

Curriculum Vitae

# CLEMENS LECHNER

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Date of birth: December 3, 1985 | Married

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## Academic Positions

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04/2018 – present	Head of Team <i>Scale Development and Documentation</i> GESIS – Leibniz Institute for the Social Sciences Department Survey Design and Methodology Mannheim, Germany
03/2016 – 03/2018	Senior Researcher GESIS – Leibniz Institute for the Social Sciences Department Survey Design and Methodology Mannheim, Germany
01/2014 – 03/2016	Postdoctoral Fellow, International Pathways to Adulthood Programme (funded by the Jacobs Foundation) Center for Applied Developmental Science (CADS) Friedrich-Schiller University Jena, Germany
09/2011 – 12/2013	Research Associate Collaborative Research Center 580 (Project C6: “Psychosocial resources and coping with social change”) Friedrich Schiller University Jena, Germany

## Academic Education

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09/2011 – 03/2014	Dr. phil. in Developmental Psychology (graded <i>summa cum laude</i> ) Advisor: Prof. Dr. Rainer K. Silbereisen Friedrich Schiller University Jena, Germany
10/2005 – 07/2011	Diploma (M.Sc. equivalent) in Psychology (graded <i>with distinction</i> ) (Minor in Sociology) Friedrich Schiller University Jena, Germany
09/2007 – 03/2008	Visiting undergraduate student, Psychology and Economics SWPS University of the Social Sciences and Humanities (SWPS), Warsaw, Poland
06/2005	Abitur (university entrance qualification) (graded <i>very good</i> ) Staatliches Gymnasium Penzberg, Germany

## Publications

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### Articles in peer-reviewed journals

\*equally contributing authors

- Lechner, C.M.\***, Bender, J.\*, Brandt, N., & Rammstedt, B. (2021). Two forms of social inequality in students' socio-emotional skills: Do the levels of Big Five personality traits and their associations with academic achievement depend on parental socio-economic status? *Frontiers in Psychology*, 12:679438. <https://doi.org/10.3389/fpsyg.2021.679438>
- Danner, D.\*, **Lechner, C. M.\***, & Spengler, M.\* (2021). Editorial: Do we need socio-emotional skills? *Frontiers in Psychology*, 12:723470. <https://doi.org/10.3389/fpsyg.2021.723470>
- Lechner, C. M.**, Gauly, B., Miyamoto, A., & Wicht, A. (2021). Stability and change in adults' literacy and numeracy skills: Evidence from two large-scale panel studies. *Personality and Individual Differences*, 180(110990). <https://doi.org/10.1016/j.paid.2021.110990>
- Partsch, M. V., Bluemke, M., & **Lechner, C. M.** (2021). Revisiting the hierarchical structure of the 24 VIA character strengths: Three global dimensions may suffice to capture their essence. Manuscript accepted for publication. *European Journal of Personality*. <https://doi.org/10.1177/08902070211017760>
- Wicht., A., Reder, S., & **Lechner, C. M.** (2021). Sources of individual differences in adults digital skills. *PLoS ONE* 16(4): e0249574. <https://doi.org/10.1371/journal.pone.0249574>
- Pullman, A., Gauly, B., & **Lechner, C. M.** (2021). Short-term earnings mobility in the Canadian and German context: The role of cognitive skills. *Journal for Labour Market Research*, 55(10). <https://doi.org/10.1186/s12651-021-00292-2>
- Rammstedt, B., **Lechner, C. M.**, & Weiß, B. (2021). Does personality predict responses to the COVID-19 crisis? Evidence from a prospective large-scale study. Online first. *European Journal of Personality*. <https://doi.org/10.1177/0890207021996970>
- Lechner, C. M.**, Bhaktha, N., Groskurth, K., & Bluemke, M. (2021). Why ability point estimates can be pointless: A primer on using skill measures from large-scale assessments in secondary analyses. *Measurement Instruments for the Social Sciences*. <https://doi.org/10.1186/s42409-020-00020-5>
- Grosz, M., Lemp, J., Rammstedt, B., & **Lechner, C. M.** (2021). *Personality change through arts education: A review and call for further research*. Manuscript accepted for publication. *Perspectives on Psychological Science*. <https://doi.org/10.1177/1745691621991852>
- Grosz, M., Schwartz, S. H., & **Lechner, C. M.** (2021). The longitudinal interplay between personal values and subjective well-being: A registered report. *European Journal of Psychology*. <https://doi.org/10.1177/08902070211012923>
- Danner, D., **Lechner, C. M.**, Soto, C. J., & John, O. P. (2021). Modelling the incremental value of personality facets: The Domains-Facets-Acquiescence-Bifactor (DFAB) model. *European Journal of Personality*, 35(1), 67–87. <https://doi.org/10.1002/per.2268>
- Wicht., A., Durda, T., Krejčík, L., Artelt, C., Grotlüschen, A., & Rammstedt, B., & **Lechner, C. M.** (2021). Low literacy is not set in stone: Longitudinal evidence on the development of low literacy during adulthood. *Zeitschrift für Pädagogik*, 1, 109–132. <https://doi.org/10.3262/ZPB2101109>

