European Bulletin of Social Psychology

Editors: Dominic Abrams & Sibylle Classen

Editorial

In this issue of the Bulletin we are concentrating on book reviews, reports and announcements. It is not easy to review large volumes, and so we are grateful to the reviewers who took on the task of covering the Blackwell Handbooks. It is gratifying both that members of the Association are producing so many excellent books, and that they are happy to review them!

You will also see that we have reports on activities supported by EAESP. Please remember that EAESP provides many forms of support for its members, including joint meetings with SPSSI, teaching fellowships with SPSP, and will be supporting summer school exchanges with SPSP in the future. Please check the EAESP website (http://www.eaesp.org) for details of these schemes, and please do apply for support.

As you will be aware, the next General Meeting is imminent. The organizing committee and the scientific committee have taken on a mammoth task this time around, and we hope that all their efforts are appreciated by members. We would like to draw your attention to the announcement on pp 44-48 of this Bulletin – please make sure that you have registered before April 1ˢᵗ, and be sure to submit both form A (via the General Meeting's website) and form B (via fax or regular mail directly to Sibylle Classen).

Regularly checking the General Meeting's website at http://www.psy.kuleuven.ac.be/ssgm is really the best way to stay informed of the latest news regarding the Meeting. As a matter of fact, sofar the website already received well over 7000 visits. As a result, the Association has managed to keep the direct cost of correspondence regarding the General Meeting down to an all time low of 3 euro, i.e. the cost of a single stamp for an addressee with a missing email address.

Finally, we note with sadness the death of Jean-Pierre Di Giacomo, for whom Jacques-Phillipe Leyens has written an obituary.

Dominic Abrams and Sibylle Classen

Book Reviews

Discourse as Data: A Guide for Analysis, edited by Margaret Wetherell, Stephanie Taylor, and Simeon J. Yates (2001).

London: Sage Publications with the Open University Press. 338 pp. Paper (ISBN 0-7619-7158-0): £ 16.99

Review by **Howard Giles**[1]

As an Editor of the *Journal of Language and Social Psychology*, I have witnessed an enormous increase in the number of discourse analytical papers submitted to this forum over the last 10 years or so. Seasoned researchers and students alike may, therefore, wish to know how to engage this kind of work as, while there are a plethora of texts devoted to the experimental method and such like, those devoted to forms of discursive techniques are far less. In this sense, this is an important volume which adds to those beginning to fill this niche (see Wood & Kroger, 2000).

The chapters take us through some very different analytical procedures, namely conversational analysis, corpus linguistics and interactional sociolinguistics, discursive psychology, critical discourse analysis, and a Foucauldian genealogical approach. Criss-crossing these techniques are a range of very different thematic foci from expressing masculinity to managing single motherhood over historic periods. While these chapter topics weave a peculiar trajectory to the discursive novice (as shall be noted implicitly below), they, very quickly, have the benefit of showing how our communicative patterns and routines are so contextually dependent, on the one hand, and a creative shaper of situations, on the other. The three-page Introduction by the editors points out that, given its Open University origins (i.e., as D843 Workbook for the Masters in Social Sciences), the book has been reviewed and benefited from the feedback of

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many students and others. In other words, every effort has been made to make this as reader-friendly a text as possible, with bulleted information, summaries, and recommended further readings. Nonetheless, the formats of the chapters are refreshingly diverse, although sometimes the naive reader is, arguably, thrown too many different discourse extracts to cope with at one time.

The book proper is sandwiched by pro- and epilogue chapters from one of the editors, Taylor. The first of these is particularly useful to those new to qualitative methods and social constructionism. She takes the reader by the hand by comparing and contrasting phases of discourse analytical (DA) traditions with mainstream quantitative sociopsychological techniques - even up to differences in their write-ups.   This in-depth discussion, which introduces the reader to some of the technical nomenclature of DA, also has an activity where readers are posed various challenging questions and then thrown into five short extracts requiring answers (e.g., "what extra information do you need to understand the transcript"). This helpful convention is one that is common to each of the subsequent 6 hands-on chapters that include a number of activities for the reader to learn techniques and receive feedback on their efforts.

The next chapter is the first of the set dealing with particular techniques and is written by Robin Wooffitt on conversational analysis (CA). Besides introducing the relevant literature, readers encounter four activities with 39 extracts (although some of these are very short); the focus of these is on psychic-client interactions. One very fine feature of this chapter is the presentation of data as transcribed by an accomplished professional vis-à-vis that devised in CA fashion. The latter underscores the potential for the omission of critical social information in even the best transcriptions - the art and science of which is amply dealt with throughout this volume. That said, reference to a previously edited book by Roger and Bull (1998), which attempted a rapprochement between CA and experimental social psychological methods, is somewhat conspicuous by its absence. Throughout the remainder of the volume, the reader begins to feel that such innovative fusions may, sadly, have little currency for the book's contributors.

Chapter 3 by co-editor Yates revolves around computer-mediated communication (CMC) of various sorts and deals with so-called "corpus linguistic" and "interactional sociolinguistic" techniques. We move from short extracts to longer data sets and with some quantitative analyses thrown in from type-token ratios to complex codings. Unlike its predecessor, the techniques here often require computer software to effect the analyses and, therefore, only give one a bird's eye of the procedures through 7 activities devoted to different levels. Nonetheless, the chapter raises pertinent questions about how and why data are collected in the ways they are, and provides those interested in internet and other CMC data with clues about how to do business.

The next chapter moves to discursive psychological techniques and does so more theoretically than the former chapters by unfolding the "discursive action model" as a frame to drive the pedagogical experience. The empirical focus, by Mary Horton-Salway, is on the medical condition M.E. (myalgic encephalomyelitis) as well as illness narratives which are rendered fascinating in terms of socio-medical controversies and body-mind dualisms. Again, we have many activities for the reader and connections are made with procedures in Chapter 2. The author inserts half a dozen supposed dialogues between a student and the author about the research process making an unusually lively and innovative backdrop. Chapter 5 by Nigel Edley pursues the previous technique further by talking to its tensions under the veil of "critical discursive psychology". The topic on this occasion is masculinity and readers are moved to analyze not just written extracts but also a photograph and poster, particularly in terms of their "ideological dilemmas" and "interpretive repertoires".

Norman Fairclough pushes the envelope further, in the next chapter, by concentrating on "critical DA" and opens with an extended discussion of a phasic model, the last stage of which relates to the analysis to effecting positive social change. Like Chapter 5, the model drives the activities wherein we have the longest extract for readers to analyze, namely parts of a Green Paper produced by the New Labor Party. This is perhaps the densest of the chapters in terms of technical language and this is compounded by a linguistic focus, not unlike Chapter 3, but with specific recourse to grammatical and syntactic parameters. While clearly an important tradition in the language sciences, despite its avowed

interdisciplinary ethos, it is among the most difficult to relate to mainstream sociopsychological fare. The last hands-on chapter, by Jean Carabine, uses concepts from Foucault with the empirical theme being illegitimate marriages (and bastardy) between 1830 and 1990. The so-called geneaological analysis uncovers intriguing instances of how these social and physical conditions were constructed and interpreted over this historical period, with a particular focus on regimes of power. The chapter is particularly insightful in its raising awareness that reading and assessing documents of a past era all-too-often is accomplished through the microscope of current times; much of the former can be missed and/or interpreted erroneously. Moreover, and while quantitative social psychology is becoming more amenable to engaging historical data and social documents (e.g., McCann, 2001), their value here is well-underscored.

The epilogue by co-editor Taylor is a good description of the content of the preceding chapters that actually might have been more useful in the (admittedly already lengthy) opening chapter. While comparative allusions are present, the major emphasis in this final chapter is (apart from the discussion of Chapter 6) on the *empirical* thrusts of each of the foregoing chapters and their research programs. While we have a robust section on evaluative criteria (e.g., relevance, quality of interpretation), it is largely restricted to the specific data collected, analyzed, and reported in each chapter rather than on the approaches per se. There is also a cogent section on applications of DA and as they relate to notions of empowerment. Nonetheless, given the objectives of the book, it is curious that little substantive evolves about the relative merits and uses of the different techniques. Relatedly, it would have been useful from the first-off to have had some meta-analysis of how these different techniques fit (or do not fit) together. While some readers will access this volume to find out more about the differing techniques as a kind of qualitative social psychological survey, others will wish to selectively opt for one technique over others. The chapters are, at the end of the day, mostly self-contained contributions where little cross-fertilization (even in citations) is obvious. When, therefore, is one technique useful for what kinds of data, intellectual and social purpose, than others? Can they be partially combined?

Now although the book raises more questions than it answers. it does so, incidentally, with little hint of any evangelistic zeal. It is clearly valuable to social psychologists with a social constructionist bent. Whether, and in all cases, it will be sufficient for students to conduct each of the procedures - just given this volume alone - is moot (and could have spawned an interesting evaluative study of its own). Nonetheless, it is an invaluable springboard (and interested readers are recommended to refer to the very coherent co-authored volume by Wood and Kroger, 2000).

Let me finally raise a couple of questions (much like the activities in the book itself). Do you know anything about the heterogeneity of DA? Can you define constructs inherent to DA? Do you know them? Are you confident you can evaluate a good DA analysis from a poor one? I suspect that many mainstreamers would fail this quiz and, therefore, they and their students might wish to have resource on their shelves. It is then, arguably, important fodder for mainstream social psychologists and especially so given the size of the volume for its modest price. Afterall, DA is not going away. If anything it is garnering more and more advocates. This is a very useful window into how it is done in its various forms.

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The Use and Abuse of Power: Multiple Perspectives on the Causes of Corruption, by Annette Y. Lee-Chai and John A. Bargh

Philadelphia, PA: Psychology Press (2001). ISBN 1-84169-022-8 (case). xv+312 pages.

Review by **Sik Hung Ng**[1]

Decades ago, Bertrand Russell made the serious claim that "power" should be the focus of all social sciences—in the same way that energy is the organizing principle of physics. Under the name of "social influence," but **not** power, G. Allport and later, Moscovici, designated it as the core of social psychology. The differentiation of social influence from power is indicative of social psychology's quest for research questions that are more operationalizable, preferably more measurable, and semantically more neutral. In this, power has suffered (or benefited—depending how one may evaluate knowledge) the same fate as its semantic differentiation from cognate concepts such as control, leadership, dominance, authority, and many more. I think it is fair to say that by now social psychologists of all ages, especially the younger generations among us, are less familiar with power than with its more specious concepts. (The notable exception to this ageist categorization is discourse analysts, but that is another story altogether.)

But somehow, Bertrand Russell's ghost still roams in the background; and every now and then, a monograph would appear in social psychology that tries to link power-related concepts and studies back to power.

Annette Lee-Chai and John Bargh, editors of *The Use and Abuse of Power,* have a mission not unlike Russell's: "In the past several years, our aim has been to bring power to the forefront, to make it a household name, at least in the social science circles" (p. xiii). The book itself tries to buck the trend of semantically eroding the concept of power, and to demonstrate how

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power-related concepts and studies thereof are in fact about power. With respect to the latter, my favourite is the chapter by Mark Snyder and Marc Kiviniemi.

Snyder and Kiviniemi pieced together a series of studies of the following kind: Participants in an experiment, when told to get to know an unacquainted person in a separate room, communicated in accordance with their assigned brief (expectation) about this other person and in such a way that they actually induced the latter to behave as expected. This, of course, is the well-known discovery of behavioural (and perceptual) confirmation made by Snyder and his associates. If one falls under the spell of semantics, and think of confirmation as just confirmation with no connection to power, one would have missed the inter-connection between confirmation and power. It is, in fact, precisely what Snyder himself has gone through—that he did not realize until relatively recently that he has been actually doing power research. The rediscovery of power, as it were, has a catalytic effect on lifting later confirmation research to new heights in a most innovative way. Readers from a French/Raven perspective (bases of power) and from an intergroup perspective will find much interest in this chapter. But that alone is not all that is useful and commendable about this volume.

