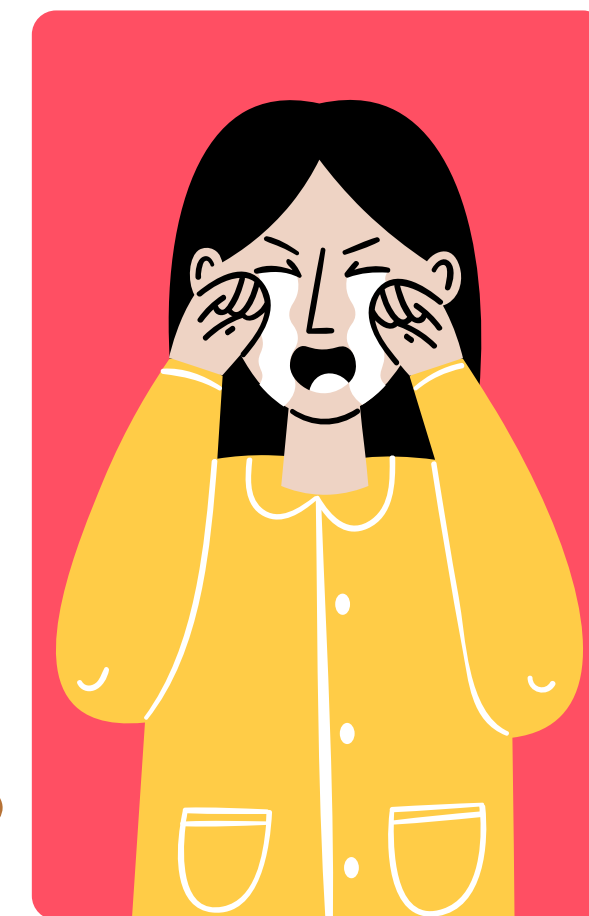
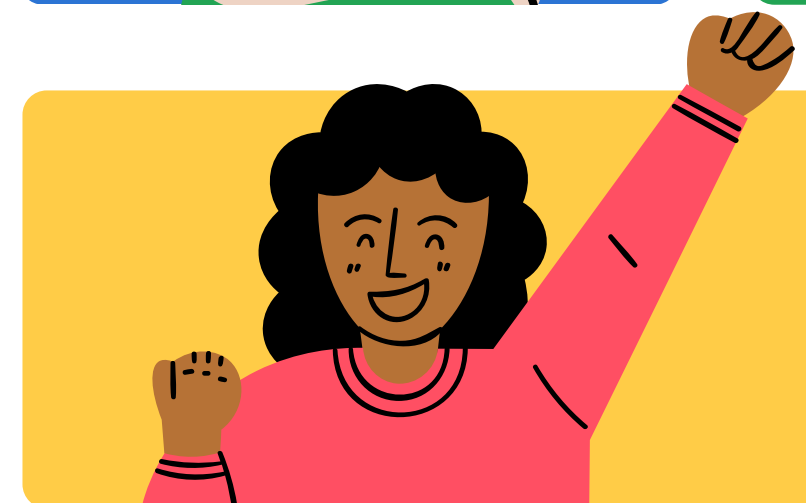


Measures of Socio-Emotional Skills

Self-Report Materials

Developed by
the World Bank Africa
Gender Innovation Lab &
Innovations for Poverty
Action



What you'll find here:

This survey tool is designed to measure socio-emotional skills (SES). For each of 15 skills, a self report scale and behavior measures were developed. This document includes the self-report scales: each page contains a skill, its definition, statements related to the skill on which individuals will self-report their level of agreement, and the response scale. You will also find a full-sized response scale and a guide to translation.

The skills & aggregates:

	Intrapersonal	Interpersonal
Awareness	1. Emotional Awareness 2. Self Awareness	8. Listening 9. Empathy
Management	3. Emotional Regulation 4. Self Control 5. Personal Initiative 6. Perseverance 7. Problem Solving	10. Expressiveness 11. Interpersonal Relatedness 12. Interpersonal Influence 13. Negotiation 14. Collaboration



Understanding These Materials

1. These research materials use 14 SES, each with unique statements. The fifteenth page is on the skill of Generalized Self Efficacy (GSE). This page contains repeated statements from other skills, as many statements also map onto GSE.
2. Some statements begin with “(Reversed)”. Agreement with a “reversed” statement would indicate that the respondent does not possess the socio-emotional skill. Reversed items should be scored differently, described below.
3. The skills can be aggregated as interpersonal, intrapersonal self awareness, social awareness, self management, or relationship management. See the table on the page above for a visual representation of the aggregates.



