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EDUCATION AND QUALIFICATIONS:

2006 – 2010 PhD degree in the framework of Co-tutelle scholarship, Eötvös Loránd University and University of Rheims Champagne-Ardenne, advisors: Prof Márta Fülöp and Prof Christine Roland-Lévy
2000 – 2006 Masters Degree in Psychology - University of Szeged Specialization in Cognitive Psychology
1996 – 2000 Graduation, Final Exam Horváth Mihály High school

AWARDS:

2016 Academic excellence award from the president of ELTE
2004 Scholarship of the Hungarian Republic
2004 Student Competition of University of Szeged. 1th place (Connection between Implicit Learning and Language Aptitudes)

WORKPLACE:

2014 – present Institute of Psychology, Eötvös Loránd University, assistant professor
2012 – present Institute of Cognitive Neuroscience and Psychology, Research Centre for Natural Sciences, Hungarian Academy of Sciences
2006 – 2014 Institute of Psychology, University of Szeged, assistant professor

PROFESSIONAL EXPERIENCE AND SCHOLARSHIPS:

Sept 2015 – Jan 2016 Visiting Scholar at Palo Alto University
2012 – 2016 Post doctorate position under the supervision of István Winkler at MTA Research Centre for Natural Sciences, Institute of Cognitive Neuroscience and Psychology, Budapest, Hungary
Sept 2011 – Oct 2011 Post doctorate Scholarship (1,5 months): University of Rheims Champagne-Ardenne
Sept 2006 – June 2009 Co-tutelle scholarship in University of Rheims (3 X months) scholarship offered by Région Champagne-Ardenne. Ph.D. thesis: *Social representation of competition, fraud and cheating of French and*

Hungarian citizens (summa cum laude) Supervisors: Márta Fülöp,
Christine Roland-Lévy

2004-2005

Erasmus scholarship in Aix-en-Provence, France at the University of
Provence (Université d'Aix-Marseille I.)

PUBLICATIONS:

Under revision:

11. **Orosz, G.**, Péter-Szarka, Sz., Bóthe, B., Tóth-Király, I., & Berger, R. How not to do a Mindset intervention: The case of Malleability of Incremental Beliefs of Intelligence among Students with Good Grades.
10. Tóth-Király*, I., **Orosz, G.***, , Dombi, E., Jagodics, B., Farkas, D., & Amoura, C. (under review). The original is the best – Cross-cultural comparative examination of the factor structure of the Academic Motivation Scale.
9. Tóth-Király, I.*, Bóthe, B., Tóth-Fáber E., Hága, Gy., & **Orosz, G.*** (under review). Connected to TV Series Watching Engagement.
8. Tóth-Király, I., Bóthe, B., & **Orosz, G.** (under review). A New Look on Self-Compassion (Scale) through Exploratory Structural Equation Modeling.
7. Bóthe, B.*, Tóth-Király, I., Demetrovics, Zs., & **Orosz, G.*** (under review). Beliefs about changeability of sexual life from the perspective of problematic pornography use and relationship satisfaction.
6. Bóthe, B., Tóth-Király, Zsila, Á., Griffiths, M., I., Demetrovics, Zs., & **Orosz, G.** (under review). The Development of the Problematic Pornography Consumption Scale (PPCS).
5. Zsila, Á.*, **Orosz, G.***, Bóthe, B., Tóth-Király, I., Király, O., Griffiths, M., & Demetrovics, Zs. (under review). An empirical study on the motivations underlying augmented reality games: The case of Pokémon Go.
4. **Orosz, G.***, Berkes, B.*, Bóthe, B., Tóth-Király, I. (under review). Motivations behind Tinder use and its relationship with problematic use.
3. Náfrádi, L., Beretzky, Á., Andresin, K. & **Orosz, G.** (under review). The Three Component Model of Rejection Sensitivity.
2. Szalárdy, O., Tóth, B., Farkas, D., Kovács, A., Urbán, G., **Orosz, G.**, Hunyadi, L., Szabó, B., Hajdu, B., & Winkler, I. (under review). Attentional effects on the processing of syntactic violations during listening to two concurrent speech streams.
2. **Orosz, G.**, Dombi, E., Farkas, D., & Zimbardo, P. G. (under review). The Secret Ingredient of Balanced Time Perspective: Ego-resiliency.
1. **Orosz, G.***, Fülöp, M.*, Büki, N., Ivaskevics, K., & Rózsa, S. (under review). Faces of Competition: The Development of the Multiple Competitive Attitudes Inventory.

