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The Behavioral, Emotional, and Social Skills Inventory: A Spanish Adaptation and Further Validation in Adult Population

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Abstract

Social, emotional, and behavioral (SEB) skills encompass a broad range of interpersonal and intrapersonal abilities that are crucial for establishing and maintaining relationships, managing emotions, setting and pursuing goals, and exploring new learning opportunities. To address the lack of consensus regarding terminology, definition, and assessment of SEB skills, Soto et al. developed the Behavioral, Emotional, and Social Skills Inventory (BESSI), which consists of 192 items, 32 facets, and 5 domains. The objective of the current study was to adapt the BESSI to Spanish (referred to as BESSI-Sp) and enhance the overall understanding of the BESSI framework. A sample of 303 people was employed with a mean age of 30.35 years (*SD* = 14.73), ranging from 18 to 85 years. The results indicate that the BESSI-Sp demonstrates strong psychometric properties. Its facet- and domain-level structure aligns with the theoretical expectations and closely resembles the English-language source version. The facets exhibit high reliability (mean ω = .89), and the scores demonstrate adequate stability after 3 to 4 weeks (mean r_{ICC} = .77). The BESSI-Sp also displays evidence of convergent validity and integrates well with the Big Five framework, providing incremental validity for various outcomes. We discuss the implications of these findings for the assessment of SEB skills and future research in this field.

Keywords

socioemotional skills, noncognitive skills, assessment, BESSI, Spanish

People's success in life, their adaptation to their environment, and their contribution to shaping fulfilling societies are determined by multiple and diverse factors. Within the personal factors, Social, Emotional, and Behavioral (SEB) skills have been of great interest to the scientific community over the last decade from their definition and theoretical framework, to their assessment and relationship with positive outcomes (e.g., Berg et al., 2017; Chernyshenko et al., 2018).

SEB skills are understood as the capacity to build (and maintain) social relationships, regulate emotions, and manage learning- and goal-directed behaviors (Soto et al., 2022). Thus, SEB skills are individual capacities for intrapersonal (e.g., understanding one's emotions), interpersonal (e.g., understanding the perspective of those around us), and even cognitive or intellectual (e.g., engaging in new ideas and experiences) thoughts, feelings, and behaviors (Park et al., 2017; Schoon, 2021). Something similar occurs in the world of clinical psychology, where disordered personality functioning is established in the dimensions of non-cooperativeness and non-coping (Parker et al., 2004). SEB skills are capacities that are most strongly expressed in relevant situations and are malleable and can be modified with practice and effort (Guo et al., 2022; Kilgus et al., 2020; Soto et al., 2021; Yeager, 2017). Moreover, they are predictive of important outcomes in people's lives, such as work and academic performance, physical and psychological well-being, and the maintenance of stable and satisfying (pro)social ties (Chernyshenko et al., 2018; Kankaraš et al., 2019; Schanzenbach et al., 2016; Sewell et al., 2023), all supported by theoretical reviews and

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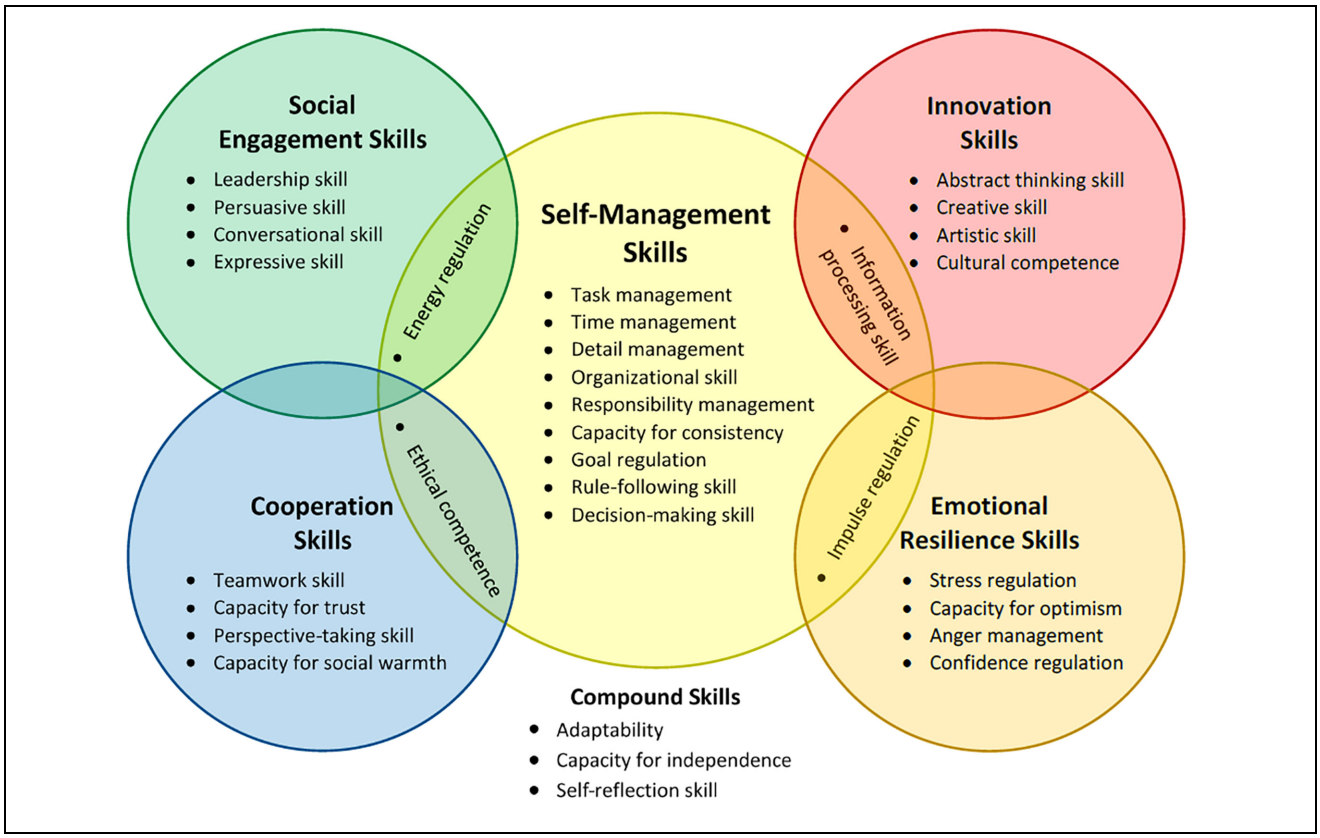

Figure 1 *Proposed Domain-Level Structure of the BESSI*
Source. From SEB Skills Lab Home of the BESSI (2022).
Note. BESSI = Behavioral, Emotional, and Social Skills Inventory.

meta-analyses (e.g., Anglim et al., 2020; Farrington et al., 2012; Napolitano et al., 2021; Smithers et al., 2018). Thus, while a personality trait explains how someone *tends to behave*, averaged across situations, a SEB skill represents how someone *is capable of behaving*, when the situation calls for it (Soto et al., 2021, 2022).

One of the main problems with SEB skills has been the lack of consensus in defining them (Abrahams et al., 2019; Duckworth & Yeager, 2015). Depending on the framework to which reference is made, SEB skills can be referred to as noncognitive skills (Kyllonen, 2016; Lee & Stankov, 2018), character strengths (Park et al., 2017), soft skills (Gibb, 2014; Heckman & Kautz, 2012), or 21st-century skills (Martin, 2018; National Research Council, 2012), for example. Moreover, there are many existing frameworks or taxonomies for SEB skills. Among them is the 21st century competencies (National Research Council, 2012), the Tripartite taxonomy of character (Park et al., 2017), the Five Cs of positive youth development (Lerner et al., 2005), the Collaborative for Academic, Social, and Emotional Learning (2020) core competencies, the framework of the Organizational European Commission Development (OECD; Chernyshenko et al., 2018; Kankaraš & Suarez-Alvarez, 2019), and, most recently, the Social, Emotional, and Behavioral Skills (BESSI; Soto et al., 2022).

BESSI has been developed to address the existing lack of consensus regarding terminology, definition, and assessment of SEB skills (see, Soto et al., 2021). Figure 1 illustrates the conceptual framework of BESSI, which encompasses 32 integrated SEB skills (facets) organized into five domains: Social Engagement, Cooperation, Self-Management, Emotional Resilience, and Innovation. Coupled with this framework, it offers the possibility to evaluate with different degrees of conceptual breadth: from summarizing a broad amount of information (domain) to the evaluation of a specific description (facet). This level of detail allows us to predict criteria specific to that description (Danner et al., 2021; John et al., 2008; Olaru et al., 2022; Postigo, Cuesta, García-Cueto, Prieto-Díez, & Muñiz, 2021).

This theoretical framework of SEB skills maintains a strong relationship with the Big Five framework. For example, Social Engagement skills (domain) are framed within Extraversion (domain) and, specifically, the SEB

skill called Leadership skill (Social Engagement facet) is framed within Assertiveness (Extraversion facet). However, the SEB skills are not reduced to the Big Five personality traits, showing moderate to strong correlations (Lechner et al., 2022; Soto et al., 2022). It should also be noted that the BESSI is composed of certain facets that belong to more than one domain (e.g., Energy Regulation belongs to Social Engagement, but also to Self-Management), in addition to three facets, encompassed in the term Compound Skills, that belong to all five domains.

Within this theoretical framework, Soto et al. (2022) have introduced the BESSI instrument, which comprehensively evaluates the 32 facets depicted in Figure 1 through a set of 192 items. The BESSI instrument is stated as a skills inventory approach, combining the skills approach of behavioral tasks with the reliability, validity, efficiency and flexibility of a questionnaire measure. The BESSI has demonstrated very good psychometric properties, including adequate evidence of validity in relation to content, internal structure, and other variables, as well as incremental validity over the Big Five in predicting important variables in people's lives, including academic performance, social relationships, and psychological well-being (Soto et al., 2022). These sound psychometric properties have also been reflected in the translation and validation of the BESSI into German (BESSI-G; Lechner et al., 2022). The BESSI-G maintains the same internal structure as the original version, confirming the unidimensionality of the 32 facets and the hierarchical organization of the five domains. Research on the BESSI-G also reported strong associations between SEB skills domains and the Big Five personality domains and relationships close to zero in both fluid and crystallized intelligence.

