

An Integrative Framework for Conceptualizing and Assessing Social, Emotional, and Behavioral Skills: The BESSI

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Table 1. Aligning Prominent Taxonomies of Traits, Competencies, and Skills

BESSI domains	Social Engagement Skills	Cooperation Skills	Self-Management Skills	Emotional Resilience Skills	Innovation Skills
21st century competencies	Interpersonal competencies		Intrapersonal competencies		Cognitive competencies
Tripartite taxonomy of character	Interpersonal strengths		Intrapersonal strengths		Intellectual strengths
Five Cs of positive youth development	Connection	Caring	Competence	Confidence	
CASEL core competencies	Relationship skills	Social awareness	Self-management	Self-awareness	
OECD framework	Engagement with others	Collaboration	Task performance	Emotion regulation	Open-mindedness
Big Five personality traits	Extraversion	Agreeableness	Conscientiousness	Emotional Stability (vs. Neuroticism)	Openness to Experience

Note. 21st century competencies (National Research Council, 2012). Tripartite taxonomy of character (Park et al., 2017). Five Cs of positive youth development (Lerner et al., 2005). CASEL core competencies (CASEL, 2020). OECD framework (Chernyshenko, et al., 2018). Big Five personality traits (John et al., 2008). ^a We provisionally assign *character* and *responsible decision-making* to combine aspects of Cooperation and Self-Management Skills.

Table 2. A Hierarchical Taxonomy of Behavioral, Emotional, and Social Skills (Study 1)

Skill facet	Primary Big Five domain (Study 1)	Primary BESSI domain (Study 3)	Capacities used to...
<i>Social Engagement Skills</i>			
Leadership Skill	E	SE	Actively engage with other people. Assert one's views and speak in a group.
Conversational Skill	E	SE	Initiate and maintain social interactions.
Expressive Skill	E	SE	Communicate one's thoughts and feelings to other people.
Persuasive Skill	A-	SE	Present arguments effectively.
Energy Regulation	E	SE/SM	Channel energy in a productive way.
<i>Cooperation Skills</i>			
Perspective-Taking Skill	A	C	Maintain positive social relationships. Understand other people's thoughts and feelings.
Capacity for Social Warmth (Capacity for Friendliness)	A E	C —	Evoke positive social responses from other people. (Merged with capacity for social warmth.)
Capacity for Trust	A	C	Trust and forgive other people.
Teamwork Skill	A	C	Work with others to achieve shared goals.
Ethical Competence	A	C/SM	Behave ethically, even in difficult circumstances.

Table 2. A Hierarchical Taxonomy of Behavioral, Emotional, and Social Skills (Study 1), Cont'd

<i>Self-Management Skills</i>			Effectively pursue goals and complete tasks.
Task Management	C	SM	Work persistently to complete tasks and achieve goals.
Responsibility Management	C	SM	Fulfill promises and commitments.
Organizational Skill	C	SM	Organize personal spaces and objects.
[Time Management]	—	SM	Use time effectively while accomplishing goals.
Detail Management	C	SM	Do careful and thorough work.
Goal Regulation	C	SM	Set clear and ambitious personal goals.
Rule-Following Skill	C	SM	Follow instructions, rules, and norms.
Decision-Making Skill	C	SM	Make well-reasoned decisions.
Capacity for Consistency	O-	SM	Reliably perform routine tasks.

Table 2. A Hierarchical Taxonomy of Behavioral, Emotional, and Social Skills (Study 1), Cont'd

<i>Emotional Resilience Skills</i>			Regulate emotions and moods.
Stress Regulation	ES	ER	Regulate stress, anxiety, and fear.
Capacity for Optimism	ES	ER	Maintain a positive attitude in difficult circumstances.
Anger Management	ES	ER	Regulate anger and irritation.
(Emotional Control)	ES	—	(Merged with anger management.)
Confidence Regulation	ES/Compound	ER	Maintain a positive attitude toward oneself.
Impulse Regulation	C	ER/SM	Intentionally resist impulses.
<i>Innovation Skills</i>			Engage with novel ideas and experiences.
Abstract Thinking Skill	O	I	Engage with abstract ideas.
Creative Skill	O	I	Generate new ideas.
Artistic Skill	O	I	Create and appreciate art.
Cultural Competence	O	I	Understand and appreciate different cultural backgrounds.
Information Processing Skill	O	I/SM	Process and apply new information.
<i>Compound Skills</i>			Effectively combine aspects of multiple skill domains.
Capacity for Independence	E-/Compound	Compound	Think, work, and make decisions by oneself.
Self-Reflection Skill	O/Compound	Compound	Understand one's own thoughts and feelings.
Adaptability	O	Compound	Try new things and adapt to change.

Note. For Big Five domain, E = Extraversion; A = Agreeableness; C = Conscientiousness; ES = Emotional Stability (vs. Negative Emotionality); O = Openness to Experience. For BESSI domain, SE = Social Engagement; C = Cooperation; SM = Self-Management; ER = Emotional Resilience; I = Innovation. - = Skill facet oriented toward the low pole of the skill domain. Skill facets in brackets were added during Study 2. Skill facets in parentheses were eliminated during Study 2.

Table 3. Aligning the BESSI Skill Facets with Hierarchical Representations of the Big Five (Study 1)

BESSI	BFI-2	NEO-PI	SAPA	TAPAS	OECD
<i>Extraversion-related facets</i>					
Conversational Skill	Sociability	Gregariousness	Sociability	Sociability	Sociability
Leadership Skill	Assertiveness	Assertiveness	Charisma	Dominance	Assertiveness
Energy Regulation	Energy Level	Activity		Physical Conditioning	Energy
(Cap. for Friendliness)		Positive Emotions			
Expressive Skill		Warmth	Emotional Expressiveness		
Cap. for Independence					Independence/ Critical Thinking
<i>Agreeableness-related facets</i>					
Perspective-Taking Skill	Compassion	Altruism	Compassion	Consideration	Empathy
Cap. for Social Harmony	Respect	Tender-Mindedness			
Cap. for Trust	Trust	Compliance	Trust	Generosity	Cooperation
Ethical Competence		Trust	Honesty	Virtue	Trust
Teamwork Skill		Straightforwardness		Cooperation	
Persuasive Skill	Respect (-)	Compliance (-)		Cooperation (-)	Cooperation (-)
<i>Conscientiousness-related facets</i>					
Organizational Skill	Organization	Order	Order	Order	
[Time Management]					
Task Management	Productiveness	Self-Discipline	Industry		Persistence
Goal Regulation		Achievement Striving		Achievement	Achievement Motivation
Impulse Regulation		Impulsiveness (-)	Self-Control	Self-Control	Self-Control
Responsibility Management	Responsibility	Dutifulness		Responsibility	Responsibility
Decision-Making Skill		Competence	Impulsivity (-)		
		Deliberation			
Rule-Following Skill			Authoritarianism	Nondelinquency	
Detail Management			Perfectionism		

Table 3. Aligning the BESSI Skill Facets with Hierarchical Representations of the Big Five (Study 1), Cont'd