The editors grouped the chapters under four sections in increasing order of level of analysis: from power of the *mind* to power between *individuals*, power and *groups*, and power in *society*.

Under the first section are five chapters that deal with, in the main, power as an intra-psychic construct. The opening chapter by the late David Kipnis is a succinct summary of his life-long works leading to the "metaphoric" model of power use. It usefully sets the scene for other authors in the volume to elaborate, in some cases to speculate, on the negative effects of power use, namely, the abuse of power and its manifestations in corruption, sexual harassment, exploitation, and so forth. A strong theme in this section is the power motivation and its many other forms, some for good effects, others for bad. This is most clearly stated in the chapter by Irene and Boneva, whose concept of the "motivation to help others" may be usefully linked with the chapter by Bargh and Alvarez on the interplay between good intentions and

unconscious tendencies in the use (and misuse) of power. A fourth chapter by Lee-Chai, Chen, and Chartrand deals with individual differences in power behaviour. The contrast between self- versus other-focus discussed therein, can be read in close connection with Irene and Boneva's concept referred to above. The remaining chapter, by Bruce Barry, is by far the most theoretical. It maps out a social expectancy perspective for understanding organizational influence, and should appeal particularly strongly to social psychologists interested in communication and language use.

"Power between individuals," the second section, has three chapters all of which demonstrate the ubiquity of power in interpersonal relations and behaviour, however remote or unlikely power may be involved in such relations and behaviour. Mention has been made of Snyder and Kiviniemi's chapter. The remaining two chapters echo strongly the title of the volume by showing the paradox of power: how, in one case, power underlines both "beneficence and exploitation in personal relationships" (Pratto and Walker), and in another case, perceived powerlessness can lead to such opposite behaviours as assertive aggression and timid acquiescence (Bugental and Lin).

The third group of chapters is of particular interest to social psychologists interested in intergroup relations. Susan Fiske contributes a short piece elaborating her works on the effects of power (control) on stereotypes and other forms of bias in individuals, groups, and societies. Mike Hogg and Scott Reid try to marry power to social identity theory in their model of leadership emergence and change. As one who believes in a similar marriage, I found this chapter refreshing and a pleasure to read. A third chapter, by Meni Koslowsky and Joseph Schwarzwald, focuses on another theoretical perspective (Raven's Interpersonal Power Interaction Model, see below) and explores its applications to organizational settings such as leadership.

The final section, "Power in society," opens with a chapter by Bert Raven on his Power/Interaction Model of Interpersonal Influence. Because of the generality of the model, it provides a fitting coverage of wider issues beyond interpersonal influence such as religions as mechanisms of social control. Three other chapters that make up this section have a strong

theme on the abuse of power and its possible prevention. This theme is most explicit in an article by Nihal Jayawickrama, which outlines the history and aims of "Transparency International," as well as the experience of this organization in combating societal corruption. A chapter by Wendi Gardner and Elizabeth Seeley explores the Confucian concept of "Jen" and its implications for the prevention of exploitation. The specific case of power abuse in college admissions policies is examined by Emmeline Chen and Tom Tyler, who argue passionately against the use of legitimizing myths.

Space limitation does not permit a more extensive review of the avowed aim of the present volume, which is to provide "Multiple perspectives on the causes of corruption." Social psychologists who are interested in this pervasive, chronic, and crippling vice, as well as its possible relations with power, should find useful insights throughout the volume.

The collection of chapters would have a more powerful impact if they could be tied together by means of an introductory or concluding chapter, preferably both. As it stands now, the volume relies too much on the section headings to do this job.   Notwithstanding this, *The Use and Abuse of Power* is a useful contribution to the power literature.

Self and Nation: Categorization, Contestation and Mobilization, by S. Reicher & N. Hopkins (2001).

London: Sage. 256 pp. Hardback: ISBN 0761969195, Price £ 55.00; Paperback ISBN 0761969209 Price £ 17.99; Publisher's website: www.sagepub.co.uk

Review by **Adam Rutland** (University of Kent)

Social psychologists have certainly been peripheral to debates about national identity and nationalism within the wider social sciences. For some this may not be a problem because they would say national identity is a relatively unimportant part of the self, since for many people it is not consciously activated on a daily basis. However there are few commitments, and national identity is one, for which humans will kill others or will voluntarily surrender their own lives. Indeed the history of the last century bears witness to the significance of national identity in terms of influencing human thought and action (e.g. two World Wars and the Cold War). The importance of national identity can also still be seen in the current socio-political affairs (e.g. debates about European Integration, nationalist movements in different European countries).

Therefore all who wish to see social psychology engaging with important debates around national identity and nationalism should warmly welcome this timely book by Reicher & Hopkins. This is a skillfully written book. It manages to synthesis a wealth of research from psychology and other disciplines (e.g. politics, sociology and social anthropology) to address issues of self and the nation, while still presenting a lucid and engaging argument. Reicher and Hopkins argue convincingly that the search for an objective definition of nationhood is futile and writers in the field of national identity to date have concentrated solely on questions of the type: 'what does it mean to be Scottish'. They propose a more process-orientated approach to the subject with an emphasis on understanding how contestation surrounding the national category influences the structure of social action and the mobilization of human endeavor.

The book consists of nine chapters, with a very helpful conclusion at the end of each chapter. In the first few chapters the authors argue for the importance of psychology to an understanding of nationhood, drawing upon and critiquing social identity theory and self-categorization theory. The intention is to present a theoretical approach that focuses upon the interface between societal structures of the nation and what individuals do and think. In the main body of the book the authors, through varies examples, replicate in the context of the nation Billig's argument for a rhetorical approach to the construction of social understanding. Though they go further by relating contestation about the national category to collective action and attempts to mobilize particular forms of practical politics. There is a strong action-orientation to these chapters. This emphasis is best demonstrated in a specific context and not surprisingly there is a particular Scottish flavor to their examples given the authors are both from Scotland. The concluding chapter discusses how psychology importantly influences the construction and reification of national identities, and ends with a call for psychology to begin to understand how national identities help produce different forms of collective action.

The coverage of this book is breathtaking, especially given the authors are psychologists and psychologists are not especially known for reading outside their discipline. Advanced undergraduates, postgraduates and researchers reading the book should find it both a lively and stimulating read, since it addresses a relatively unexplored topic and challenges many underlying assumptions within our discipline.

Review by **Sabine Otten**[1] (Friedrich-Schiller-University Jena)

Henri Tajfel and his associates had still to convince the scientific community that the self comprises both a personal identity and a social identity, and that there is interpersonal and group behavior, correspondingly. However, meanwhile this distinction is broadly common-place. Recently, Brewer and Gardner (1996) further differentiated the social self and suggested a *tripartite* model that distinguishes the individual, relational and collective self. The contributions collected in a total of seventeen chapters nearly unanimously take this model as their starting point, but differ in the emphasis that they attach to certain components and/or the way they link them. Correspondingly, in their introductory chapter (chapter 1, Sedikides & Brewer) the editors ask: "Individual self, relational self, and collective self: Partners, opponents or strangers¿".

The book comprises four parts. The first two parts include chapters that give priority (or at least specific attention) to either the individual self (part I) or the relational and collective self (part II). Part III offers a selection of contributions that outline the interplay between the different facets of the self. It is acknowledged that personal identity and individual values can shape social identity and vice versa. Finally, part IV comprises integrative approaches that deal with superordinate structures embedding (and thus transcending) the tripartite model, and put forth joint principles that underlie *all* aspects of the self.

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As stated above, there is a debate about the *relative* importance of the different levels of self-representations. In this context, Sedikides and Gaertner straightforwardly argue for both the emotional and motivational primacy of the individual self. The following chapters in part I do not explicitly contrast individual and collective self, yet have their prime focus on the former: Klein describes from a cognitive neuropsychological perspective how (individual) memory affects self-definition and vice versa, and Higgins and May argue that knowledge of how oneself relates to the world (the "self-digest") has unique self-regulatory functions.

In the opening chapter of part II, Tice and Baumeister define the interpersonal self as primary as it serves the fundamental need to belong (as does the collective self, though). Aron and McLaughlin-Volpe link self construal to both interpersonal and intergroup interaction by postulating a motivation for self expansion that is, for including (close) others and their central attributes in the self. Smith, Coats and Murphy focus primarily on the relational and the collective self. They stress the self-regulatory functions of attachment to others/groups and distinguish two different attachment styles. Finally, Hogg strongly promotes a perspective that gives primacy to the collective self, arguing that both "individual and interpersonal self ... emerge and are sustained within the context of the collective self" (p. 125).

Part III subsumes perspectives that focus on the interaction between the three levels of self. Onorato and Turner offer a dynamic model of the self in which self-representations form and vary as a function of contextual conditions. Spears points out that there is both independence or even antagonism as well as interaction between individual and social selves. An example for the latter possibility is presented by Simon and Kampmeier, who show that the individual needs for distinctiveness and independence can be combined with membership in minorities and majorities, respectively. Similarly, Brewer and Roccas argue that the optimum balance between the need for inclusion (intragroup), on the one hand, and the need for differentiation (intergroup), on the other, and is further qualified by personal values.

Finally, part IV presents integrative models self that propose general psychological processes underlying all levels of self. For Caporael such

unifying principle is offered by a multilevel evolutionary theory, which overcomes the typical distinction of "parts and wholes". Triandis and Trafimow focus on culture as shared meaning system and identify various cultural variables affecting the relative importance of individual and collective self-representations. Kashima, Kashima and Aldridge try to capture the cultural dynamics of self-conceptions within a doubly distributed recurrent network, linking both the intra- and interindividual level. Deaux and Perkins, finally, use the metaphor of a kaleidoscope to argue that the "three levels of self-representations are best conceptualized as a system in which ... interplay, integration and interdependence are the modus operandi" (p. 300).

The closing chapter by Prentice provides both an excellent summary of core aspects of the previous chapters, and an outlook for further research. It points to both virtues and shortcomings of the tripartite model of the self. Her plea for a clearer conceptualization of the relational self can only be stressed at this point. Possibly, the fuzziness off this concept is responsible for the fact that in many chapters the tripartite model of self becomes in fact a dual model in which the relational self is either subsumed under the collective or the individual level.
In sum, the book offers advanced students and interested researchers a very complete and well readable survey of current social-psychological theorizing and research on the self. However, the controversy implied by the opening question : "Individual self, relational self, and collective self: Partners, opponents or strangers?" is somewhat misleading. In fact, the chapters reflect a broad agreement that self-regulation and self-representations are ultimately social and, thus, at least to some extent intertwined. Based on this consensus, distinctions are based on different weight put on the single components of the self and on different levels of analysis. While some competitiveness/claim for primary levels of self can be found in the chapters by Sedikides and Gaertner, Tice and Baumeister, and Hogg, there seem to be neither explicit advocates for the view of "strangers" nor for the view of "opponents"; rather, there is the much more modest claim that certain levels are *distinguishable* and do have distinct implications for both cognition and behavior (see Spears). Thus, the chapters subsumed in part IV under the heading "integrative models" differ maybe more in their level of analysis than in their integrative potential from several preceding ones.

As Sedikides and Brewer state in their introduction, the book does not provide "final answers" how the self should be conceptualized and analyzed. By demonstrating the variety of approaches, and by allowing the reader to identify both differences and similarities, Sedikides and Brewer have thoroughly and competently edited a book that will facilitate and stimulate further work in this field.

Social Identity Processes in Organizational Contexts, edited by Michael A. Hogg & Deborah J. Terry (2001).

Philadelphia: Psychology Press. 352pp. Hardback (ISBN 1841690074): £39.95, $59.95, EUR69.51.

Review by **Rolf van Dick** and **Oliver Christ**[1]

Since the seminal paper by Asforth and Mael, published in 1989, entitled Social Identity Theory and the Organization, an increasing amount of research in both social and organizational psychology has dealt with the explanation of organizational behaviour in light of social identity processes. The book edited by Hogg and Terry is the latest contribution to this development. The aim of the book is an overview of recent trends and developments in the application of social identity theory to a broad range of organizational contexts and to the research of organizational and social psychologists. The volume consists of 17 chapters written by leading scientists in the field.

