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UNIVERSITY OF CALIFORNIA  
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Situational Experience Around the World: Classes, Characteristics and Culture

A Dissertation submitted in partial satisfaction  
of the requirements for the degree of

Doctor of Philosophy

in

Psychology

by

Daniel I. Lee

September 2022

Dissertation Committee:

Dr. David C. Funder, Chairperson

Dr. Daniel J. Ozer

Dr. Megan L. Robbins

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The Dissertation of Daniel I. Lee is approved:

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Committee Chairperson

University of California, Riverside

## Acknowledgements

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## Dedication

To my family, for their love and support.

## ABSTRACT OF THE DISSERTATION

Situational Experience Around the World: Classes, Characteristics and Culture

by

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Doctor of Philosophy, Graduate Program in Psychology  
University of California, Riverside, September 2022  
Dr. David Funder, Chairperson

Experiences of daily situations are important for how people think, feel, and behave. Even so, it was not until recently that studies have considered the nature of situational experiences as a whole, as well as how these experiences may vary with culture. With recent developments in tools to assess situational experience, researchers are now poised to better understand it and in turn the processes by which persons and environments interact. The purpose of the present study is to assess the experience of different classes (i.e., types) of situations while considering the cultures of the individuals experiencing them. The first set of analyses identify notable relationships between the classes and characteristics of situations that exist even when one accounts for the participants' country of residence. The second set of analyses explore similarities and differences in these relationships across cultures, specifically, a deep dive into cultural differences by comparing the experiences of people in the United States and China. Despite some differences across cultures, what was most apparent was how similar the situational experiences were.

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## **Situational Experience Around the World: Classes, Characteristics and Culture**

Situations are important for how people think, feel, and behave. Yet, it is only relatively recently that personality and social psychologists have begun to take psychological situations seriously (Funder, 2016). By “take situations seriously” I mean better understanding the nature of situations: defining the core components of situations (Rauthmann, 2015; Rauthmann et al, 2015; Reis, 2008; Yang, Read, & Miller, 2009), developing situation taxonomies (Kelley, et al., 2003; Rauthmann et al., 2014; Saucier, Bel-Behar, & Fernandez, 2007; ten Berge & de Raad, 1999, 2002; van Heck, 1984, 1989; Wagerman & Funder, 2009; Yang, Read, & Miller 2006) and measurement tools (Brown et al., 2015; Parrigon et al, 2017; Rauthmann & Sherman, 2016; Sherman et al., 2010).

This is not to say that researchers have completely neglected the study of situations. Since the field’s beginning, social psychologists have researched the impacts of various aspects of situation, often through creative experimental manipulations in laboratory settings. Nonetheless, due to the way that situations were historically conceptualized, it was not until after decades of research and debate with personality psychology did the modern study of psychological situations develop. Indeed, after years of pitting the forces against one another (Bem & Allen, 1974; Block, 1977; Bowers, 1973; Epstein, 1979; Mischel, 1968), what emerged was not only wide support of personality’s robust relationship with behavioral outcomes, but the perspective that situations and persons are intertwined in such a way that one cannot be fully understood without considering the impact of the other (Funder, 2008).



Researchers are now in a moment where we are better poised to understand situations by additionally considering how they are experienced. The experiences or “characteristics” of situations are one of the three kinds of information contained in situations (Rauthmann et al., 2015). Rather than integrating these types of information to better understand the nature of situations, research has continued to focus within each domain. Additionally, mirroring much of the research in personality traits as it was burgeoning (Gurven et al., 2013; McCrae & Terraccinao, 2005), it is also suggested that situations cannot be fully understood without considering the context for which the situation is taking place (Bond, 2013).

### **History of Situation Research**

It is in the way that situations were historically conceptualized in the field of social psychology that resulted in an increased importance of what is present in a situation. For decades social psychologists defined situations as sequences of stimuli or interactions for which there are applicable norms or values (Yang et al., 2006). Using this definition of situations, studies were designed to control and manipulate aspects of situations to better understand how they predict specific behaviors, rather than focusing on the nature or classification of the situations themselves.

### **Measurement of Situations**

While measurement tools were not typically developed, let alone generally agreed upon, social psychology does have a long history of building taxonomies of situations. Some of the earliest taxonomies of situations sought to establish the types of information that are contained in situations. Examples include defining situations as having multiple

dimensions, such as physical, behavioral, and social (Moos, 1973) or being hierarchically arranged in scope, spanning from specific stimuli, to situations, and lastly persistent environments that individuals find themselves in (Pervin, 1978). As mentioned in the next section, efforts such as these would lead to a unifying framework to propel the study of situations, but here in its early stages, these taxonomies of situations would inform researchers of the aspects of situations that may be open to study.

For the next few decades, rather than develop general taxonomies, researchers would define situations from specific theoretical perspectives or with the explicit purpose of predicting particular behaviors. Examples include Price and Bouffard (1974) who defined situations as the behaviors that are appropriate for them, or even person-centered approaches that defined situations as how well an individual could navigate them (Ten Berge & De Raad, 2002). An even more recent development includes the Social Interdependence Scale (SIS; Gerpott, et al., 2017) for which a measurement tool was also developed to measure situations as defined by the relationships among the people in them. While these tools and taxonomies are concerned with important aspects of situations, they fail to provide a general measure or general definition of situations that can be universally applicable and informative. Even as researchers begin to include the experiences of people, the field would fall short of a generally applicable measurement tool or taxonomy of situations. Much like the problems that personality psychology faced prior to the development and wide acceptance of a single model of personality (Allport & Allport, 1921), the study of situations required a unifying framework to better understand the nature of situations, rather than particular aspects.

## **The Three C's of Situations: a unifying framework**

Following the European Association of Personality Psychology meeting of experts on situational research, Rauthmann and colleagues (2015) presented a framework for understanding situations. The framework includes a number of perspectives through which situations can be understood, but of more immediate import, a common language and definition for situations. Rather than defining all aspects of situations under a single taxonomy, the framework of situations should be defined by the three kinds of situational information that describe them.

The first of these is the cues of situations. Cues refer to the objectively quantifiable and physical aspects of a situation, such as persons, objects, activities, and locations. It is the cues of situations that were traditionally studied and manipulated in experimental situational research. While specific cues are often present in many taxonomies (e.g., Other people are present), there are still no general measurement tools for measuring cues. One reason for this is that it is feasibly impossible. To be able to measure all the physically present objects, as well as be sensitive to changes in temperature and present sounds, would be tremendously difficult and impractical (Horstmann et al., 2018).

The second kind of situational information is the characteristics of a situation. These are the psychologically relevant aspects of a situation. The characteristics of a situation result from perceptions of a situation's cues. As they detail an individual's experience of a situation, characteristics can also be used to describe situations. This includes subjective qualities such as being pleasant, adverse, and dutiful. Most recently

developed situation taxonomies are of characteristics (Horstmann et al., 2018), and at the time of presenting this framework, only a single well validated measure of characteristics existed, the Riverside Situational Q-sort (RSQ: Wagerman & Funder, 2009).

Last are the classes of situations, which refers to the abstract types or groups of situations. Classes of situations can be categorized on the basis of having similar cues (e.g., being on a university campus) or similar characteristics (e.g., situations that are pleasant; Rauthmann et al., 2015). Many of the earliest taxonomies of situations, some of which even offered measurement tools, were concerned with how situations should be classified (Endler et al., 1962; Krause, 1970; Price & Blashfield, 1975). In the following, I refer to situational classes as types, categories, or classes interchangeably.

### *Characteristics*

Marked with a sharp turn from cues and classes of situations, developments in the study of psychological situations in the past decade have made progress toward better defining situational characteristics as well as providing evidence for their importance. For example, the RSQ (Wagerman & Funder, 2009) was the first validated measure of the comprehensive characteristics of situations. Measurement tools that condense characteristics into dimensions to be more accessible have also been developed, such as the DIAMONDS model of situations (Rauthmann et al., 2013; Ziegler et al., 2017). Studies have even been able to report the impact of situational experiences on behaviors from data that was recorded in real time behavior (Mehl et al., 2001; Sherman et al., 2015). Despite the opportunity to employ this new framework of situations, researchers unfortunately continued to study situations from their “c” of choice. Following wide

acceptance of the impact of persons on situations, and roughly mirroring the history of personality research (Gurven et al., 2013; McCrae & Terraccinao, 2005), one obvious needed direction for the study of situations is towards the impact of culture.

## **Culture**

Of the various qualities that differentiate cultures, how one views oneself (i.e., self-construal), is of particular interest for understanding the nature of an individual's experience (Church et al., 2012; Markus & Kitayama, 1991). While there are many different ways one can view themselves, the distinction between individualistic or collectivist self-views has been on the center of cross-cultural research for decades (Hampton & Varnum, 2020). People with more individualistic self-views emphasize independence, self-determinism, consistency, and individual rights. Individuals with collectivist self-views emphasize the group, the malleability of the self and others, interdependence, and flexibility (Heine, 2001; Markus & Kitayama, 1991). While there is much more to culture than this distinction between individualism and collectivism (Schwartz, 1994), this would be an important starting point for understanding the relationship between situational experience and culture.

## **Situational Experience and Culture**

With the impact of persons now widely accepted as an important aspect of situations, Bond (2013) challenged social psychologists to begin to consider the greater cultural context in which situations are taking place, going so far as suggesting that Lewin's (1936) original formula for predicting behavior be updated to specifically include aspects of both persons and situations linked to culture. Bond asserted that

cultures provide normative prescriptions that define a situation's affordances. Some evidence towards this end was the development of a taxonomy of situations from traditional Chinese idioms (Yang et al., 2006). In line with this call, recent efforts have revealed some of the ways that culture influences the experience of situations. The majority of the efforts regard specific experiences such as those of affect (Oishi et al., 2004) or particular cultures such as contrasting situational sensitivity between East Asians and European Americans (Lewis et al., 2008).

More rarely seen are efforts that address the impacts of culture on the general experience of situations, as well as those that include samples from more than a pair of countries or cultures. This is not without reason. The difficulty of conducting research reliably in multiple languages, with multiple large samples, and with respect to multiple cultural differences is difficult to overstate. Researchers must also consider the risk of making inappropriate comparisons due to factors such as reference groups emic study designs (Chen, 2008). One arduous effort by Guillaume and colleagues (2016) provided evidence that the average situation is mildly pleasant, the country that you live in does impact your situational experience, and that there are sizable relationships between personality traits and situational experience in 20 countries around the world. These relationships are robust. An even rarer occurrence, a replication of the previous study, was conducted on a separate, larger, international sample which found support for nearly all of the patterns of relationships found in the original study in 63 countries around the world (Lee et al., 2020). While these studies uncover important implications for relationships between the general experience of situations across cultures, they do not

provide further information regarding the nature of these relationships. For example, it is unclear if the experiences of situations in one country are more pleasant than another due to the experience of similar situations simply being more pleasant or if the individuals are entering in different kinds of situations.

### **The Current Study**

To advance the burgeoning study of psychological situations, the current study seeks to explore the relationship between the classes and characteristics of situations around the world. That is, what is the experience of different types of situations like, and how do those experiences vary by culture? The following research questions guide the study:

1. What are people doing and who are they with?
2. What are the relationships between the class (i.e., type) of situation and the experience of that situation?
3. How do these relationships vary by country?
  - a. I will report a deep dive into specific cultural differences by comparing the US and China.

The data used in the current study were collected as part of a larger data collection project, the International Situations Project (ISP). As will be detailed in the method section below, data were collected from dozens of sites around the world, and include measures of situational experience, behavior, individual differences, and construal. Given these unique features, there are a number of similarly exploratory studies previously published using this data set (Baranski et al., 2021; Gardiner et al., 2020), but the analyses proposed and conducted here are unique.

## Method

### Participants

All participants ( $N = 12,477$ ; 71% female) were members of university communities recruited by local collaborators in 56 countries (see Table 1). The average age of the participants was 22, and the average sample size across all countries was  $n = 246$  (range: 50 – 1,366). Specifically for the deep dive, the US had  $n = 959$  participants (68% female,  $M_{\text{age}} = 20$ ) and China had  $n = 701$  participants (46% female,  $M_{\text{age}} = 25$ ). Participants received compensation in the form of extra credit, course credit, or monetary payment, or they volunteered. Regardless of compensation, participants also received a brief interpretation of their personality profile following the completion of the study. The only cases in which data were not used were if they were unavailable due to missing back-translations of the open-ended responses (see Procedure).

### Measures

A number of measures that are included in the International Situations Project are not used here. A full list of the measures, including measures of personality, culture, and construal, can be found on the project website (<https://www.situationslab.com/the-international-situations-project>). The measures included in the current study are concerned with characteristics and classes of situations.

### *Characteristics*

The characteristics, or aspects of the experience of situations were measured using the most recent version of the Riverside Situational Q-sort (RSQ 4.1; Sauerberger & Funder, 2020). The RSQ employs a Q-sort design, which forces the participant to rank



order 90 items across the scale of 1 (extremely uncharacteristic) to 9 (extremely characteristic) in a quasi-normal distribution. The distribution is such that fewer items can be placed at the extremes of the scale, and more items can be placed at the center, in the more neutral section of the scale. Following their completion of the RSQ, participants were also asked to rate the positivity of their situation on the same 1 to 9 scale using a single item.

### *Classes*

The classes or types of situations that the participants reported were extracted from their answers to two open-ended questions regarding the situation that they reported. The questions asked what activity the participants were doing, and who the participants were with. The participants were also asked where the situation took place, but responses were not analyzed in the current study. The activities the participants reported were later coded by research assistants as either leisure, task, studying, or work. Leisure activities are those that are explicitly recreational and relaxing, or something done for enjoyment. Task includes activities that are done to complete tasks or errands and includes locomotion (e.g., tidying your room or caring after siblings). Studying refers to academic activities including completing assignments, studying for exams, or attending lecture. Work refers to if the participant was either at currently working at or in transit to their jobs. Who participants were with was categorized as being either alone, with family, a significant other, friend, roommate, or colleague. These classifications were coded by trained research assistants and under the supervision of the author (detailed in the Procedure section). For clarity, each situation will have only one value for

what activity they were doing (e.g., leisure) as well as who they were with (e.g., colleague). The coding manual was originally developed using previously collected international situations data and can be found in Appendix B.

### **Procedure**

Using a custom-built website, data were collected from participants from sites around the world simultaneously, and in their respective languages. Prior to data collection, all included instructions and measures were first translated into their respective languages by local collaborators, translated back to English by an independent translator, and compared to the original English translation to ensure consistency. Once all the materials were prepared and approved by the appropriate review boards, collaborators locally recruited participants from their respective university communities (the vast majority being students) to complete the internet-based survey. The participants then chose their language preference, country they are currently located in, and completed the informed consent process. In the first section of the survey, participants were asked to answer a series of questions regarding a situation from the previous day that they remember well. Along with the RSQ, this section included open ended questions such as “What were you doing at this time?” and “who else was present?” The later sections of the survey included questionnaires on constructs not included in the present study.

To reliably extract the situation class information from the opened ended questions, pairs of trained research assistants coded the participants responses. For responses not originally in English, the same back translation process conducted for the

instructions and measures was completed. The pairs of research assistants independently coded the responses for what activity the participant reported, as well as who they were with. For any responses that the research assistants initially disagreed on, they would come to an agreement on what the appropriate code would be in a discussion with the author. There were no instances in which the coders could not come to an agreement on the appropriate situation class.

### **Data Analysis**

The core relationships of interest in the current study are concerned with the experience of the previously mentioned classes of situations. As such, to represent the experience of situations, the values of interest are the average item placements of the 90 RSQ items within each of the situation types, and in some cases across different countries. Additionally, interpretations will largely focus on items that are characteristic of situations due to the difficulty of making interpretations on the basis of what is uncharacteristic (or absent) of a situation. For example, if the item “you are being abused or victimized” is among the least characteristic items for two situations, but statistically significant, it would likely be inappropriate to deem being abused or victimized to be more characteristic of said situation.

Given that each situation is represented as 90 comparisons, the probability for the pattern of relationships found within each situation is tested using a randomization test. The probability of the differences between the situation types along each RSQ item is also tested using either ordinary least squares (OLS) or multilevel linear regression models when hierarchically nested data are being tested.

### ***Randomization Test.***

Of interest is describing the experience of a distinct type of situation for the entire sample. To do so, a “profile” or “pattern” of a situation’s experience is derived by comparing responses to each of the 90 RSQ items by those who were in a type of situation (e.g., work) to those that were not in that situation (i.e., those who were studying, doing a leisurely activity, or completing a task). Given the large number of relationships being tested, as well as the unknown distinctiveness of the situation types, the pattern of results must first be deemed reliable beyond chance prior to interpretation. To do this, the observed pattern of results (both number of significant relationships and average absolute effect size of said relationships), are then compared to  $k = 1,000$  bootstrapped simulations of the 90 relationships. Significance for the purposes of the randomization test is set at the traditional cut-off of .05. The probability of the observed relationships is then assessed by comparing to the distribution of simulated relationships.

### ***Multi-level Linear Models***

Due to the hierarchical structure of the data, whenever applicable, the above relationships will be tested using multilevel models in which participants are grouped within countries. Using multilevel models will allow for more accurate estimates of the model parameters. The variance of the random intercepts in these models will also provide information regarding the importance of one’s country of residence for these experiences. The models themselves are “means-as-outcomes” models in which, a single RSQ item is predicted by a categorical variable representing a situation class and its complimentary group (e.g., at work vs not at work, with family vs not with family). As

mentioned previously due to the nesting of the data of persons within countries, the country of residence will be the only included random effect. Relationships with each situation class will be tested independently, mirroring the individual relationships tested in the randomization test, but analyzed with respect to the nesting of the data.

Additionally, these effects will only be considered to be significant at the  $p < .001$  level.

Computed using either multilevel models, correlation, or OLS regression, these models will also provide information regarding the experience of situations as compared to others (effect size differences). For example, while a large mean may be able to show that those in “work” situations feel as though they are being counted on, the effect size coefficient would indicate if this experience is distinctively greater (or lesser) than that of other situations.

## **Results**

When interpreting the experiences of the following types of situations, first consider the sample of the current study. Included in this sample are participants from university communities, who are by and large undergraduate students, around the world with an average age 22 years old. The resulting distribution of situation classes as well as the experience of said situations is best understood through this lens and generalizations to other samples may not be warranted.

### **Question 1: What are people doing and who are they with?**

The first research question seeks to find the distribution of the different types of situations around the world. As mentioned in the Measures section, the participant’s situations were separated into classes (i.e., types) based on two different aspects: what

activity the participant was doing and who else was present in the situation. The activity classification includes leisure, task, studying, and work. The people present classification includes alone, family, significant other (SO), friend, roommate, and colleague. Within the activity categories and across all countries, the only category with no participants was the “work” category in the Philippines. Within the people present categories, the “roommate” category had no participants in several countries including Argentina, Colombia, Israel, and Ukraine. For both the activity and people present classes, there were several situations for which participants either could not be grouped into one of the types or did not provide enough information to be grouped and were placed into an unanalyzed “other” category.

### ***The World at a Glance***

For the activity classes (i.e., what the participants were doing) in order from most to least commonly reported, most participants were doing a leisurely activity (46%), followed by a task (28%), then those studying or doing some sort of scholarly activity (17%), and lastly the fewest people were at work (6%). For the people present class, most participants were with friend(s) (24%), then either alone (18%), or with colleagues (18%), family (15%), and lastly significant others (10%). See Table 2 for these distributions within each of the countries included in the sample.

### **Question 2: What are the relationships between Classes and Characteristics of situations?**

The second research question seeks to describe the experience of the different types of situations as responses to each of the 90 items of the Riverside Situational Q-sort

(RSQ; Sauerburger & Funder, 2020). While the experience of the situation is best described using average item placement, the probability of the pattern of results is tested using a randomization test, and a comparison of the classes along each experience item is tested using multilevel models (see Appendix). For each situation class, the 5 most characteristic and least characteristic items are reported. Items that were universally among the most or least characteristic items are also be highlighted.

