

Intervention in a preschool facility aiming at job performance improvement based on an enhancement of empathy, conflict ability and life satisfaction

Jorge Guerra González
December 2021

[Intervention zwecks einer Arbeitsleistungsverbesserung in einer Kindertagesstätte. Auswirkungen auf Empathie, Konfliktfähigkeit und Lebenszufriedenheit]

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Abstract:

[Interventions in the working field usually have an economic focus. Such a focus may be less adequate in the social working area, where different – social – goals are also fundamental for the employees to attain. An intervention was performed in a German preschool facility aiming at improving the life satisfaction, the conflict ability and the empathy of its members. The hypothesis is that this improvement would have a positive effect on their performance. The result of the intervention partially sustains this hypothesis. More research is required though. This result may be equally interesting for other organisations or working fields, for the achievement of those goals may as well improve working performance directly and indirectly.]

Key Words: Social sustainability, intervention in a preschool facility, Life satisfaction, Conflict ability, Empathy

Zusammenfassung:

[Interventionen im Arbeitsbereich haben in der Regel einen wirtschaftlichen Fokus. So ein Fokus könnte in einem sozialen Arbeitskontext weniger geeignet sein, da andere – soziale – Ziele, primär von den Mitarbeitern, ebenfalls erreicht werden sollen. Eine Intervention wurde in einer deutschen Kindertagestätte durchgeführt. Deren Zweck war es, Lebenszufriedenheit, Konfliktfähigkeit und Empathie des Personals zu stärken, unter der Hypothese, dass sich diese Verbesserung positiv auf dessen Leistung auswirken würde. Das Ergebnis bestätigt die Hypothese teilweise. Mehr Forschung ist dazu dennoch erforderlich. Dieses Ergebnis könnte ebenfalls für andere Organisationen und Arbeitsfelder interessant sein, da die Erreichung solcher Ziele auch die Arbeitsleistung direkt oder indirekt steigern könnte.]

Schlüsselwörter: Soziale Nachhaltigkeit, Intervention Kindertagestätte, Lebenszufriedenheit, Konfliktfähigkeit, Empathie

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List of abbreviations

APA	American Psychological Association
CA	Conflict ability
CG	Control group
DV	Dependent variable
E	Empathy
EMWW	Empathy (mean)
IG	Intervention group
IV	Independent variable
KFMW	Conflict ability (mean)
KiTa	Kindertagesstätte (preschool facility)
LS	Life satisfaction
LZMW	Life satisfaction (mean)
NVC	Nonviolent communication
MW	Mittelwert (mean)

1 Introduction: Needs analysis

"You can't lead the people if you don't love the people"

— Cornel West

"Non quia difficilia sunt non audemus, sed quia non audemus difficilia sunt!"

— Lucius Anneus Seneca The Younger (4 BC-60 AC)

1.1 Opening

An intervention will be here understood as an interference in a working context - e.g. an external training - in order to improve job performance. Following Goldstein & Ford (2002) and Goldstein (1993) the first step for such an intervention would be to find out the needs required to achieve that goal.

Those needs will vary according to the specific conditions of the different professions, as their performances may be dissimilar. To be a proficient data analyst, hockey player, musician, entrepreneur, police officer or a social worker, i.e. to achieve an acceptable or even better, an excellent level of job fulfilment will mean something diverse in each one of those professions. Therefore, any intervention/training pursuing to improve job performance must consider in this job specificity.

Similar to the specific job needs that may differ from each other, and so their respective trainings, the ways to measure and to evaluate job performance can also vary from profession to profession. Some performances may be easily measurable or quantifiable or at least operationalizable and thus rely on mathematic methods (sold units, clients acquired, development of investments,...), some others may have to be more indirectly described and, hence, require other less easily quantifiable manners to grasp proficiency or else alternative detection methods.

1.2 Needs analysis

This study will concentrate on an intervention to improve job performance in the social field, more accurately, in preschool teaching professions.

The first step in its planning is an analysis of the job needs to be met by their professionals in order to orientate the pursued intervention/training. A task and knowledge, skill and ability analysis (KSA)² will be required for it.

¹ It is not because things are difficult that we do not dare, but because we do not dare, things are difficult.

² Kraiger et al. 1993

This study will not focus on a concrete organisation as the knowledge to produce should benefit a whole social sector, at least the preschool area.

A systematisation of job criteria is apparently not usual in the social context. Available lists on what is to be expected by social professionals do not differentiate between needs of the profession, of the professionals, or between knowledge (an organized body of information, usually factual or procedural in nature), skills (the proficient manual, verbal, or mental manipulation of data or things) or abilities (the power or capacity to perform an activity or task)³ (s. Appendix I).

If the goal of preschool facilities is to prepare (small) children for their first steps on the educational (and social) ladder, you can derive from this goal the needs and then the knowledge, skills and abilities required from their professionals and institutions.

A more precise systematisation or conceptual precision will not be pursued here. In this regard, as a differentiation between skills and abilities is difficult in this context, both concepts will be treated from now on as synonyms.

It can be agreed that skills such as empathy, active listening, conflict ability, intuition or relational balance are important keys to successful performance for those who work in social fields (s. Appendix I). Those abilities have been called – rather in other working fields – “soft-skills” even if they are doubtlessly important when dealing with colleagues, clients, patients, etc. The core of social professions is, though, to deal with other people. Those skills cover to a great extent social job needs and decide on job performance, so the use of the term “*soft-skills*” can be doubted in the social field⁴.

It is important to stress two aspects in this context:

1. The essential abilities above seem to be part of no educational curriculum to build social professionals⁵.
2. Those essential abilities are not easily to measure or to quantify.

Both aspects are directly relevant to the planned intervention. Concerning the first one, the apparent contradiction (no curricular treatment despite essentiality⁶) might be explained at least partially by accepting that it might have been assumed that the social field is rather vocational and thus appeal specially those that already excel in social abilities⁷. And/or planners might have perhaps thought that those abilities would

³ <https://www.va.gov/JOBS/hiring/apply/ksa.asp>, 08.08.2021.

⁴ Empathy is associated to prosocial behaviour (Van Berkhout et al. 2015).

⁵ Rosenzweig et al. 2016.

⁶ Knapp et al. 2018; Airagnes et al. 2014; Lam et al. 2011; Vorkapić & Ružić 2013; Erera 1997; Brockhaus et al. 1971. Comp. Holm 2002.

⁷ Stanley et al. 2020.

be acquired, improved or refined with training and experience on the job. For these reasons, they might have been obviated by trainings or curricula. Anyway, it seems surprising that empathy, a top score ability in any social context⁸, is being neglected as central educational object so far.

Be it as it may, this fact would show that it may be meaningful to design interventions/trainings in order to transfer, to improve or to develop empathy and other similar abilities at least for social professions.

Concerning the second aspect, if presence, absence or transfer of those skills or abilities is not easily measurable, it will be challenging to adjust intervention and the evaluation of its outcomes. Or to be able to state if one intervention has been successful - i.e. to deduce clearly if there were any effect of the intervention, and if so, which one, or if it was the intended one. And anyway, successful results might well come up later or disappear in multifactoriality, or depend on a long and complex causality chain and be difficultly attributable to a given training in the past. Or their detection may rely on not always acquirable higher research costs or on an unusual availability of participants - e.g. in case of longitudinal studies, etc.

1.3 Specific needs and training

The intervention in the present study aims at improving two of the mentioned qualities in the social field: *empathy* (E) and *conflict ability* (CA). It may be deemed that some other social skills referred to by experts or educational institutions can be included in or reduced to them (communication, active listening, self-care, patience, boundary setting, self-awareness, persuasion, cooperation, relaxation or decompression).

This intervention should also enhance a background or support factor for both skills: *life satisfaction* (LS).

Four remarks in this regard:

- 1) At least concerning E, it is important to point out some aspects concerning the action field of performance improvement through specific training. It seems that sex/gender⁹, culture and education will have an influence on human empathy capacity as much as individual (biological, genetic) predisposition or personality¹⁰.

⁸ Haut et al. 2019; Beck et al. 2015.

⁹ Ahmetoglu & Acar 2016; Stanley et al. 2020, Much more women and men in social professions

¹⁰ Melchers et al. 2016 on heritability with and environmental on N = 742 twins and non-twin siblings. They remarked that empathy is an important psychological concept influencing social interaction, that knowledge about its etiological components is still scarce though. It used the self-report questionnaire Interpersonal Reactivity Index and an emotion recognition task (Reading the Mind in the Eyes Test) to set heritability (52 and 57 %) and environmental influences on empathy. To individual differences s. Eisenberg et al. 1997. Comp. Murray et al. 2001; Seibert et al. 1999.



