

# Kurt Lewin Institute Teaching Program 2013-2014

2013-2014 - 1st Semester (September – December 2013)

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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), drs. Anna van 't Veer, MSc. (UvT), prof.dr. Tineke Willemsen (UL), dr. Iris Schneider (VU)

#### Type of course

Basic Courses

#### Date

December 2, 2013

#### Location

University of Amsterdam, building REC-M, room S.01

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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 16, 2013

#### Location

University of Amsterdam

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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 2-day course of *4 Methodological Seminars*. Please note that EC are only appointed if all 4 seminars 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 16, 2013

### **Location**

University of Amsterdam

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

### **Duration**

Half a day: 2.00 pm - 5.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete 2-day course of *4 Methodological Seminars*. Please note that EC are only appointed if all 4 seminars 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 17, 2013

### **Location**

University of Amsterdam

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### **Duration**

Half a day: 10.00 am - 1.00 pm

### **Language**

English

### **ECTS**

1 EC will be appointed for the complete 2-day course of *4 Methodological Seminars*. Please note that EC are only appointed if all 4 seminars 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. Let your data be seen!**

### **Teaching staff**

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

### **Type of course**

Methodological and Practical Courses

### **Date**

September 17, 2013

### **Location**

University of Amsterdam

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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 2-day course of *4 Methodological Seminars*. Please note that EC are only appointed if all 4 seminars 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.

## **Pursuing a career in or outside science - day 1**

### **Teaching staff**

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching)

### **Type of course**

Methodological and Practical Courses

### **Date**

November 12, 2013

### **Location**

Leiden University

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### **Duration**

2 days

Day 1 on November 12, 2013 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 7, 2014 (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.

### **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.

### **Maximum number of participants**

25

### **ECTS**

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

### **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.

## **Design and Analysis of Cross-Cultural Studies**

### **Teaching staff**

Teacher: Fons J. R. van de Vijver (Tilburg University). Organizer: Eftychia Stamkou (University of Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

November 26 and November 27, 2013

### **Location**

University of Amsterdam

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### **Duration**

2 days, 10.00 am - 5.00 pm

### **Language**

English

### **ECTS**

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

### **Content**

This workshop aims to address methodological questions in the design and analysis of cross-cultural studies, with an emphasis on issues in cross-cultural studies in social psychology and organizational psychology.

For instance, what are the current theories of cross-cultural differences? What are the common problems in comparative (cross-cultural) studies and what are their solutions? How can we sufficiently translate and adapt a measurement? How can we establish similarity of meaning in cross-cultural studies?

There will also be a practice part where participants will analyze cross-cultural data (their own, if available) by means of various analytical techniques including structural equation modeling (SEM). Participants will use Mplus or AMOS for the SEM analyses and the examples for the use of this software will be provided by the teacher (no prior knowledge is required).

### **Literature**

#### **To be studied before the workshop**

Cheung, F. M., Van de Vijver, F. J. R., & Leong, F. T. L. (2011). Toward a new approach to the assessment of personality in culture. *American Psychologist*, 66, 593-603.

He, J., & van de Vijver, F. (2012). Bias and Equivalence in Cross-Cultural Research. *Online Readings in Psychology and Culture*, Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss2/8>.



van de Vijver, F. (2011). Capturing bias in structural equation modeling. In E. Davidov, P. Schmidt, & J. Billiet (Eds.). *Cross-cultural analysis: Method and applications* (pp. 3–34). New York, NY: Routledge.

van de Vijver, F. J. R., & Tanzer, N. K. (2004). Bias and equivalence in cross-cultural assessment: An overview. *European Review of Applied Psychology*, 54, 119-135.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, 3, 4–70.

### **Recommended additional reading**

Malda, M., van de Vijver, F. J. R., Srinivasan, K., Transler, C., & Sukumar, P. (2009). Traveling with cognitive tests: Testing the validity of a KABC-II adaptation in India. *Assessment*, 17, 107-115.

Malda, M., van de Vijver, F. J. R., Srinivasan, K., Transler, C., Sukumar, P., & Rao, K. (2008). Adapting a cognitive test for a different culture: An illustration of qualitative procedures. *Psychology Science Quarterly*, 50, 451-468.

van de Vijver, F. J. (2009). Types of Comparative Studies in Cross-Cultural Psychology. *Online Readings in Psychology and Culture*, Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss2/2>

Zumbo, B. D. (1999). *A Handbook on the Theory and Methods of Differential Item Functioning (DIF): Logistic Regression Modeling as a Unitary Framework for Binary and Likert-Type (Ordinal) Item Scores*. Ottawa, ON: Directorate of Human Resources Research and Evaluation, Department of National Defense.

## **Medialab and DirectRT: A practical, hands-on introduction**

### **Teaching staff**

Dr. N. Pontus Leander (RuG)

### **Type of course**

Methodological and Practical Courses

### **Date**

December 9, 2013

### **Location**

University of Groningen

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### **Duration**

1 day, 10.00 am - 5.00 pm

### **Language**

English

### **ECTS**

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

### **Content**

A hands-on training workshop to learn how to use (a) Medialab software for presentation of experimental tasks, stimuli, and questionnaires, and (b) DirectRT software for subliminal priming procedures and various reaction time tasks (e.g., implicit association tests). For both MediaLab and DirectRT, you will practice building experiments first from pre-built templates and then from scratch. No special skills are required.

