

IDENTIFYING MEANINGFUL TYPES OF SITUATIONS IN DAILY LIFE

by

Brittany M. Thompson

A Thesis Submitted to the Faculty of

The Charles E. Schmidt College of Science

In Partial Fulfillment of the Requirements for the Degree of

Master of Arts

Florida Atlantic University

Boca Raton, FL

May 2013

Copyright by Brittany Thompson 2013

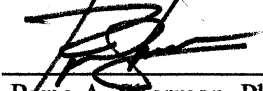
IDENTIFYING MEANINGFUL TYPES OF SITUATIONS IN DAILY LIFE

by

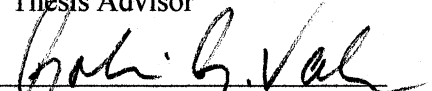
Brittany M. Thompson

This thesis was prepared under the direction of the candidate's thesis advisor, Dr. Ryne A. Sherman, Department of Psychology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the Charles E. Schmidt College of Science and was accepted in partial fulfillment of the requirements for the degree of Master of Arts.

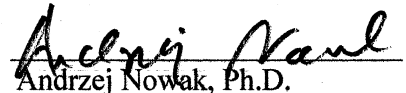
SUPERVISORY COMMITTEE:



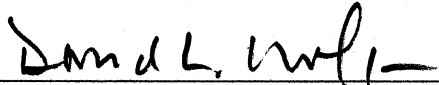
Ryne A. Sherman, Ph.D.
Thesis Advisor




Robin R. Vallacher, Ph.D.



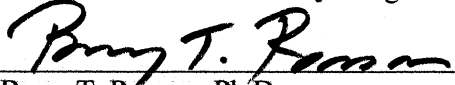
Andrzej Nowak, Ph.D.



David L. Wolgin
Chair, Department of Psychology



Gary W. Perry, Ph.D.
Dean, Charles E. Schmidt College of Science



Barry T. Rosson, Ph.D.
Dean, Graduate College

April 11, 2013

Date

ACKNOWLEDGEMENTS

Foremost, I would like to thank my advisor, Dr. Ryne Sherman. Without his guidance, support, and encouragement, I could not have finished this manuscript (especially within the time frame I set out to complete it!). His dedication, integrity, and enthusiasm continually inspire me in my life's pursuits. I am also grateful to my committee members, Dr. Robin Vallacher and Dr. Andrzej Nowak, for their unparalleled insight and expertise on this project. To my lab mates, I thank you for your time spent helping interpret data, pondering the vastness of the universe and how it correlates with psychology, and for returning my friendship. I also thank my boss, Wendy, for providing work over the past three years that has allowed me to feed myself each day, and sometimes to splurge on a caffeinated Starbucks beverage (when needed). To my dad and grandparents, I thank you for the unconditional love and support you have given me throughout this journey. And, to Ivan, my boyfriend of what will soon be four years, more than anyone you've been there for the jigs I've danced in celebration of good grades and good days, as well as the tears I've shed in frustration at the endless work weeks, absurdly long articles, many drafts of this manuscript...etc. Despite the constant ebb and flow of my life as it has been, you continue to support my efforts at fulfilling my dreams, all while doing it yourself as a post-doc. This manuscript is a culmination of these two incredible years of life, love, and learning as we have shared them.

ABSTRACT

Author: Brittany M. Thompson

Title: Identifying Meaningful Types of Situations in Daily Life

Institution: Florida Atlantic University

Thesis Advisor: Dr. Ryne A. Sherman

Degree: Master of Arts

Year: 2013

Despite long-held recognition of the importance of situations in psychological understanding and analysis, current research is lacking in discernment of structurally important elements of situations as they relate to behavior (Funder et al., 2012). Using the Riverside Situational Q-sort (RSQ: Wagerman & Funder, 2009), an 89-item measure used to assess the psychological properties of situations, the major aim of this study was to identify a reliable set of categories or types of situations that people experience every day. Data was collected online from a U.S. sample (N = 186). Participants were asked to recall details about a situation he or she experienced during the previous day (i.e. “What were you doing yesterday at this time?”). Participants were then asked to rate that situation using the RSQ. Inverse factor analyses revealed the following everyday

situation types: 1) Social Closeness, 2) Obligatory, 3) Cognitive, 4) Enjoyable/Aesthetic, and 5) Anxiety Inducing.

DEDICATION

This manuscript is dedicated to my late grandfather, George “Pappy” Sangricco. Ten years was not nearly long enough to spend with one of the most memorable persons to ever touch my life. Your wit, your wisdom, and your zeal for life remain strong and constant in my memory. You always encouraged me to shoot for the stars, because even if I fell short, I would, “at the very least,” land on the moon. I wish you could be here for this achievement, one of my life’s greatest. I know you would be proud.

IDENTIFYING MEANINGFUL TYPES OF SITUATIONS IN DAILY LIFE

List of Tables x

List of Figures xi

Introduction..... 1

 Defining Situations: Levels of Understanding and Analysis 3

 The Riverside Situational Q-Sort 6

 Assessing Situations—and Persons—with the RSQ..... 7

 Toward a Taxonomy of Situations: Long Road, Short List of Fruitful Ventures 10

 Summary and Rationale for Study 14

Method 16

 Participants 16

 Materials..... 16

 Procedure..... 17

 Data Analysis 17

Results..... 19

 Identifying Everyday Situation Types..... 19

 Identifying Everyday Situation Types by Gender..... 21

The Intrapersonal Nature of Situations	21
Discussion	23
Key Substantive Findings.....	23
Utility of the RSQ	24
Limitations	25
Future Directions.....	26
Conclusion.....	27
Appendix.....	36
References.....	39

TABLES

Table 1. Five Highest Loading Situations on Social Closeness Factor	29
Table 2. Five Highest Loading Situations on Obligatory Factor	30
Table 3. Five Highest Loading Situations on Cognitive Factor.....	31
Table 4. Five Highest Loading Situations on Enjoyable/Aesthetic Factor	32
Table 5. Five Highest Loading Situations on Anxiety Inducing Factor	33
Table 6. Differentiated Situation Means.....	34

FIGURES

Figure 1. Scree Plot.....	35
---------------------------	----

I. INTRODUCTION

“...situations and persons *interact*...exactly like genes and environments; neither can have any impact on the world at all without the contributions of both” (Funder, 2008, p.569).

Persons and situations make up two of the three branches on which the field of psychology is basally trunked, the psychological triad, which includes *persons*, *situations*, and *behaviors* (Bandura, 1978; Funder, 2006). Clearly, progress within the field of psychology is dependent on these two components in order to accomplish its goal of better understanding the workings of the human mind and the diversity in origin, influence, and execution of human behavior. Although the psychological sciences have spent considerable time researching both persons and situations, in fact, going as far as to divide the field in a decades-long “person-situation debate,” pitting sides to determine a sole conquering victor who could adorn the crown of Most Behaviorally Influential, when compared to research on persons or personality traits, progress for the study of situations has been limited (Funder, 2008). Obviously, a person’s behavior is importantly influenced by the situations he or she encounters (Lewin, 1951; Funder, 2008). In fact, this is a central tenet of the field of social psychology (Ross & Nisbett, 1991). If situations are so important, what has so far hindered the study of situations?

It is undeniable that the area of experimental social psychology has yielded a wide range of information on how situations affect behavior. Any of several prominent and popular studies may come to mind highlighting this truth through “the power of the situation” such as those on conformity (Asch, 1956), the bystander effect (Darley & Latané, 1968), and helping behavior (Darley & Batson, 1973). Despite such a wide array of information on how situations impact behavior, the field has missed out on evincing *what*, exactly, about situations makes them so important. Specifically, what are the psychologically relevant aspects of situations as they influence behavior, thought, and emotion? Instead, current literature has left us, “...with little more than the oft-repeated observation that situations matter” (Funder, 2008). If this is true, why have personality and social psychologists missed out on situational analysis?

