009

Appendix 2: Publications 2009

## Appendix 1: Teaching program 2009

### Basic courses

<i>Title:</i>	<b>How to Publish and Review</b>
<i>Teaching staff:</i>	Prof.dr. Paul van Lange (VU), prof.dr. Caryl Rusbult (VU) and prof.dr. Carsten de Dreu (UvA)
<i>Type of course:</i>	Basic course
<i>Date:</i>	March 25 - 26, 2009
<i>Duration:</i>	2 days
<i>Language:</i>	English
<i>Location</i>	VU University Amsterdam (day 1) and University of Amsterdam (day 2)
<i>Content:</i>	<p>Day 1 – The focus of day 1 (Van Lange &amp; Rusbult) was on how to publish research articles. The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing were (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews).</p> <p>Day 2 – The focus of day 2 (De Dreu) was on how to review a paper that is submitted for publication. The main topics were (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there was ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who had completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' could request for an exemption for one or both days of this course at the KLI office.</p>
<i>Format:</i>	Participants were expected to actively participate in each meeting. Day 1 (publishing) asked each participant to write part of an introduction to be discussed during the course, and day 2 (reviewing) asked each participant to write and submit a review of a manuscript prior to the meeting.

- Literature:* Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews, *Review of General Psychology*, 1 (3), 311-320.
- Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The complete academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470).
- Rusbult, C.E. (2003). Structure of an empirical journal article.
- Sternberg, R. J. (2003). Eight common misconceptions about psychology papers. In R. J. Sternberg (Ed.), *The psychologist's companion: A guide to scientific writing for students and researchers* (4th Ed.; pp. 6-18). Cambridge: Cambridge University Press.
- Wegner, D. M. (2003). Science talk: Discovery and debate. *Dialogue*, 18, 10-11.
- Williams, K. D. (2007). Ostracism: The kiss of social death. *Social and Personality Psychology Compass*, 1(1), 236-247.

*Enrollment:* 22

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

*Teaching staff:* Prof.dr. Jens Förster (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Ernestine Gordijn (RuG), drs. Elze Ufkes (RuG), drs. Serena Does (UL) and dr. Lotte van Dillen (UU)

*Type of course:* Basic course

*Date:* November 19, 2009

*Duration:* 1 day

*Location:* University of Amsterdam

*Language:* English

*Content:* The aim of this introduction was two-fold. First, new Ph.D. students were familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program were outlined. The second purpose of this meeting was to

introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students.

*Format:*

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

*Enrollment:*

20

## Methodology and practical skills courses

<i>Title:</i>	<b>Pursuing a career in or outside science – day 2 and 1</b>
<i>Teaching staff:</i>	Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and guest teacher dr. Henriette van den Heuvel
<i>Type of course:</i>	Practical course
<i>Date:</i>	January 12, 2009 (day 2) and November 30, 2009 (day 1)
<i>Duration:</i>	2 days
<i>Location:</i>	Leiden University
<i>Language:</i>	Dutch or English (depending on participants).
<i>Content:</i>	The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.
<i>Format:</i>	Day 1 – The first part was intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern included setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention was devoted to the ways these processes can work differently for men and for women. The aim of this part of the course is for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in

their own work-related interactions, during their Ph.D. and later in their professional careers.

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

*Enrollment:* 16 and 12

*Title:* **Conducting Organizational Research**

*Teaching staff:* Dr. Bernard Nijstad, prof.dr. Annelies van Vianen, dr. Lindred Greer (UvA), dr. Cathy van Dijk, dr. Astrid Homan (VU), prof.dr. Gerben van der Vegt, prof.dr. Janka Stoker (RUG), prof.dr. Karen Jehn, drs. Frank de Wit, drs. Joyce Rupert and drs. Nailah Ayub (UL).

*Type of course:* Methodology course

*Date:* April 24, 2009

*Duration:* 1 day

*Location:* University of Amsterdam

*Language:* English

*Content:* KLI members are often interested in conducting organizational research, in which employees and/or managers of one or more organizations participate as respondents. This is true for researchers in the different work/organization psychology departments, but also for social psychologists who are often interested in testing their theories outside the laboratory.

This workshop was aiming to provide researchers with the tools to successfully conduct field research in organizations in the Netherlands. They aimed to do this through

incorporating both scientific experts and managers in a series of lectures, panels and interactive sessions to address the most common problems faced by academics when trying to conduct organizational research.

One problem that many researchers encounter when trying to conduct organizational research is to obtain permission and commitment from one or more organizations to participate in their research. Furthermore, once permission is obtained, it can be difficult to keep organizations interested. Many researchers have the experience that, after putting in much effort contacting organizations and talking to managers, organizations withdraw for a variety of reasons (e.g., a higher manager is not interested, other priorities come up).

A dominant theme underlying these issues is getting organizations to buy in to the value of collaboration with academic researchers. Organizations might not see the value in conducting research within their organization, and of course participating in research costs time. Second, the aim of researchers usually is to test theories, whereas organizations are more interested in how to deal with problems they encounter. Third, organizations often do not like to have outsiders in their organization.

