

Research Talent
Grant application form 2017 Full Proposal

REGISTRATION FORM (BASIC DATA)

File number allocated to pre-proposal

4 0 6 . 1 7 . 5 2 5

Please fill out the last three digits of the file number of the pre-proposal. You can find this number in the invitation to submit a full proposal.

1 Details of the applicant

Please note that there is one applicant. In case the applicant is a full professor, she/he must have submitted a pre-proposal earlier, must have been invited to submit a full proposal and it is assumed that she/he is also the promoter. In case the applicant is an associate or assistant professor (UHD or UD) the promoter who submitted the pre-proposal and has been invited to submit a full proposal must be mentioned under 1b. Please note that the researcher mentioned under question 1a must be employed by the university or institute for at least the period for which a grant is requested.

1a Applicant

Name, first name, title(s)	Spears, Russell, Prof. dr.			male
Date of PhD	09 / 07 / 1985			
End contract	ongoing			
Affiliation	University of Groningen			
Department	Social and Organizational Psychology	Section	Social Psychology	
Postal Address	Grote Kruisstraat 2/1	Zip/city	9712TS	
Tel / Fax	+31 50 363 9355	E-mail	r.spears@rug.nl	
Position	full professor	YES		
	associate professor (UHD)	-		
	assistant professor (UD)	-		

1b Promoter or co-applicant

Name, first name, title(s)			
Date of PhD			
Position		Since:	
Affiliation			
Department		Section	

2. Proposed PhD candidate

The candidate mentioned below must be the same candidate for whom a pre-proposal has been submitted earlier. The candidate's promoter must have received an invitation to submit a full proposal.

2a PhD candidate

Name, first name, title(s)	Rosenbusch, Hannes	male
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3. Title of the proposal

Explaining intergroup violence and radicalism: Integrating cognitive and emotion pathways

4. Summary of the proposed research

(please provide in 100 words a summary of the proposed research in English)

In this international project, we investigate the psychological mechanisms explaining radical group behaviour. Perpetrators of group-based violence like hooligans, rioters, or terrorists are often portrayed as

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either mad or bad. However, we argue that any group has the potential to resort to radical behaviour under the “right” conditions. We propose two key factors in this regard. Firstly, a sense of low group efficacy or political power in combination with local social support can promote radicalization. Secondly, threats to the group’s standing in the social hierarchy can evoke contempt, also motivating radical action. Finally, we consider interventions designed to prevent radicalization.

5. Social Sciences discipline code
(see paragraph 6.1 of the call for proposals)

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6. Starting date

Anticipated starting date: 01 September 2017

DESCRIPTION OF THE PROPOSED RESEARCH

Maximum 2,000 words for sections 7a and 7b together, including footnotes and illustrations but excluding literature references. See also the description of the criteria for full proposals in the call for proposals (paragraph 4.2.2).

7a. Research topic

In the news, we hear about riots in America, attacks against immigrants in Europe, political violence in Africa, and terrorist attacks across the globe. Yet, empirical research lags behind in explaining the psychological facilitators of such extreme behaviours [1, 2]. The proposed PhD project sets out to fill this gap and provide the much-needed experimental insight into group radicalization (here: increase in readiness and support for violence [3]).

In public discourse, the assumption prevails that radical action (such as violence) is committed by people who are either “mad or bad”. However, research in political science and economics has demonstrated that the public’s perception of radical groups is often inaccurate [4, 5]. Psychological research can in turn explain the proximal psychological mechanisms by which groups become radicalized. Our overarching question “Under what circumstances do groups radicalize and turn violent?”, is composed of the three following sub-questions which define our research agenda.

First question: What is the role of group efficacy in radical group behaviour?

High self-perceived group efficacy (i.e. the belief that the in-group can attain its goals [6, 7]) is traditionally conceived as a prerequisite for collective action (i.e. actions to achieve group goals [8]). It is explicitly noted in psychological models as a positive predictor of moderate (i.e. non-radical) actions such as peaceful protests [9, 10]. In simple terms, if people think that their group has the potential to elicit change, they are more likely to engage. Conversely, if the perceived efficacy is low, they typically refrain from action [11]. This finding makes intuitive sense: simple cost-benefit considerations discourage potential actions that are assumed to be unproductive [12, 13].

However, when it comes to radical behaviour the picture reverses. Indeed, my two prospective supervisors have found that the less powerful group members feel, the *more* likely they are to engage in radical actions [14]. This poses a sharp contrast to prior research and seemingly defies rational cost-benefit considerations. In the proposed project, we set out to test the psychological mechanisms underlying this phenomenon. We predict that low perceived group efficacy will lead to radical behaviour if there is a *shared outrage* within the in-group. Specifically, when group members perceive their low-status as illegitimate and stable [15] they will share a strong, negative emotional arousal towards their current situation and antagonist out-groups. Visible shared outrage should act as an indicator of local social support among ingroup members and trigger collective action. However, because of the ‘sense’ of low group efficacy [16], moderate action will not be seen as the ‘best means to the group’s end’. In line with the idea that desperate circumstances require desperate measures we argue that strategic, radical behaviour will be implemented (cf. SIDE model for strategic behaviour [17, 18]). In other words, groups might shy away from moderate collective action under apparent powerlessness, but if the in-group signals sufficient local support through shared outrage, such groups might countenance radical tactics (cf. nothing-to-lose strategies [19, 20, 21]). Importantly, we do not argue that these tactics are irrational, but more often acts to achieve interim goals like provocation, polarization, or mobilization.

Second question: How does intergroup contempt develop?

Again, as an extension of classic moderate collective action research, my second prospective supervisor investigated which emotions lie at the basis for radical group behaviour. In theories about

moderate action, the primary emotion that fosters engagement is anger [22, 23]. This emotion is also prevalent in cases of *radical* collective action. However, it is the additional occurrence of contempt that seems to redirect out-group directed behaviour into violence and other radical means [14, 24]. Contempt is associated with creating distance from, downgrading, or even dehumanizing antagonists [25], which in turn justifies applying radical means against them. To follow up on this important finding, we now investigate the *origins* of intergroup contempt. We suggest that contempt is experienced as a reaction to status threats within the existing group hierarchy. Thus, we propose that groups may employ contempt to bring down other groups when their own status is threatened, given that contempt indicates that the target is immoral or unworthy [25]. In other words, when one's group is downgraded, group members may develop defensive contempt towards the downgrading out-group, which potentially entails radical action [14]. This mechanism allows the offended in-group to reestablish their relative status in social hierarchy and put the out-group 'in their place'. While there is some evidence for these relations in the context of interpersonal relations [26, 27], it has not yet been investigated in the context of intergroup relations and radical collective action.