To further enhance the validity of the BESSI, it would be valuable to explore its relationships within a broader nomological network. To our knowledge, the BESSI has not been explored together with personal characteristics such as grit, mindset, and curiosity. Given that grit can be considered a facet of Conscientiousness (highly related to productiveness, Schmidt et al., 2020), it is plausible to expect a close relationship between Self-Management skills (corresponding to Conscientiousness in the Big Five model) and grit. Investigating the connections between these constructs would shed light on the extent to which Self-Management skills contribute to the development of grit. In terms of mindset, previous research suggests that Neuroticism and Extraversion are the two traits most strongly associated with fixed and growth mindsets (Furnham, 2014). Therefore, it is anticipated that Emotional Resilience skills and Social Engagement skills, which align with aspects of low Neuroticism and high Extraversion, respectively, would demonstrate the strongest associations with mindset. Exploring these connections would help elucidate how specific SEB skills relate to different mindsets and their implications for individuals' cognitive and emotional outlooks. Furthermore, curiosity can be seen as a component of Open-Mindedness (Soto & John, 2017), and it is reasonable to expect that Interest-based Curiosity (Litman, 2008) would exhibit stronger relationships with Innovation Skills. Examining the associations between these constructs would provide insights into how curiosity, particularly in the domain of interest-based exploration, relates to the ability to innovate and think creatively.

Considering the significance of SEB skills for entrepreneurship (Frese & Gielnik, 2023), it is also worthwhile to investigate the relationship between the BESSI and the personality traits most closely associated with entrepreneurial creation and success (see Cuesta et al., 2018). The Big Five framework, especially the traits of conscientiousness and emotional stability, has been linked to entrepreneurial behavior (Zhao et al., 2010). Hence, exploring which BESSI skills are most pertinent to entrepreneurial personality traits would be valuable. Moreover, the topic of problematic use of social networks is relevant in the context of the BESSI. Problematic use of social networks is characterized by excessive preoccupation with them, strong motivation to use them, and spending so much time and effort on their use that it interferes with other social activities, studies and work, interpersonal relationships, and psychological health and well-being (Andreassen & Pallesen, 2014). Previous research has demonstrated a connection between problematic use of social networks and the Big Five, particularly a strong association with neuroticism (Gugushvili et al., 2022; Huang, 2022). In addition, negative relationships have been identified between SEB skills (such as the use of emotional regulation strategies) and the problematic use of social networks (Arató et al., 2020). Therefore, it is expected that the problematic use of social networks would exhibit a pronounced (negative) relationship with Emotional Resilience Skills.

In summary, the BESSI is a novel instrument that offers a reliable, efficient, and valid approach for assessing SEB skills, both in English (Soto et al., 2022) and German (Lechner et al., 2022). To expand the global utilization of the BESSI and advance research on SEB skills, it is crucial to develop an instrument for evaluating SEB skills specifically in the Spanish-speaking population. Spanish is the second-most spoken native language worldwide, following Mandarin Chinese. Consequently, the present study aims to translate and validate the BESSI into Spanish. The research will investigate the internal structure of the Spanish version of the

BESSI, assess the internal consistency and stability of its facet scores, and explore its convergent validity by examining its relationships with other instruments measuring socioemotional competencies. Furthermore, the study will extend the nomological network of the BESSI, examining its associations with various constructs and outcomes, including the domains and facets of the Big Five personality model, grit, mindset, interest-based curiosity, entrepreneurial personality traits, and problems related to social networks.

Method

Participants

The initial sample consisted of 313 persons from the general Spanish population over 18 years of age. However, 10 persons were excluded from the study for incorrectly answering two or more questions on the attentional control scale. The final sample consisted of 303 persons, with a mean age of 30.35 years (SD = 14.73), ranging from 18 to 85 years. A total of 74.6% were men, 38.9% had completed university studies, 58.8% had completed high school or vocational training, and 2.3% had primary or secondary studies.

In addition, 42 of the 303 people participated in a second application of the BESSI, to study the stability of the scores. Between the first and the second application, 3 to 4 weeks elapsed. In this subsample, the mean age was 18.74 (SD = 3.14) and 83% were men.

Instruments

The Behavioral, Emotional, and Social Skills Inventory (BESSI; Soto et al., 2022). The BESSI is a measurement instrument composed of 192 items measuring 32 SEB skills (facets) integrated into five domains, (a) Social Engagement: capacities used to actively engage with other people; (b) Cooperation: capacities used to maintain positive social relationships; (c) Self-management: capacities used to effectively pursue goals and complete tasks; (d) Emotional Resilience: capacities used to regulate emotions and moods; and (e) Innovation: capacities used to engage with novel ideas and experiences.

To develop the Spanish version of the BESSI instrument, referred to as BESSI-Sp, a forward-backward translation procedure was employed to translate its 192 items from English to Spanish. Initially, a group of six native Spanish experts in psychometrics, knowledgeable in SEB skills and proficient in English, performed the translation of the items into Spanish. The initial Spanish translations underwent thorough discussion and scrutiny by the expert group. In cases where uncertainties arose regarding the translation of specific items, two alternative versions of the item were created for subsequent analysis to determine the most suitable translation. This process resulted in the creation of 12 pairs of items, yielding a total of 204 items (192 items + 12 alternative versions). Subsequently, a bilingual individual proficient in both English and Spanish conducted the back translation by translating the Spanish items back into English. The translator had access to a file containing comments from previous translations and a section to report any issues encountered during the translation process. The back-translated versions of the items were then compared with the original English version, with items that exhibited discrepancies marked as doubtful. After the completion of the final version of the BESSI-Sp, it was shared with the authors of the original BESSI instrument for their evaluation of the Spanish items. In total, seven items (three related to Self-management, two to Social engagement, one to Emotional Resilience, and one to Compound skills) raised doubts. The authors of BESSI carefully reviewed the content of these Spanish items and proposed alternative versions for the items where uncertainties existed. As a result, the initial version of the BESSI-Sp consisted of 208 items, comprising the original 192 items and an additional 16 alternative items. The final version of BESSI-Sp, along with the instructions and definitions for each of the domains and facets in Spanish, is shown in Annexes A and B.

Big Five Inventory-2. The Big Five Inventory-2 (BFI-2, Soto & John, 2017) is a questionnaire that measures the Big Five personality domains and 15 more specific facets through 60 items. The items are on a Likert-type scale that goes from 1 (*strongly disagree*) to 5 (*strongly agree*). In this line, the BFI-2 evaluates three facets (four items per facet) for each of the Big Five personality domains. The translation and validation for Spanish were done by Gallardo-Pujol et al. (2022). For the present study, reliability for each of the variables was the following: Conscientiousness (domain): ω = .87; Organization: ω = .85; Productiveness: ω = .74; Responsibility: ω = .65; Negative emotionality (domain): ω = .90; Anxiety: ω = .75; Depression: ω = .82; Volatility: ω = .81. Extraversion (domain): ω = .84; Sociability: ω = .88; Assertiveness: ω = .64; Energy Level: ω = .76; Agreeableness (domain): ω = .79; Compassion: ω = .65; Respectfulness: ω = .64; Trust: ω = .67; Open-Mindedness (domain): ω = .87; Intellectual Curiosity: ω = .66; Aesthetic Sensitivity: ω = .84; Creative Imagination: ω = .81.

The Social and Emotional Competencies Questionnaire. The Social and Emotional Competencies Questionnaire

(SEC-Q; Zych et al., 2018) is a 16-item Spanish questionnaire that assesses socioemotional competencies divided into four dimensions: (a) Self-awareness (four items); (b) Self-management and motivation (three items); (c) Social-awareness and prosocial behavior (six items), and (d) Decision-making (three items). The items are on a Likert-type scale that goes from 1 (*totally disagree*) to 5 (*totally agree*). For the present study, reliability for each of the variables was the following: Self-awareness: ω = .77; Self-management and motivation: ω = .77; Social-awareness and prosocial behavior: ω = .78, and Decision-making: ω = .87.

Oviedo Grit Scale (EGO; Postigo, Cuesta, García-Cueto, Menéndez-Aller, et al., 2021). The EGO is a Spanish unidimensional questionnaire comprising 10 items designed to assess grit (e.g., "Although the results seem far off, I persist in the task"). The items are on a Likert-type scale that goes from 1 (*totally disagree*) to 5 (*totally agree*). The instrument has excellent reliability (α = .94) as well as good evidence of convergent validity (Postigo, Cuesta, García-Cueto, Menéndez-Aller et al. 2021). For the present study, reliability (ω = .93) was very high.

Mind-set Profile Tool (MPT; Dweck, 2000). The Mindset Profile Tool (MPT; Dweck, 2000) is an instrument that assesses fixed mindset (individuals who believe that a given ability or trait is fixed and cannot be changed; Dweck, 2000) and growth mindset (individuals who believe that an ability or trait is malleable and can be changed; Dweck, 2000) through eight items. The items are on a Likert-type scale that goes from 1 (*totally disagree*) to 5 (*totally agree*). The items were translated into Spanish, contrasting them with the English version. For the present study, reliability for fixed mindset (ω = .62) and for growth mindset (ω = .66) was moderate.

Epistemic Curiosity Scale. The Epistemic Curiosity Scale (ECS; Litman, 2008) is a questionnaire that assesses two dimensions of curiosity through five items each (interest-type curiosity and deprivation-type curiosity). The items are on a Likert-type scale that goes from 1 (*totally disagree*) to 5 (*totally agree*). For the present study, only the interest-type curiosity dimension was used (e.g., *Enjoy exploring new ideas*), whose reliability was good: ω = .81.

Short Version of the Battery for the Assessment of the Enterprising Personality (BEPE-16; Postigo et al., 2020). The Battery for the Assessment of the Enterprising Personality (BEPE-16; Postigo et al., 2020) is the short version of the BEPE (Cuesta et al., 2018). The BEPE-16 is a unidimensional questionnaire of 16 items that evaluate the enterprising personality, with two items having been selected from each specific aspect, those with the greatest factor load on the general factor of enterprising personality (ω = .94; Postigo et al., 2020). The items are on a Likert-type scale that goes from 1 (*completely disagree*) to 5 (*completely agree*). In the present study, the reliability of the scores on the BEPE-16 was excellent (ω = .94).

Problematic Use of SNS Questionnaire (PUS; González-Nuevo et al., 2023). The Problematic Use of SNS Questionnaire (PUS; González-Nuevo et al., 2023) is a self-report questionnaire consisting of 18 Likert-type-type items divided into two subscales on problematic Social Networks (SNS) use. The first scale, *Addictive Consequences of SNS use*, consists of ten items and assesses addictive SNS use. The second scale, *Negative Social Comparison on SNS*, is composed of eight items and measures the degree to which the person, through the use of SNS, compares him/herself with others, believing him/herself to be inferior to them. The items are on a Likert-type scale that goes from 1 (*completely disagree*) to 5 (*completely agree*). In the present study, the reliability of the negative social comparison on SNS and addictive consequences of SNS use scales was high (ω = .92 and ω = .85, respectively).