The aim of the workshop was to provide researchers with the tools to conduct high quality organizational research. The main aim was to train researchers in how to contact organizations, how to obtain permission, how to create commitment, and how to maintain this commitment throughout (and after) the research project. Using theoretical and practical sessions, participants learned how to effectively sell their research to organizations.

*Format:*

We first addressed questions regarding what good organizational research entails. Several experienced researchers discussed their experiences in conducting organizational research.

Next, participants had the opportunity to discuss their own experiences when conducting organizational research with a panel of academic experts and organizational managers



(who have experience with working with academic researchers). Participants finally developed a concrete organizational research project they would like to implement in the future, under the supervision of KLI experts.

- Literature:* Buchanan, D., Boddy, D., & McCalman, J. (1988). Getting in, getting on, getting out and getting back. In A. Bryman (Ed.), *Doing research in organizations* (pp. 53-67). London: Routledge.
- Matthiessen, J., & Richter, A. W. (2007). Gaining access to organizations: Foot in the door... or door in the face? *The Psychologist*, 20(3), 144-147.

*Enrollment:* 19

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

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

*Type of course:* Methodology course

*Date:* May 25, 2009

*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 workshop provided an introduction to SEM. In the first part of the workshop, we outlined the conditions under which to use and not to use SEM. As such, we discussed the benefits and limitations of SEM. In the second part of the workshop, we briefly introduced one of the computer programs that is available to run SEM-analyses, namely EQS. In the third and final part of this workshop, 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*.  
Field, A. (2006). *Structural Equation Modelling (SEM)*. From his website.  
Hox, J. J., & Bechger, T. M. (1998). Introduction to SEM. *Family Science Review*, 11, 354-373.

*Enrollment:* 13

*Title:* **Applying Psychophysiological Measures to Social Psychological Research**

*Teaching staff:* Dr. Mark Rotteveel (UvA) and dr. Daan Scheepers (UL)

*Type of course:* Methodology course

*Date:* June 8 - 9, 2009

*Duration:* 2 days

*Location:* Leiden University

*Language:* Dutch or English (depending on participants)

*Content:* The aims with the current workshop were two-fold. The first was to make the participants actively think about what psychophysiology can add to their research. More specifically, the focus was on what kind of measure (e.g., ECG vs. EEG) fits best with what kind of research question. The second aim was to get a flavor of what it is to work with psychophysiological measures (e.g., participant preparation, data-acquisition, filtering, analysis). To this end we went into the lab to take measurements (ECG, EMG, GSR, EEG, and ERP) after which we learned about the basics of data-analysis.

Although after the workshop the participant was not a full-trained psychophysiologicalist, he or she should have obtained a clear insight in what social psychophysiology can add to his or her project, as well as an impression of all practicalities around taking psychophysiological measurements.

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

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

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

*Enrollment:* 10

*Title:* **Methodological Seminars**

*Teaching staff:* Dr. Marcello Gallucci (University of Milano-Bicocca, Italy) and dr. Wilco van Dijk (UL)

*Type of course:* Methodology courses

*Date:* September 23 - 24, 2009

*Duration:* 2 days; day 1: 10:00 am – 1:00 pm (seminar 1), day 2: 10:00 am – 1:00 pm (seminar 2) and 2:00 – 5:00 pm (seminar 3)

*Location:* University of Amsterdam

*Language:* English

*Content:* The seminars consisted of the following three meetings:

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

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

*Enrollment:* 33

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

In this class we reviewed theory and applications of the general mixed model, with fixed and random effects, 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:* 38

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

In this class we reviewed statistical and methodological problems submitted by KLI Ph.D. 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:* 32

*Title:* **Programming Experiments in Authorware**  
*Teaching staff:* Dr. Daniel Lakens (TUE), dr. Chris Reinders (EUR) and dr. Jan-Willem van Prooijen (VU)  
*Type of course:* Methodology course  
*Date:* October 1, 2009  
*Duration:* 1 day  
*Location:* VU University Amsterdam  
*Language:* English  
*Content:* Nowadays the computer has become an indispensable tool for research in social psychology. Allowing experimental control and ease of data collection, most experiments are administered through a computer. Programming

experiments, however, can be problematic – both for graduates and for more experienced researchers.

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

*Format:*

During the first part of the meeting participants were introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments.

During the second part of the meeting advanced possibilities of the program were shown, such as enabling communication between cubicles, advanced visual interfaces, using E-Prime and Authorware together and the benefits of using more advanced functions and variables. Furthermore, participants were invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.

