

KURT LEWIN INSTITUTE

TEACHING PROGRAM

2011-2012

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Preface

This teaching program presents an overview of the courses and workshops offered by the Kurt Lewin Institute (KLI) in the academic year 2011-2012. In addition, it includes general information about the KLI, regulations, and listings of participating universities and KLI faculty.

The KLI offers 3 basic courses, several courses on methodology and practical skills, research group meetings and several theory oriented workshops. To name a few, there will be workshops on evolutionary Social and Organizational Psychology, the social neuroscience of intergroup bias and self-regulation, programming experiments in Authorware, modes on constituting relationships, the psychology of self-regulation, and on conducting organizational research. We are fortunate to have many (international) experts as teachers such as Jonathan Schooler (University of California, Santa Barbara), Brandon Schmeichel (Texas A&M University), Siegfried Dewitte (Katholieke Universiteit Leuven), David Amodio (New York University), Alan Fiske (UCLA), and Klaus Fiedler (University of Heidelberg) in our courses and workshops.

With these workshops, meetings and courses we hope to manage a high quality program. We believe that both Ph.D. students as well as postdocs and faculty will benefit from the courses and workshops that are organized and hosted by the KLI faculty.

The Teaching Committee and the Executive Committee of the Kurt Lewin Institute wish you a successful academic year!

Linda Steg
Teaching Director

Introduction to the Kurt Lewin Institute

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

The goal of the Kurt Lewin Institute is to stimulate and strengthen research in social psychology and its applications. The institute offers an inter-university graduate teaching and training program of four years. The aim of the KLI is to offer Ph.D. students the possibility of attending both specialist and general courses throughout their graduate career.

Structure of the KLI

Executive Committee

Prof.dr. Jens A. Förster (General Director)

Prof.dr. Eric van Dijk (Research Director)

Prof.dr. Linda. M. Steg (Teaching Director)

General Board

Prof.dr. Naomi Ellemers (chair)

Prof.dr. Kees van den Bos

Prof.dr. Agneta H. Fischer

Prof.dr. Paul A.M. van Lange

Prof.dr. Nico van Yperen

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

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

Teaching Committee

Prof.dr. Linda M. Steg (chair)

Dr. Esther S. Kluwer

Dr. Daan T. Scheepers

Drs. Iris K. Schneider (representative of Ph.D. students)

Research Committee

Prof.dr. Eric van Dijk (chair)

Dr. Belle Derks

Prof.dr. Gerben A. van Kleef

Prof.dr. Barbara M. Wisse

Representative of Ph.D. students

The Representative of Ph.D. students within the KLI is drs. Iris Schneider (Department of Social Psychology, University of Amsterdam), contact T: 020 - 525 6886, E: i.k.schneider@uva.nl.

Participating Universities

VU University Amsterdam (VU)

University of Amsterdam (UvA)

University of Groningen (RuG)

Leiden University (UL)

Utrecht University (UU)

Office Manager

Drs. Anouk K. Evers

University of Amsterdam

Kurt Lewin Institute

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Confidential Advisors

The KLI has appointed two confidential advisors (vertrouwenspersonen), to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution:

- Dr. Jose Heesink (Assistant Professor Organizational Psychology, University of Groningen), contact T: 050 – 363 6424, E: J.A.M.Heesink@rug.nl
- Prof.dr. Tineke Willemsen (emeritus, Department of Psychology and Society, University of Tilburg), contact T: 020 – 330 7395, E: T.M.Willemsen@uvt.nl