Attention Control Scale. It is a scale composed of 10 Likert-type items with five response alternatives. The purpose of this scale is to detect participants who answer the questionnaire in a less than rigorous manner. The items are of the type "In this question, please select option four," being included among the items of the different instruments. Following the example, an incorrect answer would be to select any alternative other than option four. There were 17 people who failed only one item of the attentional control scale. However, participants who answered two or more of these questions incorrectly (10 people) were eliminated from the study.

Procedure

Two data collection strategies were employed for this study. First, the different instruments were applied via the web, on a platform built ad hoc for the present study. A snowball sampling procedure was followed, where, in the first instance, people who agreed to participate in the study were identified. These people were asked to send the questionnaire to other people who met the inclusion criteria (being 18 years of age or older). The data collected was strictly used for research purposes, ensuring anonymity and confidentiality, and

adhering to the regulations stipulated in the Data Protection Law (Ley Orgánica 3/2018, de 5 de Diciembre, de Protección de Datos Personales y Garantía de Los Derechos Digitales, 2018). Participants did not receive any type of reward for completing the questionnaire. Nevertheless, participants were encouraged to engage in the following manner. The platform was designed in such a way that once the questionnaire was completed, participants received a profile of their Big Five personality traits (based on the Spanish norms for the validation of the BFI-2 in the Spanish general population; Gallardo-Pujol et al., 2022). On average, the completion of the questionnaire took approximately 35 min. However, participants had the flexibility to take the questionnaire in multiple sessions as the platform saved their responses when accessed from the same operating system, with prior notification. As for the second data collection strategy, a sample of university students was recruited for a test–retest application. These participants were assigned a unique code during the initial administration of the questionnaire and were instructed to contact the researchers after a 3- to 4-week interval. During the second application, participants were asked to provide the code they had been given, and the BESSI-Sp questionnaire was re-administered to assess the stability of the scores. Both data collection strategies were conducted between March and December 2022.

Data Analysis

Analysis of the Alternative Items and Selection of the Definitive Items. First, the 16 pairs of items were analyzed to study which item was more discriminative with respect to its reference facet. For this purpose, the discrimination index (corrected item-test correlation) was used. This analysis was done using SPSS 24 (IBM Corp., 2016).

Evidence of Validity Based on Internal Structure. The study of the internal structure of the BESSI-Sp was carried out in three steps: First, the unidimensionality of each of the facets (whether the six items were integrated into a single factor) was studied through an Exploratory Factor Analysis (EFA) on the polychoric correlation matrix. Unweighted Least Squares (ULS) was used as the estimation method (Xia & Yang, 2018). The KMO index and Bartlett's statistic were used to study the adequacy of the data to the EFA. The Measure of Sampling Adequacy (MSA; Lorenzo-Seva & Ferrando, 2021) was used to study the appropriateness of each of the items for the EFA. MSA values below .50 suggest that the item does not measure the same content as the rest of the items in the facet and should be removed. MSA values below .50 indicate two main types of poor items: first, and above all, "noisy" items that behave almost at random, and, therefore, which lack discriminating power; and second, "redundant" items that share specific content with other items in the pool (Lorenzo-Seva & Ferrando, 2021). The appropriate number of factors to retain was determined by the optimal implementation of Parallel Analysis (Timmerman & Lorenzo-Seva, 2011). In addition, the Unidimensional Congruence (UniCo), Explained Common Variance (ECV), and Mean of Item REsidual Absolute Loadings (MIREAL) indices were used to study the fit of the data to a single dimension. The following values allow the data to be treated as essentially one-dimensional: UniCo $>$ .95; ECV $>$ .85; MIREAL $<$ .30 (Calderón-Garrido et al., 2019). The percentage of variance explained by both the first and second factors was also considered. Finally, the comparative fit index (CFI) and root mean square of residuals (RMSR) were used as fit indices, establishing a good fit when CFI $>$ .95 and RMSR $<$ .06 (Hu & Bentler, 1999). The EFA was analyzed using FACTOR 12.03.02 (Lorenzo-Seva & Ferrando, 2022).

Confirmatory factor analysis (CFA) was used to evaluate the fit of the BESSI-Sp's facet structure. For this purpose, a CFA model was tested with the 32 facets as correlated first-order facets. Following the same strategy as Soto et al. (2022) and Lechner et al. (2022), item parceling was used to reduce model complexity and facilitate convergence. Three parcels per facet (96 parcels in total) were calculated, assigning each of the 192 items to two-item parceling (the three parcels of each facet consisted of Items 1 and 4, Items 2 and 5, and Items 3 and 6), taking in each parcel the average of the two items that comprise it. The estimation method used was Maximum Likelihood (ML). The CFI, RMSR, and Root Mean Square Error of Approximation (RMSEA) indices were used to evaluate the model fit.

The last step in the study of the internal structure was to carry out an EFA with target rotation. The objective of applying this model is that this model allow each facet to be assigned to its proposed theoretical domain and targeted at zero in the rest of the domains. In addition, as there are some facets that belong to more than one domain, this model allows a facet to load in more than one domain and target at zero in the rest. Each facet was assigned to the proposed theoretical domain(s) (Figure 1). For example, the Energy Regulation facet was targeted at zero except for the Self-Management Skills domain and the Social Engagement Skills domain. Similarly, the Adaptability facet, belonging to the Compound Skills, was assigned to the five domains of which the BESSI is composed. ML was used as the estimation method and oblimin as the rotation method, allowing the different domains to correlate with each other. The CFA and EFA (with target rotation) models

were produced using MPlus8 (Muthén & Muthén, 2017).

Descriptive Statistics, Internal Consistency, and Stability of the Facets Scores. The descriptive statistics of each of the facets (mean, standard deviation, skewness, and kurtosis) were studied as well as the discrimination indexes (corrected item-test correlation) of the six items that make up each facet.

The reliability of the scores for each of the facets was studied through two procedures. For the internal consistency of the scores, the McDonald's Ordinal Omega was used. For the stability of the scores, test–retest reliability was studied through the intraclass correlation coefficient. The descriptive statistics, discrimination indices, test–retest reliability were done using SPSS 24 (IBM Corp., 2016). The reliability coefficients were analyzed using FACTOR 12.03.02 (Lorenzo-Seva & Ferrando, 2022).

Evidence of Validity in Relation to Other Variables and Nomological Network of BESSI With the Big Five. Also, to obtain evidence of validity in relation to other variables, the correlations between the 32 facets of the BESSI-Sp and the SEC-Q questionnaire (four socioemotional competencies) were analyzed. Furthermore, the nomological network of the BESSI-Sp was studied in relation to the Big Five framework. For this purpose, Pearson's correlations between the domains and facets of the BESSI-Sp and the Big Five personality traits and their facets were analyzed. As Soto et al. (2022), when computing the domain scores, single-domain facets (e.g., Expressive skill) were given full weight toward their assigned domain (Social Engagement), interstitial facets (e.g., Energy Regulation) were given half weight toward each of their two domains (Social Engagement and Self-Management), and compound facets (e.g., Adaptability) were not scored on any domains. Pearson's correlations were analyzed using SPSS 24 (IBM Corp., 2016).

Incremental Validity of SEB Skills. Finally, the predictive capacity of the BESSI-Sp facets was studied in terms of different criterion variables as well as their incremental validity over the Big Five personality traits. To do this, three regression models were fitted: BESSI-Sp, BFI-2, and BESSI-Sp + BFI-2. Based on these models, the percentage of variance explained was evaluated, using the R^2. The criterion variables used were the four social-emotional competencies of the SEC-Q, grit, mindset (growth and fixed), curiosity, entrepreneurial personality, and problematic use of social networks (Addictive Consequences and Negative Social Comparison). The regression models were done using SPSS 24 (IBM Corp., 2016).

Results

Analysis of the Alternative Items and Selection of the Definitive Items

First, the discrimination index of each doublet of items was analyzed. The discriminative capacity of each pair of items is high, and the item that discriminated the most within the corresponding facet was selected. For example, "Asserting myself as a leader [reafirmarme como un líder]" is more discriminative than "Affirming myself as a leader [reivindicarme como un líder]" (see Supplemental Table S1).

Evidence of Validity Based on Internal Structure

The internal structure was studied through three procedures: (a) exploratory factor analysis to test the unidimensionality of each facet; (b) confirmatory analysis of 32 correlated factors, and (c) EFA with target rotation at the level of the five domains.

Unidimensionality of Each Facet. First, it was analyzed whether the six items could be integrated into a single factor. The results are shown in Table 1, which suggests the data are adequate to perform the EFA (KMO and Bartlett), all items are adequate with respect to the rest of the items of their facet (MSA) and most of the facets are essentially unidimensional (unidimensionality indices, Parallel Analysis and model fit). Some facets such as Capacity for Trust, Impulse Regulation, Self-Reflection, and Responsibility, Time and Detail Management show a poor fit on one or more indices. However, if we compare the percentage of explained variance of the first factor with the percentage of the second factor, there is a clear dominant factor. Specifically, in each case, the first factor explains more than three times as much variance as the second factor. In general terms and taking all the indices together, all the SEB Skills are essentially unidimensional.

Confirmatory 32-Correlated First-Order Facets. The CFA model with the 32 facets composed of three item parcels showed a moderate fit (CFI = .867; RMSR = .056; RMSEA = .050 [.048 - .052]), partly, on the one hand, because of the restriction of the model as no cross-loadings are allowed and, on the contrary, because CFI values are sensitive to number of items (Cook et al., 2009). The factorial loadings of each parcel item are

Table 1. Exploratory Factor Analysis for Each of the 32 Facets of BESSI-Sp.

