Supplemental Material for "Ignorance can be Trustworthy: The Effect of Social Self-Awareness on Trust"

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Section A: Sensitivity Power Analysis

Table S1.

	Effect tested	Effect detected *(on main trust measure)*	MDES	Statistic	Sample size
Study 1	Interaction between self-awareness and valence (ANOVA)	0.047	0.0194	Eta-squared	399
Study 2 (intent-to-treat)	Interaction between self-awareness and valence (ANOVA)	0.0110	0.0195	Eta-squared	396
Study 2 (successfully treated)	Interaction between self-awareness and valence (ANOVA)	0.0169	0.0275	Eta-squared	280
Study 3	Mean difference between high and low self-awareness	0.52	0.32	Cohen's d	148 and 159
Study 4	Interaction between self-awareness and mutability (OLS with fixed effects for scenario)	0.0077	0.0065	Eta-squared	1202
Study 5	Interaction between self-awareness and mutability (OLS with fixed effects for scenario)	0.0085	0.0049	Eta-squared	1603
Study 6	Interaction between self-awareness and impact	0.0075	0.0097	Eta-squared	800

Note. Sensitivity power analyses are reported above. From left to right, the table shows the key effect the study aimed to detect, the standardized effect size we detected using our current models and sample sizes, the minimum effect size we should be able to detect at 80% power given our current sample size (i.e., the minimum detectable effect size, MDES), the effect size statistic used, and our current sample sizes. ANOVA effect sizes here are computed in eta-squared, while actual results are reported using partial eta-squared values.

Section B: Extended theoretical considerations

Social Self-Awareness vs. Other Types of Self-Awareness

Why do our predictions focus on social self-awareness rather than internal or external self-awareness? We propose that social self-awareness should most strongly signal a target's intentions toward others, and trust is driven by expectations of an individual's intentions and future behavior toward others. For instance, a target could be aware that they feel frustrated (internal self-awareness) or that their face appears red (external self-awareness), but neither of these things in isolation suggests something about the target's intentions toward others. While internal and external self-awareness may still signal something about the target's cognitive abilities, such as emotional intelligence (Salovey et al., 2004; Salovey & Mayer, 1990), the effect on trust should be weaker given that they do not signal intentionality toward others. By contrast, if the target is aware that another person perceives them as being curt, abrupt, or rude—and is still behaving this way nonetheless—the target's social self-awareness is likely to signal a greater likelihood of behaving rudely toward others in the future, which should decrease trust.

Salovey, P., Brackett, M. A., & Mayer, J. D. (2004). *Emotional Intelligence: Key Readings on the Mayer and Salovey Model*. National Professional Resources Inc./Dude Publishing.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, *9*(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Section C: Supplemental Materials and Results from Main Paper Studies

Section C.1: Study 1

Details on order of measures. The two pages with the manipulation checks, mediator measure, and main dependent measures were presented first, with the order randomized between the two pages and with the order of questions on each page randomized. After that, participants responded to three pages of the exploratory measures with the pages presented in random order, and the question order randomized on each page.

Additional measures. We asked the following exploratory measures about general liking: "I think Taylor is a likable person" and "I would choose to spend more time with Taylor in the future, if I had the opportunity" (both -3 = *strongly disagree*, 3 = *strongly agree*). We also asked the following exploratory measures to capture perceived social skill: "I believe that Taylor would be skilled at navigating future social interactions"; "I believe that Taylor is generally skilled at anticipating how others will respond to [him/her]"; and "I believe that Taylor is generally skilled at knowing how [his/her] behavior is affecting others" (all -3 = *strongly disagree*, 3 = *strongly agree*).

We combined our measures of social skill ($\alpha = 0.96$) into a composite. Results on the two liking measures and the composite of social skill are visualized in Figure S.1.1.

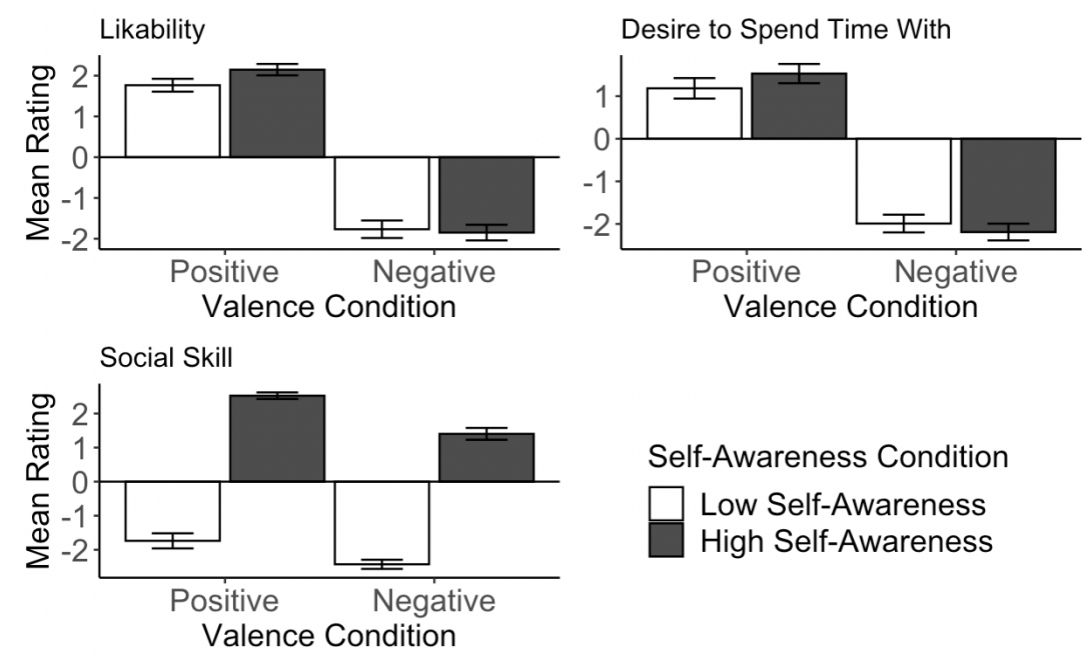

Figure S.1.1. Results on likability, desire to spend time with, and perceived social skill in Study 1.