<i>Emotional Stability-related facets</i>					
Stress Regulation	Anxiety (-)	Anxiety (-)	Anxiety (-)	Adjustment	Stress Resistance
Cap. for Optimism (Emotional Control)	Depression (-)	Vulnerability (-) Depression (-)	Emotional Stability	Optimism	Optimism Emotional Control
Anger Management	Emotional Volatility (-)	Angry Hostility (-)	Irritability (-)	Even Tempered	Self-Efficacy
Confidence Regulation		Self-Consciousness (-)	Well-Being		
<i>Openness-related facets</i>					
Artistic Skill	Artistic Sensitivity	Aesthetics	Art Appreciation	Aesthetics	
Abstract Thinking Skill	Intellectual Curiosity	Ideas		Curiosity	Curiosity
Creative Skill	Creative Imagination	Fantasy	Creativity	Ingenuity	Creativity
Information Processing Skill			Intellect	Intellectual Efficiency	
Cultural Competence				Tolerance	Tolerance
Self-Reflection Skill		Feelings	Introspection	Depth	Meta-Cognition
Adaptability		Actions	Adaptability		
Cap. for Consistency		Actions (-)	Adaptability (-)		
<i>Additional facets</i>		Excitement-Seeking	Sensation-Seeking	Attention Seeking	
		Modesty	Attention-Seeking		
		Values	Conformity		
			Easy-Goingness		
			Humor		
			Conservatism		

Note. BESSI = Behavioral, Emotional, and Social Skills Inventory. BFI-2 = Big Five Inventory-2 (Soto & John, 2017). NEO-PI = NEO Personality Inventories (McCrae & Costa, 2010). SAPA = Synthetic Aperture Personality Assessment Personality Inventory (Condon, 2017). TAPAS = Tailored Adaptive Personality Assessment System (Stark, Chernyshenko, Drasgow, Nye, White, Heffner, & Farmer, 2014). OECD = OECD framework for social and emotional skills (Chernyshenko, Kankaraš, & Drasgow, 2018). Cap. = Capacity. Skill facets in brackets were added during Study 2. Skill facets in parentheses were eliminated during Study 2. Additional facets are traits that could not be readily conceptualized as skills.

Table 4. Length and Internal Consistency of the Iterative BESSI Facets (Study 2)

Facet	BESSI v0.1 (Internet sample A)		BESSI v0.2 (Internet sample B)		BESSI v0.3 (Internet sample C)			BESSI v1.0 (Internet sample D)		
	Items	Alpha reliability	Items	Alpha reliability	Items	Alpha reliability	Omega reliability	Items	Alpha reliability	Omega reliability
<i>Social Engagement Skills</i>										
Leadership Skill	10	.91	9	.93	6	.90	.93	6	.89	.91
Conversational Skill	11	.93	9	.94	6	.91	.93	6	.92	.94
Expressive Skill	9	.89	8	.92	6	.91	.94	6	.90	.93
Persuasive Skill	10	.90	8	.89	6	.86	.93	6	.86	.92
Energy Regulation	10	.85	8	.85	6	.83	.85	6	.84	.87
<i>Cooperation Skills</i>										
Perspective-Taking Skill	10	.90	10	.93	6	.90	.92	6	.89	.92
Capacity for Social Warmth (Friendliness)	10	.88	8	.88	6	.86	.89	6	.86	.88
Capacity for Trust	10	.86	8	.84	8	.85	.85	6	.80	.94
Teamwork Skill	9	.90	8	.94	6	.90	.91	6	.91	.92
Ethical Competence	10	.83	8	.85	6	.83	.84	6	.82	.84
<i>Self-Management Skills</i>										
Task Management	10	.86	9	.90	8	.89	.88	6	.85	.86
Responsibility Management	8	.83	9	.88	6	.85	.89	6	.85	.88
Organizational Skill	10	.88	8	.89	8	.92	.94	6	.92	.95
Time Management	—	—	—	—	8	.89	.92	6	.87	.92
Detail Management	9	.83	8	.88	6	.86	.89	6	.87	.90
Goal Regulation	13	.91	9	.86	6	.87	.89	6	.87	.91
Rule-Following Skill	9	.90	8	.90	6	.90	.90	6	.89	.90
Decision-Making Skill	10	.90	8	.88	6	.89	.91	6	.88	.90
Capacity for Consistency	9	.93	8	.91	6	.89	.90	6	.86	.87

Table 4. Length and Internal Consistency of the Iterative BESSI Facets (Study 2), Cont'd

<i>Emotional Resilience Skills</i>										
Stress Regulation	9	.87	8	.90	6	.88	.91	6	.89	.91
Capacity for Optimism	10	.90	9	.93	6	.93	.94	6	.93	.95
Anger Management (Emotional Control)	8	.91	8	.94	6	.93	.95	6	.92	.94
Confidence Regulation	9	.92	8	.94	—	—	—	—	—	—
Impulse Regulation	9	.94	8	.93	6	.91	.93	6	.92	.94
	10	.84	8	.85	6	.84	.86	6	.88	.91
<i>Innovation Skills</i>										
Abstract Thinking Skill	10	.90	8	.84	6	.86	.89	6	.84	.87
Creative Skill	9	.89	9	.91	6	.86	.89	6	.86	.89
Artistic Skill	8	.87	8	.89	6	.85	.87	6	.84	.87
Cultural Competence	8	.86	8	.92	6	.87	.87	6	.89	.90
Information Processing Skill	9	.88	8	.88	6	.83	.86	6	.84	.87
<i>Compound Skills</i>										
Capacity for Independence	8	.84	8	.89	6	.85	.86	6	.86	.88
Self-Reflection Skill	8	.93	8	.91	6	.85	.88	6	.86	.88
Adaptability	10	.87	8	.83	6	.85	.87	6	.86	.87

Note. For Internet samples A, B, and C, $N = 400$. For Internet sample D, $N = 600$.

Table 5. Fit Statistics for Confirmatory Factor Analyses of the BESSI's Facet-Level Structure (Studies 2 and 3)

Model	χ^2	df	CFI	TLI	RMSEA	SRMR
<i>Internet sample C (Study 2)</i>						
Single-factor model	30,858.41	4,464	.343	.329	.122	.153
32-facet model	6,192.13	3,968	.945	.936	.037	.042
<i>Internet sample D (Study 2)</i>						
Single-factor model	46,996.78	4,464	.329	.315	.126	.148
32-facet model	8,040.70	3,968	.936	.926	.041	.040
<i>College student sample (Study 3)</i>						
Single-factor model	23,720.47	4,464	.543	.533	.116	.139
32-facet model	6066.28	3,968	.950	.943	.041	.042
<i>High school student sample (Study 3)</i>						
Single-factor model	25,199.51	4,464	.680	.673	.096	.093
32-facet model	6,448.39	3,968	.962	.956	.035	.033
<i>Observer-report sample (Study 3)</i>						
Single-factor model	27,995.98	4,464	.788	.783	.104	.086
32-facet model	6,925.85	3,968	.973	.969	.039	.023

Note. $N = 400$ for Internet sample C, 600 for Internet sample D, 322 for the college student sample, 499 for the high school student sample, and 488 for the observer-report sample.

Table 6. Loadings, Intercorrelations, and Congruence for EFAs of the BESSI Facet Scales (Study 3)

	Self- Management	Social Engagement	Cooperation	Emotional Resilience	Innovation
<i>Self-Management Skills</i>					
Time Management	.85	.00	-.01	.02	-.10
Organizational Skill	.72	-.06	.02	.02	-.03
Capacity for Consistency	.72	-.09	.04	-.01	.01
Task Management	.85	.09	-.08	.10	-.03
Detail Management	.72	-.07	-.01	-.02	.22
Rule-Following Skill	.62	-.25	.26	.04	-.03
Responsibility Management	.75	.07	.21	-.03	.03
Goal Regulation	.71	.22	.03	.03	.08
Decision-Making Skill	.51	-.18	.05	.19	.28
<i>Social Engagement Skills</i>					
Leadership Skill	.12	.61	.12	.08	.20
Persuasive Skill	.05	.65	-.06	.03	.26
Expressive Skill	-.05	.29	.33	.20	.16
Conversational Skill	-.03	.50	.51	.09	.00
Energy Regulation	.54	.34	.12	.23	-.08
<i>Cooperation Skills</i>					
Perspective-Taking Skill	.08	-.12	.66	-.01	.29
Capacity for Trust	-.02	-.15	.57	.29	.06
Capacity for Social Warmth	.11	.22	.67	.11	.05
Teamwork Skill	.32	.12	.50	.06	.08
Ethical Competence	.40	-.12	.31	.08	.25