- Wicht, A., Miyamoto, A., & **Lechner, C. M.** (2021). Are girls more ambitious than boys? Gender differences in adolescents' occupational aspirations and their possible mechanisms. Manuscript accepted for publication. *Journal of Career Development*. <https://doi.org/10.1177/0894845321991665>
- Durda, T., Gauly, B., Buddenberg, K., **Lechner, C. M.**, & Artelt, C. (2020). On the comparability of adults with low literacy across LEO, PIAAC, and NEPS: Methodological considerations and empirical evidence. *Large-scale Assessments in Education*, 8(13), <https://doi.org/10.1186/s40536-020-00091-0>
- Miyamoto, A., Murayama, K., & **Lechner, C. M.** (2020). The developmental trajectory of intrinsic reading motivation: Measurement invariance, group variations, and implications for reading proficiency. *Contemporary Educational Psychology*, 63. <https://doi.org/10.1016/j.cedpsych.2020.101921>
- Groskurth, K., Nießen, D., Rammstedt, B., & **Lechner, C. M.** (2020). An English-language adaptation of the Political Efficacy Short Scale (PESS). *Measurement Instruments for the Social Sciences*, 3(1). <https://doi.org/10.1186/s42409-020-00018-z>
- Nießen, D., Beierlein, C., Rammstedt, B. & **Lechner, C. M.** (2020). An English-language adaptation of the interpersonal trust short scale (KUSIV3). *Measurement Instruments in the Social Sciences*, <https://doi.org/10.1186/s42409-020-00016-1>
- Nießen, D., Danner, D., Spengler, M., & **Lechner, C. M.** (2020). Big Five personality traits predict successful transitions from school to vocational education: A large-scale study. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.01827>
- Martin, S., **Lechner, C. M.**, Kleinert, C., & Rammstedt, B. (2020). Literacy skills predict probability of refusal in follow-up wave: Evidence from two longitudinal assessment surveys. *International Journal of Social Research Methodology*, 24(4), 413-428. <https://doi.org/10.1080/13645579.2020.1763715>
- Reder., S., Gauly., B., & **Lechner, C. M.** (2020). Practice makes perfect: Practice engagement theory and the development of adult literacy and numeracy proficiency. *International Review of Education*, 66, 267–288. <https://doi.org/10.1007/s11159-020-09830-5>
- Wicht, A., Rammstedt, B., & **Lechner, C. M.** (2020). Predictors of literacy development in adulthood: Insights from a large-scale, two-wave study. *Scientific Studies of Reading*, 25(1), 84–92. <https://doi.org/10.1080/10888438.2020.1751635>
- Durda, T., Artelt, C., **Lechner, C. M.**, Rammstedt, B., & Wicht., A. (2020). Proficiency level descriptors for low reading proficiency among adolescents and adults: An integrative process model and application to the German National Educational Panel Study. *International Review of Education*, 66, 211–233. <https://doi.org/10.1007/s11159-020-09834-1>
- Brandt, N. D., **Lechner, C. M.\***, Tetzner, J., & Rammstedt, B. (2020). Personality, cognitive ability, and academic performance: Differential associations across school subjects and school tracks. *Journal of Personality*, 88(2), 249–265. <https://doi.org/10.1111/jopy.12482>
- Schmidt, F. C., **Lechner, C. M.**, & Danner, D. (2020). New wine in an old bottle? A facet-level perspective on the added value of Grit over BFI–2 Conscientiousness. *PLoS ONE* 15(2): e0228969. <http://doi.org/10.1371/journal.pone.0228969>
- Rammstedt, B., **Lechner, C. M.**, & Danner, D. (2020). Short forms do not fall short: A comparison of three (extra-)short forms of the Big Five: Advance online publication. *European Journal of Psychological Assessment*. <https://doi.org/10.1027/1015-5759/a000574>

