THE ROLE OF PERSONALITY IN CONSTRUING AND REACTING TO WORK SITUATIONS

by

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ABSTRACT

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An understanding of how objective situational features are construed by individuals is essential to uncovering the dynamic process through which the "situation" (e.g., specific work events) interacts with personality in shaping behavior in the workplace. The current study aims to illuminate 1) how personality influences the way employees *typically* perceive work contexts (i.e., being at work), in general*;* 2) the role of personality in shaping employee's *unique construal* of specific work situations*;* and 3) the effect of personality-driven situation construal on extra-role behaviors. I used the recently developed CAPTION framework of psychological situational characteristics that define 7 dimensions of situation perception to examine how personality traits influence the perception of being at work, in general. Then, to address Research Question 2, I mapped frequently occurring types of work situations (coded for objective descriptors; e.g., "who," "when," "what," "where") onto the CAPTION dimensions to investigate whether and how personality traits explain systematic differences in the psychological situational characteristics ascribed to specific types of commonly occurring situations. Finally, to address Research Question 3, I examined how personality-driven situation construal predicted individual differences in work behaviors, specifically personality-relevant behaviors, organizational citizenship behavior, and counterproductive behavior. I then discuss implications for theoretical perspectives that discuss the person-situation effect, as well as insights for how organizations may improve work outcomes through organizational context.

INTRODUCTION

> *"The key to understanding how workplace behaviors are affected by individual differences is to detail the expected behavior responses of employees with given individual differences when presented with certain work-based situational characteristics*"
>
> Zimmerman, Swider, Woo, & Allen, 2016, p. 502.

As articulated by Mischel (1977, p. 253), "any given, objective stimulus condition may have a variety of effects, depending on how the individual construes and transforms it." There is wide consensus that situation perception is a product of both the psychological characteristics of an individual (e.g., personality) as well as the objective features of the stimulus condition or situation (Block & Block, 1981; Fleeson, 2007; Murray, 1938; Reis, 2008). While personality and organizational research acknowledges the importance of both person and situational components, the majority of empirical research has focused on determining a shared structure of personality and its ability to predict situation perception and behavior; as such, little is known about how *objective* situational features might be organized, and systematically influence situation perception, *in conjunction with personality*. This is problematic because, while situation perception encompasses the causal mechanism of situations (Edwards & Templeton, 2005; Mischel & Shoda, 1995; Ross & Nisbett, 1991), objective features, or cues, provide the building blocks of situation perception and are necessary for rooting this causal mechanism in reality (Egloff, Hirschmüller, & Krohn, 2015). From this it follows that a better understanding of objective situations is needed to anchor the effect of personality on

work behavior. Before research can determine how and when individual differences in work behavior arise from a situation, the literature must cultivate a better understanding of the relationship between objective situational cues and situation perception. Excavating the association between objective situational cues and situation perception can provide insight into the dynamic process through which the "situation" (e.g., specific work events) interacts with personality in shaping important behaviors in the workplace.

With this background, the general goal of the current study is to address the following three research questions: 1) How do personality traits shape the way that employees generally perceive situations within work versus nonwork contexts; 2) Whether and how do personality traits shape the way that employees *uniquely* (as compared to others) perceive specific types of objective work situations (i.e., actual patterns of objective cues); and 3) How does personality-driven perception of objective work situations predict individual differences in work behavior? As a first step, I outline how objective situational cues explain individual differences in various work behaviors via situation perception (i.e., psychological situation), and how personality traits influence this psychological process by shaping the way in which employees perceive objective situational cues (see Figure 1 for theoretical model). Then, I empirically test this process by first linking both general context (i.e., work versus not) and more specific objective cues ("who," "when," "what," and "where") of work situations to the recently developed CAPTION framework of psychological situational characteristics (that define the psychological situation; Parrigon, Woo, Tay, & Wang, 2017) and examining how the Big Five personality traits moderate this link. Finally, I use both cross-section and experience sampling methodologies to test how personality-driven situation perceptions

predict work behaviors, in general and on a daily basis. In doing so, this research illuminates how personality traits moderate the psychological meaning attributed to objective situational cues, and how this may be used to forecast important work behaviors. Therefore, this research defines personality traits as important contingencies for the psychological process (i.e., psychological construal) through which objective situational cues predict work behavior.

Significance of Study

The proposed research offers at least three meaningful contributions. First, and foremost, this is the first study to map workers' objective situations (as defined by actual cues, as opposed to normative perception; e.g., Sherman et al., 2013) onto their psychological situation. The psychological situation is thought to be a more proximate, underlying causal force on individual and organizational outcomes (e.g., Mischel & Shoda, 1995) compared to the objective situation. However, to be able to predict when different patterns of behavioral outcomes will occur in a particular situation, the psychological situation must be embedded within reality (i.e., objective situations). These efforts do not only characterize objective situational cues by how they are perceived, but also delineate how different perceptions of similar objective situations predict work outcomes. Demonstrating the effect of objective situational cues via psychological situational characteristics can help illuminate the utility of such information for profiling jobs or occupations, which may provide future direction for enriching job analysis and/or job design practices.

Second, this research represents the first step towards structuring the content of work situations. In examining the link between objective and psychological work

situations, this research describes and assesses the actual, objective cues comprising commonly occurring work situations. While great strides have been made in defining and measuring the psychological situation (e.g., Parrigon et al., 2017, Rauthmann, Gallardo-Pujol, Guillaume, Todd, Nave, Sherman, Ziegler, Jones, & Funder, 2014), little is known about how to assess *objective* situations and what they look like. However, if situations are defined exclusively by their psychological characteristics, the objective properties of a situation disappear, and the study of situations returns to that of individual differences [in perception] (Rauthmann, Sherman, & Funder, 2015). This effort to include objective situational cues can strengthen the field's ability to deconstruct the person-situation interaction and explore the concrete situations that lead to differences in work behavior.

Third, this research directly tests how Big Five personality traits (established predictors of important work behaviors) moderate people's perceptions of a work situation, which holds implications for subsequent worker behavior. While personality has proven important for how people perceive their surroundings (e.g., Parrigon et al., 2017; Sherman, Nave, & Funder, 2013), this process has yet to be anchored in reality. Our understanding of the dynamic interplay of the person and situation in work settings is in its infancy, with very few empirical investigations into how persons and actual situations conjointly predict daily behavior (e.g., Fleeson, 2007, Fleeson & Law, 2015; Sherman, Rauthmann, Bown, Serfass, & Bell Jones, 2015). The current research explicitly assesses the interaction of the person and situation to define the process through which personality traits and objective situational cues explain variation in work behaviors. Outlining how personality traits are associated with differences in situation perception offers a foundation for further investigation into *why* various patterns of work

behaviors occur in certain contexts, as well as *who* is more likely to exhibit these cognitions and behaviors. This knowledge can help organizations cultivate environments conducive to positive behavioral outcomes for their workers.

Conceptualizing Work Situations

Within psychological research, the situation has been divided into two parts: Objective and psychological. While previous research has been successful in defining the structure of the psychological situation (e.g., Parrigon et al., 2017; Rauthmann et al., 2014), the literature still lacks a shared understanding of how to structure and measure objective situations. Objective situations are composed of quantifiable cues in the immediate environment (Block & Block, 1981) that describe contextual aspects of a situation, such as who and what are present, and where (i.e., location), when (i.e., time, sequence), and what (i.e., activities/actions) is occurring (e.g., Mehl & Robbins, 2012; Pervin, 1978; Saucier, Bel-Bahar, & Fernandez, 2007). Objective cues can be observed by anyone in (or viewing) the situation, and therefore can exist no matter who the perceiver. An illustration of an objective situation might be, “Sarah is sitting in the conference room (*where*) with her manager (*who*). She is sitting at the opposite end of the table, reading her performance review packet, while her manager goes over her sales performance from the last quarter (*what* [is happening or going on]). These cues are simply raw environmental stimuli, void of psychological meaning, and therefore must be processed by a perceptual system to be assigned meaning and acted upon.

The psychological situation contains the perceptual, or psychological situational characteristics assigned to objective cues by human perceptual systems. Thus, the psychological situation is a product of objective cues and the individual differences

guiding human perception (e.g., personality). Psychological situational characteristics define the causal mechanism of objective situations on psychological outcomes (Edwards & Templeton, 2005; Mischel & Shoda, 1995; Ross & Nisbett, 1991). While differences in psychological situational characteristics can be used to predict individual differences in human behavior (Edwards & Templeton, 2005; Mischel & Shoda, 1995; Ross & Nisbett, 1991), it is ill advised to define situations solely by this information. Conceptualizing situations by a person's perceptual state (i.e., a situation is stressful because an individual acted/felt stressed) can blur the distinction between person and situation variables; making it difficult to differentiate the explanatory power of situations from the outcomes being predicted (e.g., human behavior). Furthermore, relying exclusively on subjective information (i.e., psychological situational characteristics) to define situations can lead to issues of circularity (Funder, 2006; Rauthmann, Sherman, & Funder, 2015), confounding reactions to a situation with the situation itself. Therefore, "If situations are to be deemed important and worthy of study in their own right, they must be separated from the perceptions (and personalities) of the people in them," (Sherman, Nave, & Funder, 2013, p. 2).

To differentiate situational variables from individual differences and uncover why/when individuals' psychological situations differ, research must link individuals' psychological situation to objective situational cues. However, as the literature is lacking a systematic way of conceptualizing and measuring objective situations, it is difficult to integrate full situational information into psychological and organizational research. Simply identifying types of objective situations, or common patterns of objective cues at work may be useful for such research and help illuminate the association between

objective and psychological components of work situations. As such, this research sampled objective situations from a variety of different workers to link objective features of work situations to the recently developed CAPTION framework of psychological situational characteristics (i.e., situation perception; Parrigon et al., 2017). The CAPTION framework proposes seven characteristics that describe the degree to which objective situational cues are perceived as (i.e., the psychological situation): Complex (complex/intricate), Adverse (depleting, stressful, and/or difficult), Positive (positively charged), Typical (common versus novel, or straightforward versus ambiguous), Important (capable of leading to attainment of important goal(s), humOrous (humorous, childish, or lighthearted), and Negative (negatively charged). These characteristics provide a comprehensive representation of how people can perceive all objective situational cues. I apply this framework to the work context to illuminate how individuals typically and uniquely perceive objective work situations; typically meaning the consensual or normative way of perceiving an objective situation and uniquely meaning the way in which an employee's perception differs from the perceptual norm. For instance, the situation of "my boss announcing that a team member did a great job" would be perceived, on average, as positive by employees, while some employees would perceive this situation as less positive. Below, I explain why both the consensual and idiosyncratic parts of situation perception are important for understanding the role of personality in shaping differences in worker behavior.

However, before moving forward, I would like to make a quick note regarding the scope of this study. The current study does not address the unresolved question of how to define the boundaries of a situation, nor when does one situation end and another begin.

The issue of defining physical or temporal boundaries of situations is beyond the scope of this research (for discussion, please see Magnusson, 1971; Pervin, 1976; Rauthmann & Sherman, 2016). However, to isolate the influence of objective cues on individual's situation perception I must focus on specific compositions of objective cues bounded by time. As such, the included studies conceptualize objective situations according to the cues present at a specific point in time (e.g., "right before this", "most recent work situation").

Personality and the Perception of Work Situations

Breaking Down Situation Perception: Situation Construal Versus Situation Contact

According to Rauthmann, Sherman, and Funder (2015), situation perception conflates two, different ways in which personality traits can influence the experience of a situation: Situation construal and situation contact. Situation construal describes the process through which people form psychological impressions of a situation, based on objective cues in the environment. Situation construal is a product of the way in which individuals select, filter, evaluate, interpret, and assign meaning to objective cues. People can construe situations differently from one another depending on their personalities (Allport, 1961; Rauthmann, Sherman, Nave, & Funder, 2015), such that personality traits moderate the way in which the perceptual process unfolds (Funder, 2006; Sherman et al., 2013). For instance, as people high on trait neuroticism are prone to negative emotionality, anxiety, and worry (Costa & McCrae, 1992), they will often construe work situations as more negative or adverse than other people. Situation contact, on the other hand, describes the process through which people voluntarily create, evoke, and/or select into situations that are compatible with their characteristic way of thinking, feeling, and

behaving (i.e., personality). According to the concept of situation contact, personality traits predict the sorts of situations people find themselves in or *find desirable*. For instance, people high on trait extraversion may be more likely to find themselves in situations with other people or enter such situations by seeking out other people because they find it enjoyable. Based on its definition, situation contact is dependent on how personality influences situation construal because the choice of which situations to seek and select into is guided by which situations are construed as positive (or desirable). In other words, situation contact requires the assumption that every situation is not equally desirable to all people, and therefore that personality first moderates the construed "desirability" of different objective cues.

While situation contact is an important part of how personality is tied to situation perception, situation construal is a more proximate or direct predictor of the psychological consequences of a situation (e.g., feelings, attitudes, behavior; Edwards & Templeton, 2005; Mischel & Shoda, 1995; Ross & Nisbett, 1991), and therefore this research focuses on construal in rooting the effect of personality in work situations, controlling for situation contact. Therefore, because raw ratings of situation perception signify both the type of situations the person selects into *and* how that person uniquely construes the situation, I must tease the two apart to examine how people uniquely construe specific work situations depending on their personality.

Rauthmann, Sherman, Nave, and Funder (2015) outline a procedure for statistically teasing apart situation construal and situation contact, which involves having at least two ex-situ rater rate the psychological situational characteristics (here, defined by the CAPTION dimensions) of each objective situation and aggregating ex-situ ratings

for each objective situation to find average ratings for each psychological situational characteristic. Then, for each situation, the participant's (in-situ) CAPTION ratings are regressed onto the respective aggregated ex-situ CAPTION rating and the standardized residuals are saved. Standardized residuals represent the part of the in-situ CAPTION rating left over, or not explained by the ex-situ CAPTION rating. The part of the in-situ CAPTION rating predicted by ex-situ CAPTION rating signifies situation contact, or the type of situation that person has selected into; which also happens to represent the shared (consensual) perception of that situation. From this point forward, the term "*situation perception*" refers to the raw, in-situ ratings of psychological situational characteristics (i.e., conflating situation contact and construal) and the terms "*unique situation construal*" and "*unique construal*" refer to the unique way in which the individual construes the situation, as compared to others. In making this differentiation, I am able to examine how a person's unique situation construal varies from the type of situation they came into contact with, as defined by the perceptual norm (i.e., situation contact).

The goal of this study is to illuminate how personality traits predict individual's perception and unique construal (as defined by the CAPTION dimensions) of objective work situations, so as to better understand how personality traits work together with objective situational cues to predict important work behaviors, both across situations (i.e., how different situations are generally perceived) and across people (i.e., between-person differences in how a situation is uniquely construed). Using the comprehensive CAPTION framework of psychological situational characteristics (Parrigon et al., 2017), this research explores the idea that personality traits shape the psychological characteristics ascribed to work situations, which subsequently predicts worker behavior.

Personality as the Interface: Cognitive Affective Units

Drawing from Cognitive Affective Personality System (CAPS; Mischel & Shoda, 1995) and Whole Trait Theory (WTT; Fleeson & Jayawickreme, 2015), I present an explanation for how personality traits shape the perception of work situations. These theories adopt the social-cognitive approach to personality, which define personality's explanatory power in terms of social-cognitive mechanisms. This approach points to cross-situation inconsistencies in personality trait manifestation to highlight the need to define personality traits by social-cognitive mechanisms, rather than general traits or tendencies across situations (e.g., Cervone, 2005; Mischel, 1973; Read, Monroe, Brownstein, Yang, Chopra, & Miller, 2010). Social-cognitive mechanisms are information processing mechanisms that are sensitive to situations, and therefore more accurately represent the way that personality influences human behavior, in context.

The Cognitive Affective Personality System (CAPS; Mischel & Shoda, 1995) theory is the seminal theory of the social-cognitive approach. The CAPS model defines personality's explanatory power in terms of social-cognitive mechanisms called cognitive affective units (CAUs), which are organized into five categories: 1) encodings (construals one holds of oneself, others, and the current situation); 2) expectancies and beliefs (about oneself and the world around them); 3) affects (affective or emotional responses); 4) goals and values; and 5) competencies and self-regulatory plans (plans and strategies for affecting change). An individual's unique web of CAUs manifests individual differences in patterned responses to objective cues, described as *if-then* behavioral signatures (e.g., If my boss is present, then I will act more enthusiastic; Mischel & Shoda, 2010). More recently, Whole Trait Theory (WTT; Fleeson & Jayawickreme, 2015) married the

social-cognitive definition of personality with its trait definition (i.e., cross-situational consistencies defined by general traits) by explaining how CAUs are connected to the Big Five traits through accretion; a process through which specific occurrences of social-cognitive mechanisms become linked as they occur across different situations, and begin to influence each other psychologically. As such, the Big Five personality traits capture specific patterns of activation, accessibility, interrelationships, and organization of these CAUs that guide the way in which individuals encode and interpret salient and consequential objective cues within each situation, which translate the person-situation interaction into situation-specific behavior (Fleeson & Jayawickreme, 2015; Mischel & Shoda, 1995).

Based on CAPS and WTT, I argue that personality's role in filtering the perception of work situations is greatly defined by the *encoding* CAU, which signifies the perception and interpretation of situations (Mischel & Shoda, 2010) and therefore represents the interface between the objective and psychological situation. This sentiment is in line with Reis' (2008) definition of encoding as "part of the person's internal processing rather than a way of characterizing the situation," (p. 314); meaning that encodings should be assessed separately, but together with external, or objective cues. Encoding activates relevant mental representations/categories for processing objective cues, which automatically activate other CAUs, leading to cognitive, affective, and behavioral responses (Mischel & Shoda, 2010; Zimmerman et al., 2016). As individuals fundamentally differ in the nature and pattern of their network of CAUs (as defined by different in their personality), the encoding of a situation, and the CAUs automatically activated by encoding, will differ across individuals, depending on their personality. As

such, personality traits (that designate specific patterns of CAUs) will influence the behavioral reactions to work situations by moderating how a person encodes, or perceives objective cues (Mischel & Shoda, 1995; Zayas, Shoda, & Ayduk, 2002; Zimmerman et al., 2016).

It is important to note that this research does not claim that situation perception is the sole mechanism through which personality traits explain individual differences in behavior, nor that the encoding CAU of personality is the sole moderator of situation perception. It is entirely possible that personality impacts situation perception via other CAUs, such affect. Previous theory outlines how positive and negative affective states may influence people's momentary perceptions (e.g., Zadra & Clore, 2011). That being said, the current research focuses on the role of personality traits (as encoding) in defining individual differences in the perception of and behavioral reactions to work situations. More specifically, this research integrates the CAPTION framework of psychological situation characteristics with the WTT definition of personality to outline how individual differences in behavior can be better understood by examining how the perception (i.e., encoding) of objective work situations vary systematically across individuals, as a function of their personality.

The Big Five Personality Traits and Situation Perception at Work

Personality traits are defined by density distributions of general tendencies in behavior (Fleeson & Jayawickreme, 2015; Fleeson & Law, 2015), which implies that, while people vary substantially in their expression of personality traits across different situations, their typical or average trait expression (i.e., behavior) remains relatively consistent; meaning that "it is reasonable to expect some degree of consistency in [work]

situation experience across time" (Sherman et al., 2015, p. 875). This means that personality traits are useful in defining between-person differences in how a situation is perceived. However, absent a shared typology of objective situational cues (only specific cue categories), research has been unable to examine how personality traits define between-person differences in the perception of *specific* types of objective work situations. Rather, previous research has focused on personality within more general work versus nonwork contexts (e.g., Pace & Brannick, 2010), where work-specific personality expression tend to manifest stronger relationships with work criteria than their general personality counterparts (e.g., Schmit, Ryan, Stierwalt, & Powell, 1995). In order to illustrate the utility of considering specific objective cues in predicting differences in the perception of work situations, the current study first examines how personality explains variation in the perception of general work versus nonwork contexts (Study 1) and then in the unique construal of specific types of objective work situations (defined by patterns of objective cues; Study 2). I would like to note that the former investigation does not separate unique situation construal from contact because 1) specific objective cues are not considered and unique situation construal is based on unique meaning of specific cues; and 2) employees are typically required to enter work contexts, rather than voluntarily select into them. Additionally, given that the latter is an exploratory investigation in which I inductively distill types of objective work situations from objective descriptors, I am unable to develop explicit hypotheses for how personality traits will moderate the unique construal of specific types of objective work situations. Therefore, below, I draw from previous personality theory and research regarding the Five Factor Model (FFM; Costa & McCrae, 1992) to outline the different

ways in which the Big Five traits are expected to influence the perception of objective situations within general work versus nonwork context. Once I identify frequently occurring "types" of objective work situations (Study 2), I will discuss how personality traits may define differences in the unique construal of specific objective work situations.

Conscientiousness. First, people high on conscientiousness are expected to generally perceive situations within work contexts as more positive, important, typical, and less adverse, humorous, and negative than people low on conscientiousness. Conscientious people have a preference for rules, orderliness, and industriousness (DeYoung, Quilty, & Peterson, 2007), which may manifest in routine and straightforward situations at work, where expectations are clear and goal achievement is more likely. For this reason, conscientious people will generally perceive situations within a work context as more important and less adverse. Additionally, because conscientiousness embodies a tendency to enjoy rule-based activities and goal acommplishment, conscientious people will perceive situations within the work context (usually containing rule-based or regulated activities) as less negative and more typical and positive. In addition, unless humor is job-related (e.g., comedian), conscientious people will perceive situations within the work context as less humorous than nonwork contexts, as these individuals are typically focused on performing well and achieving their goal (Barrick, Mount, & Li, 2013; Barrick, Stewart, & Piotrowski, 2002; DeYoung et al., 2007).

Agreeableness. Based on conventional conceptualizations of agreeableness (e.g., Costa & McCrae, 1992), I do not expect that agreeable people will perceive situations within the work context differently from nonwork situations. Agreeable individuals are described as kind, nurturing, trusting, considerate, tolerant, altruistic, compliant, modest,

and forgiving (Costa, McCrae, & Dye, 1991), and typically work well with others (Mount, Barrick & Stewart, 1998). As such, agreeable people tend to establish positive relationships with others within their organization (Organ & Lingl, 1995). However, the motivation to develop positive relationships goes beyond work contexts (Jensen-Campbell & Graziano, 2001), and therefore agreeableness is not expected to moderate how people perceive work versus nonwork contexts. Although, as agreeable people tend to place great value on social relationships and being accepted by others (Langston & Sykes, 1997) and have an inherent 'need to please' (DeYoung, 2014a; Graziano & Eisenberg, 1997), agreeableness is likely important for how interpersonal work situations (i.e., when other people are present, physically or virtually) are perceived (discussed further in Study 2).