### **Literature**

None

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## Theory-oriented Workshops

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### IP: Biological pathways towards healthy social relationships

#### Teaching staff

Teaching staff: dr. Julianne Holt-Lunstad (Brigham Young University), dr. Mattie Tops (VU, Clinical Psychology), Jessie Frijling and prof.dr. Miranda Olf (UvA Academic Medical Centre). Organizers: dr. Lotte van Dillen (UL) & dr. Hans IJzerman (UvT).

#### Type of course

Theory-oriented Workshops

#### Date

October 23 and October 24, 2013

#### Location

Leiden University

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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

The workshop deals with understanding the associations between social relationships and health

#### Format

##### Day 1

Dr. Holt-Lunstad will provide an overview of the association between social relationships and health. This will include a historical background, definition, conceptualizations, and measurement approaches of social relationships, an overview of the major theoretical models for understanding the association between social relationships and health, and empirical evidence of this association. Epidemiological, naturalistic and experimental studies highlight converging evidence of protective and potentially deleterious effects of social relationships. This lecture is entitled: "Social relationships, oxytocin, and implications for health".

Furthermore, dr. Mattie Tops will give a talk entitled "Oxytocin and the familiarization-habituation response" and Jessie Frijling will give a talk entitled "Boosting oxytocin in trauma and PTSD".

Students will be asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators will invite students to give a presentation. Students may comment on the relationship between their own work and Holt-Lunstad'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 dr. Holt-Lunstad will provide a presentation on the pathways by which social relationships influence physical health. She will begin with a brief overview on the behavioral, cognitive, and affective pathways, then spend the remainder focused on oxytocin as a potential pathway. Given that oxytocin is implicated in both stress regulation and social bonding, oxytocin may be a proximal mechanism for the adaptive nature of social bonds. While most of what is known comes from animal research, a growing body of human research supports the possibility of an oxytocinergic pathway. Empirical support of oxytocin as a mechanisms, methodological concerns, and implications for interventions will be reviewed.

In the afternoon, students will give presentations about their research ideas formed on Day 1. Participants will get detailed feedback from Holt-Lunstad and the other participants of the workshop.

## **Literature**

Holt-Lunstad, J., Birmingham, W., & Jones, B.Q. (2008). Is there something unique about marriage? The relative impact of marital status, relationship quality, and network support on ambulatory blood pressure and mental health. *Annals of Behavioral Medicine*, 35, 239-244.

Holt-Lunstad, J., Birmingham, W.A., & Light, K.L. (2008). The influence of a "warm touch" support enhancement intervention among married couples on ambulatory blood pressure, oxytocin, alpha amylase and cortisol. *Psychosomatic Medicine*, 70, 976-85.

Holt-Lunstad, J., Smith, T.B., Layton, B. (2010). Social Relationships and Mortality: A meta-analysis. *PLoS Medicine* 7(7): e1000316. doi:10.1371.

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## Research Group Meetings

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### Group Processes and Intergroup Relations Research Meeting

#### Teaching staff

Dr. Belle Derks (UL) and dr. Nina Hansen (RuG)

#### Type of course

Research Group Meetings

#### Date

September 12 and September 13, 2013

#### 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 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.

## **Social Cognition Research Meeting**

### **Teaching staff**

Coördinatoren: prof.dr. Hens Aarts (UU), dr. Kai Epstude (RuG), dr. Esther K. Papies (UU)

### **Type of course**

Research Group Meetings

### **Date**

November 14, 2013

### **Location**

University of Groningen

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### **Duration**

2 days, 10.00 am - 5.00 pm

### **Language**

English

### **ECTS**

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

## 2013-2014 - 2nd Semester (January – June 2014)

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### Basic Courses

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#### How to Publish and Review

##### Teaching staff

Prof.dr. Tom Postmes (RuG), prof.dr. Russell Spears (RuG)

##### Type of course

Basic Courses

##### Date

March 6 and March 7, 2014

##### Location

University of Groningen

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#### Duration

2 days, dates t.b.a.

#### 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.

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

### Day 1

Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

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

Wegner, D. M. (2003). Science talk: Discovery and debate. *Dialogue*, 18, 10-11.

Reading guide: These are some well-known pieces about writing (and reading) psychological journal articles. They are mainly for your interest. The most complete and detailed advice on writing for publication is the APA's publication manual. The four papers selected here should be considered "additional reading". The Bem article is a very frank and controversial recommendation. We'll discuss its merits and problems at the meeting!

### Day 2

Cutting, J. E. (2007). Rhythms of research. *Psychological Science*, 18, 1023 - 1026

Feldman, D. C. (2005). Writing and reviewing as sadomasochistic rituals. *Journal of Management*, 31, 325- 239

Postmes, T., & Van Zomeren, M. (2012). Reviewing a journal article: Theoretical considerations and a practical guide. Unpublished manuscript: University of Groningen.

Trevino, L. K. (2008). Why review? Because reviewing is a professional responsibility. *Academy of Management*, 33, 8 – 10

Reading guide: we could not find a good guide for how to write a review. That's why we wrote one especially for the course (P & vZ, 2012). Again, the APA publication manual provides some information about journals and how they operate. The other articles are background reading.