- Danner, D., **Lechner, C. M.**, & Rammstedt, B. (2020). A cross-national perspective on the associations of grit with career success. *Compare: A Journal of Comparative and International Education*, 50(2), 185–201. <https://doi.org/10.1080/03057925.2019.1617110>
- Lechner, C. M.**, Miyamoto, A., & Knopf, T. (2019). Should students be smart, curious, or both? Fluid intelligence, openness, and interest co-shape the acquisition of reading and math competence. *Intelligence*, 76. <https://doi.org/10.1016/j.intell.2019.101378>
- Posch, L., Bleier, A. **Lechner, C. M.**, Danner, D., Flöck, F., & Strohmayer, M (2019). Measuring motivations of crowdworkers: The Multidimensional Crowdworker Motivation Scale. *Transactions on Social Computing*, 2(2). <https://doi.org/10.1145/3335081>
- Lechner, C. M.**, Danner, D., & Rammstedt, B. (2019). Grit (effortful persistence) can be measured with a short scale, shows little variation across socio-demographic subgroups, and is associated with career success and career engagement. *PLoS One*, 14(11), e0224814. <https://doi.org/10.1371/journal.pone.0224814>
- Gauly, B., & **Lechner, C. M.** (2019). Self-perfection or self-selection? Unraveling the relationship between job-related training and adults' literacy skills. *PLoS One*, 14(5). <https://doi.org/10.1371/journal.pone.0215971>
- Lechner, C. M.**, Partsch, M. V., Danner, D., & Rammstedt, B. (2019). Individual, situational, and cultural correlates of acquiescent responding: Towards a unified conceptual framework. *British Journal of Mathematical and Statistical Psychology*, 72(3), 426–446. <https://doi.org/10.1111/bmsp.12164>
- Sieben, S., & **Lechner, C. M.** (2019). Measuring cultural capital through the number of books in the household. *Measurement Instruments for the Social Sciences*, 2(1). <https://doi.org/10.1186/s42409-018-0006-0>
- Danner, D., Rammstedt, B., Bluemke, M., **Lechner, C. M.**, Berres, S., Knopf, T., Soto, C. J., & John, O. P. (2019). Das Big-Five Inventar 2: Validierung eines Persönlichkeitsinventars zur Erfassung von 5 Persönlichkeitsdomänen und 15 Facetten [The German Big-Five Inventory 2: Measuring 5 personality domains and 15 facets]. *Diagnostica*, 65, 121–132. <https://doi.org/10.1026/0012-1924/a000218>
- Sortheix, F. M., Parker, P. D., **Lechner, C. M.**, & Schwartz, S. H. (2019). Changes in young Europeans' values during the global financial crisis. *Social Psychological and Personality Science*, 10(1), 15–25. <https://doi.org/10.1177/1948550617732610>
- Rammstedt, B., **Lechner, C. M.**, & Danner, D. (2018). Relationships between personality and cognitive ability: A facet-level analysis. *Journal of Intelligence*, 6(28). <https://doi.org/10.3390/jintelligence6020028>
- Lechner, C. M.**, Sortheix, F. M., Obschonka, M., & Salmela-Aro, K. (2018). What drives future business leaders? How work values and gender shape young adults' entrepreneurial and leadership aspirations. *Journal of Vocational Behavior*, 107, 57–70. <https://doi.org/10.1016/j.jvb.2018.03.004>
- Lechner, C. M.\***, Pavlova, M. K.\*, Sortheix, F. M., Silbereisen, R. K., & Salmela-Aro, K. (2018). Unpacking the link between family socioeconomic status and civic engagement during the transition to adulthood: Do work values play a role? *Applied Developmental Science*, 22(4), 270–283. <https://doi.org/10.1080/10888691.2017.1291352>



- Pavlova, M. K., **Lechner, C. M.**, & Silbereisen, R. K. (2018). Social comparison in coping with occupational uncertainty: Self-improvement, self-enhancement, and the regional context. *Journal of Personality*, 86(2), 320–333. <https://doi.org/10.1111/jopy.12317>
- Bluemke, M., Resch, B., **Lechner, C. M.**, Westerholt, R. & Kolb, J.-P. (2017). Integrating geographic information into survey research: Current applications, challenges, and future avenues. *Survey Research Methods [Special Issue]*, 11(3), 307–327. <https://doi.org/10.18148/srm/2017.v11i3.6733>
- Lechner, C. M.**, Danner, D., Rammstedt, B. (2017). How is personality related to intelligence and achievement? A replication and extension of Borghans et al. and Salkever. *Personality and Individual Differences*, 111, 86–91. <https://doi.org/10.1016/j.paid.2017.01.040>
- Leopold, L., Leopold, T., & **Lechner, C. M.** (2017). Do immigrants suffer more from job loss? Unemployment and subjective well-being in Germany. *Demography*, 54(1), 231–257. <https://doi.org/10.1007/s13524-016-0539-x>
- Lechner, C. M.\***, Sortheix, F. M., Göllner, R. & Salmela-Aro, K. (2017). The development of work values during the transition to adulthood: A two-country study. *Journal of Vocational Behavior*, 99, 52–65. <https://doi.org/10.1016/j.jvb.2016.12.004>
- Rammstedt, B., Danner, D., & **Lechner, C. M.** (2017). Personality, competencies, and life outcomes: Results from the German PIAAC longitudinal study. *Large-Scale Assessments in Education [Special Issue]*, 5(2). <https://doi.org/10.1186/s40536-017-0035-9>
- Lechner, C. M.**, & Obschonka, M., & Silbereisen, R. K. (2017). Who reaps the benefits of social change? Personality and its socioecological boundaries. *Journal of Personality*, 85(2), 257–269. <https://doi.org/10.1111/jopy.12238>
- Lechner, C. M.**, Tomasik, M.J., & Silbereisen, R.K. (2016). Preparing for uncertain careers: How youth deal with growing occupational uncertainties before the education-to-work transition. *Journal of Vocational Behavior*, 95, 90–101. <https://doi.org/10.1016/j.jvb.2016.08.002>
- Lechner, C. M.**, & Rammstedt, B. (2015). Cognitive ability, acquiescence, and the structure of personality in a sample of older adults. *Psychological Assessment*, 27(4), 1301–1311. <https://doi.org/10.1037/pas0000151>
- Leopold, T., & **Lechner, C. M.** (2015). Parents' death and adult well-being: Gender, age, and adaptation to filial bereavement. *Journal of Marriage and Family*, 77(3), 747–760. <https://doi.org/10.1111/jomf.12186>
- Lechner, C. M.**, & Silbereisen, R. K. (2015). Neue Impulse für die Sozialisationsforschung aus der Entwicklungspsychologie [New directions for socialization research: Insights from developmental psychology]. *Zeitschrift für Soziologie der Erziehung und Sozialisation*, 35(2), 139–155. <https://doi.org/10.3262/ZSE1502139>
- Lechner, C. M.**, Silbereisen, R. K., Tomasik, M. J., & Wasilewski, J. (2015). Getting going and letting go: Religiosity fosters opportunity-congruent coping with work-related uncertainties. *International Journal of Psychology*, 50(3), 205–214. <https://doi.org/10.1002/ijop.12093>
- Körner, A.\*, **Lechner, C. M.\***, Pavlova, M. K.\*, & Silbereisen, R. K. (2015). Goal engagement in coping with occupational uncertainty predicts favorable career-related outcomes. *Journal of Vocational Behavior*, 88, 174–184. <https://doi.org/10.1016/j.jvb.2015.03.001>