Conducting a Survey

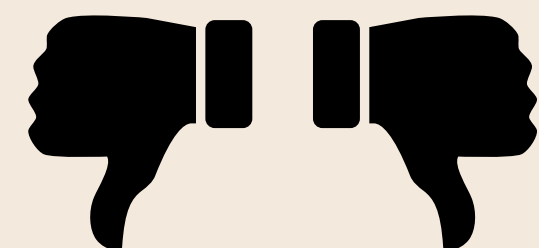
1. When conducting the self-report survey, please carry a copy of the **full-sized response scale** for respondents to view (p.6). Using the scale, **respondents can point at the scale**. This reminds participants of the full scale, and often reduces the time required for conducting the survey.
2. You may choose to either read each statement aloud or respondents can read items themselves. The former is preferred to ensure that individuals are giving sufficient thought to each item.
3. As the survey of all 14 skills is very long and can feel repetitive for respondents, is it important to **offer breaks** after asking the questions for a few skills.
4. Another resource on the website, available for download, will allow you to track responses with CAPI (computer assisted personal interviewing) while conducting the survey.
5. You will notice that many items are included for the same skill. Though it may be tempting to reduce the number of items, it is not recommended. The use of several questions (1) allows researchers to examine whether responses are reliable and examine the same concept, and (2) participants may take time to process their abilities, and this self awareness may grow with each successive question.



Scoring Responses

1. The response scale represents a five-point scale:
 - a. Strongly disagree = 1
 - b. Disagree = 2
 - c. Neither agree nor disagree = 3
 - d. Agree = 4
 - e. Strongly agree = 5
2. “Reversed” statements should be recoded in the opposite direction:
 - a. Strongly disagree = 5
 - b. Disagree = 4
 - c. Neither agree nor disagree = 3
 - d. Agree = 2
 - e. Strongly agree = 1
3. (Optional) If the team has the capacity to conduct psychometric analysis, they can use it to drop items that did not work well in the local context. This would involve examining (i) polychoric correlation matrices, (ii) Cronbach’s alpha, and (ii) confirmatory factor analysis goodness of fit statistics.
4. All skills are unidimensional, with the exception of Listening and Relatedness, which each have two dimensions.
5. After any necessary recoding and item reduction, scores for a unidimensional skill can be calculated by taking an average of items within that skill. At least three items must be retained for each skill
6. It is recommended that researchers standardize scores by subtracting the mean and dividing by the standard deviation for the baseline group or control group.
7. To calculate scores for multidimensional skills (listening and interpersonal relatedness) and score aggregates (interpersonal, social awareness, etc.), the simple averages should be taken and standardized for each skill/dimension, and then the scores should be combined using a modified geometric mean.
8. This resource is the SurveyCTO/ODK format. Here, researchers can find the tools to upload into SurveyCTO to conduct the survey with CAPI (computer assisted personal interviewing). This format also includes the translations of all statements into Swahili, French, Yoruba, or Hausa.

Response Scale



**Strongly
Disagree**

1



Disagree

2



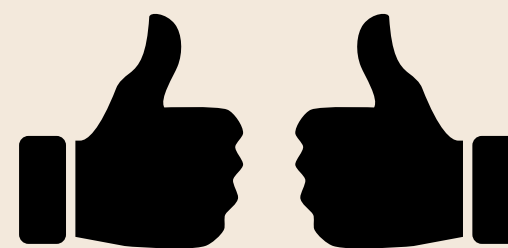
**Neither
Agree
nor
Disagree**

3



Agree

4



**Strongly
Agree**

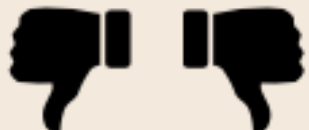
5

1. Emotional Awareness

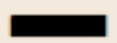
Identifying and accepting one's emotions.

1. I can usually describe what I am feeling at the moment in great detail.
2. When I am stressed, I take time to reflect on the true cause of my feelings.
3. I notice when my emotions cause physical sensations in my body.
4. I try to notice my thoughts without judging them.
5. I am able to accept the thoughts and feelings I have.
6. I know why my feelings change from one moment to another.
7. I recognize what I am feeling.



 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

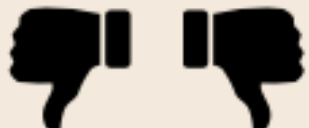
 Strongly Agree

2. Self Awareness

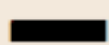
Identifying and interpreting one's own thoughts and behaviours and to evaluate one's strengths and weaknesses.

