

Assessing Workplace Social, Emotional, and Behavioral Skills in Africa

The ESTEEM Framework

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Abstract

Social, emotional, and behavioral skills are critical for success across life domains, yet research is constrained by a lack of internationally validated measures for adult populations. Existing tools often assess isolated skills and are predominantly validated in Western, school-aged samples. To address these limitations, this study developed and validated the Effective Socio-emotional skills To gain Economic EMpowerment framework, comprising 14 distinct social, emotional, and behavioral skills with prior demonstrated relevance to economic outcomes. The framework's self-report scales were tested among adults in six Sub-Saharan African countries (Côte d'Ivoire, Nigeria, the Republic of Congo, Rwanda, South Africa, and Tanzania), spanning

diverse cultural and linguistic contexts (English, French, Hausa, Swahili, and Yoruba). The results confirm the psychometric validity of the scales, supporting their utility in both research and practice. The framework categorizes skills as intrapersonal or interpersonal, awareness or management, and agentic or communal, providing a robust tool to unpack which skills matter for employment and earnings and how this differs by gender. By enabling exploration of social, emotional, and behavioral skills in underrepresented and cross-cultural contexts, use of the Effective Socio-emotional skills To gain Economic EMpowerment self-report scales advances theoretical and practical understanding of social, emotional, and behavioral skills in adult populations.

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Assessing Workplace Social, Emotional, and Behavioral Skills in Africa: The ESTEEM Framework

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Introduction

The ‘ability to deal with people’ has not been satisfactorily measured.

- Thorndike & Stein, 1937

Labor market success is shaped not only by one’s constraints and endowed opportunities but also by the various skills one hones over time. Skills are people’s practice-related capacities to perform in a situation, a person’s “knowing how” to use their “toolkit” for action when needed (Stanley & Williamson, 2001; Swidler, 1986). One set of skills – social, emotional, and behavioral (SEB) skills – “capacities to maintain social relationships, regulate emotions, and manage goal-directed behaviors” (Soto et al., 2024) have been linked positively to adult economic outcomes, such as employment and income. So far, scholars have found that youth with higher levels of SEB skills achieve beneficial economic outcomes later in life. SEB skills, also known as “soft” or “non-cognitive” skills, have been a fruitful target for theoretical and empirical reviews in sociology (Downey & Gibbs, 2020; Fligstein, 2001); economics (Campos et al., 2017a; Díaz et al., 2012; Dinarte Diaz et al., 2022; Heckman et al., 2006), genetics (Demange et al., 2021), and management (Ferris et al., 2001a; Kwon & Adler, 2014).

Scholars argue that SEB skills positively predict higher wages (Algan et al., 2022; Goldsmith et al., 1997; Heckman et al., 2006; Murnane et al., 2001), self-employment/entrepreneurship (Obschonka et al., 2015) and intergenerational social mobility (García et al., 2021). Beyond promoting these positive outcomes, SEB skills measured in childhood appear to prevent negative life events and outcomes in adulthood: such as unemployment or the need to use public benefits (Falch et al., 2014; Lindqvist & Vestman, 2011). There is widespread agreement that SEB skills – from self-management abilities like emotional regulation to interpersonal capacities such as collaboration skills – are at the core of modern service economy job demands (Deming, 2017; Dickerson & Green, 2004; Evans et al.,

2024; Green et al., 2001). Yet as the opening epigraph notes, skill measurement has remained a challenge.

Although SEB skills have received considerable scholarly attention, particularly in childhood, their relevance across adulthood remains unpersuasive due to the lack of validated measures for diverse adult populations (Brunello & Schlotter, 2011). Most studies on SEB skills are limited in demographic diversity, with a strong focus on U.S. students – approximately 95% of such studies, according to a recent literature review (Hayashi et al., 2022, p. 748). Research on the economic returns of SEB skills in adults has similarly concentrated on specific populations located in countries with rich administrative data, such as military-age young men in the United States, the United Kingdom, and Sweden (Andrisani & Nestel, 1976; Brunello & Schlotter, 2011; Goldsmith et al., 1997; Lindqvist & Vestman, 2011; Osborne, 2000; Weinberger, 2014). Efforts to apply scales developed in North America to other regions, such as Africa, Latin America, and Asia, have yielded “sobering” results, primarily because these measures were not validated for broader populations (Laajaj et al., 2019, p. 1292). The absence of measurement that is validated across populations and earnings contexts poses a challenge that needs addressing: without valid measures, scholars might significantly over- or under-estimate peoples’ skill levels and the true effects of their skills on economics outcomes.

First, a lack of direct measurement can lead to *overgeneralized* claims about the economic importance of SEB skills. For instance, in economics, Bowles and colleagues argue that SEB skills are more critical than cognitive skills for labor market outcomes, attributing all unexplained variance in adult earnings – after controlling for childhood cognitive test scores – to SEB skills (Bowles et al., 2001; Bowles & Gintis, 1976). Similarly, Heckman and colleagues posited that labor market disparities not accounted for by cognitive test scores reflect the

influence of SEB skills (Heckman et al., 2000; Heckman & Rubinstein, 2001). However, these influential studies did not include direct measures of SEB skills, making it implausible to substantiate their claims about SEB skills' role in predicting earnings. We join other scholars who have cautioned against such inferences, noting that relying on unexplained variance to infer the importance of SEB skills "...likely overestimates their [SEB skills'] effects" (Farkas, 2003).

Second, even when directly measured, methodological limitations can *understate* SEB skills' economic importance. Longitudinal studies often rely on measures originally developed to assess extreme delinquency in childhood (Jesness & Wedge, 1983; Kovacs, 1985; Lacourse et al., 2002; Tremblay et al., 1992), which are later repurposed to predict adult economic outcomes using administrative data. Over time, researchers shorten these measures, with teacher-rated delinquency questionnaires condensed and transformed into self-report scales (Laajaj & Macours, 2021, pp. 1291 and Appendix C-2). This process likely introduces bias, underestimating the impact of SEB skills on labor market achievements (Algan et al., 2022 Appendix D). Scholars across disciplines – including economics, psychology, and management – have emphasized the need for validated self-report instruments, with repeated calls for future research to address this gap (Almlund et al., 2011, p. 48; Ferris et al., 2001b, p. 1081; Heckman et al., 2023, p. 30).

Third, careful estimation of both the levels and economic impact of SEB skills is critical to an ongoing debate in economics with significant implications for public sector foreign aid investments. Without robust measurement as a foundation, it is premature to either endorse (Bischoff et al., 2020; Campos et al., 2017a; Frese, 2000) or reject (Blattman, 2015; Blattman & Ralston, 2015) investments in SEB skills training programs in Africa. A key justification for

such aid is the policy commitment to advancing women's economic empowerment, yet it remains unclear whether certain skills have disproportionate benefits for women's economic outcomes. As scholars working on program evaluation continue to address these issues (Ajayi et al., 2022; Cassidy et al., 2024; Das et al., 2023), valid and reliable measurement must underpin future efforts.

Finally, the literature on SEB skills exhibits a bias toward self-management skills (e.g., personal initiative) and agentic "get ahead" skills (e.g., negotiation), while largely neglecting communal "get along" skills (e.g., collaboration), despite increasing employer demand for the latter (Evans et al., 2024). This imbalance limits scholars' ability to evaluate whether the economic returns to SEB skills are influenced by social roles, a critical consideration in both gender roles and research on the workplace rewards for agentic versus communal social skills (Blickle & Hogan, 2020; Eagly & Wood, 1991, 2012; J. Hogan & Holland, 2003).

To address these limitations (see **Table 1**), we developed 14 SEB skill measures validated among diverse participants aged 15 to 70 years across employment statuses. Our work spans six Sub-Saharan African countries (Côte d'Ivoire, Nigeria, the Republic of Congo, Rwanda, South Africa, and Tanzania) and a gender-balanced population (50% men, 50% women), with skills questionnaires reported in English, French, Hausa, Swahili, and Yoruba.

Our parsimonious framework, ESTEEM (Effective Socio-emotional skills To gain Economic EMpowerment), integrates elements from established models such as those provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) and Goleman's work on emotional intelligence (Boyatzis et al., 1999; Goleman, 1998), while emphasizing economic relevance to adults. Each skill has some evidence of positive correlations with economic outcomes, but these prior results were mixed with different studies using different

measures of the skills (**see Table 2 in Supplement Appendix A-4**). A self-report scale was developed for each of the 14 skills in this framework (ESTEEM-SR). By testing reliability, content validity, and dimensionality across urban and rural wage-earners, entrepreneurs, unemployed post-secondary students, and populations *not in education, employment, or training* (i.e., NEET populations), we provide a versatile resource for assessing SEB skills' labor market impact. This work advances research by creating cross-contextual, theoretically grounded measures that connect self-awareness, self-management, other-awareness, and other-management skills to labor market outcomes, gender research, and economic policy debates.

Table 1

Studies that Predict Income-Generating Outcomes from Measures of Social, Emotional, and Behavioral (SEB) Skills^a

Reference	Field	Region	Work Type	Measures & Target Group
Anderson (1977)	Management	N. America	Self-employed	No direct measurement. SEB skills estimated by counting participant behaviors after a natural disaster. Sample: USA only.
Jencks (1979)	Economics (Labor)	N. America	Wage	SEB skills directly measured. Agentic measures only (industriousness, perseverance). Sample: USA only.
Duncan & Duniorm (1998)	Economics (Labor)	N. America	Wage	No direct measurement. SEB skills estimated by goal achievement. Sample: USA men.
Filer (1981)	Economics (Labor)	N. America	Wage	SEB skills directly measured. Mix of agentic and communal skills. No content validation for new skill constructs (i.e., ascendancy, masculinity, sociability, friendliness, thoughtfulness). Sample: USA only.
Heckman & Rubinstein (2001)	Economics (Labor)	N. America	Wage	No direct measurement. SEB skills estimated by variance in income that remains unexplained by cognitive test scores, between two types of high school dropouts. Sample: USA sample only.
Ferris et al. (2001, JAP)	Management	N. America	Wage	SEB skills directly measured. Agentic measures only. No content validation. Sample: USA software engineers, 30 % women.
Algan et al. (2002)	Economics (Labor)	N. America	Both Wage & Self	Measurement of child delinquency. SEB skills defined by low scores on a teacher-rated diagnostic (i.e., disruptiveness in kindergarten classes). Sample: USA boys and men.
Groves (2005)	Economics (Labor)	N. America	Wage	Measurement of child delinquency. SEB skills defined by low scores on diagnostics for child delinquency (i.e., aggression, withdrawal). Sample: USA only.
Frese et al. (2007)	Psychology	Africa	Self-employed	SEB skills directly measured. Agentic and self-management measures only (proactive planning, need for achievement). Samples: Namibia, South Africa, and Zimbabwe.
Linz & Semykina (2007)	Economics (Labor)	Russian Federation	Wage	SEB skills directly measured. Agentic measures only. Samples: Russia.
Blattman et al. (2023)	Political Science	Liberia	Both Wage & Self	Measurement of child delinquency. Intervention: random selection into talk therapy. Sample: Liberia, specifically boys and men at highest risk of crime and violence.

NOTE. ^a These are illustrative examples. For a full literature bibliography, see **Appendix A-2** in the online supplement.

DEFINING SOCIAL, EMOTIONAL, AND BEHAVIORAL (SEB) SKILLS

Skills Are Capacities to Act

Skills are malleable abilities that answer the question: “What can someone do in a given situation?” The motivation for the development of these scales is their policy relevance, which is driven by this malleability. Unlike traits, which reflect consistent behaviors across situations (Soto et al., 2024), skills are situational and more influenced by experience. For example, while an agreeable salesperson (trait) may generally avoid confrontation, they might learn to negotiate assertively when needed (skill). Skills gain predictive importance over traits as individuals accumulate situational experience:

If a person has a great deal of experience in a given situation, temperament [traits] will not be very predictive...but if a person is new to a situation and has not learned much about it, temperament [traits] should be a more important predictor (Buck, 1991).

However, existing longitudinal studies on SEB skills often focus on traits, preferences, and attitudes rather than abilities (Heckman et al., 2023; Jones, 2024). By emphasizing skills over traits, this research addresses gaps in understanding the situational and developmental nature of SEB skills and their economic outcomes, particularly in low- and middle-income country contexts.

Simplifying Constructs for Measurement

Complex constructs, such as emotional intelligence (Salovey & Mayer, 1990), often aggregate multiple dimensions, making it difficult to define measurement targets (Edwards, 2011; Howell et al., 2007; Jarvis et al., 2003; Thompson & Bolino, 2018; Van Knippenberg & Sitkin, 2013). For example, omnibus measures like “social skill” conflate self- and other-awareness (Ferris et al., 2001; Hochwarter et al., 2006), obscuring possible effects of skill types.

Simplified, unidimensional constructs offer greater clarity and validity for measuring skills in diverse multilingual contexts, avoiding the recurring problem wherein “a self-concept scale would not turn out to be an [English] reading test in disguise” (Messick, 1978). This approach mitigates cognitive demands on respondents and ensures linguistic and cultural applicability in settings where English is not the primary language. This concern is relevant in studying SEB skills, where complex definitions and taxonomies are the norm (Cieciuch & Strus, 2021; Jones, 2024).

To address these challenges, we developed and validated distinct measures for individual SEB skills, such as separating perseverance from the multidimensional "grit" (Duckworth & Quinn, 2009) and breaking "empathic-active listening" (Bodie, 2011) into empathy and active listening. A companion paper compares these self-reported SEB measures with behavioral measures of the same skills, and their relationship with gender and economic outcomes (Delavallade et al. 2025). By focusing on simple constructs (see **Table 2**), this framework enables the granular analysis of individual skills and their theorized aggregate effects on economic outcomes. For example, in psychology, socio-analytic theory has posited that economic success stems primarily from agentic actions one takes to “get ahead” rather than communal behaviors that enable one to “get along” with others – a proposition we test in this research.

The ESTEEM Framework

The ESTEEM framework categorizes SEB skills along two axes: awareness versus management and intrapersonal versus interpersonal (CASEL, 2020; Goleman, 1998). This structure highlights the situational context of skills and their distinct impacts. In theory, when examining SES in a labor economics context, intrapersonal and interpersonal awareness skills

are expected to matter for the development of preferences, aspirations, and setting achievable goals based on expected returns; intrapersonal management skills are expected to matter for bridging the inaction-action gap and planning; while intrapersonal and interpersonal management skills are central to key behaviors tied to economic empowerment: developing networks, obtaining support and accessing resources in the household and community, finding and utilizing opportunities, and overcoming obstacles tied to skill and capital acquisition, mobility, and social norms. Each of the fourteen skills was selected based on evidence of its relevance to labor outcomes (see Appendix A-4 for a table with this literature).

Intrapersonal awareness. Understanding one's own emotions and experiences (e.g., self-awareness, see: Church, 1997; e.g., mindfulness, see: Feldman et al., 2007; e.g., reflectiveness, see: Grant et al., 2002; Young & Dulewicz, 2007) has been linked to job performance and to leadership development (Ashley & Reiter-Palmon, 2012), but remains underexplored for broader economic outcomes.

Interpersonal awareness. Skills like empathy and listening have long been studied in the consumer behavior literature and are deemed critical for roles such as sales (Aggarwal et al., 2005) but require further investigation into their impact in non-wage-earning settings / entrepreneurship.

Intrapersonal management. Active self-regulation skills, including emotion regulation and perseverance, predict outcomes such as employment success and income growth in Western populations (Frese et al., 1997; Lindqvist & Vestman, 2011; Roberts et al., 2007) and in African entrepreneurial contexts (Bischoff et al., 2020; Campos et al., 2017b), but might have a different relevance for wage-earners.

Interpersonal management. Skills to shape social interactions in “political” organizations have long been linked to income in management research (Judge & Bretz Jr, 1994); yet there are several more interpersonal management skills studied heavily in other contexts (e.g., child development and autism literatures, see: Trevisan et al., 2021) that remain untapped for economic outcomes research.

Overview of Studies

Weidman et al. (2017) proposed three principles for validating emotion-related constructs: (1) measures should build on established theory and research, (2) surveys should incorporate lay knowledge across diverse populations to capture dimensionality, and (3) measures should evaluate the content of whole phrases rather than single words (several of the child delinquency scales of prior research ask teachers to rate students on single adjectives). Our study adheres to these principles through a four-phase process designed to develop and validate new SEB skills measures.

Phase 1: Item Generation: We employed both expert knowledge (literature reviews) and lay knowledge (cognitive interviews) to generate initial survey items. Our literature review focused on existing self-report scales of SEB skills, particularly those validated in Western contexts. This was critical given the theoretical gap in emotion-related research among entrepreneurs—48% of empirical studies on entrepreneurs' emotions lack a theoretical foundation (Portocarrero et al., 2019). To adapt these scales for African contexts, we conducted focus groups that addressed challenges in directly exporting Western measures (Laajaj et al., 2019; Laajaj & Macours, 2021). Cognitive interviews further refined items by capturing participants' thought processes while interpreting draft survey questions, enabling adjustments for clarity and relevance (Geiselman et al., 1985).

Phase 2: Dimensionality and Reliability. We assessed the dimensionality of the revised items through pilot surveys, employing exploratory and confirmatory factor analyses (EFA and CFA) across Western, Central, and Eastern Africa. Data collection utilized both in-person enumerators to reduce the survey participants' cognitive load and cope with literacy challenges (Messick, 1978) and remote phone-based surveys to navigate challenges posed by the COVID-19 pandemic. Reliability was assessed using alpha and omega reliability measures (Cortina et al., 2020; Cronbach, 1971).

Phase 3: Content Validation. We improved content validity by having the tools reviewed by subject-matter experts, such as those psychologists and education assessment experts with experience in measurement, and those who had developed SES curricula. We later tested the content validity of survey items using online surveys conducted among South African residents. Participants evaluated whether items effectively represented their respective skill definitions, following established item validation procedures (Colquitt et al., 2019). This phase included multiple rounds of item reduction to ensure precision and alignment with theoretical constructs, leveraging the cost-efficiency of online questionnaires.

Table 2

The ESTEEM Framework: A Typology of 14 Simple Social, Emotional, and Behavioral Skills

<i>Intrapersonal</i> Awareness and Management of <u>Oneself</u>	<i>Interpersonal</i> Awareness and Management of <u>Others</u>
Awareness Skills (Target: the self) • Emotional Self-Awareness: the ability to identify and evaluate one's emotions, accurately. • Self-Awareness: the ability to identify, interpret, and to evaluate one's strengths and weakness.	Awareness Skills (Target: others) • Empathy: understand another's viewpoint or thoughts and have emotional concern for another's situation or experience. • Listening ○ Listening (Actively): the ability to attend to what other people are saying, ask clarifying questions, and show others that you are attending to them. ○ Listening (Respectfully): The ability to listen to others in a courteous way, to understand their needs and views, to avoid interruptions if appropriate.
Management Skills (Target: the self) • Emotional Regulation: maintaining or changing one's own emotions by controlling one's thoughts and behavioral response. • Self-Control: focusing one's attention, staying on task, breaking habits, restraining impulses; self-discipline. • Personal Initiative: developing long-term goals, to seek opportunities to improve one's self and to be motivated to put these plans and goals into action. • Perseverance: sustaining effort despite setbacks. • Problem Solving & Decision-Making: approaching a challenge by gathering information, generating a number of solutions and evaluating the likely consequences of those solutions before acting.	Management Skills (Target: others) • Expressiveness: explaining ideas in a way that others will understand and openly expressing one's opinion. • Interpersonal Relatedness: the ability to build trust and benefit others, initiate and maintaining relationships, and behave respectfully, and show one's caring for others. ○ Relatedness (Networking): the ability to build trust and initiate relationships. ○ Relatedness (Maintenance): the ability to benefit others, behave respectfully, and show caring to maintain relationships. • Influence: the ability to communicate in a manner that changes other's perspectives, to adapt one's behavior in situationally-appropriate ways to sway others. • Negotiation: the ability to identify one's own and other's interests during a disagreement and to change one's own behaviors as a strategy for resolving problems and achieving one's goals. • Collaboration: the ability to consider different perspectives in groups of two or more people, to identify situations involving group-level decisions, and to coordinate with team members to create shared plans/goals.

Phase 4: Hypothesis Testing. To demonstrate the measures' utility, we tested hypotheses derived from social role theory (Eagly & Wood, 1991, 2012) and socio-analytic theory (Blickle & Hogan, 2020; J. Hogan & Holland, 2003). Specifically, we examined the differential impact of agentic and communal skills on income and employment outcomes for men and women, consistent with expectations about gender role congruence with skill type. These analyses confirmed the measures' ability to refine the applicable scope of theoretical propositions that have been presumed to apply universally, providing directions for future research.

Transparency and Openness

All research materials, data, and multi-language questionnaires are available in the World Bank Group's freely accessible Microdata Library. This project was a collaboration between the Africa Gender Innovation Lab at the World Bank Group and Innovations for Poverty Action. While the design and analyses were not preregistered, transparency in reporting supports replicability and future research. The final set of multi-language questionnaires are provided in the online supplement (**Appendix A-1**).

Phase One: Item Generation

Phase 1a: Literature Review

1a. Procedure

We conducted a review of social, emotional, and behavioral skills research across five domains: (1) child development, (2) workforce development, (3) industrial/organizational psychology and management, (4) labor and development economics, and (5) personality psychology. This review included 621 theoretical and empirical papers (see **Figure 1** and bibliography in **Appendix A-2** of the online supplement) and consultations with subject-matter experts. We decided to formally include 81 papers in our item generation (see online supplement **Table 1** in **Appendix A-3a** and the final reference list in **Appendix A-3b**), prioritizing measures that had been validated in low-income settings. Our objectives were to guide skill inclusion, conceptualization, and measure development, with a focus on identifying constructs relevant to economic outcomes and gender differences. Prior research findings on whether economic returns to skill depend upon gender are in the online supplement (**Appendix A-4**).

1a. Results

From the review, we identified 81 records containing survey scales relevant to our 14-skill framework (see Table 1, Appendix A-3a). The results of this phase established the foundation for skill item-specific cognitive interviews in Sub-Saharan Africa.

Phase 1b: Cognitive Interviews

1b. Participants & Procedure

Cognitive interview participants were recruited as part of a collaboration between the World Bank's Africa Gender Innovation Lab and Innovations for Poverty Action. In Côte d'Ivoire, Nigeria, and Tanzania, 16 participants per country were recruited from large populations participating in GIL and IPA randomized controlled trials testing SEB training

interventions. Each interview subject pool was balanced by gender (50% men and 50% women), with diverse educational attainment backgrounds. The sample consisted of adults aged 15 and older. Cognitive interviews followed established methodologies (Geiselman et al., 1985; Schuman, 1966). Trained enumerators presented draft survey items, asking participants to verbalize their interpretations of what each item meant. Follow-up probing questions clarified meaning and identified potential issues with item wording, cultural relevance, and linguistic nuances. Using findings from cognitive interviews and input from field staff in Sub-Saharan Africa, items were eliminated based on irrelevance, redundancy, expert review, and participant insights.

1b. Results

Key findings from cognitive interviews are summarized in **Table 3**, which outlines representative participant feedback captured in enumerator field notes, identified issues, and resulting revisions. Examples of addressed issues include:

Complex Language: Items with overly complex wording were simplified to ensure accessibility without altering meaning.

Colloquial Language: Culturally specific terms, such as the verb phrase “to size up,” were replaced with more universally understood phrases (e.g., “observe”).

Reverse-Worded Items: Many reverse-scored items were removed due to participant confusion, though a few were retained based on satisfactory performance. There is a longstanding debate among measure developers about the utility of reverse-scored items (Podsakoff et al., 2003; Schmitt & Stuits, 1985; Schriesheim & Eisenbach, 1995). While we eliminated such items from most of our 14 scales, we retained these in the context of the *self-*

control skill, which in later phases achieved appropriate dimensionality and reliability results but suffered in content validation / content adequacy evaluation.

Unintended Connotations: Words like “temptation” were replaced to avoid unintended interpretations, ensuring alignment with theoretical constructs.

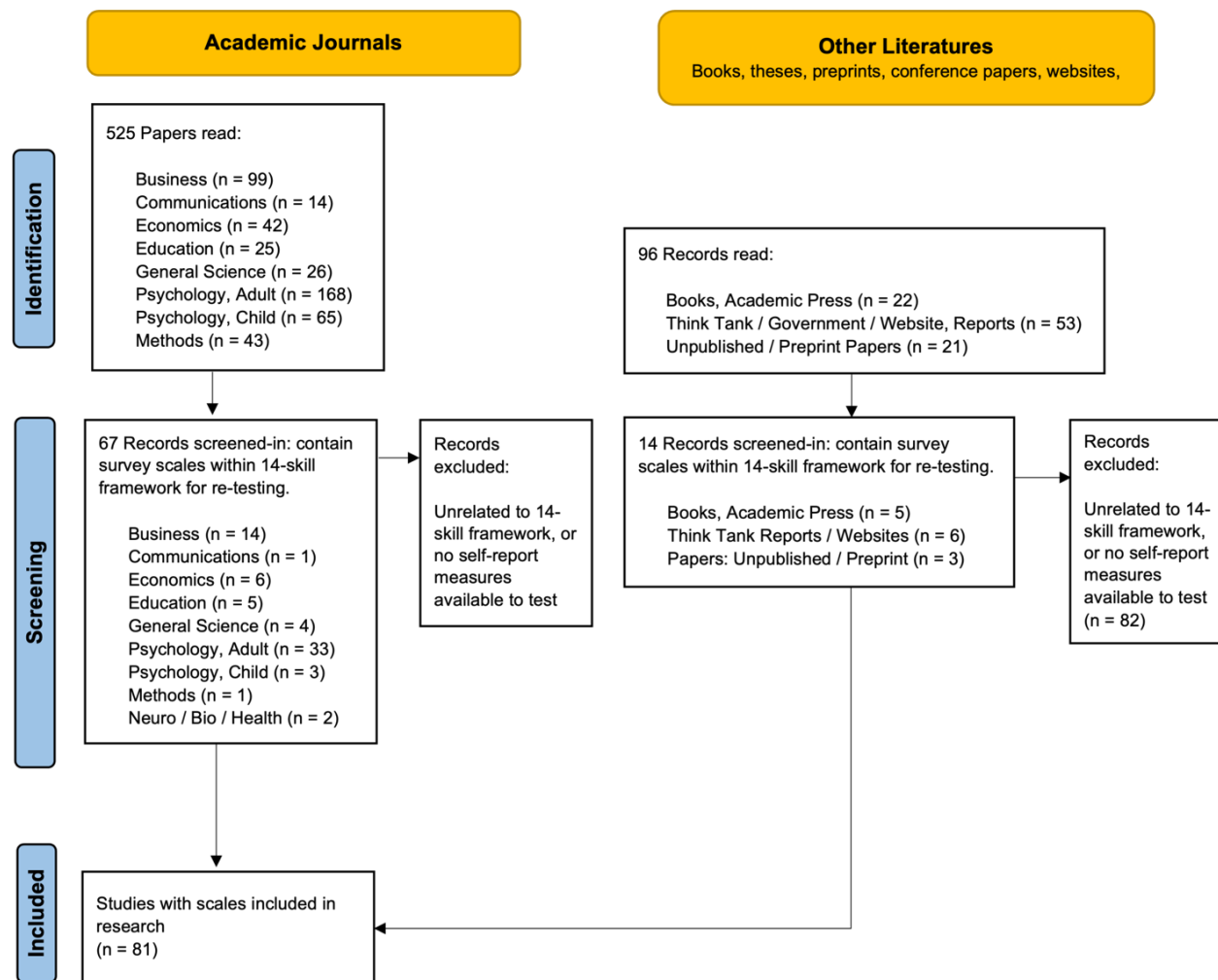
Missing Context: Instructions and context for certain items were clarified to improve comprehension.

While some participant suggestions, such as measuring humor, cheerfulness, and obedience, could not be accommodated due to scope and resource constraints, feedback significantly informed the final item pool.

Phase One Discussion

Impact on Scale Development: Cognitive interviews highlighted critical deficiencies in the initial item pool, with most issues resolvable through item-level revisions. This iterative process ensured that the scales were culturally and linguistically appropriate for diverse African populations, improving their reliability and validity in subsequent phases.

Figure 1.
Literature Review



NOTE. Although presented in the standardized format for systematic literature reviews, this search was driven by the authorship team and is not a systematic database-based literature review. The full original bibliography is available (**Appendix A-2**), and the final 81 items are presented in two forms: as a map from each publication to the 14 ESTEEM skills (see **supplement Table 2, Appendix A-3a**) and in the final reference list (**Appendix A-3b**).

Table 3.

Cognitive Interviewing and Focus Group Participant Feedback

Representative Field Note	Issue Raised in Participant Feedback	Research Team Decision (Resolution)	Illustrative Examples of Item-Level Changes
1. Items considered entertaining	1. <i>Inappropriate</i>	Addressed (Items Revised)	I am good at resisting temptation [eliminated]. People would say that I have very strong self-discipline.
2. Translation seems “off” to participants	2.1 - <i>Colloquial language</i>	Addressed (Items Revised)	I actively “attack” problems → I actively “tackle” problems. I reflect on my “performance” after I make mistakes → I analyze my “behavior” after I make mistakes.
	2.2 - <i>Reverse-Keyed Items</i>	Addressed (Items Revised, Items Added)	I refuse things that are bad for me, even if they are fun. [new item] My behavior often puzzles me. → I understand why I act the way I do.
	2.3 – <i>Confusion from Missing Context</i>	Addressed (Items Revised)	Admitting when you are wrong → <i>When I work with others</i> , I admit when I am wrong and apologize for my mistakes. I show others that I am listening by my body language (e.g., head nods) → <i>When I am listening to someone</i> , I show them that I am open to their ideas.
3. Skills participants said were not captured that we should have asked them about.	3. – <i>Potentially missing categories</i>	3.1 – Addressed (Scales Added, Items Added)	<u>Missing Idea</u> <u>Resolution</u> Manner of approach. Items: Influence “Packaging” / Publicity Items: Influence
		3.2 – Not Addressed in this measurement paper	<u>Missing Ideas</u> (did not address) Humbleness Humor Preparedness, organization, detail-oriented Grooming one’s physical appearance Truthfulness / honesty Obedience / loyalty / submission

NOTE. n = 48 participants in cognitive interviews (16 participants each in: Côte d’Ivoire, Nigeria, and Tanzania)

Phase Two: Scale Reliability and Dimensionality

In prior research we observed in our literature review, most pre-existing scales for these skills were developed using internet samples, K-12 age groups, and college campus samples. In terms of methods, the measurement anchors also differed considerably from skill to skill (e.g., instructions to rate which is “most like me” in some cases, versus instructions to simply rate one’s “agreement” with a statement in others). Furthermore, the populations studied were usually heavily male, especially when labor outcomes were studied with military age populations using administrative data.

Taken all together, it is hard to understand if prior work produced such conflicting results simply as a matter of measurement method choice or due to fundamental differences in the different samples that prior research studied. To help resolve this uncertainty, we piloted our scales primarily through in-person, household-based data collection using Computer Assisted In-person Interviewing (CAPI) with low-literacy populations and large samples, which reduces the cognitive burden on participants. Trained enumerators read each item to respondents; respondents looked at a single set of pictorial Likert-type five-point response scales (see **Figure 2**) and responded verbally or pointed at their response; and enumerators recorded their responses on a tablet. By standardizing our method, we hope to set the stage for judging our subsequent analyses substantively, rather than carrying over the literature’s uncertainty about the role of method versus population factors in driving their hypothesis testing results. In a further contrast to prior literature, all Phase 2 samples were gender balanced (with approximately 50% women).

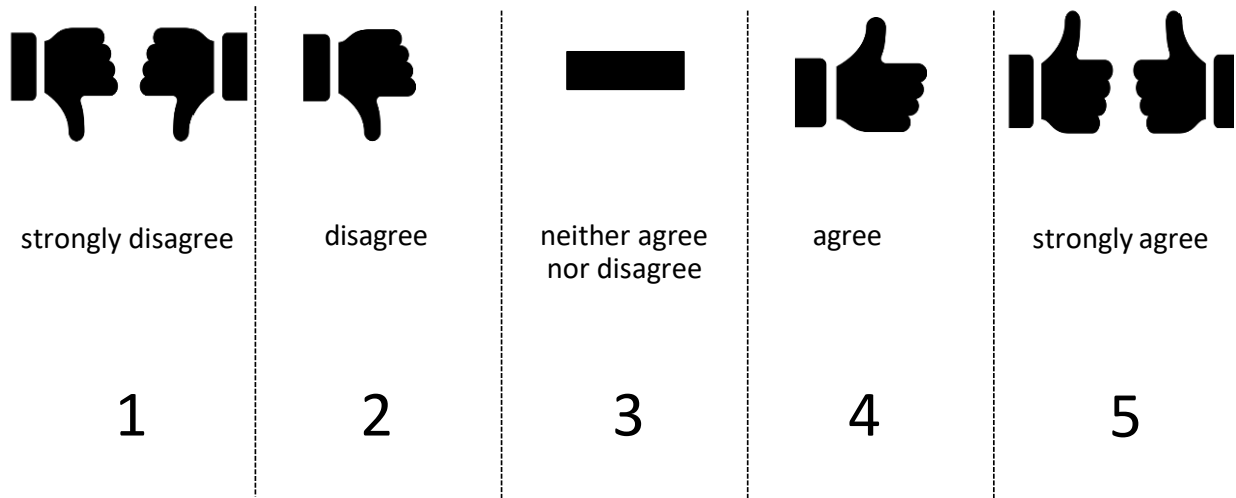
Procedures

Back-Translation (two linguists per language): Before administering our surveys in a new language, we began with a back-translation procedure (Brislin, 1970). This entailed

recruitment of an interpreter translating forward from English into the target languages, matched with an interpreter taking those initial translations as inputs and reinterpreting them backward into English. Disagreements in meaning were few and reviewed by a trained psychologist. In the cases of the Nigerian (English, Hausa, and Yoruba) and Ivorian (French) samples, co-author Dr. Dawn McDaniel, a psychologist, served this role of reviewing the final step back-translation. In Tanzania (Swahili), a Tanzanian psychologist contracted by Innovations for Poverty Action reviewed the final step back-translation. For Congo and Rwandan English and French-speaking samples, we used the English versions already back-translated in Nigeria and the French version already back-translated in Côte d'Ivoire.

Data Collection: Survey takers used tablet computers and household-based surveys. Participants answered all items in a Likert-type response which ranged from 1 (strongly disagree) to 5 (strongly agree). Each surveyor carried laminated representations of a 5-anchor Likert-type response scale, which ranged from 1 = strongly disagree to 5 = strongly agree. During the pilots we received positive feedback for the use of this pictorial representation. We found that this format allowed respondents to understand response options without a literacy requirement and helped them remember the full range of responses without continuous repetition or relying on memory or cognitive ability. Finally, having participants point to responses resulted in faster data collection.

Figure 2
Pictorial 1-5 Likert-type Agreement Scale from Household Surveys



Data analysis and criteria for item retention and elimination: For all four pilots (EFA-1, EFA-2, EFA-3, and EFA-4), to examine the items, we used an EFA with maximum-likelihood estimation and an oblique (Oblimin) rotation. We did this separately for inter- and intra-personal items. We then eliminated or revised items with high cross-loadings (above .35) and low intended-construct loadings (below .40).

Throughout Phase 2, we used the following criteria for item retention. Given the limited range of the 5-anchor scale, we first utilized polychoric correlation tables to gauge the relationships between items within the same scales, for all the 14 SEB skills, using the *polycorr* package in STATA (version 15). Next, to reduce the risk of multicollinearity concerns, we dropped items whose correlations were consistently above 0.80 within scales. To reduce the risk of reductions in convergent validity, we also removed or revised items whose correlations within-scale were consistently below .30, a common rule of thumb (Ferketich, 1991).

Group 1: Multiple Languages

Samples 1 and 2: Nigeria

Putting our SEB skills measures to their first test in Nigeria was ideal, as we could target linguistic diversity directly while controlling for national and institutional confounds. Using separate translators to translate measures from English to an approximation in the local language and then to take that interpretation back to English (i.e., “back-translation” procedure, see: Klotz et al., 2023), we tested each of the 14 SEB skill scales on diverse language communities within Nigeria, including English, Hausa, and Yoruba speakers, representing both major cultural regions (north versus south).

Participants & Procedure

Samples 1 and 2. The first sample in Nigeria consisted of 196 individuals aged 18-70, with 91% employed, primarily in agriculture. The second sample included 497 individuals aged 18-70, with 92% employed, also primarily in agriculture. Educational attainment varied, with the first sample split evenly between those who had completed secondary education and those who had not, while the second sample had a 50-50 split between those who had completed primary education and those who had not. Both samples were split evenly between the cities of Ibadan in the south and Bauchi in the north. The surveys were administered in person by enumerators using tablet computers to record respondents’ verbal answers to each item.

Results - Group 1

Findings: As expected, the 14 SEB skills related positively to one another (see Appendix B-1). Scales exhibited internal consistency, with Cronbach’s alpha and McDonald’s omega consistently above 0.7 (see Table 4). However, scale-by-scale confirmatory factor analysis yielded mixed results, with CFI and SRMR indicating acceptable model fit and RMSEA values suggesting suboptimal fit (see Appendix B-7). At the pilot stage, we required additional items

across many of the SEB skills constructs to supplement scales where poorly-performing items had been dropped.

Specifically for listening skills, we learned in this sample that listening skills items loaded on two different facets of listening – one capturing active listening behaviors (e.g., paraphrasing others, body language cues to your attention, etc.), and the other capturing respectfulness (e.g., not interrupting inappropriately, etc.), the latter of which included only reverse-framed items. We re-analyzed the items assuming 15 (rather than the initial 14) total facets.

Discussion – Group 1

A great number of items in this round did not meet our retention criteria. We therefore generated anew or re-worded additional items in order to better capture the intended constructs, especially interpersonal management items. During the transition from Nigeria (Pilot) to Côte d'Ivoire, we introduced several new items aimed at capturing specific aspects of interpersonal skills, while removing items that either demonstrated high cross-loadings or did not contribute meaningfully to the construct. For example, new items focused on emotional regulation were added, such as “When I feel sad, I know how to take my mind off my problems” (emoreg53a), while redundant or underperforming items like “I control my temper when people are angry with me” (emoreg54) were dropped. To ensure at least three items per dimension of a construct, we added new items such as those for the cognitive version of empathy, wherein someone understands the fact that others are experiencing an emotion.

Group 2: Multiple Entrepreneurial Contexts

An enduring tension in entrepreneurship research in developing countries revolves around challenges in understanding self-employment in labor markets where *informal* employment

predominates (Foo et al., 2020). Our study leverages valid measurement of SEB skills to enable future scholarship to detect patterns of returns to skills in formal versus informal entrepreneurial contexts.

Samples 3 and 4: Côte d'Ivoire

We surveyed young adults aged 15-24 in Côte d'Ivoire with an emphasis on young entrepreneurs (our selection criterion for skills training randomized controlled trials organized in the *ProJeunes Project*). Both our Ivorian samples were drawn from French-speaking communities. The first sample (#3) consisted of 1,125 individuals, equally split between those who were engaged in entrepreneurship full time, versus those unemployed. The second sample included 2,688 individuals with the same employment distribution. See Appendix B-2 for descriptive statistics for the sample. By mixing engaged versus aspiring (unemployed) entrepreneurs, we are not conditioning our discovery of agentic versus communal skills on success in pursuing self-employment. Educational attainment was also evenly split between those who had completed secondary education and those who had not. The surveys were administered by census enumerators using tablet computers.

Procedure - 2

Because data was collected over the phone to cope with the COVID-19 pandemic, this sample did not have access to the pictorial version on a tablet, as in prior household surveys.

Results-2

Findings: Within sample 3, the measure for interpersonal “relatedness” emerged with two distinct facets. One relatedness subgroup reflected abilities associated with initiating relationships or networking skills (e.g., “I am good at building relationships with people I don’t know,” etc.). A second group of items appeared to relate to maintaining relationships (e.g.,

“When others are sad, I try to comfort them,” etc.). We re-worded the interpersonal relatedness items to make this distinction clearer than originally planned, and with that distinction were able to begin item reduction in a subsequent sample within country. Additionally, perseverance and personal initiative also loaded onto the same factor. While the two constructs can be construed as distinct, our earlier literature review found an overlap between the two constructs – both are associated with exerting effort. While ‘personal initiative’ is expending effort in an early stage or “starting up,” the concept of ‘perseverance’ is about exerting effort over a long duration or “staying up.” In Phase 3 of research, we used content validation techniques to confirm the difference between the closely-related constructs.

Here, scale-by-scale model fit using confirmatory factor analysis proved satisfactory across both cohorts of the sample (see Appendix B-7). Reliability improved between the two cohorts, with changes to the instrument. However, Cronbach’s alpha was low for influence at 0.60, and low for the networking dimension of relatedness when not combined with the “maintaining” dimension of the construct (see Table 4).

Discussion-2

Group 2 Discussion: These findings represent challenges to the *dimensionality* or consistent sub-facet patterns; however, in Phase 3 (content validation), we confirm that each skill that shared a factor unintentionally was still viewed by participants as highly distinct and highly consistent with the skills’ own definitions. In this second transition (from Côte d’Ivoire samples from one region to another), a net gain in items occurred, with more items added than removed. We introduced items like “If I get feedback on ways I can improve, I immediately try to do better” (persint24a), reflecting the need to strengthen constructs around personal growth initiative dimension of personal initiative. Redundant items, such as “I am constantly trying to

improve myself by learning new skills” (persint23), were removed due to high cross-loadings with other skills. As we transitioned to Group 3 (the Republic of Congo and Rwanda), lessons learned in Group 2 (Côte d’Ivoire) involved a more substantial reduction of items. Items like “I plan tasks carefully” (psdm12a) were dropped due to poor performance across multiple samples, while others, such as “When work is difficult, I keep up my effort” (persev27a), were eliminated due to redundancy. Only a few additions, such as “I know how to calm down when I am feeling nervous” (emoreg53), were made based on face validity assessments and the desire to retest with slight rewording.

