



k u r t l e

w i n i n s

t i t u u t

## Annual Report 2010

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 2010 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.

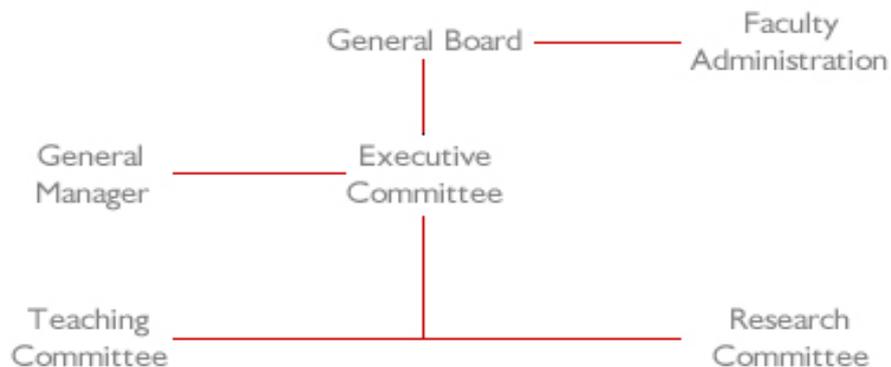
As of January 2005 the commissioner (penvoerder) of the KLI is the Faculteit der Maatschappij- en Gedragwetenschappen at the Universiteit van Amsterdam. The KLI office is located at the programme group Work and Organizational Psychology.

## 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 (Samenwerkings-overeenkomst) of the Institute. Here we provide a brief overview of the organizational structure.



#### **General Board**

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

#### *Members of the General Board in 2010*

Prof.dr. N. Ellemers (chair)

Prof.dr. K. van den Bos

Prof.dr. A.H. Fischer

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

Drs. Iris Schneider (non-voting Ph.D. student member), as of September 2010

Drs. E. Ufkes (non-voting Ph.D. student member), until September 2010

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 2010*

Prof.dr. E. van Dijk (Research Director)  
Prof.dr. J.A. Förster (Scientific Director)  
Prof.dr. E.H. Gordijn (Teaching Director), until September 2010  
Prof.dr. Linda Steg (Teaching Director), as of September 2010

### **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 2010*

Dr. W.W. van Dijk  
Prof.dr. E.H. Gordijn (Chair), until September 2010  
Dr. D.T. Scheepers  
Drs. Iris Schneider (representing the PhD students), as of September 2010  
Prof.dr. Linda Steg (Chair), as of September 2010  
Drs. E.G. Ufkes (representing the PhD students), until September 2010

### **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 2010*

Dr. B. Derks  
Prof.dr. E. van Dijk (Chair)  
Dr. Gerben van Kleef  
Prof.dr. W. Stroebe  
Prof.dr. Barbara Wisse

**General Manager**

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

*General Manager in 2010*

Drs. Anouk K. Evers

Drs. Wieke Ambrosius (temporary coordinator of the KLI as of December 15, 2009 until May 1, 2010)

## 2.2 Participating institutes

### **Vrije Universiteit Amsterdam**

Van der Boechorststraat 1, 1081 BT Amsterdam

- Department of Social and 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) 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, 2010

Prof.dr. H. Aarts, UU<sup>1</sup>, Social & Organizational Psychology  
Dr. B. Beersma, UvA, Work & 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  
Prof.dr. A. Dijkstra, RuG, Social Psychology  
Dr. B. Doosje, UvA, Social Psychology  
Prof.dr. C.K.W. de Dreu, UvA, Work & Organizational Psychology  
Prof.dr. N. Ellemers, UL, Social & Organizational Psychology  
Dr. C. Finkenauer, VU, Social and Organizational Psychology  
Prof.dr. A.H. Fischer, UvA, Social Psychology  
Prof.dr. H. van der Flier, VU, Social and Organizational Psychology  
Prof.dr. J.A. Förster, UvA, Social Psychology  
Prof.dr. E.H. Gordijn, RuG, Social Psychology  
Dr. L.L. Greer, UvA, Work & Organizational Psychology  
Dr. M. Häfner, UU, Social & Organizational Psychology  
Dr. M.J.J. Handgraaf, UvA, Work & Organizational Psychology  
Dr. F. Harinck, UL, Social & Organizational Psychology  
Dr. F. van Harreveld, UvA, Social Psychology  
Dr. E.A.J. van Hooff, UvA, Work & Organizational Psychology  
Dr. A.H.B. de Hoogh, UvA, Work & Organizational Psychology  
Dr. K.J. Jonas, UvA, Social Psychology  
Dr. G.A. van Kleef, UvA, Social Psychology  
Dr. U.-C. Klehe, UvA, Work & Organizational Psychology  
Dr. E.S. Kluwer, UU, Social & Organizational Psychology  
Dr. S.L. Koole, VU, Social and Organizational Psychology  
Dr. C. van Laar, UL, Social & Organizational Psychology  
Prof.dr. P.A.M. van Lange, VU, Social and Organizational Psychology  
Prof.dr. N. Nauta, UvA, Work & Organizational Psychology  
Prof.dr. S. Otten, RuG, Social Psychology  
Prof.dr. J.P.L.M. van Oudenhoven, RuG, Social Psychology  
Prof.dr. K.I. van Oudenhoven - van der Zee, RuG, Social Psychology  
Dr. E.K. Papies, UU, Social & Organizational Psychology

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Dr.ing. I.E. de Pater, UvA, Work & Organizational Psychology  
Prof.dr. J. van der Pligt, UvA, Social Psychology  
Dr. T.V. Pollet, VU, Social and Organizational Psychology  
Prof.dr. T. Postmes, RuG, Social Psychology  
Dr. J.W. van Prooijen, VU, Social and Organizational Psychology  
Dr. M. Rotteveel, UvA, Social 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  
Prof.dr. W. Stroebe, UU, Social & Organizational Psychology  
Prof.dr. A.E.M. van Vianen, UvA, Work & Organizational Psychology  
Prof.dr. E. van de Vliert, RuG, Social Psychology  
Dr. R.E. de Vries, VU, Social and Organizational Psychology  
Prof.dr. M. van Vugt, VU, Social and Organizational Psychology  
Prof.dr. B.M. Wisse, RuG, Social Psychology  
Prof.dr. N.W. van Yperen, RuG, Social Psychology  
Dr. M. van Zomeren, RuG, Social Psychology

### 3.3 Affiliate members on December 31, 2010

Prof.dr. I. van Beest, UvT, Social Psychology  
Prof.dr. M.Ph. Born, EUR, Institute of Psychology  
Dr. A.E.R. Bos, UM, Work and Social Psychology  
Dr. M. van Dijke, de Vries, EUR, Institute of Psychology  
Prof.dr. E. Giebels, UT, Psychology of Conflict, Risk & Safety  
Dr. A.H. de Lange, RUN, Work and Organizational Psychology  
Dr. D. van der Linden, EUR, Institute of Psychology  
Dr. F.A. Rink, RuG, HRM & Organizational Behavior  
Dr. R.A.C. Ruiter, UM, Work and Social Psychology  
Prof.dr. K. Sanders, UT, Organizational Psychology & HR Development  
Prof.dr. D.A. Stapel, UvT, Social Psychology  
Dr. M. Stel, UvT, Social Psychology  
Prof.dr. A.J.R. van de Vijver, UvT, Social Psychology  
Prof.dr. H. de Vries, UM, Work and Social Psychology  
Prof.dr. N.K. de Vries, UM, Work and Social Psychology  
Prof.dr. M. Zeelenberg, UvT, Social Psychology

### 3.4 Associate members on December 31, 2010

Dr. C.E. Ashton-James, VU<sup>1</sup>, Social and Organizational Psychology  
Dr. M. Baas, UvA, Work & Organizational Psychology  
Dr. E.J. Boezeman, VU, Social and Organizational Psychology  
Dr. L.F. van Dillen, UL, Social & Organizational Psychology  
Dr. K. Epstude, RuG, Social Psychology  
Dr. N. Hansen, RuG, Social Psychology  
Dr. A.C. Homan, VU, Social and Organizational Psychology  
Dr. M.L.M. van Hooff, UvA, Work & Organizational Psychology  
Dr. N.B. Jostmann, UvA, Social Psychology  
Dr. E. Kamans, RuG, Social Psychology  
Dr. S. Koch, UvA, Social Psychology  
Dr. G.M. van Koningsbruggen, UU, Social & Organizational Psychology  
Dr. M.S. Kouzakova, UL, Social & Organizational Psychology  
Dr. E.W. de Kwaadsteniet, UL, Social & Organizational Psychology  
Dr. Y. de Liver, UvA, Social Psychology  
Dr. E.F. Rietzschel, RuG, Social Psychology  
Dr. K.I. Ruys, UU, Social & Organizational Psychology  
Dr. E.F. van Steenbergen, UU, Social & Organizational Psychology  
Dr. K.E. Stroebe, RuG, Social Psychology  
Dr. F.S. ten Velden, UvA, Work & Organizational Psychology  
Dr. H.P. Veling, UU, Social & Organizational Psychology

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

## 3.5 PhD students

On 31 December 2010, 86 PhD students were participating in the Kurt Lewin Institute. In the same year, 27 PhD students started their research, 23 PhD students completed their research, 3 PhD students stopped, 5 PhD students found another job but will finish their PhD later, the PhD position of 11 PhD students was ended but they will finish their PhD later and 5 PhD students are no longer member of the Kurt Lewin Institute due to different circumstances.

*Table 1: Institutional participation of PhD students on December 31, 2010*

VU University Amsterdam	8
University of Amsterdam	21
University of Groningen	26
University of Leiden	11
University of Utrecht	9
External PhD students	11
<b>Total</b>	<b>86</b>

**List of PhD students in 2010, their supervisors and the title of their research project**

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. H. Aaldering **	Prof.dr. C.K.W. de Dreu	UvA
	Dr. G.A. van Kleef	UvA
	Dr. L.L. Greer	UvA
	Prof.dr. N. Ellemers	UL
<i>Title: Representative Negotiation: Cross-Level Influences in Inter-group Conflict</i>		
Drs. D. Alink **	Dr. F. van Harreveld	UvA
	Prof.dr. J. van der Pligt	UvA
<i>Title: Gaat u rustig slapen: De rol van vertrouwen bij de acceptatie van risico's</i>		
Drs. Y.R. Avramova ****	Prof.dr. D.A. Stapel	UvT
	Prof.dr. F.M.G. Pieters	UvT
<i>Title: Mood, focus level, and accessibility</i>		

Name	Supervisors	Institute
Drs. M. Bal	Prof.dr. K. van den Bos Dr. E.K. Papiés	UU UU
<i>Title: Uncertainty and Terror Management: Social Psychological Insight into Reactions to Violations of Cultural Worldviews</i>		
Drs. D.A. Beudeker **	Prof.dr. N. Ellemers Dr. F.A. Rink Prof.dr. R. Blonk	UL RuG TNO
<i>Title: Innovation in the public sector</i>		
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. 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 Prof.dr. E.M. Steg	RuG RuG
<i>Title: Increasing the effectiveness of incentives through framing</i>		
Drs. M. van Bommel **	Prof.dr. P.A.M. van Lange Dr. J.W. van Prooijen Prof.dr. H. Elffers Dr. D.M. Reynald	VU VU VU VU
<i>Title: Ingrijpen of niet. Een kwestie van 'mixed feelings'?</i>		
T. Bouman, MSc. **	Prof.dr. S. Otten Dr. M. van Zomeren	RuG RuG
<i>Title: Local Globalism: How Global Change Influences Local Relationships</i>		

Name	Supervisors	Institute
Drs. T.M. Brakel	Prof.dr. B.P. Buunk Prof.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. L. Bullens	Prof.dr. J.A. Förster Dr. F. van Harreveld	UvA UvA
<i>Title: The impact of decision difficulty on choice, satisfaction, and motivation</i>		
Drs. C. den Daas	Prof.dr. J. de Wit Prof.dr. H. Aarts Dr. M. Häfner	UU UU UU
<i>Title: Is automaticity indeed everywhere? A second-generation study of the moderation of impulsive influences on evaluation and behavior</i>		
Drs. L.A. Dannenberg	Prof.dr. J.A. Förster	UvA
<i>Title: The experience of agency and control as a motivational construct</i>		
Drs. G. Danner- Vlaardingerbroek	Dr. E.S. Kluwer  Dr. E.F. van Steenbergen Prof.dr. T. van der Lippe	UU  UU UU
<i>Title: The impact of work-family conflict and facilitation on family relationships</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>		
Drs. P. Desmet ****	Prof.dr. D. de Cremer Prof.dr. E. van Dijk	EUR UL
<i>Title: Repairing Trust: When money matters</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. K.A. Dijkstra **	Prof.dr. J. van der Pligt Dr. G.A. van Kleef Dr. J. Kerstholt	UvA UvA TNO
<i>Title: Role of intuition in judgment and decision making</i>		
N.G. Dimitrova, MSc.	Dr. C. van Dyck Dr. E.A.J. van Hooft Prof.dr. P. Groenewegen	VU UvA VU
<i>Title: Quality management in the face of error: On staying task focused</i>		
Drs. S.R.S. Does	Prof.dr. N. Ellemers Dr. B. Derks	UL UL
<i>Title: Turning Threat into Challenge: Improving majority group members' acceptance of minorities by focusing on morality gains</i>		
Drs. E.A. van Doorn	Prof.dr. J. van der Pligt 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 Dr. M.J.J. Handgraaf	UvA RuG UvA
<i>Title: Decision-making, indecision and the need for justification</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>		

Name	Supervisors	Institute
Ir. K.J.P.M. van Erp ***	Prof.dr. K.I. van Oudenhoven - van der Zee Dr. E. Giebels	RuG UT
<i>Title: Expatriate Adjustment: The Influence of Justice and Conflict in an Intimate Relationship</i>		
Drs. M. Gillebaart	Prof.dr. J.A. Förster 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>		
H.J.E. Greijdanus, MSc. **	Prof.dr. E.H. Gordijn Prof.dr. T. Postmes Dr. M. van Zomeren	RuG RuG RuG
<i>Title: Escalation and de-escalation of ethnic conflict through within-group communication</i>		
Drs. S. van der Haar *****	Prof.dr. K.A. Jehn Prof.dr. M.S.R. Segers Dr. J.A. van Lakerveld	UL UL UL
<i>Title: High reliability teams and team learning: The importance of transactive memory systems</i>		
M.R.W. Hamstra, MSc.	Prof.dr. N.W. van Yperen Prof.dr. K. Sassenberg Prof.dr. B.M. Wisse	RuG RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. M.W. Heerdink **	Dr. G.A. van Kleef Dr. A.C. Homan Prof.dr. A.H. Fischer	UvA UvA UvA
<i>Title: Emotion and social influence in groups</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. A.M.F. Hiemstra **	Prof.dr. M.Ph. Born Dr. E. Derous Dr. A.W. Serlie	EUR Ghent/EUR GITP/EUR
<i>Title: Emotion and social influence in groups</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	EUR
<i>Title: When Leaders Enact Fair Procedures: The Roles of Power and Belongingness Motives</i>		
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>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
M. Keizer, MSc. **	Prof.dr. E.M. Steg	RuG
<i>Title: Denial of feelings of moral obligation inhibiting pro-environmental behavior</i>		
Drs. L. Kessels ****	Dr. R.A.C. Ruiter	UM
	Dr. B. Jansma	UM/NC
	Dr. V. van de Ven	UM/NC
	Prof.dr. G. Kok	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	RuG
	Dr. T.V. Pollet	RuG
	Dr. J.H. Park	Bristol
<i>Title: Intrasexual competition in the context of intergroup behavior</i>		
Drs. J. Koen	Prof.dr. A.E.M. van Vianen	UvA
	Dr. U.-C. Klehe	UvA
	Prof.dr. A. Nauta	UvA
<i>Title: (The lack of) job-search behavior among the unemployed</i>		
C. Koot, MSc. **	Prof.dr. N. Ellemers	UL
	Dr. E. ter Mors	UL
<i>Title: Resistance of valid beliefs about carbon dioxide capture and storage (CCS) technology against low- quality information</i>		
N. Koudenburg, MSc. **	Prof.dr. T. Postmes	RuG
	Prof.dr. E.H. Gordijn	RuG
<i>Title: The Sounds of Silence: communicator's interpretations of silent responses in within-group conversations</i>		
Drs. K.E. Kubacka *	Dr. C. Finkenauer	VU
	Prof.dr. C.E. Rusbult	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>		

Name	Supervisors	Institute
H.K. ter Kuile, MSc. **	Dr. E.S. Kluwer Prof.dr.ir. A.G. van der Lippe	UU UU
<i>Title: Adaptive processes across the transition to parenthood: How partners regulate their changing relationship</i>		
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.A. van der Lee	Prof.dr. N. Ellemers Dr. D.T. Scheepers	UL UL
<i>Title: Morality, competence, and motivation in group contexts</i>		
Drs. G.-J. Lelieveld	Prof.dr. E. van Dijk Prof.dr. I. van Beest	UL UvT
<i>Title: A social functional account of reactions to and strategic of negative emotions in bargaining</i>		
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. J. Marguc	Prof.dr. J.A. Förster Dr. G.A. van Kleef	UvA 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>		