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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 7, 2014

#### Location

Leiden University

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### Duration

2 days

Day 1 on November 12, 2013 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 7, 2014 (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.

### 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.

### Maximum number of participants

25

### ECTS

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

### 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.

## **Time-management**

### **Teaching staff**

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

### **Type of course**

Methodological and Practical Courses

### **Date**

January 27, 2014

### **Location**

University of Amsterdam, room REC-JKB.46

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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 (Jacobs University Bremen) & dr. Astrid Homan (University of Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

February 6 and February 7, 2014

### **Location**

University of Amsterdam, room REC-JK 3.88B (day 1) and REC-JK 3.85 (day 2)

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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?)

## **An Introduction to R**

### **Teaching staff**

Ron Dotch (RU Nijmegen), Anna van 't Veer (UvT), Willem Slegers (UvT), Marielle Stel (UvT)

### **Type of course**

Methodological and Practical Courses

### **Date**

March 3, 2014

### **Location**

University of Amsterdam, room REC-JK 3.02

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### **Duration**

1 day in spring 2014, date t.b.a.

### **Language**

English

### **ECTS**

0,5 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 you 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.

In this course you will learn some smart tricks to perform in this programming language, like merging multiple data sets into one or performing a power analysis. R can do almost anything (e.g., getting the words out of your twitter account to see what you talk about the most), therefore we encourage the students who have 'played' with R already to come to this course and share their code: this way the course will be fun for both beginners and advanced students.

All students are encouraged to install the program before the course (see chapter 3 of [Learning statistics with R](#) or <http://www.r-project.org>) and complete a few small exercises, but no prior knowledge of R is required to sign up. The exercises will be discussed in the course, and help will be available for anyone experiencing problems with (installing) the program. There will be room in the afternoon to practice and ask questions.

### **Literature**

Learning statistics with R: A tutorial for psychology students and other beginners, Daniel Navarro:  
<http://health.adelaide.edu.au/psychology/ccs/docs/lsr/lsr-0.3-frontmatter.pdf>

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

### **Teaching staff**

Dr. Bertjan Doosje (University of Amsterdam)

### **Type of course**

Methodological and Practical Courses

### **Date**

March 31, 2014

### **Location**

Leiden University, room 1A30-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.

## Considering the Societal Impact of Research in Social Psychology

### Teaching staff

Drs. Leonie van Drooge (Rathenau Instituut), dr. Evert-Jan van Doorn (Fontys Hogeschool), prof.dr. Gerben van Kleef (UvA), Stefan de Jong MSc (Rathenau Instituut) and dr. Marije de Goede (Rathenau Instituut)

### Type of course

Methodological and Practical Courses

### Date

April 4 and April 25, 2014

### Location

University of Amsterdam, room REC-JK 3.85 (day 1) and REC-JK B.54 (day 2)

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### Duration

2 days

### Language

English

### ECTS

To be announced

### Content

#### Goals

The goals of this two-day workshop are

- to make PhD candidates aware of possibilities for valorisation of research
- to enable them to create strategies to do so
- to describe strategies within the context of grant proposals and
- to let them take the first steps toward realizing such strategies.

#### Rationale

The societal impact of research has been a key part of science policy agendas in European and North American countries since the 1970's. Although societal impact initially did not influence the day-to-day practices of individual researchers and research groups, recent developments have made it a focal point in the acquisition of funding. To give an example, from 2012 on NWO has made the kennisbenuttingsparagraaf (paragraph on utilization of knowledge) an explicit judgment criterion for the NWO Vernieuwingsimpuls (VENI), alongside the quality of researcher and proposal.

In short, valorizing research (generating social impact) is an increasingly important aspect of doing research. However up until now, valorization may not have been a focal point for individual researchers or research groups. Consequently, a lack of discussion of and reflection on the societal impact of research may have led researchers to miss opportunities for applying their research.

Given the emphasis placed on societal impact by grant agencies such as NWO, educating PhD candidates about opportunities for valorization creates value in several ways. It enables PhD candidates to become more sensitive to opportunities for valorization in the context of their current projects, as will be the aim of this workshop. It will help them to take the step from a promise of relevance, towards a practice of impact. It also helps PhD candidates to consider valorization when writing a grant proposal during or following their PhD project. Additionally, valorization may result in collaborations with stakeholders outside academia, which has benefits in terms of both funding, access to data and dissemination of scientific knowledge.

## **Format**

### **Day 1**

At the end of today, participants will have a realistic view on valorization of their own research.

The day starts with an introduction on valorization. What is valorization? What is the difference between valorization and teaching, or valorization an dissemination? What are the responsibilities of a PhD candidate? Does it harm your scientific career or output? Can you create possibilities to get an impact? Is it a burden, or a driving motivation?

Based on this, participants will apply the insights on their own research project. In several breakout groups they will address issues such as: What is the relevance of my research? How can I go beyond this promise of relevance, and create a real impact? What actions do I need to take, in order to realize this? Teaching staff will guide the breakout groups.

In preparation for the second day, participants are asked to write a valorization plan or proposition and to take first steps or actions.

### **Day 2**

At the end of the second day, participants will have a fine-tuned plan for valorization. They know how to relate valorization with research in the context of an NWO vernieuwingsimpuls application.