“Dispositions and situations both have important, robust, main effects. The only difference is that whereas many variables are available for describing dispositions, a psychologist wishing to describe a situation has very few options available at present” (Funder, 2008). As this statement indicates, this discrepancy, in large part, is due to the fact that despite years of research and analysis, no tool was produced that could measure and quantify the psychologically relevant aspects of situations (Frederiksen, 1972; Reis, 2008). A recent resurgence of interest in the field, particularly on situations (Reis, 2008; Wagerman & Funder, 2009), however, has finally produced such a measure in the Riverside Situational Q-Sort¹ (RSQ: Wagerman & Funder, 2009).

¹ An early version of the RSQ, Version 2.0 (Wagerman & Funder, 2009; Sherman, Nave, & Funder, 2010) includes 81 items. The latest version (RSQ v3.15) includes 89 items.

Lack of such a tool has left the literature and the field of situational research with clear gaps, specifically the fact that there is currently no consensus about the kinds or types of situations people encounter on a regular basis. By employing the RSQ, this is precisely the gap this study was designed to help close. Research presented here moves to elucidate the kinds or types of situations people experience in everyday life, and furthermore, can help divulge what these potential situation types may reveal about human behavior, thought, and emotion. But first, a close dissection of previous research will be reviewed to help illuminate this incongruity in the literature. For starters, what, exactly, is a situation?

Defining Situations: Levels of Understanding and Analysis

Part of what obstructed the path for psychologists in producing a situational assessment tool prior to the RSQ was the muddy task of first conceptualizing the term (Sherman, 2011). What, exactly, is a situation? Building on Wagerman and Funder (2009), the psychological impact of situations can be evaluated in terms of specific characteristics. According to Merriam-Webster's Medical Dictionary (2007), a situation is defined as "the total set of physical, social, and psychocultural factors that act upon an individual in orienting and conditioning his or her behavior." Another definition, offered by the American Heritage Dictionary (2011), defines *situation* as "a combination of circumstances at a given moment." Many psychologists seem to agree with such definitive terms. Block and Block (1981, p. 87) referred to "psychological demand-qualities and structure"; Frederickson (1973, p. 22) described situations as a "set of circumstances"; and Vansteelandt and Van Mechelen (2004, p. 371) affirmed that

“situations may be characterized in terms of active psychological features.” These examples emphasize the far-reaching extent of situational influence as well as the vast descriptor terms that can be used to define their boundaries, nature, and significance; however, and most importantly in consideration of research presented here, how best might situations be studied?

When dissecting situations and situational influence, first, it would be important to consider the fact that situations entail psychological properties that exist independent of individual perception, features that Funder and colleagues (2012) refer to simply as those of *physical* or *environmental* origin. Such characteristics would include temperature, number of people present, the size of the space, and so on. Certainly, these situational aspects are sometimes behaviorally important, however, they are not often particularly interesting for psychological analysis (Funder et al., 2012).

Alternatively, situations can be conceived in relation to each *individual's experience*. Considerations for analysis on this level can be confusing, however, when one considers the simple fact that two individuals taking part in the same situation may experience that same situation differently; in essence, these same individuals might experience psychologically different situations. Although experiences such as these certainly take place, analysis at this level can result in circularity (Funder et al., 2012). If a situation is to be defined in terms of each individual's unique perception, then the situation, in effect, disappears, and its study returns to that of persons or personality.

Clearly, a more useful level of situational analysis is necessary.

“The analysis of any situation surely must begin with an attempt to specify the attributes of it that are psychologically relevant to people in general” (Wagerman & Funder, 2009, p. 30). Thankfully, one such level has been offered by way of *consensus*, or the level at which most observers of a situation would agree. Block and Block (1981) discussed the importance of this level for situational assessment with exploration of their *canonical* or *consensually* defined features. In this way, situations can be assessed like persons and rated or coded by independent judges. Of course, coders may not agree perfectly, but they will typically agree well enough to make an aggregate ratings conception analytically and predictively useful. Moreover, situations can be assessed, in general, by how people rate their properties. This is precisely the fundamental tenet on which the RSQ was designed to procure (Funder et al., 2012).

To better illustrate these three levels of situational analysis, imagine the following situation: Listening to a band play at a local bar. This situation has clearly defined *physical* and *environmental* properties such as weather conditions and temperature, especially if the event takes place outdoors, the size of the patron crowd, and the decibel level indicating the intensity of sound emanating from the stage. The situation also entails idiosyncratic details, or the impact the situation has on each *individual* in attendance. For some, the situation may be exciting. For others, the same situation might be annoying (e.g., music is too loud, too many people in such a small space...someone just spilled an alcoholic beverage on my shoe, etc.). Interestingly though and most importantly, overall, nearly every person who experiences or observes this situation would probably rate its psychological nature similarly. For instance, individuals in such a

situation might characterize it as potentially enjoyable, where interaction is possible, and including aesthetic stimuli. This is the point—the *consensual* level—at which comparison and analysis can occur. It is also the level at which the RSQ was designed to measure, a level where understanding can be divulged as to what, *exactly*, situations are and how they influence behavior in meaningful ways.

The Riverside Situational Q-Sort

The RSQ was designed with the following three principles in mind: 1) Apply to a wide range of situations (i.e. as many as possible), 2) Quantify the degree of similarity or dissimilarity between any two situations across a wide range of psychological properties, and 3) Relate to important outcomes relevant to personality (e.g., behaviors, thoughts, and emotions) (Sherman, 2011).

Item content for the RSQ was inspired by the widely used California Adult Q-Sort (CAQ), a measure designed to assess personality (Block, 1978). For each personality descriptor in the CAQ, a description was written pertaining to a situational aspect that might evoke relevant behavioral tendencies (Sherman, 2011). For example, the CAQ item referring to characteristic talkativeness generated two RSQ items, “Talking is permitted” and “Talking is expected or demanded.” CAQ items concerning an inability to deal well with anxiety yielded the RSQ item “Context is potentially anxiety-inducing.” The comprehensive nature and proven personality assessment utility of the CAQ made it a solid springboard for development of such a situational assessment tool as the RSQ. The full set for RSQ Version 3.15, the version employed in research presented here, includes 89 items (see Appendix A for a full list of items in this version).

RSQ items can be scored either by using a Q-sort—a forced choice method forming a quasi-normal distribution (Block, 1978)—or using a 1 to 9 Likert-type scale (1 = *extremely uncharacteristic*, 9 = *extremely characteristic*). For the version of the RSQ used in this study, participants were asked to rate each of the 89 items. (Since participants were recruited from a massive online data collection site, and since utilizing a Q-sort format would require specific operating system requirements for download, using rates instead of sorts was preferred to reduce potential participant confusion and other technology issues.)

Assessing Situations—and Persons—with the RSQ

The utility of the RSQ has been tested by a number of recent studies, each of which has demonstrated not only its applicability to the task, but its wide-ranging potential in situational assessment. For example, Sherman, Nave, and Funder (2010) used the RSQ to examine the relationship between situational similarity, personality, and behavioral consistency. On four occasions across four weeks, 202 undergraduate participants were asked to write about a situation he or she experienced the previous day. They were then asked to rate these situations using the RSQ (Version 2.0; Wagerman & Funder, 2009). Additionally, participants were asked to rate their behavior using the Riverside Behavioral Q-Sort (RBQ; Version 3.0; Funder, Furr, & Colvin, 2000; Furr, Wagerman, & Funder, 2010). Independent judges also rated the situations provided by the participants using the RSQ. Results showed that (a) participants' ratings of their own behavior were consistent across the four situations; (b) the four situations experienced by an individual participant tended to be described more similarly than situations

experienced by different participants; (c) situational similarity, particularly from the perspective of the individual, strongly predicted behavioral consistency, and (d) personality characteristics predicted behavioral consistency, even after controlling for situational similarity. From these results, the authors concluded that behavioral consistency in daily life stems from multiple sources including situation selection and personality influences and that the RSQ is an apt measure for a variety of situations across contexts and persons.