Exploratory parallel mediation with benevolence, competence, and integrity. We combined our exploratory measures of benevolence ($\alpha = 0.95$), competence ($\alpha = 0.85$), and integrity ($\alpha = 0.92$) into their respective composites. We conducted a non-preregistered parallel moderated mediation to assess which trait perception best explained the impact of self-awareness on trust. To do this, we entered each composite as simultaneous mediators, with self-awareness condition as the IV, valence condition as the moderator, and trust as the DV. Although both benevolence and integrity significantly mediated, the effect of benevolence was the strongest in magnitude, consistent with our expectations (benevolence: $b = 0.79$, $SE = 0.04$, 95% CI = [0.72, 0.87], $p < .001$; integrity: $b = 0.17$, $SE = 0.06$, 95% CI = [0.06, 0.28], $p = .003$). Competence was a non-significant mediator, $b = 0.01$, $SE = 0.06$, 95% CI = [-0.11, 0.14], $p = .848$.

Testing the effect of trust controlling for liking and vice versa. In order to see whether self-awareness especially affects trust, or whether it simply affects global evaluations/liking, we

conducted a non-preregistered analysis in which we tested the effect of condition on trust while controlling for liking, and vice versa. Using an OLS regression with self-awareness condition, valence, their interaction, and the liking measure as predictors on the trust composite, we found that the interaction term was still significant even when controlling for liking, b = -0.60, SE = 0.17, $t(394) = -3.56$, $p < .001$, but when conducting the reverse (the effect on liking when controlling for trust), the interaction term was no longer significant, b = -0.05, SE = 0.16, $t(394) = -0.35$, $p = .729$. These results should be interpreted with caution given the high correlation between trust and liking, $r(397) = 0.87$, $p < .001$, but may nevertheless suggest that our effects are more closely tied to trust than global positivity.

Gender effects. To test whether the gender of the target (which we counterbalanced in our study) mattered, we ran a (non-preregistered) 3-way ANOVA with target gender, valence, self-awareness, and their interactions as IVs on our DV of trust. We found that the three-way interaction was not significant, $F(1,391) = 1.19$, $p = .276$, $\eta_p^2 < .01$ However, our study was not powered to test this 3-way interaction, so results should be interpreted cautiously. Below are plots visualizing the trust means broken down by conditions and gender.

Figure S.1.2. Gender effects for Study 1.

Section C.2: Study 2

Additional quality control measures and procedures. To ensure that participants had paid attention to the information about active listening, after receiving the instructions, we asked them to summarize active listening and why it is important in 2-3 sentences. In addition, we told participants that the target would not be given any specific instructions on active listening prior to the interaction (in order to make it more believable that the target could truly be unaware of how good or bad at active listening they were).

When participants were asked to fill out their rating of the confederate, we had the participant and the confederate fill out their sheets while in the same room so that it would not seem like the confederate had time to reflect on their behavior and perhaps become more self-aware later on than they had been in the moment. Both the participant's and the confederate's pieces of paper included an explanation of what active listening is as a reminder. Both the participant and confederate completed their questions on a clipboard for more privacy. See OSF page for the exact pages that the participant and confederate filled out.

Before the main dependent measures and manipulation checks, we told participants that we would not share their responses with the target.

For the behavioral trust game, after the instructions, participants responded to three comprehension check questions about the trust game, which they were given two tries to answer correctly. If they did not answer correctly on the second try, we told them the correct answers and allowed them to proceed.

Confederate behavior in each listening condition. In the positive conditions, the confederate demonstrated good active listening skills by using positive nonverbal cues (e.g., eye contact, empathetic facial expressions), focusing on the other person's story and avoiding

distractions, and asking follow-up questions to the participant's story. In the negative conditions, the confederate demonstrated poor active listening skills by avoiding positive nonverbal cues, appearing disengaged and distracted, and failing to ask follow-up questions. See OSF page for the full set of written instructions we gave to our confederates during training and for video examples of each condition.

Details of free-response questions. Before the debrief, we asked two free-response questions to better understand participants' thought processes during the study: "What's the main thing you considered when you chose to send the other participant [number] points? Briefly explain below (in up to one sentence)" and "Overall, what did you think about the other participant in this study? Please jot down any thoughts in the space below."

Debriefing information. Finally, participants were taken to a debrief page that explained the deception in the study and told them they would earn a 100-point bonus since they were not playing the trust game with a real participant (and therefore, they would not actually receive any points back in the trust game). Since this study involved deception (and involved sharing potentially personal topics), we wanted to be transparent with participants about the nature of the study and explain to them why it was necessary. Participants read the following text as the purpose of the study:

> *We are interested in understanding how people form judgments of other people, and in particular, how people evaluate others based on how socially self-aware they seem (meaning, based on whether the other person seems to accurately know what others think of them or not).*
>
> *In this study, you were led to believe that you were interacting with another participant in this study. In reality, however, this person was part of the research team, and we instructed them to act a certain way according to the condition you were assigned to. In some conditions, the person was supposed to display good active listening skills, while in others, the person was supposed to display poor active listening skills. We also changed whether the person seemed aware of how you perceived their listening skills or not. We will observe how people perceive this person based not only on how good or bad they*

were at active listening, but also based on their self-awareness of how good or bad you perceived them to be.

We apologize if this information catches you by surprise - we try to avoid deception in our studies as much as possible, but some research questions are just inherently more difficult to answer without deception than others. In our case, we are studying aspects of interpersonal judgment (i.e., how the behaviors and characteristics of a person affect others' perceptions of them), and in order to do so, we need to carefully manipulate the behaviors of interest and control for all other aspects of their behavior that could vary. It is extremely difficult to do this without the use of a trained member of the research team to play this part. We hope you understand, and please feel free to reach out to the member of our research team listed below if you have questions or concerns.

Because you were not interacting with a real participant, your bonus payment for this study will simply be 100 points.

Participants were then provided the contact information of the first author, as well as the contact information of the Institutional Review Board.