Extraversion. People high on extraversion will perceive situations in a work context as more positive and important, and less negative than people low on extraversion. Extraverts are described as being gregarious, assertive, dominant, ambitious, confident, social, and high on positive affect (Costa & McCrae, 1992; Judge, Higgins, Thoresen, & Barrick, 1999). As extraversion is associated with experiencing positive emotions and positive encoding (Johnson, Miller, Lynam, & South, 2012), extraverts should also perceive situations in a work context as more pleasant or positive, and potentially less negative than others. Extraversion is also associated with a desire to seek rewards and gain power over/get ahead of others (Barrick et al., 2002; Hogan, 1996; Stewart, 1996), which may manifest in competitive situations at work, where the opportunity for reward/recognition is more likely. As situations in a work context are more likely than those in a nonwork context to present opportunities to gain status,

awards, or recognition, extraverted people will perceive situations in a work context as increasingly important and positive.

Neuroticism. People high on neuroticism will percieve situations in a work context as more negative and adverse, and less positive than people low on neuroticism. Previous research suggests that neurotic people tend to be more axious and insecure in their current work situation (Costa & McCrae, 1992) and are likely to perceive stressful situations as more upsetting compared to others (e.g., Watson, Clark, & Tellegen, 1988). In addition, neurotic people are more prone to negative affectivity and avoidance orientation (Elliot & Thrash, 2010), and are more likely to emphasize negative or unpleasant cues in their surroundings (e.g., Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). As such, in focusing on more negative stimuli while facing accountability, challenges, and expectations associated with work contexts, neurtic people will perceive work situations as more negative and adverse. Neuroticism is also marked by frequent interruption, irritation, frustration, and anxiety (DeYoung et al., 2007; John & Srivastava, 1999), which makes it difficult for neurotic people to identify a simple solution to any problem or task they are facing. As such, because situations in the workplace frequently present challenges and potential obstacles, and neurotic people are so sensitive to, and prone to perceive threats more readily than others, people high on neuroticism will perceive situations in a work context as more adverse than less neurotic people.

Openness. Finally, I expect open people to perceive work (as compared to nonwork) situations to be even more complex than people low on openness. Complexity describes how analytical, intricate, scientific, and academic a situation is perceived to be.

Openness is associated with how one encounters novelty within one's intellectual and experiential environment, and reflects one's tendency to engage in reasoning and learning of abstract knowledge (DeYoung, 2014b; Woo, Chernyshenko, Longley, Chiu, & Stark 2014). Openness has been linked to Need for Cognition (NFC), an individual difference in people's intrinsic motivation for and enjoyment of, effortful cognitive activities (Cacioppo & Petty, 1982; Jebb, Saef, Parrigon, & Woo, 2016). Situations at work typically involve engaging in some sort of intellectual effort or applying expertise to complete a task, and because open people have a natural tendency to engage in cognitive efforts, novelty seeking, and inquisition, open people will perceive even greater opportunity for such behaviors in work situations; and therefore perceive such situations as more complex (i.e., analytical) and potentially more positive (because it aligns with their enjoyment of such activities).

Predicting Behavioral Responses to Psychological Situational Characteristics

The ultimate goal of person-situation research is to uncover how the dynamic interplay of individual and situational variables predict human behavior. While previous research has provided evidence for the importance of personality traits in shaping unique situation construal (e.g., Rauthmann, Sherman, Nave, & Funder, 2015; Sherman et al., 2013) and important work behaviors (e.g., Berry, Ones, & Sackett, 2007; Chiaburu, Oh, Berry, Li, & Gardner, 2011; Hurtz & Donovan, 2000; Judge, Rodell, Klinger, & Simon, 2013), few, if any studies have explicitly tested how situation perception and unique situation construal (as moderated by personality) affect the likelihood of different work behaviors. Most notably, there is a scarcity of empirical research on how individuals with

different personality traits react (behaviorally) to the same or similar situations based on the psychological situational characteristics.

As a first step towards addressing this gap, I explore the predictive validity of situation perception (as moderated by personality) within work versus nonwork contexts for in-situ work behaviors, more specifically personality-relevant behaviors within work contexts. Then, I examine how personality-driven unique construal of more specific types of work predict daily occurrences of counterproductive work behavior (CWB) and organizational citizenship behavior (OCB; Study 4). Personality-relevant work behavior represents a wide-array of outcomes central to the person-situation debate, while CWB and OCB represent the components of work behavior found to be most relevant to personality traits (compared to task performance; e.g., Berry et al., 2007; Chiaburu, et al., 2011; Motowidlo, Borman, & Schmit, 1997). Examining how these behaviors relate to situation perception and unique situation construal will not only help explain and predict general patterns of behavioral responses to work situations, but also identify when (and for whom) situational factors lead to positive versus negative behaviors.

Overview of the Current Studies

The current research includes four, complementary studies aimed at illuminating: 1) How personality traits shape the way employees typically perceive the objective situation of being in a work versus nonwork context; 2) Whether and how personality traits shape the way that employees uniquely construe specific types of objective work situations; and 3) How personality-driven situation 31n perception and unique situation construal (both work contexts and specific situations, respectively) predict individual differences in work behavior. Study 1 corresponds to Research Question 1, Study 2 to

Research Question 2, and Studies 3 and 4 to Research Question 3. I recruited multiple samples using a variety of methods (e.g., recruitment flyers, electronic/online postings, emails, crowd sourcing websites, student subject pools) for these studies. These samples consisted of part- and full-time workers employed in a variety of occupations within the United States. Subjects were compensated (money, gift certificate) for their time and effort. Recruitment and data collection complied with IRB requirements for human subjects, and took additional steps to maintain participant privacy and data confidentiality.

The series of four studies surveyed people about their own work experiences using different research approaches (i.e., cross-sectional, experience sampling, daily diary) to test each of the 3 research questions. In this way, the studies complement each other to offer unique insights into the psychological process through which situation perception influences work behavior and the role of the Big Five personality traits in filtering such perceptions. Below, I briefly describe how each of the four, complimentary studies examined core research questions in slightly different ways to provide unique information about study variables. Table 1 outlines each research question and its corresponding studies.

Study 1 used an existing dataset to examine how the Big Five personality traits moderate the way in which employees perceive the objective situation of being at work versus not, in general. Examining how personality traits shape the psychological situational characteristics of being at work (e.g., “at work”, “working) not only provides information about common psychological work situations, but also examines potential individual differences in the types of psychological situations encountered at work.

Additionally, looking at the general psychological situation of being at work allows for the comparison of the utility of accounting for objective situational cues in predicting the psychological perception of situations at work, when considered in subsequent studies (Study 2). Study 2 investigated how employees uniquely construed frequently occurring combinations of objective situational cues, and how personality traits explained individual differences in the unique construal of each combination, or type of situation. I adopted an inductive approach by using descriptions of naturally occurring work situations to define frequently occurring combinations of objective situational cues. I then mapped the CAPTION dimensions onto each combination and examined how personality traits influence people's unique construal of the different combinations (or classes) of situations.

Finally, Studies 3 and 4 addressed Research Question 3 by investigating how personality-moderated (or personality-driven) unique construal predicts various patterns of important work behaviors. Study 3 used an existing dataset to examine how personality traits shape the indirect effect of the objective situation of being at work (i.e., in a work versus nonwork context) on personality-relevant behaviors via situation perception. More specifically, I looked at how personality-moderated situation perception predicts the likelihood of in-situ, personality-relevant behaviors. Finally, Study 4 used experience sampling (ESM) and daily diary methodologies to examine this relationship in real-time. More specifically, Study 4 investigated how in-situ personality-driven *unique* situation construal effects daily occurrences of extra-role work behaviors: Counterproductivity and organizational citizenship. This study further clarifies how momentary psychological situational characteristics (as organized within the CAPTION

framework) of work situations are related to within- and between-person differences in behavior.

STUDY 1

The goal of Study 1 was to investigate how personality traits shape the way that employees perceive the general work context. Using self-reported ratings of general personality and ratings of the psychological characteristics of work (e.g., “at work”, “working) and nonwork (e.g., “at home”, “church”, “errands”) situations, I examined how theoretically relevant personality traits moderated the link between objective context (work versus nonwork) and psychological situational characteristics (as organized within the CAPTION framework). Not only does this study have the potential to provide information about common psychological situations in the workplace, but also provide preliminary evidence for individual differences in situation perception at work.

Method

Sample and Procedures

Study 1 was based on a dataset previously collected by Parrigon, Woo, Tay, and Wang (2017) for their Study 5. Data was collected from a diverse sample of 1,323 native English speakers residing in the United States, who were recruited using a professional service specializing in the customized sampling of survey participants, Qualtrics LLC. Parrigon et al. (2017) randomly assigned participants to describe a situation that occurred, on the hour, sometime between the hours of 8 a.m. and 8 p.m. the day before. Participants then rated this situation using CAPTION adjectives. Last, participants completed items measuring their self-reported personality (see below). This sample excluded individuals who were non-native English speakers or who failed the reliability checks.

Situation sorting procedure. Four research assistants and the first author independently went through and read all situation descriptions in the dataset to exclude

blank or incomprehensible situation descriptions (e.g., “jgkjsg; *n* = 589) and sort the remaining situations into work and nonwork categories. Thirty participants were removed due to poor responding. Of the remaining 704 participants, a total of 155 provided situation descriptions judged as work situations and 549 were identified as nonwork situations. This sorting (0 = nonwork situation. 1 = work situation) was used as the independent variable in Study 1 analyses. Fleiss’ Kappa was used to assess agreement between the raters on the categorical variable, which had a value of .92 (ICC (one-way agreement) was also calculated = .86). According to Landis and Koch’s (1977) guidelines for interpretation, any values above .81 indicates near perfect agreement. Our final sample had an average age of 39.6 and was mostly White (57%, *n* = 401), female (50.7%, *n* = 357), and employed full- or part-time (44.1%, *n* = 312; 195 missing; 16.3%, *n* = 115 unemployed).

Measures

Psychological situation. Participants rated each dimension of the CAPTION framework using the following items: analytical, academic, scholarly, instructional, complex, technical, intricate, intellectual, scientific, educational (for Complexity); stressful, fatiguing, frustrating, tiresome, exhausting, tiring, difficult, strenuous, grueling, hectic (for Adversity); heartwarming, cherished, precious, sentimental, loving, affectionate, joyful, special, heavenly, magnificent (for Positive Valence); typical, regular, standard, usual, predictable, common, average, normal, ordinary, uneventful (for Typicality); effective, useful, productive, helpful, crucial, important, valuable, vital, beneficial, functional (for Importance); funny, comical, humorous, silly, goofy, amusing, playful, hilarious, nutty, and wacky (for Humor); and repulsive, despicable, malicious,

grotesque, vile, inhumane, sinister, creepy, sleazy, cruel (for Negative Valence). Ratings were made on a 5-point Likert scale (1 = *Not at All,* 5 = *Extremely*). The scale reliabilities for the CAPTION dimensions were all very strong, with Cronbach's alpha ranging from .94 to .99.

Personality. The Big Five personality traits were measured using Goldberg's (1992) 50-item Big Five Factor Marker scale from the International Personality Item Pool (Goldberg et al., 2006). The scale consists of 50 items, which are subsumed under five subscales corresponding to the Big Five personality dimensions: Extraversion, Agreeableness, Conscientiousness, Emotional Stability (revered Neuroticism), and Openness. Participants responded to items using a five-point Likert-type scale (1 = *strongly disagree,* 5 = *strongly agree*). The inventory showed acceptable reliabilities (α ranged from .87 to .92).

Analytic Strategy

A series of regression analyses were performed to test the moderating effect of the Big Five personality traits on the relationship between objective Situation Type (0 = Nonwork, 1 = Work) and the CAPTION dimensions. I ran two regression models to test each personality moderation effect, in which I first regressed one CAPTION dimension and the theoretically relevant Big Five personality trait (as described in 'The Big Five Personality Traits and Situation Perception at Work' section) on Situation Type (0 = Nonwork, 1 = Work) and then a second model adding the interaction between Situation Type and the Big Five trait. Since multicollinearity increases when multiple interaction terms are specified simultaneously (Kelava, Moosbrugger, Dimitruk, & Schermelleh-Engel, 2008), I estimated the two separate models for each Big Five personality trait

moderating that CAPTION dimension. This resulted in a total of thirteen separate regression models.

Results

Means, standard deviations, and zero-order intercorrelations of study variables are presented in Table 2. Results of the regression analyses are presented in Tables 3-9, organized by CAPTION dimension. Results showed that people perceived work situations as significantly more complex (see Table 3), more adverse (see Table 4), less positive (see Table 5), more important (see Table 7), and less humorous (Table 8). Situation Type did not significantly predict Typicality (see Table 6) or Negativity (see Table 9) perceptions. The direction and significance of the direct effects of Situation Type remained consistent across models including different Big Five traits (specific magnitudes can be found in corresponding tables). Moderation analyses showed that the moderating effect of Openness on the Situation Type-Complexity relationship was trending significant at a p-value of .10 (β = .06, p = .10), such that open people perceived work situations as even more complex. Analyses also showed that Conscientiousness (β = .05, p = .21) and Neuroticism (β = .00, p = .97) did not significantly moderate the Situation Type-Perceived Adversity effect. Third, while Extraversion (β = .01, p = .84) and Neuroticism (β = .05, p = .22) did not significantly moderate the perceived Positivity of work versus nonwork situations, Conscientiousness did (β = -.11, p < .01); but in the opposite direction than expected, such that conscientious people perceived being at work as even less positive than people low on conscientiousness. Next, while Conscientiousness had a significant direct effect on perceived Typicality (β = .11, p < .01), it did not significantly moderate the Situation Type-Typicality relationship (β = .04,

p = .35). The same pattern was true for Importance perceptions, such that Conscientiousness had a direct positive effect (β = .22, p < .01), but not a significant moderating effect (β = .03, p = .55). The effect of Situation Type on Importance was also not significantly moderated by Extraversion (β = .03, p = .55). Next, while the moderating effect of Conscientiousness on the Situation Type-Humor relationship was in the expected direction, the effect was not significant (β = -.05, p = .24). Finally, results provided no support for the moderating effects of Conscientiousness (β = -.04, p = .55), Extraversion (β = -.06, p = .18), and Neuroticism (β = .01, p = .83) on the Situation Type-Negativity relationship.

To better understand the significant main effects of personality on situation perception within work contexts, I ran additional regressions examining the relationships between the Big Five traits and theoretically relevant CAPTION dimensions within work situations, only. Results are presented in Table 10. The analyses were run on the subsample of participants who described work situations (n = 155). Results showed that Openness significantly, positively predicted Complexity perceptions at work (β = .24, p < .01), Neuroticism predicted Adversity perceptions (β = .37, p < .01), Conscientiousness (β = -.26**, p < .01) and Extraversion (β = .24, p < .01) predicted Positivity perceptions, Conscientiousness predicted Typicality perceptions (β = -.23, p < .01), Conscientiousness (β = .23, p < .05) and Extraversion (β = .09, p < .05) positively predicted Importance perceptions, Conscientiousness negatively predicted Humor perceptions (β = -.23, p < .01), and finally, Conscientiousness (β = -.29, p < .01) and Neuroticism (β = .21, p < .01) predicted Negativity perceptions.

Discussion

Study 1 results showed that context (work versus nonwork) and personality traits are both (separately) important for defining differences in people's psychological situation. More specifically, we see stable differences in the level of complexity, adversity, positivity, importance, and humor attributed to work versus nonwork contexts, as well as stable, between-person differences in situation perception across contexts (i.e., main effects of conscientiousness, extraversion, and neuroticism). For instance, conscientious people consistently perceived situations to be less humorous and more important, which aligns with the idea that conscientious people are focused on achievement (i.e., focusing on the effectiveness or utility of situations) rather than other purposes (i.e., goofing around). However, conscientiousness did not significantly moderate how important or humorous work situations were perceived to be. Although, results did show that the degree to which work contexts are perceived as less positive and more complex depends on conscientiousness and openness, respectively.

One potential reason why Study 1 found little support for the situation-personality interaction on situation perception may be because the "situation" was defined too broadly. Rather, specific objective situational cues are what 'activate' the effect of personality, such that individual differences in situation perception arise when considering actual objective cues of situations. As such, the inclusion of more specific situations may be necessary for uncovering the role of personality in defining individual differences in how people perceive and react to work situations. This is in line with the interactionist perspective of personality, which states that the how and when a personality trait is expressed is contingent on the presence of trait-relevant situational cues (Tett &

Guterman, 2000). According to Trait Activation Theory (TAT; Tett & Burnett, 2003) personality traits represent “intraindividual consistencies and interindividual uniqueness in propensities to behave in identifiable ways in light of situational demands” (p. 398). According to TAT, situational demands may be perceived differently depending on an individual’s standing on a personality trait that is relevant to, or cued within a situation. Previous research has illustrated the utility of defining situations by their trait activation potential for understanding how specific situations activate the expression of specific personality traits differently (Lievens, Chasteen, Day, & Christiansen, 2006). As such, the inclusion of more specific types of trait-relevant, objective situational cues is important for understanding the way in which personality traits influence the psychological situational characteristics attributed to a work situation.

STUDY 2

The goal of Study 2 was to incorporate specific objective situational cues to better understand how personality predicts the *unique* construal of different types of work situations. Towards this goal, Study 2 identified common combinations or classes of objective cues within naturally occurring work situations to investigate how they are uniquely construed by workers, depending on their personality. While Study 1 showed that personality traits can be important for how situations, are perceived in general, this information does not provide insight into individual differences in how people uniquely construe *specific* work situations. As personality expression is embedded within specific situations, research must consider how people uniquely construe specific objective work situations to understand individual differences in work behaviors. Therefore, Study 2 breaks down the general work context into commonly occurring combinations or classes of objective situational cues so as to examine how personality traits predict unique situation construal of specific objective work situations.

Method

Sample and Procedures

I recruited 1,439 participants from the United States to complete an online survey using Amazon Mechanical Turk (Mturk). Participants were asked to 1) answer questions about their demographic information (e.g., age, ethnicity, employment status, occupation) and general personality, 2) describe the most recent situation they were in at work in an objectively verifiable manner (using objective descriptors: “who,”, “what [what happening]”, and “where”), and then 3) rate the psychological characteristics of this situation using the CAPTION characteristics.

Situation sorting procedure. To ensure all situations were within work contexts, I excluded participants who reported that they were unemployed (*n* = 9). Then, all participants who left their situation description blank were removed (*n* = 291). Next, the same sorting procedure described in Study 1 was used by four research assistants and the first author to independently sort all situation descriptions in the dataset into work and nonwork situations. Nonwork situations were defined as nonwork (*n* = 251 nonwork) or Mturk or freelance work (*n* = 19; e.g., "completing a HIT on Mturk") situations. The average interrater agreement across all five raters was .89. I also excluded participants who failed 2 or more of the reliability checks (*n* = 34); leaving a final sample of 835 work situation descriptions. Participants were, on average, 37.22 years of age and female (52%; *n* = 243 [one preferred not to say]). Of the 483 participants reporting their occupation, 14.3% said they were in Business and Financial Operations, 12.81% in Education, Training, or Library Sciences, 10.12% in Computer and Mathematics, 11.36% in Office and Administrative Support, 7.85% were Healthcare Practitioners or Technical, 7.23% in Management, 5.99% in Production, 5.78% in Art, Design, Entertainment, Sports, or Media, 4.54% in Food Preparation and Serving Related occupations, 3.92% in Personal Care and Services, 3.51% in Healthcare Support, 3.10% in Community and Social Services, 2.89% in Architecture and Engineering, and 2.27% in Construction and Extraction. The remaining 4.44% reported that they were in Building and Grounds Cleaning and Maintenance, Farming, Fishing, and Forestry, Installation, Maintenance, and Repair, Legal, Life, Physical, and Social Sciences, or Military Specific. Seven percent reported that they were self-employed.

Interpersonal focus. During the initial situation sorting process, the first author and undergraduate research assistants noticed that the greatest variability of objective cues was in situations seemed to occur in situations that were interpersonal in nature. By interpersonal I mean that the employee's behavior was influenced by the (physical or virtual) presence of other people. Based on this observation, along with a number of conceptual and practical reasons, I decided to focus my attention on those situations that were interpersonal in nature. Interpersonal factors (e.g., who you are with) are fundamental to how people differentiate situations from one another, and are therefore pivotal to defining the effect of situations on work behavior (Reis, Collins, & Berscheid, 2000). Previous research has generally focused on relatively impersonal aspects of situations (e.g., task features, time sensitivity; e.g., Barrick et al., 2013) even though interpersonal factors are likely to be the focus of individual's attention and behavior. I purport that focusing on and analyzing interpersonal properties of work situations will help advance our understanding of individual differences in how people experience work and choose to behave. As such, Study 2 focuses on interpersonal situations in terms of location, people, and purpose for understanding individual differences (as defined by personality) in unique situation construal, and build upon this in Study 4 by considering how the occurrence of interpersonal versus not interpersonal situations ultimately affects daily helping and counterproductive behaviors. Two research assistants and the first author independently went through and read all situation descriptions and coded whether each situation was not interpersonal (0) or interpersonal (1) in nature; and excluded non-interpersonal (n = 351). Before sorting all work situation descriptions in full, I (along with the other raters) independently coded the first 100 situation descriptions to

determine interrater agreement. Fleiss' Kappa was used to assess agreement between the raters, which had a value of .75. According to Landis and Koch's (1977) guidelines for interpretation, any values between .61 and .80 indicates substantial agreement. Of the 834 situation descriptions, a total of 484 were judged as interpersonal in nature.

Measures

Demographic information. I asked participants to report their age and gender, as well as employment status, hours worked per week, tenure, job title, and occupation.