- 1.I know the skills I have that other people do not have.
- 2.I assess my strengths and weaknesses in new situations.
- 3.I examine my own abilities to better understand myself.
- 4.I review how I am thinking when I make a mistake.
- 5.I have a clear sense of who I am.
- 6.I have a hard time breaking bad habits.
- 7.I understand my own behaviours.
- 8.I am aware of my thoughts.
- 9.I monitor my thinking to ensure it is accurate.



 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

 Strongly Agree

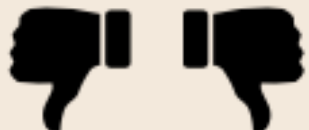
3. Emotional Regulation

Maintaining or changing one's own emotions by controlling one's thoughts and behavioural response.

- Items 10 also maps to Generalized Self-Efficacy



1. When I feel nervous, I know what to do to feel more relaxed.
2. When I feel sad, I know how to take my mind off my problems.
3. When I am angry at someone, I can calm down before talking to them.
4. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
5. I control my emotions by changing the way I think about my situation.
6. When I am upset, I ask others for emotional support.
7. When I want to feel better, I share my feelings with someone I trust.
8. When I want to feel better, I do something I enjoy.
9. When I want to feel hopeful, I change my thinking so I am more positive.
10. When I am facing difficulties, I can remain calm because I rely on my abilities to cope.

 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

 Strongly Agree

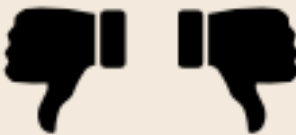
4. Self Control

Focusing one's attention, staying on task, breaking habits, restraining impulses, and keeping good self-discipline.

- Items 1-5 refer to impulse control
- Items 6-9 refer to attention and mindfulness.

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



 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

 Strongly Agree

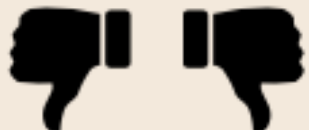
5. Perseverance

Sustaining effort despite setbacks.

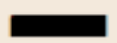
- Items 5-7 also maps to Generalized Self-Efficacy

1. I finish whatever I begin.
2. Setbacks don't discourage me.
3. I am diligent.
4. When work is difficult, I keep up my effort.
5. If someone is against me, I keep working to fix the problem until I get what I want.
6. It is easy for me to put in the effort necessary to achieve my goals.
7. I am confident that I could deal appropriately with unexpected events.
8. Even when goals require years of patience, I keep working on them.



 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

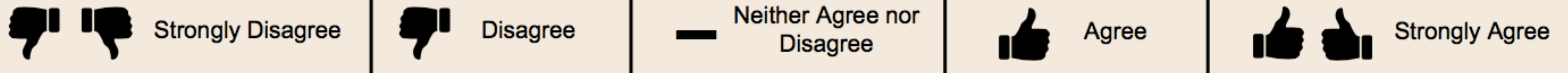
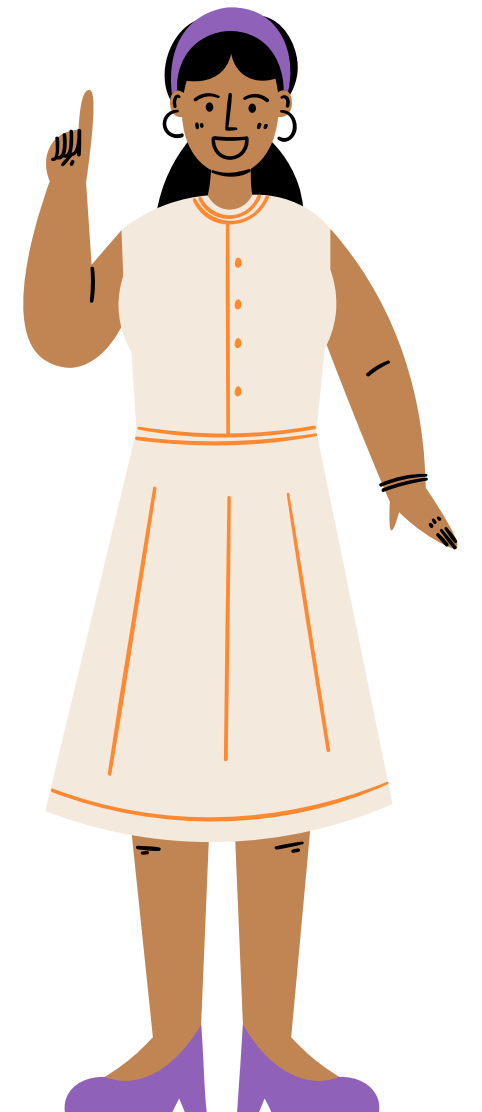
 Strongly Agree

6. Personal Initiative

Developing long-term goals, to seek opportunities to improve one's self, and to be motivated to put these plans and goals into action.

