

Supplementary material

Supplement to: Peters, S. and Barclay, K. (2025). Leadership skills and family formation among males. A study based on Swedish register data. *Vienna Yearbook of Population Research*, 23. <https://doi.org/10.1553/p-kbjc-5fmm>

S1 Description the psychological interview data collection purpose and process

Swedish military conscription procedure

Participation in the military conscription process was compulsory for all men from the considered birth cohorts (1963-1979) in Sweden. Males were typically 18 or 19 at the time of military conscription, i.e., around the time when they had completed their secondary school education (Lindqvist and Vestman, 2011a). The conscription procedure consisted of several tests (cognitive skills, mental and physical health), which were conducted on one to two days (Mönstringshandboken, 2021). One potential reason for exclusion from military service was poor health. Having low cognitive or non-cognitive abilities did not lead to exclusion from military service, but results on these tests were used to assign conscripts to different fields within the army (Lindqvist and Vestman, 2011a). To assess the general aptitude of the young men for serving in the army, their psychological conditions were evaluated via interviews with psychologists (Bihagen *et al.*, 2013; Lindqvist and Vestman, 2011a). The structure of these interviews did not change for the vast majority of the considered birth cohorts (1963-1979), with only small changes having occurred in 1995 (Lindqvist and Vestman, 2011a,b; Ludvigsson *et al.*, 2022). Different types of information about the recruits were available to the psychologists during the interviews, e.g., previous school grades, marital status, job experience (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020) and physical health; as well as answers from questionnaires on family, friends and hobbies that were administered at earlier stages of the conscription process (Lindqvist and Vestman, 2011a; Ludvigsson *et al.*, 2022; Nyberg *et al.*, 2020).

Five topics in the interviews

Psychologists were asked to cover five different topics in the interviews (Lindqvist and Vestman, 2011a). First, the school experience of the recruits was discussed. For instance, the military was interested in the conscripts' educational achievements, their experiences with their social surroundings during their school-age years and their other personal experiences (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). More specifically, psychologists were expected to ask whether the conscripts had to repeat any classes, quit school or drop out of the school system (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020).

The second topic referred to the recruits' previous work experience, if any. The aim was to assess whether the men could adapt to changing environments, handle the tasks they were given, etc. (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). Again, the military put the focus on behaviour rather than attitudes. For instance, the psychologists were instructed to ask the conscripts whether they had conflicts with work colleagues or supervisors, or whether they left a job after being fired or quitting prematurely (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). If the recruits did not have any work experience to talk about, the psychologists were expected to ask them about their future career plans instead (whether they have plans, how feasible these plans are, etc.) (Lindqvist and Vestman, 2011b).

The third topic covered by the interview was leisure time (Ministry of Defense Sweden, 1984; Nyberg *et al.*, 2020). For example, the men's hobbies and activities were of interest (Lindqvist and Vestman, 2011b). The psychologists were instructed to pay attention to several details, such as the level of extraversion indicated by the activities, the level of participation in team sports and the diversity of the hobbies (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). The subjective evaluation of the recruits' ability to lead peers in such leisure activities was of particular interest to the military, and was essential information for the psychologists when assigning scores on leadership skills (Lindqvist and Vestman, 2011b).

The next topic captured family background information (Ministry of Defense Sweden, 1984), including the conscripts' relationships with their parents and siblings (Lindqvist and Vestman, 2011b). The interview was expected to shed light on the recruits' residential environment, ability to adapt to new situations and level of dependence on their parents (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). Additionally, psychologists were prompted to ask the recruits about their alcohol consumption (Lindqvist and Vestman, 2011b). The fifth topic referred to the recruits' emotional stability (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). The psychologist might ask questions based on prior statements or answers from questionnaires the recruits completed earlier in the conscription process (Lindqvist and Vestman, 2011b). This topic included assessments of the young men's general maturity and self-knowledge (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020).

Among the overall aims of the five interview topics was to evaluate the conscripts' ability to function in different and stressful situations, including in extreme situations such as war (Nyberg *et al.*, 2020). Therefore, the military was especially interested in examining the stress resilience of the recruits. High stress resilience was indicated by high levels of emotional stability, maturity, social skills, independence and persistence (Nyberg *et al.*, 2020). Accordingly, recruits who displayed any signs of neuroticism, undemocratic values, lack of ability to adapt or aggression were assigned low stress resilience scores (Nyberg *et al.*, 2020). Previous research has argued that stress resilience may represent general personality, as it is associated with several established personality factors such as neuroticism (negative), conscientiousness (positive) and extraversion (positive) (Falkstedt *et al.*, 2013; Nyberg *et al.*, 2020).

The relevance of measuring psychological factors in the Swedish conscription registers

Psychological factors were measured during the conscription process in order to distinguish between those young men who were suitable for military service and more responsible military positions, and those who were not (Lindqvist and Vestman, 2011b; Ministry of Defense Sweden, 1984). It was assumed that choosing the right men to fill officer positions would increase team performance (Grönqvist and Lindqvist, 2015). Previous research has shown that positive characteristics of leaders (e.g., self-confidence, kindness) are positively linked with team coordination (Chidester *et al.*, 1991). Additionally, it has been found that having a team leader with good social skills may increase a team's effectiveness (Chidester *et al.*, 1990).

In general, the social skills of recruits and officers were of particular relevance for the Swedish military (Lindqvist and Vestman, 2011a). Therefore, social competence and social relationships were key factors to explore in the psychological interviews. Social skills, loyalty and solidarity are considered essential to team performance in extreme scenarios such as war (Lindqvist and Vestman, 2011a). For instance, it has been argued that even if soldiers feel insecure or nervous during war, they may be less likely to give up if they have strong and positive relationships with their fellow team members and supervisors, i.e. the soldiers' motivation to keep fighting for team members may be greater than their motivation to keep fighting out of hatred for the enemy (Lindqvist and Vestman, 2011a).

What did the psychologists measure?

The psychological interviews were intended to provide an overview of the mental constitution of the recruits. Psychologists were expected to focus more on actual behaviours, as suggested above (e.g., confrontation with supervisors at work), than on attitudes when evaluating personality factors (Bihagen *et al.*, 2013; Mood *et al.*, 2012). The measured personality factors were social maturity, psychological energy, intensity and emotional stability. Psychological energy includes perseverance and the ability to remain concentrated and to realise plans (Mood *et al.*, 2012). Intensity describes, among other characteristics, the power to motivate oneself (i.e., without the need of motivation by others), and how often and consistently one pursues leisure time activities (Mood *et al.*, 2012). Social maturity refers to extraversion, responsibility or independence (Bihagen *et al.*, 2013; Mood *et al.*, 2012). Emotional stability includes

the capability to handle stress and the tendency to be nervous or anxious (Bihagen *et al.*, 2013; Mood *et al.*, 2012). Social maturity and emotional stability are of particular interest for this study, as they may be considered key competencies for leaders.

Apart from social and leadership skills, which are described in the manuscript and the supplementary materials above, the military was interested in identifying men who showed high levels of stress resilience (Carlstedt, 2000). Consequently, it measured the emotional stability of the males during the conscription process (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). It was considered advantageous for a man to be capable of staying calm in stressful situations in order to be able to take rational instead of emotionally driven decisions (Larsson and Kallenberg, 2006). The army was interested in having such men in officer positions because stressful situations require leadership qualities, and leaders who can provide clear instructions (Grönqvist and Lindqvist, 2015), instead of individuals who are driven by fear or anger (Larsson and Kallenberg, 2006). The military's definition of emotional stability was similar to other non-military measures of this factor in research (Larsson and Kallenberg, 2006).

Reliability of psychologists' assessments

As the Swedish military aimed for reliable and high-quality evaluations, the psychologists conducting these evaluations had to meet several requirements. First, the education of the psychologists increased over time, e.g., in the 1970s, most psychologists working for the army held a bachelor's degree in their field (Lindqvist and Vestman, 2011b). Second, in addition to having a certain level of education, the psychologists had to attend a special training session of about four weeks at the Swedish National Service Administration before they started their work for the military (Lindqvist and Vestman, 2011b; Ludvigsson *et al.*, 2022; Nyberg *et al.*, 2020). Third, the military provided all of the psychologists with the same set of guidelines for the interview. The military and the psychologists were aware of the possibility that the recruits would attempt to manipulate the evaluation, e.g., if they tended to reject military service or serving as an officer (Lindqvist and Vestman, 2011b). To overcome this problem, psychologists were instructed to ignore certain indicators for the psychological assessment, such as the results from the prior conscription tests (Nyberg *et al.*, 2020), or the recruits' motivation to join the military (Lindqvist and Vestman, 2011a,b; Ludvigsson *et al.*, 2022).