	Data adequacy	Item adequacy	Unidimensionality			Number of factors			Model fit	
Facet	KMO (Bartlett's *p*)	MSA	UniCo	ECV	MIREAL	1_{st} eigenvalue (% of variance explained)	2_{nd} eigenvalue (% of variance explained)	Number of recommended factors (parallel analysis)	GFI	RMSR
Social Engagement skills										
Leadership skill	.901 (<.001)	[.868–.950]	.949	.867	.225	4.02 (66.93)	0.62 (10.30)	1	.999	.026
Conversational skill	.898 (<.001)	[.875–.921]	.961	.891	.211	4.60 (76.62)	0.56 (9.40)	1	.998	.037
Expressive skill	.834 (<.001)	[.735–.912]	.975	.855	.306	4.28 (71.39)	0.73 (12.13)	1	.989	.084
Persuasive skill	.817 (<.001)	[.763–.876]	.923	.785	.378	3.50 (58.31)	0.96 (15.99)	1	.983	.088
Energy regulation	.850 (<.001)	[.815–.933]	.929	.855	.226	3.92 (65.32)	0.66 (11.07)	1	.994	.055
Cooperation skills										
Perspective-taking skill	.867 (<.001)	[.808–.934]	.976	.885	.235	4.35 (72.43)	0.56 (9.40)	1	.997	.042
Capacity for social warmth	.834 (<.001)	[.760–.934]	.943	.842	.274	3.72 (61.93)	0.70 (11.61)	1	.996	.043
Capacity for trust	.764 (<.001)	[.672–.873]	.901	.756	.376	3.12 (51.98)	1.01 (16.81)	1	.975	.099
Teamwork skill	.861 (<.001)	[.785–.919]	.974	.894	.232	4.49 (74.80)	0.53 (8.84)	1	.997	.042
Ethical competence	.804 (<.001)	[.771–.840]	.914	.757	.361	2.93 (48.91)	0.94 (15.72)	1	.987	.068
Self-Management skills										
Task management	.874 (<.001)	[.846–.911]	.967	.858	.279	3.92 (65.35)	0.65 (10.79)	1	.997	.040
Responsability management	.741 (<.001)	[.728–.923]	.886	.755	.380	3.07 (51.18)	1.00 (16.60)	1	.974	.100
Organizational skill	.923 (<.001)	[.899–.945]	.993	.927	.225	4.98 (83.02)	0.39 (6.54)	1	.999	.028
Time management	.789 (<.001)	[.711–.914]	.910	.771	.388	3.94 (65.72)	1.17 (19.53)	1	.962	.147
Detail management	.731 (<.001)	[.634–.809]	.895	.729	.391	3.03 (50.56)	1.13 (18.83)	1	.964	.118
Goal regulation	.905 (<.001)	[.864–.932]	.968	.885	.217	4.18 (69.74)	0.55 (9.09)	1	.999	.026
Rule-following skill	.867 (<.001)	[.817–.923]	.961	.847	.317	3.89 (64.81)	0.71 (11.75)	1	.994	.055
Decision-making skill	.901 (<.001)	[.892–.919]	.961	.884	.204	4.33 (72.14)	0.57 (9.47)	1	.998	.033
Capacity for consistency	.862 (<.001)	[.818–.906]	.919	.826	.328	4.11 (68.50)	0.85 (14.24)	1	.994	.058
Emotional Resilience skills										
Stress regulation	.868 (<.001)	[.803–.953]	.985	.896	.267	4.54 (75.74)	0.53 (8.76)	1	.997	.046
Capacity for optimism	.905 (<.001)	[.870–.942]	.957	.886	.220	4.73 (78.87)	0.61 (10.13)	1	.999	.033
Anger management	.871 (<.001)	[.817–.943]	.985	.913	.219	4.83 (80.43)	0.46 (7.64)	1	.998	.041
Confidence regulation	.907 (<.001)	[.872–.942]	.988	.922	.210	4.81 (80.21)	0.41 (6.80)	1	.999	.030
Impulse regulation	.808 (<.001)	[.728–.872]	.929	.789	.364	3.62 (60.36)	0.97 (16.10)	1	.982	.095
Innovation skills										
Abstract thinking skill	.841 (<.001)	[.789–.895]	.929	.817	.312	3.56 (59.27)	0.80 (13.29)	1	.994	.055
Creative skill	.881 (<.001)	[.861–.911]	.944	.851	.289	4.15 (69.11)	0.73 (12.12)	1	.996	.050
Artistic skill	.819 (<.001)	[.740–.943]	.936	.817	.312	3.75 (62.47)	0.84 (14.04)	1	.992	.065
Cultural competence	.800 (<.001)	[.724–.895]	.925	.776	.369	3.42 (56.92)	0.99 (16.43)	1	.983	.088
Information processing skill	.867 (<.001)	[.849–.894]	.878	.802	.231	3.42 (57.03)	0.85 (14.11)	1	.998	.032
Compound skills										
Capacity for independence	.833 (<.001)	[.775–.923]	.955	.829	.339	3.73 (62.21)	0.77 (12.82)	1	.990	.069
Self-reflection skill	.795 (<.001)	[.727–.856]	.952	.795	.377	3.84 (64.05)	0.99 (16.75)	1	.975	.117
Adaptability	.827 (<.001)	[.770–.880]	.964	.820	.353	3.85 (64.24)	0.84 (14.07)	1	.985	.088

Note. BESSI = Behavioral, Emotional, and Social Skills Inventory; KMO = Kaiser-Meyer-Olkin; MSA = Measure of Sampling Adequacy; UniCo = Unidimensional Congruence; ECV = Explained Common Variance; MIREAL = Mean of Item REsidual Absolute Loadings; GFI = Goodness of Fit Index; RMSR = Root Mean Square of Residuals.

Table 2. Exploratory Factor Analysis Model With Target Rotation for Behavioral, Emotional, and Social Skills Inventory-Sp.

Facet	Social engagement	Cooperation	Self-management	Emotional resilience	Innovation
Social Engagement skills					
Leadership skill	**.625**	−.071	.133	.107	.232
Conversational skill	**.673**	.493	−.003	.014	−.118
Expressive skill	**.297**	.233	.068	.091	.103
Persuasive skill	**.642**	−.198	.059	.006	.301
Energy regulation	**.313**	.043	**.522**	.256	−.122
Cooperation skills					
Perspective-taking skill	−.133	**.485**	.116	−.102	.350
Capacity for social warmth	.313	**.600**	.049	−.005	.187
Capacity for trust	−.062	**.611**	−.102	.307	−.046
Teamwork skill	.227	**.546**	.281	.006	−.001
Ethical competence	.052	**.216**	**.339**	.040	.160
Self-Management skills					
Task management	.133	−.019	**.743**	.163	−.201
Responsibility management	.068	.095	**.722**	−.095	.100
Organizational skill	−.102	−.076	**.562**	.080	−.155
Time management	.030	−.071	**.786**	.007	−.158
Detail management	.053	−.069	**.703**	−.131	.225
Goal regulation	.263	−.095	**.680**	−.017	.103
Rule-following skill	−.379	.259	**.608**	−.190	−.139
Decision-making skill	−.223	.014	**.504**	.175	.338
Capacity for consistency	−.048	.041	**.674**	−.135	−.153
Emotional Resilience skills					
Stress regulation	.007	−.096	.040	**.899**	−.056
Capacity for optimism	.231	.173	−.026	**.652**	−.016
Anger management	−.320	.166	.035	**.734**	.149
Confidence regulation	.321	−.096	.163	**.523**	.056
Impulse regulation	−.118	−.012	**.483**	**.393**	−.026
Innovation skills					
Abstract thinking skill	.050	.035	−.062	.007	**.836**
Creative skill	.230	.135	−.001	.024	**.550**
Artistic skill	.037	.097	−.070	−.011	**.567**
Cultural competence	−.110	.277	.107	.037	**.540**
Information processing skill	.184	.008	**.251**	.176	**.435**
Compound skills					
Capacity for independence	**.263**	**−.134**	**.368**	**.186**	**.317**
Self-reflection skill	**.021**	**.069**	**.102**	**.226**	**.542**
Adaptability	**.313**	**.253**	**.094**	**.299**	**.068**
		Correlations			
Social Engagement	—	.100	.267	.298	.303
Cooperation		—	.274	.209	.267
Self-management			—	.307	.124
Emotional Resilience				—	.123

Note. In bold are the factor loadings attached to that factor.

shown in Supplemental Table S2, all of which are very high (minimum = .581, M = .830).

EFA Model With Target Rotation. The last procedure to study the internal structure of the BESSI was to carry out an EFA model with target rotation, where each facet is assigned to its theoretical domain (or to more than one in the case of some facets; Figure 1) and, in turn, allows it to have a certain importance in the rest of the domains. The model fit is moderate (CFI = .850; RMSEA = .088; 90% confidence interval [CI], [.083, .094]; RMSR = .042). As can be seen in Table 2, each facet has its greatest loading in the theoretically corresponding domain (or domains; M = .540) but also has some influence on the rest. Table 2 also shows the correlations (r) between the different domains, ranging from .100 to .307.

Descriptive Statistics, Internal Consistency, and Stability of the Facets Scores

Once the internal structure had been studied, the descriptive statistics of each facet (mean, standard

Table 3. Descriptive Statistics and Internal Consistency of the 32 Behavioral, Emotional, and Social Skills Inventory Facets and Discrimination Indices of Its Items.

Facet	*M*	*SD*	Skewness	Kurtosis	Discrimination index	McDonald's ordinal omega
Social Engagement skills						
Leadership skill	19.40	5.03	−0.14	−0.44	[.546–.756]	.90
Conversational skill	21.35	5.46	−0.46	−0.32	[.600–.828]	.94
Expressive skill	20.24	5.49	−0.22	−0.59	[.627–.797]	.92
Persuasive skill	19.93	4.78	−0.24	−0.32	[.435–.686]	.86
Energy regulation	21.11	4.67	−0.42	0.18	[.483–.758]	.90
Cooperation skills						
Perspective-taking skill	26.25	3.49	−1.28	2.53	[.592–.821]	.93
Capacity for social warmth	24.64	3.38	−0.58	0.71	[.448–.702]	.88
Capacity for trust	21.93	4.44	−0.41	−0.02	[.317–.616]	.82
Teamwork skill	24.31	3.73	−0.59	0.28	[.593–.807]	.93
Ethical competence	24.36	3.19	−0.48	0.22	[.319–.551]	.79
Self-Management skills						
Task management	20.55	4.73	−0.39	0.00	[.555–.776]	.90
Responsability management	24.83	3.20	−0.82	1.63	[.249–.594]	.81
Organizational skill	21.04	6.11	−0.36	−0.62	[.733–.894]	.96
Time management	21.78	5.31	−0.50	−0.31	[.510–.759]	.89
Detail management	23.20	3.61	−0.32	−0.15	[.386–.610]	.80
Goal regulation	22.79	4.61	−0.75	0.60	[.603–.805]	.91
Rule-following skill	24.10	3.96	−0.86	1.10	[.501–.752]	.89
Decision-making skill	23.03	4.44	−0.54	0.37	[.567–.812]	.92
Capacity for consistency	21.04	4.81	−0.43	−0.05	[.466–.835]	.91
Emotional Resilience skills						
Stress regulation	16.88	5.56	0.06	−0.64	[.633–.854]	.94
Capacity for optimism	20.39	5.63	−0.21	−0.62	[.575–.893]	.95
Anger management	19.42	5.62	0.08	−0.86	[.715–.892]	.95
Confidence regulation	20.01	5.82	−0.29	−0.59	[.721–.864]	.95
Impulse regulation	18.98	4.70	−0.23	−0.54	[.490–.781]	.87
Innovation skills						
Abstract thinking skill	23.48	4.15	−0.27	−0.70	[.453–.713]	.86
Creative skill	21.35	4.90	−0.25	−0.57	[.521–.805]	.91
Artistic skill	16.62	5.62	0.11	−0.85	[.426–.817]	.88
Cultural competence	23.92	3.70	−0.27	−0.45	[.407–.687]	.85
Information processing skill	22.25	3.78	−0.13	−0.51	[.341–.639]	.85
Compound skills						
Capacity for independence	24.25	3.76	−0.61	0.41	[.486–.710]	.88
Self-reflection skill	23.41	4.29	−0.51	0.26	[.580–.685]	.89
Adaptability	21.54	4.60	−0.43	0.02	[.596–.738]	.89

deviation, skewness, and kurtosis) were studied, as well as the discrimination indexes (corrected item-test correlation) of the six items of which each facet is composed. As can be seen in Table 3, the skewness and kurtosis indices are adequate, ranging between −1 and + 1 (except for Perspective-taking skill, Responsibility Management, and Rule-following skill). In addition, the discrimination indices of the six items of each facet are very high (M = .645), with the lowest being an item of Responsibility Management (r_{it} = .249) and the highest one item of Organizational Skill (r_{it} = .894).