- 2) CA and E should be (closely) related. If accept that a conflict is in its essence motivated by (negative) emotions, the fact of having an empathetical access to them, and/or to be able to listen actively or to understand without judging should improve conflict ability¹¹.
- 3) LS and its consequences (inner balance, fortitude, openness, optimism, etc.) should expand human empathetic and hence conflictual abilities. E.g. it would be easier to pacify a conflict from an inner balance position than far away from it. It would be advantageous to give somebody the impression of being heard or accepted - a good premise to prevent adverse social developments of any kind - if somebody is not blocked (or trapped) by inner worries or fears than if they are.
- 4) A correlation between the three can be therefore reasonably expected. This would mean that any improvement in any of them could affect the rest.

The following lines will deepen on those concepts and interrelations according to the information available so far.

1.4 On empathy, conflict ability and life satisfaction

This study will lean on the APA definitions for E, CA and LS.

According to the APA, empathy is “*understanding a person from his or her frame of reference rather than one’s own, or vicariously experiencing that person’s feelings, perceptions, and thoughts. Empathy does not, on itself, entail motivation to be of assistance, although it may turn into sympathy or personal distress, which may result in action. In psychotherapy, therapist empathy for the client can be a path to comprehension of the client’s cognitions, affects, motivations, or behaviors*”¹².

Conflict resolution is “*the reduction of discord and friction between individuals or groups, usually through the use of active strategies, such as conciliation, negotiation, and bargaining*”¹³. Constructive conflict resolution would mean “*the use of collaborative, salutary methods, such as bargaining, negotiation, accommodation, and cooperation, to resolve interpersonal or intergroup disagreements*”¹⁴.

In this case it may be assumed that CA would mean the capacity to solve conflicts in a constructive way i.e. having the necessary skills for it.

Life satisfaction expresses “*the extent to which a person finds life rich, meaningful, full, or of high quality. Numerous standardized measures have been developed to provide an index of a person’s life satisfaction in*

¹¹ S. e.g. Little 2008.

¹² <https://dictionary.apa.org/empathy>, 06.08.2021

¹³ <https://dictionary.apa.org/conflict-resolution>, 06.08.2021

¹⁴ <https://dictionary.apa.org/constructive-conflict-resolution>, 06.08.2021.



comparison to various normative groups (e.g., Satisfaction With Life Scale). Improved life satisfaction is often a goal of treatment, especially with older people”¹⁵. Analogously, quality of life refers to “the extent to which a person obtains satisfaction from life. The following are important for a good quality of life: emotional, material, and physical well-being; engagement in interpersonal relations; opportunities for personal (e.g., skill) development; exercising rights and making self-determining lifestyle choices; and participation in society. Enhancing quality of life is a particular concern for those with chronic disease or developmental and other disabilities, for those undergoing medical or psychological treatment, and for the aged”¹⁶.

These definitions show per se the interactions referred beforehand between the three concepts/constructs.

1.5 Interventions: Previous Experiences

The intended intervention in a preschool (nursery or kindergarten) facility strives the improvement of job performance at an abstract level - beyond concrete situations - as well as at a deeper one - trying to reach profound individual centres of decision or acting. The goal is to widen the scope of performance to a broader range of circumstances as much as to assure durable effects. Finally, the results of the intended intervention should ascertain the presumed interactions between the three constructs above.

A thorough examination of scientific research so far shows that this approach is partially novel. However, it is indispensable to observe accurately all possible lessons to learn from past scientific experiences.

In this regard it is to notice that scientifically guided interventions aiming at solving and/or preventing conflicts seem to be the most frequent among the three constructs in focus (E, CA and LS). The reason is probably that its object is more easily to delimit and/or that its results are more “visible” and relatively easily quantifiable and/or that the effects may occur in the short term and be then immediately detected.

Mainly at the beginning, scientific monitored trainings on CA started at a concrete level¹⁷. This approach changed later. Perhaps assuming that to assimilate cognitive knowledge (conflict resolution schemes, reactions to different conflict levels, etc.) or adequate attitudes (fortitude, resilience, acceptable disposition) may not be helpful or practical when the time to solve a real conflict arrives. Probably for this reason, more modern approaches tended to focus deeper, presumably aiming at changing behaviours more effectively and thus have long-term effects¹⁸. Suitable (in the sense of flexible) reaction to conflicts (but also to other situations) would not be the immediate goal to acquire but the effect of deeper reaching trainings.

¹⁵ <https://dictionary.apa.org/life-satisfaction>, 06.08.21.

¹⁶ <https://dictionary.apa.org/quality-of-life>, 06.08.21.

¹⁷ Ogonor 2003; Stevahn et al. 2000; Deutsch 1994; Openshaw et al. 1992.

¹⁸ Hughes & Davidson 2021; Menson & Barclay 2020; Marceau et al. 2015.



The appeal to mindfulness may be useful in this sense¹⁹. If it can be assumed that stress is one of the consequences of those persons that are affected by a conflict (previously, during and in the aftermath)²⁰, it would be plausible to consider mindfulness as a way to improve CA²¹.

E, essential to social professions, may have preventive effects concerning conflicts²². So it was considered advisable to promote it early, even in school years²³. However, E has not been received the necessary attention by research yet²⁴. What is more, it has not always been systematically understood in the same way, nor their implications are sufficiently known at present²⁵. What is recognized so far: Where *emotional* E tends to produce sympathy, *cognitive* E seems to be associated to more emotional exhaustion²⁶. This effect might be mediated by experience²⁷. Finally, it seems that E accuracy improves with exposure to a target individual²⁸ and that it may change the functional brain plasticity²⁹.

Concerning E as goal to implement in trainings, its effectiveness is to be mentioned³⁰, although not in every case³¹. (Methodologically contrasted) E trainings are more effective than no training at all in improving E³². Such trainings are frequently applied in the clinical context³³.

To the relationship between close concepts such as well-being, life satisfaction and happiness s. e.g. Lara et al. 2020; An et al. 2020; Argan et al. 2018³⁴. Such relations, that might be inferred beyond scientific standards, can be awkwardly grasped and delimitate in any case. In this regards, insights show a close connexion between happiness and mindfulness. Some training concepts that aim at mindfulness attain

¹⁹ Mindfulness is defined as an open and receptive awareness and attention, or a quality of consciousness, characterized by a clear awareness of the present moment (Brown & Ryan, 2003). DeHaan & Ryan, Stability of Happiness, 2014

²⁰ In the psychological-psychiatric field mindfulness is considered as a therapy, e.g. against stress (Parsons et al. 2017; Alsubaie et al. 2017). Comp. Janssen et al. 2018.

²¹ Hughes & Davidson 2021.

²² Wagaman et al. 2015; Eisenberg et al. 1997.

²³ Cotton 2001. Vgl. Beck et al. 2015.

²⁴ King & Holosko 2012.

²⁵ Vorkapić & Ružić 2013.

²⁶ Wang et al. 2018.

²⁷ Heqing et al. 2020. Against it: Holm 1997.

²⁸ Marangoni et al. 1995. Concerning induction of prosocial behaviour s. Ramaswamy & Bergin 2009.

²⁹ Klimecki et al. 2014.

³⁰ Haut et al. 2019; Knapp et al. 2018; Greeno et al. 2017 (Motivational Interviewing); Rosenzweig et al. 2016; Herrera Torres et al. 2016; van Berkhout et al. 2015; Bayne 2011; Erera 1997; Hines & Hummel 1988; Kipper & Ben-Ely 1979; Fridman & Stone 1978; Bierman et al. 1972.

³¹ E.g. Brockhaus et al. 1971.

³² Airagnes et al. 2014; Lam et al. 2011; Crabb, et al. 1983.

³³ Gujing et al. 2019.

³⁴ Sujarwoto et al. 2018: Subjective well-being consists of both the individual's emotional state and satisfaction with life in general and specific domains (Diener 2000). Moods and emotions (termed positive and negative effect) reflect subjective well-being in the short term, while life and domain satisfaction result from a longer term evaluation of well-being. Happiness or its more cognitive counterpart, life satisfaction, or subjective well-being can be regarded as a paramount striving throughout human life.

A competent differentiation offers: <https://www.happinessandwellbeing.org/>, 19.06.21



well-being and at the same time lower levels of conflict³⁵. So mindfulness can be considered a bridging approach with regard to the other constructs above: LS, CA and E.

1.6 Needs analysis: Summary

According to the analysis above, the following statements will be taken into account for future steps:

1. The quantification of essential job needs in social context such as E or CA may be challenging. These needs are barely treated in educational curricula and rather modestly in scientific research.
2. CA and E seem to be (closely) related to LS.
3. Deep reaching interventions/trainings concerning those needs are prone to show effects in the long term and be applicable in many contexts and for this reason preferable for the present study.
4. The detection of intervention effects regarding E, CA and LS can be demanding, at least in the time frame of a certain study.

2 Training design

2.1 Method and limitations

The design of the training pursued roots in scientifically successful past experiences³⁶, although they may have to adapt to the specific context and the given goals. It leans on the learning outcomes in Kraiger et al. (1993): cognitive, skill-based and affective outcomes. It aims at promoting active learning, i.e. to imply the learner in their own learning process, as this approach is promising in incentivising motivation, self-efficacy, autonomy and a positive attitude - all of them factors that should bring a better job performance. In order to obtain a flexible and long-term improvement results, this training focuses on developing the E, CA and LS of the participants. This development requires to reach their behaviour, emotions and needs³⁷.