In the first chapter, "Social Identity and Organizational Processes", Hogg and Terry introduce the Social Identity Approach, consisting of Social Identity Theory (SIT) and Self-Categorization Theory (SCT) and present an overview of subsequent chapters. According to SIT, part of individuals'

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self-esteem derives from their membership in social groups. A differentiation and devaluation of outgroups appears as a result of the individuals' strive for a positive self-esteem. SCT describes primarily processes in groups and the role of situational variability in identification processes.

In each of the following 16 chapters the social identity approach is described briefly. This is appropriate as the different authors emphasize particular facets for their theoretical argumentation. This demonstrates the variety and variability of the Social Identity Approach and the different possibilities for application in different fields of organizational contexts.

The 16 chapters can be divided into 5 sections. In the first section, chapters 2 (Pratt), 3 (Ashforth & Mael), 4 (Brickson & Brewer) and 5 (Hewstone et al.) deal with diversity in organizations in light of identity aspects. Pratt refers to the existence of multiple identities in organizations and to central tasks of management to foster the "right" identities. Ashforth and Johnson also deal with multiple identities, but from a more individualistic and situational perspective. They define the conditions that contribute to the salience of specific identities and point to the hierarchical structure of these identities. Brickson and Brewer analyse the impact of identity orientations on attitudes toward members of outgroups and compare interventions promoting relational and collective orientations respectively. Hewstone et al. discuss the impact of diversity in organizations from the viewpoint of minority-majority relations.

The next section, containing chapters 6 (Moreland et al.), 7 (Ellemers), 8 (Bartel & Dutton) and 9 (Abrams), focuses on work-group socialization and organizational commitment. Moreland et al. extend SCT to group socialization. Ellemers examines the circumstances under which individual employees are likely to act on behalf of common organizational goals. Bartel and Dutton debate the role of others in creating and sustaining one's organizational membership status. Abrams and Randsley de Moura discuss the role of both job-satisfaction and organizational identification for the explanation of turnover intentions.

The third section deals with cooperation and trust in organizations. Tyler (chapter 10) examines the contributions of the concepts proud (to be a member of the organization) and respect (received from other organizational members) in predicting cooperative behaviour in organizations. Kramer (chapter 11) presents an analysis of the linkage between individuals' identification with an organization and the resulting level of generalized trust in its members. In chapter 12, Jost and Elsbach discuss some shortcomings of SIT with regard to status and power differences in organizations and provide an alternative theory, the System Justification Theory, to tackle these shortcomings.

In the fourth section, theoretical assumptions of SCT are transferred to leadership in organizations. Hogg (chapter 13) analyses the possible contributions of the Social Identity Theory to leadership processes. He analyses the influence of ingroup prototypicality on leadership perceptions and endorsement. Haslam and Platow discuss circumstances under which leaders and followers describe themselves as members of a common group. Then, they argue how charismatic traits of an individual are translated into group members behaviour.

The last section focuses on mergers and acquisitions. Terry (chapter 15), van Knippenberg and van Leeuwen (chapter 16) and Gaertner et al. (chapter 17) discuss conditions that lead to either successful or unsuccessful outcomes of merger processes.

Overall, Hogg and Terry have done a terrific job as editors of the book by bringing together leading social and organizational scientists working in the field of social identity and organizational behaviour. Throughout the entire volume the richness of the Social Identity Approach in its application to organizational processes is demonstrated. Thus, the reader gets a complete summary of the research and a deep insight into the different fields of application. Nevertheless, limitations in the application of the theory are discussed so that the reader is stimulated to a critical view. Surely, this book will become an influential source in directing future research in the field. With no hesitation we recommend this book to all social and organizational scientists as well as students and practitioners. Those interested in aspects of Social Identity Theory and organizational processes will profit from reading the volume.

Blackwell Handbook of Social Psychology: Group Processes, edited by Michael Hogg & Scott Tindale[1]

London: Blackwell Publishers. 696 pp. (ISBN 0-631-20865-8): £ 90.00 publishers website: www.blackwellpublishers.co.uk

Review by **Carmen Huici** (Universidad Nacional de Educación a Distancia, Madrid, Spain)

The handbook of group processes gives an actualized view of the field reflecting the resurgence of interest in intragroup processes within social psychology and signs of a renewed vitality in an area which has undergone a period of decline. It presents a balance between research and theory, including a diversity of theoretical perspectives and very recently developed models. It also includes methodological aspects, innovation and applications of group work. Basic sociopychological processes: cognition, motivation affect and emotion, social influence, social comparison and self and identity serve as the main organizing framework for presentation of intragroup topics. The chapters present a clear and focused view on different aspects of group processes and structure.

The social shared nature of cognitions, representations and beliefs are treated from diverse theoretical perspectives. Tindale, Meisenhelder, Dykema-Engblade and Hogg (chapter 1) focus on the development of shared cognitions in different areas and on their impact on group processes and performance, showing the greater impact of shared versus unshared cognitions. From a social representation perspective Lorenzi-Cioldi and Clémence (chapter 13) describe how thinking is anchored in the perspectives of social groups, that generate different representations of themselves reflecting their relative position in the social structure. Ridgeway (chapter 15) from an expectation state perspective and status characteristics theory shows how widely shared status beliefs shape status

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hierarchies in groups, based on outside status of members, and how interacting groups reproduce social structures. Stasser and Dietz-Uhler in chapter 2 focus on collective performance of cognitive tasks, looking at group interaction processes from different metatheoretical perspectives: social combination, social influence and social cognition, using mathematical and computer models. A socio-cognitive connectionist model of leadership is presented in chapter 12 by Lord, Brown and Harvey, who view different aspects of leadership as a product of the social system, influenced by task and organizational context as well as by individual characteristics of members of the system. An integrative view on leadership effectiveness, involving both motivation of subordinates towards the group goals and information processing to make decisions and to solve problems, is presented by Chemers in chapter 16, pointing out specific aspects of effectiveness.

Group performance is the object of attention from a motivational perspective by Kerr and Park (Chapter 5) reviewing work on collaborative groups and on social dilemmas, including new visions of old questions and the more recent developments, involving applications and computational models of social dilemmas.

Affect as index of group development is presented by Kelly in chapter 7 pointing out regular patterns of emotional expression as the group progresses toward a goal , and group level emotional phenomena. The role attributed to emotions and emotional expression in different perspectives of negotiation is the object of chapter 6 by Thompson, Husted Medvec, Seiden and Kopelman, showing how misperceptions of emotions are involved in prescriptive advice on negotiation.

In chapter 9 dual and single process theories of majority and minority influence are comprehensively reviewed by Martin and Hewstone, who identify a trend from searching for a specific relationship between source and process toward a view of influence as function of source and various contingency variables. Latané and Bourgeois (chapter 10) present a dynamic social impact theory of social influence which presents culture as a self-organizing system emerging from the recursive influence of interacting people, and involving the phenomena of consolidation, clustering, correlation and continuing diversity. Cooper, Kelly and Weaver

(chapter 11) bring back to the front of the stage group factors in attitude research in the areas of attitude formation, showing the relative normative and informational influence of ingroups and outgroups , of attitude-behavior consistency by focusing on the role of accessible reference groups and social norms, and of attitude change.

Darley in chapter 14 centres on social comparison processes between the individual and the group, showing how information about skills and abilities is conveyed to individuals through comparisons with performance of other members in dimensions which are relevant for group purposes, and how these comparisons have an impact on self-esteem.

The change of relations between the individual and the group over time is central in the group socialization model . Levine, Moreland and Choi in chapter 4 focus on the socialization phase and on the analysis of factors which contribute to innovation by new comers. The reciprocal nature of group and newcomers influence is emphasized.

Self and identity, redefined in social terms, is central in several chapters. From a social identity and social categorization perspective Hogg (chapter 3) shows how processes involving the collective self and identity influence processes and structure within groups, such as normative behavior, group polarization, social attraction groupthink and intragroup differentiation. From the same theoretical perspective Reicher (chapter 8) offers an account of common processes in crowd action, which is viewed both as a reflection of society and as a source of social change. He presents an elaborated social identity model of crowd which includes an intergroup context and a conception of self in social relations. Marques, Abrams, Páez and Hogg (chapter 17) focus on reactions to group deviants who pose the threat of invalidating social identity . The interaction between different norms is the object of attention of their subjetive group dynamics model. In chapter 18 Abrams and Hogg present the collective self-concept as the product of self-categorization process, showing the relationship between the flexibility and the structural stability of the self, and the role played by identity salience and self-attention in the regulation of behavior.Worchel and Coutant (chapter 19) look at relations between individual and group identity through a expanded model of individual identity, which involves

different dimensions, the salience of which depends on stages of group development.

The effects of cultural dimensions, individualism and collectivism, on negotiation are considered by Carnavale and Leung (chapter 20) as well as the broad strategies that seem to be invariant across cultures.

Looking at methodological issues in group work, Sadler and Judd (21) address the pervasive problem of dependence of data collected in groups and present ways to overcome it in designs of increasing complexity, also pointing out the limitations of criteria used to determine dependence. McGrath and Altermatt (chapter 22) present a comprehensive framework to review group interaction coding systems and techniques of quantitative analysis, offering a set of rules for strategic choices when designing group observation. Innovative aspects of group work are represented in the review of communication technologies in groups by Hollingshead (chapter 23) which includes a comparison of group interaction in computer mediated and face to face groups.

Three areas of application of group work are reviewed: procedural mechanisms and jury behavior, groups in organizations and therapeutic groups. In chapter 24 on jury behavior Tindale, Nadler, Krebel and Davis focus on the ways procedural mechanisms influence the jury at different stages of the legal process. Groups within organizations are viewed by McGrath and Argote in chapter 25 as complex adaptive systems , and special attention is given to group formation and operation, including processes of coordination, adaptation and learning. Therapeutic groups are compared by Forsyth (chapter 26) to other groups, showing commonalities and specific features, paying special attention to developmental patterns and to group factors that contribute to the therapeutic process .

Some general lines can be drawn from the content of the handbook : the recognition of the socially shared nature of cognition as defined by social consensus; the reconceptualization of the self and identity in social terms; the links between group processes and the wider social context , society, organizations and culture, as shown in the work on crowd action, leadership, social representations, social status, negotiation and groups in

organizations; and the attention granted to temporal aspects of groups, often neglected in previous work.

The handbook offers and excellent and up to date overview of the work in the field, in a synthetic and clear style, presenting also the lines of future theoretical developments and trends in research It will be useful both for basic and applied researchers as well as practitioners in the area of group work. The handbook of group processes seems essential for any library which wants to provide coverage of this area of social psychology.

Blackwell Handbook of Social Psychology: Intraindividual Processes, edited by A. Tesser & N. Schwartz

London: Blackwell Publishers. 656 pp. (ISBN 0631210334): £ 90.00
publishers website: www.blackwellpublishers.co.uk

Review by **Aiden P. Gregg**[1]

It is a near impossibility to review in such a short space the *Intraindividual Processes* volume of the *Blackwell Handbook of Social Psychology*, comprising as it does a hefty 600+ pages, with 28 separate chapters. Nonetheless, I will attempt to succinctly characterize the thrust of each chapter, assessing its merits and demerits, before offering a summary evaluation of the volume as a whole. In general, the Handbook reviews research across a range of topics having to do with cognition, affect, and motivation as they manifest themselves at an *individual* level.