Objective situations. Participants' provided open-ended descriptions of their most recent work situation using prompts based on previous literature (i.e., *who* is present, *what* is happening, *what* is present, *when* it is occurring, *where* is the situation is taking place; Endler, 1981; Johns, 2006; Pervin, 1978; Saucier et al., 2007). This qualitative information was then coded for further analyses (see Analytic Strategies section for further details on coding procedures).

Psychological situation. Participants completed the abbreviated version (34 items) of the CAPTION scale (Parrigon et al., 2017). This scale assesses each of the 7 dimensions of psychological situational characteristics. Participants rated how well each adjective described the situation using a Likert scale ranging from 1 (*not at all*) to 5 (*perfectly*). Alpha reliabilities ranged from .88 to .95.

Situation contact (i.e., consensual psychological situation). Three research assistants independently read and rated the situational characteristics of each work situation description (presented in randomized order) using the CAPTION scale. Reliability of ex-situ CAPTION ratings was based on interrater agreement, calculated using profile agreement for each situation description. The average profile agreement

amongst raters of the same situation is r = .79 (SD = .37), yielding an average alpha for the rater composites of .75.

Unique situation construal. Unique situation construal defines the participant's distinctive or unique perception of objective cues. To separate each participant's unique situation construal from the consensual or normative perception of the situation (also represents a conservative index of situation contact), Ex-situ ratings were averaged across all raters for each CAPTION dimension to represent the "normative" perception (i.e., consensual rating) of each interpersonal work situation, which also provides a conservative index of situation contact. First, I regressed the ex-situ CAPTION dimension (i.e., running seven regression models) onto its respective participant rated CAPTION dimension and saved the standardized residual. The standardized residual signifies the degree to which the participant's CAPTION rating was unique from the normative or consensual perception (i.e., defined by ex-situ rating). The average of participants' standardized residuals for each CAPTION variable was used as the dependent variable in testing how the effect of personality traits on unique situation construal varies across different types objective work situations or commonly occurring patterns of objective cues (detailed in Analytic Strategy section). It is worth noting that the average profile agreement (correlation r or standardized slope coefficients) between self-rated CAPTION dimensions and the consensual composite ex-situ rated CAPTION dimensions in this dataset was r = .72 (SD = .56), which suggests that a large portion of an individual's perception of situations is the consensual nature. ICCs for each CAPTION dimension ranged from .25 (Humor) to .87 (Complexity).

Personality. The Big Five personality traits were measured using Goldberg's (1992) Big Five Factor Markers obtained from the International Personality Item Pool (IPIP; Goldberg et al., 2006). Participants rated how much they agreed with 50 statements using a five-point Likert scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree.* Alpha reliabilities are listed in Table 11.

Analytic Strategy

Objective cue coding. I implemented a variety of qualitative (e.g., subject-matter-expert discussions) and quantitative (e.g., latent class analysis) approaches to analyzing the open-ended descriptions of objective situational cues (Asparouhov & Muthén, 2014; Hollensbe, Khazanchi, & Masterson, 2008; Rauthmann, Sherman, Nave, & Funder, 2015). First, I applied an inductive approach to build an overarching coding scheme for objective situations, which was based on the conceptual and empirical similarities among types of objective cues in participants' descriptions. As a first step, I applied thematic analysis (Bree & Gallagher, 2016; Braun & Clark, 2006; Clarke & Braun, 2013) to derive a coding scheme for objective situations. This involved me and four undergraduate research assistants reading through the objective situation descriptions many times, looking for conceptual categories—or themes—that could summarize the different combinations of objective situational cues. Categories had to occur at least 10 times to be retained (e.g., Hollensbe, Khazanchi, & Masterson, 2008). We then read through all situations within each theme and grouped the initial themes into broader categories based on conceptual similarities. This resulted in 19 objective cue variables, on which each interpersonal work situation was coded as 0, 1, or 999. These variables provided information about the people present (i.e., supervisor,

coworker/colleague, subordinate, client/customer, team, other), the nature of the interpersonal task (i.e., conflict [social or work related], competing, collaborating, giving assistance/help, receiving assistance/help, leading/teaching/training/sharing information or feedback, learning/listening/gathering information or feedback [e.g., being trained], socializing, nonwork related interactions), and the location (at work, home, client site, or other) that characterize the situation. Descriptions of these variables given to coders can be found in Appendix C.

Three research assistants went through and coded each situational description on the 19 variables. Zero indicated that the objective cue was not present, 1 indicated that the objective cue was present, and 999 meant that it was unclear whether that objective cue was or was not present. Objective cue variables had to occur in at least 10 percent of the situations to be retained, leaving 15 objective cues variables to be used in latent class analysis (Vermunt & Magidson, 2002; online versus offline, supervisor, coworker/colleague, subordinate, client/customer, team, other people, conflict, collaboration, giving assistance/help, receiving assistance/help, leading/teaching/training/sharing information or feedback, learning/listening/gathering information or feedback [e.g., being trained], socializing, nonwork related interactions, and work/office location). Average ICC for the remaining objective cue variables was .92, and ranged from .82 to .98 (ICC for each objective cue listed in Table 11).

Latent class analysis. Next, I ran latent class analysis on the objective cue variables to identify common compositions or classes of objective cues (e.g., who: boss vs. coworker) and examine how the classes differed on the CAPTION dimensions. I used the three-step approach to modeling auxiliary variables (i.e., distal outcomes) in Mplus

Version 7.4 (Muthén & Muthén, 1998–2016), which uses latent class variables to predict distal outcomes (Asparouhov & Muthén, 2014). Step 1 of this approach involves model enumeration, which involves running a series of latent class models to identify how many latent classes fit best based on the set of observed indicators (i.e., the objective cue variables). Based on recommendations from Nylund, Asparouhov, & Muthén (2007), I first specified a null model (consisting of one latent class) and continued adding one latent class until the increase in model fit from adding one more class was not worth the detriment to model parsimony. The final latent class model was selected based on both fit and theoretical grounds. Given that model misspecification can distort the model enumeration process (Nylund-Gibson & Masyn, 2016) and that the possibility of model misspecification is higher with covariates, I follow the recommendation (in Masyn, 2017) to perform model enumeration without covariates (i.e., personality and CAPTION variables).

Consistent with the guidelines from Foti and colleagues (2012), I used several fit statistics: log likelihood (LL), Bayesian information criterion (BIC; Nylund et al., 2007), sample-size-adjusted BIC (SSA–BIC; Tofighi & Enders, 2007), Lo-Mendell-Rubin likelihood ratio test (LMR; Lo, Mendell, & Rubin, 2001; Tofighi & Enders, 2007), bootstrap likelihood ratio test (BLRT; Nylund et al., 2007), and entropy (Nylund et al., 2007). While there are no cutoff scores specified for most of these fit statistics, the lower the value of LL, BIC, and SSA–BIC the better. I used entropy as a criterion for the quality, or distinctiveness of classes, which can take any value between 0 and 1, with a value of .80 or higher indicating good class separation (Clark & Muthén, 2009). Additionally, significant LMR and BLRT values ($p < .05$) indicate that k classes fit the

data better than a model with *k-1* classes (Bacher & Vermunt 2010; Magidson & Vermunt, 2004). Finally, I also considered the relative improvement in model fit (based on the loglikelihood-function) between the k-class and the (kC1)-class model (Bacher & Vermunt, 2010).

Step 2 of the three-step approach involves assigning participants to the most likely class based on their highest posterior probability, which represents the likelihood a class member belongs to the class based on their pattern of responses to variables used to define classes (i.e., the objective cue variables); and estimating classification error of class assignments. Additionally, classification errors for each individual were computed and saved for further analysis (see Step 3, below).

Finally, in Step 3, the most likely class membership identified in Step 2 is used to predict distal outcomes (here, the CAPTION dimensions), adjusted for classification error to prevent bias. To address concern regarding downward biased estimates of the relationship between latent class membership and distal outcomes, as well as downward bias in the *SE*s, I used Vermunt's (2010) modified version of the classification error correction method developed by Bolck, Croon, and Hagenaars (2004), known as the BCH approach. The BCH approach performs a weighted ANOVA, with weights that are inversely related to the classification error probabilities (Bakk, Tekle, & Vermunt, 2013; Vermunt, 2010). Therefore, I used the inverse logit of individual-level error rates as weights (rather than the traditional modal class assignment) to adjust for classification error (i.e., the imperfect latent class indicator). I used the BCH method to estimate 1) the mean level of CAPTION dimensions for each class and 2) the relationship between theoretically relevant personality traits and CAPTION dimensions. The latter tests how

mean levels of CAPTION dimensions in a class increase or decrease as a function of standing on personality traits.

First, to examine mean levels of the standardized residuals for each CAPTION dimension within classes, I tested a multiple group model where each latent class constituted a group. I estimated and assigned unique labels to the mean standardized residual for each of the seven CAPTION dimension within each class in each ON statement (e.g., [COMPLEXITY] (cmean1)) to identify mean construal for each class (i.e., cmean1 for Complexity in Class 1, cmean2 for Complexity in Class 2, etc.). Then, I used the MODEL TEST function to run seven Wald χ^2 tests (McLarnon & O'Neill, 2018; one for each CAPTION dimension) where the null hypothesis tested was that the mean construal was equal across classes. More specifically, I adjusted the MODEL TEST function in Mplus to refer to specific pairwise comparisons. For instance, 'cmean1=cmean2, cmean1=cmean3, cmean1=cmean4, cmean1=cmean5, cmean1=cmean6, cmean2=cmean3, cmean2=cmean4, cmean2=cmean5, cmean3=cmean4, cmean3=cmean5, cmean3=cmean6, cmean4=cmean5, cmean5=cmean6' requests an overall test of the equivalence of the mean level of Complexity across the six classes. In line with typical treatment in regression mixture models (see Van Horn, Jaki, Masyn, Howe, Feaster, Lamont…, Kim, 2015), I also tested a number of model constraints examining the mean differences of specific class pairings (e.g., cmean1=cmean2).

Next, I examined how the Big Five personality traits predicted the unique construal of CAPTION dimensions across classes. First, before running analyses I discuss expectations for how each Big Five trait will affect unique construal of certain

CAPTION dimensions within different classes. Then I test these relationships by running one multiple group model for each Big Five personality trait (i.e., 5 models total to avoid issues of multicollinearity), again, where each class constituted a separate group. I estimated all relationships between that Big Five trait and relevant CAPTION dimensions in the overall model and then estimated the specific relationships expected within each class (as outlined below, once latent classes of interpersonal situations are identified). For instance, for agreeableness I regressed typicality on agreeableness in the overall model and in the Class 2 (Helping client with colleague(s)) model, but not in the Class 1 (Working online from home) model based on the content of these classes. Including all estimated relationships in the "overall" model and in each relevant class allowed these effects to vary and be freely estimated within each class. I added a parameter label to each ON statement within each class (e.g., in Class 2: 'Typicality ON Agreeableness (AGREE-TYP_C2)') that I then used in a MODEL TEST function in Mplus to test the overall equivalence of each Big Five trait-CAPTION relationship across classes. Again, the MODEL TEST function provided a Wald χ^2 difference test (one for each unique regression effect within the model), where the null hypothesis tested was that the relationship between the Big Five trait and CAPTION dimension was equal across classes. As before, I was able to adjust the MODEL TEST function to include specific pairwise comparisons (e.g., AGREE-TYP_C2=AGREE-TYP_C4; AGREE-TY_C2=AGREE-TYP_C6) to test the equivalence of the specific relationships. Therefore, evidence for variation in the personality-unique construal relationship across different interpersonal work situations involved a significant MODEL TEST result, which reflected a Wald χ^2 difference test and a pairwise comparison that was significantly

different from one another. All analyses were conducted in Mplus Version 7.4 (Muthén & Muthén, 1998–2016).

Results

Step 1: Model Enumeration

The analyses began by extracting one-, two-, three-, four-, five-, six- and seven-class solution. Fit indices for the consecutive latent class models can be found in Table 12. As seen in Table 12, the BIC values point to a six-class solution. Additionally, while the SSA-BIC was lowest for the seven-class model, the decrease in SSA-BIC going from the six- to seven-class model was less than half the decrease in SSA-BIC going from five- to six-classes. In other words, the increase in model fit based on SSA-BIC was much smaller going from a six- to seven-class solution. The six-class solution also had very good entropy (.95). The Lo–Mendell–Rubin adjusted LRT indicated that a six-class solution provided a significantly better fit than a seven-class solution; seven classes did not significantly improve fit compared to the six classes. The six-class model seems to be the most appropriate one; it has more explanatory power than a five-class model, and the seven-class model seems to be very complex from a theoretical point of view. The conditional probabilities for each objective situational cue are shown in Table 13. Latent class labels were given to each class based on these probabilities. Latent Class 1 was labeled *working online from home*, Class 2 *helping client(s) with colleague(s),* Class 3 *client site visit with colleague(s),* Class 4 *leading/teaching subordinate(s),* Class 5 *socializing with colleague(s),* and Class 6 *coordinating with colleague(s).* Figure 2 illustrates the probabilities of each class for all objective cue variables.

Step 2: Class Membership Assignment

Next, BCH weights and posterior probabilities were estimated for the six-class model. Posterior probabilities for latent class membership were used to determine the most likely class membership for each case. The six classes have an estimated population share of .05 (Class 1), .16 (Class 2), .08 (Class 3), .13 (Class 4), .12 (Class 5), and .45 (Class 6), providing one large class and five smaller classes of interpersonal work situations. Out of the 474 situations, two hundred fourteen were classified as working online from home (Class 1), 76 situations were classified as helping client(s) with colleague(s) (Class 2), forty situations were classified as visiting client sites with colleague(s) (Class 3), 65 situations were classified as leading/teaching/giving information to subordinate(s) (Class 4), Fifty five situations were categorized as socializing with colleague(s) about nonwork related things (Class 5), and 214 situations were classified as coordinating with colleague(s). Classification error was calculated using the posterior probabilities. The proportion of misclassified cases was .04.

Step 3: Effect of Personality on Unique Situation Construal Across Classes

Finally, BCH weights were used to estimate and compare 1) mean levels of each CAPTION dimension across classes and 2) the relationships between personality traits and relevant CAPTION dimensions within each class.

Mean CAPTION levels within each class. As described earlier, I first examined mean levels of the standardized residuals for each CAPTION dimension within each class (presented in Table 14). The mean level of Complexity (Wald = 11.96, $p < .05$), Importance (Wald = 17.72, $p < .01$), and Humor (Wald = 13.78, $p < .05$) unique construal varied significantly across the six classes. Using model constraints, I investigated the

differences in mean [standardized residual] levels of these CAPTION dimensions between specific pairs of classes. Based on these results, I believe that the significant Wald tests (indicating significant mean differences across all six classes) were likely a result of the difference in mean Complexity in Class 1 versus Class 4 situations (ΔM = .40, p = .10), the differences between mean Importance of situations in Class 2 versus the other classes (Class 1: ΔM = -.75, p < .01; Class 3: ΔM = -.50, p < .01; Class 4: ΔM = -.34, p = .07; Class 5: ΔM = -.67, p < .01; Class 6: ΔM = -.53, p < .01), and the difference in mean Humor in situations within Class 3 versus all other classes (Class 1: ΔM = -.46, p = .07; Class 3: ΔM = -.46, p < .05; Class 4: ΔM = -.35, p = .10; Class 5: ΔM = -.68, p < .01; Class 6: ΔM = -.58, p < .01). While mean standardized residual levels of Adversity (Wald = 3.1, p = .68), Positivity (Wald = 5.43, p = .37), and Negativity (Wald = 9.02, p = .11) did not significantly vary across all six classes, it is worth noting that 1) mean Negativity significantly differed between Class 5 situations and Class 2 (ΔM = .41, p < .01) and Class 6 (ΔM = -.32, p < .01) situations; and 2) the difference in mean Positivity of Class 3 situations versus Class 1 (ΔM = -.39, p = .07) and Class 6 (ΔM = -.29, p = .09) situations trended significant.

Personality-CAPTION relationships across classes. Next, I draw from previous personality theory and research regarding the Five Factor Model (FFM; Costa & McCrae, 1992) to outline how the Big Five traits are expected to influence the unique construal of CAPTION dimensions within each class of objective situational cues identified in Step 1 (also summarized in Table 15). Results for all personality-CAPTION relationships tested are presented in Table 16, and their respective Wald χ^2 tests are presented in Table 17,

which tested whether the relationship significantly differed across all six classes of interpersonal work situations.

Conscientiousness. Conscientious people are described as achievement oriented, persistent, well-organized and duty bound (Costa & McCrae, 1992), and tend to be concerned with doing their best, succeeding, and being acknowledged as hard-working (DeYoung, 2014a). As such, people high on conscientiousness will uniquely construe interpersonal situations focused on task completion or development (i.e., Classes 1, 2, 3, 4, and 6) as more important and less humorous than other situations (e.g., Class 5). Additionally, as conscientious people enjoy rule-based activities, they will uniquely construe work situations containing task-based activities (i.e., Classes 1, 2, 3, 4, and 6) as more positive and less negative.

Results showed that Conscientiousness predicted increased unique construal of Importance in Class 1 (b = .35, p < .01) and Class 6 (b = .15, p =.06) situations. However, the Wald χ^2 test showed that there was not a significant difference in the effect of Conscientiousness on Importance across classes (Wald = 2.50, p = .34). Counter to expectation, conscientiousness did not predict increases in unique Positivity construal of situations in Class 1 (b = -.21, p = .14), Class 2 (b = .10, p = .52), Class 3 (b = -.07, p = .70), Class 4 (b = .05, p = .66), or Class 6 (b = .00, p = .99). Next, people high on Conscientiousness only reported significant decreases in unique Humor construal in situations involving helping a client with colleagues (b = -.36 p < .01) and situations involving coordination with colleagues (b = -.23, p < .01), but a Wald test showed that this effect did not significantly differ across classes (Wald = 1.44, p = .92). Finally, conscientious people indeed uniquely construed Class 2 situations (b = -.51, p < .01),

Class 3 situations (b = -.16, p = .18), Class 4 situations (b = -.22, p = .07), and Class 6 situations (b = -.26, p < .01) as less Negative than less conscientious people; but only significantly so for Classes 2 and 6. While the Wald statistic showed that the effect of Conscientiousness on unique Negativity construal did not vary across classes (Wald = 4.90, p = .43), specific pairwise comparisons showed that this relationship did significantly differ when comparing Class 4 to all classes (as estimated in the overall model; b = -.63, p < .05) and when comparing Class 2 to Class 5 situations (b = -.63, p = .05). Additionally, the difference in this relationship in Class 2 situations versus Class 1 (b = -.63, p = .055), Class 3 (b = -.59, p = .08), and Class 4 (b = -.56, p = .08) situations trended significant.

Agreeableness. Next, I expect that agreeable people will uniquely construe interpersonal work situations that involve the helping of, or coordination and collaboration with people (Classes 2, 3, 4, and 6) as more positive, typical, and less negative. Additionally, as agreeableness is defined by prosociality and warmth (e.g., McCrae & John, 1992), agreeable people will construe situations that involve helping others (Classes 2, 3, and 4) as uniquely important than less agreeable people. Finally, as agreeable people enjoy the company of other people (Hogan, 1996) they will report increased unique Positivity construal and decreased unique Negativity construal of Class 5 situations.

Results showed that agreeable people did not report significant increases in unique Positivity construal of Class 2 (b = .18, p = .30), Class 3 (b = .12, p = .55), Class 4 (b = .15, p = .26), Class 5 (b = .18, p = .16), and Class 6 (b = .01, p = .94) situations. Additionally, Agreeableness predicted nonsignificant changes in unique construal of

Typicality in Class 2 (b = -.02, p = .91) Class 3 (b = .14, p = .35), and Class 6 (b = -.09, p = .32) situations, and near significant increases of Typicality in Class 4 situations (b = .20, p = .08). However, pairwise comparisons showed that the effect of Agreeableness on Typicality was significantly different in Class 4 versus Class 1 situations (b = .75, p < .05), and trending different when comparing Class 4 and Class 6 situations (b = .43, p = .06) and Class 3 and Class 1 situations (b = .66, p = .06). While Agreeableness did significantly predict increased unique construal of Importance in Class 2 (b = .28, p < .05) and Class 4 (b = .32, p < .01) situations, the Wald χ^2 test showed this effect did not significantly vary across classes (Wald = 5.19, p = .39). However, pairwise comparisons showed that the difference in the effect of Agreeableness on unique construal of Importance in Class 1 versus Class 4 situations was trending significant (b = -.69, p = .09). Finally, Agreeableness had a negative effect on unique Negativity construal in Class 2 (b = -.46, p < .01), Class 3 (b = -.13, p = .22), Class 4 (b = -.41, p < .01), Class 5 (b = -.12, p = .33), and Class 6 (b = -.13, p = .08) situations, but this effect was only significant for Classes 2 and 4. The Wald test showed this effect did not significantly vary across classes (Wald = 7.17, p = .21). However, pairwise comparisons showed that the significant Agreeableness-unique Negativity construal relationship in Class 4 significantly differed from that found in Class 6 (b = -.43, p = .05), and that differences in this relationship neared significance when comparing Class 2 to Classes 3 (b = -.57, p = .07) and 6 (b = -.57, p = .07) situations, and Class 3 to Class 4 (b = .44, p = .07).

Extraversion. Third, I purport that extraverts uniquely construe situations involving helping clients with colleague(s) (Class 2) and leading/teaching subordinates (Class 4) to be more important and positive, as these situations provide opportunity to

take charge and express their assertive and social tendencies (Judge et al., 1999). Extraversion also encompasses the motivation to get ahead of others and take charge, and as such, will also positively predict unique typicality construal and negatively predict unique adversity construal of Class 4 situations (leading/teaching subordinates) and Class 6 situations (coordinating with colleagues). Finally, given that extraverts are sociable, they will construe socializing situations (Class 5) as uniquely more typical, important, and positive, and less negative.