### ***Randomization Test***

Prior to interpreting the experiences of the various classes of situations, the probability of the patterns of results for each of the situation types must first be tested. Specifically, the observed number of significant relationships as well as the average absolute effect size of the observed relationships are tested against  $k = 1000$  bootstrapped resampled simulations of the data. This randomization test addresses potential issues due to the number of relationships being tested by generating the expected number of significant effects and effect size. For both the tests of traditional statistical significance and the more robust test of effect size, all classes of situations passed the randomization test (see Figures 1-2f). For all of the classes except for the “Roommate” category, none of the simulations reached the observed pattern of results in either the number of significant relationships or the average absolute effect size of those relationships. This was true even when increasing the number of simulations to  $k = 10,000$ . Regarding the observed effects, the “leisure” category resulted in the greatest number of statistically significant relationships (82) and the largest average absolute effect size ( $r = .11$ ). The “roommate” category had the fewest number of significant relationships (23) and the smallest average

absolute effect size ( $r = .01$ ). In the following the experience of the various activity categories are detailed, followed by the experience of situations classified by who is present in the situation.

### **Characteristics and Activities**

In addition to the randomization test, the relationships between what activity people were doing as it relates to the 90 RSQ items was assessed using multilevel models. Of the 90 items, the activity class of the situation was significantly related to all 90 of the items, further specification of which activity is significantly related to each RSQ item can be found in Table 3. That is, when predicted by a situation class and its complimentary group (e.g., studying vs not studying), at least one of the activity classes was significantly related to the RSQ item. In addition to the means and probabilities of said relationships, the relative difference of the item placement in each class to all other classes (i.e., mean differences as effect sizes) can be found in Appendix C.

### ***Universal Characteristics***

For situations classified based on what activity people were doing, there were characteristics that were universally characteristic, or uncharacteristic. Across all 4 types, RSQ 7 “talking is permitted” was placed within the top 5 characteristics (of 90 RSQ items). On the other hand, RSQ 15 “someone is under threat” and RSQ 59 “you are being abused or victimized” were rated amongst the least characteristic items for all the activity categories.



### ***Leisure***

The most participants reported doing a leisurely activity in their situations (46%). Situations in which participants were doing leisurely activities were significantly related to 82 of the 90 situational characteristics items in 90 separate MLM models. The items that were most characteristic of these situations (i.e., were rated the highest) were RSQ 47 “social interaction is possible” ( $m = 6.68$ ), RSQ 67 “the situation could arouse positive emotions” ( $m = 6.65$ ), RSQ 39 “emotions can be expressed” ( $m = 6.70$ ), and RSQ 1 “the situation is potentially enjoyable” ( $m = 6.68$ ). This pattern of results describes leisure situations as being mostly positive, social, and participants are free to express themselves. The items that were least characteristic of leisurely situations were RSQ 35 “physical threats are present” ( $m = 3.21$ ), RSQ 75 “religion is relevant in this situation” ( $m = 3.71$ ), and RSQ 22 “someone is blaming you for something” ( $m = 3.70$ ).

### ***Task***

Next, participants reported doing a task second most often (28%). The “task” situation class was significantly related to 78 of the 90 RSQ situational characteristics items in 90 separate MLM models. The items that were most characteristic of situations in which participants were completing a task were RSQ 47 “social interaction is possible” ( $m = 6.45$ ), RSQ 62 “the situation is simple and clear cut” ( $m = 6.17$ ), RSQ 39 “emotions can be expressed” ( $m = 6.14$ ), and RSQ 67 “the situation could arouse positive emotions” ( $m = 6.06$ ). This full pattern of results (Table 3) describes task situations as being simple but with goals that must be completed in a timely manner. The items that were least characteristic of task situations were RSQ 75 “religion is relevant in this situation” ( $m =$

3.00), RSQ 12 “politics are relevant” ( $m = 3.52$ ), and RSQ 58 “sexuality is relevant” ( $m = 3.56$ ).

### ***Studying***

The next activity that participants most reported doing was studying (17%). The situation class “studying” (which refers to any activity related to school or studying) was significantly related to 75 of the 90 RSQ items in 90 separate MLM models. The situational characteristics that were most characteristic of studying were RSQ 3 “a job needs to be done” ( $m = 6.97$ ), RSQ 13 “intelligence is important” ( $m = 6.96$ ), RSQ 44 “the situation could be intellectually stimulating” ( $m = 6.88$ ), and RSQ 79 “people are working hard” ( $m = 6.32$ ). In studying situations participants are particularly focused on an intellectually stimulating goal or task. The situational characteristics that were least characteristic of studying were RSQ 35 “physical threats are present” ( $m = 2.96$ ), RSQ 75 “people are participating in athletics or sports” ( $m = 3.39$ ), and RSQ 58 “sexuality is relevant” ( $m = 3.43$ ).

### ***Work***

The least number of participants reported working (6%). When compared to all other situations, the “work” situation class was significantly related to 66 of the 90 RSQ items in 90 separate MLM models. The situational characteristics that were most characteristic of situations where the participant was at work were: RSQ 3 “a job needs to be done” ( $m = 6.89$ ), RSQ 72 “success requires cooperation” ( $m = 6.57$ ), and RSQ 47 “social interaction is possible” ( $m = 6.42$ ). This pattern of results (see Table 3) describes “work” situations as being cooperative situations in which many people are diligently

working together towards a particular goal. The situational characteristics that were most uncharacteristic to “work” were items RSQ 58 “sexuality is relevant” ( $m = 2.89$ ), RSQ “religion is relevant to the situation” ( $m = 3.24$ ), RSQ 35 “physical threats are present” ( $m = 3.29$ ).

### **Characteristics and Who is Present**

The importance of who else is present for the experience of a situation was also tested using multilevel models in addition to the randomization tests presented above. Who was present in the situation was significantly related to the experience of the situation for 89 of 90 of the tested RSQ items. In other words, when predicted by the various people present classes (vs their complimentary group), at least one of the classes was significantly related to 89 of the 90 RSQ items. The one item that this classification of situations was not related to was RSQ 37 (Moral or ethical issues are present). This simply suggests that the characteristic is not relevant to whether a particular person, or anyone, is present. Additionally, similar to how the experiences of the activity situations are presented, the means of each situational experience item, along with the effect size differences with other situation types can be found in Table 4 and Appendix C, respectively.

### ***Universal Characteristics***

Across the types of situations based on the other people present, there were a number of characteristics that were universally amongst the most and least characteristic of all the situation types. One item, RSQ 7 “talking is permitted,” was placed universally high for all people present situations. On the other hand, 3 items, RSQ 15 “someone is

under threat,” RSQ 35 “physical threats are present,” and RSQ 59 “you are being abused or victimized” were uncharacteristic of all situation classes.

### ***Alone***

Of our participants, 18% reported being alone. Being alone in the situation, as opposed to being with anyone else, was related to 73 of the 90 RSQ items. The items, or experiences, that were most characteristic of being alone were RSQ 62 “the situation is simple and clear cut” ( $m = 6.21$ ), RSQ 39 “emotions can be expressed” ( $m = 6.17$ ), RSQ 3 “a job needs to be done” ( $m = 6.15$ ), and RSQ 23 “a decision needs to be made” ( $m = 6.09$ ). This suggests that the college students in our sample are often occupied with simple tasks or other responsibilities when they are alone. The items that were least characteristic of being alone were RSQ 75 “religion is relevant to the situation” ( $m = 3.74$ ) and RSQ 12 “politics are relevant” ( $m = 3.80$ ).

### ***Family***

Coming 4<sup>th</sup>, about 15% of our participants reported being with at least one family member. Being around family in a situation was significantly related to 59 of the 90 RSQ situational experience items. The items that were most characteristic of being around family were RSQ 82 “family is important in this situation” ( $m = 7.00$ ), RSQ 42 “the people who are present have close personal relationships with one another” ( $m = 6.89$ ), RSQ 47 “social interaction is possible” ( $m = 6.57$ ), and RSQ 39 “emotions can be expressed” ( $m = 6.52$ ). The pattern of result describes being with your family as being mostly pleasant situations where the people present have close relationships with one another and you are free to express any thoughts or feelings. The RSQ items that were

least characteristic of being around family were RSQ 58 “sexuality is relevant” ( $m = 3.39$ ) and RSQ 85 “people are participating in athletics or sports” ( $m = 3.88$ ).

### ***Significant Other***

Second to last, 10% of our sample reported being with a significant other. Being with one’s significant other, rather than being alone or with anyone else, was related to 76 of the 90 RSQ items. The items that were most characteristic of being with an SO were RSQ 61 “potential or actual romantic partners (for you) are present” ( $m = 7.40$ ), RSQ 42 “the people who are present have close personal relationships with one another” ( $m = 7.01$ ), RSQ 39 “emotions can be expressed” ( $m = 6.79$ ), and RSQ 67 “the situation could arouse positive emotions” ( $m = 6.52$ ). The full pattern of results (Table 4) describes situations with one’s significant other as allowing for the free expression of desires, emotions, and sensations, and is also signified by the presence a reassuring other. The items that were least characteristic of being with a significant other were RSQ 75 “religion is relevant to this situation” ( $m = 3.52$ ) and RSQ 22 “someone is blaming you for something” ( $m = 3.93$ ).

### ***Friend***

The most participants (24%) reported being with at least one friend in their situations. Being with a friend was the most common of the “people present” situation classes and was significantly related to 72 of the 90 RSQ items. The items that were most characteristic of being with a friend were RSQ 47 “social interaction is possible” ( $m = 6.84$ ), RSQ 1 “the situation is potentially enjoyable” ( $m = 6.60$ ), RSQ 67 “the situation could arouse positive emotions” ( $m = 6.59$ ), and RSQ 39 “emotions can be expressed” ( $m$

= 6.57). Situations with friends can be described as being enjoyable and light-hearted. The items that were least characteristic of being with friends were RSQ 75 “religion is relevant to this situation” ( $m = 3.63$ ) and RSQ 22 “someone is blaming you for something” ( $m = 3.64$ ). The full pattern of relationships describes situations with friends as being generally positive with very few annoyances. These situations often include some form of entertainment and verbal exchanges (of any topic) are expected.

### ***Roommate***

Within the “people present” classes of situations, being with one’s roommate was the least common. This class of situations was also the least distinctive in the sample as it was significantly related to only 23 of the 90 RSQ items. This was expected though given that this class constituted the fewest number of situations ( $n = 426$  across all countries). Additionally, relative to the other classes of situations, being with a roommate also had the lowest overall average effect size of  $r = .01$ , which is independent of sample size. The roommate and friend situation classes’ 5 most characteristic items were the same. The full pattern of results in Tables 4 describe situations with roommates as being similar to those with friends in that the individuals are comfortable around one another and usually does not include many annoyances. The situation is casual without strict rules or guidelines and is generally positive. The items that were least characteristic of the roommate class were RSQ 75 “religion is relevant in this situation” ( $m = 3.71$ ) and RSQ 58 “sexuality is relevant” ( $m = 6.61$ ).

### *Colleague*

Being in a situation in which a colleague is present was significantly related to 77 of the 90 RSQ items. The items that were most characteristic of being with a colleague were RSQ 47 “social interaction is possible” ( $m = 6.60$ ), RSQ 3 “a job needs to be done” ( $m = 6.46$ ), RSQ 89 “it is important for people to get along” ( $m = 6.23$ ), and RSQ 13 “intelligence is important” ( $m = 6.22$ ). The pattern of results describes situations with colleagues as relatively tense as individuals are relying on one another to complete complex goals, where interests outside of those directly related to cooperation or the task at hand are mostly neglected. The items that were least characteristic of being with a colleague were RSQ 58 “sexuality is relevant” ( $m = 3.28$ ) and RSQ 75 “religion is relevant in this situation” ( $m = 3.29$ ).

### **Question 3: Cross-cultural variation**

Although analyses accompanying the means reported above were conducted with respect to the hierarchical nature of the data, they addressed the experience of the different types of situations around the world on average. The third research question seeks to explore the country level differences in the experience of different types of situations. The descriptive statistics for how situational characteristics were rated for each class, with respect to country, can be found in Appendix D but should be interpreted with caution due to the widely varying N per country and number of small samples included in the data. We therefore chose to focus more specifically on two important and very different countries which each had a large N, the US and China (N= 959 and 701, respectively).

Similar to the examination of situation classes using the sample as a whole, above, items among the most and least characteristic of each class (and universally across all classes) will be highlighted. Due to the difficulty of interpreting differences in uncharacteristic situational items, the comparisons across countries will focus on the most characteristic (greatest average placement) items. Differences that are (1) significantly different across countries and (2) only among the most characteristic in one of the countries will be highlighted as notable.

## **China and the US: Activities**

### ***Universal Characteristics***

The average item placement of all 90 RSQ items according to what activity participants reported in their situation for the US and China can be found in Table 6. For situations classified by activity, there were no items that were highly characteristic of all activity situations across the US and China. On the other hand, RSQ 59 “you are being abused or victimized” was universally uncharacteristic of all activity situation types in both the US and China.

### ***Leisure***

The greatest number of participants were in Leisure situations in both countries ( $N_{US} = 436$  (44%),  $N_{CHINA} = 302$  (42%)). For the Leisure class in both the US and in China, among the most characteristic items were: RSQ 1 “the situation is potentially enjoyable,” RSQ 7 “talking is permitted,” and RSQ 39 “emotions can be expressed”. The only item that was shared among the least characteristic items was RSQ 15 “someone is under threat.”



The US and China also had items that were distinctively characteristic of studying within each country. For the US those items were RSQ 47 “social interaction is possible” ( $m = 6.98$ ), RSQ 67 “the situation could arouse positive emotions” ( $m = 6.69$ ). The items that were distinctively characteristic of studying in China were RSQ 62 “the situation is simple and clear-cut” ( $m = 6.43$ ) and RSQ 89 “it is important to get along” ( $m = 6.41$ )

### ***Notable Differences: Leisure***

The Leisure category was the most similar of the situation classes across the two countries ( $r = .90$ ), but there were still a number of notable differences. First is RSQ 47 “social interaction is possible” which was greater in the US ( $m = 6.98$ ) than in China ( $m = 6.20$ ,  $t = 7.00$ ,  $p < .001$ ). Second, RSQ 62 “the situation is simple and clear-cut” which was greater in China ( $m = 6.43$ ) than in the US ( $m = 6.09$ ,  $t = 2.77$ ,  $p = .005$ ). Next is RSQ 67 “the situation could arouse positive emotions” which was greater in the US ( $m = 6.69$ ) than in China ( $m = 6.21$ ,  $t = 3.85$ ,  $p < .001$ ). Lastly, RSQ 89 “it is important to get along” was greater in China ( $m = 6.41$ ) than in the US ( $m = 6.15$ ,  $t = 2.19$ ,  $p = .03$ )

### ***Task***

The situation class with the second most participants was the task category ( $N_{US} = 268$  (28%),  $N_{CH} = 196$  (29%)). Across both countries the only item that was among the most characteristic was RSQ 7 “talking is permitted.” Shared among the least characteristic items were RSQ 12 “politics are relevant,” RSQ “58 sexuality is relevant,” and 75 “religion is relevant in this situation.”

The US and China also had items that were distinctively characteristic of task situations within each country. For the US those items were RSQ 1 “the situation is

potentially enjoyable” ( $m = 6.41$ ), RSQ 39 “emotions can be expressed” ( $m = 6.29$ ), RSQ 47 “social interaction is possible” ( $m = 6.68$ ) and RSQ 67 “the situation could arouse positive emotions” ( $m = 6.32$ ). For China those items were RSQ 3 “a job needs to be done” ( $m = 6.51$ ), RSQ 11 “minor details are important” ( $m = 6.17$ ), RSQ 62 “the situation is simple and clear-cut” ( $m = 6.71$ ) and RSQ 89 “it is important to get along” ( $m = 6.61$ ).

### ***Notable differences: Task***

The similarity of the task situations across countries was  $r = .88$ , and there were a number of notable differences. First is RSQ 1 “the situation is potentially enjoyable” which was greater in the US ( $m = 6.41$ ) than in China ( $m = 5.96$ ,  $t = 2.67$ ,  $p < .001$ ). Next was RSQ 11 “minor details are important” which was less characteristic in the US ( $m = 5.65$ ) than in China ( $m = 6.17$ ,  $t = 3.35$ ,  $p < .001$ ). RSQ 47 “social interaction is possible” was notably greater in the US ( $m = 6.68$ ) than in China ( $m = 6.14$ ,  $t = 3.67$ ,  $p < .001$ ). RSQ 62 “the situation is simple and clear-cut” was less characteristic in the US ( $m = 6.26$ ) than in China ( $m = 6.71$ ,  $t = 3.80$ ,  $p < .001$ ). RSQ 67 “the situation could arouse positive emotions” was notably greater in the US ( $m = 6.32$ ) than in China ( $m = 5.75$ ,  $t = 3.67$ ,  $p < .001$ ). Lastly, RSQ 89 “it is important to get along” was less characteristic in the US ( $m = 5.86$ ) than in China ( $m = 6.61$ ,  $t = 5.21$ ,  $p < .001$ ).

### ***Studying***

The second fewest participants were in studying situations ( $N_{US} = 164$  (19%),  $N_{CHINA} = 91$  (15%)). For the studying situation class, among the most characteristic items in both the US and China were: RSQ 3 “a job needs to be done,” RSQ 13

“intelligence is important,” and RSQ 44 “the situation could be intellectually stimulating.” Among the least characteristic items for each country were: RSQ 15 “someone is under threat,” RSQ 35 “physical threats are present,” and 75 “religion is relevant to the situation.”

The US and China also had items that were distinctly characteristic of studying within each country. For the US those items were RSQ 11 “minor details are important ( $m = 6.46$ ) and RSQ 79 “people are working hard” ( $m = 7.03$ ). The items that were distinctively related to studying in China were RSQ 45 “assertiveness is required to accomplish a goal” ( $m = 6.64$ ) and RSQ 62 “the situation is simple and clear-cut” ( $m = 6.55$ ).

#### ***Notable differences: Studying***

The similarity between the studying situation classes between the US and China was  $r = .88$ . The notable differences in how studying was rated between the US and China were RSQ 45 “assertiveness is required to accomplish a goal” which was greater in China ( $m_{US} = 5.74$ ,  $m_{CH} = 6.64$ ,  $t = 4.34$ ,  $p < .001$ ) and RSQ 79 “people are working hard” which was greater in the US ( $m_{US} = 7.03$ ,  $m_{CH} = 6.38$ ,  $t = 2.93$ ,  $p = .003$ ).

#### ***Work***

The fewest participants were in work situations ( $N_{US} = 59$  (6%),  $N_{CHINA} = 92$  (11%)). Within the work situation class, among the most characteristic items for both the US and China were: RSQ 3 “A job needs to be done” and RSQ 72 “success required cooperation.” Among the least characteristic items for both countries were: RSQ 35

“physical threats are present,” RSQ 58 “sexuality is relevant” and RSQ 75 “religion is relevant to the situation.”

The US and China also had items that were distinctively characteristic of work within each country. For the US those items were RSQ 6 “someone is counting on you to do something” ( $m = 6.47$ ), RSQ 47 “social interaction is possible” ( $m = 6.59$ ), and RSQ 89 “it is important for people to get along” ( $m = 6.59$ ). The items that were distinctively related to work in China were RSQ 7 “talking is permitted” ( $m = 6.77$ ), RSQ 45 “assertiveness is required to accomplish a goal” ( $m = 6.46$ ), and RSQ 79 “people are working hard” ( $m = 6.57$ ).

### ***Notable differences: Work***

Although the RSQ profiles for work situations in the US and China are similar ( $r = .86$ ), there are notable differences in how participants in either country rated the experience of their situations while at work. The first notable difference was with RSQ 6 “someone is counting on you to do something,” which was much more characteristic of work situations in the US ( $m = 6.47$ ) than in China ( $m = 5.88, t = 2.24, p = .03$ ). The second notable difference was with RSQ 45 “assertiveness is required to accomplish a goal” which was greater in China ( $m = 6.46$ ) than the US ( $m = 5.85, t = 2.22, p = .03$ ).

### **Cross-cultures: Who is Present**

#### ***Universal Characteristics***

The average item placement of all 90 RSQ items according to who was present in their reported situation for the US and China can be found in Table 7. For the situation classes based on who else is present in the situation, there were two total items that were

either universally characteristic or uncharacteristic of all situation classes. RSQ 7 “talking is permitted” was universally characteristic and RSQ 59 “you are being abused or victimized” was universally uncharacteristic of all “who is present” classes.

