Social Psychology in Theory and Practice

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see [www.paulvanlange.com](http://www.paulvanlange.com) (where you can find the slides)
Theory

Strong and weak
A goldmine of ideas
No grand theories (Pinker)

Navigation to phenomena
Focus on process
Discovering High-Quality Ideas: The Many Roads to Rome
How to Publish
High-Quality Research

Discovering, Building
and Sharing the Contribution

Jeff Joireman and Paul A. M. Van Lange

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What is High-Quality Research?

High-Quality Research is...

Research that combines high quality ideas, methods, analyses, writing, revising, and promotion to fill a meaningful gap in the literature by advancing an understanding of:

• How, why, or when a phenomenon occurs

• How to best measure and/or study a phenomenon

• How well a phenomenon generalizes across situations/people and/or applies to the real world
### Styles and Action Strategies for Discovering Ideas

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Useful Questions by Style

1. **Interactive**: How do my colleagues in different disciplines approach this problem? What ideas can I gather by reading other disciplines that can help me better understand my own research?

2. **Observant**: What interesting and important phenomena am I observing in my own life or the world at large? Is there a serious, real-world problem that needs to be better understood?

3. **Societal**: How might theory and research be applied to a real-world problem? What study could make a real contribution to understanding this societal issue – and perhaps even help resolve it?

4. **Integrative**: What new insights could we gain by drawing on fields outside our own? How might a variety of disciplines be integrated to help bring order to disparate (but related) literatures?

5. **Challenging**: Is conventional wisdom correct? Under what circumstances might it not hold? Are the hypotheses advanced by a given theory correct? Is there an alternative logic or theory that would suggest opposing hypotheses?

6. **Inquisitive**: We know this phenomenon occurs, but why? How can we understand this puzzling paradox?

7. **Creative**: How can we develop better methods to gain greater insight into this problem? Can I offer a novel theoretical framework to bring order to this area?

8. **Comparative**: Do these findings generalize across situations and cultures? What might be some boundary conditions that would eliminate or even reverse this effect?
• Interacting with colleagues within and outside one’s discipline, and reading across disciplines.
Melissa Bateson’s Free-Rider Problem:
An Inspiration for Ground-Breaking Research

Honor Box
(Voluntary Payment for Coffee, Tea, Condiments)
There are now 60 or more published studies.

“Eye cues” did affect various expressions of norm compliance in the real world, including acts such as not littering, or for medical personnel to wash their hands.

Several (economists) could not replicate it when real money was at stake (e.g. in public good dilemmas)

We focused on (a) low-cost, strongly normative behavior (“you just have to do it”), and (b) the eyes (whether they are really watching YOU)?
The feeling of being watched

Our DV is whether they completed 15 rather dull tasks of re-typing non-existing, long string of 20 randomly selected characters (norm compliance).

such as: xnuelsudoooodjfieoppq

P.S. Norms were also reinforced by noting that in case of not completing these 15 tasks, the next participant will be faced with these left-over tasks.
Tentative conclusion:

“Eyes” can promote cooperation (somewhat) – but only when they pay attention, when they trigger the feeling that you are being watched.

(and only when cooperation is relatively inexpensive, and strongly normative).

Easy to implement.... As a nudge.
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Observant Style

• Drawing on personal, social, or historical observations as the starting point for an interesting idea or set of questions.

• Personal Observations
  • Barnhart and Peñaloza (2013) studied how aging people and their caretakers (children) negotiate consumption based on Barnhart’s experience selling emergency services to elderly customers and working with her own older family members.

• Shared Social Observations
  • Silver et al. (2013) studied how images of September 11th, Twin Towers attack impacted posttraumatic stress symptoms

• Historical Observations
  • Condon et al. (2013) tested hypothesis, based on Buddhist teachings, that meditation increases compassion.
Motivated by a desire to understand or solve a real-world social problem, or test how a theory applies to a real-world phenomenon.

Understanding a Real-World Problem
- Wolke et al. (2013) found that students involved in bullying had poorer health, financial, and social outcomes, and increased risky and illegal behavior.