Regression results showed that Extraversion predicted significant decreases in unique Adversity construal in Class 6 (b = -.17, p < .05), but that this effect did not significantly differ across classes (Wald = 2.92, p = .71). Results did show that people high on Extraversion reported increased unique construal of Positivity in situations within Classes 2 (b = .31, p < .05), 3 (b = .45, p < .01), 4 (b = .35, p < .01), 5 (b = .30, p < .05), and 6 (b = .11, p = .05), and that this relationship significantly differed across all six classes (Wald = 12.13, p < .05). Pairwise comparisons showed, more specifically, that the Extraversion-Positivity relationship significantly differed in Class 1 versus Class 3 (b = -.60, p < .05) and Class 4 (b = -.44, p < .05), and trended significantly different in Class 1 versus Class 2 (b = -.38, p = .08) and Class 5 (b = -.39, p = .08). Next, Extraversion predicted nonsignificant increases in unique Typicality construal of socializing situations (Class 5; b = .26, p = .09) and significant decreases in unique Typicality construal of coworker coordination situations (Class 6; b = -.17, p < .05), the latter of which was in the opposite direction than expected. While the Wald χ^2 test showed that this effect did not significantly vary between all six classes (Wald = 6.76, p = .20), more specific comparisons showed that this effect did significantly vary between Class 5 and Classes 4

and 6 (Wald = 6.05, p = .05). Additionally, pairwise comparison showed that this relationship was significantly different in Class 5 versus Class 6 situations (b = .50, p < .05). Next, results showed that the positive effect of Extraversion on unique Importance construal trended significant for situations in Classes 2 (b = .26, p = .06), 3 (b = .24, p = .06), and 5 (b = .27, p = .08). However, this effect did not significantly vary between classes (Wald = 4.37, p = .50). Finally, Extraversion did not significantly predict unique Negativity construal in Class 5 (although it trended significant; b = .08, p = .09), nor did this relationship significantly differ across the six classes (Wald = 6.46, p = .26). However, the Extraversion-unique Negativity construal relationship in Class 3 did significantly vary from that found in Classes 1 (b = -.28, p = .05) and 5 (b = -.18, p < .05).

Neuroticism. Neuroticism is marked by frequent interruption, irritation, frustration, and anxiety (DeYoung et al., 2007; John & Srivastava, 1999), which makes it difficult for neurotic people to identify a simple solution to any problem they are facing (e.g., helping a customer; Class 2). Therefore, I expect neurotic people to construe uniquely increased levels of adversity and negativity and decreased levels of positivity in situations involving helping customers (Class 2) and coordinating with colleagues (Class 6).

Results showed that Neuroticism predicted increased unique Adversity construal in Class 6 (b = .24, p < .01), but not Class 2 (b = .15, p =. 16), and the effect did not significantly differ between the six classes (Wald = 4.26, p = .51). However, the Neuroticism-Adversity relationship did significantly differ between situations in Class 1 versus Class 6 (b = -.42, p < .05). Next, Neuroticism did not significantly predict

decreased unique Positivity construal in Classes 2 (b = -.09, p = .50) and 6 (b = -.04, p = .51). However, pairwise comparisons showed that the effect of Neuroticism on unique construal of Positivity significantly differed in Class 1 versus Class 2 (b = .48, p < .05), 3 (b = .66, p < .05), 4 (b = .61, p < .01), 5 (b = .55, p < .05), and 6 (b = .44, p < .05). Finally, as expected, Neuroticism did predict increased unique construal of Negativity in Class 2 (b = .26, p < .05) and Class 6 (b = .18, p < .05) situations, and (surprisingly) Class 3 situations (b = .24, p < .05). However, this relationship did not significantly differ across the six classes (Wald = .64, p = .98), nor did it differ between Classes 2 and 6 (b = .07, p = .71).

Openness. Finally, because openness signifies enjoyment of learning and a tendency to seek out novelty in one's intellectual and experiential environment (Woo et al., 2014), open people will construe interpersonal situations involving information sharing or receiving (Class 4 and Class 6) as uniquely important and typical, and uniquely less negative. Additionally, open people will construe situations involving the sharing/gathering of information (Classes 4 and 6) as uniquely complex because they will see any exchange of information as an opportunity for scholarly or academic conversation and activity.

Results showed that Openness predicted significant increases in unique Complexity construal of Class 4 situations (b = .32, p < .01), but not Class 6 situations (b = .10, p = .20); and significantly increased unique Importance construal and decreased unique Negativity construal in Class 4 (b = .30, p < .01; b = -.44, p < .01) and Class 6 (b = .23, p < .05; b = -.16, p < .05) situations. However, Openness did not significantly predict unique Typicality construal in Class 4 (b = .05, p = .68) and Class 6 (b = -.08, p

=.38) situations. While none of the Wald χ^2 Tests were significant (Complexity: Wald = 3.41, p = .64; Typicality: 1.21, p = .94; Importance: Wald = 2.55, p = .77; Negativity: 3.61, p = .61), the difference in the Openness-Complexity relationship in Class 4 versus Class 6 trended significant (b = .37, p = .09).

Discussion

This study examined how people uniquely construed specific types of interpersonal work situations based on their personality. Initial results examining mean construal (i.e., standardized residuals) of the different classes showed significant mean differences in the degree to which classes were construed as complex, important, humorous, and negative. These findings provide initial evidence that work situations are construed differently based on their objective nature. As such, this research highlights the importance of assessing and defining objective situations for people's unique experience of work.

Additionally, there were a number of unexpected findings when examining the relationships between personality and certain CAPTION dimensions. For instance, agreeable people did not construe situations involving helping customers as more important than less agreeable people. One potential reason for the nonsignificant relationship between agreeableness and importance when helping customers with clients may be because the situations within this class typically involved helping an upset client fix an issue, when the client is expressing discontent with the service and/or employee. Agreeable people have a natural desire to get along with others and tend to place great value on social relationships and acceptance by others (Langston & Sykes, 1997), which is likely not the case when they are the target of a client's discontent. In addition, counter

to expectation, extraversion negatively predicted the unique construal of typicality of situations involving coordinating with others. This negative relationship may be because class 6 situations are characterized by listening to or following colleagues, which goes against extraverts' tendency towards assertiveness, taking charge, and striving to get ahead of others.

The most notable finding was that, while personality was indeed useful for predicting unique construal of certain CAPTION dimensions, these relationships did not often significantly differ across all six classes of interpersonal work situations. The only relationship that significantly differed across all six classes of interpersonal work situations was that between extraversion and positivity. The only other relationship that trended significant differences across all six classes was the neuroticism-unique positivity construal relationship. While initial evidence only showed that the effect of personality on unique construal of positivity and negativity varied across all six classes, previous research shows that these dimensions are particularly important for affective and behavioral responses in the workplace (e.g., Miner, Glomb, & Hulin, 2005; Spector & Fox, 2002).

While the remaining personality-CAPTION relationships did not significantly vary across all six classes, there were instances of significant differences in these relationships across specific pairings of 2 or more classes. For instance, conscientious people construed situations involving helping clients to be less uniquely negative than socializing situations. The effect of agreeableness on the unique construal of typicality (increased) and negativity (decreased) in situations involving teaching/leading subordinates was significantly different in situations involving working from home

(predicted decreased unique typicality construal) and coordinating with colleagues (smaller decreases in unique negativity construal), respectively. There was also a significant difference in how uniquely typical extraverted people construed socializing situations (increased) versus coordinating with colleagues (decreased), and how uniquely negative extraverted people construed visiting clients to be (decreased) as compared to working from home (increased) and socializing (increased). Another interesting finding was that neurotic people uniquely construed working from home as significantly less adverse (negative effect) than coordinating with colleagues (positive effect) and significantly more positive (positive effect) than all other interpersonal situations (in which neuroticism had a negative effect on positivity construal).

Study 2 results showed that certain personality traits (i.e., extraversion and potentially neuroticism) are important for filtering the unique construal of interpersonal work situations across all commonly occurring patterns of objective cues, but that other traits (i.e., conscientiousness, agreeableness, openness) are only relevant to the unique construal of specific types (or classes) of interpersonal work situations. In conclusion, this study illustrates the importance of considering specific objective cues of a situation in understanding 1) differences in how work situations are construed (on average) across workers, and 2) how employee personality defines individual differences in how specific types of work situations are *uniquely* construed, it did not show whether these differences actually translate into differences in work behavior. As such, subsequent studies investigate how personality-driven unique construal of work situations ultimately affects personality-relevant behavior (Study 3), and counterproductive and citizenship behaviors across multiple time points (Study 4).

Psychological Situational Characteristics and Work Behavior

Studies 3 and 4 build upon the first two studies by considering how personality-driven perception and unique construal of work situations predict work behavior. Previous research suggests that the situation plays a key role in the process through which work behavior evolves (Sherman et al., 2015). However, this research did not address how specific CAPTION dimensions of psychological situational characteristics predict these behaviors, nor which objective work situations were most likely to give rise to different behaviors. As such, within Studies 3 and 4, I examine how the seven dimensions of psychological situational characteristics predict different work behaviors. More specifically, in Study 3 I examine specific behavioral expressions of each Big Five personality traits and in Study 4 I examine how CAPTION dimensions predict daily counterproductive and organizational citizenship behaviors. The full set of predictions for Studies 3 and 4 is listed in Table 18.

STUDY 3

Study 3 investigates how the psychological situational characteristics of being in a work versus nonwork objective context predicts in-situ accounts of personality-relevant behavior, which represent a wide-array of outcomes central to the person-situation debate. I draw from previous personality theory (e.g., Goldberg, 1990; John & Srivastava, 1999), as well as the conceptual content of the CAPTION dimensions to develop specific predictions about how these psychological situational characteristics predict in-situ personality-relevant behaviors.

First, perceived complexity will positively predict conscientious, extraverted, and open behaviors due to the need for more detail-oriented and task-focused behavior to resolve complexity and participate in scholarly and/or instructional activity. More specifically, when a situation is perceived as instructional, scholarly, or complex people will be more likely to engage in social interactions and listen to new information/ideas from others and be thorough, hardworking, and organized in order to retain instruction or reduce complexity present in the situation. Second, situational adversity perceptions will positively predict neurotic behavior and negatively predict conscientious, agreeable, and extraverted behavior. As adverse situations are tiring, stressful, and difficult, people will be more likely to act tense and nervous (i.e., neurotic) and less likely to be emboldened and sociable (i.e., extraverted). Additionally, previous research shows that people are generally less likely to be prosocial or helpful (i.e., agreeableness related behavior) when experiencing stress or difficulty (e.g., Trougakos, Beal, Cheng, & Hideg, 2015). In addition, due to a lack of attentional resources and energy when facing adversity, people

will be less likely to exercise (or even have access to) the self-control necessary for being organized and giving careful attention to detail (i.e., conscientious behavior).

Third, people will be less likely to engage in neurotic behavior and more likely to engage in extraverted and agreeable behaviors when a situation is perceived as positive, or heartwarming and/or special. Fourth, as typicality describes situations that are standard, uneventful, and predictable, people will be less likely to act neurotically (i.e., nervous or tense) because they are not worried about any surprises or unforeseen consequences. Additionally, people will be more organized (i.e., conscientious) in typical situation because they are familiar with the expectations and requirement. Fifth, situations characterized as important will positively predict conscientious and open behavior (i.e., being responsible, organized, practical, hardworking) because people will be more curious, and willing and motivated to seek out more information, be hardworking, organized, and thorough when they see a situation as useful and helpful for attaining goals.

Sixth, unless humor is job related, humorous situations (i.e., goofy, wacky, mischievous) will likely predict decreases in conscientiousness related behaviors (i.e., behaviors associated with being off task or not working during work hours). Additionally, perceived humor will positively predict extraverted behavior because humorous situations frequently encourage group-oriented behaviors (Kuipers, 2015; Martin, 2010), leading to increased energy (Parrigon et al., 2017). However, I would like to note that the valence of humor is mixed in that it captures both the positive aspects of humorous/lighthearted situations (e.g., situations which are “goofy”) as well as the negative aspects (e.g., situations which are “mischievous”). In other words, humorous

situation can be those that are viewed as constructive (e.g., to alleviate stress) or destructive (e.g., bullying; Kuipers, 2015; Parrigon et al., 2017). As such, humor perceptions could predict either positive work behaviors due to the recovering effects of laughter and playfulness or negative behaviors due to bullying or being made fun of). Finally, situations characterized as negative (i.e., creepy, repulsive, negative) will negatively predict agreeableness and extraverted related behaviors, and positively predict neuroticism related behaviors. When a situation is creepy or repulsive, people will be less likely to be behave in a warm, helpful, and cooperative manner (i.e., agreeable and extraverted), and more likely to be angry, nervous, emotional, and destructive manner (i.e., neurotic).

Method

Sample and Procedures

This study is based on Parrigon and colleague's (2017) Study 6 data, which used Qualtrics, LLC to recruit 1,504 participants. Similar to their previous study, participants were asked to rate their standing on the Big Five personality traits and provide a description of the situation they were in the day before at a randomly assigned time between the hours of 8 a.m. and 8 p.m., and rated this situation on a number of adjectives representing the CAPTION dimensions. In addition to this, participants completed self-report measures of in-situ behavior. Unemployed participants (n = 115) were excluded from analyses because the outcome of interest is personality-relevant *work* behavior. Blank or incomprehensible situation descriptions (e.g., "jgkjsg; n = 690) were also excluded from the final sample. An additional one hundred participants were removed due to poor responding.

Situation sorting procedure. Again the same sorting procedure described in Study 1 was used by four research assistants and the first author to independently sort all situation descriptions in the dataset into work and nonwork contexts. Of the remaining 599 participants, a total of 103 provided situation descriptions judged as work contexts and 496 were identified as situations in a nonwork context (average interrater agreement = .98). This sorting (0 = nonwork situation. 1 = work situation) was used as the independent variable in Study 3 analyses. Again, Fleiss' Kappa was used to assess agreement between the raters, which had a value of .96; indicating near perfect agreement (Landis & Koch, 1977). The final sample had an average age of 37.40 and was mostly White (49%, *n* = 246; 203 chose not to disclose their race), and female (57.76%, *n* = 346). Forty two percent of the sample was employed full-time and twelve percent were employed part-time. The remaining were either 'other' (*n* = 70) or did not report (*n* = 203).

Measures

Psychological situation. Participant perceptions of the CAPTION dimensions were assessed using the following items: analytical, academic, scholarly, instructional, complex, technical, intricate, intellectual, scientific, educational (for Complexity); stressful, fatiguing, frustrating, tiresome, exhausting, tiring, difficult, strenuous, grueling, hectic (for Adversity); heartwarming, cherished, precious, sentimental, loving, affectionate, joyful, special, heavenly, magnificent (for Positive Valence); typical, regular, standard, usual, predictable, common, average, normal, ordinary, uneventful (for Typicality); effective, useful, productive, helpful, crucial, important, valuable, vital, beneficial, functional (for Importance); scale are funny, silly, goofy, nutty, wacky,

mischievous, crazy, juvenile, immature, and childish (for Humor); and repulsive, despicable, malicious, grotesque, vile, inhumane, sinister, creepy, sleazy, cruel (for Negative Valence). Alpha reliabilities ranged from .93 (Typicality) to .98 (Positivity).

Personality. Parrigon et al. (2017) used Ashton and Lee's (2009) 60-item HEXACO measure to assess personality. The scale consists of 60 items, which are subsumed under six subscales corresponding to Honesty-Humility, Emotionality (i.e., Neuroticism), Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. Each subscale is an average of four facets. Participants responded to items using a five-point Likert-type scale (1 = *strongly disagree,* 5 = *strongly agree*). Based on a confirmatory factor analysis, one item was dropped from the Perfectionism facet of the Conscientiousness scale ("People often call me a perfectionist"), four items were dropped from the Extraversion scale ("I rarely express my opinions in group meetings", "I sometimes feel that I am a worthless person", "Most people are more upbeat and dynamic than I generally am", and "I sometimes feel that I am a worthless person"), and one item from the Openness subscale ("I think that paying attention to radical ideas is a waste of time"). The Conscientiousness item was the only one that negatively loaded onto the latent factor, and the four Extraversion items and one Openness items had weak (below .30) loadings on the latent factor, the removing of which improved reliability (from .74 to .82 for Extraversion and from .74 to .77 for Openness). Alpha reliabilities for the five subscales (Big Five) used ranged from .72 to .83.

In-situ personality-relevant work behavior. Parrigon et al. (2017) created an adapted version of Goldberg's bipolar adjective scale (Goldberg, 1990) to assess personality-relevant behaviors, which is similar to what has been done by previous

research (e.g., Fleeson, 2001; 2004). Participants used a five-point Likert-type scale to rate the degree to which each bipolar scale described their behavior (e.g., "*silent-talkative*") in the reported situation. The inventory showed acceptable reliabilities (αs ranged from .89 to .93). The categorization of a situation as either work or nonwork was used as a proxy for the context of behavior as 'work' versus 'nonwork'.

Analytic Strategy

For each CAPTION dimension, I tested two, separate models using the Lavaan package in R (Rosseel, 2012; R Core Team, 2017): First, a mediation model and then a moderated-mediation model. The outcome variables included in each CAPTION model were based off of expectations outlined in Table 18. As mentioned previously, each model also included exploratory tests of extraverted and open behaviors. For each of the seven CAPTION dimensions, I first compared the fit of a full mediation model (where the indirect effect of Situation Type on each personality relevant behavior was completely mediated by the designated CAPTION dimension) to a series of partial mediation models, each of which included one direct path from Situation Type to one of the personality relevant behaviors and one with a path from Situation Type to all behaviors (complete partial mediation). The number of alternative models was equal to the number of hypothesized personality relevant work behaviors plus one. Then I used the best fitting mediation model to test the moderated mediation effects, whereby theoretically relevant personality traits moderated the link between general objective situation (i.e., Situation Type: 0 = Nonwork context, 1 = Work context) and situation perception. Since multicollinearity increases when multiple interaction terms are

specified simultaneously (Kelava et al., 2008), I estimated separate models for each of the Big Five personality traits.

Results

Descriptive statistics, correlations among study variables, and scale reliabilities can be found in Table 19. The results for the moderated mediation models for each CAPTION dimension are presented in Tables 20 through 26.

Complexity

I examined a baseline mediation model whereby Situation Type (0 = Nonwork, 1 = Work) led to Conscientious behavior, Extraverted behavior, and Open behavior via Complexity perceptions. For the Complexity model, I compared the fit of a full mediation model ($\chi^2_{(3)}$ = 13.34, CFI = .99, TLI = .95, RMSEA = .08, SRMR = .03) to that of three models, each of which included one direct path from Situation Type to a different personality relevant behavior. The only model that significantly improved fit compared to the full mediation model was a model including a direct path from Situation Type to Conscientious behavior ($\chi^2_{(2)}$ = .76, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(1)}$ = 12.59), and this model did not significantly lower fit as compared to a complete partial mediation model including direct paths from Situation Type to all personality relevant behaviors ($\chi^2_{(0)}$ = .00, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(2)}$ = .76). Moderated mediation results for this model (see Table 20) show that work situations were indeed perceived as more Complex compared to nonwork situations (β = .12, $p < .05$) and that, in line with expectations, perceived Complexity positively predicted Conscientious behavior (β = .08, p = .05). While the indirect effect of Situation Type on Conscientious behavior via Complexity was not significant (β = .01, p = .11), I

did find significant indirect effects on Open (β = .04, $p < .01$) and Extraverted (β = .03, $p = .01$) behaviors. Results also showed that Openness significantly moderated the positive effect of Situation Type on Complexity (β = .15, $p < .01$), such that open people perceived work situations to be even more complex.

Adversity

Next, I examined a baseline mediation model whereby Situation Type (0 = Nonwork, 1 = Work) predicted all personality relevant behaviors via Adversity perceptions. Model comparisons showed that models adding a path from Situation Type to Conscientious behavior ($\chi^2_{(4)} = 2.14$, CFI = 1.00, TLI = 1.01, RMSEA = .00, SRMR = .01; $\Delta\chi^2_{(1)} = 20.95$) and Agreeable behavior ($\chi^2_{(4)} = 2.14$, CFI = 1.00, TLI = 1.01, RMSEA = .00, SRMR = .01; $\Delta\chi^2_{(1)} = 6.16$) significantly improved fit, as compared to a full mediation model ($\chi^2_{(4)} = 16.93$, CFI = .99, TLI = .96, RMSEA = .07, SRMR = .03). However, only the model including one direct path from Situation Type to Conscientious behavior did not significantly worsen fit compared to a the complete partial mediation model ($\chi^2_{(0)} = .00$, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(4)} = 2.14$), and so I moved forward with this model. Results showed that work situations were perceived as significantly more Adverse than nonwork situations (β = .12, $p < .01$) and that, in line with expectations, Adversity negatively predicted Agreeable behaviors (β = -.08, $p < .01$) and positively predicted Extraverted (β = .08, $p < .05$) and Neurotic (β = .23, $p < .01$) behaviors. However, no support was found for the negative effect of Adversity on Conscientious behavior (β = -.03, $p = .54$). While the indirect effects of Situation Type on Conscientious (β = .00, $p =. 54$), Agreeable (β = -.01, $p =.06$), and Extraverted (β = .01, $p = .07$) behaviors were not significant, the positive, indirect effect on Neurotic

behaviors (β = .04, $p < .01$) was significant. Finally, moderated mediation models showed that Neuroticism did not significantly moderate the negative effect of Situation Type on Adversity (β = -.05, $p =. 20$) and that, while Conscientiousness did significantly moderate this relationship, this effect was in the opposite direction than expected (β = .09, $p < .01$); conscientious people perceived work to be even more adverse than those low on Conscientiousness. Model results are presented in Table 21.

Positivity

Third I ran a mediation model whereby Situation Type predicted Agreeable, Extraverted, and Neurotic behaviors via Positivity perceptions. Model comparisons showed that only adding a direct path from Situation Type to Extraverted behavior ($\chi^2_{(3)}$ = 13.53, CFI = .99, TLI = .96, RMSEA = .08, SRMR = .04) fit the data significantly better than the full mediation model ($\chi^2_{(4)}$ = 16.93, CFI = .99, TLI = .95, RMSEA = .09, SRMR = .05; $\Delta\chi^2_{(1)}$ = 9.94). However, the complete partial mediation model significantly improved fit compared to this model ($\chi^2_{(0)}$ = .00, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(3)}$ = 13.53), so I moved forward with a complete partial mediation model. Results showed that work situations were perceived as significantly less Positive than nonwork situations (β = -.24, $p < .01$), and in line with expectations people were more Agreeable (β = .31, $p < .01$) and Extraverted (β = .42, $p < .01$), and less Neurotic (β = -.13, $p < .01$) when a situation was perceived as Positive. Situation Type had a significant indirect effect on Agreeable (β = -.07, $p < .01$), Extraverted (β = -.10, $p < .01$), and Neurotic (β = .03, $p < .01$) behaviors via Positivity, such that people behaved less agreeably, and extraverted, and more neurotic in work situations because work situations were perceived as less positive than nonwork situations (see Table 22).