As was mentioned above, the psychologists were given guidelines on how to conduct the psychological interviews, e.g., by using neutral language or avoiding interrupting the conscript (Lindqvist and Vestman, 2011b). The psychologists were also expected to help the recruits mentally prepare for military service, instead of simply screening them for their suitability to serve in the military (Lindqvist and Vestman, 2011b). For instance, the psychologists were permitted provide advice regarding civil career plans or school choice, but not regarding potential positions during military service (Lindqvist and Vestman, 2011b).

While the psychologists were all certified (Lindqvist and Vestman, 2011a), experienced (Mood *et al.*, 2012) and trained (Ludvigsson *et al.*, 2022), they may still have evaluated the recruits differently, such that the same men would have been given different scores by different raters. However, when a sample of psychologists were asked to listen to recorded conscription interviews and their evaluations were compared with the actual evaluations of the military psychologists, a high degree of interrater reliability was found (Nyberg *et al.*, 2020). In general, the military aimed to ensure that the assessments were as uniform as possible. To that end, all of the psychologists conducting the evaluations received the same training, the same guidelines and a written manual that remains classified (Nilsson *et al.*, 2001).

Advantages of psychological interviews over standardised questionnaires

Psychological interviews do not provide answers to standardised questionnaires, but have certain strengths that paper-and-pen questionnaires do not. First, as explained above, the psychologists were trained and

qualified experts, and were thus considered able to evaluate the psychological constitution of the recruits more accurately than the recruits themselves, who might have tried to bias the evaluations.

Second, the psychological interviews might have made it easier to deselect men who were not suitable for military service. Males with low emotional stability (Lindqvist and Vestman, 2011b), undemocratic values, anti-social disorders or obsession with the military were more likely to be excluded from military service than those who showed the opposite characteristics, and such individuals may have been filtered out by interviews more easily than by questionnaires (Ludvigsson *et al.*, 2022). In particular, non-suitable men with high intelligence who wanted to be accepted into the army may have been able to manipulate their scores relatively easily in pen-and-paper questionnaires (Lindqvist and Vestman, 2011a). The military aimed to filter out unsuitable candidates because men with social disorders or difficulties adjusting to the social environment in private life would likely have faced the same challenges during military service, which might, in turn, have negatively influenced team spirit (Lindqvist and Vestman, 2011b; Nyberg *et al.*, 2020). Indeed, approximately 1-2% of the conscripted males from each cohort were excluded from the military based on their psychological and/or medical state (Carlstedt, 1998, 2000). In general, around 90% of the recruits were called up for military service (Lindqvist and Vestman, 2011a). Except for those who were prohibited from serving in the army, most of the remaining 10% of recruits had to be available as training reserves (Carlstedt, 1998).

Besides filtering out the males who were not suitable for military service, the army was also searching for suitable candidates for all military positions. Identifying such candidates was generally considered easier via psychological interviews than via standardised questionnaires (Carlstedt, 1998, 2000). In particular, the military was interested in finding men for higher positions such as military officers (Larsson and Kallenberg, 2006; Lindqvist and Vestman, 2011b; Ludvigsson *et al.*, 2022).

The emphasis on choosing officers as wisely as possible and on identifying suitable candidates among the recruits may lie in the hierarchical structure of the Swedish military. Around 90% of Swedish military officers were low-level officers who left the military after approximately one year (Grönqvist and Lindqvist, 2015). Approximately one-third of each birth cohort of conscripted men received training for low-level officer positions (Grönqvist and Lindqvist, 2015). For instance, approximately 10% of the recruited males trained for 12-18 months as non-commissioned officers in order to lead platoons (Lindqvist and Vestman, 2011a) or companies (30-120 recruits) (Carlstedt, 1998). However, most men who were given an officer position (around 23% of the total recruits) trained for around 10 months in order to lead smaller groups (squads) (Lindqvist and Vestman, 2011a) of around eight to 10 recruits (Carlstedt, 1998). The other recruits who were not selected as officers (around 67%) served in the army for seven or eight months (Lindqvist and Vestman, 2011a). The recruits typically started their army service one or two years after their conscription in the branch of the army to which they were assigned based on their psychological and physical abilities (Carlstedt, 1998).

Table S.1 Descriptive Table

Variable	Frequency	Percentage
Children		
0	134359	20.64
1	96010	14.75
2	278726	42.82
3	108717	16.70
4	24728	3.80
5	5868	0.90
6	1651	0.25
7	485	0.07
8	204	0.03
9 or more	193	0.03
Leadership skills		
1	3690	0.57
2	14367	2.21
3	31753	4.88
4	65833	10.11
5	108837	16.72
6	93002	14.29
7	61569	9.46
8	21829	3.35
9	4046	0.62
Missing	246015	37.79
Cognitive skills		
1	21077	3.24
2	45114	6.93
3	69703	10.71
4	99933	15.35
5	153889	23.64
6	108205	16.62
7	80154	12.31
8	47062	7.23
9	25804	3.96
Educational level		
No basic education	695	0.11
Primary	53382	8.20
Lower secondary	202993	31.18
Upper secondary	148766	22.85
Post-secondary	98432	15.12
Tertiary	137780	21.17
Doctor	8893	1.37
Birth order		
1	331 499	49.44
2	231 699	34.55
3	77 359	11.54
4	20 086	3.00
5	5 880	0.88
6	2 280	0.34
7	941	0.14
8 or higher	810	0.12

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Table S.1 (continued) Descriptive Table

Variable	Frequency	Percentage		
Sibling group size				
1	103 807	15.48		
2	311 975	46.52		
3	177 255	26.43		
4	52 471	7.83		
5	14 945	2.23		
6	5 457	0.81		
7	2 418	0.36		
8 or more	2 226	0.33		
Civil status				
Never married	267 195	39.85		
Ever married	403 359	60.15		
Variable	Observations	Mean (std. dev.)	Min	Max
Birth Year	650941	1971.24 (4.11)	1963	1979
Income by age 39	650941	125.75 (110.77)	-2409.68	46637.86

Table S.2 Linear probability model estimates (marriage)

Variable	Between-family						Within-family								
	Model 1			Model 2			Model 1			Model 2					
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI			
Leadership skills															
1	-0.187	0.008	-0.202	-0.171	0.008	-0.110	-0.079	-0.152	0.019	-0.190	-0.115	-0.102	0.019	-0.138	-0.065
2	-0.142	0.004	-0.151	-0.134	0.004	-0.085	-0.068	-0.112	0.010	-0.132	-0.092	-0.077	0.010	-0.097	-0.057
3	-0.109	0.003	-0.115	-0.103	0.003	-0.074	-0.062	-0.074	0.007	-0.089	-0.060	-0.052	0.007	-0.066	-0.038
4	-0.059	0.002	-0.063	-0.054	0.002	-0.044	-0.035	-0.039	0.005	-0.050	-0.029	-0.030	0.005	-0.040	-0.019
5	0	(base)			0	(base)		0	(base)			0	(base)		
6	0.059	0.002	0.055	0.063	0.041	0.002	0.045	0.035	0.005	0.025	0.045	0.025	0.005	0.015	0.034
7	0.099	0.002	0.095	0.104	0.065	0.002	0.069	0.064	0.006	0.053	0.076	0.044	0.006	0.033	0.056
8	0.139	0.004	0.132	0.146	0.088	0.004	0.095	0.087	0.009	0.071	0.104	0.059	0.008	0.042	0.075
9	0.164	0.008	0.148	0.179	0.101	0.008	0.116	0.084	0.017	0.050	0.118	0.051	0.017	0.018	0.084
Missing	-0.045	0.005	-0.054	-0.036	-0.020	0.004	-0.011	-0.036	0.011	-0.057	-0.015	-0.023	0.010	-0.043	-0.003
Cognitive skills															
1	-0.132	0.005	-0.143	-0.122	0.005	-0.080	-0.059	-0.110	0.013	-0.135	-0.085	-0.061	0.013	-0.087	-0.036
2	-0.070	0.005	-0.080	-0.060	0.005	-0.050	-0.031	-0.056	0.012	-0.079	-0.033	-0.031	0.011	-0.053	-0.009
3	-0.030	0.005	-0.039	-0.020	0.005	-0.028	-0.010	-0.029	0.011	-0.050	-0.007	-0.016	0.011	-0.038	0.005
4	0.001	0.005	-0.008	0.010	0.005	-0.011	0.007	0.003	0.011	-0.018	0.024	0.005	0.011	-0.016	0.025
5	0	(base)			0	(base)		0	(base)			0	(base)		
6	0.017	0.002	0.013	0.021	0.005	0.002	0.009	0.020	0.004	0.012	0.029	0.009	0.004	0.000	0.017
7	0.027	0.002	0.023	0.031	0.002	-0.002	0.006	0.032	0.005	0.023	0.042	0.009	0.005	-0.001	0.019
8	0.037	0.003	0.032	0.042	0.000	-0.005	0.005	0.038	0.006	0.026	0.050	0.000	0.006	-0.012	0.013
9	0.039	0.003	0.032	0.045	-0.010	0.003	-0.016	0.036	0.008	0.020	0.052	-0.016	0.008	-0.032	0.001
Education															
No basic education					-0.016	0.018	-0.051	0.019				-0.018	0.042	-0.099	0.063
Primary					0.006	0.003	0.001	0.011				-0.003	0.006	-0.015	0.009
Lower secondary					0.009	0.002	0.005	0.012				0.004	0.004	-0.004	0.012
Upper secondary					0	(base)						0	(base)		
Post-secondary					0.026	0.002	0.022	0.030				0.021	0.005	0.012	0.031
Tertiary					0.070	0.002	0.066	0.074				0.065	0.005	0.056	0.074
Doctor					0.129	0.005	0.119	0.140				0.115	0.012	0.091	0.139