Name	Supervisors	Institute
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. McNeill ****	Prof.dr. C.K.W. de Dreu Dr. B.A. Nijstad Dr. M.J.J. Handgraaf	UvA RuG UvA
<i>Title: Constructive delay and decision avoidance in a temporal context</i>		
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.M. Menninga	Prof.dr. T. Postmes Prof.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. Kok Dr. R.A.C. Ruiter	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. L.D. Muusses **	Dr. C. Finkenauer Dr. P. Kerkhof Prof.dr. P.A.M. van Lange	VU VU VU
<i>Title: Darling, I must google that! An examination of how adults' romantic relationships and Internet use influence each other</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
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>		
C.Y. van Niejenhuis, MSc. **	Prof.dr. S. Otten Prof.dr. G. van der Werf Dr. R. Maslowski	RuG RuG RuG
<i>Title: The relation between integration, language proficiency and self efficacy. A longitudinal analysis within the context of intercultural language encounters</i>		
Drs. J. Niemann	Prof.dr. N.W. van Yperen Prof.dr. B.M. Wisse Prof.dr. K. Sassenberg	RuG RuG RuG
<i>Title: A self-regulation approach to leadership behavior</i>		
Drs. H.U. Nohlen **	Dr. F. van Harreveld Prof.dr. J. van der Pligt Dr. M. Rotteveel	UvA UvA UvA
<i>Title: Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making</i>		
Drs. F. van Nunspeet **	Prof.dr. N. Ellemers Dr. B. Derks Prof.dr. E. Crone	UL UL UL
<i>Title: The desire to be moral: Brain activity indicating the motivational implications of moral vs. Immoral behavior in group contexts</i>		
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>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
Drs. J.K. Oostrom ***	Prof.dr. M.Ph. Born Prof.dr. H.T. van der Molen Dr. A.W. Serlie	EUR EUR GITP/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 - van der Zee Prof.dr. E.M. Steg Dr. F.W. Siero	RuG RuG RuG
<i>Title: Evaluation of experiences in Zoo Emmen – preferences for confirmation or disconfirmation of expectancies</i>		
Drs. G.P. Perlaviciute **	Prof.dr. E.M. Steg Prof.dr. S.M. Lindenberg	RuG RuG
<i>Title: Strengthening normative goals: activation and effects on behavior</i>		
Drs. L.L. Phan	Prof.dr. G.R. Semin Dr. W.W. van Dijk Dr. M. van Zomeren	UU UL VU
<i>Title: Group-based Emotions: a Model of the Affective Route from Social Identity to Prejudice</i>		
Drs. 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>		
Drs. M. Redeker	Prof.dr. M. van Vugt Dr. R.E. de Vries	VU VU
<i>Title: The Leadership Circumplex</i>		

Name	Supervisors	Institute
Drs. N.F.E. Regenberg ****	Prof.dr. G.R. Semin Dr. M. Hafner	UU UU
<i>Title: The linguistic underpinnings of perception, action, and the self</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 RuG
<i>Title: Cooperation vs. conflict mental-set and creativity: Cognitive load versus motivated-focus</i>		
Drs. H.A.H. Ruigendijk	Prof.dr. P.A.M. van Lange Dr. S.L. Koole	VU VU
<i>Title: Minding the body: The role of somatic feedback in ruminative thinking</i>		
Drs. B.T. Rutjens	Prof.dr. J. van der Pligt Prof.dr. J.A. Förster Dr. F. van Harreveld	UvA UvA UvA
<i>Title: Regulating lack of control and uncertainty</i>		
Drs. I.K. Schneider	Prof.dr. J. van der Pligt, UvA Dr. F. van Harreveld, UvA Dr. M. Rotteveel, UvA	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. J. van der Pligt Dr. M. Rotteveel Dr. W.W. van Dijk	UvA UvA UL
<i>Title: Altruistic punishment</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
S. Shafa, MSc. **	Prof.dr. N. Ellemers	UL
	Dr. F. Harinck	UL
	Dr. B. Beersma	UvA
<i>Title: Cultural differences in value systems and the resolution of value conflict</i>		
Drs. S. Shalvi	Prof.dr. C.K.W. de Dreu	UvA
	Dr. M.J.J. Handgraaf	UvA
<i>Title: Cooperation and Creativity: Threat-rigidity or Motivated-Focus</i>		
Drs. R.B.L. Sijbom	Prof.dr. O. Janssen	RuG
	Prof.dr. N.W. van Yperen	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	UM
	Dr. R.A.C. Ruiter	UM
	Dr. A.E.R. Bos	UM
	Dr. P. Harris	Sheffield
<i>Title: The effects of threatening health information on attention and behaviour: The role of self-affirmation</i>		
Drs. T.B. Sitser **	Prof.dr. M.Ph. Born	EUR
	Dr. D. van der Linden	EUR
<i>Title: General vs. specific traits: Strengthening the personality - job performance linkage</i>		
Drs. D.J. Sligte	Prof.dr. C.K.W. de Dreu	UvA
	Dr. B.A. Nijstad	RuG
	Prof.dr. J.A. Förster	UvA
<i>Title: Creative Flow from Fit</i>		
Drs. J.M. Slijkhuis	Prof.dr. N.W. van Yperen	RuG
	Dr. E.F. Rietzschel	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>		
G. Stulp, MSc. **	Prof.dr. B.P. Buunk Prof.dr. S. Verhulst Dr. T.V. Pollet Prof.dr. A.G.G. Groothuis	RuG RuG RuG RuG
<i>Title: The role of height in sexual selection</i>		
Drs. H. Sungur **	Prof.dr. G.R. Semin	UU
<i>Title: The effects of hedonically charged stimuli on judgments of persons and objects</i>		
Drs. T. Theeboom **	Prof.dr. A.E.M. van Vianen Dr. B. Beersma	UvA UvA
<i>Title: External and internal fit of teams affecting decision-making processes and performance</i>		
Drs. H.L. Toppenberg **	Dr. A.E.R. Bos Prof.dr. D.H.J. Wigboldus Dr. R.A.C. Ruiter	UM RUN UM
<i>Title: Reducing HIV-related stigma in social interaction: Testing interaction strategies using virtual reality methodology</i>		
Drs. E.G. Ufkes ****	Prof.dr. K.I. van Oudenhoven - van der Zee Prof.dr. S. Otten Dr. E. Giebels	RuG RuG UT
<i>Title: Conflict and conflict mediation in an intergroup context</i>		
R. van Veelen, MSc.	Prof.dr. S. Otten Dr. N. Hansen	RuG RuG
<i>Title: Cognitive projection processes as underlying path to inclusive identity formation</i>		

<b>Name</b>	<b>Supervisors</b>	<b>Institute</b>
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. G. de Vries **	Prof.dr. N. Ellemers Dr. B. Terwe	UL UL
<i>Title: The Impact of frames on the effectiveness of organizational communications about environmental technologies</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>		
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>		
E. van der Werff, MSc. **	Prof.dr. E.M. Steg	RuG
<i>Title: Goals influencing environmental behavior</i>		
N.T. Wever, MSc. **	Prof.dr. K.I. van Oudenhoven - van der Zee Dr. M.W. Vos	RuG RuG
<i>Title: Towards an effective diversity climate within the police force: Development diversity oriented leadership</i>		

Name	Supervisors	Institute
Drs. F.R.C. de Wit	Prof.dr. K.A. Jehn	UL
	Dr. D.T. Scheepers	UL
<i>Title: Asymmetrical perceptions of conflict and their antecedents: A cognitive perspective</i>		
Drs. M.P. Zaal	Prof.dr. N. Ellemers	UL
	Dr. C. van Laar	UL
	Dr. T. Stahl	UL
	Dr. B. Derks	UL
<i>Title: Reconsidering emotional eating as an explanation for overeating</i>		
Drs. C.M. Zedelius	Prof.dr. H. Aarts	UU
	Dr. H.P. Veling	UU
<i>Title: Beyond the Will: Implicit Motivation and Adaptation of Goals and Experiences</i>		

\*Finished his/her PhD in 2010; \*\*started his/her PhD in 2010; \*\*\*started job elsewhere in 2010 but will finish PhD later; \*\*\*\*PhD position ended in 2010 but will finish PhD later; \*\*\*\*\*stopped her/his PhD in 2010; \*\*\*\*\*PhD position ended in 2010, other

49,5% are funded by the universities; 25,5% are funded by NWO (Netherlands Organization for Scientific Research); 25% 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 2010

In 2010 23 PhD projects were completed:

Albers, L. (January 15, 2010). Double You? Function and Form of Implicit and Explicit Self-Esteem. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.J. Dijksterhuis and prof.dr. J. van der Pligt.

Summary: not available

Ayub, N. (April 13, 2010). National Diversity and Conflict: The Role of Social Attitudes and Beliefs. Leiden University. (Co-)Promotor(es): prof.dr. K.A. Jehn.

Summary: The main focus of this dissertation was to explain the relationship between diversity and performance through the moderating effects of social attitudes. To elaborate on the moderating effects of attitudes, I explored the proposed models with field surveys in organizations and scenario studies. In this dissertation, I proposed that social attitudes can be considered as moderators of diversity within workgroups. Specifically focusing on nationalistic attitudes in nationally diverse workgroups, I proposed that nationalism negatively affects workgroups such that group members experience more relationship and process conflicts and less task conflict when members of a nationally diverse workgroup hold nationalistic attitudes towards other members within their group. I followed the theoretical model with an empirical study where I distinguished between two elements of nationalism, namely, national preference and nationalistic outgroup derogation. Results showed that outgroup derogation was the stronger moderator which increased relationship conflict and

task conflict. Further investigation showed that attitudes such as social distance and national stereotypes can induce conflicts but that diversity can moderate the relationship between these attitudes and conflicts such that diversity increases task conflict and decreases relationship and process conflicts. In an attempt to explore how a group can experience positive conflict and perform despite nationalistic attitudes, I studied perceived respect and similarity preference. Whereas similarity preference negatively affected the group, respect helped increase task conflict and performance while decreasing relationship and process conflicts.

Baas, M. (March 25, 2010). *The Psychology of Creativity: Moods, Minds and Motives*. University of Amsterdam. (Co-)Promotor(es): prof. dr. C.K.W. de Dreu and dr. B.A. Nijstad.

Summary: This dissertation examined whether, when, and why do moods and motivational states influence creativity? The findings of a meta-analysis of the mood-creativity relationship and eight studies in which specific moods and motivational states were experimentally induced showed that some conventional ideas about when and how creativity is achieved are not correct. People are not more creative when they are relieved, relaxed, sad, or depressed. However, it appeared that mood states that activate the individual, such as happiness, anger, and fear, do promote creativity. Moreover, the findings of this dissertation suggest that this is also true for motivational states that activate the individual (e.g., approach states, unsuccessful avoidance motivation), which lead to more creativity than motivational states that deactivate the individual (e.g., successful avoidance). Finally, the present dissertation showed how these activating moods and motivational states have their effects on creativity. Some activating states had their creativity enhancing effects primarily because of increased flexibility (the use of broad and inclusive cognitive categories, global as opposed to local processing of information, and flat associative hierarchies) and others primarily through increased persistence (the focused and systematic exploration of a few possible solutions and perspectives in great depth and prolonged and motivated effort). Current findings suggest that activating mood states stimulate creativity primarily through flexibility when the motivational orientation is towards approach (e.g., happiness) and primarily through persistence when the motivational orientation is towards avoidance (e.g., fear).

Bleeker, D. (June 10, 2010). Representing or defecting? The pursuit of individual upward mobility in low status groups. Leiden University. (Co-)Promotor(es): prof.dr. N. Ellemers and dr. C. van Laar.

Summary: The upward mobility of members of low status groups, such as ethnic minorities and women, still advances with difficulty. Members of low status groups continue to be underrepresented in higher management positions and in academia. These facts run counter to the goal of a properly functioning diverse workforce. This dissertation investigated the conditions under which the individual upward mobility of members of low status groups is likely to succeed and when it is likely to meet resistance. In addition, it examines how upwardly mobile individuals can create such beneficial conditions.

The results presented in this dissertation show support from fellow members of the low status group to be a key resource. Such ingroup support enables members of low status groups to persevere in the pursuit of individual upward mobility, even in the face of opposition from the high status outgroup. The results indicate that ingroup support is given to individuals the more they are perceived to represent the ingroup with their upward mobility. Moreover, the extent to which upwardly mobile individuals are perceived as representatives depends on how they associate with the low status ingroup.

The results also show that the degree to which upwardly mobile individuals display their association with the low status group affects whether they meet resistance from the outgroup. While the high status outgroup is concerned about behavioral displays, it is less concerned with affective identification of upwardly mobile individuals of low status groups with their group. Explanations of the effects of ingroup support, ingroup association, and outgroup resistance are offered. Through its focus on the role of the ingroup in upward mobility the research presented in this dissertation advances previous work on individual upward mobility in low status groups.

Braun, B.M. (June 21, 2010). Dealing with a deviant group member. University of Groningen. (Co-)Promotor(es): prof.dr. S. Otten, prof.dr. E.H. Gordijn and prof.dr. D.A. Stapel.

Summary: A couple of years ago a small boy was killed inside his school. In an interview an inhabitant of the village this incident happened in, said that the fact that a fellow village inhabitant committed the crime made the situation even worse. Although this is an extreme example, in daily life we regularly encounter group members who behave in an aggressive or negatively deviant manner and

inflict harm onto their own group. This dissertation gives insight into how people respond to such a group member. Three aspects are investigated: the role of perceived intentions of the perpetrator, the role of cognitive resources and the goals people have when responding to such a group member.

The starting point of this thesis is that people strive for a positive group image. Our findings show that also when people respond to a negatively deviant group member, they have the group image at heart.

Perceived intentions of the perpetrator are important, but only when this perpetrator is a group member of the victim. When he or she clearly had the intention to inflict harm and thus forms a threat to the positive group image, a strongly negative reaction occurs. When intentions are ambiguous, the reaction is only mildly negative. The group member gets the benefit of the doubt. Perceived intentions play no role when someone is not in the circumstances to fully give attention to what is happening. Whether the harm was intentional or not, when attention has to be divided, the automatic association between ingroup and positivity results in an only mildly negative reaction.

Finally, we found that people are not so much inclined to exclude a negatively deviant group member from the group. They rather try to educate this person and teach that the behavior is unacceptable.

A deviant member can elicit strongly negative reactions, but it is ingroup love that ultimately shapes the reactions to such a member.

Broeders, R. (June 14, 2010). On Situated and Embodied Knowledge Regarding Moral Issues. Utrecht University. (Co-)Promotor(es): prof.dr. K. van den Bos.

Summary: not available

Cem Esroy, N. (June 1, 2010). Organizational citizenship behavior and counterproductive work behavior: Cross-cultural comparisons between Turkey and the Netherlands. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. M.Ph. Born, prof.dr. H.T. van der Molen and dr. E. Derous.

Summary: This research project explores cultural determinants that facilitate positive employee behavior. In the literature, this behavior is identified as organizational citizenship behavior (OCB). The dissertation also focuses on factors related to counterproductive work behavior (CWB). CWB is defined as behavior that explicitly runs counter to the goal of the organization (e.g., breaking organizational rules). The studies were carried out in Turkey and the

Netherlands. These two countries are different in several cultural aspects, among which are the values of individualism and collectivism and social beliefs. These differences may have relevance for OCB and CWB. Most organizational behavior theories have been developed and empirically tested among western samples. However, western-based organizational theories may be insufficient to explain many organizational phenomena in non-western cultures. This dissertation therefore aims to highlight the importance of cultural factors that may influence organizational processes.

Dalley, S.E. (October 14, 2010). Women's body dissatisfaction and restrictive eating behaviour: A tyranny of a thin-ideal or a fear of fat? University of Groningen. (Co-)Promotor(es): prof.dr. B.P. Buunk.

Summary: Why do a majority of women experience body image dissatisfaction in contemporary Western society? Moreover, why do significant numbers of women engage unhealthy forms of restrictive eating in an attempt to assuage such dissatisfaction? The conventional wisdom appears to be that how a woman thinks, feels and behaves toward her body is always about the perceived distance from an extreme standard of thinness, usually in the form of an external media image or an internal ideal. From this perspective, women's body image dissatisfaction is seen as always resulting from a perception of being too distant from the cultural aesthetic "thin-ideal". Following on from this, any associated restrictive eating behaviour is always an attempt to approach some manifestation of this reference standard. However, this thesis finds that under certain conditions women's body image dissatisfaction and restrictive eating behaviour can also be a consequence of being too close to an unattractive fat or overweight body. More importantly, the findings of this thesis also indicate that a perception of being too close to a fat or overweight body standard can have a more profound impact on women's body image dissatisfaction and restrictive eating behaviour than a perception of being too distant from a thin-ideal body standard. Thus it may be that unhealthy forms of restrictive eating, and indeed eating pathology, in women can be more about avoiding an undesired fat or overweight body than approaching a desired thin-ideal body.

Hawk, S.T. (April 8, 2010). *Changing Channels: Flexibility in Empathic Emotion Processes*. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.H. Fischer and dr. G.A. van Kleef.

