

**Date of Preregistration:** 09.02.2022

**Working title:**

**Predicting Actual Social Skill Expression From Self-Concept Questionnaires**

*This is a preregistration for publication.*

**Authors Note**

This preregistration has been created to the best of the researchers' knowledge. There is no other preregistration pertaining to the same research question and dataset.

## **Summary of Research Aims**

Although social skills are of key importance, their typical assessment via self-report questionnaires has several downsides. In this research, we present an alternative, behavioral-based assessment of social skills. Here, participants passed through three different interpersonal exercises in which they interacted with professional actors. Afterwards, they were evaluated by trained observers on one skill per exercise. Additionally, they evaluated their own skill expression on the respective exercises. In this research we assessed three different skills: *Agency Skill*, *Communion Skill*, and *Interpersonal Resilience Skill*. We will investigate how individual differences in observer-rated and self-rated social skills relate to self-concepts assessed via questionnaires that aim to measure typical performance (i.e., personality: Big Five Inventory – 2, BFI-2) and maximum performance (i.e., skills: Behavioral, Emotional, and Social Skills Inventory, BESSI).

## **The Present Research**

We will explore the relationships between the observer-rated skill expression, self-rated skill expression, and corresponding personality or skill self-concepts. For an overview on which skill expression corresponds to which self-concept see Table 1

**Research Question 1a:** How do individual differences in observer-rated skill expression relate to individual differences in corresponding personality and skill self-concepts?

**Research Question 1b:** How do individual differences in self-rated skill expression relate to individual differences in corresponding personality and skill self-concepts?

**Research Question 2a:** Are individual differences in observer-rated skill expression predicted by the corresponding skill self-concepts when controlling for the corresponding personality self-concepts?

**Research Question 2b:** Are individual differences in self-rated skill expression predicted by the corresponding skill self-concepts when controlling for the corresponding personality self-concepts?

**Table 1***Skill Dimensions and Corresponding Skill Expression Ratings and Self-Concepts*

<b>Dimension</b>	<b>Observer-rated skill expression</b>	<b>Self-rated skill expression</b>	<b>Personality self-concept</b> (assessed via the BFI-2 S)	<b>Skill self-concept</b> (assessed via the BESSI)
Agency	This participant demonstrates assertive, confident, decisive, and energetic behavior (1 item)	How assertive, confident, decisive, and energetic did you behave in this exercise? (1 item)	Extraversion - Facets: sociability, assertiveness, energy level (6 items, 2 per facet)	Facets: Leadership skill (6 items) Persuasive skill (6 items)
Communion	This participant demonstrates warm, friendly and compassionate behavior (1 item)	How warm, friendly, and compassionate did you behave in this exercise? (1 item)	Agreeableness - Facets: compassion, respectfulness, trust (6 items, 2 per facet)	Facets: Perspective-taking skill (6 items) Capacity for social warmth (6 items)
Interpersonal Resilience	This participant demonstrates calm, relaxed, and emotionally balanced behavior (1 item)	How calm, relaxed, and emotionally balanced did you behave in this exercise? (1 item)	Negative Emotionality - Facets: anxiety, depression, emotional volatility (6 items, 2 per facet)	Facets: Stress regulation (6 items) Anger management (6 items)

*Note.* BFI-2 S = Big Five Inventory-2 short version; BESSI = Behavioral, Emotional, and Social Skills Inventory.

## **Method**

### **General Project Information**

This project is planned as a single study report. For specific information on all measures please see the codebook (added as an Appendix to this registration). Please note that at the time of this preregistration, data collection has already been completed. However, the authors of this preregistration did not have access to the data so far. Access will be given once the preregistration is uploaded. After potential publication, anonymized data will be made available on the projects' OSF page.

### **Sample Information**

The initial sample consisted of 152 first year students from a medical school. The students took part in mandatory training course. Out of the initial 152 students, we expect that about 130 will provide consent for their data to be analyzed for scientific purposes. Since this training course was a one-time event, the maximum possible sample size was limited to all first-year students that provided informed consent. Given an expected sample size of 130, we have a power of .68 to detect medium (i.e.,  $r = .21$ ) effect sizes for the main research question (i.e., Research Question 1). The university's institutional review board approved this study.

### **Design and Procedure**

This study was an observational study and was part of an actual training course for first year medical students. After a short introduction participant were asked to provide informed consent and to fill out the two self-concept questionnaires (i.e., BFI-2 and BESSI) on tablets.