Applying a Theory to a Real-World Problem
- Tangney et al. (2014) applied theories of shame and guilt to understand how likely people released from jail would engage in another crime. Guilt reduced recidivism, while shame increased recidivism.
The Obedience Study (Milgram 2.0)

Recall Milgram: Many people were prepared to give severe (often even life-threatening) electrical shocks because the experimenter told them to do so...

“it would help other people learn more quickly (punishment helps)”

The Obedience Study

Description of Study on sensory deprivation

What happened was traumatic: All of those people panicked, their cognitive abilities were impaired temporarily, some experienced visual and auditory hallucinations. The majority said it was a frightening experience.

They were asked to write an endorsement of the experiment using at least two very positive descriptions (e.g., “exciting”) and no mention of the negative effects of sensory deprivation.

Options: (a) Obey, (b) Not Obey, or (c) Blow the whistle (report to ethical committee by dropping a note in a mailbox).

The Obedience Study (n = 149)

Different from Milgram’s studies:

- No shocks

- Note that participants have time to think (7 minutes)

- The experimenter was absent during those all 7 minutes

- We asked a separate group (n = 138) to indicate what they themselves would do in this situation, and what they thought most VU-students would do in this situation.

Motivated by a desire to merge two or more disciplines to gain insight into a problem, or organize a literature, for example, via meta-analysis.

**Merge Disciplines**
- Vohs and Faber (2007) integrated social psychology and marketing by drawing on the social-psychological “strength model of self-control” to understand an impulsive buying. Depleted consumers were more likely to engage in impulsive buying.

**Organize a Literature**
- Taylor and Brown (1988) drew on literatures in social, clinical, cognitive, personality, developmental, educational and motivational psychology to show that mental health is often promoted by systematic cognitive biases (e.g., unrealistically positive views of the self and perceptions of personal control).
Motivated by a desire to challenge intuition or commonly held assumptions, or to test competing theories.

**Challenge Intuition**
- Grant (2013) challenged assumption that extraverts are always better leaders, showing instead that “ambiverts” (who can switch between extraversion and introversion) make better leaders.

**Test Competing Theories**
- Balliet et al. (2011) tested two competing theoretical models on forgiveness: (a) forgiveness requires both prosocial orientation and self-control (synergistic model); (b) forgiveness requires either prosocial orientation or self-control (compensatory model). (Results supported the compensatory model).
Motivated by a desire to understand why a phenomenon works the way it does (i.e., the mechanism responsible for an established effect) or resolve a paradox.

Why Does it Happen?
- Jaremka et al. (2013) wanted to understand the mechanism explaining why loneliness leads to poorer health outcomes. Their results suggest that lonely people have more adverse reactions to stress, which contributes to poorer health outcomes.

Resolve a Paradox
- Dunn et al. (2008) wanted to understand the paradox that while media suggests “money can buy happiness”, studies show weak link between money and happiness. They found that money leads people to focus less on others, which can reduce happiness.
Motivated by a desire to develop new methods to better study a phenomenon, or a new model to explain a phenomenon.

Developing a Better Method
- Park and colleagues (2014) were looking for a creative way to study the benefits of cognitive engagement on cognitive functioning in older adults. To do this, they developed the 14-week “Synapse Project” (involving challenging activities like digital photography).

Developing a New Model
- Wayne et al. (2013) developed a model to understand how “family friendly” organizational policies (e.g., generous maternity leave) impact organizational commitment. Results suggest that family friendly policies reduce work-to-family conflict and lead one’s partner to show more support, in turn increasing the employee’s organizational commitment.
New method: Social mindfulness

Past research (on economic games, such as Prisoner’s dilemma and other social dilemmas):

- costly cooperation

- cooperative option is always easily detectable or even salient
Recent findings (to start a new line of research)

[a] People are more socially mindful to those with trustworthy faces than to those with untrustworthy faces

[b] Associated with other prosocial measures (.15 < r < .40) such as social value orientation, empathy, perspective-taking.