### ***Alone***

Among the classes regarding who else is present, the most participants reported being alone ( $N_{US} = 96$  (20%),  $N_{CH} = 105$  (28%)). For the participants that were alone in either the US and China, there were a number of items that were shared among the most and least characteristic. Both RSQ 39 “emotions can be expressed,” and RSQ 62 “situation is simple and clear-cut” were among the most characteristic. While RSQ 15 “someone is under threat” was the only item that was uncharacteristic of being alone in both the US and China.

The US and China also had items that were distinctively characteristic of being alone. In the US these were RSQ 3 “a job needs to be done” ( $m = 6.32$ ), and RSQ 67 “the situation could arouse positive emotions” ( $m = 6.17$ ). For China these items were RSQ 1 “the situation is potentially enjoyable” ( $m = 6.12$ ) and RSQ 89 “it is important to get along” ( $m = 5.99$ ).

### ***Notable differences: Alone***

The similarity of the situations where the participant was alone across the US and China was  $r = .86$ . The notable differences between these situations across countries include RSQ 3 “a job needs to be done” which was greater in the US ( $m_{US} = 6.32$ ,  $m_C = 5.95$ ,  $t = 1.99$ ,  $p = .04$ ) and RSQ 89 “it is important to get along” which was greater in China ( $m_{US} = 5.28$ ,  $m_C = 5.99$ ,  $t = 4.17$ ,  $p < .001$ ).

### ***Family***

Sixty-four (13%) participants in the US and 36 (10%) participants in China reported being with their family. Across both countries the items that were among the most characteristic of being with your family were RSQ 82 “family is important in this situation” and RSQ 42 “the people present have close personal relationships with each other.” The items that were among the most uncharacteristic of being with one’s family were RSQ 15 “someone is under threat,” RSQ 35 “physical threats are present,” and RSQ 58 “sexuality is relevant.”

The items that were distinctively characteristic of being with family in the US were RSQ 47 “social interaction is possible” ( $m = 6.93$ ) and RSQ 39 “emotions can be expressed” ( $m = 6.69$ ). The items that were distinctively characteristic of being with family in China were RSQ 21 “a reassuring person is present” ( $m = 7.03$ ) and RSQ 89 “it is important to get along” ( $m = 6.93$ )

### ***Notable differences: Family***

The similarity between the family situations in the US and China was  $r = .86$ . The notable differences between the situations were as follows. RSQ 21 “a reassuring person is present” was greater in China ( $m_{US} = 5.95$ ,  $m_C = 7.03$ ,  $t = 4.34$ ,  $p < .001$ ). RSQ 47 “social interaction is possible” was greater in the US ( $m_{US} = 6.93$ ,  $m_C = 6.00$ ,  $t = 4.51$ ,  $p < .001$ ). Lastly, RSQ 89 “it is important to get along” was greater in China ( $m_{US} = 6.31$ ,  $m_{CH} = 6.93$ ,  $t = 2.93$ ,  $p = .003$ ).

### ***Significant Other***

Thirty-nine (8%) participants were with a significant other, while there were only 12 (3%) in China. The item that was characteristic of being with a significant other (SO) in both countries was RSQ 1 “the situation is potentially enjoyable.” The items that were among the most uncharacteristic in both the US and China were RSQ 15 “someone is under threat” and 35 “physical threats are present.”

The items that were distinctively characteristic of being with an SO in the US were RSQ 61 “potential or actual romantic partners (for you) are present” ( $m = 7.44$ ), RSQ 42 “The people who are present have close personal relationships with each other” ( $m = 6.95$ ), and RSQ 47 “Social interaction is possible” ( $m = 6.81$ ). The items that were distinctively characteristic of being with an SO in China were RSQ 39 “emotions can be expressed” ( $m = 6.55$ ) and RSQ 62 “the situation is simple and clear-cut” ( $m = 6.82$ ).

### ***Notable differences: Significant Other***

The similarity of being with an SO across the two countries was  $r = .84$ . The items that were notably different in the countries include RSQ 61 “potential or actual romantic partners (for you) are present” which was greater in the US ( $m_{US} = 7.44$ ,  $m_{CH} = 6.32$ ,  $t = 2.23$ ,  $p = .03$ ), and RSQ 62 “the situation is simple and clear-cut” which was greater in China ( $m_{US} = 5.84$ ,  $m_{CH} = 6.82$ ,  $t = 3.66$ ,  $p < .001$ ).

### ***Friend***

There were 144 (24%) participants who reported being with friends in the US, and only 29 (8%) in China. Across both countries the items that were most characteristic of being with friends were RSQ 1 “the situation is potentially enjoyable,” RSQ 47 “social

interaction is possible,” and RSQ 67 “the situation could arouse positive emotions.” Items that were shared among the least characteristic of being with friends were RSQ 15 “someone is under threat” and RSQ 35 “physical threats are present”.

### ***Notable differences: Friend***

The two items that were distinctively characteristic of being with friends in each country were also the only notable differences between the two. These are RSQ 42 “the people who are present have close personal relationships with each other” which was higher in the US ( $m_{US} = 6.67$ ,  $m_{CH} = 6.19$ ,  $t = 2.08$ ,  $p = .04$ ), and RSQ 62 “the situation is simple and clear-cut” which was higher in China ( $m_{US} = 6.12$ ,  $m_{CH} = 6.89$ ,  $t = 3.32$ ,  $p = .001$ ).

### ***Roommate***

For both the US (N = 35 (7%)) and China (N = 34 (9%)) the fewest participants reported being with a roommate. For this situation class, the only shared greatly characteristic item was RSQ 7 “talking is permitted.” Shared items that were among the most uncharacteristic were RSQ 35 “physical threats are present” and RSQ 58 “sexuality is relevant.”

The items that were distinctively characteristic of being with a roommate in the US were RSQ 1 “the situation is potentially enjoyable” ( $m = 7.07$ ), RSQ 39 “emotions can be expressed” ( $m = 6.61$ ), RSQ 47 “social interaction is possible” ( $m = 6.89$ ), and RSQ 67 “the situation could arouse positive emotions” ( $m = 6.49$ ). The items that were distinctively characteristic of being with a roommate in China were RSQ 3 “a job needs to be done” ( $m = 6.44$ ), RSQ 11 “minor details are important” ( $m = 6.46$ ), RSQ 62 “the



situation is simple and clear-cut” ( $m = 6.32$ ), and RSQ 89 “it is important for people to get along” ( $m = 6.28$ ).

### ***Notable differences: Roommate***

The similarity of being with a roommate between the US and China was  $r = .86$ , and there were a number of notable differences. First, RSQ 1 “the situation is potentially enjoyable” was notably greater in the US ( $m_{US} = 7.07$ ,  $m_C = 6.06$ ,  $t = 3.55$ ,  $p > .001$ ). RSQ 3 “a job needs to be done” was notably characteristic in China compared to the US ( $m_{US} = 5.50$ ,  $m_C = 6.44$ ,  $t = 2.86$ ,  $p = .004$ ). RSQ 11 “minor details are important” was also more characteristic in China ( $m_{US} = 5.64$ ,  $m_C = 6.46$ ,  $t = 2.73$ ,  $p = .007$ ). RSQ 39 “emotions can be expressed” was notably greater in the US ( $m_{US} = 6.61$ ,  $m_C = 6.07$ ,  $t = 2.07$ ,  $p = .04$ ). Lastly, RSQ 47 “social interaction is possible” was also notably greater in the US ( $m_{US} = 6.89$ ,  $m_C = 6.09$ ,  $t = 3.08$ ,  $p = .002$ ).

### ***Colleague***

Finally, 84 (17%) participants in the US and 107 (29%) participants in China reported being with a colleague. The shared items that were among the most characteristic for both the US and China are RSQ 3 “a job needs to be done” and RSQ 47 “social interaction is possible”. Among the shared most uncharacteristic items were RSQ 35 “physical threats are present,” RSQ 58 “sexuality is relevant,” and RSQ 75 “religion is relevant in this situation.

There were 2 items that were distinctively characteristic of being with a roommate in the US. Those items were RSQ 72 “success requires cooperation” ( $m = 6.26$ ) and RSQ 79 “people are working hard” ( $m = 6.70$ ).

### ***Notable differences: Colleague***

The only items that were distinctively characteristic of being with a colleague in China were also the only notable differences. Those were RSQ 62 “the situation is simple and clear-cut” ( $m_{US} = 6.01$ ,  $m_{CH} = 6.53$ ,  $t = 3.03$ ,  $p = .002$ ) and RSQ 89 “it is important to get along” ( $m_{US} = 6.18$ ,  $m_{CH} = 6.54$ ,  $t = 2.16$ ,  $p = .03$ ).

### **Discussion**

Both the class (or type) of situation as well as the cultural context for which a situation takes place impacts our experiences of situations. Classes of situations, regardless of whether they were categorized on the basis of what activity was taking place or who was present in the situation, resulted in situational experience profiles that were probable beyond chance. The experiences of said distinct situations were also found to vary by cultural context (i.e., country of residence). Results are discussed in further detail below.

### **What are people doing and who are they with?**

For the activity situation classes, the greatest number of participants (46%) in the sample at large reported taking part in some form of leisurely activity, and it also had the greatest range of variation across countries (25% - 61%). While the cultural predictors for the variation in what event participants reported cannot be well understood from the current study, the proportions of what activities were reported may be indicative of how normative these situations are (for countries with acceptable sample size). Jordan (25%) had the smallest percentage with one participant reporting “I went out to the cinema with my friends.” Denmark (61%) on the other hand recorded the greatest ratio of leisurely

activities. One participant described what they were doing as “I painted in a coloring book and listened to a podcast” while they were at home with their significant other.

Similarly, within the people present classes of situations, the greatest proportion of participants reported being with a friend (23%) and also had the greatest range of variation at the country level (8% - 41%). One example situation from China which had the fewest proportion of situations with friends was “I went to worship Mazu at a temple and then playing with two best friends at beach and picking kelps.” Thailand on the other hand, had the greatest proportion of situations with friends, with one participant reporting that they were “switching between reading and playing with my cell phone” while at a library with friends.

### **Situational classes and characteristics: universal characteristics**

Across situations categorized by either the type of activity or who is present in the situation, there were items found to be universally characteristic or uncharacteristic of all situations. The universally characteristic quality was that talking was permitted and the universally uncharacteristic items regarded qualities of being under threat, abused, or victimized. While this very well may be a product of the situation classes not being distinct from one another, it is also further evidence for an “average situation” which has the qualities of being mostly positive in nature (Guillaume et al., 2016; Lee et al., 2020). One solution to this expected similarity across situations is further explored below.

### **What is the relationship between various activities and situational characteristics?**

With the greatest number of participants reporting situations with leisurely activities, it should be expected that one would also find the greatest number significant

relationships for the leisure category and the situation characteristics items. While this is true, unrelated to sample size, the average absolute effect size of said relationships was also greatest for the leisure situation class. This means that to some degree, compared to the other activity-based classes, the experience of leisurely activities was more distinct and consistent across the sample at large. One example of a reported leisurely situation from Turkey that has an experience profile similar to the average profile was “singing and playing guitar, routine life.”

### **What is the relationship between who is present in the situation and situational characteristics?**

Compared to the activity categories, on average, the people present classes were less distinct in their situational experience profiles. That is, the people present classes had fewer statistically significant relationships with situational experience items and had a smaller average effect size. This is true even when removing the roommate class, which in addition to having the smallest  $n$  of all classes, it also had the smallest average absolute effect size. One possible interpretation is that who is present in a situation is less indicative of the experience of that situation than what activity you are participating in. Another potential explanation, that is further explored in the cross-cultural deep dive portion of the discussion, is that the relationships between who is present in the situation and the experience of said situation is more dependent on culture.

Along the two metrics noted above, the colleague class had the greatest number of statistically significant relationships and participants who reported being alone had the greatest average effect size across relationships with all 90 situational experience items.

An example of a situation with a colleague in Serbia was described as “I was taking a midterm exam in social psychology.” One participant that was alone in their situation in Italy described their situation as “I was looking for a birthday present that I would give my friend, and there was nothing to hit me, but I could finally find it.”

### **Do these relationships between classes and characteristics vary by country or culture?**

The variation in experience of different situations for most countries reported in the current study is undoubtedly biased due to the sample size. In many cases a situation class for an entire country will be represented by a single individual. As such, differences are explored comparing two of the countries with highly distinct cultures and largest sample sizes.

### **Deep dive: The United States and China**

One of the most distinct and widely studied cultural differences between the US and China is the individualism and collectivism (respectively) of their self-views (Hampton & Varnum, 2020). Individualism generally emphasizes the self, promoting independence and consistency. Collectivism on the other hand generally emphasizes the group, promoting interdependence and flexibility (Heine, 2001; Markus & Kitayama, 1991). While any notable differences between the experiences of participants in the US and China were examined as potential markers of cultural differences, of particular interest were items related to these specific self-views. It is important to note that not only is culture much more complex than these two constructs (Oyserman, 2006; Schwartz, 1994), the constructs themselves are much more nuanced than what is

presented here (Schwartz, 1990). Specifically, explored later this section is the complex interplay between motivation and cooperation and the experience of situations from an individualist or collectivist self-view.

Regarding the cross-cultural analyses, first I will address differences in the distribution of situation classes, then the experience of said situations. While the percentages were not identical, the US and China had the same rank order for how many participants reported doing what activities. The rank order among classes regarding who is present in the situation on the other hand, did indeed differ. While the greatest percentage of participants in the US sample reported a situation with friends, this class was among the lowest for the participants in the China sample. On the other hand, in the China sample the colleague class had the most participants. While this may be an important cultural difference, this is likely an artifact of the coding process and indicative of how difficult and sensitive this process can be. First, individuals in the US and China describe their relationships with others in different ways. In the US it is common for individuals to refer to people who they have close interpersonal relationships as friends, or another similar term. On the other hand, Chinese people often use the qualifier *tong* (translated as “same” or “common”) to refer to these same individuals (Chen, 2005). For example, *tong* students would be translated as fellow or other students, who would be mistakenly considered colleagues rather than friends. Additionally, consider the intersection of the two classes of situations as presented in Appendix D. There were no individuals in China that reported studying (i.e., doing some academic activity) with a friend, while there were several in the US. Furthermore, several of these participants in

the China sample who were studying rated RSQ 42 “the people who are present have close personal relationships with each other” as being highly characteristic of their situation, but all reported (were coded as) being with colleagues.

### *Activities*

There were a number of notable differences between participants in the US and China in their experiences of different activity-based situations. Of these notable differences, a number of items were consistently in the same direction across all categories suggesting potentially robust cultural differences in experiences between the US and China. Consistently higher in the US were items 6 “someone is counting on you to do something,” 39 “emotions can be expressed,” and 47 “social interaction is possible.” Consistently higher in China were items 45 “assertiveness is required to accomplish a goal,” and 62 “the situation is simple and clear-cut.”

Specifically consider the following two consistent relationships: the participants in the US had a greater sense of others counting on them across their situations, and the Chinese participants experienced situations where they had a greater sense that they must be more assertive to achieve their goals. Counterintuitive to the individualistic and collectivistic cultures prescribed to them, the above relationships highlight the complexity of motivation and cooperation within each of these cultures. One potential explanation for why the US participants had a greater sense of others counting on them is that, as opposed to Chinese individuals, people from the US have been found to derive self-efficacy and determination from achievement in cooperative contexts as a result of their individualistic culture (Leung & Au, 2012). As such, while cooperation in itself may

not be as highly valued, individuals in the US do derive a sense of self-worth from it. The finding that the Chinese participants rated their situations higher in requiring assertiveness, while being counterintuitive to the collectivist nature of Chinese culture, may be a unique feature of student samples. It has been found that Chinese students displayed uniquely high individualistic self-views in academic domains (Hau & Ho, 2012). Additionally, there has been a recent trend in Chinese organizations promoting individual goals that do not interfere with those of the group or other individuals (Tjosvold et al., 2012).

Although these notable items may highlight key cultural differences between the US and China, what is more apparent is how similar these country pairs actually are. Across the activity situation classes, the aggregate situation profiles between the two countries were remarkably similar with an average correlation of  $r = .88$ , but these values may bear some need for correction. Identified in a previous study also using the ISP data, any two individual RSQ profiles, chosen at random, can be expected to correlate at an average of  $r = .139$  (Lee et al., 2020), but this value is far too liberal. The profiles being compared are aggregated at the country level and are purposefully selected for having shared particular values, in this case the activity taking place. A more appropriate correction may be to use the average correlation between all possible comparisons of the RSQ profiles of every situation class across the two countries. This value for the activity classes between the US and China was  $r = .75$ . Applying this correction would reduce the range of similarity scores reported in Table 6 to .11 - .15, with a maximum possible score of .25.



Although an inadequate correction for the similarity of aggregated profiles, it is possible to approximate similarity due to situation type or culture using the average similarity (or correlation) of individual profiles (see Appendix E). First regarding countries, the average similarity of individual RSQ profiles within a country ( $r_{US} = .166$ ,  $r_{CH} = 1.64$ ), were both greater than the similarity of the samples when they are compared to one another ( $r = .151$ ). With respect to the activity they were participating in, individuals in China were on average slightly more similar to one another ( $r = .209$ ) than our US participants ( $r = .206$ ). This was true within each of the activity categories except for leisure, for which the US participants were more similar to each other. Within the activity situations, leisure was the only class that displayed greater cross-country similarity ( $r = .169$ ) than a single within country similarity ( $r_{CH} = .166$ ).

### ***People present***

There were also items that were consistently higher or lower in either the US or China across the situation classes regarding who is present in the situation, presenting further evidence for potential cultural differences. The US was consistently higher in items 47 “social interaction is possible,” and 61 “potential or actual romantic partners (for you) are present.” Meanwhile, situations in China were consistently rated as being higher on item 89 “it is important for people to get along.” While the items more characteristic of situations in the US are more difficult to interpret, the item more characteristic of Chinese situations is directly in-line with the collectivist self-view commonly ascribed to Chinese culture.

Although there are these potential key differences, the experience of being around particular others was also very similar between the two countries with an average of  $r = .87$ . Much like the similarity values for the activity categories, this value is also appropriate for correction. Applied to this independent set of classes, the same analysis also resulted in a corrected value of  $.75$ , resulting in a new range of similarity values of  $.11 - .15$ , also with a theoretical maximum of  $.25$ .

The individual profiles that compose the people present classes were also examined for within and across country similarity. The pattern of effects found with the activity classes was also found here. Participants from the same country were consistently more similar to each other than those in the combined sample for each “people present” class. With the largest effects found in the family and friend categories, on average the participants from the China sample were also found to be more similar to one another than those from the US sample.

### **Limitations and Future Directions**

Exploratory in nature, the current study does much to descriptively identify relationships between classes of situations and experiences of situations, as well as variations in these patterns across cultures. Where the current study falls short is in identifying probable causes for these variations or providing a theoretical framework for understanding these differences.

Future studies should seek to examine meaningful classifications of situations or key relationships between types and experiences of situations by carefully selecting domains. This should take the form of exploring the experience of other general

taxonomies of situations as well as specific phenomena. As mentioned in the introduction, many traditional social psychological phenomena can be better understood by including measures of situational experience. While these sorts of claims may also to be supported by individual relationships found in exploratory studies such as this one, it requires a disproportionate amount of weight to be placed on single relationships from the hundreds that were conducted. For example, as can be observed in Table 4 the experience of a “decision needs to be made” was distinctively characteristic of situations when participants were alone and varied according to who else was in the situation. Potentially a reflection of when students are able to get tasks completed, the item “a job needs to be done” was also distinctively characteristic of being alone.

## **Conclusion**

The current study identified notable relationships between the class of the situation that participants reported being in, and their rated experience of said situation. This includes findings such as students feeling much more intellectually stimulated when participating in academic activities, or a sense of situations being more “simple and clear-cut” when they are alone. There were also notable differences in what experiences were most characteristic of situation classes across cultures. For example, assertiveness being required for success was very characteristic of both work and studying situations in China, but it was not a notable aspect of any activity class in the US. Some of these notable differences even provide mixed evidence for how we traditionally view the cultures of the US and China. For example, it would be assumed that individuals holding collectivist self-views would have situations highly characterized by the social pressures

of others counting on them, but the opposite is true, likely due to the self-value gained from cooperation for people with individualist self-views. Additionally, potential new aspects of culture such as Chinese participants finding their situations much simpler, or participants in the US rating their situations as more social were identified.