Once participants finished the survey, the experimenter came into the room and repeated the key parts of the debriefing script above, in case participants had skipped past it or in case they wanted to ask any questions about it (we gave experimenters both a long version and a short version of the debrief script, so they could adapt depending on whether the participant seemed like they had already read the debriefing information and/or were impatient to leave). See our OSF page for the full study script and survey.

Moderated mediation. Diagrams displaying coefficients for all pathways of the moderated mediation analyses on both the intent-to-treat and the successfully-treated samples are below.

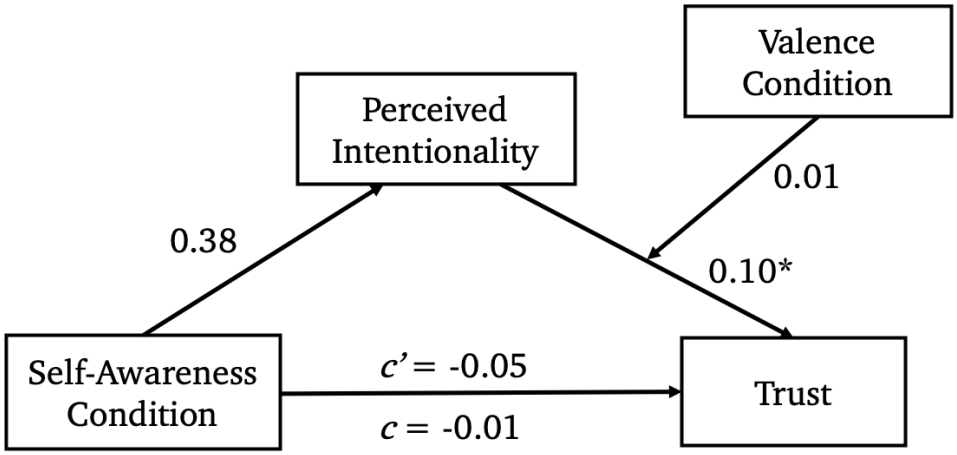

Figure S.2.1 Moderated mediation for Study 2 on the intent-to-treat (full) sample. The model tests whether the effect of self-awareness (0 = low, 1 = high) on trust through perceived intentionality is moderated by valence (0 = negative, 1 = positive). The coefficients for each pathway are shown. The total effect is represented by *c* and the direct effect is represented by *c'*. The value on the pathway from the moderator represents the coefficient for the interaction of the moderator with the mediator. The index of moderation is reported in the main text. * $p < .05$

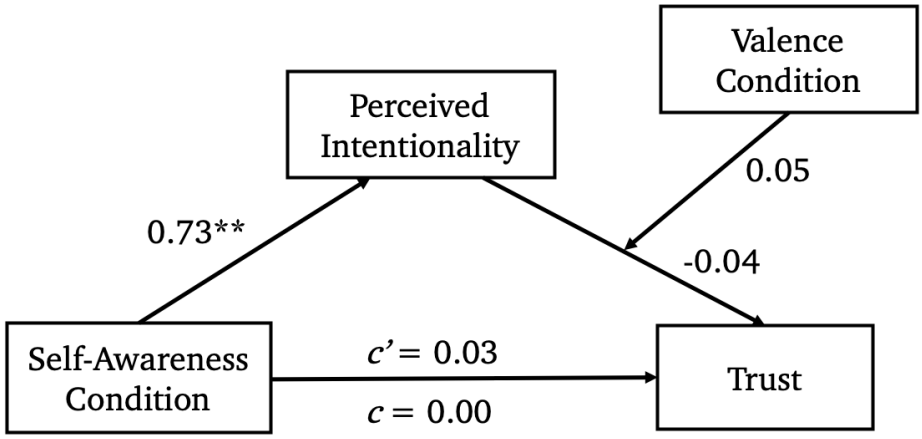

Figure S.2.2 Moderated mediation for Study 2 on the successfully treated sample. The model tests whether the effect of self-awareness (0 = low, 1 = high) on trust through perceived intentionality is moderated by valence (0 = negative, 1 = positive). The coefficients for each pathway are shown. The total effect is represented by *c* and the direct effect is represented by *c'*. The value on the pathway from the moderator represents the coefficient for the interaction of the moderator with the mediator. The index of moderation is reported in the main text. ** $p < .01$

Confederate effects. Although we report gender effects in our other studies in this Supplement, in Study 2, we only had two female and one male confederate. Therefore, we decided to break our analyses down by the three individual confederates, rather than by gender, since we do not know how much we can attribute differences between confederates to gender versus other characteristics. Thus, we ran a 3-way ANOVA with confederate, valence, self-awareness, and their interactions as IVs on our DV of trust. Note that we had to exclude 2 participants from this analysis for whom we were unable to identify the confederate for their session due to RA recording errors. We found that the three-way interaction was not significant in both the intent-to-treat sample, $F(2, 382) = 0.90$, $p = .407$, $\eta_p^2 < .01$, and the successfully treated sample, $F(2, 267) = 0.66$, $p = .515$, $\eta_p^2 < .01$. Of course, these results should be interpreted with caution, as we did not power our studies to detect this 3-way interaction. Below are plots visualizing the trust means broken down by conditions and confederate (with confederate gender noted in parentheses).