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

*Literature:*

Lakens, D. (2005). *Authorware Guide for Experiments*. Available online from the author's website: <http://lakens.googlepages.com/>

*Enrollment:*

14

## Research Group Meetings

*Title:* **Interpersonal Processes Research Meeting**  
*Teaching staff:* Dr. Catrin Finkenauer (VU) and dr. Michael Häfner (UU)  
*Type of course:* Thematic Research Meeting  
*Date:* April 2, 2009  
*Duration:* 1 day  
*Location:* Utrecht University  
*Language:* Dutch or English (depending on participants)  
*Content:* Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.  
*Enrollment:* 14

*Title:* **Group and Organizational Processes Research Meeting**  
*Teaching staff:* Dr. Wolfgang Steinel (UL) and dr. Lindy Greer (UvA)  
*Type of course:* Thematic Research Meeting  
*Date:* May 29, 2009  
*Duration:* 1 day  
*Location:* Leiden University  
*Language:* English  
*Content:* Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.  
*Enrollment:* 10

*Title:* **Group Processes and Intergroup Relations Research Meeting**  
*Teaching staff:* Dr. Bertjan Doosje (UvA), dr. Martijn van Zomeren (RuG) and dr. Belle Derks (UL)  
*Type of course:* Thematic Research Meeting  
*Date:* October 29, 2009  
*Duration:* 1 day  
*Location:* University of Amsterdam  
*Language:* English  
*Content:* Ph.D. students were expected to give a presentation of their research projects. They received feedback from their fellow Ph.D. students and staff members.

*Enrollment:* 20

## Theory-oriented workshops and courses

<i>Title:</i>	<b>How can we translate theoretical insights in the area of social psychology into practical applications?</b>
<i>Teaching staff:</i>	Prof.dr. Jack Dovidio (Yale University, USA), drs. Katherine Stroebe and prof.dr. Naomi Ellemers (UL)
<i>Type of course:</i>	Workshop
<i>Date:</i>	March 30 - 31, 2009
<i>Duration:</i>	2 days
<i>Location:</i>	Leiden University
<i>Langugae:</i>	English
<i>Content:</i>	<p>Social psychologists spend a considerable amount of time studying social psychological processes that are considered representative of mechanisms taking place within society. Whereas this statement may seem very self-evident, it is surprising how little theoretical knowledge is 'transferred back' to society and applied in practice – despite the fact that there is considerable interest in our theoretical knowledge and expertise. Also this knowledge has the potential to provide important practical insights that, if applied, could possibly prevent some practical mishits. It would seem that researchers have trouble translating their theoretical insights into knowledge that can be used by, for example, policy makers or organizations. One aim of the present workshop was to focus on this issue. Specifically, we considered the following questions: How can theoretical knowledge be applied in a practical context (i.e., how can we help 'real people' with 'real problems')? How can one most effectively approach policy makers and translate theoretical insights into something that is both interesting and useful to them. Dr. Dovidio has extensive expertise in this area and a strong interest in making his theoretical knowledge known to a broader audience as well as translating his theoretical work on, for example, prejudice and discrimination into practical societal applications. Part of this workshop focused on a topic with considerable potential for practical applications: The processes underlying prejudice, discrimination and intergroup relations in general, and</p>



specifically dr. Dovidio's work in this area. Prejudice and discrimination are pervasive phenomena within society that have far ranging consequences for members of disadvantaged groups. In his research dr. Dovidio considers ways in which these categorizations can be changed and representations of the self and other can be modified to reduce prejudice and discrimination. Specifically he focuses on preferences of majority and minority groups for different forms of representation and considers implications thereof for the content of intergroup interactions and possibilities of social change towards equality. His theoretical insights provided a basis for later discussions concerning ways of applying research in practice: Dr. Dovidio presented some of his theoretical work on the first day, and focused on applying theory and approaching and advising policy makers.

*Format:*

Day 1 – The first day of this workshop focused on theoretical insights in the area of prejudice, discrimination and intergroup relations, with emphasis on the work of dr. Dovidio. The second day considered different aspects relevant in applying social psychology in practice. In the morning session of day 1, dr. Dovidio presented his theoretical work in the area of prejudice, discrimination and intergroup relations. In the afternoon sessions the instructor(s) and some (a priori) selected participants presented relevant work.

Day 2 – In the morning session of day 2, dr. Dovidio gave a presentation on practical applications of social psychological research while also focusing on how to approach and communicate with policy makers. In the afternoon session participants were encouraged to think of applications of their own research that culminated in presentations focused on addressing commissioners or policy makers.

*Literature:*

For this workshop participants were asked to read three articles and bring a newspaper/internet article to the workshop (see below description).

Dovidio, J. F., & Esses, V. M. (2007). Psychological Research and public policy: Bridging the gap. *Social Issues and Policy Review*, 1, 5-14.

Dovidio, J. F., Gaertner, S. L., & Saguy, T. (2007). Another view of "we": Majority and minority group perspectives on a common ingroup identity. *European Review of Social Psychology, 18*, 296-330.

*And one of the three following articles (assigned to the participants)*

Blunt Bugental, D., & Helman, J. A. (2008). Ageism: A review of research and policy implications, *Social Issues and Policy Review, 1*, 173-216.

Penner, L. A., Albrecht, T. L., Coleman, D. K., & Norton, W. E. (2008). Interpersonal perspectives on Black-White health disparities: Social policy implications, *Social Issues and Policy Review, 1*, 63-98.

Zirkel, S. (2008). Creating more effective multiethnic schools. *Social Issues and Policy Review, 2*, 187-241.