Group 3: Multiple Education Levels

Scholars have showed a deep interest in multiple education level populations in Sub-Saharan Africa – from those trained formally by their employers (Debrah & Ofori, 2006; Ferreira & van Antwerpen, 2011; George et al., 2016, p. 384; Ukandu & Ukpere, 2011), to those who rely on their formal primary and secondary education alone. To inform future analyses of these various education-related sub-groups, we propose that a critical missing step is the measurement of SEB skills in populations with varying levels of formal training.

Therefore, we examined the reliability of SEB skill measures across contexts with different levels of formalized educational attainment, starting with a 50-50 split of secondary school attainment in Côte d’Ivoire (above), moving to 100% secondary school attainment in the Republic of Congo. We followed this with a sample of tertiary education graduates in Rwanda, contrasted next with a Tanzanian sample that was extremely different – made up exclusively of people not in full-time employment, education, nor training (NEET).

The same skill questions achieved acceptable omega and alpha reliability in these varied training attainment contexts (see **Table 5**).

Sample 5: The Republic of Congo (Brazzaville)

Moderate / Mixed Education Attainment: This sample was drawn from the Republic of Congo, targeting young adults aged 17-35 years. In this sample, educational attainment was relatively high, as all respondents had completed at least secondary school, and 57% were employed. Due to the COVID-19 pandemic, enumerators administered the surveys via phone calls to ensure participants' and enumerators' safety.

Findings (Congo): The previously-established 2-facet structure for interpersonal relatedness (maintaining old relationships versus networking to create new relationships) held in this new sample. Similarly, the two aspects of listening skills (active listening versus respectful manner of listening) were upheld in this new sample. Here, internal consistency was demonstrated across scales (see Table 4). While CFI and SRMR indices indicate acceptable or excellent model fit, RMSEA values are above acceptable levels for some scales, particularly emotional awareness (0.12) and influence (0.15) (see Appendix B-7).

Sample 6: Rwanda

High Education Attainment: The Rwandan sample consisted of 895 young adults aged 19-30, all of whom had recently graduated from tertiary education within the previous two years. This unusually highly educated sample (within the Sub-Saharan Africa context) was selected to explore the development and application of SEB skills among young professionals entering the workforce. At the time of the survey, 40% of the sample was employed (35% wage-earners and 5% self-employed). The surveys were conducted in English. The surveys were administered in person by enumerators using tablet computers or laminated picture-based Likert scales.

Findings (Rwanda): Here, both internal consistency (see Table 4) and model fit based on confirmatory factor analysis (see Appendix B-7) met acceptable thresholds across individual scales. The two-facet dimensions for interpersonal relatedness, and listening skills were retained

yet again, suggesting that the scales' dimensions were ready for final confirmatory analysis in a new sample. In Rwanda, we retained many of the core items from the previous sample but focused on refining emotional and interpersonal skills. For instance, "I examine my own abilities to better understand myself" (selfaw38) was reintroduced to enhance self-awareness measures, while less impactful items, like "I try to notice my thoughts without judging them" (emoaware65), were eliminated. Transitioning to Tanzania, this phase saw the reintroduction of several key items, such as "I take action immediately even when others don't" (persint16), which was deemed crucial for measuring initiative. Redundant or problematic items, such as "I say inappropriate things" (secon43), were removed to improve the psychometric properties of the scale.

Sample 7: Tanzania (low education)

Low Education Attainment: This sample, composed of 4,750 individuals from Tanzania who were not in employment, education, or training (NEET), were aged 16-27, with 40% employed part-time (none were full-time workers). The same sample was surveyed 15 to 18 months later, though only the control group of the sample was included in analysis.

Tanzania I to Tanzania III – Discussion. A significant number of new items were added in this phase to expand the coverage of emotional regulation and self-control skills. For instance, "When I am upset, I ask others for emotional support" (emoreg57a) was added, while items that were too specific or underperforming, such as "I can explain complicated ideas in a clear way" (express97), were removed. Confirmatory factor analysis indicated acceptable or excellent model fit across scales (see Appendix B-7). Cronbach's alpha and McDonald's omega were found to be above acceptable thresholds for Tanzania I, though they were low for the respectful listening facet of listening (0.61) for Tanzania III (see Table 4).

Results – Phase Two

Descriptive Statistics and Dimensionality

Skill level item means, standard deviations, and the polychoric correlations among scales for each country can be found in the online supplemental material (**Appendices B-1 to B-6 Descriptive Statistics**). We conducted four exploratory factor analyses (EFA) to determine each scale's dimensionality, with an EFA conducted for each quadrant of the ESTEEM framework: inter-intrapersonal X awareness-management skills. Analyses were conducted in R, using the *psych* package. With one exception, all items achieved a .40 or greater loading on the intended skill construct, with less than a .35 loading on other constructs.

For self-management skills, *perseverance* and *personal initiative* were an exception to the clean loading, as they loaded on the same factor, necessitating further analysis in Phase Three. In subsequent studies, we ensured that the content of each scale's items (content adequacy / content validation) was distinct at two levels of comparison: distinct from each other (perseverance vs. personal initiative) and also distinct from the two orbiting constructs (self-esteem and Machiavellianism) against which all other skills were tested.

Reliability

Skill reliability, by country, is presented in Table 4, with items finalized by the content analyses in Phase Three. Both the Cronbach's alpha reliability, and the methodological literature's preferred omega reliability (Cortina et al., 2020) measures are within recommended ranges in the majority of countries, with the exception of the interpersonal awareness *respectful listening* skill (French version), whose measure alpha reliability is 0.47 in one French sample (Congo), but achieves good alpha reliability of 0.93 in the other French sample (Côte d'Ivoire).

Confirmatory Factor Analysis (CFA) Procedures

We examined the factor structure for the 14 skills using *lavaan* package, *cfa* commands in R (version .6-19, Rosseel, 2012), with each CFA automatically scaled to the estimated latent variable loading (*std.lv = true*) and models estimated using maximum likelihood (“*fm1*” estimator). There was one exception. Because the data for the cognitive abilities items were either correct or incorrect, the models for these variables use the weighted least squares mean and variance adjusted (“*WLSMV*”) estimator which is more appropriate for non-continuous data (Flora & Curran, 2004).

Measures: Orbiting Constructs for CFA

Having defined social, emotional, and behavioral (SEB) skills as capacities to maintain social relationships, regulate emotions, and manage goal-directed behaviors (Soto et al., 2024), we used a series of CFAs to differentiate these skills from five related yet distinct constructs: *anxiety*, *fluid intelligence*, and *locus of control*. These constructs overlap conceptually with SEB skills but differ in focus, scope, and measurement.

Anxiety (GAD-7): Anxiety, measured through the Generalized Anxiety Disorder self-report scale (i.e., the GAD-7, see: Spitzer et al., 2006), captures intense worry and emotional distress about life events, often assumed to vary negatively with SEB skill levels. SEB skills emphasize effective emotional regulation, while anxiety highlights dysregulation. Participants were asked: “Over the last 2 weeks, how often have you been bothered by any of the following problems?” Sample items include: “...feeling nervous or anxious;” and “...becoming easily annoyed or irritable.”

Cognitive Ability (Raven’s Test): Fluid intelligence, assessed using the Raven Progressive Matrices (Raven, 2003), refers to abstract reasoning and problem-solving in novel

situations. SEB skills and fluid intelligence both involve problem-solving but differ in application: SEB skills are specific to social and emotional contexts, while fluid intelligence operates context-free. An individual may excel at solving abstract problems yet struggle with brainstorming and selecting ideal options for discrete problems. Sample items are pictorial in nature. Given the prior labor economics literature focus on comparing cognitive intelligence and SEB skills, we included both in the same CFA to allow transparent factor analysis of both concepts simultaneously.

Locus of Control (Levenson Measure): Locus of control captures beliefs about whether outcomes are driven by internal factors or external forces. While locus of control and SEB skills both involve goal-directed behaviors, SEB skills emphasize the capacities, while locus of control reflects attributional style. Participants were asked to rate the extent internal (self) versus external forces were responsible for their outcomes. Sample items include: “I feel like what happens in my life is mostly determined by powerful people;” and “When I get what I want, it’s usually because I am lucky.”

Confirmatory Factor Analysis (CFA) Results

Descriptive Statistics

Descriptive statistics for skill measures, including item means, standard deviations, and polychoric correlations among scales in the confirmatory sample are presented in **Table 5**.

Skill Dimensionality

We examined the factor structure of skill measures using confirmatory factor analyses (CFAs) conducted in the *lavaan* R package (version 0.6-19, Rosseel, 2012). Analyses were performed on the Tanzania-III sample, modeling skills both individually and in conjunction with orbiting constructs. Results are summarized in **Table 6**.

Skills Modeled Alone

When modeled as unidimensional constructs, each skill demonstrated strong fit indices. Comparative fit indices (CFI) ranged from .982 (problem-solving and decision-making) to nearly 1.0 (self-control and emotional self-awareness). Root mean square error of approximation (RMSEA) values ranged from .017 (emotional self-awareness) to .082 (collaboration). Standardized root mean square residual (SRMR) values ranged from .012 (emotional self-awareness) to .053 (problem-solving and decision-making).

Skills and Orbits Modeled Together (Discriminant Validity)

We conducted CFAs to assess the discriminant validity of skills relative to orbiting constructs, including cognitive ability, locus of control, and anxiety. For each comparison, we evaluated the hypothesized model (where skills and orbiting constructs load onto separate factors) against a one-factor alternative (where skills and orbiting constructs load onto a single factor). In all cases, the hypothesized models provided significantly better fit (see **Table 6**).

For example, when modeling emotional self-awareness with cognitive ability, the one-factor model demonstrated poor fit: $\chi^2(27) = 2934.28$, CFI = .724, RMSEA = .151, SRMR = .112. In contrast, the two-factor model, which allowed skills and orbiting constructs to load separately, showed a substantially better fit: $\chi^2(26) = 137.73$, CFI = .989, RMSEA = .030, SRMR = .041. Notably, this improvement came at the cost of only one additional degree of freedom. Similar improvements were observed for all other skills and orbiting constructs, with model comparisons consistently favoring the hypothesized structures.

[illegible]

Table 5
Descriptive Statistics for the Confirmatory Sample (Tanzania-III)

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14
1. Emotional Awareness	4.123	0.419																
2. Self-Awareness	4.163	0.371	0.542															
3. Emotional Regulation	4.085	0.383	0.608	0.587														
4. Self Control	2.927	0.888	-0.124	-0.042	-0.152													
5. Perseverance	4.128	0.417	0.476	0.533	0.487	-0.145												
6. Personal Initiative	4.174	0.382	0.528	0.590	0.543	-0.103	0.720											
7. PSDM	4.125	0.382	0.478	0.554	0.503	-0.111	0.643	0.732										
8a. Listening (Respectfully)	4.141	0.448	0.412	0.397	0.454	-0.116	0.446	0.445	0.423									
8b. Listening (Actively)	4.141	0.434	0.436	0.427	0.489	-0.095	0.398	0.427	0.407	0.588								
9. Empathy	4.144	0.382	0.617	0.588	0.615	-0.110	0.529	0.602	0.580	0.502	0.483							
10. Expressiveness	4.108	0.406	0.565	0.489	0.544	-0.185	0.568	0.580	0.551	0.548	0.575	0.640						
11a. Relatedness (Maintain)	4.174	0.390	0.515	0.581	0.592	-0.011	0.500	0.549	0.528	0.508	0.502	0.673	0.611					
11b. Relatedness (Network)	4.006	0.582	0.402	0.349	0.364	-0.164	0.425	0.406	0.403	0.362	0.361	0.444	0.576	0.443				
12. Influence	4.098	0.416	0.529	0.506	0.545	-0.081	0.509	0.538	0.522	0.505	0.501	0.616	0.721	0.660	0.515			
13. Negotiation	4.115	0.417	0.505	0.478	0.527	-0.121	0.446	0.497	0.456	0.637	0.614	0.573	0.665	0.595	0.468	0.618		
14. Collaboration	4.133	0.403	0.519	0.500	0.514	-0.072	0.528	0.555	0.532	0.560	0.537	0.594	0.675	0.611	0.425	0.632	0.664	
Comparison construct																		
15. Generalized Self-Efficacy	4.106	0.360	0.541	0.576	0.544	-0.136	0.766	0.734	0.860	0.456	0.446	0.597	0.598	0.542	0.444	0.532	0.478	0.569
Control variables																		
Age	22.491	2.807																
Education	10.086	2.464																
Marital status	0.152	0.359																
Gender	0.500	0.500																
Dependent variables																		
Employment	3.011	2.322																
Income	0.657	0.475																

NOTE: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Table 6
Model Comparisons for Confirmatory Factor Analyses (Tanzania-I and Tanzania-III Samples)

Model comparison and Samples		Orbiting Constructs								
		Cognitive Ability (Tanz-I)			Locus of Control (Tanz-III)			Anxiety (Tanz-III)		
		Fit	Skill modelled alone (Tanz-III)	Modelled together	Modelled separately with unidimensional skills	Modelled separately with two dimensional skills	Modelled together	Modelled separately with unidimensional skills	Modelled separately with two dimensional skills	Modelled together
Skill										
Listening	χ^2			5,939.78	1,951.64	184.505	5,575.09	1,509.18	1,466.66	5,919.32
	df			54	53	51	104	103	101	77
	CFI			0.585	0.866	0.991	0.599	0.897	0.9	0.678
	RMSEA			0.151	0.087	0.023	0.106	0.054	0.054	0.128
	SRMR			0.165	0.124	0.034	0.094	0.043	0.043	0.123
Inter-personal Relatedness	χ^2			8,183.84	1,546.84	356.579	7,333.76	2,259.19		7,775.28
	df			77	76	74	135	134	1,678.74	104
	CFI			0.994	0.781	0.96	0.531	0.862	132	0.615
	RMSEA			0.054	0.149	0.064	0.107	0.058	0.899	0.126
	SRMR			0.037	0.179	0.055	0.101	0.048	0.05	0.131
Emo Self-Awareness	χ^2			2,934.28	137.73		2,508.29	1,311.66	0.043	1,986.64
	df			27	26		65	64		44
	CFI			1	0.724	0.989	0.743	0.869		0.863
	RMSEA			0.017	0.151	0.03	0.09	0.065		0.097
	SRMR			0.012	0.112	0.041	0.068	0.046		0.068
Self-Awareness	χ^2			7,388.30	624.29		7,353.07	1,542.72		8,399.37
	df			77	76		135	134		104
	CFI			0.994	0.864	0.99	0.547	0.912		0.598
	RMSEA			0.057	0.141	0.039	0.107	0.048		0.131
	SRMR			0.036	0.177	0.037	0.112	0.043		0.143
Emotional Regulation	χ^2			6,797.52	415.62		6,470.95	1,578.79		6,550.28
	df			65	64		119	118		90
	CFI			0.993	0.778	0.988	0.549	0.896		0.655
	RMSEA			0.053	0.148	0.034	0.107	0.052		0.124
	SRMR			0.034	0.18	0.036	0.103	0.044		0.126
Self-Control	χ^2			4,932.66	231.92		8,897.53	3,356.65		18,833.32
	df			54	53		152	151		119
	CFI			0.999	0.63	0.986	0.672	0.88		0.4
	RMSEA			0.041	0.138	0.027	0.111	0.068		0.184

	SRMR	0.014	0.173	0.04	0.111	0.059	0.213	0.043
Perseverance	χ^2		3,810.63	251.14	3,337.08	1,503.54	3,122.90	973.16
	df		44	43	90	89	65	64
	CFI	0.996	0.693	0.983	0.693	0.866	0.8	0.941
	RMSEA	0.048	0.134	0.032	0.088	0.058	0.101	0.055
	SRMR	0.026	0.132	0.039	0.073	0.042	0.083	0.031
Personal Initiative	χ^2		6,743.73	481.09	6,395.17	1,522.22	6,823.23	864.76
	df		65	64	119	118	90	89
	CFI	0.994	0.807	0.988	0.563	0.902	0.645	0.959
	RMSEA	0.056	0.147	0.037	0.107	0.051	0.127	0.043
	SRMR	0.037	0.18	0.037	0.099	0.042	0.129	0.025
PSDM	χ^2		7,668.83	987.85	7,333.49	1,801.59	10,975.00	1,135.31
	df		104	103	170	169	135	134
	CFI	0.982	0.842	0.982	0.614	0.912	0.531	0.957
	RMSEA	0.067	0.124	0.043	0.095	0.046	0.131	0.04
	SRMR	0.053	0.155	0.037	0.098	0.038	0.158	0.025
Empathy	χ^2		6,241.77	438.50	5,674.67	1,552.13	6,001.64	879.9
	df		65	64	119	118	90	89
	CFI	0.992	0.761	0.986	0.593	0.895	0.675	0.957
	RMSEA	0.056	0.141	0.035	0.1	0.051	0.119	0.044
	SRMR	0.034	0.17	0.038	0.093	0.043	0.12	0.027
Expressiveness	χ^2		7,184.41	836.72	6,765.35	1,588.66	9,644.00	862.41
	df		90	89	152	151	119	118
	CFI	0.987	0.788	0.978	0.619	0.917	0.563	0.966
	RMSEA	0.066	0.129	0.042	0.097	0.045	0.131	0.037
	SRMR	0.045	0.159	0.038	0.096	0.038	0.152	0.021
Influence	χ^2		6,940.33	381.42	7,240.34	2,045.65	9,708.99	1,372.70
	df		65	64	152	151	119	118
	CFI	0.996	0.767	0.989	0.592	0.891	0.562	0.943
	RMSEA	0.056	0.149	0.032	0.1	0.052	0.132	0.048
	SRMR	0.03	0.183	0.035	0.097	0.042	0.148	0.029
Negotiation	χ^2		6,472.22	195.09	5,406.64	1,354.33	5,966.89	736.45
	df		54	53	104	103	77	76
	CFI	0.994	0.76	0.995	0.61	0.908	0.675	0.964
	RMSEA	0.063	0.158	0.024	0.105	0.051	0.128	0.043
	SRMR	0.034	0.192	0.033	0.093	0.04	0.125	0.022
Collaboration	χ^2		6,883.36	498.36	5,470.05	1,576.65	5,763.09	848.61
	df		54	53	104	103	77	76
	CFI	0.993	0.789	0.986	0.601	0.877	0.683	0.957
	RMSEA	0.082	0.163	0.042	0.105	0.059	0.126	0.047
	SRMR	0.042	0.196	0.04	0.094	0.046	0.122	0.026

Discussion – Phase Two

In this phase, we focused on establishing the dimensionality and reliability of the SEB skills measures. Surveys were administered to large, low-literacy populations using in-person data collection methods, incorporating pictorial Likert-type response scales on tablets. This approach addressed limitations of prior scales, which were often developed for internet samples, younger populations, or college students, and employed varied measurement anchors. By implementing a uniform response format across diverse contexts, our methodology ensured greater accessibility for low-income populations and aligned with practices commonly used in program evaluations and randomized controlled trials.

Key Findings

The results underscore the robustness of the SEB skills measures across varied linguistic and educational contexts. Dimensionality analyses consistently supported key constructs such as listening and interpersonal relatedness, while minor revisions improved the clarity and reliability of more complex constructs, including self-control and influence. These refinements enhanced the psychometric validity of the measures, ensuring their applicability in diverse populations.

Discriminant Validity

Confirmatory analyses demonstrated strong discriminant validity for the skill measures. When modeled independently, the measures exhibited excellent fit indices, affirming their structural validity. Comparisons with related orbiting constructs further supported the theoretical distinction between skills and these constructs, with significant improvements in fit indices reinforcing the hypothesized factor structures.

Implications

The findings from this phase advance the measurement of SEB skills by addressing methodological gaps in prior research and demonstrating the feasibility of implementing robust, context-sensitive tools in low-literacy and multilingual populations. By ensuring the validity and reliability of these measures, this work provides a foundation for future studies examining the impact of SEB skills on economic and social outcomes.

Phase Three: Item Content Validation

Content validation is critical for ensuring that survey items align with intended constructs and distinguish themselves from related constructs. Following guidance from Colquitt et al. (2019), we assessed two aspects of content validity:

Definitional Correspondence: The degree to which an item's wording reflects the researcher's intended conceptual meaning.

Distinctiveness: The ability of a construct to stand apart from related constructs, providing unique value to the psychological literature.

Participants and Procedure

Samples 8-11: South Africa (Online Studies)

A total of 1,368 participants, primarily self-identified as Black South Africans (76%), completed the study via the *Prolific* platform. Participants were 82% employed (82% full-time, 18% part-time) and evenly split between students and non-students. All surveys were administered in English using *Qualtrics*.

To measure definitional correspondence, participants reviewed items from each scale (both intended and unintended constructs) and rated the extent to which each item corresponded to the provided skill definition. Ratings used a 7-point scale (1 = Extremely Bad, 7 = Extremely Good). For unintended items, participants reviewed unrelated constructs (e.g., Machiavellianism items under the definition of empathy), per the content validation procedures outlined by Colquitt and colleagues (2019).

Orbiting Constructs: Self-Esteem and Machiavellianism

Distinctiveness was assessed by comparing each skill with two orbiting constructs: self-esteem (Rosenberg, 1965) and Machiavellianism (Jonason & Webster, 2010). Self-esteem served as a foundational concept for intrapersonal behaviors, while Machiavellianism represented an extreme form of interpersonal behaviors.

Evaluation Metrics

We used two metrics for content validity:

Hinkin-Tracey Convergence (HTC): Calculated as the average participant rating divided by 7 (the number of rating anchors), indicating internal alignment with construct definitions.

Hinkin-Tracey Distinctiveness (HTD): Assessed the degree of differentiation between items and orbiting constructs, normed into a distinctiveness index ranging between 0 and 1.

Results – Phase Three

Of the 16 skill facets assessed, 14 achieved at least moderate definitional correspondence, meeting the threshold for hypothesis testing (see **Tables 7–10**). Listening and relatedness skills, which included two facets each (e.g., active vs. respectful listening; maintaining vs. networking interpersonal relationships), consistently demonstrated strong convergence. The results affirm the content validity of the SEB skills measures. These findings support the theoretical robustness of these scales and their applicability in future research in Africa.

However, self-control, which relied entirely on reverse-coded items, presented challenges. This result may stem from confusion in associated reverse-coded items with a definition, as some respondents may have considered items to be the opposite of the definition. This would be consistent with the item reductions that occurred in early versions of the instrument, where polychoric correlations and EFA results in inability of the team to include reverse-coded and positively-coded items in the same scale, despite several attempts. It may also stem from definitional inconsistencies across literatures (e.g., developmental, personality, and clinical psychology) or cultural differences in interpreting the concept. Future research should explore whether self-control requires redefinition or adaptation for non-Western contexts.

On distinctiveness, empathy clearly stood apart, underscoring its value beyond orbiting constructs. In contrast, the conceptual overlap between influence, self-esteem, and Machiavellianism suggests the need for alternative orbiting constructs to fully capture the unique contributions of influence. This issue may reflect the procedural rigor of our design, which intentionally set a high bar for distinctiveness.

These findings advance the measurement of SEB skills by providing validated tools that are both theoretically grounded and culturally sensitive, addressing critical gaps in cross-cultural psychology.

Content Validity Analysis 1 of 4: Interpersonal (Social) Awareness Skills										
		Convergence to Definition				Participant Ratings (1-7 scale)				Distinctiveness from Orbiting Constructs
Skill					Intended Match		Unintended Match			
<i>Focal Skills</i> (Final No. Items)		HTC		Rating		Focal Skill		Self -esteem		Machiavelli -anism
Empathy (7)		.85		<i>moderate</i>		5.93		3.66		2.78
Listening (Actively) (3)		.86		<i>moderate</i>		6.02		3.86		3.32
Listening (Respectfully) (3)		.88		<i>strong</i>		6.13		3.79		3.20

NOTE. N = 532. Responses were made on a scale ranging from 1 (*item does an EXTREMELY BAD job of measuring the skill concept*) to 7 (*item does an EXTREMELY GOOD job of measuring the skill concept*). All ratings come from the Colquitt et al. (2019) norming across 112 scales previously reported in applied psychology journals 2010-2016.

Content Validity Analysis 2 of 4: Interpersonal (Social) Management Skills										
		Convergence to Definition				Participant Ratings (1-7 scale)				Distinctiveness from Orbiting Constructs
Skill					Intended Match		Unintended Match			
<i>Focal Skills</i> (Final No. Items)	HTC		Rating		Focal Skill		Self -esteem	Machiavelli -anism	HTD	Rating
Expressiveness (9)	.84		<i>moderate</i>		5.87		4.90	3.75	.26	<i>moderate</i>
Relatedness (Networking) (4)	.85		<i>moderate</i>		5.94		4.39	3.52	.33	<i>strong</i>
Relatedness (Maintaining) (6)	.89		<i>strong</i>		6.23		4.31	3.14	.42	<i>very strong</i>
Influence (10)	.76		<i>weak</i>		5.33		4.45	4.67	.13	<i>weak</i>
Negotiation (6)	.84		<i>moderate</i>		5.86		4.13	3.28	.36	<i>very strong</i>
Collaboration (6)	.84		<i>moderate</i>		5.91		4.28	3.23	.36	<i>very strong</i>

NOTE. N = 532. Responses were made on a scale ranging from 1 (*item does an EXTREMELY BAD job of measuring the skill concept*) to 7 (*item does an EXTREMELY GOOD job of measuring the skill concept*). All ratings come from the Colquitt et al. (2019) norming across 112 scales previously reported in applied psychology journals 2010-2016.

Content Validity Analysis 4 of 4: Intrapersonal (Self) Management Skills										
	Convergence to Definition			Participant Ratings (1-7 scale)				Distinctiveness from Orbiting Constructs		
Skill				Intended Match		Unintended Match				
<i>Focal Skills</i> (Final No. Items)	HTC		Rating	Focal Skill		Self-esteem		Machiavelli-anism	HTD	Rating
Emotional Regulation (7)	.85		<i>moderate</i>	5.94		4.48		3.07	.36	<i>very strong</i>
Self-Control (9)	.64		<i>weak</i>	4.38		2.61		2.51	.30	<i>strong</i>
Personal Initiative (7)	.84		<i>moderate</i>	5.85		4.97		3.66	.26	<i>moderate</i>
Perseverance (5)	.86		<i>moderate</i>	6.01		5.14		3.57	.28	<i>strong</i>
Problem Solving & Decision-Making (10)	.84		<i>moderate</i>	5.89		4.69		3.22	.32	<i>strong</i>

NOTE. N = 523. Responses were made on a scale ranging from 1 (*item does an EXTREMELY BAD job of measuring the skill concept*) to 7 (*item does an EXTREMELY GOOD job of measuring the skill concept*). All ratings come from the Colquitt et al. (2019) norming across 112 scales previously reported in applied psychology journals 2010-2016. The results for *Perseverance* and *Personal Initiative* reflect a comparison to the two orbiting constructs (as with the other skills), but additionally a comparison to each other in the HTD column. During exploratory factor analyses, these two constructs had some high cross-loadings; therefore, we investigated a stricter test of their distinctiveness from each other and from the orbits used for other constructs.

Phase Four: Hypothesis Testing

Employers across sectors and regions consistently report unmet demand for socio-emotional and behavioral (SEB) skills, highlighting their potential importance for labor market success (Cunningham & Villaseñor, 2014). However, empirical findings on the economic value of SEB skills remain mixed, with studies reporting positive (Bohlayer & Gielnik, 2023; Campos et al., 2017b), null, and even negative outcomes (Alibhai et al., 2019; Ubfal et al., 2022). This inconsistency likely stems from challenges in measurement validation (Laajaj et al., 2019, p. 1292).

In this phase, we used the validated ESTEEM framework to evaluate the relationship between SEB skills and two economic outcomes: employment and income. Drawing on socio-analytic theory (SAT) (R. Hogan, 1983, 1991) and social role theory (SRT) (Eagly & Wood, 1991, 2012), we investigated the role of agentic (e.g., assertiveness, influence) and communal skills (e.g., collaboration, empathy) in predicting labor market success, with a particular focus on gender differences. SAT posits that agentic and communal skills align with distinct labor market demands and that agentic skills might be more rewarded (compared to communal skills) at workplaces in general, while SRT suggests that societal expectations reinforce gendered roles, potentially making the economic returns to agentic/communal skills depend significantly upon the worker's gender.

Figure 3 combines these two theories into one framework for gender analysis.

Figure 3.

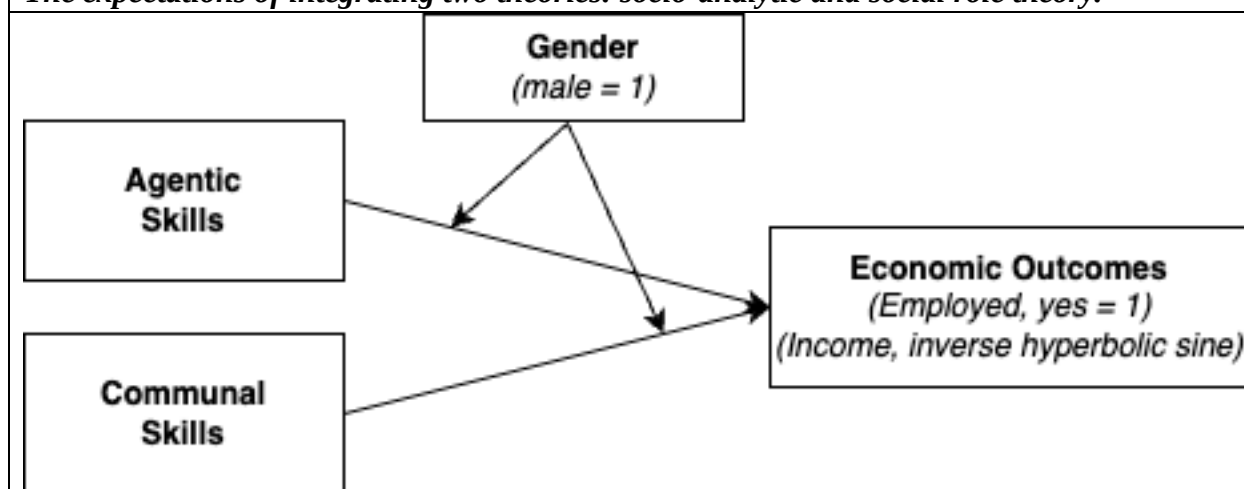
The expectations of integrating two theories: socio-analytic and social role theory.

Table 11.

Aggregate Skill Groups Included in Regression Analyses (Phase Four)

Communal Skills Aggregate (no. items) (get along)	Agentic Skills Aggregate (no. items) (get ahead)
Collaboration (5): the ability to consider different perspectives in groups of two or more people, to identify situations involving group-level decisions, and to coordinate with team members to create shared plans or goals. Empathy (7): understand another's viewpoint or thoughts and have emotional concern for another's situation or experience. Listening Actively (3): the ability to attend to what other people are saying, ask clarifying questions, and show others that you are attending to them. Listening Respectfully (3): the ability to listen to others in a courteous way, to understand their needs and views, to avoid interruptions if appropriate. Maintaining Relationships (6) (a communal form of Interpersonal Relatedness): the ability to benefit others, behave respectfully, and show caring to support continuing relationships.	Expressiveness (9): explaining ideas in a way that others will understand and openly expressing one's opinion. Influence (5): the ability to communicate in a manner that changes others' perspectives, to adapt one's own behavior in situationally-appropriate ways to sway others. Negotiation (6): the ability to identify one's own and others' interests during a disagreement and to change one's own behaviors as a strategy for resolving problems and achieving one's goals. Networking (3) (an agentic form of Interpersonal Relatedness): the ability to build trust and initiate new relationships. Personal Initiative (7): The ability to seek opportunities to improve one's self and to put these plans into action.
Note. We included nine ESTEEM framework skill facets that clearly match either an agentic or communal designation. In one case, interpersonal relatedness, we classified the two facets of a skill differently, because the networking sub-scale (agentic) differs from the relation-maintenance sub-scale (communal).	

Participants and Procedure

For these hypothesis tests, we analyzed all prior data from study participants in Phase Two of the research.

For ease of interpretation, all socioemotional skill scores were standardized by subtracting the mean and dividing by the standard deviation for each sample, such that regression results would be comparable across skills within a given sample. We utilized the following regression specifications, where Y denotes the outcome variable, S denotes the social, emotional, or behavioral skill, M denotes a binary variable indicating if the individual is male, X denotes the set of control variables which includes age, educational attainment, and a binary variable indicating if the individual is married or cohabitating.

$$Y_i = \alpha + \beta_1 S_i + \beta_4 X_i + \varepsilon$$

$$Y_i = \alpha + \beta_1 S_i + \beta_2 M_i + \beta_3 (S_i \times M_i) + \beta_4 X_i + \varepsilon$$

This regression was run separately for each of the samples and each of the 14 socioemotional skills (16 total facets) and their 11 aggregate skills and allows for an analysis of the gender-disaggregated results.

Measures

Independent Measures. We used two aggregate measures totaling 47 items. Specifically, we analyzed the final, validated scale items for each SEB skill that could be characterized as either agentic or communal (see **Table 11**). The agentic skills aggregate included four scales for expressiveness, influence, negotiation, and networking skills (23 items). The communal skills aggregate included items from collaboration, empathy, listening, and the scale for maintaining relationships (24 items).

Dependent Measures. Employment is measured as a dichotomous variable (yes, employed = 1). Income was self-reported by participants, then we used the inverse hyperbolic

sine (IHS) transformation, following prevailing practice in economics (Bellemare & Wichman, 2020; Burbidge et al., 1988; Pence, 2006) in order to address the presence of extreme outliers and skewness in income data, enabling more reliable statistical analysis while retaining meaningful distinctions across the income distribution, including for observations with low or negative values.

Control Variables. For sex, we used a dummy variable (male = 1). Age is measured in years. Education is measured in years of school completed. Marital status is a dichotomous variable (yes = 1).

Results – Phase 4

Table 12 presents descriptive statistics (by gender) for each of the SEB skills. **Table 13** presents the mean scores for each SEB skill by gender and by country. Online supplement Appendix D-1 presents all employment outcome results in **Tables 22-23** and Appendix D-2 presents all income outcome results in **Tables 24-25**. In all cases “Panel A” represents aggregates of skills (e.g. agentic vs. communal skills, or interpersonal vs. intrapersonal skills, etc.), while “Panel B” shows results from each disaggregated SEB skill.

In the analyses, we find a large variation in results for both employment and income with patterns bounded by sample rather than by the agentic versus communal skills distinction.

Main Effects

No cross-national main effect pattern was observed. In Nigeria, agentic and communal skills were positively associated with employment and income, particularly among women. For women, a one-standard-deviation increase in overall SEB skills was associated with a 6.3 percentage-point increase in employment and a 28.7% increase in income (Tables 22a and 16a,

Panel A). In Côte d'Ivoire, communal skills were positively related to income for women, with a one-standard-deviation increase in these skills corresponding to an 18.6% increase in income (Table 23a, Panel B). Employment effects were not significant. In the Republic of Congo, perseverance and personal initiative showed significant positive associations with income and employment for men, with a 4-percentage-point increase in employment and an 18.9% increase in income (Table 25a, Panel B).

Gender Interactions

Across all samples, gender interactions yielded mixed results. In Nigeria and the Republic of Congo, both agentic and communal skills predicted employment and income, but with gendered patterns. Women in Nigeria showed stronger returns to communal skills, while men in the Republic of Congo exhibited higher returns to agentic skills (Tables 22a and 24a). In Côte d'Ivoire, communal skills were more strongly associated with income for women, while men showed no significant advantage for agentic skills. Results in Rwanda and Tanzania did not reveal significant associations between SEB skills and labor outcomes (Tables 22b and 24b).

Discussion

Despite considerable attention to SEB skills, their measurement and impact on adult economic outcomes remain incompletely understood due in part to measurement issues, and an imbalanced research focus on agentic over communal skills. This study addressed these gaps by developing and validating the ESTEEM framework, providing a comprehensive tool to measure agentic and communal SEB skills in diverse African populations. These scales enable more accurate investigations into the relationship between SEB skills and economic outcomes, such as

employment and income, opening the opportunity for deeper understanding about policies designed to invest in these skills.

Theoretical Implications

This research advances the theoretical understanding of SEB skills in several ways. First, it resolves longstanding concerns about measurement validity by introducing scales specifically designed for theory-grounded, cross-cultural research applicable to economic (rather than educational outcomes) contexts. This contribution builds on socio-analytic theory by offering precise operationalizations of agentic and communal skills and it supports social role theory by empirically examining if the expected pattern of gendered returns (more returns for agentic skills for men, and more returns for communal skills for women) actually attains.

Second, the study highlights the opportunity to learn more about country-level effects of SEB skills on labor market outcomes, finding that communal skills, such as empathy and relationship maintenance, have differential returns depending on gender and the sample context. For example, communal skills showed higher economic returns for women in certain countries, challenging traditional assumptions that prioritize agentic skills for economic success. These findings suggest that economic empowerment policy strategies must account for gendered nuances more so in some country contexts than in others – focusing the intervention theoretical toolkit on samples rather than whole continents.

Finally, this research bridges gaps in existing literature by offering evidence-based insights into the interaction of SEB skills, gender, and economic outcomes. By integrating theoretical frameworks, the study establishes a foundation for future research to explore how skill development might align with or depart from cultural expectations in ways that skew economic results.

Practical Implications

The ESTEEM scales provide a valuable tool for practitioners, particularly in workforce development and education sectors. Employers can use these measures to identify skill gaps and compare what they believed they needed to what the available labor force has.

Policy implications are also likely in the context of international development. Policy analysts can use these scales to serve as one outcome measure in randomized control trial causal designs. Indeed, the sampled countries in this study are major partners for a wide variety of non-profit and international financial institution policy evaluation efforts. Investments in SEB skills training programs can be more effectively evaluated and optimized using the ESTEEM framework. Moreover, this research underscores the need for country-sensitive approaches to gender analyses, ensuring that programs do not perpetuate existing disparities but instead empower women to succeed across diverse national contexts.

Limitations

This study has several limitations that provide avenues for future research. First, while the scales demonstrated strong psychometric validity across diverse African contexts, their applicability to non-African settings remains untested. Future studies should evaluate the generalizability of these measures in other regions. Second, the reliance on self-reported data for income and skill levels introduces potential biases. Although statistical interaction tests for the gender moderation hypothesis should mitigate these issues to some extent (Siemens et al., 2010), incorporating additional objective measures, such as employer evaluations or administrative data, could enhance the robustness of findings. Finally, the cross-sectional nature of the data limits causal inferences about the relationship between SEB skills and economic outcomes. Longitudinal studies are needed to examine how these skills develop over time and influence economic trajectories.

Directions for Future Research

Building on the findings of this study, future research should explore the mechanisms underlying the differential returns to agentic and communal skills. For instance, how do workplace norms and organizational cultures mediate the relationship between SEB skills and economic outcomes? Additionally, studies could investigate whether interventions that challenge traditional gender roles enhance the economic value of underutilized skills. Longitudinal research is particularly critical to understanding the development and stability of SEB skills across the life course. Such studies could illuminate how early interventions in skill development impact long-term economic success. Furthermore, comparative analyses across regions and industries would provide deeper insights into the contextual factors shaping the rewards for SEB skills.

Conclusion

This research represents a significant step forward in understanding social, emotional, and behavioral (SEB) skills and their economic implications. By addressing critical gaps in measurement and theory, the ESTEEM framework enables more nuanced and actionable insights into the conditions under which these skills contribute to economic success. As scholars and practitioners continue to grapple with the complexities of women's economic empowerment as a policy goal, this study provides a foundation for advancing both theory and practice.

Table 12

Mean Skill Rating (1-5 scale) for 16 Skill Facets and 1 Comparison Construct (by Gender) in all studies

	All			Women			Men		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Panel A: Aggregated measures									
All	3.92	0.32	12,282	3.89	0.30	6,152	3.95	0.34	6,129
Agentic	4.00	0.38	13,439	3.96	0.36	6,722	4.04	0.38	6,716
Communal	3.91	0.42	12,284	3.88	0.41	6,153	3.94	0.44	6,130
Intrapersonal	3.91	0.34	12,285	3.89	0.33	6,154	3.93	0.35	6,130
Interpersonal	3.93	0.36	12,283	3.90	0.35	6,152	3.97	0.38	6,130
Awareness	5.43	0.74	12,283	5.37	0.71	6,153	5.48	0.76	6,129
Management	3.95	0.33	12,284	3.92	0.31	6,153	3.98	0.34	6,130
Social Awareness	3.77	0.55	12,284	3.73	0.53	6,153	3.80	0.56	6,130
Social Management	4.03	0.37	13,439	3.99	0.35	6,722	4.07	0.38	6,716
Self Awareness	4.04	0.40	12,285	4.01	0.38	6,154	4.07	0.41	6,130
Self Management	3.87	0.37	12,286	3.85	0.36	6,154	3.88	0.39	6,131
Panel B: Disaggregated measures									
1. Emotional Awareness	3.99	0.48	13,442	3.95	0.47	6,724	4.02	0.48	6,717
2. Self-Awareness	4.10	0.41	12,285	4.07	0.39	6,154	4.12	0.42	6,130
3. Emotional Regulation	4.05	0.42	12,286	4.02	0.40	6,154	4.08	0.43	6,131
4. Self Control	3.31	0.92	12,286	3.32	0.88	6,154	3.30	0.96	6,131
5. Perseverance	4.06	0.46	13,442	4.03	0.45	6,724	4.08	0.46	6,717
6. Personal Initiative	4.11	0.43	13,442	4.09	0.42	6,724	4.14	0.44	6,717
7. PSDM	4.03	0.42	13,442	4.00	0.41	6,724	4.06	0.43	6,717
8a. Listening (Respectfully)	3.42	1.14	12,285	3.36	1.12	6,154	3.47	1.15	6,130
8b. Listening (Actively)	4.02	0.51	13,440	4.00	0.48	6,723	4.04	0.54	6,716
9. Empathy	4.09	0.40	13,441	4.06	0.39	6,724	4.12	0.41	6,716
10. Expressiveness	4.00	0.43	13,440	3.97	0.41	6,723	4.03	0.45	6,716
11a. Relatedness (Maintain)	4.20	0.41	13,441	4.18	0.39	6,724	4.21	0.42	6,716
11b. Relatedness (Network)	3.92	0.62	13,441	3.85	0.64	6,724	4.00	0.60	6,716
12. Influence	3.99	0.46	13,441	3.96	0.45	6,724	4.02	0.47	6,716
13. Negotiation	4.02	0.43	13,440	4.00	0.42	6,723	4.05	0.45	6,716
14. Collaboration	4.13	0.41	13,441	4.11	0.39	6,724	4.15	0.43	6,716
<i>Comparison construct</i>									
15. Generalized Self-Efficacy	4.01	0.41	13,442	3.98	0.39	6,724	4.04	0.42	6,717
Panel C: Control variables									
Age	24.02	4.54	13,900	24.01	4.57	7,023	24.02	4.52	6,876
Education	9.88	3.49	13,536	9.49	3.71	6,783	10.27	3.20	6,752
Marital status	0.16	0.36	13,900	0.22	0.41	7,023	0.09	0.29	6,876
Gender	0.49	0.50	13,905	0.00	0.00	7,023	1.00	0.00	6,882
Panel D: Dependent variables									
Employment	2.49	2.48	13,905	2.11	2.36	7,022	2.89	2.53	6,882
Income	0.50	0.50	13,905	0.43	0.50	7,022	0.56	0.50	6,882

Note. PSDM = Problem Solving & Decision Making.