Accepted or published international peer-reviewed journal articles (Total IF: 53.88)

21. **Orosz, G.**, Dombi, E., Tóth-Király, I., Bóthe, B., Jagodics, B., Zimbardo, P. G. (accepted for publication). Academic Cheating and Time Perspective: Cheaters Live in the Present Instead of the Future. *Learning and Individual Differences*. doi: 10.1016/j.lindif.2016.10.007 (IF: 1.63)
20. **Orosz, G.**, Zimbardo, P. G., Bóthe, B., I., Tóth-Király. (accepted for publication). The paradoxical effect of climate on time perspective considering resource accumulation. *Behavioral and Brain Sciences*. (IF: 20.42)
19. **Orosz, G.**, Krekó, P. Paskuj, B., Tóth-Király, I., Bóthe, B., & Roland-Lévy, C. (2016). Changing Conspiracy Beliefs through Rationality and Ridiculing. *Frontiers in Psychology*. 7:1525. doi: 10.3389/fpsyg.2016.01525 (IF: 2.46)

18. Keczer, Z., File B, **Orosz, G.**, Zimbardo, P. G. (2016) Social Representations of Hero and Everyday Hero: A Network Study from Representative Samples. *PLoS ONE* 11(8): e0159354. doi:10.1371/journal.pone.0159354 (IF: 3.06)
17. **Orosz, G.**, Vallerand, R. J., Bóthe, B., Tóth-Király, I., Paskuj, B. (2016). On the Correlates of Passion for Screen-Based Behaviors: The Case of Impulsivity and the Problematic and Non-Problematic Facebook Use and TV Series Watching. *Personality and Individual Differences*, 101, 167-176. doi:10.1016/j.paid.2016.05.368 (IF: 1.95)
16. Török, R., Tóth-Király, I., Bóthe, B., & **Orosz, G.** (2016, online first). Analyzing Models of Career Decision Self-Efficacy: First-order, Hierarchical, and Bifactor Models of the Career Decision Self-Efficacy Scale. *Current Psychology*. 1-10. doi:10.1007/s12144-016-9464-9 (IF: 0.64)
15. **Orosz, G.**, Tóth-Király, I., Bóthe, B. & Melher, D. (2016). Too many swipes for today: The Development of the Problematic Tinder Use Scale (PTUS). *Journal of Behavioral Addictions*, 5(3), 528-523. doi: 10.1556/2006.5.2016.016. (IF: 2.49)
14. **Orosz, G.**, Bánki, E., Bóthe, B., Tóth-Király, I., & Tropp, L. R. (2016). Don't judge a living book by its cover: effectiveness of the living library intervention in reducing prejudice toward Roma and LGBT people. *Journal of Applied Social Psychology*, 46(9), 510-517. doi: 10.1111/jasp.12379 (IF: 0.79)
13. **Orosz, G.***, Bóthe, B.* & Tóth-Király, I.* (2016). The development of the Problematic Series Watching Scale (PSWS). *Journal of Behavioral Addictions*, 5(1), 144-150. doi: 10.1556/2006.5.2016.011 (IF: 2.49)