*Enrollment:* 23

*Title:* **Social Cognition: The Neuroscience of action and emotion understanding**

*Teaching staff:* Prof.dr. Jean Decety (University of Chicago), prof.dr. Christian Keysers (RUG), prof.dr. Henk Aarts and prof.dr. Gun Semin (UU)

*Type of course:* Workshop

*Date:* June 3 - 4, 2009

*Duration:* 2 days

*Location:* Utrecht University

*Language:* English

*Content:* One of the most important topics in social cognition is how do people understand other people's actions and emotions, and how does this affects their own actions. For many years researchers in social cognition have relied on models and methods developed with an information processing framework that has originated in cognitive science (such as priming) and behavioral research (observing actions and measuring their meaning for participants). Recent research in social cognition has gradually changed from a cognitive approach to a more neuroscientific one. Specifically, advanced technologies and insights from neuroscience offer new tools and insights to examine the processes underlying

action and emotion understanding (e.g., theory of mind, empathy). The workshop focused on these developments and their potential significance for social cognition.

*Format:*

Day 1 – After introducing participants and teachers, Professor Jean Decety and Professor Christian Keysers (currently, two key-players in the field of social neuroscience) presented an overview of their neuroscientific work on social cognition. Their talks covered and integrated most of the existing literature on action and emotion understanding in general, and included topics such as theory of mind, intention reading, empathy, perspective taking and imitation. Participants were requested to read key papers of the two invited speakers, and to prepare questions for them. Each talk lasted for about 1.5 hours and were followed by a discussion. At the end of the day, students and teaching staff engaged in a plenary discussion with Professors Jean Decety and Christian Keysers to address the pros and cons of a neuroscientific approach towards social cognition.

Day 2 – On the second day, the teaching staff will address more specific topics concerning hot issues in social neuroscience. Specifically, in the morning Professor Jean Decety will offer an overview of his work as the Chief Editor of *Social Neuroscience*, and outline the most pressing current issues that in social neurosciences and the contributions that social cognition researchers trained from a social psychology perspective can make. In the afternoon, students whose research is related to the topic of the workshop will be invited to give presentations. Students and teaching staff will discuss the relation between their own work and Professor Decety's issues raised during his overview.

*Literature:*

Decety, J., Michalska, K. J., & Akitsuki, Y. (2008). Who caused the pain? An fMRI investigation of empathy and intentionality in children. *Neuropsychologia*, *46*, 2607-2614.

Gazzola, V., & Keysers, C. (2008). The observation and execution of actions share motor and somatosensory

voxels in all tested subjects: Single-subject analyses of unsmoothed fMRI data. *Cerebral Cortex*, Advance Access. doi:10.1093/cercor/bhn181

Keysers, C., & Gazzola, V. (2006). Towards a unifying neural theory of social cognition. *Progress in Brain Research*, 156, 379-400.

Kohler, E., Keysers, C., Umiltá, M. A., Fogassi, L., Gallese, V., & Rizzolatti, G. (2002). Hearing sounds, understanding actions: Action representation and mirror neurons. *Science*, 297, 846-848.

Lamm, C., Batson, C. D., & Decety, J. (2007). The neural substrate of human empathy: effects of perspective-taking and cognitive appraisal. *Journal of Cognitive Neuroscience*. 19(1), 42–58.

Wicker, B., Keysers, C., Plailly, J., Royet, J. -P., Gallese, V., & Rizzolatti, G. (2003). Both of us disgusted in *my* insula: The common neural basis of seeing and feeling disgust. *Neuron*, 40, 655-664.

Enrollement: 30

**Title:** Psychological Reactions to Criticism

**Teaching staff:** Dr. Matthew Hornsey (University of Queensland, Australia), dr. Sabine Otten (RuG) and dr. Bertjan Doosje (UvA)

**Type of course:** Workshop

**Date:** June 11 - 12, 2009

**Duration:** 2 days

**Location:** University of Amsterdam

**Language:** English

**Content:** People like themselves. In other words, people think favourably about themselves. This has different sorts of functions: it makes people happy, it buffers against stress, it makes people physically strong. One consequence of this tendency is that people tend to ignore or dismiss negative information about themselves (e.g., Kunda, 1997). However, this tendency makes people reluctant to change due to negative feedback, which may not be beneficial in the long run. Thus, it is important to investigate the conditions under which people process critical information.

These tendencies operate at two levels of the self: at the individual level and at the group level. As individuals we want to positively distinguish ourselves from others. Accordingly, as group members, we want to perceive our own group as superior to other groups. But what happens when people are confronted with criticism, either directed at them as an individual, or as a group member?

Recently, Hornsey and colleagues (e.g., Hornsey, 2005) developed the “Intergroup Sensitivity Model”, in which it is outlined how group membership of the criticizing party is crucial in understanding reactions to criticism. Specifically, people are more sensitive (i.e., negative) when criticism (about their group) is coming from an outgroup (member) rather than from an ingroup (member).

In this workshop, Hornsey first presented an up-to-date state of the art with respect to his work on this model. Subsequently, Ph.D.-students or staff presented their work, in so far as it is relevant for this topic. Finally, we divided the group into smaller subgroups, in order to facilitate discussion about a specific research question relating to the Intergroup Sensitive Model.

*Literature:*

Hornsey, M. J. (2005). Why being right is not enough. Predicting defensiveness in the face of group criticism. *European Review of Social Psychology*, 16, 301-334.