Teaching staff in 2011–2012

Name	Course/workshop
Prof.dr. H. Aarts	<ul style="list-style-type: none"> - SC Research Meetings - SC: Does Social Cognition Research Benefit...
Drs. J. Baas	<ul style="list-style-type: none"> - Pursuing a Career
Dr. B. Derks	<ul style="list-style-type: none"> - GP&IR Research Meetings - Social Neuroscience of Intergroup Bias and...
Dr. C. van Dijk	<ul style="list-style-type: none"> - Conducting Organizational Research
Prof.dr. E. van Dijk	<ul style="list-style-type: none"> - Introduction to the KLI
Dr. W.W. van Dijk	<ul style="list-style-type: none"> - Social Neuroscience of Intergroup Bias and... - Science and the Media
Dr. L.F. van Dillen	<ul style="list-style-type: none"> - Science and the Media
Dr. B. Doosje	<ul style="list-style-type: none"> - Introduction to SEM (using EQS) - GP&IR Research Meetings
Prof.dr. N. Ellemers	<ul style="list-style-type: none"> - Pursuing a Career
Dr. K. Epstude	<ul style="list-style-type: none"> - SC Research Meetings - SC: Does Social Cognition Research Benefit...
Prof.dr. J.A. Förster	<ul style="list-style-type: none"> - Introduction to the KLI - SC Research Meetings - SC: Does Social Cognition Research Benefit...
Dr. M. Gallucci	<ul style="list-style-type: none"> - Methodological Seminars
Dr. L.L. Greer	<ul style="list-style-type: none"> - Conducting Organizational Research - G&OP Research Meetings
Dr. M. Häfner	<ul style="list-style-type: none"> - IP Research Meetings - IP: Modes of Constituting Relationships
Dr. F. Harinck	<ul style="list-style-type: none"> - How to Present
Prof.dr. D.N. den Hartog	<ul style="list-style-type: none"> - Conducting Organizational Research
Dr. A.C. Homan	<ul style="list-style-type: none"> - Conducting Organizational Research
Dr. H. IJzerman	<ul style="list-style-type: none"> - IP Research Meetings - IP: Modes of Constituting Relationships
Dr. N.B. Jostmann	<ul style="list-style-type: none"> - Should we worry about our Methodology - The Psychology of Self-Regulation
Dr. E. Kamans	<ul style="list-style-type: none"> - Introduction to the KLI
Dr. S.L. Koole	<ul style="list-style-type: none"> - The Psychology of Self-Regulation
C. Koot, MSc.	<ul style="list-style-type: none"> - Science and the Media
Drs. D. Lakens	<ul style="list-style-type: none"> - Programming Experiments in Authorware - Should we worry about our Methodology?
Dr. J. Lammers	<ul style="list-style-type: none"> - IP Research Meetings

Name	Course/workshop
Prof.dr. A. Nauta	- Conducting Organizational Research
Prof.dr. B.A. Nijstad	- Conducting Organizational Research
Dr. M.K. Noordewier	- How to Present
Dr. T.V. Pollet	- IP Research Meetings
Prof.dr. T. Postmes	- How to Publish and Review
Dr. C.P. Reinders Folmer	- Programming Experiments in Authorware
Prof.dr. D.T.D. de Ridder	- The Psychology of Self-Regulation
Dr. M. Rotteveel	- Should we worry about our Methodology?
Dr. J. Ruperts	- Conducting Organizational Research
Drs. I.K. Schneider	- Introduction to the KLI
Prof.dr. R. Spears	- How to Publish and Review
Prof.dr. E.M. Steg	- Introduction to the KLI
Dr. W. Steinel	- G&OP Research Meetings
Prof.dr. J.I. Stoker	- Conducting Organizational Research
Prof.dr. G.S. van Vegt	- Conducting Organizational Research
Prof.dr. A.E.M. van Vianen	- Conducting Organizational Research
G. de Vries, MPhil.	- Science and the Media
Dr. E.J. Wagenmakers	- Should we worry about our Methodology?
Dr. M. van Zomeren	- GP&IR Research Meetings

General information

Enrollment

Ph.D. students can enroll in KLI-courses by registering with the KLI-office two times a year: for courses in the first semester (September-December) until August 15, 2011 and for the second semester (January-June) until December 15, 2011. New Ph.D. students can also enroll during the rest of the year. All KLI members will receive a call for enrollment by e-mail and an overview of all enrollments after the deadline for registration. KLI-members can also enroll in courses/workshops online in the member section on the website. Members will be informed about the procedure and receive login information by e-mail. As of this academic year, Ph.D. students who are not a member of the Kurt Lewin Institute can no longer participate in KLI courses and workshops.

Withdrawal is possible until a week before the course or workshop starts.

If you are unable to attend a course or workshop please cancel your enrollment at the KLI-office at least a week prior to the course. In case of later cancelation, or not participating without notifying the KLI-office, a warning will be sent. In case of 3 instances of late cancelation or not participating without notification, exclusion from the KLI teaching program will follow and no KLI certificate will be obtained. Cancelations because of illness or other special circumstances will of course be accepted without consequences.

Costs

Participation in all courses is in principle free of charge for Ph.D. students who are formally members of the KLI.

Types of teaching

The KLI offers five types of teaching: basic courses, methodology and practical skills courses, research group meetings, theory-oriented workshops and joint seminars.

Basic Courses

Ph.D. students of the KLI are obliged to participate in the basic courses. These courses are intended to improve communication skills in academic publishing, reviewing and presenting, and for new Ph.D. student members to get acquainted with the KLI and each other.

Methodology and Practical Courses

These courses are given by the KLI faculty who have specialist knowledge of specific methodological and practical techniques or data analysis procedures. The goal is to provide a broad and intensive training in these techniques and procedures.

Research Group Meetings

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. In principle each research group organizes two meetings each year. Ph.D. students are expected to (informally) present their own research once a year 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. Occasionally (national and international) experts in the field will be invited to organize a workshop.

All KLI PhD student members are expected to join at least one of the research groups and attend both meetings.