The first five chapters provide some preliminary meta-theoretical grounding. Burnstein and Branigan kick off by outlining how evolutionary psychology can inform social psychological theorizing. In a dense

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exposition, they show how important social behaviors, such as kin altruism, mating strategies, parental investment, cooperation among strangers, and status negotiation can be ultimately understood as genetically transmitted environmental adaptations. They make no mention, however, of the potential pitfalls of evolutionary theorizing (e.g., armchair adaptationism) and convey little of its controversial nature. In the next chapter, Miller jumps to the opposite theoretical pole, discussing how "universal" discoveries about the mind (e.g., cognitive dissonance, dispositional bias) have turned out to be culturally moderated. She documents they various ways in which people's thoughts and feelings about themselves, their reasons for acting, and their construal of objectively similar events, can vary across cultures. Though the chapter is a useful corrective, Miller is perhaps too chary of the existence of genuine cultural universals; for instance, contrary to her assertions, evidence does exist that cultural differences in self-enhancement reflect differences in what traits are valued rather than in motivation strength (Kurman, 2001; Sedikides, Gaertner, & Toguchi, 2002). Durkin follows up with a chapter reminding us that an individual's psychology is a function, not only of social milieu, but also of developmental stage. He discusses the acquisition of several key cognitive and social competencies, and some possible adult sequelae. His accounts of prejudice in children, and of Theory of Mind research, are particularly intriguing, and come across as areas ripe for further investigation. The final two chapters show how the range of social psychological research has been broadened by the development of methodologies for going beyond self-report. First, Bassili smoothly switches between outlining several different types of information processing measures -- based on memory, response-time, and priming -- and illustrating how they have been applied to answer concrete research problems. Second, Winkelman, Berntson, and Cacioppo give an authoritative overview of social psychophysiology. They begin by critiquing the historical pitfalls of this field, such as index unreliability, and the untenable assumption of isomorphism between mind and body. They then argue for a more multi-level perspective, in which phenomena are holistically determined at multiple interactive levels of analysis, and proceed to give examples of how such a perspective enriches the investigation of perceptual, affective, and decision-making phenomena.

The next eight chapters unpack various domains of specifically cognitive functioning. Smith and Queller weigh in with a general discussion of mental representation, considering the cardinal characteristics of alternative models – associative networks, schemas, exemplars, and distributed representations – as well as how and how well each model can account for a variety of explicit and implicit effects. They end by locating the value of representational models, not such in their literal truth, but in their potential to make new predictions and integrate existing findings. Banaji, Lemm, and Carpenter next exhaustively document the unconscious, automatic, and implicit underpinnings of self- and social perception, considering an array of both cognitive effects (e.g., stereotyping, spontaneous trait inference) and affective effects (e.g., automatic evaluation, mere exposure). They persuasively demonstrate how social psychology has made, and continues to make, the deeper reaches of the mind empirically tractable. Semin explores the reciprocal relation between language and cognition, looking at language as a mental tool used by individuals, a communicative act that transforms interpersonal reality, and container of distributed knowledge among individuals belonging to a common group or culture. Much of the chapter is devoted to examples how language subtly and inadvertently mediates communicated meaning, as a function of interpersonal verb type, level of abstraction, and question phrasing. The idea that language and conversation moderate mental processing is further developed by Hilton and Slugoski, who note that social reasoning is infused with pragmatic assumptions. They contend that a failure to recognize these assumptions on the part of social psychologists has lead to an overestimation of human irrationality. When such assumptions are experimentally modified, many "robust" biases such as base-rate neglect, dilution effects, and illusory correlations, promptly evaporate. Undaunted by such results, Griffin, Gonzales, and Varey present a spirited defense of the traditional heuristics and biases approach. The argue that, although key findings are readily subverted, Kahneman and Tversky's seminal demonstrations are carefully crafted existence proofs of real cognitive illusions to which people are typically prone. They ably defend themselves against an array of criticisms and discuss new research initiatives undertaken by modern proponents of the heuristics and biases approach. Martin, Strack, and Stapel then broach the topic of how the mind makes constructive interpretations of external reality. They suggest several empirically motivated revisions of the

canonical view that such interpretations are simply a function of a construct's relative accessibility and its denotative fit to an external stimulus. Among the pertinent findings they discuss are that extreme stimuli assimilate target judgments even when fit is low, and that exemplars similar to a target induce contrast effects. Mental corrections for the influence of primes, which can take both theory-based and reflexive forms, are also discussed at length. The discussion leads neatly on to a dense chapter by Biernat and Billings, who see assimilation and contrast as being driven (respectively) by expectancies and standards, and as underpinning a range of judgments about social groups (stereotyping) and the self. Phenomena singled out for attention includes the various self-motives promoting the use of different expectancies and standards, people's active search for appropriate and self-enhancing targets for social comparison, and the consequences of the comparative process. Yet, not everybody's cognitive architecture beats to the same drum. Suedfeld and Tetlock wind up the section with a helpful chapter on individual cognitive style, exploring the nature and correlates of need for cognition, need for closure, and integrative complexity. A merit of this chapter is that the authors are aware of the value bias implicit in the research they discuss, and their discussion of the adaptiveness of each style is suitably nuanced.

The next set of chapters deal with social motivation and affect. Carver opens by describing, in punchy prose, his dynamic theoretical model of self-regulation, which relies principally on the notion of the cybernetic feedback loop. By adding a few bells and whistles, he attempts to account generally for the both affective and motivational vicissitudes that characterize successful and unsuccessful self-regulation. Oettingen and Gollwitzer proceed to explore the nitty-gritty of what factors lead to successful goal pursuit, both in terms of the logistics of goal setting, and in terms of the motives underlying goal striving. Among the desiderata noted: being able to relate wishes to reality, to satisfy intrinsic needs, and to envisage specific but challenging goals. In the next chapter, Dunning directly addresses the motives that empower the social cognitive engine as it interprets, remembers, and rationalizes. He singles out three motives – the desire of knowledge, the desire for affirmation, and the desire for coherence – and discusses the many ways in which they manifest themselves, how come into conflict, and how they might ultimately relate to one another. Parrott follows up with a competent chapter on emotion,

spending much of it profitably dealing with tricky definitional issues, before outlining the major sociocultural, cognitive, and physiological perspectives on the topic. Bless then maintains the affective spotlight with a chapter on mood, more specifically, on the effects of mood on what is remembered, on how a target is evaluated, and on what type of information processing takes place. The knotty conceptual and empirical issues that arise are discussed with admirable clarity and conciseness. Bohner and Schwartz then change tack with an inclusive chapter on attitudes, beginning their discussion with the high- and low-efforts process that underlie persuasion, proceeding to a comparative study the leading dual process models (ELM and HSM), and ending with a discussion of theories of the connection between attitude and behaviour. The same authors spend the next chapter discussing how attitudes are context-dependent and constructed from a deft interplay of cognitive and communicative processes (interpreting a question, retrieving the information, computing and editing a judgment). They are led to question the traditional notion of an attitude as a distinct entity, and to wonder whether such scepticism might have some heuristic value, prompting research into causes of attitude stability and change that might not otherwise be conducted. Finally, they review a range of contextual variables moderating the attitude-behavior relationship. Rohan and Zanna then take a step back to look at important potential source of attitudes, namely, values and ideologies, and review research that sees them either as fundamental personality orientations, sources of intermediate worldviews, or sources of motivation in different environments. The authors argue that the theoretical and predictive power of ideologies and values belies their commonplace neglect, but the impression remains that much of the research in the area is somewhat woolly, with more rigorous models being needed. The final three chapters in this section broach the topic of the self. Tesser begins with a judicious survey of self-esteem, noting the complexities inherent in its traditional definition and measurement, and how recent work on self-esteem stability, implicit self-esteem, and contingent self-esteem rounds out the picture. He follows up with a discussion of self-motives, in which the multiplicity and substitutability of self-enhancement ploys are outlines, and then concludes with a mediation on the evolutionary function of self-esteem. The subsequent chapter by Oyserman on self-concept and identity signals a shift back towards the cognitive, although her construal of self-concept is so broad as to subsume

agency as well as self-knowledge. This allows her to cover not only how the self-concept is mentally represented and shaped by cognitive, social, and cultural factors, but also how the self-concept is defended and acted on, at the minor cost of blurring some useful distinctions. Ross and Buehler finish the section by describing how we construct our identity by remembering the past and envisaging the future, and how both processes are unsettlingly fraught with bias. Our personal memories turn out to be more malleable than we expect, reflecting our current outlook as much as our objective history, while our forecasts about the future turn out to be overoptimistic, the result of not taking likely contingencies sufficiently into account.

The final four chapters document how research on interindividual processes can be applied to the real world. Kohnken, Fiedler, and Mohlenbeck provide a solid overview of how social psychology can contribute to law. They cover topics from everyday policework (e.g., eyewitness identification), legal decision-making (e.g., jury decision-making), criminal behavior (e.g., offender profiles), therapeutic jurisprudence (e.g., offender rehabilitation), and witness credibility (e.g., cues to deception). One surprise, however, is the omission of any mention of the polygraph and guilty-knowledge test. Shavitt and Wanke tackle the topic of consumer behavior, discussing the various stages of information processing that consumers must run through, some specialist issues that arise, for example, the benefits and pitfalls of brand extension, and the fact that consumers react not only to the ad itself but to the very practice of advertising. One comes away with the impression that persuading consumers is a more complex process than some formula-driven marketing strategists would have us believe. Aspinwall then describes how people deal with adversity, drawing together the previously separate literatures on coping and self-regulation to the mutual enrichment of both. She illustrates how individual differences in optimism and neuroticism help and hinder people at difference stages of the recursive coping process, outlines the prerequisites for successful adaptation, and discusses how social support and emotions are critical determinants of favourable or unfavourable health outcomes. Ottati completes the book by investigating psychological factors responsible for evaluations of political candidates and for positions held on political issues. He shows how recent research on candidate evaluation has moved beyond particular findings to a concern

with underlying processes, and how political opinions are a function of much more than background value or ideology.

The intellectual calibre of the contributions to the volume is uniformly high. Interesting conceptual points being brought out everywhere, and no chapter is just a dry litany of findings. Some chapters, inevitably, sacrifice readability for density of coverage, but many strike an excellent balance. The reader will learn much of interest about intraindividual processes from this volume, and may even enjoy the process.

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New Books by Members

Persons, Situations, and Emotions. An Ecological Approach.

Edited by **Hermann Brandstätter** and **Andrzej Eliasz**

Oxford University Press, New York, 2001. ISBN 0-19-513517-2. Series in affective science

225 pages, US$ 49.95.

Foreword by *Klaus Scherer*:
This book is an important contribution to the Affective Science Seriessince it illustrates several of the aims pursued by the editors. One of itsmajor assets is the insistence of the authors that affective experience canonly be understood as a result of a transaction between person andsituation. In other words, an emotional reaction cannot be understoodwithout taking into account the characteristics of a person, such astemperament, personality, motivation, attitudes, or values, and the characteristics of the situation, its constraints and affordances. This important assumption echoes Lazarus' insistence on explaining stress and emotion in transactional terms, taking both the significance of the event and the coping potential of the person into account. Brandstätter and Eliasz, together with the authors contributing to this volume, provide ample evidence for the need to adopt such a complex approach to the study of mood and emotion in everyday situations (using time-sampling diary studies) -- almost all of the empirical results they report consist of interaction effects between person and situation factors (for example, temperament, motivation, and values on the one hand and different types of work or life situations on the other). Another important asset of this book is to demonstrate that affective science research can be conducted in the field, stressing ecological validity, by examining real-life changes in moods and emotions as they are experienced by "normal" people (as compared to college undergraduates that tend to be studied in laboratory research). A corollary of this approach is the firm link to applied issues such as well-being, health, organizational behavior, work satisfaction, unemployment, etc., demonstrating the important role that affective science research can play in these areas. Last but not least, this volume also

bridges some of the European and American research traditions in this field, highlighting the contributions of classic and current European perspectives, published in many different languages, by integrating them with up to date reviews of the Anglo-American literature.