[c] Associated with adult age: Older people are more socially mindful

[d] Neuroscientific evidence (i.e., cognitive effort, mentalizing and reward processes)

And linked to increases in children age

Social mindfulness among children (n = 665)
But if social mindfulness is reflected in the tendency to select the non-unique option, how should we conceptualize (non-random) tendencies to select the unique option (leaving less choice for others)?

- **Social mindfulness:** selections for non-unique objects

- **Social hostility:** selections of unique objects (frustrating another’s options/goals).

Is there evidence for social hostility?

Imagine that the other person is someone you have a strong and longstanding conflict with, and you experience some true feelings of disliking even when only thinking of this person.” (Foes)

What if Ajax players bring to mind Feyenoord players?

Social Mindfulness and Social Class

Social class easily observed education, salary, house, car

• Are we more socially mindful to lower or higher social classes – or no difference?
• Does it depend on our own social class?
Three Perspectives; Three Hypotheses

I. *Fairness*: Lower class others elicit greater prosociality than higher class others

II. *Status*: Higher social class elicits greater prosociality

III. *Similarity*: People are most prosocial to others sharing the same class

Van Doesum, N., Tybur, J., Van Lange, P. A. M.  xxxxxxxxxxxxxxxxxxxxxxxxxxx (title covered)
Conclusion:

It takes a social mind to be socially mindful – but also to be socially hostile!

In non-economic ways, we (like to) approach others from higher social classes with less social mindfulness (and some with even greater social hostility).
Motivated by a desire to understand the extent to which a phenomenon generalizes across situations, including cultures, or is altered by certain boundary conditions.

Comparing Cultures

- Oishi and Deiner (2014) reported large, cross-national study on GDP, religiosity, and meaning in life and suicide rates. Poorer nations were more religious, had higher meaning in life, and lower suicide rates.

Identifying Boundary Conditions (Buffers, Susceptibility)

- Chan and Wan (2012) studied whether service employees’ fatigue always led to lower service quality and customer satisfaction. Results showed that fatigue only led to reduced service quality and customer satisfaction when supervisor support was low. High supervisor support was a “buffer” against fatigue.
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Take-Home Message

All roads lead to rome.
Take-Home Message (continued)

But to get there, you need to be inspired by ideas (and the broader picture)!
What Theory Is

• Theory is the answer to queries of why. Theory is about the connections among phenomena, a story about why acts, events, structure, and thoughts occur. Theory emphasizes the nature of causal relationships, identifying what comes first as well as the timing of such events. Strong theory, in our view, delves into underlying processes so as to understand the systematic reasons for a particular occurrence or nonoccurrence” and “it may have implications that run counter to our common sense.”


• In short, theory can be defined as a set of interrelated propositions (or principles) concerning how, why or when a phenomenon or set of phenomena occur.
What Theory Is Not

According to Sutton and Staw (1995), theory is not...

• Referring to past research
• Describing previous empirical findings
• Listing and defining a long list of variables
• Testing the strength of different predictors
• Evaluating the fit of a causal model
• Drawing diagrams
• Hypotheses
Why Theory is Important

• Theories are “tools for communication” that go beyond unique methods, allowing researchers from different areas to “bridge” findings.

• Theories allow researchers to organize disparate and sometimes loosely connected empirical findings into an overall explanatory framework.

• Theories address the most important questions of “how,” “why” and “when” a phenomenon occurs, facilitating our understanding of the phenomenon and interventions.
Theories vs. Hypotheses: An Illustration

- **Theory**
  - Self-control operates like a muscle
  - People have limited self-control resources
  - Self-control resources can be “depleted” over time
  - Self-control can also be built up over time

- **Hypothesis**
  - When people regulate their emotions, they will show a reduction in self-control

- **Operationalization**
  - Participants watch funny or sad video
  - React naturally or suppress emotions
  - Solve anagrams
Van Lange’s (2013) TAPAS System for Evaluating Theories

- **Truth**
  - Lead to hypotheses that receive empirical support through carefully conducted research.