2.2 Design

The intervention took place in a German preschool facility. In accordance with its management the following design was decided:

³⁵ Sanchez-Campos et al. 2020; Frolic 2015; Michon, 2014.

³⁶ Mainly Gielnik et al. 2016; Bischoff et al. 2014.

³⁷ Comp. Hughes & Davidson 2021; Menson & Barclay 2020; Sanchez-Campos et al. 2020; Lara et al. 2020; An et al. 2020; Janssen et al. 2018; Argan et al. 2018; Frolic 2015; Marceau et al. 2015; Michon 2014.



- a. Two groups were formed, as similar as possible, among the labour staff of the kindergarten. The first one will be the intervention group (IG), the second one the control group (CG).
- b. Before the intervention (t_1) both the IG and the CG will fill in the same questionnaire.
- c. The intervention consisted of three sessions à two hours each. They took place in the premises of the preschool facility between 9 and 11 h a.m., when the time of receiving the children in the morning ends and more quietness should be expected.
- d. After the intervention (t_2) both the IG and the CG filled in the same questionnaire. This survey was identical to the survey above to t_1 .
- e. There was a slight difference though. The questionnaire of IG to t_2 included four additional items to check the internal validity of the intervention questionnaire. Through them, the participants were allowed to make statements on the intervention, its goals and its success (Appendix III).

The intervention should support an active contribution of the participants during the training as much as their personal involvement. Almost every method should promote “self-questioning” at the most profound level possible. A retrieval and exchange of self-experiences and discussions (discursive method) should encourage their introspection and self-reflexion.

Input and actions should be effective in challenging old beliefs and in developing the existing potential most individuals have in E and CA. Improving LS should bring such development to a longer durability.

Additionally, role-plays should boost perspective change by considering phenomena from several perspectives as much as to understand them better and to support questioning the own views. Model observing (to learn practically new approaches that has been previously taught in theory as much as their wrong application from observing actors) should sustain this line.

Learning methods do not correspond to learning units but were present in several units at the same time beyond compact classifications. Error learning for instance can be inferred from an own participation in debates (with or without feedback of the trainer), from answering questions, in role plays, watching others (film actors or participants) making mistakes, or finally from explaining faults in a theoretical part, as well as their consequences.

2.3 Intervention plan

1) Day 1 (21.06.21, 9-11h):



- Theory: mainly: emotional foundation of any human acting; emotions rooting in needs, both determining, interests; rational acting limited to choosing between different emotion-based options.
- Practice: role plays as application of theory; discussions, discursive/introspective approach.
- Focus: Conveying of the foundation/scaffold of the training conceptual knowledge.

2) *Day 2 (28.06.21, 9-11h):*

- Mindfulness: training session salted with mediation music, thoughts and exercises.
- Theory: foundation of empathy, conflict, inner balance.
- Practice: role plays as application of theory; discussions, discursive/introspective approach; critical self-reflection; higher-level learning.
- Model observing: videos on mediation and conflict management.
- Focus: proceduralisation, automaticity of lines concerning E and CA.

3) *Day 3 (29.06.21, 9-11h):*

- Mindfulness: training session salted with mediation music, thoughts and exercises.
- Theory: honor-face-dignity cultures; Lewis-modell; Hofstede-model; Harvard-model; nonviolent communication.
- Practice: role plays as application of theory; active listening, emotion regulation, discussions, discursive/introspective approach.
- Focus: self-reflexion, emotional balance.

2.4 Systematic access

- a. Contents: E, CA, LS; *Emotional nature of human acting (Need – emotion – interest – acting – behaviour); need for an emotional „channel“ to understand and connect to human acting.*
- b. Approaches: Mindfulness; self-introspection; critical self-reflection; practical exercises higher level learning active learning.
- c. Techniques: Active listening; emotion regulation; nonviolent communication; social learning action regulation (error learning).
- d. Examples:



- i. *Active listening*: Practical exercise on giving and receiving the sensation of feeling listened or understood. I.e. Not interrupting, paying attention, posing clarifying questions, rephrasing to check if the message arrived.
- ii. *Emotion regulation*: After some theoretical input on the three emotion regulation levels, analysis of real examples, also from the participants, on how to cope with emotions in critical situations. Role of inner balance in emotion regulation. The support of mindfulness.
- iii. *Nonviolent communication (NVC)*: After some theoretical input on the role of communication, emotional balance and on Rosenberg's theory³⁸, practical exercises to apply NVC through role plays (participants in a working discussion: as preschool teachers, as nursery director; participants playing dialogues with peers or parents).
- iv. *Social learning; Action regulation (error learning)*: In addition to all theoretical input so far, introduction to cultural differences and schemes. This approach receives no direct treatment in the training, but it is present in most of its units - learning from the peers, from the trainer, from models in videos (mediation as conflict solving strategy), from own practice; answering questions and experiences both on their positive and negative aspects.

2.5 Limitations

The planned intervention in a nursery facility as part of a module in the psychology curriculum has some limitations that cannot be always met in the given frame.

- a) Some of them are *situational*: the short time of the intervention and the reduced number of participants, their selection concerning the management of the nursery facility and their staff.
- b) Some of them are *procedural*: The intervention pursued is partially novel, so the number of past experiences to retrieve that could use (or reject) for this training is restricted. However, the background of the trainer and the documented scientific trainings were valuable resources accessed.
- c) Some of them are *methodological*: It is mainly the question of how to ascertain the effects of the training as well the validity of the chosen method in the given context. The method of the choice was surveys for their balanced relation outlay outcome.

³⁸ Rosenberg 2015; Little 2008.



So as to increase the validity of the results only scientific validated questionnaires (on E³⁹, CA⁴⁰ and LS⁴¹) were employed. The developing of a specific survey could have been better adapted to the goals of the study, but it would have brought an additional uncertainty factor.

Given that those surveys used different scales, poles and directions, it was necessary to unify them. To overcome this inconvenience all questionnaires used a 10-level, two-pole constantly directional scale (Appendix II)

2.6 Hypothesis of the study

From previous scientific experience two hypothesis matched the goals of the present study.

1: Life satisfaction (LS), Empathy (EM) and Conflict ability (CA) belong together

2: Any change in LS, EM or CA would affect work performance especially in the social field

More accurately: E should correlate positively with job satisfaction and job performance in the social field (here: preschool) as much as CA. LS should enlarge the natural scope of E - and thus of CA.

The broader knowledge attained on the training as well as the improved skills/strategies and a more adequate affective disposition should have a positive impact on motivation and self-efficacy among others, and therefore affect positively job performance.

3 Training implementation

The training took place at the preschool facility St. Marien (Johannisstraße 36 a, 21335 Lüneburg, Germany), which is owned by the Catholic Church. Its managing directors (Christine Hiller and Katharina Kleinpaß) supported the endeavour with great commitment.

All participants belonged to the pedagogic staff of the KiTa, including some in formation or in an assistant role ("Springer" or spare person). At that time, the staff members were 47 (46 f, 1 m) in total. 13 of them (all female) participated in the training (7 IG, 6 CG).

The training was implemented as planned. No potentially result relevant change had to be made.

³⁹ Schmitt, M. Altstötter-Gleich, C. (2010). Fragebogen für Empathie und Perspektivenübernahme in: Schmitt, M. Altstötter-Gleich, C. (2010). *Differentielle Psychologie und Persönlichkeitspsychologie kompakt*. Weinheim, Beltz PVU

⁴⁰ Frey, A., Balzer, L. (2020). Beurteilungsbögen zu sozialen und methodischen Kompetenzen. Eidgenössisches Hochschulinstitut für Berufsbildung EHB. http://www.kompetenzscreening.de/Beurteilungsbogen_smk_FreyBalzer_Beschreibung%202007.pdf, 07.08.2021.

⁴¹ Henrich, G., Herschbach, P. Institut und Poliklinik für Psychosomatische Medizin, Psychotherapie und Medizinische Psychologie der Technischen Universität München. Fragen zur Lebenszufriedenheit, https://www.physio-akademie.de/fileadmin/user/franzi/pdf/Menue_3_Forschung_u_Entwicklung/Tests_u_Assessments/FLZ-M.pdf, 07.08.2021



Before the training the IG filled their first questionnaires that were collected before its start. During the first training unit the CG filled their first questionnaires which were given back at its end. Both IG and CG filled the second surveys after the last training unit and were immediately collected.

The participants of the IG were instructed not to talk about its content to anybody during the training time until its end, especially not at work and under no circumstances to colleagues of the CG. All members of the IG assured at the end of the training that they had observed this rule.

All surveys were identical – with the mentioned exception of the questions 49-52 in the second IG survey. This fact was not revealed previously in order to prevent memory effects as much as possible.