Apprendre un métier technique dans un contexte de mutations technologiques

Jean-François Perret & **Anne-Nelly Perret-Clermont**

Editions Universitaires de Fribourg, XIV-202 pages, broché, Fr.S. 38.-
EUR 27.-- ISBN 2-8271-0913-1

Some information (in French) is available on the website:
http://www.st-paul.ch/uni-press-FR/catalogue/apprendre_un_metier.htm

Comment préparer aujourd'hui les jeunes à un monde du travail en mutation? Dans un contexte industriel qui évolue rapidement, comment favoriser la maîtrise des savoirs et des savoir-faire qui leur permettront non seulement de faire face, mais aussi d'être partie prenante des transformations en cours? La question des lieux où cette maîtrise peut s'acquérir est aujourd'hui en réexamen. Qu'est-ce qui peut s'apprendre dans un cadre scolaire? Qu'est-ce qui ne s'acquiert probablement que dans un contexte de travail? L'ouvrage aborde ces questions en prenant appui sur une étude réalisée dans une Ecole Technique de l'Arc jurassien, avec une attention particulière au domaine de la fabrication assistée par ordinateur. Il s'agit de comprendre ce que signifie concrètement l'arrivée de nouvelles technologies de production dans un établissement de formation, d'identifier les écueils rencontrés, les démarches expérimentées, ainsi que les pistes encore à explorer. L'étude examine les modèles d'apprentissage en jeu et notamment les rapports entre formation générale et spécialisation professionnelle, entre transmission de savoir-faire et construction des identités, entre compétences individuelles et compétences collectives. Les écoles de métiers apparaissent comme un terreau de réflexions et d'innovations pédagogiques qui peuvent être utiles à l'ensemble des secteurs d'enseignement.

Jean-François Perret est chargé de cours à l'Université de Neuchâtel et à l'Université de la Suisse Italienne. Auteur de publications sur la didactique des mathématiques et sur la rénovation des programmes d'enseignement, ses travaux de recherche portent actuellement sur les dispositifs de communication pédagogique médiatisée, dans les contextes de la formation professionnelle et de l'enseignement universitaire.

Anne-Nelly Perret-Clermont est professeur à l'Université de Neuchâtel où elle conduit des recherches sur la psychologie sociale des transmissions de connaissances. Elle a édité plusieurs ouvrages notamment sur les interactions sociales et le développement cognitif, sur l'éducation en milieu pluriculturel, ou encore sur le contexte historique et social de l'oeuvre du jeune Jean Piaget. Un de ses thèmes actuels de recherche concerne l'impact psycho-social des nouvelles technologies sur les processus de formation.

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Table des matières

Social Influence in Social Reality. Promoting Individual and Social Change
Edited by **F. Butera** & **G. Mugny**
Seattle, Goettingen: Hogrefe and Huber, 2001
http://www.hhpub.com/catalogue/Butera.html

How can the results of social influence and social psychology research be applied in solving real social issues? That is the main question that this ground-breaking book seeks to answer. Research on social influence, although usually conducted in the laboratory, clearly has the potential to suggest directions for practical action. Social influence, since it is concerned with social change, is one of the domains of social psychology in which the linkage between research and application should be at its strongest. This book represents an important step forward in bridging social influence research and practice with regard to a wide range of social issues, including some of our society's central ccupations, such as politics, economics, discrimination, education and training, and health.
Written by leading experts from a variety of areas, this book is suitable for a wide audience: For researchers, who will find examples of how the discipline can contribute to the development of society and thus provide insights and guidance for devising applied or applicable research; for practitioners who use or exert social influence in developing or applying social policy, to whom it will provide a theoretical basis and practical models; and for students, who all ask the same question — "What is the use of what we study?" — as well as for their teachers, who are expected to provide an answer.

Psicología Social de los Valores Humanos: Desarrollos Teóricos, Metodológicos y Aplicados. Madrid. Biblioteca Nueva.[Social Psychology of Human Values: Theoretical, Methodological and Applied Developments]

Ros, M. & Gouveia, V. (eds)(2001)

ISBN:84-7030-981-1. Price: 22.83 Euros

Values are a central concept in Social Psychology. They are at the core of social cognition and can be usefully connected to theories on attitudes and behaviour. Moreover some of the issues that concern people in contemporary societies like individualism, prejudice, national identity, health, youth socialization, political behaviour, organizational commitment and leadership can be understood not only but somehow better through the analysis of the value priorities that people or societies actively develop. Even cultural differences and similarities among societies can be seen

through the lens of the similarities and differences in the relative importance assigned to values.

This is the first book in Spanish dedicated to disseminate the knowledge accumulated in the field in the last twenty years. Written by eminent scholars from more than eight countries - from Europe, North and South America and Australia- , it tries to integrate the theoretical, methodological and applied developments on values that can be efficiently used to the analysis and comprehension of human behaviour in a social context. Students and professionals in social sciences will find it a valuable learning resource.

Expériences sur les groupes dominants et dominés. La perception de l'homogénéité des groupes. [Studies on dominant and dominated groups. The perception of group homogeneity]

Fabio Lorenzi-Cioldi

Bern, Switzerland: Peter Lang (202 pages)

ISBN: 3-906768-61-9 March 2002

They all look alike, but we don't! This familiar expression neatly sums up how we tend to see people from other groups compared to how we view members of our own groups. The perceived homogeneity of outgroups as opposed to in-group diversity is the subject of many social-psychology theories. However, numerous examples in this work reveal that some groups are generally considered to be more homogenous than others. Which groups are these and why are they viewed this way?

Based upon a series of studies and experiments taken from inside and outside the science lab, the author demonstrates that the homogeneity associated with a group is closely connected with its social status. Whilst people at the lower end of social hierarchy are judged as nondescript members of a cohesive collective, those near the top of the scale stand out to the point that their group identity is almost undetectable.

The conclusions reached in this book throw intriguing new light upon the contrasting representations of dominant and subordinate groups.

The Social Psychology of Aggression

Barbara Krahé

Hove: Psychology Press, 2001;ISBN pbk: 0863777767; £13.95
hbk: 0863777759; £34.95, www.psypress.co.uk

This book provides an up-to-date overview of social-psychological research in the field of aggression. It presents a balanced account of both theoretical and applied issues and explores strategies designed to control, reduce and prevent aggression on both an individual and a societal level.
The book follows the broad division of basic and applied research in the area. First, it deals with the theoretical approaches that have been taken to conceptualise, explain, measure and predict the occurrence of aggression as a particular form of social behaviour. Issues discussed include individual differences in aggressive behaviour, the role of situational factors such as alcohol in eliciting aggression and the impact of media violence on viewers' aggressive response tendencies. Second, it addresses the manifestations of aggression in different areas of life, and the concerns of applied psychologists and practitioners regarding the damaging effects of aggression on individuals, groups and societies. Included are chapters on aggression in the public sphere, domestic violence, and sexual aggression. Topics such as bullying, gang violence, ethnic violence, and violence in the family are also covered.

The Social Psychology of Aggression will be of interest to students and researchers in psychology, sociology, law, media studies, and social work. It will also be useful to practitioners and policy makers working in areas such as domestic violence, sexual aggression, childhood and adolescent aggression, bullying and gang violence.

Contents:
Preface. Introduction. Part 1. **Concepts and Measures of Aggression.** Defining Aggression. The Measurement of Aggression. Summary. Suggested Reading. Part 2. **Theories of Aggressive Behaviour.** Biological Explanations. Psychological Explanations. Summary. Suggested Reading. Part 3. **Individual Differences in Aggression.** The Development of Aggressive Behaviour. Personality and Aggression in

Adulthood. Gender Differences in Aggressive Behaviour. Summary. Suggested Reading. Part 4. **Situational Influences on Aggression.** Aggressive Cues. Alcohol. Temperature. Other Environmental Stressors. Summary. Suggested Reading. Part 5. **Media Violence and Aggression.** Short-term Effects of Media Violence. Long-term Effects of Media Violence. The Effects of Pornography. Explaining the Media Violence-aggression Link. Summary. Suggested Reading. Part 6. **Aggression in the Public Sphere.** Bullying in School and at the Workplace. Ethnic and Politically Motivated Violence. Collective Violence. Homicide. Summary. Suggested Reading. Part 7. **Domestic Violence.** Child Abuse and Maltreatment. Partner Abuse and Wife Battering. Elder Abuse and Neglect. Explaining Domestic Violence. Summary. Suggested Reading. Part 8. **Sexual Aggression.** Definition and Prevalence of Sexual Aggression. Causal Explanations of Sexual Aggression. Risk Factors of Sexual Victimisation. Consequences of Sexual Victimisation. Sexually Aggressive Women. Summary. Suggested Reading. Part 9. **Controlling and Preventing Aggressive Behaviour.** General Strategies for Reducing Aggression. Tackling Bullying and Gang Violence. Preventing Domestic Violence. Preventing Sexual Aggression. Summary. Suggested Reading. *References. Author Index. Subject Index*

Communication under the Microscope: The Theory and Practice of Microanalysis (2002)

Peter Bull

London: Psychology Press

What can be learned from the detailed analysis of interpersonal communication? Social interaction in recent years has become the focus of systematic scientific research in a wide variety of academic disciplines. In Communication under the Microscope, Peter Bull shows how communication has become an object of study in its own right, which can be dissected in the finest detail through the use of film and recording technology. In so doing, he provides a clear and valuable introduction into the theory and practice of microanalysis. Bull argues that microanalysis is both a distinctive methodology and a distinctive way of thinking about

communication. He then focuses on the two principal elements of face-to-face communication: speech and non-verbal behaviour. Communication in particular social contexts is also addressed with related chapters on gender and politics. Finally, the practical aspects of microanalysis are discussed. This unique and thorough review of microanalysis integrates different approaches and draws together research literature which is often diverse and disparate. Presented in a clear and focussed style, this book will be of interest to psychologists, social scientists and all students and researchers in the field of communication.

Dr Peter Bull is a Senior Lecturer in the Department of Psychology at the University of York. He has over 40 academic publications, principally on the detailed microanalysis of interpersonal communication.

Experimental Psychology: Announcing the first issue

Experimental Psychology is a new international journal which publishes innovative, orginal, high-quality experimental research in psychology - quickly! So far, mean time from submission to editorial decision amounted to 28.6 days with a range from 9 to 61 days. Submissions of experimental papers are invited and should be sent to exppsy@hogrefe.com. Information for authors and subscribers can be found under http://www.hhpub.com/journals/exppsy. The first issue just appeared and comprises the following articles.

Editorial
- Tradition and Change (*K. C. Klauer*)

Theoretical Article
- Process-Dissociation Procedure: A Testable Model for Considering Assumptions About the Stochastic Relation Between Consciously Controlled and Automatic Processes (*B. Vaterrodt-Plünnecke, T. Krüger, and J. Bredenkamp*)

Research Articles
- Second-Order Backward Blocking and Unovershadowing in Human
  Causal Learning (*J. De Houwer and T. Beckers*)
- Comprehending Spoken Metaphoric Reference: A Real-Time Analysis
  (*M. T. Stewart and R. R. Heredia*)
- Single-Use Versus Mixed-Use Learning of Transformations: Evidence for
  Conceptual Integration (*B. Müller*)
- Nociceptive Sensitivity and Control: Hypo- and Hyperalgesia Under Two
  Different Modes of Coping (*K. Rothermund, J. Brandstädter, C. Meiniger,
  and F. Anton*)
- The Malleability of Anchoring Effects (*T. Mussweiler*)
- Intimacy, Concreteness, and the "Self-Reference Effect" (*U. Czienskowski
  and S. Giljohann*)

Future EAESP Meetings - Calendar

Meetings

June 21-23, 2002 (Porto, Portugal)
Small Group Meeting on Social Differentiation within Groups
Organisers: José Marques (Portugal) & Michael A. Hogg (Australia)
Contact: José Marques, marques@psi.up.pt

September 18-22, 2002 (Puerto de la Cruz, Tenerife, Spain)
Small Group Meeting on Social Cognition
Organisers: Armando Rodriguez, Ramon Rodriguez & J.-Ph.Leyens
Contact: Armando Rodriguez, arguez@ull.es

June 19-23, 2002, Castle Kochberg, Germany
**Medium Size Meeting on Processes of Amelioration versus
Deterioration in the Relations Between Social Groups** (5th Jena
Wokshop on Intergroup Processes)
Organisers: Amélie Mummendey & Thomas Kessler
Contact: Amélie Mummendey (amelie.mummendey@uni-jena.de) or
Thomas Kessler (thomas.kessler@uni-jena.de).