The day starts with a plenary discussion of experiences with the assignment. To what extent were participants able to relate their research to real world issues and specific stakeholders?

Next, a staff member from NWO will introduce the kennisbenuttingsparagraaf of the vernieuwingsimpuls: What are the requirements? How to judge this criterion? In breakout groups, participants will discuss each others valorization plans. What are strong elements of the plan? How would they judge the plan, if they were a reviewer? What issues remain unclear? What does this imply for the plans? Teaching staff will guide the breakout groups.

Participants will finish day 2 with a very short presentation of their valorization proposition.

Participants will be actively stimulated to keep in contact after the workshop, in order to implement their ideas for valorization.

## **Literature**

Drenth, P. J. D. (2008). Psychology: is it applied enough? *Applied Psychology*, 57, 524-540.

Aukje Nauta & Carsten de Dreu (2012): Een pleidooi voor valorisatie van de Arbeids- en Organisationspsychologie. *Gedrag & Organisatie* (25) 3.

## **How to Present**

### **Teaching staff**

Dr. Fieke Harinck (UL) and dr. Marret Noordewier (UL)

### **Type of course**

Methodological and Practical Courses

### **Date**

June 5 and June 6, 2014

### **Location**

Leiden University

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### **Duration**

2 days

### **Language**

English

### **Maximum number of participants**

15

### **ECTS**

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

### **Content**

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

During these 2 days, participants will practice their presentation skills, and they will learn to use a new presentation format. Participants need to prepare a 10-minute presentation for this course.

On the first day, they will practice parts of their presentation, and on the second day they will give a full presentation. Participants will receive a lot of feedback on their presentation and presentation skills. On both days we will also do exercises on how to handle your nerves, how to handle questions and how to prepare for a presentation.

### **Preparation**

To be announced

## How we know what is likely to be true

### Teaching staff

Dr. Daniel Lakens (Eindhoven University of Technology), Job van Wolferen, MSc, Ellen Evers, MSc, Anna van 't Veer, MSc and dr. Hans Ijzerman (Tilburg University)

### Type of course

Methodological and Practical Courses

### Date

June 19, 2014

### Location

University of Amsterdam, room REC-JK 3.88B

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## Duration

1 day

## Language

English

## Maximum number of participants

30 participants

## ECTS

0,5 EC will be appointed for participation in this course

## Content

In science it is impossible to know for a fact that a general theory is true or not true, the methods we use can only help us to understand how likely something is to be true or not true. However, interpreting results and estimating these likelihoods is sometimes difficult. The aim of this day is to gain more skill in interpreting your own and other people's findings to be able to better judge whether theories and findings are likely to be true.

We do so by testing your intuition about the chance to get certain p values, what statistical power a study has, and showing you how the p-curve works.

Regarding other people's work, you'll learn about tools and interpretations of data that help you decide which literature to expand on with your own research, how to interpret inconsistencies between theories. Regarding your own work, this day will help you design better experiments that provide more information, give you more insight into which null findings are true nulls vs. type 2 errors, and which significant results are true results vs. type 1 errors.

In the morning, we will discuss topics such as: What is a p-value and how should we interpret them (false-positives / p-curve / Bayesian likelihoods). And in the afternoon we will discuss topics such as why power matters, simulation as a tool to answer stats-questions and the importance of effect-sizes.

## Literature

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22, 1359–66.

[doi:10.1177/0956797611417632](https://doi.org/10.1177/0956797611417632).

Lakens, D. & Evers, E. (2014). Sailing from the seas of chaos into the corridor of stability: Practical recommendations to increase the informational value of studies. *Perspectives on Psychological Science*, 9, 278-292. DOI: 10.1177/1745691614528520.

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## Theory-oriented Workshops

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### The regulatory functions of morality in intragroup and intergroup processes

#### Teaching staff

Dr. Stefano Pagliaro (Second University of Naples), dr. Susanne Tauber (University of Groningen), prof. dr. Naomi Ellemers (Leiden University), and dr. Martijn van Zomeren (University of Groningen)

#### Type of course

Theory-oriented Workshops

#### Date

January 22 and January 23, 2014

#### Location

University of Groningen

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#### Duration

2 days, 10.00 am - 5.00 pm

#### Language

English

#### ECTS

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

#### Content

Morality refers to standards of human virtue that direct people's actions and therefore is of central relevance for social interactions both within groups and between groups. Moral psychology has been coined an "unusually diverse topic, covering topics ranging from personality, self-perception, and self-esteem to social cooperation, trust, and interdependence, and also to stereotypes, prejudice, and group identity" (Leach et al., 2013). Recently, however, social psychology has become central to the study of morality, on account of the field's longstanding interest in issues closely related to morality, such as social norms and deviance, honesty and deception, cooperation, and justice. This 2-day workshop will provide a comprehensive introduction on the role of morality in intra- and intergroup processes. The four teachers capture different areas of morality expertise, such as the intragroup functions of morality (Stefano Pagliaro), how the motivation to be moral impacts neuroscientific processes and affects behaviour in organizations (Naomi Ellemers), moral convictions and how these feed into collective action (Martijn van Zomeren), and threats to moral group status and how these affect intergroup relations (Susanne Täuber). Combining these areas of expertise provides students with an in-depth understanding of the role of morality within groups, between groups, and at a societal level. The workshop will stimulate synergies and thinking outside the box, thereby offering students the unique possibility to shape and create future research agendas.