A point to mention is the reaction of most participants (4 out of 7) of the IG after the whole training. They gave individually spontaneous feedback on it:

- One apologised for having marked in the second survey similar or worse results than in the first one. Her explanation was that she then understood that her self-assessment at the beginning was less realistic as it would be at its end though the training was very successful for her.
- Another one proposed more related and more often such trainings, as they would be very useful for heighten job satisfaction and hence to achieve better job results.
- The third one regretted that such trainings were not part of curricula to become preschool teacher. She thanked for the impulse given and assured to deepen her professional background in this direction, stressing the usefulness of such approaches even outside the working field.
- The last one acknowledged the impulse given and discovered for herself conflict solving as a supplementary working field.

The direction of the preschool facility was informed about the intervention results one week after its end.

4 Training results

4.1 About the participants

Concerning the participants it is to mention (s. Appendix IV):

- They all (IG-CG) identified themselves as female;
- They (IG-CG) covered all working age groups (18-65);
- They (IG-CG) represented a wide range of educational backgrounds;
- Their net salaries were similar (between 1500 and 2500 Euro/month)



- About 2/3 of them (IG-CG) were of German origin, hence German was their mother tongue. 1/3 of the participants had (an)other nationality and/or mother tongue;
- There was not much variation in the working experience fields of the participants. Even those with the longest practice behind (35 years) have spent most of their working life in the pre-school or even at the present preschool facility

4.2 About the survey

According to the test results the survey as whole can be considered reliable and intern consistent (s. Appendix V). The Cronbach's Alpha for E ($\alpha = ,912$), CA ($\alpha = ,879$) and LS ($\alpha = ,950$) was at an optimal level. Also, the item-total-correlation shows despite some differences that no item influences decisively this result - at least not in the respective group of questions.

4.3 About the conceptual relationships

The correlation between E, CA and LS ($N = 25, 26$) is partially significant (Appendix VI). E correlates to CA at Pearson's $r = .445$, at 0,05 level of significance for two-tailed test.

LS correlates with CA at Pearson's $r = ,595$ at 0,01 level of significance for two-tailed test.

The correlation between E and LS ($r = ,385$) was not significant.

When considering only IG and CG in t_2 ($N = 12, 13$) the results show a correlation now between E and CA ($r = ,633$) and between E and LS ($r = ,617$), both at ,05 level of significance for two-tailed test, but not between CA and LS ($r = ,549$).

Running an ANOVA⁴² on CA as DV and E and LS as IV show similar results ($F 7,585$, sig. ,003). The explained variance reached (corr. $R^2 = ,354$).

Due to the G*Power analysis the ANOVA run for IG at t_2 was not considered significant.

4.4 About the effect of the training

Having into account the results of the survey obtained that both IG and CG in t_1 and t_2 filled out, the training has to be deemed not successful. Both IG and CG showed no special differences at t_1 (Appendix VII). This trend remained in t_2 .

⁴² Even if the number of participants is too small: G*Power suggested 22 participants as a minimum, there were 7 in the IG.



To some point there are differences between both groups in t_2 concerning E, CA or LS, but they are minor and do not seem to follow a clear pattern. Furthermore, it is to highlight that all three aspects were equally pursued in the training and none of them was more stressed than the others, so those differences would not easily be attributable to the training.

Some more disparities are to be found with regard to the IG in t_2 especially concerning CA and LS. A positive change or a negative concerning empathy might be at least graphically noticed. This change, however, is to relativise. It seems to concern only the accurate scale used for the Y-axis and would be hence just a graphic effect with no particular relevance as all described effects refer to a change $<0,1$.

4.5 About the specific participant's feedback

Having the named specific feedback into account – both the extra questions of the IG to t_2 and the spontaneous reaction after the training – it could be, however, too hasty to conclude that the training had no effect. The feedback questions after the training would plead for the opposite interpretation (Appendix VIII). The training attained excellent values: It was found positive (9,4/10), deemed useful (9,6/10) and to have reached its goals (9/10). The goals of the training were correctly estimated (E and E, CA, LS) by all participants that gave that feedback.

As a result, it would be inaccurate or at least risky to affirm that a training that was deemed especially positively and helpful and that has achieved its rightly figured out goals brought no positive effect. Especially if those goals are precisely the foundation of the effect pursued by the training – even if they could not be statistically detected⁴³. Furthermore, all these effects would bring to a better job performance mainly in the social field according to the assessed scientific literature.

The spontaneous feedback of some participants after the training strengthens this line of argumentation.

5 Training evaluation and further steps

Assuming that an intervention may be a scientific experiment, it is time to compare the hypothesis above with the results obtained. H1 (a relationship between E, CA and LS) was partially confirmed, though not in a specially solid way. With regard to H2, the specific participant's feedback (both questions and spontaneous reaction) would apply for a hypothesis validation, but a direct significant effect of the training on the IG

⁴³ Likewise no significant correlation could be found between the group of those that gave this positive feedback, that however represented a very small number of participants (4), and the whole IG, although the results were better than for the whole IG (Appendix VIII).



could not be statistically found: No clear effect was reached either comparing IG and CG at t_2 nor by comparing the IG at t_1 and t_2 .

Nevertheless, these results can only be deemed as indices: there are too many imponderables and the room for uncertainty is remarkably high:

- a. The number of participants was really modest. G*Power analysis for a difference between two dependent means by matched pairs (effect size 0,5) had needed 34 participants— and the study only counted on 7 in the IG (Appendix IX).
- b. The depth in behavioural roots meant to be attained in order for the training to be successful also in the long-term would have required a longer and more frequent training, and for the effect detection a continuing follow up, and at best a longitudinal approach, which was not possible with the given framework.
- c. The main effect of this study should be a durable improvement of job performance in the social field. This result is not easily measurable and would need to involve third persons (management, parents, children, colleagues, etc.) and a solid scale to judge on the job improvement. This involvement would also exceed the foreseen scope of the present study.
- d. The statistical results obtained rest on three intern consistent constructs. That no effect could be found does not mean necessarily that the training was not successful:
 - i. It is possible that the statistics measured something different or that they could simply not detect the change (restricted intern validity). It is also possible that “numbers” are limited means to grasp any change at the pretended deep (emotional/behavioural) level. It is to ponder that aspects of EM, LS or CA may be difficult to operationalize as well.
 - ii. It may also be that the training did not last long enough (1 week in total, 6 hours altogether) and/or that the (intendedly deep reaching) effects could appear later (after an internal conscious or unconscious psychological process).
 - iii. Therapies, somehow similar to trainings, have ways to be successful that cannot be clearly explained (Appendix X).
- e. The training was made in only a preschool facility with few members, having the investigator no influence in the randomization of the groups. It cannot be affirmed with certainty that the members of both IG-CG (working colleagues everyday for many hours) did not talk to each other about the training. Furthermore, not everyone filled the surveys completely.



Linguistic competence (German as foreign language) may have played a role in this point or at all in understanding the survey questions, given that its filling was not controlled.

The conclusion is unambiguous: more research is required to close all open gaps.

It seems to be worth to pursue this endeavour. The positive results of the feedback questions and of the spontaneous feedback are motivating factors to continue this road. The reward appears to be important: on the one hand to improve job performance in social professions, where operationalisation of its outcomes is less obvious than in other occupations; on the other hand, to provide a way to evaluate the success of those professions – and trainings. Finally, it is a fact that social competence is a key concept in sustainability that has not deserved much attention in its discussions. It would be time to start changing this perspective, as the social view concerns and belongs to all of us, now and in future, sooner or later.



6 Appendix

I Job skills in the social field

A)

10 Characteristics and Skills of Successful Social Workers⁴⁴

1. Empathy
2. Communication
3. Organization
4. Critical thinking
5. Active listening
6. Self-care
7. Cultural competence
8. Patience
9. Professional commitment
10. Advocacy

B)

10 Skills Every Social Worker Needs⁴⁵

1. Empathy
2. Boundary Setting
3. Active Listening
4. Social Perceptiveness
5. Self-Awareness
6. Organization
7. Coordination
8. Persuasion
9. Cooperation
10. Relaxation & Decompression

C)

Zu den Stärken einer Erzieherin und eines Erziehers zählen⁴⁶:

- eine feste Wertvorstellung und Haltung
- die Fähigkeit, zwischen Nähe und Distanz zu agieren
- eine schnelle Auffassungsgabe, um Konflikte zu vermeiden
- das Erkennen von Bedürfnissen
- ein gesundes Selbstbewusstsein, um die eigene Meinung vertreten zu können
- die Bereitschaft, sich stetig weiterzubilden
- Team- und Kompromissfähigkeit

⁴⁴ <http://socialwork.buffalo.edu/admissions/is-social-work-right-career-for-me/list-of-essential-skills-in-social-work.html>, 03.08.2021

⁴⁵ <https://msw.usc.edu/mswusc-blog/10-skills-every-social-worker-needs>. 03.08.2021

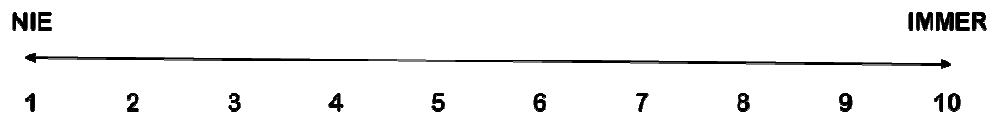
⁴⁶ https://www.kita.de/wissen/kompetenzen-erzieher/#3_Faehigkeiten_die_Ihnen_das_Leben_als_ErzieherIn_erleichtern, 03.08.21



- Entscheidungsfähigkeit
- eine gute Rhetorik
- planerisches, vorausschauendes Handeln
- Spontanität
- Stressresistenz

II Example unified scale

Bevor ich andere kritisiere, bemühe ich mich um Verständnis für ihre Sicht der Dinge.