Summary: Empathy is highly important for adaptive social functioning. We show empathy on a daily basis, by recognizing others' emotional expressions, mimicking their nonverbal behaviors, or actually "catching" someone else's feelings. These responses can be triggered by several social cues, such as nonverbal signals in the face or voice, or even by merely imagining ourselves in another's emotional situation. The ability for empathy to result from a variety of cues suggests that there is flexibility in how these responses are formed. The multiple routes leading to empathy are addressed in the present thesis, which shows that 1) different nonverbal behaviors are more effective for communicating certain emotions in particular social contexts; 2) individuals can mimic others' emotion expressions through several nonverbal channels, such as when we smile after hearing someone laugh, and these "cross-channel" responses influence the intensity of empathic emotions; and 3) individuals can empathically experience complex emotions, such as embarrassment, merely by imagining themselves in another's embarrassing situation, even when that person does not express embarrassment him/herself. Thus, people can rely upon different sources of information to understand and share another's feelings. "Changing channels" in these ways can thus promote our connections to the emotional lives of others.

Hopman, E.P.C. (October 1, 2010). *Group members reflecting on intergroup relations*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.A.M. van Lange and dr. E.A.C. van Leeuwen.

Summary: People generally want to be part of highly valued groups. Perhaps the best way to increase the social standing of one's group is to stand out, as a group, as much as possible against a relevant other group. Existing (inter)group literature teaches us how group members, with their characteristics and behaviours, can positively or negatively affect the image of their own group ('ingroup) vis-à-vis a relevant other group ('outgroup'). Through a series of experiments, the current thesis lends support to the notion that outgroup members may as well affect a group's capacity to positively distinguish itself from an outgroup. More specifically, this thesis shows that when an outgroup openly embraces rather than rejects a transgressing outgroup member who can be considered typical for the outgroup, this readily elicits positive feelings

among the ingroup. The explicit association of a relevant outgroup with anti-normative behaviour may well provides the ingroup with an enhanced relative standing. The current thesis also demonstrates that groups might strategically use the communication of damaging outgroup information to enhance or confirm the relative standing of their own group. Since people's need for their group to outperform or outshine other groups is rather universal, and people generally belong to -for example- different organisations, business teams, (backings of) sports teams, political parties, nations, ethnicities and religions, quite some day-to-day intergroup phenomena can be further elucidated on the basis of the current thesis.

van Horen, F. (September 24, 2010). Breaking the mould on copycats: What makes product imitation strategies successful? Tilburg University. (Co-) Promotor(es): prof.dr. D.A. Stapel and prof.dr. F.M.G. Pieters.

Summary: Imitations are abundant and a familiar sight to consumers. Supermarket products often copy the name, logo, and/or the package design of national leader brands, in order to free-ride on the positive associations attached to these leader brands. Despite the frequent use of such product imitation strategies, it is however less clear when they are successful and why. This dissertation sheds new light on this important question and demonstrates that whether imitation helps copycats and results in positive evaluation, or hurts copycats and results in negative evaluation, is not only determined by package similarity but is also critically dependent on the circumstances under which the copycat is evaluated (e.g., how products are ordered on the shelves and whether the context induces uncertainty). Furthermore and in contrast to the current opinion, this dissertation shows that high similarity copycats can backfire and reduce consumer's liking of copycats, whilst subtler forms of copycatting can free-ride more effectively on the leader brand's equity. These effects were demonstrated in numerous product categories by using brand names and packaging as stimuli and by using lawyers, students, and household panels as samples. Because this dissertation examines the mechanisms underlying copycat effectiveness beyond consumer confusion (where consumers misidentify the copycat for the original), the subsequent findings are an important supplement to the existing literature.

Kamans, E. (April 8, 2010). *When the weak hit back: Studies on the role of power in intergroup conflict*. University of Groningen. (Co-)Promotor(es): prof.dr. S. Otten and prof.dr. E.H. Gordijn.

Summary: In my dissertation, I studied when the weak hit back. That is, I investigated under which circumstances powerless groups respond with offensive action to provocations made by the powerful. The first answer my dissertation gives is that it depends on whether it is functional to do so. As conflicts can take different forms, they can also pose different threats; e.g. sometimes physical safety is threatened, while at other times economic resources are at stake. I proposed that in intergroup conflict threat content is important in understanding the reactions of those who experience these threats the most: the powerless. The results indeed show that powerless groups experience more threat, resulting in both more anger and fear. Moreover, threat content determines which emotions elicit behavior that adequately deals with the situation, and thus is functional. When confronted with a physically threatening outgroup, fear elicits an avoidance reaction in powerless groups. When valuable resources are threatened, however, anger makes powerless group members want to confront the outgroup, at least when they identify strongly.

The second answer to the question when do the weak hit back is: when they have nothing to lose by doing so. The reasoning here was that groups that are already in a very disadvantaged and hopeless situation have nothing to lose by acting in offensive ways. That is, they do not need to worry about the costs that are associated with offensive action. I showed that more extreme, conflictual responses were indeed likely when groups are low in both power and status, and thus occupy a very disadvantaged position.

I further investigated how groups hit back. Do people challenge the outgroup in a constructive way, or is their behavior likely to be non-constructive? The idea I tested here was that this would depend on whether groups were certain about the outcome of the conflict. For the powerless, uncertain conflict situations offer an opportunity; therefore, they are likely to fight constructively in order not to provoke the outgroup and, thereby, waste their chances. For the powerful, on the other hand, uncertainty of outcome is threatening, which might cause them to adopt less constructive conflict strategies. The question we asked here was not when do the weak hit back, but how do they hit back? The answer this dissertation gives is: the weak will hit back constructively when they have opportunities to do so.

Kessels, L.T.E. (November 19, 2010). May I have your attention please? A neuroscientific study into message attention for health information. Maastricht University. (Co-)Promotor(es): prof.dr. G. Kok, dr. R.A.C. Ruiter, dr. B. Jansma and dr. V. van de Ven.

Summary: The current research project was meant to improve our knowledge of the underlying working mechanisms of different health education methods. In particular, attention processes for personally relevant threatening health messages were investigated. Five empirical studies explored attention processes for tailored health messages and threatening health information by applying the methods of EEG, fMRI, eye tracking and reaction times.

In the first EEG-study, attention processes for tailored versus non-tailored nutrition education messages were compared. The ERP results showed that tailored information leads to more attention for the message than non-tailored information. It was concluded that self-relevant information is more systematically processed than information that is less self-relevant.

Study 2 explored attention processes for tailored versus non-tailored messages in combination with threatening health information. The ERP findings confirmed that tailoring is an effective means to draw attention to health messages, whereas threat information seems to result in a loss in message attention.

In the third EEG-study, attention capture and attention disengagement processes for self-relevant threatening health information were investigated. High and low threat smoking pictures were presented among participant for whom the information was self-relevant (smokers) or non-self-relevant (non-smokers). ERP findings provided support for the hypothesis that threatening health information causes more efficient disengagement among those for whom the health threat is self-relevant.

fMRI was used in the fourth study to explore brain regions involved in processing self-relevant threatening health information. Smokers and non-smokers viewed high and low threat health smoking pictures. Threat modulation was visible in emotion-related regions, including the amygdala. Smokers and non-smokers showed no difference in brain activation in the amygdala and reaction times when processing high threat self-relevant information.

In the last study we explored attention processes for cigarette packages containing coping information referring to ways to quit smoking, high threat smoking information or low smoking threat information. Eye movements were recorded while smokers and non-smokers viewed the cigarette packages. This study showed attention preferences for coping information irrespective of whether the person already follows the recommended behaviour or not.

This thesis showed that message tailoring and coping information are potentially effective tools to increase attention for health information. Although investigating the relation between self-relevance, threatening health information and attention reveals a complex pattern of results, presenting threatening health information can cause defensive reactions. Finally, to measure attention processes for health information it is recommended to apply neuroscience techniques to obtain objective measures of attention during message processing.

Klep, A.H.M. (September 17, 2010). *The Sharing of Affect: Pathways, Processes, and Performance*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. H. van der Flier and prof.dr. B.M. Wisse.

Summary: Whether you tell your best friend what feelings you experienced when your terrifying roommate revealed he has a crush on you, check the affective responses of your colleagues when your boss introduces the new secretary, or notice that you have been emotionally contaminated by the negativity of your mother-in-law, the sharing of affect (i.e., moods and emotions) occurs almost everyday, and therefore seems an inevitable aspect of social and organizational life. The main goal of this dissertation was to increase our understanding of the effects of positive and negative affective sharing on individual and group outcomes in social settings. More specifically, by examining interactive effects of valence of affect and affective sharing in combination with several other intra-individual processes, intragroup processes and contextual factors (affective certainty, conflict, and future interaction expectation), we hope to come to a more refined account on the role of affective sharing in groups.

In the present dissertation we employed a wide variety of methods; computer-mediated laboratory studies, a scenario study, cross-sectional field studies, and experimental (three-person) group studies, to test our hypotheses. The results of these studies showed that: (1) interactive sharing of affect (the dynamic path to group affect) yields stronger effects on task performance and group dynamics than non-interactive sharing of affect (the static path to group affect), (2) shared positive (vs. shared negative) affect enhances creative task performance, whereas shared negative (vs. shared positive) affect especially increases analytical task performance, (3) shared negative affect strengthens feelings of belongingness and leads to a higher level of information sharing in groups, (4) positive affect increases creativity, especially when people interactively share their feelings and when they are affectively uncertain, which may partially be

explained by an increased tendency to cooperate, (5) the sharing of positive affect may expose the potential beneficial effects of task conflict, whereas the sharing of negative affect may mitigate the detrimental effects of relationship conflict, and (6) the sharing of negative affect may be deemed particularly influential when group members expect prolonged group longevity.

The findings of the present dissertation show that affective sharing has profound consequences for both individual and work group functioning and therefore may have important implications for applied settings.

Kubacka, K.E. (November 11, 2010). *The Rules of Attraction: Trust, Anxiety and Gratitude*. VU University Amsterdam. (Co-)Promotor(es): prof.dr. P.A.M. van Lange and dr. C. Finkenauer.

**Summary:** How can emotional inferences influence relationship formation and how can they help maintain them? The dissertation investigates these interactions between emotional influences and social relationships. It focused on two stages of interpersonal interactions: a) initial interactions with unknown others, and, b) established interactions between spouses. Looking at initial interactions, it considers the role of similarity in influencing people's affective states of trust and attraction toward others. In addition, it also investigates how anxiety determines peoples' preferences for similar and dissimilar others. Looking at the established interactions between spouses, it focuses on gratitude as experienced between spouses and its motivating force in relationship maintenance.

The dissertation features a variety of research tools, from experimental designs, to analyses of prospective, longitudinal data from married couples. As a result, the work combines different traditions of research methods and techniques. Throughout the current work, various experimental manipulations are used, for instance: creating bogus partners, whose profiles are created as to reflect similarity or dissimilarity to the participants. In addition, the work utilizes a number of behavioral manipulations, for instance evoking anxiety through having participants perform a public speaking task; or stimulating mindfulness through having participants listen to a body-scan meditation exercise. In terms of prospective data, relationships between both partners' gratitude and relationship maintenance are investigated. The interplay of gratitude and relationship maintenance is analyzed within a single time point as well as across time. As a result, we are able to see how one partner's behavior affects the other partner's emotional state as well as behavior over time.

All in all, the studies included in the present dissertation show that the interaction between emotional states and relationships is bidirectional. Namely, the experience of emotional states changes the way people approach potential and established relationship partners while the relationship context, in turn, changes individuals' experiences. On the one hand, emotional states exert influence on individuals' relational environments. For instance, experiencing anxiety (versus neutral emotional states) alters the evaluations of similar and dissimilar others. On the other hand, relational factors also influence individuals' experiences of emotional states. For instance, a partner's engagement in relationship maintenance behavior is detected by the self and 'rewarded' with the appreciation of gratitude. In exploring these interactions, the dissertation offers new ideas and inspires new questions on how trust, anxiety and gratitude can shape the 'rules of attraction' in its initial and more relationship-relevant stages.

Lakens, D. (January 19, 2010). Abstract Concepts in Grounded Cognition. Utrecht University. (Co-)Promotor(es): prof.dr. G.R. Semin and dr. F. Foroni.

Summary: When people think about abstract concepts such as morality, time or good and bad, they structure their thoughts based on concrete experiences. This thesis shows that morality is associated with perceptual equality or symmetry. It also reveals that when people are asked to judge in which ear the word 'future' is presented louder (when in reality it is presented equally loud to both ears) they point more often to their right ear, compared to words like 'past'. Thus, people do not only see a timeline from the left to the right, but also hear the future stronger in their right ear. The opposition between right and wrong is associated with the opposition between white and black. Perceptual information in isolation, however, does not necessarily have to carry meaning – white is only positive in opposition to the negativity of black. These results reveal that our brain does not work as an independent computer, a widely used metaphor for human cognition. Instead, even highly abstract thought is based the structuring of meaning in concrete dimensions. These new insights improve our understanding about how brains store and represent information, and can be used to communicate abstract concepts more efficiently, or improve the way we teach young children the meaning of abstract concepts. Abstract thought is one of the most sophisticated abilities of human beings, and acknowledging the importance of perceptual representations will substantially improve our understanding of abstract reasoning.

Oostrom, J.K. (October 1, 2010). *New Technology in Personnel Selection: The Validity and Acceptability of Multimedia Tests*. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. M.Ph. Born, prof.dr. H.T. van der Molen and dr. A.W. Serlie.

Summary: More and more organizations make use of new technology for the delivery of multimedia tests. In a multimedia test, applicants are presented with a variety of job-related situations. The situations freeze at an important moment and applicants are asked to indicate how they would act in these particular situations. This type of multimedia test is called a multimedia situational judgment test (SJT). Recently, another innovative multimedia test has entered personnel selection practices, namely a webcam test. In a webcam test applicants are presented with situations through the use of video clips and are then asked to act out their response, while being filmed by a webcam. Although organizations have rushed to incorporate multimedia SJTs and webcam tests into their selection systems, research regarding these type of tests still is scarce. This dissertation aimed to address this shortcoming by presenting five empirical studies on the validity and acceptability of multimedia tests.

The results demonstrated that multimedia tests can be useful and valuable predictors of academic and job performance beyond traditional measures as cognitive ability tests, personality questionnaires, and job knowledge tests. Also, as implicit measures of personality traits multimedia tests seem a valuable instrument for personnel selection practices. However, multimedia tests were only able to predict conceptually aligned criterion measures. Therefore, it is important to clearly specify the criterion domain when incorporating multimedia tests into selection systems. Furthermore, it was found that multimedia tests are related to Big Five personality dimensions and to job experience, but not to cognitive ability. As selection instruments with smaller cognitive loading produce smaller subgroup differences, using multimedia tests may be an effective strategy to reduce adverse impact.

Regarding the acceptability of multimedia tests, it was found that applicants react more positively to multimedia tests than to more traditional tests, such as cognitive ability tests. However, not only the type of selection instrument or medium itself was found to affect applicant reactions, also individual differences, such as openness to experience, general belief in tests, and (perceived) test performance were found to affect applicant reactions. However, pretest reactions and posttest reactions were affected by different factors. Pretest reactions were affected by applicants' general beliefs in tests, whereas posttest reactions were affected by applicants' test performance via self-

assessed test performance. The nature of the applicant and time of measurement of applicant reactions therefore should be carefully considered when designing interventions to improve applicant reactions.

Preenen, T.Y.P. (November 12, 2010). *Challenge at Work: A matter of give and take*. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.E.M. van Vianen and dr.ing. I.E. de Pater.

Summary: Job challenge is highly relevant for employees and their organizations. Despite the growing amount of research on job challenge, many issues concerning the conceptualization, antecedents, processes, and outcomes of job challenge remain to be examined.

This dissertation comprises five empirical chapters with seven studies employing multiple samples and research methods that aimed to examine the issues as mentioned above. These studies have increased our understanding of job challenge in multiple ways. First, job challenge is a broad concept including task and context characteristics, and people's subjective perceptions of challenge as positive stimulation, competence testing, and uncertainty. Second, people's goal orientations are not only important for task choices but also for the motivational and mood outcomes of performing challenging tasks. People with a mastery-approach orientation tend to choose challenging tasks and, when challenged, they show more positive affective and motivational reactions. Third, supervisors' goal orientations tend to influence employees' opportunities for performing challenging tasks. Performance-approach oriented supervisors could withhold their employees from challenging experiences which, in turn, may undermine employees' learning and development. Finally, because of its positive influence on on-the-job learning, job challenge will decrease rather than increase voluntary turnover. Implications for theory, future research, and practice are discussed.

Rupert, J. (April 14, 2010). *Diversity faultlines and team learning*. Leiden University. (Co-)Promotor(es): prof.dr. K.A. Jehn.

Summary: With the increased globalization of society and importance of teamwork, workgroup diversity has become a central aspect of organizational life (Williams & O'Reilly, 1998). Research has shown that although workgroup diversity can potentially have beneficial effects, teams often have problems in managing their diversity (e.g. Mannix & Neale, 2006; Van Knippenberg & Schippers, 2007). Central to this thesis is the faultline perspective (Lau &

Murnighan, 1998), which focuses on the demographic alignment of diversity attributes in a group creating relatively homogeneous subgroups within a team (e.g. all females in a group are sales managers, all males are accountants). Research has shown that these subgroup divisions resulting from diversity faultlines can disrupt group processes and performance (e.g. Bezrukova, Jehn, Zanutto, & Thatcher, 2009; Homan et al., 2007a; 2007b; 2008; Li & Hambrick, 2005; Molleman, 2005; Rico, et al., 2007; Sani, 2005; Sawyer, Houlette & Yeagley, 2003). So far, relatively few studies have examined the relationship between faultlines and team learning and those that have, have found mixed results (Gibson & Vermeulen, 2003; Lau & Murnighan, 2005).

