

# Kurt Lewin Institute Teaching Program 2014-2015

2015-2016 - 1st Semester (September – December 2014)

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## Basic Courses

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### Introduction to the Kurt Lewin Institute

#### Teaching staff

Prof.dr. Linda Steg (RuG), prof.dr. Gerben van Kleef (UvA), dr. Daan Scheepers (UL), prof.dr. Tineke Willemsen (UL), dr. Marleen Gillebaart (Utrecht University), Lotte Veenstra, MSc. (VU University Amsterdam)

#### Type of course

Basic Courses

#### Date

November 3, 2014

#### Location

University of Amsterdam

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### Duration

11.00 am - 16.30 pm (drinks afterwards)

### Language

Dutch or English (depending on participants)

### ECTS

0,5 EC will be appointed for participation in the complete course

### Content

The aim of this introduction is two-fold. First, new Ph.D. students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program will be outlined. The second purpose of this meeting is 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 will offer an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project will share their research and project management experiences and their plans for the future. In the afternoon, participants are asked to introduce their own research projects and will prepare a brief presentation in small groups. Here, we will focus on the introduction of research programs to scientific and laymen audiences.

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## Methodological and Practical Courses

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### Methodological Seminars: 1. A Moderated View of Regression

#### Teaching staff

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

#### Type of course

Methodological and Practical Courses

#### Date

September 22, 2014

#### Location

University of Amsterdam, REC-JK room K.10

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

#### Duration

Half a day, 10.00 am - 1.00 pm

#### Language

English

#### ECTS

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

#### Content

In this class we review the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation and their combination. We discuss 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.

## **Methodological Seminars: 2. A mix within**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

September 23, 2014

### **Location**

University of Amsterdam, REC-JK room K.23

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*Mixed models, and hierarchical linear models applied to within-subject and hierarchical designs*

### **Duration**

Half a day: 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different research designs. Student will get familiar with the classical toolbox associated with the regression/ANOVA approach, but generalized to mixed models applied to clustered data.

## **Methodological Seminars: 3. Practice makes perfect**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

September 23, 2014

### **Location**

University of Amsterdam, REC-JK room 3.02 (computer room)

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### **Duration**

Half a day: 2.00 pm - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

Seminar on how to select, estimate and interpret GLM (regression and ANOVA), mixed models, and hierarchical linear models with the help of popular statistical software, such as SPSS, SAS or R (depending on students' preference). Many practical aspects of the mentioned models are discussed with the help of practical examples. The aim of the seminar is to illustrate some of the major theoretical issue of important statistical models from a very practical point of view. Students will work with the help of the teacher on datasets provided by the teacher in order to concretely solve some statistical challenges, and acquire confidence in every-day data analysis.

## **Methodological Seminars: 4. Count on me**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

September 24, 2014

### **Location**

University of Amsterdam, REC-JK room K.10

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*Count on me: the generalized linear model and other techniques to model non-normal, non-linear variables*

### **Duration**

Half a day, 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

In this class we review theory and applications of the generalized linear model, useful to analyze 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 are also discussed.

## **Methodological Seminars: 5. Let your data be seen!**

### **Teaching staff**

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

### **Type of course**

Methodological and Practical Courses

### **Date**

September 24, 2014

### **Location**

University of Amsterdam, REC-JK room 3.02 (computer room)

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### **Duration**

Half a day: 2.00 pm - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete course of 5 Methodological Seminars. Seminar 1 is optional. Please note that EC are only appointed if all 4 seminars 2 through 5 are participated in.

### **Content**

Seminar on how to select, estimates and interpret results useful for real research problems provided by the students. Students will work with the help of the teacher on their own dataset (or colleagues' datasets). The aim of the seminar is to illustrate how to approach and analyze data from very up-to-date and interesting research designs. Within a certain range, all major topics may be discussed depending on the statistical problems raised by data provided by the students. Students who wish to work with their data in class may want to contact the teacher in advance.

## **Hierarchical Linear Modeling**

### **Teaching staff**

Dr. Mark de Rooij and dr. Daan Scheepers (Leiden University)

### **Type of course**

Methodological and Practical Courses

### **Date**

November 27 and November 28, 2014

### **Location**

Leiden University

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### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day course

### **Content**

In empirical research we are often confronted with nested data. Examples of nested data are when we have measurements of children from different classes or schools; measurements of employees in firms; or longitudinal data, where there are measurements at different time points nested within an individual.