12. **Orosz, G.**, Dombi, E., Andreassen, C. S., Griffiths, M. D., & Demetrovics, Z. (2015). Analyzing Models of Work Addiction: Single Factor and Bi-Factor Models of the Bergen Work Addiction Scale. *International Journal of Mental Health and Addiction*, 14(5), 662-671. doi: 10.1007/s11469-015-9613-7. (IF: 1.02)
11. **Orosz, G.**, Tóth-Király, I., & Bóthe, B. (2015). Four facets of Facebook intensity—The development of the Multidimensional Facebook Intensity Scale. *Personality and Individual Differences*, 100, 95-104. doi: 10.1016/j.paid.2015.11.038 (IF: 1.95)
10. **Orosz, G.**, Dombi, E., Tóth-Király, I., & Roland-Lévy, C., (2015). The Less is More: The 17-Item Zimbardo Time Perspective Inventory. *Current Psychology*, 1-9. doi: 10.1007/s12144-015-9382-2 (IF: 0.64)
9. Farkas, D., **Orosz, G.** (2015). Ego-resiliency Reloaded: A Three-Component Model of General Resiliency. *PLoS ONE*, 10(3), e0120883. doi: 10.1371/journal.pone.0120883 (IF: 3.2)
8. **Orosz, G.**, Tóth-Király, I., Bóthe, B., Kusztor, A., Üllei, Zs., & Jánvári, M. (2015). Teacher enthusiasm: a potential cure of academic cheating. *Frontiers in Psychology* 6, 318. doi: 10.3389/fpsyg.2015.00318 (IF: 2.56)
7. **Orosz, G.**, Szekeres, A., Kiss, G. Z., Farkas, P., & Roland-Levy, C. (2015). Elevated romantic love and jealousy if relationship status is declared on Facebook. *Frontiers in Psychology*, 6, 214. doi:10.3389/fpsyg.2015.00214 (IF: 2.56)
6. Bóthe, B., Tóth-Király, I., & **Orosz, G.** (2015). Dreaming About Online Gaming Triumphs over Watching Online Porn. *Games for Health Journal*, 4(2), 107-112. doi:10.1089/g4h.2014.0054 (IF: 1.31)
5. Lukács, F. & **Orosz, G.** (2014). Career Indecision from the Perspective of Time Orientation. *Annales Universitatis Paedagogicae Cracoviensis. Studia Psychologica*, 152(6), 126-142.
4. **Orosz, G.**, & Roland-Lévy, C. (2013). Hungarian and French Business School Students' Social Representation of Competition and Fraud. *Citizenship Teaching and Learning*, 8(2), 157-177. doi: 10.1386/ctl.8.2.157_1
3. Farkas, D., & **Orosz, G.** (2013). The Link between Ego-resiliency and changes in Big Five Traits after Decision Making: the Case of Extraversion. *Personality and Individual Differences*, 55(4), 440-445. <http://dx.doi.org/10.1016/j.paid.2013.04.003> (IF: 1.95)

2. **Orosz, G.**, Farkas, D., & Roland-Lévy, C. (2013). Are Competition and Extrinsic Motivation Reliable Predictors of Academic Cheating? *Frontiers in Educational Psychology*, 4:87. doi: 10.3389/fpsyg.2013.00087 (IF: 2.56)
 1. Farkas, D., & **Orosz, G.** (2012). Why Hungarian High School Students Cheat? *Practice and Theory in Systems of Education*, 7(3), 279-292.
- * Both authors contributed to this work equally.