In this dissertation, I examined the relationship between faultlines and team learning, using a multi-method approach. A typology and instrument for measuring team learning types was developed based on the topics that teams can learn about: task, process, and social learning. Furthermore, I attempted to reconcile past findings by examining which circumstances can change the capacity of faultline teams to learn. In addition, I considered different underlying mechanisms that can explain faultline effects on team learning. More specifically, I extended past faultline research by considering different aspects of faultlines, such as the role of perceptions of faultlines and faultline distance as moderators of the relationship between objective faultlines and team learning. These aspects of faultlines inhibited team learning in faultline groups. On the other hand, team learning was stimulated when team members knew each other well, when the distance between subgroups was low and when the team's error culture was focused on the management of errors rather than on error aversion. Finally, the team's psychological safety, transactive memory, and open communication were found to explain the relationship between faultlines and team learning. The results of this dissertation have important implications for future research and for the management of diversity in organizations. When diversity faultlines are managed well, subgroups can act as healthy divides stimulating team learning and performance.

Van der Schalk, J. (July 2, 2010). *Echoing Emotions: Reactions to Emotional Displays in Intergroup Context*. University of Amsterdam. (Co-)Promotor(es): prof.dr. A.H. Fischer, prof.dr. D.H.J. Wigboldus and dr. B. Doosje.

Summary: The thesis discusses research that investigates how intergroup context and group based identity influence reactions to the emotions of others, and how these reactions, in turn, influence the relationships between members of different groups. It is hypothesized that there is more emotional contagion

between ingroup members than between outgroup members. Another hypothesis is that the perception of expressed emotions will increase social bonding between ingroup members, but not between outgroup members. The results of three sets of studies largely confirm these propositions.

Using a new standardized set of filmed emotion expressions featuring North-European and Mediterranean models—the Amsterdam Dynamic Facial Expression Set (ADFES)—, the studies in Chapter 2 demonstrate that there is an ingroup advantage in emotion recognition. The studies also show that observing emotional displays of ingroup members increases liking of these models, but that this does not increase liking of outgroup models. Chapter 3 reveals that emotional expressions of anger and fear are mimicked to a greater extent when they are expressed by ingroup members than when they are expressed by outgroup members, and that expressions of outgroup members evoke emotions that diverge from the displays that are perceived. Moreover, mimicry of anger and fear displays increases liking for ingroup members, but not for outgroup members. Happiness displays, however, are mimicked independent of group membership. We suggest that happiness signals affiliation, and that this can overcome group boundaries. In the studies of Chapter 4 we therefore manipulated participants' need for affiliation by having participants think about their mortality. The findings reveal that when mortality is salient, individuals converge more to outgroup happiness displays, and that attitudes towards the outgroup become more positive. In response to anger displays, in contrast, individuals converge more to ingroup displays, and attitudes towards the outgroup become more negative. These findings show that reactions to emotions of others are influenced by both group context and motivational factors. In Chapter 5, a model of emotional convergence and divergence in intergroup context is introduced.

The findings show that emotional displays bring individuals together when they share group membership, but drive individuals apart when they do not share group membership. Happiness displays, however, can overcome group boundaries, because individuals converge to outgroup happiness to the same extent as they do to ingroup happiness—sometimes even more so. Awareness of the differential responsiveness to emotions of ingroup and outgroup members may improve day-to-day intergroup interactions.

Schuitema, G. (September 9, 2010). Priceless policies. Factors influencing the acceptability of transport pricing policies. University of Groningen. (Co-)Promotor(es): prof.dr. E.M. Steg.

Summary: Transport pricing policies are often assumed to be effective strategies to affect people's car use, but, due to a lack of public support, these policies are often not implemented. Therefore, we examined which factors influence the acceptability of these pricing policies. First, the acceptability of transport pricing policies was shown to be strongly related to the revenue allocation: acceptability increased when revenues were allocated to car users. Second, the acceptability was also shown to increase when people expected car-related problems, such as congestion, pollution and parking problems, to reduce. Reductions in car-related problems will benefit society as a whole, but also individual car users, for example when their travel times decrease or local air quality improves. The acceptability of transport pricing policies increased particularly when people actually experience that car-related problems were solved or decreased. Third, acceptability of transport pricing policies was shown to be strongly related to the extent to which people consider the costs and benefits of these policies to be fairly distributed. We found that transport pricing policies were particularly perceived to be fair and acceptable when the distribution of costs and benefits would benefit nature, the environment and future generations and when everybody would be equally affected. This study has important practical implications: the acceptability of transport pricing policies can be enhanced when it is clearly communicated that pricing policies will result in a reduction of car-related problems. In addition, the acceptability is also likely to increase when people experience the positive effects of policies, for example via trials.

Van Ulzen, N.R. (October 4, 2010). Exploring affective perception and social action. VU University Amsterdam. (Co-)Promotor(es): prof.dr. G.R. Semin, prof.dr. P.J. Beek and dr. R.R.D. Oudejan.

Summary: The present theses comprises two research lines that are inspired by the overarching theme of embodied cognition, namely (1) the influence of affect on visual perception, and (2) the interpersonal coordination of movement. The first research line deals with the question whether and how affective information influences size perception. In a first experiments participants judged the size of circles with and without affective (i.e., positive, neutral and negative IAPS) pictures in a straightforward manner. In a second experiment stimuli were

embedded in the Ebbinghaus illusion. In a third experiment size judgments of circles with affective pictures were compared with size judgments of circles with blurred counterparts of these pictures. Results indicated that a) circles with pictures were estimated to be smaller than circles without pictures; b) circles with negative pictures were estimated to be larger than circles with positive or neutral pictures; c) the Ebbinghaus illusion was weakest for a negative target; d) size estimations of circles containing affective pictures took longer and were less accurate than size estimations of circles containing blurred pictures; and e) for affective stimuli, circles with negative pictures were evaluated more elaborately than circles with positive pictures. Apparently, affective stimulus properties influence size estimation beyond physical stimulus properties due to different processing forms. Among affective stimuli negative stimuli are underestimated less than positive stimuli due to increased attentional demands. The second line of research investigates whether two people spontaneously coordinate their stepping when walking side-by-side and whether this phenomenon abides by a dynamical model for rhythmic interlimb coordination, the HKB-model. In a first experiment walker pairs were instructed to synchronize their steps in phase ( $0^\circ$ ) or in antiphase ( $180^\circ$ ) or received no coordination instructions. Without instructions clear evidence was found for spontaneous entrainment. However, during instructed coordination specific predictions of the HKB-model were absent. In a second experiment, walker pairs were invited to coordinate their stepping movements at seven prescribed relative phases. Variability of in- and antiphase should be lowest, for which we found no support. Intermediate relative phases should be attracted to in- and antiphase, which was partially supported: for metronome-paced walking in-phase coordination acted as an attractor; for unpaced continuation both in- and antiphase coordination acted as an attractor. The absolute shift away from the required relative phase should be highest for a required relative phase of  $90^\circ$ , which was found to be the case. All in all, it appears that the spontaneous coordination observed during walking side-by-side goes beyond the HKB-model.

Wubben, M.J.J. (February 5, 2010). Social Functions of Emotions in Social Dilemmas. Erasmus University Rotterdam. (Co-)Promotor(es): prof.dr. D. de Cremer and prof.dr. E. van Dijk.

Summary: Social dilemmas, or situations in which individual and collective interests collide, elicit strong emotions. But are these emotions socially functional in that they signal an emotional person's intentions and beliefs,

thereby coordinating social interactions and establishing cooperation? Generally, they are, as four empirical chapters showed.

First, emotions were found to help in establishing cooperation through direct reciprocity. That is, when two people had the opportunity to repeatedly do each other favors, people were more likely to cooperate when their failure to return a favor was reciprocated while disappointment was expressed, rather than anger or no emotion. Expressing disappointment did not convey a negative impression and was even rewarded more afterwards than expressing anger or no emotion. Second, anger and disappointment also helped to establish cooperation through indirect reciprocity. Indirect reciprocity occurs when not a recipient, but a third party reciprocates cooperation or non-cooperation (i.e., defection). But cooperation through indirect reciprocity is only possible if unjustified defection (i.e., defection motivated by greed) is distinguished from justified defection (i.e., defection to discourage unjustified defection). Anger and disappointment help to make this distinction. Defection out of anger or disappointment was seen as a justified response to unjustified defection and was responded to cooperatively. Disappointment also signaled that a defector had defected less often than when anger was expressed.

Third, emotions can lead people to implement structural solutions in step-level public good dilemmas. In such dilemmas, a specific number of endowments must be donated to realize a public good. However, not contributing is tempting, because defectors benefit equally from the public good as cooperators. Anger was found to signal bleaker prospects than guilt for successful coordination of individual contributions to realize the public good, making that people were more likely to prefer the structural solutions of exiting the group and installing a democratic leader. This was only found, however, when the person communicating anger or guilt had many endowments and when an explicit promise to contribute had not already been made.

Finally, emotions can lead people to coordinate their contributions more successfully in step-level public good dilemmas. Guilt was found to signal future cooperation by both the group member expressing guilt and the group member towards whom it was experienced. Consequently, people were willing to contribute their fair share to realize the public good, even when it was difficult to obtain.

It is concluded that emotions are indispensable, socially informative cues in social dilemmas.

#### 4.2.2 PhD projects started in 2010

In 2010 27 PhD projects were started:

##### **Hillie Aldering**

University: University of Amsterdam, Work and Organizational Psychology

Title project: Representative Negotiation: Cross-Level Influences in Inter-group Conflict

Funding: NWO

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

Period: 01.07.10 - 01.07.14

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

##### **Daniël Alink**

University: University of Amsterdam, Social Psychology

Title project: Gaat u rustig slapen: De rol van vertrouwen bij de acceptatie van risico's

Funding: External sources

Supervisor(s): dr. F. van Harrelveld and prof.dr. J. van der Pligt (UvA)

Period: 01.08.09 - 01.08.13

Project description: While people are generally motivated to avoid risks, some risks are uncontrollable on an individual level. The acceptance of such risks varies greatly, and trusting the people and organizations who try to control these risks is a way to make them more acceptable. However, recent controversy over swine flu vaccination and underground CO<sub>2</sub>-storage showed that public trust is not always a given. The current research aims to provide more insight in the role of trust in relation to risks, and identifies three domains that influence trust. The first domain comprises characteristics of the person observing the risk, such as personality traits and knowledge about the risk. The second domain is formed by aspects of the risk itself, such as uncertainty about

the risk, level of control that is possible, and potential outcomes. Third, we aim to investigate characteristics of the party that controls the risk. We focus on ability, integrity and benevolence as the main determinants of trustworthiness of the controlling party. By systematically researching relationships between these domains and trust, the present research seeks to demonstrate how large-scale risks are viewed by the public, and how trust and distrust influence their acceptance.

**Dagmar Beudeker**

University: Leiden University, Social and Organizational Psychology

Title project: Innovation in the public sector

Funding: External sources

Supervisor(s): prof.dr. N. Ellemers (UL), dr. F. Rink (RuG) and prof.dr. R. Blonk (TNO)

Period: 01.01.10 - 01.01.14

Project description: The main aim of the proposed research is to develop and test new theory on innovation in the public sector. Our theoretical analysis is based on Regulatory Focus Theory (Higgins, 1997), which distinguishes between goal achievement through the pursuit of desired outcomes ('promotion focus') and goal achievement through the avoidance of undesired outcomes ('prevention focus').

We assume that public sector employees and organizational culture in the public sector tend to focus on the prevention of undesired outcomes (e.g., checking whether people are entitled to employment benefits), rather than developing creative ways to achieve desired outcomes (e.g., helping people find new employment). However, successful innovation in the public sector requires a combination of both orientations, in that people need to be creative in developing novel solutions, while making sure these meet legal requirements, in order to meet organizational goals.

In this project, we will collaborate with 'TNO Arbeid', and collect data in the context of their ongoing projects in social services organizations in the public sector. TNO Arbeid will facilitate access to these organizations and data collection and will contribute to the project by employing the Phd candidate on a parttime basis for the duration of the project.

First, we will specify the role of promotion vs. prevention orientations in innovation through in-depth interviews with social services employees, and will further test these relations in larger scale questionnaire data which will be related to objective outcome measures made available through TNO. For this purpose, we will combine current scientific insights on promotion vs. prevention

to develop a standardized questionnaire that can be used as a diagnostic tool to identify possible strengths and weaknesses concerning innovation in public services organizations.

Second, we will develop specific ways to help people combine promotion and prevention orientations, and test their effectiveness in a series of laboratory studies. In this way we aim to gain more insight into the conditions under which people are best able to combine promotion and prevention strategies (a) in their individual approach to the task (b) in specific team roles, and (c) in different stages of team task completion. These insights will then be used to develop and test concrete interventions that help public sector employees to be more innovative and open towards change. The results of this project will yield specific tools and strategies that can be used in practice, and will inform the development of social psychological theory on innovation in the public sector.

**Marco van Bommel**

University: VU University Amsterdam, Social and Organizational Psychology

Title project: Ingrijpen of niet. Een kwestie van 'mixed feelings'?

Funding: VU University Amsterdam

Supervisor(s): prof.dr. P.A.M. van Lange, dr. J.-W. van Prooijen, prof.dr. H. Elffers and dr. D.M. Reynald (VU)

Period: 01.09.09 - 01.09.13

Project description: This project seeks to understand the affective and cognitive processes that determine whether informal guardians – defined as independent bystanders who do not have a formal role to prevent crime – help when they witness a transgression against a social norm or person. To this end, we proposed four sets of studies which are designed to investigate the bystander effect from both a social psychological and a criminological viewpoint. The first set of studies will focus on the emotional consequences of group size indicators, and the severity of the transgression. The second set of studies will examine the effects of the presence of friends or acquaintances. The third set of studies will investigate the effects of the actions of other bystanders who are initiating an intervention. The fourth set of studies are field studies which focus on the responses of people when they observe a transgression in a real-life situation. This will be done by means of interviews, and with a manipulated real-life (enacted) occurrence of a transgression.

**Thijs Bouman**

University: University of Groningen, Social and Organizational Psychology

Title project: Local Globalism: How Global Change Influences Local Relationships

Funding: University of Groningen

Supervisor(s): prof.dr. S. Otten and dr. M. van Zomeren (RuG)

Period: 01.09.10 - 01.09.14

Project description: Over time, the world seems to become more global. Nevertheless, there is still much local complexity within these global structures. Different developments within the process of globalization are therefore likely to influence more local structures as well, and might especially impact relationships with immigrants. These local influences of global developments have not been widely studied yet, and will therefore be the topic of this PhD project. Within this PhD project, we will specifically focus on how the possible expansion of the European Union by the inclusion of Turkey influences interactions between native Dutch and Turkish immigrants living in the Netherlands. Based on the Intergroup Threat Theory, threats associated with the possible expansion (i.e., realistic and symbolic threats) are thought to be related to distinct outcomes on the local level. Realistic threats (e.g., concerning economy) are expected to result in avoidance, whereas symbolic threats (e.g., religion) are expected to result in prejudice and intolerance towards Turkish immigrants. It is argued that each specific threat, together with its related outcomes, should be targeted with an appropriate solution which matches the specific threat. These specific propositions are studied in multiple settings throughout six experimental studies and a longitudinal study.

**Koen Dijkstra**

University: University of Amsterdam, Social Psychology

Title project: Role of intuition in judgment and decision making

Funding: External sources

Supervisor(s): prof.dr. J. van der Pligt, dr. G.A. van Kleef (UvA) and dr. J. Kerstholt (TNO)

Period: 01.07.07 - 01.07.11

Project description: It is known that (at least in some situations) verbalizing ones thoughts before making a decision impairs judgment and decision-making in comparison to a decision made intuitively. These decisions are more different from expert opinions and are less stable over time (Wilson et al. 1993; Nordgren and Dijksterhuis, 2009).

However, not much is known about the underlying processes of these modes of decision-making. Some authors point to the role affective processes in explaining intuitive decision-making, but are not very specific (Loewenstein et al., 2001; Finucane et al., 2000). Processing style (global or local) could be another process which explains the difference between deliberative and intuitive judgments and decisions. Macrea and Lewis (2002) showed that the verbal overshadowing effect is mediated by processing style. The verbal overshadowing effect describes the impairment of recognition of stimuli when verbalized. A recently completed study hints in the same direction. Participants in a negative or positive mood were asked to rate modern art and processing style was assessed. The more the processing style was global, the better the participants were able differentiate between bad and good art.

Within this project the role of processing style (global or local) within intuitive versus deliberative decision-making is studied. In addition we will examine when and why intuitive decisions are better than deliberative ones, and what the role is of factors as complexity and expertise.