Nested data create dependent observations, i.e. employees of one firm are more alike than employees from different firms or measurements of one subject are more alike than measurements of different subjects. This dependency invalidates the standard independence assumption of linear regression models affecting the standard errors, the statistical tests, and the significance levels. Therefore statistical analysis methods are needed that take into account this dependency. Two classes of regression models exist that deal with this dependency: the first class ignores the dependency when estimating the regression weights but adjusts standard errors to obtain valid inference; the second class includes specific parameters in the regression model that account for the dependency. The latter model is the so-called hierarchical linear model or multilevel regression model.

In this course these two types of regression models will be introduced and explained in much detail. The material will be presented in class meetings and computer labs.

### **Course objectives**

The Student

- Learns to distinguish between nested and non-nested data
- Learns the intraclass correlation

- Understands the bootstrap and knows how to use it for nested data
- Learns R software for applying the bootstrap method for nested data
- Acquires a basic understanding of the multilevel model
- Understands how multilevel models deal with dependency
- Learns R software for fitting multilevel models

## **Program**

### **Day 1**

10.00 – 12.30 Class meeting; Introduction & Regression with bootstrap

12.30 – 13.30 Lunch

13.30 – 15.00 Class meeting: The Multilevel Model

15.00 – 17.00 Computer Lab

### **Day 2**

09.00 – 11.00 Class meeting: Statistical inference and checking assumptions

11.00 – 13.00 Computer Lab

13.00 – 14.00 Lunch

14.00 – 16.00 Computer Lab – working with own data

## **Literature**

M. de Rooij (2012). Standard regression models for repeated measures data.

Hofmann, D. A. (1997). An overview of the logic and rationale of hierarchical linear models. *Journal of Management*, 23, 723-744.

Bliese, P. D. (2008). Multilevel modeling in R (2.3): A Brief Introduction to R, the multilevel package and the nlme package. Retrieved from [http://cran.r-project.org/doc/contrib/Bliese\\_Multilevel.pdf](http://cran.r-project.org/doc/contrib/Bliese_Multilevel.pdf).

## **Pursuing a career in or outside science**

### **Teaching staff**

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching). Day 2: dr. Boukje Keijzer (7Zebras).

### **Type of course**

Methodological and Practical Courses

### **Date**

December 3, 2014 and January 20, 2015

### **Location**

Leiden University

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### **Duration**

2 days

Day 1 on December 3, 2014 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 20, 2015 (preparing a cv for 'external' use, how to present yourself to different employers).

### **Language**

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

### **Maximum number of participants**

25

### **ECTS**

2 EC will be appointed for participation in the complete 2-day course

### **Enrollment**

Please note that the two days are integrated into a single course. It is not possible to participate in one of the two days only.

### **Content**

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.

### **Format**

This course consists of two parts.

## **Day 1**

The first part is 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 include 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 will first be reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. The aim of this part of the course is for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

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## Theory-oriented Workshops

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### IP: Egocentric Emotional Perspective Taking

#### Teaching staff

Prof.dr. Leaf Van Boven (University of Colorado Boulder). Organizers: dr. Lotte van Dillen (UL) and dr. Hans IJzerman (UvT).

#### Type of course

Theory-oriented Workshops

#### Date

October 15 and 16, 2014

#### Location

Leiden University: room 5A19

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*This workshop is organized by the KLI Research Group "Interpersonal Processes"*

### Duration

2 days

### Language

English

### ECTS

1 EC will be appointed for participation in the complete 2-day workshop

### Content

This workshop will examine how people egocentrically estimate the impact of emotion and other psychological processes on other people. The workshop will emphasize empathy gaps, people's underestimation of emotional impact on others, and egocentrism (or how people's perceptions of others are grounded in the self). The first day will examine the dual judgment model of emotional perspective taking. This model explains how empathy gaps in emotional perspective taking arise from empathy gaps in people's predictions of their own reactions to emotional situations. The second day will build on the first day's theoretical perspectives, examining egocentric emotional perspective taking in the contexts of politics and policy. Beyond theoretical discussions of these interpersonal phenomena, the workshop will elucidate how such theoretical questions can be answered through convergent methodologies, by using laboratory experiments and large-scale surveys.

### Literature

Campbell, T., O'Brien, E., Van Boven, L., Schwarz, N., & Ubel, P. (2014). Too much experience: A desensitization bias in emotional perspective taking. *Journal of Personality and Social Psychology*, 106, 272–285.

Van Boven, L., Loewenstein, G., Dunning, D., & Norgren, L. (2013). Changing places: A dual judgment model of empathy gaps in emotional perspective taking. In J. M. Olson & M. P. Zanna (Eds.), *Advances in Experimental Social*

Psychology, Vol.48, 118–171. San Diego, CA: Academic Press.

Van Boven, L., Judd, C., & Sherman, D. (2012). Political polarization projection: Social projection of partisan attitude extremity and attitudinal processes. *Journal of Personality and Social Psychology*, 103, 84–100.