The aims of the workshop are three-fold, namely to (1) introduce a number of relevant theories, concepts, and results

pertaining to research on morality; (2) provide a comprehensive overview over different topics within morality research, such as the role of morality within groups, for the regulation of intergroup relations, and as a catalyst of collective action; (3) make use of the synergies between the different topics to generate hypotheses and design innovative research and interventions in social and organizational psychology.

## **Format**

### **Day 1**

On day one, the workshop teachers will give an introduction into the field of moral psychology by discussing relevant theories, concepts, and methodologies for studying morality. They will present their own research on morality, including methods (from neuroscience to psychological survey and experiment), results, and implications. Each presentation is followed by an interactive Q & A discussion, stimulating students to formulate their questions and own ideas about the topics.

### **Day 2**

On the second day, students will work together in small groups supervised by the four teachers to come up with hypotheses and research designs, or to develop policy recommendations and interventions targeting different key topics in the field of moral psychology. There will be a particular focus on synergies between different topics in morality research and on applications relevant to social and organizational processes. In the afternoon, students will present their ideas in the plenary session. The final product can be a series of studies likely to be jointly implemented by students and teachers, and/or a policy recommendation that can be submitted to a general audience (e.g., in the form of an opinion statement for a national newspaper, or a blog contribution).

## **Literature**

Ellemers, N., Pagliaro, S., & Barreto, M. (in press). Morality and Behavioural Regulation in Groups: A Social Identity Approach. *European Review of Social Psychology*.

Ellemers, N., & van den Bos, K. (2012). Morality in groups: On the social-regulatory functions of right and wrong. *Social and Personality Psychology Compass*, 6, 878-889.

Täuber, S. & van Zomeren, M. (2013). Outrage towards whom? Threats to moral group status impede striving to improve via outgroup-directed outrage. *Journal of European Social Psychology*, 43, 149-159. doi: 10.1002/ejsp.1930

Van Zomeren, M. (in press). Four core motivations to undertake collective action. *Social Personality Psychology Compass*.



## **GP&IR: Cultural rituals**

### **Teaching staff**

Dr. Ronald Fisher (Victoria University of Wellington), dr. Nina Hansen (RuG), dr. Belle Derks (UL)

### **Type of course**

Theory-oriented Workshops

### **Date**

February 18 and February 19, 2014

### **Location**

University of Groningen

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This workshop is organized by the KLI Research Group "Group Processes and Intergroup Relations"

### **Duration**

2 days

### **Language**

English

### **ECTS**

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

### **Content**

The goal of this workshop is to discuss how cultural and evolutionary approaches can complement each other. Some of the questions to be addressed include: How big are cultural differences in psychological traits and constructs? How can we understand variability in psychological traits across the world? How did cultures emerge, spread, and evolve across the globe? How do cultures manage to bond people together? Dr. Fischer will present his work that is broadly situated in cultural and applied social psychology. He has worked extensively on human values and social norms, specifically focusing on their structure, functions and measurement. One of the major questions in this line of work has been the extent to which values differ between human populations and how values are expressed in other psychological constructs and behaviours. For example, he has examined whether values are important for well-being, optimism and morality, how values are shaped by different economic and ecological niches and how listening to music can communicate something about your personal values. More recently, Dr. Fischer has been working on cultural rituals. Why do people sing, dance, walk across fire, pierce their skin with metal rods or engage in other seemingly crazy acts? What are the functions of these behaviours? What can these behaviours tell us about different cultures? And how do these rituals influence social behavior in general? In this workshop Dr. Fischer will present his recent research and share new analytical and methodological tools to investigate cross-cultural differences and similarities in human behavior.

The aims of the workshop are three-fold: (a) participants will be introduced to the relevant theories in understanding cross-cultural differences; (b) will learn more about recent research and methods in this field; (c) develop new research ideas.

## Format

### Day 1

Conducting cross-cultural research:

Dr. Fischer will give an overview of different methods and theories that can be used to shed some light on cultural differences. Participants are requested to read key papers, and to prepare questions for the discussion. In the afternoon, students whose work is related to these topics can present and discuss their work.

### Day 2

Theoretical Issues:

On the second day, Dr. Fischer will present an overview of his current work on cultural rituals and how collective rituals can help to bind individuals together within their culture. Participants are requested to read key papers, and to prepare questions for the discussion. In the morning, students whose research is related to this topic will be invited to give presentations. After lunch, the workshop will be split into groups to stimulate further discussion and work on a group assignment to develop a new research idea. Every group will briefly present the results of the subgroups.

## Literature

Boer, D. & Fischer, R. (2013). How and when do personal values guide our attitudes and sociality? Explaining cross-cultural variability in attitude-value linkages. *Psychological Bulletin*, 139, 1113-1147.

Fischer, R., Callander, R., Reddish, P. & Bulbulia, J. (2013). How do rituals affect cooperation? An experimental field study comparing nine ritual types. *Human Nature*, 24, 115-125.

Henrich, J., Heine, S.J., & Norenzayan, A. (2010). The weirdest people in the world? (Target Article, Commentaries, and Response). *Behavioral and Brain Sciences*, 33, 61-83, 111-135.