Sherman, Nave, and Funder (2010) also explored the structure of the RSQ by performing inverse factor analyses on their data, which indicated seven prominent everyday situational factors: 1) Social Situations; 2) School Work in Class with Others; 3) School Work at Home or Alone; 4) Recreating; 5) Getting Ready for Something; 6) Work, and 7) Unpleasant Situations. Situational content here demonstrates one of the limitations of this research in that the sample was restricted to undergraduate college students only. By sampling a larger and more diverse population, the current study furthers this research to draw more generalizable conclusions about the situations people experience every day.

Two other studies based on the same participants having provided RSQ ratings for four of their own previously experienced situations have explored similar behavioral correlates to situations and persons. Sherman, Nave, and Funder (2012) assessed congruence, or the degree to which one's personality matches one's behavior in a particular situation. They found that overall congruence was strongly related to better psychological adjustment while distinctive congruence—the degree to which an

individual's personality is atypical and its association with the degree to which his or her behavior is atypical—was not. In essence, these authors were able to conclude that any behavior exhibited in accordance with a “true self” is only related to positive psychological outcomes when it is in accordance with normative standards or normal situations. Sherman, Nave, and Funder (2013) looked at the relationship between individual situation perception (construal), personality, and gender. Results showed that while people generally agree about the psychological characteristics of situations, they also have reliably distinctive perceptions that are related to personality and gender. These studies add further demonstration of the RSQ's utility, specifically that the RSQ can quantify the degree to which people see the same situations as similar or different in psychologically meaningful ways.

Taking research using the RSQ even further—literally—Funder and colleagues (2012) are currently collecting data for a worldwide study aptly named The International Situations Project. In this study, participants are instructed to access a custom designed Web portal where they describe a situation experienced during the previous day. They are then asked to rate their situation using both the RSQ and the RBQ. One of the main goals of such a large study is to gather information that might indicate how people in different cultures experience the same or different situations on a daily basis, their behaviors, and the ways in which situations are connected to behaviors across the world. Preliminary results have revealed some interesting information that not only sheds light on answers to these questions, but supports the strength in utility of the RSQ as a valid situational measure. Based on data collected from the United States and Japan, such results indicated

that although differences exist between cultures insofar as situational perception and behavioral correlates are concerned, overall, positive correlations in the U.S. tend to be positive in Japan, while the same is true for negative correlations. As a specific example, considering RSQ item #73, “Members of the opposite sex are present,” people between both cultures reported “making relatively constant eye contact and physical contact, seeming to like the other person, expressing warmth, and feeling physically attractive, among other behaviors” (Funder et al., 2012).

Similar questions to those outlined above underlie research presented here. Specifically, what types of situations do people find themselves living and being part of every day? Just as the studies above have moved to provide better understanding of, how might this question help us better interpret everyday behaviors and general situational perception?

Toward a Taxonomy of Situations: Long Road, Short List of Fruitful Ventures

A mass of literature exists demonstrating the efforts of psychologists in attempting to devise a taxonomy of situations, though research on this front has often missed the mark in creating a useable tool for quantifying the psychological properties of a broad range of situations, or, as Reis (2008) noted, “how [situations] might systematically be compared” (p. 312). To illustrate, some studies have solely focused on particular types such as “anxiety-provoking situations” (Endler, Hunt, & Rosenstein, 1962; Krahe, 1986) or “academic study situations” (Magnusson, 1971). The problem with such a taxonomical base is pretty straightforward; it lacks wide generalizability. Essentially, “anxiety provoking” as a criterion will not be useful in assessing situations

that fall outside of this description. More expansive efforts followed, such as Van Heck (1984), Edwards and Templeton (2005), Yang, Read, and Miller (2006), and arguably the most comprehensive of all—a full-blown situational “atlas”—with Kelley, Holmes, Kerr, Reis, Rusbult, and van Lange (2003). Van Heck (1984) employed a lexical approach to identify words that would fill the following blank, “being confronted with a _____ situation.” A total of 10 situation types emerged from factor analyses including: interpersonal conflict, joint working, intimacy and interpersonal relations, recreation, traveling, rituals, sport, excesses, serving, and trading. Edwards and Templeton (2005) used a fill-in-the-blank system as well, in combination with a dictionary and separate database. Their goal was to find 1,039 words that could complete “that situation was _____” or “that was a _____ situation.” Four factors emerged from their analyses: positivity, negativity, productivity, and “ease of negotiation.” Yang, Read, and Miller (2006) used a lexical approach with Chinese idioms that describe situational contexts (e.g., “too late for regrets” and “catching up from behind”). A total of 20 hierarchically structured clusters emerged, all concerning goal attainment. Kelley, Holmes, Kerr, Reis, Rusbult, and van Lange (2003) developed an “Atlas of Interpersonal Situations” using six dimensions derived from interdependence theory (Kelley & Thibaut, 1978; Thibaut & Kelley, 1959). With this, they defined “20 of the most common situations encountered in ordinary social life” (Reis, 2008, p. 317). This situational “atlas” is certainly impressive in method and in theory, but like other efforts so far described, it falls short in offering a widely useable assessment tool for situations.

Another area in which the “Atlas” falls short is its narrow scope, specifically its regard for important situational aspects being wholly interpersonal in nature. Other research also subscribes to this view (Moskowitz & Zuroff, 2005). In three studies detailed in the referenced paper, these authors employed the Interpersonal Grid and Social Behavior Inventory (SBI; Moskowitz, 1994) to analyze agentic and communal dimensions of interpersonal behavior. While their research revealed interesting results such as generalizability across perceivers, generalizability across perceptions of events involving the same person, and convergence between perceiver and perceived person, this research, again, is restricted by its inherent limitation in regarding situations as solely interpersonal. Fournier, Moskowitz, and Zuroff (2008), and Reis (2009) also have conducted research assuming that situations are constituted only when two or more people are present. While behaviors can certainly relate to interpersonal goals (e.g., checking one’s reflection in a mirror to gauge appearance, taking a shower to increase cleanliness, etc.), many behaviors also do not. Situations are not a solely interpersonal phenomenon. In this way, such approaches leave no room for arguably half of the situations any individual experiences over the course of life all by oneself.

A recent study conducted by Rauthmann (2012) indicated links between Big Five personality traits and individuals’ perception of situations. Specifically, individuals who scored high on Neuroticism rated situations with neurotic qualities to occur more frequently, have a higher activation, and a stronger negative valence when compared to others, say, scoring high on Agreeableness or Conscientiousness. The same trend was found for each of the Big Five regarding each of their specific situation analogues. At

first reception, these results are quite intriguing, however, taking a closer look, these results, particularly the methods, are quite limited. Specifically, Rauthmann's "Big Five situations" included only items describing properties of situations (e.g., "Others react negatively toward me" and "Stressful time"), on which participants rated the frequency, valence, and activation of those "55 Big Five situations." Because participants did not rate actual situations, the results indicated by this study are strictly limited to those parameters. Another limitation of this study is met with the question of whether the Big Five can be used to sufficiently describe situations. Simply put, the Big Five were designed to measure persons, not situations (McCrae & Costa, 2008). Additionally, a growing body of literature with the target goal of identifying a taxonomy of situations has yet to suggest a five-factor model, let alone generate consensus on such a potential taxonomy (Edwards & Templeton 2005; Kelley, Holmes, Kerr, Reis, Rusbult, & van Lange, 2003; Sherman, Nave, & Funder, 2010; Yang, Read, & Miller, 2009). Furthermore, such a model as the "Big Five Situations" likely would not capture psychologically relevant aspects of situations.