## **SC: Advances in automaticity research and appraisal theories**

### **Teaching staff**

Agnes Moors (Ghent University), Henk Aarts (Utrecht University), Esther K. Papies (Utrecht University), Kai Epstude (University of Groningen)

### **Type of course**

Theory-oriented Workshops

### **Date**

November 6 and November 7, 2014

### **Location**

Utrecht University

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*This workshop is organized by the KLI Research Group "Social Cognition"*

### **Duration**

2 days

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete 2-day workshop

### **Content**

Much of our research in social psychology and particularly in social cognition addresses processes that are assumed to be more or less automatic. In recent years, these have often been contrasted with more reflective processes, for example in dual-process models of cognition and behavior. However, which features can actually be used to distinguish these types of processes, how can they be diagnosed, and are they actually clearly separable or rather gradual? This will be the focus of the first day of the workshop, and together with Prof. Moors, a world expert on automaticity, we will explore implications of features of automaticity for the research presented by workshop participants. On the second day, we will examine a process that can be more or less automatic or reflective, namely appraisals, specifically in the domain of emotions. We will examine the interplay of a perceiver's goals, expectations, control, etc. on emotions that can be elicited more or less automatically and subsequently affect.

### **Format**

#### **Day 1**

On Day 1 of this workshop, Prof. Moors will give a lecture on automaticity and dual-process models. Dual process models divide mental processes in two sets based on dichotomies such as automatic vs. non-automatic, rule-based vs. associative, propositional vs. non-propositional, heuristic vs. systematic, and sub-cortical vs. neocortical. Most dual process models assume overlap among two or more of these dichotomies. This talk will discuss whether these

dichotomies can be defined independent from each other, whether this can be assessed empirically, and what the implications are of a more gradual approach to dual-process models.

In the afternoon, there will be ample opportunity for PhD students to present their work and receive feedback from Prof. Moors and other workshop participants.

## **Day 2**

On Day 2, we will focus on the emotional components of action tendencies, behavior, and feelings. We will begin with a lecture by Prof. Moors on the nature of appraisal processes in emotion. Appraisal processes have been suggested to mediate between a stimulus and a discrete emotion (e.g., anger, fear, sadness), or alternatively, to influence the interaction between stimulus features and a perceiver's action tendencies, somatic responses, expressive behavior, and feelings, without the need for specific discrete emotions. This could explain the diversity in emotional responses to various situational antecedents. We will then explore the implications of this approach for participants' own research, for example with regard to attitudes, experiences of emotion, consumer behavior, self-regulation, etc. To this end, the workshop may be split into groups to stimulate further discussion and work on a group assignment after lunch. After brief presentations of the results of the subgroups, there will again be time for research presentations by PhD students.

## 2015-2016 – 2nd Semester (January – June 2016)

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### Basic Courses

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#### How to Publish and Review

##### Teaching staff

Prof.dr. Ernestine Gordijn (RuG), dr. Martijn van Zomeren (RuG)

##### Type of course

Basic Courses

##### Date

April 9 and April 10, 2015

##### Location

University of Groningen

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#### Duration

2 days

#### Language

English

#### Maximum number of participants

25

#### ECTS

2 EC will be appointed for participation in the complete course

#### Content

The focus of Day 1 is on how to publish research articles. The objective is 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 are (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 is on how to review a paper that is submitted for publication. The main topics are (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 will be ample opportunity for participants in the workshop to ask questions and to engage in discussion.

**Format**

Participants are expected to actively participate in each meeting. Day 1 (publishing) asks each participant to write part of an introduction to be discussed during the course, and Day 2 (reviewing) asks each participant to write and submit a review of a manuscript prior to the meeting.

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## Methodological and Practical Courses

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### Pursuing a career in or outside science - day 2

#### Teaching staff

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching), dr. Ellen de Bruin (writer and columnist at the Dutch twin newspapers NRC Handelsblad and nrc.next)

#### Type of course

Methodological and Practical Courses

#### Date

January 6, 2015

#### Location

Leiden University

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### Duration

2 days

Day 1 on December 8, 2015 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 26, 2016 (preparing a cv for 'external' use, how to present yourself to different employers).

### Language

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

### Maximum number of participants

25

### ECTS

2 EC will be appointed for participation in the complete 2-day course

### Enrollment

Please note that the two parts are integrated into a single course. It is not possible to participate in one of the two parts only. PhD students who participated in day 1 of this course are automatically enrolled in day 2.

### Content

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.

### **Format**

This course consists of two parts.