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Table S.2 (continued) Linear probability model estimates (marriage)

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Birth year												
1963	0	(base)		0	(base)		0	(base)		0	(base)	
1964	0.096	0.027	0.043	0.149	0.051	0.027	0.020	0.062	-0.101	0.142	0.061	-0.136
1965	0.108	0.026	0.057	0.159	0.048	0.026	0.008	0.059	-0.108	0.124	0.058	-0.151
1966	0.098	0.026	0.046	0.149	0.016	0.026	-0.006	0.059	-0.122	0.110	0.058	-0.186
1967	0.090	0.026	0.038	0.141	-0.014	0.026	-0.012	0.059	-0.128	0.104	0.058	-0.215
1968	0.085	0.026	0.034	0.137	-0.041	0.026	-0.027	0.059	-0.143	0.090	0.059	-0.251
1969	0.087	0.026	0.035	0.138	-0.059	0.026	-0.029	0.059	-0.145	0.088	0.059	-0.270
1970	0.083	0.026	0.032	0.135	-0.078	0.026	-0.033	0.060	-0.149	0.084	0.059	-0.290
1971	0.084	0.026	0.033	0.135	-0.095	0.026	-0.034	0.060	-0.151	0.083	0.059	-0.308
1972	0.075	0.026	0.023	0.126	-0.112	0.026	-0.053	0.060	-0.170	0.064	0.059	-0.334
1973	0.070	0.026	0.019	0.122	-0.123	0.026	-0.057	0.060	-0.175	0.060	0.059	-0.345
1974	0.060	0.026	0.008	0.111	-0.139	0.026	-0.069	0.060	-0.187	0.049	0.059	-0.363
1975	0.047	0.026	-0.004	0.099	-0.155	0.026	-0.090	0.060	-0.208	0.028	0.059	-0.388
1976	0.032	0.026	-0.020	0.083	-0.174	0.026	-0.106	0.061	-0.224	0.013	0.060	-0.408
1977	0.020	0.026	-0.032	0.071	-0.192	0.026	-0.121	0.061	-0.240	-0.002	0.060	-0.429
1978	0.000	0.026	-0.052	0.051	-0.222	0.026	-0.141	0.061	-0.260	-0.021	0.060	-0.458
1979	-0.021	0.027	-0.073	0.031	-0.250	0.026	-0.162	0.062	-0.284	-0.041	0.061	-0.485
Birth order												
1	0	(base)		0	(base)		0	(base)		0	(base)	
2	0.000	0.001	-0.002	0.003	0.000	0.001	0.007	0.004	-0.001	0.014	0.004	0.001
3	-0.005	0.002	-0.010	0.000	-0.005	0.002	0.016	0.008	0.002	0.031	0.007	0.001
4	-0.018	0.005	-0.027	-0.009	-0.018	0.004	0.026	0.012	0.001	0.050	0.012	-0.002
5	-0.053	0.008	-0.069	-0.037	-0.055	0.008	-0.002	0.019	-0.040	0.036	0.019	-0.045
6	-0.074	0.013	-0.100	-0.047	-0.080	0.013	-0.021	0.028	-0.075	0.034	0.028	-0.084
7	-0.107	0.021	-0.148	-0.067	-0.112	0.020	-0.037	0.040	-0.116	0.043	0.040	-0.119
8	-0.142	0.030	-0.201	-0.082	-0.148	0.030	-0.032	0.055	-0.141	0.077	0.055	-0.145
9	-0.161	0.045	-0.249	-0.073	-0.158	0.044	0.000	0.077	-0.152	0.151	0.076	-0.153
10	-0.197	0.062	-0.320	-0.075	-0.190	0.061	-0.066	0.100	-0.262	0.129	0.098	-0.251
11	-0.233	0.088	-0.406	-0.059	-0.253	0.087	-0.061	0.170	-0.393	0.272	0.167	-0.422
12	-0.312	0.130	-0.567	-0.056	-0.324	0.128	-0.282	0.196	-0.666	0.101	0.193	-0.650
13	-0.279	0.186	-0.645	0.086	-0.306	0.183	-0.026	0.312	-0.638	0.586	0.308	-0.603
14	-0.049	0.376	-0.785	0.688	-0.006	0.369	0.615	0.544	-0.450	1.681	0.536	-0.369
15	-0.640	0.552	-1.722	0.442	-0.556	0.541	-0.354	0.544	-1.420	0.712	0.536	-1.298
16	0.504	0.590	-0.653	1.660	0.271	0.579	-0.863	1.405				0.803

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Table S.2 (continued) Linear probability model estimates (marriage)

Variable	Between-family						Within-family						
	Model 1			Model 2			Model 1			Model 2			
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	
Income decile													
1				-0.226	0.003	-0.232 -0.221	-0.220	0.007	-0.233 -0.207				
2				-0.122	0.003	-0.128 -0.117	-0.120	0.006	-0.132 -0.108				
3				-0.069	0.003	-0.074 -0.064	-0.065	0.006	-0.077 -0.054				
4				-0.031	0.003	-0.036 -0.026	-0.024	0.006	-0.035 -0.012				
5				0	(base)		0	(base)					
6				0.030	0.003	0.025 0.035	0.027	0.006	0.016 0.039				
7				0.056	0.003	0.051 0.061	0.059	0.006	0.048 0.071				
8				0.079	0.003	0.074 0.085	0.080	0.006	0.068 0.091				
9				0.114	0.003	0.109 0.119	0.105	0.006	0.093 0.117				
10				0.149	0.003	0.144 0.154	0.141	0.007	0.128 0.154				
Sibling group size													
1	0	(base)		0	(base)		0	(base)					
2	0.024	0.002	0.020 0.027	0.011	0.002	0.008 0.015	0.011	0.002	0.008 0.015				
3	0.046	0.002	0.041 0.050	0.035	0.002	0.031 0.040	0.035	0.002	0.031 0.040				
4	0.063	0.003	0.057 0.069	0.061	0.003	0.055 0.067	0.061	0.003	0.055 0.067				
5	0.083	0.005	0.072 0.094	0.090	0.005	0.079 0.100	0.090	0.005	0.079 0.100				
6	0.107	0.009	0.090 0.125	0.120	0.009	0.103 0.137	0.120	0.009	0.103 0.137				
7	0.152	0.013	0.126 0.178	0.168	0.013	0.142 0.194	0.168	0.013	0.142 0.194				
8	0.149	0.019	0.111 0.187	0.174	0.019	0.137 0.211	0.174	0.019	0.137 0.211				
9	0.199	0.029	0.143 0.256	0.214	0.028	0.159 0.269	0.214	0.028	0.159 0.269				
10	0.193	0.036	0.123 0.263	0.207	0.035	0.139 0.276	0.207	0.035	0.139 0.276				
11	0.231	0.050	0.133 0.330	0.263	0.049	0.167 0.360	0.263	0.049	0.167 0.360				