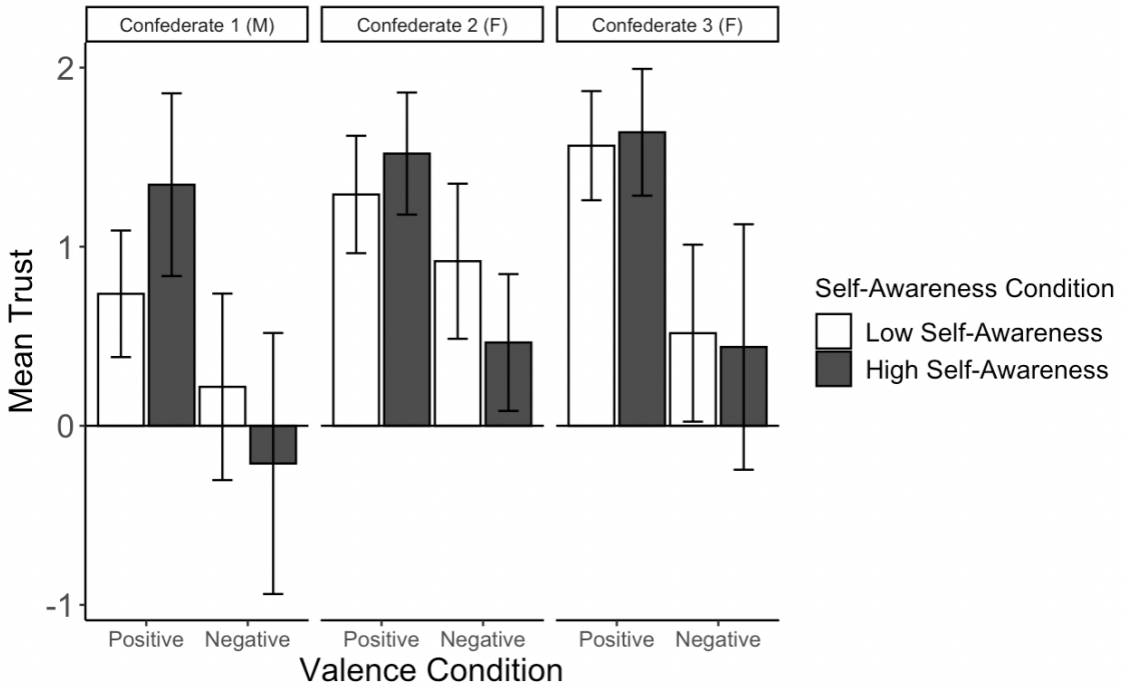

Figure S.2.3. Confederate effects for Study 2 in the intent-to-treat sample.

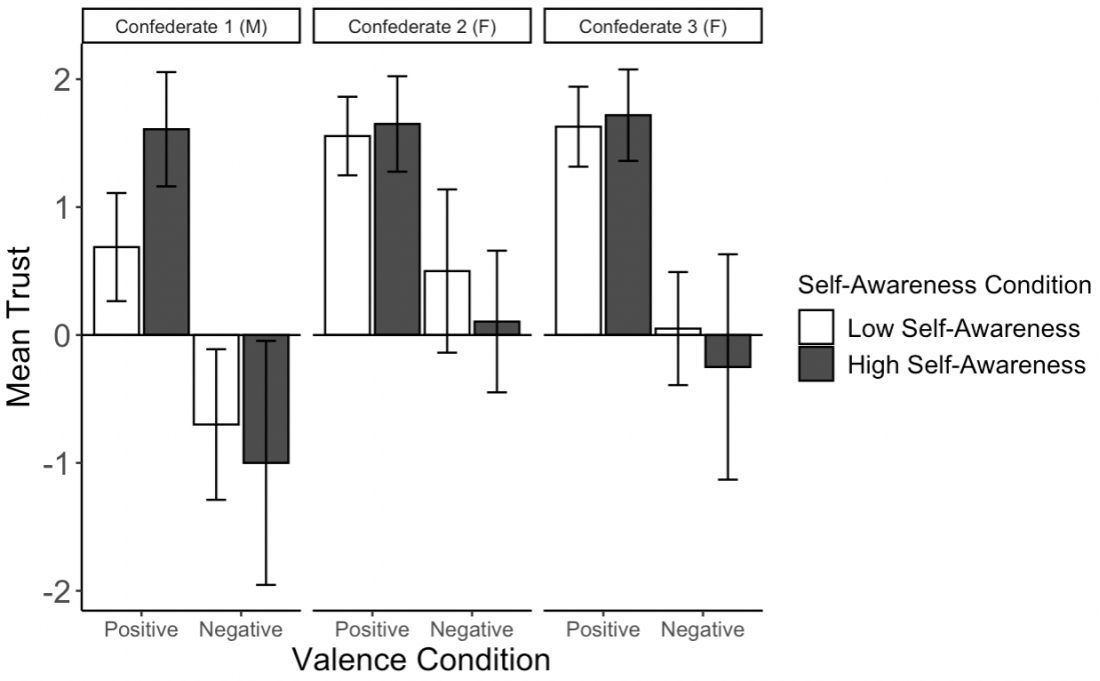

Figure S.2.4. Confederate effects for Study 2 in the successfully treated sample.

Section C.3: Study 3

Additional target measures. We asked participants the following two questions about the target they had named: "[target initials] would best be described as your…" (multiple choice: *colleague*, *boss*, *subordinate*, *other [explain]*) and "How well do you know [target initials]?" (1 = *not well at all*, 7 = *extremely well*).

Details on order of measures. Participants responded to our dependent measures and manipulation checks with both the pages and the questions within each page presented in random order

Demographic information collected and debrief procedures. At the end, participants in the MBA class sample provided demographic information (gender, age, race, number of years of work experience) and were optionally allowed to provide any feedback on the study in a free-response space. In the public behavioral laboratory sample, participants had already provided demographic information in a separate survey. Participants in both samples then read a debrief about the study purpose, and were able to enter their email address to be considered for the raffle (MBA sample) or were given their points for completing the study (public behavioral laboratory sample).

Overall workplace trust measure. Participants also responded to a set of exploratory measures of overall workplace trust using the exact same items as in Study 4 (all -3 = *strongly disagree*, 3 = *strongly agree*): "I would be comfortable giving [target initials] a task or problem even if I could not monitor [his/her] actions"; "If I had my way, I wouldn't let [target initials] have any influence over issues that are important to me" (reverse-coded); "I would be willing to let [target initials] have complete control over my future career"; and "I really wish I had a good way to keep an eye on [target initials]" (reverse-coded).

The alpha on our composite of workplace trust was relatively low (α = 0.51); nevertheless, the results on this measure paralleled those of the overall trust measure, such that targets who seemed higher in self-awareness were trusted less (M = -0.95, SD = 1.00) than targets who seemed lower in self-awareness (M = -0.60, SD = 0.99), $t(305) = -3.07$, $p = .002$, d = -0.35.