- Lechner, C. M.,** & Leopold, T. (2015). Religious attendance buffers the impact of unemployment on life satisfaction: Longitudinal evidence from Germany. *Journal for the Scientific Study of Religion*, 54(1), 166–174. <https://doi.org/10.1111/jssr.12171>
- Lechner, C. M.,** Tomasik, M. J., Silbereisen, R. K., & Wasilewski, J. (2014). Religiosity reduces family-related uncertainties but exacerbates their association with distress. *International Journal for the Psychology of Religion*, 24(3), 185–200. <https://doi.org/10.1080/10508619.2013.847700>
- Tomasik, M. J., Silbereisen, R. K., **Lechner, C. M.,** & Wasilewski, J. (2013). Negotiating demands of social change in adolescents and young adults from Poland. *International Journal of Stress Management*, 20(3), 222–253. <http://dx.doi.org/10.1037/a0033935>
- Lechner, C. M.,** Tomasik, M. J., Silbereisen, R. K., & Wasilewski, J. (2013). Exploring the stress-buffering effects of religiousness in relation to social and economic change: Evidence from Poland. *Psychology of Religion and Spirituality*, 5(3), 145–156. <https://doi.org/10.1037/a0030738>
- Tomasik, M.J., Pavlova, M. K., **Lechner, C. M.,** Blumenthal, A., & Körner, A. (2012). Changing contexts of youth development: An overview of recent social trends and a psychological model. *New Directions for Youth Development [Special Issue]*, 135, 14–25. <https://doi.org/10.1002/yd.20026>

## Chapters in edited volumes and other outlets

- Doll, E. S., Nießen, D., Schmidt, I., Rammstedt, B., & **Lechner, C. M.** (2021). The General Self-Efficacy Short Scale–3 (GSE-3): An English-language adaptation. *Zusammenstellung sozialwissenschaftlicher Items und Skalen (ZIS)*. <https://doi.org/10.6102/zis294>
- Nießen, D., Groskurth, K., Rammstedt, B., & **Lechner, C. M.** (2020). An English-language adaptation of the Risk Proneness Short Scale (R-1). *Zusammenstellung sozialwissenschaftlicher Items und Skalen (ZIS)*. <https://doi.org/10.6102/zis286>
- Schmidt, I. & **Lechner, C. M.** (2020). Documenting measurement instruments for the social and behavioral sciences (Version 1.0). GESIS – Survey Guidelines. [https://doi.org/10.15465/gesis-sg\\_en\\_033](https://doi.org/10.15465/gesis-sg_en_033)
- Gauly B., **Lechner C.M.,** Reder S. (2020) Fördern berufliche Weiterbildungen alltagsmathematische Kompetenzen im Erwachsenenalter? Evidenz aus einer deutschen Längsschnittstudie / Does job-related training benefit adult numeracy skills? Evidence from a German panel study. In: Schrader J., Ioannidou A., Blossfeld HP. (eds.) Monetäre und nicht monetäre Erträge von Weiterbildung. Edition ZfE, vol 7. Springer VS, Wiesbaden. [https://doi.org/10.1007/978-3-658-25513-8\\_10](https://doi.org/10.1007/978-3-658-25513-8_10)
- Nießen, D., Groskurth, K., Rammstedt, B., & **Lechner, C. M.** (2020). An English-language adaptation of the General Life Satisfaction Short Scale (L-1). *Zusammenstellung sozialwissenschaftlicher Items und Skalen (ZIS)*. <https://doi.org/10.6102/zis284>
- Lechner, C. M.,** Anger, S., & Rammstedt, B. (2019). Socio-emotional skills in education and beyond: Recent evidence and future avenues. In R. Becker (Ed.), *Research Handbook on the Sociology of Education* (pp. 427–453). Cheltenham: Edward Elgar Publishing.
- Nießen, D., Schmidt, I., Beierlein, C., & **Lechner, C. M.** (2019). An English-language adaptation of the Authoritarianism Short Scale (KSA-3). *Zusammenstellung sozialwissenschaftlicher Items und Skalen (ZIS)*. <https://doi.org/10.6102/zis272>