Table 6. Loadings, Intercorrelations, and Congruence for EFAs of the BESSI Facet Scales (Study 3), Cont'd

<i>Emotional Resilience Skills</i>						
Stress Regulation	-.01	.01	-.10	.89		.05
Capacity for Optimism	.01	.09	.26	.70		-.06
Anger Management	.09	-.34	.14	.64		.09
Confidence Regulation	.13	.30	.01	.58		-.02
Impulse Regulation	.45	-.16	-.02	.39		.07
<i>Innovation Skills</i>						
Abstract Thinking Skill	.02	.05	.06	-.02		.86
Creative Skill	.03	.15	.03	.07		.64
Artistic Skill	-.11	.00	.04	.02		.63
Cultural Competence	.03	-.05	.35	-.01		.51
Information Processing Skill	.35	.11	-.12	.12		.52
<i>Compound Skills</i>						
Self-Reflection Skill	.06	.03	.15	.32		.42
Adaptability	.06	.28	.24	.29		.25
Capacity for Independence	.46	.20	-.14	.14		.29
<i>Intercorrelations</i>						
Social Engagement Skills	.14					
Cooperation Skills	.26	.09				
Emotional Resilience Skills	.38	.17	.31			
Innovation Skills	.32	.18	.29	.30		
<i>Mean congruence coefficient</i>	.98	.88	.92	.92		.95

Note. Values are averaged across Internet sample C ($N = 400$), Internet sample D ($N = 600$), the college student sample ($N = 322$), the high school student sample ($N = 499$), and the observer-report sample ($N = 488$). Absolute values of .40 or greater are bolded.

Table 7. Correlations between the BESSI Skill Facets and Big Five Personality Traits (Study 3)

	Ext.	Agr.	Con.	ES	Ope.
<i>Social Engagement Skills</i>					
Leadership Skill	.73	.03	.13	.18	.28
Persuasive Skill	.54	-.22	.02	.05	.23
Expressive Skill	.53	.22	.06	.22	.30
Conversational Skill	.73	.28	.12	.25	.24
Energy Regulation	.48	.25	.51	.42	.12
<i>Cooperation Skills</i>					
Perspective-Taking Skill	.24	.60	.18	.06	.32
Capacity for Trust	.23	.67	.08	.33	.17
Capacity for Social Warmth	.58	.45	.17	.34	.26
Teamwork Skill	.34	.45	.28	.29	.26
Ethical Competence	.23	.45	.37	.29	.23
<i>Self-Management Skills</i>					
Time Management	.01	.19	.73	.21	-.05
Organizational Skill	.04	.25	.69	.23	.04
Capacity for Consistency	.01	.16	.55	.16	.05
Task Management	.17	.24	.69	.33	.01
Detail Management	.10	.33	.61	.19	.17
Rule-Following Skill	-.08	.39	.50	.19	-.01
Responsibility Management	.14	.39	.60	.28	.14
Goal Regulation	.26	.30	.55	.27	.20
Decision-Making Skill	.07	.34	.44	.21	.22

Table 7. Correlations between the BESSI Skill Facets and Big Five Personality Traits (Study 3), Cont'd

<i>Emotional Resilience Skills</i>					
Stress Regulation	.24	.17	.14	.77	.13
Capacity for Optimism	.46	.39	.13	.67	.13
Anger Management	.05	.52	.21	.54	.24
Confidence Regulation	.46	.13	.20	.63	.16
Impulse Regulation	.07	.36	.51	.40	.09
<i>Innovation Skills</i>					
Abstract Thinking Skill	.31	.15	.05	.04	.66
Creative Skill	.38	.23	.06	.16	.68
Artistic Skill	.18	.11	-.02	.08	.73
Cultural Competence	.22	.26	.10	.11	.44
Information Processing Skill	.24	.18	.30	.24	.29
<i>Compound Skills</i>					
Self-Reflection Skill	.31	.21	.08	.22	.38
Adaptability	.43	.26	.07	.35	.37
Capacity for Independence	.22	.15	.41	.32	.26

Note. $N = 313$. Ext. = Extraversion. Agr. = Agreeableness. Con. = Conscientiousness. Emotional Stability (vs. Negative Emotionality). Ope. = Open-Mindedness. Absolute correlations of .40 or stronger are bolded.

Table 8. Fit Statistics for Confirmatory Factor Analyses and Exploratory Structural Equation Models of the BESSI's Domain-Level Structure (Study 3)

Model	χ^2	df	CFI	TLI	RMSEA	SRMR
<i>Internet sample C</i>						
Hierarchical five-domain CFA model	10,801.36	4,406	.841	.835	.060	.086
Bifactor five-domain ESEM	6,233.11	3,994	.944	.936	.037	.038
<i>Internet sample D</i>						
Hierarchical five-domain CFA model	15,716.61	4,406	.822	.815	.065	.088
Bifactor five-domain ESEM	7,873.33	3,994	.939	.930	.040	.036
<i>College student sample</i>						
Hierarchical five-domain CFA model	8,858.94	4,406	.894	.891	.056	.076
Bifactor five-domain ESEM	5,763.07	3,994	.958	.952	.037	.037
<i>High school student sample</i>						
Hierarchical five-domain CFA model	10,256.27	4,406	.910	.907	.052	.057
Bifactor five-domain ESEM	6,494.68	3,994	.961	.956	.035	.030
<i>Observer-report sample</i>						
Hierarchical five-domain CFA model	12,204.21	4,406	.930	.927	.060	.049
Bifactor five-domain ESEM	7,231.62	3,994	.971	.967	.041	.022

Note. $N = 400$ for Internet sample C, 600 for Internet sample D, 322 for the college student sample, 499 for the high school student sample, and 488 for the observer-report sample.

Table 9. Correlations of the BESSI Skill Domains with Domain-Level Convergent Measures (Study 4)

	BFI-2 (<i>N</i> = 313)					PYD-SF (<i>N</i> = 312)					TTC (<i>N</i> = 249)			SECA (<i>N</i> = 249)				SELS (<i>N</i> = 249)				
	C	E	A	ES	OM	Cmp	Cnf	Cha	Car	Cnn	Inter	Intel	Intra	SeA	SoA	SM	RS	RD	SM	GM	SEf	SoA
Self-Management	.74	.14	.38	.32	.13	.18	.27	.45	.31	.36	.56	.52	.77	.40	.33	.70	.39	.45	.63	.35	.39	.41
Social Engagement	.16	.79	.13	.26	.32	.32	.40	.26	.21	.30	.39	.60	.28	.36	.45	.22	.54	.34	.17	.32	.27	.49
Cooperation	.25	.42	.67	.32	.31	.21	.28	.52	.54	.36	.68	.52	.39	.36	.61	.27	.62	.43	.23	.32	.20	.62
Emotional Resilience	.26	.35	.39	.79	.20	.36	.56	.28	.17	.34	.47	.46	.39	.62	.35	.44	.45	.32	.31	.40	.41	.44
Innovation	.09	.34	.24	.14	.76	.17	.21	.39	.27	.16	.46	.56	.30	.31	.41	.27	.36	.46	.16	.44	.35	.36

Note. BFI-2 = Big Five Inventory–2. PYD-SF = Positive Youth Development–Short Form. TTC = Tripartite Taxonomy of Character. SECA = Social and Emotional Competency Assessment. SELS = Social-Emotional Learning Surveys. C = Conscientiousness. E = Extraversion. A = Agreeableness. ES = Emotional Stability (vs. Negative Emotionality). OM = Open-mindedness. Cmp = Competence. Cnf = Confidence. Cha = Character. Car = Caring. Cnn = Connection. Inter = Interpersonal strengths. Intel = Intellectual strengths. Intra = Intrapersonal strengths. SeA = Self-awareness. SoA = Social awareness. SM = Self-management. RS = Relationship skills. RD = Responsible decision-making. GM = Growth mindset. SEf = Self-efficacy. Correlations of .13 or stronger are statistically significant ($p < .05$), and correlations of .50 or stronger are bolded.