Theory-oriented Workshops

Theory-oriented workshops are given by KLI faculty and other experts in a particular research field.

Joint Seminars

In a joint seminar one of the five constituent departments invites a social psychologist of international standing. The invitee will organize a two-day workshop that is open to all KLI Ph.D. students. The organizing department and the KLI share the costs.

KLI Conference

Every other year a two-day KLI conference is held in which all KLI faculty and Ph.D. students can participate. The next KLI conference will be organized on May 10-11, 2012, in conference centre Woudschoten in Zeist.

Certificate

Ph.D. students of the KLI receive a certificate on completion of the entire regular KLI curriculum. The regular KLI curriculum in 4 years comprises:

- The basic courses 'Introduction to the KLI', 'How to Present'¹, 'Writing English for Publication'¹ and 'How to Publish and Review'²
- 10 theory-oriented and/or methodology and practical skills courses;
- Supervision of dissertation by a member of the KLI faculty;
- Completion and successful defense of the Ph.D. thesis.

For Ph.D. students who became a KLI member after September 1st, 2008, the courses 'How to Present' and 'Writing English for Publication' are no longer a prerequisite to obtain the KLI-certificate.

For Ph.D. students who were already a KLI member prior to September 1st, 2008, completion of a course in writing scientific English and presenting research remains a prerequisite to obtain the KLI certificate. Dispensation can be asked for at the KLI-office, on the basis of one of the following:

- a. a completed Research Master at one of the institutes participating in the KLI (UvA, VU, RuG, UL and UU);
- b. a completed 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: a completed English language Master;
- d. establishing in some other way that the Ph.D. student 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.

¹ As of the academic year 2008-2009 the basic course 'Writing English for Publication' is no longer offered in the KLI teaching program. All institutes participating in the KLI (UVA, VU, RuG, UL and UU) now offer a research master program in which students have sufficient opportunities to learn this skill. Most new Ph.D. students of the KLI are expected to have completed a research master.

² KLI members who have completed the KLI course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.

Addresses of participating universities

VU University Amsterdam

Van der Boechorststraat 1
1081 BT Amsterdam

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

University of Amsterdam

Weesperplein 4
1018 XA Amsterdam

- Department of Social Psychology
T: +31 (0)20 525 6890 F: +31 (0)20 639 1896
- Department of Work & Organizational Psychology
T: +31 (0)20 525 6860 F: +31 (0)20 639 0531

University of Groningen

Grote Kruisstraat 2/1
9712 TS Groningen

- Department of Social & Organizational Psychology
T: +31 (0)50 363 6386 F: +31 (0)50 363 4581

Leiden University

P.O. Box 9555
2300 RB Leiden

- Department of Social & Organizational Psychology
T: +31 (0)71 527 3705 F: +31 (0)71 527 3619

Utrecht University

P.O. Box 80140
3508 TC Utrecht

- Department of Social & Organizational Psychology
T: +31 (0)35 253 4794 F: +31 (0)35 253 7584

Basic Courses

Introductory Courses for first-year Ph.D. students

<i>Title:</i>	Introduction to the Kurt Lewin Institute
<i>Teaching staff:</i>	Prof.dr. Jens Förster (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Linda Steg (RuG), drs. Iris Schneider (UvA), dr. Elanor Kamans (RuG)
<i>Type of course:</i>	Basic course
<i>Date:</i>	November 3, 2011
<i>Duration:</i>	11.00 am - 16.30 pm (drinks afterwards)
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	Dutch or English (depending on participants)
<i>Content:</i>	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.
<i>Format:</i>	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.

<i>Title:</i>	How to Publish and Review
<i>Teaching staff:</i>	Prof.dr. Tom Postmes, prof. dr. Russell Spears (RuG)
<i>Type of course:</i>	Basic course
<i>Date:</i>	March 1-2, 2012
<i>Duration:</i>	2 days
<i>Location:</i>	University of Groningen
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 25 participants
<i>Content:</i>	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.

Note: KLI members who have completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.

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.

Literature: To be announced.

Title: **How to Present**

Teaching staff: Dr. Fieke Harinck, dr. Marret Noordewier (UL)

Type of course: Basic course

Date: May 31 - June 1, 2012

Duration: 2 days

Location: Leiden University

Language: Dutch or English (depending on participants)

Enrollment: Maximum 14 participants

Content: The course will focus on a training in the presentation of papers for international audiences e.g. oral presentations of and the use of (media) facilities.

Literature: To be announced.

Methodology and Practical Skills Courses

<i>Title:</i>	Methodological Seminars
<i>Teaching staff:</i>	Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)
<i>Type of course:</i>	Methodology courses
<i>Date:</i>	September 26-27, 2011
<i>Duration:</i>	2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00 - 5.00 pm (seminar 3)
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	English
<i>Content:</i>	The seminars consist of the following three meetings:

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

Date: September 26, 2011

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

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

Date: September 27, 2011

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different repeated measure designs. The student will get 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 will be discussed.

