


# NICOLAS SOMMET, PHD

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 [Twitter](https://twitter.com/)

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Bâtiment Géopolis #5785, CH-1015 Lausanne, Switzerland

## IN BRIEF

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- p. [2](#)
  - **PhD in Social Psychology**, University of Lausanne
  - **Research/teaching experience:** EPFL (CH), University of Geneva (CH), University Clermont Auvergne (FR), University of Rochester (NY, US), and UNC-Chapel Hill (NC, US)
  - **6 grants**, totaling over USD 1,000,000
- p. [3](#)
  - **1,000 hours of teaching** (BA, MA, PhD) on:
    - various themes (e.g., motivation, social inequality, social identity)
    - various methods (e.g., cross-sectional, longitudinal, experimental, all designs)
    - various statistical tools (e.g., regression, mixed methods, fixed-effects, multilevel modeling)
  - **Supervision experience:** PhD, in-docs, junior researchers, master students, etc.
- p. [4](#)
  - **40 journal articles** in journals such as *Psychological Science*, *Current Directions in Psychological Science*, *Advances in Methods and Practices in Psychological Science*, *Journal of Educational Psychology*, and *Nature Human Behaviour*
- p. [9](#)
  - **6 chapters**
- p. [10](#)
  - **≈ 50 talks**
- p. [13](#)
  - **30+ media appearances**
  - **Associate Editor at *EJSP*** and **member of three Editorial Boards**
- p. [14](#)
  - **Elected member** of the ADRIPS and in my institute
  - Strong commitment to **open science**

## SELECTED CONTRIBUTIONS

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### Research Program #1. Psychology of Economic Inequality

- Published a conceptual framework integrating, organizing, and extending findings from the literature on the psychology of economic inequality (Sommet & Elliot, 2023, *Curr Dir Psychol Sci*)
- Studied the effects of inequality on school outcomes (Sommet et al., 2023, *JEP*), well-being (Sommet et al., 2018, *Psych Sci*), health (Sommet & Elliot, 2022, *QLR*), trust (Kim, Sommet et al., 2022, *SPPS*), etc.

### Research Program #2. Achievement Motivation

- Clarified the conceptualization of achievement goal complexes (i.e., goal-reason combinations), and developed a scale to assess them in an article cited 120 times (Sommet & Elliot, 2017, *JEP*)
- Examined the antecedents (Sommet et al., 2017, *CEP*; Sommet et al., 2019, *M&E*) and consequences (Sommet et al., 2015, *JEP*) of performance goals in various group settings

### Research Program #3. Making Statistics Accessible

- Authored two primers on logistic and linear multilevel modeling (Sommet & Morselli, 2017; 2021, *IRSP*), which have garnered nearly 100,000 views and over 500 citations.
- Developed an intuitive method to determine sample size for detecting interactions with sufficient power (Sommet et al., 2023, *AMPPS*), accompanied by a user-friendly web app ([www.intxpower.com](http://www.intxpower.com))

## I. EDUCATION

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- Dec 2014** **PhD in Social Psychology** (dissertation: 6/6; defense: 6/6)  
 Department of Social Psychology, University of Lausanne (CH)  
 Supervisor: Prof. Fabrizio Butera  
 Committee: Prof. A. Clémence, Prof. C. Darnon, Prof. J. Harackiewicz, Dr. A. Quiamzade
- Jun 2009** **Bachelor's and Master's degrees in Social and Cognitive Psychology**  
 University Clermont Auvergne (FR)

## 2. POSITIONS

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- May 2020 – present** **SNSF Ambizione Lecturer**  
 LIVES Centre (CH)
- Mar 2022 – Jun 2022** **Visiting Scholar**  
 University of North Carolina at Chapel Hill (NC, US)  
 Host Professor: Prof. Keith B. Payne
- Sep 2016 – Apr 2020** **Junior Lecturer**  
 Life Course & Inequality Research Centre, University of Lausanne (CH)  
 Employer: Prof. Dario Spini
- Oct. 2015 – Aug. 2016** **Post-Doctoral Fellow | Visiting Scholar**  
 Department of Psychology, University of Rochester (NY, US)  
 Host Professor: Prof. Andrew J. Elliot
- Sep. 2014 – Sep. 2015** **Post-Doctoral Fellow**  
 FAPSE, University of Geneva (CH)  
 Project managers: Prof. Gabriel Mugny & Dr. Alain Quiamzade

## 3. GRANTS AND AWARDS

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- 2023** [LIVES young scholar](#) (main applicant) – CHF 15,000  
*Association between economic inequality and psychological health: A Preregistered Meta-analysis using machine learning*
- 2022** [AAP IdeX Innovations Pédagogiques 2022](#) (head of consortium) – EUR 31,568  
*« Stat to the point ! » – Création d'une série de vidéos pour informer des bonnes pratiques de recherche en psychologie*
- 2021** [French National Research Agency \(ANR\)](#) (research partner) – EUR 192,358  
*COGPOV – From money scarcity to income inequality: How poverty affects cognitive attention and decision-making*
- 2019** [Swiss National Science Foundation \(SNSF\) Ambizione Grant](#) (main applicant) – CHF 611,696  
*The Effects of income inequality on psychological functioning*
- 2019** [Swiss National Science Foundation Spark Grant](#) (with two co-applicants) – CHF 95,775  
*Advancing psychology of social class: A large-scale multi-country replication project*
- 2015** [Fellowship University of Lausanne/CHUV](#) (main applicant) – USD 70,650  
*The psychological consequences of social inequalities: The role of avoidance motivation*
- 2014** [Prix de la Faculté des SSP](#) – awarded for academic excellence (thesis)

## 4. TEACHING

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### As a Substitute Professor

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- Autumn 2019**      **Introduction to Research Methods** [[100% student satisfaction](#)]  
 18 hours, Bachelor Program ([P@ Sample](#)), University of Lausanne (CH)  
 Open science · observational/experimental data · internal/external validity · social inequality
- Autumn 2022**      **Life Course and Vulnerability** [[100% student satisfaction](#)]  
 66 hours, Master Program ([P@ Sample](#)), University of Lausanne (CH)  
 Reliability/validity · multilevel analysis · intervention · inequality · well-being · health · trust

### As a Supporting Teacher

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*Despite the title, I most often was the main teacher for these courses, creating part or all of the content and syllabi.*