- Items 1-6 refer to personal initiative.
- Items 7-11 refer to personal growth initiative.

1. I actively tackle problems.
2. Whenever something goes wrong, I search for a solution immediately.
3. Whenever there is a change to get actively involved, I take it.
4. I take action immediately even when others don't.
5. I am quick to take advantage of opportunities to reach my goals.
6. I am particularly good at making my ideas a reality.
7. I seek opportunities to learn more.
8. I am constantly trying to improve myself by learning new skills.
9. I look for opportunities to improve myself personally and professionally.
10. If I get feedback on ways I can improve, I immediately try to do better.
11. I watch people who are successful at work and try to adopt their approaches.

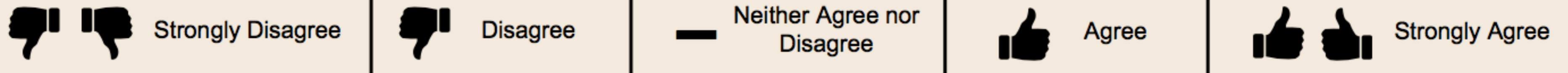
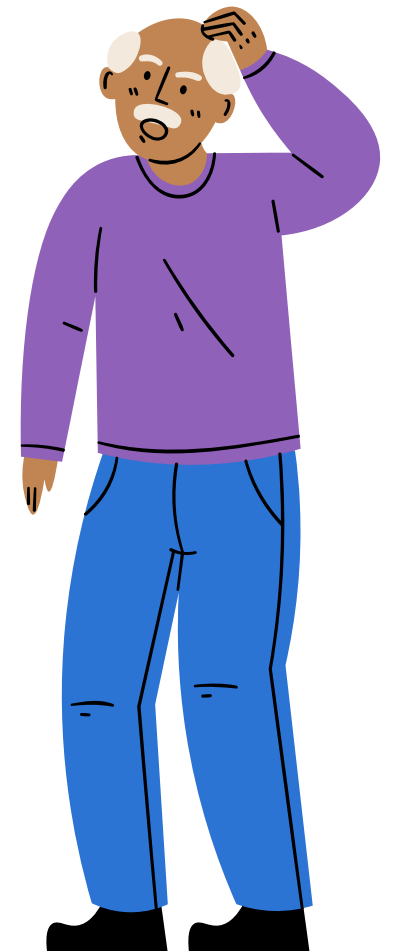


7. Problem Solving & Decision Making

Approaching a problem by gathering information, generating a number of solutions, and evaluating the consequences of these solutions before acting.

- Items 10-14 refer to creativity.
- Items 1-4, 9, 12 also map to Generalized Self-Efficacy

1. If I am in trouble, I can usually think of a solution.
2. I solve most problems if I put in the necessary effort.
3. I can always solve difficult problems if I try hard enough.
4. I can usually handle whatever comes my way
5. I plan tasks carefully.
6. When making a decision, I analyze my options and their consequences before I act.
7. When making a decision, I look for as much information as I can before I decide what to do.
8. I compare all my options before making a decision
9. When I have a problem, I can find several ways to solve it.
10. If someone needs input on a problem, I can come up with many suggestions.
11. If my first solution does not work, I can come up with another way to solve my problem.
12. I can find creative solutions to unplanned problems.
13. I come up with solutions that are unique.
14. I develop new solutions to problems that surprise other people.



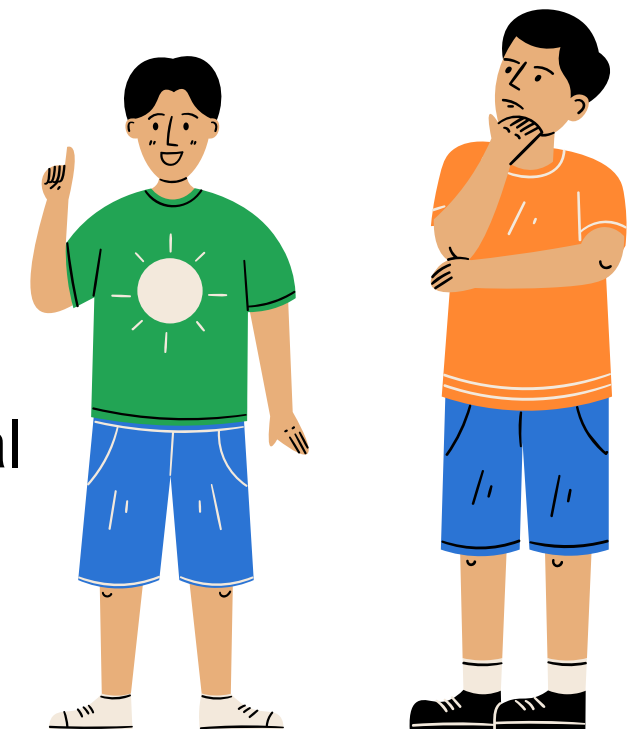
8. Listening

Listening is attending to what other people are saying, taking time to understand other's points of view, asking clarifying questions, and not interrupting at inappropriate times.