3. Count On Me: The generalized linear model and other techniques to model non-normal, non-linear variables

Date: September 27, 2011

In this class we review 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 are also discussed.

<i>Title:</i>	Programming Experiments in Authorware
<i>Teaching staff:</i>	Dr. Daniël Lakens (TUE), dr. Chris Reinders Folmer (EUR)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	October 7, 2011
<i>Duration:</i>	1-day meeting preceded by one day of self-study
<i>Location:</i>	Erasmus University Rotterdam
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 30 participants, of which 50 percent reserved for KLI members
<i>Content:</i>	<p>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.</p> <p>The present course will teach participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills. This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in learning the possibilities of Authorware and/or improving their programming skills.</p> <p>The workshop consists of two parts: a plenary workshop meeting and a self-study part before the meeting. During the first part of the meeting participants are introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments.</p> <p>During the second part of the meeting advanced possibilities</p>

of the program will be 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 are invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.

A workbook and goodie bag is given after attending the workshop. By working through the workbook and completing exercises, novice programmers learn the basics of Authorware and more advanced users will expand the possibilities for future experiments. The teaching staff will be 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.

Title: **Pursuing a career in or outside science**

Teaching staff: Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and a guest teacher (to be announced)

Type of course: Practical course

Date: Day 1: November 30, 2011. Day 2: January 11, 2012.

Duration: 2 days. First part: 1 day (theory and data, analysis of own career development goals, assignments for second part)
Second part: 1 day (preparing a cv for 'external' use, how to present yourself to different employers)

Location: Leiden University

Language: Dutch or English (depending on participants)

Enrollment: Please note: The two parts are integrated into a single course. It is not possible to participate in one of the two parts only. Maximum number of participants: 25.

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.

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.

- Title:** Introduction to Structural Equation Modelling (using EQS)
- Teaching staff:** Dr. Bertjan Doosje (UvA)
- Type of course:** Methodology course
- Date:** January 23, 2012
- Duration:** 1 day
- Location:** Leiden University
- Language:** English
- Enrollment:** Maximum 25 participants
- 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, each participant will have access to a computer, and receives a dataset and an assignment to run some EQS-analyses themselves.
- 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.

- Title:** Conducting Organizational Research
- Teaching staff:** Prof.dr. Bernard Nijstad, dr. Lindy Greer, prof.dr. Annelies van Vianen, prof.dr. Deanne den Hartog, prof.dr. Aukje Nauta (UvA), dr. Astrid Homan, dr. Cathy van Dijk (VU), dr. Joyce Ruperts, prof.dr. Gerben van der Vegt, prof.dr. Janka Stoker

(RuG)

Type of course: Methodology course
Date: March 30, 2012
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 interesting the theories outside the laboratory.

This workshop is aiming to provide researchers with the tools to successfully conduct field research in organizations in the Netherlands. We aim 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 is to provide researchers with the

tools to conduct high quality organizational research. The main aim is 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 will learn how to effectively sell their research to organizations.

Format: We will first address questions regarding what good organizational research entails. Several experienced researchers will discuss their experiences in conducting organizational research. Next, participants will have the opportunity to discuss their own experiences when conducting organizational research with a panel of academic experts and organizational managers (who have experiences with working with academic researchers). Participants will finally develop 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.

Research Group Meetings

Title: **Group and Organizational Processes Research Meetings**

Teaching staff: Coordinators: dr. Wolfgang Steinel (UL), dr. Lindy Greer (UvA)

Type of course: Thematic Research Meeting

Date: 2 times a year. First meeting on September 30, 2011. Second meeting on December 7, 2011.

Duration: 1 day per meeting, 10.00/11.00 am – 5.00 pm

Location: First meeting at Leiden University. Second meeting at University of Amsterdam.

Language: Dutch or English (depending on participants)

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

Title: **Group Processes and Intergroup Relations Research Meetings**

Teaching staff: Coordinators: dr. Bertjan Doosje (UvA), dr. Martijn van Zomeren (RuG), dr. Belle Derks (UL)

Type of course: Thematic Research Meeting

Date: 2 times a year. First meeting on November 10-11, 2011. Second meeting to be announced .

Duration: 2 days per meeting

Location: First meeting at Leiden University

Language: English

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

Title: **Social Cognition Research Meetings**

Teaching staff: Coordinators: prof.dr. Henk Aarts (UU), prof.dr. Jens Förster (UvA), dr. Kai Epstude (RuG)

Type of course: Thematic Research Meeting

Date: 2 times a year. First meeting on November 18, 2011. Second meeting on March 26-27, 2012 (see page 26).