- **Abstraction**
  - Particulars (e.g., phenomena and events) are described in general terms (concepts, principles, assumptions)

- **Progress**
  - Makes progress beyond what we knew, expanding our understanding of a phenomena, and/or connections between phenomena

- **Applicability**
  - Is relevant to everyday life and interventions aimed at addressing real-world problems
1. What ethical guidelines should we follow in conducting research studies?

2. What are some dilemmas researchers face when analyzing and writing up data?

3. What are ‘best practices’ to avoid unethical data analysis and reporting?
Ethics:
A Cornerstone of High-Quality Research
Problems Due to Unethical Research Practices

- Negative impacts on participants, and in turn, research in general (e.g., through increased suspicion)

- Prevent scientific progress

- Lead other researchers to waste time trying to “replicate” a finding based on fake/flawed data

- Lead others to question value of our disciplines, reducing our ability to solve real-world problems

- Harm colleagues’, students’, advisors’ careers
APA – Standard 8 (Research and Publication)

- Institutional review and approval
- Informed consent (risks, benefits, right to leave)
- Avoid exploiting participants (e.g., students in one’s class)
- Avoid offering too large a reward in order to avoid coercion
- Limit deception
- Avoid harm
- Debrief
- Do not fabricate data
- Do not publish, as new data, data that have already been published
- Give and take appropriate credit for publication
- Share data with others if requested for verification
- Reviewers do not disclose or steal ideas of authors
Emerging Ethical Dilemmas in Data Analysis and Reporting

- How much of original data should be reported?
- If only one of two studies “works,” what should we do?
- What are appropriate guidelines for screening out certain observations?
- Should authors of published papers be required to share their data?
Recommendations on Maintaining Integrity During Data Analysis

- Avoid collecting a large number of “exploratory conditions” in hypothesis-testing research.
- Be transparent in methods and data analytic procedures so reviewers and editors can evaluate conclusions in light of data.
- Become familiar with appropriate data screening techniques for dealing with outliers, etc.
- Analyze data “in public” (e.g., with graduate students) and openly discuss ethics of taking certain approaches to data analysis.
- Be open with co-authors and reviewers about steps you’ve taken to “reduce the data” and report results before and after data screening.
- Find a trusted colleague to discuss ethical issues.
- Trust your gut; if it feels wrong, it is likely a sign that something is a problem, and you should discuss it with your colleagues.
1. How can researchers “fill a gap”?

2. Are there general “paradigms” you can identify that allow researchers to “make a contribution”?
Publication Paradigms:
The Bedrock of High-Quality Research
Eight “Publication Paradigms”

1. Bridge Disciplines
2. Conduct a Meta-Analysis
3. Launch a Paradigm Shift
4. Combine Mediators and Moderators
5. Develop a New Individual Difference Tool
6. Introduce an Innovative New Method
7. Venture into the Real World
8. Explore the Role of Culture
Bridge Disciplines

• Definition
  • An intentional effort to draw on the human, theoretical, methodological, and/or empirical resources of a related discipline to shed new light on one’s own discipline, contribute new insights to a related discipline, and consequently advance progress in both disciplines.

• Benefits
  • Addresses questions of a very fundamental nature (that cross disciplines)
  • Addressing real-world problems requires insights from different disciplines
  • Diffusion of theories, research methods, and data analytic techniques
  • Stimulating exercise that can advance your career and keep you engaged
  • Increases impact of your research

• Costs
  • Challenge to keep up with multiple literatures
  • Reviewers/editors may resist new ideas outside their “disciplinary paradigm”
  • Differing definitions/measures/methods across disciplines, contributing to miscommunication
• **Going Green to be Seen**
  • Griskevicius, Tybur and Van den Bergh (2010) bridged social, evolutionary, and consumer psychology to show that people buy environmentally-friendly products to gain status.