Clearly, although many efforts have been made to develop all-encompassing taxonomies of situations, no single taxonomy has been widely accepted, and most importantly, nor has a proper measurement tool been developed for assessing situations, of course, excepting the Riverside Situational Q-Sort (RSQ: Wagerman & Funder, 2009). The shortcomings of each of these attempts at devising a useable situational assessment tool—mainly that we still don't know anything about the underlying structure of

situations—are precisely the areas by which the RSQ and the study herein were designed to address.

Summary and Rationale for Study

“...the argument that situations are important was, strangely, unaccompanied by research showing *which* attributes of situations were important for behavior. The purpose of the Riverside Situational Q-Sort is to fill these gaps, by providing a tool that allows situations to be compared with one another, and to identify the aspects critical for behaviors” (Funder et al., 2012).

As the previous literature review clearly indicates, a measurement tool for assessing the psychologically important aspects of situations has been a long time coming, and as such, has left the fields of personality and social psychology lacking in discernment of several important questions regarding the influence of situations on behavior. Using the RSQ, a large subject sample has been assessed to try and help identify meaningful types or clusters of situations found in everyday life. Building on research conducted by Sherman, Nave, and Funder (2010)—to date, the only study to be published that has attempted to analyze the structure of the RSQ—this study not only further explores the structure of the RSQ, but samples from a larger, more diverse population, allowing for greater generalizability of results and conclusions.

In the words of Funder (2008), “The time is past...when it was sufficient to argue that situations are important on the basis of findings that dispositions do not account for all of the behavioral variance. The next generation of research needs to formulate

variables to describe situations that are analogous, and function similarly, to the variables that describe dispositions.”

The call has been heard, as research presented here has taken arms as part of this very generation of situational assessment undertaking.

II. METHOD

Participants

A total of 203 people were recruited from Amazon's Mechanical Turk (www.mturk.com) to take part in this study. Three validity checks were included in the survey at random progression points to assess the attention level of the participants to the survey material. Participants were required to answer all of these questions correctly to be permitted to remain in the study. A total of 18 people were excluded as they did not accurately answer the three validity check questions. This left a total of 185 people (65% female, 35% male) for participation in the study. The ethnic breakdown was 82% Caucasian, 9% African American, and 5% Asian; 3% chose "Other" and 1% chose "No Response." The sample was diverse in lifespan with an average age of 33.4 years, and a breakdown of 32% aged 18 to 25, 23% aged 26 to 30, 22% aged 31 to 40, 14% aged 41 to 50, 7% aged 51 to 60, and 2% aged 61 and older. Parameters were set to include only IP addresses originating from the United States so as to restrict the subject population and also to maintain language consistency, as the survey used was provided in English only.

Materials

Riverside Situational Q-Sort (RSQ). The Riverside Situational Q-Sort (RSQ v3.15; Sherman, Nave & Funder, 2010; Wagerman & Funder, 2009) is an 89-item measure designed to capture the psychological properties of situations. The RSQ consists of 89 statements that can be used to describe a situation (e.g., "Frustrating or adverse,"

“Social interaction is possible,” “Situation includes aesthetic stimuli,” “Physical attractiveness is salient”). The RSQ items were adapted from the California Adult Q-Set (CAQ; Bem & Funder 1978; Block 1978). In this study, participants rated each of the 89 RSQ items on a 1 (*extremely uncharacteristic*) to 9 (*extremely characteristic*) Likert-type scale to describe their situation.

Procedure

Participants were compensated \$0.50 for successful completion of the study. Each participant who completed the study in full—answered all of the questions on the survey—was provided a completion code to enter at the end of the survey. A list of all completed participants via his or her individual IP address and completion code were reviewed the following day, at which time compensation was immediately disbursed.

Participants were asked to briefly describe one situation that he or she experienced during the previous day. Specifically, participants were asked, 1) “What were you doing yesterday (24 hours ago) at this time?” (i.e. their behavior), 2) Where were you performing the behavior?, and 3) Who or whom were you with? (if anyone was with them at all).²

Participants were then asked to describe the psychological properties of the situation they experienced using the RSQ (see Materials section).

Data Analysis

An inverse factor analysis using a step-up approach (Rosenthal & Rosnow, 2008) was used to assess the data collected. Such an analysis is conducted by first transposing

² Although, “What were you doing?” is technically a question about behavior, participants respond with situational descriptions (Sherman, Nave, & Funder, 2013).

the traditional persons by items data matrix into an items by persons data matrix (i.e., each column consists of a single person's ratings of his or her situation). This transposed data matrix is then submitted to an exploratory factor analysis using varimax and/or direct oblimin rotations. Following Rosenthal and Rosnow (2008), factors were extracted and examined, beginning with the first unrotated factor solution, until doing so no longer yielded sensible or meaningful types of situations, at which point the last sensible factor solution was retained.

III. RESULTS

Identifying Everyday Situation Types

Following the approach taken by Sherman, Nave, and Funder (2010), to identify meaningful clusters, or types of situations, an exploratory inverse factor analysis was employed where the 185 situations served as “variables” and the 89 items of the RSQ served as “participants.” Using a direct oblimin rotation with a step-up approach (Rosenthal & Rosnow, 2008) solutions for 1 to 6 possible rotated components were examined (first six eigenvalues = 45.03, 17.55, 10.74, 7.07, 5.39, 4.95; see scree plot in Figure 1). Component loadings and the scoring coefficients were also examined for each of the rotated solutions. Ultimately, a five-factor solution was retained as the most sensible, accounting for 46% of the variance. Provisionally, these “situation types” were labeled as: 1) Social Closeness (e.g., “I was at home eating lunch with my girlfriend and watching television”; “I was at home watching Seinfeld with my fiancée in our house”); 2) Obligatory (e.g., “...I was performing manual labor/yard work for a friend;” “I was at home preparing dinner for me and my husband”); 3) Cognitive (e.g., “I was at home sitting on the couch with my laptop working on MTurk hits”; “I was taking surveys on the computer in my den by myself”); 4) Enjoyable/Aesthetic (e.g., “I was sitting alone in my bedroom surfing the Internet after having taken a shower”; “I...turned on the TV, put a burrito in the toaster oven and laid down for a short rest”), and 5) Anxiety Inducing (e.g., “I was shopping for some specific organic foods at Clarke's...I was disappointed as

they were out of most of the things we wanted”; “I was in the process of taking the preparation for my first colonoscopy at home”). The top five highest factor loadings for each situation type or cluster are listed in Tables 1 through 5, respectively. As a means for estimating the number of situations comprising each of these factors, each situation was considered as a member of the factor in which it had the highest factor loading. Approximately 44% of situations loaded most highly on the Social Closeness factor, 17% on the Obligatory factor, 16% on the Cognitive factor, 12% on the Enjoyable/Aesthetic factor, and 11% on the Anxiety Inducing factor.