General Meeting

June 26-29, 2002 (San-Sebastian, Spain)
13th GENERAL MEETING of the EAESP
Contact:
Sibylle Classen: sibylle@eaesp.org (Registration)
Sabino Ayestaran: pspayets@sc.ehu.es (Local Organisation)
Eddy van Avermaet:ssgm@psy.kuleuven.ac.be (Scientific Committee)
website: http://www.psy.kuleuven.ac.be/ssgm

Summer School

August 18th – September 1st, 2002
Marburg, Germany
Organisers: Ulrich Wagner (Germany) & Rolf van Dick (Germany)
Contact: Rolf van Dick, vandick@mailer.uni-marburg.de

Future EAESP Meetings

13th General Meeting of the EAESP

June, 26th – 29th 2002, San Sebastian (Spain)

News update

With every passing day the General Meeting (GM) is coming closer. The Executive Committee (EC), the Scientific Committee (SC), and the Local Organising Committee (LC) are each doing all they can to render also this GM into an experience to be remembered by all.

This article is meant to bring you up to date on where we stand and to remind you of some things to be kept in mind.

1.   The Tajfel Lecture and the Jaspars Lecture

We are happy to announce that the EC has decided that this year's Tajfel Lecture will be presented by Jacques-Philippe Leyens (Université Catholique de Louvain at Louvain-la-Neuve). You will all agree that our former president is most deserving of this honour.

And following extensive deliberation and consultation, the EC chose Thomas Mussweiler (Universität Würzburg) to deliver the Jaspars Lecture. He came out as the primus inter pares among a set of fine candidates. Both these lectures will undoubtedly give an extra touch to the programme of the General Meeting.

2.   Where do we stand?

In the middle of December the SC made decisions about the submissions it had received. In view of the overwhelming number of submissions, it proved a difficult task, but the EC feels it came up with reasonable solutions and with a fine programme. As a result, aside from the Tajfel Lecture by Jacques-Philippe Leyens and the Jaspars Lecture by Thomas Mussweiler, the GM will feature 5 x 9 parallel symposia, 108 individual papers to be grouped in 2 x 9 parallel thematic sessions, and about 300 posters, also to be grouped thematically in another 2 x 9 parallel sessions, for a grand total of about 700 presentations during the four days of the GM.

In the middle of January submittors were notified via a personal email message of the decisions made and of the category in which their contribution was finally placed. The SC hopes that the amount of detail of these decision letters contributed towards the acceptance of the decisions, especially in those cases where submissions were moved to a less preferred category.

Later in January a general email message, sent out by Sibylle Classen, presented an overall picture of the decision process and it listed an additional series of points of interest.

We don't consider it necessary to reiterate here all the elements of that message. Besides, the website - http://www.psy.kuleuven.ac.be/ssgm - contains really everything you need to know, and much more. Therefore, we will limit ourselves here to the most important things that you should know and that you should keep in mind.

3. Things you should know and/or keep in mind

a. Registration
WE ARE URGING YOU TO REGISTER FOR THE MEETING VIA THE WEBSITE FORMS A and B 'PRIOR TO APRIL 1'. Registering prior to that date is not only cheaper, in addition it renders the task of the SC and the LC much easier. Indeed, the finalising and printing of the

Meeting's programme book requires time too and we want it to contain 'correct' information (we don't want a book with abstracts of papers that won't be given). Therefore, if you want to be on the programme, please register before April 1. We are sorry, but registrations received after that date will count towards 'attendance only'. **So, if you want your contribution on the programme (= be allowed to give your oral or poster presentation at all), fill out the forms and send them now!** If you already registered and you chose to pay for the optional visit to Chilida Leku, now stripped from the programme, don't worry! Sibylle Classen will 'erase' that amount from your dues.

IMPORTANT NOTE:
Your registration will not be valid until you have submitted Registration form A (via the website) and Registration form B (via fax or regular mail to Sibylle Classen). Form B (with the credit card authorisation) is also essential! Apparently, a number of people did submit form A, but sofar they have failed to also send form B directly to Sibylle. **Please do so as soon as possible, and definitely before April 1**.

b. Accommodation
Remember that you are responsible for booking accommodations yourself. The website tells you all about how this can be done. As indicated there, a number of the hotels/hostels are already full: hotel de Londres, hotel Parma, hotel Zaragoza Plaza, hostal Alemana, pension Aldamar.

c. Travel to and from San Sebastian
For those of you travelling by air and who will be landing at and departing from the Bilbao and Biarritz airports a bus shuttle will be provided (not for those arriving at San Sebastian itself). In April/May you will be asked for your precise travel plans via a website form. Filling it out will help Sabino Ayestaran determine the 'how many' and the 'when' of his shuttle service.

d. Preferences among symposia
Via the website ('hot news' button) you are now being asked to provisionally rank order your preference among the simultaneously programmed symposia. This information will be useful for the local organisers who will have to assign symposia to rooms at the Kursaal (their capacity varies from 40 to 200). Filling out and emailing this form should

take no more than about 15 minutes of your precious time, but it will help the SC and the LC greatly. **Please do so as soon as possible and definitely before April 1.**

e. The programme of the GM
The SC already distributed the symposia over the days of the GM. The website subsection 'Symposia' of the main section 'Symposia and Sessions' now shows the 5 groups of 9 symposia each, as they have been allocated to the dates indicated.

The SC is still in the process of distributing the individual oral papers and the posters over the sessions. Indeed, the SC cannot finalise the programme until it has the complete list of registered participants. Once completed, the full programme of the GM will be put on the website, no later than early April.
f. Overview of the submissions
The website (see 'hot news') now shows an overview of the authors and titles of all the submissions, ordered alphabetically within each of the three categories (symposia, thematic sessions, and poster sessions). It also shows the summaries of the symposia, and the abstracts of all the contributions across the three categories.

g. The website
Please, check the website regularly. It is the best way to stay informed of new developments. As most of you have noticed, it now contains a 'hot news' button, drawing your attention to all sorts of relevant points, including a **soccer competition** to be organised on the San Sebastian beaches by our Dutch/British colleague Mark van Vugt.

The website now also features an updated warm **word of welcome** by local organiser and host, Sabino Ayestaran. You can read it in any of three languages, depending upon your personal preference: Spanish, English … and Basque!

4. Any questions left?

For any remaining questions, please contact:

Sibylle Classen (sibylle@eaesp.org), regarding registration and membership issues

Sabino Ayestaran (pspsayets@ss.ehu.es), regarding local and accommodation issues

Eddy Van Avermaet (ssgm@psy.kuleuven.ac.be), regarding the scientific programme

5. REGISTER NOW !!!

SEND FORM A (VIA THE WEB) AND FORM B (DIRECTLY TO SIBYLLE CLASSEN) BEFORE APRIL 1.

In concluding, with each and everyone of you we are looking forward to a great GM: San Sebastian is a perfect spot, Sabino Ayestaran is a charming host … and you will be wonderful participants.

Eddy Van Avermaet, Chair SC
Sabino Ayestaran, Chair LC
Naomi Ellemers, President EAESP
Sibylle Classen, Administrative Secretary EAESP

Medium Size Meeting

On Processes of Amelioration versus Deterioration in the Relations Between Social Groups (5th Jena Wokshop on Intergroup Processes)

June 19-23, 2002, Castle Kochberg, Germany

Organizers: Amélie Mummendey & Thomas Kessler

The analysis of intergroup relations has lain at the heart of social psychological research for many decades. Apart from its theoretical interest in the effects of intergroup relations on individual behaviour, this research domain has dealt with everyday problems, such as stereotype formation, intergroup discrimination, ethnic conflict, etc. Thus, for both scientific and societal reasons, the analysis of intergroup relations has attracted remarkable research efforts. Moreover, different approaches to explain the amelioration and deterioration of intergroup relations have been developed that identify different motivational and cognitive factor influencing behaviour between social groups.

The main objective of the Medium Size Meeting is to discuss in depth the benefits and shortcomings of different approaches to the amelioration of intergroup relations and to show potential integrations in theory development and experimental research. Thereby, the meeting may reveal differences in basic theoretical assumptions as well as in research method. For instance, the interplay between different levels of self-categorization and their effects on tolerance and intergroup conflict is an intriguing field of research to enhance our understanding in the amelioration and deterioration of intergroup relations.

The meeting will take place from 19th June until 23th June 2002 at Schloß Kochberg (Germany). Schloß Kochberg is a picturesque historical castle close to Jena and Weimar. As one of the main goals is to have postgraduate students and young researchers present their current projects to an international audience of distinguished researchers, submissions from postgraduate students and young researchers are especially encouraged.

The meeting aims at bringing together about 40 researchers, including postgraduates, young and senior scholars.

Inquiries should be directed to
Amélie Mummendey (amelie.mummendey@uni-jena.de) or
Thomas Kessler (thomas.kessler@uni-jena.de).

Small Group Meeting

On Social Cognition

September 18-22, 2002, Puerto de la Cruz, Tenerife (Spain)

[Organizers: Armando Rodriguez (University of La Laguna), Ramon Rodriguez (University of La Laguna) & Jacques-Philippe Leyens (University of Louvain at Louvain-la-Neuve

Many social psychologists are speaking now of a cognitive monster, which is said to be non-dangerous, although it is still under chains. With the present meeting, we suggest to complement these perspectives and to conduct a social-social cognition meeting rather than a social cognition-cognition one. Some would speak of "soft" cognition. We prefer to speak of the role of affective and motivational variables upon cognitions (and behaviors as well since "thinking is for doing"). We have in mind the role of goals, intentions, expectancies, group-threat, self-threat, and controllability. At a time of wars, increased gap between wealthy and poor, waves of immigration, and creeping racism, the meeting should also emphasize the theoretical advances that can be made by looking directly at societal problems.

The number of participants will be limited to 20. Each of them is expected to pay the trip and the hotel, including meals. Applications should be received by May 2002.

Contact: Armando Rodriguez, University of La Laguna, Tenerife, arguez@ull.es

Reports of Previous Meetings

Joint EAESP-SPSSI Meeting

On Prejudice and Racism

At Carmen de la Victoria, Granada (Spain), May 23rd-26th, 2001

Organized by Miguel Moya, Armando Rodriguez, Jacques-Philippe Leyens & Jack Dovidio

In spring 2001 I had the great pleasure to take part in a medium-size meeting jointly sponsored by the EAESP and the SPSSI, which was held in Granada (Spain). The meeting brought together a group of researchers interested in the social psychology of prejudice and racism, a field of research whose relevance seems self-evident. More than 40 people from various countries participated, with a majority of Europeans, but, of course, also a strong fraction from the US and Canada. The scientific committee, Jack Dovidio, Jacques-Philippe Leyens, Miguel Moya, and Armando Rodriguez, had put together an excellent program. There were 16 oral presentations, which covered many facets of the social-psychological work on prejudice and racism: Issues were the definition and distinction of prejudice and racism (Jones), the content of stereotypes (Fiske et al.), and basic determinants like relative deprivation (Pettigrew et al.), perceived legitimacy and dominance (Moya et al.), group competition and strength of social identifications (Esses et al.), and the ultimate attribution error (Dion & Dion). Moreover, ingroup-outgroup comparisons as components of prejudice (Guimond et al.; Mummendey & Otten), the emotional side of prejudice (Leyens et al.), and automatic components (Wittenbrink) were analyzed. Another thematic focus was on attributions to discrimination and their consequences (Branscombe; Crocker; Dion & Dion; Major), and, finally, on the impact of intergroup contact (Wagner et al.) and anti-racism messages (Maio et al.) as means to improve intergroup attitudes. The program was complemented by a poster session with a total of 14 contributions, which added many more topics to the already long list above. It should be positively mentioned that the small number of posters

and a relatively generous time frame allowed for really good discussions with the presenters.