• **Social Exclusion and Consumer Spending**
  • Mead and colleagues (2011) integrated work on social exclusion (within social psychology) and consumer behavior (in marketing) to show that socially-excluded consumers spend strategically to reestablish connection (e.g., evaluating and selecting products that are likely to be approved by a person with whom one will soon interact, including chicken feet and cocaine!).
Meta Analysis

• Definition
  • Statistical technique for averaging effect sizes across studies, and exploring how different study characteristics, such as the percentage of men and women in a sample, experimental methods, or outcome measures moderate (and/or mediate) the effect size.

• Benefits
  • Can bring order to disparate/conflicting findings and resolve controversies
  • Helps identify how different methodological factors can change an effect
  • Can shed light on mediating mechanisms
  • Provides a helpful (easy to understand) basis for policy recommendations
  • Are often heavily cited, increasing researcher’s impact
  • Exposes a researcher to a wide range of literature, refining theoretical, methodological, and analytic skills

• Costs
  • Labor intensive and time consuming
  • Some schools may place little value on ‘secondary analysis’ (vs. primary empirical contributions)
• Does Emotional Intelligence Enhance Job Performance?
  • Joseph and Newman (2010) used meta-analysis to test a “cascading model” of emotional intelligence as a predictor of job performance (emotion perception → emotion understanding → emotion regulation → job performance). Results supported the model, with strongest effects in jobs requiring high emotional labor. (Cited 306 times).

• Does the Implicit Association Test (IAT) Predict Behavior?
  • Greenwald and colleagues (2009) used meta-analysis to determine whether the Implicit Association Test (IAT) predicts behavior. Results supported the validity of the IAT, with strongest effects in political and intergroup domains. (Cited 1036 times).
Launch a Paradigm Shift

**Definition**
- A *deliberate effort to “push boundaries” (theoretical, methodological, analytic) by challenging long-held assumptions, common wisdom, or intuition, and/or test competing theories.*

**Benefits**
- An inherent part of scientific inquiry
- Can lead to an interesting (but also controversial) journey
- May help establish a researcher’s standing

**Costs**
- “Gate Keepers” may resist change, making it difficult to publish
- May risk offending or alienating established scholars
• **Can Low Status Consumers Influence People to Buy?**
  - Shalev and Morwitz (2012) challenged the assumption that consumers would not model their behavior based on low status sources (e.g., a homeless person with an iPad). They argued that consumers engage in “comparison-driven self-evaluation and restoration”; if a low status person has a product we don’t, we want that product to restore our sense of self.

• **Is An Eye-for-an-Eye Always the Best Idea?**
  - Van Lange and colleagues (2002) questioned whether “tit-for-tat” was always the best strategy for motivating cooperation in social dilemmas. They argued, and found, that in “noisy situations” (where cooperation can be reduced by factors outside one’s control), a more generous strategy (TFT+1) is viewed more favorably and is more effective at eliciting cooperation.
Combine Mediators/Moderators

• **Definition**
  • *Motivated by a desire to understand the mechanism underlying a certain effect, and conditions that magnify/reduce/reverse an effect, and how interactions are mediated (mediated moderation), and mediational processes are moderated (moderated mediation).*

• **Benefits**
  • Helps to identify why and when a phenomenon occurs
  • Understanding mechanisms may help identify points of intervention
  • Identifying moderators can help identify “boundary conditions” for an effect, which may improve targeted interventions
  • Helps to advance a theoretical understanding of the phenomenon in question

• **Costs**
  • Mediation is open to alternative explanations
  • Combining mediation and moderation can lead to highly complicated models that are difficult to communicate
• **Negative Backlash Against Female Politicians**
  
  Okimoto and Brescoll (2010) used “mediated moderation” to determine why voters may have a negative reaction to female politicians seeking power. Voters evaluated females (but not males) seeking power less favorably, and this interaction was mediated through a perception that power-seeking females have a “communal deficit” which then led to moral outrage (disgust and contempt).