To better demonstrate the uniqueness of each of the five situation types as they relate to participants’ ratings of their own situations using the 89 items of the RSQ, “differentiated situation means” were calculated for each RSQ item on each situation or cluster type (see Table 6). To arrive at the figures in this table, first, all situations that had factor loadings on a cluster at $|\geq .30|$ or greater were identified as belonging to that situation cluster. Next, the RSQ ratings of all situations belonging to a cluster were averaged, yielding the prototypical (average) situation for each cluster. To emphasize the uniqueness of these different prototypes, an unweighted average of the five cluster prototypes was computed and subtracted from each cluster. These “differentiated means” displayed in Table 6, then, represent the degree to which each type of situation is different from the other types of situations. Table 6 displays the five highest differentiated means for each of the five situation types on their corresponding RSQ items as indicated by “*”. For example, the most uniquely indicative RSQ items describing the Social Closeness situation type include: 1) Members of the opposite sex

are present, 2) Potential for romantic partners for P are present, 3) Close relationships are present or have a potential to develop, 4) A reassuring other person is present, and 5) Social interaction is possible. Basically, Table 6 indicates what items of the RSQ are best at identifying each of the five situation types revealed in this study.

Identifying Situation Types by Gender

Analyses were also conducted to examine whether males and females experience the same or different situation types in daily life. Although analyses indicated that females from the sampled population experience four different situation types and males experience five situation types, being that the total sample of 185 participants was divided by gender (65% female and 35% male), and further divided as factors emerged during the step-up approach process, few situations remained in latter factors that could be used to determine category names or types of situations. This fact limited the generalizability of conclusions that may be drawn from such analyses and thus it was decided that this aspect of the study should be abandoned and taken up in a future study employing a larger sample.

The Intrapersonal Nature of Situations

Considering the girth of current literature emphasizing the distinct interpersonal nature of situations (Moskowitz, 1994; Kelley, Holmes, Kerr, Reis, Rusbult, & van Lange, 2003; Moskowitz & Zuroff, 2005; Fournier, Moskowitz, & Zuroff, 2008; Reis, 2009), it's interesting to note that 30% of all situations reported by participants in this study were explicitly noted as wholly intrapersonal; word for word, participants wrote

that during their particular described situation, he or she was completely “alone” or “by myself.”

IV. DISCUSSION

Key Substantive Findings

The major aim of research presented here was to identify psychologically meaningful types of situations in everyday life. Moreover, this research was designed to help elucidate the underlying structure of situations and to get at the fundamental question that has so long evaded the study of situations since a useable tool for quantifying situations had, until recently with design of the RSQ, been missing. Using the RSQ, five distinct everyday situation types were revealed: 1) Social Closeness, 2) Obligatory, 3) Cognitive, 4) Enjoyable/Aesthetic, and 5) Anxiety Inducing. Based on the goodness of fit as demonstrated by factor loadings for those situations falling under the Social Closeness category (see Table 1), as well as the fact that nearly half (44%) of all situations reported fit into this cluster, it can be concluded that the majority of situations people experience on a daily basis involve others (i.e. they are interpersonal). This would support the direction some research has taken in emphasizing the importance of interpersonal situations (Moskowitz, 1994; Kelley, Holmes, Kerr, Reis, Rusbult, & van Lange, 2003; Moskowitz & Zuroff, 2005; Fournier, Moskowitz, & Zuroff, 2008; Reis, 2009); however, as evidenced by results reported previously, nearly a full third of all reported situations in this study indicated fully intrapersonal—versus wholly interpersonal—situations. According to research presented here, research assuming that situations are solely interpersonal phenomena is flatly incorrect.

Yet another challenge tackled by the current study was that of exploring the possibility of a situational taxonomy for classifying everyday situation types. While many taxonomies and “types” of situations have been tried (Endler, Hunt, & Rosenstein, 1962; Krahe, 1986; Magnusson, 1971; Van Heck, 1984; Kelley, Holmes, Kerr, Reis, Rusbult, & van Lange, 2003; Edwards & Templeton, 2005; Yang, Read, & Miller, 2006; Rauthmann, 2012), none of these measures can apply to a wide range of situations across both contexts and persons. This study has explored a potential taxonomy of situation types by utilizing a situational assessment tool designed and tested (Sherman, Nave, & Funder, 2010; Sherman, Nave, & Funder, 2013) to serve this wide and generalizable application.

Finally, and although it was not a goal of research presented here, the situation types indicated by analyses performed and described above demonstrate striking similarity to the Big Five. Specifically, Conscientiousness could be related to Obligatory situations, Neuroticism evokes Anxiety Inducing situation characteristics, Extraversion could be linked with situations involving Social Closeness, and Openness/Intellect makes sense in terms of Enjoyable/Aesthetic and Cognitive situation types. The intuitive relationship between Agreeableness and one of the situation types indicated in this study, however, is less clear.

Utility of the RSQ

This research is among several recent studies to use the RSQ since it was first developed and tested by Wagerman and Funder (2009). Thus, beyond conclusions and results presented here with substantive merits of their own, this study adds to our

understanding of the properties and utility of the still developing RSQ. Previous publications have demonstrated that the RSQ can be used to measure similarities and differences between two or more situations (Sherman, Nave, & Funder, 2010), test specific psychological theories about situations (Sherman, Nave, & Funder, 2012), and examine cross-cultural differences and similarities between situations and behavior (Funder et al., 2012). This study adds yet another example of how the RSQ can be used to assess situations, specifically in that it can be employed to parse out situation types as people experience them in everyday life. Further utility for the RSQ may be discovered and developed as research progresses.

Limitations

The most foreseeable limitation of the current study is its sample size. As indicated in the Results section, analyses by gender were inconclusive since fewer situations were left during the inverse factor analysis step-up approach to classify emerging cluster or situation types. Fewer situations mean restricted if not nonexistent generalizability of results. In the future, collecting a larger sample size would be ideal so that such analyses might produce informative results as to how males and females might experience different or similar situation types in daily life.

Another limitation of the current study is its exploratory nature in data analysis. The choice for this approach, of course, is based on the fact that there is currently no consensus as to a factor structure or list of distinct situation types encompassing psychologically relevant everyday life experiences. Although studies supporting the RSQ's utility and applicability to the task of quantifying the psychologically relevant

aspects of situations have been published (Sherman, Nave, & Funder, 2010; Sherman, Nave, & Funder, 2012; Funder et al., 2012; Sherman, Nave, & Funder, 2013), the RSQ is still a new measure; it's internal reliability and structure continue to be tested. For these reasons, no specific hypothesis or a priori factor structure was used as a base to conduct a confirmatory analysis. In the future, confirmatory analyses will be necessary to quantify the validity of such a factor structure as presented in the current study.

Future Directions

Perhaps some of the most interesting conclusions offered by this study lie in potential future directions research utilizing the RSQ may take. One such direction is offered from the perspective of social psychology. In terms of action identification theory (Wegner & Vallacher, 1984; Vallacher & Wegner, 1987), the RSQ might be used to assess *high* or *low level* perceptions of situations as individuals experience them. Specifically, certain priming techniques may be employed to determine if individuals construct situations differently depending on the priming used. In the same research vein, the RSQ may be able to determine the degree to which situations can be classified as normative, situationally strong, or situationally weak. Specifically, would participants rate or sort non-normative or loose situations differently than those falling out of the normal range? Such research might help provide a better understanding of what constitutes “normal” situations, as well as, and using similar methods to those used in this study, what normative situation types may exist in everyday life (perhaps the five indicated by the present study?).

From a clinical perspective, the RSQ may have potential in determining whether individuals construe situations differently based on psychological disorders such as paranoid or schizoid personality disorders. This idea is based on research conducted by Sherman, Nave, and Funder (2013) who found that situational construal can be differentiated by gender and personality traits (i.e. the Big Five). If differences have been found to exist on these dimensions as far as situations are perceived, might the RSQ be useful in identifying individuals who construe situations outside of the norm? On this level, the RSQ might also be able to parse out emotional factors related to situations on an individual level that might be useful in a clinical setting and for individual psychological evaluation.