Table S.3 Poisson regression model estimates (number of children)

Variable	Between-family						Within-family								
	Model 1			Model 2			Model 1			Model 2					
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI			
Leadership skills															
1	-0.266	0.014	-0.295	-0.238	0.014	-0.172	-0.116	-0.180	0.034	-0.247	-0.113	-0.110	0.034	-0.178	-0.043
2	-0.246	0.008	-0.261	-0.232	0.008	-0.177	-0.147	-0.188	0.018	-0.224	-0.153	-0.143	0.018	-0.178	-0.107
3	-0.172	0.005	-0.182	-0.161	0.005	-0.133	-0.113	-0.121	0.012	-0.146	-0.097	-0.095	0.013	-0.119	-0.070
4	-0.087	0.004	-0.094	-0.079	0.004	-0.074	-0.059	-0.056	0.009	-0.074	-0.038	-0.044	0.009	-0.062	-0.026
5	0	(base)			0			0	(base)			0	(base)		
6	0.065	0.003	0.058	0.071	0.003	0.041	0.055	0.045	0.008	0.029	0.061	0.034	0.008	0.018	0.050
7	0.122	0.004	0.114	0.129	0.004	0.080	0.094	0.077	0.009	0.059	0.095	0.054	0.009	0.036	0.073
8	0.168	0.005	0.157	0.178	0.005	0.102	0.123	0.103	0.014	0.077	0.130	0.067	0.014	0.040	0.094
9	0.206	0.011	0.184	0.228	0.011	0.115	0.159	0.118	0.027	0.065	0.171	0.074	0.027	0.021	0.127
Missing	-0.099	0.007	-0.113	-0.084	0.007	-0.084	-0.055	-0.079	0.018	-0.114	-0.043	-0.066	0.018	-0.102	-0.031
Cognitive skills															
1	-0.121	0.009	-0.139	-0.103	0.009	-0.083	-0.046	-0.158	0.022	-0.201	-0.114	-0.099	0.022	-0.143	-0.055
2	0.007	0.008	-0.009	0.023	0.008	0.004	0.036	-0.053	0.020	-0.092	-0.015	-0.025	0.020	-0.064	0.013
3	0.051	0.008	0.036	0.067	0.008	0.031	0.061	0.000	0.019	-0.037	0.036	0.012	0.019	-0.025	0.049
4	0.065	0.008	0.050	0.080	0.008	0.035	0.065	0.036	0.018	0.000	0.071	0.036	0.018	0.000	0.072
5	0	(base)			0			0	(base)			0	(base)		
6	-0.021	0.003	-0.027	-0.015	0.003	-0.028	-0.016	0.001	0.007	-0.013	0.016	-0.007	0.007	-0.021	0.008
7	-0.043	0.003	-0.050	-0.036	0.003	-0.054	-0.041	0.001	0.008	-0.016	0.017	-0.020	0.009	-0.037	-0.003
8	-0.057	0.004	-0.065	-0.049	0.004	-0.076	-0.059	-0.001	0.011	-0.021	0.020	-0.036	0.011	-0.058	-0.015
9	-0.079	0.005	-0.089	-0.069	0.005	-0.108	-0.087	-0.004	0.014	-0.031	0.023	-0.056	0.014	-0.084	-0.028
Education															
No basic education					0.179	0.030	0.120	0.238				-0.077	0.072	-0.219	0.065
Primary					0.104	0.004	0.096	0.112				0.052	0.011	0.031	0.073
Lower secondary					0.064	0.003	0.058	0.070				0.042	0.007	0.028	0.056
Upper secondary					0	(base)			0			0	(base)		
Post-secondary					-0.012	0.003	-0.019	-0.006				0.002	0.008	-0.014	0.018
Tertiary					0.039	0.003	0.033	0.045				0.053	0.008	0.037	0.069
Doctor					0.094	0.008	0.078	0.110				0.099	0.021	0.059	0.140

table continues on next page

Table S.3 (continued) Poisson regression model estimates (number of children)

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Birth year												
1963	0	(base)		0	(base)		0	(base)		0	(base)	
1964	0.035	0.043	-0.049	0.120	0.043	-0.127	0.043	0.102	-0.412	-0.286	0.102	-0.486
1965	0.045	0.042	-0.036	0.127	0.042	-0.150	0.014	0.097	-0.345	-0.248	0.097	-0.438
1966	0.030	0.042	-0.052	0.112	0.042	-0.201	-0.037	0.097	-0.391	-0.332	0.097	-0.523
1967	0.026	0.042	-0.056	0.108	0.042	-0.239	-0.075	0.097	-0.383	-0.361	0.098	-0.553
1968	0.015	0.042	-0.067	0.097	0.042	-0.283	-0.119	0.097	-0.402	-0.416	0.098	-0.607
1969	0.018	0.042	-0.064	0.100	0.042	-0.308	-0.144	0.097	-0.415	-0.454	0.098	-0.646
1970	0.018	0.042	-0.064	0.099	0.042	-0.330	-0.166	0.098	-0.427	-0.491	0.098	-0.683
1971	0.022	0.042	-0.060	0.103	0.042	-0.346	-0.182	0.098	-0.416	-0.504	0.098	-0.697
1972	0.015	0.042	-0.067	0.097	0.042	-0.361	-0.197	0.098	-0.441	-0.536	0.099	-0.729
1973	0.016	0.042	-0.066	0.097	0.042	-0.366	-0.202	0.098	-0.445	-0.549	0.099	-0.743
1974	0.013	0.042	-0.068	0.095	0.042	-0.372	-0.208	0.099	-0.447	-0.558	0.099	-0.752
1975	0.004	0.042	-0.078	0.086	0.042	-0.380	-0.216	0.099	-0.473	-0.585	0.099	-0.779
1976	-0.006	0.042	-0.088	0.076	0.042	-0.393	-0.229	0.099	-0.484	-0.602	0.100	-0.798
1977	-0.015	0.042	-0.097	0.067	0.042	-0.408	-0.244	0.100	-0.498	-0.620	0.100	-0.817
1978	-0.032	0.042	-0.114	0.050	0.042	-0.440	-0.276	0.100	-0.530	-0.666	0.101	-0.863
1979	-0.057	0.042	-0.140	0.026	0.042	-0.477	-0.311	0.102	-0.535	-0.673	0.103	-0.874
Birth order												
1	0	(base)		0	(base)		0	(base)		0	(base)	
2	-0.011	0.002	-0.015	-0.006	0.002	-0.018	-0.008	0.006	-0.001	0.012	0.006	-0.001
3	-0.041	0.004	-0.049	-0.034	0.004	-0.051	-0.037	0.012	-0.010	0.038	0.013	-0.013
4	-0.075	0.007	-0.089	-0.062	0.007	-0.092	-0.064	0.005	-0.035	0.044	0.020	-0.043
5	-0.143	0.013	-0.168	-0.118	0.013	-0.174	-0.125	-0.044	-0.105	0.017	0.031	-0.117
6	-0.136	0.020	-0.175	-0.098	-0.151	-0.190	-0.112	0.043	-0.044	0.130	0.044	-0.074
7	-0.190	0.030	-0.248	-0.132	-0.205	-0.263	-0.147	-0.022	-0.143	0.100	-0.044	-0.166
8	-0.279	0.044	-0.366	-0.192	-0.297	-0.384	-0.210	-0.187	-0.356	-0.017	0.087	-0.394
9	-0.337	0.063	-0.460	-0.214	-0.346	-0.469	-0.222	0.061	-0.163	0.286	0.114	-0.196
10	-0.504	0.092	-0.684	-0.323	-0.499	-0.680	-0.319	-0.193	-0.506	0.120	-0.207	-0.522
11	-0.341	0.115	-0.565	-0.116	-0.379	-0.604	-0.154	0.261	-0.177	0.698	0.153	-0.287
12	-0.568	0.158	-0.878	-0.258	-0.586	-0.896	-0.277	0.097	-0.402	0.595	0.069	-0.429
13	-0.960	0.236	-1.422	-0.498	-0.985	-1.447	-0.524	0.130	-0.809	1.068	0.155	-0.787
14	-0.568	0.555	-1.655	0.519	-0.462	-1.546	0.622	-0.055	-1.691	1.582	0.067	-1.569
15	-0.309	0.688	-1.657	1.038	-0.138	-1.484	1.208	0.374	-1.054	1.802	0.550	-0.878
16	-0.135	0.837	-1.774	1.505	-0.518	-2.158	1.122	0.729	-1.054	1.802	0.729	-0.878

table continues on next page

Table S.3 (continued) Poisson regression model estimates (number of children)