Next, the reliability of the scores for each of the facets of the BESSI-Sp was studied. Regarding the consistency of the scores (Table 3), the Omega coefficient showed very high values, ranging between ω = .79 (Ethical Competence) and ω = .96 (Organizational Skill). In addition, test-retest reliability was studied to analyze the stability of the scores after 3 to 4 weeks. For this purpose, the intraclass correlation coefficient was used, being very adequate in most of the facets (mean r_{ICC} = .77; see Figure 2), despite the low sample size available for this analysis. The facets that are below .65 on both stability indicators are Capacity for Trust, Decision-making Skill, and Information Processing Skill (Figure 2).

Evidence of Validity in Relation to Other Variables and Nomological Network With Big Five

Next, to obtain evidence of convergent validity, the correlations of SEB skills with the socioemotional competencies measured with the SEC-Q instrument were

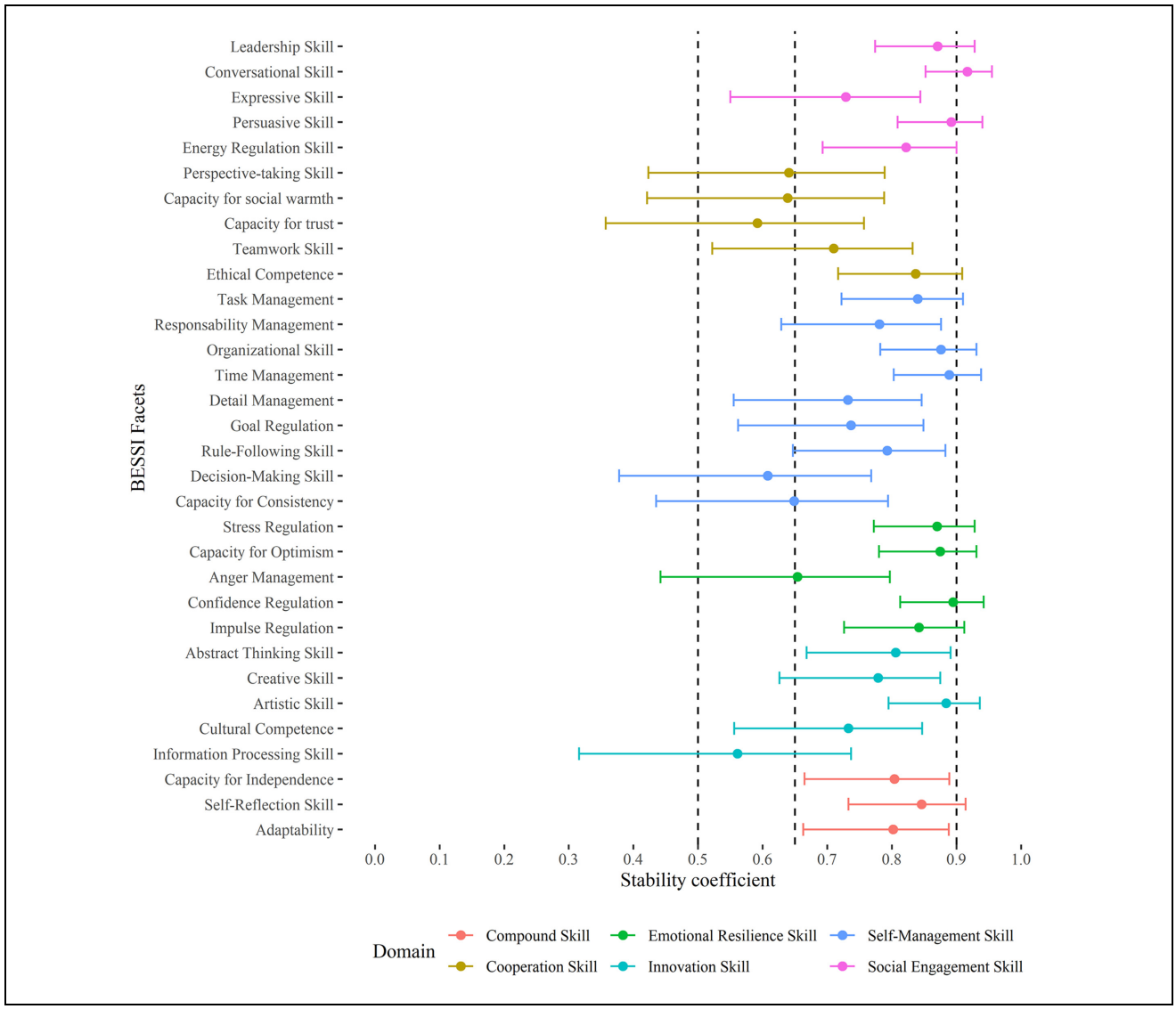

Figure 2. Stability of the 32 BESSI Facets Scores.

Note. Horizontal bars represent the 95% confidence interval of the point Intraclass Correlation Coefficient estimate. BESSI = Behavioral, Emotional, and Social Skills Inventory.

studied. As shown in Table 4 and in general, the correlations of the SEB skills and the social-emotional competencies of the SEC-Q are moderate to high. In general terms, (a) Social Engagement correlates higher with Self-management and motivation, (b) Cooperation, and (c) Innovation skills correlate higher with Social awareness and prosocial behavior. Also, (d) Self-Management skills show its highest correlations with Self-management and motivation and Decision-Making, and, finally, (e) Emotional Resilience skills correlate especially with Self-awareness and Self-management and motivation (Table 4).

In the next set of analyses, the BESSI nomological network was studied in relation to the Big Five personality traits. Table 5 presents the correlations between the BESSI skill facets and Big Five personality traits. These correlations indicate that the SEB skills are significantly connected to the Big Five domains (Table 5). Regarding the BESSI-Sp domains, correlations with their corresponding general personality traits range from .63 to .84 (mean r = .77). In terms of the BESSI-Sp facets, the correlations vary from .32 to .78 (mean r = .54). Furthermore, consistent with the study of the internal structure of the instrument, there are SEB skills that relate strongly to a single personality trait (e.g., Organizational Skill) and there are SEB skills that relate to multiple personality traits (e.g., Energy Regulation).

Table 4. Correlations Between the BESSI-Sp Skill Facets and Socioemotional Competencies of SEC-Q..

Socioemotional competencies of SEC-Q	Self-awareness	Self-management and motivation	Social-awareness and prosocial behavior	Decision-making
Social Engagement skills	***.36***	***.51***	***.39***	*.15*
Leadership skill	.20	**.39**	.27	.16
Conversational skill	.25	**.36**	**.41**	.04
Expressive skill	**.45**	.33	.26	.08
Persuasive skill	.14	.29	.22	.10
Energy regulation	.30	**.68**	.23	.23
Cooperation skills	***.36***	*.30*	***.68***	*.26*
Perspective-taking skill	.32	.15	**.71**	.28
Capacity for social warmth	.25	.27	**.57**	.18
Capacity for trust	.20	.11	.34	.02
Teamwork skill	.28	.28	**.46**	.26
Ethical competence	.30	**.37**	**.35**	.29
Self-Management skills	*.29*	***.60***	*.32*	***.49***
Task management	.18	**.55**	.18	.27
Responsability management	.26	**.54**	**.41**	**.40**
Organizational skill	.05	.20	.03	.21
Time management	.18	**.44**	.16	.30
Detail management	.21	**.35**	.34	**.40**
Goal regulation	.24	**.74**	.31	.34
Rule-following skill	.11	.09	.24	.21
Decision-making skill	**.38**	**.37**	.30	**.79**
Capacity for consistency	.08	.22	.12	.21
Emotional Resilience skills	***.36***	***.52***	*.14*	*.19*
Stress regulation	.24	**.36**	−.01	.08
Capacity for optimism	**.35**	**.49**	.21	.07
Anger management	.19	.21	.11	.18
Confidence regulation	**.36**	**.56**	.14	.17
Impulse regulation	.26	**.40**	.08	**.38**
Innovation skills	*.21*	*.18*	***.41***	*.20*
Abstract thinking skill	.25	.13	**.39**	.19
Creative skill	.10	.18	.27	.13
Artistic skill	.06	.03	.25	.06
Cultural competence	.27	.18	**.43**	.29
Information processing skill	.25	.35	.32	.21
Compound skills				
Capacity for independence	.24	**.50**	.30	.23
Self-reflection skill	**.55**	**.37**	**.36**	.30
Adaptability	.26	**.40**	.28	.14

Note. Absolute correlations of .35 or stronger are bolded. Also, correlations with BESSI-Sp domains are in italics. BESSI = Behavioral, Emotional, and Social Skills Inventory; SEC–Q = Social and Emotional Competencies Questionnaire.

It was also interesting to analyze the correlations between the SEB skills and the Big Five facets. As shown in Supplemental Table S3, evidence of convergent validity is shown, for example, Energy Regulation and Energy (r = .69), Capacity for Trust and Trust (r = .67), Organization skill and Organization (r = .82), Stress Regulation and Anxiety (r = -.80), and Creative skill and Imaginative Creative (r = .82), among others (Supplemental Table S3).