• **Strong Intentions Convert Plans into Action**
  
  Wiedemann et al. (2009) used “moderated mediation” to show that strong exercise and dental hygiene intentions make it more likely that a person’s actions plans will turn into action. In this case, intentions both influenced action plans, and moderated the impact of action plans on behavior.
Individual Difference Tool

• Definition
  • Motivated by a desire to measure a theoretical personality construct and capture meaningful individual differences that can predict behavior (perhaps in interaction with situation and/or other individual differences).

• Benefits
  • Scale development process can force a researcher to think carefully and systematically about the construct in question
  • Improves ability to predict behavior
  • Can inspire others to begin studying a construct (like Zimbardo!)
  • High-quality scales in top tier outlets are often heavily cited (Zimbardo & Boyd, 1999, now cited 1,116 times!)

• Costs
  • Time consuming
  • Expectations for publishing very high
  • Turf wars
  • Personality traits “proliferate like rabbits” (Zuckerman, 1994) leading similar constructs to “fly” under different names, leading to theoretical confusion
• **GRIT**
  
  Duckworth and colleagues (2007) developed the “GRIT Scale to assess “perseverance and passion toward long-term goals” and validated it by demonstrating its ability to predict GPA over and above SAT scores, and whether military cadets would make it through summer training camp.

• **Tightwads vs. Spendthrifts**
  
  Rick et al. (2008) developed the Spendthrift-Tightwad scale to assess the degree to which people find it easy (spendthrift) or hard (tightwad) to spend money, and validated it by showing it predicted retirement savings, and responses to manipulations designed to reduce the “pain of paying.”
Innovative New Method

• **Definition**
  • *Can come in a variety of forms, including new ways of operationalizing an IV, or a DV; a data collection method or context; a sophisticated data analytic technique. Often go beyond “self-report” methods to establish the practical relevance of a phenomenon.*

• **Benefits**
  • Reviewers, editors, readers like a “good story” (facilitated by a novel method), increasing odds of publication and impact
  • Often deals with “real life,” enhancing generalizability/relevance of your work
  • May offer researcher new insights into the phenomenon of interest
  • Can be stimulating and fun to develop novel method

• **Costs**
  • Can be very time consuming and expensive to execute
  • The “tail may wag the dog” (the method becomes the primary focus) leading a researcher or a discipline to become “method bound”
  • Reviewers may resist new methods
• **Cortisol as a Measure of Response to Stereotype Threat**
  - Townsend and colleagues (2011) noted that very little research established that stereotype threat led women to feel stressed. To address this puzzling null result, the authors used changes in stress hormone cortisol to study how women respond to stereotype threat in simulated interviews with males.

• **Social Mindfulness (SoMi) Paradigm**
  - Van Doesum, Van Lange, and Van Lange (2013) developed the Social Mindfulness Paradigm to assess extent to which people “safeguard other people’s control over their own behavioral options in situations of interdependence.” The SoMi paradigm asks participants to choose an item among an array of objects, leaving the rest for the next person. The socially-mindful choice is to choose the more plentiful option, leaving the next person a choice.
Venture into the Real World

• **Definition**
  - Any effort to enhance the ‘face validity’ and real-world relevance of a research study by simulating realistic situations in the lab and/or observing behavior in a naturalistic setting.

• **Benefits**
  - Reviewers, editors, readers like a “good story” (facilitated by a novel method), increasing odds of publication and impact
  - Often deals with “real life,” enhancing generalizability/relevance of your work
  - May offer researcher new insights into the phenomenon of interest
  - Could identify “boundary conditions” for an effect
  - Can be stimulating and fun to develop novel method

• **Costs**
  - Can be very time consuming and expensive to execute
  - The “tail may wag the dog” (the method becomes the primary focus) leading a researcher or a discipline to become “method bound”
  - Reviewers may resist new methods
  - Real-world studies likely to have a lot of “noise” and confounds
Junk-Food-Eating Grad Students and On-line Gamers Encourage Undergraduates to Eat Healthy

Berger and Rand (2008) reported three studies on how “dissociative outgroups” promote health behavior among undergraduates (e.g., graduate students are a dissociative outgroup for most undergraduates). Healthy choices were assessed via consumer choice task in a mock store, and observing and coding food choices in a university cafeteria.