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Income decile												
1	-0.408	0.005	-0.418	-0.399	-0.414	-0.399	-0.414	0.012	-0.437	-0.390	0.012	-0.437
2	-0.190	0.004	-0.199	-0.181	-0.206	-0.181	-0.206	0.011	-0.227	-0.185	0.011	-0.227
3	-0.102	0.004	-0.110	-0.093	-0.097	-0.093	-0.097	0.010	-0.117	-0.077	0.010	-0.117
4	-0.049	0.004	-0.058	-0.041	-0.047	-0.041	-0.047	0.010	-0.066	-0.028	0.010	-0.066
5	0	(base)			0	(base)	0	(base)			(base)	
6	0.040	0.004	0.032	0.048	0.040	0.048	0.040	0.010	0.021	0.058	0.010	0.021
7	0.078	0.004	0.070	0.086	0.081	0.086	0.081	0.010	0.062	0.100	0.010	0.062
8	0.121	0.004	0.112	0.129	0.123	0.129	0.123	0.010	0.104	0.142	0.010	0.104
9	0.158	0.004	0.150	0.166	0.168	0.166	0.168	0.010	0.148	0.188	0.010	0.148
10	0.199	0.004	0.190	0.207	0.211	0.207	0.211	0.011	0.190	0.233	0.011	0.190
Sibling group Size												
1	0	(base)			0	(base)						
2	0.037	0.003	0.032	0.043	0.022	0.043	0.022	0.003	0.017	0.028	0.003	0.017
3	0.104	0.003	0.097	0.110	0.090	0.110	0.090	0.003	0.084	0.097	0.003	0.084
4	0.174	0.005	0.164	0.184	0.169	0.184	0.169	0.005	0.159	0.179	0.005	0.159
5	0.237	0.008	0.221	0.253	0.244	0.253	0.244	0.008	0.227	0.260	0.008	0.227
6	0.289	0.013	0.263	0.315	0.304	0.315	0.304	0.013	0.278	0.330	0.013	0.278
7	0.388	0.019	0.351	0.425	0.408	0.425	0.408	0.019	0.371	0.446	0.019	0.371
8	0.383	0.027	0.330	0.437	0.421	0.437	0.421	0.027	0.367	0.475	0.027	0.367
9	0.573	0.038	0.498	0.648	0.601	0.648	0.601	0.038	0.527	0.676	0.038	0.527
10	0.599	0.047	0.506	0.692	0.622	0.692	0.622	0.048	0.529	0.715	0.048	0.529
11	0.556	0.069	0.422	0.691	0.608	0.691	0.608	0.069	0.474	0.743	0.069	0.474
12	1.090	0.080	0.933	1.247	1.093	1.247	1.093	0.080	0.935	1.250	0.080	0.935
13	1.302	0.121	1.066	1.539	1.322	1.539	1.322	0.120	1.086	1.557	0.120	1.086
14	0.693	0.193	0.316	1.071	0.800	1.071	0.800	0.193	0.422	1.177	0.193	0.422
15	0.634	0.224	0.195	1.073	0.739	1.073	0.739	0.224	0.300	1.178	0.224	0.300
16	1.000	0.373	0.268	1.732	0.833	1.732	0.833	0.372	0.104	1.562	0.372	0.104
17	0.517	0.447	-0.359	1.394	0.704	1.394	0.704	0.447	-0.173	1.581	0.447	-0.173

Table S.4 Linear probability model estimates (childlessness)

Variable	Between-family						Within-family									
	Model 1			Model 2			Model 1			Model 2						
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI				
Leadership skills																
1	0.194	0.007	0.181	0.207	0.108	0.095	0.121	0.121	0.016	0.090	0.152	0.071	0.015	0.040	0.101	
2	0.165	0.004	0.158	0.172	0.104	0.098	0.111	0.115	0.008	0.098	0.132	0.082	0.008	0.065	0.098	
3	0.124	0.003	0.119	0.129	0.089	0.085	0.094	0.082	0.006	0.070	0.093	0.061	0.006	0.049	0.072	
4	0.062	0.002	0.058	0.065	0.047	0.043	0.050	0.039	0.004	0.030	0.048	0.030	0.004	0.022	0.039	
5	0	(base)			0			0	(base)			0	(base)			
6	-0.043	0.002	-0.047	-0.039	-0.031	-0.035	-0.028	-0.027	0.004	-0.035	-0.019	-0.019	0.004	-0.027	-0.011	
7	-0.079	0.002	-0.083	-0.075	-0.056	-0.060	-0.052	-0.051	0.005	-0.060	-0.041	-0.035	0.005	-0.044	-0.026	
8	-0.105	0.003	-0.111	-0.099	-0.069	-0.075	-0.063	-0.058	0.007	-0.072	-0.044	-0.035	0.007	-0.048	-0.021	
9	-0.119	0.006	-0.131	-0.106	-0.074	-0.086	-0.061	-0.065	0.014	-0.093	-0.037	-0.038	0.014	-0.066	-0.011	
Missing	0.068	0.004	0.060	0.075	0.045	0.038	0.052	0.053	0.009	0.036	0.071	0.041	0.009	0.024	0.058	
Cognitive skills																
1	0.115	0.005	0.106	0.124	0.072	0.063	0.081	0.115	0.011	0.094	0.136	0.072	0.011	0.051	0.093	
2	0.020	0.004	0.012	0.028	0.007	-0.001	0.015	0.044	0.010	0.025	0.063	0.026	0.009	0.007	0.044	
3	-0.021	0.004	-0.028	-0.013	-0.018	-0.026	-0.011	0.006	0.009	-0.012	0.024	-0.001	0.009	-0.019	0.017	
4	-0.036	0.004	-0.044	-0.029	-0.026	-0.034	-0.019	-0.020	0.009	-0.038	-0.003	-0.019	0.009	-0.036	-0.002	
5	0	(base)			0			0	(base)			0	(base)			
6	0.017	0.002	0.014	0.020	0.018	0.014	0.021	0.001	0.004	-0.006	0.008	0.007	0.004	0.000	0.014	
7	0.036	0.002	0.033	0.039	0.040	0.036	0.043	0.006	0.004	-0.002	0.014	0.019	0.004	0.011	0.027	
8	0.052	0.002	0.048	0.056	0.059	0.054	0.063	0.008	0.005	-0.002	0.019	0.032	0.005	0.021	0.042	
9	0.077	0.003	0.072	0.083	0.089	0.083	0.094	0.020	0.007	0.007	0.034	0.053	0.007	0.040	0.067	
Education																
No basic education					-0.071	-0.100	-0.042							0.034	-0.047	0.087
Primary					-0.042	-0.046	-0.038							0.005	-0.027	-0.007
Lower secondary					-0.035	-0.038	-0.032							0.003	-0.032	-0.019
Upper secondary					0	(base)								(base)		
Post secondary					0.003	0.002	0.006							0.004	-0.013	0.002
Tertiary					-0.022	-0.025	-0.019							0.004	-0.044	-0.028
Doctor					-0.047	-0.056	-0.039							0.010	-0.073	-0.033

table continues on next page

Table S.4 (continued) Linear probability model estimates (childlessness)