### **Hedy Greijdanus**

University: University of Groningen, Social and Organizational Psychology

Title project: Escalation and de-escalation of ethnic conflict through within-group communication

Funding: NWO

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

Period: 01.01.10 - 01.01.14

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 novel and dynamic psychological model of conflict escalation and de-escalation between ethnic groups. The model describes cross-level influences of communication within and between groups about conflict. These communications transform perceptions that individuals have about themselves and other groups into destructive conflict behaviors or more constructive behaviors through the experience of specific emotions. This research proposal aims to test the new model, develop interventions to de-escalate conflict, and evaluate their success.

**Marc Heerdink**

University: University of Amsterdam, Social Psychology

Title project: Emotion and social influence in groups

Funding: NWO

Supervisor(s): dr. G.A. van Kleef and dr. A.C. Homan (UvA)

Period: 01.04.10 - 01.04.14

Project description: This project investigates how emotions shape social influence in groups. In particular, it explores how emotional expressions influence conformity. Can emotional expressions lead group members to change their judgments and decisions to conform to the expressers position? When and how may emotions undermine the effectiveness of influence attempts? Is minority influence modulated by emotional expressions? Drawing on the emotions as social information (EASI) model (Van Kleef, 2009), I propose that emotional expressions wield social influence by providing information and/or by eliciting affective reactions in targets. The project will systematically investigate moderating variables that determine whether influence occurs via the informational pathway or the affective pathway, thereby shedding light on the contingencies of emotional influence in groups.

**Annemarie Hiemstra**

University: Erasmus University Rotterdam, Institute of Psychology

Title project: Ethnicity effects in written and resume content

Funding: External sources

Supervisor(s): prof.dr. M.Ph. Born (EUR), dr. E. Derous (Ghent University) and dr. A.W. Serlie (GITP/EUR)

Period: 01.09.09 - 01.09.12

Project description: Resumes (curricula vitae) are one of the most frequently used tools when initially screening applicants. The adverse impact of the widely accepted tool of resume-screening remains less investigated (Derous, Nguyen, & Ryan, 2009). As ethnic minorities in The Netherlands need more time to find a job when compared to their Dutch counterparts (Van Gent, Hello, Odé, Tromp, & Stouten, 2006), the first goal is to investigate to what extent this finding can be explained by the way ethnic minorities represent themselves differently from ethnic majority applicants, and to what extent it can be explained by judgmental biases of recruiters (resulting in so-called adverse impact).

Recently, there has been an increased use of technology in recruitment and screening procedures (Anderson, 2003). One of these new technological developments are so-called 'video resumes', video-taped messages in which applicants present themselves to potential employers. The second goal of the

project is to investigate whether differences and similarities in self-presentation between ethnic minorities and majorities are comparable to the traditional written resume, and whether adverse impact is present and occurs to the same degree.

To study ethnicity effects in resume screening, models of impression formation (Brewer & Harasty-Feinstein, 1999; Fiske, Lin, & Neuberg, 1999) will be applied to both written and video resumes.

### **Martijn Keizer**

University: University of Groningen, Social and Organizational Psychology

Title project: Denial of feelings of moral obligation inhibiting pro-environmental behavior

Funding: External sources

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

Period: 01.10.08 - 01.10.12

Project description: Previous research has shown that many individuals feel morally obliged to act pro-environmentally, but that this feeling of obligation is often not translated into actual behavior. Several theories point at the use of so-called denial strategies as the process that allows individuals to engage in behavior that is at odds with their feelings of moral obligations. However, when and how individuals apply denial strategies to deny feelings of moral obligation towards the environment has not been studied systematically. This research project aims to study the denial process in an environmental context by systematically manipulating the strength of feelings of moral obligation and the attractiveness of the environmental behavior. The outcomes of this project can be used by practitioners to enhance the effectiveness of messages promoting pro-environmental behavior.

### **Charlotte Koot**

University: Leiden University, Social and Organizational Psychology

Title project: Resistance of valid beliefs about carbon dioxide capture and storage (CCS) technology against low- quality information

Funding: External sources

Supervisor(s): prof.dr. N. Ellemers and dr. E. ter Mors (UL)

Period: 16.08.10 - 16.08.14

Project description: Research on cognitive closure has predominantly focused on the implications of individual and situational variations in people's need for cognitive closure. The possibility that achievement of cognitive closure not only depends on people's need for closure but also on their perceived ability to

achieve such closure has been recognized in the literature (cf. Bar-Tal, 1994; Bar-Tal, Kishon-Radin, & Tabak, 1997; Roets & Soetens, 2010; Roets & Van Hiel, 2007; Ter Mors, 2008), but has received very limited empirical attention. Accordingly, very little is known about potential precursors of the ability to achieve cognitive closure and the cognitive, physiological and behavioral responses associated with this state. This is the focus of the proposed research. In this project we examine precursors of (the ability to achieve) cognitive closure in the context of information provision concerning the novel technology of Carbon dioxide Capture and Storage (CCS). We address three aspects in the communication about this technology that are relevant for theoretical development and have practical implications, namely, (a) characteristics of the information provided, (b) characteristics of the information source, and (c) characteristics of the context in which the information is provided. These three types of communication characteristics and their effects on the achievement of cognitive closure will be examined in three sets of studies.

**Namkje Koudenburg**

University: University of Groningen, Social and Organizational Psychology

Title project: The Sounds of Silence: communicators interpretations of silent responses in within-group conversations

Funding: University of Groningen

Supervisor(s): prof.dr. T. Postmes and prof.dr. E.H. Gordijn (RuG)

Period: 01.09.09 - 01.09.13

Project description: When an audience responds in silence to a statement, this can be explained in several ways. On the one hand, people may disagree but keep their mouths shut, for instance, because of status differences or to maintain social harmony. On the other hand, people can stay silent to give their consent to what has been said or asked. Another possibility is that silence is maintained as a mark of respect, or to exclude and ignore the other. Our research concerns the question of how silent responses of the audience are interpreted by the communicator depending on his/her status, expectations about public opinion, and social motives for communication. We expect that the interpretations of silence will depend, among others on the social motives of the speaker: motives to belong, control, self-enhance, understand or trust others (Fiske, 2004). We will investigate the effects of silence for the formation of stereotypes, prejudices and ideas about public opinion.

**Hagar ter Kuile**

University: Utrecht University, Social and Organizational Psychology

Title project: Adaptive processes across the transition to parenthood: How partners regulate their changing relationship

Funding: Utrecht University

Supervisor(s): dr. E.S. Kluwer and prof.dr. A.G. van der Lippe (UU)

Period: 01.09.10 - 01.09.14

Project description: The proposed research project is part of an interdisciplinary research program on the work-family interface and aims to gain more insight in how work affects family relationships. We aim specifically at the transition to parenthood, which is generally seen as one of the most challenging events in the early stages of marriage. The general view of the transition to parenthood that has dominated research is that becoming a parent entails primarily negative changes for the relationship: Marital quality declines after the birth of the first child and new parents report increased amounts of conflict and negative interactions relative to before childbirth while this change is not observed among couples who remain childless. The proposed research addresses two questions that have remained unanswered so far: Why do couples go through these negative changes and under which circumstances are negative changes more or less likely to occur? We propose that marital interactions become increasingly negative after first child birth as a result from a reduction in psychological availability for their partner, due to work stress, time pressure, noise, and fatigue, among new parents compared with pre-birth measurements and compared with childless couples. These changes are more likely to occur among couples that combine work and care tasks, among those low in dispositional self control, among women, and among couples that suffer from pre-birth vulnerabilities. The proposed research further has the purpose of building an evidence-based case for an integrative model of the transition to parenthood.

**Linda Muusses**

University: VU University Amsterdam, Social and Organizational Psychology

Title project: Darling, I must google that! An examination of how adults romantic relationships and Internet use influence each other

Funding: VU University Amsterdam

Supervisor(s): dr. C. Finkenauer, dr. P. Kerkhof and prof.dr. P.A.M. van Lange (VU)

Period: 01.06.10 - 01.06.14

Project description: Over the last decade, the Internet has migrated people's lives and homes and revolutionized the way people communicate with each other. Research suggests that the Internet affects people's relationships with their closest partners in many ways. Its impact on marriages and couples, however, is uncharted territory. This project combines theories from different disciplines to better understand how Internet use and adult romantic relationships affect each other. It uses a multi-method and multi-informant approach to examine the mechanisms underlying the mutual influence of Internet use and relationships thereby identifying cues on how to intervene in relationships where Internet use is problematic.

**Coby van Niejenhuis**

University: University of Groningen, Social and Organizational Psychology

Title project: The relation between integration, language proficiency and self efficacy. A longitudinal analysis within the context of intercultural language encounters

Funding: External sources and University of Groningen

Supervisor(s): prof.dr. S. Otten, prof.dr. G. van der Werf and dr. R. Maslowski (RuG)

Period: 01.08.09 - 01.08.13

Project description: There is an ongoing debate in Dutch society about the integration of immigrants. In January 2007 this debate resulted in the enactment of a law stating that all Immigrants from outside the European Union who come to The Netherlands are obliged to pass integration exams in order to get a permit for permanent stay. For some immigrant groups who came to The Netherlands before 2007, however, courses and exams concerning integration have never been mandatory. Therefore, many nongovernmental organizations have been initiating interventions to encourage this specific group of immigrants to integrate voluntarily. Surprisingly, there seems to be little research to date on what specific characteristics of the interventions actually improve the integration of the immigrants and on what processes lie behind this. The current study is conducted within the context of research on the course and results of an intervention that is aimed at immigrants who want to integrate voluntarily. In this context we will perform longitudinal and interdisciplinary research in domains of social psychology and second language acquisition. Specifically we will investigate what role second language proficiency, self efficacy beliefs, and personality play in the integration of immigrants in their (Dutch) host country.

**Hannah Nohlen**

University: University of Amsterdam, Social Psychology

Title project: Ambivalence and choice conflict: Regulatory processes in attitudes and decision-making

Funding: NWO

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

Period: 01.02.10 - 01.02.14

Project description: Both the number of choice options and the information available about these options have grown dramatically over the past decades. It has been argued that this abundance leads to uncertainty, stress, and procrastination. We examine one consequence of this increasing amount of information; ambivalence. It is hypothesized that ambivalent attitudes are unpleasant when one has to choose and thus commit oneself. Only then ambivalence will be related to negative affect. We investigate if this is the case and, if so, how people reduce these negative feelings. Our program can provide insight into processes underlying decision-making in an increasingly complex world.

**Felice van Nunspeet**

University: Leiden University, Social and Organizational Psychology

Title project: The desire to be moral: Brain activity indicating the motivational implications of moral vs. immoral behavior in group contexts

Funding: Leiden University

Supervisor(s): prof.dr. N. Ellemers, dr. B. Derks, prof.dr. E. Crone, dr. S. Nieuwenhuis (UL)

Period: 01.09.09 - 01.09.13

Project description: Moral behaviour is an important factor in social evaluation, particularly in group contexts. People want to connect the self to groups (Leach, Ellemers, & Barreto, 2007) or organizations (Ellemers, et al., in press) that seem moral, and are motivated to display behaviour that is seen as moral as a way to secure inclusion in the group (Ellemers, Pagliaro, Barreto & Leach, 2008). Due to the desire to self-present as a moral person to important others, conventional (self-report) measures make it difficult to assess the underlying processes (e.g., experience of threat, motivation to suppress immoral behaviour) relevant to these responses. The proposed research aims to assess motivational and cognitive processes associated with the social implications of morality more directly and continuously, by examining brain activity associated with moral vs. immoral behaviour in group contexts. We triangulate the

underlying cognitive processes by combining self-reported levels of moral behaviour, emotion and motivation to comply with moral group norms with ERP- and fMRI methodologies, as this allows us to assess both which brain areas are activated (fMRI), and how strongly people respond to specific feedback (FRN-component, relevant feedback from others) or events (ERN-component, relevant to errors made) with ERP-methodology. With this methodology we will examine three interrelated questions: (1) how the desire to be seen as moral affects people's self-views and motivation to display behaviour attesting to their morality, (2) how they respond to feedback from ingroup vs. outgroup members regarding their own moral behaviour, and (3) how they respond to the moral vs. immoral behaviour displayed by other ingroup vs. outgroup members, depending on how they think this reflects upon the self.

**Goda Perlaviciute**

University: University of Groningen, Social and Organizational Psychology

Title project: Strengthening normative goals: activation and effects on behavior

Funding: University of Groningen

Supervisor(s): prof.dr. E.M. Steg and prof.dr. S.M. Lindenberg (RuG)

Period: 01.09.09 - 01.09.13

Project description: Goal framing theory (Lindenberg & Steg, 2007) distinguishes three types of goals guiding behavior, namely hedonic, gain, and normative goals. Normative goals transfer attention from egocentric interests to altruistic and moral concerns, thus being most likely to steer stable pro-social behaviors. However, there is little known of how normative goals can be strengthened, and how, when being strong, they guide behavior. The current project addresses these questions by studying normative priming, i.e. unconscious activation of normative goals. Main interests lie in conditions of normative goal priming, in the extent of priming effects, and in translation of activated normative goals into actual behaviors. The outcomes of this project can be used in various domains to promote people's preference for socially appropriate behavior when social and individual interests are at odds.

**Said Shafa**

University: Leiden University, Social and Organizational Psychology

Title project: Cultural differences in value systems and the resolution of value conflict

Funding: NWO

Supervisor(s): prof.dr. N. Ellemers, dr. F. Harinck (UL) and dr. B. Beersma (UvA)

Period: 01.12.09 - 01.12.13

Project description: Previous research has addressed conflicts concerning the allocation of scarce resources (money, space). However, differences in core values (justice, religion), which often are embedded in people's socio-cultural identities, have become common sources of conflict. Unfortunately, we know very little about the mechanisms involved in the development, escalation and reconciliation of value conflicts. This project aims to address this issue, by taking a cross-levels approach to examine how group identities affect interpersonal value conflict. We will study the development and escalation, the impact of cultural differences, and the effectiveness of different interventions for reconciliation in value conflict.

**Thomas Sitser**

University: Erasmus University Rotterdam, Institute of Psychology

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

Funding: External sources

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

Period: 01.01.10 - 01.01.14

Project description: Personality questionnaires are one of the most frequently used tools for selecting applicants and assessments of employees in general. Their predictive validity to work outcome, however, is still a topic of debate. Some researchers conclude that personality is an ineffective predictor of performance, yet other studies show that personality measures have a high predictive validity to work outcomes. In research, the topic of predictive validity of personality questionnaires is often related to the generality (versus specificity) of the personality trait which is measured. Some researchers find higher predictive validities for specific, narrow personality traits (Dudley, 2006), while others report promising results for higher levels of personality such as the two personality factors of Stability and Plasticity (Digman, 2002) or even one general factor of personality (GFP; Musek, 2007). The general aim of the present paper is to test and improve personality measures as predictors of work outcomes, specifically sales results of sales persons, and to test which of the two competing levels of measurement (general vs. specific traits) shows the best predictive validities.

**Gert Stulp**

University: University of Groningen, Social and Organizational Psychology

Title project: The role of height in sexual selection

Funding: External sources

Supervisor(s): prof.dr. B.P. Buunk, prof.dr. S. Verhulst, dr. T.V. Pollet and prof.dr. A.G.G. Groothuis (RuG)

Period: 15.10.08 - 15.10.12

Project description: Sexual selection concerns the evolution of characteristics that foster the ability to acquire a mate of the opposite sex, either by mate choice or intra-sexual competition. Sexual selection is a fruitful field of evolutionary biology and psychology, and focuses mainly on mating behavior and intra-sexual competition. In a variety of species, body size is associated with various aspects of sexual selection (e.g. reproductive success, mate preferences, mate choice, intra-sexual dominance). In this project we will examine the role of human body size, specifically height, in sexual selection. First of all, we will examine biological selection pressures on height (how height is related to reproductive success). Furthermore, we will investigate whether these selection pressures are different for males and females, and whether this leads to a genetic conflict between the sexes. In addition, we will examine the role of height in mate preferences, and to what extent these preferences are dependent on one's own height. We will also investigate what specific part of height (leg or torso) is favored. Actual patterns of mate choice with respect to height will also be examined by examining existing couples and TV shows which revolve around mate choice. A last part of this project will investigate the role of height in competitive situations (intra-sexual competition), as well as the association between (perceived) height and social status.

**Hande Sungur**

University: Utrecht University, Social and Organizational Psychology

Title project: The effects of hedonically charged stimuli on judgments of persons and objects

Funding: Utrecht University

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

Period: 01.09.10 - 01.09.14

Project description: We examine how hedonic qualities of sensory modalities (touch, warmth, smell) concurrently present during early socialization generalize in later life, experienced in close interpersonal relations, and influence the regulation of adult judgments of persons and objects. We propose a novel integration of (a) ontogenetic considerations about the role of multimodal stimuli during attachment with (b) a model of how these online embodied experiences

ground offline processes, and (c) theoretical considerations about how these multimodal stimuli and judgments are anchored in linguistic conventions. We adopt a systemic view of psychological processes that emphasizes how mind, brain, and body interact in a physical and social environment.

**Tim Theeboom**

University: University of Amsterdam, Work and Organizational Psychology

Title project: External and internal fit of teams affecting decision-making processes and performance

Funding: University of Amsterdam

Supervisor(s): prof.dr. A.E.M. van Vianen and dr. B. Beersma (UvA)

Period: 01.09.10 - 01.09.14

Project description: This PhD project examines external and internal fit of teams. External fit concerns the match between a team's regulatory focus and the demands of the task environment. Teams' regulatory focus needs to fit the requirements of the team task and its reward structure. Internal fit concerns the extent to which individual team members share their regulatory focus and basic values.