Afterwards they took part in three interpersonal exercises. For each exercise participants had 90 seconds to read short introductions and then walked into a room in which the exercise took place. Each exercise lasted for 5 minutes, and participants were specifically asked to try to solve the exercises as best as possible. During all exercises participants interacted with professional actors who were specifically instructed regarding their roles and

behavior. Each exercise revolved around one of three social skills (i.e., agency skill, communion skill, interpersonal resilience skill). That is, exercises were designed in such a way that individual differences in the respective skill would emerge. It was also made sure that the exercises revolved as exclusively as possible around this one skill, and that showing the skill was necessary for a successful completion of the exercises. Please note that all exercises revolved around everyday task (non-medical) task and no prior knowledge was needed (see Table 2 for an overview).

**Table 2**

*Overview of Skill Dimensions and Exercises*

<b>Skill Dimension</b>	<b>Exercise</b>
Agency	Persuasion: Participants had to pass on important information and convince someone to do something. The professional actor acted distracted and unconvinced
Communion	Crisis: Participants had to take care of someone after a crisis situation and provide support. The professional actor acted overwhelmed and shocked
Interpersonal Resilience	Presentation: Participants had to give a presentation in front of someone but had little time to prepare. The professional actor acted unimpressed and cynical

During the completion of the exercises, participants were observed by two observers (per participant, per exercise) through one-way mirrors. After each exercise, participants switched to the next exercise, and observers had to rate participants on the corresponding social skill dimension. All observers were undergraduate and graduate psychology students. They received extensive training (1 ½ hours per exercise) which included a small lecture as well as viewing and discussing example videos.

After the completion of all three exercises, participants were asked to rate how well they performed the respective skill as part of the specific exercises. Finally, participants were debriefed concerning this training course.

## **Measures**

### ***Observer-Rated Skill Expression***

Observers rated participants on one social skill per exercise via global, behaviorally anchored rating scales (e.g., please rate participants expressed agency: participant demonstrates assertive, confident, decisive, and energetic behavior; see Table 1). The specific behavioral anchors (e.g., self-confident and upright posture for agency) are displayed in the codebook (see Appendix). For all social skills, anchors included a mixture of nonverbal and verbal behaviors. The ratings were provided on a scale from 1 (low-level of respective skill) to 6 (high level of respective skill).

### ***Self-Rated Skill Expression***

Participants were also asked to provide their own evaluation on how well they managed to perform in the skills corresponding to the exercises. That is, they were given the same rating items as the assessors (without the behavioral anchors) and were asked to indicate their skill level (on a scale from 1 to 6; see Table 1).<sup>1</sup>

### ***Personality Self-Concept***

Personality self-concept was assessed using the German version of the 30-item Big Five Inventory 2-S (BFI-2-S; Rammstedt et al., 2020). Participants were asked to answer how much they agree to each item on a scale from 1 (do not agree at all) to 5 (totally agree). As part of this research, we will use the Big Five dimensions of extraversion, agreeableness, and negative emotionality as well as their facets.

### ***Skill Self-Concept***

---

<sup>1</sup> Please note that participants were also asked to indicate how well they performed in skills not directly assessed at the respective exercises. These answers will not be used for the current project

Skill self-concept was assessed using the German version of the Behavioral, Emotional, and Social Skills Inventory (BESSI; Lechner et al., 2021). Note that only the skills relevant for the current research were assessed. This included: Leadership skill, persuasive skill, perspective-taking skill, capacity for social warmth, stress regulation and anger management. These skills were chosen as they were most similar to the skills assessed as part of the exercises. Each skill was assessed with six items<sup>2</sup> and participants were asked how well they could do that activity on a scale from 1 (not at all well) to 5 (extremely well).

### ***Control Variables***

As control variables we assessed participants age and gender.

### **Planned Statistical Analyses**

#### ***Data Preparation***

In case of missing data across measures (e.g., if participants filed out one questionnaire but not another). We will use pairwise deletion. For the self-concept questionnaires we will exclude participants answers if they show overly consistent responses (i.e., exclude answers if participants showed zero variance across the questionnaire items). Furthermore, if participant started but did not finish filling out a questionnaire these answers will also not be used.

For observer-rated skill expression, ratings will be aggregated across all available observers (per participant, per exercise). Scales for the self-concept questionnaires will be build according to the original publications (see Appendix). For the skill self-concept we will also aggregate related skills to one broader skill per dimension. That is, we will aggregate:

- leadership skill and persuasive skill to *agency skill self-concept*
- perspective-taking skill and capacity for social warmth to *communion skill self-concept*

---

<sup>2</sup> Note that the German translation of the BESSI questionnaire was not final at the time of this preregistration. That is, three items were assessed twice with alternative translations. If no official selection is available by the time the paper is published, we will report results for both translations in the paper.