Third question: How can we prevent cognitive and emotional pathways to radical action?

Our first two research questions encompass both cognitive (efficacy, hierarchy perceptions) and emotional predictors (shared outrage, contempt) of radical action. Further, they both involve in-group defensiveness in the face of external threat (cf. powerlessness/inferiority in section 1 and out-group threats in section 2). Through this conceptual overlap, we argue that group-affirmation can function as a basic remedy for both radicalization processes.

The process of group-affirmation is an extension of self-affirmation, which consists of reflecting about important values of the self and important aspects of one's life [28]. According interventions (such as writing short essays) are implemented to stabilize self-integrity and were shown to prevent defensiveness [29]. Group affirmation transfers this process to a collective level, meaning that group members affirm values of the group outside the conflict situation. This stabilizes and secures their social (as opposed to individual) identity and enables them to better cope with in-group-directed threats [30]. Therefore, we argue that group affirmation can serve as a starting point for circumventing the two discussed radicalization mechanisms (cf. Fig. 1).

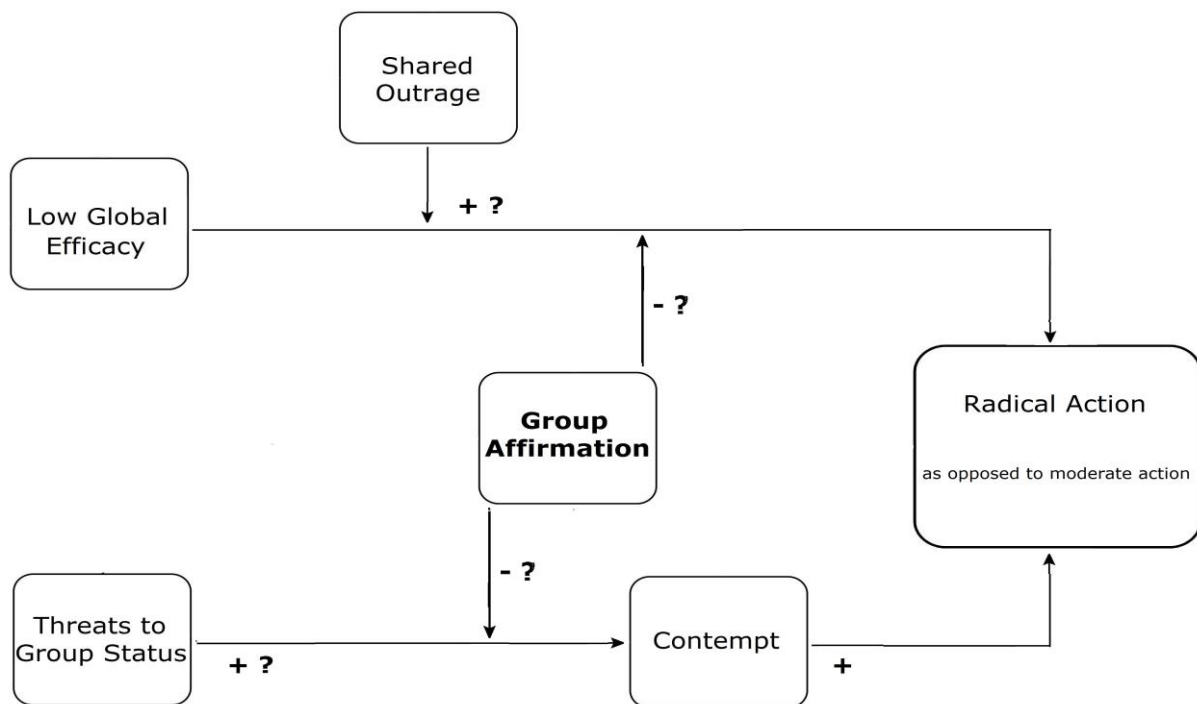


Fig. 1. Full Model. The first research question targets the upper moderation effect, while the second research question targets the lower mediation effect. The third part of the project will investigate whether both pathways to radical action can be attenuated through group affirmation (bold).

Under low global efficacy groups are naturally forced into a defensive position, although they might still "lash out". Group-affirmation techniques should in such circumstances be useful to circumvent radicalization of the group by replacing the desperation agenda by one of secure social identity [30]. Similarly, group-affirmation should prevent contempt in favour of more constructive emotions, given that

contempt is a defensive and destructive, emotion. Strong support for these hypotheses is provided by the finding that affirmation prevents defensive coping with social identity threat [31] and closed-mindedness towards threatening ideologies [32]. It should be noted, however, that not every affirmation might have positive outcomes and affirming group values like honour or aggression might backfire.

7b. Approach

1. For our first research question we will use two **experimental studies** (1a, 1b) to examine the effects of perceived global efficacy and shared outrage on radical action tendencies. As one **independent variable**, we will manipulate the group-members' perception of global group efficacy through their group size (majority vs. minority). As a second independent variable, we will implement shared outrage indicators (upset in-group vs. apathetic in-group). Thus, our first study has a **2x2 between-subjects experimental design**. As **stimuli**, we will utilize video reports, which contain information about global efficacy and in-group outrage. These video reports emulate on social media. As our primary **dependent variable**, we will assess the self-reported readiness of participants to engage in radical behaviours such as sabotage, vandalism, or physical attacks against an antagonist out-group. As an additional outcome variable, we will measure readiness for moderate action such as peaceful protest. This will allow us to investigate the transferability of established moderate action theories to radical action.

In **Study 1a** our **sample** will consist of University students, who receive individual feedback that they belong to the group 'community-agents' based on a bogus psychological test. By watching the video, participants then learn about their in-group and an antagonist out-group ('Ego-agents') that typically oppresses and exploits community agents. In my ongoing master thesis, we have currently pre-tested this bogus short documentary that emulates social media reports and that allows us to manipulate in-group efficacy beliefs in an artificial group conflict situation.

In a follow-up (**Study 1b**) we will utilize a similar methodological set-up, but sample left-wing US Americans as participants and implement the study online to better emulate a news environment. We will further utilize a real antagonist group (alt-right movement), adjust independent and dependent variables accordingly, and utilize a 3x3 between-subjects design with additional neutral control conditions in which respectively efficacy and outrage indicators will be omitted.