With that said, the most notable conclusion one could make from this data is actually not directly addressed by the reported research questions, that is that the experiences of people are around the world are much more similar than we might have assumed. If the goal of the current study was to determine if these classes of situations were similar to one another, and that the experiences of these situations are similar around the world, the evidence would be insurmountable. If compared without correction, the correlations between these situational experience profiles would suggest that they are nearly identical. It is with acknowledgements such as these that I hope research can continue to inform how we should consider the experiences of those around us, and around the world.

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## Tables and Figures

Table 1

<i>Demographic Information by Country</i>				
country	Language	Female	Male	Mean Age
Argentina	Spanish	121 (79%)	33	25
Australia	English	92 (78%)	26	20
Austria	German	92 (81%)	21	21
Bolivia	Spanish	77 (57%)	57	21
Brazil	Portuguese	223 (72%)	86	24
Canada	English	174 (77%)	51	22
Chile	Spanish	255 (66%)	128	21
China	Mandarin	322 (46%)	373	25
Colombia	Spanish	109 (71%)	44	22
Croatia	Croatian	141 (65%)	77	21
Czech Republic	Czech	156 (81%)	37	23
Denmark	Danish	195 (79%)	49	23
Estonia	Estonian	246 (84%)	47	26
France	French	194 (84%)	33	23
Germany	German	154 (80%)	37	26
Greece	Greek	201 (79%)	53	24
Hong Kong	Cantonese	82 (59%)	56	19
Hungary	Hungarian	105 (61%)	66	22
India	English	153 (58%)	113	25
Israel	Hebrew	104 (60%)	66	25
Italy	Italian	444 (64%)	247	22
Japan	Japanese	149 (62%)	92	23
Jordan	Arabic	108 (81%)	25	20
Latvia	Latvian	140 (83%)	29	25
Lithuania	Lithuanian	112 (78%)	31	20
Malaysia	Malay	162 (70%)	66	22
Mexico	Spanish	115 (68%)	53	21
Netherlands	Dutch	243 (81%)	56	20
New Zealand	English	98 (86%)	16	19
Nigeria	English	10 (36%)	18	23
Norway	Norwegian	117 (75%)	40	24
Palestine	Arabic	244 (83%)	49	22
Philippines	English	55 (65%)	27	20
Poland	Polish	193 (83%)	39	22
Portugal	Portuguese	130 (87%)	19	22
Romania	Romanian	101 (57%)	76	23
Russia	Russian	124 (82%)	27	22

Senegal	French	157 (48%)	171	23
Serbia	Serbian	245 (76%)	78	24
Singapore	English	94 (78%)	27	21
Slovenia	Slovenian	70 (57%)	51	21
South Africa	English	105 (69%)	46	22
South Korea	Korean	163 (58%)	116	22
Spain	Spanish	355 (85%)	62	20
Sweden	Swedish	89 (70%)	35	†
Switzerland	German	382 (84%)	70	22
Taiwan	Taiwanese	123 (76%)	38	20
Thailand	Thai	150 (77%)	37	19
Turkey	Turkish	96 (63%)	56	21
Ukraine	Ukrainian	234 (75%)	76	24
United Kingdom	English	95 (90%)	11	26
United States	English	648 (68%)	306	20
Vietnam	Vietnamese	128 (77%)	37	19
<b>Total/Average</b>		<b>8875 (71%)</b>	<b>3580</b>	<b>22</b>

*Note:* † = data not available

Table 2

*Situations Class Percentage by Country*

Country	Activity					People Present						
	Work	Studying	Leisure	Task	Total	Alone	Family	SO	Friend	R-mate	Colleague	Total
Argentina	7%	21%	42%	25%	154	18%	29%	8%	13%	0%	20%	153
Australia	6%	17%	48%	27%	118	19%	10%	7%	33%	3%	15%	117
Austria	3%	14%	54%	27%	111	12%	19%	13%	17%	7%	20%	113
Bolivia	6%	17%	46%	30%	132	24%	19%	6%	31%	0%	17%	134
Brazil	5%	19%	46%	27%	310	21%	26%	11%	18%	1%	16%	309
Canada	12%	13%	41%	30%	224	17%	13%	9%	23%	2%	19%	225
Chile	4%	22%	46%	26%	384	18%	20%	11%	20%	0%	23%	381
China	13%	13%	43%	28%	695	28%	10%	4%	8%	10%	28%	696
Colombia	8%	20%	32%	39%	152	26%	26%	5%	11%	0%	26%	152
Croatia	4%	21%	52%	23%	218	11%	9%	14%	34%	2%	23%	218
Czech Republic	5%	17%	43%	29%	192	14%	15%	17%	17%	2%	23%	192
Denmark	3%	7%	61%	27%	241	9%	20%	18%	22%	4%	13%	246
Estonia	13%	15%	34%	35%	291	18%	16%	13%	10%	2%	20%	292
France	7%	11%	45%	34%	229	21%	16%	12%	22%	1%	13%	228

Germany	4%	10%	47%	36%	188	17%	9%	10%	17%	4%	23%	192
Greece	13%	8%	47%	27%	253	15%	13%	9%	31%	1%	20%	256
Hong Kong	7%	19%	47%	26%	137	17%	8%	5%	19%	5%	35%	133
Hungary	4%	22%	51%	20%	172	16%	11%	15%	23%	5%	23%	172
India	5%	14%	46%	29%	261	14%	21%	2%	40%	2%	11%	262
Israel	17%	8%	44%	29%	169	18%	26%	11%	21%	0%	14%	169
Italy	5%	10%	55%	27%	683	17%	16%	14%	31%	2%	12%	684
Japan	13%	21%	41%	24%	239	25%	7%	5%	19%	0%	28%	240
Jordan	6%	33%	25%	29%	128	32%	15%	2%	40%	0%	8%	131
Latvia	8%	14%	39%	37%	169	18%	14%	11%	19%	4%	23%	169
Lithuania	5%	19%	45%	27%	144	20%	11%	7%	26%	2%	22%	141
Malaysia	4%	23%	42%	26%	227	18%	10%	2%	39%	10%	14%	229
Mexico	4%	14%	51%	22%	170	17%	30%	11%	18%	3%	15%	169
Netherlands	9%	16%	46%	27%	299	15%	19%	9%	23%	4%	22%	300
New Zealand	3%	13%	47%	33%	114	15%	13%	12%	32%	4%	12%	113
Nigeria	4%	43%	36%	11%	28	18%	4%	7%	18%	11%	36%	28
Norway	6%	12%	60%	22%	157	17%	10%	12%	25%	5%	19%	156
Palestine	8%	17%	44%	21%	279	20%	33%	2%	28%	1%	11%	291
Philippines	0%	25%	49%	19%	84	18%	24%	7%	18%	1%	23%	84
Poland	4%	12%	61%	22%	232	21%	16%	19%	25%	6%	5%	229
Portugal	6%	11%	56%	26%	149	20%	18%	11%	29%	1%	12%	143
Romania	9%	14%	39%	37%	174	22%	7%	12%	23%	3%	22%	175
Russia	5%	11%	51%	30%	148	16%	7%	12%	22%	1%	16%	152
Senegal	2%	24%	40%	27%	322	20%	23%	2%	26%	2%	13%	310
Serbia	3%	13%	55%	22%	323	16%	24%	12%	24%	3%	12%	323
Singapore	2%	16%	50%	28%	121	28%	6%	7%	26%	1%	25%	121
Slovenia	7%	9%	54%	20%	122	11%	15%	14%	24%	2%	18%	122

South Africa	4%	22%	33%	37%	152	17%	7%	14%	22%	2%	21%	152
South Korea	3%	31%	48%	17%	278	22%	11%	9%	24%	3%	21%	277
Spain	5%	16%	46%	31%	416	18%	21%	7%	22%	2%	18%	415
Sweden	7%	14%	41%	32%	127	15%	15%	24%	14%	1%	18%	127
Switzerland	6%	10%	54%	28%	452	14%	14%	17%	16%	4%	21%	453
Taiwan	6%	24%	40%	28%	160	11%	7%	7%	17%	12%	34%	161
Thailand	4%	16%	38%	37%	195	16%	22%	2%	41%	1%	9%	194
Turkey	3%	11%	54%	22%	148	17%	12%	9%	29%	13%	4%	141
Ukraine	10%	7%	42%	36%	306	19%	19%	11%	20%	0%	14%	307
United Kingdom	4%	13%	41%	41%	106	17%	11%	10%	20%	8%	16%	106
United States	6%	17%	46%	28%	957	20%	12%	8%	25%	7%	18%	954
Vietnam	8%	16%	44%	26%	164	15%	10%	6%	36%	2%	16%	162
<b>Average</b>	6%	17%	46%	28%		18%	15%	10%	24%	3%	18%	

Table 3

*Average situational characteristic item placement for each situation class (activities)*

	Work 809	Studying 1954	Leisure 5755	Task 3460
RSQ item				
Enjoyable	5.60	5.79	6.68	5.92
Complex	4.99	5.19	4.62	4.89
Job	6.89	6.97	5.02	5.98
Impress	4.68	4.37	4.75	4.49
Convince	4.76	4.97	4.82	4.78
Count on	6.34	5.76	5.24	5.64
Talking permitted	6.64	6.27	6.88	6.68
Talking expected	6.27	5.73	6.01	5.72
Ask you	5.97	5.43	5.09	5.29
Need Help	5.86	5.45	4.86	5.39
Details	6.05	6.21	5.63	5.87
Politics	3.46	3.85	3.90	3.52
Intel Imp.	5.96	6.96	5.35	5.23
Uncertain	4.28	4.32	4.20	4.37
Under threat	3.42	3.44	3.28	3.62
Criticizing you	4.36	4.25	3.98	4.15
Boss you	4.37	4.07	3.74	4.02
Playful	4.72	4.76	5.95	5.13
Changing	5.23	4.96	5.05	5.26
Unhappy	4.39	4.66	4.24	4.55
Reassure P.	5.36	5.55	5.84	5.63
Blame	4.00	3.74	3.70	3.82
Decision	6.02	6.04	5.40	5.99
Self-Cont	6.03	6.22	5.45	5.96
Compete	4.76	5.02	4.46	4.58
Reassure	5.19	5.08	5.14	5.11
Frustrating	4.96	5.20	4.34	4.95
Phys Attract.	4.12	3.88	4.44	4.26
Impression	6.19	5.75	5.40	5.40
Tense	5.38	5.54	4.81	5.33
Annoyance	5.41	5.60	5.01	5.50
Hostile	4.36	4.40	4.12	4.46

Disagree	5.00	4.98	4.85	4.81
Unusual	4.98	5.37	5.53	4.95
Phys Threat	3.29	3.21	3.21	3.76
Emo Threat	4.17	4.31	4.10	4.25
Moral	4.85	4.97	4.90	4.75
Quick action	5.82	5.50	4.90	5.69
Emo Exp	5.80	5.80	6.70	6.14
Daydream	4.71	5.45	5.55	5.27
Noisy	5.06	4.67	5.39	5.35
P relations	5.20	5.36	6.46	5.59
Counted on	5.81	5.57	5.32	5.57
Intell Stim	5.75	6.88	5.68	5.30
Assertiveness	6.06	6.06	5.07	5.50
Desires	4.43	4.43	5.83	5.05
Social Int.	6.42	6.21	6.68	6.45
Humor	4.84	4.89	6.06	5.15
Focus	5.23	4.90	5.04	5.08
Sensations	4.75	4.73	5.88	5.43
Health	3.80	3.91	4.10	4.45
Clear rules	5.81	5.92	5.21	5.59
Break Rules	4.43	4.29	4.16	4.34
Art	4.08	4.39	4.57	4.20
Anxiety	5.18	5.72	4.56	5.23
Ambition	5.29	5.72	5.19	5.14
Inadequate	4.77	5.22	4.51	4.85
Sexuality	3.15	3.43	4.04	3.56
Abused	2.89	2.96	2.78	3.00
Opp sex	3.95	4.16	4.68	4.33
Romantic	3.45	4.01	4.74	4.18
Simple	5.66	6.08	6.20	6.17
Compare	4.93	5.16	4.92	4.88
Power	4.92	4.35	4.12	4.40
Masculinity	4.27	4.19	4.80	4.67
Advice	5.53	5.07	5.07	4.84
Pos Emo	5.90	6.00	6.65	6.06
Neg Emo	5.22	5.54	4.92	5.35
Fluency	5.84	5.79	5.71	5.23
Soc Roles	5.71	5.42	5.32	5.55



Conform	4.63	4.56	4.26	4.50
Cooperation	6.57	5.97	5.45	5.79
Compliment	5.06	4.81	5.18	4.93
Femininity	4.40	4.46	5.14	4.78
Religion	3.24	3.60	3.71	3.47
Care	5.09	4.53	4.83	5.01
Many	5.78	5.48	5.73	5.83
Phys Active	4.96	4.33	4.98	5.42
Work Hard	6.11	6.32	4.74	5.42
Food	4.45	4.32	5.63	4.72
Uncomfortable	4.56	4.77	4.47	5.04
Family	4.25	4.36	5.21	4.92
Honor	4.37	4.55	4.15	4.22
Money	5.21	3.95	4.71	4.88
Athletics	3.68	3.39	3.96	4.19
Shame	4.20	4.45	4.20	4.37
Music	4.15	4.35	5.23	4.78
New relationships	5.40	5.27	5.36	5.22
Get along	6.28	5.77	6.32	5.93
Entertainment	4.80	4.82	6.29	5.24

*Note.* The 5 most and least characteristic experiences for each situation type are highlighted in green (positive) and red (negative).

Table 4

*Average situational characteristic item placement for each situation class (people present)*

	Alone 2287	Family 1966	SO 1191	Friend 2877	Roommate 426	Colleague 2243
RSQ item						
Enjoyable	5.91	6.19	6.43	6.60	6.42	6.00
Complex	5.13	4.69	4.63	4.64	4.83	4.96
Job	6.15	5.45	5.13	5.15	5.84	6.46
Impress	4.36	4.44	4.85	4.79	4.55	4.61
Convince	4.69	4.93	4.75	4.90	4.89	4.86
Count on	5.39	5.57	5.39	5.32	5.38	5.84
Talking permitted	6.21	6.81	6.83	6.95	6.99	6.61
Talking expected	5.15	5.90	5.94	6.22	6.09	6.14
Ask you	5.00	5.36	5.07	5.24	5.23	5.49
Need Help	5.22	5.26	4.79	5.04	5.14	5.35
Details	6.03	5.69	5.78	5.57	5.94	6.05
Politics	3.80	3.90	3.74	3.76	3.88	3.70
Intel Imp.	5.64	5.29	5.34	5.51	5.62	6.22
Uncertain	4.63	4.20	4.11	4.22	4.25	4.20
Under threat	3.85	3.43	3.18	3.27	3.34	3.33
Criticizing you	4.17	4.28	3.84	3.96	4.06	4.27
Boss you	4.06	4.02	3.69	3.67	3.81	4.17
Playful	5.04	5.44	5.62	5.93	5.60	5.15
Changing	5.24	4.98	4.92	5.05	5.24	5.11
Unhappy	4.87	4.43	4.08	4.29	4.41	4.39
Reassure P.	4.89	5.99	6.38	5.97	5.63	5.67

Blame	3.99	3.93	3.69	3.63	3.82	3.73
Decision	6.09	5.59	5.49	5.48	5.76	5.86
Self-Cont	6.09	5.67	5.45	5.49	5.66	5.95
Compete	4.62	4.35	4.15	4.54	4.72	5.01
Reassure	5.14	5.21	5.16	5.22	5.03	5.00
Frustrating	5.27	4.62	4.33	4.35	4.63	4.85
Phys Attract.	4.21	3.96	4.74	4.50	4.16	4.07
Impression	5.34	5.12	5.34	5.53	5.36	5.98
Tense	5.45	5.10	4.84	4.75	4.87	5.38
Annoyance	5.70	5.25	5.03	4.94	5.27	5.33
Hostile	4.64	4.21	4.04	4.08	4.10	4.37
Disagree	4.74	5.00	4.75	4.88	4.95	5.03
Unusual	4.88	5.28	5.37	5.71	5.46	5.30
Phys Threat	3.84	3.39	3.06	3.25	3.24	3.23
Emo Threat	4.64	4.17	4.00	3.98	4.28	4.13
Moral	4.91	4.96	4.75	4.88	4.63	4.83
Quick action	5.65	5.21	4.82	4.99	5.27	5.57
Emo Exp	6.17	6.52	6.79	6.57	6.34	5.91
Daydream	5.87	5.24	5.56	5.33	5.51	5.10
Noisy	4.88	5.34	5.12	5.44	5.37	5.18
P relations	4.89	6.89	7.02	6.44	6.19	5.45
Counted on	4.92	5.52	5.42	5.43	5.27	5.81
Intell Stim	5.80	5.41	5.60	5.77	5.73	6.19
Assertive	5.69	5.19	5.08	5.17	5.37	5.86
Desires	5.31	5.48	6.03	5.56	5.46	4.50
Social Int.	5.81	6.57	6.57	6.84	6.55	6.60
Humor	4.91	5.51	5.84	6.09	5.77	5.24

Focus	5.16	5.10	5.17	4.98	5.00	4.84
Sensations	5.52	5.69	6.18	5.56	5.66	4.87
Health	4.66	4.25	3.92	3.98	4.20	3.88
Clear rules	5.44	5.28	5.16	5.21	5.28	5.91
Break Rules	4.42	4.10	4.04	4.16	4.20	4.34
Art	4.67	4.39	4.43	4.38	4.30	4.22
Anxiety	5.56	4.81	4.59	4.61	4.89	5.19
Ambition	5.28	4.96	5.03	5.29	5.32	5.59
Inadequate	5.08	4.59	4.41	4.49	4.90	4.97
Sexuality	3.85	3.39	4.66	4.02	3.61	3.28
Abused	3.33	2.95	2.59	2.74	2.95	2.81
Opp sex	4.32	4.28	5.40	4.57	4.21	4.22
Romantic	4.09	3.94	7.40	4.42	3.93	3.80
Simple	6.19	6.16	6.08	6.11	6.17	6.02
Compare	4.81	4.73	4.63	4.99	4.96	5.28
Power	4.56	4.28	3.97	4.09	4.06	4.47
Masculinity	4.46	4.45	5.13	4.75	4.54	4.46
Advice	4.66	4.94	4.88	5.37	5.17	5.15
Pos Emo	6.05	6.23	6.59	6.59	6.27	6.16
Neg Emo	5.70	5.11	4.88	4.77	5.09	5.27
Fluency	4.99	5.57	5.66	5.88	5.74	5.85
Soc Roles	5.01	5.52	5.09	5.31	5.27	5.73
Conform	4.58	4.36	4.23	4.27	4.42	4.50
Cooperation	5.43	5.65	5.52	5.59	5.79	6.21
Compliment	4.57	5.02	5.33	5.23	5.06	5.10
Femininity	4.70	4.87	5.28	5.14	4.87	4.55
Religion	3.74	3.89	3.52	3.64	3.71	3.29

Care	4.95	5.20	4.97	4.73	4.81	4.57
Many	5.74	5.73	5.54	5.72	5.85	5.72
Phys Active	4.89	5.04	4.99	5.00	5.01	4.89
Work Hard	5.36	4.99	4.66	4.94	5.10	6.06
Food	5.00	5.59	5.49	5.33	5.43	4.35
Uncomfortable	4.94	4.59	4.44	4.61	4.54	4.65
Family	4.96	7.00	5.21	4.50	4.63	3.98
Honor	4.55	4.19	3.99	4.10	4.36	4.38
Money	4.87	4.80	4.74	4.72	4.67	4.24
Athletics	3.96	3.88	3.80	3.90	3.98	3.81
Shame	4.39	4.15	4.06	4.28	4.21	4.40
Music	5.18	4.87	5.01	5.10	5.22	4.25
New relationships	4.92	4.81	4.97	5.64	5.20	5.67
Get along	5.38	6.25	6.34	6.44	6.27	6.23
Entertainment	5.32	5.72	5.91	6.18	5.71	5.07
Positivity	5.89	6.60	7.02	7.06	6.56	6.50

*Note.* The 5 most and least characteristic experiences for each situation type are highlighted in green (positive) and red (negative).