### **Day 2**

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

## **Time-management**

### **Teaching staff**

Tim Theeboom, MSc (University Amsterdam) & prof.dr. Bianca Beersma (VU University Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

January 12, 2015

### **Location**

University of Amsterdam, REC-M room 0.01

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## **Duration**

1 day

## **Language**

English

## **Maximum number of participants**

15

## **ECTS**

0,5 EC will be appointed for participation in the complete course

## **Content**

One of the advantages of working in an academic context is the flexibility and freedom with regards to time-management. Although PhD students do have some deadlines (conference submissions, revision deadlines), the only major deadline is the submission of their masterpiece (dissertation). This flexibility has several obvious advantages but it also has a downside, it requires a lot of self-discipline and strong time-management capabilities. In this workshop we will work on skills such as pro-active planning, prioritizing, and email-management as well as on how to implement these skills in a sustainable way with the goal of developing a stress-free and productive workflow.

The Workshop consists of three parts: 1) Discovering how we are currently managing our time 2) Adopting a new system and workflow 3) Optimizing conditions for implementation (enhancing focus and minimizing procrastination opportunities).

## **Preparation**

While there is almost no empirical work on effective time-management behavior, there are several classic pop. psychology and self-management books on time-management such as 'Getting Things Done' by David Allan, the 4 hour workweek by Tim Ferris and '7 habits of highly effective people' by Stephen Covey. In the workshop, we will borrow (and adjust) some of their 'theories' and models, so these might be interesting reads for the participants. However, reading them is by no means obligatory.

We will send out a short assignment two weeks before the start of the workshop.

## **Writing an academic paper: The 4 W's approach**

### **Teaching staff**

Dr. Diana Boer (Goethe Universitat, Frankfurt am Main) and dr. Astrid Homan (University of Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 12 and February 13, 2015

### **Location**

University of Amsterdam: day 1 room REC-B B3.10, day 2 room REC-G S.04

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### **Duration**

2 days

### **Language**

English

### **ECTS**

2 EC will be appointed for participation in the complete course

### **Content**

The goal of each graduate project should be that the results are published and made available to a broad audience. However, starting academic writing might be one of the biggest challenges for young scientists. Even many experienced academics find this one of the most difficult parts of their job. How do you write a good article? Although most of us theoretically know how to write, this might not always result in the best possible paper.

In this course, we will focus on the key elements of academic writing by introducing the four W's method, which can help you to sell your paper to a large audience. We will address how to phrase and place the four W's in your paper and explain how this will help you to highlight the contribution of your research. Furthermore, we will address the inside-outside method of writing, which can help you write faster and more cohesive. We will explain strategies and techniques to draft an article from the first to the last sentence and thereby help you to become a more efficient writer. Finally, attention will be paid to building up cohesive and persuasive arguments.

The course is developed for more senior PhD students, that have been working on their first papers already. This workshop goes beyond the "How to Publish and Review" course by providing you with specific tools for efficient writing from title to reference list. Additionally, we will zoom in on different publication area's (both social and organizational psychology) in order to address different requirements and specific "game rules".

All attendees will send in an introduction of a paper that they are already working on and the teaching staff will give feedback in line with the information provided in the course. During the workshop, the students will actively work on implementing the new writing techniques in their own work - they will have time to improve their introductions at the end of the first day, and get feedback on day 2. Additionally, they will work together in groups and provide feedback to each

other. The workshop closes by addressing how to determine authorship order based on contributions. How do you deal with many co-authors and what are rules of thumb regarding determining contributions?

The aim of this workshop is to provide students with clear guidelines on how to improve their writing.

## **Literature**

We like to advise the "publishing in AMJ" series as a general background to read before the workshop. The ideas presented in these articles are very useful for writing for other journals as well. We will spend time during the course explaining the different rules and guidelines for different journals/fields, and we will discuss differential tips and tricks in detail during the workshop.

*Publishing in AMJ Series: Part 1 to 6, with a strong focus on 3, 4 and 6:*

- June 2011: Jason A. Colquitt, Gerard George. Publishing in AMJ Part 1: Topic Choice
- August 2011: Joyce E. Bono, Gerry McNamara. Publishing in AMJ Part 2: Research Design
- October 2011: Adam M. Grant, Timothy G. Pollock. Publishing in AMJ Part 3: Setting the Hook
- December 2011: Raymond T. Sparrowe, Kyle J. Mayer. Publishing in AMJ Part 4: Grounding Hypotheses
- February 2012: Yan (Anthea) Zhang, Jason D. Shaw. Publishing in AMJ Part 5: Crafting the Methods and Results
- April 2012: M. Geletkanycz & B. J. Tepper. Publishing in AMJ Part 6: Discussing the Implications
- (For those who are interested: Juni 2012: Pratima T. Banzal & Kevin Corley. Publishing in AMJ Part 7: What's different about qualitative research?)