2. The second research question about the emergence of intergroup contempt will be investigated primarily in St Andrews. We will utilize **experimental studies** to test whether in-group-directed status threats foster the development of defensive contempt and radical action. As our **sample**, we will invite St Andrews students. As our **independent variable**, we will manipulate the threats to the **sample's** group status through video **stimuli** showing an interview with a confederate who either downgrades the participants' in-group (University ranking, capabilities), upgrades them, or talks neutrally about a third group (control). Thus, we will apply a **single factor 3-level between-subjects experimental design**. As our **first dependent variable**, we will assess the participants' level of contempt (and other emotions) towards the group that the interviewed confederate ostensibly belongs to (Dundee students). Subsequently, we will make participants compete with a member of the out-group in an online game of dice with an increasing amount of money to win. Participants will be told before the game that the money they win is not given to them, but will determine the starting bankroll of the next St Andrews student who participates in the study. The game will crash, forcing a 'spontaneous' offline substitute, and giving the participant the opportunity to manipulate their own score. Knowing the opponent scores will enable the participants to effectively steal money from them in favour of the in-group member who is next in line for the experiment. The quantity of money stolen will be interpreted as basic radical behaviour, given that it violates the norms and rules of the game and implies illegitimate financial exploitation of the out-group.

In a follow-up study (**2b**), we will add a new experimental condition, in which participants play the game against someone who does not belong to the offending out-group. This will allow us to ascertain whether the financial exploitation was truly targeting the specific offending out-group. We will further assess the endorsement of other moderate and radical behaviours towards Dundee students through a questionnaire (moderate: request preferential funding for St Andrews; radical: opportunity to insult Dundee students online).

3. The final part of the research project will simultaneously serve as a replication, and integration of our prior findings, and a preliminary testing of a possible intervention to avert radical group behaviour. We will conduct a **virtual reality experiment** in cooperation with the Virtual Reality Center in Groningen in which we immerse the participants in a protest/riot situation. In this virtual environment, we will repeatedly give the participants the opportunity to engage in both radical action (e.g. throw bottles, push people) and moderate action (hold up signs, march). These activities serve as the **dependent variables** in addition to an assessment of out-group directed emotions. As **independent variables**, we will manipulate efficacy beliefs and shared outrage in **Study 3a** (political power and in-group outrage) and hierarchy threats in **Study 3b** (priming before entering the lab). In both studies, we will include an experimental condition in which participants complete a group-affirmation task before entering the Virtual Reality setting. As outlined in the theory section, we hypothesize that participants in this condition will show lower levels of contempt (Study 3b) and less radical behaviour (Study 3a, 3b). We currently consider inviting non-students as participants to complement prior **samples** in this project which in many cases consist of

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university students. The antagonistic virtual reality out-group, will be programmed to depict demonstrating neo-Nazis. Collaborations between the Virtual Reality Center and the social psychology department in Groningen have already proven productive [33, 34].

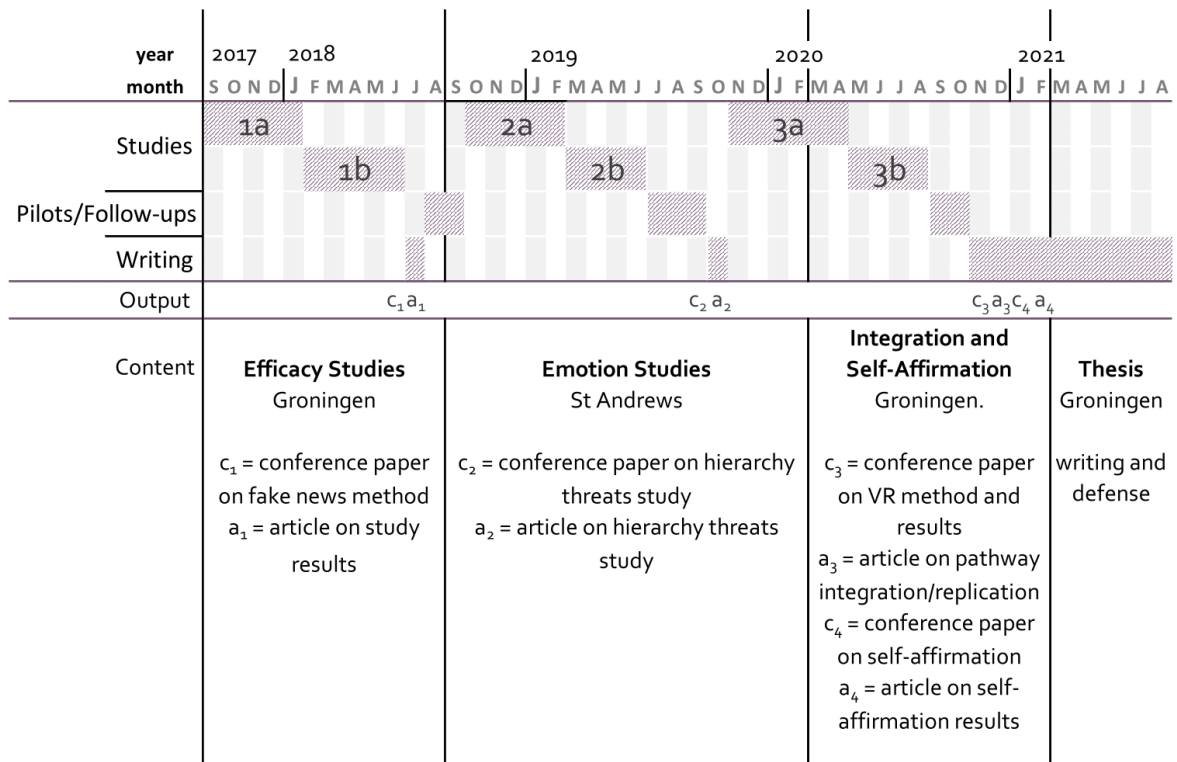
7c. Word count (sections 7a-7b)

1	9	9	3
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7d. Time plan

Give a practical timetable over the grant period, max. half a page.