Respectful Listening

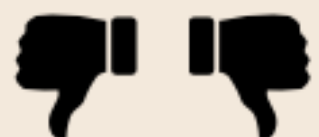
1. When I am listening to someone, I wait to talk until the other person finishes talking.
2. When I am listening to someone, I will not interrupt the other person even if I have something important to say.
3. Even when I want to share my opinion, I can listen to others' opinions first.
4. I am willing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

- Listening is a two-dimensional construct



Active Listening

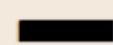
6. I ask questions to understand the other person's position on an issue.
8. When I am listening to someone, I make sure they know I am interested in what they are saying.
9. When I am listening to someone, I show them that I am open to their ideas.
7. When I am listening to someone, I ask questions that show my understanding of what they are saying.



Strongly Disagree



Disagree



Neither Agree nor
Disagree



Agree



Strongly Agree

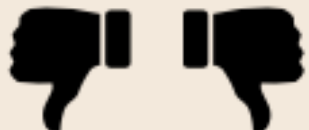
9. Empathy

Understand another's viewpoint or thoughts, and have emotional concern for another's situation or experience.

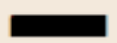
- Items 1-4 refer to affective empathy
- Items 5-8 refer to cognitive empathy



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

 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

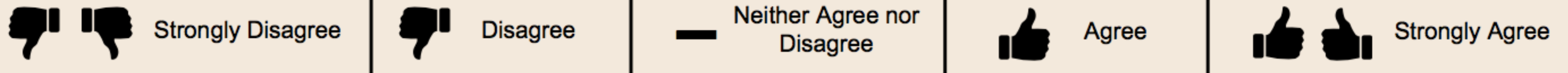
 Strongly Agree

10. Expressiveness

Explaining ideas in a way that others will understand, and openly expressing one's opinion.

- Items 1-6 refer to clarity
- Items 7-13 refer to assertive communication

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



11. Interpersonal Relatedness



Taking actions intended to build trust and benefit others, initiating and maintaining relationship and being respectful, encouraging and caring for others.

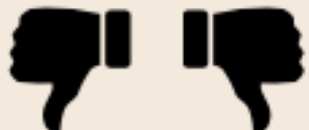
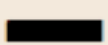
- Relatedness is a two-dimensional construct

Maintaining Relationships

Initiating Relationships / Networking

1. I am good at building relationships with people I don't know.
2. I know how to make a good impression.
3. I find it easy to get people to trust me.
4. If I'm looking for help, I'll ask my contacts if they can recommend someone.
5. I able able to introduce myself to people I don't know well.
6. I am good at getting to know people.

7. If I see someone going through a difficult time, I try to be caring toward them.
8. When others are sad, I try to comfort them.
9. I listen patiently when people tell me their problems.
10. If I see someone going through a difficult time, I help out the best I can.
11. I give my friends and family encouragement when they need it.
12. I support my friends and family by praising them.
13. I am able to forgive my friends and family if they do something that frustrates my.
14. I stay connected with people who are important to me.

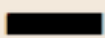
 Strongly Disagree	 Disagree	 Neither Agree nor Disagree	 Agree	 Strongly Agree
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12. Interpersonal Influence