Mutability measures. We asked the following question to measure perceptions of how mutable (i.e., easily changeable) unfriendliness/rudeness is in general: "When thinking about unfriendliness/rudeness, how easy or difficult do you think it would be for someone to change how unfriendly/rude they are toward others in general?" (-3 = *extremely easy*, 3 = *extremely difficult*). We asked the following question to measure perceptions of the mutability of the specific target's unfriendly/rude behavior: "How easy or difficult do you think it would have been for [initials] to change how unfriendly/rude (s)he was being toward you (if he/she tried to change it)?" (-3 = *extremely easy*, 3 = *extremely difficult*).

We did not observe a significant interaction between self-awareness condition and either measure in predicting overall trust toward the target (general mutability: $b = 0.00$, $t(303) = -0.03$, $p = .979$; specific mutability: $b = -0.11$, $t(303) = -1.24$, $p = .217$).

Exploratory parallel mediation with benevolence, competence, and integrity. We conducted a non-preregistered parallel mediation to assess whether benevolence, competence, or integrity best explained the impact of self-awareness on trust. We used the same procedure as in Study 1 (except with no moderating variable this time). Although all three composites significantly mediated, benevolence was the strongest in magnitude, followed closely by integrity (benevolence: $b = 0.45$, $SE = 0.06$, 95% CI = [0.34, 0.56], $p < .001$; integrity: $b = 0.37$,

SE = 0.05, 95% CI = [0.28, 0.47], $p < .001$) and then competence, $b = 0.19$, *SE* = 0.06, 95% CI = [0.08, 0.29], $p = .001$.

Section C.4: Study 4

Quality control measures and details on order of measures. After reading the scenario, participants had to correctly answer three comprehension checks about the scenario. They were given two tries to answer correctly. If they failed at least one question on the second try, they were unable to proceed with the rest of the study. Once participants passed the comprehension checks, they proceeded to answer several pages of our dependent measures and manipulation checks, with both the pages and the questions within each page presented in random order.

Exploratory parallel mediation on benevolence, competence, and integrity. We also conducted a non-preregistered parallel mediation to assess whether benevolence, competence, or integrity best explained the impact of self-awareness on trust. We used the same procedure as in Studies 1 and 3. Consistent with our expectations, the effect of benevolence was the strongest in magnitude, $b = 0.27$, $SE = 0.03$, 95% CI = [0.22, 0.33], $p < .001$, compared to competence, $b = 0.06$, $SE = 0.03$, 95% CI = [0.00, 0.12], $p = .065$, and integrity, $b = 0.06$, $SE = 0.03$, 95% CI = [0.01, 0.11], $p = .012$.

Results on individual measures in trust and competence composites. The results on the individual items in the trust and competence scales are visualized in Figures S.4.1-S.4.2.

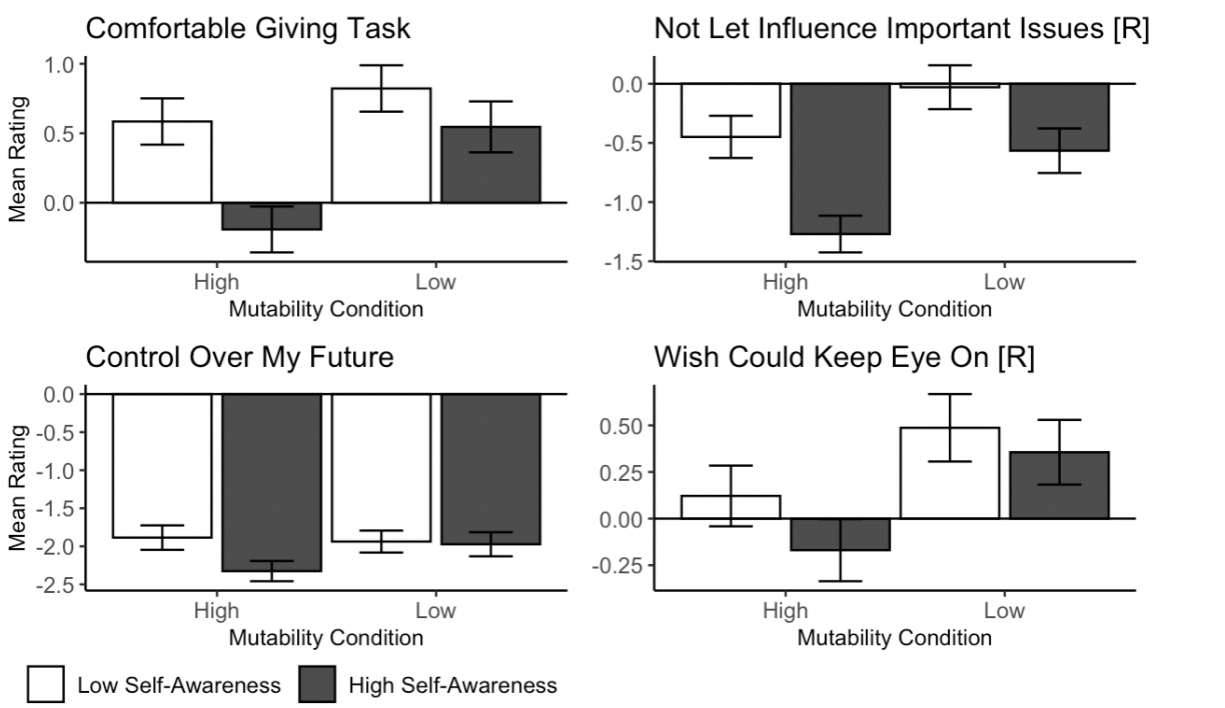

Figure S.4.1. Results on individual items in trust composite in Study 4. Reverse-coded measures are labeled with [R].