- stress regulation and anger management to *interpersonal resilience skill self-concept*

### ***Descriptive Statistics***

We will calculate means, standard deviations, reliability coefficients, and intercorrelations among all (aggregated) measures. For the self-concept questionnaires we will compute Cronbach's alpha. For the observer-rated skill expression we will compute intraclass correlations (ICC[1,k]).

### ***Research Question 1a and 1b***

We will calculate Pearson correlations across the relevant variables for each skill. This includes:

Agency: observer-rated agency, self-rated agency, extraversion (global), sociability (facet), assertiveness (facet), energy level (facet), agency skill self-concept (global), leadership skill (facet), persuasive skill (facet)

Communion: observer-rated communion, self-rated communion, agreeableness (global), compassion (facet), respectfulness (facet), trust (facet), communion skill self-concept (global), perspective-taking skill (facet), capacity for social warmth (facet)

Interpersonal resilience: observer-rated interpersonal resilience, self-rated interpersonal resilience, negative emotionality (global), anxiety (facet), depression (facet), emotional volatility (facet), interpersonal resilience skill self-concept (global), stress regulation (facet), anger management (facet)

### ***Research Question 2a***

We will compute one main regression model per skill self-concept. Here, observer-rated skill expression is regressed on the corresponding personality self-concepts (global) and skill self-concepts (global). This results in 3 models:

$$(1) \text{ Observer-rated agency} = b_0 = b_1 * \text{agency skill self-concept} + b_2 * \text{extraversion}$$

$$(2) \text{ Observer-rated communion} = b_0 = b_1 * \text{communion skill self-concept} + b_2 *$$

agreeableness



(3) Observer-rated interpersonal resilience =  $b_0 = b_1 * \text{interpersonal resilience skill self-concept} + b_2 * \text{negative emotionality}$

In additional models we will investigate the relationships on a facet level. That is, each specific skill self-concept will be compared with the corresponding Big Five facets. This results in 6 additional models.

**Agency:**

(4) Observer-rated agency =  $b_0 = b_1 * \text{leadership skill} + b_2 * \text{sociability} + b_3 * \text{assertiveness} + b_4 * \text{energy level}$

(5) Observer-rated agency =  $b_0 = b_1 * \text{persuasive skill} + b_2 * \text{sociability} + b_3 * \text{assertiveness} + b_4 * \text{energy level}$

**Communion:**

(6) Observer-rated communion =  $b_0 = b_1 * \text{perspective-taking skill} + b_2 * \text{compassion} + b_3 * \text{respectfulness} + b_4 * \text{trust}$

(7) Observer-rated communion =  $b_0 = b_1 * \text{capacity for social warmth} + b_2 * \text{compassion} + b_3 * \text{respectfulness} + b_4 * \text{trust}$

**Interpersonal Resilience:**

(8) Observer-rated interpersonal resilience =  $b_0 = b_1 * \text{stress regulation} + b_2 * \text{anxiety} + b_3 * \text{depression} + b_4 * \text{emotional volatility}$

(9) Observer-rated interpersonal resilience =  $b_0 = b_1 * \text{anger management} + b_2 * \text{anxiety} + b_3 * \text{depression} + b_4 * \text{emotional volatility}$

For all models a significant regression weight  $b_1$  would indicate that skill self-concept predicts observer-rated skill expression above and beyond personality self-concepts.

***Research Question 2b***

We will compute the same nine models as for Research Question 2a with self-rated skill expression as the outcome variable (instead of observer-rated skill expression).

***Additional Analyses***

In additional analyses we will compare the results across the different social skill dimensions. Furthermore, we will control for participants age and gender.

### ***Inference Criteria***

For all analyses, we use a significance level of  $p < .05$  (two-tailed). We will also report 95% confidence intervals for relevant parameters.