- Sep 2016 – 2020**      **Life Course and Vulnerability**  
 66 hours × 4 semesters ([P@ Sample](#)), Master Program, University of Lausanne (CH)  
 Inferential statistics ( $B$ , 95% CI,  $p$ ) · psychometrics (ACP,  $\alpha$ ,  $\kappa$ ) · well-being · inequality
- Sep 2016 – 2020**      **Mixed Methods in Education**  
 56 hours × 4 semesters ([P@ Sample](#)), Bachelor Program, University of Lausanne (CH)  
 Pragmatic · psychometrics · quantitative & qualitative method · questionnaire building
- Jan 2011 – Jun 2011**      **Social Psychology - Research**  
 28 hours × 1 semester, Bachelor Program, University of Lausanne (CH)  
 Experimental design · descriptive/inferential statistics · social identity
- Jan 2009 – Aug 2014**      **Dynamics of Motivation and Conflict**  
 28 hours × 10 semesters, Master Program, EPFL (CH)  
 Observational/experimental data · descriptive/inferential statistics · achievement motivation

### Interventions in Doctoral Programs

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- Sep 2021 / Sep 2023**      [Multilevel Modeling](#)  
 6.5 hours, University of Geneva (CH)
- Apr 2021 / Nov 2022**      [Fixed-Effects Modeling](#)  
 6.5 hours, University of Lausanne (CH)
- Sep 2018**      [Vulnerability in Context: A Multilevel Perspective](#)  
 6 hours, Divonne-les-Bains (FR)
- Aug 2015**      **Introduction to Multilevel Modeling**  
 8 hours × 2 days, Doctoral Program, University of Clermont Auvergne (FR)  
 Hierarchical & cross-classified structure · logistic/linear regression · 95% CIs · effect sizes

### Supervision

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- PhD Student**      [Mengling Chen](#) (2020-2023; she will defend her thesis in October 2023)
- In-Doc Students**      [Nele Claes](#) (2020), [Youngju Kim](#) (2019)
- Junior Researchers**      Ocyna Rudman (2023), Alfredo Rossi (2020-21)
- Research Interns**      Cindy Courtiller (2020-2021), Karel Heritier (2018), and countless RAs and SAs
- Master Students**      Laura Bachmann (2023-2024), Timothy Valenti (2023-2024), Amélie Baudère (2014-2016), and countless master students at the EPFL (2009-2014)

## 5. JOURNAL ARTICLES

Topics: ■ Economic inequality ▶ Achievement motivation ◦ Social class ▷ Statistics


















Since 2017, all my papers adhere to reproducible science practices (prereg., open data, and scripts).

- 40** ▶ **Sommet, N.,** Weissman, D. L., Cheutin, N., & Elliot, A. J. (2023). How many participants do I need to test an interaction? Conducting an appropriate power analysis and achieving sufficient power to detect an interaction.  
 📖 *Advances in Methods and Practices in Psychological Science*. Accepted for publication.  
 doi [10.31219/osf.io/xhe3u](https://doi.org/10.31219/osf.io/xhe3u)  PDF  Preregistration|Data|Scripts  Web app: [IntxPower](https://intxpower.com)
- 39** ■ **Sommet, N.,** & Elliot, A. J. (2023). A competitiveness-based theoretical framework on the psychology of income inequality.  
 📖 *Current Directions in Psychological Science*, 32, 318–327.  
 doi [10.1177/09637214231159563](https://doi.org/10.1177/09637214231159563)  PDF  Scripts
- 38** Vuletich H. A., **Sommet, N.,** & Payne, K. B. (2023). The great migration and implicit bias in the northern United States.  
 📖 *Social Psychological and Personality Science*. Advanced online publication.  
 doi [10.1177/19485506231181718](https://doi.org/10.1177/19485506231181718)  PDF  Data|Scripts
- 37** ◦ Cheng, M., **Sommet, N.,** Jopp, D., & Spini, D. (2023). Income-related inequalities in physical and cognitive health outcomes over the later life course: Longitudinal evidence from the U.S. (1992-2016).  
 📖 *Research on Aging*. Advanced online publication.  
 doi [10.1177/01640275231183438](https://doi.org/10.1177/01640275231183438)  PDF  Scripts
- 36** ▶ Elliot, A. J., & **Sommet, N.** (2023). Integration in the achievement motivation literature and the hierarchical model of achievement motivation.  
 📖 *Educational Psychology Review*, 35, 1-31.  
 doi [10.1007/s10648-023-09785-7](https://doi.org/10.1007/s10648-023-09785-7)  PDF
- 35** ■▶ **Sommet, N.,** Weissman, D. L., & Elliot, A. J. (2023). Income inequality predicts competitiveness and cooperativeness at school.  
 📖 *Journal of Educational Psychology*, 115, 173–191.  
 doi [10.1037/edu0000731](https://doi.org/10.1037/edu0000731)  PDF  Preregistration|Materials|Data|Scripts
- 34** ■ ◦ Batruch, A.,<sup>+</sup> **Sommet, N.,**<sup>+</sup> & Autin, F.<sup>+</sup> (2023). Advancing the psychology of social class with large-scale replications in four countries.<sup>+</sup> Authors are co-first authors  
 📖 *Nature Human Behaviour*. In-principle acceptance as a registered report.  
 doi [10.31219/osf.io/yvxqb](https://doi.org/10.31219/osf.io/yvxqb)  PDF  Preregistration|Materials
- 33** ◦ Cheng, M., **Sommet, N.,** Jopp, D., & Spini, D. (2023). Evolution of the income-related gap in health with old age: Evidence from 20 countries in European and Chinese panel datasets.  
 📖 *European Journal of Ageing*, 20, 33  
 doi [10.1007/s10433-023-00781-y](https://doi.org/10.1007/s10433-023-00781-y)  PDF  Scripts
- 32** ◦ Gilbert, K., Weissman, D., Gordils, J., Elliot, A. J., & **Sommet, N.** (2023). Feeling poor or feeling poorer: Comparing subjective measures of economic status in predicting health and well-being.  
 📖 *International Journal of Social Psychology*. Advanced online publication.  
 doi [10.1080/02134748.2023.2236468](https://doi.org/10.1080/02134748.2023.2236468)  PDF  Materials|Scripts
- 31** ◦ Cheng, M., **Sommet, N.,** Kerac M., Jopp, D., & Spini, D. (2023). Exposure to the 1959-1961 Chinese famine and risk of non-communicable diseases in later life: A life course perspective.  
 📖 *PLOS Global Public Health*, 3: e0002161.  
 doi [10.1371/journal.pgph.0002161](https://doi.org/10.1371/journal.pgph.0002161)  PDF  Scripts
- 30** ■▶ **Sommet, N.,** & Elliot, A. J. (2023). Opposing effects of income inequality on health: The role of

perceived competitiveness and avoidance/approach motivation.