Hornsey, M. J. (2005). Ingroup critics and their influence on groups. In J. Jetten & T. Postmes (Eds.), *Individuality and the group: Advances in Social Identity* (pp.74–92). SAGE Publications Ltd.

Sutton, R. M., Elder, T. J., & Douglas, K. M. (2006). Reactions to internal and external criticism of outgroups: social convention in the intergroup sensitivity effect. *Personality and social psychology bulletin*, 32, 563-575.

*Enrollment:*

25

*Title:*

**Emotional reactions towards the lot of others**

*Teaching staff:*

Dr. Marcello Gallucci (University of Milan-Bicocca, IT), dr. Colin Leach (University of Sussex, UK), dr. Jaap Ouwerkerk

(VU), dr. Patricia Rodriguez-Mosquera (Brunel University, UK), prof.dr. Russell Spears (Cardiff University, UK) and dr. Wilco van Dijk (VU)

*Type of course:* Workshop  
*Date:* June 24 - 25, 2009  
*Duration:* 2 days  
*Location:* VU University Amsterdam  
*Language:* English  
*Content:* The workshop focused on people's emotional reactions towards to the (mis-) fortunes of others. The two-day program included a total of 4 keynote addresses on the topics of: (1) interpersonal schadenfreude, (2) envy, (3) intergroup schadenfreude, and (4) intergroup empathy. In addition to these keynotes, Ph.D. students were given the opportunity to present their own work related to the topic of the workshop and received constructive feedback from the teaching staff and other participants. The number of presentations was limited in order to have sufficient time for interaction with the attendees. Furthermore, on the second day of the workshop, Ph.D. students worked in subgroups to develop research ideas related to the topic of the workshop and present these ideas to all participants. Finally, both days were concluded by closing statements of a member of the teaching staff and by a plenary discussion. The workshop tried to attract Ph.D. students and advanced researchers from social, work, and organizational psychology.

*Enrollment:* 17

*Title:* **Connecting with others: The benefits and perils of interpersonal bonds**

*Teaching staff:* Dr. Michael Norton (Harvard Business School), dr. Catrin Finkenauer (VU) and dr. Michael Hfner (UU)

*Type of course:* Workshop  
*Date:* September 28 - 29, 2009  
*Duration:* 2 days  
*Location:* VU University Amsterdam  
*Language:* English

*Content:*

The workshop dealt with the different ways that the fundamental human need to connect with others can have good outcomes (higher well-being) and bad outcomes (a broken heart). Within this setting, a particular focus was in understanding two areas of research: one which investigates the ways in which people's sometime inflated expectations for their close relationships can leave them disappointed, and one which explores how investing in others rather than oneself can lead to greater happiness. The aim of this workshop was to provide participants with an understanding of recent developments in the theories and empirical findings on social connection, and to attempt to integrate conflicting findings demonstrating good and bad outcomes of such connections. Additionally, this workshop sought to provide both theoretical and methodological suggestions for participants' own research.

*Format:*

Day 1 – After a brief introduction of participants and teachers, Dr. Norton (Harvard Business School) addressed his latest research on close relationships, focusing on his work showing that “familiarity breeds contempt” – despite the fact that people believe that knowing others better leads to great liking, on average, people are liked less the more is known about them. Dr. Norton also discussed an intervention designed to alleviate this problem, a “Virtual Date” interface used in online dating.

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 will be invited to give a presentation. Students may comment on the relationship between their own work and Dr. Norton's work if it made sense to do so. Participants got detailed feedback from Dr. Norton and the other participants of the workshop.

Day 2 – During the second day Dr. Norton presented his latest research on the relationship between money and happiness. In particular, he reviewed his recent and ongoing research demonstrating that while spending money on

oneself does not lead to greater happiness, spending money on others – prosocial spending – does lead to reliable increases in happiness. More broadly, Dr. Norton reviewed several streams of his research, each designed to uncover behaviors in which people can engage in order to increase their well-being.

Again, after this presentation, workshop participants were invited to present their own research (that they submitted previously). Again, we tried to come up with a thematically coherent program. Also on this day, extensive feedback on the student's work was of central interest. Furthermore, if time permits, small groups of students discussed how the presented research could be applicable to their own research. Based on this discussion, each group of participants presented a research idea relevant to the material presented in the workshop. This was followed with a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants can learn from this for their own research endeavors.

*Literature:* Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). Spending money on others promotes happiness. *Science*, 319, 1687-1688.

Norton, M. I., Frost, J. H., & Ariely, D. (2007). Less is more: The lure of ambiguity, or why familiarity breeds contempt. *Journal of Personality and Social Psychology*, 92, 97-105.