## References

- Lechner, C., Knopf, T., Spengler, M., Soto, C. J., Napolitano, C., Trautwein, U., Roberts, B., & Rammstedt, B. (2021, October 7). *German Version of the Behavioral, Emotional, and Social Skills Inventory (BESSI-G)*. <https://osf.io/9pvmj/>
- Rammstedt, B., Danner, D., Soto, C. J., & John, O. P. (2020). Validation of the Short and extra-short forms of the Big Five Inventory-2 (BFI-2) and their German adaptations. *European Journal of Psychological Assessment*, 36(1), 149–161. <https://doi.org/10.1027/1015-5759/a000481>

## Acknowledgement

This preregistration was created based on the templates from:

- Bosnjak, M., Fiebach, C., Mellor, D. T., Mueller, S., O'Connor, D. B., Oswald, F. L., & Sokol-Chang, R. (2021). A template for preregistration of quantitative research in psychology: Report of the Joint Psychological Societies Preregistration Task Force. *American Psychologist*.
- Kirtley, O. J., Lafit, G., Achterhof, R., Hiekkaranta, A. P., & Myin-Germeys, I. (2021). Making the black box transparent: A template and tutorial for registration of studies using experience-sampling methods. *Advances in Methods and Practices in Psychological Science*, 4(1), 2515245920924686.
- McIntyre, K. P., & Le, B. (2018, June 13). *OSL/PT Preregistration Template*. <https://doi.org/10.17605/OSF.IO/N39TR>

## CODEBOOK

**Project Title:** Predicting Actual Social Skill Expression From Self-Concept Questionnaires

**Note:** All variables were assessed in German. This codebook provides their official English translations or self-generated translations.

### The Big Five Inventory-2-S

Soto, C. J., & John, O. P. (2017). The next Big Five Inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power. *Journal of Personality and Social Psychology*, 113(1), 117–143. <https://doi.org/10.1037/pspp0000096>

Rammstedt, B., Danner, D., Soto, C. J., & John, O. P. (2020). Validation of the Short and extra-short forms of the Big Five Inventory-2 (BFI-2) and their German adaptations. *European Journal of Psychological Assessment*, 36(1), 149–161. <https://doi.org/10.1027/1015-5759/a000481>

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others*? Please indicate the extent to which you agree or disagree with that statement.

Code	Item	Response	Dimension / Facet
BFI01	Tends to be quiet	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Sociability
BFI02	Is compassionate, has a soft heart.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Compassion
BFI03	Tends to be disorganized.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Organization
BFI04	Worries a lot	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Anxiety
BFI05	Is fascinated by art, music, or literature.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Aesthetic Sensitivity
BFI06	Is dominant, acts as a leader.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Assertiveness

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

BFI07	Is sometimes rude to others	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Respectfulness
BFI08	Has difficulty getting started on tasks.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Productiveness
BFI09	Tends to feel depressed, blue.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Depression
BFI10	Has little interest in abstract ideas.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Intellectual Curiosity
BFI11	Is full of energy.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Energy Level
BFI12	Assumes the best about people.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Trust
BFI13	Is reliable, can always be counted on.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Responsibility
BFI14	Is emotionally stable, not easily upset.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Emotional Volatility
BFI15	Is original, comes up with new ideas.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Creative Imagination
BFI16	Is outgoing, sociable.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Sociability

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

BFI17	Can be cold and uncaring.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Compassion
BFI18	Keeps things neat and tidy.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Organization
BFI19	Is relaxed, handles stress well.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Anxiety
BFI20	Has few artistic interests.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Aesthetic Sensitivity
BFI21	Prefers to have others take charge.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Assertiveness
BFI22	Is respectful, treats others with respect.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Respectfulness
BFI23	Is persistent, works until the task is finished.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Productiveness
BFI24	Feels secure, comfortable with self.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Depression
BFI25	Is complex, a deep thinker.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Intellectual Curiosity
BFI26	Is less active than other people	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Extraversion: Energy Level

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

BFI27	Tends to find fault with others.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Agreeableness: Trust
BFI28	Can be somewhat careless.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Conscientiousness: Responsibility
BFI29	Is temperamental, gets emotional easily.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Negative Emotionality: Emotional Volatility
BFI30	Has little creativity.	1 "Disagree strongly" 2 "Disagree a little" 3 "Neutral; no opinion" 4 "Agree a little" 5 "Agree strongly"	Open-Mindedness: Creative Imagination

### The Behavioral, Emotional, and Social Skills Inventory

Soto, C. J., Napolitano, C. M., Sewell, M. N., Yoon, H. J., & Roberts, B. W. (in press). An integrative framework for conceptualizing and assessing social, emotional, and behavioral skills: The BESSI. *Journal of Personality and Social Psychology*.