Table 10. Regressions of Domain-Level Convergent Measures on the BESSI Skill Domains (Study 4)

	BFI-2 (<i>N</i> = 313)					PYD-SF (<i>N</i> = 312)					TTC (<i>N</i> = 249)			SECA (<i>N</i> = 249)				SELS (<i>N</i> = 249)				
	C	E	A	NE	OM	Cmp	Cnf	Cha	Car	Cmm	Inter	Intel	Intra	SeA	SoA	SM	RS	RD	SM	GM	SEf	SoA
Self-Management	.94	-.23	.03	-.04	-.18	-.01	.00	.26	.10	.21	.24	.25	.80	.12	-.02	.73	.04	.25	.73	.12	.26	.08
Social Engagement	-.01	.89	-.40	-.07	-.08	.25	.26	-.12	-.12	.15	-.04	.35	.05	.08	.13	.00	.29	.05	.03	.04	.06	.22
Cooperation	-.12	.07	.91	-.10	-.06	-.08	-.13	.42	.69	.20	.51	.02	-.06	-.09	.54	-.26	.44	.12	-.15	-.07	-.29	.46
Emotional Resilience	-.07	.03	.08	.99	-.04	.31	.55	-.11	-.22	.12	.05	.07	.02	.55	-.03	.22	.08	-.01	.07	.23	.32	.06
Innovation	-.20	-.12	-.12	-.17	.93	-.05	-.11	.14	-.01	-.19	.07	.22	-.06	.04	.06	.01	-.08	.26	-.12	.30	.24	-.07
<i>R</i> ²	.63	.67	.58	.69	.64	.16	.35	.33	.34	.21	.52	.51	.60	.40	.39	.54	.45	.30	.43	.26	.27	.42

Note. BFI-2 = Big Five Inventory–2. PYD-SF = Positive Youth Development–Short Form. TTC = Tripartite Taxonomy of Character. SECA = Social and Emotional Competency Assessment. SELS = Social-Emotional Learning Surveys. C = Conscientiousness. E = Extraversion. A = Agreeableness. ES = Emotional Stability (vs. Negative Emotionality). OM = Open-mindedness. Cmp = Competence. Cnf = Confidence. Cha = Character. Car = Caring. Cmm = Connection. Inter = Interpersonal strengths. Intel = Intellectual strengths. Intra = Intrapersonal strengths. SeA = Self-awareness. SoA = Social awareness. SM = Self-management. RS = Relationship skills. RD = Responsible decision-making. GM = Growth mindset. SEf = Self-efficacy. Values are standardized regression coefficients (β s). Coefficients of .13 or stronger are statistically significant ($p < .05$), and coefficients of .30 or stronger are bolded.

Table 11. Correlations of the BESSI Skill Facets with Facet-Level Convergent Measures (Study 4)

	BFI-2 (<i>N</i> = 313)															PYD-SF (<i>N</i> = 312)				
	CO _r	CPr	CR _e	ES _o	EAs	EEL	AC _o	AR _e	AT _r	SA _n	SDe	SEV	OIC	OAS	OCI	Cmp	Cnf	Cha	Car	Cnn
<i>Self-Management Skills</i>																				
Time Management	.58	.63	.59	-.09	.00	.15	.13	.30	.06	.06	.19	.28	.03	-.14	.02	.17	.15	.29	.21	.30
Organizational Skill	.80	.40	.47	-.04	.03	.15	.15	.38	.12	.09	.22	.27	.06	-.01	.07	.04	.13	.29	.21	.26
Capacity for Consistency	.41	.48	.49	-.09	.02	.12	.16	.27	.01	.05	.13	.23	.09	-.01	.06	.09	.13	.35	.21	.25
Task Management	.41	.77	.54	.05	.15	.26	.18	.27	.16	.16	.32	.36	.10	-.12	.10	.21	.25	.29	.19	.31
Detail Management	.46	.52	.55	-.02	.08	.23	.31	.41	.12	-.01	.24	.25	.22	.07	.17	.16	.21	.33	.23	.30
Rule-Following Skill	.38	.33	.55	-.15	-.11	.09	.31	.49	.20	.02	.20	.26	.06	-.07	.00	.00	.13	.33	.28	.27
Responsibility Management	.38	.54	.60	.03	.07	.27	.34	.44	.20	.14	.26	.31	.21	.01	.15	.17	.26	.43	.31	.33
Goal Regulation	.32	.58	.49	.12	.23	.33	.28	.33	.14	.12	.30	.27	.26	.05	.22	.22	.28	.42	.33	.30
Decision-Making Skill	.27	.35	.51	-.05	.11	.15	.31	.38	.17	.05	.20	.29	.26	.14	.17	.06	.21	.36	.24	.27
<i>Social Engagement Skills</i>																				
Leadership Skill	.03	.21	.11	.58	.80	.43	.08	-.02	.00	.16	.27	.04	.29	.11	.32	.25	.28	.21	.13	.20
Persuasive Skill	-.06	.10	.02	.39	.67	.27	-.10	-.24	-.19	.04	.16	-.07	.28	.10	.23	.24	.21	.17	.03	.10
Expressive Skill	-.01	.11	.05	.49	.41	.41	.25	.08	.18	.16	.32	.09	.26	.22	.26	.19	.34	.16	.20	.29
Conversational Skill	.00	.23	.09	.73	.49	.58	.26	.16	.24	.18	.36	.09	.25	.10	.29	.30	.38	.25	.25	.30
Energy Regulation	.27	.65	.37	.34	.31	.60	.21	.22	.19	.26	.48	.33	.16	-.06	.24	.36	.39	.28	.23	.34
<i>Cooperation Skills</i>																				
Perspective-Taking Skill	.05	.15	.29	.22	.12	.29	.59	.48	.40	-.02	.09	.08	.29	.26	.27	.09	.11	.47	.52	.20
Capacity for Trust	.00	.11	.10	.22	.04	.33	.43	.41	.74	.26	.32	.27	.11	.12	.19	.09	.16	.36	.40	.25
Capacity for Social Warmth	.05	.19	.21	.51	.37	.57	.37	.40	.33	.24	.41	.21	.27	.14	.27	.31	.36	.36	.44	.41
Teamwork Skill	.16	.23	.33	.26	.19	.42	.36	.42	.31	.17	.32	.25	.28	.10	.29	.23	.29	.41	.42	.32
Ethical Competence	.19	.32	.44	.13	.20	.28	.38	.40	.31	.15	.29	.30	.24	.11	.24	.09	.20	.50	.31	.24

Table 11. Correlations of the BESSI Skill Facets with Facet-Level Convergent Measures (Study 4), Cont'd