*Enrollement:* 16

*Title:* **Grounded Cognition**

*Teaching staff:* Dr. Pablo Brinol (Universidad Autonoma de Madrid/The Ohio State University), prof.dr. Rolf Zwaan (EUR), prof.dr. Gun Semin, drs. Daniel Lakens and drs. Hans Ijzerman (UU)

*Type of course:* Workshop

*Date:* November 26, 2009

*Duration:* 1 day

*Location:* Utrecht University

*Language:* English



<i>Content:</i>	The workshop focused on grounded cognition. The one-day program included 2 keynote addresses on the topics of: (1) language & cognition, (2) embodied persuasion. In addition to these keynotes, Ph.D. students were given the opportunity to present their own work related to the topic of the workshop and received constructive feedback from the teaching staff and other participants. The number of presentations was limited in order to have sufficient time for interaction with the attendees. Finally, the program was concluded by closing statements of a member of the teaching staff and by a plenary discussion. The workshop tried to attract Ph.D. students and advanced researchers from social, work, and organizational psychology.
<i>Literature:</i>	Barsalou, L. W. (2007). Grounded cognition. <i>Annual Review of Psychology</i> , 59, 11.1-11.19. Briñol, P., & Petty, R. E (2008). Embodied persuasion: Fundamental processes by which bodily responses can impact attitudes. In G. R. Semin & E. R. Smith. (Eds.), <i>Embodied Grounding: Social, Cognitive, Affective, and Neuroscientific Approaches</i> . Cambridge: Cambridge University Press. Zwaan, R. (2009). Mental simulation in language comprehension and social cognition. <i>European Journal of Social Psychology</i> , 39(7), 1142-1150.
<i>Enrollement:</i>	7
<i>Title:</i>	<b>Team decision-making and performance</b>
<i>Teaching staff:</i>	Prof.dr. John R. Hollenbeck (Michigan State University), dr. Wolfgang Steinel (UL) and dr. Lindred Greer (UvA)
<i>Type of course:</i>	Workshop
<i>Date:</i>	December 3, 2009
<i>Duration:</i>	1 day
<i>Location:</i>	Leiden University
<i>Language:</i>	English
<i>Content:</i>	The aim of this workshop was to expose students to cutting edge research in the area of group and organizational processes as well as to give students the opportunity to

receive feedback on their research from a leading scholar in this area.

This workshop featured a keynote guest lecture by Professor John R. Hollenbeck from the Eli Broad Graduate School of Business Administration at Michigan State University. Professor Hollenbeck has published over 60 articles and book chapters on the topics of team dynamics and work motivation, as well as two best selling textbooks in the areas of organizational behavior and human resource management. Along with Daniel R. Ilgen, he founded the Michigan State University Team Effectiveness Research Laboratory, and this facility has been dedicated to conducting large sample team research since 1991.

In this workshop, Professor Hollenbeck discussed his recent work on multi-team systems. Integrating theories from the literatures on intra-group behavior, inter-group behavior, and 'teams of teams', he presented work which examines the mechanisms fundamental to the performance of a multiteam system (MTS). An MTS has been defined as a tightly coupled activity system consisting of two or more non-reducible, distinguishable, and interdependent teams that distinctly contribute to achieving shared, super-ordinate objectives and goals. The current empirical literature on MTSs is limited, consisting of qualitative studies of a small number of MTSs or quantitative studies focused on small MTSs. In contrast, the study he presents investigated the antecedents of MTS performance employing 241 large MTSs, comprised of three six-person sub-teams, involving 3,374 Air Force Captains working on a complex tactical war game. He and his coauthors documented that much of the conventional wisdom emanating from the study of stand alone 'traditional teams' does not generalize to MTSs because of the role of size, vertical differentiation, and structural embeddedness.

*Format:*

Professor Hollenbeck gave a guest lecture in the morning. After lunch, several PhD students who did research in this area presented their own work for feedback. Finally, we had

a small group brainstorming session on new research ideas that have arisen out of the workshop to wrap up the day.

*Enrollment:* 13

## Joint Seminars

- Title:** **Controlling the Uncontrollable**
- Teaching staff:** Prof.dr. Klaus Fiedler (University of Heidelberg, Germany), prof.dr. Klaus Rothermund (University of Jena, Germany) and dr. Sander Koole (VU)
- Type of course:** Joint seminar
- Date:** March 5 - 6, 2009
- Duration:** 2 days
- Location:** VU University Amsterdam
- Language:** English
- Content:** Over the last decade, automaticity has emerged as one of the most important themes in social psychology. It has become increasingly clear that much of social behavior is driven – at least in part – by automatic processes. But does this mean that people are no more than “puppets on a string”, who are compelled to enact whatever has become momentarily activated by situational forces? In this workshop, we considered some recent theoretical alternatives to this rigid view of automaticity. Dr. Rothermund presented his work on counter-regulation processes, which demonstrates that people are equipped with regulatory processes that allow them to overcome the motivational or emotional orientations that are made salient by the situation. In addition, dr. Fiedler presented recent work showing that automatic processes such as priming, conditioning, and IAT effects are in fact contingent upon strategic and cooperative processes within the individual.
- Format:** In the morning sessions, the teaching staff provided an overview of their work. On day 1, dr. Rothermund presented his work on counter-regulation processes. On day 2, dr. Fiedler presented his work on the control over allegedly automatic processes. In the afternoon sessions, some of the participants presented their work and we engaged in discussions. About two weeks in advance, the written (preliminary) version or abstract of each presentation was sent to a discussant. Fiedler, Rothermund, and Koole received all written contributions.