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Birth year												
1963	0	(base)		0	(base)		0	(base)		0	(base)	
1964	-0.047	0.023	-0.091 -0.002	-0.001	0.022	-0.044 0.042	0.073	0.051	-0.027 0.174	0.112	0.050	0.014 0.211
1965	-0.057	0.022	-0.100 -0.015	0.010	0.021	-0.031 0.052	0.053	0.049	-0.043 0.149	0.104	0.048	0.010 0.198
1966	-0.056	0.022	-0.098 -0.013	0.035	0.021	-0.007 0.076	0.069	0.049	-0.028 0.165	0.142	0.048	0.048 0.236
1967	-0.053	0.022	-0.096 -0.010	0.060	0.021	0.019 0.101	0.070	0.049	-0.026 0.167	0.167	0.048	0.072 0.261
1968	-0.051	0.022	-0.094 -0.008	0.084	0.021	0.043 0.125	0.071	0.049	-0.025 0.168	0.190	0.048	0.096 0.285
1969	-0.055	0.022	-0.097 -0.012	0.098	0.021	0.057 0.140	0.076	0.049	-0.021 0.173	0.211	0.048	0.116 0.305
1970	-0.056	0.022	-0.099 -0.013	0.112	0.021	0.070 0.153	0.082	0.049	-0.015 0.179	0.232	0.048	0.137 0.327
1971	-0.060	0.022	-0.102 -0.017	0.122	0.021	0.080 0.163	0.073	0.050	-0.025 0.170	0.237	0.048	0.142 0.332
1972	-0.059	0.022	-0.102 -0.017	0.127	0.021	0.085 0.168	0.087	0.050	-0.011 0.184	0.255	0.049	0.160 0.351
1973	-0.064	0.022	-0.106 -0.021	0.127	0.021	0.086 0.168	0.085	0.050	-0.013 0.182	0.259	0.049	0.164 0.354
1974	-0.061	0.022	-0.104 -0.019	0.132	0.021	0.090 0.173	0.087	0.050	-0.011 0.185	0.265	0.049	0.169 0.361
1975	-0.058	0.022	-0.100 -0.015	0.135	0.021	0.094 0.177	0.098	0.050	0.000 0.196	0.278	0.049	0.182 0.374
1976	-0.051	0.022	-0.094 -0.009	0.143	0.021	0.102 0.185	0.111	0.050	0.012 0.209	0.292	0.049	0.196 0.389
1977	-0.050	0.022	-0.092 -0.007	0.149	0.021	0.107 0.190	0.108	0.050	0.009 0.207	0.293	0.049	0.196 0.390
1978	-0.043	0.022	-0.085 0.000	0.165	0.021	0.124 0.207	0.125	0.051	0.026 0.224	0.318	0.050	0.221 0.416
1979	-0.039	0.022	-0.082 0.004	0.176	0.021	0.134 0.218	0.132	0.051	0.031 0.233	0.329	0.050	0.230 0.428
Birth order												
1	0	(base)		0	(base)		0	(base)		0	(base)	
2	0.004	0.001	0.002 0.006	0.005	0.001	0.003 0.008	-0.009	0.003	-0.015 -0.003	-0.009	0.003	-0.015 -0.003
3	0.020	0.002	0.016 0.024	0.021	0.002	0.017 0.025	-0.010	0.006	-0.023 0.002	-0.008	0.006	-0.020 0.004
4	0.026	0.004	0.019 0.033	0.028	0.004	0.020 0.035	-0.015	0.010	0.035 0.005	-0.009	0.010	-0.028 0.011
5	0.039	0.007	0.026 0.053	0.044	0.007	0.031 0.057	-0.012	0.016	-0.043 0.019	-0.002	0.016	-0.033 0.029
6	0.040	0.011	0.018 0.062	0.050	0.011	0.029 0.071	-0.041	0.023	-0.086 0.005	-0.025	0.023	-0.070 0.020
7	0.068	0.017	0.035 0.102	0.078	0.017	0.046 0.111	-0.016	0.034	-0.082 0.050	-0.006	0.033	-0.070 0.059
8	0.073	0.025	0.024 0.122	0.084	0.024	0.036 0.132	0.028	0.046	-0.062 0.118	0.039	0.045	-0.049 0.127
9	0.090	0.037	0.017 0.163	0.093	0.036	0.022 0.164	-0.096	0.064	-0.222 0.029	-0.088	0.063	-0.211 0.035
10	0.173	0.052	0.072 0.275	0.171	0.050	0.072 0.269	0.158	0.083	-0.004 0.320	0.157	0.081	-0.002 0.315
11	0.026	0.073	-0.118 0.169	0.053	0.071	-0.086 0.193	-0.079	0.141	0.355 0.196	-0.029	0.138	-0.299 0.240
12	0.099	0.108	-0.113 0.310	0.112	0.105	-0.094 0.317	-0.013	0.163	-0.332 0.305	-0.016	0.159	-0.328 0.295
13	0.126	0.154	-0.176 0.429	0.148	0.150	-0.146 0.442	0.077	0.259	-0.431 0.585	0.042	0.253	-0.455 0.538
14	-0.067	0.311	-0.677 0.544	-0.114	0.303	-0.707 0.479	0.031	0.451	-0.854 0.916	-0.054	0.441	-0.918 0.811
15	0.067	0.457	-0.830 0.963	-0.030	0.444	-0.901 0.841	0.021	0.451	-0.864 0.906	-0.100	0.441	-0.965 0.765
16	-0.581	0.489	-1.539 0.377	-0.336	0.475	-1.267 0.595						

table continues on next page

Table S.4 (continued) Linear probability model estimates (childlessness)

Variable	Between-family						Within-family					
	Model 1			Model 2			Model 1			Model 2		
	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI	Beta	SE	95% CI
Income decile												
1	0.251	0.002	0.247	0.256	0.002	0.247	0.256	0.002	0.247	0.249	0.005	0.238
2	0.129	0.002	0.124	0.133	0.002	0.124	0.133	0.002	0.124	0.129	0.005	0.119
3	0.067	0.002	0.062	0.071	0.002	0.062	0.071	0.002	0.062	0.060	0.005	0.051
4	0.034	0.002	0.030	0.039	0.002	0.030	0.039	0.002	0.030	0.034	0.005	0.024
5	0	(base)								0	(base)	
6	-0.027	0.002	-0.031	-0.022	0.002	-0.031	-0.022	0.002	-0.031	-0.023	0.005	-0.032
7	-0.052	0.002	-0.056	-0.048	0.002	-0.056	-0.048	0.002	-0.056	-0.054	0.005	-0.063
8	-0.080	0.002	-0.084	-0.076	0.002	-0.084	-0.076	0.002	-0.084	-0.080	0.005	-0.089
9	-0.102	0.002	-0.106	-0.098	0.002	-0.106	-0.098	0.002	-0.106	-0.099	0.005	-0.109
10	-0.125	0.002	-0.130	-0.121	0.002	-0.130	-0.121	0.002	-0.130	-0.124	0.005	-0.135
Sibling group size												
1	0	(base)										
2	-0.022	0.001	-0.025	-0.019	0.001	-0.025	-0.019	0.001	-0.025	-0.011	0.001	-0.013
3	-0.042	0.002	-0.046	-0.039	0.002	-0.046	-0.039	0.002	-0.046	-0.032	0.002	-0.029
4	-0.054	0.003	-0.059	-0.049	0.003	-0.059	-0.045	0.003	-0.055	-0.050	0.003	-0.045
5	-0.062	0.005	-0.070	-0.053	0.004	-0.065	-0.057	0.004	-0.074	-0.065	0.004	-0.057
6	-0.070	0.007	-0.084	-0.055	0.007	-0.080	-0.066	0.007	-0.094	-0.080	0.007	-0.066
7	-0.105	0.011	-0.127	-0.084	0.011	-0.120	-0.099	0.011	-0.141	-0.120	0.011	-0.099
8	-0.092	0.016	-0.123	-0.061	0.015	-0.117	-0.087	0.015	-0.148	-0.117	0.015	-0.087
9	-0.115	0.024	-0.161	-0.068	0.023	-0.132	-0.087	0.023	-0.178	-0.132	0.023	-0.087
10	-0.107	0.030	-0.165	-0.050	0.029	-0.177	-0.065	0.029	-0.177	-0.121	0.029	-0.065
11	-0.074	0.042	-0.156	0.008	0.040	-0.189	-0.030	0.040	-0.189	-0.109	0.040	-0.030
12	-0.253	0.060	-0.371	-0.135	0.058	-0.371	-0.142	0.058	-0.371	-0.256	0.058	-0.142
13	-0.186	0.100	-0.383	0.010	0.098	-0.404	-0.022	0.098	-0.404	-0.213	0.098	-0.022
14	-0.123	0.119	-0.357	0.110	0.116	-0.420	0.034	0.116	-0.420	-0.193	0.116	0.034
15	-0.113	0.151	-0.410	0.183	0.147	-0.467	0.109	0.147	-0.467	-0.179	0.147	0.109
16	-0.351	0.223	-0.789	0.086	0.217	-0.667	0.183	0.217	-0.667	-0.242	0.217	0.183
17	0.211	0.282	-0.342	0.764	0.274	-0.449	0.626	0.274	-0.449	0.089	0.274	0.626

Figure S.1 The relationship between leadership scores (including 0) measured at ages 17-20 and total number of children by age 39 or older among Swedish men born 1963-1979. Poisson regression models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.2 The relationship between leadership scores (including 0) measured at ages 17-20 and the probability of remaining childless by age 39 or older among Swedish men born 1963-1979. Linear probability models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.3 The relationship between leadership scores measured at ages 17-20 and the probability of getting married by age 39 or older among Swedish men born 1963-1979 (listwise deletion). Linear probability models, error bars are 95% confidence intervals.