Typicality

Fourth I ran a mediation model whereby Situation Type predicted Conscientious and Neurotic behaviors via Typicality Perceptions. Model comparisons showed that models adding a path from Situation Type to Conscientious behavior ($\chi^2_{(3)} = 4.42$, CFI = 1.00, TLI = .99, RMSEA = .03, SRMR = .02; $\Delta\chi^2_{(1)} = 15.06$) and Neurotic behavior ($\chi^2_{(3)} = 10.13$, CFI = .99, TLI = .97, RMSEA = .06, SRMR = .03; $\Delta\chi^2_{(1)} = 9.38$) did not significantly improve fit, as compared to a full mediation model ($\chi^2_{(4)} = 19.52$, CFI = .99, TLI = .95, RMSEA = .08, SRMR = .03); and neither of these models significantly worsened fit compared to a the complete partial mediation model ($\chi^2_{(0)} = .00$, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(3)} = 4.42$), and so I moved forward with this model (results presented in Table 23). Results showed that Situation Type did not significantly predict Typicality perceptions ($\beta = .03$, $p = .44$), and neither of the indirect effects of Situation Type on Conscientious ($\beta = .01$, $p = .44$) and Agreeable ($\beta = -.01$, $p = .45$) behaviors via Typicality were significant. In line with expectations, Typicality positively predicted Conscientious behaviors ($\beta = .30$, $p < .01$) and negatively predicted Neurotic behaviors ($\beta = -.24$, $p < .01$). Finally, moderated mediation models showed that Conscientiousness did not significantly moderate the Situation Type-Adversity relationship ($\beta = .06$, $p = .217$).

Importance

Fifth I examined a baseline mediation model whereby Situation Type (0 = Nonwork, 1 = Work) predicted Conscientious, Extraverted, and Open behaviors via Importance perceptions. Model comparisons showed that only the model adding a path from Situation Type to Conscientious behavior ($\chi^2_{(4)} = 3.00$, CFI = 1.00, TLI = 1.00,

RMSEA = .00, SRMR = .01; $\Delta\chi^2_{(1)}$ = 19.44) significantly improved fit, as compared to a full mediation model ($\chi^2_{(5)}$ = 22.44, CFI = .99, TLI = .96, RMSEA = .08, SRMR = .02), and this model did not significantly lower fit as compared to a complete partial mediation model including direct paths to all personality relevant behaviors ($\chi^2_{(0)}$ = .00, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(4)}$ = 3.00); so I moved forward with this model. Results showed that people perceived work situations to be more Important (β = .12, p < .01), and that Importance significantly predicted Conscientious (β = .40, p < .01), Extraverted (β = .37, p < .01), and Open (β = .37, p < .01) behaviors; the first of which was in the expected direction (see Table 24). While Extraversion did not significantly moderate the positive effect of Situation Type on Importance, as expected (β = -.07, p = .12), results did show that Conscientiousness did (β = .18, p < .01), such that conscientious people perceived work situations to be more Important than less conscientious people.

Humor

I examined a baseline mediation model whereby Situation Type (0 = Nonwork, 1 = Work) led to Conscientious behavior and Extraverted behavior via Humor perceptions. For the Humor model, I compared the fit of a full mediation model ($\chi^2_{(3)}$ = 10.06, CFI = .99, TLI = .97, RMSEA = .06, SRMR = .04) to that of two models, each of which included one direct path from Situation Type to a different personality relevant behavior. The only model that significantly improved fit compared to the full mediation model was a model including a direct path from Situation Type to Conscientious behavior ($\chi^2_{(2)}$ = 6.09, CFI = 1.00, TLI = .97, RMSEA = .06, SRMR = .04; $\Delta\chi^2_{(2)}$ = 6.07). However, this model significantly hindered fit as compared to a complete partial mediation model

including direct paths to all personality relevant behaviors ($\chi^2_{(0)}$ = .00, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(2)}$ = 6.09) so I continued with the complete partial mediation model. In line with expectation, work situations were perceived as less Humorous (β = -.09, p < .01), but Humor did not significantly predict Conscientious behaviors (β = -.06, p = .15). However, Humor did significantly predict Extraverted (β = .28, p < .01) behaviors. Additionally, Situation Type did have a significant direct effect on Conscientious behaviors (β = .12, p < .01) and Extraverted behaviors (β = .10, p < .05). While the indirect effect of Situation Type on Conscientious behavior via Humor was not significant (β = .01, p = .21), the indirect effect on Extraverted behavior was (β = -.03, p < .05). Finally, Conscientiousness had a near significant moderating effect on the Situation Type-Humor relationship (β = .07, p = .06), but in the opposite direction than expected; in that it weakened the negative effect of Situation Type on Humor (see Table 25).

Negativity

Finally, I ran a mediation model whereby Situation Type predicted Agreeable, Extraverted, and Neurotic behaviors via Negativity perceptions. I compared the fit of a full mediation model ($\chi^2_{(4)}$ = 9.34, CFI = 1.00, TLI = .98, RMSEA = .05, SRMR = .02) to that of three models, each of which included one direct path from Situation Type to a different personality relevant behavior. The only model that significantly improved fit compared to the full mediation model was a model including a direct path from Situation Type to Extraverted behavior ($\chi^2_{(3)}$ = 5.05, CFI = 1.00, TLI = .99, RMSEA = .03, SRMR = .01; $\Delta\chi^2_{(1)}$ = 4.28), and this model did not significantly lower fit as compared to a complete partial mediation model including direct paths to all personality relevant

behaviors ($\chi^2_{(0)}$ = .00, CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .00; $\Delta\chi^2_{(3)}$ = 5.05) so I moved forward with this model. Results showed that work situations were perceived as less Negative (β = -.09, p < .05), and that Negativity positively predicted Neurotic (β = .12, p < .01) and Extraverted (β = .15, p < .01) behaviors, and negatively predicted Agreeable behaviors (β = -.06, p = .12). However, only the indirect effect of Situation Type on Neurotic behavior (β = -.01, p < .05) was significant, although the indirect effect on Extraverted behavior neared significance (β = -.01, p = .06). Situation Type also had a significant, positive direct effect on Extraverted behaviors (β = .06, p < .05). Finally, results showed that both Neuroticism (β = -.09, p < .05) and Extraversion (β = -.10, p < .05) significantly moderated (strengthened), while Conscientiousness moderated (weakened; β = .08, p < .05) the effect of Situation Type on Negativity Perceptions. Negativity results are presented in Table 26.

Discussion

Study 3 examined how personality traits shape the indirect effect of being in situations at work (versus not) on personality-relevant, counterproductive and citizenship behaviors via situation perception. Results showed that the Big Five personality traits significantly moderated the psychological process through which the objective context of work versus nonwork affected counterproductive and citizenship behaviors. Analyses provided support for some of the hypothesized indirect effects, except for those on conscientious behavior via complexity, adversity, typicality, humor, and negativity; the effect on agreeable behavior via negativity; and the effects on neurotic behavior via typicality and humor. The null effects on conscientious behavior may be because these behaviors are greatly affected by motivation. Conscientious behaviors are those that

involve a great deal of cognitive resources (e.g., being organized, thorough, detail oriented, hardworking) and therefore situation perception may work in concert with motivational constructs to determine these behaviors. The other null indirect effects (on agreeable and neurotic behavior) were both mediated by CAPTION dimensions that were not significantly affected by situation type (i.e., typicality and negativity). A potential reason for the nonsignificant effect of situation type on typicality may be due to the nature of such perceptions. The situations that are typical for one person may not be typical for another, therefore the nature of the construct encompasses individual differences, which makes it unique from the other CAPTION dimensions.

The moderated mediation analyses provided support for the idea that personality traits filter the effect of objective situations on behavior by shaping how people perceive them. While many of the moderating effects were in the expected direction, that of conscientiousness on adversity and negativity were in the opposite direction than hypothesized. Additionally, extraversion strengthened the negative effect of work situations on perceived positivity and neuroticism weakened the positive effect of work situations on perceived negativity. One potential reason for these unexpected moderating effects may be because there was only one situation collected per person. In doing so, the situation effects may be confounded with individual differences, and therefore not accurately reflect how personality traits shape behave via its moderating effect on situation perception. Previous research has warned against using single measurements to investigate individual differences in situation perception because the way personality relates to situation perception can vary over time (Rauthmann, Sherman, Nave, & Funder, 2015). As such, cross-sectional designs do not fully capture how personality traits shape

differences in situation perception, and therefore subsequent behavior. Additionally, this study examined the effect of situation perception on behavior, rather than unique situation construal. In other words, these results show that extraverts generally perceive work situations as even more negative than nonwork situations, but not necessarily that extraverts uniquely construe work situations as less negative as compared to how work situations are generally perceived by others. It is this unique construal that provides information about individual differences in behavior, as compared to other people. As such, the next study collects more than one situation per person across multiple days and teases apart unique from general (or normative) situation perception to see how personality traits define how workers *uniquely* construe and subsequently respond to work situations on a *daily* basis.

STUDY 4

Study 4 builds on Study 3 by examining how the *unique* construal of psychological situational characteristics (as moderated by personality) affect daily counterproductivity and citizenship behaviors. These behaviors represent the components of work behavior found to be most relevant to personality traits (compared to task performance; e.g., Berry et al., 2007; Chiaburu et al., 2011; Motowidlo et al., 1997). Examining how these discretionary behaviors relate to unique situation construal will not only help explain and predict patterns of behavioral responses to work situations, but also identify when (and for whom) situational factors lead to destructive (i.e., counterproductive) versus constructive (i.e., citizenship) behaviors.

This study used experience sampling methodology to gather momentary reports of psychological situational characteristics twice a day (morning & afternoon), and daily diary surveys to collect end of day ratings of daily work behaviors. This information, in combination with measures of general personality, was used to investigate how personality traits moderate the way in which interpersonal work situations are uniquely construed, and affect daily extra-role behaviors. Below, I draw from existing research to outline expectations for how counterproductive work behaviors (CWBs) and organizational citizenship behaviors (OCBs) are related to CAPTION dimensions. First, adversity of work situations will be negatively related to daily citizenship and positively predict daily counterproductivity. Previous research has illustrated the positive effect of stressors on counterproductive behavior (Hershcovis, Turner, Barling, Arnold, Dupré, Inness,…Sivanathan, 2007), such that CWBs are more likely when work conditions are construed as stressful (Robinson & Bennett, 1997; Spector & Fox, 2005). Additionally, as

adversity signifies situations construed as tiresome, frustrating, and difficult, adverse situations will create excessive demands on employees' available resources to the extent that they are less capable of exerting the additional efforts necessary for performing organizational citizenship (i.e., going above and beyond one's job requirements).

Second, people will be less likely to engage in CWBs and more likely to engage in OCBs when a situation is uniquely construed as heartwarming, positive, and/or special (i.e., positive) and vice versa when a situation is uniquely construed as creepy, repulsive, and/or negative (i.e., negative). Previous research shows that positive perceptions of relationships and responsibilities in the workplace positively predict organizational citizenship (van Dyne, Graham, & Dienesch, 1994). Additionally, positive perceptions of contextual features of one's organization have shown to negatively predict CWBs (Colbert et al., 2004). Drawing from the theory of Social Exchange and norm of reciprocity, it is argued that an employee will be more likely to respond to a situation with negative behavior when they construe their organization or those in it negatively. Third, situations characterized as important will positively predict citizenship behavior because people will be more willing and motivated to exert additional effort and time when they see a situation as useful and helpful. Finally, as humor signifies how goofy, silly, and mischievous a situation is construed to be, humor will positively predict counterproductive behaviors. Silliness is by definition meaninglessness, which embodies wasting company time and being off task, which are both parts of counterproductivity.

Method

Sample and Procedures

I recruited 50 employed participants using a variety of methods (e.g., recruitment flyers, electronic/online postings). Subjects were compensated with Amazon gift certificates for their time and effort. Recruitment and data collection complied with IRB requirements for human subjects, and took additional steps to maintain participant privacy and data confidentiality. Participants were, on average, 34.59 years of age and female (72%; *n* = 36 [one indicated nonbinary]). Participants worked in a variety of occupations within the United States. Of the 50 participants reporting their occupation, 30% said they were in Office and Administrative Support, 20% said they worked in an 'Other' occupation, 18% worked in Education, training, and the remaining participants worked in Farming, Fishing, and Forestry, Food Preparation and Serving Related, Healthcare Support , Life, Physical, and Social Science, Management, Office and Administrative Support , Production, Sales and Related fields. Participants' average tenure was 6.08 years.

Orientation and preliminary questionnaire. At the beginning of the study, participants went through an orientation for daily data collection (described below), and then completed a preliminary questionnaire measuring demographics (e.g., age, sex, race, occupation), general personality traits, and overall levels of counterproductive work behavior (CWBs) and organizational citizenship behavior (OCBs). Orientation provided information on how to operate the technology and survey interface they were expected to use during daily data collection, when/how they would know to complete surveys (e.g., survey signals), what they would be doing for each survey, what to do if they missed a

survey signal, etc. During orientation, participants were given the opportunity to ask questions about daily data collection and the study, in general.

Daily experience sampling surveys. Two experience sampling situation surveys and one daily diary "end-of-day" survey were administered each day for two business weeks (i.e., Monday-Friday; 10 days) to collect momentary qualitative and quantitative accounts of work situations (one in the morning and one in the mid-day), and daily accounts of CWBs and OCBs. Situation surveys were sent out at random times, the first one sometime between 9:00AM and 11:59 PM and the second one sometime between 1:30 PM and 4:59 PM. Situation surveys asked participants whether they were working at their job, and to describe their situation in an objectively verifiable manner (using five major prompts: "where," "when," "who," "what [are others doing]," and "what [is going on]"). Last, they rated their psychological perception (using the CAPTION scale) of the situation. Each end-of-day survey was sent out at 7:00 PM and remained active until 11:59 PM. Participants were asked to wait until the end of their day to complete this survey. The end-of-day survey asked participants to indicate whether they engaged in a number of different counterproductive and citizenship behaviors that day. Generally, the situation survey took between 3 and 5 minutes, and the end-of-day survey between 5 and 6 minutes.

A total of 901 (out of 1,000) situation surveys and 464 (out of 500) end-of-day situation surveys were collected from the 50 participants. Given my focus on how interpersonal *work* situations are construed and subsequently influence *work* behavior, this study only included situation surveys that described work situations. I identified work situations using the first item of the situation survey, which asked participants *Are*

you working at your job right now? If participants selected 'no', then that situation survey was not included in Study 4 analyses. Of the 901 situation surveys, a total of 783 occurred while the participant was working at their job.

Measures

Demographic information. The preliminary survey asked participants questions about their age, gender, ethnicity and nationality, as well as employment status, tenure, job title, and occupation.

Objective situations. Objective situational cues were defined using participants' open-ended situation descriptions provided in response to the prompts (i.e., *who* is present, *what* is happening, *when* it is occurring, *where* the situation is taking place, *what* objects are present) based on previous literature (Endler, 1981; Johns, 2006; Pervin, 1978; Saucier et al., 2007). The objective situation was operationalized in terms of its interpersonal nature (i.e., was the situation interpersonal or not?). Again, a situation was defined as 'interpersonal' if the employee's behavior was influenced by the presence (physically or virtually) of other people. This qualitative information was coded for further analyses. More specifically, two research assistants independently went through and read all situation descriptions and coded whether they were not interpersonal (0) or interpersonal (1) in nature. The first author then went through and resolved all disagreements, resulting in a total of 459 of the 783 work situations were judged as interpersonal in nature. Fleiss' Kappa was used to assess agreement between the raters, which had a value of .87. According to Landis and Koch's (1977) guidelines for interpretation, any value above .81 indicates near perfect agreement. There were only 49 disagreements across all 783 work situations.

Psychological situations. The psychological situation was assessed using an abbreviated version (34 items) of the CAPTION scale (Parrigon et al., 2017) for psychological situation characteristics. Participants rated how descriptive each adjective was of the situation using a Likert scale ranging from 1 (*not at all*) to 5 (*perfectly*). ICCs for the participant rated CAPTION dimensions ranged from .36 (Positivity) to .83 (Importance).

Unique situation construal. Two research assistants independently read and rated the psychological situational characteristics of each work situation description (presented in randomized order) using the CAPTION scale. Reliability of ex-situ CAPTION ratings was based on interrater agreement, calculated using profile agreement for each situation description. The average profile agreement amongst raters of the same situation is r = .85 (SD = .39), yielding an average alpha for the rater composites of .82. Average ICC for the ex-situ CAPTION dimensions was .65, and ranged from .39 (Negativity) to .87 (Typicality). Again, to separate each participant's unique situation construal from the consensual or normative perception of the situation (also represents a conservative index of situation contact), ex-situ ratings were averaged across the two raters for each CAPTION dimension to represent the "normative" perception (i.e., consensual rating) of each work situation, which also provides a conservative index of situation contact. Then I regressed the ex-situ CAPTION dimension (i.e., running seven regression models) onto its respective participant rated CAPTION dimension and saved the standardized residual. The standardized residual for each CAPTION dimension was used in testing how personality traits moderate the unique construal of interpersonal work situations (detailed in Analytic Strategy section) on daily citizenship and counterproductivity. The average

profile agreement (correlation r or standardized slope coefficients) between self-rated CAPTION dimensions and the consensual ex-situ rated CAPTION dimensions was *r* = .86 (*SD* = .51). This agreement illustrates that a great deal of individual situation perception is made up of a consensual or shared understanding with others.

Personality. Big-Five personality domains and facets as conceptualized by Costa and McCrae (1992) were measured using Johnson's (2014) 300 self-descriptive phrases obtained from the International Personality Item Pool (IPIP; Goldberg et al., 2006). Each Big Five trait is assessed by six facets. Conscientiousness by Self-Efficacy, Orderliness, Dutifulness, Achievement-Striving, Self-Discipline, and Cautiousness. Agreeableness by Trust, Straightforwardness, Altruism, Cooperation, Modesty, and Sympathy. Extraversion by Friendliness, Gregariousness, Assertiveness, Activity level, Excitement-Seeking, and Cheerfulness. Neuroticism by Anxiety, Anger, Depression, Self-Consciousness, Immoderation, and Vulnerability. Finally, Openness by Imagination, Artistic Interests, Emotionality, Adventurousness, Intellect, and Liberalism. Alpha reliabilities for the 30 facets ranged from .50-.91; and from .48 to .73 for the Big Five factors (see Table 28).

Daily work behaviors. Participants rated their daily counterproductive and organizational citizenship behaviors at the end of each day. To do so participants reported whether they performed counterproductive (ICC = .86) and organizational citizenship behaviors (ICC = .78); each day (0 = *no*, 1 = *yes*) using Dalal, Lam, Weiss, and Hulin's (2009) measure adapted for experience sampling. Daily OCBs were assessed using 15 items and daily CWBs with 16 items.

Control variables. To ensure that I isolated the influence of unique situation construal on daily work behaviors, I controlled for general tendencies towards counterproductive and organizational citizenship behaviors. The general tendencies to engage in counterproductive work behaviors and organizational citizenship behaviors were assessed with Bennett & Robinson's (2000) 19-item measure ($\alpha = .77$) and Lee & Allen's (2002) 16-item measure ($\alpha = .83$), respectively, both using a 5-point rating (1 = *Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Almost every day*, and 5 = *Every day*).

Analytic Strategies

Given the nested nature of these data, I analyzed the data within a multilevel modeling framework. To separate variance that is meaningful from that which is just error, I conducted variance decomposition, which illustrated how much variance was accounted for by the situation, the day, and the person in the final model. I first tested a model with a random intercept for person, then I compared that model to a second model with a random intercept for person and day, and a third model with random intercepts for person, day, and situation. For each model I examined the significance of variance accounted for by each intercept. Variance decomposition illustrated the proportions of between- and within-subject variances (intra-class correlations; found via multi-level statistics using the lme4 package in R; R Core Team, 2017). Variance decomposition showed that there was significant situation-level variance for Typicality, only, and that there was significant variance at the day-level for Complexity, Positivity, and Importance, and only significant variance at the person-level for Adversity, Humor, and Negativity. As such, Complexity, Positivity, and Importance were aggregated to the day level, and Adversity, Humor, and Negativity were aggregated to the person level.

I used a series of linear mixed effect models to examine the effect of the objective interpersonal nature of work situations (0 = Not Interpersonal, 1 = Interpersonal) on unique situation construal, across time points. I tested separate models for each CAPTION dimension. For each CAPTION dimension I first tested the moderating effect of relevant personality traits on unique situation construal, and then a second and third model examining the effect of that CAPTION dimension on counterproductivity and citizenship, respectively (as outlined in Table 18). More specifically, for moderation tests I ran a model with just situation type predicting the CAPTION dimension and then tested separate moderation models for each theoretically relevant personality traits separately, due to concerns of multicollinearity. Each general Big Five trait was grand mean centered, as the goal was to examine between persona differences in the moderating effect of these traits. The grand mean centered variables were then used to create each interaction term. Then to test the effect of unique construal of CAPTION dimensions on end of day behaviors, I created separate models testing the effect of theoretically relevant CAPTION dimensions on daily CWBs and OCBs. Because both of the behavioral outcomes represented count data (were counts of how many behaviors the participant indicated 1 (yes) for) these models were performed using Poisson regression (Cameron & Trivedi, 2013). Poisson models were tested using the 'glmmTMB' package in R (Brooks, Kristensen, van Benthem, Magnusson, Berg, Nielsen, Skaug, Maechler, & Bolker, 2017; R Core Team, 2017), which tests general linear models with Poisson regression modelling with count data. All Study 4 models controlled for situation contact (see *Unique situation construal* in measures section) and the daily CWB and OCB models also controlled for baseline levels of counterproductivity and citizenship, respectively.