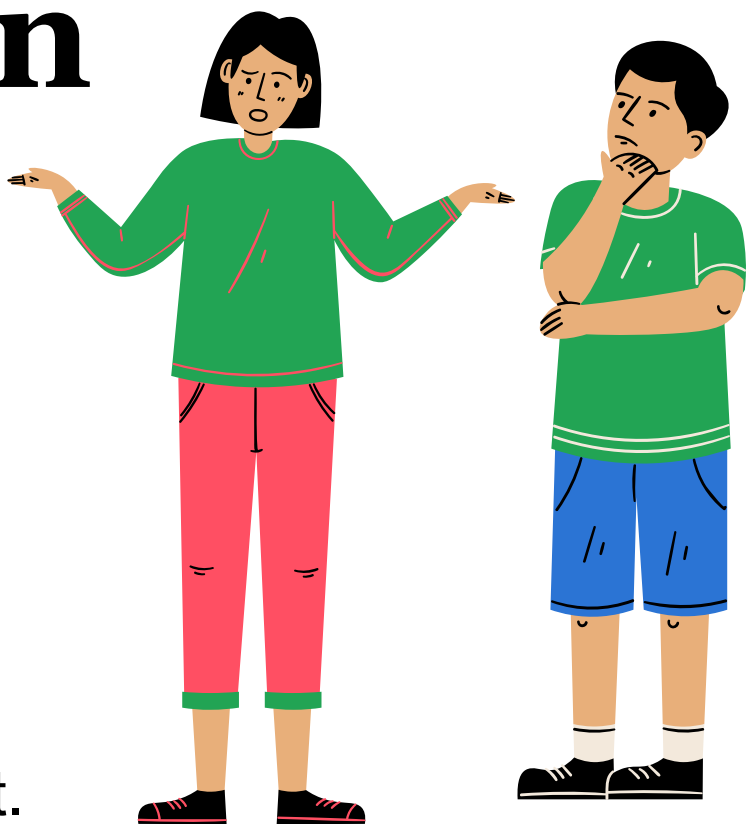
Communicating in a manner that changes other's perspectives and adapting one's behaviour in situationally appropriate ways to influence others.

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



 Strongly Disagree	 Disagree	 Neither Agree nor Disagree	 Agree	 Strongly Agree
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13. Negotiation / Conflict Resolution



The ability to identify one's own and other's interests during a disagreement and to change one's own behaviours, thoughts, and feelings as a strategy for resolving interpersonal problems and achieving one's goals.

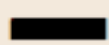
1. When I disagree with someone, I try to manage my anger so I do not make the situation worse.
2. When I disagree with someone, I try to understand how that person feels.
3. When I disagree with someone, I am still able to listen to the other person's perspective.
4. When I disagree with someone, I am able to give up some things I want to solve our disagreement.
5. When I am in a disagreement with someone, I try to find a compromise.
6. When I am in a disagreement with someone, I problem-solve to ensure we have a resolution that satisfies everyone.
7. When I disagree with someone, I can come up with many possible solutions to solve our problems.
8. Even when I disagree with someone, I still listen to them share their thoughts and views.
9. When I disagree with someone, I think about the long-term consequence of my actions on the relationship before I do anything.
10. When I disagree with someone, I convince them to do what would benefit me the most without consideration for their perspective.
11. When I disagree with someone, I can find solutions to the problem that help both me and the other person.
12. When I am in a disagreement with someone, I can find solutions that improve the relationship for the future.
13. I convince people to change their mind without considering their needs when they disagree with me.



Strongly Disagree



Disagree



Neither Agree nor
Disagree



Agree



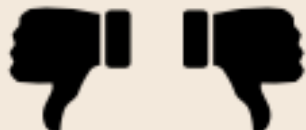
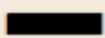
Strongly Agree

14. Collaboration

Considering different perspectives, listening and communicating in groups of two or more people, identifying situations involving group problem-solving and decision-making, and organizing and coordinating team members to create shared plans and goals.



- 1. When I work with others, I try to make sure everyone’s opinion is heard, including my own.
- 2. When I work with others, I praise my partners for their part in helping us reach our goal.
- 3. When I work with others, I admit when I am wrong and apologize for my mistakes.
- 4. When I work with others, I tell others my ideas and ask for their in return.
- 5. I can tell when a problem should be solved by a team of many people instead of one person alone.
- 6. When solving a problem that requires other people’s perspectives, I tend to know the right solution before hearing other people’s ideas.
- 7. When I don’t know a solution to a problem, I can brainstorm with a group of people to get better ideas.
- 8. When I work with others, I try to make sure that we agree on what actions each person will take to help us reach our goal.
- 9. When my team if having difficulty making a decision, I know what to do to help the team work together more effectively.
- 10. When I work with others, I clarify the problem we are trying to solve.
- 11. When I work with others, I summarize the information the group has agreed upon