 *European Journal of Social Psychology*, 53, 61-77.

 [10.1002/ejsp.2884](https://doi.org/10.1002/ejsp.2884)  [PDF](#)  [Preregistration|Materials|Data|Scripts](#)



















- 29** Sommet, N., & Berent, J. (2023). Porn use and men's and women's sexual performance: Evidence from a large longitudinal sample.  
 *Psychological Medicine*, 53, 3105-3114.  
 [10.1017/S003329172100516X](https://doi.org/10.1017/S003329172100516X)  [PDF](#)  [Materials|Data|Scripts](#)
- 28** ▶ Weissman, D. L., Elliot, A. J., & Sommet, N. (2022). Dispositional predictors of perceived academic competitiveness: Evidence from multiple countries.  
 *Personality and Individual Differences*, 198, 111801.  
 [10.1016/j.paid.2022.111801](https://doi.org/10.1016/j.paid.2022.111801)  [PDF](#)  [Materials|Data|Scripts](#)
- 27** ▪ Sommet, N., & Elliot, A. J. (2022). The effects of U.S. county and state income inequality on happiness and self-rated health are equivalent to zero.  
 *Quality of Life Research*, 31, 1999-2009.  
 [10.1007/s11136-022-03137-8](https://doi.org/10.1007/s11136-022-03137-8)  [PDF](#)  [Materials|Data|Scripts](#)
- 26** ◦ Sommet, N., & Spini, D. (2022). Financial scarcity undermines health across the globe and the life course.  
 *Social Science & Medicine*, 292, 114607.  
 [10.1016/j.socscimed.2021.114607](https://doi.org/10.1016/j.socscimed.2021.114607)  [PDF](#)  [Materials|Data|Scripts](#)
- 25** ▪ Morris, K., Bühlmann, F., Sommet, N., & Vandecasteele, L. (2022). The paradox of local inequality: Local contexts and meritocratic beliefs.  
 *The British Journal of Sociology*, 73, 421-460.  
 [10.1111/1468-4446.12930](https://doi.org/10.1111/1468-4446.12930)  [PDF](#)
- 24** Capitanio, J., Sommet, N., & Del Rosso, L. (2022). The relationship of maternal rank, 5-HTTLPR genotype, and MAOA-LPR genotype to temperament in infant rhesus monkeys.  
 *American Journal of Primatology*, 84, e23374.  
 [10.1002/ajp.23374](https://doi.org/10.1002/ajp.23374)  [PDF](#)  [Materials|Data|Scripts](#)
- 23** ◦ Darnon, C., Sommet, N., Normand, A., Stanczak, A., & Désert, M. (2022). Orientation politique et soutien à l'innovation pédagogique : qui sont les plus réfractaires ? [Political orientation and support for pedagogical innovation: Who resist the most?].  
 *Topics in Cognitive Psychology*, 122, 231-246.  
 [10.3917/anpsy1.222.0231](https://doi.org/10.3917/anpsy1.222.0231)  [PDF](#)  [Materials|Data|Scripts](#)
- 22** ▪ Kim, Y., Sommet, N., Na, J., & Spini, D. (2022). Social class—not income inequality—predicts social and institutional trust.  
 *Social Psychological and Personality Science*, 13, 186-198.  
 [10.1177/1948550621999272](https://doi.org/10.1177/1948550621999272)  [PDF](#)  [Materials|Data|Scripts](#)
- 21** ▶ Sommet, N., & Morselli, D. (2021). Keep calm and learn multilevel linear modeling: A three-step procedure using SPSS, Stata, R, and MPlus.  
 *International Review of Social Psychology*, 34.  
 [10.5334/irsp.555](https://doi.org/10.5334/irsp.555)  [PDF](#)  [Materials|Data|Scripts](#)
- 20** Ehsan, A., Sommet, N., Morselli, D., & Spini, D. (2021). Collaborative competence, social capital, and mental health: A cross-sectional analysis of a community-based intervention for older adults.  
 *Journal of Community & Applied Social Psychology*, 31, 53-67.  
 [10.1002/casp.2481](https://doi.org/10.1002/casp.2481)  [PDF](#)
- 19** Spanu, M., Sommet, N., & Seca, J. M. (2020). The consumption of live music in different languages: A quantitative approach.  
 *Arts and the Market*, 3, 165-185.