Time Plan



7e. Dissertation, scientific output including data and output related to knowledge utilisation

	Output	Number	Expected year of publication
✓	Articles in refereed journals	4	2018, 2019, 2020-2021, 2020-2021
□	Articles in non-refereed journals		
□	Books		
□	Book chapters		
✓	Dissertation	1	
✓	Conference papers	4-6	2018, 2019, 2020, 2020-2021 (+additional opportunities)
✓	Data (see also question 11)	5-10 sets	Within 9 months after the publication of the according study results
Output related to knowledge exchange and impact (please specify)			
✓	Professional publications	1-2	Policy briefs

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<input type="checkbox"/>	Other scientific output		
<input checked="" type="checkbox"/>	Publications aimed at general public	7	YouTube, The Amnesty Post, Magazines

7f. Knowledge exchange and impact

Address the potential for and implementation of knowledge exchange and impact (Max. 500 words and no more than 1 page, for assistance see paragraphs 4.2.2 and 6.2 of the call for proposals)

Potential

- Describe what the project's contribution will be to society and/or to other scientific domains;
- Describe who will benefit from the project's results and why;

Implementation

- Describe how the project's results will be disseminated to potential users;
- Describe, if available, the project team's expertise on knowledge exchange and impact and how it will be deployed to enhance knowledge exchange and impact of results;
- Describe how potential users of the project's results will be included;
- Describe when the project's result are ready for use by third parties within and outside the academic sector.

In the case of research that does not lend itself to knowledge utilisation as described in the aforementioned terms, the applicant is requested to briefly explain why he/she believes that knowledge utilisation is not applicable to the proposed research. In that case you do not need to address implementation. Please be aware that knowledge exchange and impact may always be a point of discussion during the interview.

The project should make substantial contributions to both society and science.

Society

Even in peaceful countries like the Netherlands, group-based violence is often in the news and concerns about radicalization, especially among Muslim youth, have never been higher. Our project aims to gain greater understanding of such phenomena and provide insights into interventions that ameliorate tendencies towards radicalization. Specifically making practitioners aware of the importance of the key project themes of group efficacy and the dangers of developing contempt, may help to circumvent such phenomena.

Groups that will benefit from these insights are policy-makers and stakeholders seeking to improve intergroup relations, but also the general public. Although we will clearly communicate our insight through scientific publications, which should foster awareness and inspire related research, we are aware that these will not always reach practitioners and lay people. We therefore target three additional more accessible outlets:

First, we will present our results and advice to practitioners. My supervisors have gathered much experience in this regard and regularly meet with practitioners such as experts on terrorism and radicalization. For example, Tausch took part in a Policy Exchange meeting on the prevention of violent extremism with practitioners and policy makers, and also discussed my supervisors' findings with members of the Centre for the Study of Terrorism and Political Violence in St Andrews. Spears was invited to address the "Polrad" conference organized by Groningen City Council on problems of radicalization among youth in which many practitioners (e.g., teachers, youth and social workers) were invited.

Second, we will share the knowledge gained from the research in popular science magazines and newspapers, blogs, press releases, and links to our web pages. Further, I have recently co-founded a human rights magazine in Groningen (The Amnesty Post), which will be used to report findings. Amnesty International has also invited me to organize lectures or workshops based on his research.

Third, I will summarize his article publications in accessible videos for the public that will be promoted on YouTube. He has gathered considerable knowledge on video animation and we hope to reach an interested audience online. Other PhD students in Groningen also indicated an interest in contributing to the YouTube channel through their publications (e.g. C. Ross; S. Field).

Science

Besides societal contributions we hope to support scientific work in three ways:-

First, we advance theory on radical action, which is markedly understudied in social psychology. Given that radical group behaviour is a highly interdisciplinary phenomenon, we will seek the dialogue with related disciplines and hope researchers will integrate our insights on the more proximal psychological mechanisms involved into their theories.

Second, we will explore methods that will have a significant impact on behavioural and social sciences in the near future, most notably fake news stimuli and Virtual Reality experiments.

Third, the proposed project connects two research institutions, which contributed substantially to group behaviour in the past. Bringing together both research teams will create a cohesive network of experts and hopefully lead to further collaborations.

7g. Literature references

Maximum 35 references

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PHD CANDIDATE, SUPERVISION AND SETTING

For more information please consult paragraph 4.2.2. of the call for proposals.

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8. Candidate

8a. Candidate's CV and motivation

Please add the candidate's CV and motivation to this form (please use the format provided at the end of this form or copy and paste the candidate's CV from the pre-proposal). Please indicate below whether the candidate's CV has been updated.

YES	The candidate's CV and/or motivation has been updated
-----	---

Candidate's CV

Bachelor study (studies)

University	Leuphana University	Department	Business Psychology (now Psychology)
Name BA study	Business Psychology		

	<p><i>Mention your chosen specialisation and list the subjects and courses followed. Include subsidiary subjects, if any, and identify them as such. If any courses have been followed at a different university, please mention at which one. If courses resulted in papers or similar output, please mention this as well as the grade awarded.</i></p>
Specialisation	<p>The Leuphana University offers a Major/Minor system. Additionally, students have to choose complementary courses from other disciplines. I will structure the following course list according to my transcript of records. Included are also courses that I attended during a semester abroad at the University of Queensland.</p> <p>Major: Business Psychology</p> <ol style="list-style-type: none"> 1 Thesis: Grade: 2, Credit Points: 12 2 Thesis-Colloquium: Grade: 1, CP: 3 3 Statistics for Psychologists: Grade: 1.7, CP: 5 4 Internship: Grade: Passed, CP: 5 5 Research Methods II: Grade: 1.3, CP: 5 6 Differential Psychology: Grade: 1.7, CP: 5 7 Social & Communication Psychology: Grade: 1.3, CP: 5 8 Decision Psychology: Grade: 1.3, CP: 5 9 General Psychology II: Grade: 1.0, CP: 5 10 General Psychology I: Grade: 2.0, CP: 5 11 Intro to Business Psychology II: Grade: 2.3, CP: 5 12 Performance Management: Grade: 1.3, CP: 5 13 Evaluation & Quality Management: Grade: 1.7, CP: 5 14 Diagnostics: Grade: 2.0, CP: 5 15 Personnel Selection: Grade 1.0, CP: 5 16 Integrative HR Management: Grade: 1.7, CP: 5 17 Organisational Psychology and HR Development: Grade: 1.3, CP: 5 <p>Minor: Sustainability in Humanities</p> <ol style="list-style-type: none"> 18 Analysing Complex Systems: Grade: 1.7, CP: 5 19 Specific Approaches to Sustainable Development: Grade: 2.3, CP: 5 20 Development of Sustainable Scenarios: Grade: 1.3, CP: 5 21 Working Interdisciplinarily & Transdisciplinarily: Grade: 1.3, CP: 5 22 Shape the Future Transdisciplinary Project Work I: Grade: 1.7, CP: 5 23 Shape the Future Transdisciplinary Project Work II: Grade: 1.3, CP: 5 <p>Leuphana Semester</p> <ol style="list-style-type: none"> 24 Science uses Methods, Business Psychology: Grade: 2.0, CP: 5 25 Introduction to Business Psychology I: Grade: 2.0, CP: 5 26 Knowledge makes History: Grade: 1.0, CP: 5 27 Science has a Responsibility: Grade: 2.7, CP: 10 28 Science uses Methods: Grade: 1.0, CP: 5