Smith, P.B., Fischer, R., Vignoles, V. & Bond, M.H. (2013). The origins and dynamics of culture. In P.B. Smith, R. Fischer, V. Vignoles, & M.H. Bond (eds.). *Understanding Social Psychology across Cultures. Engaging with others in a changing world* (p. 51-72). London: SAGE.

Xygalatas, D., Mitkidis, P., Fischer, R., Reddish, P., Skewes, J., Geertz, A.W., Roepstorff, A., & Bulbulia, J. (2013). Extreme rituals promote prosociality. *Psychological Science*, 24, 1602-1605.

## **SC: Implicit and explicit motivation**

### **Teaching staff**

Prof.dr. Oliver Schultheiss (Friedrich-Alexander University), dr. Todd Thrash (College of William and Mary), prof.dr. Henk Aarts (UU), dr. Kai Epstude (RuG), dr. Esther Papies (UU), dr. Madelijn Strick (UU)

### **Type of course**

Theory-oriented Workshops

### **Date**

March 27 and March 28, 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**

Human behavior is based on two distinct motivational systems – implicit and explicit motives. Implicit motives are relatively stable dispositional needs that evolve gradually through affective learning and experience. Explicit motives are needs that people endorse and ascribe to themselves. Implicit motives are largely unconscious, whereas explicit motives are largely conscious. This workshop focuses on the exploration of implicit motivational needs and processes in humans, how they manifest themselves in brain, physiology, and behavior, and how they interact with an individual's explicit values and behavioral goals. Of primary interest will be to explore how individuals can gain feedback about their implicit needs in order to increase their motivation, performance, and well-being, and the implications this has for areas like health behavior, interpersonal processes, and the experience of emotions.

### **Format**

#### **Day 1**

On Day 1 of this workshop, prof. Schultheiss will give a lecture on the central issues concerning implicit motives, focusing on the relationship between implicit and explicit motives, how they interact to facilitate behavior, and how dissociations between them can create behavioral and emotional problems. His lecture will review new findings on the hormonal underpinnings and brain activation correlates of implicit motives, the role of implicit motives in the processing of facial expressions of emotion, and how implicit motives influence Pavlovian and instrumental learning. This lecture will be followed by a plenary discussion, which also builds on the readings and discussion questions prepared by

participants in advance. In the afternoon, there will be ample opportunity for PhD students to present their work and receive feedback from the teaching staff and other workshop participants. Presentations may address a broad range of topics, including (but not limited to) motivation, regulation, affect, and well-being.

## **Day 2**

On Day 2, dr. Todd Thrash will give a lecture that aims to integrate implicit motives with other motivation concepts such as approach-avoidance tendencies, bodily feedback, creativity, and inspiration. His lecture reviews research on moderators of motivational congruence, defined as the degree of correspondence between people's implicit and explicit motives, which is an important prerequisite for emotional well-being. Recent research suggests that people may gain feedback about their implicit motives by carefully observing specific bodily responses to motive-relevant stimuli, for example by observing their "chills" responses to poetry. This lecture is followed by a plenary discussion that builds on the readings and discussion questions prepared by participants in advance. Part of the afternoon will again be reserved for PhD students to present and discuss their own work.

## **Literature**

Hall, J. L., Stanton, S. J., and Schultheiss, O. C. (2010). "Biopsychological and neural processes of implicit motivation," in *Implicit Motives* eds O. C. Schultheiss and J. C. Brunstein (New York, NY: Oxford University Press). 279–307.

Maruskin, L.A., Thrash, T.M., & Elliot, A.J. (2012). The chills as a psychological construct: Content universe, factor structure, affective composition, elicitors, and trait antecedents. *Journal of Personality and Social Psychology*, 103, 135-157.

Oliver C. Schultheiss, Andreas G. Rösch, Maika Rawolle, Annette Kordik, Stacie Graham (2010), *Implicit motives: Current topics and future directions*, in Timothy C. Urdan, Stuart A. Karabenick (ed.) *The Decade Ahead: Theoretical Perspectives on Motivation and Achievement* (*Advances in Motivation and Achievement*, Volume 16), Emerald Group Publishing Limited, pp.199-233

Thrash, T. M., Maruskin, L. A., & Martin, C. C. (2012). Implicit-explicit motive congruence. In R. M. Ryan (Ed.), *Oxford handbook of motivation* (pp. 141-156). New York: Oxford University Press.

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## Joint Seminars

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### Communication and Cultural Dynamics

#### Teaching staff

Prof.dr. Yoshihisa Kashima (University of Melbourne), prof. dr. Tom Postmes (University of Groningen) and Namkje Koudenburg (University of Groningen)

#### Type of course

Joint Seminars

#### Date

February 24 and February 25, 2014

#### Location

University of Groningen

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### Duration

2 days

### Language

English

### ECTS

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

### Content

Communication is the missing link between the social and the cognitive. Despite social psychology's long-standing interest in communication, it has experienced a lull in recent years. Nevertheless, there is a resurgence of this vibrant research area.

This workshop will give an overview of the recent developments in social psychology of communication that takes embodiment, language use, cultural common ground and social context seriously, and examines its implications for cultural dynamics and social structuration, namely, the formation, maintenance, and transformation of culture and social structure over time.