Incremental Validity of SEB Skills

The predictive capacity of BESSI-Sp on certain criterion variables was studied. The study examined the correlations between the domains and facets of the BESSI-Sp and the BFI-2, as well as various outcome variables (see Supplemental Tables S4 and S5, respectively). Regarding the BESSI-Sp (Supplemental Table S4), Self-Management Skills exhibited notable correlations with grit and growth mind-set, particularly with Goal Regulation. However, no such correlation was observed with the fixed mindset. The Entrepreneurial Personality demonstrated associations with most SEB skills, with Confidence Regulation and Capacity for Independence skills standing out. Interest-based curiosity displayed a relationship with Innovation skills, particularly the Abstract Thinking skill. In terms of social network issues, the Addictive Consequences of Social

Table 5. Correlations Between the BESSI Skill Domains and Facets and Big Five Personality Traits.

	Extraversion	Agreeableness	Conscientiousness	Emotional stability	Open-mindedness
Social Engagement skills	***.78***	*.08*	*.19*	*.32*	*.27*
Leadership skill	**.66**	−.08	.17	.27	.28
Conversational skill	**.73**	.21	.10	.21	.14
Expressive skill	**.46**	.24	.10	.22	.22
Persuasive skill	**.49**	−.27	−.00	.12	.24
Energy regulation	**.55**	.22	**.55**	**.48**	.07
Cooperation skills	***.41***	***.63***	*.12*	*.22*	*.28*
Perspective-taking skill	.10	**.49**	.09	−.10	.25
Capacity for social warmth	**.49**	**.37**	.05	.15	.29
Capacity for trust	.23	**.59**	−.01	.31	.11
Teamwork skill	**.38**	**.38**	.22	.20	.16
Ethical competence	.25	**.37**	.28	.19	.23
Self-Management skills	*.28*	*.29*	***.76***	*.33*	*.00*
Task management	.33	.24	**.67**	**.40**	−.03
Responsability management	.31	.27	**.56**	.21	.07
Organizational skill	.07	.11	**.70**	.18	−.09
Time management	.20	.18	**.65**	.22	−.11
Detail management	.22	.11	**.54**	.09	.19
Goal regulation	**.37**	.09	**.46**	.23	.09
Rule-following skill	−.19	**.35**	**.40**	−.02	−.20
Decision-making skill	.13	.24	.32	.29	.16
Capacity for consistency	−.01	.12	**.43**	.05	−.19
Emotional Resilience skills	***.40***	*.24*	*.23*	***.84***	*.06*
Stress regulation	.27	.10	.17	**.78**	−.06
Capacity for optimism	**.50**	.27	.16	**.73**	.11
Anger management	.07	.30	.07	**.56**	.09
Confidence regulation	**.47**	.09	.21	**.63**	.08
Impulse regulation	.21	.20	**.46**	**.48**	−.05
Innovation skills	*.32*	*.12*	*−.09*	*.00*	***.82***
Abstract thinking skill	.26	.03	−.21	−.06	**.72**
Creative skill	**.37**	.06	−.04	.05	**.70**
Artistic skill	.16	.08	−.12	−.11	**.73**
Cultural competence	.17	.26	.02	.03	**.54**
Information processing skill	.34	.07	.12	.28	**.36**
Compound skills					
Capacity for independence	**.39**	.01	.24	.28	.22
Self-reflection skill	.32	.11	−.03	.17	**.35**
Adaptability	**.45**	.16	.14	**.38**	.23

Note. Absolute correlations of .35 or stronger are bolded. Also, correlations with BESSI-Sp domains are in italics. BESSI = Behavioral, Emotional, and Social Skills Inventory.

Media showed a negative correlation with Task Management skills, while Negative Comparison exhibited a noteworthy, negative association with Emotional Resilience skills. These patterns of correlation were also reflected in the correlations with the BFI-2 (Supplemental Table S5). In addition, given the high relationships between SEB skills and the Big Five personality traits, we studied whether SEB skills captured unique information beyond the Big Five personality traits. Table 6 presents the proportion of variance explained by each set of predictors (BFI-2 domains only, BESSI domains only, or considering both in the model). The SEB skills show incremental validity beyond the Big Five traits in all the criterion variables studied, except those related to social network problems (Addictive consequences and Negative social comparison). For all other variables, SEB skills provided a substantial increment in explain variance (M = .20). This implies that, despite the high relationships between SEB skills and the Big Five personality traits, SEB skills capture unique information on many socioemotional (e.g., self-awareness) and personality (e.g., grit) variables.

Discussion and Conclusions

The aim of the present study was the translation and validation of the BESSI instrument into Spanish (BESSI-Sp). To our knowledge, this manuscript is the

Table 6. Incremental Validity of SEB Skill Facets and Big Five Personality Facets.

	Proportion of explained variance			Incremental prediction	
	BFI-2 only	BESSI only	BFI-2 + BESSI	BESSI	BFI-2
Self-awareness	.23	.50	.52	.29**	.02
Self-management and motivation	.50	.71	.74	.24**	.03*
Social-awareness and prosocial behavior	.45	.65	.69	.24**	.04*
Decision-making	.26	.69	.71	.45**	.02
Grit	.55	.77	.80	.25**	.03*
Entrepreneurial personality	.62	.76	.79	.17**	.03**
Growth mindset	.35	.52	.56	.21**	.04*
Fixed mindset	.13	.16	.31	.18*	.15**
Curiosity	.57	.64	.69	.12**	.05*
Addictive consequences of Social Network	.25	.25	.35	.10	.10*
Negative social comparison on Social Network	.18	.24	.30	.12	.06

Note. SEB = Social, emotional, and behavioral; BFI-2 = Big Five Inventory-2; BESSI = Behavioral, Emotional, and Social Skills Inventory.
*$p < .05$. **$p < .001$.

second foreign-language adaptation of BESSI, after the German version of the instrument (BESSI-G; Lechner et al., 2022). The BESSI-Sp aimed to improve the lack of consensus in the definition and assessment of SEB skills in Spain, and thus to have a consolidated tool that assesses SEB skills around the globe. In addition, the present study aimed to expand the nomological network of the BESSI by investigating its relationships with various characteristics and outcomes. First, the study examined the associations with the Big Five not only at the domain level but also at the facet level, utilizing the comprehensive BFI-2 instead of the abbreviated version used in a previous study by Lechner et al. (2022). Second, the study explored the connections between the BESSI and other important psychological constructs and outcomes such as grit, mindset, interest-based curiosity, entrepreneurial personality, and social network misuse. By doing so, the study contributes to the expansion of the nomological network of the BESSI, shedding light on the specific facets and domains of SEB skills that are most relevant for each outcome variable under investigation.

The results of the study show that the BESSI-Sp has good psychometric properties, which are in line with the original version of the instrument (Soto et al., 2022) and with the German validation carried out so far (Lechner et al., 2022). First, once the back translation had been carried out, 208 items of the BESSI-Sp were tested, 16 more items than the original version, to check which item (of the two versions generated) worked best among those in which there was some doubt about the expression. Once the final Spanish version of the BESSI-Sp was completed, the evidence of validity was studied in terms of internal structure. Each of the 32 facets of the BESSI-Sp was shown to be essentially unidimensional, explaining a high percentage of the variance, reflecting that the six items composing each facet can be grouped into a single factor. This was integrated into a CFA model integrating the 32 facets, composed of three item plots. In addition, an EFA model with target rotation was tested between the facets and the domains, which allows us to establish which facets go to which domains and, in turn, not to restrict the loading to the rest of the domains to zero. Thus, this is a suitable approach for the BESSI model (Figure 1), where some facets belong to more than one domain (e.g., Ethical Competence belongs to Cooperation and to Self-Management Skills) or, as is the case with Compound skills (e.g., Adaptability), which belong to the five domains. The EFA model with target rotation presents a structure very much in line with the theory, where each of the facets has the greatest loadings in its domain(s) of reference.

Once the structure was explored, the reliability of the scores for each facet was very high (mean $\omega = .89$). In addition, the stability of the scores after 3 to 4 weeks, being analyzed through the intraclass correlation coefficient, was high (mean $r_{ICC} = .77$). In general, the skills that exhibited lower score consistency were those related to Cooperation (Figure 2). This aligns with findings by Gallardo-Pujol et al. (2022) regarding the Agreeableness dimension within the Big Five framework.

In addition, the BESSI-Sp instrument shows evidence of validity in relation to other variables, where the facets of the BESSI-Sp show moderate-strong correlations with four socioemotional competencies measured with the SEC-Q (Zych et al., 2018): Self-awareness (mean $r = .24$), Self-management and motivation (mean $r = .37$), Social-awareness and prosocial behavior (mean $r = .28$), and Decision-making (mean $r = .37$). For example, specifically, the Self-reflection skill facet correlates

highly with Self-awareness (mean $r = .55$) or the Decision-making skill facet correlates highly with Decision-making (mean $r = .79$), showing evidence of convergent validity.

Regarding the study of the BESSI nomological network with the Big Five, the results are in line with those found by Soto et al. (2022) and Lechner et al. (2022). Social Engagement skills correlate highly with Extraversion ($r_{domain} = .79$), Cooperation shows an important relationship with Agreeableness ($r_{domain} = .63$), Self-Management skills are highly correlated with Conscientiousness ($r_{domain} = .77$), Emotional Resilience skills with Emotional Stability ($r_{domain} = -.83$), and Innovation skills with Open-Mindeness ($r_{domain} = .71$). In turn, SEB skills correlate highly with their corresponding Big Five facets (e.g., Organization or Creative aspect). Thus, among the multitude of lower level facets of the Big Five (Condon, 2017; Soto & John, 2017), many of them could be translated into corresponding SEB skills, yielding a detailed taxonomy of specific skills (Abrahams et al., 2019; Chernyshenko et al., 2018).

The BESSI-Sp nomological network study supports two aspects. First, the patterns of correlations are very similar to those shown in the original version of the BESSI (Soto et al., 2022) and in the German validation (Lechner et al., 2022), which adds up as evidence for BESSI of cross-cultural similarity in terms of its nomological network, as well as a sample on one of the sources of validity evidence for BESSI-Sp. Furthermore, these results support the integration between SEB skills and the Big Five. As Soto et al. (2022, p. 194) mentioned,

> many specific skill facets can be organized within five major content domains that parallel the Big Five traits in terms of their social, emotional, and behavioral referents, but are defined in terms of people's functional capacities (i.e., skills) rather than their general tendencies (i.e., traits).