<i>Emotional Resilience Skills</i>																				
Stress Regulation	.06	.15	.13	.14	.24	.22	.11	.12	.18	.77	.62	.59	.10	.04	.19	.33	.43	.13	.01	.21
Capacity for Optimism	.02	.18	.14	.39	.27	.52	.28	.22	.41	.52	.72	.49	.07	.04	.23	.37	.51	.24	.18	.32
Anger Management	.14	.16	.25	.01	-.04	.17	.38	.48	.42	.41	.36	.62	.16	.19	.23	.13	.23	.31	.24	.17
Confidence Regulation	.09	.25	.18	.34	.39	.43	.11	.05	.14	.50	.73	.40	.16	.03	.22	.38	.66	.11	.06	.37
Impulse Regulation	.32	.48	.48	-.05	.05	.21	.27	.37	.25	.25	.34	.45	.12	-.01	.14	.12	.29	.38	.21	.22
<i>Innovation Skills</i>																				
Abstract Thinking Skill	-.02	.07	.08	.21	.35	.22	.19	.10	.08	.03	.05	.02	.71	.44	.52	.13	.16	.34	.23	.12
Creative Skill	-.05	.15	.06	.29	.36	.31	.20	.17	.19	.14	.21	.07	.46	.46	.77	.19	.22	.25	.19	.16
Artistic Skill	-.01	-.02	-.01	.11	.22	.13	.12	.08	.07	.07	.08	.05	.44	.70	.63	.10	.15	.20	.14	.11
Cultural Competence	.02	.07	.18	.16	.17	.23	.25	.26	.15	.07	.13	.10	.40	.36	.33	.09	.12	.46	.36	.10
Information Processing Skill	.18	.29	.29	.13	.31	.17	.18	.18	.10	.18	.20	.22	.30	.13	.31	.23	.17	.29	.12	.13
<i>Compound Skills</i>																				
Self-Reflection Skill	.00	.11	.10	.24	.30	.25	.21	.18	.13	.17	.25	.15	.38	.26	.31	.14	.33	.16	.20	.18
Adaptability	.00	.11	.08	.40	.31	.37	.19	.18	.25	.32	.35	.22	.31	.24	.38	.25	.27	.24	.21	.14
Capacity for Independence	.27	.43	.33	.08	.32	.18	.14	.18	.06	.24	.31	.28	.27	.11	.30	.20	.27	.35	.12	.20

Table 11. Correlations of the BESSI Skill Facets with Facet-Level Convergent Measures (Study 4), Cont'd

	TTC (N= 249)							SECA (N= 249)						SELS (N= 249)					
	ISC	SInt	Grat	Zest	Cur	ASC	Grit	SSC	SEK	SoA	SER	SGM	SSW	RS	RDM	SM	GM	SEf	SoA
<i>Self-Management Skills</i>																			
Time Management	.38	.27	.25	.23	.28	.72	.52	.22	.17	.10	.25	.56	.63	.18	.21	.66	.15	.24	.24
Organizational Skill	.39	.34	.30	.30	.27	.52	.41	.23	.18	.20	.25	.39	.42	.28	.24	.49	.23	.16	.31
Capacity for Consistency	.39	.25	.29	.26	.40	.57	.54	.23	.30	.19	.39	.58	.58	.24	.29	.50	.22	.30	.25
Task Management	.37	.31	.33	.39	.45	.73	.61	.33	.28	.20	.41	.70	.75	.29	.29	.69	.32	.39	.26
Detail Management	.39	.38	.40	.36	.49	.51	.52	.33	.30	.33	.30	.54	.51	.36	.42	.44	.29	.35	.35
Rule-Following Skill	.41	.35	.30	.20	.29	.50	.49	.23	.19	.22	.26	.39	.43	.25	.31	.45	.20	.22	.29
Responsibility Management	.46	.40	.35	.35	.43	.61	.65	.28	.24	.28	.26	.54	.52	.31	.34	.52	.26	.25	.29
Goal Regulation	.39	.43	.43	.46	.55	.52	.67	.35	.32	.35	.31	.71	.53	.39	.43	.46	.38	.37	.38
Decision-Making Skill	.40	.40	.43	.32	.47	.45	.56	.29	.37	.34	.31	.50	.39	.31	.51	.35	.29	.34	.37
<i>Social Engagement Skills</i>																			
Leadership Skill	.07	.31	.32	.48	.45	.11	.28	.17	.19	.35	.07	.26	.07	.34	.30	.09	.35	.25	.33
Persuasive Skill	-.02	.18	.25	.33	.36	.06	.18	.20	.14	.24	.03	.27	.02	.19	.25	.03	.22	.16	.22
Expressive Skill	.16	.36	.33	.44	.34	.09	.21	.31	.42	.38	.09	.23	.06	.57	.24	.11	.22	.23	.51
Conversational Skill	.20	.43	.42	.55	.43	.14	.27	.25	.26	.42	.06	.27	.10	.56	.26	.16	.17	.16	.46
Energy Regulation	.31	.37	.40	.56	.47	.48	.59	.31	.23	.31	.26	.60	.47	.42	.30	.44	.33	.32	.38
<i>Cooperation Skills</i>																			
Perspective-Taking Skill	.38	.56	.47	.29	.37	.13	.35	.21	.29	.59	.06	.25	.07	.48	.36	.08	.20	.13	.49
Capacity for Trust	.35	.41	.35	.25	.24	.10	.21	.12	.18	.37	.19	.18	.07	.40	.19	.13	.24	.17	.42
Capacity for Social Warmth	.36	.54	.60	.54	.43	.18	.36	.30	.36	.55	.11	.28	.11	.60	.35	.16	.27	.12	.56
Teamwork Skill	.43	.49	.46	.43	.43	.33	.44	.24	.25	.44	.18	.34	.26	.50	.38	.33	.30	.21	.48
Ethical Competence	.40	.47	.40	.36	.44	.31	.54	.29	.25	.41	.27	.42	.26	.39	.45	.26	.24	.14	.40

Table 11. Correlations of the BESSI Skill Facets with Facet-Level Convergent Measures (Study 4), Cont'd

<i>Emotional Resilience Skills</i>																			
Stress Regulation	.33	.16	.19	.29	.17	.20	.25	.38	.50	.15	.51	.30	.16	.24	.11	.20	.29	.31	.26
Capacity for Optimism	.28	.31	.37	.52	.36	.14	.30	.41	.41	.35	.34	.33	.13	.45	.31	.18	.33	.34	.39
Anger Management	.59	.37	.29	.28	.29	.25	.34	.29	.35	.29	.44	.31	.19	.36	.25	.30	.31	.25	.40
Confidence Regulation	.21	.25	.31	.47	.30	.26	.32	.52	.57	.31	.35	.39	.20	.40	.26	.23	.33	.38	.31
Impulse Regulation	.40	.30	.28	.30	.33	.46	.49	.38	.40	.29	.45	.49	.42	.31	.38	.39	.25	.32	.35
<i>Innovation Skills</i>																			
Abstract Thinking Skill	.26	.35	.35	.36	.58	.14	.33	.26	.25	.36	.11	.36	.13	.33	.39	.12	.30	.25	.35
Creative Skill	.28	.37	.36	.44	.55	.17	.34	.25	.15	.31	.16	.33	.12	.30	.44	.13	.40	.35	.27
Artistic Skill	.27	.25	.22	.28	.37	.05	.18	.15	.17	.21	.14	.20	.03	.22	.30	.06	.34	.20	.18
Cultural Competence	.34	.34	.36	.29	.42	.15	.29	.27	.26	.46	.14	.30	.10	.35	.34	.14	.27	.22	.36
Information Processing Skill	.29	.23	.23	.25	.46	.34	.38	.25	.23	.22	.39	.52	.41	.19	.33	.29	.44	.50	.24
<i>Compound Skills</i>																			
Self-Reflection Skill	.23	.28	.33	.31	.37	.12	.27	.40	.57	.35	.16	.31	.12	.41	.26	.11	.20	.21	.36
Adaptability	.29	.38	.38	.47	.48	.11	.24	.28	.24	.36	.25	.33	.12	.40	.28	.14	.25	.27	.32
Capacity for Independence	.33	.31	.34	.38	.47	.42	.51	.38	.39	.29	.37	.55	.45	.34	.41	.39	.40	.38	.34