## **Introduction to Structural Equation Modelling (using EQS)**

### **Teaching staff**

Prof.dr. Bertjan Doosje (University of Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

March 6, 2015

### **Location**

Leiden University: room 1A28-pc

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### **Duration**

1 day

### **Language**

English

### **Maximum number of participants**

25

### **ECTS**

0,5 EC will be appointed for participation in the complete course

### **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 provides an introduction to SEM. In the first part of the workshop, we will outline the conditions under which to use and not to use SEM. As such, we discuss the benefits and limitations of SEM. In the second part of the workshop, we will briefly introduce one of the computer programs that is available to run SEM-analyses, namely EQS. In the third and final part of this workshop, all participants will have access to a computer. They receive a dataset and an assignment to run some EQS-analyses themselves.

In addition, it is also possible to bring your own data (if you have any) and make a start analyzing them with EQS during the third and final part of the day.

Please bring a USB-stick!

## Literature

To be read BEFORE the workshop:

- 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. and 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.

## **Neuroscientific methods in social psychology**

### **Teaching staff**

Dr. Dirk Heslenfeld (VU University Amsterdam) and dr. Leander van der Meij (VU University Amsterdam)

Coordinator: dr. Jan-Willem van Prooijen (VU University Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

March 25 and March 26, 2015

### **Location**

VU University Amsterdam

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### **Duration**

2 days

### **Language**

English

### **Maximum number of participants**

The course can have a maximum of 20 PhD students, due to space restrictions during the tours to the MRI scanner and the hormonal lab.

### **ECTS**

1 EC will be appointed for participation in the complete 2-day course

### **Content**

Social psychologists increasingly include neuroscience methods in their research. Insights in the application, analysis, and interpretation of such data is indispensable for the modern social psychological researcher. In the present course, PhD students acquire hands on insight into these techniques by two experts on various neuro- and psycho-physiological measurements.

The main focus will be on (1) the measurement and analysis of hormonal data; (2) the measurement and analysis of functional MRI data; and (3) the measurement and analysis of EEG data. Participants of the course will also be given a live demonstration of a fMRI measurement in a scanner, a live demonstration of an EEG measurement, and they will receive a short tour through a lab where saliva samples for hormonal data are analyzed. The workshop will have the following, more specific set-up (see below).

### **Format**

#### **Day 1**

Wednesday, Morning session: PhD students receive a lecture by Dr. van der Meij about hormonal measurements. Wednesday, Afternoon session: PhD students receive a lecture by Dr. Heslenfeld about fMRI measurements. At the end of the day, they will go to a MRI scanner in subgroups, and receive a demonstration of a fMRI scan.

## **Day 2**

Thursday, Morning session: PhD students will get training by Dr. van der Meij in analyzing a dataset that contains hormonal data. Also, in subgroups they will visit a hormonal lab where saliva samples are analyzed.

Thursday, Afternoon session: PhD students will receive a lecture by Dr. Heslenfeld about electrophysiological measurements. They will also receive a live demonstration of a combined EEG, ECG and EMG measurement in the lab.

## Writing Grant Proposals

### Teaching staff

Dr. Annette Dirac (Technology Transfer Office, UvA), prof.dr. Carsten K.W. de Dreu (University of Amsterdam) and dr. Wilco W. van Dijk (Leiden University)

### Type of course

Methodological and Practical Courses

### Date

May 21, 2015

### Location

University of Amsterdam: Universiteits bibliotheek C0.01 (Potgieterzaal)

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## Duration

1 day, 10.00 am - 5.00 pm

## Language

English

## ECTS

0,5 EC

## Content

Increasingly, junior researchers such as postdoctoral fellows and assistant professors are expected to acquire external funding to support themselves (salary) and their research (consumables, equipment, et cetera). This tendency follows from two interrelated developments. First, the budget allocations for university-based research are frozen at the 2010 level, while those for university-based teaching are conditioned upon the number of undergraduate students subscribed and diplomas granted. Because the number of students and diplomas continues to increase, this policy implies a relative decrease in the university-based funds available for (basic) research. Secondly, governmental policy both within the Netherlands and within Europe has shifted resources for (basic) research to external agencies, such as NWO and the European Research Area (ERC, Horizon 2020). Thus, there is less money available within universities and more money in external funding agencies (note that estimates are that, overall, less money is available for basic research). Many (junior) researchers are, accordingly, pressed by Deans and Research Directors into writing grants; many (junior) researchers are, accordingly, hired or promoted conditional upon their acquisition capacity.