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	<p>Complementary Studies</p> <p>29 French (B2 level), African Cinema: Grade: 1.7, CP: 5</p> <p>30 English (C1 level), Business Negotiations: Grade: 1.3, CP: 5</p> <p>31 Communication Models: Grade: 3.0, CP: 5</p> <p>32 Neuroscience for Psychologists: Grade: 1.0, CP: 5 (cf. semester abroad)</p> <p>33 Everyday Thinking: Grade: 1.0, CP: 5 (cf. semester abroad)</p> <p>34 Economic and Business Ethics: Grade: 1.3, CP: 5</p> <p>Elective Modules</p> <p>35 Advanced Statistics: Grade: 2.0, CP: 5</p> <p>36 Experimental Project: Grade: 1.0, CP: 5</p> <p>37 Test theory, test construction & psychological assessment: Grade: 1.0, CP: 10</p> <p>38 Introduction to Clinical Psychology: Grade: 1.0, CP: 5</p> <p>39 Developmental & Pedagogical Psychology: Grade: 1.0, CP: 5</p> <p>40 Industrial & Engineering Psychology: Grade: 2.0, CP: 5</p> <p>41 Social Psychology II: Grade: 1.0, CP: 5</p> <p>42 Advertising Psychology: Grade: 1.0, CP: 5</p> <p>43 Biological Psychology: Grade: 1.7, CP: 5</p> <p>University of Queensland (semester abroad)</p> <p>44 Neuroscience for Psychologists: Grade: 7, Units: 2 (see above)</p> <p>45 Developmental Psychology: Grade: 7, Units: 2</p> <p>46 Everyday Thinking: Grade: 7, Units: 2 (see above)</p> <p>47 Introduction to Human Factors: Grade: 6, Units: 2</p>		
Thesis title	The influence of the number of applications on abstraction and stereotyping		
Thesis grade	1.8 (2.0 Thesis + 1.0 Colloquium)		
Date diploma	July 14, 2015	Distinction	n.a.
Start date	October 1, 2011	End date	July 14, 2015
Average grade	<p><i>Provide the average overall grade or/and GPA of your entire bachelor study. Please include university remarks, if available, with regard to your GPA</i></p> <p>Grade: 1.6</p> <p>GPA (see also question 8): 3.91</p> <p>Following German University rules, elective courses were not included for either computation. This does however <u>not</u> give me an unfair advantage since my grade average for elective courses was higher than my other grades.</p>		
Honour or talent programme	<p><i>Mention the title of the honour/talent programme and the subject(s) followed. If courses resulted in papers or similar output, please mention this as well as the grade awarded.</i></p> <p>n.a.</p>		
Start date		End date	
Programme grade and GPA	Grade:	Distinction	
	GPA:		
First year master study (studies)			
University	University of Groningen	Department	Behavioural and Social Sciences
Name MA study	Research Master Behavioural and Social Sciences (Track: Social & Organizational Psychology)		
Start date	01 September 2015	End date	31 August 2017
Subjects	<i>List the subjects and courses followed. Include subsidiary subjects, if any, and identify them as such. If any courses have been followed at a different university, please</i>		

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	<p><i>mention at which one. If courses resulted in papers or similar output, please mention this as well as the grade awarded.</i></p> <p>1 Reflecting on Science: Grade: 10, CP: 5.0 (Exam) 2 Controversies in Social Psychology: Grade: 9.0, CP: 5.0 (Review Paper) 3 Behavioural and Social Sciences: An Introduction: Pass, CP: 5.0 (Presentation) 4 Personal, Social and Cultural Change: Grade: 9, CP: 5.0 (Exam + Written Proposal for Social Intervention Program) 5 Multivariate Models: Grade: 10, CP: 5.0 (Exam) 6 Designing Research in Social & Organisational Psychology: Grade: 9, CP: 5.0 (Research Proposal Paper) 7 Current Topics of Intergroup Relations in Society: Grade: 9, CP: 5.0 (Research Proposal Paper) 8 Famous Foreigner Workshop I: Pass, CP: 2.5 (Presentation) 9 Publishing in English: Pass, CP: 2.5 (Written Assignments) 10 Applied Statistics: Grade: 8.5, CP: 10.0 (Research Report + Exam) 11 Integrating Research Findings across Disciplines: Grade: 8.0, CP: 5.0 (Review Paper) 12 Writing the First Part of your First (Co-Authored) Paper: Grade: 8.0, CP: 5.0 (Research Proposal Paper) 13 Factor Analysis: Grade 9.0, CP: 5.0 (Exam) 14 Research Traineeship: Grade 9.0, CP: 10.0 (literature review, experimental design, data collection, statistical analysis, report) 15 Structural Equation Modelling: pending, CP: 5.0 16 Master Thesis: pending, CP: 35.0 Extra: Health Psychology: Grade: 7, CP: 5.0 (Exam) Extra: Nederlands voor Duitstaligen: pending, CP: 3.0</p>
Specialisation	<p><i>Mention your chosen specialisation and list the subjects and courses followed. Include subsidiary subjects, if any, and identify them as such. If any courses have been followed at a different university, please mention at which one. If courses resulted in papers or similar output, please mention this as well as the grade awarded.</i></p> <p>The Research Master program offers multiple tracks. I chose the option Social & Organisational psychology.</p> <p>All courses are open to students from every specialisation. However, among the courses listed above, the following pertain primarily to the Social & Organisational Psychology track:</p> <p>2 Controversies in Social Psychology: Grade: 9.0, CP: 5.0 (Review Paper) 5 Personal, Social and Cultural Change: Grade: 9, CP: 5.0 (Exam + Written Proposal for Social Intervention Program) 7 Designing Research in Social & Organisational Psychology: Grade: 9, CP: 5.0 (Research Proposal Paper) 8 Current Topics of Intergroup Relations in Society: Grade: 9, CP: 5.0 (Research Proposal Paper) 14 Research Traineeship: Grade 9.0, CP: 10.0 (literature review, experimental design, data collection, statistical analysis, report)</p>
Graduation date	<p><i>Date can be in the future when you are in the second year of your master's, but not later than September 2017. The first year of your master's is concluded when submitting this form.</i></p> <p>Before August 31st 2017 (depends on the time that the last assignment is handed in)</p>