Table 5

*Situation Class Percentage: US and China*

	Work	Studying	Leisure	Task	Total		
US	6%	19%	44%	28%	959		
China	11%	15%	42%	29%	701		
	Alone	Family	SO	Friend	Roommate	Colleague	Total
US	20%	13%	8%	24%	7%	17%	959
China	28%	10%	3%	8%	9%	29%	701

*Note.* Due to response styles, differences in the means of situation positivity across countries should not be directly compared, but rather across types within the same country

Table 6

*Experience of Activity situations in the US and China*

RSQ Item	Work		Studying		Leisure		Task	
	US	CH	US	CH	US	CH	US	CH
	59	92	164	91	436	302	268	196
Enjoyable	5.34	5.64	5.87	5.86	7.05	6.61	<b>6.41</b>	<b>5.96</b>
Complex	4.85	4.85	5.26	4.69	4.66	4.64	4.70	4.62
Job	<b>6.90</b>	<b>6.91</b>	<b>7.02</b>	<b>7.02</b>	5.01	5.77	6.26	<b>6.51</b>
Impress	4.20	5.48	4.11	5.05	4.59	5.00	4.24	4.90
Convince	4.42	5.17	4.99	5.04	4.69	4.72	4.58	4.79
Count on	<b>6.47</b>	<b>5.88</b>	5.73	5.37	5.01	4.84	5.73	5.34
Talking permitted	6.34	<b>6.77</b>	6.36	6.31	<b>6.83</b>	<b>6.77</b>	<b>6.64</b>	<b>7.13</b>
Talking expected	6.47	5.84	5.30	5.84	6.30	5.45	5.65	5.62
Ask you	6.03	4.95	5.21	4.79	5.03	4.64	5.15	4.87
Need Help	6.25	5.84	5.60	5.74	4.69	5.26	5.19	5.67
Details	5.85	6.30	<b>6.46</b>	6.34	5.36	5.92	<b>5.65</b>	<b>6.17</b>
Politics	<b>3.22</b>	3.50	4.30	3.45	<b>4.15</b>	<b>3.2</b>	<b>3.51</b>	<b>3.4</b>
Intel Imp.	5.76	6.15	<b>7.20</b>	<b>6.74</b>	5.09	5.14	5.08	5.02
Uncertain	4.24	4.00	4.20	4.22	4.03	4.28	4.12	4.3
Under threat	3.53	<b>3.29</b>	<b>3.28</b>	<b>3.31</b>	<b>3.18</b>	<b>3.53</b>	<b>3.31</b>	<b>3.65</b>
Criticizing you	4.51	4.00	4.26	4.00	3.97	3.99	4.26	4.02
Boss you	4.31	4.42	3.80	4.63	<b>3.73</b>	<b>4.23</b>	3.85	4.07
Playful	4.66	4.57	4.68	5.32	6.23	6.18	5.40	5.17
Changing	5.56	4.99	4.97	5.07	5.07	5.25	5.37	5.23

Unhappy	4.42	4.57	5.12	4.65	4.29	4.58	4.55	4.73
Reassure P.	5.24	5.08	5.75	5.75	5.79	5.78	5.58	5.69
Blame	4.00	4.35	3.85	4.04	<b>3.60</b>	<b>4.07</b>	3.73	4.10
Decision	5.85	6.13	5.81	5.84	5.44	5.38	5.87	6.06
Self-Cont	6.12	5.98	5.99	6.20	5.51	5.51	5.73	6.05
Compete	4.27	5.29	4.80	5.14	4.82	4.62	4.84	4.57
Reassure	5.02	5.05	4.68	4.45	4.94	5.02	4.80	5.14
Frustrating	5.24	4.50	5.54	4.31	4.50	4.53	5.26	4.53
Phys Attract.	3.83	4.46	3.94	4.36	4.40	4.65	4.36	4.44
Impression	5.97	5.98	5.40	5.68	5.03	5.64	4.97	5.79
Tense	5.66	4.75	5.45	5.25	4.64	4.63	5.09	4.89
Annoyance	5.24	5.10	5.85	5.10	5.17	4.89	5.55	4.98
Hostile	4.19	3.99	4.23	3.98	4.04	3.84	4.28	4.13
Disagree	5.05	5.08	4.70	4.99	4.61	4.97	4.70	4.88
Unusual	4.75	5.16	5.41	5.41	5.27	5.33	4.62	5.12
Phys Threat	<b>3.36</b>	<b>3.21</b>	<b>2.96</b>	<b>3.18</b>	<b>3.19</b>	<b>3.53</b>	3.73	<b>3.64</b>
Emo Threat	4.14	4.04	3.85	4.16	3.78	4.27	4.07	4.35
Moral	4.53	4.39	4.65	4.27	4.56	4.47	4.41	4.58
Quick action	6.10	5.82	5.28	5.52	4.96	5.22	5.58	5.72
Emo Exp	5.98	5.74	6.09	6.08	<b>6.65</b>	<b>6.35</b>	<b>6.29</b>	5.86
Daydream	4.54	5.00	5.86	5.81	5.49	5.51	5.35	5.34
Noisy	5.47	4.90	4.84	4.82	5.79	5.01	5.55	5.26
P relations	5.64	5.73	5.31	5.54	6.50	6.02	5.85	5.73
Counted on	6.08	5.72	5.66	5.43	5.42	4.93	5.51	5.18
Intell Stim	5.41	6.12	<b>7.07</b>	<b>7.11</b>	5.67	5.63	5.24	5.66
Assertive	<b>5.85</b>	<b>6.46</b>	<b>5.74</b>	<b>6.64</b>	4.71	5.36	5.24	5.66
Desires	4.68	4.49	4.48	4.37	5.89	5.85	5.00	5.12



Social Int.	6.59	6.36	6.32	6.14	<b>6.98</b>	<b>6.20</b>	<b>6.68</b>	<b>6.14</b>
Humor	5.00	4.82	5.04	5.04	6.13	5.62	5.23	5.03
Focus	4.95	5.32	4.63	4.90	5.01	4.91	4.94	4.77
Sensations	4.85	4.83	4.68	4.89	6.04	6.00	5.55	5.76
Health	4.02	3.65	4.08	3.59	4.23	4.81	4.60	4.45
Clear rules	5.64	5.42	5.80	6.32	5.25	5.22	5.42	5.52
Break Rules	4.42	4.30	4.10	4.58	4.12	4.24	4.14	4.29
Art	3.66	4.21	4.25	4.85	4.24	5.02	4.09	4.36
Anxiety	5.75	4.80	6.23	5.57	4.85	4.67	5.36	5.06
Ambition	5.10	5.25	6.15	5.15	5.38	4.82	5.45	4.39
Inadequate	5.15	4.96	5.28	5.96	4.44	4.69	4.69	5.07
Sexuality	2.98	2.55	3.90	2.81	<b>4.06</b>	<b>3.37</b>	3.65	2.98
Abused	2.63	2.75	2.79	3.15	2.89	3.13	2.95	3.01
Opp sex	4.02	3.92	4.12	4.26	4.57	4.55	4.25	4.38
Romantic	3.42	3.50	4.30	3.70	4.66	4.08	4.37	3.79
Simple	5.63	6.32	6.21	6.55	<b>6.09</b>	<b>6.43</b>	<b>6.26</b>	<b>6.71</b>
Compare	4.54	5.30	4.93	5.00	4.82	4.84	4.75	4.94
Power	5.03	5.50	4.20	3.96	4.06	3.88	4.52	3.87
Masculinity	4.54	4.52	4.26	4.66	5.05	5.02	5.01	4.91
Advice	5.17	5.92	4.89	5.49	4.82	5.07	4.71	5.14
Pos Emo	5.39	5.97	5.95	6.15	<b>6.69</b>	<b>6.21</b>	<b>6.32</b>	<b>5.75</b>
Neg Emo	5.56	4.57	5.55	4.89	4.91	4.76	5.13	4.89
Fluency	5.86	6.10	5.71	5.68	5.71	5.23	5.35	5.07
Soc Roles	5.42	5.83	5.40	5.48	5.43	5.33	5.24	5.74
Conform	4.15	4.58	4.30	4.45	4.16	3.99	4.32	4.25
Cooperation	6.49	6.75	6.15	5.68	5.43	5.33	5.74	5.76
Compliment	4.83	5.24	4.96	5.12	5.22	5.23	5.02	5.01

Femininity	4.34	4.57	4.58	4.52	5.14	4.85	4.88	4.87
Religion	3.27	3.05	3.77	3.18	<b>3.94</b>	<b>3.45</b>	3.68	3.23
Care	5.54	5.04	4.26	4.70	4.53	5.12	4.91	5.43
Many	5.69	5.92	5.66	5.99	6.05	5.90	6.1	5.91
Phys Active	4.73	5.01	3.84	4.87	4.99	5.79	5.64	5.32
Work Hard	6.03	6.57	<b>7.03</b>	<b>6.38</b>	5.33	5.11	6.02	5.84
Food	4.98	3.99	4.25	3.78	6.03	5.67	5.03	4.91
Uncomfortable	4.81	4.46	4.70	4.19	4.25	4.48	4.75	4.91
Family	4.56	3.89	4.28	3.95	4.96	5.00	4.76	4.87
Honor	4.36	5.42	4.59	5.41	4.17	4.76	4.11	4.61
Money	5.61	4.73	3.79	3.46	4.94	4.8	4.69	5.25
Athletics	3.75	3.77	3.34	3.46	4.18	4.35	4.92	4.06
Shame	4.25	4.47	4.30	4.48	3.98	4.21	4.25	4.45
Music	4.42	4.07	4.48	4.27	5.12	5.32	5.12	4.68
New relationships	5.41	5.71	5.12	5.62	5.34	5.32	5.11	5.56
Get Along	6.59	6.41	5.57	6.35	<b>6.15</b>	<b>6.41</b>	<b>5.86</b>	<b>6.61</b>
Entertainment	5.31	4.08	5.21	4.48	6.38	5.76	5.56	4.76
Similarity	.86		.88		.90		.88	

*Note.* The 5 most and least characteristic experiences for each situation type are highlighted in green (positive) and red (negative). Notable differences in the most and least characteristic items are bolded.

Table 7

*Experience of People Present situation classes in the US and China*

RSQ Item	Alone		Family		SO		Friend		Roommate		Colleague	
	US	CH	US	CH	US	CH	US	CH	US	CH	US	CH
	96	105	64	36	39	12	114	29	35	34	84	107
Enjoyable	6.10	6.12	6.44	6.39	6.60	6.86	6.99	6.87	7.07	6.06	6.04	5.99
Complex	4.90	4.73	4.68	4.64	4.38	4.43	4.77	4.79	4.67	4.78	5.24	4.57
Job	6.32	5.95	5.68	6.16	5.39	6.11	5.17	5.96	5.50	6.44	6.60	6.72
Impress you	4.22	4.86	4.28	4.93	4.77	5.5	4.68	5.21	4.17	4.62	4.09	5.23
Convince you	4.61	4.62	4.74	4.86	4.56	4.57	4.85	4.89	4.73	4.72	4.72	5.04
Count on you	5.22	5.12	5.38	5.22	5.44	5.25	5.07	4.91	5.49	5.03	6.00	5.30
Talking perm	6.30	6.37	6.61	7.19	6.60	7.21	6.98	7.25	7.17	6.71	6.29	6.74
Talking exp.	5.08	5.35	5.85	5.52	6.56	5.14	6.50	5.45	6.19	5.69	5.83	5.78
Asking you	4.93	4.7	5.21	4.97	5.03	4.36	5.19	4.53	4.93	4.88	5.38	4.72
Needs help	5.16	5.41	5.09	6.01	5.01	5.18	4.68	5.15	5.09	5.22	5.59	5.55
Details imp.	5.91	5.90	5.50	5.75	5.14	6.54	5.31	6.30	5.64	6.46	6.21	6.20
Politics	4.15	3.38	3.84	3.51	3.82	3.29	3.97	3.00	4.53	3.29	3.82	3.37
Intell. Imp.	5.57	5.35	4.97	4.62	5.09	5.36	5.34	4.89	5.50	5.54	6.15	5.99
Uncertain	4.42	4.35	3.91	4.09	3.92	4.21	4.11	3.98	4.00	4.47	4.14	4.30
Under threat	3.63	3.83	3.14	3.14	3.00	2.93	3.08	3.26	3.70	3.71	3.24	3.43
Criticize you	4.25	4.18	4.16	3.91	3.71	3.75	4.02	3.91	4.13	3.90	4.38	3.91
Boss you	3.85	4.46	3.71	4.36	3.69	4.04	3.74	4.09	3.76	4.13	4.10	4.21
Playful	5.09	5.77	5.71	5.46	5.77	6.11	6.26	6.17	5.70	5.84	5.04	5.28
Changing	5.26	5.22	4.84	4.65	5.01	5.25	5.06	5.43	5.34	5.35	5.29	5.19
Unhappy	5.16	4.76	4.58	4.48	4.18	4.07	4.26	4.15	4.33	4.69	4.63	4.75
Reassuring P.	4.84	5.16	5.95	7.03	6.38	6.61	6.04	6.13	5.54	5.5	5.58	5.55

Blaming you	<b>3.86</b>	<b>4.29</b>	<b>3.68</b>	<b>4.32</b>	4.00	3.86	<b>3.68</b>	3.91	3.81	4.26	3.71	4.03
Decision	5.81	5.69	5.70	5.54	5.32	5.04	5.51	5.68	5.70	5.69	5.65	5.92
Self-control	5.82	5.88	5.59	5.57	5.58	5.61	5.47	5.42	5.71	6.01	6.01	5.97
Competing	4.83	4.67	4.56	4.41	4.51	3.93	4.71	4.64	4.90	4.79	5.05	5.20
Reassurance	4.87	5.09	4.74	5.20	5.16	5.21	4.97	4.79	4.51	4.93	4.86	4.89
Frustrating	5.52	4.91	5.01	4.30	4.60	3.82	4.45	4.11	4.73	4.28	5.25	4.50
Phys attract	4.30	4.53	3.97	4.32	4.87	5.29	4.49	4.91	4.03	4.19	3.95	4.46
Impression	4.92	5.41	4.78	5.57	5.25	6.39	5.16	5.66	4.70	5.51	5.58	5.90
Tense/upset	5.42	5.07	5.28	4.57	4.57	4.07	4.58	4.06	4.74	4.75	5.17	4.85
Annoyances	5.93	5.16	5.44	4.45	5.36	4.39	5.05	4.7	5.09	5.16	5.42	4.94
Feel hostile	4.68	4.27	4.18	3.58	<b>3.90</b>	<b>3.25</b>	4.01	3.49	3.96	4.26	4.17	4.08
Disagreeing	4.41	5.01	4.93	4.61	4.87	4.07	4.67	5.17	4.50	5.07	4.95	5.07
Unusual ideas	4.76	5.11	5.01	5.19	5.06	5.54	5.49	5.66	5.21	5.07	4.92	5.47
Phys threats	<b>3.73</b>	3.91	<b>3.43</b>	<b>3.36</b>	<b>2.78</b>	<b>2.75</b>	<b>3.12</b>	<b>3.3</b>	<b>3.23</b>	<b>3.18</b>	<b>3.15</b>	<b>3.34</b>
Emo threats	4.37	4.74	3.87	3.88	<b>3.52</b>	3.82	<b>3.66</b>	3.92	3.83	4.47	3.88	4.10
Moral/ethical	4.48	4.58	4.48	4.45	4.32	4.21	4.63	4.72	4.71	4.31	4.51	4.27
Quick action	5.44	5.37	5.35	5.25	4.81	5.21	4.90	5.11	5.36	5.24	5.64	5.81
Emotion exp.	<b>6.41</b>	<b>6.02</b>	<b>6.69</b>	6.43	6.55	<b>6.64</b>	6.52	6.36	<b>6.61</b>	<b>6.07</b>	5.90	5.84
Ruminate	5.96	5.63	5.31	5.33	5.27	4.93	5.43	5.38	5.53	5.94	5.32	5.23
Noisy	5.07	4.74	5.75	5.06	5.49	4.96	5.79	5.19	5.56	5.32	5.62	5.14
Personal rela.	5.02	5.34	<b>6.87</b>	<b>6.96</b>	<b>6.95</b>	6.61	<b>6.67</b>	<b>6.19</b>	6.47	5.97	5.37	5.79
Counted on	4.87	4.97	5.89	5.01	5.58	5.07	5.33	5.02	5.44	5.19	6.17	5.32
Intellectually	5.65	5.95	5.42	5.39	5.52	5.64	5.84	5.17	5.63	6.03	6.20	6.23
Assertiveness	5.43	5.74	4.98	5.36	4.92	5.75	4.97	5.34	4.87	5.60	5.43	6.13
Desires	5.30	5.6	5.50	5.62	6.32	6.11	5.63	5.68	5.54	5.40	4.29	4.6
Social int.	5.97	5.75	<b>6.93</b>	<b>6.00</b>	<b>6.81</b>	6.32	<b>7.16</b>	<b>6.75</b>	<b>6.89</b>	<b>6.09</b>	<b>6.63</b>	<b>6.42</b>
Humorous	4.97	4.92	5.68	5.49	5.86	6.39	6.32	5.74	6.03	5.43	4.99	5.13

Focus on you	5.33	4.99	4.90	5.10	5.27	4.50	4.85	4.92	4.77	5.01	4.44	4.92
Sensations	5.58	5.69	5.74	6.33	5.84	6.14	5.79	6.11	5.89	5.97	5.01	5.03
Health	4.77	4.70	4.20	4.88	4.23	4.61	4.12	4.40	4.47	4.47	4.11	3.90
Clear rules	5.37	5.39	5.21	5.09	4.96	5.07	5.26	4.89	4.90	5.43	6.10	5.69
Break rules	4.22	4.36	4.24	3.93	4.27	3.29	4.05	4.09	3.90	4.16	4.14	4.57
Art important	4.44	5.03	3.98	4.62	3.97	4.96	4.18	4.89	4.07	4.76	4.02	4.43
Anxiety	5.77	5.41	5.39	4.41	4.55	3.86	4.93	4.58	5.31	4.94	5.65	4.87
Ambition exp	5.55	4.72	5.17	4.30	5.48	4.43	5.38	4.94	5.66	4.97	5.80	5.14
Inadequate	5.21	5.08	4.28	4.61	4.39	4.39	4.39	4.74	4.67	5.35	4.85	5.14
Sexuality	<b>4.15</b>	<b>3.48</b>	<b>3.35</b>	<b>2.61</b>	4.73	3.64	<b>3.86</b>	<b>3.06</b>	<b>3.69</b>	<b>3.46</b>	<b>3.6</b>	<b>2.85</b>
You abused	<b>3.30</b>	<b>3.35</b>	<b>3.00</b>	<b>2.88</b>	<b>2.68</b>	<b>2.89</b>	<b>2.68</b>	<b>2.96</b>	<b>3.04</b>	<b>3.06</b>	<b>2.88</b>	<b>3.01</b>
Opp. sex P	4.23	4.50	4.24	4.33	5.49	5.57	4.49	4.25	4.06	4.26	4.16	4.15
Romantic P.	4.21	3.94	4.05	3.97	<b>7.44</b>	<b>6.32</b>	4.45	4.15	4.17	3.68	3.89	3.70
Simple	<b>6.41</b>	<b>6.35</b>	5.85	6.36	<b>5.84</b>	<b>6.82</b>	<b>6.12</b>	<b>6.89</b>	6.26	<b>6.32</b>	<b>6.01</b>	<b>6.53</b>
Comparisons	4.69	4.92	4.68	4.54	4.58	4.04	4.81	5.13	4.80	5.07	5.16	5.21
Power imp.	4.72	4.14	4.25	3.72	3.87	3.64	3.92	3.66	4.03	3.74	4.62	4.51
Masculinity	4.80	4.91	4.72	4.72	5.43	5.86	4.88	4.87	4.84	5.01	4.71	4.68
Advice	4.36	4.88	4.73	5.43	4.49	5.25	5.17	5.3	4.86	5.09	4.86	5.73
Pos. emotions	<b>6.17</b>	5.96	6.26	5.97	6.47	6.18	<b>6.68</b>	<b>6.75</b>	<b>6.49</b>	6.03	6.06	6.06
Neg. emotions	5.76	5.22	5.09	4.41	4.77	3.79	4.63	4.68	4.94	4.85	5.27	4.68
Verbal	5.02	5.10	5.65	5.12	5.90	5.29	5.85	5.36	5.90	5.01	5.49	5.77
Social roles	4.85	5.18	5.36	5.68	5.03	5.57	5.42	5.38	5.23	5.26	5.83	5.74
Conform	4.38	4.30	4.23	3.91	3.96	3.64	4.21	3.96	4.24	4.18	4.40	4.30
Cooperation	5.62	5.40	5.81	5.67	5.21	5.14	5.45	5.55	5.84	5.75	<b>6.26</b>	6.01
Compliment y	4.55	4.85	4.87	5.55	5.40	6.00	5.36	5.36	5.09	5.21	5.18	5.19
Femininity	4.73	4.53	4.74	5.39	5.65	5.57	5.24	5.25	4.73	4.66	4.47	4.55
Religion	3.94	<b>3.59</b>	<b>3.96</b>	<b>3.33</b>	3.78	<b>3.25</b>	3.88	3.42	3.94	<b>3.57</b>	<b>3.32</b>	<b>3.02</b>