**Henna Toppenberg**

University: Maastricht University, Work and Social Psychology

Title project: Reducing HIV-related stigma in social interaction: Testing interaction strategies using virtual reality methodology

Funding: External sources

Supervisor(s): dr. A.E.R. Bos, dr. R.A.C. Ruiter (UM) and prof.dr. D.H.J. Wigboldus (RUN)

Period: 01.10.09 - 01.10.13

Project description: HIV-related stigma is an important and existing problem in the daily lives of persons living with HIV/AIDS (PLWHA). PLWHA often experience social rejection in initial social encounters. Research on social stigma has paid limited attention to social interactions between nonstigmatized and stigmatized individuals, partly because it is difficult to study such interactions. Virtual reality is a research methodology that provides the opportunity to investigate social interactions with PLWHA under different circumstances. The present studies examine the impact of interaction strategies that PLWHA may use to minimize stigmatizing reactions in initial social encounters. People may have controlled (thoughtful or deliberative) and automatic (immediate or impulsive) reactions towards PLWHA. Therefore, main outcome measures are self-report questionnaires, as well as implicit measures

of stigma (IAT), behavioural measures (e.g. distance from PLWHA) and physiological measures (e.g., skin conductance). The first two experiments investigate the impact of target characteristics on stigmatization (exp 1: sexual orientation of PLWHA; exp 2: visibility of symptoms). The following experiments test the impact of different interaction strategies on stigmatization (exp 3: acknowledgment of HIV status; exp 4: predictable behaviour; exp. 5: mimicry of behaviour).

**Gerdien de Vries**

University: Leiden University, Social and Organizational Psychology

Title project: The Impact of Frames on the Effectiveness of Organizational Communications about Environmental Technologies

Funding: External sources

Supervisor(s): prof.dr. N. Ellemers and dr. B. Terwel (UL)

Period: 15.03.10 - 15.03.14

Project description: Public acceptance is a crucial precondition for successful implementation of environmental technologies. However, members of the public generally lack the knowledge necessary to judge these (often complex) technologies on their merits and often lack the motivation to reach an informed opinion. Therefore, public acceptance is heavily influenced by how organizations communicate about environmental technologies. An important element of organizational communications is the way information is framed. Framing is a tool that a communication source uses to present an issue to its audience in different ways. The literature on framing is dispersed and little systematic knowledge has been developed about the psychological factors underlying framing effects.

The proposed research aims to integrate research from different scientific domains and to gain insight into the psychological factors that determine the impact of framing on the effectiveness of organizational communications about environmental technologies. Organizational communications can be considered effective when the image of the communication source is influenced positively, the information about the issue is perceived to be credible, and/or the receiver (the general public) is willing to accept the message (cf. Chong & Druckman, 2007a). Accordingly, we examine the effects of frames on organizational communications by distinguishing three main aspects involved in framing, namely with respect to (1) the communication source (in terms of corporate social responsibility of the organization), (2) the issue (potential advantages and disadvantages), and (3) the decision process (policymaking).

**Ellen van der Werff**

University: University of Groningen, Social and Organizational Psychology

Title project: Goals influencing environmental behavior

Funding: External sources

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

Period: 01.09.10 - 01.09.14

Project description: To combat climate change, it is important that people act more environmentally friendly. So, it is important to study which factors promote pro environmental behavior. Lindenberg & Steg (2007) argue that goals influence which factors cause environmental behavior. The goal framing theory distinguishes three overarching goals: the hedonic, gain and normative goal. The normative goal is most strongly and positively related to environmental behavior, while hedonic and egoistic goals are generally negatively related to pro environmental actions. Activating normative goals can promote environmentally friendly behavior. The first aim of this research is to study the relation between goals and environmental behavior. Second, we will study how institutional factors influence the relationship between goals and behavior. Third, we study how individual factors, in particular values, influence the relationship between goals and behavior.

**Nicole Wever**

University: University of Groningen, Social and Organizational Psychology

Title project: Towards an effective diversity climate within the police force:

Development of diversity oriented leadership

Funding: External sources

Supervisor(s): prof.dr. K.I. van Oudenhoven - van de Zee and dr. M.W. Vos (RuG)

Period: 01.06.09 - 01.06.13

Project description: In order to benefit from diversity in organizations, it is important for individuals in leadership positions to develop certain leadership behaviors that are of relevance for creating a positive diversity climate. In a positive diversity climate unique contributions of its organizational members are acknowledged while at the same time members feel that they belong to the organization. We propose that such a climate can be accomplished through the development of diversity sensitive leadership, problem solving oriented conflict management, and intercultural competencies. The aim of this project is to examine whether these components do indeed lead to the development of an effective diversity climate.

In addition, we will examine to what extent a reciprocal mentoring intervention program, in which senior and junior executives from different backgrounds are paired and learn from each other through interaction, influences these three components.

### **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 2010*

Number of courses/workshops	27
Average number of participants	18
Extra workshops	1
Number of courses/workshops cancelled	0

For the complete teaching program in 2010, 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*

	2006	2007	2008	2009	2010
Number of dissertations	10	19	23	24	23

## 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*

	2006	2007	2008	2009	2010
Number of publications	245	241	240	272	215
Number of full members	53	58	63	61	57
Average per full member	4,6	4,2	3,8	4,6	3,8

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

	2006	2007	2008	2009	2010
Number of publications	47	50	38	28	27
Number of PhD students	113	111	103	102	106
Average per PhD student	0,4	0,5	0,4	0,3	0,3

#### 5.4 Publications in top journals

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

*Table 6: Publications in top journals*

	2006	2007	2008	2009	2010
Number of publications	40	36	42	42	25

*Note: the number of full members changed somewhat, from 53 in 2006, 58 in 2007, 60 in 2008, 61 in 2009 to 57 in 2010.*

#### 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*

	2007	2008	2009	2010
Number of full members	58	60	61	57
Total impact score	3509	3886	6789	6445
Average per member	61	65	111	113

*Source: Web of Knowledge*

## 5.6 Grants (fellowships and PhD projects)

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

- Prof.dr. H. Aarts, prof.dr. W. Stroebe and dr. H.P. Veling (UU) received a grant from ZonMw NWO for 3,5 years post-doctoral fellowship for “Stopping automatic behaviour automatically: A new approach to changing unhealthy eating habits”.
- Dr. A.C. Homan, prof.dr. M. van Vugt and drs. S. Gundemir (VU) obtained a Mosaic Scholarship grant from NWO for “The minority glass ceiling hypothesis: Exploring reasons and remedies for the underrepresentation of ethnic minorities in leadership positions.”.
- Dr. K.J. Jonas and dr. B. Doosje (UvA) received a NWO Dutch Science Foundation grant for 2 years post-doctoral fellowship for “Humiliation in Intergroup Contexts”.
- Dr. G.A. van Kleef (UvA) received a Vidi grant from the Innovative Research Incentives Scheme of the NWO for the project "Emotion is for influence: Development and test of a new theory." (2010-2015).
- Dr. E.K. Papiés (UU) obtained a Veni grant from NWO for “Using the body to control the mind: An embodiment approach to eating behavior”.
- Dr. T.V. Pollet (RuG) obtained a Veni grant from NWO for his research project “The Napoleon Complex: Fact or fiction”.
- Dr. T.V. Pollet (RuG) received a grant from the Van Gogh Program, the French-Dutch Academy.
- Dr. J.W. van Prooijen, prof.dr. P.A.M. van Lange, drs. J.H.K. Vuolevi (VU) and dr. N.B. Jostmann (UvA) received a NWO grant for 2 years post-doctoral fellowship for “Political paranoia in times of economic uncertainty”.
- Prof.dr. E.H. Gordijn, prof.dr. T. Postmes, dr. M. van Zomeren and dr. E. Kamans obtained a research grant from the NWO Conflict and Security Theme Fast track.
- Prof.dr. E.M. Steg (RuG) received a NWO grant for “The feasibility and impact of the transition to electric mobility in the Randstad” together with prof.dr. B. van Wee, dr. C. Maat (TU Delft), prof.dr. P. Rietveld, prof.dr. J.C.J.M. van den Bergh (VU) and prof.dr. K. Brookhuis (RuG).

- Prof.dr. E.M. Steg (RuG) received a NWO grant together with with prof.dr. B. van Wee, dr. C. Maat (TU Delft), prof.dr. P. Rietveld, prof.dr. J.C.J.M. van den Bergh (VU) and prof.dr. K. Brookhuis (RuG) for “Electric vehicles: Early stage adoption processes”.

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

No such grants in 2010.

**Grants by other sources**

- Prof.dr. K. van den Bos (UU) received a research grant from the Dutch Ministry of the Interior and Kingdom Relations for research on trust in government.
- Prof.dr. C.K.W. de Dreu (UvA) obtained a grant from the Speerpunt Grant “Affect Regulation”, a competitive research grant from the Department of Social and Behavioral Science of the University of Amsterdam.
- Prof.dr. C.K.W. de Dreu (UvA) received a grant from the Association for Psychological Science.
- Prof.dr. E.H. Gordijn, dr. M. van Zomeren, prof.dr. T. Postmes and dr. E. Kamans (RuG) obtained a NWO grant for “Moving from being to becoming: The emergence and de-escalation of conflict between ethnic minority groups”.
- Dr. M.J.J. Handgraaf (UvA) received a five-year National Science Foundation grant from the Center for Research on Environmental Decisions II (CREDII).
- Dr. N. Hansen (RuG) received a grant from the Engineering Capacity Building project in Ethiopia for the research project “Social change driven by technology”.
- Dr. U.-C. Klehe (UvA) obtained a grant for a visiting scholar from the Gent University for a research stay in Gent (April - May 2010).
- Dr. T.V. Pollet (RuG) received a grant from the Heben Research Society for networking between Belgian universities, University of Groningen, Ann Arbor and Newcastle University.
- Drs. F. Righetti (VU) received an EASP Postgraduate Travel Grant.
- Drs. F. Righetti (VU) obtained a grant from the Prins Bernhard Cultuurfonds for social psychology research at the Northwestern University in Evanston, USA.

- Prof.dr. G.R. Semin, prof.dr. M.A.M. Smeets and prof.dr. M.A. van den Hout (UU) obtained a research grant from Neuroscience and Cognition Utrecht (NCU) for “Chemosignalling emotion: Olfaction as the neglected medium of affective communication”.
- Prof.dr. G.R. Semin and drs. H. Sungur (UU) received a Culture and Science Huygens Scholarship Program grant from the Dutch Ministry for Education for “The effects of hedonically charged stimuli on judgments of persons and objects”.
- Prof.dr. G.R. Semin and X. Li, MSc. (UU) received a grant from the China Scholarship Council – Utrecht University (CSC-UU) PhD-programme.
- Prof.dr. E.M. Steg (RuG) received a research grant from the EU – FP7, for “Creating innovative sustainability pathways across Europe”.
- Prof.dr. E.M. Steg (RuG) obtained a grant from the AgentschapNL, EOS long-term projects, for “Individu gerichte informatie technologie voor energiezuinig wonen”.
- Prof.dr. E.M. Steg (RuG) received a research grant from the EU – FP7, for “Low carbon at work: Modelling agents and organisations to achieve transition to a low carbon Europe”.
- Prof.dr. E.M. Steg (RuG) obtained a grant from Alliander together with drs. J.W. Bolderdijk, dr. K. Keizer and drs. E. Van der Werff (RuG) for “Psychologische aspecten van de toekomstige electriciteitsvoorziening: De rol van Smart Storage”.
- Prof.dr. E.M. Steg (RuG) received a grant from the local authority of Assen for “Evaluatie van groene straatverlichting” together with prof.dr. K. Brookhuis and prof.dr. S.M. Lindenberg (RuG).
- Prof.dr. M. van Vugt and drs. B.R. Spisak (VU) obtained the US Office of Naval Research grant for “Leadership during conflict”.
- Dr. R.E. de Vries and drs. M. Redeker (VU) received a Leadership Circumplex research grant for “Performance Coaching”.
- Dr. R.E. de Vries, drs. A. de Vries (VU) and prof.dr. M.Ph. Born (EUR) obtained a research grant from NOA for “Performance Assessment of Ethnic Minorities”.
- Dr. M. van Zomeren (RuG) received a grant together with dr. J. van Stekelenburg (VU) to organize a Symposium on the Social Psychology of Protest from the ASPO, for a symposium on communication and conflict.

## 5.7 Awards

In 2010 the following KLI members received the following awards:

- Dr. B. Derks (UL) has won the Social Issues Dissertation Award 2007 SPSSI. This is an award for 'excellence in socially relevant research'.
- Prof.dr. N. Ellemers (UL) has won the first Merian Award instigated by the Dutch Royal Academy of Sciences (KNAW) and sponsored by SNS-REAAAL Fonds. This award is awarded once every four years to a female social scientist in the Netherlands for scientific excellence and promotion of equal chances for women in science.
- Prof.dr. N. Ellemers (UL) has been awarded with the highest award in Dutch science, the Spinoza Award. This was awarded by the Dutch national science foundation NWO, for outstanding, pioneering and inspiring scientific work.
- Dr. W. Steinel (UL), S. Utz and L. Koning won the Best Empirical Paper Award from the International Association for Conflict Management, for the paper The good, the bad and the ugly thing to do when sharing information: Revealing, concealing and lying depend on social motivation, distribution and importance of information.
- Drs. F. Righetti (VU) received the SPSP Student Travel Award.
- Prof.dr. C.K.W. de Dreu (UvA), dr. M.J. Gelfand, dr. L. Leslie and dr. K. Keller won the Best Paper Award from the Academy of Management Congress Montreal for: Gelfand, M.J., Leslie, L., Keller, K., & Dreu, C.K.W. de (2010). Cultures of Conflict: How Leaders and Members Shape Conflict Cultures in Organizations.
- Dr. M. Baas, prof.dr. C.K.W. de Dreu and dr. B.A. Nijstad (UvA) received at the Kurt Lewin Conference 2010 the Best Paper Award for: A meta-analysis of 25 years of research on mood and creativity: Hedonic tone, activation, or regulatory focus?
- Dr. L.L. Greer (UvA) has won the Outstanding Reviewer Award from the Academy of Management (Organizational Behavior Division).
- Dr. G.A. van Kleef, prof.dr. C.K.W. de Dreu (UvA) and prof. A.S.R. Manstead received the Most Influential Paper Award (published 2002-2005) of the Academy of Management (Conflict Management Division) for: Van Kleef, G. A., De Dreu, C. K. W., & Manstead, A. S. R. (2004). The interpersonal effects of anger and happiness in negotiations. *Journal of Personality and Social Psychology*, 86 (1), 57-76.

- Drs. J. Koen, dr. U.-C. Klehe and prof.dr. A.E.M. van Vianen (UvA) were awarded with the second prize Best Paper Award from the Werkgemeenschap van onderzoekers in de Arbeids- & Organisatie Psychologie for the article: Distance to the labor market: An employability-based conceptualization.
- Drs. S. Shalvi (UvA) has won the Student Paper Award from the International Confederation for the Advancement of Behavioral Economics and Economic Psychology (IAREP/SABE/ICABEEP).
- Drs. S. Shalvi, dr. M.J.J. Handgraaf, prof.dr. C.K.W. de Dreu (UvA) and dr. J. Dana received the Best Paper Award from the International Association for Research in Economic Psychology, Cologne, for: Justified ethicality: Observing desired counterfactuals modifies ethical perceptions and behavior.
- Dr. C. Finkenauer (VU), dr. C.J. Beukeboom, dr. C.F. Burgers and dr. prof.dr. D.H.J. Wigboldus won the Top Competitive Paper from the International Communication Association.
- Prof.dr. K. van den Bos (UU) won the Psychology Teacher of the Year award from Utrecht University.
- Prof.dr. K. van den Bos (UU) was awarded with a fellowship by the Association for Psychological Science.
- Dr. E.A.J. van Hooft (UvA) was awarded with the Best Symposium Award 2010 from the Careers Division of the Academy of Management for the symposium: Job search and unemployment: Integrating theories, conducted at the 2010 Annual Meeting of the Academy of Management, Montréal, Canada.
- Dr. E.A.J. van Hooft, drs. J. Koen, dr. U.-C. Klehe and prof.dr. A.E.M. van Vianen (UvA) together with prof. C. Wanberg, dr. J. Zhu, prof. R. Kanfer, dr. G. van Hoyer and dr. A. Saks received the Best Symposium 2010 Award from the Academy of Management, Careers Division.