Lechner, C., Knopf, T., Spengler, M., Soto, C. J., Napolitano, C., Trautwein, U., Robert, B., & Rammstedt, B. (2021, October 7). *German Version of the Behavioral, Emotional, and Social Skills Inventory (BESSI-G)*. <https://osf.io/9pvmj/>

Please note that since the German version has not been published yet, there were three potential replacement items (alternative translations) that were also part of the questionnaire.

Here is a list of activities or things you could do. For each one, please select a response to indicate how well you can do that thing. For example, how well can you follow the instructions for an assignment? Note that how well you can do something may be different from how often you do it, or how much you like to do it. For each activity, you should rate how well you can do that thing.

Code	Item	Response	Dimension / Facet
Lead1	Lead a group of people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership
Lead2	Make decisions for a group of people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership
Lead3	Assert myself as a leader.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

Lead4	Take charge of a situation.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership
Lead5	Give a speech.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership; plus a potential replacement item (Lead5a)
Lead6	Convince people to follow my lead.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Leadership
Pers1	Win debates with other people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill
Pers2	Confront people when I disagree with them.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill
Pers3	Change people's minds.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill; plus a potential replacement item (Pers3a)
Pers4	Speak up when I disagree with others.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill
Pers5	Win arguments.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill
Pers6	Be blunt and direct with people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Persuasive Skill; plus a potential replacement item (Pers6a)
Empa1	Sympathize with other people's feelings.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking
Empa2	Feel compassion for other people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking
Empa3	Take another person's perspective.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking
Empa4	Respect people's feelings.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking



## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

Empa5	Sense other people's needs.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking
Empa6	Understand how other people feel.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Perspective Taking
Soha1	Make people smile.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Soha2	Make people feel comfortable.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Soha3	Get along with people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Soha4	Make a positive impression on people.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Soha5	Show people that I like them.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Soha6	Put people at ease.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Capacity for Social Warmth
Stres1	Stay calm in stressful situations.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Stres2	Stop myself from worrying.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Stres3	Cope with stress.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Stres4	Relax when I'm feeling tense.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Stres5	Calm down when I'm feeling anxious.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Stres6	Settle down when I'm feeling nervous.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Stress Regulation
Angm1	Calm down when I'm feeling angry.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management
Angm2	Control my temper.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

Angm3	Control my anger.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management
Angm4	Stop myself from getting angry.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management
Angm5	Stop myself from getting mad.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management
Angm6	Settle down when I'm feeling annoyed.	1 "Not at all well" 2 "Not very well" 3 "Pretty well" 4 "Very well" 5 "Extremely well"	Anger Management

### Observer-rated skill expression

Participants passed through three interpersonal exercises and interacted with professional actors. After each situation they were evaluated on one social skill by trained assessors

Code	Item	Response	Comment
<b>Agency_observed</b>	Agency: This participant demonstrates assertive, confident, decisive, and energetic behavior  [behavioral anchors: Self-confident posture; confident expression and gestures; confident flow of speech; leads/controls the interaction; clear statements]	1 "low-level" to 6 "high level"	Assessed as part of the Exercise „Persuasion“
<b>Communion_observed</b>	Communion: This participant demonstrates warm, friendly and compassionate behavior  [behavioral anchors: attentive, positive attention; friendly gestures and expressions; active listening; positive feedback; statements of support]	1 "low-level" to 6 "high level"	Assessed as part of the exercise „Crisis“

## Predicting Actual Social Skill Expression From Self-Concept Questionnaires

<b>Resilience_observed</b>	Interpersonal Resilience: This participant demonstrates calm, relaxed, and emotionally balanced behavior  [behavioral anchors: relaxed position; calm expressions and gestures; does not break up sentences; no uncertain queries; no justifications; no oversensitive reactions]	1 “low-level” to 6 “high level”	Assessed as part of the exercise: „Presentation“
<b>Self-rated skill expression</b>			
After participants passed through the three interpersonal exercises, they were asked to indicate how well they showed the respective skills on the corresponding exercises.			
Please note that participants were also asked to indicate how well they showed skills not assessed at the respective exercises. These answers however will not be used for the current project and are thus, not reported here			
<b>Agency_self</b>	How assertive, confident, decisive, and energetic did you behave in the “persuasion” exercise?	1 “low-level” to 6 “high level”	
<b>Communion_self</b>	How warm, friendly, and compassionate did you behave in the “crisis” exercise?	1 “low-level” to 6 “high level”	
<b>Resilience_self</b>	How calm, relaxed, and emotionally balanced did you behave in the “presentation” exercise?	1 “low-level” to 6 “high level”	