-  [10.1108/AAM-04-2020-0007](https://doi.org/10.1108/AAM-04-2020-0007)  [PDF](#)  [Materials|Data|Scripts](#)
- 18** ▶ Gordils, J., **Sommet**, N., Elliot, A. J., & Jamieson, J. P. (2020). Racial income inequality promotes perceptions of competition and predicts negative interracial outcomes.  
 *Social Psychological and Personality Science*, *11*, 74-87.  
 [10.1177/19201748550619837003](https://doi.org/10.1177/19201748550619837003)  [PDF](#)  [Materials|Data|Scripts](#)
- 17** Eisner, L., Spini, D., & **Sommet**, N. (2020). A contingent perspective on pluralistic ignorance: When the attitudinal object matters.  
 *Journal of Public Opinion Research*, *1*, 25-45.  
 [10.1093/ijpor/edz004](https://doi.org/10.1093/ijpor/edz004)  [PDF](#)
- 16** ▶ Butera, F., **Sommet**, N., & Darnon, C. (2019). Socio-cognitive conflict regulation: How to make sense of diverging ideas.  
 *Current Directions in Psychological Science*, *28*, 145-151.  
 [10.1177/0963721418813986](https://doi.org/10.1177/0963721418813986)  [PDF](#)
- 15** ▪ **Sommet**, N., Elliot, A. J., Jamieson, J. P., & Butera, F. (2019). Income inequality, perceived competitiveness, and approach-avoidance motivation.  
 *Journal of Personality*, *87*, 767-784.  
 [10.1111/jopy.12432](https://doi.org/10.1111/jopy.12432)  [PDF](#)  [Materials|Data|Scripts](#)
- 14** ▶ **Sommet**, N., Nguyen, D., Fahrni, K., Jobin, M., Nguyen, H.-P., Sehaqui, H., & Butera, F. (2019). When and why performance goals predict exploitation behaviors: An achievement goal complex analysis of the selection function of assessment.  
 *Motivation and Emotion*, *43*, 266-284.  
 [10.1007/s11031-018-9742-y](https://doi.org/10.1007/s11031-018-9742-y)  [PDF](#)  [Materials|Data|Scripts](#)
- 13** ▶ Butera, F., **Sommet**, N., & Toma, C. (2018). Confirmation as Coping with Competition.  
 *European Review of Social Psychology*, *29*, 299-339.  
 [10.1080/10463283.2018.1539908](https://doi.org/10.1080/10463283.2018.1539908)  [PDF](#)
- 12** ▪◦ **Sommet**, N., Morselli, D., & Spini, D. (2018). Income inequality affects the psychological health only of the people facing scarcity.  
 *Psychological Science*, *29*, 1911-1921.  
 [10.1177/0956797618798620](https://doi.org/10.1177/0956797618798620)  [PDF](#)  [Materials|Data|Scripts](#)
- 11** ▶ Sheldon, K. M., **Sommet**, N., Corcoran, M., & Elliot, A. J. (2018). Feeling interpersonally controlled while pursuing materialistic goals: A problematic combination for moral behavior.  
 *Personality and Social Psychology Bulletin*, *9*, 1330-1349.  
 [10.1177/0146167218766863](https://doi.org/10.1177/0146167218766863)  [PDF](#)  [Materials|Data|Scripts](#)
- 10** ▶ **Sommet**, N., & Morselli, D. (2017). Keep calm and learn multilevel logistic modeling: A simplified three-step procedure using Stata, R, Mplus, and SPSS.  
 *International Review of Social Psychology*, *30*, 203-218.  
 [10.5334/irsp.90](https://doi.org/10.5334/irsp.90)  [PDF](#)  [Materials|Data|Scripts](#)
- 9** ▶ **Sommet**, N., Quiamzade, A., & Butera, F. (2017). How would Pyrrho have been socially valued? Social desirability and social utility of conflict regulation.  
 *International Review of Social Psychology*, *30*, 141-148.  
 [10.5334/irsp.88](https://doi.org/10.5334/irsp.88)  [PDF](#)  [Materials|Data|Scripts](#)
- 8** ▶ **Sommet**, N., Pillaud, V., Meuleman, B., & Butera, F. (2017). The socialization of performance goals.  
 *Contemporary Educational Psychology*, *49*, 337-354.  
 [10.1016/j.cedpsych.2017.03.008](https://doi.org/10.1016/j.cedpsych.2017.03.008)  [PDF](#)
- 7** ▶ **Sommet**, N., & Elliot, A. J. (2017). Achievement goals, reasons for goal pursuit, and achievement






goal complexes as predictors of beneficial outcomes: Is the influence of goals reducible to reasons?





 *Journal of Educational Psychology*, 109, 1141-1162.

 [10.1037/edu0000199](https://doi.org/10.1037/edu0000199)  [PDF](#)  [Materials|Data|Scripts](#)

- 6 Quiamzade, A., **Sommet**, N., Burgos, J., L’Huillier, J.-P., & Guiso, L. (2017). "I will put my law in their minds." Social control and cheating behavior among Catholics and Protestants.  
 *Journal for the Scientific Study of Religion*, 56, 365-382.  
 [10.1111/jssr.12337](https://doi.org/10.1111/jssr.12337)  [PDF](#)
- 5 ▶ Buchs, C., Wiederkehr, V., Filippou, D., **Sommet**, N., & Darnon, C. (2015). Structured cooperative learning as a means for improving average achievers’ mathematical learning in fractions.  
 *Teaching Innovation*, 28, 15-35.  
 [10.5937/inovacije1503015B](https://doi.org/10.5937/inovacije1503015B)  [PDF](#)
- 4 ▶ ◦ **Sommet**, N., Quiamzade, A., Jury, M., & Mugny, G. (2015). The student-institution fit at university: Interactive effects of academic competition and social class on achievement goals.  
 *Frontiers in Psychology | Educational Psychology*, 6:769.  
 [10.3389/fpsyg.2015.00769](https://doi.org/10.3389/fpsyg.2015.00769)  [PDF](#)
- 3 ▶ **Sommet**, N., Darnon, C., & Butera, F. (2015). To confirm or to conform? Performance goals as a regulator of conflict with more-competent others.  
 *Journal of Educational Psychology*, 107, 580-59.  
 [10.1037/a0037240](https://doi.org/10.1037/a0037240)  [PDF](#)
- 2 ▶ **Sommet**, N., Darnon, C., Mugny, G., Quiamzade, A., Pulfrey, C., Dompnier, B., & Butera, F. (2014). Performance goals in conflictual social interactions: Towards the distinction between two modes of relational conflict regulation.  
 *British Journal of Social Psychology*, 44, 373-37.  
 [10.1111/bjso.12015](https://doi.org/10.1111/bjso.12015)  [PDF](#)
- 1 ▶ **Sommet**, N., Pulfrey, C., & Butera, F. (2013). Did my M.D. really go to University to learn? Detrimental effects of numerus clausus on self-efficacy, mastery goals and learning.  
 *PLoS ONE*, 8, e84178.  
 [10.1371/journal.pone.0084178](https://doi.org/10.1371/journal.pone.0084178)  [PDF](#)

## Under Review




- 9 ▶ **Sommet**, N., & Payne, K. (*sent for external reviews*). Black poverty leads White Americans to blame racial inequality on Black Americans themselves.  
 *Psychological Science*
- 8 ▶ **Sommet**, N., Rudmann, O., Pillaud, V., & Butera, F. (*sent for external reviews*). Team performance goals and team performance: A multiconceptualization approach.  
 *Group Processes & Intergroup Relation*
- 7 ▶ Kim, Y., & **Sommet**, N. (*revise & resubmit*). Income is a stronger predictor of subjective social class in more economically unequal places.  
 *Personality and Social Psychology Bulletin*
- 6 ▶ Auger, V., **Sommet**, N., Normand, A. (*revise & resubmit*). The perceived economic scarcity scale: A valid tool with greater predictive utility than income.  
 *British Journal of Social Psychology*
- 5 ▶ Elliot, A. J., Weissman, D. L., **Sommet**, N., & Sarkar, A. (*sent for external reviews*). Achievement goals, social impressions, and interview likelihood: Motivation in the personnel selection process.  
 *Motivation Science*

- 4 ▶ Darnon, C., **Sommet**, N., Normand, A., Manstead, A. (*sent for external reviews*). Selection in education: A barrier to reducing the ses achievement gap?  
 *Journal of Social Issues*
- 3 ▶ Claes, N., Smeding, A., Carré, A., & **Sommet**, N. (*revise & resubmit*). The social class test gap: A worldwide investigation of the role of academic anxiety and income inequality in standardized test score disparities.  
 *Journal of Educational Psychology*
- 2 Rudmann, O., Batruch, A., Visintin, E. P., Bressoux, P., **Sommet**, N., ..., Butera, F. (*sent for external reviews*). Cooperative learning reduces the gender gap in perceived social competences. A Large-Scale Nationwide Longitudinal Experiment.  
 *Journal of Educational Psychology*.
- 1 Figureau, T., Priolo, D., Slegers, W. W. A., DeMarree, K. G., Ghasemi, O., Mauduy, M., Ross, R. M., Sætrevik, B., Schmidt, K., **Sommet**, N., ..., Vaidis, D. C. (*submitted*). Cognitive dissonance, self-construal, and culture in the induced compliance paradigm.  
 *Journal of Personality and Social Psychology*





## 6. BOOK CHAPTERS

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- 6 ▫ Bühlmann, F., Morris, K., **Sommet, N.**, & Vandecasteele L. (2023). Vulnerabilities in local contexts. In D. Spini, & Widmer E. (Eds.), *Withstanding Vulnerability throughout Adult Life. Dynamics of Stressors, Resources and Reserves* (pp. 139-152). Palgrave-McMillan.  
 [ISBN 978-981-1945-66-3](#)  [PDF](#)
- 5 ▫ Vandecasteele, L., Spini, D., **Sommet, N.**, & Bühlmann, F. (2022). Poverty and economic insecurity in the life course. In M. Nico, & G. Pollock (Eds.), *The Routledge Handbook of Contemporary Inequalities and the Life Course* (pp. 15-26). Taylor & Francis Ltd.  
 [ISBN 978-113-8601-50-5](#)  [PDF](#)
- 4 ▶ **Sommet, N.**, Elliot, A. J., & Sheldon, K. M. (2021). Achievement goal complexes: Integrating the “what” and the “why” of achievement motivation. In R. W. Robin, & O. P. John (Eds.), *Handbook of Personality: Theory and Research (4th Edition)* (pp. 104–121). New-York, NY: Guilford Press.  
 [ISBN 978-146-2544-95-0](#)  [PDF](#)
- 3 ▶ Mugny, G., Colpaert, L, Lalot, F., Quiamzade, A, & **Sommet, N.** (2017). Enjeux identitaires dans l'évaluation entre pairs : compétition sociale symbolique et menace de la compétence [Identity issue in peer review: Symbolic social competition and competence threat]. In C. Staerklé, & F. Butera (Eds.), *Conflicts Constructifs, Conflicts Destructifs. Regards psychosociaux* (pp. 67-84). Editions Antipodes.  
 [ISBN 978-2-88901-123-0](#)  [PDF](#)
- 2 ▶ **Sommet, N.**, & Elliot, A. J. (2016). Achievement Goals. In V. Zeigler-Hill and T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*. Springer.  
 [doi 10.1007/978-3-319-28099-8\\_484-1](#)  [PDF](#)
- 1 ▶ **Sommet, N.**, Darnon, C., & Butera F. (2011). Le conflit : une motivation à double tranchant pour l'apprenant [The conflict : A double-edged sword motivation for the learner]. In: Bourgeois E., Chapelle G. (Eds.) *Apprendre et Faire Apprendre* (pp. 283- 296). Presses Universitaires de France.  
 [doi 10.3917/puf.brgeo.2011.01.0285](#)  [PDF](#)

## Thesis

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- Sommet, N.** (2014, December). *A Picture of Performance Goals in the Social Plenum: The Interpersonal Antecedents and Consequences of Performance Goals* (Unpublished doctoral dissertation). University of Lausanne, Switzerland.  
 [serval:BIB\\_9E9010867EA9](#)  [PDF](#)

## 7. TALKS

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### Invited Talks

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- 14 Sommet, N. (2023, June). *Can we trust the effects of economic inequality on trust? Presenting the current evidence and charting a path forward.* [2023 EASP Preconference on the state of trust in social and political psychology](#). Kraków, PL.
- 13 Sommet, N. (2023, June). *A competitiveness-based theoretical framework on the psychology of economic inequality.* [Journées thématiques de l'ADRIPS sur les inégalités](#), University of Poitiers, FR.
- 12 Sommet, N. (2023, Feb). *Income inequality foster an ethos of competitiveness at school.* [2023 SPSP Preconference on advances in cultural psychology](#), Atlanta, GA, US.
- 11 Sommet, N. (2023, Jan). *Black poverty leads White Americans to blame racial inequality on Black Americans themselves.* Scientific colloquium of the [Laboratory of Social Psychology](#), University of Lausanne, CH.
- 10 Sommet, N. (2022, Dec). *Black poverty lead White Americans to blame racial inequality on Black Americans themselves.* Scientific colloquium of [LINES/LIVES](#), University of Lausanne, CH.
- 9 Sommet, N. (2022, Dec). *How to conduct power analyses: From main effects to interactions.* [Séminaire en ligne des adhérent-es de l'ADRIPS](#), online, FR.
- 8 Sommet, N. (2022, Aug). *Income inequality predicts competitiveness and cooperativeness at school.* [LIVES afternoon of science](#), University of Lausanne, CH.
- 7 Sommet, N. (2021, Nov). *Power analysis and interactions: Problems and solutions.* Scientific colloquium of the [Laboratoire de Psychologie Sociale et Cognitive \(LAPSCO\)](#), Université Clermont Auvergne, FR.
- 6 Sommet, N. (2021, June). *Income inequality fosters competitiveness at school.* Social, economic, & decision colloquium of the [Center for Economic Psychology](#), University of Basel, CH.
- 5 Sommet, N. (2020, Dec). *Income inequality and perceived competitiveness.* Scientific colloquium of the [Laboratory of Social Psychology](#), Paris Descartes University, FR.
- 4 Sommet, N. (2016, Oct). *Economic inequality, competition, and motivations.* [Annual Research Day of the Faculty of Social and Political Science](#), University of Lausanne, CH.
- 3 Sommet, N. (2016, June). *Inequality, competition, and motivation* Scientific colloquium of the [Laboratoire de Psychologie Sociale et Cognitive \(LAPSCO\)](#), Université Clermont Auvergne, FR.
- 2 Sommet, N. (2014, Oct). *Performance goals in natural group settings.* Scientific colloquium of the [Department of Social Psychology](#) at the Faculty of Psychology and Sciences of Education, University of Geneva, CH.
- 1 Sommet, N. (2013, Mar). *On the emergence of achievement goals: Effects of selection policies using numerus clausus and goal socialization.* Scientific colloquium of the [Laboratory of Social Psychology](#), University of Lausanne, CH.

### Conferences

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#### Communications in Chaired Symposia

- 3 Batruch, S., Sommet, N., & Autin, F. (2022, July). Theoretical models in the psychology of social class: Are the effects generalizable to the French context? In A. Batruch, N. Sommet, & F. Autin (Chairs), *Psychology of Social Class*. Symposium conducted at [the 14th International Congress of Social Psychology \(CIPS\)](#), Bordeaux FR.
- 2 Sommet, N., & Butera, F. (2018, April). Highly selective exams, controlled regulation of performance goals and information sharing. In N. Sommet, F. Butera, A. J. Elliot (Chairs), *The “what” and “why” of achievement motivation: Antecedents, consequences, and mechanisms of achievement goal complexes*. Symposium conducted at [the 2018 Annual Meeting of the American Educational Research Association \(AERA\)](#), New-York, NY, US.
- 1 Sommet, N., Elliot, A. J., Jamieson, J., & Butera, F. (2017, Sep). Income inequality, perceived competitiveness, and approach-avoidance motivation. In N. Sommet, & G. Bollmann (Chairs), *From macro to micro: The manifold effects of context on social issues*. Symposium conducted at [the 15th Conference of the Swiss Psychological Society \(SPS SGP SSP\)](#), Lausanne, CH.

#### Oral Communications

- 31 Autin, F., Sommet, N., & Batruch, A. (2023, July). *Psychology of social class: A pre-registered replication of 43 effects on large representative samples in three countries.* [2023 EASP-GM](#), Kraków, PL.
- 30 Auger, V., Sommet, N., & Normand, A. (2023, July). *On the measure of perceived economic scarcity: Development, validation, and predictive power of the perceived economic scarcity scale.* [2023 EASP-GM](#), Kraków, PL.
- 29 Darnon, C., Sommet, N., Normand, A., & Manstead, A. (2023, July). *Do parents always support practices that improve the academic performance of low SES students in education?* [2023 EASP-GM](#), Kraków, PL.
- 28 Sommet, N. (2023, July). *Inequality and well-being.* [LIVES day](#) of the Swiss Center of Expertise in Life Course Research.

University of Lausanne, CH.