*Literature*

Fiedler, K., Bluemke, M., & Unkelbach, C. (2009). Exerting control over allegedly automatic associative processes. In J. P. Forgas, R. F. Baumeister & D. M. Tice (Eds.), *Psychology of self-regulation: Cognitive, affective and emotional processes*. The Sydney symposium of social psychology (pp. 249-269). New York, US: Psychology Press.

Koole, S. L. (2009). The psychology of emotion regulation: An integrative review. *Cognition & Emotion*, 23(1), 4-41.

Rothermund, K., Voss, A., & Wentura, D. (2008). Counter-regulation in affective attentional biases: A basic mechanism that warrants flexibility in emotion and motivation. *Emotion*, 8(1), 34-46.

*Enrollment:*

27

## Appendix 2: Publications 2009

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

Aarts, H. (2009). Gewoontegedrag: De automatische piloot van mens en maatschappij. In W. L. Tiemeijer, C. A. Thomas & H. M. Prast (Eds.), *De menselijke beslisser: Over de psychologie van keuze en gedrag* (pp. 65-87). Amsterdam: Amsterdam University Press.

Aarts, H., & Custers, R. (2009). Habit, action and consciousness. In W. P. Banks (Ed.), *Encyclopaedia of consciousness* (Vol. 1, pp. 315-328). Oxford, UK: Elsevier Ltd.

Aarts, H., & van Honk, J. (2009). Testosterone and unconscious positive priming increase human motivation separately. *NeuroReport*, *20*, 1300-1303.

Aarts, H., & Veling, H. (2009). Do resonance mechanisms in language and action depend on intentional processes?. *European Journal of Social Psychology*, *39*, 1188-1190.

Aarts, H., Custers, R., & Marien, H. (2009). Priming and authorship ascription: When nonconscious goals turn into conscious experiences of self-agency. *Journal of Personality and Social Psychology*, *96*, 967-979.

Abrahamse, W., & Steg, L. (2009). How do socio-demographic and psychological factors relate to households' direct and indirect energy use and savings? *Journal of Economic Psychology*, *30*, 711-720.

Abrahamse, W., Steg, L., Gifford, R., & Vlek, C. (2009). Factors influencing car use for commuting and the intention to reduce it: A question of self-interest or morality? *Transportation Research-F: Psychology and Behaviour*, *12*, 317-324.

Albers, L., Rotteveel, M., & Dijksterhuis, A. (2009). Towards optimizing the name letter test as a measure of implicit self-esteem. *Self and Identity*, *8*, 63-77.

- Ashton, M. C., Lee, K., Goldberg, L. R., & de Vries, R. E. (2009). Higher-order factors of personality: Do they exist? *Personality and Social Psychology Review, 13*, 79-91.
- Baray, G., Postmes, T., & Jetten, J. (2009). When "I" equals "we": Exploring the relation between social and personal identity of extreme right-wing political party members. *British Journal of Social Psychology, 48*, 625-647.
- Barreto, M., & Ellemers, N. (2009). Multiple identities and the paradox of social inclusion. In F. Butera, F. & J. M. Levine (Eds.), *Coping with minority status: Responses to exclusion and inclusion* (pp. 269-292). Cambridge: Cambridge University Press.
- Barreto, M., Ellemers, N., Cihangir, S., & Stroebe, K. E. (2009). The self-fulfilling effects of contemporary sexism: How the well-being and behavior of women is affected by the subtle discrimination they encounter. In M. Barreto, M. K. Ryan & M. T. Schmitt (Eds.), *The glass ceiling in the 21st century: Understanding barriers to gender equality* (pp. 99-124). Washington, D.C.: American Psychological Association.
- Beelmann, A., & Jonas, K. J. (Eds.). (2009). *Diskriminierung und toleranz: Psychologische Grundlagen und Anwendungsperspektiven*. Wiesbaden: VS Verlag.
- Beersma, B., Hollenbeck, J. R., Conlon, D. E., Humphrey, S. E., Moon, H., & Ilgen, D. R. (2009). Cutthroat cooperation: The effects of team role decisions on adaptation to alternative reward structures. *Organizational Behavior and Human Decision Processes, 108*, 131-142.
- Bezrukova, K., Jehn, K. A., Zanutto, E., & Thatcher, S. M. B. (2009). Do workgroup faultlines help or hurt? A moderated model of faultlines, team identification, and group performance. *Organization Science, 20*(1), 35-50.
- Boezeman, E. J., & Ellemers, N. (2009). Intrinsic need satisfaction and the job attitudes of volunteers versus employees working in a charitable volunteer organization. *Journal of Occupational and Organizational Psychology, 82*, 897-914.