Results

Descriptive statistics, correlations amongst study variables, and scale reliabilities are presented in Table 27. Results for multilevel models for each CAPTION dimension are presented in Tables 28 through 34. Results showed that Openness significantly moderated the effect of interpersonal situations on daily unique construal of Complexity (b = .22, p < .05), but that the direct effect of Situation Type (0 = not interpersonal, 1 = interpersonal) was nonsignificant (b = .01, p = .80). However, daily Complexity did significantly predict increases in daily citizenship (b = .04, p < .01) and decreases in daily counterproductivity (b = -.16, p < .01). Next, analyses showed that Situation Type did not significantly predict person-level unique construal of Adversity (b = .02, p = .68), and that Agreeableness did not moderate this relationship (b = -.16, p = .20). While the moderating effect of Extraversion was significant (b = .30, p < .01), results showed that person-level Adversity did not significantly predict daily behaviors (counterproductivity: b = .16 p = .20; citizenship: b = .31, p = .22). Third, multilevel results showed that interpersonal situations positively predicted daily unique construal of Positivity (b = .26, p < .01), and that, surprisingly, this relationship was weaker when employees were high on Extraversion (b = -.24, p = .06). This may be because the strong natural tendency of extraverts to construe all situations as more positive than others (b = .32, p < .01). Daily Positivity did positively predict daily citizenship (b = .06, p < .01) and negatively predict counterproductivity (b = -.03, p < .01). Next, analyses showed that Situation Type negatively predicted unique situational Typicality construal (b = -.13, p < .05), but this relationship was not moderated by Agreeableness (b = .10, p = .66) or Extraversion (b = .03, p = .85). In addition, situational Typicality did not predict Citizenship (b = -.02, p =

.22) or Counterproductivity (b = -.02, p = .62). Multilevel models predicting daily unique construal of Importance showed that Situation Type did not have a significant effect (b = .04, p = .44), but that Conscientiousness did significantly moderate daily Importance (b = .31, p < .05). Additionally, daily Importance negatively predicted daily Counterproductivity (b = -.24, p < .01). Results also showed that Situation Type predicted person-level unique construal of Humor (b =.13, p < .01), such that interpersonal situations were uniquely construed as more Humorous and that person-level Humor predicted significant increases in Counterproductivity (b = .43, p = .07) and nonsignificant increases in Citizenship (b = .16, p = .18). While the moderating effect of Conscientiousness was nonsignificant (b = -.09, p = .41), the moderating effect of Neuroticism was (b = .26, p < .01), such that neurotic employees construed interpersonal work situations as uniquely more humorous. Finally, multilevel results showed that Situation Type positively predicted person-level unique construal of Negativity (b = .11, p < .05), and that Agreeableness weakened this positive effect (b = -.65, p < .01), while Extraversion (b = .39, p < .01) and Neuroticism (b = .33, p < .01) strengthened this effect. Person-level unique construal of Negativity significantly, positively predicted Counterproductivity (b = .24, p < .05).

Discussion

Study 4 tested the effect of personality traits on the psychological process through which the objective interpersonal (versus not) nature of work situations effected daily counterproductive and citizenship behaviors. First, an important finding was that all but one CAPTION dimension needed to be aggregated to a higher level. Three of the remaining dimensions were more appropriately assessed at the day-level, while the

remaining three needed to be aggregated to the person-level. This highlights the potential for differences in how CAPTION dimensions vary across time. For instance, while typicality may vary between situations, complexity may vary more from day to day than by situation. Additionally, based on the significant effects of complexity, positivity, importance, and negativity on counterproductive and citizenship behaviors, the importance of each CAPTION dimension for discretionary work behaviors differs.

While results did show that certain CAPTION dimensions predicted counterproductive and/or citizenship behaviors in expected ways (e.g., daily Complexity, Positivity, Importance), not all expected effects were significant. One potential reason for this may be because counterproductivity and citizenship behaviors were self-reported. Previous research shows that there can be bias in self-reporting of these behaviors. Study 4 also found some support for the moderating effect of personality traits on unique construal of interpersonal versus not interpersonal work situations. Results showed certain moderating effects of openness (on daily unique construal of complexity), extraversion (on person-level unique construal of adversity and negativity), neuroticism (on person-level unique construal of humor and negativity), conscientiousness (on daily unique construal of importance), and agreeableness (on person-level unique construal of negativity) were significant. Based on the direction of extraversion's moderating effects on adversity and negativity, it would seem that the assertiveness component of extraversion is more influential on person-level unique construal. More specifically, extraverts may uniquely construe interpersonal work situations as more negative because they often require one to comply with or follow directions and share information with others, which may not allow taking charge or getting ahead of others. This highlights the

potential importance of considering lower-level personality traits when investigating the effect of personality on unique situation construal.

Overall this study provides partial support for the moderating effect of personality on unique situation construal, and evidence that unique situation construal can affect the likelihood of discretionary work behaviors.

GENERAL DISCUSSION

Characteristics of a situation are theorized to be responsible for within-person differences in single state expressions (i.e., cognitions, emotion, and behavior; Funder & Colvin, 1991; Zayas & Shoda, 2009). To better understand and predict these single state expressions, we must first gain a better understanding of the relationship between objective situational cues and individuals' experience or unique construal of the situation (i.e., the psychological situation). An understanding of how objective situational cues are uniquely construed is essential to uncovering the process through which the situation interacts with individual differences (e.g., personality traits) in shaping human behavior. However, little is known about how objective situational characteristics systematically influence situation construal, in conjunction with personality. This research provided an initial investigation into whether and how personality traits explain systematic differences in the way that employees uniquely construe and react to objective situational cues in the workplace. Ultimately, the four studies provided preliminary evidence that objective situations are important to consider and should be included when studying how personality defines individual differences in the experience of work.

Across the four studies there were some consistencies in the person x situation effect. First, openness moderated the complexity of general work contexts, interpersonal situations, and specific types of interpersonal situations, such that open people consistently perceived work situations to be even more complex, and complexity positively predicted citizenship behaviors and negatively predicted counterproductive behaviors. Additionally, Studies 3 and 4 found that positivity lead to increases in OCBs and decreases in CWBs and negativity lead to increases in CWBs, which supports

Spector and Fox's (2002) notion that these discretionary forms of behavior are a product of positive and negative perceptions within the work environment. Finally, results of both Studies 3 and 4 also showed that conscientiousness moderated the effect of objective cues on normative and unique perceptions of importance, and extraversion and neuroticism moderated the effect of situation type on normative and unique perceptions of negativity.

Differences in results across studies also provided information about the nature of the person x situation effect. For instance, conscientiousness moderated the effect of nonwork versus work context on perceived importance, but not the effect of the objective interpersonal nature of work situations on the unique construal of importance. Instead, extraversion moderated this relationship in Study 4, which makes sense with the focus on the interpersonal nature of work situations. This highlights the utility in considering specific objective cues, not just general context in understanding human behavior, as has been done in previous research (e.g., Pace & Brannick, 2010).

Implications

Across all studies, results showed that objective cues of work situations (e.g., general context [Studies 1 and 3], interpersonal nature [Study 4], specific objective cues [Study 2]) affect the psychological situational characteristics attributed by individuals, and that these differences can translate into meaningful differences in behavior. While providing initial evidence that work situations are uniquely construed differently based on their objective nature, this research also raises a number of important questions. For instance, the set of four studies showed that considering specific objective cues can provide more information about differences in unique construal of situations. However, as the current research was focused on the person x situation effect, not just defining

specific situations, there remain questions regarding what specific cues are most important for each CAPTION dimension and how certain features may be more important than others for differentiating people's unique construal.

Additionally, Studies 3 and 4 showed that perceptions can predict behavioral outcomes, however it appears that the effects were stronger and greater in number when focusing on in-situ behaviors rather than overall, daily behaviors. This highlights that the time frame of the predictive validity of situation perception. There is likely a shelf life on the effects of situation perception on behavior, such that perceptions of a specific situation will affect proximate behaviors but once another situation is perceived the effect of perceptions of previous situations diminish. Third, based on findings across the four studies it appears that the likelihood of personality moderating situation perception is influenced by the specificity of objective cues considered. In comparing the support found for the moderating effect of personality on situation perception in Studies 3 versus 4, I noticed that there were more significant interactions found in Study 3. Study 3 examined how the effect of the general objective context of working versus not was moderated by the general Big Five personality traits. Study 4 focused on more specific objective features, specifically interpersonal nature of work situations; and fewer significant moderations were found. This is not to say that it is not worth considering how general personality traits moderate the unique construal of other, specific types of work situations, but rather that research may also consider more specific facets, as well. As research begins to consider more specific objective cues, it may be useful to consider the level of specificity at which objective situations are measured in investigating the role of personality (i.e., specificity matching).

While the focus of this research was on the moderating effect of personality, it is worth noting the many significant direct effects of personality on situation perception. Conscientious people consistently perceived situations to be less adverse, humorous, and negative. Extraversion positively predicted positivity and importance perceptions, and neuroticism predicted increased adversity and negativity perceptions. While this does not tell us about behavioral tendencies within specific situations, it does provide information about the experiences of people, in general. Future research should investigate how these consistent tendencies to perceive situations (and potential tendencies for fluctuation in such perceptions) effect life outcomes (e.g., subjective well-being).

Study Limitations and Future Directions

The current paper presents findings from four studies examining the different ways in which personality traits shape individual differences in how situations are perceived and effect work behavior. These four studies are complimentary to each other in that they examine the core hypotheses, but do so in slightly different ways that compensate for their respective weaknesses. In doing so, I was able to examine these relationships across multiple, independent data collections, as well as offer unique insights into the relationships between the Big Five traits and work situation perception from slightly different angles. The set of four studies examined the three research questions using different research approaches (i.e., cross-sectional, experience sampling) That being said, some limitations should also be recognized when interpreting study findings.

First, in all studies examining actual work behaviors, the behaviors were self-reported. When studying discretionary behaviors like counterproductivity and citizenship

this can lead to biased reporting. As such, future research investigating how the person x situation effect predicts such discretionary behaviors should utilize other methods of assessment, such as supervisor-rated behaviors. Second, this study was unable to examine within-person effects of unique situation construal on daily outcomes due to a lack of variance at the situation level. It is likely that fluctuations in unique construal of certain CAPTION dimensions (e.g., positivity) will affect behaviors of that day. Based on the idea that people simultaneously respond to and create situations, it would make sense that counterproductive behaviors could affect situation contact and construal the next day. Future research is needed to understand how unique situation construal not only influence behavior, but how behaviors (that contribute to the situation) impact subsequent unique situation construal.

Third, all objective cues were self-reported by participants. In asking people to self-report objective cues of a situation (using objectively verifiable prompts), there are already individual differences in the cues on which people focus. For instance, some people may focus on task-oriented aspects of a situation (e.g., writing a memo about holiday bonuses), while others may focus on interpersonal aspects (e.g., coworkers talking loudly while working on a memo). While both descriptions could be applied to the same situation, and all of the features are observable to people in the situation, they emphasize different objective cues. Future research should assess objective situations by picture, video, or juxta situm raters (i.e., raters who unobtrusively observe and rate participants' situations; Rauthmann, Sherman, Nave, & Funder, 2015), in addition to having participants respond to prompts. This information can ensure that situations are defined by all objective cues present, as well as allow for investigation into individual

differences in the objective cues focused on (identified through responses to prompts) as compared to all objective cues present. While this is an important note, it does not mean that self-reported 'objective' cues are not useful, just that they may not be purely objective. It would be worth investigating these individual differences (in objective cue focus) for understanding differences in situation perception, but also what aspects of a situation are most meaningful to different employees. Such information could be useful for helping organizations cultivate environments conducive to success for their specific employees. Finally, it is important to note that this study was not able to provide a comprehensive representation of objective situational cues, and therefore these findings cannot be applied across all different work contexts. Rather, the focus of this study was to provide initial evidence for individual differences in how objective cues are psychologically construed. For instance, this research showed that working from home is generally construed as relatively adverse, which may be important to consider by organizations deciding whether to allow their employees to work from home. While previous research illustrates potential benefits of allowing workers to telecommute (i.e., work from home) for worker attitudes (Kröll & Nüesch, 2017), findings from the current research may be useful in determining whether there should be a limit on the number of days people can work from home per month. However, future research is needed to develop a more comprehensive framework of (or method for assessing) objective work situations, and more general understanding of how different situations are uniquely construed.

In conclusion, while the current research signifies only beginning steps into the person-situation interaction in the workplace, results offer a unique contribution to the

literature by examining rooting individual differences in the experience of work and workplace behaviors in objective reality. The results highlight that situational and individual characteristics are related, yet distinct determinants of cognitive (i.e., perceptual) and behavioral reactions to workplace situations. Furthermore, by investigating the influence of personality on the underlying psychological through which objective work situations affect behavior, this research illuminates how individual differences in certain, discretionary behaviors unfold in response to situation perception.

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APPENDIX A

Table 1

Description and Data Source for Each Study, Organized by Research Question

Study	Description	Data	Final Sample Size
RQ1: How do personality traits shape the perception of situations in work versus nonwork contexts?			
1	Tested how personality moderate the psychological situation of being at work versus not, in general.	Parrigon et al. (2017) Study 5	*N* = 704
RQ2: Whether & how do personality traits shape the way employees *uniquely* construe specific types of objective work situations (i.e., patterns of objective cues)?			
2	Identified commonly occurring types of objective interpersonal work situations and examined how personality predicted the unique construal of each across types.	Amazon Mechanical Turk	*N* = 474
RQ-3: How does personality-driven situation perception and *unique* construal predict work behaviors?			
3	Examined how personality-driven situation perception of work versus nonwork contexts Predicted in-situ, personality-relevant behavior.	Parrigon et al. (2017) Study 6	*N* = 599

(*table continues*)

Study	Description	Data	Final Sample Size
4	Used experience sampling and daily diary surveys to investigate how real-time, unique construal (as moderated by personality) of interpersonal versus non-interpersonal work situations impact between-person differences in daily organizational citizenship and counterproductive work behaviors.	Community Sample of Employees	*N* = 50

Note. All studies used CAPTION dimensions to operationalize the psychological situation (i.e., situation perception and construal). ESM = Experience Sampling Methodology. DD = Daily Diary.

Table 2

Means, Standard Deviations, Correlations, and Alpha Reliabilities for Study 1 Variables

	M	*SD*	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Situation Type	.20	.40	—												
2. Complexity	2.77	1.11	.22**	(.91)											
3. Adversity	2.55	1.20	.26**	.48**	(.98)										
4. Positivity	2.82	1.18	-.25**	.31**	.03	(.98)									
5. Typicality	3.82	.94	.03	.18**	.05	.04	(.92)								
6. Importance	3.58	.95	.11**	.42**	.28**	.35**	.33**	(.96)							
7. Humor	2.48	1.15	-.12**	.36**	.20**	.57**	.06†	.11**	(.97)						
8. Negativity	1.71	1.08	-.05**	.43**	.46**	.33**	.08*	.13**	.53**	(.99)					
9. Conscientiousness	3.64	.69	.12**	-.02	-.11**	-.08*	.11**	.24**	-.23**	-.28**	(.87)				
10. Agreeableness	3.86	.68	-.04	-.16**	-.20**	-.07†	.12**	.17**	-.22**	-.42**	.44**	(.90)			
11. Extraversion	3.03	.89	.04	.08*	-.01	.15**	-.08*	.12**	.08*	.01	.15**	.32**	(.92)		
12. Neuroticism	2.86	.90	-.11**	.04	.28**	.02	.02	-.05	.13**	.27**	-.35**	-.28**	-.40**	(.91)	
13. Openness	3.64	.65	.03	.06	-.08	-.02	.17**	.23**	-.06†	-.24**	.41**	.46**	.32**	-.27**	(.88)

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context.

$N = 704$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 3

Regression Results for Moderating Effect of Openness on the Situation Type-Complexity Perception Relationship

	Model 1	
	1	2
Situation Type	.22**	.22**
Openness	.05	.02
Situation Type x Openness		.06†
R^2	.05	.06

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

$N = 704$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 4

Regression Results for the Moderating Effects of Conscientiousness and Neuroticism on the Situation Type-Adversity Perception Relationship

	Model 1		Model 2	
	1	2	1	2
Situation Type	.28**	.27**	.30**	.30**
Conscientiousness	-.14**	-.16**		
Situation Type x Conscientiousness		.05		
Neuroticism			.34**	.34**
Situation Type x Neuroticism				.00
R^2	.09	.09	.18	.18

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

N = 704. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 5

Regression Results for the Moderating Effects of Conscientiousness, Extraversion, and Neuroticism on the Situation Type-Positivity Perception Relationship

	Model 1		Model 2		Model 3	
	1	2	1	2	1	2
Situation Type	-.25**	-.23**	-.26**	-.26**	-.25**	-.25**
Conscientiousness	-.05	.00				
Situation Type x Conscientiousness		-.11**				
Extraversion			.16**	.16**		
Situation Type x Extraversion				.01		
Neuroticism					-.01	-.03
Situation Type x Neuroticism						.04
R^2	.07	.08	.09	.09	.06	.07

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

$N = 704$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 6

Regression Results for the Moderating Effect of Conscientiousness on the Situation Type-Typicality Perception Relationship

	Model 1	
	1	2
Situation Type	.02	.01
Conscientiousness	.11**	.09*
Situation Type x Conscientiousness		.04
R^2	.01	.01

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

$N = 704$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 7

Regression Results for the Moderating Effects of Conscientiousness and Extraversion on the Situation Type-Importance Perception Relationship

	Model 1		Model 2	
	1	2	1	2
Situation Type	.08*	.07*	.10**	.10**
Conscientiousness	.23**	.22**		
Situation Type x Conscientiousness		.03		
Extraversion			.12**	.13**
Situation Type x Extraversion				-.03
R^2	.06	.06	.03	.03

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

N = 704. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 8

Regression Results for the Moderating Effect of Conscientiousness on the Situation Type-Humor Perception Relationship

	Model 1	
	1	2
Situation Type	-.10*	-.09*
Conscientiousness	-.22**	-.20**
Situation Type x Conscientiousness		-.05
R^2	.06	.06

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported. $N = 704$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 9

Regression Results for the Moderating Effects of Conscientiousness and Extraversion on the Situation Type-Negativity Perception Relationship

	Model 1		Model 2		Model 3	
	1	2	1	2	1	2
Situation Type	-.01	-.01	-.05	-.04	-.02	-.02
Conscientiousness	-.28**	-.26**				
Situation Type x Conscientiousness		-.04				
Extraversion			.01	.04		
Situation Type x Extraversion				-.06		
Neuroticism					.26**	.26**
Situation Type x Neuroticism						.01
R^2	.08	.08	.00	.01	.07	.07

Note. Situation Type indicates whether situation was in a Work (1) or Nonwork (0) context. Standardized regression coefficients reported.

N = 704. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 10

Regression Results for how Big Five Personality Traits Predict Theoretically Relevant CAPTION Dimensions in Work Contexts Only

	Complexity	Adversity	Positivity	Typicality	Importance	Humor	Negativity
Conscientiousness	.02	.22*	-.22*	-.04	.20**	-.15**	-.08
Agreeableness	-.12	-.20†	-.02	.18†	-.02	-.21**	-.34**
Extraversion	-.08	.12	.25**	-.22**	.02	.19**	.16*
Neuroticism	.06	.42**	.07	-.11	.07	.10*	.21**
Openness	.28**	-.04	-.06	.26**	.21*	.07	-.11

Note. Standardized regression coefficients reported.

N = 155. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 11

Correlations, and Interrater Agreement (for Objective Cues) and Alpha Reliabilities for Big Five Traits for Study 2 Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Online	(.99)													
2. Supervisor	.00	(.98)												
3. Colleague	.00	.00	(.98)											
4. Subordinate	-.15**	-.11*	-.37**	(.94)										
5. Client	.20**	-.12**	-.15**	-.16**	(.97)									
6. Team	-.03	-.01	-.02	-.03	-.07	(.90)								
7. Other People	.10*	-.03	-.08	-.10*	-.03	-.10*	(.90)							
8. Conflict	.02	.06	.03	.02	.03	-.11*	.02	(.94)						
9. Collaboration	-.11*	.05	.16**	-.07	-.18**	.24**	.01	-.02	(.86)					
10. Giving Help/ Assistance	.16**	-.09*	-.06	.05	.56**	-.13**	-.04	.10*	-.15**	(.89)				
11. Receiving Help/ Assistance	.07	.08†	-.05	.04	-.08†	-.04	.17**	.20**	.19**	-.07	(.89)			
12. Leading/Teaching	.11*	-.10*	-.07	.16**	.02	.05	-.01	-.02	.04	.09†	-.08†	(.82)		
13. Listening/ Gathering Info	.20**	.16**	.08†	-.15**	-.01	.08†	.04	.04	.03	-.12**	.02	.27**	(.94)	
14. Socializing	-.13**	-.13**	.10*	-.08†	-.14**	-.12*	-.02	-.11*	-.30**	-.19**	-.08†	-.14**	-.11*	(.94)
15. Nonwork Related	-.11*	-.06	.10*	-.09†	-.13**	-.10*	.06	-.02	-.28**	-.14**	-.09†	-.26**	-.23**	.71**
16. At Work	-.16**	.16**	.20**	.06	-.13**	.01	-.30**	.05	.02	.02	-.04	.06	.11*	.04
17. At Home	.40**	-.09†	-.17**	-.10*	-.02	-.02	.28**	.04	-.04	-.09†	.09*	.03	.00	.00
18. At Client Site	-.09*	-.12**	-.10*	-.03	.22**	.00	.10*	-.07	.02	.07	-.01	-.09*	-.11*	-.08†
19. Agreeableness	-.02	-.06	-.01	.13**	.06	.10*	-.02	.07	.04	.11*	.06	.04	-.06	-.05

(*table continues*)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20. Conscientiousness	.04	.06	.04	-.06	.04	-.01	.02	.00	.04	.01	.01	.01	.00	-.04
21. Neuroticism	-.01	-.03	.01	.02	.04	-.10*	-.02	.01	-.08†	.03	-.02	.01	-.05	.07
22. Extraversion	.02	-.06	.03	.04	.03	.00	-.03	.01	-.03	.03	.01	.02	-.03	-.06
23. Openness	.03	.00	-.02	.07	-.02	.06	-.09†	-.03	.08†	-.01	.00	.07	.00	.00
24. Complexity	.02	.07	.05	-.10*	-.03	.05	.04	-.06	.05	-.06	-.05	.07	.13**	-.07
25. Adversity	.11*	.11*	.02	.01	-.03	-.08†	-.03	.25**	.02	-.06	.04	.01	.09†	.01
26. Positivity	-.09†	-.09*	-.01	-.03	.09†	-.07	-.01	-.11*	-.10*	-.02	-.07	.01	-.03	.05
27. Typicality	-.03	-.04	.02	.02	.01	.02	.01	-.21**	-.06	.02	-.11*	.07	.01	.07
28. Importance	-.04	.02	-.02	-.01	-.09*	.10*	.05	-.29**	.08†	-.11*	.00	.02	-.01	.03
29. Humor	-.02	-.24**	.03	.05	-.02	-.08†	-.03	.04	-.06	-.06	-.06	.03	-.04	.17**
30. Negativity	.03	.03	.02	-.05	.01	-.09*	-.03	.12**	-.07	.00	-.04	.02	.06	-.01

(*table continues*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15. Nonwork Related	(.91)													
16. At Work	.03	—												
17. At Home	.05	-.57**	—											
18. At Client Site	-.09*	-.69**	-.06	—										
19. Agreeableness	-.05	-.03	-.03	.03	(.92)									

(*table continues*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
20. Conscientiousness	-.05	.00	-.06	.02	.29**	(.91)								
21. Neuroticism	.07	.03	.01	.01	-.24**	-.45**	(.95)							
22. Extraversion	-.02	.00	-.09*	.06	.28**	.17**	-.36**	(.92)						
23. Openness	-.04	-.04	.01	.04	.34**	.22**	-.26**	.30**	(.88)					
24. Complexity	-.10*	.00	.04	-.03	.11*	.11*	-.24**	.21**	.18**	(.88)				
25. Adversity	.03	.00	.07	-.04	-.04	-.06	.18**	-.11*	-.06	.17**	(.92)			
26. Positivity	.07	-.03	-.04	.02	.09†	.02	-.07	.23**	.00	.45**	.08†	(.92)		
27. Typicality	.08†	.00	-.04	.00	-.02	-.03	.01	-.05	-.02	.01	-.19**	.12*	(.93)	
28. Importance	.02	-.12**	.07	.05	.12**	.15**	-.24**	.13**	.23**	.37**	-.15**	.38**	.30**	(.95)
29. Humor	.15**	.03	.00	-.03	-.18**	-.25**	.19**	.09*	-.13**	.16**	.20**	.46**	.00	-.01
30. Negativity	-.02	.09*	-.03	-.07	-.23**	-.27**	.20**	.01	-.23**	.10*	.39**	.20**	-.09†	-.17**

(*table continues*)

	29	30
29. Humor	(.94)	
30. Negativity	.15**	(.95)

Note. CAPTION dimensions defined by the standardized residual of ex-situ-in-situ regressions (i.e., unique construal). Reliabilities are those for the participant reported CAPTION dimensions.