III Additional questions

- 49) *Wie fanden Sie den Kurs? (sehr schlecht sehr gut)*
- 50) *War der Kurs hilfreich? (gar nichts absolut)*
- 51) *Welche Ziele verfolgte der Kurs aus Ihrer Sicht? (offene Frage)*
- 52) *Hat der Kurs aus Ihrer Sicht seine Ziele erreicht? (gar nichts absolut)*

IV Information about participants

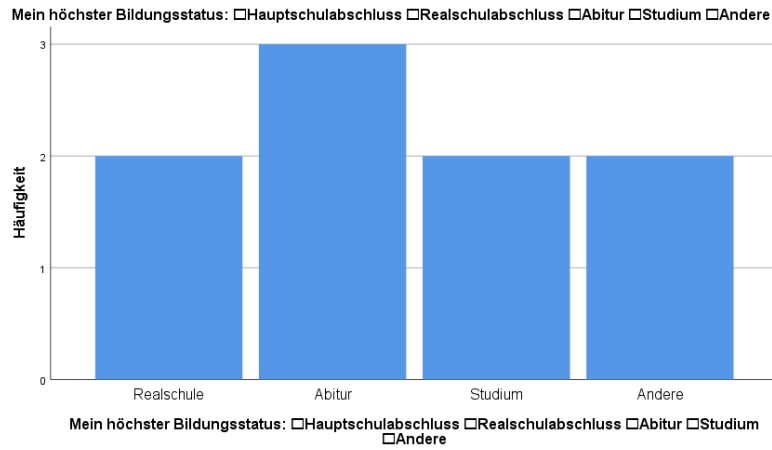
Age

Mein Alter (im 5Jahren-Takt, bspw. bis 20, bis 25, bis 30, bis 35, etc.): Bis ____

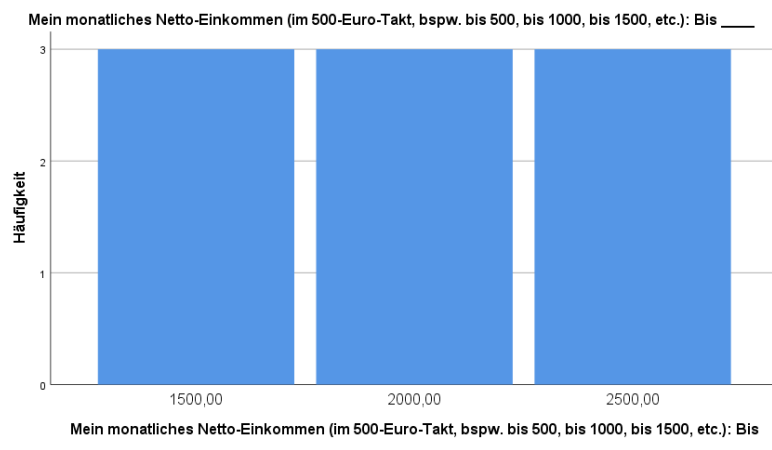
		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	25,00	2	15,4	20,0	20,0
	30,00	1	7,7	10,0	30,0
	35,00	3	23,1	30,0	60,0
	45,00	1	7,7	10,0	70,0
	55,00	2	15,4	20,0	90,0
	60,00	1	7,7	10,0	100,0
	Gesamt	10	76,9	100,0	
Fehlend	999,00	3	23,1		
Gesamt		13	100,0		



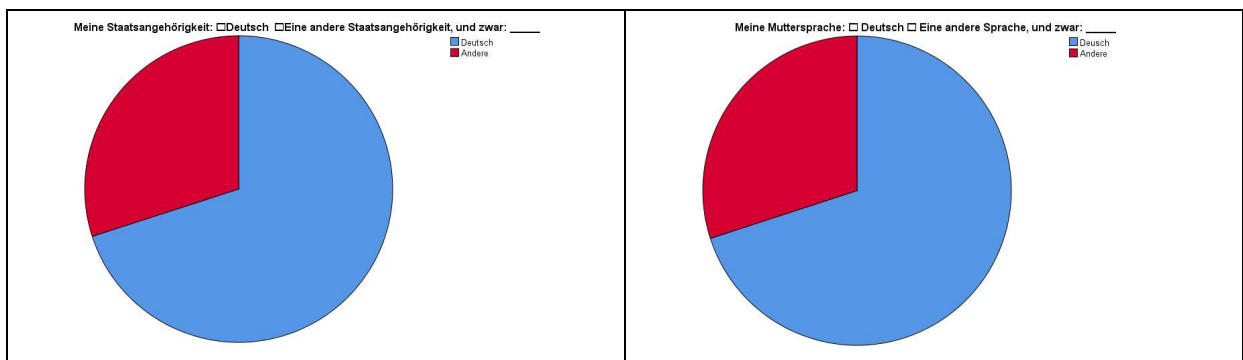
Education



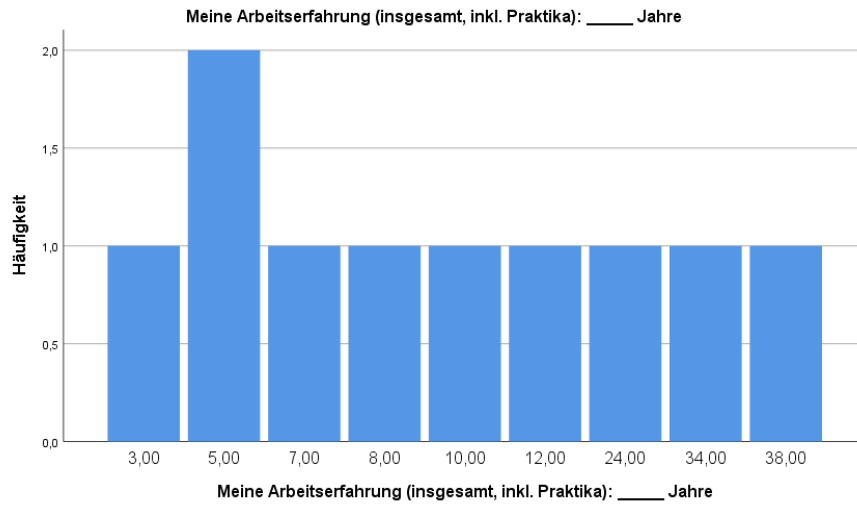
Salary



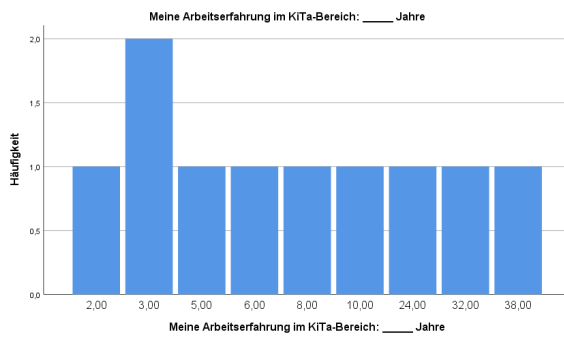
Nationality, Mother tongue



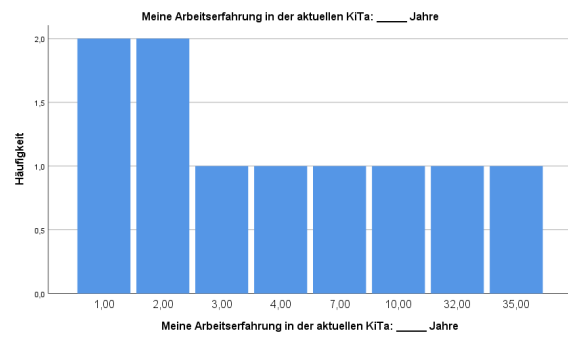
Working experience (total)



(preschool)



(concrete preschool facility)



V Reliability

Empathy

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,912	18

Zusammenfassung der Fallverarbeitung

	N	%
Fälle		
Gültig	26	100,0
Ausgeschlossen ^a	0	,0
Gesamt	26	100,0

a. Listenweise Löschung auf der Grundlage aller Variablen in der Prozedur.