Table 12. Regressions of Domain-Level Convergent Measures on the BESSI Skill Facets (Study 4)

	β Predictor 1	β Predictor 2	β Predictor 3	β Predictor 4	β Predictor 5	R^2
BFI-2 C	.20 Time Management	.41 Organizational Skill	.38 Task Management	-.14 Adaptability		.69
BFI-2 E	.49 Leadership Skill	.39 Conversational Skill	-.22 Decision-Making Skill	.17 Capacity for Optimism		.71
BFI-2 A	.49 Capacity for Trust	.32 Perspective-Taking Skill	-.33 Persuasive Skill	.17 Detail Management		.65
BFI-2 ES	.47 Stress Regulation	.22 Capacity for Optimism	-.23 Abstract Thinking Skill	.17 Anger Management	.19 Confidence Regulation	.71
BFI-2 OM	.43 Artistic Skill	.38 Abstract Thinking Skill	.24 Creative Skill	-.18 Information Processing		.68
PYD Cmp	.27 Confidence Regulation	.22 Energy Regulation				.18
PYD Cnf	.66 Confidence Regulation					.43
PYD Cha	.38 Ethical Competence	.31 Cultural Competence				.34
PYD Car	.41 Perspective-Taking Skill	.19 Teamwork Skill				.29
PYD Cnn	.28 Cap. for Social Warmth	.20 Time Management	.20 Confidence Regulation			.25
TTC Inter	.42 Cap. for Social Warmth	.26 Anger Management	.25 Decision-Making Skill			.50
TTC Intel	.23 Energy Regulation	.28 Creative Skill	.28 Conversational Skill	.23 Detail Management		.53
TTC Intra	.49 Task Management	.39 Responsibility Man.				.62
SECA SeA	.45 Confidence Regulation	.35 Cap. for Self-Reflection				.47
SECA SoA	.40 Perspective-Taking Skill	.32 Cap. For Social Warmth				.41
SECA SM	.60 Task Management	.22 Cap. for Consistency				.58
SECA RS	.28 Cap. for Social Warmth	.36 Expressive Skill	.22 Teamwork Skill			.49
SECA RD	.41 Decision-Making Skill	.29 Creative Skill				.34
SELS SM	.44 Task Management	.34 Time Management				.53
SELS GM	.33 Information Processing	.22 Artistic Skill	.21 Confidence Regulation			.29
SELS SEf	.43 Information Processing	.26 Confidence Regulation				.31
SELS SoA	.34 Cap. for Social Warmth	.28 Expressive Skill	.22 Anger Management			.42

Table 13. Testing the Incremental Validity of SEB Skill Domains and Big Five Personality Traits (Study 4)

	Proportion of variance predicted			Incremental prediction	
	BFI-2 only	BESSI only	BFI-2+BESSI	BESSI	BFI-2
PYD Competence	.24	.16	.24	.00	.07*
PYD Confidence	.37	.35	.41	.04*	.06*
PYD Character	.28	.33	.36	.08*	.03*
PYD Caring	.27	.34	.37	.10*	.03*
PYD Connection	.24	.21	.26	.03	.06*
<i>PYD Mean</i>	.28	.28	.33	.05	.05
TTC Interpersonal Strengths	.46	.52	.57	.12*	.06*
TTC Intellectual Strengths	.52	.51	.60	.08*	.10*
TTC Intrapersonal Strengths	.56	.60	.67	.11*	.07*
<i>TTC Mean</i>	.51	.54	.61	.10	.07
SECA Self-Awareness	.24	.40	.43	.19*	.03*
SECA Social Awareness	.21	.39	.43	.22*	.04*
SECA Self-Management	.40	.54	.56	.15*	.02
SECA Relationship Skills	.37	.45	.48	.11*	.03*
SECA Responsible Decision-Making	.23	.30	.31	.08*	.01
<i>SECA Mean</i>	.29	.41	.44	.15	.03
SELS Self-Management	.41	.43	.48	.08*	.05*
SELS Growth Mindset	.23	.26	.29	.06*	.03
SELS Self-Efficacy	.15	.27	.30	.14*	.02
SELS Social Awareness	.35	.42	.46	.11*	.04*
<i>SELS Mean</i>	.29	.35	.38	.10	.04
<i>Grand Mean</i>	.32	.38	.42	.10	.04

Table 14. Correlations of the BESSI Skill Domains with Student Outcomes (Study 5)

	Winter GPA	Spring GPA	Acad. engage.	Real. interests	Invest. interests	Artistic interests	Social interests	Enter. interests	Conven. interests	Peer accept.	Friend. quality	Roman. quality	Mother quality	Father quality	Volun- teerism	Exercise	Life satisfac.
Self-Management	.23/.22	.15/.14	.61/.61	.19/.19	.17/.17	.16/.16	.30/.32	.32/.32	.21/.20	.28/.29	.30/.31	.06/.04	.25/.24	.22/.22	.27/.27	.17/.19	.36/.36
Social Engagement	.07/.06	.05/.05	.38/.37	.15/.15	.11/.11	.09/.10	.28/.31	.34/.34	.15/.14	.50/.50	.33/.35	.03/.02	.13/.12	.09/.08	.25/.25	.33/.34	.35/.35
Cooperation	.09/.08	.06/.05	.39/.39	.15/.16	.12/.12	.20/.20	.35/.36	.26/.26	.15/.15	.35/.35	.41/.42	.11/.11	.16/.17	.11/.11	.29/.29	.15/.17	.31/.31
Emotional Resilience	.01/.03	-.03/-.01	.50/.52	.27/.22	.11/.13	.09/.15	.13/.23	.28/.31	.22/.19	.40/.39	.20/.29	.04/.02	.23/.19	.23/.19	.13/.18	.18/.16	.45/.44
Innovation	.10/.07	.03/.02	.33/.32	.16/.19	.23/.22	.45/.44	.32/.30	.26/.25	.16/.17	.20/.21	.25/.22	.04/.04	.03/.05	-.04/-.02	.27/.25	.13/.16	.13/.14
Gender	.08	.09	-.01	-.20	.06	.19	.32	.08	-.11	-.08	.25	-.06	-.16	-.17	.17	-.12	-.11
Grade level	.17	.09	.15	-.01	.01	.00	.03	.05	.06	.02	.09	.11	.02	-.02	.11	-.12	.06
N	469	458	380	380	380	380	380	380	380	379	378	95	373	371	379	248	379

Note. Values left of the forward slash are zero-order correlations. Values right of the forward slash are partial correlations controlling for gender (coded -1 = male, 1 = female) and grade level. Acad. engage. = Academic engagement. Real. = Realistic. Invest. = Investigative. Enter. = Enterprising. Accept. = Acceptance. Satisfac. = Satisfaction. Statistically significant ($p < .05$) correlations are bolded.