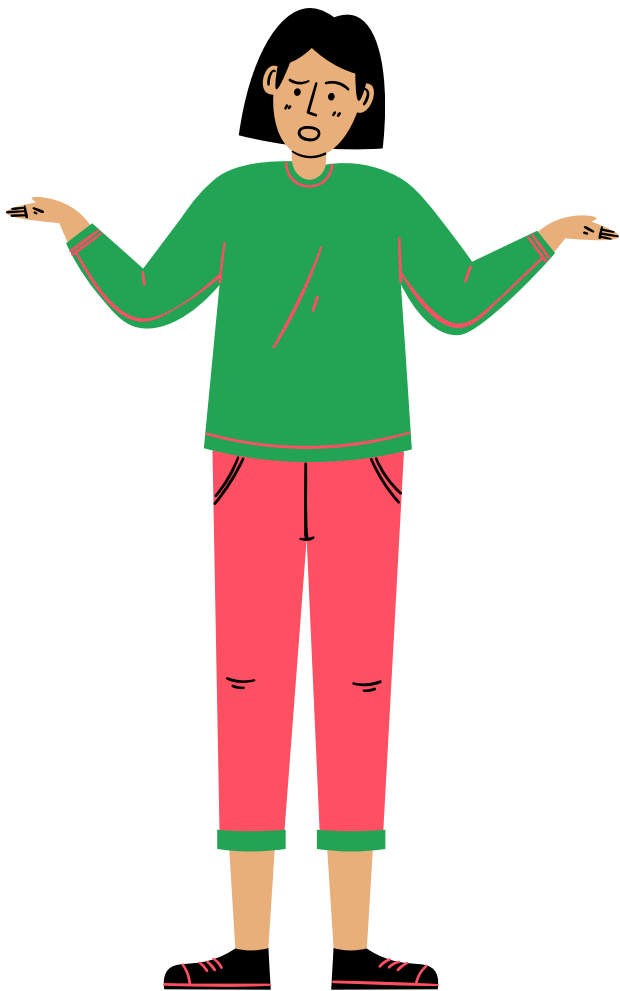
 Strongly Disagree	 Disagree	 Neither Agree nor Disagree	 Agree	 Strongly Agree
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15. Generalized Self Efficacy

Belief in one's competence to cope with a broad range of stressful or challenging demands.

- Items under Generalized Self Efficacy (GSE) appear twice in this resource. Several other statements also map onto GSE.
- This scale is a slight adaptation of the Schwarzer scale in Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in Health Psychology: A User's Portfolio. Casual and Control Beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

- 1.If I am in trouble, I can usually think of a solution.
- 2.I solve most problems if I put in the necessary effort.
- 3.I can always solve difficult problems if I try hard enough.
- 4.When I have a problem, I can find several ways to solve it.
- 5.I can find creative solutions to unplanned problems.
- 6.If someone is against me, I keep working to fix the problem until I get what I want.
- 7.It is easy for me to put in the effort necessary to achieve my goals.
- 8.I am confident that I could deal appropriately with unexpected events.
- 9.Even when goals require years of patience, I keep working on them.
- 10.When I am facing difficulties, I can remain calm because I rely on my abilities to cope.



 Strongly Disagree

 Disagree

 Neither Agree nor Disagree

 Agree

 Strongly Agree

References

These references developed/influenced the items for each scale.

Emotional Awareness

- Schutte Self-Report Emotional Intelligence Test (SSEIT): Schütte, N. et al. (2018) 'The Role of Interpersonal Influence in Counterbalancing Psychopathic Personality Trait Facets at Work', Journal of Management, 44(4), pp. 1338–1368. doi:10.1177/0149206315607967.
- Cognitive and Affective Mindfulness Scale-Revised (CAMS-R): Feldman, G. et al. (2007) 'Mindfulness and Emotion Regulation: The Development and Initial Validation of the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R)', Journal of Psychopathology and Behavioral Assessment, 29(3), pp. 177–190. doi:10.1007/s10862-006-9035-8

Self Awareness

- Self-Reflection and Insight Scale (SRIS): Grant, A.M., Franklin, J. and Langford, P. (2002) 'THE SELF-REFLECTION AND INSIGHT SCALE: A NEW MEASURE OF PRIVATE SELF-CONSCIOUSNESS', Social Behavior and Personality: an international journal, 30(8), pp. 821–835. doi:10.2224/sbp.2002.30.8.821.
- Self-Awareness Scale – Short Form: Ashley, G.C. and Reiter-Palmon, R. (2012) 'Self-awareness and the evolution of leaders: The need for a better measure of self-awareness', Journal of Behavioral and Applied Management, 14(1), pp. 2–17.

Emotional Regulation

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Tips on ensuring accurate translations



Oftentimes, the translation of key terms from one language to another can cause misunderstandings and consequently, can affect the accuracy of the participants' responses.