In particular, the workshop is designed to achieve three main goals: to introduce, discuss, and explore (1) the question of cultural dynamics and social structuration, (2) methods that social psychologists have adopted to investigate it, and (3) a particular approach to this question – the grounding model of cultural transmission and social network dynamics – how social network properties influence the flow of cultural information and how communications shape the development of social networks, social groups, and their cultures. In this view, culture and social networks co-evolve with communication as the main engine of its dynamics.

We will primarily focus on stereotypes and intergroup relations as a domain of discussion; however, we will also identify gaps in the existing literature, and hope to discuss extensions that are waiting to happen in other domains of significant public interests such as climate change discourse and cultural transformation for sustainable development.

## Schedule

### Day 1

10.45-11.00 am Coffee and tea

11.00-12.00 am Introduction all participants through "3-slides" presentations

12.00-12.45 am Presentation – Yoshihisa Kashima (University of Melbourne): Stability and fluidity: a social psychology of cultural dynamics and social structuration

12.45-1.00 pm Discussion of presentation

1.00-2.00 pm Lunch

2.00-2.30 Presentation – Tom Postmes (University of Groningen): Inductive processes in the dynamic evolvement of culture

2.30-2.45 Discussion of presentation

2.45-3.00 pm Tea /coffee break

3.00-4.00 pm Group assignment I

4.00–5.00 pm Collateral Discussion of Group assignment I

7.00 pm Dinner at Eetcafe De Smederij.

### Day 2

10.00-10.45 am Presentation – Yoshihisa Kashima (University of Melbourne): Grounding culture and social structure in communication

10.45-11.00 am Discussion of presentation

11.00-11.15 am Coffee/tea break

11.15-11.45 am Presentation – Namkje Koudenburg (University of Groningen): Conversational Flow: The emergence and regulation of social structure through social interaction.

11.45-12.00 am Discussion of presentation

12.00-12.15 am Introduction Group assignment II

12.15-1.30 pm Lunch at House of Spice

1.30-3.00 pm Group assignment II (continued)

3.00-4.15 pm Presentations & Discussion of group assignments

4.15–4.45 pm Evaluation of the workshop

## Literature

Peters, Kim, and Yoshihisa Kashima (2007), "From Social Talk to Social Action: Shaping the Social Triad With Emotion Sharing", *Journal of Personality and Social Psychology*, 93, 780-797.

Kashima, Y. (2008). A Social Psychology of Cultural Dynamics: Examining How Cultures Are Formed, Maintained, and Transformed. *Social and Personality Psychology Compass* 2, 107–120.

Kashima, Y., & Lan, J. (in press). Communication and language use. In D. Carlson (Ed.), *Oxford Handbook of Social Cognition*. New York: Oxford University Press.

## **Empathy: the neurology and interpersonal effects of understanding and feeling for others**

### **Teaching staff**

Teaching Staff: Nancy Eisenberg (Arizona State University), Claus Lamm (University of Vienna) and William Ickes (University of Texas). Organizers: Caspar van Lissa, Michael Hafner (Utrecht University), Hans IJzerman (Tilburg University) and Lotte van Dillen (Leiden University).

### **Type of course**

Joint Seminars

### **Date**

May 2, 2014

### **Location**

Utrecht University

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### **Duration**

1 day

### **Language**

English

### **ECTS**

0,5 EC will be appointed for participation in this workshop

### **Content**

Google searches for “empathy” have exploded since 2010, when Frans de Waal published his book “The Age of Empathy”. He argues that empathy, our ability to care for – and understand – others, is integral for social animals like us, and builds upon very primitive adaptations, like mirror neurons, that we share with other social animals. Empathy is now a hot topic in research – but there is already a rich body of knowledge across various disciplines. Empathy involves different abilities, including accurately identifying emotions in others, responding with care to the misfortunes of others, and taking other people’s perspectives. These abilities play a crucial role in interpersonal relationships, pro-social behavior, emotion regulation, negotiation, and conflict resolution. This one-day workshop is designed to give you a thorough understanding of the multi-dimensional nature of empathy, it’s neurological underpinnings, and the role it plays in interpersonal relationships.

We are pleased to introduce you to three renowned experts from complementary backgrounds. Nancy Eisenberg will address the role of empathy in interpersonal behavior, Claus Lamm will address the neural underpinnings of different empathic abilities, and William Ickes will address how we can measure empathic accuracy (whether your intuitions about others are correct) in dyadic interactions. By combining these areas of expertise, students can broaden their understanding of the construct of empathy, the role it plays in interpersonal relationships, and research methods to investigate it, thereby strengthening their own research on empathy and related interpersonal processes.

The aims of the workshop are three-fold, namely to (1) enrich your understanding of empathy by bridging the interpersonal, neuro-scientific, and dyadic approaches to empathy research, (2) strengthen your own research designs

by incorporating insights from these three approaches, and (3) obtain valuable feedback on your own work from our three international guests.

This workshop is organized in tandem with a 1-day symposium at Utrecht University, where the cutting edge of empathy research will be presented by national- and international experts. You might be interested to attend both events. The symposium provides more theoretical background, whereas the KLI workshop offers an opportunity to interact with the international experts. If you would like to present a poster at the symposium, please contact Caspar van Lissa.