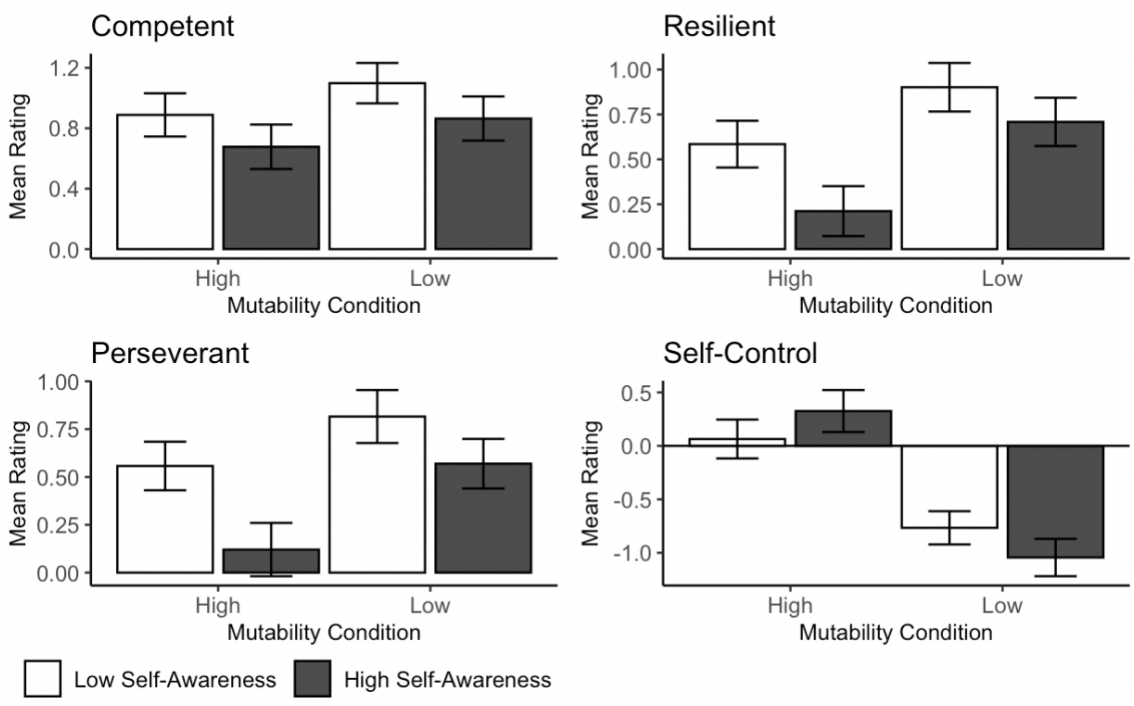

Figure S.4.2. Results on individual items in competence composite in Study 4.

Gender effects. To test whether the gender of the target mattered, we ran a 3-way OLS regression with target gender, mutability, self-awareness, and their interactions as IVs on our DV of trust, with fixed effects for scenario. We found that the three-way interaction was not significant, b = -0.13, $t(1192)$ = -0.64, p = .524. However, our study was not powered to test this 3-way interaction, so results should be interpreted cautiously. Below are plots visualizing the trust means broken down by conditions and gender.

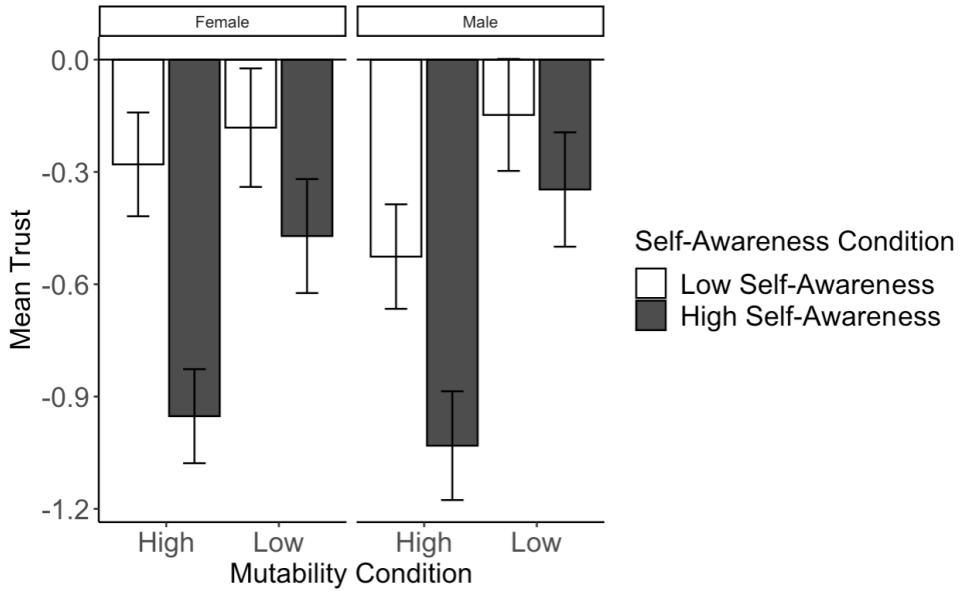

Figure S.4.3. Gender effects for Study 4.

Section C.5: Study 5

Quality control measures and details on order of measures. After reading the scenario, participants responded to two comprehension checks about the scenario, which they were given two tries to pass (if they failed after the second try, they were unable to proceed with the rest of the study). Once participants passed these checks, they responded to several pages of our dependent measures and manipulation checks, with both the pages and the questions within each page presented in random order.

Changes in measures from Study 4. There were a few minor changes to the questions in Study 4 to fit Study 5. First, we adapted the phrasing to refer to "this person" instead of "Taylor," and modified wording slightly as needed to fit the specific scenarios. Second, we slightly changed the wording of the mutability manipulation check with a parenthetical clarification at the end: "Based on what you know from the scenario, how easy or difficult do you think it would have been for this person to [take up less of your seat space on the plane/avoid blocking your view during the show] (if he/she tried to)?"

Results on exploratory trust game measure. On our trust game decision measure, there was a main effect of self-awareness condition, such that targets wanted to send less money to the target when the target had high self-awareness compared to low self-awareness, $b = -1.00$, $t(1598) = -8.22$, $p < .001$, and a main effect of mutability condition, $b = 0.75$, $t(1598) = 6.14$, $p < .001$, with a significant interaction (as reported in the main text), $b = 0.36$, $t(1598) = 2.08$, $p = .038$, such that the gap between self-awareness conditions was larger when the behavior was high in mutability, $t(1598) = 8.22$, $p < .001$, $d = 0.58$, than low in mutability, $t(1598) = 5.27$, $p < .001$, $d = 0.37$.