Table 13

Mean Skill Rating (1-5 scale) for 16 Skill Facets and 1 Comparison Construct (by Sample and by Gender)

	Nigeria		Côte d'Ivoire		Congo		Rwanda		Tanzania-I		Tanzania-III	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
1. Emotional Awareness	4.11	4.16	3.86	3.90	4.00	4.06	3.97	4.00	3.97	4.04	4.10	4.14
2. Self-Awareness	4.16	4.20	4.02	4.07	3.99	4.06	4.05	4.15	4.11	4.16	4.15	4.17
3. Emotional Regulation	4.16	4.18	3.98	4.02	4.04	4.11	4.09	4.13	4.00	4.07	4.06	4.11
4. Self Control	3.28	3.27	3.20	3.15	3.51	3.41	3.63	3.69	3.20	3.14	2.95	2.91
5. Perseverance	4.13	4.18	4.05	4.07	3.99	4.08	4.15	4.21	3.98	4.05	4.11	4.15
6. Personal Initiative	4.18	4.21	3.98	4.02	4.06	4.15	4.37	4.44	4.11	4.16	4.15	4.20
7. PSDM	4.12	4.18	3.96	4.00	3.97	4.05	4.22	4.23	3.97	4.04	4.09	4.16
8a. Listening (Respectfully)	3.62	3.57	3.46	3.41	4.12	4.12	3.79	3.68	3.44	3.41	4.11	4.17
8b. Listening (Actively)	4.13	4.15	4.02	4.05	3.90	3.94	4.18	4.28	3.95	4.00	4.12	4.16
9. Empathy	4.17	4.21	4.05	4.09	4.09	4.13	4.18	4.25	4.02	4.10	4.13	4.16
10. Expressiveness	4.15	4.21	3.93	3.98	3.94	3.97	3.96	4.07	3.98	4.05	4.08	4.13
11a. Relatedness (Maintain)	4.24	4.27	4.14	4.19	4.13	4.16	4.40	4.44	4.19	4.22	4.15	4.19
11b. Relatedness (Networking)	4.02	4.13	3.75	3.91	4.03	4.10	3.90	4.11	3.80	3.96	3.96	4.06
12. Influence	4.11	4.17	3.92	3.98	3.79	3.87	4.01	4.11	4.00	4.08	4.07	4.12
13. Negotiation	4.12	4.12	3.96	4.00	4.00	4.07	4.02	4.12	3.98	4.04	4.09	4.14
14. Collaboration	4.16	4.24	4.10	4.15	4.06	4.10	4.34	4.38	4.07	4.12	4.11	4.15
Comparison construct												
15. Generalized Self-Efficacy	4.12	4.19	3.95	3.98	3.97	4.05	4.18	4.22	3.94	4.02	4.08	4.13

Note. PSDM = Problem Solving & Decision Making.

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Assessing Social, Emotional, and Behavioral Skills in Africa: The ESTEEM Framework

(Online Supplement)

Table of Contents

Phase One: Item Generation (Literature Review)

[Appendix A-1: Final Items](#)

[Appendix A-2: Bibliography of 621 Research Papers Consulted in the Literature Review](#)

[Appendix A-3a: Final 81 Publications Mapped to 14 SEB Skills](#)

[Appendix A-3b: Bibliography of Final 81 Sources Used to Generate Items](#)

[Appendix A-3a: Evidence on Gender and the Economic Returns to SEB Skills](#)

Phase Two: Scale Reliability and Dimensionality

[Appendix B-1: Nigeria Descriptive Statistics](#)

[Appendix B-2: Côte d'Ivoire Descriptive Statistics](#)

[Appendix B-3: Congo Descriptive Statistics](#)

[Appendix B-4: Rwanda Descriptive Statistics](#)

[Appendix B-5: Tanzania-I Descriptive Statistics](#)

[Appendix B-6: Tanzania-III Descriptive Statistics](#)

Phase Three: Content Validation

[Appendix C-1: Methods: Participants, Measures, and Procedures](#)

[Appendix C-2: Results: Studies 08 to 20](#)

Phase Four: Hypothesis Testing

[Guide to Results Tables for Employment and Income](#)

[Appendix D-1: All Employment Results](#)

[Appendix D-2: All Income Results](#)

[Appendix D-3A: Nigeria Regressions – Employment](#)

[Appendix D-3B: Nigeria Regressions – Income](#)

[Appendix D-4A: Côte d'Ivoire Regressions – Employment](#)

[Appendix D-4B: Côte d'Ivoire Regressions – Income](#)

[Appendix D-5A: Congo Regressions – Employment](#)

[Appendix D-5B: Congo Regressions – Income](#)

[Appendix D-6A: Rwanda Regressions – Employment](#)

[Appendix D-6B: Rwanda Regressions – Income](#)

[Appendix D-7A: Tanzania-I Regressions – Employment](#)

[Appendix D-7B: Tanzania-I Regressions – Income](#)

[Appendix D-8A: Tanzania-III Regressions – Employment](#)

[Appendix D-8B: Tanzania-III Regressions – Income](#)

[Appendix D-9A: Analysis Controlling for Enumerator: Employment Regressed on SEB Skills](#)

[Appendix D-9B: Analysis Controlling for Enumerator: Employment Regressed on SEB Skills, with Gender x Skill Interaction Predictor](#)

[Appendix D-9C: Analysis Controlling for Enumerator: Income Regressed on SEB Skills](#)

[Appendix D-9D: Analysis Controlling for Enumerator: Income Regressed on SEB Skills, with Gender x Skill Interaction Predictor](#)

List of Supplemental Tables

Table 1:	Map of 14 Social, Emotional, and Behavioral Skills to 81 Research Publications, Using Constructs from 5 Fields of Study
Table 2:	Evidence on Gender Similarities and Differences in SEB Skill Levels and the Economic Returns to SEB Skills

Table 3:	Nigeria Descriptive Statistics
Table 4:	Côte d'Ivoire Descriptive Statistics
Table 5:	Congo Descriptive Statistics
Table 6:	Rwanda Descriptive Statistics
Table 7:	Tanzania-I Descriptive Statistics
Table 8:	Tanzania-III Descriptive Statistics
Table 9:	Content Validation Results: Emotional Self Awareness
Table 10:	Content Validation Results: Self Awareness
Table 11:	Content Validation Results: Emotional Regulation
Table 12:	Content Validation Results: Self Control
Table 13:	Content Validation Results: Personal Initiative & Perseverance (combined SEB skills and orbits)
Table 14:	Content Validation Results: Problem Solving & Decision-Making
Table 15:	Content Validation Results: Empathy
Table 16:	Content Validation Results: Listening Actively and Listening Respectfully
Table 17:	Content Validation Results: Expressiveness
Table 18:	Content Validation Results: Interpersonal Relatedness (Networking)
Table 19:	Content Validation Results: Interpersonal Relatedness (Maintaining Relationships)
Table 20:	Content Validation Results: Influence
Table 21:	Content Validation Results: Collaboration & Negotiation
Table 22a Panel A:	Regressions of Employment Outcomes on Aggregates (3 samples)
Table 22b Panel A:	Regressions of Employment Outcomes on Aggregates (continued, remaining 3 samples)
Table 22a Panel B:	Regressions of Employment Outcomes on Each Disaggregated SEB Skill (3 samples)
Table 22b Panel B:	Regressions of Employment Outcomes on Each Disaggregated SEB Skill (continued, remaining 3 samples)
Table 23a Panel A:	Regressions of Employment Outcomes on Aggregates of SEB Skill (3 samples)
Table 23b Panel A:	Regressions of Employment Outcomes on Aggregates of SEB Skill (continued, remaining 3 samples)
Table 23a Panel B:	Regressions of Employment Outcomes on Each Disaggregated SEB Skill (3 samples)
Table 23b Panel B:	Regressions of Employment Outcomes on Each Disaggregated SEB Skill (continued, remaining 3 samples)
Table 24a Panel A:	Regressions of Income Outcomes on Aggregates (3 samples)
Table 24b Panel A:	Regressions of Income Outcomes on Aggregates (continued, remaining 3 samples)
Table 24a Panel B:	Regressions of Income Outcomes on Each Disaggregated SEB Skill (3 samples)
Table 24b Panel B:	Regressions of Income Outcomes on Each Disaggregated SEB Skill (continued, remaining 3 samples)
Table 25a Panel A:	Regressions of Income Outcomes on Aggregates of SEB Skill (3 samples)
Table 25b Panel A:	Regressions of Income Outcomes on Aggregates of SEB Skill (continued, remaining 3 samples)
Table 25a Panel B:	Regressions of Income Outcomes on Each Disaggregated SEB Skill (3 samples)
Table 25b Panel B:	Regressions of Income Outcomes on Each Disaggregated SEB Skill (continued, remaining 3 samples)
Table 26:	Nigeria Employment Outcomes
Table 27:	Nigeria Income Outcomes
Table 28:	Côte d'Ivoire Employment Outcomes
Table 29:	Côte d'Ivoire Income Outcomes
Table 30:	Congo Employment Outcomes
Table 31:	Congo Income Outcomes
Table 32:	Rwanda Employment Outcomes
Table 33:	Rwanda Income Outcomes
Table 34:	Tanzania-I Employment Outcomes
Table 35:	Tanzania-I Income Outcomes
Table 36:	Tanzania-III Employment Outcomes
Table 37:	Tanzania-III Income Outcomes
Table 38:	Analysis Controlling for Enumerator: Employment Regressed on SEB Skills
Table 39:	Analysis Controlling for Enumerator: Employment Regressed on SEB Skills, with Gender x Skill Interaction Predictor
Table 40:	Analysis Controlling for Enumerator: Income Regressed on SEB Skills
Table 41:	Analysis Controlling for Enumerator: Income Regressed on SEB Skills, with Gender x Skill Interaction Predictor

Phase One: Item Generation

Appendix A-1: Final Items

A-1a: English

Problem Solving & Decision Making

1. When I have a problem, I can find several ways to solve it.
2. I solve most problems if I put in the necessary effort.
3. I can find creative solutions to unplanned problems.
4. I can always solve difficult problems if I try hard enough.
5. When making a decision, I analyze my options and their consequences before I act.
6. When making a decision, I look for as much information as I can before I decide what to do.
7. I compare all my options before making a decision.
8. If my first solution does not work, I can come up with another way to solve my problem.
9. I come up with solutions that are unique.
10. I develop new solutions to problems that surprise other people. Appendix A2: Swahili

Personal Initiative

1. I actively tackle problems.
2. Whenever there is a chance to get actively involved, I take it.
3. I take action immediately even when others don't.
4. I am quick to take advantage of opportunities to reach my goals.
5. I seek opportunities to learn more.
6. I look for opportunities to improve myself personally and professionally.
7. If I get feedback on ways I can improve, I immediately try to do better.

Perseverance

1. I finish whatever I begin.
2. Setbacks don't discourage me.
3. When work is difficult, I keep up my effort.
4. If someone is against me, I keep working to fix the problem until I get what I want.
5. I am confident that I could deal appropriately with unexpected events.

Self Awareness

1. I understand my own behaviors
2. I am aware of my thoughts
3. I monitor my thinking to ensure it is accurate
4. I know the skills I have that other people do not have
5. I assess my strengths and weaknesses in new situations.
6. I examine my own abilities to better understand myself.

7. I review how I am thinking when I make a mistake
8. I have a clear sense of who I am

Self Control

1. I say inappropriate things.
2. Pleasure and fun sometimes keep me from getting work done.
3. I do things that feel good in the moment, but I will regret later on.
4. Sometimes I can't stop myself from doing something, even if I know it is wrong.
5. I often act without thinking through all the alternatives.
6. I have trouble concentrating.
7. I am easily distracted.
8. Sometimes I cannot focus on the present moment
9. It is difficult to pay close attention to one thing for a long period of time.

Emotional Regulation

1. When I feel nervous, I know what to do to feel more relaxed.
2. When I feel sad, I know how to take my mind off my problems.
3. I control my temper when people are angry with me.
4. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
5. I control my emotions by changing the way I think about my situation.
6. When I want to feel better, I do something I enjoy.
7. When I want to feel hopeful, I change my thinking so I am more positive.

Emotional Awareness

1. I know why my feelings change from one moment to another.
2. I recognize what I am feeling.
3. I can usually describe what I am feeling at the moment in great detail.
4. I am able to accept the thoughts and feelings I have.

Empathy

1. I try to understand the perspective of others before making a decision that affects them.
2. When I'm upset at someone, I usually try to imagine myself in their situation to better understand them.
3. Before judging somebody, I try to imagine how I would feel if I were in their place.
4. I ask questions to understand the other person's position on a given issue.
5. I always try to understand the feelings of people I trust
6. If I see someone is hurt, I feel upset
7. I feel good when I help someone in need
8. If others are happy, I feel good.
9. I can quickly sense when someone in the group is uncomfortable.

Interpersonal Relatedness (Networking – Forming New Relationships)

1. I am good at building relationships with people I don't know.

2. I am able to introduce myself to people I don't know well (e.g., strangers, new or unfamiliar people).
3. I am good at getting to know people.
4. I stay connected with people who are important to me.

Interpersonal Relatedness (Maintaining Relationships)

1. When others are sad, I try to comfort them.
2. I listen patiently when people tell me their problems.
3. When I see that someone is going through a difficult time, I help out the best I can.
4. I give my friends and family encouragement when they need it.
5. I support my friends and family by praising them.
6. I am able to forgive my friends and family if they do something that frustrates me.

Influence

1. I can communicate my ideas in a way that convinces people to agree with me.
2. Other people do what I ask them to do.
3. When someone disagrees with me, I know how to adjust my argument to change their opinion
4. I am good at getting people to help me when I need it.
5. People pay attention when I express my ideas.
6. People trust what I say.
7. I can motivate people to do what I ask.
8. I evaluate social situations to decide the best way to act.
9. I observe social situations carefully before deciding how to present an idea to others.

Expressiveness

1. I share my opinion with others without hesitation
2. I can explain complicated ideas in a clear way.
3. I ask for what I need when I need it.
4. I think it's good to ask for what I want
5. Others understand my thoughts when I express them
6. I find it easy to explain my perspective to others
7. I share my thoughts even if others do not agree with them.
8. I directly communicate what I need from others.
9. I openly express my ideas on a topic.
10. I find simple ways to communicate complex ideas.
11. I communicate in a way that others will understand.

Collaboration

1. When I work with others, I admit when I am wrong and apologize for my mistakes.
2. When I work with others, I tell others my ideas and ask for theirs in return.
3. When I don't know a solution to a problem, I can brainstorm with a group of people to get better ideas.

4. When my team is having difficulty making a decision, I know what to do to help the team work together more effectively.
5. When I work with others, I clarify the problem we are trying to solve.
6. When I work with others, I summarize the information the group has agreed upon.

Negotiation

1. When I disagree with someone, I try to manage my anger so I do not make the situation worse.
2. When I disagree with someone, I am able to give up some things I want to solve our disagreement.
3. Even when I disagree with someone, I still listen to them share their thoughts and views
4. When I disagree with someone, I think about the long-term consequence of my actions on the relationship before I do anything.
5. When I disagree with someone, I can come up with as many possible solutions to solve our problems.
6. When I disagree with someone, I can find solutions to the problem that help both me and the other person.

Listening (Respectful)

1. When I am listening to someone, I wait to talk until the other person finishes talking.
2. When I am listening to someone, I will not interrupt the other person even if I have something important to say.
3. Even when I want to share my opinion, I can listen to others' opinions first.

Listening (Active)

1. I ask questions to understand the other person's position on an issue.
2. When I am listening to someone, I make sure they know I am interested in what they are saying.
3. When I am listening to someone, I show them that I am open to their ideas.

A-1b: French

Problem Solving & Decision Making

1. Lorsque je suis confronté à un problème, je peux généralement trouver plusieurs solutions
2. Je résous la plupart des problèmes si je fais l'effort nécessaire
3. Grâce à mon habileté et à ma créativité, je sais comment gérer les situations imprévues
4. Je peux toujours résoudre des problèmes difficiles si je fais des efforts
5. Lorsque j'ai une décision à prendre, je prends le temps d'essayer de prévoir les conséquences positives et négatives de chaque option possible avant d'agir
6. Lorsque j'ai un problème à résoudre, l'une des premières choses que je fais est d'obtenir autant de faits sur le problème que possible
7. Lorsque j'essaie de résoudre un problème, je pense à autant d'options que possible jusqu'à ce que je ne puisse plus trouver d'autres idées
8. J'aime penser à de nouvelles façons de faire les choses
9. Je trouve de nouvelles façons de faire les choses
10. Je suis un penseur original

Personal Initiative

1. Je m'attaque activement aux problèmes
2. Chaque fois qu'il y a une chance de s'impliquer activement, je la saisis
3. Je prends immédiatement des initiatives, même si les autres ne le font pas
4. Je saisis rapidement les opportunités pour atteindre mes objectifs
5. Je profite de chaque occasion pour en apprendre davantage et développer mes compétences
6. Je cherche des occasions de m'améliorer personnellement et professionnellement
7. Item sr24a is missing in the French label column

Perseverance

1. Je finis ce que je commence
2. Les revers ne me découragent pas
3. Item sr27a is missing in French label column
4. Si quelqu'un est contre moi, je peux trouver des moyens et des façons d'obtenir ce que je veux
5. Item sr30 is missing in French label column

Self Awareness

1. Je comprends mes propres comportements
2. Je suis conscient de mes pensées
3. Je surveille ma pensée pour m'assurer qu'elle est exacte
4. Je connais les compétences que j'ai et que les autres n'ont pas
5. J'évalue mes forces et mes faiblesses dans de nouvelles situations
6. Item sr38 is missing
7. Je revois ma façon de penser lorsque je fais une erreur
8. J'ai une idée claire de qui je suis

Self Control

1. Je dis des choses inappropriées
2. Le plaisir et l'amusement m'empêchent parfois de faire mon travail
3. Je fais des choses qui me font du bien sur le moment mais que je regrette par la suite
4. Parfois, je ne peux pas m'empêcher de faire quelque chose, même si je sais que c'est mal
5. J'agis souvent sans réfléchir à toutes les alternatives
6. Item sr48b is missing
7. Je suis facilement distrait
8. Item sr50b is missing
9. Item sr51b is missing

Emotional Regulation

1. Je sais comment me détendre quand je me sens tendue
2. Item sr53a is missing
3. Je contrôle mon tempérament quand les gens sont en colère contre moi
4. Lorsque je suis confronté à une situation stressante, je me fais une réflexion qui m'aide à rester calme
5. Je contrôle mes émotions en changeant ma façon de penser à la situation dans laquelle je me trouve
6. Quand j'essaie de me sentir mieux, je fais quelque chose qui me plaît
7. Quand je veux me sentir plein d'espoir, je change mes pensées pour devenir plus positif.

Emotional Awareness

1. Je sais pourquoi mes sentiments changent d'un moment à l'autre
2. Je reconnais ce que je ressens
3. Je peux généralement décrire ce que je ressens sur le moment avec beaucoup de détails
4. Je suis capable d'accepter les pensées et les sentiments que j'ai

Empathy

1. J'essaie de comprendre le point de vue de chacun avant de prendre une décision
2. Quand je suis en colère contre quelqu'un, j'essaie généralement de me mettre à sa place pour mieux le comprendre
3. Avant de juger quelqu'un, j'essaie d'imaginer ce que je ressentirais si j'étais à sa place
4. Je pose des questions pour comprendre le point de vue de l'autre personne sur une question donnée
5. J'essaie toujours de comprendre les sentiments des gens en qui j'ai confiance
6. Si quelqu'un est blessé, ça me contrarie
7. Je me sens bien quand j'aide quelqu'un dans le besoin
8. Item sr75a is missing
9. Item sr75b is missing

Interpersonal Relatedness (Networking – Forming New Relationships)

1. Je suis douée pour établir des relations avec des gens que je ne connais pas
2. Je suis capable de me présenter à des personnes que je ne connais pas bien (par exemple des étrangers, des personnes nouvelles ou inconnues)
3. Je suis bon pour apprendre à connaître les gens
4. Je reste en contact avec les gens qui sont importants pour moi

Interpersonal Relatedness (Maintaining Relationships)

1. Quand les autres sont tristes, j'essaie de les réconforter
2. J'ai tendance à écouter patiemment quand les gens me racontent leurs problèmes
3. Quand je vois que quelqu'un traverse une période difficile, j'aide de toutes les façons possibles
4. Je donne des encouragements à mes amis et à ma famille quand ils en ont besoin
5. Je soutiens mes amis et ma famille en les félicitant
6. Je suis capable de pardonner à mes amis et à ma famille s'ils font quelque chose qui me frustre

Influence

1. Je peux communiquer mes idées de manière à convaincre les gens d'être d'accord avec moi
2. Quand je demande de l'aide, je la reçois
3. Item sr91n is missing
4. Je suis doué pour obtenir l'aide des gens quand j'en ai besoin
5. Item sr92b
6. Item sr92c
7. Item sr92d
8. Je suis doué pour examiner les situations sociales afin de déterminer comment me présenter correctement
9. J'observe attentivement les situations sociales avant de décider comment présenter une idée aux autres

Expressiveness

1. Item sr96
2. Je peux expliquer des idées compliquées de manière claire
3. Je demande de l'aide quand j'en ai besoin
4. Je pense qu'il est normal de demander ce que je veux
5. Les gens comprennent mes pensées quand je les exprime
6. sr100a
7. sr100b
8. sr100d
9. sr100e
10. sr100f
11. sr100g

Collaboration

1. Lorsque je travaille avec d'autres personnes, j'admets mes torts et je m'excuse pour mes erreurs
2. Je dis aux autres mes idées et demande les leurs en retour Je dis aux autres mes idées et demande les leurs en retour
3. Lorsque je ne connais pas de solution à un problème, je peux faire un remue-méninges avec un groupe de personnes pour avoir de meilleures idées
4. Lorsqu'une équipe a de la difficulté à prendre une décision, je sais quoi faire pour l'aider à travailler ensemble plus efficacement

5. En travaillant avec d'autres, je clarifie le problème que nous essayons de résoudre
6. sr110a

Negotiation

1. Lorsque je ne suis pas d'accord avec quelqu'un, j'essaie de gérer ma colère pour que cela n'aggrave pas la situation
2. Pour résoudre un désaccord, je suis prêt à renoncer à une partie de ce que je veux pour trouver une entente avec l'autre personne
3. Même lorsque je ne suis pas d'accord avec quelqu'un, je l'écoute partager ses pensées et ses opinions sur la question sur laquelle nous ne sommes pas d'accord
4. Lorsque je règle un désaccord, je pense aux répercussions à long terme que mes actions pourraient avoir sur la relation avant de faire quoi que ce soit
5. Pour résoudre un désaccord, je peux proposer un certain nombre de solutions possibles
6. Même lorsque je suis en désaccord avec quelqu'un, je trouve des solutions au problème qui sont bénéfiques pour moi et pour l'autre personne

Listening (Respectful)

1. Je commence à parler avant que l'autre personne ne finisse de parler
2. Si j'ai quelque chose à dire qui est important, je vais interrompre l'autre personne
3. Je partage mon opinion sans écouter celle des autres

Listening (Active)

1. Je pose des questions pour comprendre la position de l'autre personne sur une question
2. sr126a
3. sr126b

A-1c: Hausa

Problem Solving & Decision Making

1. idan na fusakanci wata matsala, nakan sami hanyoyi da yawa na warwareta.
2. nakan warware matsaloli da dama idan na yi abin da yakamata.
3. Na gode da irin kwazon da nake da shi da zurfin tunani, na san yadda zan tafiyar da abubuwa da kan zo a bazata.
4. Sau da yawa nakan magance matsaloli masu tasanani idan na ba da himma .
5. idan ina bukatar daukar mataki a kan wani abu,nakan dauki lokaci don yin tunani kan alfanu ko rashin alfanun da matakin ke iya janyowa kafin in aikata.
6. idan ina wata matsala da na ke son magancewa, abu na farko da nakan yi shi ne, tattara hujjoji da dama game da matsalar.
7. idan ina so na magance wata matsala, nakan yi nazarin hanyoyi da dama har sai na ji ba na iya tuna wata hanya ta daban.
8. ina son kirkiro sabbin hanyoyi na yin abubuwa.
9. nakan iya kirkiro sabbin hanyoyi na yin abubuwa.
10. ni mutum ne mai son yin nazari

Personal Initiative

1. da gaske nake magance matsaloli.
2. da zarar an sami damar yin wani abu nan take nake karba,
3. nakan fara aiwatar da abu ko da sauran mutane sunki.
4. nakan yi amfani da dama cikin sauri don cimma manufa ta.
5. na kan yi amfani da kowace irin dama don cigaban aiyukana
6. na kan nemi dama kowace iri don inganta kaina da aikina.
7. sr24a

Perseverance

1. nakan kammala duk abin da na fara.
2. ci baya ba ya karya mini gwiwa.
3. sr27a
4. idan wani baya kaunata , nakan san hanyoyin da zan bi don samin abin da nake so.
5. sr30

Self Awareness

1. Na fahimci dabi'una
2. Ina sane da tunani na
3. Ina la'akari da tunani na don tabbatar da komai na tafiya daidai.
4. Na san irin kwarewar da nake da ita wadda wasu mutane ba su da shi
5. Na gane kwazona da kwarewata idan ina aikata sabbin abubuwa.
6. nakan tuhumi kwazona.
7. Ina nazarin yadda nake tunani bayan na yi kuskure
8. Ina da matukar sanin ko ni wane ne

Self Control

1. nakan fadi abubuwan da ba su dace ba.
2. abubuwan jin dadi da shakatawa sukan hana ni yin abin da ya kamata.

3. nakan yi abubuwan da ke sani jin dadi da nishadi, amma in yi danasani daga baya.
4. wasu lokuta ba na iya hana kaina aikata wani abu, ko da na san abin nan baya da kyau.
5. sau da yawa nakan aikata abu ba tare da tunanin wasu zabi ba.
6. sr48b
7. cikin sauki ake dauke mini hankali.
8. sr50b
9. sr51b

Emotional Regulation

1. na san lokacin da yakamata in huta idan na gaji.
2. Sr53a
3. nakan boye damuwata idan mutane na fushi da ni.
4. idan aka fuskance ni da abubuwa masu wahala, nakan zauna in yi tunani a kansu cikin nutsuwa.
5. nakan danne bacin raina, ta hanyar sauya yadda nake kallon halin da na sami kaina a ciki.
6. idan ina so in inganta rayuwata, na aikata abin da raina yake so ne kawai.
7. Sr59a

Emotional Awareness

1. Na san yadda yanayi na ke canzawa lokaci bayan lokaci
2. Ina gane abin da nake ji
3. sau da yawa ina iya bayanin yadda nake ji sosai a halin da ake ciki a takaice.
4. ina iya yarda da the tunanina da kuma yadda nake ji

Empathy

1. ina kokari wajen gane hujjar kowa, kafin in yanke hukunci.
2. idan wani ya bata mini rai, sau da yawa nakan dauka kamar ni ne shi, don in kara fahimtarsa sosai.
3. kafin In yanke wa wani hukunci, nakan yi kokarin tunanin yadda zan ji in da ni ne shi.
4. nakan yi tambayoyi don in fahimci matsayin abokin magana na akan abin da ake tattaunawa.
5. kullum nakan yi kokarin sanin yadda mutanen da na yarda da su suke ji.
6. idan aka musguna wa wani, yakan bata mini rai.
7. ina jin dadi idan na taimaki mabukaci.
8. sr75a
9. sr75b

Interpersonal Relatedness (Networking – Forming New Relationships)

1. ina da kokari wajen kulla alaka da mutanen da ban sani ba.
2. ina iya gabatar da kaina sosai ga mutanen da ban sani ba kamar(baki, da wadanda ban sani ba)
3. ina da kokari wajen iya sanin mutane.
4. ba na rabuwa da mutanen da suke da muhimmanci a gare ni.

Interpersonal Relatedness (Maintaining Relationships)

1. idan ran wasu ya baci, nakan ba su hakuri.
2. nakan saurari mutane cikin nutsuwa idan suna gaya mini matsalolinsu.

3. idan na ga wani yana cikin halin damuwa, na kan taimaka gwargwadon iyawa ta.
4. ina bai wa 'yan'uwana da abokaina kwarin gwiwa, idan suna bukatansa.
5. ina karfafa wa 'yan'uwana da abokaina ta hanyar yaba musu.
6. ina iya yafewa 'yanuwa da abokai idan suka yi wani abin da ya bata mini rai.

Influence

1. ina gabatar da tunanina ga mutane har su gamsu su yarda da ni.
2. idana na nemi taimako ina samu.
3. sr91n
4. na san hanyoyin da nake bi mutane su taimaka mini, idan ina bukatar taimako.
5. sr92b
6. sr92c
7. sr92d
8. Na kware wajen lura da yanayin harkokin rayuwa don sanin yadda zan gabatar da kaina da kyau
9. ina nazarin harkokin rayuwa da kyau, kafin in yanke shawarar gabatar da wani batu ga wasu.

Expressiveness

1. Ina tattauna ra'ayi na da mutane ba tare da jin komai ba
2. Zan iya bayani kan abubuwa masu sarkakiya cikin hanya mafi sauki
3. ina neman gudunmuwa idan ina bukata.
4. Ina ganin ba laifi in tambayi abin da nake so
5. Mutane suna fahimtar tunani na idan na yi bayaninsu
6. Ina iya bayyana wa mutane ra'ayi na cikin sauki
7. sr100b
8. sr100d
9. sr100e
10. sr100f
11. sr100g

Collaboration

1. idan ina aiki da mutane, nakan karbi kuskure na idan na yi , kuma sai in ba da hakuri.
2. ina gaya wa mutane manufofin kuma ni ma in nemi su gaya mini nasu.
3. idan ban san yadda za a magance wata matsala ba, nakan tattauna da wasu don samo mafita wadda ta fi cancanta.
4. idan wata kungiya tana kokarin daukar mataki, na san hanyar da zan taimaka musu su yi aiki tare yadda ya dace.
5. idan ina aiki da wasu, nakan fayyace matsalar da ake son warwarewa.
6. Idan ina aiki da jama'a , na kan takaita batutuwan da aka samu yarjejeniya.

Negotiation

1. idan na sami sabani da wani, ina kokarin danne fushi na don kada abin ya munana.
2. don a magance rashin fahimta, zan iya barin wasu abubuwan da nake neman daidaito a kai da mutumin.
3. ko da na sami rashin fahimta da wani, nakan tattauna da su mu fahimci ra'ayinsu a kan batun da muka sami rashin fahimta a ciki.

4. idan na warware rashin fahimtar juna, nakan dubi alfanun da hakan zai haifar ga dangantaka a nan gaba kafin in aikata komai.
5. don magance rashin fahimtar juna, zan iya kawo mafita daban-daban.
6. ko da na sami sabani da wani, nakan samar da hanyar da za ta amfane mu tare.

Listening (Respectful)

1. nakan fara magana kafin wani ya gama nasa maganar.
2. idan ina da wani abu mai muhimmanci da zan fadi, zan iya dakatar da wani.
3. ina yada ra'ayoyina ba tare da sauraron ra'ayin wasu ba.

Listening (Active)

1. nakan yi tambayoyi don in fahimci matsayin abokin magana na akan abin da ake tattaunawa .
2. Ina tabbatar wa mutane da ina sauraronsu ta hanyar Magana da baki
3. Ina tabbatar wa mutane da cewa ina yarda da ra'ayinsu

A-1d: Yoruba

Problem Solving & Decision Making

1. Tí mo bá kojú ìṣòro, mo lè rí oríṣíríṣi ọ̀nà àbáyọ.
2. Mo máa ń le yanjú ọ̀pọ̀ ìṣòro tí mo bá sa ipá tó yẹ
3. Ọ̀pẹ́ fún ìmọ̀ọ̀nṣe àti ọ̀gbọ̀n àtínúdá mi, mo lè kapa ìṣẹ̀lẹ̀ aláìròtẹ̀lẹ̀.
4. Mo lè yanjú ìṣòro akaniláyà tí mo bá gbìyànjú dádádára.
5. Tí mo bá ní ipinnu kan láti ẹ, mo máa ń ẹ àròjìnlẹ̀ lórí àbájáde yòówù ti ìgbésẹ̀ kòòkan yóò mú wá (ní rere tàbí búburú) kí n tó ẹ é.
6. Tí mo bá fẹ́ yanjú ìṣòro kan, ọ̀kan lára ohun tí mo máa kọ́kọ́ ẹ ni láti mò nípa ìṣòro náà bó ti ẹ́ẹ́se tó.
7. Tí mo bá fẹ́ yanjú ìṣòro kan, mo máa ń ro oríṣíríṣi ọ̀nà alètò tí tí mi ò fi ní lè ronú nípa ọ̀nà mǐràn mò.
8. sr10a (10 and 10a were difficult to track)
9. Mo máa ń sàwárí ọ̀nà ọ̀tun láti ẹ nńkan.
10. Mo jẹ́ aláròjìnlẹ̀.

Personal Initiative

1. Mo máa ń yanjú ìṣòro lóòrèkóòrè.
2. Tí ààyè à ti kópa nínú nńkan ní kíkún bá yojú, mo máa ń gbá tíi.
3. Mo máa ń tètè gbé ìgbésẹ̀ kódà nígbà tí àwọn mǐràn kò ẹ bẹ̀.
4. Mo máa ń tètè ro nńkan bó tilẹ̀ jẹ́ pé àwọn mǐràn kò ẹ bẹ̀.
5. Mo máa ń fí gbogbo ànfààní tó bá yojú fí nímò àti láti mú kí ìmọ̀ọ̀nṣe mi gbèrú sí.
6. Mo máa ń wá ànfààní alètò láti ran ara mi lówò gégé bí ènìyàn àti gégé bí akòṣémọ̀ṣẹ̀.
7. sr24a

Perseverance

1. Mo máa ń parí ohunkóhun tí mo bá bèrẹ̀
2. Ìfàsáyìn kì í mú ìrẹ̀wẹ̀sì bá mi
3. sr27a
4. Bí ènìyàn bá takò mí, mo lè wá ọ̀nà láti rí ohun tí mo fẹ́.
5. Ó dá mi lójú pé mo lè kojú ìṣẹ̀lẹ̀ aláìfọ̀kànsì yòówù tó bá sùyo bó ti yẹ.

Self Awareness

1. Àwọn ihùwàsí mi yé mi
2. (Àwọn) Èrò mi yé mi
3. Mo máa ń bójú tó/fọ̀kà sí èrò mi láti ri pé ó gún régé
4. Mo mò àwọn ìmọ̀ọ̀nṣe tí mo ní àmọ́ tí èlòmǐràn ò ní.
5. Mo máa ń ẹ ìgbélẹ̀wọn okun/agbára àti àlágbára mi nínú ìṣẹ̀lẹ̀ tuntun.
6. Mo máa ń ẹ idájọ́/lámèétọ́ nípa ipá àti agbára mi.
7. Mo máa ń ẹ àyèwò bí mo ẹ ń ronú tí mo bá ẹ àṣìṣe
8. Irú èyàn tí mo jẹ́ yé mi

Self Control

1. Mo máa sọ àwọn ọrọ àsé.
2. Ìgbádùn àti afẹ máa n dí mi lówó àti sísẹ.
3. Mo máa n ẹ àwọn nńkan tó múnú mi dùn ní àkókò nàà àmọ mo máa n kábàámọ tó bá yá.
4. Nígba mǐràn, mi ò lẹ jáwọ nínú sísẹ nńkan bó tilẹ jẹ pé mo mò pé kò dára.
5. Mo sáà máa n hùwà láì ronújinlẹ lórí ọ̀nà mǐràn tí mo lẹ gbà.
6. Sr48b
7. Ọkàn mi tètè máa n kúrò nínú nńkan.
8. Sr50b
9. Sr51b

Emotional Regulation

1. Mo mò bí mo ẹ lẹ sinmi/gbafẹ tí iṣẹ bá wọ mí lẹrùn.
2. Sr53a
3. Mo máa n ní suúrù púpọ tí àwọn èyàn bá n bínú sí mi.
4. Tí mo bá kánlú iṣẹlẹ akaniláyà, mo máa n dààrò lẹnà tí ó máa n ràn mí lówó láti fọkànbalẹ.
5. Mo máa n kápa ẹdùn ọkàn mi nípa sísẹ àtúnṣe sí ọ̀nà tí mò n gbà ronú nípa ipò tí mo wà.
6. Tí mo bá n gbiyànjú àti dára mi lẹkàn le, mo má n ẹ ohun tí mo fẹràn.
7. Sr59a

Emotional Awareness

1. Mo mò idí tí imọsílára mi ẹ máa yí padà.
2. Mo mò nípa imọsílára mi
3. Mo lẹ ṣàpẹjúwe ní kíkún bó ẹ n ẹ mí ní àkókò kan.
4. Mo le ẹ itẹwọgbà èrò àti imọlára tí mo ní.

Empathy

1. Mo máa n gbiyànjú àti mò èrò gbogbo ènìyàn kí n tó ẹ ipinnu.
2. Tí inú bá n bí mi sí ẹnikan, mo máa n sáà ‘fí ọrọ ro ara mi wò’ kí ọrọ wọn fí le yé mi.
3. Kí n tó dá ẹnikẹni lẹjọ, mo máa n fí ọrọ wo ara mi wò láti mò bí yóò ẹ rí lára mi tí mo bá wà ní ipò o wọn.
4. Mo máa n bèèrè ibèèrè láti mò èrò ẹnikẹni lórí ọrọ kan.
5. Mo máa n gbiyànjú àti mò bí ọrọ ẹ rí lára àwọn èyàn tí mo nígbàgbọ nínú wọn.
6. Ti okan ènìyàn ba gbogbe , o maa n bi mi ninu
7. Ara mi máa n yá gágá tí mo bá ran èyàn tó nílò irànlówó lówó.
8. Sr75a
9. Sr75b

Interpersonal Relatedness (Networking – Forming New Relationships)

1. Mo moo bí a ẹ n ba awon eniyan dọrẹ.
2. Mo lẹ ẹ afihàn ara mi fún àwọn èyàn tí mi ò mò dáadàa (b.a., àlẹjò, èyàn tí mo ẹṣẹ mò tàbí tí mi ò fí bèẹ mò).
3. Mo mò nípa bí a ẹ n báni dọrẹ dáadàa.
4. N kí í fí àwọn tó ẹ pàtàkì sí mi sílẹ rárá.

Interpersonal Relatedness (Maintaining Relationships)

1. Tí ọkàn àwọn mǐràn bá gbogbé, mo máa n gbìyànjú àti tù wọn nínú.
2. Mo máa n tètí sílẹ̀ dáadáa tí àwọn èyàn bá sọ ìsòro wọn fún mi.
3. Tí mo bá rí pé èyàn kan n la ìsòro kan kojá, mo máa n ràn wọn lówó ní ọ̀nàkọ̀nà tí mo bá le ràn wọn lówó.
4. Mo máa n fún àwọn ọ̀rẹ̀ àti ẹbí mi ní ìmúlókà̀nle nígbà tí wọn bá nílò rẹ.
5. Mo máa n gbàrùkù tí àwọn ọ̀rẹ̀ àti ẹbí mi nípa gbígbóríyìn fún wọn.
6. Mo lè dáríjì àwọn ọ̀rẹ̀ àti ẹbí mi tí wọn bá ẹ̀ nńkan tó pín mí lẹ̀mí.

Influence

1. Mo lè sàgbékalẹ̀ èrò mi lònà tí mà á fí mú kí àwọn èyàn faramọ̀ èrò mi.
2. Tí mo bá bèèrè fún ìrànlowó, mo máa n rí gbà.
3. Sr91n
4. Mo mọ́ bí a ẹ̀ n mú kí èyàn ràn mí lówó tí mo bá nílò rẹ.
5. sr92b
6. sr92c
7. sr92d
8. Mo mọ́ bí a ẹ̀ n ẹ̀ àyèwò ìṣẹ̀lẹ̀ àwùjọ láti mọ́ bí mo ẹ̀ lè ẹ̀ sí.
9. Mo máa n ẹ̀ àwòfin ibi tí mo bá wà dáadáa kí n tó pínnu lóri ọ̀nà tí mo fí máa ẹ̀ àgbékalẹ̀ èrò mi fún àwọn mǐràn.