### **Format**

The workshop teachers will introduce their complementary approaches to empathy research, including methods (from neuroscience to survey and interaction data), results, and implications. Each presentation is followed by group discussion, stimulating students to formulate their questions and own ideas about the topics. Students will have the opportunity to present their relevant research and receive feedback from peers and international guests.

### **Literature**

Eisenberg, N., Eggum, N. D. and Di Giunta, L. (2010). Empathy-related Responding: Associations with Prosocial Behavior, Aggression, and Intergroup Relations. *Social Issues and Policy Review*, 4, 143-180.

Nancy Eisenberg (2010): Empathy-Related Responding: Links with Self-Regulation, Moral Judgment, and Moral Behavior.

De Clercq, A., Buysse, A., Roeyers, H., Ickes, W., Ponnet, K. and Verhofstadt, L. (2001). VIDANN: A video annotation system. *Behavior Research Methods, Instruments, & Computers*, 33, 159-166.



## **Social Embodiment**

### **Teaching staff**

Prof.dr. Eliot Smith (Indiana University) and dr. Daniel Lakens (Eindhoven University of Technology). Organizer: prof.dr. Sabine Otten (University of Groningen)

### **Type of course**

Joint Seminars

### **Date**

May 12 and May 13, 2014

### **Location**

University of Groningen

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## **Duration**

2 days

## **Language**

English

## **ECTS**

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

## **Content**

The principle of embodiment reflects a new perspective in which behavior and cognition are seen as arising from interactions among a nervous system, body, and environment including other agents. This workshop focuses on the body and sensori-motor systems as they interact with the social (rather than the physical) environment to determine cognition and behavior. Thus, we will consider current topics in embodiment research as applied to social judgments, dyadic relationships, and group interaction. Topics may include embodiment processes in emotions, moral judgments, and other social judgments; shared task performance in dyads and social groups; and synchrony and mimicry in dyadic interaction and relationships.

The workshop will comprise both plenary sessions and work in small groups. Participants who are working on projects in the field of social embodiment themselves may get the opportunity to present and discuss this work during the workshop.

## **Format**

### **Day 1**

To be announced

### **Day 2**

To be announced

## Literature

Wiltermuth, S. S. (2012). Synchrony and destructive obedience. *Social Influence*.

## **Diversity and Conflict**

### **Teaching staff**

Teachers: prof.dr. ETTY Jehn (Melbourne Business School), prof.dr. Ellen Giebels (University of Twente), dr. Elze Ufkes.  
Organizers: dr. Fieke Harinck and Said Shafa (Leiden University).

### **Type of course**

Joint Seminars

### **Date**

June 30, 2014

### **Location**

Leiden University

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*Please note that this workshop was rescheduled from 2 days to 1 day*

### **Duration**

1 day on June 30, 2014

### **Language**

English

### **ECTS**

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

### **Content**

As societies are becoming more diverse and intercultural interactions become commonplace, diversity related conflicts are more likely to arise. Therefore understanding the way group membership impacts on people's thoughts, emotions and actions is imperative in preventing and managing societal tensions. This two-day workshop will take a diversity perspective in exploring recent findings in the field of conflict management. Required reading will be mailed to all participants two weeks before the start of the workshop. During the morning sessions, esteemed national and international scholars will discuss theoretical frameworks and present state of the art empirical findings. In the afternoon sessions, students will be divided in groups and work on group assignments, resulting in a final presentation on the second day. The goal is to offer a varied and engaging workshop that informs and challenges student's views of the interplay between culture and context in the field of conflict management.

### **Format**

During the seminar, we will have presentations by Prof. Dr. Karen Jehn from Melbourne Business School, and by Prof. Dr. Ellen Giebels and Dr. Elze Ufkes, from the Psychology of Conflict, Risk & Safety Department of the University of Twente. Karen Jehn will present on the different consequences of conflict asymmetry. Ellen Giebels will present her latest work on dyadic interactions between members of different cultural backgrounds in high stakes contexts such as crisis negotiations and police interrogations. Additionally, Dr. Elze Ufkes will present his work, focused on understanding, preventing and resolving conflicts based on cultural group membership and intercultural attitudes in day-to-day contexts. In the afternoon, students will be invited to form small groups in which they engage in discussions and try to connect the newly gained knowledge to their own research interests or develop totally new ideas.

## Literature

Giebels, E., Ufkes, E. G., & Van Erp, K. J. P. M., (in press). Understanding high-stakes Conflicts. In K. A. Jehn (Ed.), *Handbook of conflict management research*.

Jehn, K. A., & Bezrukova, K. (2010). The faultline activation process and the effects of activated faultlines on coalition formation, conflict, and group outcomes. *Organizational Behavior and Human Decision Processes*, 112(1), 24-42.

Jehn, K. A., Rispens, S., & Thatcher, S. M. B. (2010). The Effects of Conflict Asymmetry on Work Group and Individual Outcomes. *Academy of Management Journal*, 53(3), 596-616.

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## Research Group Meetings

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### Interpersonal Processes Research Meeting

#### Teaching staff

Dr. Lasana Harris (Duke University) and dr. Lotte van Dillen (UL)

#### Type of course

Research Group Meetings

#### Date

April 16, 2014

#### Location

Leiden University, room 5A19

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#### Duration

1 day, 10.00 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.