- Levinsky, M., Litwin, H., & **Lechner, C. M.** (2019). Personality traits: The Ten-Item Big Five Inventory (BFI-10). In M. Bergmann, A. Scherpenzeel, & A. Börsch-Supan (eds.), *SHARE Wave 7 Methodology: Panel innovations and life histories*. Munich: MEA, Max Planck Institute for Social Law and Social Policy.
- Wicht, A., **Lechner, C. M.**, & Rammstedt, B. (2018). Wie steht es um die Digitalkompetenz deutscher Erwachsener? Eine empirische Analyse mit dem Programme for the International Assessment of Adult Competencies (PIAAC) [What about German adults' digital skills? An empirical analysis with PIAAC]. In M. Krämer (ed.), *Mensch und Gesellschaft im digitalen Wandel* (pp. 15–25). Berlin: Bundesverband Deutscher Psychologinnen und Psychologen.
- Rammstedt, B., **Lechner, C. M.**, & Danner, D. (forthcoming). Beyond literacy: The incremental value of non-cognitive skills. OECD Education Working Paper.
- Lechner, C. M.**, & Silbereisen, R. K. (2017). Social change – uncertainty – religiosity: Psychological perspectives on the role of religiosity in changing societies. In I. Schoon & R. K. Silbereisen (Eds.), *Pathways to adulthood: Educational opportunities, motivation and attainment in times of social change* (pp. 240–258). London: UCL Institute of Education Press
- Lechner, C. M.**, & Silbereisen, R. K. (2015). Von der Umwelt zum Genom und zurück: Der Beitrag der Entwicklungspsychologie zur Sozialisationsforschung [From the environment to the genome and back: The contribution of developmental science to socialization research]. In K. Hurrelmann, M. Grundmann, U. Bauer, & S. Walper (Eds.), *Handbuch Sozialisationsforschung* (8th Ed., pp. 96–113). Weinheim: Beltz.
- Lechner, C. M.** (2014). Religiosität als Ressource und Risikofaktor: Befunde aus entwicklungspsychologischen Studien [Religiosity as a resource and risk factor: Insights from developmental psychology]. In M. Lechner, N. Dörnhoff, & S. Hiller (Eds.), *Religionssensible Erziehung in der Jugendhilfe* (Vol. 42, pp. 67-76). Freiburg: Lambertus.
- Reitzle, M., & **Lechner, C. M.** (2013). Die Pubertät gibt es nicht! Von vermeintlichen Gesetzmäßigkeiten und viel Individualität [There is no such thing as puberty. On allegedly law-like development and a lot of idiosyncrasy]. In K.-J. Tillmann & K. Wohne (Eds.), *SCHÜLER: Wissen für Lehrer*, pp. 26-27. Seelze: Friedrich

### Articles currently under review at peer-reviewed journals

- Aichholzer, J., & **Lechner, C. M.** (2020). *Refining the short social dominance orientation scale (SSDO): A validation in seven European countries*. Manuscript submitted for publication.
- Murray-Watters, A., Silber, H., Gummer, T., Zins, S., **Lechner, C. M.** (2020). *River Sampling – a Fishing Expedition: A Non-Probability Case Study*. Manuscript submitted for publication.
- Sortheix, F. M., **Lechner, C. M.**, Obschonka, M., & Katariina Salmela-Aro (2019). *Young Entrepreneurs and Business Leaders: Work Values and Aspirations as Precursors of Early Career Attainment*. Manuscript submitted for publication.
- Génois, M., Zens, M., **Lechner, C. M.**, Rammstedt, B., & Strohmayer, M. (2019). *Building Connections: How Scientists Meet each Other During a Conference*. Manuscript submitted for publication.

Grosz, M., Nagengast, B., Trautwein, U., **Lechner, C. M.**, & Roberts, B. W. (2019). *Is the Desire for Fame Related to Well-Being or Ill-Being*. Manuscript submitted for publication.

**Lechner, C. M.**, & Weingarten, S. (2019). *The well-being costs of contextual and individual unemployment: Examining the protective effects of religiousness in 91 European regions*. Manuscript submitted for publication.

## Grants, Scholarships, and Awards

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### Grants as a principal investigator

- 10/2020 – 01/2022 Förderung sozio-emotionaler Fähigkeiten im Bereich Gewissenhaftigkeit im Schulalter (FOSTER) [Fostering socio-emotional skills in the domain of conscientiousness during school age]. Grant from the Federal Ministry of Education and Research (BMBF), EUR 84,040 (with Beatrice Rammstedt)
- 10/2020 – 12/2020 “Social inequality in socio-emotional skills”. Research project commissioned by the Bertelsmann Foundation, [undisclosed amount], (with Beatrice Rammstedt)
- 02/2020 – 03/2020 “Measurement invariance in the Study on Social and Emotional Skills”. Research project commissioned by [undisclosed party], [undisclosed amount], (with Beatrice Rammstedt and Matthias Bluemke)
- 01/2020 – 12/2020 “Data quality indicators for multi-item scales (DaQuIn)”. Internal GESIS project grant, EUR 81,750
- 04/2018 – 03/2020 “Stability and Change in Adult Competencies: Patterns and Predictors of Literacy and Numeracy Development.” Grant from the German Research Foundation (DFG) as part of the Priority Programme 1646, "Education as a Lifelong Process. Analyzing Data of the National Educational Panel Study (NEPS)," EUR 240,000
- 03/2018 – 12/2019 Zusammenhang kultureller Bildung mit nicht-kognitiven Fähigkeiten [Associations between cultural education and non-cognitive skills]. Grant from the Federal Ministry of Education and Research (BMBF), EUR 49,759 (with Daniel Danner and Beatrice Rammstedt)
- 11/2017 – 10/2020 “Risiko- und Schutzfaktoren für geringe Literalität und Numerazität bei deutschen Erwachsenen (GeLiNu): Eine längsschnittliche Ursachenstudie“ [Risk and protective factors for low literacy and numeracy in German adults]. Grant from the Federal Ministry of Education and Research (BMBF), EUR 530,000 (EUR 301,900 at GESIS) (with Beatrice Rammstedt, Cordula Artelt, and Anke Grotluschen)
- 03/2012 – 12/2013 “Religion as a Resource in Coping with Social Change.” Ph.D. project grant from Foundation of the German Economy (sdw), EUR 38,000