Care other	4.99	5.04	5.08	5.86	5.13	5.57	4.33	5.00	4.56	5.01	4.33	4.9
Many things	5.84	5.88	6.01	5.78	5.71	5.93	6.19	5.83	6.09	6.03	6.01	6.08
Phys. active	4.85	5.13	5.11	5.64	4.95	6.07	5.01	6.17	4.67	5.51	4.88	5.22
Working hard	5.77	5.25	5.62	5.29	5.31	5.43	5.71	5.23	5.74	5.54	6.70	6.36
Food	5.19	5.12	6.03	6.32	5.64	5.68	5.87	5.68	5.97	4.87	4.31	4.19
Uncomfortable	4.73	4.78	4.69	4.54	4.49	4.43	4.18	3.92	4.56	4.46	4.58	4.42
Family	4.61	4.93	6.99	7.12	4.95	5.50	4.42	4.38	4.64	4.18	4.04	3.92
Honor	4.44	4.85	3.91	4.46	4.05	4.25	4.15	4.85	4.33	4.79	4.33	5.25
Money	4.81	4.96	5.21	4.83	4.78	4.11	4.69	5.53	4.73	4.51	4.24	4.35
Athletics/sports	4.13	4.29	4.22	4.38	4.21	3.57	4.03	4.43	4.03	4.21	4.42	3.87
Shame	4.45	4.47	3.94	4.09	3.79	4.25	4.03	3.94	4.01	4.43	4.03	4.49
Music	5.34	5.08	4.72	5.38	4.57	5.79	5.19	5.17	5.30	5.07	4.44	4.23
New Relation.	4.86	5.25	4.67	5.03	4.86	5.64	5.60	5.64	4.89	5.37	5.58	5.77
Get along	<b>5.28</b>	<b>5.99</b>	<b>6.31</b>	<b>6.93</b>	6.22	<b>6.68</b>	6.27	6.58	6.20	<b>6.28</b>	<b>6.18</b>	<b>6.54</b>
Entertainment	5.73	5.11	6.23	5.38	5.86	5.75	6.11	5.74	6.03	5.18	5.27	4.61
Similarity	.86		.86		.84		.90		.86		.90	

*Note.* The 5 most and least characteristic experiences for each situation type are highlighted in green (positive) and red (negative). Notable differences in in the most and least characteristic items are bolded.

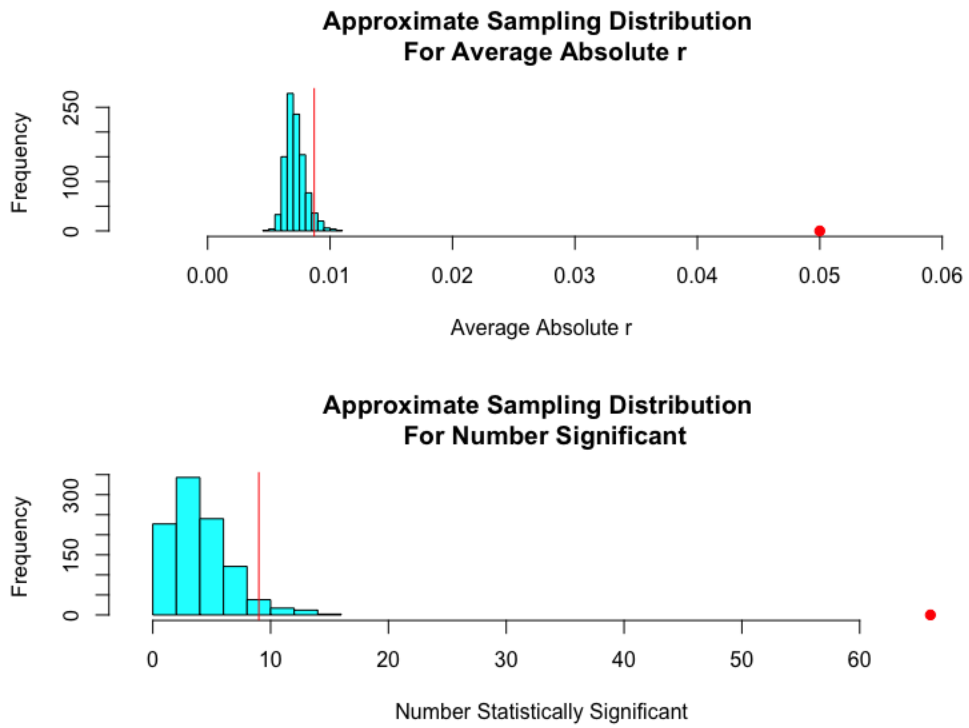


Figure 1. Randomization test results for situation class “Work.”

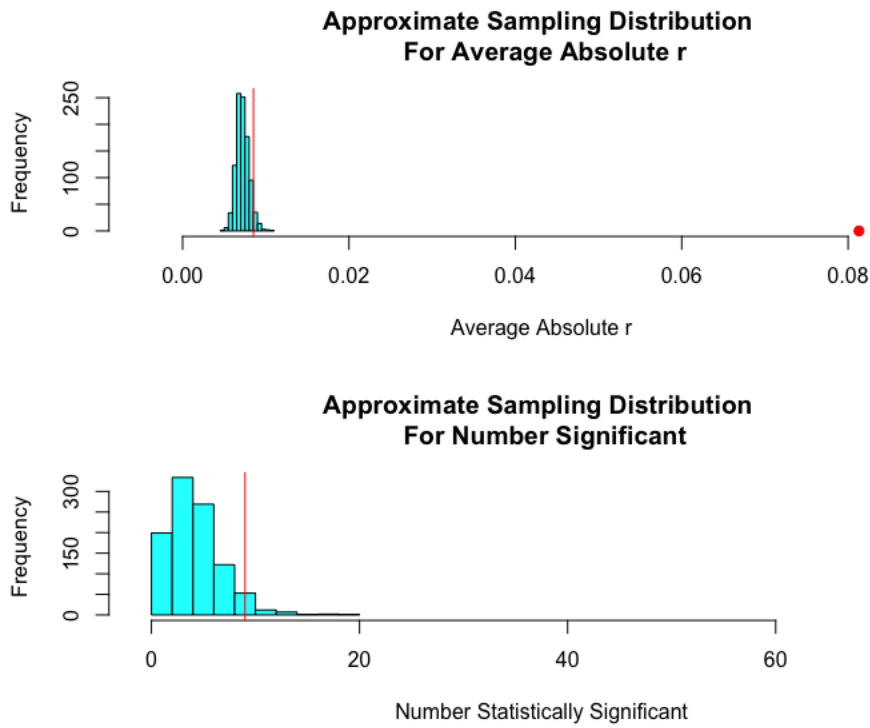


Figure 2. Randomization test results for situation class “Studying.”



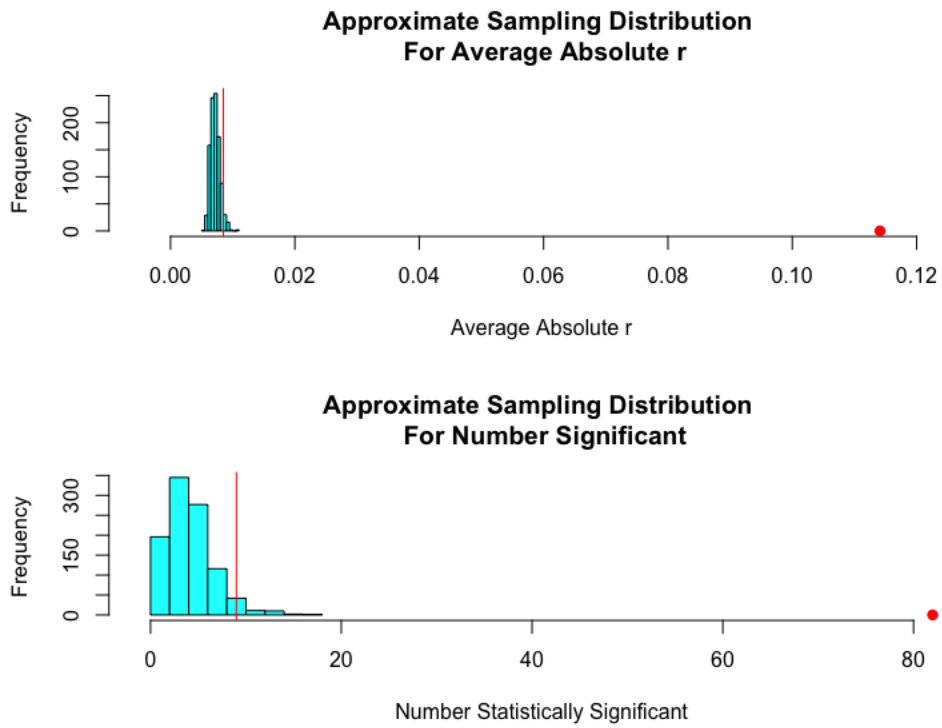


Figure 3. Randomization test results for situation class “Leisure.”

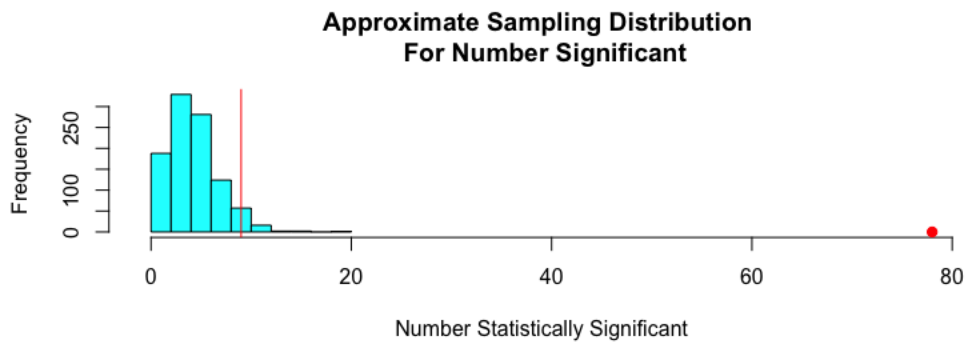
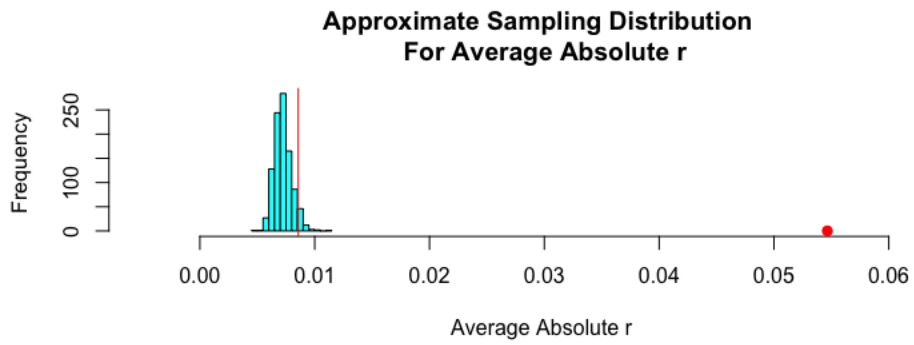


Figure 4. Randomization test results for situation class “Task.”

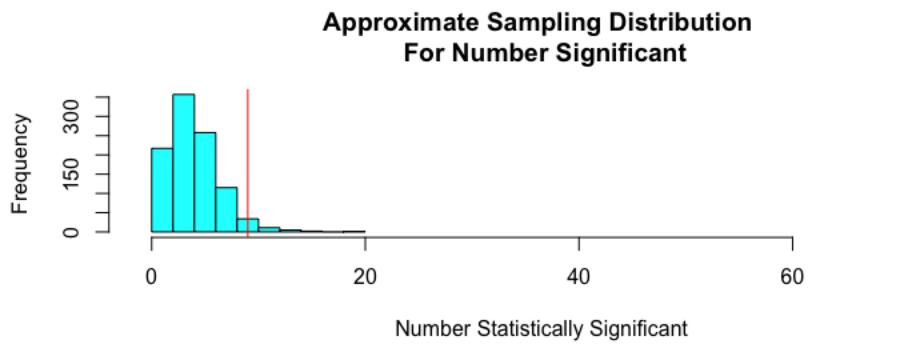
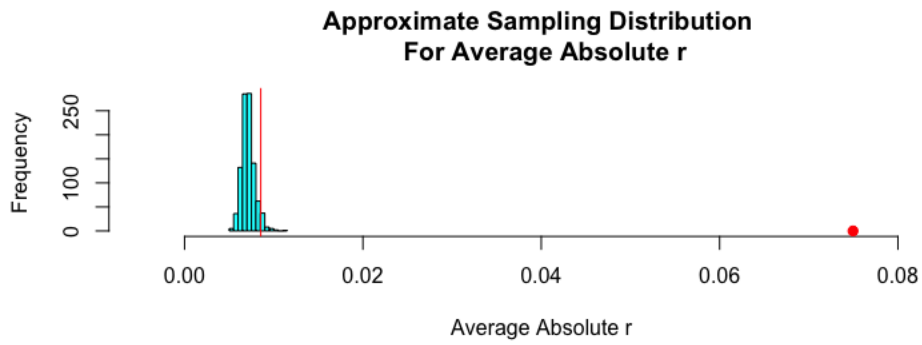


Figure 5. Randomization test results for situation class “Alone.”

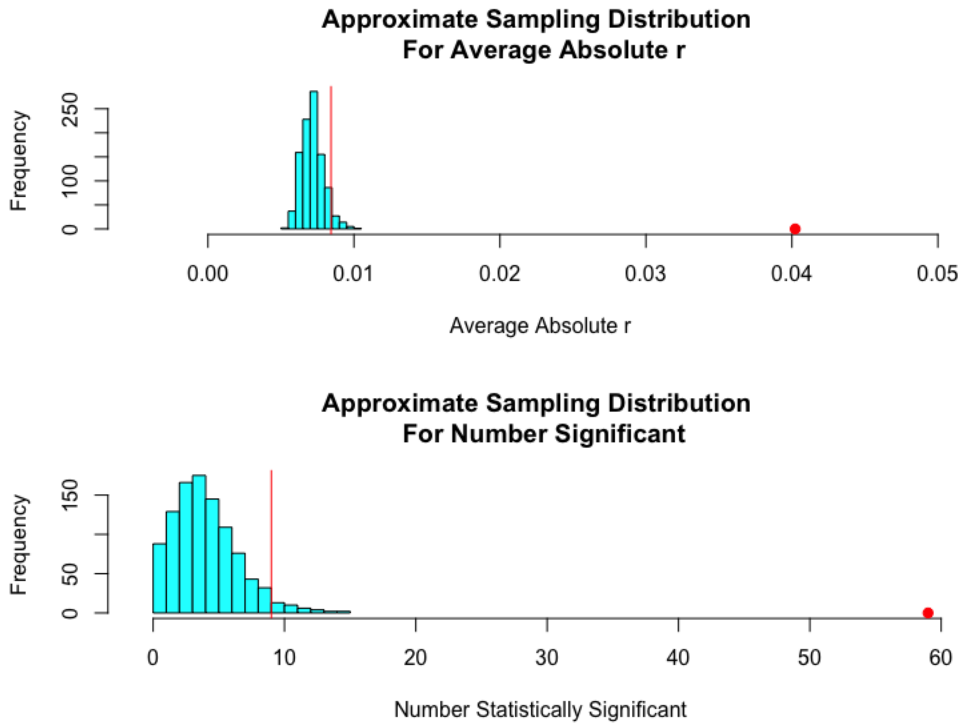


Figure 6. Randomization test results for situation class “Family.”

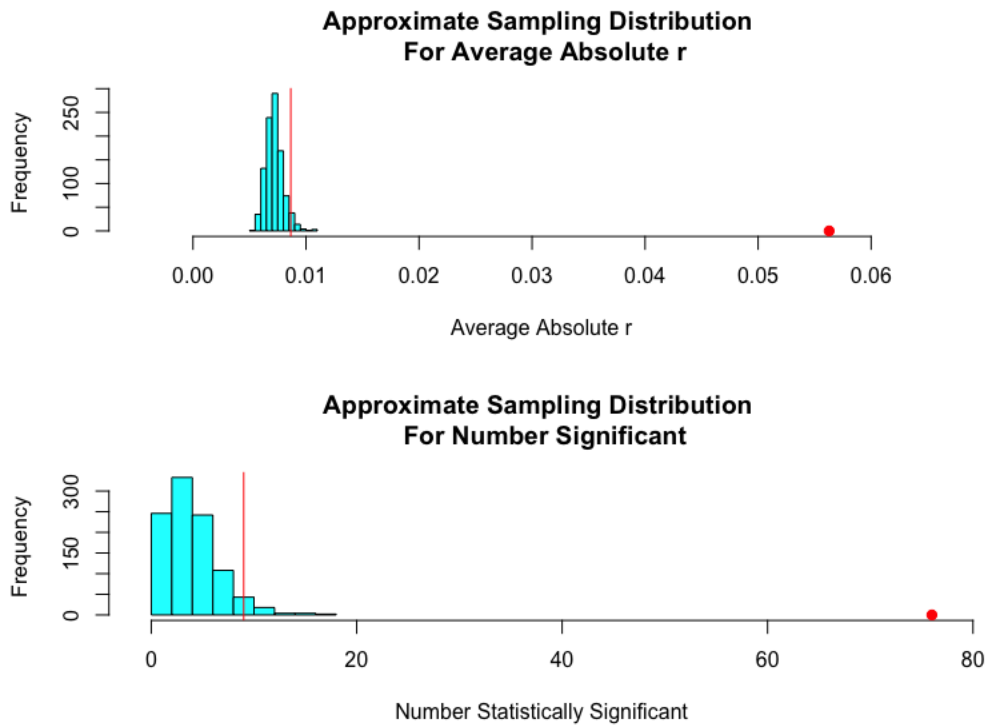


Figure 7. Randomization test results for situation class “SO.”