Duration: 2 days per meeting, 10.00 am - 5.00 pm

Location: First meeting at University of Amsterdam, second meeting at Utrecht University

Language: English

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

<i>Title:</i>	Interpersonal Processes Research Meetings
<i>Teaching staff:</i>	Coordinators: dr. Michael Häfner (UU), dr. Hans IJzerman (VU) with guest speakers dr. Thomas Pollet (VU), dr. Joris Lammers (UvT).
<i>Type of course:</i>	Thematic Research Meeting
<i>Date:</i>	2 times a year. First meeting on October 3-4, 2011 (see page 23). Second meeting on April 20, 2012.
<i>Duration:</i>	1 or 2 days per meeting, 10.00 am - 5.00 pm
<i>Location:</i>	First meeting at VU University Amsterdam, second meeting at Utrecht University.
<i>Language:</i>	Dutch or English (depending on participants)
<i>Content:</i>	Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

Theory-oriented Workshops

<i>Title:</i>	Interpersonal Processes: Modes of Constituting Relationships: What motivates cooperative coordination?
<i>Teaching staff:</i>	Prof.dr. Alan Fiske (University of California, Los Angeles), dr. Michael Häfner (UU), dr. Hans IJzerman (UL)
<i>Type of course:</i>	Workshop Research Group "Interpersonal Processes"
<i>Date:</i>	October 3-4, 2011
<i>Duration:</i>	2 days
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Content:</i>	The workshop deals with the cognitive systems that people use to motivate, generate, understand, coordinate, judge, sanction and repair social relations. Prof. Dr. Fiske will teach Relational Models Theory and Metarelational Models Theory, focusing on the forms of action that motivate cooperative coordination. The workshop will address the ontological nature of social science theory, and the epistemological issues in research design and making inferences from data.

Format: *Day 1:* Prof. dr. Fiske will discuss Relational Models Theory (RMT), including new developments and research frontiers. RMT posits that most social coordination in all domains of life, throughout different cultures is constructed from four elementary, fundamental relational models (RMs). After summarizing RMT and the kinds of research that have tested and applied it, Fiske will talk about current work on the communicative and constitutive acts that create, sustain, and modulate the RMs. Fiske will provide students with a foundation for exploring how people use physical magnitudes to create and coordinate authority ranking, use the substances, surfaces, and motions of their bodies to create and coordinate communal sharing, and use concrete ostensive operations for equality matching. Students will be invited to propose empirical investigations of these relational processes, and to work together with Fiske and each other to plan studies using RMT to illuminate interpersonal processes of interest to the students.

Students will be asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators will invite students whose research is closely related to the topic of the morning presentation to give a presentation. Students may comment on the relationship between their own work and Fiske's work if it makes sense to do so. Also on this day, extensive feedback on the student's work will be of central interest.

Then, students will be divided into small groups, in which they discuss how the presented theory may be applicable to their own research. Based on this discussion, each group of participants will present a research idea relevant to the material presented in the workshop. This will be followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants may learn for their own research endeavors.

Day 2: On the second day Prof. dr. Fiske will present his theory of metarelational models (MeRMs), illustrated by ethnographic material on honor, sex, and food taboos. He will demonstrate that many pervasive emotions and strong moral sentiments are products of MeRMs. He will address the types

of combinations of relationships that are constitutive of other relationships, and the types of combinations of relationships that are prohibited or abhorrent. He will engage students in discussions of how MeRMs may underlie aspects of interpersonal relationships that the students wish to explore. In the afternoon, student will give presentations about their research ideas formed on Day 1. Participants will get detailed feedback from Fiske and the other participants of the workshop.

- Literature:* Fiske, A. P. (2004). Four Modes of Constituting Relationships: Consubstantial Assimilation; Space, Magnitude, Time and Force; Concrete Procedures; Abstract Symbolism. In N. Haslam, Ed., *Relational Models Theory: A Contemporary Overview* (pp. 61–146). Mahwah, NJ: Erlbaum.
- Rai, T., and Fiske, A. P. (2011). Moral Psychology as Regulating Relationships: Moral Motives for Unity, Hierarchy, Equality, and Proportionality in Social-Relational Cognition. *Psychological Review* 118:57–75. DOI: 10.1037/a0021867

Title: **Should we worry about our Methodology? Current concerns in experimental research and how to deal with them**

Teaching staff: Prof.dr. Klaus Fiedler (University of Heidelberg), dr. Erik-Jan Wagenmakers, dr. Nils Jostmann, dr. Mark Rotteveel, Iris Schneider, MSc. (UvA), dr. Daniël Lakens (TUE).