### Grants as a co-principal investigator

- 01/2019 – 04/2019 “Das Zusammenspiel von Persönlichkeit und beruflichen Aspirationen bei der sozialen Positionierung Jugendlicher am



- Ausbildungsmarkt”[The interplay of personality and vocational aspirations for the social positioning of youth on the labour market]. Grant from the Baden Württemberg Stiftung, *EUR 10,700* (with Alexandra Wicht and Désirée Nießen)
- 01/2018 – 12/2019 “Leibniz Kompetenzzentrum Socio-Emotionale Fähigkeiten im Bildungskontext. [Leibniz Center of Excellence on Socio-Emotional Skills in Education]” Grant from the Leibniz Association, *EUR 84,225* (with Beatrice Rammstedt, Cordula Artelt, and others)
- 03/2017 – 05/2018 “Erfolgreich in die Berufsausbildung: Die Rolle der Persönlichkeit und Persönlichkeitsveränderung für den Übergang in Ausbildung und Studium“ [The role of personality and personality change for educational transitions]. Grant from the Baden Württemberg Stiftung, *EUR 121,000* (with Daniel Danner, Marion Spengler, and others)

## Awards and scholarships

- 2021 delina 2021 Award (3<sup>rd</sup> place), awarded to vCOACH GmbH by LEARNTEC, Europe’s leading event in digital learning
- 2020 [HR Innovation Award 2020](#) in the category “Learning and Training”, awarded to vCOACH GmbH by Zukunft Personal, Germany’s leading event in HR
- 2017 GESIS Employee Award for outstanding performance (*EUR 6,000*)
- 2017 GESIS Award “Top publication of the year” for a co-authored paper on geodata in psychology (published in *Survey Research Methods*)
- 11/2011 Rainer K. Silbereisen Award for the student with the best final grade
- 06/2011 Winner of the German-Speaking Universities Debating Championship
- 05/2007 – 07/2011 Student scholarship, Foundation of the German Economy (Stiftung der deutschen Wirtschaft e.V.)
- 09/2007 – 03/2008 Study abroad grant, Foundation of the German Economy (Stiftung der deutschen Wirtschaft e.V.)
- 06/2008 – 01/2011 Student scholarship, German Academic Scholarship Foundation (Studienstiftung des deutschen Volkes e.V.)

## Teaching and Supervision

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### Courses taught

#### Doctoral / postdoctoral level

- 2021 (scheduled) Structural equation modeling in Mplus as a tool for clinical research  
One-day workshop at Goethe University Frankfurt, Germany
- 2021 A (short) course on (short) scale development  
Two-day workshop at the GESIS Summer School 2021

- 2021 Questionnaire development and validation for survey research in economics and the social sciences  
Two-day workshop at Justus-Liebig University Gießen, Germany
- 2020 Construction and validation of questionnaires  
Two-day workshop at GESIS Mannheim
- 2019 Mplus for latent variable modeling  
Two-day workshop at the Bamberg Graduate School of Social Sciences (BAGSS), University of Bamberg, Germany
- 2019 Using Mplus for latent variable modeling: An Introduction  
Two-day workshop at the GESIS Summer School 2019
- 2018 Introduction to Data Analysis in Mplus  
Two-day workshop at the GESIS Summer School 2018
- 2018 Analyzing PIAAC-Longitudinal  
Three-day GESIS workshop at GESIS Mannheim
- 2017 Introduction to Data Analysis in Mplus  
Two-day workshop at the GESIS Summer School 2017
- 2012 Applied methodology (co-teacher to PD Dr. Matthias Reitzle)  
Seminar and data analysis tutorial at the University of Jena, Germany

#### **Bachelor / Master level**

- 2020 Practical Course in Psychological Diagnostics I  
Seminar at the University of Mannheim, Germany
- 2015/2016 Introduction to Scientific Methods  
Lecture at the University of Jena, Germany
- 2015/2016 The psychology of romantic relationships and sexuality  
Seminar the University of Jena, Germany
- 2014/2015 What we strive for: The psychology of values and goals  
Seminar the University of Jena, Germany
- 2013/2014 Developmental counseling  
Applied Course the University of Jena, Germany
- 2013 Values, morality, and goals: A developmental perspective  
Seminar the University of Jena, Germany
- 2012/2013 Motivational development  
Seminar the University of Jena, Germany
- 2012/2013 Developmental regulation  
Seminar the University of Jena, Germany
- 2012 Religion as a developmental resource across the lifespan  
Seminar the University of Jena, Germany
- 2008 – 2019 Extensive teaching experience as a trainer and coach (critical thinking and debating workshops for youth and young adults)

#### **Supervision of doctoral candidates**

- 2021 – present Thomas Knopf: Title tbd.