$N = 474$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 12

Study 2 Selection Criteria for the Seven Latent Class Models

Model	LL	LR	DF	BIC	ΔBIC	aBIC	ΔaBIC	pv1	LMR P	BLRT P	Entropy
1 class	-3891.99	—	18	7894.88	—	7837.75	—	—	—	—	—
2 classes	-3715.82	352.34	37	7659.60	235.28	7542.17	295.58	4.53	.000	.000	1.000
3 classes	-3556.55	318.54	56	7458.12	201.48	728.39	261.78	4.29	.000	.000	.981
4 classes	-3459.83	193.44	75	7381.75	76.37	7143.71	136.68	2.72	.000	.000	.948
5 classes	-3377.02	165.62	94	7333.20	48.56	7034.85	108.86	2.39	.002	.000	.941
6 classes	-331.70	132.65	113	7317.61	15.59	6958.97	75.89	1.96	.002	.000	.945
7 classes	-3271.57	77.21	132	7356.41	-38.80	6937.47	21.50	1.18	.063	.000	.930

Note. LL = Log-Likelihood, LR = Log-likelihood reduction (Bacher & Vermunt, 2010), DF = Degrees of Freedom, BIC = Baysien Information Statistic, ΔBIC = Change in Baysien Information Statistic, SSA-BIC = Sample adjusted BIC, ΔaBIC = Change in sample adjusted BIC, pv1 = relative improvement in model fit (based on the loglikelihood-function) between the k-class and the (kC1)-class model (Bacher & Vermunt, 2010) , BLRT LMR P = Lo-Mendell-Rubin Bootstrap Likelihood Ratio Test p value (if significant means that we can accept k model over the k-1 model, LR/DS = adjusted Likelihood Ratio Test, Entropy = Entropy Criterion (Celeaux & Soromento, 1996) ability of mixture model to provide well separated classes.

Table 13

Probability of 'Yes', or Present, for Each Objective Cue Variable Within Each Class of Interpersonal Work Situation

Objective Cues	Class 1 Working Online From Home	Class 2 Client Visit With Colleague	Class 3 Helping Client With Colleague	Class 4 Leading/ Teaching Subordinate	Class 5 Socializing With Colleague	Class 6 Coordinating With Colleague
Online	.63**	.29**	.00	.00	.00	.05**
Supervisor	.08	.16**	.07	.11	.14**	.41**
Colleague/Coworker	.33**	.66**	.52**	.23*	.87**	.82**
Subordinate	.00	.03	.13*	1.00**	.06	.01
Client	.21*	.92**	.53**	.04	.05	.07
Team	.08	.04	.10*	.07	.02	.18**
Other People	.46**	.04	.25**	.02	.02	.09*
Conflict	.29**	.26**	.10*	.24**	.11*	.24**
Collaboration	.38**	.25**	.49**	.41**	.03	.69**
Helping	.13	.91**	.38**	.35**	.05	.13*
Being Helped	.17*	.01	.05	.09	.00	.09*
Leading, Teaching, or Giving Information/Feedback	.50**	.44**	.28**	.66**	.20**	.43**
Listening, Learning, or Gathering Information/Feedback	.46**	.48**	.26**	.27**	.31**	.60**
Socializing	.13	.01	.04	.03	.92**	.00
Situation Not Work Related	.17**	.01	.00	.00	.73**	.01
At Work	.00	1.00**	.00	.99**	.98**	1.00**

(*table continues*)

Objective Cues	Class 1 Working Online From Home	Class 2 Client Visit With Colleague	Class 3 Helping Client With Colleague	Class 4 Leading/ Teaching Subordinate	Class 5 Socializing With Colleague	Class 6 Coordinating With Colleague
At Home	1.00**	.00	.00	.00	.00	.00
At Client Site	.00	.00	.85**	.00	.00	.00

Note. Class characterized by cues with probabilities above .50 (greater than 50% probability).

$N = 474$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 14

Mean Situation Construal (Standardized Residuals) for Each CAPTION Dimension Within Each Class of Interpersonal Work Situations

	Complexity*	Adversity	Positivity	Typicality	Importance**	humOr*	Negativity
Class 1: Working Online From Home	.17	.30	-.18	-.17	.31	.01	-.13
Class 2: Helping Client With Colleague(s)	-.10	.02	.11	-.06	-.44	.01	.13
Class 3: Client Visit With Colleague(s)	-.21	.06	.21	.27	.06	.47	-.03
Class 4: Leading/Teaching Subordinate(s)	-.22	-.04	-.04	-.04	-.10	.11	-.04
Class 5: Socializing With Colleague(s)	-.11	-.15	.10	.02	.23	-.21	-.28
Class 6: Coordinating With Colleague(s)	.16	-.02	-.08	-.02	.10	-.12	.0

Note. Significance by CAPTION dimension indicates that Wald test found the mean of that class to significantly differ from means of other classes.

$N = 474$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 15

Summary of Expected Personality Predicted Unique Construal of CAPTION Dimension for Each Class of Interpersonal Work Situation

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Class 1: Working Online From Home							
Conscientiousness			(+)		(+)	(–)	(–)
Agreeableness							
Extraversion							
Neuroticism							
Openness							
Class 2: Helping Client With Colleague(s)							
Conscientiousness			(+)		(+)	(–)	(–)
Agreeableness			(+)	(+)	(+)		(–)
Extraversion			(+)		(+)		
Neuroticism		(+)	(–)				
Openness							
Class 3: Client Visit With Colleague(s)							
Conscientiousness			(+)		(+)	(–)	(–)

(*table continues*)

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Agreeableness			(+)	(+)	(+)		(–)
Extraversion							
Neuroticism							
Openness							
Class 4: Leading/Teaching Subordinate(s)							
Conscientiousness			(+)		(+)	(–)	(–)
Agreeableness			(+)	(+)	(+)		(–)
Extraversion		(–)	(+)	(+)	(+)		
Neuroticism							
Openness	(+)			(+)	(+)		
Class 5: Socializing With Colleague(s)							
Conscientiousness					(–)		
Agreeableness			(+)				(–)
Extraversion			(+)	(+)	(+)		(–)
Neuroticism							
Openness							

(*table continues*)

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Class 6: Coordinating With Colleague(s)							
Conscientiousness			(+)		(+)	(–)	(–)
Agreeableness			(+)	(+)			(–)
Extraversion		(–)		(+)			
Neuroticism		(+)	(–)				
Openness	(+)			(+)	(+)		

Table 16

Effect of Personality on Unique Construal of CAPTION Dimensions Within Each Class of Interpersonal Work Situation

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Class 1: Working Online From Home							
Conscientiousness			-.21		.35*	-.22	-.21
Agreeableness			.07	-.31†	-.16		-.27
Extraversion		.02	-.06	-.04	-.06		.18
Neuroticism		-.13	.36**				.13
Openness	.22			.00	-.02		-.24
Class 2: Helping Client With Colleague(s)							
Conscientiousness			.10		.09	-.36**	-.51**
Agreeableness			.18	-.02	.28*		-.46**
Extraversion		-.17†	.31*	.04	.26†		-.07
Neuroticism		.15	-.09				.26*
Openness	.29*			.01	.28*		-.15
Class 3: Client Visit With Colleague(s)							
Conscientiousness			-.07		.08	-.26	-.16
Agreeableness			.12	.14	-.03		-.13

(*table continues*)

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Extraversion		-.06	.45**	.01	.24†		-.08
Neuroticism		.17	-.25				.24*
Openness	.19			.06	.07		-.27*
Class 4: Leading/Teaching Subordinate(s)							
Conscientiousness			.05		.06	-.18	-.22†
Agreeableness			.15	.20†	.32**		-.41**
Extraversion		-.05	.35**	-.04	.21		.04
Neuroticism		.15	-.20				.20†
Openness	.32**			.05	.30**		-.44**
Class 5: Socializing With Colleague(s)							
Conscientiousness			.17		.30†	-.24	-.18
Agreeableness			.18	.08	.19		-.14
Extraversion		.04	.30*	.26†	.27†		.08†
Neuroticism		.17	-.14				.15
Openness	.16			.04	.28*		-.25

(*table continues*)

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Class 6: Coordinating With Colleague(s)							
Conscientiousness			.00		.15†	-.23**	-.26**
Agreeableness			.01	-.09	.12		-.13†
Extraversion		-.15*	.11*	-.17*	.05		.02
Neuroticism		.24**	-.04				.18*
Openness	.10			-.08	.23**		-.16*

N = 474. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 17

Wald χ^2 Tests Comparing Personality Trait-CAPTION Dimension Relationships Across Classes of Interpersonal Work Situations

	Complexity	Adversity	Positivity	Typicality	Importance	humOr	Negativity
Conscientiousness			3.68		2.50	1.44	4.90
Agreeableness			2.26	7.82	5.19		7.17
Extraversion		2.92	12.13*	6.76	4.37		6.46
Neuroticism		4.26	9.61†				.64
Openness	3.41			1.21	2.55		3.61

Note. Significance indicates the relationships reported in Table 10 are significantly different across the six classes.

$N = 474$. †$p < .10$. *$p < .05$. **$p < .01$.

Table 18

Summary of Expected Effects of CAPTION Dimensions on Citizenship and Counterproductive Work Behaviors

	Conscientious Behavior	Agreeable Behavior	Extraverted Behavior	Neurotic Behavior	Open Behavior	OCBs	CWBs
Complexity	(+)		(+)		(+)		(+)
Adversity	(–)	(–)		(+)		(–)	(–)
Positivity		(+)	(+)	(–)		(+)	
Typicality	(+)			(–)			
Importance	(+)		(+)			(+)	(+)
Humor	(–)		(+)			(–)	(+)
Negativity		(–)	(–)	(+)		(–)	

Note. OCBs = Organizational Citizenship Behaviors. CWBs = Counterproductive Work Behaviors.

Table 19

Means, Standard Deviations, Correlations, and Alpha Reliabilities for Study 3 Variables

	M	*SD*	1	2	3	4	5	6	7	8	9	10	11
1. Situation Type	.17	.38	—										
2. Complexity	2.69	1.12	.12**	(.97)									
3. Adversity	2.44	1.19	.13**	.57**	(.97)								
4. Positivity	2.93	1.19	-.24**	.36**	.14**	(.98)							
5. Typicality	3.74	.95	.05	.18**	.15**	.11**	(.93)						
6. Importance	3.50	.93	.11**	.46**	.31**	.37**	.36**	(.95)					
7. Humor	2.44	1.13	-.14**	.46**	.40**	.66**	.12**	.24**	(.97)				
8. Negativity	1.86	1.15	-.10*	.53**	.58**	.42**	.14**	.21**	.69**	(.99)			
9. Trait C	3.51	.73	.11**	-.45	-.43	-.35	.01	-.14**	-.55**	-.66**	(.83)		
10. Trait A	3.19	.53	-.03	-.05	-.12**	.13**	.00	.04	.03	-.03	.18**	(.75)	
11. Trait E	3.28	.77	-.02	.35**	.21**	.44**	.16**	.33**	.44**	.39**	-.21**	.29**	(.82)
12. Trait N	3.20	.62	-.13**	.38**	.38**	.40**	.20**	.34**	.47**	.56**	-.49**	.10*	.49**
13. Trait O	3.33	.69	.05	-.04	-.19**	-.11**	.00	.12**	-.20**	-.31**	-.38**	.16**	.08*
14. C Behavior	3.77	.84	.13	.09*	-.01	.09*	.29**	.41**	-.08†	-.12**	.23**	.12**	.21**
15. A Behavior	3.68	.78	.01	.08*	-.08*	.29**	.16**	.35**	.07†	-.06	.14**	.23**	.29**
16. E Behavior	3.35	.83	.06	.22**	.08*	.38**	.11**	.37**	.26**	.14**	-.05	.15**	.44**
17. N Behavior	3.71	.77	.01	.03	.23**	-.13**	-.21**	-.19**	.05	.12**	-.24**	-.21**	-.21**
18. O Behavior	3.58	.79	.05	.31**	.06	.29**	.11**	.36**	.15**	.07†	.01	.13**	.37**

(*table continues*)

	12	13	14	15	16	17	18
12. Trait N	(.72)						
13. Trait O	-.20**	(.77)					
14. C Behavior	.15**	.13**	(.93)				
15. A Behavior	.22**	.12**	.75**	(.92)			
16. E Behavior	.27**	.07†	.58**	.68**	(.90)		
17. N Behavior	-.13**	-.14**	-.65**	-.67	-.47**	(.89)	
18. O Behavior	.24**	.16**	.62**	.66**	.63**	-.57**	(.92)

Note. Situation Type (0 = Nonwork, 1 = Work). CAPTION dimensions represent situation perception, not situation construal. C Behavior = Conscientious Behavior; A Behavior = Agreeable Behavior; E Behavior = Extraverted Behavior; N Behavior = Neurotic Behavior; O Behavior = Open Behavior.

$N = 599$. $^{\dagger}p \leq .10$. $^{*}p \leq .05$. $^{**}p \leq .01$.

Table 20

Results of Moderated Mediation Models Examining How Openness Moderates the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Complexity

	Perceived Complexity	Conscientious Behavior	Extraverted Behavior	Open Behavior
Variable	β	β	β	β
Situation Type	.12*	.12**		
General Personality				
Openness	-.12**			
Interactions				
Situation Type x Openness	.15**			
Situation Perception				
Complexity		.08*	.23**	.31**
Mediated Effect of Situation Type on Behavior				
via Complexity		.01	.03*	.04**

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Openness, and their Interaction on Complexity perceptions, the second, third, and fourth columns present the direct effects of Situation Type (if estimated) and Perceived Complexity on each Personality-Relevant Behavior and the indirect effect of Situation Type on each Personality-Relevant Behavior via Complexity (bottom row).

$N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 21

Results of Moderated Mediation Models Examining How Conscientiousness and Neuroticism Moderate the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Adversity

	Perceived Adversity	Conscientious Behavior	Agreeable Behavior	Extraverted Behavior	Neurotic Behavior
Variable	β	β	β	β	β
Situation Type	.16**	.12**			
General Personality					
Conscientiousness	-.48**				
Neuroticism	.42**				
Interactions					
Situation Type x Conscientiousness	.09*				
Situation Type x Neuroticism	-.05				
Situation Perception					
Adversity		-.03	-.08*	.08*	.23**
Mediated Effect of Situation Type on Behavior					
via Adversity		.00	-.01†	.01†	.04**

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, General Neuroticism, and each trait's Interaction on perceived Adversity, the second, third, fourth, fifth, and sixth columns present the direct effects of Situation Type (if estimated) and Perceived Adversity on each Personality-Relevant Behavior and the indirect effect of Situation Type on each Personality-Relevant Behavior via Adversity (bottom row).

$N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 22

Results of Moderated Mediation Models Examining How Conscientiousness, Extraversion, and Neuroticism Moderate the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Positivity

	Perceived Positivity	Extraverted Behavior	Neurotic Behavior	Agreeable Behavior
Variable	β	β	β	β
Situation Type	-.24**	.16**	-.02	.08*
General Personality				
Conscientiousness	-.34**			
Extraversion	.48**			
Neuroticism	.41**			
Interactions				
Situation Type X Conscientiousness	.03			
Situation Type X Extraversion	-.10**			
Situation Type X Neuroticism	-.09*			
Situation Perception				
Positivity		.42**	3-.13**	.31**
Mediation Effects of Situation Type on Behavior				
via Positivity		-.09**	.03**	-.07**

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, General Extraversion, General Neuroticism, and each trait's Interaction with Situation Type on perceived Positivity, the second, third, fourth, and fifth columns present the direct effects of Situation Type (if estimated) and Perceived Positivity on each Personality-Relevant Behavior and the indirect effect of Situation Type on each Personality-Relevant Behavior via Positivity (bottom row). $N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 23

Results of Moderated Mediation Models Examining How Conscientiousness Moderates the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Typicality

	Perceived Typicality	Conscientious Behavior	Neurotic Behavior
Variable	β	β	β
Situation Type	.03	.11**	
General Personality			
Conscientiousness	.01		
Interactions			
Situation Type X Conscientiousness	.06		
Situation Perception			
Typicality		.30**	-.24**
Mediation Effects of Situation Type on Behavior			
via Typicality		.01	-.01

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, and the interaction of Situation Type and Conscientiousness on perceived Typicality, the second, third, fourth, and fifth columns present the direct effects of Situation Type (if estimated) and Perceived Typicality on each Personality-Relevant Behavior and the indirect effect of Situation Type on each Personality-Relevant Behavior via Typicality (bottom row).

N = 599. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 24

Results of Moderated Mediation Models Examining How Conscientiousness and Extraversion Moderate the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Importance

	Perceived Importance	Conscientious Behavior	Open Behavior
Variable	β	β	β
Situation Type	.09*	.11**	
General Personality			
Conscientiousness	-.21**		
Extraversion	.36**		
Interactions			
Situation Type X Conscientiousness	.18**		
Situation Type X Extraversion	-.07		
Situation Perception			
Importance		.40**	.37**
Mediation Effects of Situation Type on Behavior			
via Importance		.04*	.03*

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, General Extraversion, and each trait's Interaction with Situation Type on perceived Importance, the second, third, and fourth columns present the direct effects of Situation Type (if estimated) and Perceived Importance on each Personality-Relevant Behavior, and the indirect effect of Situation Type on each Personality-Relevant Behavior via perceived Importance (bottom row).

$N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 25

Results of Moderated Mediation Models Examining how Conscientiousness Moderates the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Humor

	Perceived Humor	Conscientious Behavior	Extraverted Behavior
Variable	β	β	β
Situation Type	-.09**	.12**	.10*
General Personality			
Conscientiousness	-.56*		
Interactions			
Situation Type X Conscientiousness	.07†		
Situation Perception			
Humor		-.06	.28**
Mediation Effects of Situation Type on Behavior			
via Humor		.01	-.03*

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, their interaction on perceived Humor, the second, third, fourth, and fifth columns present the direct effects of Situation Type (if estimated) and perceived Humor on each Personality-Relevant Behavior, as well as the indirect effect of Situation Type on each Personality-Relevant Behavior via perceived Humor (bottom row).

$N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 26

Results of Moderated Mediation Models Examining how Conscientiousness, Extraversion, and Neuroticism Moderate the Mediated Effect of Situation Type on Personality-Relevant Behavior via Perceived Negativity

	Perceived Negativity	Agreeable Behavior	Extraverted Behavior	Neurotic Behavior
Variable	β	β	β	β
Situation Type	-.05	.07*	.06*	
General Personality				
Conscientiousness	-.68**			
Extraversion	.43**			
Neuroticism	.59**			
Interactions				
Situation Type X Conscientiousness	.08*			
Situation Type X Extraversion	-.10*			
Situation Type X Neuroticism	-.09*			
Situation Perception				
Negativity		-.06	.15**	.12**
Mediation Effects of Situation Type on Behavior				
via Negativity		.00	-.01*	-.01*

Note. Situation Type (0 = Nonwork, 1 = Work). Standardized regression coefficients reported. The first column includes the effect of Situation Type, General Conscientiousness, General Extraversion, General Neuroticism, and each trait's Interaction with Situation Type on perceived Negativity, the second, third, fourth, and fifth columns present the direct effects of Situation Type (if estimated) and Perceived Negativity on each Personality-Relevant Behavior, as well as the indirect effect of Situation Type on each Personality-Relevant Behavior via perceived Negativity (bottom row).