Expressiveness

1. Mo máa n bá àwọn èyàn jíròrò nípa èrò mi láì ṣiyéméjì
2. Mo lè ẹ̀ àgbékalẹ̀ èrò tó lójú pọ̀ lònà tó já gaara
3. Mo máa n bèèrè fún ìrànlowó tí mo bá nílò rẹ.
4. Mo rò pé ó dára láti bèèrè fún ohun tí mo bá fẹ̀
5. Èrò mi máa n yé àwọn èyàn tí mo bá sọ wọn jáde
6. Ó rọ̀rùn láti ṣàlàyé ojúwòye mi fún àwọn ẹ̀lòmíran
7. sr100b
8. sr100d
9. sr100e
10. sr100f
11. sr100g

Collaboration

1. Tí mo bá n bá àwọn mǐràn ṣiṣe, mo máa n gbà tí mo bá jẹbi bẹ̀ sù ní mo máa n túbá fún àṣiṣe mi.
2. Mo máa n sọ èrò mi fún àwọn mǐràn, bẹ̀ sù ní mo máa n bèèrè nípa tiwọn náà.
3. Tí n kò bá ní ojútùú sí ìsòro kan, mo lè foríkorí pẹ̀lú ọ̀wó àwọn èyàn kan láti wá ọ̀nà àbáyọ tó dára.
4. Tí ọ̀wó èyàn àjọṣiṣe kan bá n ní ipènjà àti ẹ̀ ipínnu kan, mo mọ́ ohun tí mo lè ẹ̀ láti mú kí wọn jọ lè ṣiṣe pọ̀ sí i.
5. Nínú ṣiṣe iṣe pẹ̀lú àwọn mǐràn, mo máa n ṣàlàyé ìsòro tí à n wá ojútùú sí.
6. Tí mo bá ṣiṣe pẹ̀lú àwọn ẹ̀gbẹ̀/ọ̀wó èyàn kan, mo máa n ẹ̀ ìsonísókí àwọn àdéhùn

Negotiation

1. Tí mi ò bá faramọ̀ èrò ẹ̀nikan, mo máa n gbìyànjú àti kápá ibínú mi kí ó má ba à sọ ìṣẹ̀lẹ̀ náà di yánponyánrin.
2. Láti yanjú èdè-àiyedè, mo ẹ̀tán láti yànda ohun tó fa aáwò náà pẹ̀lú onítòhún.

3. Bí mo tilẹ̀ Ẹ̀aifaramó èrò ẹ̀nikan, mo máa ń tẹ́tí sí wọ̀n láti mọ èrò wọ̀n lórí ohun náà tí a ọ̀ fẹ̀nukò lóró.
4. Tí mo bá yanjú aáwọ̀ kan, mo máa ń ro bí ẹ̀sesí mi ẹ̀ nípá lórí ibásepọ̀ mi pẹ̀lú onítòhún kí n tó ẹ̀ nńkan kan.
5. Láti yanjú aáwọ̀ kan, mo lè ro ọ̀pọ̀ ọ̀nà àbáyọ.
6. Bí mi ọ̀ tilẹ̀ faramó èrò ẹ̀nikan, mo máa ń wá ojútùú tí yóò san èmi àti ẹ̀nikẹ́jì.

Listening (Respectful)

1. Mo máa ń já lu ọ̀rọ̀ kí ẹ̀nikẹ́jì náà tó parí tirẹ̀.
2. Tí mo bá ní ọ̀rọ̀ tó ẹ̀ pàtàkì láti sọ, mo máa já lu ọ̀rọ̀ ẹ̀nikẹ́jì.
3. Mo máa ń sọ èrò mi láì tẹ́tí sí èrò ẹ̀lòmíran.

Listening (Active)

1. Mo máa ń bèèrè ibéèrè láti ní òye nípá èrò ẹ̀nikẹ́jì lórí ẹ̀ṣẹ̀lẹ̀ kan.
2. Mo máa ń fí dá àwọ̀n míran lójú pé mò ń tẹ́tí sílẹ̀ nípá síṣòrọ̀ pé mo gbọ̀.
3. Mo máa ń fí dá àwọ̀n míran lójú pé mo gbọ̀/gba èrò wọ̀n.

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Appendix A-3a: Final 81 Publications Mapped to 14 SEB Skills

Supplement Table 1.

Map of 14 Social, Emotional, and Behavioral Skills to 81 Research Publications, Using Constructs from 5 Fields of Study

Skill	Field 1: Child Development, Social-Emotional Learning*	Field 2: Workforce Development	Field 3: Psychology (General)	Field 4: Economics	Field 5: Psychology (Personality)
1. Emotional Awareness	<i>Self-awareness:</i> identifying emotions		Appraisal of emotions, Emotional self-awareness, Emotional intelligence. (Gignac et al., 2005; Salovey & Mayer, 1990b; Schutte et al., 1998)	Self-control	
2. Self-Awareness	<i>Self-awareness:</i> accurate self-perception	Managing emotions, Positive self-concept	Insight, Metacognition, Objective self-awareness, Private self-consciousness, Self-monitoring, Self-Other agreement, Self-reflection. (Ashley & Reiter-Palmon, 2012; Grant, 2001; Grant et al., 2002; Murphy & Alexander, 2000; Schraw & Dennison, 1994; Silvia & Duval, 2001; Snyder, 1974)	Self-efficacy, Self-esteem	
3. Emotional Regulation	<i>Self-management:</i> regulating one's emotions, thoughts and behaviors	Managing emotions, Self-control	Emotional intelligence, Emotional regulation, Self-regulation. (J. Gross, 2015; J. J. Gross & John, n.d.; Matsumoto et al., 2008; Niven et al., 2011; Palmer et al., 2005; Schutte et al., 1998)	Self-control	Big 5: Emotional stability, Neuroticism SAPI†: Emotional balance
4. Self-Control	<i>Self-management:</i> impulse control, self-discipline, self-motivation	Achieving goals, Self-control	Anger management, Attention, Effortful control, Executive function, Impulse control, Inhibitory control, Mindfulness, Self-control, Self-regulation. (Baumeister et al., 1994; A. Duckworth & Gross, 2014; A. L. Duckworth & Kern, 2011; Feldman et al., 2007; Maloney et al., 2012; Tangney et al., 2004)	Ability to delay gratification, Patience, Present bias, Self-control, Time-inconsistent preferences. (DellaVigna, 2009; Frederick et al., 2002; Gul & Pesendorfer, 2001)	Big 5: Conscientiousness

NOTE. Table 3 is continued on the next page. * The social emotional learning framework comes from the Collaborative for Academic, Social, and Emotional Learning (CASEL). † The South African Personality Inventory (SAPI).

Table ##. Continued

Map of 14 Social, Emotional, and Behavioral Skills to 81 Research Publications in 5 Fields of Study

Skill	Field 1: Child Development, Social-Emotional Learning*	Field 2: Workforce Development	Field 3: Psychology (General)	Field 4: Economics	Field 5: Psychology (Personality)
5. Personal Initiative	<i>Self-management:</i> goal-setting	Achieving goals, Self-direction, Self-motivation, Self-starting	Action orientation, Assertiveness, Goal orientation, Career initiative, Personal growth initiative, Intentional behavior, Proactive orientation. (Bateman & Crant, 1993; Mensmann & Frese, 2019; Parker et al., 2010; Robitschek et al., 2012)	Growth mindset, Personal initiative. (Campos et al., 2017b; Mensmann & Frese, 2019)	<u>Big 5:</u> Conscientiousness, Openness <u>SAPI†:</u> Achievement orientation
6. Perseverance	<i>Self-management:</i> self-motivation	Achieving goals, Self-control, Hardworking	Frustration tolerance, Goal orientation, Grit, Initiative, Need for achievement, Persistence, Perseverance, Resilience, Self-control, Self-management. (Datu et al., 2016; Díaz et al., 2012; Disabato et al., 2019; A. Duckworth & Gross, 2014; A. L. Duckworth & Kern, 2011; A. L. Duckworth & Quinn, 2009; Frese et al., 1997; Kashdan, 2018; Muenks et al., 2017; Peterson & Seligman, 2004; Robertson-Kraft & Duckworth, 2014; Robitschek et al., 2012; Salisu et al., 2020; Whiteside & Lynam, 2001)	Grit, Perseverance, Persistence, Self-control	<u>Big 5:</u> Conscientiousness
7. Problem-Solving	<i>Responsible decision-making:</i> analyzing situations, evaluating, reflecting	Problem solving, Critical thinking, Higher-order thinking	Creativity, Fluid intelligence, Rational/Creative problem solving, Working memory. (Borghans et al., 2008; D’Zurilla et al., 2004; Lai, 2011; Lewis & Smith, 1993; Sorsdahl et al., 2017)	Cognitive skills, Higher-order thinking. (Borghans et al., 2008)	<u>Big 5 & SAPI:</u> Openness
8. Empathy	<i>Social awareness:</i> perspective-taking, empathy	Communication	Cognitive empathy, Emotional attention, Perspective-taking, Recognizing emotions. (Caruso & Mayer, 1998a; Davis, 1980; Kret & Gelder, 2012; Longmire & Harrison, 2018)	Social skills	<u>Big 5:</u> Agreeableness <u>SAPI:</u> Empathy, Social intelligence
9a. Listening (Actively)	<i>Relationship skills:</i> the ability to listen well		Attention, Active listening, Respectful communication. (Bodie, 2011; Brink & Costigan, 2015; Drollinger et al., 2006; Kourmoussi et al., 2017)		<u>Big 5:</u> Agreeableness
9b. Listening (Respectfully)					<u>SAPI:</u> Warm-heartedness

NOTE. Table 3 continues on the next page.

Table ##. Continued

Map of 14 Social, Emotional, and Behavioral Skills to 81 Research Publications in 5 Fields of Study

Skill	Field 1: Child Development, Social-Emotional Learning*	Field 2: Workforce Development	Field 3: Psychology (General)	Field 4: Economics	Field 5: Psychology (Personality)
10. Expressiveness	<i>Relationship skills</i> : the ability to communicate clearly		Assertive communication, Effective communication, Oral Expression. (Arrindell & Van der Ende, 1985; Fleishman, 1984; Mitamura, 2018)		<u>Big 5</u> : Extraversion
11a. Relatedness (Networking)	<i>Relationship skills</i> : Social engagement, relationship building, teamwork		Affective empathy, Caring, Compassion, Emotional attention, Empathetic concern, Empathy, Kindness, Prosocial behavior, Social intelligence. (Baumsteiger & Siegel, 2019; Boyatzis et al., 1999; Caruso & Mayer, 1998b; Drollinger et al., 2006; Forret & Dougherty, 2004; Gilbert et al., 2019; Pommier, 2010; Strauss et al., 2016)	Building social networks, Social skills, Social support	<u>Big 5</u> : Agreeableness, Extraversion <u>SAPI</u> [†] : Integrity, Interpersonal relatedness, Warm-heartedness
11b. Relatedness (Maintaining Relationships)			Adaptability, Influence, Interpersonal effectiveness, Leadership, Networking ability, Persuasive communication, Political savvy/skill, Self-monitoring, Social astuteness/effectiveness. (Arrindell & Van der Ende, 1985; Doyle, 2020; Fenstermaker, 2012; Kilmann & Thomas, 1977; Snyder, 1974)		
12 Influence	<i>Relationship skills</i> : conflict resolution, social engagement, relationship-building, teamwork	Social skills, Working with others, Teamwork	Interpersonal negotiation, Perspective-taking, Conflict styles. (Kilmann & Thomas, 1977; Selman et al., 1986; Selman & Demorest, 1984; Yeates et al., 1991)	Negotiation, Persuasion, Persuasiveness, Social skills.	<u>Big 5</u> : Extraversion
13. Negotiation			Social problem-solving. (Doyle, 2020; Fenstermaker, 2012; Selman et al., 1986; Selman & Demorest, 1984; Yeates et al., 1991)		
14. Collaboration				Cooperation	<u>Big 5</u> : Agreeableness

Appendix A-3b: Final 81 Sources Used to Generate Items (Manuscript Table 3)

Bibliography from Manuscript Table #3

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Appendix A-4: Evidence on Gender Similarities and Differences in SEB Skill Levels and the Economic Returns to SEB Skills

Supplement Table 2		
Skill	Gender Differences	Empirical Evidence on Relationship with Economic and Other Outcomes
1. EMOTIONAL SELF-AWARENESS: Identifying one's emotions.	<u>Emotional self-awareness:</u> M<F (Cavallo & Brienza, 2001; Meshkat & Nejati, 2017) <u>Emotional intelligence:</u> M<F (Schutte et al., 1998b)	<u>Emotional self-awareness:</u> Job performance (+) (Cherniss, 1999; Igbinoia, 2016; Jordan & Ashkanasy, 2006; Trejo, 2014; Young & Dulewicz, 2007) <u>Emotional intelligence:</u> Job performance (+) (Bharwaney et al., 2007; R. Boyatzis et al., 1999b; Cherniss, 1999) Academic performance (+) (Schutte et al., 1998b)
2. SELF-AWARENESS: Understanding and evaluating one's thinking, behavior, and abilities.	<u>Self-awareness:</u> M<F (Church, 1997; Fletcher & Baldry, 2000; Velsor et al., 1993) <u>Positive self-concept:</u> M > F (Ajayi et al., 2020)	<u>Self-awareness:</u> Employment (+) (Goodman et al., 2015) Income / Wealth (+) (Goodman et al., 2015) Job performance (+) (Bharwaney et al., 2007; Church, 1997; Young & Dulewicz, 2007) Top job (+) (Goodman et al., 2015) Job satisfaction (+) (Goodman et al., 2015) Academic performance / Educational attainment (+) (Arabsarhangi & Noroozi, 2014; Goodman et al., 2015; Schraw & Dennison, 1994b) <u>Accurate self-assessment</u> Job performance (+) (Cherniss, 1999) <u>Positive self-concept, Self-efficacy, Self-esteem, Self-confidence</u> Employment / Any income / Obtaining work (+) (Ajayi et al., 2020; Balwanz, 2012; Burnett & Jayaram, 2012; Busso et al., 2011; Guerra et al., 2014; S. Roy et al., 2018; Smith et al., 2014) Income (Earnings, Wages) (+) (Ajayi et al., 2020; Busso et al., 2011; Duncan & Dunifon, 2012; Feinstein, 2000; Fortin, 2008; Goldsmith et al., 1997b; Murnane et al., 2001b) Job performance (+) (Cavallo & Brienza, 2001; Cherniss, 1999; Colquitt et al., 2000) Job offers (+) (Kanfer et al., 2001) Entrepreneurial performance (+) (Jain & Ali, 2013; Luthans & Ibrayeva, 2006; Markman & Baron, 2003) Agricultural output (+) (D. Roy, 2009)
3. EMOTIONAL REGULATION: Maintaining or changing one's own emotions by controlling one's thoughts and behavioral responses	<u>Emotional regulation:</u> M > F (Ajayi et al., 2020) <u>Emotional stability:</u> M>F (Costa et al., 2001; Feingold, 1994; Hyde, 2005; Lynn & Martin, 1997; Schmitt et al., 2008) <u>Biological emotional reactivity:</u> M=F (McRae et al., 2008) <u>Cognitive reappraisal:</u> M=F (J. J. Gross & John, 2003) <u>Expressive suppression:</u> M<F (J. J. Gross & John, 2003)	<u>Emotional regulation:</u> Income (Earnings, Wages) (+) (Ajayi et al., 2020) Job performance (+) (Bharwaney et al., 2007; Trejo, 2014) <u>Emotional stability:</u> Employment (+) (Lindqvist & Vestman, 2009) Income (Earnings, Wages) (+) (Lindqvist & Vestman, 2009) Positive (job) interviews (+) (Roberts et al., 2007) Job recommendations (+) (Roberts et al., 2007) Goal setting (+) (Erez & Judge, 2001) Motivation (+) (Judge & Ilies, 2002) <u>Low irritability:</u> Employment (+) (Lippman et al., 2015) ** see also evidence on <u>Emotional intelligence</u> under skill 1.

4. SELF-CONTROL: Focusing one's attention, staying on task, breaking habits, restraining impulses and keeping good self-discipline	<u>Self-control:</u> M<F (Ajayi et al., 2020; A. Duckworth & Seligman, 2006; Gibson et al., 2010; Hyde, 2014; Nakhaie et al., 2000; Silverman, 2003) <u>Impulsivity:</u> M=F (Feingold, 1994); <u>M<F</u> (Shulman et al., 2015) <u>Impulse control:</u> M>F (Cavallo & Brienza, 2001) <u>Self-discipline:</u> M<F (A. Duckworth & Seligman, 2006) <u>Delay of gratification:</u> M<F (A. Duckworth & Seligman, 2006) <u>Inhibitory control & Attention:</u> M<F (Hyde, 2014)	<u>Self-control and self-regulation:</u> Employment / Any income (+) (Ajayi et al., 2020; Goodman et al., 2015; Lippman et al., 2015) Income (Earnings, Wages, Financial Security) (+) (Ajayi et al., 2020; K. Duckworth et al., 2009; Goodman et al., 2015; Rauber, 2007; Roberts et al., 2003; Viinikainen et al., 2010) Job performance (+) (R. Boyatzis et al., 1999b; Hogan & Holland, 2003b) Top job (+) (Goodman et al., 2015) Academic performance / Educational attainment (+) (Almlund et al., 2011b; A. Duckworth & Seligman, 2006; Goodman et al., 2015; OECD, 2015b; Tangney et al., 2004b) Goal achievement (+) (Kaur et al., 2010) <u>Attentiveness</u> Top jobs (+) (Viinikainen et al., 2010) Length of unemployment (-) (Feinstein, 2000) <u>Patience (opposite of present bias, as measured by time preferences)</u> Job search effort (+) (Meyer, 2018) Job offers (+) (Meyer, 2018) Credit card debt (-) (Meier & Sprenger, 2010) Job performance (+) (Kaur et al., 2015) Academic performance (+) (Mischel et al., 1989) Wealth (+) (Ameriks et al., 2007)
5. PERSONAL INITIATIVE: Developing long-term goals and putting these goals into action under one's own volition	<u>Personal initiative:</u> M > F (Ajayi et al., 2020)	<u>Personal initiative:</u> Employment (+) (Ajayi et al., 2020) Income (Earnings) (+) (Ajayi et al., 2020) Job performance (+) (Cavallo & Brienza, 2001) Entrepreneurial performance (+) (Campos et al., 2017c; Frese et al., 2007; Frese & Fay, 2001; Glaub et al., 2014; Koop et al., 2000; Korunka et al., 2003; Krauss et al., 2005) Length of unemployment (-) (Frese et al., 1997b) Career planning and plan implementation (+) (Frese et al., 1997b) Academic performance (+) (Fay & Sonnentag, 2002) <u>Achievement, Achievement drive, Positive emotionality-agency, Active, Proactive, Motivation</u> Income (Earnings) (+) (Dunifon & Duncan, 1998; Seibert et al., 1999) Job performance (+) (Ashford & Black, 1996; Blickle et al., 2009; Cavallo & Brienza, 2001; Cherniss, 1999; Fuller Jr. & Marler, 2009; A. Grant et al., 2009; Roberts et al., 2003; Schoon, 2008; Seibert et al., 1999; Singh et al., 2009; Thomas et al., 2010; J. Thompson, 2005; J. A. Thompson, 2005; Tornau & Frese, 2013), (mixed) (S. Parker et al., 2019) Top jobs / Resource power / Occupational status (+) (Roberts et al., 2003; Schoon, 2008) Entrepreneurial performance (+) (Collins et al., 2004; Crant, 1995; Markman & Baron, 2003; Rauch & Frese, 2000; Tornau & Frese, 2013)

6. PERSEVERANCE: Sustaining efforts despite setbacks	<u>Perseverance:</u> M > F (Ajayi et al., 2020) <u>Grit:</u> M<F (Christensen & Knezek, 2014); M=F (Bazelaïs et al., 2016; Credé et al., 2017) <u>Grit Perseverance sub-scale:</u> M<F (Christensen & Knezek, 2014) <u>CAQ Persistence:</u> M=F (Christensen & Knezek, 2014)	<u>Perseverance / Persistence:</u> Employment / Any income (+) (Ajayi et al., 2020; Lindqvist & Vestman, 2009) Income (Earnings, Wages (+) (Ajayi et al., 2020; Andersson & Bergman, 2011; S. Bowles et al., 2001b; Diaz et al., 2013; Lindqvist & Vestman, 2009; O'Connell & Sheikh, 2007) Job performance (+) (S. Bowles et al., 2001c; Cappelli, 1995) Occupational status (+) (Andersson & Bergman, 2011) Three or more career changes (-) (A. L. Duckworth & Quinn, 2009b) Entrepreneurial performance (+) (Markman & Baron, 2003) Growing of cash crops (+) (Montalvao et al., 2017) Academic performance / Educational attainment (+) (Almlund et al., 2011b; A. L. Duckworth & Quinn, 2009b; OECD, 2015b) <u>Resilience</u> Occupational status (+) (Goodman et al., 2015) Academic performance / Educational attainment (+) (Goodman et al., 2015)
7. PROBLEM-SOLVING AND DECISION-MAKING: Approaching a problem by gathering information, generating a number of solutions and evaluating the consequences of these solutions before acting	<u>Problem-solving and decision-making:</u> M > F (Ajayi et al., 2020)	<u>Problem-solving, decision-making, critical thinking, or higher-order thinking:</u> Employment (+) (Aring, 2012; Bodewig & Badiani-Magnusson, 2014; Burnett & Jayaram, 2012; Di Gropello, 2010; Herrera-Sossa et al., 2015, 2015; Mourshed et al., 2012; Nikoloski & Ajwad, 2014; Valerio et al., 2015, 2015) Income (Earnings, Wages) (+) (Ajayi et al., 2020; Burrus et al., 2013; Busso et al., 2011; Green, 1999; Ramos et al., 2013) Job performance (+) (Bartram, 2005; Bharwaney et al., 2007; R. E. Boyatzis, n.d.; Hogan & Holland, 2003b; Mcdaniel et al., 2001; OECD, 2001; Soland et al., 2013) Entrepreneurial Performance (+) (Arasti, 2014)
8. EMPATHY: Understanding another's viewpoint or feelings	<u>Empathy:</u> M > F (Ajayi et al., 2020; Willer et al., 2015), M<F (Cavallo & Brienza, 2001; Meshkat & Nejati, 2017) <u>Affective and cognitive empathy:</u> M<F (Mestre et al., 2009; O'Brien et al., 2013; Toussaint & Webb, 2005) <u>Facial expression processing:</u> M<F (McClure, 2000)	<u>Empathy:</u> Income (Earnings) (+) (Ajayi et al., 2020) Job performance (+) (Aggarwal et al., 2005; Anaza et al., 2018; Cherniss, 1999; Limbu et al., 2016; Ricks & Veneziano, 1998; Spaulding & Plank, 2007), (mixed) (Delpechitre, 2013; Longmire & Harrison, 2018b) Entrepreneurial performance (+) (Humphrey, 2013; Korte et al., 2018; Prandelli et al., 2016; Ramsey & Sohi, 1997) <u>Emotional awareness of others:</u> Job performance (+) (Bharwaney et al., 2007; Trejo, 2014) ** see also evidence on <u>Emotional Intelligence</u> under skill 1. ** see also evidence on <u>Social Skills</u> under skill 14.
9. LISTENING: Giving full attention to what other people are saying, taking time to understand the points being made, and asking questions as appropriate	<u>Active and Empathic Listening:</u> M<F (Kourmoussi et al., 2018)	<u>Listening:</u> Job performance (+) (Brownell, 1990; Castleberry et al., 1999; Cherniss, 1999; Drollinger et al., 2006b; Lloyd et al., 2015; Sullivan, 2011; Sypher et al., 1989; Welch & Mickelson, 2013) Entrepreneurial performance (+) (Ramsey & Sohi, 1997) ** see also evidence on <u>Social Skills</u> under skill 14.

10. EXPRESSIVENESS: Communicating information and ideas in speaking so others will understand, and openly sharing needs and wants	<u>Expressiveness:</u> Level: M > F (Ajayi et al., 2020) <u>Assertive communication:</u> Level: M>F (Feingold, 1994; Leaper & Ayres, 2007), M=F (Costa et al., 2001; Leaper & Ayres, 2007; Park et al., 2016) <u>Expression of emotions:</u> Level: M<F (Newman et al., 2008; Wagner et al., 1993) <u>Communication</u> Level: M<F (Cavallo & Brienza, 2001)	<u>Expressiveness / Communication skills / Presentation skills:</u> Income (Earnings, Wages) (+) (Burrus et al., 2013; Dickerson & Green, 2004b; Green, 1999; Soland et al., 2013) Job performance (+) (Bartram, 2005; OECD, 2001; Papa & Tracy, 1988; Soland et al., 2013) Entrepreneurial performance (+) (Baron & Tang, 2009; Jiyane & Zawada, 2013; Rauch & Frese, 2000) ** see also evidence on <u>Social Skills</u> under skill 14.
11. INTERPERSONAL RELATEDNESS: Taking actions intended to build trust and benefit others, initiating and maintaining relationships and being respectful, encouraging and caring towards others	<u>Interpersonal relatedness:</u> M > F (Ajayi et al., 2020), M<F (Cavallo & Brienza, 2001; Meshkat & Nejati, 2017) <u>Affiliative language:</u> M<F (Leaper & Ayres, 2007; Park et al., 2016) <u>Warmth:</u> M<F (Costa et al., 2001) <u>Gregariousness:</u> M<F (Costa et al., 2001) <u>Altruism, Charitable giving:</u> M<F (Croson & Gneezy, 2009; Willer et al., 2015) <u>Forgiveness:</u> M<F (Miller et al., 2008) <u>Trust and reciprocity:</u> M=F and M<F (Ashraf et al., 2006; Buchan et al., 2008; Croson & Buchan, 1999) <u>Network size:</u> M=F (Mengel, 2020) <u>Socializing:</u> M>F (Forret & Dougherty, 2001)	<u>Sociability and Establishing Relationships</u> Occupational attainment (+) (Roberts et al., 2003) <u>Likeability</u> Job performance (+) (Hogan & Holland, 2003b) <u>Ability to relate to others, prosocial behavior, peer relations, and not being withdrawn</u> Income (Wages, Earnings) (+) (K. Duckworth et al., 2012; Feinstein, 2000; Groves, 2005; Lleras, 2008; Obschonka et al., 2015b; Roberts et al., 2003) Job performance (+) (Bharwaney et al., 2007; Cherniss, 1999) <u>Network size/reach, Networking behavior, Relational Capital</u> Income (+) (mixed) (Forret & Dougherty, 2004b) Promotions / Career progression (+)(Forret & Dougherty, 2004b) Entrepreneurial performance (+) (Cooke & Wills, 1999; Ribeiro-Soriano & Urbano, 2009) ** see also evidence on <u>Social Skills</u> under skill 14. ** see also evidence on <u>Emotional Intelligence</u> under skill 1.
12. INTERPERSONAL INFLUENCE: Communicating and adapting one's behavior in a manner that changes others' perspectives	<u>Leadership:</u> M<F (De Paola et al., 2018)	<u>Influence, Leadership, Social Potency, Persuasiveness</u> Income (Wages, Earnings) (+) (S. Bowles et al., 2001b; Kuhn & Weinberger, 2005; Ramos et al., 2013; Zhang & Arvey, 2009) Job performance (+) (Bartram, 2005; Brush et al., 2004; Cavallo & Brienza, 2001; Cherniss, 1999; Hogan & Holland, 2003b; Judge & Bretz, 1994; Roberts et al., 2003) Entrepreneurial performance (+) (Baron & Tang, 2009; Brush et al., 2004; Rauch & Frese, 2000) ** see also evidence on <u>Social Skills</u> under skill 14. ** see also evidence on <u>Emotional Intelligence</u> under skill 1.

13. NEGOTIATION: Identifying own and others interests to brainstorm mutually beneficial solutions and maximize own self interest	Negotiation: Mixed (Craver, 2013; Eckel et al., 2008; Huang & Low, 2018; Kolb, 2009; Mazei et al., 2015; Niederle & Vesterlund, 2008), M>F (Stevens et al., 1993)	Negotiation training Income (+) (Stevens et al., 1993), (mixed) (H. R. Bowles & McGinn, 2008) Job performance (+) (Coleman & Lim, 2001; Movius, 2008; Tesoro, 1998) Profits and income in a simulated negotiation (+) (Elshenawy, 2010) Negotiation, Propensity to negotiate Income (+) (Greig, 2008; Mazei et al., 2015) Job performance (No impact) (Greig, 2008) Entrepreneurial performance (+) (Artinger et al., 2015; Mazei et al., 2015) ** see also evidence on Social Skills under skill 14. ** see also evidence on Emotional Intelligence under skill 1.
14. COLLABORATION: Considering different perspectives, shared planning, establishing common ground	Teamwork: M > F (Ajayi et al., 2020) Cooperation: M=F (Anthony & Horne, 2003; Balliet et al., 2011), M<F (Balliet et al., 2011; Charness & Rustichini, 2011), M>F (Balliet et al., 2011; Van Vugt et al., 2007) Collaboration: M<F (Bear & Woolley, 2011; Sunstein & Hastie, 2014)	Collaboration Entrepreneurial performance (+) Social problem-solving Youth's transition into the workforce (+) (Guerra et al., 2014) Team leadership, Ability to work well in a team Job performance (+) (Cherniss, 1999) Social skills: Employment (+) (Carneiro et al., 2007; Feinstein, 2000; Lindqvist & Vestman, 2009; Lippman et al., 2015) Income (Wages) (+) (Busso (Goodman et al., 2015)al., 2011; Lindqvist & Vestman, 2009), (mixed) (Ferris et al., 2001b) Job performance (+) (R. Boyatzis et al., 1999b; Ferris et al., 2001b; Masten et al., 2010) Entrepreneurial performance (+) (Baron & Tang, 2009; Markman & Baron, 2003; Obschonka et al., 2015b) Job satisfaction (+) (Goodman et al., 2015)

Notes on how table for Appendix A-3 was constructed:

Table 3 was produced by Tricia Koroknay-Palicz in November 2020, with input, feedback, and guidance from Dawn Coleman and Smita Das.

- Column 2 draws its content primarily from Ajayi et al 2020, appendix table 1, with the following differences:
 - o Four of the skills in table 3 did not appear in Ajayi et al 2020 (emotional self-awareness, listening, interpersonal influence, and negotiation) and two appeared under a different name (self-awareness appeared as positive self-concept, and collaboration as teamwork). The column 2 content for these constructs thus does not come from or align precisely with the content in the Ajayi et al 2020 paper.
 - o Some of the content from appendix table 1 is not included. This primarily includes gender differences associated with more distantly or loosely associated constructs, including the Big 5 constructs. Also, additional details included in appendix table 1 are not included in Table 3.
 - o Evidence generated by the Ajayi et al 2020 paper is included.
- Column 3 was constructed as follows:
 - o Content was drawn from : A thorough review of all internal discussions and notes regarding this paper from 2019, and a few key documents from 2018; A thorough and close read of the Lippman et al 2015 appendix, which provides a skill-by-skill evidence review; Looking at all of the papers cited in table 2 to see whether they included any relevant evidence; Internet searches using google scholar.

- The outcomes that appear throughout the table are employment, income, job performance, entrepreneurial performance, and academic performance. Additional outcomes such as promotions, growing cash crops, job satisfaction, etc., are included where evidence is available and where these particular outcomes are of particular interest given the theory of change that links the skill to economic outcomes.
- Decisions about what to include/exclude were taken as follows:
 - For the most part, only evidence that demonstrates a positive relationship between the skill and the outcomes was included. While there are a few studies that show no relationship, or a negative relationship, this was not included. The reasoning is that this column provides illustrative evidence on the relationship between the skill and economic outcomes. It is not a comprehensive literature review, nor is it a meta-analysis.
 - Both causal and correlational evidence is included. The evidence for the most part comes from studies of high enough quality to have been published in peer-reviewed academic journals, although not all included evidence comes from peer-reviewed journals.
 - Some of the references are literature reviews that cite other original studies. Some of the references are the original studies. Decisions about which to include were made based on what would be most easy for a reader to access and navigate. For example, hunting for evidence within the Lippman et al 2015 appendix is a bit onerous, and thus evidence from there is mostly included using the original studies reference. In contrast, the Cherniss 1999 review is very easy to read and navigate.

Phase Two: Scale Reliability and Dimensionality

Appendix B-1: Nigeria Descriptive Statistics

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14	15
1. Emotional Awareness	4.13	0.44																	
2. Self-Awareness	4.18	0.37	0.727																
3. Emotional Regulation	4.17	0.42	0.692	0.729															
4. Self Control	3.28	0.87	0.063	0.149	0.107														
5. Perseverance	4.15	0.46	0.597	0.728	0.628	0.144													
6. Personal Initiative	4.19	0.45	0.580	0.703	0.650	0.117	0.712												
7. PSDM	4.15	0.42	0.615	0.740	0.698	0.116	0.673	0.712											
8a. Listening (Respectfully)	3.60	1.01	0.131	0.206	0.113	0.259	0.151	0.180	0.146										
8b. Listening (Actively)	4.14	0.43	0.566	0.560	0.570	0.118	0.525	0.456	0.526	0.126									
9. Empathy	4.19	0.42	0.583	0.672	0.623	0.152	0.554	0.577	0.626	0.231	0.622								
10. Expressiveness	4.18	0.41	0.585	0.626	0.608	0.083	0.592	0.545	0.604	0.097	0.611	0.677							
11a. Relatedness (Maintain)	4.25	0.42	0.585	0.637	0.609	0.137	0.570	0.558	0.585	0.187	0.648	0.778	0.734						
11b. Relatedness (Network)	4.08	0.55	0.360	0.373	0.386	0.032	0.441	0.386	0.426	0.035	0.462	0.497	0.593	0.525					
12. Influence	4.14	0.43	0.567	0.617	0.601	0.084	0.565	0.542	0.608	0.095	0.611	0.691	0.785	0.757	0.604				
13. Negotiation	4.12	0.39	0.556	0.599	0.590	0.151	0.537	0.516	0.592	0.120	0.690	0.701	0.712	0.727	0.508	0.728			
14. Collaboration	4.20	0.44	0.637	0.661	0.698	0.141	0.567	0.604	0.622	0.158	0.609	0.626	0.577	0.647	0.392	0.592	0.618		
Comparison construct																			
15. Generalized Self-Efficacy	4.15	0.42	0.651	0.780	0.749	0.130	0.805	0.739	0.894	0.188	0.560	0.637	0.631	0.621	0.464	0.611	0.603	0.658	
Control variables																			
Age	29.25	11.17																	
Education	8.50	4.78																	
Marital status	0.51	0.50																	
Gender	0.48	0.50																	
Dependent variables																			
Employment	3.81	1.52																	
Income	0.92	0.28																	

Note: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Appendix B-2: Côte d'Ivoire Descriptive Statistics

Supplement Table 4
Côte d'Ivoire Descriptive Statistics

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14	15
1. Emotional Awareness	3.88	0.43																	
2. Self-Awareness	4.03	0.31	0.488																
3. Emotional Regulation	3.99	0.32	0.421	0.522															
4. Self Control	3.48	0.69	0.027	0.075	0.077														
5. Perseverance	4.06	0.36	0.371	0.611	0.465	0.128													
6. Personal Initiative	4.00	0.35	0.375	0.536	0.439	0.080	0.588												
7. PSDM	3.99	0.30	0.368	0.518	0.453	0.100	0.536	0.593											
8a. Listening (Respectfully)	2.35	0.76	-0.023	-0.081	-0.106	-0.328	-0.104	-0.116	-0.123										
8b. Listening (Actively)	4.03	0.34	0.320	0.388	0.426	0.045	0.338	0.347	0.346	-0.086									
9. Empathy	4.07	0.33	0.347	0.484	0.511	0.115	0.455	0.452	0.427	-0.150	0.427								
10. Expressiveness	3.95	0.35	0.445	0.495	0.437	0.050	0.439	0.411	0.428	-0.065	0.419	0.431							
11a. Relatedness (Maintain)	4.16	0.34	0.312	0.512	0.507	0.095	0.502	0.491	0.454	-0.173	0.438	0.602	0.444						
11b. Relatedness (Network)	3.82	0.60	0.296	0.321	0.287	0.049	0.309	0.310	0.308	-0.017	0.266	0.332	0.420	0.350					
12. Influence	3.95	0.36	0.340	0.423	0.387	0.008	0.386	0.375	0.388	-0.053	0.392	0.408	0.553	0.456	0.368				
13. Negotiation	3.98	0.35	0.373	0.445	0.462	0.044	0.389	0.379	0.380	-0.117	0.451	0.499	0.477	0.463	0.321	0.426			
14. Collaboration	4.13	0.31	0.353	0.526	0.506	0.078	0.507	0.485	0.459	-0.159	0.493	0.559	0.537	0.657	0.347	0.495	0.548		
Comparison construct																			
15. Generalized Self-Efficacy	3.96	0.31	0.407	0.547	0.467	0.097	0.716	0.574	0.768	-0.087	0.326	0.413	0.442	0.454	0.320	0.401	0.369	0.462	
Control variables																			
Age	25.76	3.81																	
Education	9.55	4.12																	
Marital status	0.17	0.38																	
Gender	0.43	0.50																	
Dependent variables																			
Employment	3.31	2.61																	
Income	0.52	0.50																	

Note: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Appendix B-3: Congo Descriptive Statistics

[illegible]

Appendix B-4: Rwanda Descriptive Statistics

Supplement Table 6
Rwanda Descriptive Statistics

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14	15
1. Emotional Awareness	3.986	0.538																	
2. Self-Awareness	4.102	0.503	0.576																
3. Emotional Regulation	4.106	0.485		0.531															
4. Self Control	3.664	0.751	0.051	0.171	0.143														
5. Perseverance	4.182	0.530	0.467	0.649	0.526	0.202													
6. Personal Initiative	4.405	0.452	0.355	0.564	0.439	0.220	0.618												
7. PSDM	4.221	0.493	0.376	0.531	0.422	0.236	0.599	0.598											
8a. Listening (Respectfully)	3.735	1.014	0.018	0.087	0.112	0.451	0.098	0.142	0.172										
8b. Listening (Actively)	4.227	0.483	0.468	0.482	0.451	0.202	0.480	0.479	0.398	0.166									
9. Empathy	4.214	0.440	0.444	0.518	0.501	0.223	0.500	0.523	0.479	0.177	0.596								
10. Expressiveness	4.016	0.537	0.477	0.503	0.436	0.066	0.521	0.454	0.425	-0.043	0.494	0.498							
11a. Relatedness (Maintain)	4.420	0.461	0.418	0.484	0.492	0.229	0.493	0.528	0.474	0.193	0.602	0.698	0.522						
11b. Relatedness (Network)	4.006	0.693	0.365	0.422	0.395	0.149	0.433	0.402	0.366	0.037	0.408	0.436	0.553	0.517					
12. Influence	4.055	0.534	0.487	0.514	0.412	0.086	0.469	0.419	0.411	-0.025	0.523	0.517	0.720	0.556	0.594				
13. Negotiation	4.073	0.504	0.430	0.486	0.441	0.172	0.450	0.437	0.424	0.104	0.604	0.578	0.532	0.545	0.417	0.540			
14. Collaboration	4.356	0.460	0.464	0.526	0.560	0.248	0.535	0.524	0.439	0.220	0.541	0.604	0.461	0.555	0.426	0.483	0.485		
<i>Comparison construct</i>																			
15. Generalized Self-Efficacy	4.197	0.464	0.470	0.619	0.549	0.191	0.788	0.634	0.814	0.134	0.494	0.534	0.504	0.523	0.436	0.479	0.492	0.504	
<i>Control variables</i>																			
Age	27.52	2.96																	
Education	14.02	0.14																	
Marital status	0.12	0.33																	
Gender	0.50	0.50																	
<i>Dependent variables</i>																			
Employment	1.88	2.47																	
Income	0.40	0.49																	

Note: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Appendix B-5: Tanzania-I Descriptive Statistics

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14	15
1. Emotional Awareness	4.001	0.472																	
2. Self-Awareness	4.139	0.393	0.509																
3. Emotional Regulation	4.032	0.409	0.553	0.577															
4. Self Control	3.170	0.880	-0.027	0.067	0.015														
5. Perseverance	4.019	0.451	0.374	0.519	0.420	0.031													
6. Personal Initiative	4.133	0.407	0.390	0.573	0.433	0.059	0.584												
7. PSDM	4.002	0.395	0.384	0.486	0.436	0.005	0.498	0.606											
8a. Listening (Respectfully)	3.422	1.030	-0.038	0.065	0.055	0.365	0.009	0.049	0.004										
8b. Listening (Actively)	3.978	0.516	0.299	0.316	0.329	0.022	0.261	0.282	0.277	-0.081									
9. Empathy	4.063	0.402	0.550	0.559	0.562	0.054	0.423	0.491	0.455	0.041	0.386								
10. Expressiveness	4.016	0.382	0.487	0.471	0.466	0.016	0.413	0.439	0.441	-0.013	0.426	0.550							
11a. Relatedness (Maintain)	4.204	0.392	0.409	0.539	0.489	0.137	0.399	0.474	0.385	0.129	0.380	0.613	0.522						
11b. Relatedness (Network)	3.882	0.640	0.332	0.307	0.307	-0.061	0.314	0.314	0.292	-0.090	0.242	0.399	0.423	0.375					
12. Influence	4.040	0.424	0.469	0.492	0.491	0.039	0.425	0.447	0.435	0.023	0.421	0.564	0.632	0.579	0.447				
13. Negotiation	4.008	0.439	0.400	0.401	0.418	0.063	0.347	0.354	0.386	-0.012	0.448	0.483	0.553	0.475	0.336	0.535			
14. Collaboration	4.097	0.401	0.419	0.482	0.458	0.081	0.385	0.418	0.383	0.062	0.473	0.508	0.595	0.572	0.316	0.572	0.618		
Comparison construct																			
15. Generalized Self-Efficacy	3.979	0.380	0.426	0.512	0.469	-0.019	0.614	0.576	0.817	-0.021	0.280	0.479	0.442	0.398	0.329	0.447	0.370	0.385	
Control variables																			
Age	21.063	2.809																	
Education	8.987	3.324																	
Marital status	0.103	0.304																	
Gender	0.498	0.500																	
Dependent variables																			
Employment	1.672	2.206																	
Income	0.396	0.489																	

Note: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Appendix B-6: Tanzania-III Descriptive Statistics

	Mean	SD	1	2	3	4	5	6	7	8a	8b	9	10	11a	11b	12	13	14	15
1. Emotional Awareness	4.123	0.419																	
2. Self-Awareness	4.163	0.371	0.542																
3. Emotional Regulation	4.085	0.383	0.608	0.587															
4. Self Control	2.927	0.888	-0.124	-0.042	-0.152														
5. Perseverance	4.128	0.417	0.476	0.533	0.487	-0.145													
6. Personal Initiative	4.174	0.382	0.528	0.590	0.543	-0.103	0.720												
7. PSDM	4.125	0.382	0.478	0.554	0.503	-0.111	0.643	0.732											
8a. Listening (Respectfully)	4.141	0.448	0.412	0.397	0.454	-0.116	0.446	0.445	0.423										
8b. Listening (Actively)	4.141	0.434	0.436	0.427	0.489	-0.095	0.398	0.427	0.407	0.588									
9. Empathy	4.144	0.382	0.617	0.588	0.615	-0.110	0.529	0.602	0.580	0.502	0.483								
10. Expressiveness	4.108	0.406	0.565	0.489	0.544	-0.185	0.568	0.580	0.551	0.548	0.575	0.640							
11a. Relatedness (Maintain)	4.174	0.390	0.515	0.581	0.592	-0.011	0.500	0.549	0.528	0.508	0.502	0.673	0.611						
11b. Relatedness (Network)	4.006	0.582	0.402	0.349	0.364	-0.164	0.425	0.406	0.403	0.362	0.361	0.444	0.576	0.443					
12. Influence	4.098	0.416	0.529	0.506	0.545	-0.081	0.509	0.538	0.522	0.505	0.501	0.616	0.721	0.660	0.515				
13. Negotiation	4.115	0.417	0.505	0.478	0.527	-0.121	0.446	0.497	0.456	0.637	0.614	0.573	0.665	0.595	0.468	0.618			
14. Collaboration	4.133	0.403	0.519	0.500	0.514	-0.072	0.528	0.555	0.532	0.560	0.537	0.594	0.675	0.611	0.425	0.632	0.664		
Comparison construct																			
15. Generalized Self-Efficacy	4.106	0.360	0.541	0.576	0.544	-0.136	0.766	0.734	0.860	0.456	0.446	0.597	0.598	0.542	0.444	0.532	0.478	0.569	
Control variables																			
Age	22.491	2.807																	
Education	10.086	2.464																	
Marital status	0.152	0.359																	
Gender	0.500	0.500																	
Dependent variables																			
Employment	3.011	2.322																	
Income	0.657	0.475																	

Note: All correlations above .03 are significant at the $p < .01$ level. PSDM = Problem-Solving & Decision-Making.