With this one-day workshop, we address when and why one should (not) apply for grants and how one writes (un)successful grants. Specifically, we (i) review the various grant possibilities that exist and are accessible to early-career scientists, (ii) discuss which types of grants one should aim for, (iii) discuss the procedures that grant proposals go through, and (iv) provide inside information about the ways applications are evaluated and distributed. Ultimately, students attending the workshop should become better in targeting their grant application efforts, and in drafting proposals that are more rather than less successful.

To accomplish our goals, we ask students to prepare three questions. These questions can be about anything related to grant applications (except: Why didn't I get it?) and are intended to promote plenary discussion about fiction and facts of successful grant application.

Secondly, we ask students to prepare the Abstract of their (imaginary) grant proposal (e.g., VENI; Rubicon). This Abstract (with a maximum of 300 words) conveys to a non-expert (but scientific) reader/evaluator what the proposal is about, why this is exciting and important, what methodology will be used and why, and what key implications for science and practice are. Abstracts will be shared in small-group discussions, and highlights (do's and don'ts) will be discussed plenary.

Both tasks should be mailed to both teachers ([c.k.w.dedreu@uva.nl](mailto:c.k.w.dedreu@uva.nl) and [dijkwvan@fsw.leidenuniv.nl](mailto:dijkwvan@fsw.leidenuniv.nl)) one week prior to the workshop. Please clearly indicate your name and return email.

## **An introduction to R**

### **Teaching staff**

Willem Slegers, MSc (Tilburg University), Dalya Samur, MSc (VU University)

### **Type of course**

Methodological and Practical Courses

### **Date**

June 15 and June 22, 2015

### **Location**

University of Amsterdam, REC-JK 3.03B (computer room)

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### **Duration**

2 days with one week in between the 2 days, 10.00 am - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for participation in the complete course

### **Content**

This course will show you how you can make use of the R statistical programming environment in your own research. R is a powerful tool that will enable you to analyze or simulate data, and make beautiful (print quality) graphics that SPSS sometimes lacks. The aim of this course is to make you familiar with R, and make you feel you have a good idea of how to explore all the possibilities R has yourself.

We will discuss:

- the R programming language,
- handling data (e.g., merging and transforming data frames),
- performing basic analysis (e.g., t-tests, regression, anova),
- visualizing data for data exploration as well as to create publication quality graphics,
- using R to document your research and write papers with maximum transparency,
- if we have time, a primer into R's more advanced statistical methods like mixed model analysis

All students are encouraged to install the program before the course (see <http://www.r-project.org>), but no prior knowledge of R or other programming languages is required to sign up. We do expect you to have enough knowledge of statistics that we can fully focus on R instead of the statistics themselves. There will be ample time to practice and ask questions during the course.

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## Theory-oriented Workshops

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### **GP&IR: Social Norms, Networks, and Influence**

#### Teaching staff

Dr. Betsy Levy Paluck (Princeton University), dr. Peter Aronow (Yale University), dr. Jojanneke van der Toorn (Leiden University), dr. Nina Hansen (University of Groningen)

#### Type of course

Theory-oriented Workshops

#### Date

March 19 and March 20, 2015

#### Location

Leiden University

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### **Duration**

2 days

### **Language**

English

### **Content**

This workshop will focus on theoretical and methodological approaches to studying social change. Dr. Paluck will present her research grounded in a behavioral change model based on social norms and group influence. To change behavior, she suggests, it may be more fruitful to target citizens' perceptions of typical or desirable behaviors (i.e. social norms) than their knowledge or beliefs. Theoretical questions that will be addressed in the workshop are how do social norms and behaviors shift in real world settings, and how can we use this knowledge to affect political cultural change? In addition, Dr. Paluck will present on the potential usefulness of social network analysis methods in examining these questions.

The aims of the workshop are four-fold: participants will (a) be introduced to the relevant theories in understanding social change; (b) learn about Dr. Paluck's behavioral change model based on social norms and group influence; (c) learn about using social network analysis; and (d) develop new research ideas.

### **Format**

#### **Day 1: Theoretical Issues**

Dr. Paluck will present an overview of her work on social change and introduce participants to her behavioral change model. Participants are requested to read key papers, and to prepare questions for the discussion. The discussion will focus on open theoretical questions in this area of research and the possible application of the behavioral change model

to other social psychological phenomena. In the afternoon, students whose work is related to these topics will be invited to give presentations.

## **Day 2: Methodological Issues**

Dr. Paluck will start off with a methodological presentation on using network analysis in examining her research questions. She will also address what types of questions are particularly suited to this technique and how we go about conducting such an analysis. The workshop will then split into groups to stimulate further discussion and work on a group assignment to develop a new research idea (broadly based on the open questions identified by Dr. Paluck). Every group will briefly present the results of the subgroups.