The venue for the meeting was the Carmen de la Victoria, and the beauty of this place was absolutely stunning. From its balconies and beautiful, shady gardens we had a perfect view of the Alhambra. Sitting on the terrace or on one of the many benches around a little fountain, one could wonder whether this was an experiment on the effects of well-being on the quality of academic performance. I guess, it worked; the atmosphere of the meeting was characterized by open minds and a relaxed exchange between researchers on very different levels in their academic career. During the breaks, a lot of vivid discussions on the previous papers was to be heard, and it can be read as a highly diagnostic sign for both the discipline and thematic interest of the participants that we always and willingly returned from the breaks to the conference room.

Besides excellent conditions for the scientific program, the local organizers also provided us with a wonderful social program. In my view the most spectacular highlight was the visit to the Alhambra (combining sightseeing with physical exercise); moreover, we were invited to a Flamenco Show, and finally, to a delicious farewell-dinner, in an impressive restaurant located directly in the buildings of Granada's bullfight arena. So, having to leave beautiful Granada to return home was probably the only negative moment during this great meeting. Hence: Many thanks to the funding organizations and, most of all, to Miguel Moya and his team!

Sabine Otten, University of Jena (FRG)

The small group meeting on Prejudice and Racism held in Granada, Spain on May 22-27, 2001 was by any measure a great success. Although these small group meetings are generally designed for 15- 30 attendees, this meeting attracted so much interest prior to being held that it was expanded to include over 40 participants. And everyone certainly did participate. In addition to the daily schedule of one-hour oral presentations and poster sessions, there was lively discussion most evenings in a variety of venues, including a bull-ring converted to a restaurant, and a gypsy cave featuring flamenco dance performances.

Topics covered at the meeting included both determinants of and responses to prejudice and racism from the perspective of majority group members and of minority group members. One interesting discovery at this conference was that despite the breadth of psychological approaches to examining these issues - including sociocultural, cognitive, affective, historical, cross-national, and functional - these approaches also share much in common and provide much-needed complementary perspectives on the issue.

The conference was extremely well organized thanks to the efforts of the scientific committee, which included Jack Dovidio, Jacques-Philippe Leyens, Miguel Moya, and Armando Rodriguez, and the local organizers - Miguel Moya, Rosa Rodriguez-Bailon, Leticia Garcia, Elena Morales, Marisol Palacios, Susana Puertas, and Beatriz Montes. Thirteen countries were represented, and participants included students, junior researchers, and senior researchers. The meeting was successful in promoting a great deal of mixing and opportunity to talk with others. The surroundings and activities were conducive to reflection, discussion, and the exchange of ideas and perspectives. Indeed, a number of collaborative projects were conceived at this meeting, and I look forward to seeing the results. Everyone I had a chance to talk to at the meeting indicated that they were pleased to participate in this very positive learning experience and would be enthusiastic about participating in future joint EAESP- SPSSI meetings. We can only look forward to more joint meetings of a similar high calibre.

Victoria Esses

Small Group Meeting

Social Identity: Motivational, Affective and Cross-cultural Aspects
At Villasimius (Cagliari), Italy, 6th -9th September 2001
Organized by Dora Capozza & Rupert Brown

Tajfel and Turner's Social Identity Theory (SIT) continues to be a major focus of theoretical and empirical analysis. Just in the last three years no less than four edited books (Abrams & Hogg, 1999; Capozza & Brown, 2000; Ellemers et al., 1999; Worchel et al., 1998) and one major review article (Brown, 2000) have been devoted to examining and extending the utility and applicability of social identity concepts in intergroup relations and related fields. The objectives of the Small Group Meeting were to reflect some of these developments and stimulate new ones by considering especially motivational and affective aspects of social identity processes, and by discussing the cross-cultural generality of some of the key concepts of SIT. Our deliberations concerning these issues may shed new light on important social problems like prejudice, bigotry and intense social conflicts around the world. Arguably, SIT, while initially promising to shed much light on these questions, has yet to live up to that potential. Also, there is no doubt that research inspired by SIT has been very occidento-centric, leaving open the important questions about the cultural generality and specificity of some of its findings.

The contributions of the speakers, all original and interesting, stimulated lively discussions. In the session regarding emotions, results were discussed deriving from the Intergroup Emotions Theory by Mackie, Devos and Smith and from the Cognitive Appraisal Theory of Emotions by Scherer. An evident need emerged to include emotions in the explanation and prediction of intergroup behaviour. Moreover, studies (Claude Steele) were discussed deriving from the General Model of Social Identity Threat; in this model the consequences of the fact that, in a context, one or another of our social identities is perceived as a source of devaluation are evaluated. The applicative possibilities of these studies are considerable. In the same

session, the responsibility of analyzing the cognitive factors in intergroup relations was assigned to Jim Sherman; Jim showed how the social actor perceives different types of groups, which have different potentiality of being stereotyped. In the session, apart from Jim Sherman and Claude Steele, Eliot Smith and Patricia Garcia-Prieto were speakers.

A session was devoted to the motivational and cultural aspects of social identity. The hypothesis of self-esteem (SIT); the Theory of Optimal Distinctiveness; the Model of Subjective Uncertainty Reduction; the Terror Management Theory, analyzed as an explanation of ingroup identification, were considered. The conclusion of the studies reported and of the discussions was that the need for self-esteem is not a sufficient motivational construct to explain group behaviour and social identity processes. The new works by Marilynn Brewer, which analyze the role of culturally-instilled values in social identity processes, appeared fundamental. This theme was central in the paper by Shinobu Kitayama: there are cross-culturally diverging ways of constructing the personal agency; this divergence has important implications for cultural variations in social identity processes. The possibility of cultural variations (trust for the ingroupers) was proposed also by Margaret Foddy. Linnda Caporael, finally, discussed a recent model of human evolution, strictly coherent with the theories of social identity. Others speakers in this session, were: Rupert Brown, Dora Capozza, Emanuele Castano, Bruno Mazzara.

In the session on intergroup discrimination, Richard Bourhis showed how the orientations of acculturation depend on the ideologies and on the variables of personality; Anne Maass and Mara Cadinu demonstrated the validity of a model of sexual harassment based on social identity; Thomas Kessler highlighted how the processes which link the constructs of SIT among themselves are not linear and sequential but simultaneous. The task of treating the theme of resolving conflicts was entrusted to expert hands: Samuel Gaertner, Roberto Gonzalez and Rupert Brown, Miles Hewstone reported studies carried out on real groups, derived from their models. With these studies we are close to realizing one aim of SIT: to clarify and solve salient problems, such as prejudice and the intense conflicts in the world (the attack on the Twin Towers now represents a challenge for our interpretations).

The relationship between the different levels of self-categorization was the theme of the paper by Monica Rubini and the speakers of the session: Inter- and Intragoup Levels of Judgement. Only in certain contexts the variables of personality determine ingroup bias (Katherine Reynolds); the evaluation which is expressed about ingroup members (intragroup level) has the function of protecting the validity of its norms (intergroup level) (Dominic Abrams); the intragoup comparison can influence the intergroup comparison (Stephen Worchel). These are some of the original conclusions of this session.

The conference took place in an enchanting natural environment. Among the various social events (a dinner in the country with typical Sardinian cooking; a volleyball match organized by Rupert): a sail boat trip to admire the coast of Villasimius. It was raining, it was windy but we went. The boat risked overturning, the participants risked falling in the sea. But it does not matter; as Sam Gaertner said starting the session the day after: "we were all in the same boat, we had constructed a common identity". A heartfelt thanks to the young researchers and doctorate students who helped in the organization of the conference, in particular Rossella Falvo and Carla Dazzi. The organizers give themselves the task, for the future, of finding a third island (after Sicily and Sardinia) for the next Small Group Meeting on social identity processes.

The organizers:
Rupert Brown & Dora Capozza

Report on the 2nd EAESP-SPSP International Teaching Fellowship

awarded to Charles Judd (University of Colorado at Boulder, USA) and Markus Brauer (University of Clermont-Ferand, France)

Sponsored by the joint fellowship from the EAESP and SPSP, Professor Charles (Chick) Judd of the University of Colorado at Boulder spent one week as a Fellow at the University of Clermont-Ferrand from September 2-8, 2001. During that week Chick provided instruction and supervision for a group of 12 graduate students in psychology. The event was organized in the form of a one-week workshop around the topic **"Structural Equation Modeling in Social Psychological Research"**. The participating students were Olivier Audebert (University of Clermont-Ferrand), Angélique Chatard-Pannetier (University of Clermont-Ferrand), Nathalie Dalle (University of Clermont-Ferrand), Michaël Dambrun (University of Clermont-Ferrand), Marie-Aude Depuiset (University of Grenoble), Frédéric Letirand (INRETS, Paris), Dominique Muller (University of Grenoble), Emmanuelle Neuville (University of Clermont-Ferrand), Julie Paole (University René Descartes, Paris), Sandrine Redersdorff (University of Clermont-Ferrand), and Jean-Pierre Vernet (University of Grenoble). François Ric, junior faculty at the University René Descartes in Paris, also attended the workshop in the place of a student who cancelled at the last minute. The workshop was held in English.

As researchers in social psychology we face an eternal dilemma. On the one hand, we would like to be able to draw causal conclusions, and for this reason we would like to experimentally manipulate our independent variables. On the other hand, many of the important social factors that influence human behavior cannot be experimentally manipulated. We cannot randomly assign participants to the different conditions of race, gender, socioeconomic status, authoritarianism, social dominance, etc. As a result, we often conduct correlational studies from which it is difficult to

draw causal conclusions. Structural equation modeling provides a partial answer to this dilemma. It allows to test whether correlational data are consistent with a causal model specified by the researcher. Additionally, structural equation modeling allows researchers to estimate effects unbiased by both random and systematic errors of measurement, once multiple indicators are used and appropriate measurement models specified. As such, structural equation modeling represents a series of comprehensive data analytic techniques that significantly extend the range of questions that can be analytically explored by social psychologists.

The workshop provided students with an in-depth introduction to latent variable structural equation modeling procedures. It started with a general treatment of linear models with measured variables (i.e., path analysis). Next, we moved on to confirmatory factor analytic models, introducing models with latent variables whose indicators are measured with error. Issues of identification and estimation were discussed. Then, Chick presented what are formally called structural equation models, involving the integration of linear structural models with latent variables involving multiple indicators. At this point, the full matrix notation for such models was presented and issues of identification and estimation were considered in more detail. Additionally, issues of model specification, modification, and testing were addressed. Finally, some particular applications of such models were discussed, focusing in particular on models for the analysis of multitrait–multimethod matrices. Throughout the workshop, Chick alternated lecturing about theoretical topics with practical, hands-on exercises on the computer. On the last day, students were given the opportunity to present their own research and discuss data analysis strategies with the group.

There were a number of social events. The early evening of the second day was devoted to a baseball training camp followed by a baseball match. For the record, let's mention that Chick's team "Les Castors" suffered a humiliating defeat (why in the world would you refer to your in-group as "The Beavers"¿). The match was followed by a dinner in a restaurant with typical regional dishes (the "galettes auvergnates" and the "ham with old mustard sauce" were particularly sought after). The workshop ended with a farewell party at the house of Markus Brauer.