Conclusion

The present study has provided an empirically derived structure of everyday types of situations that may allow psychologists to better understand any given situation in which a person may find him or herself. Although past research has ventured toward the same goal (Endler, Hunt, & Rosenstein, 1962; Krahe, 1986; Magnusson, 1971; Van Heck, 1984; Kelley, Holmes, Kerr, Reis, Rusbult, & van Lange, 2003; Edwards & Templeton, 2005; Yang, Read, & Miller, 2006; Rauthmann, 2012), no such study employed a measure that could assess situations on the broad spectrum in which they inherently exist. Specifically, until the RSQ, no situational measure had been employed that could: 1) apply to a wide range of situations, 2) quantify the degree of similarity or dissimilarity between any two situations across a wide range of psychological properties, and 3) relate to important outcomes relevant to personality (Sherman, 2011). This is

precisely where the present study makes headway, along with other recent studies to employ the RSQ (Sherman, Nave, & Funder, 2010; Sherman, Nave, & Funder, 2012; Funder et al., 2012; Sherman, Nave, & Funder, 2013), in helping to fill current gaps in the situation literature as outlined in the Introduction. Furthermore, using the five situation types indicated by this study, measures could be developed specifically aimed at quantifying these specific situation types.

Table 1. Five Highest Loading Situations on Social Closeness Factor.

Situation Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
“I was at home, eating lunch with my girlfriend and watching television.”	.85*	-.00	-.15	.19	-.06
“I was watching Pawn Stars. I was at my boyfriend's house. I was with my boyfriend.”	.82*	-.01	-.15	.17	-.13
“I was eating dinner at Red Lobster with Andrew.”	.81*	.10	.02	-.02	-.23
“I was watching a television show with a friend while eating snacks at my home.”	.78*	-.03	.04	.14	.04
“I was playing cards with family and friends in the picnic area of the Great Smoky Mountains National Park.”	.78*	.03	-.09	.07	.03

Note. Situation descriptions are direct quotes from participants. * = Factor loadings > .7.

Table 2. Five Highest Loading Situations on Obligatory Factor.

Situation Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
“I was performing manual labor/yard work for a friend. I was moving dirt, removing weeds, and eliminating moss. It was warm and sunny outside and I was by myself most of the time.”	-.09	.73*	.20	.14	.05
“I was at home preparing dinner for me and my husband.”	.21	.68*	-.06	-.15	.17
“I was cooking in the kitchen by myself.”	-.17	.68*	.12	.25	.03
“I was taking care of my 2 year old son who fractured his collarbone. My fiancée was helping me. We were at home with him.”	.08	.65*	-.22	-.19	.30
“I was stuffing envelopes that were going to be sent to local internists.”	-.01	.64*	.30	.12	.06

Note. Situation descriptions are direct quotes from participants. * = Factor loadings > .6.

Table 3. Five Highest Loading Situations on Cognitive Factor.

Situation Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
“I was at home, sitting on the couch with my laptop. I was alone and I was working on MTurk Hits.”	-.06	.05	.73*	.09	.06
“I was taking surveys on my computer in my den. I was by myself.”	.19	-.07	.73*	-.03	-.08
“I was working on the computer.”	.07	-.10	.67*	.24	.02
“I was completing tasks on Amazon Mechanical Turk. I was in my bedroom, and no one was with me.”	-.06	-.03	.65*	.06	.20
“I was at home, sitting at the dining room table writing articles for a veterinarian. My children were with me.”	.12	.23	.65*	-.20	-.06

Note. Situation descriptions are direct quotes from participants. * = Factor loadings > .6.

Table 4. Five Highest Loading Situations on Enjoyable/Aesthetic Factor.

Situation Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
“I was sitting in my bedroom alone surfing the Internet after having taken a shower.”	.10	-.10	.15	.76*	-.12
“I was arriving home from work alone as usual. I went inside turned on the TV, put a burrito in the toaster oven and laid down for a short rest.”	.10	.20	.01	.72*	-.02
“Eating a burrito left over from lunch yesterday in my room by myself.”	.20	.16	-.02	.72*	.03
“I was watching Brooklyn 11223 on the TV while lying on the couch. I was waiting for the kids to take their nap but I was alone.”	.24	.01	.02	.67*	.18
“I was laying in bed with my dogs sleeping beside me and working on a cross stitch pattern while watching television.”	.18	-.06	.11	.66*	.23

Note. Situation descriptions are direct quotes from participants. * = Factor loadings > .6.

Table 5. Five Highest Loading Situations on Anxiety Inducing Factor.

Situation Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
“I was shopping for some specific organic foods at Clarke's. My son was with me. I was disappointed as they were out of most of the things we wanted.”	-.05	.30	-.05	-.05	.65*
“I was driving to work from home. I was alone and listening to a podcast through my smartphone.”	-.21	.12	.22	0.20	.61*
“I was watching the Lakers vs. Nuggets game in my living room in my rocking chair. I was by myself.”	.06	-.16	.01	.18	.58*
“I was doing my job search on the computer at home.”	-.30	.23	.17	.19	.53*
“I was watching the Knicks and the Heat. I was in my room and downstairs cooking and my roommates were here.”	-.17	.05	-.01	.14	.50*

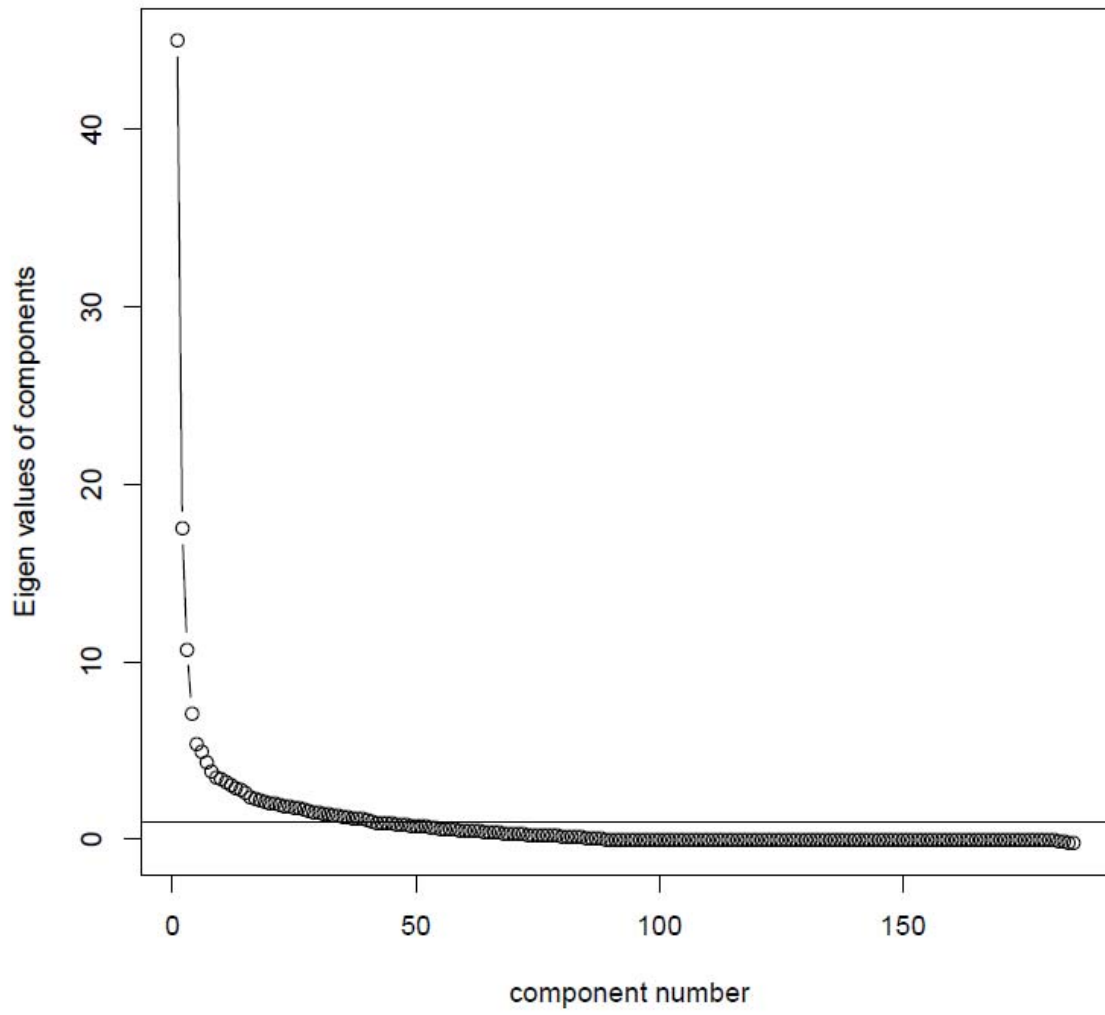
Note. Situation descriptions are direct quotes from participants. * = Factor loadings > .5.