Note: Models control for cognitive abilities, income, education, birth year, birth order and, in case of between-family analyses, sibling group size.

Figure S.4 The relationship between leadership scores measured at ages 17-20 and the probability of getting married by age 39 or older among Swedish men of the 1963-1979 birth cohorts. Logistic regression models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order, and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.5 The relationship between leadership scores measured at ages 17-20 and total number of children by age 45 or older among Swedish men born 1963-1973. Poisson regression models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.6 The relationship between leadership scores measured at ages 17-20 and total number of children by age 50 or older among Swedish men born 1963-1968. Poisson regression models, error bars are 95% confidence intervals.



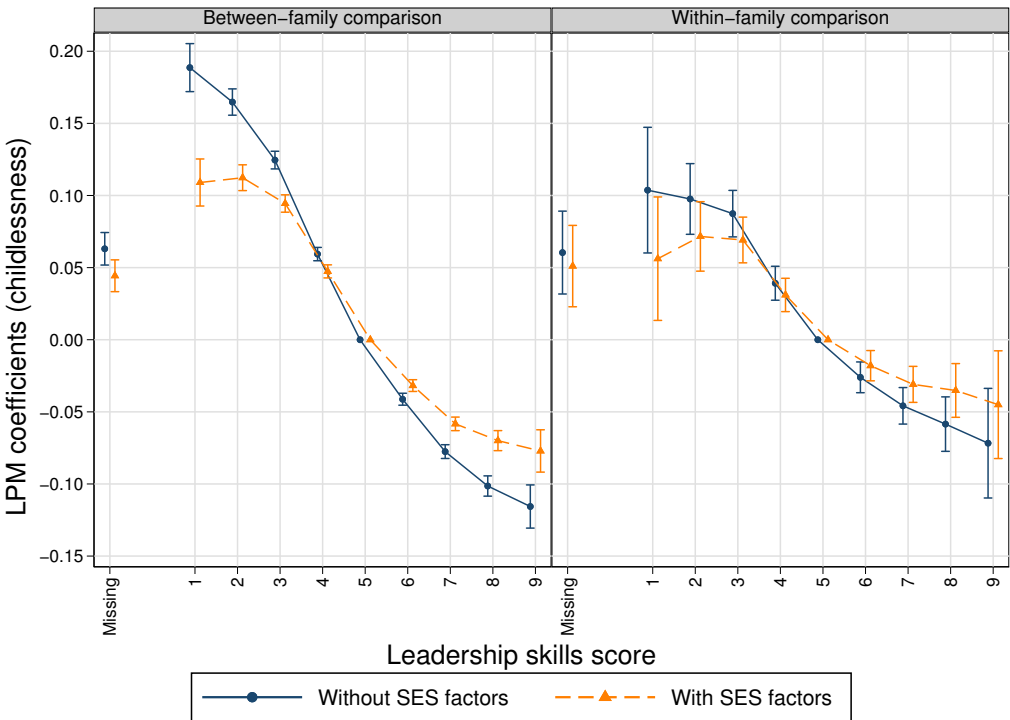
Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income, education and marital status.

Figure S.7 The relationship between leadership scores measured at ages 17-20 and total number of children by age 39 or older among Swedish men born 1963-1979 (listwise deletion). Poisson regression models, error bars are 95% confidence intervals.



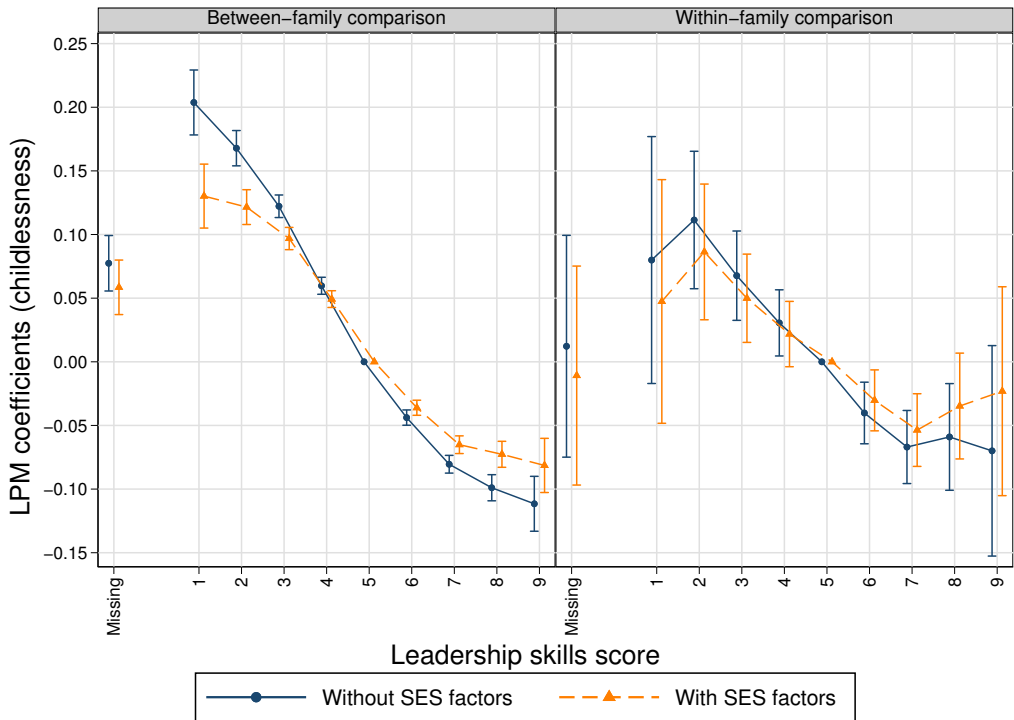
Note: Models control for cognitive abilities, income, education, birth year, birth order and, in case of between-family analyses, sibling group size.

Figure S.8 The relationship between leadership scores measured at ages 17-20 and total number of children by age 39 or older among Swedish men born 1963-1979 (listwise deletion). Poisson regression models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.9 The relationship between leadership scores measured at ages 17-20 and the probability of remaining childless by age 50 or older among Swedish men born 1963-1968. Linear probability models, error bars are 95% confidence intervals.



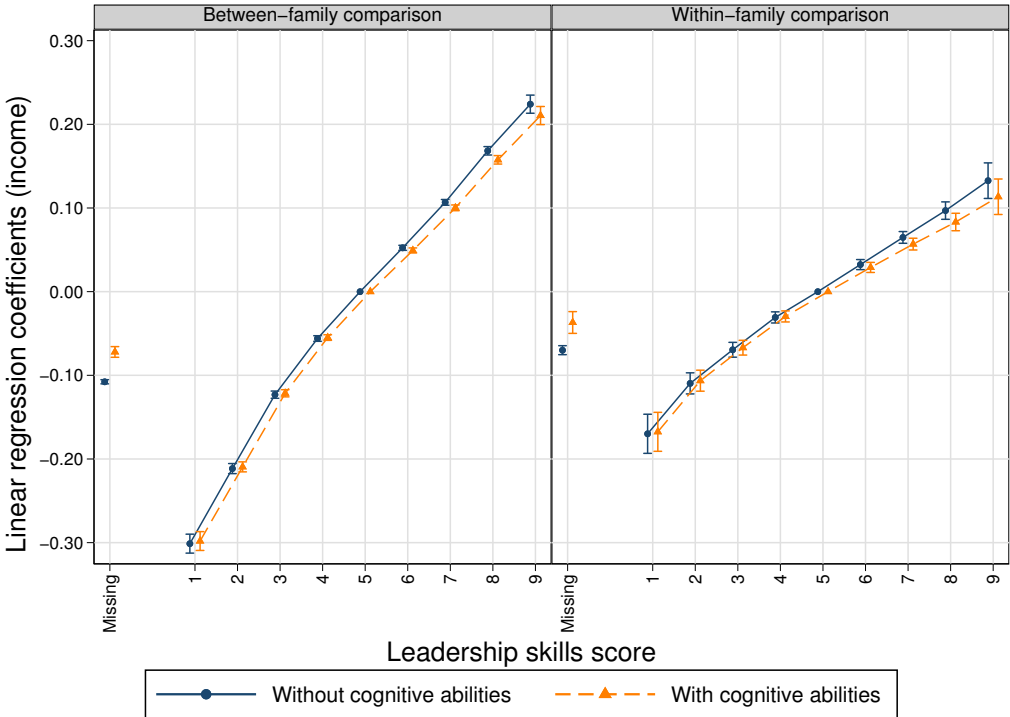
Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. Models with SES factors also include income and education.