## **Literature**

Paluck, E.L. (2009). What's in a norm? Sources and processes of norm change. *Journal of Personality and Social Psychology, 96*, 594-600.

Paluck, E.L. (2010). The promising integration of field experimentation and qualitative methods. *Annals of the American Academy of Political and Social Science, 628*, 59-71.

Paluck, E.L. (2011). Peer pressure against prejudice: A high school field experiment examining social network change. *Journal of Experimental Social Psychology, 47*, 350-358.

Paluck, E.L., & Shepherd, H. (2012). The salience of social referents: A field experiment on collective norms and harassment behavior in a school social network. *Journal of Personality and Social Psychology, 103*, 899-915.

Tankard, M., & Paluck, E.L. (invited article). Norm perception as a vehicle for social change. *Social Issues and Policy Review*.

## **Evolutionary Social and Organizational Psychology**

### **Teaching staff**

Prof.dr. Mark van Vugt, dr. Thomas Pollet , dr. Joshua Tybur (VU University Amsterdam)

### **Type of course**

Theory-oriented Workshops

### **Date**

April 16, 2015

### **Location**

VU University Amsterdam

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### **Duration**

1 day

### **Language**

English

### **Content**

Evolutionary perspectives have been applied to understanding emotions, trust, cooperation, prejudice, leadership and a bevy of other topics. Given the volume of evolutionary work that currently appears in high impact, mainstream journals such as *Journal of Personality and Social Psychology*, *Psychological Science*, and *Psychological Review*, familiarity with evolutionary perspectives is essential for fully engaging in the psychological literature. This 1-day workshop is designed to give individuals a crash course in the history, theory, and application of evolutionary perspectives to psychological research. will provide an introduction into the fast-growing field of evolutionary psychology, which is labeled by some theorists as the "new science of the mind (Buss, 2007)."

Evolutionary psychology, which has its roots in evolutionary biology, assumes that the human mind and human behavior are products of evolution through natural selection. Evolutionary thinking has now permeated virtually all areas of psychological science, from cognitive to developmental and from social to organizational psychology.

In this 1-day workshop students will get an introduction into the historical and theoretical development of this field with a particular emphasis on theories and applications in the domain of personality, social, and organizational psychology.

The aims of the workshop are three-fold: (a) introduction of the core theories and assumptions of evolutionary psychology; (b) understanding of the relevance of evolutionary theorizing for social and organizational psychological phenomena; (c) applying evolutionary theory to generate hypotheses and conduct research within the domain of your thesis.

### **Format**

In the morning, workshop teachers give a state-of-the-art introduction into evolutionary psychology by discussing relevant theories (e.g., parental investment, costly signaling theory, life history), concepts (e.g., fitness, computational mechanisms, adaptations), and methodologies for studying evolutionary hypotheses. There will be a particular focus on

theories and methodologies relevant to study, personality, social and organizational processes. Next, the workshop participants will present a (prepared) summary of one of the key readings in evolutionary psychology. In the afternoon the teachers will briefly discuss their own evolutionary psychology research programs and take questions. Finally, together with the teachers workshop participants will explore the potential use of evolutionary theory for their PhD-research in personality, social and/or organizational psychology.

## Literature

Confer, J.C.; Easton, J.A.; Fleischman, D.S.; Goetz, C. D.; Lewis, D.M.G.; Perilloux, C.; Buss, D. M. (2010).

["Evolutionary Psychology: Controversies, Questions, Prospects, and Limitations"](#) (PDF). *American Psychologist* 65 (2), 110–26.

Dunbar, R. M. (2003). The social brain: Mind, language, and society in evolutionary perspective. *Annual Review of Anthropology*, 32, 163-181.

Griskevicius, V., Tybur, J. M., Sundie, J. M., Cialdini, R. B., Miller, G. F., & Kenrick, D. T. (2007). Blatant benevolence and conspicuous consumption: When romantic motives elicit strategic costly signals. *Journal of Personality and Social Psychology*, 93, 85-102.

Nettle, D. & Pollet, T. V. (2008). Natural selection on male wealth. *American Naturalist*, 172, 658-666.

Ronay, R. D., Greenaway, K., Anicich, E., & Galinsky, A. (2012). The path to glory is paved with hierarchy. *Psychological Science*, 23, 669-677.

Tybur, J. M., Lieberman, D., Kurzban, R., & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological Review*, 120, 65-84.

Van Vugt, M., Hogan, R., & Kaiser, R. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63, 182-196.