Table 15. Regressions of Student Outcomes on the BESSI Skill Domains (Study 5)

	Winter GPA	Spring GPA	Acad. engage.	Real. interests	Invest. interests	Artistic interests	Social interests	Enter. interests	Conven. interests	Peer accept.	Friend. quality	Roman. quality	Mother quality	Father quality	Volun- teerism	Life Exercise satisfac.	
Self-Management	.53/.50	.41/.39	.64/.62	-.03/-.01	.06/.06	-.21/-.24	.19/.13	.17/.15	.10/.10	-.11/-.12	.13/.08	.00/-.03	.32/.33	.35/.37	.21/.17	.05/.08	.17/.18
Social Engagement	.00/.00	.05/.05	.04/.04	-.02/-.02	.01/.00	-.13/-.14	.15/.13	.25/.23	.00/-.01	.44/.44	.16/.15	-.07/-.05	-.03/-.02	-.05/-.05	.13/.12	.45/.43	.15/.16
Cooperation	-.04/-.04	.01/.00	-.11/-.11	-.07/-.04	-.10/-.10	-.01/-.03	.24/.21	-.08/-.09	-.05/-.03	.08/.08	.38/.34	.21/.21	.05/.08	.02/.04	.16/.15	-.19/-.15	.05/.04
Emotional Resilience	-.29/-.27	-.29/-.26	.13/.14	.30/.20	.02/.04	.04/.10	-.30/-.16	.02/.08	.15/.09	.20/.18	-.20/-.07	-.01/-.10	.09/.00	.14/.06	-.24/-.18	-.02/-.12	.31/.30
Innovation	-.09/-.10	-.14/-.14	-.10/-.10	.10/.13	.24/.25	.64/.63	.09/.06	.06/.05	.07/.09	-.09/-.08	-.07/-.11	-.07/.00	-.24/-.22	-.33/-.30	.07/.06	-.01/.03	-.23/-.23
Gender	.03	.04	.05	-.17	.04	.13	.26	.11	-.09	-.02	.24	-.12	-.14	-.11	.11	-.15	.00
Grade level	.14	.06	.06	-.04	-.02	-.02	-.01	.01	.03	-.01	.06	.10	-.01	-.05	.08	-.13	.00
R ²	.11/.13	.07/.07	.40/.39	.08/.10	.06/.06	.24/.26	.17/.23	.14/.14	.06/.06	.27/.27	.19/.23	.02/.04	.10/.10	.12/.12	.12/.14	.12/.14	.24/.25
N	469	467	380	380	380	380	380	380	380	379	378	95	373	371	379	248	379

Note. Values left of the forward slash are standardized regression coefficients, without gender and grade level included as covariates. Values right of the forward slash are standardized regression coefficients, with gender (coded -1 = male, 1 = female) and grade level included as covariates. Acad. engage. = Academic engagement. Real. = Realistic. Invest. = Investigative. Enter. = Enterprising. Accept. = Acceptance. Satisfac. = Satisfaction. Statistically significant ($p < .05$) coefficients are bolded.

Table 16. Correlations of the BESSI Skill Facets with Student Outcomes
(Study 5)

	Winter GPA	Spring GPA	Acad. engage.	Real. interests	Invest. interests	Artistic interests	Social interests	Enter. interests	Conven. interests	Peer accept.	Friend. quality	Roman. quality	Mother quality	Father quality	Volun- teerism	Life Exercise satisfac.	
<i>Self-Management Skills</i>																	
Time Management	.21/.20	.17/.16	.52/.52	.13/.14	.11/.11	.12/.12	.19/.20	.22/.22	.16/.16	.26/.26	.24/.25	.07/.07	.22/.22	.20/.20	.21/.21	.16/.16	.34/.34
Organizational Skill	.12/.11	.08/.07	.44/.44	.13/.15	.07/.06	.12/.11	.24/.22	.27/.27	.14/.14	.24/.24	.26/.24	.10/.10	.19/.21	.12/.13	.15/.14	.10/.12	.25/.26
Capacity for Consistency	.22/.20	.13/.12	.46/.45	.18/.19	.09/.09	.13/.14	.22/.23	.24/.24	.22/.21	.12/.12	.18/.18	.12/.10	.15/.14	.22/.22	.24/.24	.09/.10	.25/.25
Task Management	.22/.22	.17/.17	.62/.62	.17/.17	.16/.16	.08/.09	.19/.20	.29/.29	.22/.21	.27/.27	.27/.28	-.05/-.06	.20/.19	.22/.22	.16/.16	.16/.17	.33/.33
Detail Management	.21/.19	.12/.10	.54/.53	.15/.16	.20/.20	.20/.20	.32/.32	.27/.27	.19/.19	.22/.22	.29/.28	.08/.07	.21/.21	.19/.20	.26/.25	.13/.15	.26/.26
Rule-Following Skill	.26/.25	.16/.15	.54/.54	.14/.14	.14/.14	.10/.11	.23/.26	.16/.16	.15/.14	.16/.16	.20/.20	.05/.03	.27/.27	.24/.24	.30/.31	.03/.05	.30/.29
Responsibility Management	.21/.19	.14/.12	.50/.49	.15/.17	.11/.11	.11/.10	.32/.31	.32/.32	.17/.17	.31/.32	.39/.38	.10/.09	.20/.21	.17/.19	.28/.26	.18/.21	.33/.33
Goal Regulation	.20/.19	.13/.12	.55/.55	.14/.15	.14/.14	.13/.13	.28/.28	.34/.33	.16/.16	.30/.31	.27/.27	-.03/-.03	.25/.26	.17/.18	.21/.21	.21/.23	.36/.37
Decision-Making Skill	.15/.14	.08/.08	.43/.42	.13/.12	.16/.16	.16/.18	.27/.30	.24/.25	.12/.11	.19/.19	.19/.21	.04/.02	.16/.16	.16/.16	.24/.25	.06/.07	.27/.26
<i>Social Engagement Skills</i>																	
Leadership Skill	.16/.15	.13/.12	.39/.39	.13/.14	.13/.13	.14/.14	.30/.31	.38/.37	.17/.17	.42/.43	.26/.25	.01/.00	.15/.16	.06/.07	.30/.29	.34/.36	.30/.30
Persuasive Skill	-.09/-.10	-.11/-.11	.14/.14	.08/.08	.09/.09	.02/.03	.20/.22	.30/.30	.08/.08	.39/.38	.25/.26	-.03/-.03	-.02/-.02	-.09/-.10	.10/.11	.28/.28	.14/.14
Expressive Skill	.07/.07	.04/.04	.29/.29	.09/.08	.04/.05	.09/.10	.19/.22	.12/.13	.09/.09	.30/.30	.23/.25	.07/.06	.11/.10	.17/.16	.11/.12	.18/.18	.36/.35
Conversational Skill	.03/.03	.05/.05	.22/.21	.13/.13	.09/.09	.03/.04	.19/.22	.26/.27	.08/.07	.44/.43	.28/.30	.04/.03	.08/.07	.03/.02	.22/.23	.23/.23	.23/.23
Energy Regulation	.11/.12	.08/.09	.55/.56	.21/.20	.09/.10	.06/.09	.20/.25	.29/.30	.21/.20	.40/.40	.27/.31	.02/.01	.26/.24	.25/.23	.24/.27	.34/.33	.40/.39
<i>Cooperation Skills</i>																	
Perspective-Taking Skill	.08/.05	.07/.05	.20/.19	.09/.11	.11/.11	.23/.22	.38/.36	.19/.18	.09/.10	.21/.22	.34/.32	.12/.12	.09/.10	.04/.06	.23/.20	.07/.10	.15/.16
Capacity for Trust	.06/.06	.02/.03	.24/.23	.06/.04	.02/.02	.06/.08	.15/.20	.05/.06	.06/.05	.22/.21	.29/.33	.21/.21	.10/.08	.15/.13	.24/.26	.09/.09	.27/.26
Capacity for Social Warmth	-.02/-.03	-.01/-.01	.30/.30	.12/.13	.10/.10	.19/.18	.31/.30	.26/.26	.10/.11	.43/.43	.41/.41	.07/.07	.14/.15	.04/.05	.20/.19	.19/.20	.28/.28
Teamwork Skill	.17/.16	.09/.09	.49/.48	.19/.19	.12/.12	.14/.15	.29/.31	.33/.33	.21/.20	.36/.35	.29/.30	.01/.00	.17/.17	.12/.12	.28/.28	.18/.19	.31/.31
Ethical Competence	.14/.11	.06/.05	.46/.45	.19/.19	.18/.18	.20/.21	.31/.34	.25/.25	.20/.19	.17/.17	.31/.31	.05/.03	.22/.22	.10/.10	.25/.24	.07/.09	.27/.26