Exploratory parallel mediation on benevolence, competence, and integrity. We conducted a non-preregistered parallel mediation to assess whether benevolence, competence, or integrity best explained the impact of self-awareness on trust. We used the same procedure as in the previous studies. Consistent with our expectations, we found that the effect of benevolence was the largest in magnitude, $b = 0.70$, $SE = 0.03$, 95% CI = [0.65, 0.75], $p < .001$, compared to competence, $b = 0.10$, $SE = 0.03$, 95% CI = [0.04, 0.16], $p = .001$, and integrity, $b = 0.18$, $SE = 0.02$, 95% CI = [0.13, 0.23], $p < .001$.

Gender effects. To test whether the gender of the target mattered, we ran a 3-way OLS regression with target gender, mutability, self-awareness, and their interactions as IVs on our DV of trust, with fixed effects for scenario. We found that the three-way interaction was not significant, $b = -0.09$, $t(1594) = -0.40$, $p = .690$. However, our study was not powered to test this 3-way interaction, so results should be interpreted cautiously. Below are plots visualizing the trust means broken down by conditions and gender.

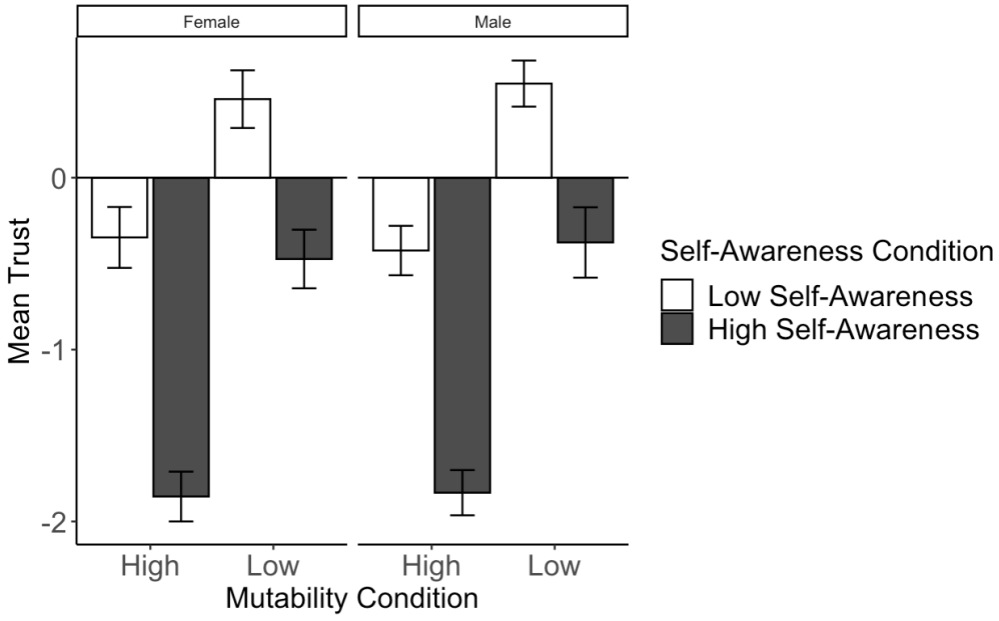

Figure S.5.1. Gender effects for Study 5.

Section C.6: Study 6

Quality control measures/procedures and details on the order of measures. After participants read the part of the scenario that included the impact manipulation, we asked them a comprehension check to ensure that they understood this information; if they failed the comprehension check after two tries, the study automatically ended. They then read the part of the scenario with the manipulation of self-awareness. After this, we again asked participants to complete a comprehension check about this information; if they failed the comprehension check after two tries, the study automatically ended.

We randomized the order of the page with our manipulation check and mediator questions versus the page with our main dependent measures. We also randomized the order of questions within each page.

Exploratory parallel mediation on benevolence, competence, and integrity. Using the same parallel mediation procedure as in the previous studies (again, non-preregistered), we unexpectedly found that the effect of competence was actually the largest in magnitude in this study, $b = 0.45$, $SE = 0.05$, 95% CI = [0.36, 0.54], $p < .001$, followed closely by benevolence, $b = 0.35$, $SE = 0.05$, 95% CI = [0.25, 0.45], $p < .001$, and then integrity, $b = 0.14$, $SE = 0.04$, 95% CI = [0.07, 0.21], $p < .001$.

Gender effects. To test whether the gender of the target mattered, we ran a 3-way ANOVA with target gender, impact, self-awareness, and their interactions as IVs on our DV of trust. We found that the three-way interaction was not significant, $F(1, 792) = 0.00$, $p = .997$, $\eta_p^2 < .01$. However, our study was not powered to test this 3-way interaction, so results should be interpreted cautiously. Below are plots visualizing the trust means broken down by conditions and gender.

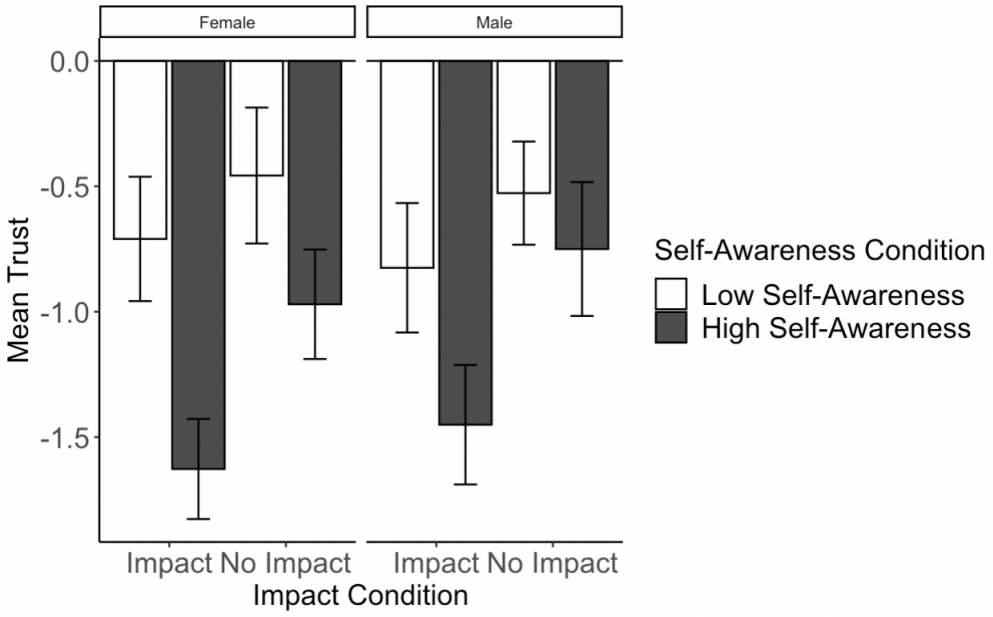

Figure S.6.1. Gender effects for Study 6.