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## Joint Seminars

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### **NIAS-Lorentz workshop: Relationships, technology, and health**

#### **Teaching staff**

Dr. Julianne Holt-Lunstad (Brigham Young University), dr. Jim Coan (University of Virginia), prof.dr. Harry Reis (University of Rochester), dr. Spike W.S. Lee (University of Toronto), dr. Hans IJzerman (VU University), dr. Lotte van Dillen (Leiden University)

#### **Type of course**

Joint Seminars

#### **Date**

February 17 and February 18, 2015

#### **Location**

NIAS campus: Meijboomlaan 1, Wassenaar

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#### **Duration**

2 days, 10.00 am - 5.00 pm

#### **Language**

English

#### **Maximum number of participants**

45

#### **ECTS**

1 EC will be appointed for participation in this workshop

#### **Content**

The workshop deals with exploring the associations between social relationships and health, and how technology can help facilitate or impede this link.

The KLI workshop of the Research Group "Interpersonal Processes" will take place on the beautiful NIAS campus in Wassenaar. The workshop will be somewhat different than usual workshops, as we will host five experts (!) on one theme. During the two days of the workshop, the NIAS' theme group members will discuss their perspective on relationships, technology, and health. The workshop is scheduled at the beginning of the NIAS theme group's stay in the Netherlands, as it will last from February until April. This place in the schedule offers the PhD students a unique opportunity to forge collaborations with the theme group members. The group consists of Jim Coan (University of Virginia), Harry Reis (University of Rochester), Julianne Holt-Lunstad (Brigham Young University), Spike Lee (University of Toronto), and Hans IJzerman (VU University, Amsterdam).

Jim Coan, University of Virginia

Julianne Holt-Lunstad, Brigham Young University

Spike Lee, University of Toronto  
Harry Reis, University of Rochester  
Hans IJzerman, VU University Amsterdam

## **Format**

### **Day 1**

On the first day, Coan, Holt-Lunstad, and IJzerman will discuss recent explorations in the relationship mechanisms of body and brain. Coan will discuss evidence that human brains presume social proximity and reflexively engage in cooperative behaviors. IJzerman will complement this view and discuss how social thermoregulation may be an important feature in the maintenance of close relationships. Both Coan and IJzerman will discuss how human brains can utilize abilities to create bioenergetics “economies of scale”. As a final part of the first day, Holt-Lunstad will provide an interdisciplinary approach to examining the broad associations between social relationships and physical health, and will integrate the biological pathways provided earlier in the day that may explain these associations. Throughout the day, PhD students are invited to present their work, and to formulate targeted interventions on the workshop’s theme.

### **Day 2**

On the second day, Reis and Lee will take the theme of the workshop one step further. They will provide insights on how people connect with one another, verbally, nonverbally, and metaphorically. And, how can we understand the differences between these pathways, and how can they be different from the perspectives offered on Day 1? Reis will primarily address verbal and nonverbal channels, and elaborate on how partners can be responsive to one another, and how people may come to feel as people are being responsive to us. Lee will build on this by discussing how people frame love metaphorically, and why it can hurt to think that people are made for one another. Again, PhD students are invited to present on their own work. They are also invited to further discuss the differences between the mechanisms discussed on Day 1 and Day 2, and what consequences these theoretical differences may have for interventions relying on technological insights.

## **Practical Matters**

This workshop will be financed mainly by NIAS (Netherlands Institute for Advanced Study in the Humanities and Social Sciences) and partially by the KLI. No costs are involved for the KLI participants. Please note the optional facilities below.

NIAS has been so generous to offer us 15 places to stay during the time of the workshop. This means that the night of February 17-18 you will be able to sleep on campus. If you are interested in staying the night, please let us know as soon as possible. The first 15 to respond (by e-mail to [kurtlewinstituut@uva.nl](mailto:kurtlewinstituut@uva.nl)) will be able to stay the night on campus.

Furthermore, it is also important to know that NIAS will provide taxis from Leiden Central Station to the campus (and back) for your convenience.

Finally, there is an option to have dinner at NIAS. If you would like to join for dinner, please indicate this with an e-mail to the KLI at the time of registering for the workshop. If you do not register, we may not be able to accommodate you for dinner. The costs for the dinner are 45 euro per person.

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## Research Group Meetings

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### Group and Organizational Processes Research Meeting

#### Teaching staff

Coordinators: dr. Annebel de Hoogh (UvA) and prof.dr. Barbara Wisse (RuG)

#### Type of course

Research Group Meetings

#### Date

January 23, 2015

#### Location

University of Amsterdam, REC-G S.28A, Nwe. Prinsengracht 130

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#### Duration

1 day, 11.00 am - 5.00 pm

#### Language

English

#### ECTS

0,5 EC will be appointed for participation in the complete 1-day meeting

#### Content

Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

Ph.D. students are expected to (informally) present their own research once a year in these meetings if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues.