


NICOLAS SOMMET, PHD

 www.nicolassommet.com

 +41 (0)21 692 32 55

 nicolas.sommet@unil.ch

 [ORCID](#)

 [Google Scholar](#)

 [OSF](#)

 [ResearchGate](#)

 [Twitter](#)

LIVES Centre, University of Lausanne
Bâtiment Géopolis #5785, CH-1015 Lausanne, Switzerland

IN BRIEF

- 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](#)
 - **36 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. [8](#)
 - **6 chapters**
- p. [9](#)
 - **45+ talks**
- p. [11](#)
 - **30+ media appearances**
 - **Member of three Editorial Boards**
- p. [12](#)
 - **Elected member** of the ADRIPS and in my institute
 - Strong commitment to **open science**

SELECTED CONTRIBUTIONS

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)

I. EDUCATION

- 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

- 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

- 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

As a Substitute Professor

- 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

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, α , κ) · 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

- 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

- PhD Student** [Mengling Chen](#) (2020-2023; she will defend her thesis in September 2023)
- In-Doc Students** [Nele Claes](#) (2020), [Youngju Kim](#) (2019)
- Junior Researchers** Ocyndia 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

All my recent papers adhere to reproducible science practices (preregistration, open data, and scripts).




































- 36** ▶ **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](#)
- 35** ▪ **Sommet, N., & Elliot, A. J. (2023).** A competitiveness-based theoretical framework on the psychology of income inequality.
 📖 *Current Directions in Psychological Science*. In press.
 doi [10.1177/09637214231159563](https://doi.org/10.1177/09637214231159563)  PDF  Scripts
- 34** ▪ 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*. Accepted for publication.
 [Data|Scripts](#)
- 33** ▪ Elliot, A. J., & **Sommet, N. (2023).** Integration in the achievement motivation literature and the hierarchical model of achievement motivation.
 📖 *Educational Psychology Review*. Accepted for publication pending minor revision.
- 32** ▶ **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|Material|Data|Scripts
- 31** ▪ ◦ Batruch, A.,[†] **Sommet, N.,[†]** & Autin, F.[†] (2023). Advancing the psychology of social class with large-scale replications in four countries. [†]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|Material
- 30** ▶ **Sommet, N., & Elliot, A. J. (2022).** Opposing effects of income inequality on health: The role of perceived competitiveness and avoidance/approach motivation.
 📖 *European Journal of Social Psychology*. Advanced online publication.
 doi [10.1002/ejsp.2884](https://doi.org/10.1002/ejsp.2884)  PDF  Preregistration|Material|Data|Scripts
- 29** **Sommet, N., & Berent, J. (2022).** Porn use and men’s and women’s sexual performance: Evidence from a large longitudinal sample.
 📖 *Psychological Medicine*. Advanced online publication.
 doi [10.1017/S003329172100516X](https://doi.org/10.1017/S003329172100516X)  PDF  Material|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.
 doi [10.1016/j.paid.2022.111801](https://doi.org/10.1016/j.paid.2022.111801)  PDF  Material|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.
 doi [10.1007/s11136-022-03137-8](https://doi.org/10.1007/s11136-022-03137-8)  PDF  Material|Data|Scripts
- 26** ◦ **Sommet, N., & Spini, D. (2022).** Financial scarcity undermines health across the globe and the life course.
 📖 *Social Science & Medicine*, *292*, 114607.
 doi [10.1016/j.socscimed.2021.114607](https://doi.org/10.1016/j.socscimed.2021.114607)  PDF  Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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](#)  [Material|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. (*invited to resubmit as a new submission*). Black poverty leads White Americans to blame racial inequality on Black Americans themselves.

 *Psychological Science*

- 8 ▶ Gilbert, K., Weissman, D., Gordils, J., Elliot, A. J., & **Sommet**, N. (*revise & resubmit*). Feeling poor or feeling poorer: Comparing subjective measures of economic status in predicting health and well-being

 *International Journal of Social Psychology*

- 7 ▪ Chen, M., **Sommet**, N., Jopp, D., & Spini, D. (*revise & resubmit*). 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*


- 6 ▪ Chen, M., **Sommet**, N., Jopp, D., & Spini, D. (*revise & resubmit*). 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*


- 5 ▪ Chen, M., **Sommet**, N., Kerac M., Jopp, D., & Spini, D. (*sent for external reviews*). Exposure to the 1959-1961 Chinese famine and risk of non-communicable diseases in later life: a life course perspective

 *PLOS Global Public Health*

- 4 ▶ **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*


- 3 ▶ Auger, V., **Sommet**, N., Normand, A. (*sent for external reviews*). The perceived economic scarcity scale: A valid tool with greater predictive utility than income.

 *British Journal of Social Psychology*





- 2 ▶ 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*


- 1 ▶ Kim, Y., & **Sommet**, N. (*submitted*). Income is a stronger predictor of subjective social class in more economically unequal places.

 *Personality and Social Psychology Bulletin*

6. BOOK CHAPTERS

- 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

- 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

Invited Talks

- 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

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

- 29 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.
- 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?* 14th 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*. 13rd 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*. 12th 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%*. 17th 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*. [14th Congress of the SPSP](#), New-Orleans (LA, US).

8. MEDIA APPEARANCES

Selected Appearances

- 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

[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* [another, upcoming], [RSI](#), [REISO](#))

9. EDITING & REVIEWING

Editorial Boards

- 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

[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](#), [Quality of Life Research](#), [The Inquisitive Mind \(In-Mind\)](#)

Grating Agencies

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

10. COMMUNITY SERVICE

Institutional Commitment

- 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

- 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

Continuous Training

- 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

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

Prof. Andrew Elliot University of Rochester
Department of Psychology
488 Meliora Hall, Rochester, NY, 14627, USA
☎ +1 585 275 8710
✉ Andrew.Elliot@rochester.edu

Prof. Fabrizio Butera University of Lausanne
UNILaPS
Bâtiment Géopolis #5785
CH-1015 Lausanne, Switzerland
☎ +41 (0)21 692 32 48
✉ Fabrizio.Butera@unil.ch

Prof. Dario Spini University of Lausanne
LIVES Center
Bâtiment Géopolis
CH-1015 Lausanne, Switzerland
☎ +41 (0)21 692 38 44
✉ Dario.Spini@unil.ch