Thinking About Money Reduces Time Socializing

Mogilner (2010) aimed to understand why “money doesn’t buy happiness.” She hypothesized that thinking about money reduces time socializing. In one study, Mogilner used a scrambled sentence task to prime thoughts of time, money or neither, and unobtrusively coded how much time participants spent socializing (vs. working) in a coffee shop.
Explore the Role of Culture

• Definition
  • *Often takes on one of two forms:*
    • *Cross-cultural psychology,* defined as “the study of: similarities and differences in individual psychological functioning in various cultural and ethnocultural groups; of the relationships between psychological variables and socio-cultural, ecological and biological variables; and of ongoing changes in these variables” (Berry et al., 2002, p. 3)
    • *Cultural psychology,* which focuses more on “understanding the person in a historical and sociocultural context” and discovering “how mind and culture define and constitute each other in specific contexts” (Adamopoulos & Lonner, 2001, p. 20).

• Benefits
  • Help determine generalizability of findings, and/or boundary conditions
  • Comparing cultures may point to a useful theory that can explain individual differences
  • Working in a new culture may lead a researcher to recognize a new phenomenon/process that does not exist within one’s own culture

• Costs
  • Must take be sensitive to cultural differences and pay attention to subtleties (e.g., in meaning)
  • Culture as an IV comes with many confounds and alternative explanations
Explore the Role of Culture (Illustrations)

- **Cultural Differences in Punishing Cooperators**
  - Hermann and colleagues (2008) studied “antisocial punishment” (punishing cooperators) across 16 cultures. U.S. and Australia lowest, Greece and Oman highest, and antisocial punishment negatively related to norms of civic cooperation (importance of paying taxes) and rule of law (perceived fairness of law enforcing institutions) gathered from World Values Survey.

- **Cultural Differences in the Physical/Built Environment Shape Culture-Dependent Cognition**
  - Miyamoto et al. (2006) coded pictures from scenes in U.S. and Japan, finding more complex environments in Japan. In a follow-up study, participants exposed to Japanese environments were more likely to identify changes in the background (context) of a scene, suggesting they were thinking from a more collectivistic perspective.
1. What are the key challenges you face when writing and revising?

2. What advice do you have for becoming a better writer, and publishing?
Tips for Writing and Revising

Edit Ruthlessly

Somebody has said that words are a lot like inflated money—the more of them that you use, the less each one of them is worth. Right on. Go through your entire letter just as many times as it takes. Search out and annihilate all unnecessary words, and sentences—even entire paragraphs.

Malcolm Forbes
How to write a Business Letter or Make a Speech
• Strive for perfection
• Objectively reflect on quality of your writing
• Gather feedback prior to submission
• Lead your reader by the hand
• Provide occasional overviews
• Utilize effective transitions
• Be (somewhat) redundant (especially in constructs)
• Use straightforward language
• Make every sentence count
Three to Four Paragraph Opener

- **Paragraph 1**
  - Grab readers’ attention and raise the research question(s)
  - Anecdotes, statistics, quote(s)

- **Paragraph 2**
  - Provide preliminary answers to the question
  - Highlight remaining gaps

- **Paragraph 3**
  - Outline the purpose of your study (how you will fill the gap)
  - Give readers a brief overview of your hypotheses and key conclusions

- **Paragraph 4**
  - Clearly explain the contributions your work makes to the literature
Forgiveness is a linchpin in successful relationships (Karremans & Van Lange, 2008; McCullough, Rachal, Sandage, Worthington, Brown, & Hight, 1998; McCullough, Worthington, Rachal, 1997; Tsang, McCullough, & Fincham, 2006; Worthington, Van Oyen Wetvillet, Pietrinit, & Miller, 2007) and an important determinant of psychological well-being (Bono, McCullough, & Root, 2008; Karremans, Van Lange, Ouwerkerk, & Kluwer, 2003; Lawler et al., 2003). One factor that influences willingness to forgive is an individual’s personality.