Phase Three: Item Content Validation

Appendix C-1: Methods – Content Validation Study

Participants

We used the *Prolific* online platform, narrowing search criteria to countries in sub-Saharan Africa, to recruit a total of 1,296 online survey participants,

Nationalities, Gender, Race, Age, Employment Status, and Student Status

Recruited participants were gender balanced (50% men, 50% women). Participant nationalities were in major part (92.82%) from South Africa, 4.34% from Zimbabwe, 0.58% from the Democratic Republic of Congo, and the remaining 2.26% of the participants from Nigeria (6 participants), Malawi (4), Eswatini (4), Zambia (3), Ghana (2), Uganda (2), Cote d'Ivoire (1), Kenya (1), Cape Verde (1), Seychelles (1), and 3 participants with no report of country. Participants reported their race to *Prolific* to reflect 83% Black, 7% White, 6% "Mixed", with the remaining 4% having expired or not reported racial demography. The age_{mean} was 28.4 years, age_{med} was 27 years (range 18 – 71, SD = 7.45). Of the total sample, 82% of the sample (1,063 participants) reported their work status, with 78.34% in full-time work, 17.13% in part-time work, and 21.61% of those reporting work status being unemployed. Of the total sample, 90.51% of those recruited reported their student status, with 49.54% being students and 50.46% not currently in student status among those who reported.

Measures - Skill Definitions

For each definition, we used the Hemingway Editor (www.hemingwayapp.com) to ensure that the definition's complexity was reduced to a Grade 10 reading level or lower. Participants saw the following definitions for each skill.

Unintended (Orbiting) Skills

Self-esteem: a belief in one's own abilities to meet the needs of a given situation.

Machiavellianism: the ability and drive to manipulate people – to use any means necessary to gain power.

Intended (Focal) Skills

1. Emotional Self-awareness: The ability to identify one's emotions, and why one has them.

2. Self-awareness: The ability to use knowledge of yourself to be a fair judge of your own strengths and weaknesses.

3. Emotional Regulation: The ability to maintain (or change) one's emotions by controlling one's own thoughts and responses.

4. Self-control: (i) The ability to stop yourself from doing things now that you will regret later; and/or (ii) the ability to focus your attention and stay on task.

5. Personal Initiative: The ability to self-start, putting one's own plans and goals into action.

6. Perseverance: The ability to continue with an effort in spite of setbacks.

7. Problem Solving & Decision Making (PSDM): The ability to consider many possible ideas first. Then select the best option to resolve a problem.

Appendix C-2: Results – Content Validity Studies

Study 8: Results – Emotional Self-Awareness

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)	Hinkin-Tracey Distinctiveness		
<u>Item No.</u>	<u>Item Text</u>	EMOSA	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
<i>Focal (Intended) Items</i>								
emos62	I know why my feelings change from one moment to another.	5.74	3.91	2.62	0.82	<i>weak</i>	0.41	<i>very strong</i>
emos63	I recognize what I am feeling.	6.11	4.29	2.90	0.87	<i>strong</i>	0.42	<i>very strong</i>
emos64	I can usually describe what I am feeling at the moment in great detail.	5.86	4.10	2.78	0.84	<i>moderate</i>	0.40	<i>very strong</i>
emos65	I try to notice my thoughts without judging them.	5.18	4.24	2.85	0.74	<i>weak</i>	0.27	<i>strong</i>
emos66	I am able to accept the thoughts and feelings I have.	5.55	4.62	2.83	0.79	<i>weak</i>	0.30	<i>strong</i>
<i>Orbiting (Unintended) Items</i>								
est01	On the whole, I am satisfied with myself.	4.31	5.42	2.86	0.77	<i>weak</i>	0.20	<i>moderate</i>
est02	I feel that I have a number of good qualities.	4.14	5.69	2.97	0.81	<i>weak</i>	0.29	<i>strong</i>
est03	I am able to do things as well as most other people.	3.79	5.55	3.06	0.79	<i>weak</i>	0.33	<i>very strong</i>
est04	I feel that I'm a person of worth, at least on an equal plane with others.	4.24	5.44	3.05	0.78	<i>weak</i>	0.22	<i>moderate</i>
est05	I take a positive attitude toward myself.	4.75	5.60	2.99	0.80	<i>weak</i>	0.14	<i>weak</i>
mach01	I tend to manipulate others to get my way.	2.46	2.45	5.63	0.80	<i>weak</i>	0.53	<i>very strong</i>
mach02	I have used deceit or lied to get my way.	2.44	2.55	5.58	0.80	<i>weak</i>	0.55	<i>very strong</i>
mach03	I have used flattery to get my way.	2.73	3.13	5.37	0.77	<i>weak</i>	0.44	<i>very strong</i>
mach04	I tend to exploit others towards my own end.	2.29	2.60	5.57	0.80	<i>weak</i>	0.54	<i>very strong</i>
Note. N = 99. EMOSA = Emotional Self-awareness. EST = Self-esteem. MACH = Machiavellianism.								

Based on the above item-level analyses, we decided to drop two items (emos65 and emos66).

Study 9: Results – Self-awareness

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
Item No.	Item Text	SA	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items								
sa32	I understand my own behaviors.	6.05	5.35	3.78	0.86	moderate	0.25	moderate
sa33	I am aware of my thoughts.	5.96	5.18	3.50	0.85	moderate	0.27	strong
sa34	I monitor my thinking to ensure it is accurate.	5.89	5.10	3.55	0.84	moderate	0.26	moderate
sa36	I know the skills I have that other people do not have.	5.77	5.70	3.94	0.82	weak	0.16	weak
sa37	I assess my strengths and weaknesses in new situations.	6.27	5.67	3.62	0.90	strong	0.27	strong
sa38	I examine my own abilities to better understand myself.	6.35	5.70	3.36	0.91	very strong	0.30	strong
sa39	I review how I am thinking when I make a mistake.	6.01	4.94	3.31	0.86	moderate	0.31	strong
sa40	I have a clear sense of who I am.	6.22	5.97	3.49	0.89	strong	0.25	moderate
Orbiting (Unintended) Items								
esteem01	On the whole, I am satisfied with myself.	5.50	6.10	3.35	0.87	strong	0.28	strong
esteem02	I feel that I have a number of good qualities.	5.88	6.03	3.30	0.86	moderate	0.24	moderate
esteem03	I am able to do things as well as most other people.	5.55	5.63	3.17	0.80	weak	0.21	moderate
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	5.49	5.80	3.23	0.83	weak	0.24	moderate
esteem05	I take a positive attitude toward myself.	5.86	6.17	3.50	0.88	strong	0.25	moderate
mach01	I tend to manipulate others to get my way.	2.85	2.15	5.31	0.76	weak	0.47	very strong
mach02	I have used deceit or lied to get my way.	2.79	2.14	5.33	0.76	weak	0.48	very strong
mach03	I have used flattery to get my way.	2.84	2.66	5.15	0.74	weak	0.40	very strong
mach04	I tend to exploit others towards my own end.	2.75	2.08	5.47	0.78	weak	0.51	very strong

Note. N = 101. SA = Self-awareness. EST = Self-esteem. MACH = Machiavellianism. Based on the above results, we decided not to drop any items from the self-awareness scale.

Study 10: Results – Emotional Regulation

Supplement Table 11
Emotional Regulation Content Validation Study

Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
		EMOREG	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items								
emoreg52	When I feel nervous, I know what to do to feel more relaxed.	5.87	4.25	2.84	0.84	moderate	0.39	very strong
emoreg53a	When I feel sad, I know how to take my mind off my problems.	5.95	4.39	2.92	0.85	moderate	0.38	very strong
emoreg54	When I am angry at someone, I can calm down before talking to them.	5.99	4.02	3.48	0.86	moderate	0.37	very strong
emoreg55	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	6.05	4.70	2.92	0.86	moderate	0.37	very strong
emoreg56	I control my emotions by changing the way I think about my situation.	6.02	4.62	3.39	0.86	moderate	0.34	very strong
emoreg58	When I want to feel better, I do something I enjoy.	5.69	4.52	2.94	0.81	weak	0.33	strong
emoreg59a	When I want to feel hopeful, I change my thinking so I am more positive.	5.99	4.85	3.02	0.86	moderate	0.34	strong
Orbiting (Unintended) Items								
est01	On the whole, I am satisfied with myself.	3.93	5.72	3.04	0.82	weak	0.38	very strong
est02	I feel that I have a number of good qualities.	3.64	5.77	3.11	0.82	weak	0.41	very strong
est03	I am able to do things as well as most other people.	3.24	5.35	3.33	0.76	weak	0.32	strong
est04	I feel that I'm a person of worth, at least on an equal plane with others.	3.41	5.65	3.11	0.81	weak	0.41	very strong
est05	I take a positive attitude toward myself.	5.09	5.81	3.18	0.83	weak	0.25	moderate
mach01	I tend to manipulate others to get my way.	3.06	2.83	5.98	0.85	moderate	0.53	very strong
mach02	I have used deceit or lied to get my way.	2.76	2.62	5.68	0.81	weak	0.50	very strong
mach03	I have used flattery to get my way.	2.91	3.07	5.76	0.82	weak	0.50	very strong

mach04	I tend to exploit others towards my own end.	2.55	2.78	5.79	0.83	<i>weak</i>	0.54	<i>very strong</i>
Note. N = 99. EMOREG = Emotional Regulation. EST = Self-esteem. MACH = Machiavellianism. Based on the above results, we decided not to drop any items from the emotional regulation scale.								

Study 11: Results – Self-control

Supplement Table 12
Self-control Content Validation Study

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
Item No.	Item Text	SECON	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items								
secon43	I say inappropriate things.	3.40	2.22	2.82	0.49	lack of	0.15	weak
secon44	Pleasure and fun sometimes keep me from getting work done.	4.35	2.83	2.51	0.62	weak	0.28	strong
secon45	I do things that feel good in the moment, but I will regret later on.	4.77	2.80	2.80	0.68	weak	0.33	strong
secon46	Sometimes I can't stop myself from doing something, even if I know it is wrong.	4.55	2.73	3.42	0.65	weak	0.24	moderate
secon47	I often act without thinking through all the alternatives.	4.27	2.54	2.78	0.61	weak	0.27	strong
secon48b	I have trouble concentrating.	4.37	2.58	1.94	0.62	weak	0.35	very strong
secon49	I am easily distracted.	4.55	2.55	2.11	0.65	weak	0.37	very strong
secon50b	Sometimes I cannot focus on the present moment.	4.53	2.69	2.07	0.65	weak	0.36	very strong
secon51b	It is difficult to pay close attention to one thing for a long period of time.	4.64	2.60	2.10	0.66	weak	0.38	very strong
Orbiting (Unintended) Items								
esteem01	On the whole, I am satisfied with myself.	3.76	5.93	3.13	0.85	moderate	0.41	very strong
esteem02	I feel that I have a number of good qualities.	3.67	6.08	3.14	0.87	strong	0.45	very strong
esteem03	I am able to do things as well as most other people.	4.21	5.83	2.96	0.83	weak	0.37	very strong
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	3.25	5.87	3.22	0.84	moderate	0.44	very strong
esteem05	I take a positive attitude toward myself.	3.91	6.14	3.17	0.88	strong	0.43	very strong
mach01	I tend to manipulate others to get my way.	2.60	2.72	5.44	0.78	weak	0.46	very strong
mach02	I have used deceit or lied to get my way.	2.80	2.36	5.36	0.77	weak	0.46	very strong

mach03	I have used flattery to get my way.	2.73	3.27	5.16	0.74	<i>weak</i>	0.36	<i>very strong</i>
mach04	I tend to exploit others towards my own end.	2.76	2.71	5.24	0.75	<i>weak</i>	0.42	<i>very strong</i>
Note. N = 99. SECON = Self-control. EST = self-esteem. MACH = Machiavellianism. Defining self-control as task focus (education psych) nor as doing what will prevent future regret (economic literature) achieved acceptable definitional correspondence in our South African sample.								

Study 12: Results – Personal Initiative & Perseverance

Supplement Table 13
Personal Initiative & Perseverance Content Validation Study

		Definition Displayed to Participant (1-7 Likert-type rating)				Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
Item No.	Item Text	PERSEV	INIT	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items									
persev25	I finish whatever I begin.	6.08	5.46	5.14	3.68	0.87	strong	0.22	moderate
persev26	Setbacks don't discourage me.	6.39	4.87	5.26	3.22	0.91	very strong	0.32	strong
persev27	I am diligent.	4.79	5.07	5.32	3.18	0.68	weak	0.05	weak
persev27a	When work is difficult, I keep up my effort.	6.26	5.22	4.86	3.30	0.89	strong	0.30	strong
persev28	If someone is against me, I keep working to fix the problem until I get what I want.	5.70	4.62	4.50	4.36	0.81	weak	0.20	moderate
persev30	I am confident that I could deal appropriately with unexpected events.	5.60	4.72	5.95	3.30	0.80	weak	0.16	weak
init13	I actively tackle problems.	5.50	5.69	4.98	3.34	0.81	weak	0.18	moderate
init14	Whenever something goes wrong, I search for a solution immediately.	5.86	5.46	4.70	3.52	0.78	weak	0.13	weak
init15	Whenever there is a chance to get actively involved, I take it.	4.73	5.88	4.96	3.85	0.84	moderate	0.23	moderate
init16	I take action immediately even when others don't.	4.95	5.60	4.80	3.55	0.80	weak	0.19	moderate
init17	I am quick to take advantage of opportunities to reach my goals.	4.70	5.87	4.95	4.72	0.84	moderate	0.18	moderate
init19	I am particularly good at making my ideas a reality.	4.65	5.61	5.33	3.65	0.80	weak	0.18	moderate
init21	I seek opportunities to learn more.	4.91	5.93	4.81	3.27	0.85	moderate	0.27	strong

[illegible]

Study 13: Results – Problem Solving & Decision Making

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
Item No.	Item Text	PSDM	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items								
psdm01	When I have a problem, I can find several ways to solve it.	6.17	5.07	3.40	0.88	strong	0.32	strong
psdm02	If I am in trouble, I can usually think of a solution.	5.23	4.82	3.51	0.75	weak	0.18	weak
psdm03	I solve most problems if I put in the necessary effort.	5.45	4.92	3.23	0.78	weak	0.23	moderate
psdm04	I can find creative solutions to unplanned problems.	5.80	4.90	3.19	0.83	weak	0.29	strong
psdm05	I can always solve difficult problems if I try hard enough.	5.46	5.21	3.04	0.78	weak	0.22	moderate
psdm06	When making a decision, I analyze my options and their consequences before I act.	6.17	4.06	3.08	0.88	strong	0.43	very strong
psdm07	When making a decision, I look for as much information as I can before I decide what to do.	6.29	4.03	3.07	0.90	strong	0.46	very strong
psdm08	I compare all my options before making a decision.	6.26	3.94	3.09	0.89	strong	0.46	very strong
psdm10a	If my first solution does not work, I can come up with another way to solve my problem.	5.98	4.72	3.43	0.85	moderate	0.32	strong
psdm11	I come up with solutions that are unique.	5.75	5.08	3.21	0.82	weak	0.27	strong
psdm12	I develop new solutions to problems that surprise other people.	5.55	5.00	3.50	0.79	weak	0.22	moderate
psdm12a	I plan tasks carefully.	5.24	4.25	3.16	0.75	weak	0.26	moderate
Orbiting (Unintended) Items								
est01	On the whole, I am satisfied with myself.	2.95	5.72	3.04	0.82	weak	0.38	very strong
est02	I feel that I have a number of good qualities.	3.06	5.77	3.11	0.82	weak	0.41	very strong
est03	I am able to do things as well as most other people.	3.44	5.35	3.33	0.76	weak	0.32	strong
est04	I feel that I'm a person of worth, at least on an equal plane with others.	2.91	5.65	3.11	0.81	weak	0.41	very strong

[illegible]

Study 14: Results – Empathy

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
Item No.	Item Text	EMPATHY	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items								
empath67	I try to understand the perspective of others before making a decision that affects them.	6.04	3.61	2.89	0.86	<i>moderate</i>	0.46	<i>very strong</i>
empath69	When I’m upset at someone, I usually try to imagine myself in their situation to better understand them.	5.99	3.45	2.63	0.86	<i>moderate</i>	0.49	<i>very strong</i>
empath70	Before judging somebody, I try to imagine how I would feel if I were in their place.	6.30	3.50	2.67	0.90	<i>strong</i>	0.53	<i>very strong</i>
empath71	I ask questions to understand the other person's position on a given issue.	5.77	3.88	2.96	0.82	<i>weak</i>	0.39	<i>very strong</i>
empath72	I always try to understand the feelings of people I trust.	6.02	3.61	2.89	0.86	<i>moderate</i>	0.46	<i>very strong</i>
empath73	If I see someone is hurt, I feel upset.	5.76	3.16	2.58	0.82	<i>weak</i>	0.48	<i>very strong</i>
empath75	I feel good when I help someone in need.	5.60	4.43	2.83	0.80	<i>weak</i>	0.33	<i>strong</i>
Orbiting (Unintended) Items								
esteem01	On the whole, I am satisfied with myself.	3.30	5.84	3.09	0.83	<i>weak</i>	0.44	<i>very strong</i>
esteem02	I feel that I have a number of good qualities.	3.21	5.82	3.21	0.83	<i>weak</i>	0.44	<i>very strong</i>
esteem03	I am able to do things as well as most other people.	3.20	5.36	3.05	0.77	<i>weak</i>	0.37	<i>very strong</i>
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	3.51	5.54	2.98	0.79	<i>weak</i>	0.38	<i>very strong</i>
esteem05	I take a positive attitude toward myself.	3.54	5.81	3.18	0.83	<i>weak</i>	0.41	<i>very strong</i>
mach01	I tend to manipulate others to get my way.	1.94	2.46	5.84	0.83	<i>weak</i>	0.61	<i>very strong</i>
mach02	I have used deceit or lied to get my way.	1.79	2.25	5.79	0.83	<i>weak</i>	0.63	<i>very strong</i>
mach03	I have used flattery to get my way.	2.13	3.01	5.41	0.77	<i>weak</i>	0.47	<i>very strong</i>
mach04	I tend to exploit others towards my own end.	1.82	2.27	5.74	0.82	<i>weak</i>	0.62	<i>very strong</i>

Note. N = 99. EST = Self-esteem. MACH = Machiavellianism. Based on the above results, we decided not to drop any items from the empathy scale.

Study 15: Results – Listening Actively & Listening Respectfully

Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)				Hinkin-Tracey Convergence (raw score divided by 7, # anchors)	Hinkin-Tracey Distinctiveness		
		LIST- RESP	LIST- ACT	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
Focal (Intended) Items									
listres121	When I am listening to someone, I wait to talk until the other person finishes talking.	6.29	5.99	3.73	3.25	0.90	<i>strong</i>	0.47	<i>very strong</i>
listres122	When I am listening to someone, I will not interrupt the other person even if I have something important to say.	6.22	6.01	3.77	3.18	0.89	<i>strong</i>	0.46	<i>very strong</i>
listres123	Even when I want to share my opinion, I can listen to others’ opinions first.	5.88	5.87	3.88	3.18	0.84	<i>moderate</i>	0.39	<i>very strong</i>
listact126	I ask questions to understand the other person’s position on an issue.	5.47	5.70	3.86	3.27	0.81	<i>weak</i>	0.32	<i>strong</i>
listact126a	When I am listening to someone, I make sure they know I am interested in what they are saying.	6.20	6.17	3.76	3.29	0.88	<i>strong</i>	0.45	<i>very strong</i>
listact126b	When I am listening to someone, I show them that I am open to their ideas.	6.19	6.19	3.97	3.40	0.88	<i>strong</i>	0.42	<i>very strong</i>
listact126c	When I am listening to someone, I ask questions that show my understanding of what they are saying.	5.98	6.35	3.89	3.23	0.56	<i>lack of</i>	0.40	<i>very strong</i>
Orbiting (Unintended) Items									
est01	On the whole, I am satisfied with myself.	2.98	2.86	5.84	3.33	0.83	<i>weak</i>	0.48	<i>very strong</i>
est02	I feel that I have a number of good qualities.	3.18	2.97	5.96	3.21	0.85	<i>moderate</i>	0.48	<i>very strong</i>

[illegible]

Study 16: Results – Expressiveness

Supplement Table 17
Expressiveness Content Validation Study

		Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
<u>Item No.</u>	<u>Item Text</u>	EXPRS	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
<i>Focal (Intended) Items</i>								
express96	I share my opinion with others without hesitation.	5.80	5.25	3.78	0.75	<i>weak</i>	0.21	<i>moderate</i>
express97	I can explain complicated ideas in a clear way.	6.00	4.91	3.47	0.70	<i>moderate</i>	0.30	<i>strong</i>
express98	I ask for what I need when I need it.	5.84	4.54	4.02	0.65	<i>weak</i>	0.26	<i>moderate</i>
express99	I think it's good to ask for what I want.	5.20	4.70	3.80	0.67	<i>weak</i>	0.16	<i>weak</i>
express100	Others understand my thoughts when I express them.	5.94	4.38	3.61	0.63	<i>moderate</i>	0.32	<i>strong</i>
express100a	I find it easy to explain my perspective to others.	6.15	5.19	3.58	0.74	<i>strong</i>	0.29	<i>strong</i>
express100b	I share my thoughts even if others do not agree with them.	5.48	4.89	4.01	0.70	<i>weak</i>	0.17	<i>weak</i>
express100d	I directly communicate what I need from others.	6.13	5.13	3.79	0.73	<i>strong</i>	0.28	<i>strong</i>
express100e	I openly express my ideas on a topic.	6.13	5.21	3.68	0.74	<i>strong</i>	0.28	<i>strong</i>
express100f	I find simple ways to communicate complex ideas.	6.01	4.80	3.55	0.69	<i>moderate</i>	0.31	<i>strong</i>
express100g	I communicate in a way that others will understand.	6.27	5.11	3.67	0.73	<i>strong</i>	0.31	<i>strong</i>
<i>Orbiting (Unintended) Items</i>								
esteem01	On the whole, I am satisfied with myself.	4.00	6.03	3.16	0.45	<i>moderate</i>	0.41	<i>very strong</i>
esteem02	I feel that I have a number of good qualities.	3.92	5.83	3.35	0.48	<i>weak</i>	0.37	<i>very strong</i>
esteem03	I am able to do things as well as most other people.	3.88	5.75	3.43	0.49	<i>weak</i>	0.35	<i>very strong</i>
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	3.95	5.73	3.24	0.46	<i>weak</i>	0.36	<i>very strong</i>
esteem05	I take a positive attitude toward myself.	4.23	6.26	3.37	0.48	<i>strong</i>	0.41	<i>very strong</i>
mach01	I tend to manipulate others to get my way.	2.57	2.47	5.52	0.00	<i>weak</i>	0.50	<i>very strong</i>

[illegible]

Study 17: Results – Interpersonal Relatedness (Networking New Relationships)

Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
		NET	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
net87	I stay connected with people who are important to me.	5.38	3.81	3.34	0.77	<i>weak</i>	0.30	<i>strong</i>
net83	I am good at building relationships with people I don't know.	6.22	4.62	3.63	0.89	<i>strong</i>	0.35	<i>very strong</i>
net84	I find it easy to get people to trust me.	5.31	4.53	4.74	0.76	<i>weak</i>	0.11	<i>weak</i>
net85	I am able to introduce myself to people I don't know well (e.g., strangers, new or unfamiliar people).	6.03	4.67	3.47	0.86	<i>moderate</i>	0.33	<i>strong</i>
net86	I am good at getting to know people.	6.14	4.47	3.64	0.88	<i>strong</i>	0.35	<i>very strong</i>
est01	On the whole, I am satisfied with myself.	3.66	5.98	3.26	0.85	<i>moderate</i>	0.39	<i>very strong</i>
est02	I feel that I have a number of good qualities.	3.96	5.94	3.43	0.85	<i>moderate</i>	0.34	<i>strong</i>
est03	I am able to do things as well as most other people.	3.64	5.71	3.26	0.82	<i>weak</i>	0.35	<i>very strong</i>
est04	I feel that I'm a person of worth, at least on an equal plane with others.	3.83	5.57	3.34	0.80	<i>weak</i>	0.30	<i>strong</i>
est05	I take a positive attitude toward myself.	3.78	6.00	3.31	0.86	<i>moderate</i>	0.37	<i>very strong</i>
mach01	I tend to manipulate others to get my way.	2.60	2.40	5.31	0.76	<i>weak</i>	0.48	<i>very strong</i>
mach02	I have used deceit or lied to get my way.	2.46	2.25	5.36	0.77	<i>weak</i>	0.50	<i>very strong</i>
mach03	I have used flattery to get my way.	3.08	2.84	5.19	0.74	<i>weak</i>	0.39	<i>very strong</i>
mach04	I tend to exploit others towards my own end.	2.64	2.34	5.52	0.79	<i>weak</i>	0.50	<i>very strong</i>

Note. N = 101. NET = Networking skill. EST = Self-esteem. MACH = Machiavellianism. Based on the above results, we decided to drop one item (net84) from the networking scale.

Study 18: Results – Interpersonal Relatedness (Maintaining Existing Relationships)

Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
		MAINT	EST	MACH	htc	htc	htd	htd
					QUALITATIVE		QUALITATIVE	
maint78	When others are sad, I try to comfort them.	6.33	4.22	3.18	0.90	<i>strong</i>	0.44	<i>very strong</i>
maint79	I listen patiently when people tell me their problems.	6.23	4.19	3.24	0.89	<i>strong</i>	0.42	<i>very strong</i>
maint80	When I see that someone is going through a difficult time, I help out the best I can.	6.29	4.58	2.98	0.90	<i>strong</i>	0.42	<i>very strong</i>
maint81	I give my friends and family encouragement when they need it.	6.35	4.68	3.21	0.91	<i>very strong</i>	0.40	<i>very strong</i>
maint82	I support my friends and family by praising them.	6.27	4.10	3.25	0.90	<i>strong</i>	0.43	<i>very strong</i>
maint88	I am able to forgive my friends and family if they do something that frustrates me.	5.90	4.09	2.98	0.84	<i>moderate</i>	0.39	<i>very strong</i>
esteem01	On the whole, I am satisfied with myself.	3.98	5.95	3.31	0.85	<i>moderate</i>	0.38	<i>very strong</i>
esteem02	I feel that I have a number of good qualities.	4.08	6.04	3.22	0.86	<i>moderate</i>	0.40	<i>very strong</i>
esteem03	I am able to do things as well as most other people.	3.77	5.85	3.51	0.84	<i>moderate</i>	0.37	<i>very strong</i>
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	3.78	5.68	3.19	0.81	<i>weak</i>	0.37	<i>very strong</i>
esteem05	I take a positive attitude toward myself.	4.23	6.25	3.31	0.89	<i>strong</i>	0.41	<i>very strong</i>
mach01	I tend to manipulate others to get my way.	1.95	2.29	5.43	0.78	<i>weak</i>	0.55	<i>very strong</i>
mach02	I have used deceit or lied to get my way.	1.93	2.07	5.28	0.75	<i>weak</i>	0.55	<i>very strong</i>
mach03	I have used flattery to get my way.	2.52	2.86	5.18	0.74	<i>weak</i>	0.42	<i>very strong</i>
mach04	I tend to exploit others towards my own end.	2.00	2.04	5.24	0.75	<i>weak</i>	0.54	<i>very strong</i>

Note. N = 100. MAINT = Maintaining relationships. EST = Self-esteem. MACH = Machiavellianism. Based on the above results, we decided not to drop any items from the maintaining relationships scale.

Study 19: Results – Influence

Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)			Hinkin-Tracey Convergence (raw score divided by 7, # anchors)		Hinkin-Tracey Distinctiveness	
		INFLU	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
influ89a	I can communicate my ideas in a way that convinces people to agree with me.	5.81	4.67	5.10	0.83	<i>weak</i>	0.15	<i>weak</i>
influ91	Other people do what I ask them to do.	5.39	3.71	5.03	0.77	<i>weak</i>	0.17	<i>weak</i>
influ91n	When someone disagrees with me, I know how to adjust my argument to change their opinion.	5.58	3.94	5.27	0.80	<i>weak</i>	0.16	<i>weak</i>
influ92	I am good at getting people to help me when I need it.	5.53	4.34	5.20	0.79	<i>weak</i>	0.13	<i>weak</i>
influ92b	People pay attention when I express my ideas.	5.13	4.90	3.88	0.73	<i>weak</i>	0.12	<i>weak</i>
influ92c	People trust what I say.	5.31	4.84	4.09	0.76	<i>weak</i>	0.14	<i>weak</i>
influ92d	I can motivate people to do what I ask.	5.79	4.57	5.01	0.83	<i>weak</i>	0.17	<i>weak</i>
influ93	I evaluate social situations to decide the best way to act.	4.67	4.43	4.12	0.67	<i>weak</i>	0.07	<i>weak</i>
influ95	I am able to adjust my behavior to make a good impression.	5.14	4.76	4.51	0.73	<i>weak</i>	0.08	<i>weak</i>
influ94	I observe social situations carefully before deciding how to present an idea to others.	4.96	4.32	4.50	0.71	<i>weak</i>	0.09	<i>weak</i>
esteem01	On the whole, I am satisfied with myself.	3.42	6.17	3.27	0.88	<i>strong</i>	0.47	<i>very strong</i>
esteem02	I feel that I have a number of good qualities.	3.90	5.95	3.37	0.85	<i>moderate</i>	0.39	<i>very strong</i>
esteem03	I am able to do things as well as most other people.	3.83	5.85	3.25	0.84	<i>moderate</i>	0.39	<i>very strong</i>
esteem04	I feel that I'm a person of worth, at least on an equal plane with others.	3.52	5.84	3.33	0.83	<i>weak</i>	0.40	<i>very strong</i>
esteem05	I take a positive attitude toward myself.	3.87	6.33	3.39	0.90	<i>strong</i>	0.45	<i>very strong</i>
mach01	I tend to manipulate others to get my way.	4.12	2.56	5.51	0.79	<i>weak</i>	0.36	<i>very strong</i>
mach02	I have used deceit or lied to get my way.	3.60	2.41	5.28	0.75	<i>weak</i>	0.38	<i>very strong</i>

mach03	I have used flattery to get my way.	4.24	3.22	5.26	0.75	<i>weak</i>	0.26	<i>moderate</i>
mach04	I tend to exploit others towards my own end.	3.72	2.44	5.23	0.75	<i>weak</i>	0.36	<i>very strong</i>
Note. N = 99. INFLU = influence, EST = self-esteem. MACH = Machiavellianism. Defining influence as persuasiveness nor as adjusting one's behavior to fit a situation achieved acceptable definitional correspondence in our South African sample.								

Study 20: Results – Collaboration & Negotiation

Supplement Table 21 Collaboration & Negotiation Content Validation Study									
Item No.	Item Text	Definition Displayed to Participant (1-7 Likert-type rating)				Hinkin-Tracey Convergence (raw score divided by 7, # anchors)	Hinkin-Tracey Distinctiveness		
		COLLAB	NEGO	EST	MACH	htc	QUALITATIVE htc	htd	QUALITATIVE htd
collab103	When I work with others, I admit when I am wrong and apologize for my mistakes.	5.72	6.00	4.66	3.25	0.82	<i>weak</i>	0.29	<i>strong</i>
collab104	When I work with others, I tell others my ideas and ask for theirs in return.	6.14	5.09	4.25	3.14	0.88	<i>strong</i>	0.41	<i>very strong</i>
collab107	When I don't know a solution to a problem, I can brainstorm with a group of people to get better ideas.	6.18	5.36	4.21	3.25	0.88	<i>strong</i>	0.41	<i>very strong</i>
collab109	When my team is having difficulty making a decision, I know what to do to help the team work together more effectively.	6.00	5.64	4.48	3.48	0.86	<i>moderate</i>	0.34	<i>strong</i>
collab110	When I work with others, I clarify the problem we are trying to solve.	5.77	5.55	4.18	3.19	0.82	<i>weak</i>	0.35	<i>very strong</i>
collab110a	When I work with others, I summarize the information the group has agreed upon.	5.63	4.82	3.91	3.10	0.80	<i>weak</i>	0.35	<i>very strong</i>
nego111	When I disagree with someone, I try to manage my anger so I do not make the situation worse.	5.27	5.80	4.06	3.36	0.83	<i>weak</i>	0.35	<i>very strong</i>
nego114	When I disagree with someone, I am able to give up some things I want to solve our disagreement.	5.12	5.75	3.82	3.23	0.82	<i>weak</i>	0.37	<i>very strong</i>

[illegible]

Phase Four: Investigating Gendered Rewards to Agentic vs. Communal Skills

Guide to Results Tables

Employment Tables Guide

Table 22 presents employment results as predicted by each of the aggregates of skills (Panel A); and each individual skill (Panel B). Panel A aggregations contain the results that are relevant for our theoretical model regarding agentic versus communal skills. Table 22a contains results for the first three samples (i.e., Nigeria, Côte d’Ivoire, and Congo), while Table 22b continues the results for the final three samples (i.e., Rwanda, Tanzania-I, and Tanzania-III).

For each sample, two types of results are shown in Table 22. First, we display the raw results before control variables were added (i.e., the columns labeled “without controls” in the odd numbered columns 1, 3, 5, 7, 9, and 11). Second, the table shows results in the even-numbered columns labeled “with controls,” which includes covariates for age (years), gender (man = 1), education (on a 14-year scale), and marital status (married = 1).

Table 23 presents employment results for each sample in three columns. This is a nested model structure. Under each sample, the model on the left (i.e., columns 1, 4, 7, 10, 13, and 16) is the simplest model: the regression of employment on each skill with the same co-variables (age, gender, education, and marital status). Slightly more complex models are presented in the middle columns (i.e., columns 2, 5, 8, 11, 14, and 17) under each sample. This model includes an interaction of skill with the participant’s gender. The right column (i.e., columns 3, 6, 9, 12, 15, and 18) under each sample presents the final interaction model. In this interaction where the dichotomous variable is leveled at 0 for women, making women the focus of the result, the right column helps readers to hone in on the extent to which employment returns to skills depends significantly (or not) upon being a woman.

Income Tables Guide

Tables 24a and 24b present income results as predicted by each of the aggregates of skills (Panel A); and each individual skill (Panel B). Table 24a contains results for the first three samples (i.e., Nigeria, Côte d’Ivoire, and Congo), while Table 24b continues the results for the final three samples (i.e., Rwanda, Tanzania-I, and Tanzania-III).

Tables 25a and 25b use interaction terms to predict income. This is a nested model structure following the same pattern above as with Table 23. The right column (i.e., columns 3, 6, 9, 12, 15, and 18) under each sample presents the final interaction model tracking the extent to which income returns to skills depends significantly (or not) upon being a woman.