Report by *Jean-Pierre Vernet*, student participant of the workshop:
"Although I have already participated in several statistics workshops, the course organized by the EAESP and the Blaise Pascal University in Clermont-Ferrand will always have a particular place in my memory. It is difficult to lecture about statistics in a manner that is lively and easy to listen to, but our instructor Dr. Charles Judd – or Chick, as we called him – had this capacity. This capacity was based on extensive knowledge about the subject matter but was also due to his human qualities. Indeed, a very special relationship between students and instructor developed quite rapidly. No question appeared stupid anymore, and students were able to take full advantage of this course to acquire new skills; I would even say that some students had a great thirst for knowledge. Given that he succeeded in creating this climate, given that he always made an effort to be clear, and given that he made sure he was being understood, Chick's teaching skills are impressive. I admit that before going to Clermont-Ferrand, I had heard that statistics classes taught by Chick are remarkable, captivating, and a source of knowledge for everybody. Now, I know that it is true. It was a real privilege to attend this workshop. The week in Clermont-Ferrand was special because there was a climate of proximity between us. We all felt like a big family, and this was very pleasant. I am thinking here of the BBQ that took place in Markus Brauer's back yard. I am also thinking of the softball tournament because independent of our level of expertise, we all amused ourselves like children. I am also thinking of other, even more informal moments at which the students from Paris, Grenoble, and Clermont-Ferrand had a chance to get to know each other, be it in restaurants, at bars or during the coffee breaks."

Markus Brauer
University of Clermont-Ferrand

Grants

Patricia Rodriguez Mosquera (seedcorn grant)
Rene Ziegler (seedcorn grant)

GRANT REPORTS

Flora Kokkinaki[1]
The London School of Economics and Political Science, UK
(Seedcorn postdoctoral research grant)

Two studies were conducted to examine a number of hypotheses based on an integrative view of the literature on attitude change and on the attitude-behaviour relationship. The first study examines the predictions of the Elaboration Likelihood Model (ELM) of attitude strength (Petty, Haugtvedt & Smith, 1995) concerning the effects of motivation on attitude strength dimensions and their subsequent effect on the magnitude of attitudinal influence on behavioural intentions. Following the theoretical predictions of the model, it was expected that high motivation during attitude formation would enhance attitude accessibility, certainty, confidence, internal consistency and the amount of information on which the attitude is based and decrease attitude ambivalence. In addition, it was expected that attitudes formed under high motivation conditions would be stronger predictors of behavioural intentions compared to attitudes formed under low motivation conditions. The study was conducted in a experimental setting. Ninety participants were randomly assigned to a high vs. low motivation condition and were exposed to an advertisement for an unfamiliar consumer product. Motivation in the present context was conceptualised as involvement with the advertising message and was manipulated by means of experimental instructions. Manipulation checks indicated that participants in the high involvement condition elaborated more on the content of the message compared to low involvement participants. The

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[1] Flora Kokkinaki is now at the University of Patras, Greece; e-mail: f.kokkinaki@upatras.gr

results provided partial support for the hypotheses. Specifically, it was found that high involvement increased attitude certainty and confidence and how well informed and knowledgeable participants felt towards the attitude object. Although participants in the high involvement condition expressed their attitudes faster than low involvement participants, attitude accessibility scores were not significantly different. Moreover, attitude ambivalence and internal consistency were not affected by the involvement manipulation. In addition, although attitude-intention correlations were consistently higher in the high involvement condition, these differences did not reach significance levels. These results support only partially the ELM of attitude strength since high motivation appears to increase certain strength dimensions while leaving others unaffected. Additional research, preferably with larger samples, is required to clarify why certain dimensions are affected more than others and to further examine the role of motivation (and ability) on the behavioural consequences of attitudes.

The second study was concerned with a different issue. Its objective was to examine the moderating effects of certain attitude strength dimensions within the theories of Reasoned Action (Ajzen & Fishbein, 1980) and Planned Behaviour (Ajzen, 1991). Although these theories assume that the predictive weight of attitudes, subjective norms and perceived control differs across contexts, they do not specify the exact conditions that determine their relative impact. Several studies indicate that certain strength dimensions moderate the impact of attitudes on behaviour (see Kraus, 1995). One of the predictions examined in the present study was that strength dimensions moderate the predictive weight of attitudes, relative to that of subjective norms and perceived control, in the sense that those individuals who hold strong attitudes would be more inclined to behave in accordance with them and to take social influence and the perceived ease of difficulty of performing the behaviour less into account. Specifically, it was expected that attitude strength would have a positive moderating effect on the attitude-intention relationship and a negative effect on the subjective norm- and the perceived control-intention relationship. The study was correlational in nature and was concerned with three different behaviours. Data from 180 participants were collected in two waves. In terms of the actual predictive value of the models, the results showed that intentions were strong predictors of actual behaviour

and that they were, in turn, significantly predicted by attitudes and subjective norms. Unlike perceived control, past behaviour was a strong predictor of both intentions and actual behaviour. Attitude strength dimensions did not have a consistent factorial structure across behaviours, a fact corroborating the notion that attitude strength cannot be viewed as a formal latent construct (Krosnick *et al.*, 1993). In terms of the actual moderating role of strength dimensions, no reliable effects were observed. Although certain variables were found to exert some moderating effects, these effects were mostly weak and inconsistent across behaviours. One possible explanation for this latter finding is that attitudes, subjective norms and perceived control do not have the assumed competing effect on intentions and behaviour. It is also possible that those individuals who hold strong attitudes also hold strong subjective norms and perceptions of control (e.g. equally accessible, held with certainty and confidence), especially if similar motivational processes underlie the formation of these cognitive constructs. An additional explanation might also be related to the nature of attitude strength. Strength variables not only are interrelated, they might also cause each other and, most importantly, they might have interchangeable effects (Krosnick & Petty, 1995).

Taken together the results of these two studies do not provide strong support for the hypotheses. However, the integration of findings from the study of attitude change and the study of the attitude-behaviour relationship can generate several further predictions that that will require extensive research to be investigated. It is possible that such an integrative approach will enhance our understanding of attitudinal phenomena.

Rick van Baaren, University of Nijmegen
(postgraduate travel grant)

The end of October 2001, directly after the annual SESP conference, I visited the Ohio State University at Columbus, Ohio. The main goal of the visit was to collaborate with Dr. Tanya Chartrand, who is a leading expert in the field of unconscious mimicry, which happens to be the topic of my upcoming dissertation. The visit lasted for four weeks and was a brilliant experience.

The experience was brilliant for several reasons. First of all I got a chance to discuss my results with Tanya Chartrand and the other super-star researchers at OSU, for example Prof. Marilynn Brewer and Prof. Russel Fazio. I have presented my studies in two lab meetings and received very helpful feedback. Discussing the studies also helped to strengthen the theoretical arguments underlying the studies.

Second, the visit resulted in the planning of several new studies. Together with Tanya Chartrand and some of her post-graduate students, I'm designing studies that take a deeper look at the assimilative processes that occur within the interaction of two human beings. Marilynn Brewer, one of her post-graduate students and myself are going to investigate the relation between optimal distinctiveness theory and unconscious mimicry.

Third, Ohio State University is an inspiring place. The facilities and possibilities are unbelievable. The number of subjects and lab-assistants that are available for experiments is enormous, and all aspects of running experiments, selecting participants etc. is organized in a very professional manner.

Fourth, in the four weeks that I visited OSU, several inspiring researchers visited the university to give a talk, for example Prof. Brett Pelham, Prof. Neil Macrae, Dr. Wendi Gardner and Prof. Charles Judd. Especially the talk by Wendi Gardner was very interesting and relevant to my work. Her talk focussed on the effects of activated self-construals on information processing, motivation, value endorsement and the regulation of behavior. Afterwards, I got a chance to discuss my studies with her, in which she recommended some very interesting recent articles.

In summary I can say that the visit was more than worth the effort and the money. It has been a very interesting and stimulating trip. I have learned a lot, and it has given a new boost to my project. In February 2002 I'll go back to OSU for 2 weeks to discuss the preliminary results of the first studies that we designed together. I would very much like to thank the EAESP for providing the necessary funds. It is a very good thing that the EAESP supports this kind of international visits, and I would like to recommend it to all post-graduate students.

News about Members

OBITUARY

Jean-Pierre Di Giacomo (1944-2001)

Jean-Pierre Di Giacomo was barely 57 years-old when he died few days after his admission in a hospital in Ottignies, near Louvain-la-Neuve (Belgium), where he lived during most of his professional career.

Nineteen sixty eight transformed many candidates for priesthood into students in Psychology. This was also the case for Jean-Pierre, who had spent long years preparing himself for missionary work. With his experience and maturity, Jean-Pierre quickly became a leader among the student body, culminating in his presidency of the Psychology Students Association at Louvain-la-Neuve. It would euphemistic to state that his actions shook the apathy of the Department; he succeeded in transforming the study programs and removing an incompetent professor from important responsibilities. The effects of these actions, for good and bad, followed Jean-Pierre throughout his career.

Jean-Pierre was always at his best when presiding over meetings. His capacity to sense conflicting interests, and to arrive at positive syntheses, struck everyone who took part in those meetings. A strike among students also inspired his doctoral dissertation, part of which was published in the European Journal of Social Psychology, and became a classic for those interested in the interface between social representations and social identity theory. It was also one of the earliest uses of Benzecri's Correspondence Analysis to analyse these kind of data.

Unfortunately, the Rector of the university never forgot nor forgave this "agitator". There was therefore no future for him at the University of Louvain-la-Neuve. When I received a sabbatical year and proposed several persons to replace me for different courses, everyone was admitted except Jean-Pierre for whom there was a rigid veto.

Jean-Pierre thus started his teaching career at the Catholic University of Lille, in Northern France. At the same time, he served as assistant to the editor of the European Journal of Social Psychology. It was a time when the tasks of associate editors were very specific and limited (short notes or book reviews). Jean-Pierre and I shared all the rest of the work, that is, almost everything (140 manuscripts). It was a period of fantastic collaboration.

When his mother died, Jean-Pierre discovered Italy, the country of his origins, fell in love with it and its inhabitants, and rapidly became fluent in Italian. Owing to Augusto Palmonari, Jean-Pierre Di Giacomo spent several years teaching in Bologna, and especially at the University of Trento. For family reasons, however, he finally accepted a chair in Social Psychology at the State University of Lille III. As quickly as he could, he formed a team of collaborators and gained national recognition. Jean-Pierre was a very stimulating colleague, adored by his students. Jean-Pierre was a very congenial person, making friends easily, and transforming a usual meeting into a fiesta. However, he was also very demanding in terms of quality of work, and some people interpreted his severity as showing a lack of tolerance or respect. The respect for him was however such that, at the time of his death, he was president of the ADRIPS, a French association for the international development of experimental and applied social psychology, which publishes the bilingual Journal: Revue Internationale de Psychologie Sociale/ International Review of Social Psychology.

Critical colleagues sometimes commented that Jean-Pierre did not publish very much. They were right, although two books are currently in press. One is a very original history of the beginnings of social psychology and the second an amusing book on how to write a good undergraduate thesis. Even though Jean-Pierre did not publish much, he wrote a lot, and he communicated his thoughts more through conferences and classes than via journal articles. I always suspected that he had too high standards for his own good.

If Jean-Pierre's professional career was been somewhat hectic his interests were always the same – he was fascinated by daily and international events. What attracted his students was the ease with which he

transformed information seen on the TV journal into a theoretical problem. For example, he observed that the information that the Iraqis had turned off the incubators of a Kuwaitian maternity hospital made his students horrified. He also observed that the additional information that the atrocity was plain lie did not change the attitudes of the students. No wonder that his last interests focused on intergroup behaviors and emotions, two fields where his team has developed recognized competence.

Jean-Pierre died as he had lived. When Bernard Rimé and I visited him in the hospital, he was commenting about the inhumane conditions of patients in a large hospital!

Jacques-Philippe Leyens

Deadlines for Contributions to the Executive Committee

Please make sure that applications for meetings and applications for membership are received by the Administrative Secretary by **September, 1st, 2002** latest. Applications for personal grants and for the International Teaching Fellowship Scheme can be received at any time. The deadline for the next issue of the Bulletin is **May, 1st, 2002**.

Executive Committee