Item-Skala-Statistiken

	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
1) Ich kann die Gefühle anderer leicht nachempfinden.	125,8077	210,642	,398	,912
2) Bevor ich andere kritisiere, bemühe ich mich um Verständnis für ihre Sicht der Dinge.	126,1538	209,735	,516	,909
3) Wenn Leute ausgenutzt werden, habe ich das Bedürfnis, sie zu schützen.	125,3077	205,982	,373	,915
4) Bei Meinungsverschiedenheiten versetze ich mich in die Lage meines Gegenübers.	126,3846	208,326	,505	,909
5) Ich bin einfühlsam	125,1538	207,655	,675	,905
6) Ich versuche, meine Mitmenschen besser zu verstehen, indem ich die Dinge aus ihrem Blickwinkel betrachte	125,6154	217,926	,347	,912
7) Es geht mir nahe, wenn andere ein Missgeschick erleiden.	124,9615	205,078	,661	,905
8) Auch wenn ich mir meiner Sache sicher bin, bedenke ich die Argumente der anderen	125,8846	209,946	,518	,909
9) Ich bin mitfühlend gegenüber Menschen, die Probleme haben.	124,6538	214,395	,454	,910
10) Bei Auseinandersetzungen bemühe ich mich, die Ansichten aller Beteiligten zu verstehen.	125,5769	202,974	,805	,902
11) Die Sorgen und Nöte anderer machen mir zu schaffen.	126,3462	196,795	,650	,905
12) Bevor ich mich über jemanden aufrege, versuche ich, das Problem mit seinen Augen zu sehen.	126,7308	197,485	,643	,905
13) Ich erlebe mich als weichherzigen Menschen.	125,5385	195,138	,776	,901
14) Ich finde es leicht, Dinge vom Standpunkt anderer aus zu sehen.	126,6154	192,566	,724	,902
15) Es tut mir weh, wenn andere ungerecht behandelt werden.	124,9231	194,234	,734	,902
16) Ich kann die Überlegungen anderer gut nachvollziehen.	126,1154	204,266	,699	,904
17) Ich denke mich in andere hinein.	126,0000	209,120	,631	,906
18) Ich mache mir Sorgen um Menschen, denen es schlechter geht als mir.	125,8462	206,055	,473	,910

Conflict Ability

**Reliabilitätsstatistiken**

Cronbachs Alpha	Anzahl der Items
,879	8

Zusammenfassung der Fallverarbeitung

		N	%
Fälle	Gültig	25	96,2
	Ausgeschlossen ^a	1	3,8
	Gesamt	26	100,0

a. Listenweise Löschung auf der Grundlage aller Variablen in der Prozedur.

Item-Skala-Statistiken

	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
19) Auf Kritik reagiere ich angemessen.	53,6400	36,073	,761	,850
20) Wenn ich kritisiere, bleibe ich konstruktiv.	53,2000	37,083	,730	,854
21) Ich löse Konflikte verantwortungsvoll.	53,0000	38,750	,649	,863
22) Ich höre konzentriert zu.	52,6000	41,083	,510	,877
23) Ich bremse den eigenen Rededrang.	53,1600	35,890	,763	,850
24) Fähigkeiten von anderen erkenne ich an.	51,9600	40,457	,651	,864
25) Ich übertrage Verantwortung.	52,4000	37,333	,670	,861
26) Ich gebe Ziele vor.	52,5600	43,257	,394	,886

Life Satisfaction**Reliabilitätsstatistiken**

Cronbachs Alpha	Anzahl der Items
,950	22

Zusammenfassung der Fallverarbeitung

		N	%
Fälle	Gültig	22	84,6
	Ausgeschlossen ^a	4	15,4
	Gesamt	26	100,0

a. Listenweise Löschung auf der Grundlage aller Variablen in der Prozedur.



Item-Skala-Statistiken

	Skalenmittelwert, wenn Item weggelassen	Skalenvarianz, wenn Item weggelassen	Korrigierte Item-Skala-Korrelation	Cronbachs Alpha, wenn Item weggelassen
27) In den meisten Bereichen entspricht mein Leben meinen Idealvorstellungen.	166,0455	584,903	,732	,946
28) Meine Lebensbedingungen sind ausgezeichnet.	165,3182	598,132	,697	,947
29) Ich bin mit meinem Leben zufrieden.	165,5909	579,682	,768	,946
30) Bisher habe ich die wesentlichen Dinge erreicht, die ich mir für mein Leben wünsche.	165,8636	597,076	,802	,946
31) Wenn ich mein Leben noch einmal leben könnte, würde ich kaum etwas ändern.	166,7727	565,136	,776	,946
Wie zufrieden sind Sie mit... 32) Freunden/Bekannten	164,9545	601,474	,676	,947
33) Freizeitgestaltung/Hobbys	165,6364	566,147	,806	,945
34) Gesundheit	165,5909	624,539	,278	,952
35) Einkommen/Finanzielle Sicherheit	165,4091	585,206	,692	,947
36) Beruf/Arbeit	165,9091	602,182	,600	,948
37) Wohnsituation	165,3182	594,323	,670	,947
38) Familienleben/Kinder	164,6818	619,656	,442	,950
39) Partnerschaft/Sexualität	165,6818	569,370	,622	,949
40) Wie zufrieden sind Sie mit Ihrem Leben insgesamt, wenn Sie alle Aspekte zusammennehmen?	165,5909	578,348	,861	,945
Wie zufrieden sind Sie mit Ihrer/Ihrem... 41) Körperlicher Leistungsfähigkeit	166,1818	586,823	,683	,947
42) Entspannungsfähigkeit/Ausgeglichenheit	166,4091	591,396	,616	,948
43) Energie/Lebensfreude	166,1818	584,918	,719	,947
44) Fortbewegungsfähigkeit (z.B. gehen, Auto fahren)	165,1364	598,219	,668	,947
45) Seh- und Hörvermögen	165,7727	598,660	,592	,948
46) Ausmaß von Angst	166,5909	591,682	,642	,948
47) Ausmaß von Beschwerden und Schmerzen	166,1818	591,775	,729	,947
48) Unabhängigkeit von Hilfe / Pflege	164,5909	596,920	,623	,948



VI. Conceptual relationships

Korrelationen

		EMMW	KFMW	LZMW
EMMW	Korrelation nach Pearson	1	,445*	,385
	Signifikanz (2-seitig)		,026	,057
	N	26	25	25
KFMW	Korrelation nach Pearson	,445*	1	,595**
	Signifikanz (2-seitig)	,026		,002
	N	25	25	25
LZMW	Korrelation nach Pearson	,385	,595**	1
	Signifikanz (2-seitig)	,057	,002	
	N	25	25	25

*. Die Korrelation ist auf dem Niveau von 0,05 (2-seitig) signifikant.

**. Die Korrelation ist auf dem Niveau von 0,01 (2-seitig) signifikant.

LS depending on CA und EM significant

Koeffizienten^a

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		Regressionskoeffizient B	Std.-Fehler	Beta		
1	(Konstante)	1,606	1,858		,864	,397
	em_mw	,190	,238	,151	,799	,433
	kf_mw	,648	,232	,528	2,797	,011

a. Abhängige Variable: lz_mw

Modellzusammenfassung^b

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers	Durbin-Watson-Statistik
1	,610 ^a	,372	,315	,89615	1,466

a. Einflußvariablen : (Konstante), kf_mw, em_mw

b. Abhängige Variable: lz_mw

ANOVA^a

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	10,461	2	5,230	6,513	,006 ^b
	Nicht standardisierte Residuen	17,668	22	,803		
	Gesamt	28,128	24			

a. Abhängige Variable: lz_mw

b. Einflußvariablen : (Konstante), kf_mw, em_mw

CA depending on LS und EM significant

**Koeffizienten^a**

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		Regressionskoeffizient B	Std.-Fehler	Beta		
1	(Konstante)	2,421	1,402		1,727	,098
	em_mw	,260	,183	,253	1,423	,169
	lz_mw	,405	,145	,497	2,797	,011

a. Abhängige Variable: kf_mw

Modellzusammenfassung^b

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers	Durbin-Watson-Statistik
1	,639 ^a	,408	,354	,70839	1,723

a. Einflußvariablen : (Konstante), lz_mw, em_mw

b. Abhängige Variable: kf_mw

ANOVA^a

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	7,613	2	3,806	7,585	,003 ^b
	Nicht standardisierte Residuen	11,040	22	,502		
	Gesamt	18,652	24			

a. Abhängige Variable: kf_mw

b. Einflußvariablen : (Konstante), lz_mw, em_mw

CA depending on LS und EM (IG2) not significant

Koeffizienten^a

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		Regressionskoeffizient B	Std.-Fehler	Beta		
1	(Konstante)	-4,002	5,684		-,704	,520
	lz_mw_IG2	,154	,295	,204	,522	,629
	em_mw_ig2	1,359	,860	,618	1,580	,189

a. Abhängige Variable: kf_mw_ig2

ANOVA^a

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	2,912	2	1,456	2,496	,198 ^b
	Nicht standardisierte Residuen	2,333	4	,583		
	Gesamt	5,246	6			

a. Abhängige Variable: kf_mw_ig2

b. Einflußvariablen : (Konstante), em_mw_ig2, lz_mw_IG2

Korrelation IG2 nicht significant

Korrelationen

		lz_mw_IG2	em_mw_ig2	kf_mw_ig2
lz_mw_IG2	Korrelation nach Pearson	1	,522	,527
	Signifikanz (2-seitig)		,229	,224
	N	7	7	7
em_mw_ig2	Korrelation nach Pearson	,522	1	,725
	Signifikanz (2-seitig)	,229		,066
	N	7	7	7
kf_mw_ig2	Korrelation nach Pearson	,527	,725	1
	Signifikanz (2-seitig)	,224	,066	
	N	7	7	7