Before data collection:

- **Choose skills that matter for your context** (*it is recommended that you conduct focus groups to better understand which skills matter most for your outcomes*)
 - Examples of context factors to consider: e.g. mental health, education, employment
- **Follow our guide** on conducting translations and back-translations
- **Run cognitive interviews** to assess the level of understanding for each question
 - A target group should include a minimum of 15 individuals & be representative of the population (i.e. age, education level, gender)
 - Read the question out loud and ask questions such as: “*What does this question mean?*”, “*Did you have any difficulty understanding or answering it?*”

Tips on ensuring accurate translations (continued)

After data collection:



- **Conduct a psychometric analysis** (if possible) using principles of Reliability and Confirmatory Factor Analysis
 - **Reliability** = The degree to which the method can reproduce consistent results
 - **Confirmatory Factor Analysis (CFA)** = A method used to assess the efficacy of measurement methods where the number of factors and their direct relationship is specified
 - CFA can answer questions such as “*Does my ten-question survey accurately measure one specific factor?*”
 - Items that are not performing well according to these two principles can be improved upon or dropped
- **Score your calculations** using our [guide](#)

A guide on translations



Key objectives: Questions should be appropriate for a literacy level lower than grade 6, individuals aged 15+, and be culturally sensitive (e.g. if alcohol is prohibited in a religion, do not include questions about alcohol use)

Cultural adaptations:

For SJTs, you are encouraged to adapt your scenarios to account for differences in religion, use of names, type of business, and amounts of money relevant to the target group.

An extra tip:

It may be easier to translate the self-report items first, and then use these translations to develop the household informant interview!

Instructions for translation:

For each translation, develop **5 columns**:

1. **Translation** (date)
2. **Back translation** (date)
3. **Resolution Reasoning** (use codes)
4. **Linguistic Feedback** (Reviewer: Name)
5. **Final Translation**

Notes: A reviewer completes columns 3 and 4 in English before the final translation is determined in column 5. Each column corresponds to a step in the Linguistic Validation process. Once steps are decided, non-applicable columns can be hidden. Translators must work independently without access to existing translations. Only reviewers and PM can have access to all columns. Text that is repeated only needs to be translated once. It is important to keep consistency in the terminology used across items within the same language.

Skill Definitions

Skill	Definition	Skill	Definition
Emotional Awareness	The ability to identify and accept one’s emotions.	Listening	The ability to attend to what other people are saying, taking time to understand other’s point of view, ask clarifying questions and not interrupting at inappropriate times.
Self-Awareness	The ability to identify and interpret one’s own thoughts and behaviors and to evaluate one’s strengths and weakness.	Empathy	The ability to understand another’s viewpoint or thoughts and have emotional concern for another’s situation or experience.
Emotional Regulation	The ability to maintain or change one’s own emotions by controlling one’s thoughts and behavioral responses.	Expressiveness	The ability to explain ideas in a way that others will understand and openly express one’s opinion.
Self-Control	The ability to focus one’s attention, stay on task, break habits, restrain impulses and keep good self-discipline.	Influence	The ability to communicate in a manner that changes other’s perspectives and to adapt one’s behavior in situationally appropriate ways to influence others

**Skill Definitions
(continued)**

Skill	Definition	Skill	Definition
Problem-Solving/Decision Making	The ability to approach a problem by gathering information, generating a number of solutions and evaluating the consequences of these solutions before acting.	Collaboration	The ability to take other’s perspective, listen and communicate in groups of two or more people, identify situations involving group problem-solving and decision-making, and organizing and coordinate team members to create shared plans and goals.
Perseverance	The ability to sustain effort despite setbacks.	Relatedness	The ability to take actions intended to build trust and benefit others, initiate and maintain relationships and be respectful, encouraging and caring towards others.
Personal Initiative	The ability to develop long-term goals, to seek opportunities to improve one’s self and to be motivated to put these plans and goals into action.	Negotiation	The ability to identify one’s own and other’s interests during a disagreement and to change one’s own behaviors, thoughts and feelings as a strategy for resolving interpersonal problems and achieving one’s goals.

Terms Translation

Terms for Translation	Definition	Skill	Definition
Concentration	To pay attention or focus one's attention	Setbacks	A defeat, a check to progress or a failed attempt
Monitoring	To observe, watch carefully, pay attention to	Diligent	Showing care and conscientiousness in one's work. Works hard and is careful and thorough.
Assess	To evaluate or analyze	Effort	To try hard
Stress/Stressed /Stressful	To feel a state of tension, emotional strain, worry or anxiety	Cope	To use skills to effectively handle a negative feeling or situation
Caring	To feel concern for or kindness towards another person. There is an element of warmth and consideration involved	Comfort	To ease someone's trouble; To console