Thus, although there is a strong relationship between the two, they do not fully overlap, going against other studies that have proposed that skills are indeed traits (e.g., Kautz et al., 2014; Soland et al., 2013). This way, following Soto et al. (2023), there seem to be inherent relationships between skills and traits. Skills can give rise to traits in the sense that someone must be capable of carrying out a thought, feeling, or behavior to do it frequently. On the contrary, traits can also give rise to skills in the sense that frequently engaging in a particular thought, feeling, or behavior should further increase someone's capacity to enact it when necessary. However, there are also reasons to speculate that skills and traits may predict success for somewhat different reasons. Because personality traits represent an individual's average tendencies, they may be particularly important for outcomes that reflect average performance on tasks and assessments over an extended period. In contrast, as SEB skills represent capacities that someone can strategically employ when needed, they may be especially important for specific tasks and assignments that reflect preparation and performance in key high-stakes situations.

This is also supported in terms of incremental validity. The BESSI-Sp improves the predictive ability (incremental validity) beyond the Big Five for outcome variables such as SEB skills domains (assessed by SEC-Q), grit, growth and fixed mindset, curiosity, and entrepreneurial personality. For example, the BESSI-Sp increases the explained variance of entrepreneurial personality by 18% over the Big Five, while the Big Five only increases it by 3.5% over the BESSI-Sp; or the BESSI-Sp increases the explained variance of growth mindset by 22%, while the Big Five increases it by 5%. However, one possible reason is that the number of facets assessed by the BESSI-Sp is more than double the number assessed by the BFI-2.

The present study has not only provided evidence for the incremental validity of the BESSI-Sp over the BFI-2 in predicting outcome variables but has also expanded the understanding of its nomological network. The findings revealed notable relationships between SEB skills related to regulation (energy and goal regulation) and grit, aligning with expectations and previous findings regarding Conscientiousness (Schmidt et al., 2020). Similar patterns were observed with the growth mindset, reflecting the anticipated synergy between these variables (Park et al., 2020). In contrast, the fixed mindset demonstrated weak associations with all SEB skills. Interest-based curiosity displayed the expected patterns, showing strong correlations with the Innovation skills domain. The entrepreneurial personality exhibited moderate to high relationships with a broad range of SEB skills, likely due to its inclusion of variables encompassing multiple domains such as self-efficacy, autonomy, stress tolerance, and innovation (Cuesta et al., 2018). Regarding the misuse of social networks, SEB skills did not show significant relationships with addictive consequences, with only the Task Management skill displaying a moderate negative correlation ($r = -.35$). However, Emotional Resilience skills demonstrated a notable, negative relationship with negative social network comparison ($r = 0.38$). These findings contribute to the expansion of the BESSI's nomological network, building upon previous studies (Lechner et al., 2022; Soto et al., 2022).

Certain limitations should be taken into account for future studies. First, this study has served as a first

approach to show the psychometric and theoretical usefulness of the BESSI in the Spanish population. However, once the Spanish version, BESSI-Sp, has been created and its psychometric properties have been tested, future studies should increase the sample in Spain, and thus study other psychometric properties that the present study cannot study due to sample size (e.g., measurement invariance), as well as increasing the sample to study the stability of the scores. Also, the sample was heterogeneous in terms of sex (75% men), so future studies should consider a balanced sample to study possible differences between these populations. Another limitation was the sole use of self-reporting, as well as snowball sampling as the primary method of sample collection. In addition, future studies could be aimed at relating the BESSI-Sp with additional outcome variables such as work performance, social relationships, and indicators of emotional well-being and mental health. Moreover, the present study has only explored the sample in adults ($\geqslant$ 18 years old); therefore, the BESSI-Sp should be studied in the adolescent population and it should be analyzed whether the good psychometric properties demonstrated in the adult population are maintained.

Given all that, the BESSI-Sp proves to be a reliable, efficient tool with several sources of evidence of validity for use in different contexts in which SEB skills have proven to be important, whether in the field of physical, mental, social health, or professional success (Kankaraš et al., 2019; Sewell et al., 2023; Smithers et al., 2018). BESSI-Sp is a very good starting point to begin studying SEB skills in Spain, showing a very solid theoretical framework (e.g., Napolitano et al., 2021; Soto et al., 2021, 2022), with a wide range of SEB skills (see Figure 1). In addition to this, SEB skills are malleable and can be trained with time and effort (e.g., Guo et al., 2022; Yeager, 2017). Thus, the BESSI-Sp is a good start to assess people's strengths and weaknesses in terms of SEB skills and, from there, to generate interventions that enhance them, as previous studies have shown (Durlak et al., 2011; Kilgus et al., 2020; Outes-León et al., 2020; Sánchez-Puerta et al., 2016).

Appendix A. Items of the Spanish Version of the BESSI (BESSI-Sp)..

Aquí hay una lista de actividades o cosas que podría hacer. Para cada una, seleccione una respuesta para indicar **cómo de bien puede hacer esa cosa.**
Por ejemplo, ¿cómo de bien puede seguir las instrucciones de una tarea?
Tenga en cuenta que lo bien que puede hacer algo puede ser diferente de la frecuencia con que lo hace o de lo mucho que le gusta hacerlo. **Para cada actividad, debe calificar cómo de bien puede hacer esa cosa.**
1 = Nada bien
2 = No muy bien
3 = Bastante bien
4 = Muy bien
5 = Extremadamente bien

Ítem	Dominio	Faceta
1. Liderar un grupo de personas	PS	LID
2. Empatizar con los sentimientos de otras personas	CO	TPER
3. Llegar a las cosas a tiempo	AUG	GTIE
4. Comprender ideas abstractas	IN	ABS
5. Permanecer tranquilo en situaciones estresantes	REM	REST
6. Recoger lo que voy desordenando	AUG	OR
7. Emplear mi energía de manera productiva	PS	ER
8. Dejar de sentir rencor	CO	CONF
9. Repetir una tarea sistemáticamente	AUG	CCON
10. Reflexionar sobre uno mismo	COMP	REF
11. Evitar ser pesimista	REM	COP
12. Seguir trabajando hasta que la tarea esté finalizada	AUG	GTAR
13. Ganar debates	PS	PERS
14. Hacer a la gente sonreír	CO	CCSO
15. Comprobar si hay errores	AUG	GDET
16. Encontrar nuevas formas de hacer las cosas	IN	CREA
17. Explicar lo que estoy pensando y sintiendo	PS	EX
18. Hacer lo que se me dice	AUG	SNOR
19. Probar cosas nuevas	COMP	ADA
20. Calmarme cuando estoy enfadado	REM	MENF
21. Conseguir que la gente confíe en mi	AUG	GRES
22. Resolver puzles	IN	PRIN

(continued)

Appendix A (continued)

23. Trabajar como parte de un grupo	CO	TEQ
24. Fijar metas claras	AUG	RMET
25. Presentarme a desconocidos	PS	CV
26. Ver cosas buenas de mí	REM	RESU
27. Tomar decisiones con cuidado	AUG	TDEC
28. Dibujar o pintar	IN	ART
29. Hacer lo moralmente correcto, incluso cuando sea difícil	CO	CET
30. Controlar mis antojos/ansias/deseos	REM	REIM
31. Hacer cosas de forma independiente	COMP	IND
32. Aprender sobre otras culturas	IN	CU
33. Tomar decisiones para un grupo de personas	PS	LID
34. Sentir compasión por otras personas	CO	TPER
35. Llegar a las citas a tiempo	AUG	GTIE
36. Tener conversaciones sobre ideas intelectuales o filosóficas	IN	ABS
37. Evitar preocuparme	REM	REST
38. Organizar mis espacios personales (escritorio, habitación…)	AUG	OR
39. Motivarme para hacer las cosas	PS	ER
40. Prestar mis cosas a la gente	CO	CONF
41. Continuar haciendo una tarea, aunque sea aburrida	AUG	CCON
42. Entenderme (sentimientos, identidad…)	COMP	REF
43. Ver el lado bueno de las cosas	REM	COP
44. Poner en marcha tareas	AUG	GTAR
45. Enfrentarme a personas cuando estoy en desacuerdo con ellos	PS	PERS
46. Hacer que la gente se sienta bien	CO	CCSO
47. Prestar atención a los detalles	AUG	GDET
48. Unir ideas de forma novedosa	IN	CREA
49. Expresarme	PS	EX
50. Obedecer la ley	AUG	SNOR
51. Adaptarme a nuevos ambientes	COMP	ADA
52. Controlar mi genio	REM	MENF
53. Cumplir los compromisos	AUG	GRES
54. Manejar mucha información	IN	PRIN
55. Contribuir en proyectos grupales	CO	TEQ
56. Hacer planes para alcanzar una meta	AUG	RMET
57. Conocer a gente nueva	PS	CV
58. Confiar en mi mismo	REM	RESU
59. Pararme a pensar bien las cosas	AUG	TDEC
60. Crear arte	IN	ART
61. Asumir la responsabilidad cuando he cometido un error	CO	CET
62. Resistir las tentaciones	REM	REIM
63. Pensar por mí mismo	COMP	IND
64. Entender a personas de diferentes entornos	IN	CU
65. Reafirmarme como un líder	PS	LID
66. Ponerme en el lugar de otra persona	CO	TPER
67. Seguir un horario	AUG	GTIE
68. Conversar sobre temas e ideas complicadas	IN	ABS
69. Manejar el estrés	REM	REST
70. Mantener las cosas limpias y ordenadas	AUG	OR
71. Seguir adelante, incluso cuando estoy cansado	PS	ER
72. Ver lo bueno de las personas	CO	CONF
73. Seguir una rutina	AUG	CCON
74. Entender mis emociones	COMP	REF
75. Estar de buen humor	REM	COP
76. Centrarme en mi trabajo	AUG	GTAR
77. Cambiar la mentalidad de las personas	PS	PERS
78. Llevarme bien con los demás	CO	CCSO
79. Cuidar los detalles	AUG	GDET
80. Usar mi imaginación	IN	CREA
81. Expresar mis pensamientos y sentimientos	PS	EX
82. Seguir instrucciones	AUG	SNOR
83. Adaptarme a nuevas rutinas	COMP	ADA

(continued)

Appendix A (continued)