Figure S.10 The relationship between leadership scores measured at ages 17-20 and the probability of remaining childless at age 39 or older among Swedish men of the 1963-1979 birth cohorts. Logistic regression models, error bars are 95% confidence intervals.



Note: Models without SES factors control for cognitive abilities, birth year, birth order and, in case of between-family analyses, sibling group size. The models with SES factors also include income and education.

Figure S.11 The relationship between leadership scores measured at ages 17-20 and cumulated income by age 39 among Swedish men born 1963-1979. Linear regression models, error bars are 95% confidence intervals.



Note: Models without cognitive abilities control for birth year, birth order and, in case of between-family analyses, sibling group size. Models with cognitive abilities also include cognitive abilities.

Figure S.12 The relationship between leadership scores measured at ages 17-20 and the probability of obtaining tertiary education by age 39 among Swedish men born 1963-1979. Linear probability models, error bars are 95% confidence intervals.



Note: Models without cognitive abilities control for birth year, birth order and, in case of between-family analyses, sibling group size. Models with cognitive abilities also include cognitive abilities.

Figure S.13 The relationship between leadership scores measured at ages 17-20 and the probability of getting married by age 39 or older among Swedish men born 1963-1979 (the role of cognitive ability). Linear probability models, error bars are 95% confidence intervals.



Note: Models without cognitive abilities control for birth year, birth order and, in case of between-family analyses, sibling group size. Models with cognitive abilities also include cognitive abilities.

Figure S.14 The relationship between leadership scores measured at ages 17-20 and total number of children by age 39 or older among Swedish men born 1963-1979 (the role of cognitive ability). Poisson regression models, error bars are 95% confidence intervals.



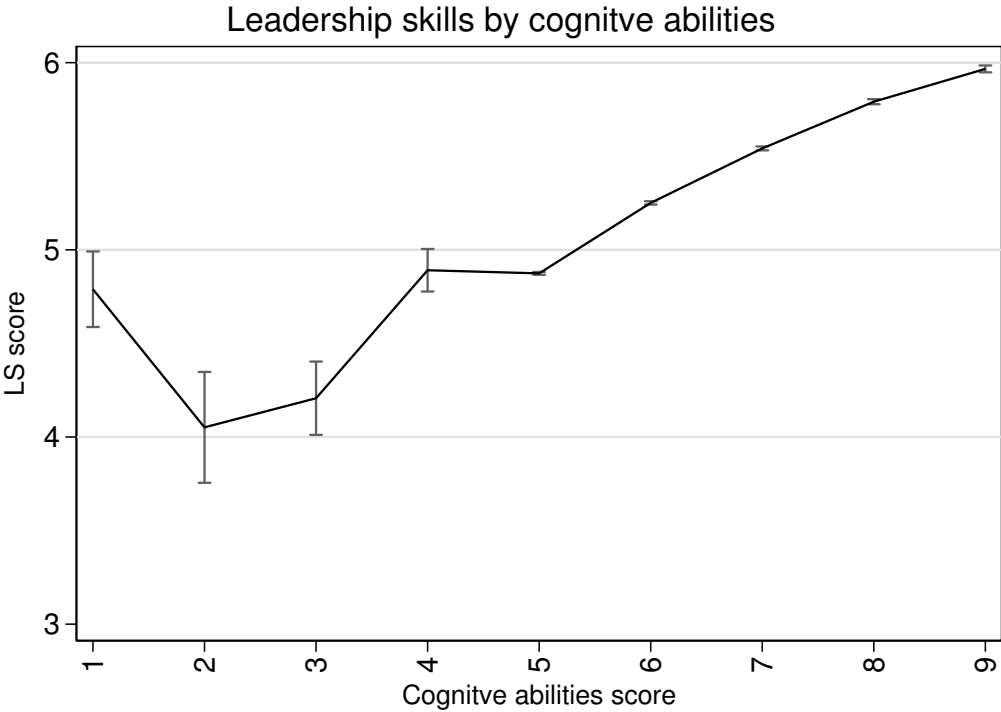
Note: Models without cognitive abilities control for income, education, birth year, birth order and, in case of between-family analyses, sibling group size. Models with cognitive abilities also include cognitive abilities.

Figure S.15 The relationship between leadership scores measured at ages 17-20 and the probability of remaining childless by age 39 or older among Swedish men born 1963-1979 (the role of cognitive ability). Linear probability models, error bars are 95% confidence intervals.



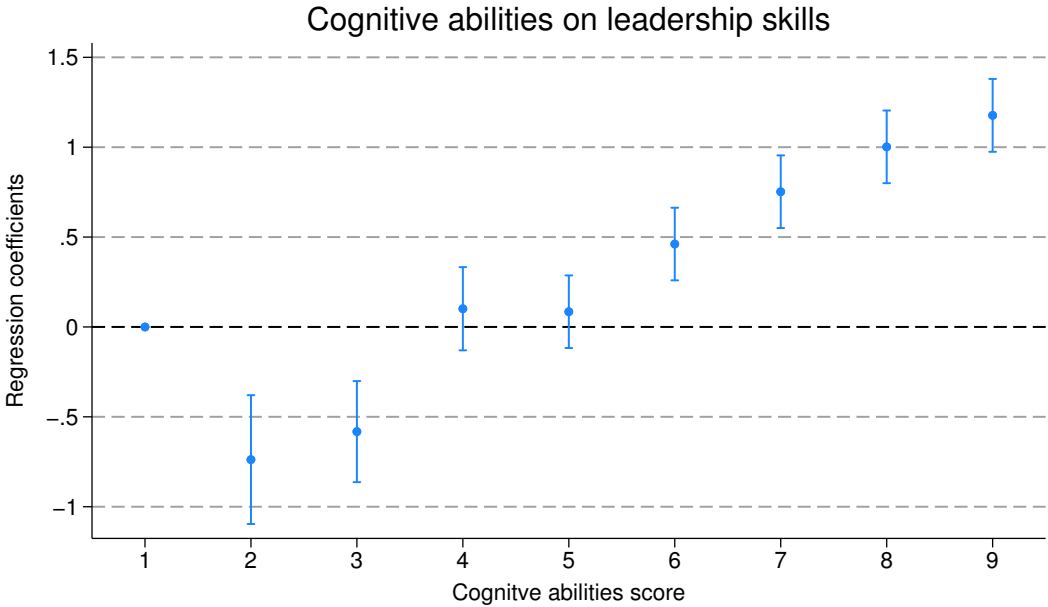
Note: Models without cognitive abilities control for income, education, birth year, birth order and, in case of between-family analyses, sibling group size. Models with cognitive abilities also include cognitive abilities.

Figure S.16 Average scores of LS according to scores on cognitive abilities, measured at younger ages (17-20) for the 1963-1979 cohorts at the time of military conscription in Sweden. ANOVA calculations, error bars are standard errors.



Note: Models without any covariate, pure bivariate statistics.

Figure S.17 The relationship between cognitive abilities scores and LS scores, both measured at ages 17-20 among Swedish men born 1963-1979. Linear regression models for between-family analyses, error bars are 95% confidence intervals.



Note: Models control for birth year, birth order and sibling group size.

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