## 5.8 Editorial positions

### **Editorship and Associate Editorship**

British Journal of Social Psychology (prof.dr. E. van Dijk, dr. M. van Zomeren – guest editor)

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

European Journal of Social Psychology (prof.dr. K. van den Bos, dr. J.W. van Prooijen)

Group Processes and Intergroup Relations (dr. B. Doosje, dr. D.T. Scheepers – guest editor)

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

Journal of Personality and Social Psychology (prof.dr. M. van Vugt)

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

Personality and Social Psychology Bulletin (prof.dr. K. van den Bos, prof.dr. E.H. Gordijn)

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

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

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

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

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

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

Applied Psychology: An International Review (dr. H.J.A.M. Staats, prof.dr. E.M. Steg)

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

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

Cognition and Emotion (dr. S.L. Koole)

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

European Journal of Social Psychology (dr. B. Beersma, dr. C. Finkenauer, dr. D.T. Scheepers)

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

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

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

Group Dynamics: Theory, research, and Practice (dr. J.W. van Prooijen)

Group Processes and Intergroup Relations (prof.dr. K. van den Bos, dr. M. van Zomeren)

Human Communication Research (prof.dr. T. Postmes)

IATTS Research (prof.dr. E.M. Steg)  
International Journal Negotiation of Conflict Management (dr. W. Steinel)  
International Journal of Selection and Assessment (prof. dr. A.E.M. Van Vianen)  
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 Family Theory and Review (dr. E.K. Papies)  
Journal of Language and Social Psychology (prof.dr. G.R. Semin)  
Journal of Management (dr. B. Beersma)  
Journal of Managerial Psychology (dr. U.-C. Klehe)  
Journal of Organizational Behavior (dr. U.-C. Klehe)  
Journal of Personality and Social Psychology (prof.dr. E. van Dijk, prof. dr. C.K.W. de Dreu, dr. E.K. Papies, dr. J.W. van Prooijen)  
Journal of Personnel Psychology (dr. A.C. Homan)  
Journal of Social and Personal Relationships (dr. C. Finkenauer)  
Justice and Negotiations Division of Management Research Network/Social Science Research Network (prof.dr. K. van den Bos)  
Negotiation and Conflict Management Research (dr. B. Beersma, prof. C.K.W. de Dreu, dr. F. Harinck)  
Organizational Behavior and Human Decision (prof.dr. E. van Dijk)  
Personal Relationships (dr. C. Finkenauer, dr. E.K. Papies)  
Personality and Social Psychology Bulletin (prof.dr. H. Aarts, prof.dr. E. van Dijk, prof.dr. N. Ellemers, prof.dr. P.A.M. van Lange, prof.dr. T. Postmes, prof.dr. N.W. van Yperen)  
Personality and Social Psychology Review (prof. dr. C.K.W. De Dreu)  
Psychological Inquiry (dr. S.L. Koole)  
Psychological Science (prof.dr. H. Aarts, prof.dr. K. van den Bos)  
Review of Work and Organizational Psychology (dr. U.-C. Klehe)  
Small Group Research (dr. L.L. Greer)  
Social and Personality Psychology Compass (prof.dr. P.A.M. van Lange)  
Social Cognition (prof.dr. H. Aarts, dr. H.P. Veling)  
Social Influence (dr. B. Beersma, prof.dr. E. van Dijk, prof.dr. T. Postmes)  
Social Issue and Policy Review (prof.dr. P.A.M. van Lange)  
Social Psychological and Personality Science (prof.dr. H. Aarts, prof.dr. K. van den Bos, prof. C.K.W. de Dreu, prof.dr. G.R. Semin, dr. M. van Zomeren)  
The Leadership Quarterly (dr. A.H.B. de Hoogh, dr. R.E. de Vries, prof.dr. B.M. Wisse)

## Appendices

Appendix 1: Teaching program 2010

Appendix 2: Publications 2010

## Appendix 1: Teaching program 2010

### Basic courses

<i>Title:</i>	<b>How to Publish and Review</b>
<i>Teaching staff:</i>	Prof.dr. Paul van Lange (VU) and prof.dr. Carsten de Dreu (UvA)
<i>Type of course:</i>	Basic course
<i>Date:</i>	March 15 - 16, 2010
<i>Duration:</i>	2 days
<i>Location</i>	VU University Amsterdam (day 1) and University of Amsterdam (day 2)
<i>Language:</i>	English
<i>Content:</i>	<p>The focus of day 1 (van Lange) was on how to publish research articles. The objective was to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing were (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews). The focus of day 2 (de Dreu) was on how to review a paper that is submitted for publication. The main topics were (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there was ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who had completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' could request for an exemption for one or both days of this course at the KLI office.</p>
<i>Format:</i>	Participants were expected to actively participate in each meeting. Day 1 (publishing) asked each participant to write part of an introduction to be discussed during the course, and day 2 (reviewing) asked each participant to write and submit a review of a manuscript prior to the meeting.

- 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 (2003). Structure of an empirical journal article.
- Sternberg, R.J. (2003). Eight common misconceptions about psychology papers. In R.J. Sternberg, *The psychologist's companion: A guide to scientific writing for students and researchers* (4th Ed.; pp. 6-18). Cambridge: Cambridge University Press.
- 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:* 23 and 25

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

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

*Type of course:* Basic course

*Date:* November 5, 2010

*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:*

21

## Methodology and practical skills courses

<i>Title:</i>	<b>Hierarchical Linear Modeling: A guided tour</b>
<i>Teaching staff:</i>	Dr. Leoniek Wijngaards-de Meij (UU), dr. Catrin Finkenauer (VU) and prof.dr. Tom Postmes (RuG)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	January 26 - 27, 2010
<i>Duration:</i>	2 days
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Content:</i>	<p>In social psychological research researchers are increasingly confronted with different levels of nesting. People can be nested in dyads or groups, individual responses may be nested in individuals, and to make matters even more complicated, answers may be nested in individuals <i>and</i> individuals may be nested in dyads or groups. These types of data require Hierarchical Linear Modeling (HLM), also known as multilevel analysis. HLM not only corrects for the dependency of the data (avoiding spurious significant results), it also enables the researcher with numerous possibilities (e.g., the inclusion of predictors of multiple levels, studying individual patterns of change over time, and studying actor and partner effects all in one design).</p> <p>In social science research, HLM is increasingly the <i>standard</i> for dealing with nested data. Researchers typically do not realize how often data is nested: HLM can be applied on all data with interdependence issues, including group research, research on dyads, repeated measures and time-lagged analyses (where it can handle missing values more effectively than other methods) and even meta-analyses. As HLM increases in popularity, it increasingly becomes part of the standard skills of social psychology researchers. This workshop was designed to give participants a practical introduction to the main concepts and principles of HLM, including hands-on experience of conducting various multilevel analyses using HLM software (mostly SPSS).</p>

During the two-day workshop participants were educated in translating a social scientific theory involving different levels of nesting into a statistical model and to analyze whether the model fits the data. The emphasis of this workshop was on the methodology of HLM rather than on its statistical backgrounds, and on the use of SPSS (and potential other software) for HLM analyses. To get most out of the workshop, participants should have had a reasonable working knowledge of multiple regression and/or general linear model analyses, but no previous experience of HLM was required.

*Format:* On both days, morning: conceptual issues, afternoon: exercises.

*Enrollment:* 31 and 30

*Title:* **Conducting Organizational Research**

*Teaching staff:* Prof. dr. Bernard Nijstad, prof.dr. Annelies van Vianen, prof.dr. Deanne den Hartog, prof.dr. Aukje Nauta, dr. Lindred Greer (UvA), dr. Cathy van Dijk, dr. Astrid Homan (VU), drs. Joyce Rupert, prof.dr. Gerben van der Vegt and prof.dr. Janka Stoker (RuG)

*Type of course:* Methodology course

*Date:* March 26, 2010

*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:*

They 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:* 12

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

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

*Type of course:* Methodology course

*Date:* May 17, 2010

*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.  
Pennekamp, S.F., Doosje, B., Zebel S., & Fischer, A.H.  
(2007). The Past and the Pending: The Antecedents  
and Consequences of Group-Based Anger in  
Historically and Currently Disadvantaged Groups.  
*Group Processes & Intergroup Relations*, 10(1), 41-55.

*Enrollment:* 23

*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 7 - 8, 2010

*Duration:* 2 days

*Location:* University of Amsterdam

*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 a participant was not a full-trained psychophysiologicalist, he or she did obtain 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 & 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:* 9

*Title:* **Methodological Seminars**

*Teaching staff:* Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

*Type of course:* Methodology courses

*Date:* September 29 - 30, 2010

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

*Location:* University of Amsterdam

*Language:* English

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

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

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

*Enrollment:* 23

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

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

to different repeated measure designs. The student got familiar with the classical toolbox associated with the regression/ANOVA approach (i.e. simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts), as it applies to clustered data in a repeated measures form. Differences and similarities between classical repeated measures ANOVA and HLM were discussed.

*Enrollment:* 25

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

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

*Enrollment:* 19

*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 5, 2010

*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 any wishes they have for future experiments on which they need some help with programming.

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

*Literature:*

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

Available online from the author's website:

<http://lakens.googlepages.com/>

*Enrollment:*

14

<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 Els van Schie
<i>Type of course:</i>	Methodology courses
<i>Date:</i>	January 25, 2010 (day 2) and November 30, 2010 (day 1)
<i>Duration</i>	2 days
<i>Location:</i>	Leiden University
<i>Language:</i>	Dutch or English (depending on participants)
<i>Content:</i>	The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.
<i>Format:</i>	The first part (day 1) was intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern included setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants were first reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention was devoted to the ways these processes can work differently for men and for women. The aim of this part of the course was for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

- Literature:* Ellemers, N., Van den Heuvel, H., De Gilder, D., Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the Queen-bee syndrome? *British Journal of Social Psychology*, 43, 315-338.
- Ellemers, N. (2006). How to survive in academia.
- Ellemers, N. (2007). Ten tips for PhD's.
- Hagen, H., & Baas, J. (2007). Giving and receiving feedback.
- Penner, L.A., Dovidio, J.F., & Schroeder, D.A. (2003). Managing the department chair and navigating the department power structure. In J.M. Darley, M.P. Zanna & H.L. Roediger III (Eds.), *The Compleat Academic* (2nd ed.: pp. 259-276). Washington, D.C.: American Psychological Association.
- Taylor, S.E., & Martin, J. (2003). The academic marathon: Controlling one's career. In J.M. Darley, M.P. Zanna, & H.L. Roediger III (Eds.). *The Compleat Academic* (second edition), pp. 363-392. Washington, D.C.: American Psychological Association.

## Research Group Meetings

**Title:** **Social Cognition Research Meeting**  
**Teaching staff:** Prof.dr. Gun Semin, prof.dr. Henk Aarts (UU), prof.dr. Ernestine Gordijn (RuG) and prof.dr. Jens Förster (UvA)  
**Type of course:** Thematic Research Meeting  
**Date:** Two times, February 12, 2010 and November 25 - 26, 2010  
**Duration:** First time 1 day and second time 2 days  
**Location:** Utrecht 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:** 24 and 23

**Title:** **Interpersonal Processes Research Meeting**  
**Teaching staff:** Dr. Catrin Finkenauer (VU) and dr. Michael Häfner (UU), and second time also dr. Johan Karremans (RU) as invited speaker and additional teacher  
**Type of course:** Thematic Research Meeting  
**Date:** Two times, March 4, 2010 and September 16, 2010  
**Duration:** 1 day each time  
**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 and 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:** Two times, March 19, 2010 and July 2, 2010  
**Duration:** 1 day each time  
**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:* 13 and 13

*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 11 - 12, 2010

*Duration:* 2 days

*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:* 16 and 15

## Theory-oriented workshops and courses

*Title* **From theory to practice - A focus on theoretical insights in the area of prejudice, discrimination and intergroup relations and ways of applying these insights as well as social psychological research in general in a practical context.**

*Teaching staff:* Dr. Jack Dovidio (Yale University, USA), dr. Katherine Stroebe (RuG) and prof.dr. Naomi Ellemers (UL)

*Type of course:* Workshop

*Date:* May 27 - 28, 2010

*Duration:* 2 days

*Location:* University of Groningen

*Language:* English

*Content:* 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, the press 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. How can we best address the press to ensure that our research is both accurately represented and interesting for a broader audience? 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 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 considered 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 focused 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 with a focus on studies (e.g., interventions) conducted in practical setting on the first day, and focus on applying theory and approaching the press and policy makers on the second day.

*Format:*

The first day of this workshop largely focused on theoretical insights in the area of prejudice, discrimination and intergroup relations, with emphasis on the work of dr. Dovidio. Dr. Dovidio not only outlined his theoretical work in the area but also focused on how he translated this work into practical interventions. The second day considered aspects relevant to applying social psychology in practice. During both days participants completed practical assignments (which were in part prepared before the workshop).

Day 1: 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 session some (a priori) selected participants presented relevant work. Also participants worked in groups to design a practical intervention relating theoretical insights to address

a societal problem (prepared via prior reading and application to a relevant Dutch situation).

Day 2: In the morning session of day 2, dr. Dovidio gave a presentation on practical applications of social psychological research - focusing on how to approach and communicate with the press and policy makers. In the afternoon session participants worked in groups to focus on two tasks. Firstly they commented on as well as received feedback from the instructors on the press articles they had written about their own research. Secondly they were encouraged to think of applications of their own research that culminated in presentations focusing on addressing commissioners or policy makers.

*Literature:* 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. (2009). Commonality and the complexity of 'we': Social attitudes and social change. *Personality and Social Psychology Review*, 13, 3-20.

*Enrollment:* 16

*Title:* **A philosophical view on emotion and consciousness research**

*Teaching staff:* Prof.dr. Jesse Prinz (City University of New York, USA) and dr. Kirsten Ruys (UU)

*Type of course:* Workshop

*Date:* June 17 - 18, 2010

*Duration:* 2 days

*Location:* Utrecht University

*Language:* English

*Content:* Emotion and consciousness are two fundamental topics in psychology. Also in social psychology these topics have become increasingly important. For example, social psychological researchers often make claims regarding the conscious or unconscious nature involved in (social) psychological processes. However, before we can make these claims, we should know more about the phenomenon

consciousness itself. As a research professor in philosophy, dr. Jesse Prinz has an objective, original, and refreshing take on emotion and consciousness research that connects well with topics that are of interest to social psychologists, such as embodiment. He publishes widely in top-tier journals in the domain of consciousness, emotion and cognition about these issues.

*Format:*

Day 1 – On the first day of this workshop, dr. Prinz talked about his view on emotion research, namely that emotions are a form of perception. The core idea that he defended is that emotions are conscious or unconscious perceptions of patterned changes in the body. He argued that people detect changes in organism/environment relations by monitoring bodily states. Emotions are somatic, but also fundamentally semantic. Dr. Prinz presented empirical research that are supportive of this view.

Day 2 – On the second day of the workshop, dr. Prinz outlined his neuroscientific take on consciousness. He discussed research that addressed the following questions: What are the contents of conscious experience? Where in the brain does consciousness arise? How do certain states come to be conscious? How could certain physical states possibly be experienced? What are the psychological or neuronal mechanisms or processes that distinguish conscious states from unconscious states? Under what conditions do the states that are potentially conscious become conscious? Why do we have conscious states? And finally, who is conscious? Answering these questions helped to solve the hard problem: the interaction between body and mind.

In both afternoons, KLI students were given the opportunity to present their research related to emotions and consciousness. Beforehand, students were asked to submit a brief outline of their research. Based on these outlines, students whose research was most closely related to the topics of the workshop were invited to give a presentation.

*Literature:* Prinz, J. (2004). Emotions embodied. In R. C. Solomon (Ed.). *Thinking about feeling*. New York: Oxford University Press.  
Prinz, J. (2007). A neurofunctional theory of consciousness. In A. Brook and K. Akins (Eds.) *Philosophy and neuroscience* (pp. 381-396). Cambridge: Cambridge University Press.

*Enrollment:* 22

*Title:* **The Dynamics of Interracial Interactions**

*Teaching staff:* Prof.dr. Jennifer Richeson (Northwestern University), dr. Belle Derks and dr. Daan Scheepers (UL)

*Type of course:* Workshop

*Date:* June 22 - 23, 2010

*Duration:* 2 days

*Location:* Leiden University

*Language:* English

*Content:* There is an increasing interest in studying prejudice and inter-group relations during real interracial interactions. One of the leading researchers in this field is prof.dr. Jennifer Richeson. In this workshop she presented the latest developments on this topic and students engaged in discussing this work, brainstorming about future research, and some presented their own work on related topics.

*Format:* Day 1 – At the first day, prof.dr. Richeson presented her latest work on interracial interactions, which was followed by an extensive discussion. Students had prepared questions in advance on the basis of the literature they read as preparation for the workshop. In the afternoon of day 1 the participants split-up in sub-groups to continue discussion, and think about research designs, which was presented to the group in turn.

Day 2 – The second day started with a presentation by prof.dr. Richeson with a special focus on the use of multiple methods to study interracial interactions, including cognitive neuroscience (fMRI) technology and biomarkers of physiological stress. After discussing the prospects of these type of methodology for research on inter-group relations

and interactions, in the afternoon students who conducted research that was closely related to the topic of the workshop had the opportunity to present their work, and received feedback from the staff and other participants.

*Literature:*

Richeson, J.A., Baird, A.A., Gordon, H.L., Heatherton, T.F., Wyland, C.L., Trawalter, S., & Shelton, J.N. (2003). An fMRI examination of the impact of interracial contact on executive function. *Nature Neuroscience*, 6, 1323-1328.

Richeson, J.A., & Shelton, J.N. (2003). When prejudice does not pay: Effects of interracial contact on executive function. *Psychological Science*, 14, 287-290.

Richeson, J.A., & Shelton, J.N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16, 316-320.