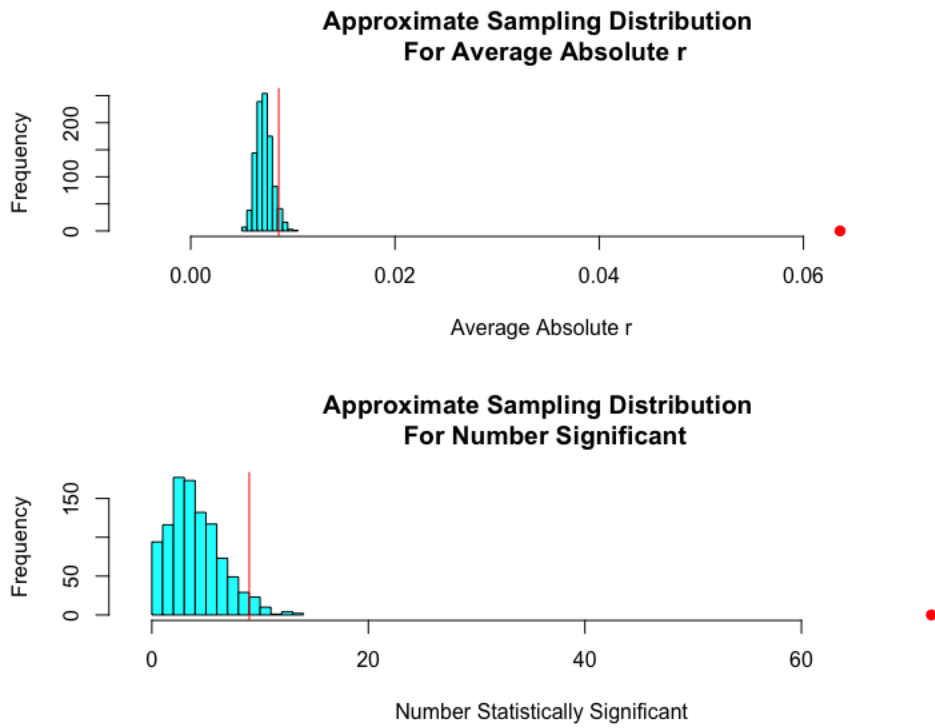


Figure 8. Randomization test results for situation class “Friend”

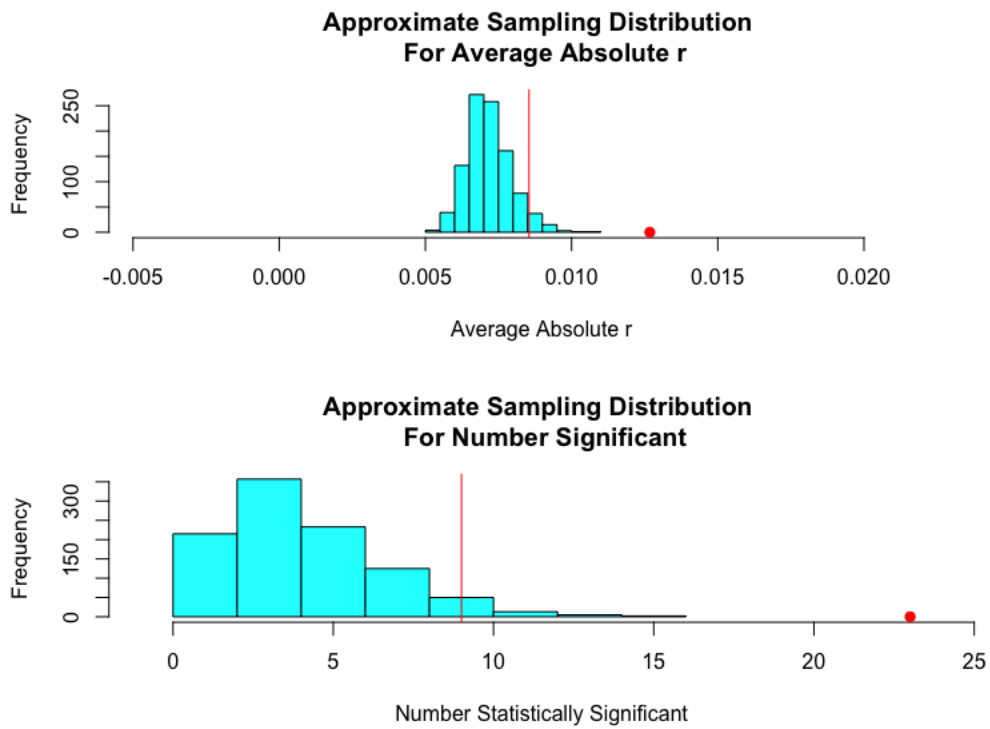


Figure 9. Randomization test results for situation class “Roommate.”

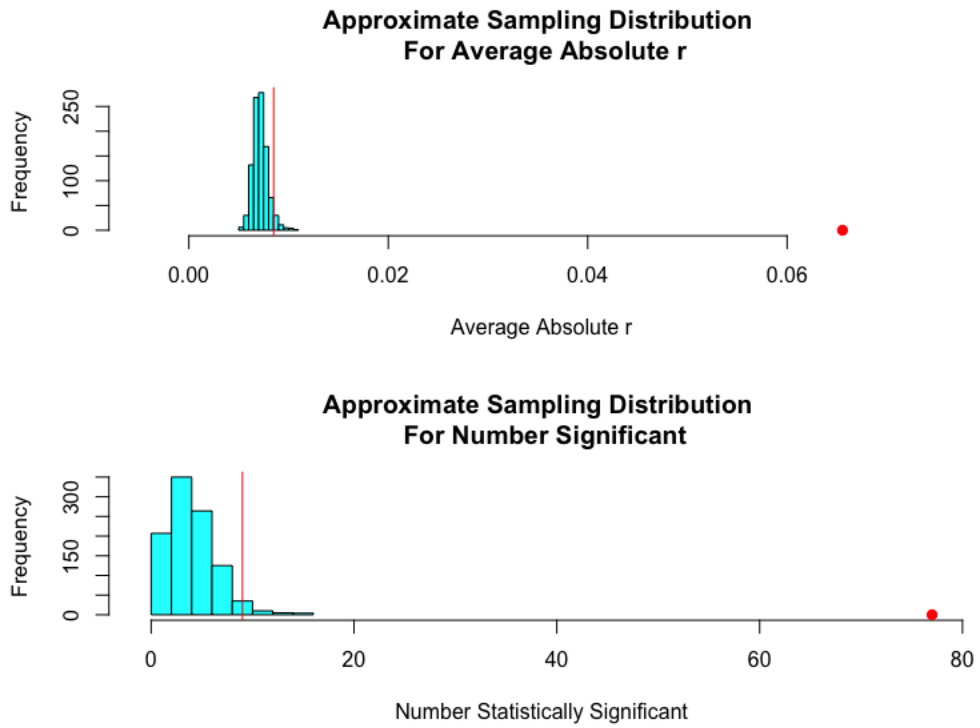


Figure 10. Randomization test results for situation class “Colleague.”



## Appendix A

### Riverside Situational Q-sort 4.1 Items

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1. The situation is potentially enjoyable.
2. The situation is complex.
3. A job needs to be done.
4. Someone is trying to impress you.
5. Someone is trying to convince you of something.
6. Someone is counting on you to do something.
7. Talking is permitted.
8. Talking is expected or demanded.
9. Someone is asking you for something.
10. Someone needs help.
11. Minor details are important.
12. Politics are relevant
13. Intelligence is important
14. It is not clear what is going on; the situation is uncertain.
15. Someone is under threat.
16. Someone is criticizing you
17. Someone is attempting to dominate or boss you.
18. The situation is playful.
19. The situation is rapidly changing
20. Someone is unhappy or suffering.
21. A reassuring person is present.
22. Someone is blaming you for something.
23. A decision needs to be made.
24. Self-control is necessary
25. People are competing with each other.
26. Someone needs or desires reassurance.
27. The situation is frustrating
28. Your physical attractiveness is important.
29. It is important for you to make a good impression.
30. The situation could make people tense and upset.
31. The situation includes small annoyances.
32. The situation could make people feel hostile.
33. People are disagreeing about something.
34. Unusual ideas or points of view are being discussed freely.

35. Physical threats are present.
36. Emotional threats are present.
37. Moral or ethical issues are relevant.
38. Quick action is necessary.
39. Emotions can be expressed.
40. It is possible to ruminate, daydream or fantasize.
41. The situation is noisy
42. The people who are present have close personal relationships with each other.
43. Someone present (other than you) is counted on to do something.
44. The situation could be intellectually stimulating.
45. Assertiveness is required to accomplish a goal.
46. Desires could be gratified
47. Social interaction is possible.
48. The situation is humorous or potentially humorous.
49. You are the focus of attention.
50. Sensations are important
51. The situation is relevant to your health
52. Clear rules define appropriate behavior
53. Someone is breaking rules.
54. Art is an important part of the situation.
55. The situation is potentially anxiety-inducing.
56. Ambition can be expressed or demonstrated.
57. The situation could make you feel inadequate.
58. Sexuality is relevant.
59. You are being abused or victimized.
60. The presence of members of the opposite sex is an important part of this situation.
61. Potential or actual romantic partners (for you) are present.
62. The situation is simple and clear-cut.
63. People are comparing themselves to each other.
64. Power is important.
65. Masculinity can be expressed.
66. Others want advice from you.
67. The situation could arouse positive emotions.
68. The situation could arouse negative emotions.
69. There are opportunities to display verbal fluency

70. People who are present occupy different social roles or levels of status.
  71. You are being pressured to conform to the actions of others.
  72. Success requires cooperation.
  73. Someone is complimenting or praising you.
  74. Femininity can be expressed.
  75. Religion is relevant in this situation
  76. Someone needs to be taken care of.
  77. Many things are happening at once.
  78. People are being physically active.
  79. People are working hard.
  80. Food is important in this situation.
  81. The situation is physically uncomfortable
  82. Family is important in this situation.
  83. A matter of honor is at stake.
  84. Money is important.
  85. People are participating in athletics or sports.
  86. Someone is feeling shame.
  87. Music is an important part of this situation.
  88. New relationships could develop.
  89. It is important for people to get along.
  90. Entertainment is present.
-

## Appendix B

### Situation Class Coding Manual

<b>CATEGORIES</b>	<b>DESCRIPTION</b>	
<b><i>WHAT</i></b>		Indicate what type of activity the participant was involved in
1	Work	Any activity related to work, either a paid position, or volunteer
2	Studying	Any activity related to school (i.e. studying, attending a lecture, reviewing notes etc.)
3	Leisure	Any activity that is explicitly recreational and relaxing or something done for enjoyment
4	Task	Any activity that involves some sort of task, which includes locomotion
5	Other	Any activity that does not fall into the above categories
	Not Reported	
<b><i>WHERE</i></b>		Indicate where the activity was taking place
1	Home	Any time the participant indicates that they are at home (i.e. at home, in the kitchen, in my dorm, etc.)
2	Work	Any time the participant is at work
3	School	Any time the participant is on a school/ university campus for any reason
4	In Transit	Any time the participant is moving between locations (i.e. in the car, on the bus, on the way to ..., etc.)
5	Other	Any time the participant is any place other than those listed above (i.e. out to eat, at the gym, etc.)
	Not Reported	
<b><i>NUMBER OF PEOPLE INVOLVED</i></b>		Indicate the total number of people physically present
1	Alone	Any time the participant is alone
2	Pair	Any time the participant is with one other
3	Few	Up to 4
4	Many	5 or more
	Not Reported	

<b>WHO (INTERACTION PARTNER(S))</b>	Indicate who the participant was interacting with	
1	Alone	Any time the participant is alone
2	Family	Any family member (i.e. parents, spouse, children, etc.)
3	Significant Other	Any person considered to be a significant other (i.e. boy/girlfriend, partner, spouse, etc.)
4	Friend	Any person considered to be a familiar acquaintance (i.e. friend, neighbor, etc.)
5	Roommate	Any person that is someone explicitly living with the participant, that is not family or a significant other
6	Colleague	Any person with whom the participant works or studies with (i.e. fellow students, coworkers, etc.)
7	Other	Any time the participant is with someone other than those listed above
	Not Reported	

### Appendix C

Model parameters for predicting situational experience items from situation class (Activity) using multilevel models.

RSQ Item	Work	<i>p</i> -value	Studying	<i>p</i> -value	Leisure	<i>p</i> -value	Task	<i>p</i> -value
RSQ1	-0.62	<.001	-0.46	<.001	0.87	<.001	-0.36	<.001
RSQ2	0.20	<.001	0.42	<.001	-0.40	<.001	0.07	0.03
RSQ3	1.19	<.001	1.41	<.001	-1.30	<.001	0.35	<.001
RSQ4	0.06	0.30	-0.26	<.001	0.28	<.001	-0.15	<.001
RSQ5	-0.07	0.21	0.15	<.001	-0.01	0.72	-0.07	0.02
RSQ6	0.91	<.001	0.30	<.001	-0.52	<.001	0.18	<.001
RSQ7	-0.09	0.12	-0.49	<.001	0.33	<.001	-0.02	0.54
RSQ8	0.40	<.001	-0.16	<.001	0.20	<.001	-0.24	<.001
RSQ9	0.75	<.001	0.23	<.001	-0.33	<.001	0.04	0.17
RSQ10	0.69	<.001	0.29	<.001	-0.61	<.001	0.27	<.001
RSQ11	0.24	<.001	0.49	<.001	-0.36	<.001	0.06	0.08
RSQ12	-0.26	<.001	0.11	0.01	0.27	<.001	-0.31	<.001
RSQ13	0.41	<.001	1.60	<.001	-0.48	<.001	-0.52	<.001
RSQ14	-0.03	0.55	0.05	0.18	-0.17	<.001	0.11	<.001
RSQ15	-0.03	0.59	-0.02	0.70	-0.27	<.001	0.25	<.001
RSQ16	0.26	<.001	0.17	<.001	-0.24	<.001	0.05	0.10
RSQ17	0.42	<.001	0.15	<.001	-0.33	<.001	0.12	<.001
RSQ18	-0.71	<.001	-0.76	<.001	1.01	<.001	-0.36	<.001
RSQ19	0.12	0.04	-0.17	<.001	-0.12	<.001	0.21	<.001
RSQ20	-0.06	0.41	0.22	<.001	-0.37	<.001	0.15	<.001
RSQ21	-0.38	<.001	-0.15	<.001	0.27	<.001	-0.10	<.001
RSQ22	0.21	<.001	-0.06	0.09	-0.14	<.001	0.06	0.07

RSQ23	0.32	<.001	0.35	<.001	-0.59	<.001	0.37	<.001
RSQ24	0.25	<.001	0.51	<.001	-0.59	<.001	0.25	<.001
RSQ25	0.17	0.01	0.50	<.001	-0.27	<.001	-0.03	0.42
RSQ26	0.04	0.49	-0.07	0.10	-0.01	0.83	-0.04	0.17
RSQ27	0.26	<.001	0.56	<.001	-0.70	<.001	0.30	<.001
RSQ28	-0.17	<.001	-0.45	<.001	0.33	<.001	-0.02	0.64
RSQ29	0.75	<.001	0.31	<.001	-0.19	<.001	-0.13	<.001
RSQ30	0.25	<.001	0.48	<.001	-0.63	<.001	0.25	<.001
RSQ31	0.19	<.001	0.38	<.001	-0.52	<.001	0.29	<.001
RSQ32	0.09	0.12	0.11	0.01	-0.34	<.001	0.22	<.001
RSQ33	0.13	0.02	0.16	<.001	-0.07	0.01	-0.10	<.001
RSQ34	-0.32	<.001	0.13	<.001	0.44	<.001	-0.47	<.001
RSQ35	-0.16	0.01	-0.27	<.001	-0.30	<.001	0.51	<.001
RSQ36	-0.04	0.49	0.07	0.11	-0.17	<.001	0.06	0.07
RSQ37	0.02	0.80	0.11	0.01	0.06	0.05	-0.17	<.001
RSQ38	0.55	<.001	0.19	<.001	-0.71	<.001	0.54	<.001
RSQ39	-0.55	<.001	-0.62	<.001	0.67	<.001	-0.27	<.001
RSQ40	-0.76	<.001	0.09	0.03	0.28	<.001	-0.16	<.001
RSQ41	-0.17	0.01	-0.66	<.001	0.29	<.001	0.15	<.001
RSQ42	-0.75	<.001	-0.69	<.001	0.95	<.001	-0.47	<.001
RSQ43	0.41	<.001	0.14	<.001	-0.29	<.001	0.13	<.001
RSQ44	0.01	0.85	1.36	<.001	-0.11	<.001	-0.62	<.001
RSQ45	0.67	<.001	0.76	<.001	-0.67	<.001	0.11	<.001
RSQ46	-0.86	<.001	-1.00	<.001	1.06	<.001	-0.29	<.001
RSQ47	-0.03	0.56	-0.30	<.001	0.29	<.001	-0.09	<.001
RSQ48	-0.68	<.001	-0.67	<.001	1.02	<.001	-0.45	<.001
RSQ49	0.19	<.001	-0.17	<.001	-0.04	0.24	0.04	0.28

RSQ50	-0.80	<.001	-0.91	<.001	0.74	<.001	-0.05	0.13
RSQ51	-0.40	<.001	-0.33	<.001	-0.11	<.001	0.40	<.001
RSQ52	0.35	<.001	0.55	<.001	-0.51	<.001	0.17	<.001
RSQ53	0.17	<.001	0.04	0.32	-0.16	<.001	0.11	<.001
RSQ54	-0.35	<.001	0.00	0.97	0.36	<.001	-0.26	<.001
RSQ55	0.16	0.02	0.81	<.001	-0.80	<.001	0.29	<.001
RSQ56	0.09	0.11	0.60	<.001	-0.16	<.001	-0.17	<.001
RSQ57	0.06	0.35	0.54	<.001	-0.47	<.001	0.12	<.001
RSQ58	-0.57	<.001	-0.38	<.001	0.55	<.001	-0.26	<.001
RSQ59	-0.07	0.27	0.04	0.34	-0.19	<.001	0.13	<.001
RSQ60	-0.54	<.001	-0.34	<.001	0.44	<.001	-0.16	<.001
RSQ61	-0.95	<.001	-0.42	<.001	0.67	<.001	-0.27	<.001
RSQ62	-0.51	<.001	-0.04	0.37	0.16	<.001	0.09	0.01
RSQ63	-0.02	0.76	0.31	<.001	-0.07	0.01	-0.10	<.001
RSQ64	0.66	<.001	0.03	0.52	-0.32	<.001	0.13	<.001
RSQ65	-0.40	<.001	-0.51	<.001	0.33	<.001	0.04	0.18
RSQ66	0.53	<.001	0.09	0.02	0.07	0.01	-0.25	<.001
RSQ67	-0.39	<.001	-0.31	<.001	0.65	<.001	-0.31	<.001
RSQ68	0.06	0.37	0.41	<.001	-0.51	<.001	0.23	<.001
RSQ69	0.33	<.001	0.27	<.001	0.22	<.001	-0.48	<.001
RSQ70	0.29	<.001	0.02	0.65	-0.19	<.001	0.18	<.001
RSQ71	0.25	<.001	0.18	<.001	-0.30	<.001	0.12	<.001
RSQ72	0.91	<.001	0.31	<.001	-0.47	<.001	0.10	<.001
RSQ73	0.02	0.77	-0.21	<.001	0.28	<.001	-0.12	<.001
RSQ74	-0.49	<.001	-0.47	<.001	0.51	<.001	-0.13	<.001
RSQ75	-0.35	<.001	-0.05	0.27	0.21	<.001	-0.17	<.001
RSQ76	0.21	<.001	-0.40	<.001	-0.06	0.07	0.18	<.001



RSQ77	0.06	0.33	-0.27	<.001	0.03	0.33	0.15	<.001
RSQ78	-0.05	0.43	-0.79	<.001	-0.02	0.55	0.60	<.001
RSQ79	0.87	<.001	1.21	<.001	-0.99	<.001	0.22	<.001
RSQ80	-0.63	<.001	-0.89	<.001	1.07	<.001	-0.45	<.001
RSQ81	-0.15	0.02	0.07	0.10	-0.42	<.001	0.46	<.001
RSQ82	-0.72	<.001	-0.68	<.001	0.52	<.001	-0.03	0.46
RSQ83	0.08	0.16	0.31	<.001	-0.19	<.001	-0.06	0.07
RSQ84	0.55	<.001	-0.91	<.001	0.11	<.001	0.29	<.001
RSQ85	-0.26	<.001	-0.60	<.001	0.09	0.01	0.40	<.001
RSQ86	-0.11	0.05	0.18	<.001	-0.19	<.001	0.09	<.001
RSQ87	-0.75	<.001	-0.61	<.001	0.68	<.001	-0.10	0.01
RSQ88	0.10	0.09	-0.05	0.27	0.13	<.001	-0.10	<.001
RSQ89	0.15	0.01	-0.38	<.001	0.40	<.001	-0.25	<.001
RSQ90	-0.81	<.001	-0.92	<.001	1.25	<.001	-0.50	<.001

*Note.* Each row represents a single model predicting an RSQ experience item from the different activity

situation categories.