Appendix D-1: All Employment Results

Supplement Table 22a – Panel A

<i>Regressions of Employment Outcomes on Aggregates of Social, Emotional, and Behavioral Skills (all studies)</i>						
	Nigeria		Côte d'Ivoire		Congo	
	<i>N = 497</i>		<i>N = 3808</i>		<i>N = 2310</i>	
	without controls	with controls	without controls	with controls	without controls	with controls
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Aggregated measures						
All	0.053*** (0.0121)	0.049*** (0.0124)	0.010 (0.0081)	0.005 (0.0080)	0.022* (0.0104)	0.016 (0.0102)
Agentic	0.043*** (0.0122)	0.038** (0.0124)	0.012 (0.0081)	0.004 (0.0080)	0.021* (0.0104)	0.014 (0.0103)
Communal	0.046*** (0.0122)	0.043*** (0.0123)	0.004 (0.0081)	0.000 (0.0080)	0.022* (0.0104)	0.018 (0.0102)
Intrapersonal	0.049*** (0.0122)	0.045*** (0.0124)	0.010 (0.0081)	0.008 (0.0080)	0.019 (0.0104)	0.013 (0.0102)
Interpersonal	0.049*** (0.0122)	0.045*** (0.0124)	0.009 (0.0081)	0.003 (0.0080)	0.021* (0.0104)	0.016 (0.0103)
Awareness	0.046*** (0.0122)	0.042*** (0.0124)	-0.001 (0.0081)	-0.003 (0.0080)	0.026* (0.0104)	0.022* (0.0102)
Management	0.051*** (0.0122)	0.047*** (0.0124)	0.014 (0.0081)	0.009 (0.0080)	0.018 (0.0104)	0.012 (0.0103)
Social Awareness	0.043*** (0.0122)	0.041*** (0.0123)	-0.002 (0.0081)	-0.004 (0.0080)	0.026* (0.0104)	0.023* (0.0102)
Social Management	0.043*** (0.0122)	0.038** (0.0124)	0.014 (0.0081)	0.005 (0.0080)	0.013 (0.0104)	0.007 (0.0103)
Self Awareness	0.034** (0.0123)	0.031* (0.0124)	0.000 (0.0081)	-0.002 (0.0080)	0.014 (0.0104)	0.008 (0.0102)
Self Management	0.050*** (0.0122)	0.046*** (0.0124)	0.012 (0.0081)	0.011 (0.0080)	0.018 (0.0104)	0.013 (0.0102)
<i>Comparison construct</i>						
Generalized Self-Efficacy	0.051*** (0.0122)	0.047*** (0.0123)	0.001 (0.0081)	0.000 (0.0079)	0.016 (0.0104)	0.010 (0.0102)

Note. Employment is measured dichotomously (1 = Employed). In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. PSDM = Problem Solving & Decision Making. Employment and skill scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Supplement Table 22b – Panel A (continued)

<i>Regressions of Employment Outcomes on Aggregates of Social, Emotional, and Behavioral Skills (all studies)</i>						
	Rwanda		Tanzania-I		Tanzania-III	
	<i>N</i> = 895		<i>N</i> = 4750		<i>N</i> = 1129	
	without controls	with controls	without controls	with controls	without controls	with controls
	(7)	(8)	(9)	(10)	(11)	(12)
Panel A: Aggregated measures						
All	0.001 (0.0164)	-0.002 (0.0165)	0.006 (0.0071)	-0.004 (0.0070)	-0.018 (0.0144)	-0.023 (0.0142)
Agentic	0.004 (0.0164)	-0.003 (0.0165)	0.004 (0.0071)	-0.012 (0.0070)	-0.023 (0.0145)	-0.028* (0.0143)
Communal	-0.006 (0.0164)	-0.005 (0.0166)	0.001 (0.0071)	-0.002 (0.0069)	-0.027 (0.0143)	-0.032* (0.0141)
Intrapersonal	0.007 (0.0164)	0.005 (0.0165)	0.008 (0.0071)	0.001 (0.0069)	0.003 (0.0145)	0.000 (0.0143)
Interpersonal	-0.003 (0.0164)	-0.007 (0.0165)	0.003 (0.0071)	-0.007 (0.0070)	-0.029* (0.0144)	-0.034* (0.0142)
Awareness	-0.006 (0.0164)	-0.006 (0.0165)	0.006 (0.0071)	0.002 (0.0070)	-0.017 (0.0144)	-0.023 (0.0142)
Management	0.006 (0.0164)	0.001 (0.0165)	0.005 (0.0071)	-0.007 (0.0070)	-0.016 (0.0144)	-0.021 (0.0143)
Social Awareness	-0.018 (0.0164)	-0.017 (0.0166)	0.001 (0.0071)	0.001 (0.0069)	-0.022 (0.0143)	-0.027 (0.0142)
Social Management	0.010 (0.0164)	0.004 (0.0165)	0.002 (0.0071)	-0.012 (0.0069)	-0.030* (0.0144)	-0.034* (0.0142)
Self Awareness	0.018 (0.0164)	0.017 (0.0164)	0.010 (0.0071)	-0.000 (0.0069)	-0.006 (0.0145)	-0.010 (0.0143)
Self Management	0.001 (0.0164)	-0.001 (0.0165)	0.006 (0.0071)	0.001 (0.0069)	0.007 (0.0145)	0.004 (0.0144)
<i>Comparison construct</i>						
Generalized Self-Efficacy	0.030 (0.0164)	0.027 (0.0164)	0.027*** (0.0071)	0.013 (0.0069)	0.012 (0.0145)	0.008 (0.0143)

Note. Employment is measured dichotomously (1 = Employed). In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. PSDM = Problem Solving & Decision Making. Employment and skill scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Supplement Table 22a – Panel B

Supplement Table 22a – Panel B						
<i>Regressions of Employment Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>						
	Nigeria		Côte d'Ivoire		Congo	
	<i>N = 497</i>		<i>N = 3808</i>		<i>N = 2310</i>	
	without controls	with controls	without controls	with controls	without controls	with controls
	(1)	(2)	(3)	(4)	(5)	(6)
Panel B: Disaggregated measures						
1. Emotional Awareness	0.030*	0.026*	0.002	0.001	0.013	0.008
	(0.0123)	(0.0124)	(0.0081)	(0.0079)	(0.0104)	(0.0102)
2. Self-Awareness	0.036**	0.033**	-0.002	-0.005	0.014	0.007
	(0.0123)	(0.0123)	(0.0081)	(0.0079)	(0.0104)	(0.0102)
3. Emotional Regulation	0.050***	0.048***	0.005	0.002	0.009	0.004
	(0.0122)	(0.0122)	(0.0081)	(0.0079)	(0.0104)	(0.0103)
4. Self Control	0.023	0.020	0.015	0.014	-0.001	-0.001
	(0.0123)	(0.0126)	(0.0081)	(0.0080)	(0.0104)	(0.0102)
5. Perseverance	0.035**	0.032**	0.000	0.000	0.026*	0.021*
	(0.0123)	(0.0123)	(0.0081)	(0.0079)	(0.0104)	(0.0102)
6. Personal Initiative	0.035**	0.032**	0.003	0.001	0.034***	0.027**
	(0.0123)	(0.0123)	(0.0081)	(0.0079)	(0.0104)	(0.0102)
7. PSDM	0.059***	0.055***	0.007	0.004	0.010	0.005
	(0.0121)	(0.0122)	(0.0081)	(0.0080)	(0.0104)	(0.0102)
8a. Listening (Respectfully)	0.029*	0.027*	-0.003	-0.002	0.014	0.011
	(0.0123)	(0.0124)	(0.0081)	(0.0080)	(0.0104)	(0.0102)
8b. Listening (Actively)	0.040***	0.038**	-0.000	-0.005	0.019	0.017
	(0.0122)	(0.0123)	(0.0080)	(0.0079)	(0.0104)	(0.0102)
9. Empathy	0.043***	0.040***	0.001	-0.003	0.017	0.013
	(0.0122)	(0.0123)	(0.0080)	(0.0079)	(0.0104)	(0.0102)
10. Expressiveness	0.048***	0.044***	-0.002	-0.006	0.001	-0.002
	(0.0122)	(0.0123)	(0.0081)	(0.0080)	(0.0104)	(0.0103)
11a. Relatedness (Maintain)	0.040***	0.038**	0.010	0.005	0.005	0.002
	(0.0122)	(0.0123)	(0.0080)	(0.0080)	(0.0105)	(0.0103)
11b. Relatedness (Network)	0.023	0.016	0.017*	0.007	0.023*	0.019
	(0.0123)	(0.0125)	(0.0080)	(0.0080)	(0.0104)	(0.0103)
12. Influence	0.039**	0.035**	0.009	0.002	0.004	-0.001
	(0.0123)	(0.0123)	(0.0081)	(0.0080)	(0.0104)	(0.0102)
13. Negotiation	0.040***	0.038**	0.007	0.004	0.020	0.013
	(0.0122)	(0.0123)	(0.0081)	(0.0079)	(0.0104)	(0.0103)
14. Collaboration	0.031*	0.027*	0.014	0.008	0.005	0.000
	(0.0123)	(0.0124)	(0.0080)	(0.0080)	(0.0104)	(0.0103)
<i>Comparison construct</i>						
15. Generalized Self-Efficacy	0.051***	0.047***	0.001	0.000	0.016	0.010
	(0.0122)	(0.0123)	(0.0081)	(0.0079)	(0.0104)	(0.0102)

Note. Employment is measured dichotomously (1 = Employed). PSDM = Problem Solving & Decision Making. In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. PSDM = Problem Solving & Decision Making. Employment and skill scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Supplement Table 22b – Panel B (continued)

	Rwanda		Tanzania-I		Tanzania-III	
	N = 895		N = 4750		N = 1129	
	without controls	with controls	without controls	with controls	without controls	with controls
	(7)	(8)	(9)	(10)	(11)	(12)
Panel B: Disaggregated measures						
1. Emotional Awareness	0.017	0.017	0.009	-0.001	-0.002	-0.006
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0144)	(0.0142)
2. Self-Awareness	0.014	0.011	0.007	0.001	-0.010	-0.012
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0145)	(0.0143)
3. Emotional Regulation	0.004	0.003	-0.012	-0.020**	-0.009	-0.014
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0144)	(0.0142)
4. Self Control	-0.014	-0.016	0.005	0.008	0.014	0.014
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0146)	(0.0144)
5. Perseverance	0.013	0.010	0.009	-0.001	0.003	0.001
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0145)	(0.0143)
6. Personal Initiative	0.003	0.001	0.003	-0.006	0.002	-0.001
	(0.0164)	(0.0166)	(0.0071)	(0.0069)	(0.0145)	(0.0143)
7. PSDM	0.023	0.022	0.013	0.002	0.001	-0.004
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0145)	(0.0143)
8a. Listening (Respectfully)	-0.027	-0.023	0.002	0.007	-0.027	-0.033*
	(0.0164)	(0.0166)	(0.0071)	(0.0069)	(0.0143)	(0.0141)
8b. Listening (Actively)	0.009	0.005	-0.010	-0.016*	-0.014	-0.017
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0143)	(0.0141)
9. Empathy	0.013	0.011	0.005	-0.006	-0.010	-0.016
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0144)	(0.0143)
10. Expressiveness	-0.010	-0.017	-0.004	-0.014*	-0.020	-0.025
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0144)	(0.0142)
11a. Relatedness (Maintain)	0.027	0.025	0.002	-0.003	-0.022	-0.025
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0144)	(0.0142)
11b. Relatedness (Network)	0.004	-0.003	0.005	-0.011	-0.022	-0.027
	(0.0164)	(0.0166)	(0.0071)	(0.0069)	(0.0147)	(0.0145)
12. Influence	0.017	0.011	0.006	-0.004	-0.018	-0.020
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0143)	(0.0141)
13. Negotiation	0.007	0.003	0.003	-0.006	-0.031*	-0.034*
	(0.0164)	(0.0165)	(0.0071)	(0.0069)	(0.0144)	(0.0142)
14. Collaboration	0.019	0.019	-0.006	-0.012	-0.031*	-0.033*
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0142)	(0.0140)
Comparison construct						
15. Generalized Self-Efficacy	0.030	0.027	0.027***	0.013	0.012	0.008
	(0.0164)	(0.0164)	(0.0071)	(0.0069)	(0.0145)	(0.0143)

Note. Employment is measured dichotomously (1 = Employed). PSDM = Problem Solving & Decision Making. In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS

regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. PSDM = Problem Solving & Decision Making. Employment and skill scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Supplement Table 23a – Panel A

Supplement Table 23a – Panel A									
<i>Regressions of Employment Outcomes on Aggregates of Social, Emotional, and Behavioral Skill (all studies)</i>									
	Nigeria			Côte d'Ivoire			Congo		
	N = 497			N = 3808			N = 2310		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Panel A: Aggregated measures									
All	0.063***	-0.031	0.032	0.018	-0.026	-0.009	-0.025	0.065**	0.040**
	(0.0166)	(0.0247)	(0.0185)	(0.0110)	(0.0159)	(0.0116)	(0.0166)	(0.0210)	(0.0129)
Agentic	0.048**	-0.021	0.027	0.019	-0.033*	-0.014	-0.024	0.062**	0.038**
	(0.0169)	(0.0247)	(0.0181)	(0.0109)	(0.0160)	(0.0117)	(0.0167)	(0.0211)	(0.0130)
Communal	0.055***	-0.027	0.029	0.016	-0.034*	-0.018	-0.019	0.061**	0.041***
	(0.0166)	(0.0247)	(0.0184)	(0.0110)	(0.0159)	(0.0116)	(0.0167)	(0.0211)	(0.0129)
Intrapersonal	0.061***	-0.034	0.026	0.008	0.000	0.008	-0.021	0.055**	0.034**
	(0.0167)	(0.0246)	(0.0183)	(0.0109)	(0.0160)	(0.0117)	(0.0165)	(0.0210)	(0.0129)
Interpersonal	0.058***	-0.029	0.030	0.023*	-0.042**	-0.019	-0.026	0.067**	0.041***
	(0.0167)	(0.0248)	(0.0183)	(0.0111)	(0.0159)	(0.0115)	(0.0168)	(0.0212)	(0.0129)
Awareness	0.058***	-0.034	0.024	0.008	-0.025	-0.016	-0.009	0.048*	0.040**
	(0.0169)	(0.0246)	(0.0180)	(0.0109)	(0.0159)	(0.0117)	(0.0166)	(0.0210)	(0.0129)
Management	0.059***	-0.029	0.031	0.020	-0.025	-0.004	-0.032	0.070***	0.038**
	(0.0166)	(0.0248)	(0.0186)	(0.0110)	(0.0160)	(0.0116)	(0.0166)	(0.0211)	(0.0130)
Social Awareness	0.053**	-0.027	0.026	0.010	-0.029	-0.019	-0.005	0.047*	0.041**
	(0.0169)	(0.0246)	(0.0180)	(0.0108)	(0.0159)	(0.0117)	(0.0165)	(0.0210)	(0.0130)
Social Management	0.049**	-0.024	0.025	0.026*	-0.043**	-0.017	-0.036*	0.069***	0.033*
	(0.0167)	(0.0249)	(0.0185)	(0.0111)	(0.0159)	(0.0115)	(0.0169)	(0.0213)	(0.0129)
Self Awareness	0.047**	-0.036	0.011	0.003	-0.010	-0.007	-0.017	0.040	0.022
	(0.0166)	(0.0248)	(0.0185)	(0.0108)	(0.0159)	(0.0117)	(0.0169)	(0.0212)	(0.0128)
Self Management	0.061***	-0.032	0.029	0.008	0.005	0.014	-0.020	0.053*	0.033*
	(0.0168)	(0.0245)	(0.0181)	(0.0108)	(0.0160)	(0.0118)	(0.0165)	(0.0210)	(0.0130)
<i>Comparison construct</i>									
Generalized Self-Efficacy	0.058***	-0.027	0.031	0.011	-0.021	-0.011	-0.013	0.041*	0.027*
	(0.0160)	(0.0192)		(0.0111)	(0.0114)		(0.0159)	(0.0134)	

Note. Employment is measured dichotomously (1 = Employed). In each column, we report 11 regressions of employment onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in all columns are standardized OLS regression coefficients with covariates for age, gender, education, and marital status. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 23b – Panel A (continued)

Supplement Table 23b – Panel A (continued)									
<i>Regressions of Employment Outcomes on Aggregates of Social, Emotional, and Behavioral Skill (all studies)</i>									
	Rwanda			Tanzania-I			Tanzania-III		
	N = 895			N = 4750			N = 1129		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Panel A: Aggregated measures									
All	-0.007 (0.0238)	0.009 (0.0330)	0.002 (0.0229)	-0.002 (0.0101)	-0.003 (0.0138)	-0.005 (0.0095)	-0.023 (0.0219)	0.000 (0.0290)	-0.022 (0.0188)
Agentic	-0.016 (0.0236)	0.025 (0.0331)	0.009 (0.0232)	-0.001 (0.0097)	-0.022 (0.0138)	-0.023* (0.0099)	-0.035 (0.0215)	0.013 (0.0291)	-0.022 (0.0194)
Communal	-0.002 (0.0239)	-0.005 (0.0328)	-0.007 (0.0228)	-0.007 (0.0100)	0.011 (0.0137)	0.003 (0.0095)	-0.046* (0.0223)	0.024 (0.0292)	-0.022 (0.0185)
Intrapersonal	0.003 (0.0237)	0.003 (0.0330)	0.006 (0.0229)	0.002 (0.0100)	-0.003 (0.0137)	-0.001 (0.0096)	0.016 (0.0210)	-0.029 (0.0287)	-0.013 (0.0196)
Interpersonal	-0.014 (0.0238)	0.013 (0.0329)	-0.001 (0.0228)	-0.006 (0.0101)	-0.002 (0.0138)	-0.008 (0.0095)	-0.046* (0.0221)	0.022 (0.0292)	-0.025 (0.0188)
Awareness	-0.005 (0.0243)	-0.002 (0.0329)	-0.007 (0.0224)	-0.000 (0.0100)	0.004 (0.0137)	0.004 (0.0095)	-0.025 (0.0221)	0.004 (0.0292)	-0.021 (0.0188)
Management	-0.006 (0.0237)	0.015 (0.0330)	0.008 (0.0230)	-0.003 (0.0101)	-0.007 (0.0138)	-0.010 (0.0095)	-0.020 (0.0215)	-0.002 (0.0288)	-0.021 (0.0191)
Social Awareness	-0.011 (0.0244)	-0.010 (0.0329)	-0.021 (0.0224)	-0.007 (0.0099)	0.015 (0.0137)	0.009 (0.0096)	-0.042 (0.0223)	0.026 (0.0293)	-0.017 (0.0186)
Social Management	-0.010 (0.0234)	0.027 (0.0330)	0.018 (0.0233)	-0.004 (0.0099)	-0.016 (0.0138)	-0.020* (0.0097)	-0.043* (0.0216)	0.015 (0.0290)	-0.028 (0.0192)
Self Awareness	0.006 (0.0240)	0.019 (0.0329)	0.026 (0.0225)	0.011 (0.0098)	-0.021 (0.0137)	-0.010 (0.0096)	0.007 (0.0212)	-0.031 (0.0288)	-0.024 (0.0194)
Self Management	0.001 (0.0237)	-0.004 (0.0330)	-0.003 (0.0230)	-0.002 (0.0100)	0.005 (0.0137)	0.003 (0.0095)	0.016 (0.0207)	-0.022 (0.0286)	-0.006 (0.0199)
<i>Comparison construct</i>									
Generalized Self-Efficacy	0.010 (0.0245)	0.031 (0.0220)	0.041	0.022* (0.0099)	-0.017 (0.0096)	0.005	0.013 (0.0209)	-0.010 (0.0197)	0.003

Note. Employment is measured dichotomously (1 = Employed). In each column, we report 11 regressions of employment onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in all columns are standardized OLS regression coefficients with covariates for age, gender, education, and marital status. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors are in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 23a – Panel B

Supplement Table 23a – Panel B <i>Regressions of Employment Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>									
	Nigeria			Côte d'Ivoire			Congo		
	N = 497			N = 3808			N = 2310		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Panel B: Disaggregated measures									
1. Emotional Awareness	0.035*	-0.022	0.013	0.005	-0.008	-0.003	-0.018	0.040	0.023
	(0.0162)	(0.0252)	(0.0193)	(0.0106)	(0.0160)	(0.0119)	(0.0171)	(0.0213)	(0.0128)
2. Self-Awareness	0.056***	-0.048	0.008	-0.001	-0.008	-0.009	-0.013	0.032	0.019
	(0.0169)	(0.0246)	(0.0178)	(0.0111)	(0.0159)	(0.0114)	(0.0166)	(0.0210)	(0.0130)
3. Emotional Regulation	0.069***	-0.042	0.027	0.018	-0.034*	-0.016	-0.025	0.045*	0.019
	(0.0173)	(0.0244)	(0.0172)	(0.0111)	(0.0158)	(0.0113)	(0.0172)	(0.0215)	(0.0128)
4. Self Control	0.032	-0.026	0.006	0.004	0.023	0.027*	-0.015	0.022	0.007
	(0.0172)	(0.0248)	(0.0181)	(0.0106)	(0.0160)	(0.0121)	(0.0167)	(0.0211)	(0.0129)
5. Perseverance	0.039*	-0.015	0.024	0.001	-0.002	-0.001	-0.004	0.042*	0.038**
	(0.0172)	(0.0245)	(0.0176)	(0.0109)	(0.0159)	(0.0115)	(0.0160)	(0.0208)	(0.0132)
6. Personal Initiative	0.035*	-0.006	0.029	-0.004	0.010	0.006	-0.000	0.045*	0.045***
	(0.0169)	(0.0245)	(0.0178)	(0.0111)	(0.0159)	(0.0114)	(0.0162)	(0.0208)	(0.0132)
7. PSDM	0.069***	-0.031	0.038*	0.014	-0.019	-0.005	-0.018	0.040*	0.022
	(0.0162)	(0.0246)	(0.0185)	(0.0113)	(0.0159)	(0.0112)	(0.0155)	(0.0206)	(0.0136)
8a. Listening (Respectfully)	0.035*	-0.017	0.018	0.002	-0.009	-0.007	-0.017	0.047*	0.030*
	(0.0170)	(0.0246)	(0.0179)	(0.0107)	(0.0159)	(0.0118)	(0.0163)	(0.0209)	(0.0131)
8b. Listening (Actively)	0.053***	-0.035	0.018	0.016	-0.041**	-0.026*	0.017	0.000	0.017
	(0.0163)	(0.0249)	(0.0188)	(0.0111)	(0.0158)	(0.0113)	(0.0168)	(0.0212)	(0.0129)
9. Empathy	0.053**	-0.028	0.025	0.010	-0.030	-0.020	-0.030	0.066**	0.037**
	(0.0167)	(0.0247)	(0.0181)	(0.0108)	(0.0159)	(0.0116)	(0.0170)	(0.0213)	(0.0128)
10. Expressiveness	0.055***	-0.024	0.031	0.020	-0.057***	-0.037**	-0.034*	0.053*	0.019
	(0.0171)	(0.0247)	(0.0179)	(0.0108)	(0.0159)	(0.0118)	(0.0166)	(0.0211)	(0.0130)
11a. Relatedness (Maintain)	0.047**	-0.024	0.023	0.019	-0.029	-0.010	-0.039*	0.065**	0.026*
	(0.0154)	(0.0254)	(0.0202)	(0.0112)	(0.0159)	(0.0113)	(0.0170)	(0.0213)	(0.0129)
11b. Relatedness (Network)	0.020	-0.007	0.012	0.017	-0.024	-0.007	-0.006	0.042*	0.035**
	(0.0171)	(0.0250)	(0.0183)	(0.0105)	(0.0161)	(0.0122)	(0.0162)	(0.0209)	(0.0132)
12. Influence	0.051**	-0.033	0.018	0.024*	-0.046**	-0.022	-0.036*	0.060**	0.025
	(0.0171)	(0.0247)	(0.0179)	(0.0110)	(0.0160)	(0.0115)	(0.0157)	(0.0207)	(0.0135)
13. Negotiation	0.052**	-0.032	0.020	0.007	-0.006	0.001	-0.019	0.050*	0.031*
	(0.0167)	(0.0247)	(0.0182)	(0.0112)	(0.0159)	(0.0113)	(0.0169)	(0.0212)	(0.0129)
14. Collaboration	0.032	-0.010	0.022	0.024*	-0.031	-0.007	-0.042*	0.068***	0.026*
	(0.0164)	(0.0251)	(0.0190)	(0.0114)	(0.0159)	(0.0111)	(0.0166)	(0.0211)	(0.0130)
<i>Comparison construct</i>									
15. Generalized Self-Efficacy	0.058***	-0.027	0.031	0.011	-0.021	-0.011	-0.013	0.041*	0.027*
	(0.0160)	(0.0192)		(0.0111)	(0.0114)		(0.0159)	(0.0134)	

Note. Employment is measured dichotomously (1 = Employed). In each column, we report 15 separate regressions of employment onto independent skill variables, not all skills together. PSDM = Problem Solving & Decision Making. Values in all columns are standardized OLS regression coefficients with covariates for age, gender, education, and marital status. Values in the left [skill] column include the named skill with the four control variables. Values in the middle [skill X gender] column interact the named skill with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named skill and the skill's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 23b – Panel B (continued)

Supplement Table 23b – Panel B (continued)									
<i>Regressions of Employment Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>									
	Rwanda			Tanzania-I			Tanzania-III		
	<i>N</i> = 895			<i>N</i> = 4750			<i>N</i> = 1129		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Panel B: Disaggregated measures									
1. Emotional Awareness	0.007	0.018	0.025	0.010	-0.021	-0.012	0.013	-0.035	-0.022
	(0.0238)	(0.0328)	(0.0226)	(0.0097)	(0.0137)	(0.0097)	(0.0210)	(0.0288)	(0.0195)
2. Self-Awareness	0.003	0.016	0.018	0.009	-0.014	-0.005	-0.002	-0.018	-0.020
	(0.0242)	(0.0331)	(0.0226)	(0.0099)	(0.0137)	(0.0095)	(0.0211)	(0.0287)	(0.0194)
3. Emotional Regulation	-0.007	0.020	0.013	-0.017	-0.006	-0.023*	-0.018	0.008	-0.010
	(0.0236)	(0.0329)	(0.0229)	(0.0097)	(0.0137)	(0.0097)	(0.0205)	(0.0286)	(0.0198)
4. Self Control	0.004	-0.040	-0.036	-0.009	0.032*	0.024*	0.033	-0.038	-0.005
	(0.0234)	(0.0329)	(0.0232)	(0.0100)	(0.0137)	(0.0094)	(0.0202)	(0.0288)	(0.0205)
5. Perseverance	0.004	0.012	0.016	0.012	-0.028*	-0.016	0.001	-0.000	0.001
	(0.0239)	(0.0330)	(0.0227)	(0.0095)	(0.0137)	(0.0100)	(0.0204)	(0.0286)	(0.0201)
6. Personal Initiative	0.004	-0.005	-0.002	0.006	-0.024	-0.019	-0.002	0.001	-0.001
	(0.0235)	(0.0330)	(0.0232)	(0.0095)	(0.0137)	(0.0099)	(0.0211)	(0.0288)	(0.0196)
7. PSDM	0.003	0.038	0.040	0.009	-0.014	-0.005	0.007	-0.022	-0.015
	(0.0237)	(0.0328)	(0.0227)	(0.0098)	(0.0137)	(0.0097)	(0.0205)	(0.0287)	(0.0201)
8a. Listening (Respectfully)	-0.018	-0.010	-0.028	-0.006	0.026	0.019*	-0.048*	0.027	-0.021
	(0.0243)	(0.0329)	(0.0226)	(0.0098)	(0.0137)	(0.0096)	(0.0216)	(0.0290)	(0.0190)
8b. Listening (Actively)	-0.002	0.012	0.010	-0.009	-0.012	-0.021*	-0.036	0.033	-0.003
	(0.0251)	(0.0332)	(0.0219)	(0.0098)	(0.0137)	(0.0096)	(0.0217)	(0.0289)	(0.0188)
9. Empathy	0.012	-0.003	0.010	0.003	-0.017	-0.014	-0.012	-0.008	-0.019
	(0.0235)	(0.0329)	(0.0230)	(0.0098)	(0.0138)	(0.0097)	(0.0221)	(0.0291)	(0.0188)
10. Expressiveness	-0.035	0.034	-0.001	-0.011	-0.006	-0.017	-0.029	0.007	-0.022
	(0.0238)	(0.0330)	(0.0228)	(0.0097)	(0.0137)	(0.0098)	(0.0216)	(0.0289)	(0.0190)
11a. Relatedness (Maintain)	0.010	0.031	0.041	-0.003	-0.000	-0.004	-0.024	-0.001	-0.025
	(0.0227)	(0.0328)	(0.0236)	(0.0097)	(0.0137)	(0.0097)	(0.0215)	(0.0286)	(0.0189)
11b. Relatedness (Network)	-0.012	0.018	0.006	-0.004	-0.017	-0.021*	-0.021	-0.011	-0.032
	(0.0228)	(0.0332)	(0.0241)	(0.0091)	(0.0140)	(0.0106)	(0.0212)	(0.0290)	(0.0199)
12. Influence	-0.002	0.026	0.024	0.007	-0.022	-0.015	-0.025	0.009	-0.016
	(0.0234)	(0.0329)	(0.0231)	(0.0098)	(0.0137)	(0.0097)	(0.0209)	(0.0286)	(0.0193)
13. Negotiation	-0.009	0.023	0.014	0.004	-0.019	-0.015	-0.057**	0.043	-0.014
	(0.0237)	(0.0330)	(0.0230)	(0.0098)	(0.0137)	(0.0097)	(0.0205)	(0.0286)	(0.0198)
14. Collaboration	0.016	0.007	0.022	-0.006	-0.011	-0.017	-0.047*	0.024	-0.023
	(0.0233)	(0.0328)	(0.0231)	(0.0101)	(0.0137)	(0.0094)	(0.0214)	(0.0288)	(0.0189)
<i>Comparison construct</i>									
15. Generalized Self-Efficacy	0.010	0.031	0.041	0.022*	-0.017	0.005	0.013	-0.010	0.003
	(0.0245)	(0.0220)		(0.0099)	(0.0096)		(0.0209)	(0.0197)	

Note. Employment is measured dichotomously (1 = Employed). PSDM = Problem Solving & Decision Making. In each column, we report 15 separate regressions of employment onto independent skill variables, not all skills together. Values in all columns are standardized OLS regression coefficients with covariates for age, gender, education, and marital status. Values in the left [skill] column include the named skill with the four control variables. Values in the middle [skill X gender] column interact the named skill with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named skill and the skill's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Appendix D-2: All Income Results

Supplement Table 24a – Panel A

Supplement Table 24a – Panel A						
<i>Regressions of Income Outcomes on Aggregates of Social, Emotional, and Behavioral Skills (all studies)</i>						
	Nigeria		Côte d'Ivoire		Congo	
	N = 497		N = 3808		N = 2310	
	without controls	with controls	without controls	with controls	without controls	with controls
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Aggregated measures						
All	0.311*** (0.0671)	0.224*** (0.0639)	0.195*** (0.0418)	0.106** (0.0407)	0.101* (0.0487)	0.067 (0.0475)
Agentic	0.240*** (0.0677)	0.152* (0.0637)	0.156*** (0.0419)	0.064 (0.0407)	0.150** (0.0488)	0.113* (0.0477)
Communal	0.222*** (0.0678)	0.160* (0.0636)	0.118** (0.0418)	0.054 (0.0407)	0.083 (0.0489)	0.062 (0.0476)
Intrapersonal	0.335*** (0.0669)	0.255*** (0.0635)	0.198*** (0.0419)	0.125** (0.0406)	0.072 (0.0487)	0.037 (0.0475)
Interpersonal	0.251*** (0.0676)	0.168** (0.0639)	0.164*** (0.0419)	0.073 (0.0408)	0.113* (0.0490)	0.083 (0.0477)
Awareness	0.237*** (0.0677)	0.172** (0.0636)	0.150*** (0.0418)	0.087* (0.0405)	0.102* (0.0487)	0.076 (0.0474)
Management	0.317*** (0.0671)	0.226*** (0.0638)	0.197*** (0.0418)	0.103* (0.0407)	0.095 (0.0489)	0.059 (0.0477)
Social Awareness	0.205** (0.0679)	0.150* (0.0636)	0.103* (0.0419)	0.057 (0.0406)	0.092 (0.0488)	0.076 (0.0475)
Social Management	0.227*** (0.0678)	0.142* (0.0638)	0.161*** (0.0418)	0.065 (0.0407)	0.102* (0.0490)	0.070 (0.0478)
Self Awareness	0.220*** (0.0678)	0.156* (0.0635)	0.148*** (0.0419)	0.088* (0.0404)	0.075 (0.0487)	0.040 (0.0475)
Self Management	0.346*** (0.0668)	0.268*** (0.0635)	0.186*** (0.0419)	0.119** (0.0406)	0.062 (0.0488)	0.030 (0.0475)
<i>Comparison construct</i>						
Generalized Self-Efficacy	0.270*** (0.0675)	0.196** (0.0632)	0.086* (0.0419)	0.034 (0.0404)	0.078 (0.0487)	0.048 (0.0476)

Note. Income was measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. In each column, we report 11 separate regressions of income onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .01, .05 and .001 respectively. Income levels and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 24b – Panel A (continued)

Supplement Table 24b – Panel A (continued)						
<i>Regressions of Income Outcomes on Aggregates of Social, Emotional, and Behavioral Skills (all studies)</i>						
	Rwanda		Tanzania-I		Tanzania-III	
	<i>N</i> = 895		<i>N</i> = 4750		<i>N</i> = 1129	
	without controls	with controls	without controls	with controls	without controls	with controls
	(7)	(8)	(9)	(10)	(11)	(12)
Panel A: Aggregated measures						
All	0.048	0.025	0.043	-0.016	0.030	-0.003
	(0.0828)	(0.0829)	(0.0320)	(0.0310)	(0.0705)	(0.0689)
Agentic	0.068	0.023	0.051	-0.035	0.020	-0.013
	(0.0828)	(0.0831)	(0.0320)	(0.0309)	(0.0712)	(0.0695)
Communal	-0.008	-0.008	-0.000	-0.022	-0.000	-0.032
	(0.0829)	(0.0833)	(0.0320)	(0.0309)	(0.0702)	(0.0684)
Intrapersonal	0.077	0.063	0.046	0.001	0.070	0.047
	(0.0828)	(0.0828)	(0.0320)	(0.0308)	(0.0710)	(0.0694)
Interpersonal	0.019	-0.007	0.033	-0.027	-0.002	-0.037
	(0.0829)	(0.0829)	(0.0320)	(0.0310)	(0.0706)	(0.0689)
Awareness	-0.015	-0.017	0.032	0.003	0.032	-0.002
	(0.0829)	(0.0831)	(0.0320)	(0.0309)	(0.0705)	(0.0688)
Management	0.079	0.048	0.041	-0.026	0.027	-0.002
	(0.0828)	(0.0829)	(0.0320)	(0.0309)	(0.0706)	(0.0690)
Social Awareness	-0.076	-0.073	0.002	-0.006	0.004	-0.034
	(0.0828)	(0.0835)	(0.0320)	(0.0308)	(0.0704)	(0.0686)
Social Management	0.090	0.050	0.039	-0.040	-0.003	-0.034
	(0.0828)	(0.0828)	(0.0320)	(0.0309)	(0.0708)	(0.0690)
Self Awareness	0.108	0.094	0.065*	0.010	0.073	0.051
	(0.0828)	(0.0824)	(0.0320)	(0.0307)	(0.0708)	(0.0690)
Self Management	0.052	0.040	0.030	-0.004	0.060	0.040
	(0.0828)	(0.0830)	(0.0320)	(0.0307)	(0.0711)	(0.0694)
<i>Comparison construct</i>						
Generalized Self-Efficacy	0.161	0.146	0.139***	0.064*	0.155*	0.126
	(0.0827)	(0.0823)	(0.0319)	(0.0308)	(0.0709)	(0.0691)

Note. Income was measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. In each column, we report 11 separate regressions of income onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .01, .05 and .001 respectively. Income levels and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 24a – Panel B

Supplement Table 24a – Panel B						
<i>Regressions of Income Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>						
	Nigeria		Côte d'Ivoire		Congo	
	N = 497		N = 3808		N = 2310	
	without controls	with controls	without controls	with controls	without controls	with controls
	(1)	(2)	(3)	(4)	(5)	(6)
Panel B: Disaggregated measures						
1. Emotional Awareness	0.175** (0.0681)	0.106 (0.0638)	0.148*** (0.0418)	0.101* (0.0404)	0.062 (0.0489)	0.036 (0.0476)
2. Self-Awareness	0.248*** (0.0676)	0.200** (0.0630)	0.101* (0.0419)	0.042 (0.0404)	0.079 (0.0487)	0.040 (0.0475)
3. Emotional Regulation	0.250*** (0.0676)	0.203*** (0.0629)	0.105* (0.0419)	0.048 (0.0404)	0.056 (0.0491)	0.022 (0.0479)
4. Self Control	0.242*** (0.0677)	0.175** (0.0643)	0.185*** (0.0418)	0.142*** (0.0405)	-0.061 (0.0487)	-0.063 (0.0475)
5. Perseverance	0.195** (0.0680)	0.141* (0.0632)	0.050 (0.0419)	0.013 (0.0403)	0.150** (0.0487)	0.116* (0.0475)
6. Personal Initiative	0.197** (0.0680)	0.153* (0.0629)	0.067 (0.0419)	0.016 (0.0404)	0.194*** (0.0486)	0.153*** (0.0475)
7. PSDM	0.330*** (0.0669)	0.262*** (0.0628)	0.073 (0.0419)	0.001 (0.0405)	0.051 (0.0487)	0.021 (0.0476)
8a. Listening (Respectfully)	0.142* (0.0682)	0.110 (0.0636)	0.092* (0.0419)	0.069 (0.0405)	0.020 (0.0487)	0.007 (0.0474)
8b. Listening (Actively)	0.131 (0.0683)	0.083 (0.0634)	0.082 (0.0418)	0.038 (0.0403)	0.094 (0.0489)	0.079 (0.0475)
9. Empathy	0.246*** (0.0676)	0.189** (0.0632)	0.052 (0.0418)	-0.007 (0.0404)	0.089 (0.0489)	0.067 (0.0476)
10. Expressiveness	0.269*** (0.0675)	0.185** (0.0635)	0.132** (0.0419)	0.057 (0.0405)	0.040 (0.0490)	0.024 (0.0477)
11a. Relatedness (Maintain)	0.193** (0.0680)	0.160* (0.0631)	0.097* (0.0418)	0.028 (0.0405)	0.028 (0.0492)	0.011 (0.0479)
11b. Relatedness (Network)	0.151* (0.0682)	0.050 (0.0643)	0.165*** (0.0417)	0.067 (0.0406)	0.140** (0.0489)	0.116* (0.0477)
12. Influence	0.214** (0.0679)	0.156* (0.0634)	0.058 (0.0421)	0.015 (0.0405)	0.097* (0.0488)	0.066 (0.0476)
13. Negotiation	0.181** (0.0681)	0.118 (0.0637)	0.105* (0.0419)	0.057 (0.0404)	0.114* (0.0489)	0.075 (0.0477)
14. Collaboration	0.162* (0.0682)	0.099 (0.0637)	0.111** (0.0418)	0.039 (0.0406)	0.036 (0.0489)	0.008 (0.0477)
<i>Comparison construct</i>						
15. Generalized Self-Efficacy	0.270*** (0.0675)	0.196** (0.0632)	0.086* (0.0419)	0.034 (0.0404)	0.078 (0.0487)	0.048 (0.0476)

Note. Income is measured using the inverse hyperbolic sine (IHS) transformation of monthly self-reported earnings. In each column, we report separate regressions of income onto each named skill, not all skills together. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 24b – Panel B (continued)

Supplement Table 24b – Panel B (continued)						
<i>Regressions of Income Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>						
	Rwanda		Tanzania-I		Tanzania-III	
	N = 895		N = 4750		N = 1129	
	without controls	with controls	without controls	with controls	without controls	with controls
	(7)	(8)	(9)	(10)	(11)	(12)
Panel B: Disaggregated measures						
1. Emotional Awareness	0.091 (0.0828)	0.086 (0.0822)	0.067* (0.0320)	0.009 (0.0307)	0.094 (0.0704)	0.069 (0.0686)
2. Self-Awareness	0.098 (0.0828)	0.079 (0.0829)	0.044 (0.0320)	0.008 (0.0307)	0.027 (0.0711)	0.013 (0.0693)
3. Emotional Regulation	-0.014 (0.0829)	-0.018 (0.0826)	-0.020 (0.0320)	-0.063* (0.0307)	0.028 (0.0706)	-0.003 (0.0689)
4. Self Control	-0.012 (0.0829)	-0.023 (0.0829)	0.002 (0.0320)	0.019 (0.0306)	0.020 (0.0716)	0.020 (0.0698)
5. Perseverance	0.072 (0.0828)	0.056 (0.0824)	0.047 (0.0320)	-0.008 (0.0306)	0.070 (0.0710)	0.055 (0.0692)
6. Personal Initiative	0.077 (0.0828)	0.063 (0.0831)	0.009 (0.0320)	-0.039 (0.0306)	0.102 (0.0709)	0.082 (0.0692)
7. PSDM	0.151 (0.0827)	0.149 (0.0823)	0.076* (0.0320)	0.013 (0.0307)	0.107 (0.0710)	0.072 (0.0693)
8a. Listening (Respectfully)	-0.147 (0.0827)	-0.127 (0.0835)	-0.011 (0.0320)	0.007 (0.0307)	-0.046 (0.0703)	-0.086 (0.0686)
8b. Listening (Actively)	0.084 (0.0828)	0.050 (0.0830)	-0.027 (0.0320)	-0.056 (0.0305)	0.014 (0.0701)	-0.005 (0.0683)
9. Empathy	0.117 (0.0828)	0.099 (0.0825)	0.048 (0.0320)	-0.014 (0.0308)	0.061 (0.0706)	0.021 (0.0690)
10. Expressiveness	-0.005 (0.0829)	-0.049 (0.0829)	0.009 (0.0320)	-0.046 (0.0307)	0.033 (0.0705)	0.001 (0.0687)
11a. Relatedness (Maintain)	0.168* (0.0827)	0.156 (0.0822)	0.008 (0.0320)	-0.026 (0.0307)	0.027 (0.0707)	0.010 (0.0689)
11b. Relatedness (Network)	0.071 (0.0828)	0.026 (0.0832)	0.077* (0.0320)	-0.010 (0.0309)	-0.020 (0.0720)	-0.055 (0.0704)
12. Influence	0.119 (0.0828)	0.084 (0.0826)	0.037 (0.0320)	-0.020 (0.0307)	0.038 (0.0700)	0.020 (0.0682)
13. Negotiation	0.041 (0.0828)	0.010 (0.0830)	0.021 (0.0320)	-0.031 (0.0306)	-0.045 (0.0707)	-0.071 (0.0688)
14. Collaboration	0.110 (0.0828)	0.103 (0.0825)	-0.030 (0.0320)	-0.069* (0.0306)	-0.030 (0.0698)	-0.047 (0.0680)
<i>Comparison construct</i>						
15. Generalized Self-Efficacy	0.161 (0.0827)	0.146 (0.0823)	0.139*** (0.0319)	0.064* (0.0308)	0.155* (0.0709)	0.126 (0.0691)

Note. Income was measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. PSDM = Problem Solving & Decision Making. In each column, we report separate regressions of income onto each skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 25a – Panel A

Supplement Table 25a – Panel A									
<i>Regressions of Income Outcomes on Aggregates of Social, Emotional, and Behavioral Skill (all studies)</i>									
	Nigeria			Côte d'Ivoire			Congo		
	N = 497			N = 3808			N = 2310		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Panel A: Aggregated measures									
All	0.287*** (0.0852)	-0.144 (0.1273)	0.143 (0.0954)	0.186*** (0.0560)	-0.170* (0.0809)	0.016 (0.0588)	-0.136 (0.0774)	0.326*** (0.0978)	0.189** (0.0599)
Agentic	0.222* (0.0871)	-0.150 (0.1273)	0.072 (0.0931)	0.112* (0.0556)	-0.103 (0.0813)	0.009 (0.0594)	-0.077 (0.0775)	0.305** (0.0982)	0.228*** (0.0603)
Communal	0.215* (0.0855)	-0.124 (0.1276)	0.091 (0.0949)	0.145** (0.0557)	-0.193* (0.0806)	-0.048 (0.0589)	-0.119 (0.0777)	0.289** (0.0982)	0.170** (0.0601)
Intrapersonal	0.311*** (0.0854)	-0.123 (0.1260)	0.187* (0.0936)	0.189*** (0.0553)	-0.139 (0.0810)	0.050 (0.0595)	-0.146 (0.0769)	0.295** (0.0976)	0.149* (0.0602)
Interpersonal	0.240** (0.0863)	-0.160 (0.1278)	0.081 (0.0945)	0.152** (0.0563)	-0.164* (0.0810)	-0.012 (0.0587)	-0.117 (0.0782)	0.320*** (0.0986)	0.202*** (0.0601)
Awareness	0.229** (0.0870)	-0.122 (0.1270)	0.106 (0.0929)	0.181*** (0.0552)	-0.201* (0.0807)	-0.020 (0.0592)	-0.072 (0.0774)	0.238* (0.0979)	0.166** (0.0599)
Management	0.292*** (0.0851)	-0.149 (0.1272)	0.143 (0.0953)	0.166** (0.0560)	-0.133 (0.0810)	0.033 (0.0589)	-0.160* (0.0772)	0.352*** (0.0979)	0.192*** (0.0603)
Social Awareness	0.202* (0.0870)	-0.112 (0.1269)	0.090 (0.0928)	0.141* (0.0550)	-0.181* (0.0808)	-0.041 (0.0596)	-0.057 (0.0768)	0.215* (0.0977)	0.158** (0.0603)
Social Management	0.213* (0.0858)	-0.158 (0.1282)	0.055 (0.0953)	0.123* (0.0565)	-0.119 (0.0811)	0.004 (0.0584)	-0.140 (0.0785)	0.333*** (0.0988)	0.193*** (0.0601)
Self Awareness	0.195* (0.0854)	-0.088 (0.1276)	0.107 (0.0949)	0.156** (0.0550)	-0.148 (0.0809)	0.008 (0.0595)	-0.096 (0.0787)	0.214* (0.0986)	0.118* (0.0595)
Self Management	0.330*** (0.0860)	-0.134 (0.1254)	0.195* (0.0926)	0.169** (0.0548)	-0.110 (0.0811)	0.059 (0.0601)	-0.147 (0.0765)	0.287** (0.0974)	0.140* (0.0604)
<i>Comparison construct</i>									
Generalized Self-Efficacy	0.229** (0.0823)	-0.080 (0.0991)	0.149	0.104 (0.0563)	-0.143 (0.0578)	-0.039	-0.073 (0.0737)	0.207* (0.0621)	0.134*

Note. Income was measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. In each column, we report 11 separate regressions of income onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .01, .05 and .001 respectively. Income levels and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 25b – Panel A (continued)