Type of course: Workshop

Date: March 8, 2012

Duration: 1 day

Location: University of Amsterdam

Language: English

Content: Recently, methodological conventions in Social Psychology have gained critical attention. Since the publication of a highly controversial article on “pre-cognition” in the *Journal of Personality and Social Psychology* (Bem, 2011), the methodology of experimental psychologists has been subject of critical attention (Wagenmakers et al., 2011, Fiedler, 2011). The aim of the present workshop is to learn how these concerns may apply to our own research and how we could

resolve them. We have invited the lead authors of two influential critiques, Prof. Klaus Fiedler and Dr. Eric-Jan Wagenmakers, to present their concerns and discuss possible solutions. During the morning session, Prof. Fiedler will lecture about conventionalized sampling and unbiased methodologies. In the afternoon, Dr. Wagenmakers will explain his criticism about the article on pre-cognition and about experimental research in general. He will also explain how “Bayesian testing” offers a solution to problems with low validity and how it can be applied. After both presentations, there will be plenty of opportunity for discussion.

<i>Title:</i>	Social Cognition: Does Social Cognition Research Benefit from Theories of Consciousness? Consciousness, Meta-consciousness, and Free Will
<i>Teaching staff:</i>	Prof. Jonathan Schooler (University of California, Santa Barbara), prof.dr. Henk Aarts (UU), prof.dr. Jens Förster (UvA), dr. Kai Epstude (RuG)
<i>Type of course:</i>	Workshop Research Group “Social Cognition”
<i>Date:</i>	March 26-27, 2012
<i>Duration:</i>	2 days, 10.00 a.m. - 5.00 p.m.
<i>Location:</i>	Utrecht University
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 25 participants
<i>Content:</i>	In the last decade or so, research in social cognition has embraced an overwhelming amount of empirical work showing the importance of unconscious processes in understanding, examining and explaining several aspects of how the human mind produces thoughts, feelings and actions. This focus on the unconscious social mind has led to a further underdevelopment (or perhaps even ignorance) of the role of consciousness in social cognition and behavior. This workshop deals with this particular issue and will involve Prof. Jonathan Schooler (an internationally well-known expert on the role of consciousness in social cognition) as a co-teacher to address and discuss recent issues in this emerging field. For this purpose, Jonathan Schooler will present his research on the distinction between experience, consciousness, and meta-consciousness and the effects of different philosophical positions concerning the free will on

human behavior as a special case of the assumption that people make about the working of consciousness. Specifically, he will outline that (a) experience, consciousness, and meta-consciousness are conceptually different (b) that have unique influences on human information processing, and (c) .that consciously subjective beliefs about determinism versus free will in humans influence specific behaviors, and social functioning in general. The overarching theme will be the identification of processes relevant for a potentially important role of consciousness in a broad range of phenomena in social psychology.

Format:

Day 1: The teaching staff will outline the topic of the workshop. Furthermore, Prof Schooler will give an introductory lecture on the topic of consciousness and meta-consciousness. He will discuss how these concepts differ from each other, and when they tend to dissociate. His recent research on mind-wandering will serve as a starting point for exploring various related topics in social psychology. An extensive plenary discussion will follow, based on the preparation of reading materials by the participants. In the afternoon, students will present and discuss their work, preferably in the context of the workshop theme.

Day 2: Prof Schooler will present his work on the influence of different philosophical conceptions of determinants of behavior on actions in social contexts. He will show that a belief in determinism leads to antisocial behavior, while a belief in a free will is related to well-adjusted actions. Potential causes for such findings will be discussed. This will again be followed by an extensive discussion with the participants. After that students will have the opportunity to present their work. The day will be closed by a more general discussion on how the concepts of consciousness and free will are currently studied in social psychology. Specifically, we will examine how these broader philosophical issues can be translated into experimental paradigms, and how existing paradigms can be used to study these questions.

Literature:

To be announced

- Title:** **The Psychology of Self-Regulation: Advances in theory and Applications**
- Teaching staff:** Dr. Brandon Schmeichel (Texas A&M University), prof.dr. Siegfried Dewitte (Katholieke Universiteit Leuven), prof.dr. Denise de Ridder (UU), dr. Sander Koole (VU), dr. Nils Jostmann (UvA).
- Type of course:** Workshop
- Date:** April 26-27, 2012
- Duration:** 2 days, 10.00 am - 5.00 pm
- Location:** University of Amsterdam
- Language:** English
- Enrollment:** Maximum 25 participants
- Content:** In recent years, it has become increasingly evident that self-regulation is essential in virtually every important life domain including health, education, consumer behavior, group processes, and interpersonal relations. At the same time, researchers have begun to delve more deeply into the basic psychological processes that lead self-regulation to succeed or fail. This workshop features the state-of-the-art in self-regulation research from both theoretical and applied perspectives. Three leading experts will present their work and provide feedback on participants' presentations. Dr Schmeichel is an international expert in the emotional and cognitive processes underlying self-regulation. Prof. Dewitte has studied self-regulation in the applied context of marketing and consumer behavior. Prof. De Ridder is well-known for her work on self-regulation in the context of health and eating behavior. By jointly considering theoretical and applied perspectives, the workshop aims to create a new synergy in self-regulation research.
- Format:** In the morning sessions, the teaching staff will provide an overview on their work. In the afternoon sessions, participants will present their work and we will engage in discussions. In addition, all participants will work on an exercise under the guidance of the teaching staff.
- Day 1:* Dr. Schmeichel will present his work on the cognitive and emotional processes underlying self-regulation
- Day 2:* Prof. Dewitte and prof. de Ridder will present their latest research on the role of self-regulation in consumer behavior and health, respectively.