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Title thesis	<i>Proposed or completed thesis (please indicate status). You don't need to provide a grade/GPA or distinction if the work is still in progress at the time of submitting this form.</i>		
	Integrating psychological theories on moderate and radical collective action: A lab experiment uncovering the effects of group efficacy and group excitation		
Thesis grade and GPA	*pending	Distinction	*pending
Average grade	<i>Provide the average overall grade or/and GPA of the first year of your master study, or the average grade and GPA for the entire study if you have completed your master's. Please include university remarks, if available, with regard to your GPA.</i>		
	Grade: 8.8		
	GPA (see also question 8):		
Honour or talent programme	<i>Mention the title of the honour/talent programme and the subject(s) followed. If courses resulted in papers or other similar, please mention this as well as the grade awarded.</i>		
Date diploma		Distinction	
Start date		End date	
Prizes, awards	PROMOS Scholarship 2014 (Deutscher Akademischer Austauschdienst), Excellent Student Grant 2016 (Groningen University Fund)		

Extracurricular activities

Academic activities	<i>Please see paragraph 4.2.1 of the call for proposals</i>		
	08/2014 – 09/2014 Research Project ‘Silver Worker Index’, Leuphana University Assistant of Prof. Jürgen Deller Data research & statistical analysis in the field of demographic change		
	09/2014 – 12/2014 Institute of Strategic Human Resource Management, Leuphana University Research Internship Research assistance in various fields e.g. stereotyping, organisational culture		
	10/2014 – 8/2015 Institute of Experimental Industrial Psychology, Leuphana University Student Assistant/Research Assistant of Prof. Dr. Hans-Rüdiger Pfister Experimental design (EEG studies), test execution & data analysis		
	09/2015 – today Faculty of Behavioural and Social Sciences, University of Groningen Research Assistant of Prof. Russell Spears Multiple research projects on political correctness and intergroup perceptions		
	08/2016 – 11/2016 School of Psychology & Neuroscience, St Andrews University Research Traineeship Supervision by Dr. Nicole Tausch and Prof. Russell Spears Experimental work on radical intergroup behaviour, emotions, and social identity		
Publications:			
- Kuppens, T., Spears, R., Manstead, A., & Rosenbusch, H. (2017). Political correctness: Red light or red rag to prejudice? Presented at BPS social psychology section annual conference/in preparation.			

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	<p>Completed Coursera Online Courses:</p> <ul style="list-style-type: none"> - Social Psychology, Wesleyan University - Introduction to Philosophy, University of Edinburgh - The Clinical Psychology of Children and Young People, University of Edinburgh
<p>Non-academic activities</p>	<p><i>Please see paragraph 4.2.1 of the call for proposals</i></p> <ul style="list-style-type: none"> - Training and practice as conflict mediator in high school and international student house Groningen - Member of Amnesty International Student Group Groningen - Co-founder and editor of The Amnesty Post (Human Rights Magazine in Groningen) - Member of Groninger Debating Society Kalliope - Member of Social Psychology Network - Member of Deutscher Alpenverein - Member of World Wildlife Foundation
<p>Candidate's motivation</p>	
<p>Motivation</p>	<p><i>Please see paragraph 4.2.1 of the call for proposals for more information. Max 350 words</i></p> <p>As indicated by my past activities I aim to become a researcher in the field of social psychology. The next step towards that goal is to pursue a PhD project, in which I formulate and test psychological theory, design theory-based interventions for the benefit of society, and work towards a high-level academic career.</p> <p>My CV demonstrates my motivation through various research projects, assistantships, and internships that provided me with diverse insights into research across different organisational and national cultures. During these opportunities, I always contributed actively to the work of my supervisors and gained valuable skills in theorising, experimentation, analysis, and publishing processes.</p> <p>During the first year of my Research Master program I achieved very high grades that have put me consistently at the top of my class. My explicit goal is to better my grade average to at least a 9.0 through my last course and current Master thesis under the supervision of Russell Spears. The Master thesis project will also serve as the first cornerstone for my subsequent PhD work by designing and pretesting the stimuli for our first set of studies.</p> <p>Outside of the academic environment I also try to contribute to society, make active use of my acquired knowledge, and further develop my skills and personality. As listed in my CV, I received a training as a conflict mediator in high school that I implemented both during my secondary education and my Master studies. Furthermore, I am part of the Amnesty International student group. Together with 5 other members, I founded a local human rights magazine which features issues comparable to the ones targeted in the here proposed PhD project. The first edition was published in February 2017.</p> <p>Lastly, I would like to note that I invested an additional year during my Bachelor degree to broaden my perspective on psychological sub-disciplines and advanced statistics. Accordingly, I collected 240 credit points as opposed to the usual 180. The additional</p>

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	<p>courses allowed me to make a more informed decision for my current Master program and to narrow the scope for my professional goals and prospective career path.</p> <p>To conclude, I am highly motivated to start a PhD program at the University of Groningen, as this will launch my research career and allow me to contribute to scientific and societal advancements.</p>
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9. Supervision

9a. Past performance as dissertation supervisor (e.g. daily supervision, promoter, co-promoter)

Researcher mentioned under 1a	
Names of PhD students (12 of 21)	year of PhD ceremony
Bertjan Doosje	1995
Tom Postmes	1997
Jolanda Jetten	1997
Daniel Wigboldus	1998
Daan Scheepers	2002
Kirsten Ruys	2004
Martijn van Zomeren	2006
Michael Vliek	2009
Lee Shepherd	2011
Reem Saab	2011
Joe Sweetman	2012
Gloria Jimenez-Moya	2015
Researcher mentioned under 1b (if applicable)	
Names of PhD students	year of PhD ceremony

9b. List of publications of applicant

(recent publications of the applicant, and, if applicable and desired, of the promoter/co-applicant, relevant for the proposed research. Maximum 25 in total)

Selected references of Russell Spears

Reicher, S. D., **Spears**, R., & Postmes, T. (1995). A social identity model of deindividuation phenomena. *European Review of Social Psychology*, 6(1), 161-198.