VII Test results

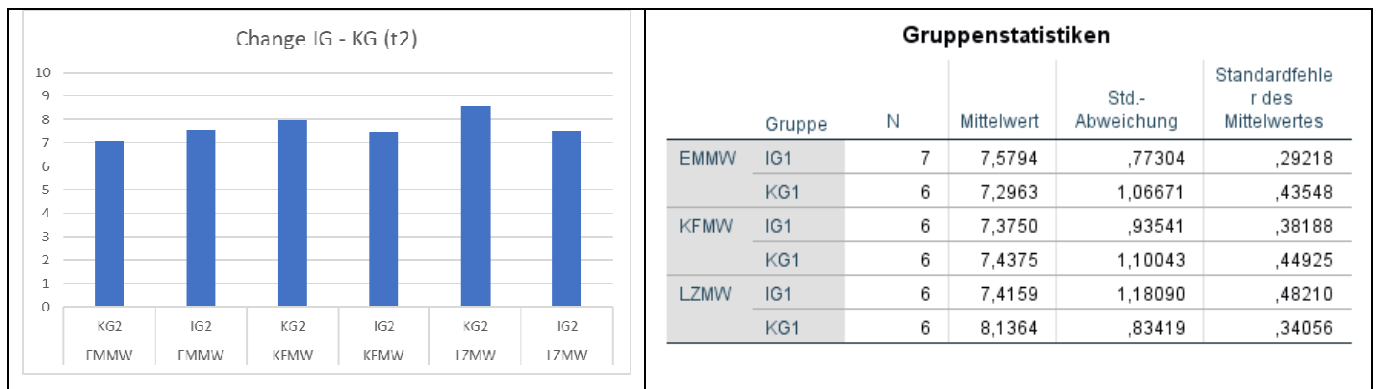
Situation IG-KG (t_1)

Gruppenstatistiken

	Gruppe	N	Mittelwert	Std.-Abweichung	Standardfehler des Mittelwertes
EMMW	IG1	7	7,5794	,77304	,29218
	KG1	6	7,2963	1,06671	,43548
KFMW	IG1	6	7,3750	,93541	,38188
	KG1	6	7,4375	1,10043	,44925
LZMW	IG1	6	7,4159	1,18090	,48210
	KG1	6	8,1364	,83419	,34056

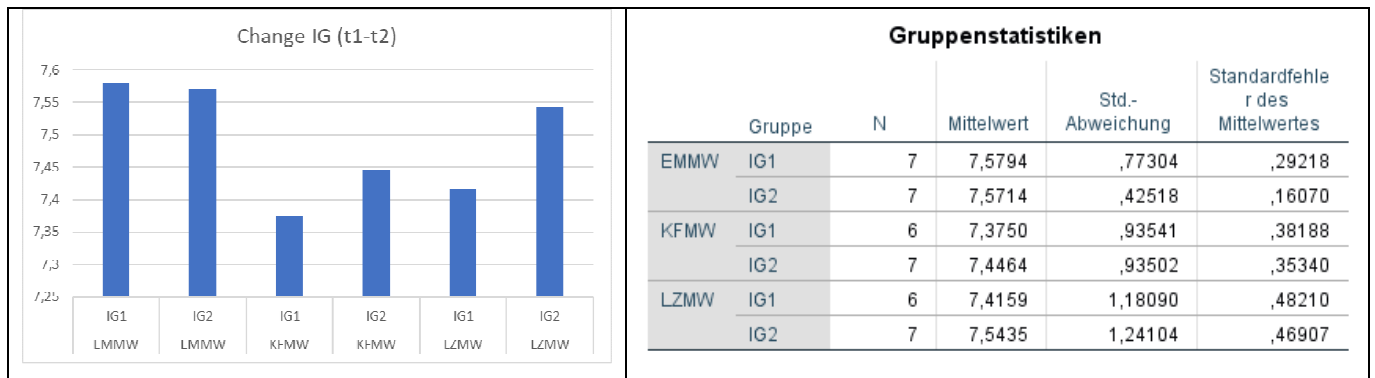
**Test bei unabhängigen Stichproben**

		Levene-Test der Varianzgleichheit		T-Test für die Mittelwertgleichheit						
		F	Signifikanz	T	df	Sig. (2-seitig)	Mittlere Differenz	Standardfehler der Differenz	95% Konfidenzintervall der Differenz	
EMMW	Varianzen sind gleich	1,380	,265	,554	11	,591	,28307	,51086	-,84133	1,40747
	Varianzen sind nicht gleich			,540	8,996	,602	,28307	,52442	-,90333	1,46947
KFMW	Varianzen sind gleich	,312	,589	-,106	10	,918	-,06250	,58962	-1,37626	1,25126
	Varianzen sind nicht gleich			-,106	9,747	,918	-,06250	,58962	-1,38090	1,25590
LZMW	Varianzen sind gleich	1,468	,254	-1,221	10	,250	-,72042	,59025	-2,03559	,59475
	Varianzen sind nicht gleich			-1,221	8,995	,253	-,72042	,59025	-2,05578	,61494

Change IG-KG (t_2)**Test bei unabhängigen Stichproben**

		Levene-Test der Varianzgleichheit		T-Test für die Mittelwertgleichheit						
		F	Signifikanz	T	df	Sig. (2-seitig)	Mittlere Differenz	Standardfehler der Differenz	95% Konfidenzintervall der Differenz	
EMMW	Varianzen sind gleich	1,380	,265	,554	11	,591	,28307	,51086	-,84133	1,40747
	Varianzen sind nicht gleich			,540	8,996	,602	,28307	,52442	-,90333	1,46947
KFMW	Varianzen sind gleich	,312	,589	-,106	10	,918	-,06250	,58962	-1,37626	1,25126
	Varianzen sind nicht gleich			-,106	9,747	,918	-,06250	,58962	-1,38090	1,25590
LZMW	Varianzen sind gleich	1,468	,254	-1,221	10	,250	-,72042	,59025	-2,03559	,59475
	Varianzen sind nicht gleich			-1,221	8,995	,253	-,72042	,59025	-2,05578	,61494

Change IG (t_1 - t_2)



Test bei unabhängigen Stichproben

		Levene-Test der Varianzgleichheit		T-Test für die Mittelwertgleichheit						
		F	Signifikanz	T	df	Sig. (2-seitig)	Mittlere Differenz	Standardfehler der Differenz	95% Konfidenzintervall der Differenz	
									Untere	Obere
EMMW	Varianzen sind gleich	,816	,384	,024	12	,981	,00794	,33346	-,71861	,73448
	Varianzen sind nicht gleich			,024	9,326	,982	,00794	,33346	-,74240	,75828
KFMW	Varianzen sind gleich	,010	,923	-,137	11	,893	-,07143	,52030	-1,21659	1,07373
	Varianzen sind nicht gleich			-,137	10,695	,893	-,07143	,52031	-1,22063	1,07778
LZMW	Varianzen sind gleich	,120	,736	-,189	11	,854	-,12751	,67545	-1,61417	1,35914
	Varianzen sind nicht gleich			-,190	10,847	,853	-,12751	,67264	-1,61054	1,35552

VIII Results feedback questions

Statistiken

		49) Wie fanden Sie den Kurs?	50) War der Kurs hilfreich?	52) Hat der Kurs aus Ihrer Sicht seine Ziele erreicht?
N	Gültig	5	5	5
	Fehlend	21	21	21
Mittelwert		9,4000	9,6000	9,0000
Std.-Abweichung		,54772	,54772	1,00000
Minimum		9,00	9,00	8,00
Maximum		10,00	10,00	10,00

Goals of the training

51) Welche Ziele verfolgte der Kurs aus Ihrer Sicht?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	Empathie	2	7,7	50,0	50,0
	Alle drei	2	7,7	50,0	100,0
	Gesamt	4	15,4	100,0	
Fehlend	999,00	22	84,6		
Gesamt		26	100,0		