**Table 16. Correlations of the BESSI Skill Facets with Student Outcomes
(Study 5), Cont'd**

<i>Emotional Resilience Skills</i>																	
Stress Regulation	-.03/-.01	-.06/-.04	.42/.44	.30/.25	.13/.17	.03/.11	.03/.16	.24/.29	.24/.21	.33/.32	.11/.21	-.04/-.07	.19/.14	.17/.12	.08/.15	.15/.13	.36/.34
Capacity for Optimism	.01/.02	-.02/.00	.44/.45	.23/.20	.08/.09	.08/.12	.17/.24	.24/.27	.18/.17	.38/.37	.22/.28	.07/.06	.25/.23	.18/.15	.16/.20	.17/.15	.44/.43
Anger Management	.08/.09	.01/.03	.30/.30	.17/.13	.10/.12	.11/.16	.10/.19	.13/.15	.12/.09	.22/.20	.11/.17	.12/.10	.13/.09	.15/.12	.17/.22	.05/.04	.28/.26
Confidence Regulation	-.04/-.03	-.04/-.03	.48/.49	.18/.16	.05/.06	.06/.09	.09/.15	.29/.30	.18/.17	.44/.44	.25/.30	-.01/-.02	.21/.19	.25/.23	.00/.03	.19/.18	.46/.45
Impulse Regulation	.09/.10	.04/.05	.43/.43	.21/.19	.12/.13	.10/.13	.18/.24	.24/.26	.16/.15	.17/.16	.10/.14	.07/.06	.13/.11	.16/.15	.12/.14	.17/.17	.23/.22
<i>Innovation Skills</i>																	
Abstract Thinking Skill	.17/.15	.09/.08	.28/.27	.10/.12	.23/.23	.29/.29	.30/.30	.21/.20	.09/.09	.20/.20	.23/.21	.05/.04	.04/.05	-.03/-.02	.29/.28	.14/.17	.11/.11
Creative Skill	-.01/-.02	-.03/-.03	.30/.30	.21/.22	.19/.19	.35/.36	.16/.17	.20/.20	.20/.20	.18/.18	.17/.17	-.06/-.07	.06/.06	-.04/-.04	.19/.19	.14/.14	.14/.14
Artistic Skill	.02/.00	-.02/-.04	.18/.18	.04/.08	.10/.09	.56/.54	.22/.17	.17/.15	.09/.11	.08/.10	.09/.05	-.02/-.01	-.06/-.03	-.06/-.03	.16/.13	.07/.10	.02/.04
Cultural Competence	.08/.06	.04/.02	.21/.21	.12/.17	.19/.18	.28/.25	.37/.33	.24/.22	.10/.12	.14/.16	.30/.26	.16/.17	.01/.05	-.07/-.04	.23/.19	.05/.08	.07/.09
Information Processing Skill	.19/.17	.11/.11	.43/.42	.18/.17	.24/.25	.16/.19	.20/.24	.22/.22	.19/.18	.25/.24	.24/.26	.10/.08	.14/.13	.09/.08	.24/.24	.17/.19	.24/.23

Table 16. Correlations of the BESSI Skill Facets with Student Outcomes (Study 5), Cont'd

	Winter GPA	Spring GPA	Acad. engage.	Real. interests	Invest. interests	Artistic interests	Social interests	Enter. interests	Conven. interests	Peer accept.	Friend. quality	Roman. quality	Mother quality	Father quality	Volun- teerism	Exercise	Life satisfac.
<i>Compound Skills</i>																	
Self-Reflection Skill	.00/.00	-.02/-.02	.40/.40	.17/.15	.07/.08	.09/.12	.22/.28	.21/.22	.14/.13	.29/.28	.21/.25	.05/.03	.18/.16	.13/.11	.05/.06	.20/.19	.34/.33
Adaptability	.11/.11	.06/.06	.36/.36	.24/.25	.18/.18	.16/.17	.24/.25	.33/.33	.20/.20	.38/.38	.23/.24	.04/.04	.11/.11	.08/.08	.23/.23	.20/.21	.28/.28
Capacity for Independence	.05/.03	-.03/-.04	.39/.38	.10/.10	.14/.14	.11/.11	.21/.22	.25/.25	.12/.11	.28/.28	.26/.26	.06/.05	.10/.10	.02/.02	.15/.14	.18/.20	.27/.26
<i>Demographic predictors</i>																	
Gender	.08	.09	-.01	-.20	.06	.19	.32	.08	-.11	-.08	.25	-.07	-.16	-.16	.17	-.12	-.11
Grade level	.17	.09	.15	-.01	.01	.00	.03	.05	.06	.02	.09	.11	.02	-.02	.11	-.12	.06
N	469	458	380	380	380	380	380	380	380	379	378	95	373	371	379	248	379

Note. Values left of the forward slash are zero-order correlations. Values right of the forward slash are partial correlations controlling for gender (coded -1 = male, 1 = female) and grade level. Acad. engage. = Academic engagement. Real. = Realistic. Invest. = Investigative. Enter. = Enterprising. Accept. = Acceptance. Satisfac. = Satisfaction. Statistically significant ($p < .05$) correlations are bolded.

Table 17. Regressions of Student Outcomes on the BESSI Skill Facets (Study 5)

	β Predictor 1	β Predictor 2	β Predictor 3	β Predictor 4	R^2
Winter GPA	.26 Rule-Following Skill	-.22 Cap. for Social Warmth	.33 Leadership Skill	-.21 Persuasive Skill	.15
Spring GPA	.24 Task Management	-.32 Persuasive Skill	.30 Leadership Skill	-.20 Stress Regulation	.13
Academic engagement	.46 Task Management	.26 Rule-Following Skill			.43
Realistic interests	.30 Stress Regulation				.09
Investigative interests	.24 Information Processing				.06
Artistic interests	.56 Artistic Skill				.31
Social interests	.23 Perspective-Taking Skill	.23 Cultural Competence			.17
Enterprising interests	.27 Leadership Skill	.19 Goal Regulation			.17
Conventional interests	.24 Stress Regulation				.06
Peer acceptance	.31 Confidence Regulation	.30 Conversational Skill			.27
Friendship quality	.29 Cap. for Social Warmth	.34 Responsibility Man.	-.21 Impulse Regulation		.23
Romantic quality	No predictors				—
Mother quality	.27 Rule-Following Skill				.07
Father quality	.35 Confidence Regulation	-.24 Persuasive Skill			.11
Volunteerism	.31 Rule-Following Skill	.32 Leadership Skill	-.28 Confidence Regulation		.19
Exercise	.34 Energy Regulation				.11
Life satisfaction	.30 Confidence Regulation	.23 Capacity For Optimism			.24

Note. $N = 469$ for winter GPA. $N = 458$ for spring GPA. $N = 380$ for academic engagement and occupational interests. $N = 379$ for peer acceptance, volunteerism, and life satisfaction. $N = 378$ for friendship quality. $N = 373$ for Mother relationship quality. $N = 371$ for father relationship quality. $N = 248$ for exercise. $N = 95$ for romantic relationship quality. Cap. = Capacity. Man. = Management. Values are standardized regression coefficients (β s) from the final regression equation for each outcome measure. Predictors are listed in their order of entry.

Figure 1. Proposed Domain-Level Structure of the Behavioral, Emotional, and Social Skills Inventory (BESSI)