Postmes, T., & **Spears**, R. (1998). Deindividuation and antinormative behavior: A meta analysis. *Psychological Bulletin*, 123(3), 238-259

Spears, R., Doosje, B., & Ellemers, N. (1997). Self-stereotyping in the face of threats to group status and distinctiveness: The role of group identification. *Personality and Social Psychology Bulletin*, 23(5), 538-553.

Postmes, T., **Spears**, R., & Lea, M. (2000). The formation of group norms in computer-mediated communication. *Human Communication Research*, 26(3), 341-371.

van Zomeren, M., **Spears**, R., Fischer, A. H., & Leach, C. W. (2004). Put your money where your mouth is! Explaining collective action tendencies through group-based anger and group efficacy. *Journal of Personality and Social Psychology*, 87(5), 649-664.

Klein, O., **Spears**, R., & Reicher, S. (2007). Social identity performance: Extending the strategic side of SIDE. *Personality and Social Psychology Review*, 11(1), 28-45.

van Zomeren, M., Postmes, T., & **Spears**, R. (2008). Toward an integrative social identity model of collective action: A quantitative research synthesis of three socio-psychological

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perspectives. *Psychological Bulletin*, 134(4), 504-535.

Tausch, N., Spears, R., & Christ, O. (2009). Religious and national identity as predictors of attitudes towards the 7/7 bombings among British Muslims: An analysis of UK opinion poll data. *International Review of Social Psychology*, 22, 103-126.

van Zomeren, M., Leach, C. W., & **Spears, R.** (2010). Does group efficacy increase group identification? Resolving their paradoxical relationship. *Journal of Experimental Social Psychology*, 46(6), 1055-1060.

Becker, J. C., **Tausch, N., Spears, R., & Christ, O.** (2011). Committed dis(s)idents: Participation in radical collective action fosters disidentification with the broader in-group but enhances political identification. *Personality & Social Psychology Bulletin*, 37(8), 1104-1116.

Tausch, N., Becker, J. C., Spears, R., Christ, O., Saab, R., Singh, P., & Siddiqui, R. N. (2011). Explaining radical group behavior: Developing emotion and efficacy routes to normative and nonnormative collective action. *Journal of Personality and Social Psychology*, 101(1), 129-148.

van Zomeren, M., Leach, C. W., & **Spears, R.** (2012). Protesters as "passionate economists": A dynamic dual pathway model of approach coping with collective disadvantage. *Personality and Social Psychology Review*, 16(2), 180-199.

Jiménez-Moya, G., **Spears, R., Rodríguez-Bailón, R., & Lemus, S.** (2015). By any means necessary? When and why low group identification paradoxically predicts radical collective action. *Journal of Social Issues*, 71(3), 517-535.

Spears, R., & Postmes, T. (2015). Group identity, social influence, and collective action online. In S. S. Sundar (Ed.). *The handbook of the psychology of communication technology; Handbooks in communication and media* (pp. 23-46). Chichester, UK: John Wiley.

Saab, R., **Spears, R. & Tausch, N., & Sasse, J.** (2016). Predicting aggressive collective action based on the efficacy of peaceful and aggressive actions. *European Journal of Social Psychology*, 46, 529-543.

Saab, R., **Tausch, N., Spears, R. & Cheung, W.** (2015). Acting in solidarity: Testing an extended dual-pathway model of collective action by third parties. *British Journal of Social Psychology*, 54(3), 539-560.

Jiménez-Moya, G., Rodríguez-Bailón, R., **Spears, R., & de Lemus, S.** (2017). Collective resistance despite complicity: High identifiers rise above the legitimization of disadvantage by the in-group. *British Journal of Social Psychology*.

10. Institutional environment

Please describe (max 200 words) why the institutional environment is the proper setting for the proposed research.

The primary institutional environment for the proposed PhD project is the Social Psychology department at the University of Groningen. Additionally, the PhD candidate will spend about 1.5 years at the University of St Andrews to work with Nicole Tausch. Both, Spears (the main supervisor at RUG) and Tausch have worked and collaborated extensively on aggressive group behaviour. While Spears has recently focused on cognitive factors, Tausch has advanced theory on intergroup emotions. Both supervisors will advise and co-author the student's work at both Universities, while the respective local supervisor will be responsible for the day-to-day supervision.

Both Universities provide comprehensive access to psychological literature, technical equipment, and inter-organisational connections. Furthermore, Spears as well as Tausch have extensive knowledge about related psychological theory and great expertise in both the publishing process and supervising PhD students. Further, the candidate will have access to high-tech laboratories for advanced experimentation and stimuli generation. Most notable in this regard are the social immersion lab at the University of St Andrews and the Virtual Reality Center at the University of Groningen.

The proposed PhD program can integrate the research trajectories of both institutions and create a dynamic network of experts to support the current project.

DATA MANAGEMENT

11. Data management

Responsible data management is part of good research. For the collection/generation of data and the analysis of these data timely measures need to be taken to ensure its storage and later reuse. This means that prior to the start of the research project researchers must ascertain a) if the project can make use of available data from third parties, b) which project data could be relevant for reuse and c) how these data can be stored so that they are suitable for reuse.

After a proposal has been awarded funding the researcher will draw up a detailed data management plan. Please consult the explanatory notes in paragraph 6.3 of the call for proposals.

11a. Will data be collected or generated that are suitable for reuse?

<input checked="" type="checkbox"/>	Yes	<i>Please answer questions 11b to 11d</i>
<input type="checkbox"/>	No	<i>Please explain below why the research will not result in reusable data or in data that cannot be stored or data that for other reasons are not relevant for reuse.</i>

11b. Where will the data be stored during the research?

The data will be stored on a password protected computer in a locked office at either the University of Groningen or the University of St Andrews. When the data are utilized for published work, the candidate will publish the anonymized data alongside the main text. The candidate will consider to delay the publication of the data by a maximum of nine months after the article publication in case he is still in the process of evaluating the data. To ensure anonymity of participants, the video files that are generated during study 2 and potentially study 3 will stay classified and not be published alongside article publications.