- 2018 – present Katharina Groskurth: “Comparability of Measurement: Methodological Bases”
- 2017 – present Melanie Partsch: “Methodological Challenges in the Assessment of Good Character”
- 2017 – present Désirée Nießen: “ Die Rolle der Persönlichkeit für den Übergang von der Schule in die Ausbildung und ins Studium“ [The role of personality for succesfull transitions to vocational education]

## Supervision of undergraduate students

- Kraus, S. (2016). *Wann es sich lohnt optimistisch zu sein – der Einfluss von Optimismus bei der Bewältigung wachsender beruflicher Unsicherheit auf das subjektive Wohlbefinden und das individuelle Einkommen* [When does it pay off to be optimistic? The influence of optimism on well-being and income in coping with growing job insecurity]. M.Sc. thesis (Psychology), University of Jena.
- Troppmann, J. (2016). *Use it or lose it? The context-dependent effects of control strategies on psychological resources*. M.Sc. thesis (Psychology), University of Jena.
- Walter, M. (2015). *Religiosity and the demands of active ageing*. M.Sc. thesis (Psychology), University of Jena.
- DeTroy, S. (2014). *Religious development in adolescence: Precursors and consequences*. B.Sc. Thesis (Psychology), University of Jena.
- Thumm, L. (2014). *Religiöse Entwicklung im Jugendalter: Der Einfluss familiärer Sozialisation und die moderierende Rolle autoritativer Erziehung* [Religious development in adolescence: The influence of religious socialization and the moderating role of authoritative parenting]. B.Sc. Thesis (Psychology), University of Jena.
- Ou, L. (2013). *Perceived broadening lifestyle choice due to social change among German adolescents and adults: A longitudinal investigation*. Study project (Psychology), University of Jena.
- Kishida, M. (2012). *Coping with activation demands. Identifying coping typologies in middle-aged adults*. Study project (Psychology), University of Jena.
- Klinger, J. (2012). *Die funktionalen Vorzüge traditionaler Gemeinschaften in einer unsicheren Moderne* [The functional advantages of traditional communities in an insecure modernity]. B.Sc. Thesis (Sociology), University of Jena.

## Professional Service and Memberships

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### Consulting and dissemination activities

- 2018 – 2021 Expert on social and emotional skills in the Programme for the International Assessments of Adult Competencies (PIAAC), Cycle 2 *Main responsibilities*: advising the consortium in the selection of socio-emotional skill measures, identifying substantive experts for the translation process, reviewing translations, coordinating and conducting the analysis of the field trial data
- 2020 Measurement invariance testing of the student assessment in the OECD’s Study on Social and Emotional Skills (SSES)

2018 – 2019 Organizing committee member, [Bildungspolitisches Forum 2019](#) [Forum on Educational Policy] of the Leibniz Educational Research Network (LERN). *Topic:* Socio-emotional skills in education  
*Main responsibilities:* Program design, coordination, inviting speakers, giving a presentation, marketing

### Ad-hoc reviewer

Diagnostica (DIA) • Educational Psychology • European Journal of Developmental Psychology (EJDP) • European Journal of Psychological Assessment (EJPA) • Humanities and Social Sciences Communications • International Journal of Psychology (IJP) • Journal for Educational Research Online (JERO) • Journal for the Scientific Study of Religion (JSSR) • Journal of Educational Psychology (EDU) • Journal of European Psychology Students (JEPS) • Journal of Happiness Studies (JOHS) • Journal of Intelligence • Zeitschrift für Weiterbildungsforschung (ZFWF) • Journal of Marriage and Family (JMF) • Journal of Personality (JOPY) • Journal of Personality Assessment (JPA) • Learning and Individual Differences (LEAIND) • Measurement Instruments in the Social Sciences (MISS) • Personality and Individual Differences (PAID) • Psychological Science (PSCI) • Small Business Economics (SBEJ) • Social Forces • Societies • Sociological Perspectives • Studia Psychologica • Zeitschrift für Arbeits- und Organisationspsychologie (ZAO) • Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie (ZEPP) • Zeitschrift für Erziehungswissenschaft (ZfE)

### Editorial activity

2020 – present Associate Editor, *Measurement Instruments for the Social Sciences* (MISS)

2019 – present Special Research Topic editor at *Frontiers in Psychology*, “[Do we need socio-emotional skills?](#)” (with Marion Spengler and Daniel Danner)

2018 – present *Zusammenstellung sozialwissenschaftlicher Items und Skalen* [[Collection of Items and Scales](#)]  
Responsibility as the head of the team hosting the largest German open-access repository for social-scientific measurement instruments

### Conference Presentations

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Lechner, C. M. (2020, October). *Was Hänschen nicht lernt, lernt Hans nimmermehr? Zur Entwicklung der Lesekompetenz im Erwachsenenalter* [You can't teach an old dog a new trick? On the development of reading competence during adulthood]. Invited talk at Bildungspolitisches Forum 2020 [forum on educational policy] of the Leibniz Educational Research Network (LERN), Berlin, Germany.

Lechner, C. M. (2019, October). *Relevanz sozio-emotionaler Fähigkeiten für Bildungsverläufe und Bildungserfolge* [on the relevance of socio-emotional skills for educational trajectories and success]. Invited talk at Bildungspolitisches Forum 2019 [forum on educational policy] of the Leibniz Educational Research Network (LERN), Berlin, Germany.