Supplement Table 25b – Panel A (continued)									
<i>Regressions of Income Outcomes on Aggregates of Social, Emotional, and Behavioral Skill (all studies)</i>									
	Rwanda			Tanzania-I			Tanzania-III		
	N = 895			N = 4750			N = 1129		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Panel A: Aggregated measures									
All	0.038	-0.024	0.014	0.004	-0.037	-0.033	-0.040	0.064	0.024
	(0.1196)	(0.1654)	(0.1148)	(0.0451)	(0.0613)	(0.0421)	(0.1059)	(0.1403)	(0.0912)
Agentic	-0.034	0.113	0.079	0.018	-0.109	-0.091*	-0.055	0.077	0.022
	(0.1186)	(0.1663)	(0.1165)	(0.0432)	(0.0613)	(0.0439)	(0.1040)	(0.1411)	(0.0942)
Communal	0.050	-0.109	-0.059	-0.029	0.014	-0.015	-0.137	0.177	0.041
	(0.1202)	(0.1647)	(0.1142)	(0.0446)	(0.0610)	(0.0423)	(0.1079)	(0.1415)	(0.0896)
Intrapersonal	0.090	-0.051	0.039	0.016	-0.029	-0.013	0.075	-0.052	0.023
	(0.1192)	(0.1654)	(0.1150)	(0.0443)	(0.0610)	(0.0425)	(0.1017)	(0.1386)	(0.0946)
Interpersonal	-0.008	0.001	-0.007	-0.008	-0.036	-0.044	-0.117	0.138	0.022
	(0.1197)	(0.1653)	(0.1146)	(0.0448)	(0.0613)	(0.0424)	(0.1071)	(0.1416)	(0.0911)
Awareness	0.024	-0.075	-0.051	0.012	-0.017	-0.005	-0.052	0.086	0.034
	(0.1221)	(0.1652)	(0.1124)	(0.0445)	(0.0611)	(0.0424)	(0.1069)	(0.1414)	(0.0910)
Management	0.042	0.012	0.054	-0.002	-0.045	-0.047	-0.030	0.050	0.020
	(0.1189)	(0.1657)	(0.1155)	(0.0447)	(0.0612)	(0.0423)	(0.1042)	(0.1395)	(0.0924)
Social Awareness	0.014	-0.160	-0.146	-0.022	0.030	0.008	-0.146	0.191	0.046
	(0.1224)	(0.1650)	(0.1125)	(0.0442)	(0.0610)	(0.0425)	(0.1078)	(0.1417)	(0.0902)
Social Management	-0.014	0.128	0.114	0.000	-0.080	-0.079	-0.089	0.099	0.010
	(0.1173)	(0.1657)	(0.1170)	(0.0440)	(0.0613)	(0.0430)	(0.1046)	(0.1408)	(0.0929)
Self Awareness	0.022	0.135	0.157	0.059	-0.097	-0.038	0.096	-0.083	0.013
	(0.1206)	(0.1652)	(0.1128)	(0.0438)	(0.0611)	(0.0429)	(0.1026)	(0.1395)	(0.0939)
Self Management	0.103	-0.123	-0.020	-0.007	0.006	-0.001	0.053	-0.025	0.029
	(0.1192)	(0.1655)	(0.1154)	(0.0443)	(0.0610)	(0.0423)	(0.1000)	(0.1383)	(0.0961)
<i>Comparison construct</i>									
Generalized Self-Efficacy	0.079	0.121	0.201	0.103*	-0.076	0.027	0.142	-0.030	0.112
	(0.1232)	(0.1107)		(0.0441)	(0.0427)		(0.1009)	(0.0951)	

Note. Income was measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. In each column, we report 11 separate regressions of income onto aggregates of skill variables. Each aggregate is relevant to a theory of how SEB skills might best be organized. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was

measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .01, .05 and .001 respectively. Income levels and skill questionnaire scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 25a – Panel B

Supplement Table 25a – Panel B									
<i>Regressions of Income Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>									
	Nigeria			Côte d'Ivoire			Congo		
	N = 497			N = 3808			N = 2310		
	Skill	Skill X Gender	Skill +	Skill	Skill X Gender	Skill +	Skill	Skill X Gender	Skill +
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Panel B: Disaggregated measures									
1. Emotional Awareness	0.119	-0.031	0.088	0.158**	-0.130	0.029	-0.098	0.209*	0.111
	(0.0833)	(0.1294)	(0.0992)	(0.0540)	(0.0810)	(0.0606)	(0.0793)	(0.0991)	(0.0595)
2. Self-Awareness	0.277**	-0.162	0.115	0.100	-0.119	-0.019	-0.080	0.193*	0.114
	(0.0869)	(0.1260)	(0.0913)	(0.0563)	(0.0807)	(0.0580)	(0.0770)	(0.0978)	(0.0603)
3. Emotional Regulation	0.280**	-0.154	0.126	0.137*	-0.182*	-0.045	-0.116	0.215*	0.099
	(0.0891)	(0.1257)	(0.0887)	(0.0565)	(0.0806)	(0.0576)	(0.0802)	(0.0998)	(0.0595)
4. Self Control	0.221*	-0.097	0.124	0.146**	-0.008	0.138*	-0.156*	0.148	-0.008
	(0.0879)	(0.1264)	(0.0925)	(0.0537)	(0.0814)	(0.0614)	(0.0776)	(0.0980)	(0.0600)
5. Perseverance	0.174*	-0.067	0.106	0.043	-0.063	-0.020	-0.010	0.212*	0.202***
	(0.0883)	(0.1261)	(0.0903)	(0.0555)	(0.0806)	(0.0585)	(0.0745)	(0.0967)	(0.0616)
6. Personal Initiative	0.177*	-0.051	0.126	0.062	-0.095	-0.032	-0.003	0.259**	0.256***
	(0.0867)	(0.1260)	(0.0915)	(0.0562)	(0.0806)	(0.0579)	(0.0750)	(0.0967)	(0.0612)
7. PSDM	0.315***	-0.123	0.193*	0.077	-0.152	-0.075	-0.104	0.221*	0.116
	(0.0835)	(0.1267)	(0.0953)	(0.0573)	(0.0806)	(0.0571)	(0.0721)	(0.0958)	(0.0632)
8a. Listening (Respectfully)	0.121	-0.023	0.098	0.122*	-0.119	0.004	-0.118	0.206*	0.087
	(0.0876)	(0.1266)	(0.0920)	(0.0546)	(0.0809)	(0.0601)	(0.0758)	(0.0972)	(0.0607)
8b. Listening (Actively)	0.146	-0.149	-0.002	0.159**	-0.245**	-0.086	0.066	0.022	0.087
	(0.0841)	(0.1290)	(0.0972)	(0.0566)	(0.0804)	(0.0572)	(0.0782)	(0.0985)	(0.0599)
9. Empathy	0.285***	-0.208	0.076	0.028	-0.076	-0.048	-0.137	0.319***	0.182**
	(0.0858)	(0.1266)	(0.0930)	(0.0550)	(0.0807)	(0.0593)	(0.0790)	(0.0989)	(0.0595)
10. Expressiveness	0.249**	-0.135	0.114	0.119*	-0.138	-0.019	-0.114	0.224*	0.110
	(0.0878)	(0.1271)	(0.0919)	(0.0547)	(0.0811)	(0.0601)	(0.0772)	(0.0981)	(0.0606)
11a. Relatedness (Maintain)	0.230**	-0.191	0.039	0.086	-0.115	-0.030	-0.200*	0.333***	0.133*
	(0.0793)	(0.1306)	(0.1038)	(0.0568)	(0.0806)	(0.0575)	(0.0790)	(0.0991)	(0.0599)
11b. Relatedness (Network)	0.108	-0.125	-0.016	0.070	-0.008	0.062	-0.021	0.229*	0.208***
	(0.0877)	(0.1282)	(0.0941)	(0.0535)	(0.0820)	(0.0622)	(0.0752)	(0.0972)	(0.0616)
12. Influence	0.229**	-0.153	0.077	0.057	-0.088	-0.031	-0.092	0.276**	0.183**
	(0.0877)	(0.1271)	(0.0919)	(0.0560)	(0.0812)	(0.0588)	(0.0730)	(0.0963)	(0.0627)
13. Negotiation	0.210*	-0.203	0.007	0.119*	-0.125	-0.006	-0.105	0.286**	0.180**
	(0.0862)	(0.1271)	(0.0938)	(0.0567)	(0.0806)	(0.0574)	(0.0784)	(0.0986)	(0.0600)
14. Collaboration	0.113	-0.033	0.080	0.107	-0.132	-0.026	-0.201**	0.338***	0.136*
	(0.0845)	(0.1293)	(0.0975)	(0.0579)	(0.0807)	(0.0566)	(0.0772)	(0.0979)	(0.0604)
<i>Comparison construct</i>									
15. Generalized Self-Efficacy	0.229**	-0.080	0.149	0.104	-0.143	-0.039	-0.073	0.207*	0.134*
	(0.0823)	(0.0991)		(0.0563)	(0.0578)		(0.0737)	(0.0621)	

Note. Income is measured using the inverse hyperbolic sine (IHS) transformation of monthly self-reported earnings. In each column, we report separate regressions of income onto each named skill, not all skills together. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Supplement Table 25b – Panel B

Supplement Table 25b – Panel B <i>Regressions of Income Outcomes on Each Disaggregated Social, Emotional, and Behavioral Skill (all studies)</i>

	Rwanda			Tanzania-I			Tanzania-III		
	N = 895			N = 4750			N = 1129		
	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender	Skill	Skill X Gender	Skill + Skill X Gender
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Panel B: Disaggregated measures									
1. Emotional Awareness	0.020	0.123	0.144	0.057	-0.096	-0.039	0.116	-0.087	0.029
	(0.1196)	(0.1647)	(0.1132)	(0.0433)	(0.0610)	(0.0433)	(0.1015)	(0.1393)	(0.0941)
2. Self-Awareness	0.018	0.114	0.131	0.042	-0.066	-0.024	0.042	-0.054	-0.012
	(0.1216)	(0.1663)	(0.1134)	(0.0442)	(0.0611)	(0.0424)	(0.1023)	(0.1388)	(0.0940)
3. Emotional Regulation	-0.081	0.123	0.042	-0.033	-0.059	-0.092*	-0.082	0.153	0.071
	(0.1185)	(0.1650)	(0.1150)	(0.0432)	(0.0610)	(0.0433)	(0.0992)	(0.1382)	(0.0960)
4. Self Control	0.157	-0.355*	-0.199	-0.053	0.137*	0.083*	0.074	-0.110	-0.036
	(0.1174)	(0.1647)	(0.1161)	(0.0445)	(0.0610)	(0.0419)	(0.0977)	(0.1393)	(0.0995)
5. Perseverance	0.048	0.017	0.064	0.047	-0.115	-0.068	0.047	0.016	0.063
	(0.1199)	(0.1656)	(0.1139)	(0.0423)	(0.0611)	(0.0443)	(0.0988)	(0.1385)	(0.0971)
6. Personal Initiative	0.078	-0.029	0.049	0.021	-0.126*	-0.105*	0.067	0.028	0.095
	(0.1182)	(0.1657)	(0.1166)	(0.0423)	(0.0610)	(0.0442)	(0.1018)	(0.1394)	(0.0948)
7. PSDM	0.065	0.161	0.227*	0.050	-0.074	-0.024	0.126	-0.107	0.019
	(0.1190)	(0.1647)	(0.1139)	(0.0435)	(0.0611)	(0.0432)	(0.0992)	(0.1390)	(0.0972)
8a. Listening (Respectfully)	-0.034	-0.173	-0.207	-0.037	0.086	0.049	-0.175	0.159	-0.016
	(0.1217)	(0.1650)	(0.1133)	(0.0437)	(0.0609)	(0.0428)	(0.1045)	(0.1404)	(0.0921)
8b. Listening (Actively)	0.016	0.060	0.076	-0.018	-0.074	-0.093*	-0.136	0.230	0.094
	(0.1258)	(0.1668)	(0.1101)	(0.0438)	(0.0610)	(0.0425)	(0.1048)	(0.1396)	(0.0909)
9. Empathy	0.107	-0.016	0.091	0.032	-0.092	-0.060	-0.001	0.039	0.038
	(0.1181)	(0.1651)	(0.1154)	(0.0434)	(0.0612)	(0.0433)	(0.1070)	(0.1410)	(0.0909)
10. Expressiveness	-0.153	0.198	0.046	-0.026	-0.039	-0.066	-0.002	0.005	0.003
	(0.1197)	(0.1655)	(0.1146)	(0.0431)	(0.0611)	(0.0435)	(0.1044)	(0.1400)	(0.0922)
11a. Relatedness (Maintain)	0.083	0.151	0.234*	-0.026	-0.000	-0.026	-0.041	0.090	0.049
	(0.1141)	(0.1647)	(0.1187)	(0.0432)	(0.0609)	(0.0433)	(0.1041)	(0.1387)	(0.0917)
11b. Relatedness (Network)	0.011	0.031	0.043	0.023	-0.079	-0.056	-0.036	-0.034	-0.071
	(0.1146)	(0.1669)	(0.1212)	(0.0407)	(0.0621)	(0.0472)	(0.1028)	(0.1405)	(0.0963)
12. Influence	0.009	0.150	0.158	0.025	-0.089	-0.064	-0.012	0.060	0.048
	(0.1175)	(0.1651)	(0.1161)	(0.0437)	(0.0611)	(0.0429)	(0.1011)	(0.1384)	(0.0934)
13. Negotiation	-0.061	0.139	0.078	0.006	-0.073	-0.068	-0.214*	0.276*	0.062
	(0.1190)	(0.1654)	(0.1154)	(0.0434)	(0.0610)	(0.0430)	(0.0994)	(0.1384)	(0.0957)
14. Collaboration	0.083	0.040	0.123	-0.038	-0.058	-0.096*	-0.120	0.131	0.011
	(0.1171)	(0.1647)	(0.1162)	(0.0448)	(0.0611)	(0.0417)	(0.1037)	(0.1398)	(0.0917)
<i>Comparison construct</i>									
15. Generalized Self-Efficacy	0.079	0.121	0.201	0.103*	-0.076	0.027	0.142	-0.030	0.112
	(0.1232)	(0.1107)		(0.0441)	(0.0427)		(0.1009)	(0.0951)	

Note. Income is measured using the inverse hyperbolic sine (IHS) transformation of monthly self-reported earnings. In each column, we report separate regressions of income onto each named skill, not all skills together. Values in the left [skill] column include the named skill aggregate with the four control variables. Values in the middle [skill X gender] column interact the named skill aggregate with the participant's gender. Values in the right [skill + skill X gender] column incorporate both the left and right column variables into the same standardized OLS regression with the named aggregate and the skill aggregate's interaction with gender. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .01 and .05 respectively.

Appendix D-3A: Nigeria Regressions – Employment

Supplement Table 26 Nigeria – Employment Outcomes									
Outcome: Employment (Measured dichotomously, 1 = Employed)									
	Control variables					Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)					
Panel A: Aggregated measures									
All	0.001	0.002	0.039	0.064**	0.031*			0.036	
	0.001	0.002	0.041	0.065**	0.047**	-0.036	0.011	0.040	
Agentic	0.001	0.002	0.035	0.064**	0.046***			0.051	
	0.001	0.002	0.036	0.065**	0.061***	-0.032	0.029	0.054	
Communal	0.001	0.002	0.036	0.068**	0.041***			0.045	
	0.001	0.002	0.037	0.068**	0.053**	-0.027	0.026	0.047	
Intrapersonal	0.001	0.002	0.039	0.062*	0.038**			0.042	
	0.001	0.002	0.040	0.063*	0.049**	-0.024	0.025	0.044	
Interpersonal	0.001	0.002	0.036	0.064**	0.045***			0.049	
	0.001	0.002	0.037	0.064**	0.061***	-0.034	0.026	0.053	
Awareness	0.001	0.002	0.036	0.063*	0.045***			0.050	
	0.001	0.002	0.038	0.064**	0.058***	-0.029	0.030	0.052	
Management	0.001	0.002	0.036	0.066**	0.042***			0.047	
	0.001	0.002	0.038	0.066**	0.058***	-0.034	0.024	0.050	
Social Awareness	0.001	0.002	0.036	0.062*	0.047***			0.051	
	0.001	0.002	0.038	0.062*	0.059***	-0.029	0.031	0.054	
Social Management	0.001	0.002	0.038	0.063*	0.038**			0.042	
	0.001	0.002	0.039	0.063*	0.048**	-0.021	0.027	0.044	
Self Awareness	0.001	0.002	0.037	0.066**	0.043***			0.048	
	0.001	0.002	0.039	0.066**	0.055***	-0.027	0.029	0.050	
Self Management	0.000	0.002	0.035	0.062*	0.049***			0.054	
	0.001	0.002	0.037	0.063*	0.063***	-0.031	0.032	0.057	
Panel B: Disaggregated measures									
1. Emotional Awareness	0.001	0.002	0.039	0.065**	0.026*			0.032	
	0.001	0.002	0.041	0.066**	0.035*	-0.022	0.013	0.034	
2. Self-Awareness	0.001	0.002	0.040	0.065**	0.033**			0.038	
	0.001	0.002	0.040	0.065**	0.056***	-0.048	0.008	0.046	
3. Emotional Regulation	0.001	0.002	0.039	0.066**	0.048***			0.054	
	0.001	0.002	0.040	0.066**	0.069***	-0.042	0.027	0.059	
4. Self Control	0.001	0.002	0.039	0.068**	0.020			0.028	
	0.001	0.002	0.040	0.068**	0.032	-0.026	0.006	0.031	
5. Perseverance	0.001	0.002	0.039	0.065**	0.032**			0.037	
	0.001	0.002	0.039	0.065**	0.039*	-0.015	0.024	0.038	
6. Personal Initiative	0.001	0.002	0.041	0.067**	0.032**			0.037	
	0.001	0.002	0.041	0.067**	0.035*	-0.006	0.029	0.038	
7. PSDM	0.001	0.002	0.033	0.060*	0.055***			0.063	
	0.001	0.002	0.034	0.061*	0.069***	-0.031	0.038*	0.066	
8a. Listening (Respectfully)	0.001	0.002	0.037	0.070**	0.027*			0.033	
	0.001	0.002	0.038	0.070**	0.035*	-0.017	0.018	0.034	
8b. Listening (Actively)	0.001	0.002	0.039	0.067**	0.038**			0.043	
	0.001	0.001	0.039	0.068**	0.053***	-0.035	0.018	0.046	
9. Empathy	0.001	0.002	0.041	0.064**	0.040***			0.044	
	0.001	0.002	0.043	0.065**	0.053**	-0.028	0.025	0.047	
10. Expressiveness	0.001	0.002	0.035	0.062*	0.044***			0.048	
	0.001	0.002	0.036	0.062*	0.055***	-0.024	0.031	0.050	
11a. Relatedness (Maintain)	0.001	0.003	0.041	0.067**	0.038**			0.043	
	0.001	0.002	0.041	0.067**	0.047**	-0.024	0.023	0.045	
11b. Relatedness (Network)	0.001	0.002	0.039	0.065**	0.016			0.027	
	0.001	0.002	0.040	0.065**	0.020	-0.007	0.012	0.027	
12. Influence	0.001	0.002	0.038	0.063*	0.035**			0.040	

Appendix D-3B: Nigeria Regressions – Income

Supplement Table 27

	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	0.032***	0.045***	0.208	0.849***	0.156*			0.169
	0.033***	0.045***	0.213	0.851***	0.195*	-0.088	0.107	0.170
Agentic	0.030***	0.045***	0.184	0.846***	0.268***			0.188
	0.031***	0.045***	0.189	0.847***	0.330***	-0.134	0.195*	0.190
Communal	0.032***	0.044***	0.199	0.867***	0.150*			0.168
	0.032***	0.044**	0.205	0.868***	0.202*	-0.112	0.090	0.170
Intrapersonal	0.032***	0.044***	0.209	0.848***	0.142*			0.167
	0.033***	0.043**	0.218	0.851***	0.213*	-0.158	0.055	0.170
Interpersonal	0.030***	0.045***	0.188	0.841***	0.255***			0.186
	0.031***	0.045***	0.193	0.843***	0.311***	-0.123	0.187*	0.187
Awareness	0.032***	0.044***	0.200	0.850***	0.168**			0.171
	0.032***	0.043**	0.210	0.853***	0.240**	-0.160	0.081	0.173
Management	0.032***	0.045***	0.197	0.859***	0.172**			0.171
	0.032***	0.044***	0.204	0.860***	0.229**	-0.122	0.106	0.173
Social Awareness	0.031***	0.045***	0.194	0.838***	0.226***			0.180
	0.031***	0.044***	0.201	0.841***	0.292***	-0.149	0.143	0.182
Social Management	0.032***	0.043**	0.204	0.848***	0.152*			0.169
	0.032***	0.042**	0.211	0.850***	0.222*	-0.150	0.072	0.171
Self Awareness	0.032***	0.045***	0.205	0.860***	0.160*			0.170
	0.032***	0.044***	0.212	0.862***	0.215*	-0.124	0.091	0.171
Self Management	0.031***	0.045***	0.191	0.842***	0.224***			0.180
	0.031***	0.044***	0.199	0.845***	0.287***	-0.144	0.143	0.182
Panel B: Disaggregated measures								
1. Emotional Awareness	0.033***	0.045***	0.210	0.856***	0.106			0.164
	0.033***	0.045***	0.212	0.857***	0.119	-0.031	0.088	0.164
2. Self-Awareness	0.032***	0.045***	0.210	0.847***	0.200**			0.176
	0.033***	0.045***	0.211	0.849***	0.277**	-0.162	0.115	0.179
3. Emotional Regulation	0.032***	0.044***	0.211	0.859***	0.203***			0.176
	0.033***	0.043***	0.214	0.860***	0.280**	-0.154	0.126	0.179
4. Self Control	0.031***	0.045***	0.200	0.868***	0.175**			0.172
	0.031***	0.045***	0.202	0.868***	0.221*	-0.097	0.124	0.173
5. Perseverance	0.033***	0.044***	0.208	0.856***	0.141*			0.167
	0.033***	0.044***	0.207	0.856***	0.174*	-0.067	0.106	0.168
6. Personal Initiative	0.033***	0.043**	0.218	0.861***	0.153*			0.169
	0.033***	0.043**	0.219	0.861***	0.177*	-0.051	0.126	0.169
7. PSDM	0.033***	0.043***	0.178	0.830***	0.262***			0.188
	0.033***	0.042**	0.183	0.833***	0.315***	-0.123	0.193*	0.189
8a. Listening (Respectfully)	0.033***	0.044***	0.203	0.874***	0.110			0.164
	0.033***	0.044***	0.204	0.874***	0.121	-0.023	0.098	0.164
8b. Listening (Actively)	0.033***	0.043**	0.215	0.868***	0.083			0.162
	0.034***	0.042**	0.212	0.869***	0.146	-0.149	-0.002	0.164
9. Empathy	0.032***	0.045***	0.216	0.850***	0.189**			0.174
	0.032***	0.044***	0.233	0.853***	0.285***	-0.208	0.076	0.179
10. Expressiveness	0.032***	0.043**	0.194	0.842***	0.185**			0.173
	0.033***	0.042**	0.195	0.843***	0.249**	-0.135	0.114	0.175
11a. Relatedness (Maintain)	0.033***	0.045***	0.216	0.862***	0.160*			0.170
	0.033***	0.044***	0.222	0.864***	0.230**	-0.191	0.039	0.173
11b. Relatedness (Network)	0.033***	0.044***	0.213	0.860***	0.050			0.160
	0.033***	0.043**	0.219	0.863***	0.108	-0.125	-0.016	0.162
12. Influence	0.033***	0.044***	0.204	0.847***	0.156*			0.169
	0.033***	0.043**	0.209	0.848***	0.229**	-0.153	0.077	0.172
13. Negotiation	0.032***	0.042**	0.216	0.871***	0.118			0.165

Appendix D-4A: Côte d'Ivoire Regressions – Employment

	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	-0.005*	0.003	-0.116***	0.142***	-0.002			0.048
	-0.005*	0.003	-0.116***	0.142***	0.003	-0.010	-0.007	0.048
Agentic	-0.005*	0.003	-0.117***	0.141***	0.011			0.048
	-0.005*	0.003	-0.117***	0.141***	0.008	0.005	0.014	0.048
Communal	-0.005*	0.003	-0.116***	0.141***	-0.004			0.048
	-0.005*	0.003	-0.117***	0.141***	0.010	-0.029	-0.019	0.049
Intrapersonal	-0.005*	0.003	-0.116***	0.140***	0.005			0.048
	-0.005*	0.003	-0.115***	0.141***	0.026*	-0.043**	-0.017	0.050
Interpersonal	-0.005*	0.003	-0.117***	0.140***	0.008			0.048
	-0.005*	0.003	-0.117***	0.140***	0.008	0.000	0.008	0.048
Awareness	-0.005*	0.003	-0.117***	0.141***	0.003			0.048
	-0.005*	0.003	-0.116***	0.142***	0.023*	-0.042**	-0.019	0.049
Management	-0.005*	0.003	-0.116***	0.141***	-0.003			0.048
	-0.005*	0.003	-0.117***	0.142***	0.008	-0.025	-0.016	0.048
Social Awareness	-0.005*	0.003	-0.117***	0.140***	0.009			0.048
	-0.005*	0.003	-0.117***	0.141***	0.020	-0.025	-0.004	0.049
Social Management	-0.005*	0.003	-0.116***	0.141***	0.004			0.048
	-0.005*	0.003	-0.115***	0.142***	0.019	-0.033*	-0.014	0.049
Self Awareness	-0.005*	0.003	-0.116***	0.141***	0.000			0.048
	-0.005*	0.003	-0.117***	0.142***	0.016	-0.034*	-0.018	0.049
Self Management	-0.005*	0.003	-0.117***	0.140***	0.005			0.048
	-0.005*	0.003	-0.117***	0.141***	0.018	-0.026	-0.009	0.048
Panel B: Disaggregated measures								
1. Emotional Awareness	-0.005*	0.003	-0.116***	0.141***	0.001			0.048
	-0.005*	0.003	-0.117***	0.141***	0.005	-0.008	-0.003	0.048
2. Self-Awareness	-0.005*	0.003	-0.116***	0.142***	-0.005			0.048
	-0.005*	0.003	-0.116***	0.142***	-0.001	-0.008	-0.009	0.048
3. Emotional Regulation	-0.005*	0.003	-0.116***	0.141***	0.002			0.048
	-0.005*	0.003	-0.117***	0.141***	0.018	-0.034*	-0.016	0.049
4. Self Control	-0.005*	0.003	-0.117***	0.141***	0.014			0.048
	-0.005*	0.003	-0.116***	0.141***	0.004	0.023	0.027*	0.049
5. Perseverance	-0.005*	0.003	-0.116***	0.141***	0.000			0.048
	-0.005*	0.003	-0.116***	0.141***	0.001	-0.002	-0.001	0.048
6. Personal Initiative	-0.005*	0.003	-0.116***	0.141***	0.001			0.048
	-0.005*	0.003	-0.117***	0.141***	-0.004	0.010	0.006	0.048
7. PSDM	-0.005*	0.003	-0.117***	0.141***	0.004			0.048
	-0.005*	0.003	-0.117***	0.141***	0.014	-0.019	-0.005	0.048
8a. Listening (Respectfully)	-0.005*	0.003	-0.116***	0.141***	-0.002			0.048
	-0.005*	0.003	-0.116***	0.141***	0.002	-0.009	-0.007	0.048
8b. Listening (Actively)	-0.005*	0.003	-0.116***	0.142***	-0.005			0.048
	-0.005*	0.003	-0.116***	0.142***	0.016	-0.041**	-0.026*	0.049
9. Empathy	-0.005*	0.003	-0.116***	0.142***	-0.003			0.048
	-0.005*	0.003	-0.116***	0.142***	0.010	-0.030	-0.020	0.049
10. Expressiveness	-0.005*	0.003	-0.116***	0.142***	-0.006			0.048
	-0.005*	0.003	-0.116***	0.143***	0.020	-	-	0.051
11a. Relatedness (Maintain)	-0.005*	0.003	-0.117***	0.141***	0.005	0.057***	0.037**	0.048
	-0.005*	0.003	-0.116***	0.141***	0.019	-0.029	-0.010	0.049
11b. Relatedness (Network)	-0.005*	0.003	-0.116***	0.140***	0.007			0.048
	-0.005*	0.003	-0.114***	0.141***	0.017	-0.024	-0.007	0.048
12. Influence	-0.005*	0.003	-0.116***	0.141***	0.002			0.048
	-0.005*	0.003	-0.116***	0.142***	0.024*	-0.046**	-0.022	0.050
13. Negotiation	-0.005*	0.003	-0.116***	0.141***	0.004			0.048

Appendix D-4B: Côte d'Ivoire Regressions – Income

Supplement Table 29								
	Control variables							R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)	Skill	Gender x Skill	Skill + Gender x Skill	
Panel A: Aggregated measures								
All	0.106***	0.011	0.147	1.167***	0.088*			0.092
	0.105***	0.011	0.145	1.169***	0.156**	-0.148	0.008	0.093
Agentic	0.105***	0.007	0.143	1.173***	0.119**			0.093
	0.104***	0.007	0.141	1.175***	0.169**	-0.110	0.059	0.093
Communal	0.106***	0.008	0.153	1.181***	0.057			0.091
	0.106***	0.008	0.150	1.181***	0.141*	-0.181*	-0.041	0.092
Intrapersonal	0.106***	0.008	0.153	1.168***	0.065			0.092
	0.105***	0.008	0.157	1.172***	0.123*	-0.119	0.004	0.092
Interpersonal	0.104***	0.008	0.141	1.168***	0.125**			0.093
	0.104***	0.008	0.138	1.169***	0.189***	-0.139	0.050	0.094
Awareness	0.105***	0.007	0.151	1.170***	0.073			0.092
	0.105***	0.007	0.154	1.174***	0.152**	-0.164*	-0.012	0.093
Management	0.105***	0.008	0.148	1.174***	0.087*			0.092
	0.105***	0.008	0.144	1.175***	0.181***	-0.201*	-0.020	0.093
Social Awareness	0.105***	0.007	0.147	1.165***	0.103*			0.093
	0.105***	0.007	0.148	1.168***	0.166**	-0.133	0.033	0.093
Social Management	0.106***	0.009	0.154	1.168***	0.064			0.092
	0.106***	0.009	0.159	1.171***	0.112*	-0.103	0.009	0.092
Self Awareness	0.106***	0.008	0.152	1.178***	0.054			0.091
	0.106***	0.008	0.150	1.180***	0.145**	-0.193*	-0.048	0.093
Self Management	0.105***	0.007	0.146	1.166***	0.106**			0.092
	0.104***	0.007	0.145	1.169***	0.186***	-0.170*	0.016	0.093
Panel B: Disaggregated measures								
1. Emotional Awareness	0.106***	0.011	0.147	1.168***	0.101*			0.092
	0.105***	0.011	0.145	1.169***	0.158**	-0.130	0.029	0.093
2. Self-Awareness	0.106***	0.010	0.153	1.175***	0.042			0.091
	0.106***	0.010	0.152	1.176***	0.100	-0.119	-0.019	0.092
3. Emotional Regulation	0.106***	0.009	0.155	1.177***	0.048			0.091
	0.106***	0.009	0.153	1.178***	0.137*	-0.182*	-0.045	0.093
4. Self Control	0.105***	0.006	0.146	1.181***	0.142***			0.094
	0.105***	0.006	0.146	1.181***	0.146**	-0.008	0.138*	0.094
5. Perseverance	0.107***	0.010	0.155	1.181***	0.013			0.091
	0.106***	0.010	0.156	1.181***	0.043	-0.063	-0.020	0.091
6. Personal Initiative	0.107***	0.010	0.156	1.180***	0.016			0.091

Note. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Appendix D-5A: Congo Regressions – Employment

	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	0.017***	-0.001	0.067*	0.172***	0.008			0.039
	0.017***	-0.001	0.066*	0.173***	-0.017	0.040	0.022	0.040
Agentic	0.017***	-0.001	0.067*	0.172***	0.013			0.039
	0.017***	-0.002	0.066*	0.173***	-0.020	0.053*	0.033*	0.042
Communal	0.017***	-0.001	0.068*	0.172***	0.023*			0.040
	0.017***	-0.001	0.065*	0.171***	-0.005	0.047*	0.041**	0.043
Intrapersonal	0.017***	-0.001	0.067*	0.172***	0.007			0.039
	0.017***	-0.001	0.065*	0.173***	-0.036*	0.069***	0.033*	0.043
Interpersonal	0.017***	-0.001	0.067*	0.171***	0.013			0.039
	0.017***	-0.001	0.066*	0.173***	-0.021	0.055**	0.034**	0.042
Awareness	0.017***	-0.001	0.068*	0.171***	0.016			0.039
	0.017***	-0.001	0.065*	0.172***	-0.026	0.067**	0.041***	0.044
Management	0.017***	-0.001	0.068*	0.171***	0.022*			0.040
	0.017***	-0.001	0.066*	0.171***	-0.009	0.048*	0.040**	0.042
Social Awareness	0.017***	-0.001	0.067*	0.171***	0.012			0.039
	0.017***	-0.001	0.066*	0.173***	-0.032	0.070***	0.038**	0.043
Social Management	0.017***	-0.001	0.068*	0.171***	0.014			0.039
	0.017***	-0.001	0.066*	0.172***	-0.024	0.062**	0.038**	0.043
Self Awareness	0.017***	-0.001	0.068*	0.172***	0.018			0.040
	0.017***	-0.001	0.065*	0.172***	-0.019	0.061**	0.041***	0.043
Self Management	0.017***	-0.001	0.068*	0.171***	0.016			0.039
	0.017***	-0.001	0.065*	0.172***	-0.025	0.065**	0.040**	0.043
Panel B: Disaggregated measures								
1. Emotional Awareness	0.017***	-0.001	0.067*	0.172***	0.008			0.039
	0.017***	-0.001	0.067*	0.173***	-0.018	0.040	0.023	0.040
2. Self-Awareness	0.017***	-0.001	0.067*	0.172***	0.007			0.038
	0.017***	-0.001	0.066*	0.172***	-0.013	0.032	0.019	0.039
3. Emotional Regulation	0.018***	-0.001	0.067*	0.172***	0.004			0.038
	0.018***	-0.001	0.066*	0.174***	-0.025	0.045*	0.019	0.040
4. Self Control	0.018***	-0.001	0.067*	0.173***	-0.001			0.038
	0.018***	-0.001	0.068*	0.172***	-0.015	0.022	0.007	0.039
5. Perseverance	0.017***	-0.001	0.068*	0.170***	0.021*			0.040
	0.018***	-0.001	0.067*	0.171***	-0.004	0.042*	0.038**	0.042
6. Personal Initiative	0.017***	-0.001	0.069*	0.169***	0.027**			0.041

Note. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Appendix D-5B: Congo Regressions – Income

Supplement Table 31								
	Control variables							
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)	Skill	Gender x Skill	Skill + Gender x Skill	R ²
Panel A: Aggregated measures								
All	0.094***	0.038	0.349**	0.989***	0.040			0.057
	0.094***	0.038	0.344**	0.995***	-0.096	0.214*	0.118*	0.059
Agentic	0.094***	0.038	0.346**	0.992***	0.030			0.057
	0.095***	0.036	0.343**	0.997***	-0.147	0.287**	0.140*	0.061
Communal	0.094***	0.038	0.349**	0.991***	0.076			0.058
	0.093***	0.038	0.337*	0.990***	-0.057	0.215*	0.158**	0.060
Intrapersonal	0.094***	0.038	0.352**	0.986***	0.070			0.058
	0.093***	0.039	0.339*	0.992***	-0.140	0.333***	0.193***	0.063
Interpersonal	0.094***	0.038	0.347**	0.991***	0.037			0.057
	0.094***	0.036	0.343**	0.997***	-0.146	0.295**	0.149*	0.061
Awareness	0.094***	0.038	0.353**	0.987***	0.083			0.058
	0.092***	0.039	0.337*	0.989***	-0.117	0.320***	0.202***	0.063
Management	0.094***	0.039	0.351**	0.988***	0.076			0.058
	0.093***	0.038	0.340*	0.990***	-0.072	0.238*	0.166**	0.061
Social Awareness	0.094***	0.038	0.350**	0.988***	0.059			0.058
	0.093***	0.037	0.340**	0.994***	-0.160*	0.352***	0.192***	0.063
Social Management	0.093***	0.038	0.357**	0.979***	0.113*			0.059
	0.092***	0.040	0.346**	0.985***	-0.077	0.305**	0.228***	0.063
Self Awareness	0.094***	0.038	0.350**	0.991***	0.062			0.058
	0.093***	0.038	0.334*	0.991***	-0.119	0.289**	0.170**	0.061
Self Management	0.094***	0.038	0.351**	0.988***	0.067			0.058
	0.093***	0.037	0.339*	0.993***	-0.136	0.326***	0.189**	0.063
Panel B: Disaggregated measures								
1. Emotional Awareness	0.094***	0.039	0.348**	0.991***	0.036			0.057
	0.094***	0.037	0.349**	0.996***	-0.098	0.209*	0.111	0.059
2. Self-Awareness	0.094***	0.038	0.350**	0.989***	0.040			0.057
	0.094***	0.038	0.340*	0.994***	-0.080	0.193*	0.114	0.059
3. Emotional Regulation	0.094***	0.038	0.347**	0.991***	0.022			0.057
	0.095***	0.037	0.345**	0.999***	-0.116	0.215*	0.099	0.059
4. Self Control	0.095***	0.038	0.353**	0.991***	-0.063			0.058
	0.095***	0.037	0.359**	0.990***	-0.156*	0.148	-0.008	0.059
5. Perseverance	0.094***	0.038	0.355**	0.979***	0.116*			0.060
	0.095***	0.037	0.347**	0.984***	-0.010	0.212*	0.202***	0.062
6. Personal Initiative	0.092***	0.039	0.358**	0.972***	0.153***			0.061
	0.093***	0.038	0.350**	0.978***	-0.003	0.259**	0.256***	0.064
7. PSDM	0.094***	0.038	0.349**	0.992***	0.021			0.057
	0.095***	0.037	0.338*	0.996***	-0.104	0.221*	0.116	0.059
8a. Listening (Respectfully)	0.095***	0.038	0.345**	0.994***	0.007			0.057
	0.094***	0.038	0.330*	0.991***	-0.118	0.206*	0.087	0.059
8b. Listening (Actively)	0.094***	0.039	0.347**	0.989***	0.079			0.058
	0.094***	0.039	0.348**	0.990***	0.066	0.022	0.087	0.058
9. Empathy	0.094***	0.039	0.348**	0.988***	0.067			0.058
	0.094***	0.035	0.342**	0.995***	-0.137	0.319***	0.182**	0.062
10. Expressiveness	0.095***	0.038	0.346**	0.993***	0.024			0.057
	0.093***	0.039	0.346**	0.995***	-0.114	0.224*	0.110	0.059
11a. Relatedness (Maintain)	0.095***	0.038	0.346**	0.994***	0.011			0.057
	0.094***	0.037	0.335*	0.996***	-0.200*	0.333***	0.133*	0.062
11b. Relatedness (Network)	0.094***	0.039	0.355**	0.982***	0.116*			0.060
	0.093***	0.040	0.347**	0.984***	-0.021	0.229*	0.208***	0.062
12. Influence	0.094***	0.038	0.354**	0.987***	0.066			0.058

Appendix D-6A: Rwanda Regressions – Employment

	Control variables							
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)	Skill	Gender x Skill	Skill + Gender x Skill	R ²
Panel A: Aggregated measures								
All	0.002	-0.158	0.081	0.095**	0.017			0.013
	0.002	-0.155	0.080	0.095**	0.006	0.019	0.026	0.014
Agentic	0.002	-0.158	0.079	0.098**	-0.001			0.012
	0.002	-0.160	0.079	0.098**	0.001	-0.004	-0.003	0.012
Communal	0.001	-0.149	0.081	0.099**	-0.017			0.013
	0.001	-0.150	0.081	0.099**	-0.011	-0.010	-0.021	0.014
Intrapersonal	0.002	-0.158	0.079	0.097**	0.004			0.012
	0.002	-0.155	0.077	0.096**	-0.010	0.027	0.018	0.013
Interpersonal	0.002	-0.158	0.079	0.097**	0.005			0.012
	0.002	-0.157	0.079	0.097**	0.003	0.003	0.006	0.012
Awareness	0.002	-0.157	0.080	0.099**	-0.007			0.012
	0.002	-0.156	0.080	0.099**	-0.014	0.013	-0.001	0.013
Management	0.002	-0.156	0.079	0.098**	-0.006			0.012
	0.002	-0.156	0.079	0.098**	-0.005	-0.002	-0.007	0.012
Social Awareness	0.002	-0.158	0.079	0.097**	0.001			0.012
	0.002	-0.155	0.079	0.097**	-0.006	0.015	0.008	0.013
Social Management	0.002	-0.159	0.079	0.099**	-0.003			0.012
	0.002	-0.155	0.078	0.098**	-0.016	0.025	0.009	0.013
Self Awareness	0.002	-0.156	0.080	0.098**	-0.005			0.012
	0.002	-0.156	0.080	0.098**	-0.002	-0.005	-0.007	0.012
Self Management	0.002	-0.158	0.079	0.098**	-0.002			0.012
	0.002	-0.156	0.079	0.098**	-0.007	0.009	0.002	0.012
Panel B: Disaggregated measures								
1. Emotional Awareness	0.002	-0.162	0.080	0.097**	0.017			0.013
	0.002	-0.163	0.079	0.097**	0.007	0.018	0.025	0.014
2. Self-Awareness	0.002	-0.156	0.081	0.095**	0.011			0.013
	0.002	-0.151	0.080	0.095**	0.003	0.016	0.018	0.013
3. Emotional Regulation	0.002	-0.158	0.079	0.097**	0.003			0.012
	0.002	-0.154	0.078	0.097**	-0.007	0.020	0.013	0.013
4. Self Control	0.001	-0.154	0.081	0.100**	-0.016			0.013
	0.002	-0.160	0.078	0.099**	0.004	-0.040	-0.036	0.015
5. Perseverance	0.002	-0.157	0.079	0.096**	0.010			0.013
	0.002	-0.153	0.078	0.096**	0.004	0.012	0.016	0.013
6. Personal Initiative	0.002	-0.158	0.079	0.097**	0.001			0.012
	0.002	-0.160	0.079	0.097**	0.004	-0.005	-0.002	0.012
7. PSDM	0.003	-0.152	0.079	0.096**	0.022			0.014
	0.002	-0.143	0.081	0.096**	0.003	0.038	0.040	0.016
8a. Listening (Respectfully)	0.001	-0.147	0.081	0.097**	-0.023			0.014
	0.001	-0.148	0.081	0.097**	-0.018	-0.010	-0.028	0.015
8b. Listening (Actively)	0.002	-0.160	0.078	0.096**	0.005			0.012
	0.002	-0.161	0.079	0.097**	-0.002	0.012	0.010	0.013
9. Empathy	0.002	-0.160	0.079	0.096**	0.011			0.013
	0.002	-0.161	0.080	0.096**	0.012	-0.003	0.010	0.013
10. Expressiveness	0.002	-0.163	0.080	0.101**	-0.017			0.013
	0.002	-0.159	0.080	0.101**	-0.035	0.034	-0.001	0.015
11a. Relatedness (Maintain)	0.003	-0.162	0.078	0.095**	0.025			0.015
	0.002	-0.161	0.075	0.095**	0.010	0.031	0.041	0.016
11b. Relatedness (Network)	0.002	-0.159	0.079	0.099**	-0.003			0.012
	0.002	-0.157	0.078	0.098**	-0.012	0.018	0.006	0.013
12. Influence	0.002	-0.155	0.079	0.096**	0.011			0.013
	0.002	-0.154	0.079	0.096**	-0.002	0.026	0.024	0.014
13. Negotiation	0.002	-0.158	0.079	0.097**	0.003			0.012
	0.002	-0.157	0.079	0.097**	-0.009	0.023	0.014	0.013