Model parameters for predicting situational experience items from situation class (People Present) using multilevel models.

Item	Alone	<i>P</i> -value	Family	<i>P</i> -value	SO	<i>P</i> -value	Friend	<i>P</i> -value	Roommate	<i>P</i> -value	Colleague	<i>P</i> -value
RSQ1	-0.33	<.001	0.05	0.29	0.17	<.001	0.58	<.001	0.20	0.03	-0.28	<.001
RSQ2	0.35	<.001	-0.17	<.001	-0.25	<.001	-0.25	<.001	0.02	0.81	0.16	<.001
RSQ3	0.47	<.001	-0.29	<.001	-0.59	<.001	-0.74	<.001	-0.03	0.75	0.82	<.001
RSQ4	-0.30	<.001	-0.17	<.001	0.28	<.001	0.26	<.001	-0.13	0.09	-0.01	0.88
RSQ5	-0.18	<.001	0.11	0.01	-0.06	0.20	0.08	<.001	0.07	0.40	0.05	0.19
RSQ6	-0.14	<.001	0.06	0.16	-0.19	<.001	-0.25	<.001	-0.07	0.37	0.40	<.001
RSQ7	-0.60	<.001	0.17	<.001	0.07	0.15	0.39	<.001	0.31	<.001	-0.15	<.001
RSQ8	-0.90	<.001	0.05	0.29	-0.01	0.80	0.43	<.001	0.25	<.001	0.30	<.001
RSQ9	-0.30	<.001	0.11	0.01	-0.26	<.001	-0.06	0.10	0.05	0.53	0.32	<.001
RSQ10	0.02	0.71	0.08	0.07	-0.41	<.001	-0.19	<.001	-0.08	0.34	0.18	<.001
RSQ11	0.25	<.001	-0.15	<.001	-0.07	0.16	-0.31	<.001	0.09	0.24	0.26	<.001
RSQ12	0.07	0.09	0.13	<.001	-0.03	0.60	0.02	0.67	0.19	0.03	-0.03	0.39
RSQ13	0.04	0.33	-0.37	<.001	-0.28	<.001	-0.15	<.001	0.04	0.69	0.78	<.001
RSQ14	0.41	<.001	-0.12	<.001	-0.19	<.001	-0.10	<.001	-0.03	0.73	-0.10	0.01
RSQ15	0.50	<.001	-0.04	0.40	-0.20	<.001	-0.26	<.001	-0.06	0.51	-0.11	0.01
RSQ16	0.07	0.06	0.18	<.001	-0.28	<.001	-0.21	<.001	-0.02	0.76	0.21	<.001
RSQ17	0.14	<.001	0.12	<.001	-0.21	<.001	-0.33	<.001	-0.14	0.08	0.27	<.001
RSQ18	-0.43	<.001	0.09	0.06	0.22	<.001	0.71	<.001	0.19	0.05	-0.33	<.001
RSQ19	0.16	<.001	-0.15	<.001	-0.21	<.001	-0.07	0.04	0.11	0.15	-0.01	0.78
RSQ20	0.49	<.001	-0.04	0.35	-0.34	<.001	-0.24	<.001	-0.04	0.64	-0.06	0.18
RSQ21	-0.97	<.001	0.40	<.001	0.74	<.001	0.38	<.001	-0.08	0.31	-0.04	0.34
RSQ22	0.23	<.001	0.16	<.001	-0.04	0.36	-0.22	<.001	0.03	0.74	-0.06	0.12
RSQ23	0.44	<.001	-0.17	<.001	-0.22	<.001	-0.35	<.001	0.05	0.59	0.15	<.001

RSQ24	0.37	<.001	-0.13	<.001	-0.32	<.001	-0.39	<.001	-0.10	0.20	0.21	<.001
RSQ25	0.01	0.77	-0.29	<.001	-0.47	<.001	-0.08	0.03	0.06	0.51	0.50	<.001
RSQ26	0.00	0.95	0.08	0.05	-0.01	0.92	0.09	0.01	-0.06	0.46	-0.16	<.001
RSQ27	0.68	<.001	-0.13	<.001	-0.43	<.001	-0.49	0.00	-0.09	0.32	0.14	<.001
RSQ28	-0.07	0.06	-0.35	<.001	0.55	<.001	0.30	<.001	-0.22	0.01	-0.25	<.001
RSQ29	-0.19	<.001	-0.47	<.001	-0.18	<.001	0.04	0.24	-0.20	0.02	0.58	<.001
RSQ30	0.38	<.001	-0.08	0.07	-0.39	<.001	-0.52	<.001	-0.20	0.02	0.28	<.001
RSQ31	0.53	<.001	-0.03	0.43	-0.33	<.001	-0.45	<.001	0.04	0.66	0.05	0.19
RSQ32	0.42	<.001	-0.13	<.001	-0.29	<.001	-0.31	<.001	-0.10	0.22	0.11	<.001
RSQ33	-0.17	<.001	0.13	<.001	-0.18	<.001	0.00	0.89	0.09	0.22	0.20	<.001
RSQ34	-0.49	<.001	0.00	0.96	0.05	0.30	0.55	<.001	0.22	0.01	0.03	0.43
RSQ35	0.51	<.001	-0.05	0.30	-0.26	<.001	-0.21	<.001	-0.13	0.15	-0.18	<.001
RSQ36	0.50	<.001	-0.06	0.16	-0.15	<.001	-0.32	<.001	0.11	0.19	-0.09	0.02
RSQ37	0.05	0.21	0.02	0.69	-0.12	0.02	0.00	0.99	-0.15	0.09	-0.01	0.84
RSQ38	0.40	<.001	-0.11	0.01	-0.45	<.001	-0.43	<.001	-0.07	0.39	0.32	<.001
RSQ39	-0.17	<.001	0.24	<.001	0.45	<.001	0.32	<.001	0.05	0.50	-0.52	<.001
RSQ40	0.61	<.001	-0.09	0.04	0.10	0.06	-0.02	0.62	0.04	0.67	-0.43	<.001
RSQ41	-0.43	<.001	0.13	<.001	-0.19	<.001	0.32	<.001	0.17	0.05	-0.09	0.03
RSQ42	-1.27	<.001	1.15	<.001	1.15	<.001	0.69	<.001	0.28	<.001	-0.62	<.001
RSQ43	-0.65	<.001	0.07	0.08	-0.09	0.08	-0.03	0.45	-0.16	0.06	0.43	<.001
RSQ44	0.06	0.12	-0.38	<.001	-0.16	<.001	0.04	0.26	0.00	0.97	0.54	<.001
RSQ45	0.31	<.001	-0.30	<.001	-0.35	<.001	-0.34	<.001	-0.05	0.52	0.53	<.001
RSQ46	0.07	0.09	0.29	<.001	0.83	<.001	0.43	<.001	0.16	0.09	-0.96	<.001
RSQ47	-0.82	<.001	0.10	0.01	-0.04	0.44	0.48	<.001	0.03	0.66	0.12	<.001
RSQ48	-0.67	<.001	0.08	0.07	0.26	<.001	0.82	<.001	0.29	<.001	-0.33	<.001
RSQ49	0.15	<.001	0.01	0.76	0.11	0.05	-0.11	<.001	-0.02	0.85	-0.22	<.001
RSQ50	0.04	0.31	0.25	<.001	0.79	<.001	0.13	<.001	0.16	0.07	-0.78	<.001

RSQ51	0.59	<.001	0.09	0.04	-0.23	<.001	-0.23	<.001	0.00	0.99	-0.37	<.001
RSQ52	-0.03	0.37	-0.21	<.001	-0.38	<.001	-0.33	<.001	-0.20	0.01	0.54	<.001
RSQ53	0.19	<.001	-0.20	<.001	-0.23	<.001	-0.12	<.001	-0.01	0.88	0.12	<.001
RSQ54	0.34	<.001	0.00	0.94	0.09	0.08	-0.01	0.81	-0.07	0.44	-0.21	<.001
RSQ55	0.64	<.001	-0.25	<.001	-0.41	<.001	-0.55	<.001	-0.04	0.68	0.23	<.001
RSQ56	0.09	<.001	-0.35	<.001	-0.29	<.001	-0.01	0.70	0.04	0.63	0.46	<.001
RSQ57	0.40	<.001	-0.19	<.001	-0.39	<.001	-0.34	<.001	0.08	0.35	0.24	<.001
RSQ58	0.16	<.001	-0.48	<.001	1.03	<.001	0.30	<.001	-0.06	0.51	-0.49	<.001
RSQ59	0.48	<.001	0.01	0.78	-0.24	<.001	-0.25	<.001	0.09	0.28	-0.09	<.001
RSQ60	-0.16	<.001	-0.22	<.001	1.08	<.001	0.15	<.001	-0.23	0.01	-0.26	<.001
RSQ61	-0.32	<.001	-0.54	<.001	3.35	<.001	0.06	0.21	-0.44	<.001	-0.68	<.001
RSQ62	0.09	<.001	0.10	0.01	-0.04	0.44	0.05	0.21	0.02	0.80	-0.16	<.001
RSQ63	-0.13	<.001	-0.22	<.001	-0.41	<.001	0.08	0.02	0.00	0.97	0.41	<.001
RSQ64	0.29	<.001	-0.08	0.04	-0.28	<.001	-0.34	<.001	-0.19	0.02	0.26	<.001
RSQ65	-0.21	<.001	-0.19	<.001	0.53	<.001	0.21	<.001	-0.14	0.09	-0.23	<.001
RSQ66	-0.43	<.001	-0.09	0.02	-0.17	<.001	0.47	<.001	0.13	0.10	0.17	<.001
RSQ67	-0.26	<.001	-0.03	0.44	0.22	<.001	0.43	<.001	0.00	0.96	-0.17	<.001
RSQ68	0.64	<.001	-0.10	0.03	-0.40	<.001	-0.54	<.001	-0.01	0.89	0.09	0.02
RSQ69	-0.70	<.001	-0.01	0.85	0.02	0.76	0.39	<.001	0.20	0.02	0.34	<.001
RSQ70	-0.50	<.001	0.12	0.01	-0.39	<.001	-0.11	<.001	-0.16	0.06	0.39	<.001
RSQ71	0.21	<.001	-0.06	0.12	-0.24	<.001	-0.19	<.001	0.04	0.64	0.12	<.001
RSQ72	-0.36	<.001	-0.08	0.07	-0.19	<.001	-0.17	<.001	0.07	0.44	0.61	<.001
RSQ73	-0.55	<.001	0.00	0.96	0.32	<.001	0.27	<.001	-0.03	0.70	0.11	<.001
RSQ74	-0.18	<.001	0.00	0.90	0.42	<.001	0.37	<.001	-0.01	0.95	-0.39	<.001
RSQ75	0.16	<.001	0.29	<.001	-0.01	0.79	-0.01	0.84	0.10	0.23	-0.32	<.001
RSQ76	0.09	0.02	0.41	<.001	0.14	0.01	-0.19	<.001	-0.08	0.32	-0.38	<.001
RSQ77	0.03	0.48	0.04	0.25	-0.21	<.001	0.02	0.51	0.06	0.48	-0.03	0.44

RSQ78	-0.13	<.001	0.08	0.11	0.02	0.67	0.02	0.69	-0.08	0.42	-0.14	<.001
RSQ79	0.07	0.10	-0.29	<.001	-0.60	<.001	-0.45	<.001	-0.32	<.001	0.93	<.001
RSQ80	-0.06	0.26	0.67	<.001	0.50	<.001	0.36	<.001	0.34	<.001	-0.88	<.001
RSQ81	0.28	<.001	-0.16	<.001	-0.27	<.001	-0.14	<.001	-0.10	0.23	-0.05	0.21
RSQ82	0.03	0.51	2.40	<.001	0.35	<.001	-0.61	<.001	-0.28	0.01	-1.13	<.001
RSQ83	0.33	<.001	-0.12	<.001	-0.24	<.001	-0.18	<.001	0.02	0.81	0.11	<.001
RSQ84	0.22	<.001	0.15	<.001	0.18	<.001	0.03	0.47	-0.04	0.67	-0.51	<.001
RSQ85	0.08	0.09	-0.01	0.86	-0.12	0.05	0.00	0.98	-0.02	0.83	-0.11	0.02
RSQ86	0.12	<.001	-0.20	<.001	-0.27	<.001	-0.02	0.53	-0.08	0.31	0.12	<.001
RSQ87	0.40	<.001	0.00	0.94	0.13	0.02	0.32	<.001	0.34	<.001	-0.75	<.001
RSQ88	-0.48	<.001	-0.59	<.001	-0.31	<.001	0.45	<.001	-0.07	0.40	0.45	<.001
RSQ89	-0.90	<.001	0.20	<.001	0.25	<.001	0.47	<.001	0.12	0.13	0.12	<.001
RSQ90	-0.32	<.001	0.14	<.001	0.28	<.001	0.74	<.001	0.18	0.06	-0.63	<.001

*Note.* Each row represents a single model predicting an RSQ experience item from the different people present situation categories.

## Appendix D

RSQ Item	Mean	Median	Min	Max	SD
RSQ1	6.14	6.18	3.71	7.10	0.55
RSQ2	4.84	4.84	4.22	5.69	0.27
RSQ3	5.75	5.69	4.87	6.94	0.40
RSQ4	4.60	4.60	4.12	5.04	0.23
RSQ5	4.83	4.83	3.71	5.42	0.24
RSQ6	5.50	5.56	4.73	5.95	0.28
RSQ7	6.64	6.79	5.00	7.11	0.43
RSQ8	5.87	5.91	4.86	6.77	0.41
RSQ9	5.24	5.26	3.57	6.18	0.37
RSQ10	5.21	5.20	4.67	6.14	0.28
RSQ11	5.78	5.80	4.00	6.46	0.38
RSQ12	3.78	3.83	2.65	4.43	0.34
RSQ13	5.61	5.52	5.13	6.39	0.27
RSQ14	4.31	4.28	3.80	4.87	0.26
RSQ15	3.47	3.42	2.88	4.71	0.39
RSQ16	4.14	4.11	3.53	5.57	0.31
RSQ17	3.96	3.92	3.45	4.65	0.28
RSQ18	5.32	5.44	4.29	6.33	0.46
RSQ19	5.09	5.09	4.71	5.61	0.19
RSQ20	4.46	4.40	3.63	5.37	0.35
RSQ21	5.68	5.71	4.43	6.28	0.33
RSQ22	3.77	3.75	3.44	4.54	0.24
RSQ23	5.73	5.72	5.19	6.31	0.26
RSQ24	5.76	5.74	4.86	6.35	0.33
RSQ25	4.60	4.59	3.98	5.41	0.23
RSQ26	5.17	5.17	4.50	5.68	0.28
RSQ27	4.76	4.74	4.22	5.71	0.27
RSQ28	4.26	4.25	3.71	5.07	0.28
RSQ29	5.52	5.57	4.85	6.06	0.28
RSQ30	5.16	5.19	4.11	5.90	0.32
RSQ31	5.31	5.36	4.58	6.00	0.33
RSQ32	4.31	4.26	3.57	4.95	0.30
RSQ33	4.85	4.87	3.71	5.41	0.30
RSQ34	5.26	5.27	3.86	5.89	0.35
RSQ35	3.43	3.35	2.44	5.00	0.50
RSQ36	4.25	4.31	2.83	5.15	0.43

RSQ37	4.96	4.97	3.94	6.43	0.47
RSQ38	5.31	5.27	4.60	6.15	0.32
RSQ39	6.32	6.39	5.57	6.85	0.28
RSQ40	5.41	5.44	4.35	6.38	0.44
RSQ41	5.20	5.20	4.08	5.99	0.38
RSQ42	5.90	5.88	5.00	6.85	0.35
RSQ43	5.47	5.50	4.70	6.29	0.31
RSQ44	5.75	5.73	4.85	6.38	0.26
RSQ45	5.43	5.44	4.79	6.19	0.30
RSQ46	5.24	5.24	4.55	6.03	0.30
RSQ47	6.46	6.54	4.86	7.22	0.50
RSQ48	5.47	5.46	4.40	6.32	0.43
RSQ49	5.07	4.98	4.47	6.02	0.35
RSQ50	5.46	5.45	4.58	6.14	0.30
RSQ51	4.17	4.21	3.53	4.67	0.26
RSQ52	5.46	5.45	4.99	6.10	0.24
RSQ53	4.27	4.20	3.72	5.22	0.30
RSQ54	4.39	4.39	3.29	5.22	0.30
RSQ55	5.00	5.05	3.73	5.87	0.54
RSQ56	5.28	5.32	4.17	6.00	0.42
RSQ57	4.78	4.76	3.76	5.68	0.37
RSQ58	3.79	3.80	2.77	5.14	0.41
RSQ59	2.94	2.84	2.01	4.71	0.50
RSQ60	4.46	4.45	3.94	4.89	0.23
RSQ61	4.40	4.42	3.41	5.57	0.34
RSQ62	6.07	6.09	4.57	6.64	0.35
RSQ63	4.96	4.94	4.42	5.61	0.28
RSQ64	4.34	4.30	3.62	5.43	0.40
RSQ65	4.64	4.70	3.97	5.14	0.29
RSQ66	4.97	4.96	4.14	5.60	0.27
RSQ67	6.26	6.34	5.26	6.99	0.41
RSQ68	5.25	5.25	4.28	6.43	0.37
RSQ69	5.59	5.55	4.96	6.80	0.35
RSQ70	5.40	5.39	4.78	5.94	0.22
RSQ71	4.42	4.38	3.91	4.99	0.27
RSQ72	5.72	5.69	5.20	6.47	0.24
RSQ73	5.00	4.95	4.43	5.97	0.35
RSQ74	4.88	4.91	4.27	5.54	0.28
RSQ75	3.62	3.56	2.84	5.67	0.48
RSQ76	4.85	4.86	3.73	5.47	0.31

RSQ77	5.69	5.69	4.74	6.56	0.29
RSQ78	4.95	4.91	4.40	5.68	0.32
RSQ79	5.23	5.23	4.14	6.04	0.40
RSQ80	5.04	5.06	4.28	5.93	0.35
RSQ81	4.70	4.66	4.02	5.57	0.29
RSQ82	4.91	4.84	4.00	6.20	0.44
RSQ83	4.31	4.22	3.54	6.43	0.49
RSQ84	4.71	4.63	3.77	6.29	0.47
RSQ85	3.90	3.91	2.73	5.57	0.42
RSQ86	4.30	4.27	3.89	5.00	0.25
RSQ87	4.87	4.85	4.07	5.49	0.29
RSQ88	5.26	5.31	3.54	5.90	0.39
RSQ89	6.08	6.11	4.86	6.63	0.31
RSQ90	5.55	5.61	4.11	6.57	0.43

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Number of participants in each situation class in the US and China

	Work	Studying	Leisure	Task	Other	Total
<b>United States</b>						
Alone	3	21	28	39	5	96
Family	0	5	40	17	1	63
SO	0	2	26	10	1	39
Friend	0	15	72	22	4	113
Roommate	0	6	17	11	1	35
Colleague	16	35	16	17	0	84
N/A	7	8	13	18	3	49
<b>China</b>						
Alone	7	9	58	26	2	102
Family	1	1	20	12	1	35
SO	0	0	9	3	0	12
Friend	0	0	22	6	1	29
Roommate	1	6	15	12	0	34
Colleague	29	30	25	21	2	107
N/A	4	11	6	27	1	49

## Appendix E

*Individual level similarity (average correlation) of situational experience within and across classes (activities) and countries*

	Leisure	Task	Studying	Work	Mean	Total
US	.208	.160	.237	.219	.206	.166
China	.166	.175	.249	.245	.209	.164
US-CH	.169	.151	.220	.208	.187	.151

*Individual level similarity of situational experience within and across classes (people present) and countries*

	Alone	Family	SO	Friend	Roommate	Colleague	Mean	Total
US	.123	.208	.231	.228	.198	.208	.199	.166
China	.112	.240	.229	.291	.162	.215	.208	.164
US-CH	.105	.201	.213	.229	.163	.194	.184	.151