Table 6. Differentiated Situation Means.

RSQ Item #	RSQ Content	Social Closeness	Obligatory	Cognitive	Enjoyable/Aesthetic	Anxiety Inducing
073	Members of the opposite sex are present.	2.49*	1.07	-1.33	-1.33	-.90
074	Potential romantic partners for P are present.	2.45*	.25	-.91	-.91	-.88
051	Close relationships are present or have potential to develop.	2.40*	-.07	-.88	-1.35	-.10
022	A reassuring other person is present.	2.06*	.35	-.83	-1.66	.08
056	Social interaction is possible.	2.01*	.90	-1.24	-1.37	-.30
006	P is counted on to do something.	-1.0	2.19*	1.30	-2.07	-.42
003	A job needs to be done.	-1.70	1.92*	1.79	-1.44	-.58
062	P controls resources needed by others.	-.55	1.68*	.66	-1.01	-.78
009	P is being asked for something.	-.24	1.35*	.66	-1.49	-.28
067	Situation makes demands on P (explicitly or implicitly).	-1.07	1.22*	.91	-1.14	.08
013	Affords opportunity to demonstrate intellectual capacity.	-.42	-1.32	2.40*	-.98	.32
053	Situation includes intellectual or cognitive stimuli.	.14	-1.76	1.97*	-.53	.18
068	Affords an opportunity to express or demonstrate ambition.	-.46	.50	1.92*	-.80	-1.16
024	A decision needs to be made.	-.74	.09	1.80*	-1.38	.23
003	A job needs to be done.	-1.70	1.92	1.79*	-1.44	-.58
049	Affords an opportunity to ruminate, daydream or fantasize.	.14	-1.01	-.37	1.33*	-.09
019	Introspection is possible.	.07	-1.33	.67	.77*	-.18
059	Situation includes sensuous stimuli.	1.49	.66	-1.01	.72*	-1.86
076	Situation is basically simple and clear-cut.	.42	.49	-.53	.62*	-1.0
060	Situation is relevant to bodily health of P.	-.08	.41	-.81	.39*	.09
048	Situation entails or could entail stress or trauma.	-1.0	-.41	-.21	-.71	2.33*
066	Situation is potentially anxiety-inducing.	-1.28	-.32	.61	-1.14	2.14*
030	Situation entails frustration.	-1.04	-.46	.69	-1.21	2.03*
033	Situation would make some people tense and upset.	-.74	-.10	.08	-1.12	1.88*
034	Situation includes one or more small annoyances.	-1.06	.44	.31	-1.22	1.53*

Note. Top five highest differentiated situation means for each situation type = *.

Figure 1. Scree Plot



APPENDIX A

The Riverside Situational Q-Sort Version 3.15

1. Situation is potentially enjoyable.
2. Situation is complex.
3. A job needs to be done.
4. Someone is trying to impress P.
5. Someone is trying to convince P of something.
6. P is counted on to do something.
7. Talking is permitted.
8. Talking is expected or demanded.
9. P is being asked for something.
10. Someone needs help.
11. Minor details are important.
12. Situation evokes values concerning lifestyles or politics.
13. Affords an opportunity to demonstrate intellectual capacity (e.g., an intellectual discussion, a complex problem needs to be solved).
14. Situation is uncertain.
15. Another person (present or discussed) is under threat.
16. P is being criticized, directly or indirectly.
17. Someone is attempting to dominate or boss P.
18. Situation is playful.
19. Introspection is possible (e.g., the atmosphere allows or encourages reflection upon deeply personal issues).
20. Things are happening quickly. (Low placement implies things are happening slowly.)
21. Someone (present or discussed) is unhappy or suffering.
22. A reassuring other person is present.
23. P is being blamed for something.
24. A decision needs to be made.
25. Rational thinking is called for.
26. Situation calls for self-restraint.
27. Situation involves competition.
28. Affords an opportunity for P to do things that might make P liked or accepted.

29. Others are present who need or desire reassurance.
30. Situation entails frustration (e.g., a goal is blocked).
31. Physical attractiveness of P is relevant.
32. It is important for P to make a good impression.
33. Situation would make some people tense and upset.
34. Situation includes one or more small annoyances.
35. Situation might evoke warmth or compassion.
36. A person or activity could be undermined or sabotaged.
37. It is possible for P to deceive someone.
38. Someone else in this situation (other than P) might be deceitful.
39. Situation may cause feelings of hostility.
40. People are disagreeing about something.
41. Affords an opportunity to express unusual ideas or points of view.
42. Situation contains physical threats.
43. Situation contains emotional threats.
44. Situation raises moral or ethical issues (e.g., a moral dilemma is present; a discussion of morality).
45. A quick decision or quick action is called for.
46. Situation allows a free range of emotional expression.
47. Others present might have conflicting or hidden motives.
48. Situation entails or could entail stress or trauma.
49. Affords an opportunity to ruminate, daydream or fantasize.
50. Situation has potential to arouse guilt in P.
51. Close personal relationships are present or have the potential to develop.
52. Someone other than P is counted on to do something.
53. Situation includes intellectual or cognitive stimuli (e.g., books, lectures, intellectual conversation).
54. Assertiveness is required to accomplish a goal.
55. Situation includes potential for immediate gratification of desires (e.g., food, shopping, sexual opportunities).
56. Social interaction is possible.
57. Situation is humorous or potentially humorous (if one finds that sort of thing funny).
58. P is the focus of attention.
59. Situation includes sensuous stimuli. (e.g., touch, taste, smell, physical contact)
60. Situation is relevant to bodily health of P (e.g., possibility of illness; a medical visit).
61. Success in this situation requires self-insight.
62. P controls resources needed by others.