Lechner, C. M. (2019, September). *Socio-emotional skills and educational success: Going beyond simple effects*. Talk in an invited symposium (co-organized with Beatrice Rammstedt) at

- the 15th Conference on Personality and Psychological Assessment (DPPD), Dresden, Germany.
- Lechner, C. M., Partsch, M. P., Danner, D., & Rammstedt, B. (2019, September). *Individual, Situational, and Cultural Correlates of Acquiescent Responding: Toward a Unified Conceptual Framework*. Paper presented at the 15th Conference on Personality and Psychological Assessment (DPPD), Dresden, Germany.
- Lechner, C. M., & Rammstedt, B. (2018, November). *Stability and Change in Adults' Literacy and Numeracy: Recent Findings from German Panel Studies*. Invited keynote at the 5<sup>th</sup> PIAAC International Conference, Bratislava, Slovak Republic.
- Lechner, C. M. (2018, July). *Grit: Its psychometric properties, distribution, and career-related correlates in German Adults*. Paper presented at the 19<sup>th</sup> European Conference on Personality (ECP19), Zadar, Croatia.
- Lechner, C. M., Partsch, M. P., Danner, D., & Rammstedt, B. (2018, July). *Individual, Situational, and Cultural Determinants of Acquiescent Responding: Toward a Unified Conceptual Framework*. Paper presented at the 19<sup>th</sup> European Conference on Personality (ECP19), Zadar, Croatia.
- Lechner, C. M., & Danner, D., & Rammstedt, B. (2017, August). *Grit: Its psychometric properties, distribution, and career-related correlates in German Adults*. Paper presented at the 18<sup>th</sup> Conference on Developmental Psychology (ECDP), Utrecht, Netherlands.
- Lechner, C. M., & Danner, D., & Rammstedt, B. (2017, June). *Germans got grit? The psychometric properties, distribution, and career-related correlates of grit in the German adult population*. Paper presented at the Association for Research in Personality (ARP) conference, Sacramento, USA.
- Lechner, C. M., & Danner, D., & Rammstedt, B. (2017, March). *Zum Zusammenhang zwischen Persönlichkeit, Intelligenz, und Schulleistung [How is personality related to intelligence and achievement?]*. Paper presented at the 5<sup>th</sup> GEBF Meeting, Heidelberg, Germany.
- Lechner, C. M., & Obschonka, M., & Silbereisen, R. K. (2016, July). *Who reaps the benefits of social change? Personality and its socioecological boundaries*. Paper presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Lechner, C. M., & Sortheix, F., Obschonka, M., & Salmela-Aro, K. (2016, July). *Work Values as Predictors of Young Adults' Entrepreneurial and Leadership Intentions*. Paper presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Lechner, C. M. (2015, December). *Life events and life aspirations*. Paper presented at the 12<sup>th</sup> International PATHWAYS Workshop, Irvine, California.
- Lechner, C. M., & Rammstedt, B. (2015, July). *Cognitive ability, acquiescence, and the structure of personality in a sample of older adults*. Talk at the 13th European Conference on Psychological Assessment (ECPA), Zurich, Switzerland.
- Lechner, C. M., Obschonka, M., & Silbereisen, R. K. (2015, July). *Who reaps the benefits of social change? Personality and its socioecological boundaries*. Talk at the 14th European Congress of Psychology (ECP), Milano, Italy.
- Lechner, C. M. (2015, April). *Goal engagement in Coping With Occupational Uncertainty Predicts Favorable Career-Related Outcomes*. Invited Talk at the University of Helsinki, Finland.





2016, 2018	Hector Research Institute of Education Sciences and Psychology at University of Tübingen (Dr. Marion Spengler, Dr. Richard Göllner, Prof. Dr. Ulrich Trautwein, educational psychology)
2014, 2015, 2016	University of Amsterdam (Prof. Dr. Thomas Leopold, sociology)
2015, 2016	University of Helsinki (Dr. Florencia Sortheix, Prof. Dr. Katariina Salmela-Aro, educational psychology)
2014	Saar University (Prof. Dr. Martin Obschonka, psychology)

### **Guest researchers hosted at GESIS**

2020	Dr. Julian Aichholzer (University of Vienna, Austria)
2019	Prof. Dr. Tenko Raykov (Michigan State University, USA)
2018	Prof. Dr. Stephen Reder (Portland State University, USA)
2018	Dr. Ashley Pullman (Education Policy Research Initiative, University of Ottawa, Canada)
2018	Dr. Zsófia Ignacz (University of Frankfurt, Germany)
2017	Prof. Dr. Gerard Saucier (University of Oregon, USA)
2017	Dr. Richard Göllner (Hector Research Institute of Education Sciences and Psychology, Tübingen, Germany)

## **Other Qualifications and Experiences**

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### **Languages**

German (native)  
 English (proficient, written and spoken)  
 Polish • French • Dutch (intermediate)  
 Italian (basic)

### **Statistical software and computer programming**

R (very good knowledge)  
 Mplus (very good knowledge)  
 SPSS, AMOS (good knowledge)  
 MaxQDA (very good knowledge)  
 Python (basic knowledge)  
 HTML, CSS (basic knowledge)