- Title:** **Social Neuroscience of Intergroup Bias and Self-Regulation**
- Teaching staff:** Dr. David Amodio (New York University), dr. Belle Derks, dr. Wilco van Dijk (UL).
- Type of course:** Workshop
- Date:** June 7-8, 2012
- Duration:** 2 days, 10.00 am - 5.00 pm
- Location:** Leiden University
- Language:** English
- Content:** Given that stereotypes and prejudices can spring to mind automatically, how do individuals with egalitarian beliefs manage to respond without bias? Dr. David Amodio will provide a detailed analysis of the neural and psychological processes involved in intergroup bias, with a focus on his own theoretical and empirical contributions. To this end, he will describe neuroscience research on the mechanisms underlying implicit stereotyping and prejudice and their expression in behavior. He will then present research detailing the neurocognitive mechanisms through which intergroup biases may be regulated. Discussions of relevant neuroscience methods will be integrated with these presentations. This workshop will also include time for students to participate by presenting and receiving feedback on their own relevant research ideas. Dr. Amodio is a leading research in the field of social neuroscience and intergroup relations. He publishes widely on these topics in top-tier journals, and his contributions have been recognized with awards from the US White House and the Association for Psychological Science.
- Format:** *Day 1:* Following introductions between the instructor and students, Dr. Amodio will introduce the broad set of psychological questions concerning the basis of intergroup bias and a brief history on social neuroscience approaches to these questions. He will then present an interactive lecture focusing on neurocognitive basis of implicit prejudice and stereotyping. This research shows that implicit prejudice and stereotyping reflect different systems of implicit learning and memory, each with different characteristics for learning, unlearning, and expression. In the afternoon, KLI students will

be given the opportunity to present their research related to intergroup bias and regulation of intergroup responses. Beforehand, students are asked to submit a brief outline of their research. Based on these outlines, students whose research is most closely related to the topics of the workshop will be invited to give a presentation.

Day 2: The focus will shift to issues of self-regulation in the context of intergroup bias. In the morning, Dr. Amodio will present an interactive lecture on the neural and sociocognitive mechanisms involved in the control of intergroup bias. He will review evidence suggesting that, at a mechanism level of analysis, intergroup bias is controlled through the regulation of perception, attention, and behavior, but probably not through the direct regulation of emotional systems. The implications of this analysis for interventions to reduce prejudice will be discussed and Dr. Amodio will discuss several avenues for future research. Students will be asked to prepare discussion questions for this session in advance. After the presentation, students and teaching staff will break up into subgroups to discuss separate predetermined topics related to intergroup bias and regulation and design a new study that explores unanswered questions in this area of research. In the afternoon, students will be given the opportunity to present this new research idea.

Literature:

Amodio, D. M., & Mendoza, S. A. (2010). Implicit intergroup bias: Cognitive, affective, and motivational underpinnings. In B. Gawronski and B. K. Payne (Eds.) *Handbook of implicit social cognition* (pp. 353-374). New York: Guilford.

Amodio, D. M., & Ratner, K. (in press). Mechanisms for the regulation of intergroup responses: A social neuroscience analysis. To appear in J. Decety and J. T. Cacioppo, *Handbook of social neuroscience*. Oxford University Press.

Amodio, D. M. (2010). Can neuroscience advance social psychological theory? *Social neuroscience for the behavioral social psychologist*. *Social Cognition*, 28, 695-716.