63. Others present a wide range of interpersonal cues (e.g., body language, tone of voice, social signals).
64. Situation includes behavioral limits (e.g., rules or social norms that might or might not be challenged).
65. Situation includes aesthetic stimuli (e.g., art, music, drama, beauty).
66. Situation is potentially anxiety-inducing.
67. Situation makes demands on P. (either explicitly or implicitly)
68. Affords an opportunity to express or demonstrate ambition.
69. Situation might make P feel inadequate.
70. Situation includes stimuli that could be construed sexually.
71. Situational demands are rapidly shifting.
72. P is being abused or victimized.
73. Members of the opposite sex are present.
74. Potential romantic partners for P are present.
75. Situation has potential to arouse competing motivations.
76. Situation is basically simple and clear-cut.
77. Affords an opportunity to express charm.
78. Situation involves social comparison.
79. Situation raises issues of power. (for P or others present)
80. Affords an opportunity to express masculinity.
81. Others may need or are requesting advice from P.
82. Independence or autonomy of P is questioned or threatened.
83. Situation is potentially emotionally arousing.
84. Affords an opportunity for demonstrating verbal fluency (e.g., a debate, a monologue, an active conversation).
85. People who are present occupy different social roles or levels of status.
86. P is being pressured to conform to the actions of others.
87. Success requires cooperation.
88. P is being complimented or praised.
89. Affords an opportunity to express femininity.

REFERENCES

- Asch, S. E. (1956). Studies of independence and conformity: A minority of one against a unanimous majority. *Scientific American*, 70(9), 1-70.
- Bandura, A. (1978). The self-system in reciprocal determinism. *American Psychologist*, 33, 344-358.
- Bem, D., & Funder, D. (1978). Predicting more of the people more of the time: Assessing the personality of situations. *Psychology Review*, 85, 485-501.
- Block, J., & Block, J. H. (1981). Studying situational dimensions: A grand perspective and some limited empiricism. *Toward a Psychology of Situations: An Interactional Perspective* (In D. Magnusson (Ed.) ed., pp. 85-102). Hillsdale, NJ: Erlbaum.
- Block, J. (1978). *The Q-sort method in personality assessment and psychiatric research*. Palo Alto, CA: Consulting Psychologists Press (Originally published in 1961).
- Darley, J., & Batson, C. (1973). From Jerusalem to Jericho: A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, 27, 100-108.
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4), 377-383.
- Edwards, J., & Templeton, A. (2005). The structure of perceived qualities of situations. *European Journal of Social Psychology*, 35(6), 705-723.

- Endler, N., Hunt, J., & Rosenstein, A. (1962). An S-R inventory of anxiousness. *Psychological Monographs: General and Applied*, 76, 1-33.
- Fournier, M., Moskowitz, D., & Zuroff, D. (2008). Integrating dispositions, signatures, and the interpersonal domain. *Journal of Personality and Social Psychology*, 94, 531-545.
- Frederiksen, N. (1972). Toward a taxonomy of situations. *American Psychologist*, 27(2), 114-123.
- Funder, D. C., & Ozer, D. J. (1983). Behavior as a function of the situation. *Journal of Personality and Social Psychology*, 44(1), 107-112.
- Funder, D. C. (2006). Towards a resolution of the personality triad: Persons, situations, and behaviors. *Journal of Research in Personality*, 40(1), 21-34.
- Funder, D. C. (2008). Persons, Situations, and Person-Situation Interactions. *Handbook of Personality: Theory and Research* (3rd ed., pp. 568-580). New York: The Guilford Press.
- Funder, D. C., Guillaume, E., Kumagai, S., Kawamoto, S., & Sato, T. (2012). The person-situation debate and the assessment of situations. *Japanese Journal of Personality*, 21, 1-11.
- Furr, R. M. (2009). Personality psychology as a truly behavioural science. *European Journal of Personality*, 23, 369-401.
- Furr, R. M., Wagerman, S., & Funder, D. C. (2010). Personality as manifest in behavior: Direct behavioral observation using the revised Riverside Behavioral Q-sort (RBQ-3.0). In C. R. Agnew, D. E. Carlston, W. G. Graziano, & J. R. Kelly

- (Eds.), *Then a miracle occurs: focusing on behavior in social psychological theory and research*. (pp. 186-204). Oxford University Press.
- Kelley, H. H., & Thibaut, J. W. (1978). *Interpersonal relations: a theory of interdependence*. New York: Wiley.
- Kelley, H. H., Holmes, J., Kerr, N., Reis, H., Rusbult, C., & Lange, P. v. (2003). *An Atlas of Interpersonal Situations*. Cambridge, UK: Cambridge University Press.
- Krahe, B. (1986). Similar perceptions, similar reactions: An idiographic approach to cross-situational coherence. *Journal of Research in Personality*, 20(20), 349-361.
- Lewin, K. (1951). *Field theory in social science*. New York: McGraw-Hill.
- Magnusson, D. (1971). An analysis of situational dimensions. *Perceptual And Motor Skills*, 32, 851-867.
- McCrae, R., & Costa, P. J. (2008). The five-factor theory of personality. *Handbook of Personality: Theory and Research* (pp. 159-181). New York: The Guilford Press.
- Moskowitz, D. (1994). Cross-situational generality and the interpersonal circumplex. *Journal of Personality and Social Psychology*, 66, 921-933.
- Moskowitz, D., & Zuroff, D. (2005). Assessing interpersonal perceptions using the Interpersonal Grid. *Psychological Assessment*, 17(2), 218-230.
- Rauthmann, J. (2012). You say the party is dull, I say it is lively: A componential approach to how situations are perceived to disentangle perceiver, situation, and perceiver x situation variance. *Social psychological and personality science*, 3(5), 519-528.

- Reis, H. (2008). Reinvigorating the concept of situation in social psychology. *Personality and Social Psychology Review*, 12(4), 311-329.
- Rosenthal, R. & Rosnow, R. L. (2008). *Essentials of Behavioral Research: Methods and Data Analysis (3rd ed.)*. New York: McGraw-Hill.
- Ross, L., & Nisbett, R. E. (1991). *The person and the situation: perspectives of social psychology*. Philadelphia: Temple University Press.
- Sherman, R.A. (2011). Assessing persons, situations and behavior: Implications for consistency, congruence and construal. Doctoral dissertation. University of California Riverside.
- Sherman, R., Nave, C., & Funder, D. (2010). Situational similarity and personality predict behavioral consistency. *Journal of Personality and Social Psychology*, 99(2), 330-343.
- Sherman, R., Nave, C., & Funder, D. (2012). Properties of persons and situations related to overall and distinctive personality-behavior congruence. *Journal of Research in Personality*, 46, 87-101.
- Sherman, R. A., Nave, C. S., & Funder, D. C. (2013). Situational construal is related to personality and gender. *Journal of Research in Personality*, 47(1), 1-14.
- Situation. (n.d.). *Dictionary.com*. Retrieved February 9, 2013, from <http://dictionary.reference.com/browse/situation>

Situation. (n.d.). *American Heritage Dictionary - Search*. Retrieved February 15, 2013,

from

[http://ahdictionary.com/word/search.html?q=situation&submit.x=55&submit.y=](http://ahdictionary.com/word/search.html?q=situation&submit.x=55&submit.y=25)

25

Thibaut, J. W., & Kelley, H. H. (1959). *The social psychology of groups*. New York: Wiley.

Heck, G. V. (1984). The construction of a general taxonomy of situations. *Personality psychology in Europe: theoretical and empirical developments* (pp. 149-164). Lisse: Swets & Zeitlinger.

Vansteelandt, K., & Mechelen, I. V. (2004). The personality triad in balance: Multidimensional individual differences in situation-behavior profiles. *Journal of Research in Personality, 38*, 367-393.

Wagerman, S., & Funder, D. C. (2009). *Cambridge Handbook of Personality*. Cambridge, U.K.: Cambridge University Press.

Wegner, D., Vallacher, R. (1984). The emergence of action. *Journal of Personality and Social Psychology, 46*, 269-279.

Wegner, D., Vallacher, R. (1987). What do people think they're doing? Action identification and human behavior. *Psychological Review, 94*, 3-15.

Yang, Y., Read, S. J., & Miller, L. C. (2006). A taxonomy of situations from Chinese idioms. *Journal of Personality Research, 40*, 750-778.