Shelton, J.N., & Richeson, J.A. (2006). Interracial interactions: A relational approach. *Advances in Experimental Social Psychology*, 38, 121-181.

*Enrollment:*

17

*Title:*

**SC: Current directions in self regulation research**

*Teaching staff:*

Prof.dr. Tory Higgins (Columbia University New York), prof.dr. Jens Förster (UvA) and prof.dr. Ernestine Gordijn (RuG)

*Type of course:*

Workshop

*Date:*

June 24 - 25, 2010

*Duration:*

2 days

*Location:*

University of Amsterdam

*Language:*

English

*Content:*

One of the most recent directions in social cognition is its integration with self regulation theories and motivational science. Most prominently, Tory Higgins triggered this paradigm shift. At least four integrative theories enriched our understanding of human behaviour, namely, self discrepancy theory, self regulatory focus theory, regulatory fit theory and regulatory mode theory. These theories led to both an explosion of research on the interface between motivation and social cognition and a variety of motivational

models designed to explain human cognition, affect, and behaviour, attesting to the fertility and richness of self regulation approaches. The workshop focused on these recent developments and their significance for social cognition and psychology as a whole.

*Format:*

Day 1: After introducing participants and teachers, prof. Higgins presented an overview of the current theories and described his different approaches and recent findings. In his talk, he discussed the differences and the commonalities among the recent models. Participants were requested to read key papers, and to prepare questions for him. His talk lasted for about 1.5 hours and was followed by an extensive discussion. Then all participants (including the teaching staff) were split in subgroups discussing the pros and cons of a motivational approach towards social cognition. What is the difference between motivation and cognition? Can cognition explain behaviour? What are the principles of motivational science? At the end of the day, subgroups presented their conclusions in a plenary discussion.

Day 2: On the second day, the teaching staff addressed more specific topics concerning hot issues in the domain of the motivation/cognition interface. Specifically, in the morning prof. Higgins outlined the most pressing current issues and pointed to important future directions of self regulation models. In the afternoon, students whose research was related to the topic of the workshop were invited to give presentations. Students and teaching staff discussed the relation between their own work and prof. Higgins' issues raised during his overview.

*Enrollment:*

22

*Title:*

**G&OP: Individual-level Influences on Cooperative Behavior**

*Teaching staff:*

Prof.dr. Craig Parks (Washington State University), dr. Wolfgang Steinel (UL) and dr. Lindy Greer (UvA)

*Type of course:*

Workshop

*Date:*

September 23 - 24, 2010

*Duration:*

2 days

*Location:* Leiden University

*Language:* English

*Content:* 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 prof. Craig Parks from the Department of Psychology at Washington State University. Prof. Parks has published over 40 articles and book chapters, and two books, on the topics of cooperative choice and group decision-making.

In this workshop, prof. Parks discussed his recent work on individual-level influences on cooperative choice. This work draws on ideas from personality, social cognition, and models of individual decision making, and seeks to understand how a member of a mixed-motive group understands the situation, and how this understanding affects their subsequent actions. The particular set of studies he presented addressed how two types of perceptions-- social comparison and level of construal--affect individual cooperative choice. The social comparison aspect addresses how people see their choice behavior in relation to both the real and imagined choices of others, and level of construal looks at whether the mixed-motive task is perceived as a concrete or abstract problem. Both lines of inquiry revealed that a full understanding of mixed-motive choice behavior requires knowing about the inferences group members make about the task. Further, this approach complemented existing research into personality-based and structural influences on cooperation.

*Format:* Prof. Parks gave a lecture in the morning of day 1. After lunch, students worked in three-person groups and related the topic of the keynote to their own research topics, thereby drafting research proposals. These were discussed plenary in the afternoon of day 1, and received feedback from prof. Parks. On day two, we continued with these research proposals, and we had a small group brainstorming session

on new research ideas that had arisen out of the workshop to wrap up the day. In the rest of the day, PhD students doing research in this area presented their own work for feedback.

*Enrollment:* 13 and 11

*Title:* **Approach and Avoidance Motivation in Positive and Negative Affect**

*Teaching staff:* Prof.dr. Eddie Harmon-Jones (Texas A&M University), dr. Harm Veling, dr. Kirsten Ruys and prof.dr. Henk Aarts (UU)

*Type of course:* Workshop

*Date:* November 11 - 12, 2010

*Duration:* 2 days

*Location:* Utrecht University

*Language:* English

*Content:* To predict the behavioral and cognitive consequences of emotions that emerge, emotions are often categorized on a valence dimension, based on the positive or negative feelings that they elicit. Recent research indicated however that the motivational dimension of emotions is even more important in determining the behavioral and cognitive consequences of emotions. In this workshop, dr. Harmon-Jones provided a detailed and insightful overview of his research showing experimental, physiological, and neurological evidence for the role of the motivational system in positive and negative emotions. Dr. Harmon-Jones is a leading researcher on the interface of emotion and motivation and publishes widely in top-tier journals in the domain of emotion, motivation, and social neuroscience.

*Format:* Day 1 - After introducing participants and teachers, dr. Harmon-Jones presented a range of evidence concerning the motivational underpinnings of anger as an affect, with particular reference to the relationship between anger and anxiety or fear. The evidence supported the view that anger relates to an appetitive or approach motivational system, whereas anxiety relates to an aversive or avoidance motivational system. In the afternoon, KLI students were given the opportunity to present their research related to

motivation and emotion. Beforehand, students were asked to submit a brief outline of their research. Based on these outlines, students whose research was most closely related to the topics of the workshop were invited to give a presentation.

Day 2 – In the morning, dr. Harmon-Jones talked about research on the cognitive consequences of positive affect. He presented a motivational dimension model of affect that expands understanding of how affective states influence attentional and cognitive breadth. He discussed research that has varied the motivational intensity of positive and negative affect and found that affect of low motivational intensity broadens cognitive processes, whereas affect of high motivational intensity narrows cognitive processes. After the presentation, students and teaching staff engaged in a plenary discussion on pressing issues in the literature concerning the relation between motivation and emotion. Students prepared an assignment for this at home. In the afternoon, students were given the opportunity to present their research related to motivation and emotion. The workshop was closed with a discussion and general conclusions.

<i>Literature:</i>	Carver, C.S., & Harmon-Jones, E. (2009). Anger is approach-related affect: Evidence and implications. <i>Psychological Bulletin</i> , 135, 183-204. Gable, P., & Harmon-Jones, E. (2010). The motivational dimensional model of affect: Implications for breadth of attention, memory, and cognitive categorization.
<i>Enrollment:</i>	23 and 22
<i>Title:</i>	<b>Creativity research in action - day 1 and 2</b>
<i>Teaching staff:</i>	Dr. Eric Rietzschel and dr. Diana Rus (RuG)
<i>Type of course:</i>	Workshop
<i>Date:</i>	November 16 - 17, 2010 (and May, 12, 2011)
<i>Duration:</i>	3 days
<i>Location:</i>	University of Groningen
<i>Language:</i>	English

*Content:* Creativity is a highly valued, yet elusive performance dimension. Organizations covet it, because they need to innovate in order to survive; scientists and artists strive for it, because creativity can lead to excellence; ordinary people need it whenever routine solutions or procedures do not work. However, although everybody appreciates the importance of creativity, it is not always clear what exactly creativity is, or how it can be fruitfully studied. This workshop was intended for students who would like to study creativity, but are not sure how to do it.

Going beyond the typical course in which research ideas are discussed but not executed, this workshop was explicitly intended to lead to (publishable) research results. That is, the first two days of the workshop was devoted to gain a grounded understanding of creativity, and generating and refining research ideas. At the end of these two days, participants formed three groups, each of which conducted a small creativity study during the following months. On the third day, the three projects and their results were presented and discussed. The goal is for each project was to lead to a collaboratively written research article that can be submitted to a journal before or during the summer of 2011. Thus, the workshop requirde more of an investment than the typical course, but in return participants gained a much deeper understanding of the topic, plus (if all goes well) co-authorship on a new publication.

*Literature:* Friedman, R.S., & Förster, J.A. (2001). The effects of promotion and prevention cues on creativity. *Journal of Personality and Social Psychology*, 6, 1001-1013.  
Kaufman, J. *Creativity 101*, (chapters 1 and 2).

*Enrollment:* 6

## Joint Seminars

<i>Title:</i>	<b>Virtual Reality as a Tool for Psychological Research</b>
<i>Teaching staff:</i>	Prof.dr. Daniël Wigboldus, drs. Ron Dotsch (BSI), and prof.dr. Ernestine Gordijn (RuG)
<i>Type of course:</i>	Joint seminar
<i>Date:</i>	February 18 - 19, 2010
<i>Duration:</i>	2 days
<i>Location:</i>	Radboud University Nijmegen, Behavioural Science Institute (BSI)
<i>Language:</i>	Dutch or English (depending on participants)
<i>Content:</i>	The aims of this workshop were: (1) To get acquainted with the possibilities that Virtual Reality (VR) technology has to offer for research in behavioral sciences (including social psychology). (2) To critically assess the use of this technology for this kind of research. (3) To discover what possibilities VR technology offers for your own research.
<i>Format:</i>	<p>On day 1, an overview was presented of research in psychology in which VR technology is used. A critical assessment of the possibilities were based on the paper of Blascovich et al. (2002, Psychological Inquiry) and the reactions on this paper by participants (participants were requested to read this paper before the workshop).</p> <p>In the afternoon participants were split in subgroups and discussed how VR technology can be used in social psychological research and evaluate advantages and disadvantages of using this technology in research as compared to other methods. The results of this discussion were presented to the group.</p> <p>On day 2, Ron Dotsch gave a detailed description of the technological possibilities of VR. He focused on questions such as: What are currently the possibilities in the Netherlands in general and Nijmegen in particular? What kind of research can be conducted? What has to be programmed and how does this work? One of the BSI modellers showed how three-dimensional models are built. The morning ended with a demonstration of the current</p>

possibilities and examples of research conducted in the RIVERlab in Nijmegen.

In the afternoon, participants briefly presented their research and indicated how VR technology can be used to improve the research in question. The staff commented on presented ideas, mainly focusing on feasibility of the presented solution and the question of whether VR technology is really necessary to tackle the particular research question.

*Literature:*

Blascovich, J., Loomis, J., Beall, A.C., Swinth, K.R., Hoyt, C.L. & Bailenson, J.N. (2002). Immersive virtual Environment Technology as a Methodological Tool for Social Psychology. *Psychological Inquiry*, 13, 103-124.

Fox, J., Arena, D., & Bailenson, J.N. (2009). Virtual reality: A survival guide for the social scientist. *Journal of Media Psychology*, 21, 95-113.

McCall, C., & Blascovich, J. (2009). How, when, and why digital experimental virtual environments to study social behavior. *Social and Personality Psychology Compass*, 3, 744-758.

*Enrollment:*

19 and 18

## Appendix 2: Publications 2010

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

- Aarts, H., Oikawa, M., & Oikawa, H. (2010). Cultural and universal routes to authorship ascription: Effects of outcome priming on experienced self-agency in the Netherlands and Japan. *Journal of Cross-cultural Psychology, 41*, 87-98.
- Aarts, H., Ruys, K. I., Veling, H. P., Renes, R. A., de Groot, J. H. B., van Nunen, A. M., & Geertjes, S. (2010). The art of anger: Reward context turns avoidance responses to anger-related objects into approach. *Psychological Science, 21*, 1406-1410.
- Abakoumkin, G., Stroebe, W., & Stroebe, M. S. (2010). Does relationship quality moderate the impact of marital bereavement on depressive symptoms? *Journal of Social and Clinical Psychology, 29*, 510-526.
- Andela, R. M., Dijkstra, A., Slaets, J. P. J., & Sanderman, R. (2010). Prevalence of frailty on clinical wards: Description and implications. *International Journal of Nursing Practice, 16*, 14-19.
- Ashton - James, C. E., McCarthy, K. J., & Dranca, A. (2010). Managerial power and value destruction in mergers and acquisitions. In K. J. McCarthy & W. Dolfsma (Eds.), *The nature of the new firm: The blurring of boundaries within and between organisations and institutions* (pp. 31-51). London: Edward Elgar.
- Baas, M., de Dreu, C. K. W., & Nijstad, B. A. (2010). Stemming, motivationele oriëntatie, fit en creativiteit: De rol van mentale activering. *Gedrag en Organisatie, 23*(1), 73-90.
- Barreto, M., & Ellemers, N. (2010). Current issues in the study of social stigma: Some controversies and unresolved issues. *Journal of Social Issues, 66*(3), 431-445.
- Barreto, M., Ellemers, N., & Fiske, S. T. (2010). "What did you say, and who do you think you are?" How power differences affect emotional reactions to prejudice. *Journal of Social Issues, 66*(3), 477-492.
- Barreto, M., Ellemers, N., Scholten, W., & Smith, H. (2010). To be or not to be: The impact of implicit versus explicit inappropriate social categorizations. *British Journal of Social Psychology, 49*, 43-67.

- Bechtoldt, M. N., de Dreu, C. K. W., & Nijstad, B. A. (2010). Self-concept clarity and the management of social conflict. *Journal of Personality, 78*(2), 539-574.
- Bechtoldt, M. N., de Dreu, C. K. W., Nijstad, B. A., & Choi, H. -S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology, 99*(4), 622-637.
- Beukeboom, C. J., Finkenauer, C., & Wigboldus, D. H. J. (2010). The negation bias: When negations signal stereotypic expectancies. *Journal of Personality and Social Psychology, 99*(6), 978-992.
- Bosch, A. Z., Buunk, A. P., Siero, F. W., & Park, J. H. (2010). Why some women can feel more, and others less, attractive after exposure to attractive targets: The role of social comparison orientation. *European Journal of Social Psychology, 40*, 847-855.
- Bügel, M. S., Buunk, A. P., & Verhoef, P. C. (2010). A comparison of customer commitment in five sectors using the psychological investment model. *Journal of Relationship Marketing, 9*, 2-29.
- Buunk - Werkhoven, Y. A. B., Dijkstra, A., Schaub, R. M. H., van der Schans, C. P., & Spreen, M. (2010). Oral health-related quality of life among imprisoned Dutch forensic patients. *Journal of Forensic Nursing, 6*, 137-143.
- Buunk, A. P. (2010). Extramarital behavioral intentions scale. In T. D. Fisher, C. M. Davis, W. L. Yarber & S. L. Davis. (Eds.), *Handbook of sexually-related measures* (3rd ed., pp. 224-225). New York: Routledge.
- Buunk, A. P., & Castro Solano, A. (2010). Conflicting preferences of parents and offspring over criteria for a mate: A study in Argentina. *Journal of Family Psychology, 24*, 391-399.
- Buunk, A. P., aan 't Goor, J., & Castro Solano, A. (2010). Intrasexual competition at work: Sex differences in the jealousy-evoking effect of rival characteristics in work settings. *Journal of Social and Personal Relationships, 27*, 671-684.
- Buunk, A. P., Park, J. H., & Duncan, L. A. (2010). Cultural variation in parental influence on mate choice. *Cross-Cultural Research, 44*, 23-40.
- Buunk, A. P., Zurriaga, R., & Peiro, J. M. (2010). Social comparison as a predictor of changes in burnout among nurses. *Anxiety, Stress & Coping, 2*, 181-194.
- Cho, S. H., te Nijenhuis, J., van Vianen, A. E. M., Kim, H. B., & Lee, K. H. (2010). The relationship between diverse components of intelligence and creativity. *Journal of Creative Behavior, 44*(2), 125-137.

- Cihangir, S., Barreto, M., & Ellemers, N. (2010). The dark side of ambiguous discrimination: How state self-esteem moderates emotional and behavioral responses to ambiguous and unambiguous discrimination. *British Journal of Social Psychology, 49*, 155-174.
- Colzato, L. S., van Hooijdonk, L., van den Wildenberg, W. P. M., Harinck, F., & Hommel, B. (2010). Sexual orientation biases attentional control: A possible gaydar mechanism. *Frontiers in Cognition, 1*(13).
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- Custers, R., & Aarts, H. (2010). The unconscious will: How the pursuit of goals operates outside of conscious awareness. *Science, 329*, 47-50.
- De Cremer, D., van Dijk, E., & Pillutla, M. M. (2010). Explaining unfair offers in ultimatum games and their effects on trust: An experimental approach. *Business Ethics Quarterly, 20*(1), 107-126.
- De Dreu, C. K. W. (2010). Human creativity: reflections on the role of culture. *Management and Organization Review, 6*(3), 437-446.
- De Dreu, C. K. W. (2010). Social value orientation moderates ingroup love but not outgroup hate in competitive intergroup conflict. *Group Processes & Intergroup Relations, 13*(6), 701-713.
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- De Dreu, C. K. W., Baas, M., & Giacomantonio, M. (2010). Processing modes and creativity: Why (not)? *Psychological Inquiry, 21*(3), 202-208.
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- De Groot, J. I. M., & Steg, L. (2010). Morality and nuclear energy: Perceptions of risks and benefits, personal norms and willingness to take action related to nuclear energy. *Risk Analysis, 30*, 1363-1373.
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- De Snoo, G. R., Lokhorst, A. M., van Dijk, J., Staats, H. J. A. M., & Musters, C. J. M. (2010). Benchmarking biodiversity performance of farmers. *Aspects of Applied Biology, 100*, 311-317.
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