11c. After the project has been completed, how will the data be stored for the long-term and how will the data be made available for the use by third parties? For whom will the data be accessible?

After completion of the project, the candidate and both supervisors will receive a copy of the data sets. Those will be treated confidentially. One copy will further be retained by the Universities, which will be treated in accordance with the local data protection legislation. The candidate will further publish all data except for video recordings in an anonymized format as supplementary material alongside his scientific open access publications.

11d. Which facilities (ICT, (secure) archive, refrigerators or legal expertise) do you expect will be needed for the storage of data during and after the research? Are these facilities available?¹

The storage of the data will primarily require a secure PC and a data storage medium. Both elements are available at the University of Groningen and the University of St Andrews. The amount of data will not cause problems for the computer systems available. Next to the social immersion lab in St Andrews there are facilities available for researchers to store large video files on protected computer systems.

¹ ICT facilities for data storage are considered to be facilities such as data storage capacity, bandwidth for data transport and calculating power for data processing.

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After completion of the research project, the involved researchers will retain a copy of the data which will be stored on secure computer systems of their choosing. Further, the University where the data was produced will receive a copy of the data which will be saved on a computer system that is not accessible to the public. In both locations, the data will be saved and treated in accordance with the institutional data storage and confidentiality rules.

SUMMARY FOR GENERAL PUBLIC - PUBLIEKSSAMENVATTING

Please provide a summary of your proposal in Dutch for a general, non-academic public. In case your proposal will be funded, NWO will use this summary for publicity. Please use no more than 100 words. Geef in maximaal 100 woorden een Nederlandse samenvatting van uw onderzoek voor een algemeen, niet academisch publiek. Als uw voorstel wordt gefinancierd, dan zal NWO deze samenvatting voor publicitaire doeleinden gebruiken.

12. Publiekssamenvatting

In dit internationale project onderzoeken we de psychologische mechanismen die radicaal groepsgegedrag verklaren. Gewelddadige groeperingen zoals hooligans, rebellen of terroristen, worden vaak geportretteerd als ofwel gek of kwaad. Wij stellen echter dat, onder de „juiste“ omstandigheden, iedere groep haar toevlucht kan zoeken in radicaal gedrag. Wij stellen dat twee factoren hierbij een centrale rol spelen. Ten eerste kan een gevoel van machteloosheid of politieke onmacht in combinatie met lokale maatschappelijke ondersteuning radicalisatie bevorderen. Ten tweede kan bedreiging van de groepspositie in de sociale hiërarchie minachting oproepen, dit stimuleert ook radicalisatie. Tot slot beschouwen we interventies voor het voorkomen van radicalisatie.

FINANCIAL DETAILS

13. Summary of requested funding

Personnel	
PhD student	4 years full time including bench fee

Research costs (please specify)	In k€
Efficacy studies (pre-tests, participant pool, lab material, online participant fee)	0.6
Emotion studies (pre-tests, participant pool, lab material, game winnings, evtl. confederate fee)	2
Integrative study (participant pool, VR lab time, VR stimuli programming, lab material)	~5.5
subtotal Research costs (k€)	8.1
Costs for knowledge exchange and impact (please specify)	
Software for video production	0.5
YouTube account and promotion	0.4
Amnesty International Workshop (material)	0.4
subtotal Costs for knowledge exchange and impact (k€)	1.3
Cost for data management (please specify)	
hardware	0.6
Subtotal Costs for data management (k€)	0.6

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Total research costs requested (k€)	10
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The total amount of requested Research cost, Costs for knowledge exchange and impact, and Costs for data management cannot exceed 10,000 €. See also paragraph 3.2 of the call for proposals. Do not include the PhD candidate's expenses for attending conferences, costs for producing the dissertation and/or the defence ceremony, as these are covered by the bench fee.

14. Motivation for the requested budget for research costs

Please provide a motivation for the Research costs, Costs for knowledge exchange and impact, and Costs for data management mentioned above.

The research costs mainly consist of investments in participants, lab material, software, as well as services provided by others (Virtual Reality Center, Amnesty International Workshop, YouTube). Included are costs for pilot studies that serve the purpose of scale developments and the costs for eventual follow-up studies that can for example clarify effects of unassessed moderator variables. The 600 Euro that are listed under data management pertain to technical equipment that the student needs for video editing such as additional RAM. It further ensures access to paid online clouds that provide graphic elements for the animations that will be used in the fake news stimuli and the YouTube videos summarizing the research team's publications.

All these expenses ensure a sound experimentation, powerful research designs, and an impactful knowledge distribution.

Our current estimation is that the final Virtual Reality study might lead to expenses that go beyond the here requested 10.000 Euro. The reason is that the creation of moving crowds of people in a virtual environment is a major programming challenge. Therefore, we currently seek additional funding for this enterprise, most notably an ERC advanced grant and a University Grant. Additional funding is not needed to successfully implement the studies, but to allow additional design improvements. Pre-tests for the virtual reality experiment can be conducted in St Andrews, where a 360° theatre can imitate basic crowd immersion.

STATEMENTS

15. Statements by the Applicant

- TRUE The proposed candidate does not hold a position as PhD student (cf. paragraph 3.2 of the call for proposals).
- TRUE The promoter has submitted a pre-proposal for the candidate mentioned under question 2 earlier and has been invited to submit a full proposal.
- TRUE The local authority has been informed and agrees to accept the conditions if the proposal is awarded a grant.
- TRUE I have completed this form truthfully.

Name: Russell Spears
Place: Groningen
Date: 6/03/2017

Deadline for submitting this form: March 7th, 2017, at 2 PM CET (14.00 hrs CET).

Please submit the application to NWO in electronic form ([pdf format is required!](#)) using the ISAAC system, which can be accessed via the granting page of Research Talent (www.nwo.nl/magwonderzoekstalent). The application must be submitted from the account of the applicant mentioned under question 1a.



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For technical questions about the use of ISAAC please contact the ISAAC helpdesk. Please read the manual first before consulting the helpdesk. The ISAAC helpdesk can be contacted from Monday to Friday between 10 AM and 5 PM CET on +31 (0) 20 346 71 79. You can also submit your question by e-mail to isaac.helpdesk@nwo.nl. You will receive an answer within two working days.