- 27 Cheng, M., **Sommet**, N., Kerac, M., Jopp, D., & Spini, D. (2022, Oct). *Exposure to the Chinese famine of 1959-1961 at different life stages and risk of later-life chronic diseases*. [SLLS 2022 Conference](#), Cleveland, OH, US.
- 26 Cheng, M., **Sommet**, N., Jopp, D., & Spini, D. (2022, Oct). *Age-as-leveler: Longitudinal evidence on income and later-life Health from Europe, U.S., and China*. [SLLS 2022 Conference](#), Cleveland, OH, US.
- 25 **Sommet**, N., & Berent, J. (2022, July). *Pornography consumption and sexual performance in men and women: Results of a longitudinal study with over 100,000 participants*. Annual Congress of the [SPS SGP SSP](#), Lausanne, CH.
- 24 **Sommet** N. (2022, May). Income inequality fosters an ethos of competitiveness. In A. Elliot & A. Wigfield, “De-siloing” research on fundamental motivation constructs. [14th Annual Meeting of the SSM](#), Chicago, IL, US.
- 23 Cheng, M., **Sommet**, N., Jopp, D., & Spini, D. (2021, Dec). *Social inequality and aging trajectories: Longitudinal evidence from Europe, the U.S., and China*. [UNIL-UNIPD Joint Workshop](#), Lausanne, CH.
- 22 Cheng, M., **Sommet**, N., Jopp, D., & Spini, D. (2021, Nov). Socioeconomic status and later-life health. In G2aging, *Cross-national perspectives on health & well-being in later life*. [GSA 2021 Annual Meeting](#), online.
- 21 Morris, K., Bühlmann, F., **Sommet**, N., & Vandecasteele, L. (2021, Oct). *The paradox of local inequality: Local contexts and meritocratic beliefs*. [ECSR Conference](#), online.
- 20 Cheng, M., **Sommet**, N., Jopp, D., & Spini, D. (2021, Sep). *Socioeconomic status and later-life health: Longitudinal evidence from the U.S.* [2021 SLLS Conference](#). Online.
- 19 Ehsan, A. M., Spini, D., **Sommet**, N., & Morselli, D. (2018, Nov). *Social capital and depression: The case of a community-based intervention*. [Swiss Public Health Conference 2018](#), Neuchâtel, CH.
- 18 Ehsan, A., Spini, D., **Sommet**, N., & Morselli, D. (2018, Oct). *Neighborhoods in Solidarity: The effect of a community-based intervention on social cohesion, empowerment, and depression*. [7th CIPC](#), Santiago, CL.
- 17 **Sommet**, N., Elliot, A. J., Jamieson, J., & Butera, F. (2018, July). Income inequality, competition, and motivation. In M. Jury & C. N. Aelenei, *Social class, motivations, & academic success*. [12th CIPSFL](#), Louvain-La-Neuve, BE.
- 16 Ehsan, A. M., Spini, D., **Sommet**, N., & Morselli, D. (2018, July). *Neighbourhoods in Solidarity: The effect of a community-based intervention on depression*. [ICSIH4](#), Lausanne, CH.
- 15 Spini, D., **Sommet**, N., & Morselli, D. (2018, June). *Only the financially vulnerable are affected in their health by contexts of income inequality*. [16th Conference on Social Stress Research](#), Athens, GR.
- 14 Gordils, J., Elliot, A. J., **Sommet**, N., & Jamieson, J. P. (2018, Mar). *Racial income inequality and intergroup competition*. [19th Annual Congress of SPSP](#), Atlanta, GA, US.
- 13 Ehsan, A. M., Spini, D., **Sommet**, N., & Morselli, D. (2018, March). *Neighbourhoods in Solidarity: The effect of a community-based intervention on social cohesion, empowerment, and mental health*. [5th CCOMS](#), Lille, FR.
- 12 **Sommet**, N., Elliot, A. J., Jamieson, J., & Butera, F. (2017, July). Income inequality, perceived competitiveness, and motivation. In S. Godeau, & A. Normand, *The deprived and the privileged*. [18th EASP-GM](#), Granada, ES.
- 11 Fayant, M. P., **Sommet**, N., Quiamzade, A., & Mugny, G. (2016, June). Stereotype lift is accounted for by a decrease in self-evaluation threat. In C. Buchs & A. Quiamzade, *Identity threat & interdependence*. [11th CIPSFL](#), Genève, CH.
- 10 **Sommet**, N., Fayant, M. P., Quiamzade, A., & Mugny, G. (2015, Sep). *Stereotype lift: A deflection of self-evaluation threat?* 14<sup>th</sup> Congress of the [SPS SGP SSP](#), Geneva, CH.
- 9 **Sommet**, N., Pillaud, V., & Butera, F. (2014, July). *Follow the (goal of) the leader: The dynamics of achievement goal socialization*. [17th EASP-GM](#), Amsterdam, NL.
- 8 **Sommet**, N., Pillaud, V., & Butera, F. (2014, May). *Antecedents, mechanisms, and consequences of performance goal socialization*. In N. Van der Linden, *Persistence & success in doctoral studies*. [BAPS](#), KU Leuven, BL.
- 7 **Sommet**, N., Pulfrey, C., & Butera, F. (2013, Sep). Did my M.D. really go to university to learn? In K. Brinkmann, *Crossing motivational boarders*. 13<sup>rd</sup> Congress of the [SPS SGP SSP](#), Basel, CH.
- 6 **Sommet**, N., Pulfrey, C., & Butera, F. (2013, June). Did my M.D. really go to University to learn? In A. W. Kruglanski et al., *Motivational, affective, and cognitive sources of the knowledge-formation process*. [EASP Small Group Meeting](#), Kraków, PL.
- 5 **Sommet**, N., Darnon, C., & Butera F. (2012, Sep). *Is others’ competence a threat? Performance goals, relative competence, and conflict regulation*. [Journées de Réflexion sur le Concept de Menace](#), Université Paris Descartes, FR.
- 4 **Sommet**, N., Pulfrey, C., & Butera, F. (2012, July). *At University, was my M.D. motivated to learn? Effect of numerus clausus on mastery goals*. [9th CIPSFL](#), Porto, PT.
- 3 **Sommet**, N., Darnon, C., & Butera, F. (2011, Sep). Disagreeing with a more competent partner. In M. Schmid Mast, *Social power and its impact in work settings*. 12<sup>th</sup> Congress of the [SPS SGP SSP](#), Fribourg, CH.
- 2 **Sommet**, N., Darnon, C., & Butera, F. (2011, July). Regulating conflict with a higher status partner: When performance goals matter. In J. Jetten (Chair), *Rebels in groups*. [16th EASP-GM](#), Stockholm, SE.

- 1 Darnon, C., Butera, F., & Sommet, N. (2010, Sep). *Socio-cognitive conflict regulation and achievement goals*. [Actualité de la Recherche en Éducation et en Formation \(AREF\)](#), Geneva, CH.

### Posters

- 4 Cheng, M., Sommet, N., Kerac, M., Jopp, D., & Spini, D. (2022, Nov). *Early-life exposure to the Chinese famine of 1959–1961 and later-life health: Early life as a critical period*. [GSA 2022 Annual Scientific Meeting](#), Indianapolis, IN, US
- 3 Cheng, M., Sommet, N., & Spini, D. (2022, June). *Early-life famine exposure and later-life multimorbidity: Longitudinal evidence from the Chinese famine of 1959-1961*. [IAGG 2022](#), online, AR.
- 2 Quiamzade, A., Sommet, N., Lalot, F., & Aubry, R. (2022, Sep). *Of economic inequalities and upward social comparison: inspired to join the upper middle class and threatened by the despised 1%*. 17<sup>th</sup> Congress of [the SPS SGP SSP](#), Zurich, CH.
- 1 Sommet, N., Pillaud, V., & Butera, F. (2013, Jan). *From university to video games: Dynamics of motivational socialization*. [14<sup>th</sup> Congress of the SPSP](#), New-Orleans (LA, US).

## 8. MEDIA APPEARANCES

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### Selected Appearances

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- 5 Sommet, N., & Auger V. (2023, may). Le sentiment de manque porte préjudice à la santé [Scarcity is detrimental to health]. *Psychoscope*. [LINK PROOF](#)
- 4 Sommet, N., (2023, may). Psychologie des inégalités [The psychology of Inequality]. In Julien Magnollay (presenter), *Tribu*, RTS. [LINK RADIO PROGRAM](#)
- 3 Sommet, N., & Berent, J. (2022, July 27). Does porn harm or help? Gender could matter in a surprising way. In Matt Huston (Editor), *Psyche Magazine*. [LINK ARTICLE](#)
- 2 Thalmann, Y.-A. (2022, April 16). Quand le porno est libérateur [When porn is liberating]. *Cerveau & Psycho* (N°143). [LINK ARTICLE](#)
- 1 Hernandez J. (2021, Feb 2). Pouvons-nous contrer notre biais de confirmation ? [Can we counteract our confirmation bias?]. *Futura*. [LINK ARTICLE](#)