$N = 599$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 27

Means, Standard Deviations, Correlations, and Alpha Reliabilities for Study 4 Variables

	M	*SD*	1	2	3	4	5	6	7	8	9	10	11	12
1. Situation Type	.59	.49	(.87)											
2. Conscientiousness	3.78	.30	-.06	(.54)										
3. Agreeableness	3.86	.35	-.01	.54**	(.53)									
4. Extraversion	3.21	.37	.11**	-.27**	-.26**	(.48)								
5. Neuroticism	2.55	.52	-.03	-.49**	-.60**	-.12**	(.53)							
6. Openness	3.29	.55	-.05	.09**	-.17**	-.19**	.34**	(.73)						
7. Daily Complexity	.00	.84	-.03	-.08*	-.09*	.06	.06	.17**	(.76)					
8. Person-level Adversity	.02	.54	.02	-.29**	-.20**	.14**	.22**	-.01	.37**	(.46)				
9. Daily Positivity	.00	.87	.13**	-.01	.04	.10**	-.08*	-.08*	.28**	.13**	(.36)			
10. Situational Typicality	.00	1.00	-.03	.05	.10**	-.13**	.02	.03	.09*	-.02	-.03	(.53)		
11. Daily Importance	.00	.88	-.00	.03	.17**	-.10**	-.20**	-.12**	.32**	.15**	.45**	.20**	(.83)	
12. Person-level Humor	.05	.56	.11**	-.08*	-.20**	.10**	.42**	.21**	.17**	.36**	.31**	.01	-.06	(.63)
13. Person-level Negativity	.04	.61	.08*	-.34**	-.22**	.18**	.25**	-.09*	.23**	.71**	.25**	-.01	.13**	.57**
14. Daily OCB	8.18	4.44	.10**	-.04	-.03	.32**	-.13**	.04	.22**	.02	.21**	-.03	.12**	.10**
15. Daily CWB	2.15	2.45	.07*	-.22**	-.14**	.01	.23**	.00	-.12**	.18**	-.07*	.03	-.20**	.25**
16. General OCB	3.44	.44	-.02	.36**	.23**	.02	-.21**	.15**	.01	-.32**	-.25**	-.01	-.02	-.21**
17. General CWB	1.49	.32	.08*	-.47**	-.29**	.03	.30**	-.13**	-.07*	.18**	.01	.04	-.10**	.18**

(*table continues*)

	13	14	15	16	17
13, Person Negativity	(.47)				
14. Daily OCB	.07	(.78)			
15. Daily CWB	.24**	.04	(.86)		
16. General OCB	-.29**	.26**	-.19**	(.77)	
17. General CWB	.27**	-.09**	.41**	-.42**	(.83)

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). All CAPTION variables are unique construal operationalized by standardized residuals. OCB = Organizational Citizenship Behavior. CWB=Counterproductive Work Behavior. Fleiss' Kappa presented for reliability of Situation Type, ICCs of participant rated CAPTION dimensions and Daily OCB and CWB, and alpha reliabilities presented for remaining constructs.

$N = 484$. $^{*}p < .05$. $^{**}p < .01$.

Table 28

Results of Multilevel Analyses Looking at how Personality Moderates Daily Unique Construal of Complexity, and the Effect of Daily Complexity on Organizational Citizenship and Counterproductive Work Behavior

	Daily Complexity	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.01	.06*	-.13**
General Personality			
Openness	.15		
Control Variables			
General OCBs		.34**	
General CWBs			1.33**
Interactions			
Situation Type x Openness	.22*		
Unique Construal			
Daily Complexity		.04**	-.16**

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Openness and their interaction on daily unique construal of Complexity, the second column presents the direct effects of Situation Type, daily Complexity, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, daily Complexity, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 29

Results of Multilevel Analyses Looking at how Personality Moderates Person-Level Unique Construal of Adversity, and the Effect of Person-Level Adversity on Organizational Citizenship and Counterproductive Work Behavior

	Person-Level Adversity	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.02	.09**	-.10†
General Personality			
Agreeableness	-.42*		
Extraversion	.02		
Control Variables			
General OCBs		.43 **	
General CWBs			1.27**
Interactions			
Situation Type x Agreeableness	-.16		
Situation Type x Extraversion	.30**		
Unique Construal			
Person-Level Adversity		.16	.31

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Agreeableness, general Extraversion, and each of their interaction with Situation Type on person-level unique construal of Adversity, the second column presents the direct effects of Situation Type, person-level Adversity, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, person-level Adversity, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 30

Results of Multilevel Analyses Looking at how Personality Moderates Daily Unique Construal of Positivity, and the Effect of Daily Positivity on Organizational Citizenship and Counterproductive Work Behavior

	Daily Positivity	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.26**	.05*	-.01
General Personality			
Agreeableness	.02		
Extraversion	.32**		
Neuroticism	-.19		
Control Variables			
General OCBs		.42**	
General CWBs			.24**
Interactions			
Situation Type X Agreeableness	.02		
Situation Type X Extraversion	-.24†		
Situation Type X Neuroticism	.08		
Unique Construal			
Daily Positivity		.06*	-.03**

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Agreeableness, general Extraversion, general Neuroticism, and each of their interactions with Situation Type on daily Positivity, the second column presents the direct effects of Situation Type, daily Positivity, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, daily Positivity construal, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 31

Results of Multilevel Analyses Looking at how Personality Moderates Unique Construal of Situational Typicality, and the Effect of Situational Typicality on Organizational Citizenship and Counterproductive Work Behavior

	Situational Typicality	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	-.13*	.08**	-.13*
General Personality			
Agreeableness	.14		
Extraversion	-.41†		
Control Variables			
General OCBs		.37*	
General CWBs			1.37**
Interactions			
Situation Type X Agreeableness	.10		

(*table continues*)

	Situational Typicality	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type X Extraversion	.03		
Unique Construal			
Situational Typicality		.02	-.02

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Agreeableness, general Extraversion, and each of their interactions with Situation Type on unique construal of situational Typicality, the second column presents the direct effects of Situation Type, situational Typicality, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, situational Typicality, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 32

Results of Multilevel Analyses Looking at how Personality Moderates Daily Unique Construal of Importance, and the Effect of Daily Importance on Organizational Citizenship and Counterproductive Work Behavior

	Daily Importance	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.04	.65**	-.19
General Personality			
Conscientiousness	.24		
Agreeableness	.10		
Extraversion	-.25		
Control Variables			
General OCBs		2.72**	
General CWBs			2.97**
Interactions			
Situation Type X Conscientiousness	.31*		
Situation Type X Agreeableness	.14		
Situation Type X Extraversion	-.08		
Unique Construal			
Daily Importance		.25	-.24**

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Conscientiousness, general Agreeableness, general Extraversion, and each trait's interactions with Situation Type on daily unique construal of Importance, the second column presents the direct effects of Situation Type, daily Importance, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, daily Importance, and general CWBs on end of day CWBs.
$N = 5$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 33

Results of Multilevel Analyses Looking at how Personality Moderates Person-Level Unique Construal of Humor, and the Effect of Person-Level Humor on Organizational Citizenship and Counterproductive Work Behavior

	Person-Level Humor	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.13**	.09*	-.13*
General Personality			
Conscientiousness	-.26**		
Neuroticism	.29**		
Control Variables			
General OCBs		.41**	
General CWBs			1.25**
Interactions			
Situation Type X Conscientiousness	-.10		

(*table continues*)

	Person-Level Humor	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type X Neuroticism	.26**		
Unique Construal			
Person-Level Humor		.16	.43†

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Conscientiousness, and the interaction Situation Type and Conscientiousness on person-level unique construal of Humor, the second column presents the direct effects of Situation Type, person-level Humor, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, person-level Humor, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

Table 34

Results of Multilevel Analyses Looking at how Personality Moderates Person-Level Unique Construal of Negativity, and the Effect of Person-Level Negativity on Organizational Citizenship and Counterproductive Work Behavior

	Person-Level Negativity	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Situation Type	.11*	.09*	-.13*
General Personality			
Agreeableness	-.29**		
Extraversion	.06		
Neuroticism	.09		
Control Variables			
General OCBs		.43**	
General CWBs			1.27**

(*table continues*)

	Person-Level Negativity	End of Day OCB	End of Day CWB
Variable	*b*	*b*	*b*
Interactions			
Situation Type X Agreeableness	-.65**		
Situation Type X Extraversion	.39**		
Situation Type X Neuroticism	.33**		
Unique Construal			
Person-Level Negativity		.14	.24*

Note. Situation Type (0 = Not Interpersonal, 1 = Interpersonal). OCB = organizational citizenship behavior. CWB = counterproductive work behaviors. The first column presents the direct effects of Situation Type, general Agreeableness, general Extraversion, general Neuroticism and each trait's interaction with Situation Type on person-level Negativity, the second column presents the direct effects of Situation Type, person-level Negativity, and general OCBs on end of day OCBs, and the third column presents the direct effects of Situation Type, person-level Negativity, and general CWBs on end of day CWBs.

$N = 50$. $^{\dagger}p < .10$. $^{*}p < .05$. $^{**}p < .01$.

APPENDIX B

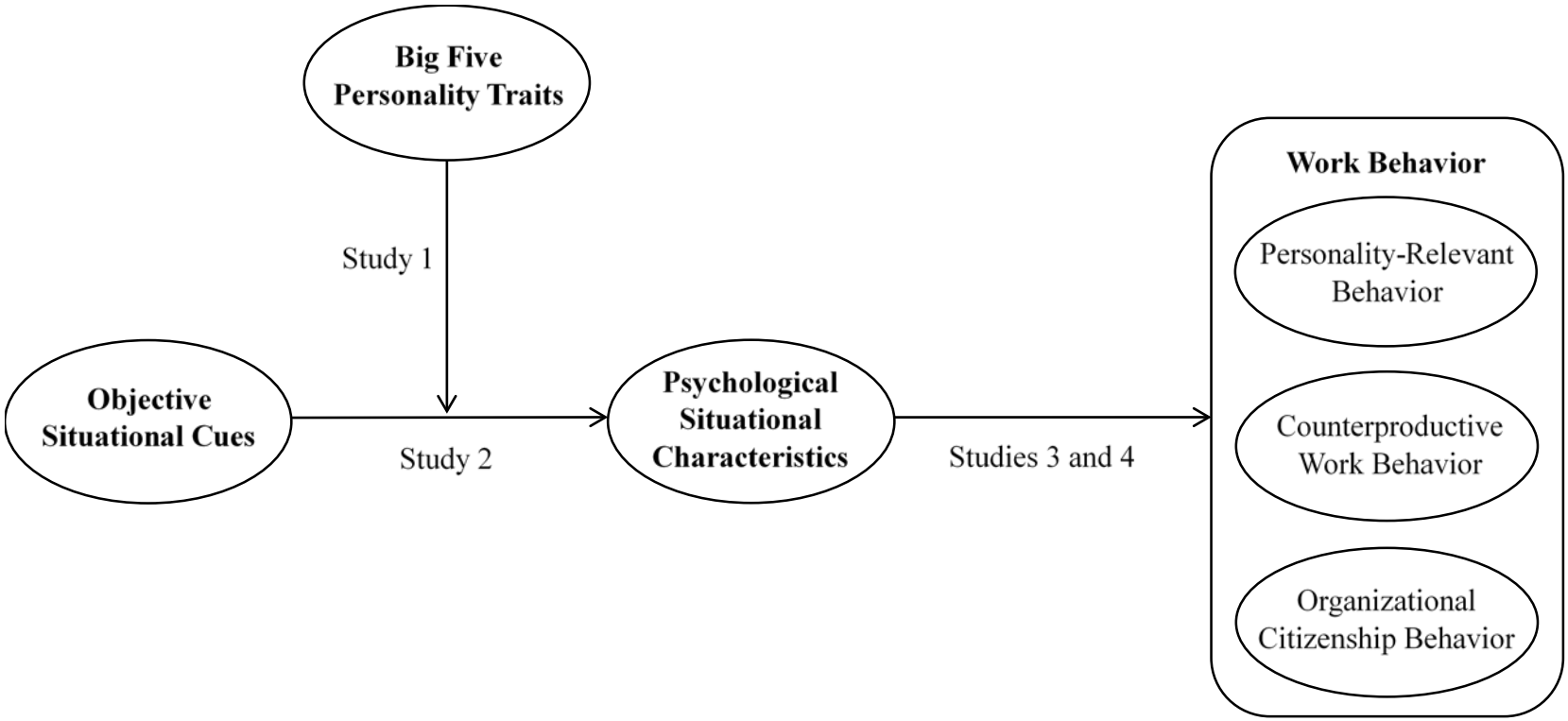

Figure 1. Theoretical model.

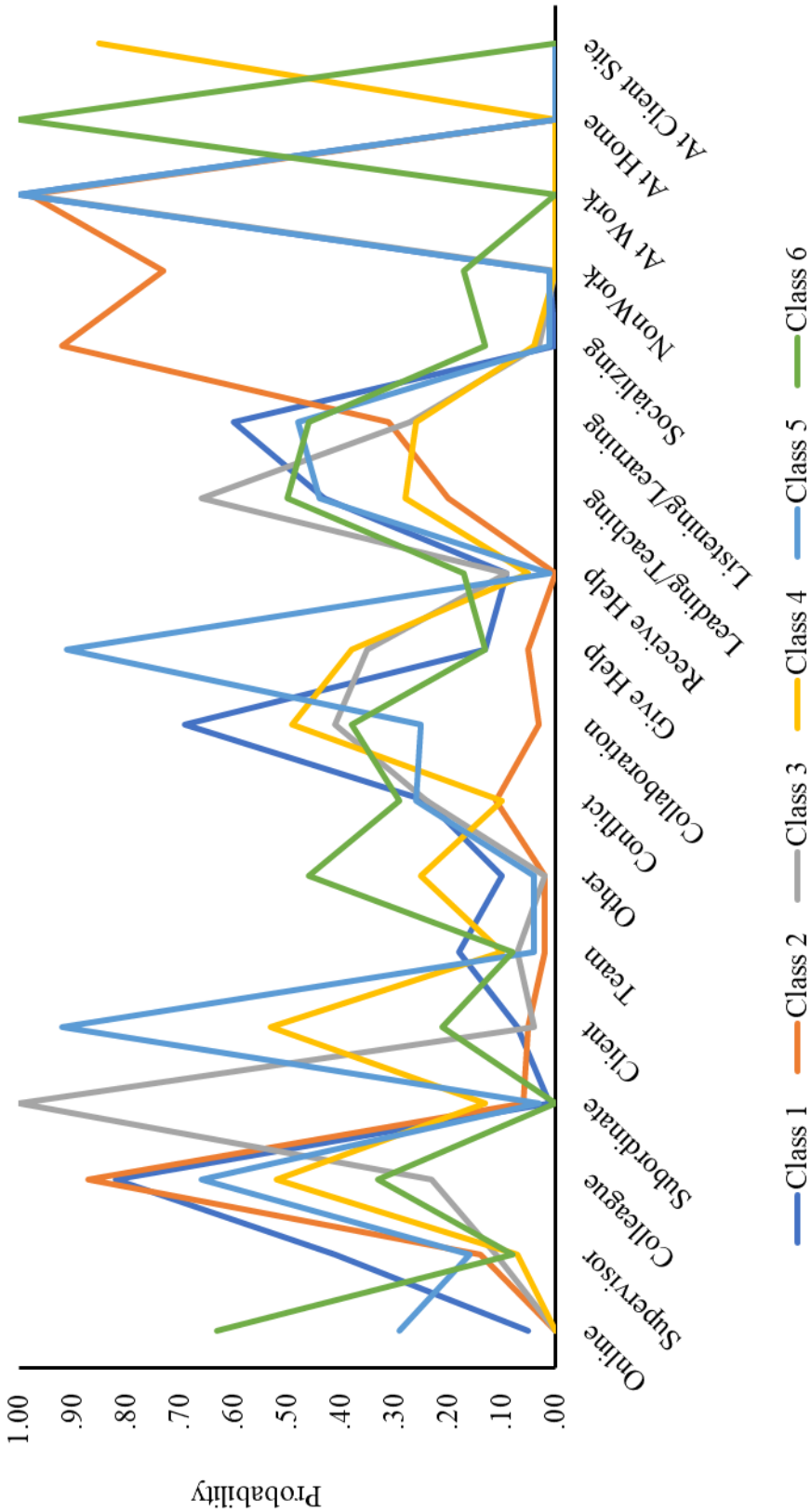

Figure 2. Probability that each objective situational cue is present in situations within each of the latent classes.

APPENDIX C

Description of Objective Cue Variables Given to Coders

Please enter 0 (No), 1 (Yes), or 999 (Unsure) for each variable based on situation description….

SUPERVISOR	Were they with their supervisor/boss/manager?
COWORKER	Were they with/interacting with their coworker(s)
SUBORDINATE	Were they with/interacting with their subordinate(s)
CLIENT/CUSTOMER	Were they with/interacting with customer/client(s)
TEAM	Were they with/interacting with their team? (this can be a team, group, or department; or group of coworkers that typically work together; regularly meet)
OTHER PPL	Were they with/interacting with someone other than one of the above?
OTHER_O	Other open: If you said 'Yes' to other people please specify here who 'other' person is
CONFLICT	Did the situation involve any disagreement, conflict, or social discord? This can be work problems or social problems.
COMPETE	Did the situation involve any competition? Was the situation competitive? Competition is when a situation involves competing with others for limited resources/information or trying to do better than others.
COLLAB	Did the situation involve collaboration (e.g., organizing & planning, brainstorming, problem solving) with others? Collaboration involves working towards a shared goal or working together on a task
GIVE HELP/ASSIST	Did the situation involve giving help, assistance or support to someone else?
RECEIVE HELP/ASSIST	Did the situation involve receiving help, assistance, or support from someone else?
LEADING/GIVING TRAIN,INFO,FEEDBACK/TEACHING	Did the situation involve leading a meeting, or training, teaching, or giving/sharing information/feedback with someone else?
LISTENING/LEARNING/ RECEIVING TRAIN, FEEDBACK/GATHERING INFO,FEEDBACK	Did the situation involve receiving training, learning, listening, or information/feedback gathering from someone else?
SOCIALIZ	Did the situation involve socializing, or informal conversation between people?
NONWORK	Was the interpersonal activity in the situation non-work related? Work-related would be anything relevant to the tasks, responsibilities, requirements, functioning, etc. involved in doing one's job.

APPENDIX D

Study 4 Multilevel Equations

Model	Equation
1 (person random intercept)	$Y_{ijk} = \gamma_{00} + U_{0k}$
2 (person, day random intercept)	$Y_{ijk} = \gamma_{00} + U_{0k} + V_{00j}$
3 (person, day, situation random intercept)	$Y_{ijk} = \gamma_{000} + U_{0k} + V_{00j} + r_{ijk}$
Daily Complexity Hypothesis Testing	
1 (main effect of Situation Type)	$Complexity_{jk} = \gamma_{00} + \gamma_{10}I_{ijk} + U_{0j} + r_{jk}$
2 (Situation Type x Personality)	$Complexity_{jk} = \gamma_{00}+\gamma_{10}I_{ijk}+\gamma_{01}P_k+\gamma_{11}I_{ijk}P_k +U_{0j}+U_{1j}I_{jk}+r_{jk}$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
Person-Level Adversity Hypothesis Testing	
1 (main effect of Situation Type)	$Adversity_k = \gamma_{00} + \gamma_{10}I_{ijk} + r_k$
2 (Situation Type x Personality)	$Adversity_k = \gamma_{00}+\gamma_{10}I_k+\gamma_{01}P_k+\gamma_{11}I_{ijk}P_k + r_k$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
Daily Positivity Hypothesis Testing	
1 (main effect of Situation Type)	$Positivity_{jk} = \gamma_{00} + \gamma_{10}I_{ijk} + U_{0j} + r_{jk}$
2 (Situation Type x Personality)	$Positivity_{jk} = \gamma_{00}+\gamma_{10}I_{ijk}+\gamma_{01}P_k+\gamma_{11}I_{jk}P_k +U_{0j}+U_{1j}I_{jk}+r_{jk}$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
Situational Typicality Hypothesis Testing	
1 (main effect of Situation Type)	$Typicality_{ijk} = \gamma_{000} + \gamma_{100}I_{ijk} + V_{00k} + U_{0k} + r_{ijk}$
2 (Situation Type x Personality)	$Typicality_{ijk}=\gamma_{000}+\gamma_{100}I_{ijk} +\gamma_{001}P_k+\gamma_{111}I_{ijk}P_k+V_{00k}+ U_{0k}+r_{ijk}$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{ijk} +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{ijk} +U_{0k}+V_{00j}+r_{jk}$
Daily Importance Hypothesis Testing	
1 (main effect of Situation Type)	$Importance_{jk} = \gamma_{00} + \gamma_{10}I_{ijk} + U_{0j} + r_{jk}$
2 (Situation Type x Personality)	$Importance_{jk} = \gamma_{00}+\gamma_{10}I_{ijk}+\gamma_{01}P_k+\gamma_{11}I_{ijk}P_k +U_{0j}+U_{1j}I_{jk}+r_{jk}$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_{jk} +U_{0k}+V_{00j}+r_{jk}$
Person-Level Humor Hypothesis Testing	
1 (main effect of Situation Type)	$Humor_k = \beta_{0k} + \beta_1 I_k + r_k$
2 (Situation Type x Personality)	$Humor_k = \gamma_{00} + \gamma_{10}I_k + \gamma_{01}P_k + \gamma_{11}I_{ijk}P_k + r_k$
3 (predicting Daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_k +U_{0k}+V_{00j}+r_{jk}$
4 (predicting Daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_k +U_{0k}+V_{00j}+r_{jk}$

(continues on next page)

Person-Level Negativity Hypothesis Testing	
1 (main effect of Situation Type)	$Negativity_k = \gamma_{00} + \gamma_{10}I_{ijk} + r_k$
2 (Situation Type x Personality)	$Negativity_k = \gamma_{00} + \gamma_{10}I_k + \gamma_{01}P_k + \gamma_{11}I_{ijk}P_k + r_k$
3 (predicting daily OCB)	$Daily\ OCB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_k +U_{0k}+V_{00j}+r_{jk}$
4 (predicting daily CWB)	$Daily\ CWB_{jk} = \gamma_{00}+\gamma_{10}I_{ijk} + \gamma_{10}G_{jk} +\gamma_{10}C_k +U_{0k}+V_{00j}+r_{jk}$

I = Interpersonal nature of situation; P = personality variable; G = General OCB or CWB variable; C= CAPTION dimension.