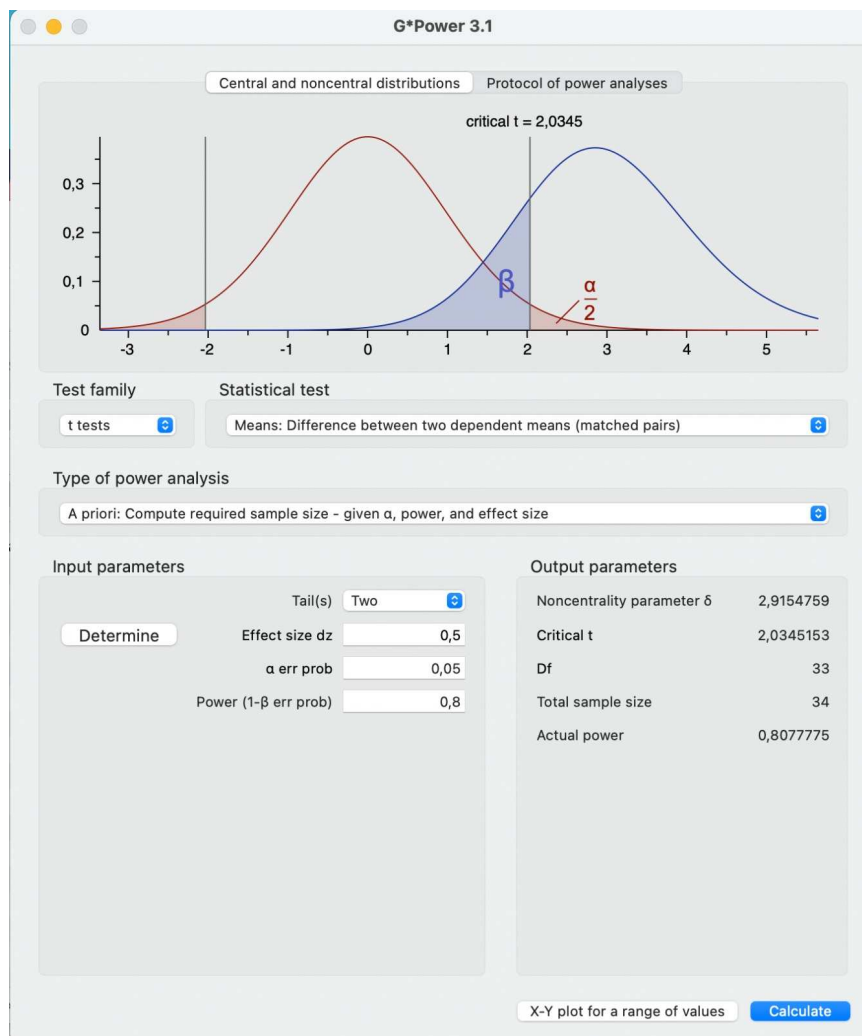


Correlation feedback

Test bei gepaarten Stichproben

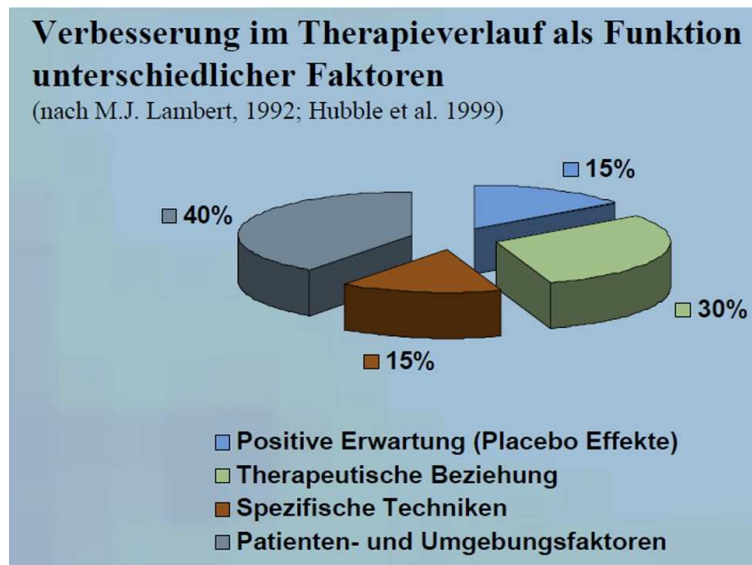
		Gepaarte Differenzen				T	df	Sig. (2-seitig)
		Mittelwert	Std.- Abweichung	Standardfehler des Mittelwertes	95% Konfidenzintervall der Differenz Untere Obere			
Paaren 1	lz_mw_IG1 - lz_mw_IG2_cod	,67045	1,32904	,66452	-1,44435 2,78526	1,009	3	,387
Paaren 2	em_mw_ig1 - em_mw_ig2_cod	,05556	,80603	,36047	-,94527 1,05638	,154	4	,885
Paaren 3	kf_mw_ig1 - kf_mw_ig2_cod	,37847	1,16966	,58483	-1,48272 2,23966	,647	3	,564

IX G*Power





X Success criteria for therapies



7 Literature

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| Nr. 1 (Januar 2013)
Blieffert, Svea | Tauschen, Leihen und Schenken. Neue Nutzungsformen als Beispiele einer suffizienten Lebensweise? |
| Nr. 2 (Januar 2013)
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| Nr. 3 (Januar 2013)
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| Nr. 4 (Januar 2013)
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| Nr. 5 (Juni 2013)
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Guerra González, Jorge | Nachhaltigkeit ist unerreichbar: Irrwege, Irrglauben - Und doch... Licht am Ende des Tunnels? |
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Paar, Marlene | Die Zusammensetzung des Aufsichtsrates des unabhängigen Transportnetzbetreibers gemäß § 10d Abs. 3 Satz 1 EnWG |
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| Nr. 11 (März 2015) | |



Schnor, Jannik	Suffizienz und die Frage nach dem guten Leben. Betrachtungen von Suffizienz mithilfe von Konzeptionen des guten Lebens von Epikur und der Stoa
Nr. 12 (Juli 2015) Lukas Dorsch, Jule Lietzau, Anna Lyubina, Matthias Marx, Inga Niederhausen, Johann Niedermeier, Hanna Schulz	Grüne Infrastruktur in der Bauleitplanung – Eine Vollzugskontrolle von Grünfestsetzungen in Bebauungsplänen am Beispiel Lüneburgs
Nr. 13 (Oktober 2015) Fabian Henkel	Die industrielle und illegale Fischerei vor der Küste Westafrikas am Beispiel des Senegal. Was sind die Ursachen und welche Auswirkungen gibt es in der sozialen und ökonomischen Dimension?
Nr. 14 (November 2015) Julian Schweins	Rechtliche Rahmenbedingungen der Kennzeichnung von regionalen Ökostromprodukten
Nr. 15 (Januar 2016) Inga Niederhausen	Die naturschutzrechtliche Ausgestaltung besonderer Schutzgebiete in Umsetzung der Vogelschutzrichtlinie
Nr. 16 (Mai 2016) Anna-Catharina Eggers	Mögliche Auswirkungen eines Transatlantic Trade and Investment Partnership (TTIP)-Abkommens auf die Anwendung gentechnisch veränderter Lebens- und Futtermittel in der EU und in Deutschland
Nr. 17 (Mai 2017) Gesine Wilbrandt	Environmental Peacebuilding – Beitrag für einen nachhaltigen Frieden am Beispiel einer Wasserkoooperation in der Westbank
Nr. 18 (Juni 2018) Jorge Guerra González	Kontaktabbruch der Eltern zum Kind aufgrund seiner Worte im Familiengericht – Auswirkungen auf die Persönlichkeitsentwicklung und Psyche des Kindes
Nr. 19 (Juli 2018) Jorge Guerra González	Falsche Erinnerungen und die Herausforderung des Kinderschutzes
Nr. 20 (October 2018) Julia Dietz	Building Sustainable Peace through Integrated Water Resource Management (IWRM)? Identifying the Peacebuilding Potentials of IWRM in Central Asian Regions Threatened by Transboundary Water Conflicts with a Focus on the Ferghana Valley
Nr. 21 (April 2019)	



Bianca Domgörgen,
Jorge Guerra González

Scheidung und die späteren Folgen auf die Kinder im erwachsenen Alter:
eine empirische Untersuchung

Nr. 22 (September 2019)
Inga Niederhausen

Bebauungspläne nach § 13b BauGB versus Schutz des Außenbereichs?
– eine Untersuchung am Beispiel Niedersachsens

Nr. 23 (März 2020)
Jorge Guerra González

Gewürfelte richterliche Urteile? Verankerung und der Einfluss von rechtlich irrelevanten Informationen auf Gerichtsentscheidungen

Nr. 24 (April 2020)
Jorge Guerra González

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Die FSC-Zertifizierung im Konfliktfeld zwischen den Anliegen
der Mapuche und der Forstwirtschaft in Chile

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Standards versus Reality: FSC Certification as an Area of Conflict
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Intervention in a preschool facility aiming at job performance improvement based on an enhancement of empathy, conflict ability and life satisfaction