### Other Appearances

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[20 Minuti/Tio](#), [24Heures](#), [Allez Savoir](#), [Atlantico](#), [Biq Think](#), [Business Day](#), [Corriere Del Ticino](#), [B.T.](#), [Die Zeit](#), [ELLE](#), [Il Giorno](#), [GHI](#), [InsideHook](#), [La Repubblica](#), [Libero Quotidiano](#), [MTV](#), [New York Post](#), [Psyciencia](#), [PsyPost](#), [Psychoscope](#) (upcoming), *RTS* ([CQFD](#), [Tribu](#)), [RSJ](#), [REISO](#)

## 9. EDITING & REVIEWING

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### Editorial Boards

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Jan. 2024 – Dec. 2026 [European Journal of Social Psychology](#)

### Editorial Boards

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Jan. 2023 – Jan. 2026 [Social Psychology of Education](#)

Jan. 2022 – Jan. 2025 [Learning and Instruction](#)

Jan. 2019 – Dec. 2024 [International Review of Social Psychology](#)

### Reviewer

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[British Journal of Educational Psychology](#), [British Journal of Social Psychology](#), [Educational Psychology: An International Journal of Experimental Educational Psychology](#), [European Journal of Psychology of Education](#), [Frontiers in Psychology](#), [Group Processes & Intergroup Relations](#), [Instructional Science](#), [International Journal of Public Health](#), [International Review of Social Psychology / Revue Internationales de Psychologie Sociale](#), [Journal of Applied Social Psychology](#), [Journal of Educational Psychology](#), [LIVES Working papers](#), [Learning and Instruction](#), [Motivation and Emotion](#), [Motivation Science](#), [npj Science of Learning](#), [Personality and Social Psychology Bulletin](#), [Population Research and Policy Review](#), [Psychological Science](#), [Social Psychology of Education](#), [Swiss Journal of Social Psychology](#), [Swiss Political Science Review](#), [Quality of Life Research](#), [The Inquisitive Mind \(In-Mind\)](#)

### Grating Agencies

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[ADRIPS Mobility Fellowship](#), [Social Sciences and Humanities Research Council of Canada](#), [Israel Science Foundation](#)

## 10. COMMUNITY SERVICE

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### Institutional Commitment

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- Jul. 2022 – Jul. 2025 **Elected member of the Executive Committee of the [ADRIPS](#)**  
Webmaster
- Sep 2019 – present **Elected member of the intermediary body of my institute**  
Corps des Assistant-es de l'ISS (CASSIS)
- Jan 2020 – Jan 2021 **Leading member of a “think-tank” in my institute**  
Aiming to address issues in thesis supervisions in the Institute of Social Science
- Jan 2017 – Jun 2020 **Organization of the cycle of seminars of my department**  
Life Course and Inequality Research Centre (LINES)
- Jan – Jun 2017 **Participation in the organization of the university open days**  
“Mystère de l'Unil”
- Jan 2016 – present **Full Membership | [EASP](#), [ADRIPS](#), [APA Division 15](#)**

### Open Science

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- Sep 2022 – present **Leading a project to create a series of accessible videos on methods and statistics in psychology.**
- Aug 2020 – present **Contribution to the large-scale replication project [SCORE](#) (i.e., taking care of one replication)**
- Jan 2017 – present **For all my papers, sharing of de-identified data, materials, and scripts (see [my FigShare](#) & [my OSF](#))**
- Jul 2019 **Acting as a consultant for a FORS Guide on pre-registration**
- Jan 2020 **Involved in a workshop on data sharing in my department (21/01)**
- Jul 2019 **Actively participating in the [SIPS 2019 Annual Meeting](#)**
- Jan 2019 **Organizing of a workshop on replication in my department (29/01)**

## 11. PROFESSIONAL SKILLS

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### Continuous Training

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- Jul 2019 **Essex Summer School in Social Science Data Analysis: Longitudinal Data Analysis**  
University of Essex (UK) | Teacher: Prof. A. Neundorf
- Aug 2014 **EASP Summer School: Social Identity, Influence, and Deviance in Groups**  
University of Lisbon (PT) | Teacher: Profs. M. Hogg & J. Marques
- Jul – Aug 2012 **ICPSR Summer School: Applied Multilevel Models**  
University of Michigan (MI, US) | Teacher: Prof. P. McManus & Dr. M. Vasseur

### Skills

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**Theory** Achievement Motivation (Goals & Goal Complexes) · Approach & Avoidance · Attribution Theory · Challenge & Threat Appraisals · Confirmation Bias · Cooperative Learning · Exploitation/Reciprocity Orientation · Financial Scarcity · Institutional Trust · Life-Course Studies · Meritocracy · Morality & Cheating · Psychology of Competition · Psychology of Economic Inequality · Poverty · Psychology of Pornography · Psychology of Social Class · Racial Inequality · Self-Determination Theory · Sense of Control · Social Comparison · Social Identity Theory · Social Interdependence · Social Power · Social Psychology · Social Trust · Social Desirability/Utility · Socialization · Socio-Cognitive Conflict · Selection Function of School · Subjective Well-Being

**Methods** Big Data · Contrast Analysis · CLPM (and RI-CPLM) · Equivalence Testing · Experimental Causal Chain Design · Experimental Designs (Between, Within, Mixed) · Field Experiment & Instrumental Variables · Fixed-Effects & Random-Effects Modeling · First-Difference Estimator · Growth Curve Modeling · Hierarchical & Cross-Classified Data · Large-Scale Projects (i.e., recruiting tens of thousands of participants) · Linear regression · Logistic Regression · Mediation, Moderation, & Moderated Mediation · Meta-Analysis · Model Comparison Approach · Multilevel Analysis · Ordered Logistic Regression · Poisson & Negative Binomial Regression · Power Analysis (Main Effect, Interaction, Mediation, Higher Level Effects, etc.) · Programming · Repeated Measures · Replication · Secondary Data (e.g., BHPS, ESS, Gallup, GSS, IVS, IAT, ISSP, KGSS, PISA, SHARE, SHP) · Simulations · Specification Curve Analysis · SEM · Survey Designs (Cross-Sectional, Repeated Cross-Sectional, Longitudinal) · Twin Studies

**Software**  G\*Power ·  jamovi ·  qualtrics ·  LimeSurvey ·  MLWIN ·  PSPP ·  R Studio ·  SPSS ·  STATA

## 12. CONTACT REFERENCES

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