<i>Title:</i>	Science and the Media
<i>Teaching staff:</i>	Dr. Iris Dijkstra, dr. Wilco van Dijk, dr. Lotte van Dillen, Gerdien de Vries, MPhil., Charlotte Koot, MSc. (UL).
<i>Type of course:</i>	Workshop
<i>Date:</i>	June 14, 2012
<i>Duration:</i>	1 day, 10.00 am - 5.00 pm
<i>Location:</i>	Leiden University
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 15 participants
<i>Content:</i>	To be able to disseminate and apply research results to society and the industry, it is important to communicate to a broad public. Besides that, science increasingly depends on external monetary funding; therefore, it is important to inform potential sponsors about our work. During (under)graduate education, we learn how to communicate our work to other scientists, however, we remain relatively uninformed on how to communicate our work to the general public. Popular scientific writing is a skill, and this workshop aims to provide knowledge about how to communicate scientific work to the general public through the media.
<i>Format:</i>	10.00-10.15: Welcome with coffee and tea 10.15-10.30: Introduction 10.30-12.30: How to write a press release about scientific results 12.30-13.15: Lunch 13.15-14.15: How to reach the media 14.15-14.30: Coffee break 14.30-16.30: How do the media select?
<i>Literature:</i>	To be announced

Faculty of the KLI (full members)

Name	Institute	Department
Prof.dr. H. Aarts	UU	Psychology, S&O
Dr. B. Beersma	UvA	Psychology, A&O
Prof.dr. K. van den Bos	UU	Psychology, S&O
Prof.dr. A.P. Buunk	RuG	Psychology, S&O
Dr. R. Custers	UU	Psychology, S&O
Dr. B. Derks	UL	Psychology, S&O
Prof.dr. E. van Dijk	UL	Psychology, S&O
Dr. W.W. van Dijk	UL	Psychology, S&O
Prof.dr. A. Dijkstra	RuG	Psychology, S&O
Dr. B. Doosje	UvA	Psychology, Social
Prof.dr. C.K.W. de Dreu	UvA	Psychology, A&O
Prof.dr. N. Ellemers	UL	Psychology, S&O
Dr. C. Finkenauer	VU	Psychology, S&O
Prof.dr. A.H. Fischer	UvA	Psychology, Social
Prof.dr. H. van der Flier	VU	Psychology, S&O
Prof.dr. J.A. Förster	UvA	Psychology, Social
Prof.dr. E.H. Gordijn	RuG	Psychology, S&O
Dr. L.L. Greer	UvA	Psychology, A&O
Dr. M. Hafner	UU	Psychology, S&O
Dr. F. Harinck	UL	Psychology, S&O
Dr. F. van Harreveld	UvA	Psychology, Social
Dr. A.C. Homan	UvA	Psychology, A&O
Dr. E.A.J. van Hoof	UvA	Psychology, A&O
Dr. A.H.B. de Hoogh	UvA	Psychology, A&O
Dr. H. IJzerman	VU	Psychology, S&O
Dr. K.J. Jonas	UvA	Psychology, Social
Prod.dr. G.A. van Kleef	UvA	Psychology, Social
Dr. U.-C. Klehe	UvA	Psychology, A&O
Dr. E.S. Kluwer	UU	Psychology, S&O
Dr. S.L. Koole	VU	Psychology, S&O
Dr. E.W. de Kwaadsteniet	UL	Psychology, S&O
Dr. C. van Laar	UL	Psychology, S&O
Prof.dr. P.A.M. van Lange	VU	Psychology, S&O
Dr. N.P. Leander	RuG	Psychology, S&O
Prof.dr. A. Nauta	UvA	Psychology, A&O
Prof.dr. S. Otten	RuG	Psychology, S&O
Prof.dr. J.P.L.M. van Oudenhoven	RuG	Psychology, S&O
Dr. E.K. Papies	UU	Psychology, S&O

Name	Institute	Department
Dr.ing. I.E. de Pater	UvA	Psychology, A&O
Prof.dr. J. van der Pligt	UvA	Psychology, Social
Dr. T.V. Pollet	RuG	Psychology, S&O
Prof.dr. T. Postmes	RuG	Psychology, S&O
Dr. J.-W. van Prooijen	VU	Psychology, S&O
Dr. M. Rotteveel	UvA	Psychology, Social
Dr. D.T. Scheepers	UL	Psychology, S&O
Prof.dr. G.R. Semin	UU	Psychology, S&O
Prof.dr. R. Spears	RuG	Psychology, S&O
Dr. H.J.A.M. Staats	UL	Psychology, S&O
Dr. T.K. Stahl	UL	Psychology, S&O
Prof.dr. E.M. Steg	RuG	Psychology, E&A
Dr. W. Steinel	UL	Psychology, S&O
Prof.dr. W. Stroebe	UL	Psychology, S&O
Prof.dr. A.E.M. van Vianen	UvA	Psychology, A&O
Prof.dr. E. van de Vliert	RuG	Psychology, S&O
Dr. R.E. de Vries	VU	Psychology, S&O
Prof.dr. M. van Vugt	VU	Psychology, S&O
Prof.dr. B.M. Wisse	RuG	Psychology, S&O
Prof.dr. N.W. van Yperen	RuG	Psychology, S&O
Dr. M. van Zomeren	RuG	Psychology, S&O

Appendix - Overview teaching program 2011-2012

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