Accepted or published Hungarian peer-reviewed journal articles

21. Kocsis, Z., Hajdu, B., **Orosz, G.**, Winkler, I., & Honbolygó, F. (In press). Szintaktikai sértések és a sértés nyelvtani elemei közötti távolság hatásának vizsgálata a magyar nyelvben. *Hungarian Psychological Review*.
20. Gajdos, D., Ulicza, N., Bóthe, B., Tóth-Király, I., & **Orosz, G.** (In press). The factor structure of academic enjoyment questionnaire. *Perspective of Science*.
19. Ulicza, N., Gajdos, D., Bóthe, B., Tóth-Király, I., & **Orosz, G.** (2015). The Factor Structure of the Short Form of the University Boredom Questionnaire. *School Culture*, 25(10), 69-77.
18. Kővári, Z., Devecsery, Á., Jakab, K. Pusztai, B. Agócs, L., Kómár, R., & **Orosz, G.** (2014). Hungarian adaptation of Emotional Creativity Inventory. *Psychology*, 34(4), 339-362.
17. Fallah, N., & **Orosz, G.** (2014). The effect of situative and individual factors on the evaluation of nody modified colleague. *Psychology*, 34(3), 225–238.
16. **Orosz, G.**, & Rózsa, S. (2014). Hungarian Questionnaire Adaptations. *Psychology*, 34(2), 103-108.
15. Szokol, Zs, & **Orosz, G.** (2014). Individual differences in self-discrepancies: Hungarian adaptation of Hardin and Lakin's measure. *Psychology*. 34(2), 109-127.
14. Bognár, J., **Orosz, G.**, & Büki, N. (2014). Hungarian Validation of the Rational-Experiential Inventory and its Relationship with Ego-Resiliency. *Psychology*. 34(2), 129-147.
13. Urbán, G., **Orosz, G.**, Kerepes, L., & Jánvári, M. (2014). Hungarian Adaptation of the 3×2 Achievement Goal Questionnaire. *Psychology*, 34, 1, 73–97.
12. Lauter, A., Polner, B. & **Orosz, G.** (2012). Organizational Creativity from the Perspective of Constructive and Destructive Competition. *Hungarian Applied Psychology*, 4, 5-30.
11. Talmácsi, Gy., **Orosz, G.** Birkás, B., & Bereczkei, T. (2012). Hungarian Validation of Dahling et al.'s Machiavellianism Scale. *Hungarian Applied Psychology*, 3, 63-82.
10. **Orosz, G.**, Salamon, J., Makkai, A., & Turcsik, Á. B. (2012). Constructive Competition in Car Market Organizations. *Hungarian Applied Psychology*, 3, 5-32.
9. **Orosz, G.**, & Szukics, N. (2012). Individual differences in social comparison: A Hungarian Version of the Iowa-Netherlands comparison orientation measure. *Psychology*, 32(3), 361-378.
8. **Orosz, G.**, & Karsai, N. F. (2012). The Relationship between Teachers' Enthusiasm and Academic Cheating of Students. *School Culture*, 9, 3-11.
7. Makra, M., Farkas, D., & **Orosz, G.** (2012). Validation of Hungarian Work-family Conflict Questionnaire and the Analysis of Predictors of Work-family Balance. *Hungarian Psychological Review*, 67(3), 491–518.
6. **Orosz, G.**, Jánvári, M. I., & Salamon, J. (2012). Cheating and Competition in the Hungarian Higher Education. *Psychology*, 32(2), 153-172.
5. **Orosz, G.**, & Farkas, D. (2011). Academic cheating in Hungarian High Schools. *Hungarian Psychological Review*, 66(4), 605-630.
4. Sándor, M., **Orosz, G.**, & Fülöp, M. (2010). Competition, Winning and Losing: Social Representations of Primary School Children. *Psychology*, 30(3), 175-205.

3. **Orosz, G.** (2009). Academic Cheating in Higher education: A Comparative Examination among French and Hungarian Business School Students. *Hungarian Psychological Review*, 64(1), 253-284.
2. **Orosz, G.** (2008). Hungarian and French Students' Social Representation of Competition. *Pszichológia*, 28(2), 165 -194.
1. **Orosz, G., & Fülöp, M.** (2007). High School Students' Social Representation of Competition: the Role of Economic Education and Gender. *Hungarian Applied Psychology*, 9(3-4), 46-70.