84. Controlar mi enfado	REM	MENF
85. Gestionar mis responsabilidades	AUG	GRES
86. Dar sentido a información compleja	IN	PRIN
87. Trabajar con gente en un mismo objetivo	CO	TEQ
88. Centrarme en mis metas más importantes	AUG	RMET
89. Mantener conversaciones con un desconocido	PS	CV
90. Encontrar razones para sentirme bien conmigo mismo	REM	RESU
91. Valorar ventajas y desventajas antes de tomar una decisión	AUG	TDEC
92. Apreciar el arte, la música o la literatura	IN	ART
93. Decir la verdad, incluso cuando no quiero	CO	CET
94. Romper con mis malos hábitos	REM	REIM
95. Tomar las decisiones por mí mismo	COMP	IND
96. Apreciar culturas diferentes	IN	CU
97. Tomar el control de una situación	PS	LID
98. Respetar los sentimientos de los demás	CO	TPER
99. Administrar mi tiempo	AUG	GTIE
100. Pensar sobre la naturaleza (esencia) del mundo	IN	ABS
101. Relajarme cuando me siento tenso	REM	REST
102. Mantener las cosas en orden	AUG	OR
103. Mantener un alto nivel de energía	PS	ER
104. Esperar lo mejor de la gente	CO	CONF
105. Repetir muchas veces un procedimiento estándar	AUG	CCON
106. Reflexionar sobre mi vida	COMP	REF
107. Ser positivo cuando pasa algo malo	REM	COP
108. Evitar distraerme	AUG	GTAR
109. Expresar mi opinión cuando estoy en desacuerdo con otros	PS	PERS
110. Causar una impresión positiva a las personas	CO	CCSO
111. Encontrar y corregir errores	AUG	GDET
112. Aportar ideas creativas	IN	CREA
113. Contar a la gente cómo me siento	PS	EX
114. Hacer lo que se supone que debo hacer	AUG	SNOR
115. Salir de mi zona de confort	COMP	ADA
116. Evitar enfadarme	REM	MENF
117. Cumplir con mis deberes y obligaciones	AUG	GRES
118. Procesar información nueva	IN	PRIN
119. Colaborar con compañeros de clase o de trabajo	CO	TEQ
120. Trabajar duro para tener éxito	AUG	RMET
121. Hablar con la gente	PS	CV
122. Respetarme	REM	RESU
123. Pensar antes de actuar	AUG	TDEC
124. Crear cosas bellas	IN	ART
125. Evitar mentir o engañar	CO	CET
126. Controlar mis impulsos	REM	REIM
127. Hacer las cosas por mi mismo	COMP	IND
128. Estudiar otros idiomas o culturas	IN	CU
129. Dar un discurso	PS	LID
130. Darse cuenta de las necesidades de otras personas	CO	TPER
131. Organizar mi horario	AUG	GTIE
132. Pensar profundamente sobre las cosas	IN	ABS
133. Calmarme cuando me siento nervioso	REM	REST
134. Volver a poner las cosas en su sitio	AUG	OR
135. Mantenerme activo	PS	ER
136. Perdonar a las personas rápidamente	CO	CONF
137. Hacer la misma tarea una y otra vez	AUG	CCON
138. Prestar atención a mis pensamientos y sentimientos	COMP	REF
139. Mantener una actitud positiva	REM	COP
140. Trabajar eficientemente sin perder el tiempo	AUG	GTAR
141. Ganar discusiones	PS	PERS
142. Demostrar a la gente que me agrada	CO	CCSO
143. Volver a revisar mi trabajo	AUG	GDET
144. Inventar cosas	IN	CREA

(continued)

Appendix A (continued)

145. Contar a la gente mis emociones	PS	EX
146. Respetar la autoridad	AUG	SNOR
147. Probar cosas que son poco familiares para mi	COMP	ADA
148. Evitar cabrearme	REM	MENF
149. Recordar y registrar mis promesas y compromisos	AUG	GRES
150. Aprender cosas rápidamente	IN	PRIN
151. Cooperar para conseguir que se hagan las cosas	CO	TEQ
152. Trabajar orientado hacia mis metas	AUG	RMET
153. Iniciar una conversación	PS	CV
154. Ver mis puntos fuertes	REM	RESU
155. Pensar las cosas detenidamente	AUG	TDEC
156. Componer música	IN	ART
157. Seguir mis principios éticos	CO	CET
158. Evitar actuar de forma impulsiva	REM	REIM
159. Elegir por mí mismo	COMP	IND
160. Entender las identidades culturales de las personas	IN	CU
161. Conseguir que otras personas me sigan	PS	LID
162. Entender cómo se sienten los demás	CO	TPER
163. Planificar mi tiempo	AUG	GTIE
164. Sentir curiosidad sobre ciertas ideas	IN	ABS
165. Tranquilizarme cuando me siento nervioso	REM	REST
166. Limpiar después de manchar	AUG	OR
167. Mantenerme motivado	PS	ER
168. Confiar en las personas	CO	CONF
169. Hacer tareas que son rutinarias o repetitivas	AUG	CCON
170. Examinarme a mí mismo y a mi vida	COMP	REF
171. Mantenerme optimista cuando las cosas van mal	REM	COP
172. Concentrarme en una tarea	AUG	GTAR
173. Ser franco y directo con la gente	PS	PERS
174. Hacer que la gente se sienta cómoda	CO	CCSO
175. Prestar especial atención a mi trabajo	AUG	GDET
176. Aportar ideas nuevas	IN	CREA
177. Explicar lo que tengo en mente	PS	EX
178. Cumplir las reglas	AUG	SNOR
179. Adaptarme al cambio	COMP	ADA
180. Tranquilizarme cuando me siento molesto	REM	MENF
181. Cumplir mis promesas	AUG	GRES
182. Encontrar soluciones lógicas a los problemas	IN	PRIN
183. Cooperar con otras personas	CO	TEQ
184. Proponerme objetivos ambiciosos	AUG	RMET
185. Hablar con compañeros de estudio o de trabajo	PS	CV
186. Ver mis buenas cualidades	REM	RESU
187. Considerar las consecuencias de mis decisiones	AUG	TDEC
188. Escribir relatos o poemas	IN	ART
189. Ser honrado con las personas	CO	CET
190. Evitar las tentaciones	REM	REIM
191. Acabar las cosas por mí mismo	COMP	IND
192. Llevarse bien con personas de ambientes diferentes	IN	CU

Note. BESSI = Behavioral, Emotional, and Social Skills Inventory; PS = Habilidades de Participación Social; LID = Habilidad de Liderazgo; CO = Habilidades de Cooperación; TPER = Habilidad para Tomar Perspectiva; AUG = Habilidades de Autogestión; GTIE = Gestión del Tiempo; IN = Habilidades de Innovación; ABS = Habilidad de Pensamiento Abstracto; REM = Habilidades de Resiliencia Emocional; REST = Regulación del Estrés; OR = Habilidades Organizacionales; ER = Regulación de Energía; CONF = Capacidad para la Confianza; CCON = Capacidad para la Consistencia; COMP = Habilidades Compuestas; REF = Habilidad de Autorreflexión; COP = Capacidad para el Optimismo; GTAR = Gestión de Tareas; PERS = Habilidad Persuasiva; CCSO = Capacidad para la Calidez Social; GDET = Gestión de Detalles; CREA = Habilidad Creativa; EX = Habilidad Expresiva; SNOR = Habilidades para Seguir Normas; ADA = Adaptabilidad; MENF = Manejo del Enfado; GRES = Gestión de Responsabilidades; PRIN = Habilidad de Procesamiento de la Información; TEQ = Habilidad para el Trabajo en Equipo; RMET = Regulación de Metas; CV = Habilidad Conversacional; RESU = Regulación de la Seguridad; TDEC = Habilidades para la Toma de Decisiones; ART = Habilidad Artística; CET = Competencia Ética; REIM = Regulación de Impulsos; IND = Capacidad para la Independencia; CU = Competencia Cultural.

Appendix B. Definitions of the Domains and Facets Assessed in the Spanish Version of the Behavioral, Emotional, and Social Skills Inventory.

Habilidades de autogestión	Capacidades para perseguir de manera efectiva objetivos y completar tareas
Gestión del tiempo	Capacidad para utilizar el tiempo de manera efectiva para lograr los objetivos
Habilidades organizacionales	Capacidad para organizar espacios y objetos personales
Capacidad para la consistencia	Capacidad para ser constante en las tareas rutinarias
Gestión de tareas	Capacidad para trabajar persistentemente en completar tareas y alcanzar objetivos
Gestión de detalles	Capacidad para realizar un trabajo cuidadoso y minucioso
Habilidades para seguir normas	Capacidad para seguir instrucciones, reglas y normas
Gestión de responsabilidades	Capacidad para cumplir promesas y compromisos
Regulación de metas	Capacidad para establecer metas personales claras y ambiciosas
Habilidades para la toma de decisiones	Capacidad para tomar decisiones fundamentadas y bien razonadas
Habilidades de participación social	Capacidades para interactuar activamente con otras personas
Habilidad de liderazgo	Capacidad para defender puntos de vista y hablar en un grupo
Habilidad persuasiva	Capacidad para presentar argumentos de manera efectiva
Habilidad expresiva	Capacidad para comunicar pensamientos y sentimientos a otras personas
Habilidad conversacional	Capacidad para iniciar y mantener interacciones sociales
Regulación de energía	Capacidad para canalizar la energía de manera productiva
Habilidades de cooperación	Capacidades para mantener relaciones sociales positivas
Habilidad para tomar perspectiva	Capacidad para entender los pensamientos y sentimientos de otras personas
Capacidad para la confianza	Capacidad para confiar y perdonar a otras personas
Capacidad para la calidez social	Capacidad para provocar respuestas sociales positivas de otras personas
Habilidad para el trabajo en equipo	Capacidad para trabajar con otros para lograr objetivos compartidos
Competencia ética	Capacidad para comportarse éticamente, incluso en circunstancias difíciles
Habilidades de resiliencia emocional	Capacidades para regular emociones y estados de ánimo
Regulación del estrés	Capacidad para regular el estrés, la ansiedad y el miedo
Capacidad para el optimismo	Capacidad para mantener una actitud positiva en circunstancias difíciles
Manejo del enfado	Capacidad para regular el enfado e irritación
Regulación de la autoconfianza	Capacidad para mantener una actitud positiva hacia uno mismo
Regulación de impulsos	Capacidad para resistir intencionalmente los impulsos
Habilidades de Innovación	Capacidades para interactuar con ideas y experiencias novedosas
Habilidad de pensamiento abstracto	Capacidad para interactuar con ideas abstractas
Habilidad creativa	Capacidad para generar nuevas ideas
Habilidad artística	Capacidad para crear y apreciar el arte
Competencia cultural	Capacidad para entender y apreciar diferentes bagajes culturales
Habilidad de procesamiento de información	Capacidad para procesar y aplicar nueva información
Habilidades compuestas	Capacidades para combinar eficazmente aspectos de múltiples dominios de habilidades
Habilidad de autorreflexión	Capacidad para entender los propios pensamientos y sentimientos
Adaptabilidad	Capacidad para probar cosas nuevas y adaptarse al cambio
Capacidad para la independencia	Capacidad para pensar, trabajar y tomar decisiones por uno mismo

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Supplemental Material

Supplemental material for this article is available online.

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