Section D: Pilot Study: Perceiving Self-Awareness in Others in Everyday Life

We ran a pilot study in order to get a sense of when people are most likely to think about others' degree of social self-awareness in the first place. We gave participants our definition of social self-awareness, and then asked them to think about a situation in which another person's degree of social self-awareness seemed very salient to them. We asked them to describe this situation and to answer a few questions about it.

Method

Participants. Participants were recruited from the same University-run behavioral science museum and laboratory in downtown Chicago used in Studies 2-3, and were compensated 100 points for their participation (points are redeemable for prizes at the museum). We preregistered that we would collect 50 participants and ended up with a final sample of 51 participants (62.75% female, 3.92% other gender, 54.90% non-White, M_{age} = 29.80, SD_{age} = 10.66; there was one participant for whom demographic data were missing—proportions are calculated from those who had data as a proportion of the total sample).

Procedure. First, we gave participants a thorough definition of social self-awareness. We defined it as "accurately knowing what other people think of you," and gave examples of high and low social self-awareness, both through bullet points and through graphic images (see OSF for the full set of instructions). We also specified that social self-awareness does not include other types of awareness, such as awareness of one's own internal experiences.

On the next page, participants answered a comprehension check question about the definition of social self-awareness. 46 participants (90.20%) answered correctly. Those who failed the check were told the correct answer and were allowed to proceed.

Next, participants were asked to think about a situation in which another person's degree of social self-awareness was very salient or noteworthy to the participant. We explained that this could include someone who was both high or low in self-awareness, or someone whose degree of self-awareness was salient for a different reason. We also told participants that if they could not think of a real past situation like this, they could simply imagine a situation in which another person's degree of social self-awareness would be salient or noteworthy.

Measures. On the following page, we asked participants to describe the situation they were thinking of (free-response). We then asked whether the situation they were thinking of was a real past experience or an imagined situation (multiple choice), as well as the following: "In the situation you wrote about, did the other person seem to have high, moderate, or low social self-awareness?" (*high, moderate, low, other [please explain]*).

Lastly, participants read the study debrief and were compensated with points. Participants had already provided demographic information (gender, age, race, etc.) in an earlier survey that we linked to their responses.

Results

Only 7 participants (13.73%) imagined a situation rather than recalling a real past experience, suggesting that the vast majority of participants were able to easily recall an experience in which they perceived another person's degree of self-awareness in their everyday lives.

Level of self-awareness. One interesting finding from this pilot is that (as noted in the main paper) low self-awareness seemed to be more salient than high self-awareness: A majority of participants (63.64%) reported that the target they were thinking of had low self-awareness, relative to 18.18% who said they were thinking of someone with high self-awareness, 15.91%

who said moderate self-awareness, and 2.27% who said "other" (these numbers are only among those who recalled, rather than imagined, a situation). Although very preliminary, these findings might provide some initial suggestive evidence that people spontaneously think about others' degree of self-awareness more often when it is low than when it is high.

Examples of responses. Some common themes, as well as examples of those themes, are reported in Table S.P.1. All examples in the table are real (rather than imagined) experiences. See OSF for our data file with the full set of participants' descriptions.

Discussion

Our pilot study showed that people observe others' degree of social self-awareness in a wide variety of real-world situations. While our main studies directly manipulated signals of self-awareness, our pilot suggests that people do form these inferences in everyday life, even in the absence of direct experimental manipulations.

Theme	*Example*	*Level of Self-Awareness*
Self-Awareness of Positive Qualities	"Zak [m]et his girlfriend's parents for the first time and made a good impression on them over lunch. The parents thought of him with high regards. Zak was aware of this."	High
	"At work while working [o]n a project a colleague was extremely [sic] and contributed immensely to the best possible outcome, she did not feel she was helpful at all and did not think much of it."	Low
	"I often run into coworkers that are well liked but think others do not like them for a variety of reasons."	Moderate
Self-Awareness of Negative Qualities	"A coworker (Bob) consistently believes themselves to be a funny individual and brags about their ability to make others laugh, but other coworkers avoid them and only laugh at their jokes to placate them and move on."	Low
	"A guy was talking about something that was upsetting me and he didn't realize that I was really annoyed. He kept talking about it and thinks we're closer friends than we are."	Low
	"A fellow teacher in my school constantly sings out loud at any given social opportunity. For example, during our professional development on the last day of school, this Mr. S decided to sing out loud for over a minute for the entire staff, when everyone was trying to get the meeting over with. I don't know anyone on our staff who truly thinks he is a talented singer, and no one likes it when he bursts into song (think singing Wind Beneath My Wings during a large meeting in the auditorium), and yet he does it anyways."	Low
	"…she was wearing a shirt and I asked her what it was and she immediately thought 'well now my friends are gonna think I'm lame.' The shirt was kind of not trendy so it made sense that she made that comment."	High
Misunderstanding a Relationship	"One of my friends had hung out with a girl he liked 2 or 3 times. At the end of the last time they hung out, he said 'I really enjoyed going on these dates with you.' The girl responded by saying that she had no idea that they were dates. Then, it was incredibly awkward because my friend became flustered. He described to me thinking the entire time that the girl had liked him and that she was flirting with him. And she had had no idea that he was interested in her."	Low
	"Someone was unaware of their relationship with a friend and overstepped their boundaries."	Low

Table S.P.1. Selected responses from the Pilot Study.