Book Chapters: International

Fülöp, M. & **Orosz, G.** (2015). State of the art in competition research. *Emerging Trends in the Social and Behavioral Sciences*. Sage Publications Inc. Doi: 10.1002/9781118900772.etrds0317

Book Chapters: Hungarian

7. Náfrádi, L., & **Orosz, G.** (2013). Preliminary results of the Hungarian adaptation of Rejection Sensitivity Questionnaire. In Németh, D., Harsányi, G., & Janacsek, K. *Psychological studies in Szeged 2013*. (pp. 117-128). Szeged: JGYFK.
6. Szokol, Zs., & **Orosz, G.** (2013). The relationships between self-discrepancies and envy and subjective well-being. In Németh, D., Harsányi, G., & Janacsek, K. *Psychological studies in Szeged 2013*. (pp. 189-200). Szeged: JGYFK.
5. Farkas, D., & **Orosz, G.** (2012). Background of Hungarian Students' Collaborative Cheating. In Németh D., Harsányi, Sz. G., & Janacsek, K. (Eds.) *Psychological studies in Szeged 2012*. (pp. 97-109). Szeged: JGYFK.
4. Fallah, N., & **Orosz, G.** (2012). Indirect and Direct Evaluation of Body Modified Colleagues in Workplace Context. In Németh, D., Harsányi, Sz. G., & Janak, K. (Eds.) *Psychological studies in Szeged 2012*. (pp. 175-189). Szeged: JGYFK.
3. Kiss, Z., G., Szekeres, Á., **Orosz, G.** (2012). Potential Victims of Social Network Sites. In Berkics, M., Hunyady, & Gy. (Eds.) *Law and Psychology: An Interdisciplinary Field*. (pp. 101-120). Budapest: Eötvös Lóránd Tudományegyetem.
2. Németh, D., Gönci, D., Aczél, B., Ambrus, G., Háden, G., & **Orosz, G.** (2008). Models of Mental Lexicon in Hungarian Language. In Gervain J., & Pléh Cs. (Eds.), *The Invisible language*. (pp. 98-119). Budapest: Gondolat.
1. Háden G., **Orosz G.**, Ambrus G. G., Gönczi D., Aczél B., & Németh D. (2004). The Relationship between Implicit Learning and Language Skills. In Németh D. (Ed.), *Psychological studies in Szeged*. (pp. 43-68). Szeged: JGYFK.

SCIENTIFIC COLLABORATIONS

Camille Amoura - **Universite D`Artois (France)**

Cecile S. Andreassen - **University of Bergen (Norway)**

Christine Roland-Levy - **Universite de Reims Champagne-Ardenne (France)**

Emile Bruneau - **MIT (USA)**

Gregory Walton and Carol Dweck – **Stanford University (USA)**

Istvan Winkler, David Farkas, Marta Fulop – **Hungarian Academy of Sciences (Hungary)**

Lilla Nafradi - **Università della Svizzera Italiana (Swiss)**

Linda R. Tropp – **University of Massachusetts Amherst (USA)**

Mark Griffiths – **Nottingham Trent University (GB)**

Nicolas Gillet - **Universite de Tours (France)**

Philip G. Zimbardo - **Palo Alto University (USA)**

Robert J. Vallerand – **Université du Québec à Montréal (Canada)**

Rony Berger - **Ben Gurion University (Israel)**

Tamas Bereckei, Bela Birkas - **University of Pecs (Hungary)**

Zsolt Demetrovics, Dezsó Nemeth - **Eotvos Lorand University (Hungary)**

TEACHING

Social Psychology Lectures and Seminars

Educational Psychology Lectures and Seminars

Mentoring 10 BA/MA students' research each year

Published scientific papers with collaboration of 31 students

Volunteering in providing growth mindset trainings to teachers and students (frequently and countrywide), to management (Telenor, Vodafone, Primagáz) and to top management (Audi, Telekom, Mercedes-Benz).

OTHER ACTIVITIES

Principal Investigator of the research project of “Social Psychological Interventions in Education which Aims to Change Achievement-related Beliefs and Helping Behavior” (Hungarian Research Fund, PD 116686)

Project manager of TÁMOP-4.2.2/B-10/1-2010-0012 Grant - Educational Science Ph.D school program

Principal Investigator of the research project of “The Role of Individual Differences and Situative Factors in Skill learning” (Hungarian Research Fund, PD 106027)

Executive member of the Hero's Square Initiative – leader of the Content group designing trainings, assessments and follow-up studies

LANGUAGES English and French