Appendix D-6B: Rwanda Regressions – Income

Supplement Table 33 Rwanda Income Outcomes								
	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	0.009	-0.630	0.540*	0.658***	0.094			0.022
Agentic	0.009	-0.611	0.534*	0.657***	0.022	0.135	0.157	0.023
	0.010	-0.628	0.528*	0.663***	0.040			0.021
Communal	0.011	-0.669	0.525*	0.662***	0.103	-0.123	-0.020	0.022
	0.004	-0.594	0.538*	0.676***	-0.073			0.021
Intrapersonal	0.005	-0.606	0.532*	0.674***	0.014	-0.160	-0.146	0.023
	0.009	-0.627	0.526*	0.657***	0.050			0.021
Interpersonal	0.009	-0.614	0.520*	0.656***	-0.014	0.128	0.114	0.022
	0.011	-0.626	0.530*	0.658***	0.063			0.021
Awareness	0.011	-0.642	0.530*	0.658***	0.090	-0.051	0.039	0.021
	0.008	-0.632	0.531*	0.671***	-0.007			0.021
Management	0.008	-0.632	0.531*	0.671***	-0.008	0.001	-0.007	0.021
	0.008	-0.626	0.531*	0.672***	-0.017			0.021
Social Awareness	0.008	-0.635	0.529*	0.671***	0.024	-0.075	-0.051	0.021
	0.010	-0.626	0.527*	0.658***	0.048			0.021
Social Management	0.010	-0.623	0.526*	0.658***	0.042	0.012	0.054	0.021
	0.009	-0.626	0.529*	0.663***	0.023			0.021
Self Awareness	0.009	-0.605	0.526*	0.662***	-0.034	0.113	0.079	0.021
	0.008	-0.629	0.531*	0.671***	-0.008			0.021
Self Management	0.009	-0.635	0.531*	0.670***	0.050	-0.109	-0.059	0.021
	0.009	-0.634	0.528*	0.664***	0.025			0.021
	0.009	-0.639	0.528*	0.664***	0.038	-0.024	0.014	0.021
Panel B: Disaggregated measures								
1. Emotional Awareness	0.008	-0.651	0.533*	0.667***	0.086			0.022
2. Self-Awareness	0.008	-0.662	0.529*	0.667***	0.020	0.123	0.144	0.022
	0.010	-0.617	0.543*	0.653***	0.079			0.022
3. Emotional Regulation	0.010	-0.581	0.537*	0.652***	0.018	0.114	0.131	0.022
	0.008	-0.636	0.528*	0.671***	-0.018			0.021
4. Self Control	0.009	-0.615	0.519*	0.669***	-0.081	0.123	0.042	0.021
	0.007	-0.627	0.533*	0.673***	-0.023			0.021
5. Perseverance	0.012	-0.682	0.503	0.665***	0.157	-0.355*	-0.199	0.026
	0.010	-0.623	0.528*	0.662***	0.056			0.021
6. Personal Initiative	0.010	-0.618	0.528*	0.662***	0.048	0.017	0.064	0.021
	0.011	-0.625	0.535*	0.657***	0.063			0.021
7. PSDM	0.011	-0.634	0.536*	0.657***	0.078	-0.029	0.049	0.021
	0.012	-0.590	0.529*	0.661***	0.149			0.024
8a. Listening (Respectfully)	0.011	-0.553	0.537*	0.662***	0.065	0.161	0.227*	0.025
	0.000	-0.569	0.543*	0.666***	-0.127			0.023
8b. Listening (Actively)	0.002	-0.589	0.534*	0.664***	-0.034	-0.173	-0.207	0.024
	0.010	-0.649	0.521*	0.657***	0.050			0.021
9. Empathy	0.010	-0.652	0.523*	0.658***	0.016	0.060	0.076	0.021
	0.010	-0.652	0.534*	0.652***	0.099			0.022
10. Expressiveness	0.010	-0.653	0.535*	0.652***	0.107	-0.016	0.091	0.022
	0.009	-0.645	0.534*	0.680***	-0.049			0.021
11a. Relatedness (Maintain)	0.009	-0.622	0.530*	0.680***	-0.153	0.198	0.046	0.023
	0.011	-0.656	0.522*	0.652***	0.156			0.025
11b. Relatedness (Network)	0.010	-0.651	0.510	0.651***	0.083	0.151	0.234*	0.026
	0.008	-0.627	0.531*	0.662***	0.026			0.021
12. Influence	0.008	-0.624	0.528*	0.661***	0.011	0.031	0.043	0.021
	0.007	-0.611	0.526*	0.655***	0.084			0.022
	0.007	-0.603	0.530*	0.655***	0.009	0.150	0.158	0.023

Appendix D-7A: Tanzania-I Regressions – Employment

	Control variables							
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)	Skill	Gender x Skill	Skill + Gender x Skill	R ²
Panel A: Aggregated measures								
All	0.037***	-0.011***	0.027	0.145***	-0.000			0.071
	0.037***	-0.011***	0.028	0.145***	0.011	-0.021	-0.010	0.071
Agentic	0.036***	-0.011***	0.027	0.144***	0.001			0.071
	0.036***	-0.011***	0.027	0.144***	-0.002	0.005	0.003	0.071
Communal	0.036***	-0.011***	0.027	0.144***	0.001			0.071
	0.036***	-0.011***	0.026	0.144***	-0.007	0.015	0.009	0.071
Intrapersonal	0.037***	-0.010***	0.025	0.147***	-0.012			0.071
	0.037***	-0.010***	0.026	0.147***	-0.004	-0.016	-	0.072
							0.020*	
Interpersonal	0.036***	-0.011***	0.027	0.144***	0.001			0.071
	0.036***	-0.011***	0.027	0.144***	0.002	-0.003	-0.001	0.071
Awareness	0.037***	-0.010***	0.026	0.146***	-0.007			0.071
	0.037***	-0.010***	0.026	0.146***	-0.006	-0.002	-0.008	0.071
Management	0.036***	-0.011***	0.027	0.144***	0.002			0.071
	0.036***	-0.011***	0.027	0.144***	-0.000	0.004	0.004	0.071
Social Awareness	0.037***	-0.010***	0.026	0.146***	-0.007			0.071
	0.037***	-0.010***	0.026	0.146***	-0.003	-0.007	-0.010	0.071
Social Management	0.037***	-0.010***	0.025	0.147***	-0.012			0.071
	0.037***	-0.010***	0.026	0.147***	-0.001	-0.022	-	0.072
							0.023*	
Self Awareness	0.037***	-0.011***	0.027	0.145***	-0.002			0.071
	0.037***	-0.011***	0.026	0.145***	-0.007	0.011	0.003	0.071
Self Management	0.037***	-0.010***	0.027	0.145***	-0.004			0.071
	0.037***	-0.010***	0.027	0.145***	-0.002	-0.003	-0.005	0.071
Panel B: Disaggregated measures								
1. Emotional Awareness	0.037***	-0.011***	0.027	0.145***	-0.001			0.071
	0.037***	-0.011***	0.028	0.145***	0.010	-0.021	-0.012	0.071
2. Self-Awareness	0.036***	-0.011***	0.027	0.144***	0.001			0.071
	0.037***	-0.011***	0.027	0.144***	0.009	-0.014	-0.005	0.071
3. Emotional Regulation	0.037***	-0.010***	0.026	0.148***	-0.020**			0.072
	0.037***	-0.010***	0.026	0.148***	-0.017	-0.006	-	0.072
							0.023*	
4. Self Control	0.036***	-0.011***	0.027	0.145***	0.008			0.071
	0.037***	-0.011***	0.027	0.145***	-0.009	0.032*	0.024*	0.072
5. Perseverance	0.037***	-0.011***	0.027	0.145***	-0.001			0.071
	0.037***	-0.011***	0.027	0.145***	0.012	-	-0.016	0.072
						0.028*		
6. Personal Initiative	0.037***	-0.011***	0.026	0.145***	-0.006			0.071
	0.037***	-0.011***	0.027	0.145***	0.006	-0.024	-0.019	0.072
7. PSDM	0.036***	-0.011***	0.027	0.144***	0.002			0.071
	0.037***	-0.011***	0.027	0.144***	0.009	-0.014	-0.005	0.071
8a. Listening (Respectfully)	0.036***	-0.011***	0.027	0.145***	0.007			0.071
	0.036***	-0.011***	0.026	0.145***	-0.006	0.026	0.019*	0.072
8b. Listening (Actively)	0.037***	-0.011***	0.027	0.146***	-0.016*			0.072
	0.037***	-0.011***	0.027	0.146***	-0.009	-0.012	-	0.072
							0.021*	
9. Empathy	0.037***	-0.011***	0.027	0.146***	-0.006			0.071
	0.037***	-0.011***	0.027	0.146***	0.003	-0.017	-0.014	0.071
10. Expressiveness	0.037***	-0.010***	0.025	0.147***	-0.014*			0.072
	0.037***	-0.010***	0.026	0.147***	-0.011	-0.006	-0.017	0.072
11a. Relatedness (Maintain)	0.037***	-0.011***	0.027	0.145***	-0.003			0.071

Appendix D-7B: Tanzania-I Regressions – Income

Supplement Table 35								
	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	0.161***	0.042	0.250	0.574***	0.051			0.124
	0.160***	0.043	0.256	0.577***	0.096	-0.083	0.013	0.124
Agentic	0.161***	0.042	0.249	0.573***	0.040			0.124
	0.161***	0.042	0.251	0.574***	0.053	-0.025	0.029	0.124
Communal	0.162***	0.044	0.246	0.578***	-0.034			0.124
	0.162***	0.044	0.246	0.581***	-0.146	0.191	0.046	0.125
Intrapersonal	0.162***	0.044	0.247	0.579***	-0.034			0.124
	0.162***	0.045	0.246	0.578***	-0.089	0.099	0.010	0.124
Interpersonal	0.161***	0.042	0.250	0.573***	0.047			0.124
	0.161***	0.042	0.255	0.574***	0.075	-0.052	0.023	0.124
Awareness	0.162***	0.044	0.246	0.579***	-0.037			0.124
	0.162***	0.045	0.246	0.579***	-0.117	0.138	0.022	0.125
Management	0.162***	0.044	0.245	0.576***	-0.002			0.124
	0.162***	0.044	0.242	0.575***	-0.052	0.086	0.034	0.124
Social Awareness	0.162***	0.044	0.245	0.576***	-0.002			0.124
	0.162***	0.044	0.243	0.575***	-0.030	0.050	0.020	0.124
Social Management	0.162***	0.044	0.245	0.577***	-0.013			0.124
	0.162***	0.044	0.245	0.576***	-0.055	0.077	0.022	0.124
Self Awareness	0.162***	0.044	0.245	0.577***	-0.032			0.124
	0.163***	0.045	0.242	0.578***	-0.137	0.177	0.041	0.125
Self Management	0.162***	0.044	0.245	0.576***	-0.003			0.124
	0.162***	0.044	0.242	0.575***	-0.040	0.064	0.024	0.124
Panel B: Disaggregated measures								
1. Emotional Awareness	0.161***	0.043	0.249	0.571***	0.069			0.124
	0.160***	0.043	0.256	0.573***	0.116	-0.087	0.029	0.125
2. Self-Awareness	0.162***	0.043	0.246	0.576***	0.013			0.124
	0.161***	0.043	0.249	0.578***	0.042	-0.054	-0.012	0.124
3. Emotional Regulation	0.162***	0.044	0.245	0.576***	-0.003			0.124
	0.163***	0.043	0.234	0.573***	-0.082	0.153	0.071	0.125
4. Self Control	0.162***	0.043	0.246	0.576***	0.020			0.124
	0.161***	0.043	0.251	0.578***	0.074	-0.110	-0.036	0.124
5. Perseverance	0.162***	0.042	0.245	0.572***	0.055			0.124
	0.161***	0.042	0.245	0.572***	0.047	0.016	0.063	0.124
6. Personal Initiative	0.161***	0.042	0.251	0.568***	0.082			0.125
	0.161***	0.042	0.249	0.568***	0.067	0.028	0.095	0.125
7. PSDM	0.161***	0.042	0.247	0.567***	0.072			0.124
	0.160***	0.043	0.254	0.567***	0.126	-0.107	0.019	0.125
8a. Listening (Respectfully)	0.163***	0.045	0.246	0.584***	-0.086			0.125
	0.162***	0.046	0.250	0.586***	-0.175	0.159	-0.016	0.126
8b. Listening (Actively)	0.162***	0.044	0.246	0.576***	-0.005			0.124
	0.162***	0.044	0.248	0.585***	-0.136	0.230	0.094	0.126
9. Empathy	0.161***	0.043	0.247	0.576***	0.021			0.124
	0.161***	0.043	0.245	0.575***	-0.001	0.039	0.038	0.124
10. Expressiveness	0.162***	0.043	0.245	0.575***	0.001			0.124
	0.162***	0.044	0.245	0.575***	-0.002	0.005	0.003	0.124
11a. Relatedness (Maintain)	0.162***	0.043	0.246	0.575***	0.010			0.124
	0.162***	0.044	0.242	0.575***	-0.041	0.090	0.049	0.124
11b. Relatedness (Network)	0.162***	0.045	0.253	0.584***	-0.055			0.124
	0.162***	0.045	0.252	0.584***	-0.036	-0.034	-0.071	0.124
12. Influence	0.162***	0.043	0.245	0.574***	0.020			0.124
	0.162***	0.043	0.244	0.574***	-0.012	0.060	0.048	0.124
13. Negotiation	0.162***	0.045	0.248	0.580***	-0.071			0.124
	0.164***	0.046	0.241	0.576***	-0.214*	0.276*	0.062	0.128
14. Collaboration	0.162***	0.044	0.249	0.578***	-0.047			0.124

Appendix D-8A: Tanzania-III Regressions – Employment

	Control variables							
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)	Skill	Gender x Skill	Skill + Gender x Skill	R ²
Panel A: Aggregated measures								
All	0.026***	0.004	0.026	0.086**	-0.010			0.105
	0.026***	0.004	0.029	0.087**	0.007	-0.031	-0.024	0.106
Agentic	0.026***	0.004	0.027	0.085**	0.004			0.105
	0.026***	0.004	0.029	0.086**	0.016	-0.022	-0.006	0.106
Communal	0.027***	0.004	0.028	0.087**	-0.027			0.108
	0.027***	0.004	0.028	0.088**	-0.042	0.026	-0.017	0.109
Intrapersonal	0.026***	0.005	0.029	0.089**	-0.034*			0.110
	0.026***	0.005	0.028	0.088**	-0.043*	0.015	-0.028	0.110
Interpersonal	0.026***	0.004	0.027	0.085**	0.000			0.105
	0.026***	0.004	0.030	0.086**	0.016	-0.029	-0.013	0.106
Awareness	0.027***	0.004	0.028	0.088**	-0.034*			0.110
	0.027***	0.005	0.028	0.089**	-0.046*	0.022	-0.025	0.110
Management	0.027***	0.004	0.026	0.087**	-0.023			0.107
	0.027***	0.004	0.026	0.087**	-0.025	0.004	-0.021	0.107
Social Awareness	0.026***	0.004	0.027	0.087**	-0.021			0.107
	0.026***	0.004	0.027	0.087**	-0.020	-0.002	-0.021	0.107
Social Management	0.026***	0.004	0.028	0.089**	-0.028*			0.108
	0.026***	0.004	0.028	0.088**	-0.035	0.013	-0.022	0.108
Self Awareness	0.027***	0.004	0.027	0.087**	-0.032*			0.109
	0.027***	0.004	0.027	0.087**	-0.046*	0.024	-0.022	0.110
Self Management	0.026***	0.004	0.027	0.087**	-0.023			0.107
	0.026***	0.004	0.027	0.087**	-0.023	0.000	-0.022	0.107
Panel B: Disaggregated measures								
1. Emotional Awareness	0.026***	0.004	0.027	0.086**	-0.006			0.105
	0.026***	0.004	0.029	0.086**	0.013	-0.035	-0.022	0.106
2. Self-Awareness	0.026***	0.004	0.026	0.085**	-0.012			0.106
	0.026***	0.004	0.027	0.086**	-0.002	-0.018	-0.020	0.106
3. Emotional Regulation	0.026***	0.004	0.026	0.086**	-0.014			0.106
	0.027***	0.004	0.026	0.086**	-0.018	0.008	-0.010	0.106
4. Self Control	0.026***	0.003	0.028	0.086**	0.014			0.106
	0.026***	0.003	0.029	0.086**	0.033	-0.038	-0.005	0.107
5. Perseverance	0.026***	0.004	0.027	0.085**	0.001			0.105
	0.026***	0.004	0.027	0.085**	0.001	-0.000	0.001	0.105
6. Personal Initiative	0.026***	0.004	0.027	0.085**	-0.001			0.105
	0.026***	0.004	0.027	0.085**	-0.002	0.001	-0.001	0.105
7. PSDM	0.026***	0.004	0.027	0.086**	-0.004			0.105
	0.026***	0.004	0.028	0.086**	0.007	-0.022	-0.015	0.106
8a. Listening (Respectfully)	0.027***	0.004	0.027	0.089**	-0.033*			0.110
	0.027***	0.004	0.028	0.089**	-0.048*	0.027	-0.021	0.110
8b. Listening (Actively)	0.026***	0.004	0.029	0.087**	-0.017			0.106
	0.026***	0.004	0.030	0.088**	-0.036	0.033	-0.003	0.107
9. Empathy	0.027***	0.004	0.025	0.085**	-0.016			0.106
	0.027***	0.004	0.026	0.085**	-0.012	-0.008	-0.019	0.106
10. Expressiveness	0.027***	0.004	0.026	0.087**	-0.025			0.108
	0.027***	0.004	0.026	0.087**	-0.029	0.007	-0.022	0.108
11a. Relatedness (Maintain)	0.027***	0.004	0.024	0.085**	-0.025			0.108
	0.027***	0.004	0.024	0.085**	-0.024	-0.001	-0.025	0.108
11b. Relatedness (Network)	0.026***	0.005	0.031	0.090**	-0.027			0.108
	0.026***	0.005	0.031	0.090**	-0.021	-0.011	-0.032	0.108
12. Influence	0.026***	0.004	0.027	0.087**	-0.020			0.107
	0.026***	0.004	0.027	0.087**	-0.025	0.009	-0.016	0.107
13. Negotiation	0.026***	0.004	0.028	0.087**	-0.034*			0.110
	0.027***	0.005	0.027	0.087**	-0.057**	0.043	-0.014	0.112

Appendix D-8B: Tanzania-III Regressions – Income

	Control variables				Skill	Gender x Skill	Skill + Gender x Skill	R ²
	Age (years)	Education (years)	Marital status (1=married)	Gender (1=man)				
Panel A: Aggregated measures								
All	0.161***	0.042	0.250	0.574***	0.051			0.124
	0.160***	0.043	0.256	0.577***	0.096	-0.083	0.013	0.124
Agentic	0.161***	0.042	0.249	0.573***	0.040			0.124
	0.161***	0.042	0.251	0.574***	0.053	-0.025	0.029	0.124
Communal	0.162***	0.044	0.246	0.578***	-0.034			0.124
	0.162***	0.044	0.246	0.581***	-0.146	0.191	0.046	0.125
Intrapersonal	0.162***	0.044	0.247	0.579***	-0.034			0.124
	0.162***	0.045	0.246	0.578***	-0.089	0.099	0.010	0.124
Interpersonal	0.161***	0.042	0.250	0.573***	0.047			0.124
	0.161***	0.042	0.255	0.574***	0.075	-0.052	0.023	0.124
Awareness	0.162***	0.044	0.246	0.579***	-0.037			0.124
	0.162***	0.045	0.246	0.579***	-0.117	0.138	0.022	0.125
Management	0.162***	0.044	0.245	0.576***	-0.002			0.124
	0.162***	0.044	0.242	0.575***	-0.052	0.086	0.034	0.124
Social Awareness	0.162***	0.044	0.245	0.576***	-0.002			0.124
	0.162***	0.044	0.243	0.575***	-0.030	0.050	0.020	0.124
Social Management	0.162***	0.044	0.245	0.577***	-0.013			0.124
	0.162***	0.044	0.245	0.576***	-0.055	0.077	0.022	0.124
Self Awareness	0.162***	0.044	0.245	0.577***	-0.032			0.124
	0.163***	0.045	0.242	0.578***	-0.137	0.177	0.041	0.125
Self Management	0.162***	0.044	0.245	0.576***	-0.003			0.124
	0.162***	0.044	0.242	0.575***	-0.040	0.064	0.024	0.124
Panel B: Disaggregated measures								
1. Emotional Awareness	0.161***	0.043	0.249	0.571***	0.069			0.124
	0.160***	0.043	0.256	0.573***	0.116	-0.087	0.029	0.125
2. Self-Awareness	0.162***	0.043	0.246	0.576***	0.013			0.124
	0.161***	0.043	0.249	0.578***	0.042	-0.054	-0.012	0.124
3. Emotional Regulation	0.162***	0.044	0.245	0.576***	-0.003			0.124
	0.163***	0.043	0.234	0.573***	-0.082	0.153	0.071	0.125
4. Self Control	0.162***	0.043	0.246	0.576***	0.020			0.124
	0.161***	0.043	0.251	0.578***	0.074	-0.110	-0.036	0.124
5. Perseverance	0.162***	0.042	0.245	0.572***	0.055			0.124
	0.161***	0.042	0.245	0.572***	0.047	0.016	0.063	0.124
6. Personal Initiative	0.161***	0.042	0.251	0.568***	0.082			0.125
	0.161***	0.042	0.249	0.568***	0.067	0.028	0.095	0.125
7. PSDM	0.161***	0.042	0.247	0.567***	0.072			0.124
	0.160***	0.043	0.254	0.567***	0.126	-0.107	0.019	0.125
8a. Listening (Respectfully)	0.163***	0.045	0.246	0.584***	-0.086			0.125
	0.162***	0.046	0.250	0.586***	-0.175	0.159	-0.016	0.126
8b. Listening (Actively)	0.162***	0.044	0.246	0.576***	-0.005			0.124
	0.162***	0.044	0.248	0.585***	-0.136	0.230	0.094	0.126
9. Empathy	0.161***	0.043	0.247	0.576***	0.021			0.124
	0.161***	0.043	0.245	0.575***	-0.001	0.039	0.038	0.124
10. Expressiveness	0.162***	0.043	0.245	0.575***	0.001			0.124
	0.162***	0.044	0.245	0.575***	-0.002	0.005	0.003	0.124
11a. Relatedness (Maintain)	0.162***	0.043	0.246	0.575***	0.010			0.124
	0.162***	0.044	0.242	0.575***	-0.041	0.090	0.049	0.124
11b. Relatedness (Network)	0.162***	0.045	0.253	0.584***	-0.055			0.124
	0.162***	0.045	0.252	0.584***	-0.036	-0.034	-0.071	0.124
12. Influence	0.162***	0.043	0.245	0.574***	0.020			0.124
	0.162***	0.043	0.244	0.574***	-0.012	0.060	0.048	0.124
13. Negotiation	0.162***	0.045	0.248	0.580***	-0.071			0.124
	0.164***	0.046	0.241	0.576***	-0.214*	0.276*	0.062	0.128

Appendix D-9A: Analysis Controlling for Enumerator: Employment Regressed on SEB Skills

Supplement Table 38
*Regressions of Employment Outcomes on Each Social, Emotional, and Behavioral Skill (all studies)
 With and without fixed effects for the enumerator who recorded data at each household.*

Sample	Tanzania-III			Tanzania-III		
N	1142			1129		
	Without Enumerator Fixed Effects			With Enumerator Fixed Effects		
	without controls		with controls	without controls		with controls
1. Emotional Awareness	-0.005		-0.009	-0.002		-0.006
	(0.0141)		(0.0139)	(0.0144)		(0.0142)
2. Self-Awareness	-0.016		-0.020	-0.010		-0.012
	(0.0141)		(0.0139)	(0.0145)		(0.0143)
3. Emotional Regulation	-0.003		-0.010	-0.009		-0.014
	(0.0141)		(0.0139)	(0.0144)		(0.0142)
4. Self Control	0.003		0.003	0.014		0.014
	(0.0141)		(0.0139)	(0.0146)		(0.0144)
5. Perseverance	0.002		0.000	0.003		0.001
	(0.0141)		(0.0139)	(0.0145)		(0.0143)
6. Personal Initiative	0.005		0.001	0.006		0.003
	(0.0141)		(0.0139)	(0.0145)		(0.0143)
7. PSDM	0.004		-0.003	0.001		-0.004
	(0.0141)		(0.0139)	(0.0145)		(0.0143)
8a. Listening (Respectfully)	-0.027		-0.034*	-0.027		-0.033*
	(0.0141)		(0.0139)	(0.0143)		(0.0141)
8b. Listening (Actively)	-0.013		-0.017	-0.014		-0.017
	(0.0141)		(0.0139)	(0.0143)		(0.0141)
9. Empathy	-0.015		-0.022	-0.010		-0.016
	(0.0141)		(0.0139)	(0.0144)		(0.0143)
10. Expressiveness	-0.019		-0.025	-0.020		-0.025
	(0.0141)		(0.0139)	(0.0144)		(0.0142)
11a. Relatedness (Maintain)	-0.020		-0.025	-0.022		-0.025
	(0.0141)		(0.0139)	(0.0144)		(0.0142)
11b. Relatedness (Network)	-0.012		-0.017	-0.022		-0.027
	(0.0141)		(0.0139)	(0.0147)		(0.0145)
12. Influence	-0.014		-0.018	-0.018		-0.020
	(0.0141)		(0.0139)	(0.0143)		(0.0141)
13. Negotiation	-0.024		-0.029*	-0.031*		-0.034*
	(0.0140)		(0.0139)	(0.0144)		(0.0142)
14. Collaboration	-0.033*		-0.037**	-0.031*		-0.033*
	(0.0140)		(0.0139)	(0.0142)		(0.0140)
<i>Comparison construct</i>						
15. Generalized Self-Efficacy	0.012		0.007	0.012		0.008
	(0.0141)		(0.0139)	(0.0145)		(0.0143)

Aggregated measures					
Self Awareness	-0.011		-0.016		-0.010
	(0.0141)		(0.0139)		(0.0143)
Self Management	0.002		-0.002		0.005
	(0.0141)		(0.0140)		(0.0144)
Social Awareness	-0.023		-0.030*		-0.027
	(0.0140)		(0.0139)		(0.0142)
Social Management	-0.024		-0.030*		-0.034*
	(0.0140)		(0.0139)		(0.0142)
Intrapersonal	-0.002		-0.007		0.004
	(0.0141)		(0.0140)		(0.0145)
Interpersonal	-0.025		-0.032*		-0.029*
	(0.0140)		(0.0139)		(0.0144)
Awareness	-0.020		-0.027		-0.017
	(0.0141)		(0.0139)		(0.0144)
Management	-0.015		-0.021		-0.016
	(0.0141)		(0.0139)		(0.0144)
Agentic	-0.016		-0.022		-0.022
	(0.0141)		(0.0139)		(0.0145)
Communal	-0.028*		-0.034*		-0.027
	(0.0140)		(0.0139)		(0.0143)
All	-0.018		-0.024		-0.017
	(0.0141)		(0.0139)		(0.0144)

Note. In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and scores were measured simultaneously. ***, ** and * indicate p-values less than .01, .05 and .001 respectively.

Appendix D-9B: Analysis Controlling for Enumerator: Employment Regressed on SEB Skills, with Gender x Skill Interaction Predictor

Supplement Table 39

Regressions of Employment Outcomes on Each Social, Emotional, and Behavioral Skill (all studies). Each regression includes covariates for age, education, marital status, and gender.

Sample	Tanzania-III		Tanzania-III	
N	1142		1129	
	Without Enumerator Fixed Effects		With Enumerator Fixed Effects	
	skill	skill X gender	skill	skill X gender
1. Emotional Awareness	0.019 (0.0203)	-0.054 (0.0278)	0.013 (0.0210)	-0.035 (0.0288)
2. Self-Awareness	-0.003 (0.0206)	-0.030 (0.0279)	-0.002 (0.0211)	-0.018 (0.0287)
3. Emotional Regulation	-0.007 (0.0201)	-0.006 (0.0278)	-0.018 (0.0205)	0.008 (0.0286)
4. Self Control	0.021 (0.0197)	-0.036 (0.0277)	0.033 (0.0202)	-0.038 (0.0288)
5. Perseverance	0.011 (0.0198)	-0.021 (0.0278)	0.001 (0.0204)	-0.000 (0.0286)
6. Personal Initiative	0.010 (0.0202)	-0.017 (0.0279)	0.004 (0.0212)	-0.002 (0.0289)
7. PSDM	0.014 (0.0198)	-0.034 (0.0279)	0.007 (0.0205)	-0.022 (0.0287)
8a. Listening (Respectfully)	-0.049* (0.0210)	0.028 (0.0280)	-0.048* (0.0216)	0.027 (0.0290)
8b. Listening (Actively)	-0.036 (0.0212)	0.033 (0.0280)	-0.036 (0.0217)	0.033 (0.0289)
9. Empathy	-0.016 (0.0213)	-0.010 (0.0281)	-0.012 (0.0221)	-0.008 (0.0291)
10. Expressiveness	-0.023 (0.0208)	-0.004 (0.0279)	-0.029 (0.0216)	0.007 (0.0289)
11a. Relatedness (Maintain)	-0.012 (0.0209)	-0.022 (0.0279)	-0.024 (0.0215)	-0.001 (0.0286)
11b. Relatedness (Network)	-0.006 (0.0200)	-0.022 (0.0278)	-0.021 (0.0212)	-0.011 (0.0290)
12. Influence	-0.012 (0.0205)	-0.010 (0.0279)	-0.025 (0.0209)	0.009 (0.0286)
13. Negotiation	-0.047* (0.0199)	0.035 (0.0277)	-0.057** (0.0205)	0.043 (0.0286)
14. Collaboration	-0.039 (0.0207)	0.004 (0.0279)	-0.047* (0.0214)	0.024 (0.0288)
<i>Comparison construct</i>				
15. Generalized Self-Efficacy	0.019 (0.0202)	-0.023 (0.0278)	0.013 (0.0209)	-0.010 (0.0287)

Aggregated measures					
Self Awareness	0.011		-0.049		0.007
	(0.0205)		(0.0279)		(0.0212)
Self Management	0.017		-0.036		0.017
	(0.0201)		(0.0278)		(0.0207)
Social Awareness	-0.044*		0.025		-0.042
	(0.0216)		(0.0281)		(0.0223)
Social Management	-0.028		-0.005		-0.043*
	(0.0206)		(0.0279)		(0.0216)
Intrapersonal	0.018		-0.046		0.017
	(0.0204)		(0.0279)		(0.0210)
Interpersonal	-0.035		0.006		-0.046*
	(0.0212)		(0.0280)		(0.0221)
Awareness	-0.025		-0.004		-0.025
	(0.0214)		(0.0281)		(0.0221)
Management	-0.009		-0.022		-0.019
	(0.0208)		(0.0279)		(0.0216)
Agentic	-0.019		-0.006		-0.034
	(0.0204)		(0.0279)		(0.0216)
Communal	-0.042		0.014		-0.046*
	(0.0215)		(0.0281)		(0.0223)
All	-0.015		-0.017		-0.022
	(0.0211)		(0.0280)		(0.0219)

Note. In each column, we report 15 separate regressions of employment onto a skill, not all skills together. Values in the left [skill] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [skill X gender] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. Employment and skill scores were measured simultaneously. ***, ** and * indicate p-values less than .001, .05, and .01, respectively.

Appendix D-9C: Analysis Controlling for Enumerator: Income Regressed on SEB Skills

Supplement Table 40						
<i>Regressions of Income Outcomes on Each Social, Emotional, and Behavioral Skill (all studies)</i>						
Sample	Tanzania-III			Tanzania-III		
N	1142			1129		
	Without Enumerator Fixed Effects			With Enumerator Fixed Effects		
	without controls		with controls	without controls		with controls
1. Emotional Awareness	0.095		0.064	0.094		0.069
	(0.0688)		(0.0670)	(0.0704)		(0.0686)
2. Self-Awareness	0.010		-0.017	0.027		0.013
	(0.0688)		(0.0671)	(0.0711)		(0.0693)
3. Emotional Regulation	0.069		0.023	0.028		-0.003
	(0.0688)		(0.0672)	(0.0706)		(0.0689)
4. Self Control	-0.025		-0.029	0.020		0.020
	(0.0688)		(0.0670)	(0.0716)		(0.0698)
5. Perseverance	0.084		0.069	0.070		0.055
	(0.0687)		(0.0670)	(0.0710)		(0.0692)
6. Personal Initiative	0.132		0.103	0.124		0.103
	(0.0687)		(0.0671)	(0.0708)		(0.0690)
7. PSDM	0.134		0.090	0.107		0.072
	(0.0687)		(0.0673)	(0.0710)		(0.0693)
8a. Listening (Respectfully)	-0.040		-0.086	-0.046		-0.086
	(0.0688)		(0.0672)	(0.0703)		(0.0686)
8b. Listening (Actively)	0.029		0.003	0.014		-0.005
	(0.0688)		(0.0670)	(0.0701)		(0.0683)
9. Empathy	0.045		0.001	0.061		0.021
	(0.0688)		(0.0672)	(0.0706)		(0.0690)
10. Expressiveness	0.052		0.014	0.033		0.001
	(0.0688)		(0.0671)	(0.0705)		(0.0687)
11a. Relatedness (Maintain)	0.044		0.012	0.027		0.010
	(0.0688)		(0.0671)	(0.0707)		(0.0689)
11b. Relatedness (Network)	0.036		-0.002	-0.020		-0.055
	(0.0688)		(0.0673)	(0.0720)		(0.0704)
12. Influence	0.072		0.043	0.038		0.020
	(0.0688)		(0.0670)	(0.0700)		(0.0682)
13. Negotiation	-0.002		-0.040	-0.045		-0.071
	(0.0688)		(0.0670)	(0.0707)		(0.0688)
14. Collaboration	-0.030		-0.056	-0.030		-0.047
	(0.0688)		(0.0670)	(0.0698)		(0.0680)
<i>Comparison construct</i>						
15. Generalized Self-Efficacy	0.170*		0.132*	0.155*		0.126
	(0.0686)		(0.0670)	(0.0709)		(0.0691)

Aggregated measures					
Self Awareness	0.063		0.031		0.073
	(0.0688)		(0.0671)		(0.0708)
Self Management	0.053		0.023		0.065
	(0.0689)		(0.0674)		(0.0711)
Social Awareness	0.008		-0.037		0.004
	(0.0688)		(0.0671)		(0.0704)
Social Management	0.036		-0.005		-0.003
	(0.0688)		(0.0672)		(0.0708)
Intrapersonal	0.062		0.027		0.074
	(0.0689)		(0.0674)		(0.0710)
Interpersonal	0.027		-0.017		-0.002
	(0.0688)		(0.0672)		(0.0706)
Awareness	0.030		-0.013		0.032
	(0.0688)		(0.0671)		(0.0705)
Management	0.051		0.008		0.030
	(0.0688)		(0.0674)		(0.0706)
Agentic	0.070		0.028		0.026
	(0.0687)		(0.0672)		(0.0712)
Communal	0.006		-0.035		-0.000
	(0.0688)		(0.0671)		(0.0702)
All	0.046		0.001		0.032
	(0.0688)		(0.0673)		(0.0705)

Note. Income is measured using the inverse hyperbolic sine transformation of self-reported monthly earnings. In each column, we report 15 separate regressions of income onto a skill, not all skills together. Values in the left [without controls] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [with controls] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.

Appendix D-9D: Analysis Controlling for Enumerator: Income Regressed on SEB Skills, with Gender x Skill Interaction Predictor

Supplement Table 41

Regressions of Income Outcomes on Each Social, Emotional, and Behavioral Skill (all studies). Each regression includes covariates for age, education, marital status, and gender.

Sample	Tanzania-III		Tanzania-III	
N	1142		1129	
	Without Enumerator Fixed Effects		With Enumerator Fixed Effects	
	skill	skill X gender	skill	skill X gender
1. Emotional Awareness	0.160	-0.181	0.116	-0.087
	(0.0982)	(0.1343)	(0.1015)	(0.1393)
2. Self-Awareness	0.048	-0.118	0.042	-0.054
	(0.0995)	(0.1346)	(0.1023)	(0.1388)
3. Emotional Regulation	-0.013	0.070	-0.082	0.153
	(0.0968)	(0.1344)	(0.0992)	(0.1382)
4. Self Control	0.006	-0.071	0.074	-0.110
	(0.0949)	(0.1339)	(0.0977)	(0.1393)
5. Perseverance	0.114	-0.089	0.047	0.016
	(0.0953)	(0.1339)	(0.0988)	(0.1385)
6. Personal Initiative	0.150	-0.089	0.100	0.005
	(0.0974)	(0.1344)	(0.1024)	(0.1396)
7. PSDM	0.184	-0.187	0.126	-0.107
	(0.0954)	(0.1343)	(0.0992)	(0.1390)
8a. Listening (Respectfully)	-0.167	0.144	-0.175	0.159
	(0.1015)	(0.1352)	(0.1045)	(0.1404)
8b. Listening (Actively)	-0.114	0.206	-0.136	0.230
	(0.1021)	(0.1351)	(0.1048)	(0.1396)
9. Empathy	0.005	-0.007	-0.001	0.039
	(0.1028)	(0.1356)	(0.1070)	(0.1410)
10. Expressiveness	0.043	-0.052	-0.002	0.005
	(0.1007)	(0.1350)	(0.1044)	(0.1400)
11a. Relatedness (Maintain)	0.026	-0.024	-0.041	0.090
	(0.1011)	(0.1351)	(0.1041)	(0.1387)
11b. Relatedness (Network)	0.047	-0.095	-0.036	-0.034
	(0.0964)	(0.1344)	(0.1028)	(0.1405)
12. Influence	0.064	-0.038	-0.012	0.060
	(0.0991)	(0.1346)	(0.1011)	(0.1384)
13. Negotiation	-0.149	0.213	-0.214*	0.276*
	(0.0962)	(0.1340)	(0.0994)	(0.1384)
14. Collaboration	-0.062	0.011	-0.120	0.131
	(0.1002)	(0.1348)	(0.1037)	(0.1398)
<i>Comparison construct</i>				
15. Generalized Self-Efficacy	0.192*	-0.113	0.142	-0.030
	(0.0972)	(0.1341)	(0.1009)	(0.1388)
Aggregated measures				

Self Awareness	0.125	-0.173	0.096	-0.083
	(0.0992)	(0.1345)	(0.1026)	(0.1395)
Self Management	0.069	-0.089	0.061	-0.029
	(0.0972)	(0.1344)	(0.1002)	(0.1383)
Social Awareness	-0.127	0.154	-0.146	0.191
	(0.1042)	(0.1359)	(0.1078)	(0.1417)
Social Management	0.002	-0.011	-0.089	0.099
	(0.0997)	(0.1348)	(0.1046)	(0.1408)
Intrapersonal	0.098	-0.133	0.081	-0.055
	(0.0986)	(0.1347)	(0.1018)	(0.1386)
Interpersonal	-0.042	0.044	-0.117	0.138
	(0.1024)	(0.1355)	(0.1071)	(0.1416)
Awareness	-0.027	0.024	-0.052	0.086
	(0.1032)	(0.1357)	(0.1069)	(0.1414)
Management	0.038	-0.055	-0.026	0.047
	(0.1003)	(0.1350)	(0.1044)	(0.1396)
Agentic	0.043	-0.028	-0.047	0.072
	(0.0987)	(0.1346)	(0.1044)	(0.1412)
Communal	-0.092	0.097	-0.137	0.177
	(0.1042)	(0.1360)	(0.1079)	(0.1415)
All	0.020	-0.033	-0.037	0.062
	(0.1020)	(0.1354)	(0.1060)	(0.1403)

Note. Income is measured using the inverse hyperbolic sine transformation of self-reported monthly earnings.

Note. In each column, we report 15 separate regressions of income onto a skill, not all skills together. Values in the left [skill] column are standardized OLS regression coefficients without covariates for age, gender, education, and marital status. Values in the right [skill X gender] column are standardized OLS regression coefficients including covariates for age, education, gender, and marital status. Standard errors in parentheses. Gender was measured with 0 if woman, 1 if man. Age is in years. Education was measured on a 14-year scale. Marital status is 0 if single and 1 if married. ***, ** and * indicate p-values less than .001, .05 and .01 respectively.