Prior research linking personality with forgiveness has implicated a variety of traits. The majority of this work suggests that the forgivers of the world are basically “nice” people – high in agreeableness (e.g., Leach & Lark, 2004; McCullough & Hoyt, 2002) or empathy (McCullough, et al., 1997; 1998; 2001) (for a recent review, see Fehr, Gelfand, & Nag, 2010). More recent work suggests that the world’s forgivers may also be “smart” people – high in trait self-control (Finkel & Campbell, 2001) or executive functioning (Pronk, Karremans, Overbeek, Vermulst, & Wigboldus, 2010). Integrating these two lines of research, the present work poses the following questions: Can a high level of trait self-control predict higher levels of forgiveness even among people with a proself orientation? Can a prosocial orientation positively relate to forgiveness even among those with a low level of trait self-control? Or does forgiveness require both a prosocial orientation and high trait self-control?

To address these questions, we advance a trait x trait interactionist perspective on forgiveness which gives rise to two competing theoretical models. Though both models are grounded in work on forgiveness and social interdependence theory, the models offer a notably different pattern of predictions. The compensatory model predicts that forgiveness requires a prosocial orientation or high self-control, and the synergistic model assumes that forgiveness requires both. We test these competing models across three primary studies exploring willingness to forgive an interaction partner who behaves non-cooperatively in a social dilemma.
Revising Principles

• Adopt the Correct Attitude
  • Reflective, Rational, Respectful
• Address each comment (even if it is a polite rebuttal)
• Over-deliver
• Don’t try to “pull the wool over reviewers’ eyes”
• Write a clear, well-organized and respectful response letter to the editor and reviewers
• Remember: you are the author (if you are truly uncomfortable with a suggested change, clearly and respectfully explain your reasoning)
Process Model for Publishing High-Quality Research
Willingness and Ability to Execute High Impact Research
- Research that addresses theoretically-driven questions that fill a real and meaningful gap in the literature and which a wide range of audiences find compelling and convincing
- Research within the Pasteur Quadrant* that merges theory and application using multiple methods, often including observation of actual behavior in the field

Objectives and Motivations
- Pick a topic you are passionate about
- There are several roads to Rome*
- Don’t chase (the dragon of) impact*
- Strive for perfection
- Maintain integrity and transparency

Mental Preparation
- Think big* and avoid low-hanging fruit*
- Attend to, and engage with, the real-world
- Focus on problems of everyday life*

Academic Preparation
- Read broadly in (and out of) your discipline
- Interact w/people outside your discipline
- Continually learn new methods

Ability to Ask Compelling Questions that…
- Lead to newsworthy stories* that strike a personal chord* and resonate* with real people
- Assist policy makers and society
- Address a counter-intuitive idea

Awareness of Theory and Research
- Ability to recognize and address gaps in the literature
- Ability to forward theory-driven models and hypotheses

Methodological Bandwidth*
- Arsenal of rigorous, creative and ethical methods and analytic techniques that provide compelling support for theory/hypotheses and data against dogma*

Willingness and Ability to Execute High Impact Research
- Research that addresses theoretically-driven questions that fill a real and meaningful gap in the literature and which a wide range of audiences find compelling and convincing
- Research within the Pasteur Quadrant* that merges theory and application using multiple methods, often including observation of actual behavior in the field

Writing a Compelling First Submission
- Clearly articulate the gap you are filling and detail your contributions
- Stay focused: sell the “nugget” and “lead the reader by the hand”
- Explain constructs, measures, and methods clearly
- Present results in a convincing manner, and put time and effort into effective figures

Effectively Responding to Reviewers
- Adopt the correct attitude (reflective, rational, respectful)
- Address each and every comment in a respectful and organized manner
- Over-deliver, leaving the editor and reviewers pleasantly surprised
- Write a clear, detailed, and respectful response letter
- Show GRIT*: Persevere toward long-term goals and “go for the banana”

Promoting Your Work
- News releases
- Social media
- Send to colleagues
Grit and Go for the Banana!