- Buunk - Werkhoven, Y. A. B., Dijkstra, A., & van der Schans, C. P. (2009). Oral health-quality of life predictors depend on population. *Applied Research on Quality of Life*, 4, 283-293.
- Buunk - Werkhoven, Y. A. B., Dijkstra, A., van der Wal, H., Basic, N., Loomans, S. A., & van der Schans, C. P. (2009). Promoting oral hygiene behavior in recruits in the Dutch army. *Military Medicine*, 174, 971-976.
- Buunk, A. P. (2009). Darwin in het christelijk onderwijs. In G. Mollema & C. van den Neste (Eds.), *Nihil interit* (pp. 58-59). Groningen: Willem Lodewijk Gymnasium.
- Buunk, A. P. (2009). De onvoltooide evolutie: De problematische sociale natuur van de mens. In P. Dijkstra & G. J. Mulder (Eds.), *Overleven in relaties is eenvoudig te leren* (pp. 197-206). Amsterdam: Bert Bakker.
- Buunk, A. P. (2009). Het boek als paauwenstaart: Waarom vrouwen boeken lezen en mannen literaire prijzen winnen. In M. Veltman, T. Lasés, M. Schalke, W. Molin & R. J. de Jong (Eds.), *Reeks Boekwerk in uitvoering (deel 3)*. Amsterdam: De Buitenkant.
- Buunk, A. P. (2009). Jealousy. In D. Sander & K. R. Scherer (Eds.), *Oxford companion to affective sciences* (pp. 229-230). Oxford: Oxford University Press.
- Buunk, A. P., & Fisher, M. (2009). Individual differences in intrasexual competition. *Journal of Evolutionary Psychology*, 7, 37-48.
- Buunk, A. P., & Pollet, T. V. (2009). Evolutionaire sociale psychologie. In W. Tiemeyer, C. A. Thomas & H. Prast (Eds.), *De menselijke beslisser: Over de psychologie van keuze en gedrag* (pp. 239-267). Amsterdam: Amsterdam University Press.
- Buunk, A. P., Brakel, T. M., Bennenbroek, F. C., Stiegelis, H. E., Sanderman, R., van den Bergh, A. M., & Hagedoorn, M. (2009). Neuroticism and responses to social comparison among cancer patients. *European Journal of Personality*, 23(6), 475-487.



- Buunk, A. P., Pollet, T. V., Klavina, L., Figueredo, A. J., & Dijkstra P. (2009). Height is curvilinearly related to women's life history strategies. *Evolutionary Psychology*, 7, 545-559.
- Cuddy, A. J. C., Fiske, S. T., Kwan, V. S. Y., Click, P., Demoulin, S., Leyens, J. P., Bond, M. H., Croizet, J. C., Ellemers, N., Sleebos, E., Htun, T. T., Kim, H. -J., Maio, G., Perry, M., Petkova, K., Todorov, V., Rodriguez-Bailón, R., Morales, E., Moya, M., Palacios, M., Smith, V., Perez, R., Vala, J., & Ziegler, R. (2009). Stereotype content model across cultures: Towards universal similarities and some differences. *British Journal of Social Psychology*, 48, 1-33.
- Custers, R. (2009). How does our unconscious know what we want? The role of affect in goal representations. In G. B. Moskowitz & H. Grant (Eds.), *The psychology of goals* (pp. 179-202). New York: Guilford Press.
- Custers, R., & Veling, H. (2009). Memory: Procedural memory, skill, perceptual-motor learning and awareness. In W. P. Banks (Ed.) *Encyclopedia of consciousness* (Vol. 2, pp. 13-18). Oxford, UK: Elsevier Ltd.
- Custers, R., Aarts, H., Oikawa, M., & Elliot, A. (2009). The nonconscious road to perceptions of performance: Achievement priming, success expectations and self-agency. *Journal of Experimental Social Psychology*, 45, 1200-1208.
- Custers, R., Beersma, B., van den Berg, H., Harinck, F., & van Zomeren, M. (Eds.). (2009). *Jaarboek sociale psychologie 2008*. Groningen: ASPO Pers.
- Dalenberg, S., Vogelaar, A. L. W., & Beersma, B. (2009). The effect of a team strategy discussion on military team performance. *Military Psychology*, 21, S31-S46.
- De Cremer, D., & van Dijk, E. (2009). Paying for sanctions in social dilemmas: The effects of endowment asymmetry and accountability. *Organizational Behavior and Human Decision Processes*, 109, 45-55.
- De Cremer, D., van Dijk, E., & Reinders Folmer, C. P. (2009). Why leaders feel more entitled to take more: Feelings of entitlement as a moral rationalization strategy. In D. de Cremer (Ed.), *Psychological perspectives on ethical*

*behavior and decision making* (pp. 107-119). Greenwich, CT: Information Age Publishing.

- De Dreu, C. K. W., & Nauta, A. (2009). Self-interest and other-orientation in organizational behavior: Implications for job performance, prosocial behavior, and personal initiative. *Journal of Applied Psychology, 94*, 913-926.
- De Dreu, C. K. W., Giacomantonio, M., Shalvi, S., & Sligte, D. J. (2009). Getting stuck or stepping back: Effects of obstacles and construal level in the negotiation of creative solutions. *Journal of Experimental Social Psychology, 45*, 542-548.
- De Groot, J. I. M., & Steg, L. (2009). Mean or green: Which values can promote stable pro-environmental behavior? *Conservation Letters, 2*, 61-66.
- De Groot, J. I. M., & Steg, L. (2009). Morality and prosocial behavior: The role of awareness, responsibility and norms in the norm activation model. *Journal of Social Psychology, 149*, 425-449.
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