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**Revealed Traits: A Novel Method for Estimating Cross-Cultural Similarities and
Differences in Personality**

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Abstract

Cross-cultural research on personality has often led to surprising and counter-theoretical findings, which have led to concerns over the validity of country-level estimates of personality (e.g., Heine, Buchtel, & Norenzayan, 2008). The present study explores how cross-cultural differences can be indexed via *revealed trait* estimates, which index the personality traits of individuals or groups indirectly through their likelihood of responding in particular ways to particular situations. In two studies, we measure self-reports of personality, revealed traits, and revealed preferences for different expected effects (e.g., experiencing excitement) of two cultural groups (U.S. and Singaporean participants). We found typical East-West differences in personality using self-report scales, such as lower levels of Conscientiousness- and Extraversion-related characteristics among Singaporean participants relative to U.S. participants. We found evidence of scale use extremity differences in self-report personality scales, but not in revealed trait estimates. Using revealed traits, we found evidence of strikingly high levels of similarity in terms of overall action endorsement, revealed trait estimates, and revealed preferences. However, this was qualified by consistent differences in revealed trait estimates of Extraversion-related characteristics, and less consistent differences in revealed trait estimates of Conscientiousness-related characteristics. We also found consistent differences in preferences for different expected effects; for example, Singaporean participants reported lower likelihood of performing actions expected to result in experiencing stimulation or excitement than U.S. participants. Results suggest that similarities in action endorsements and revealed traits may be driven by common preferences for social inclusion and benevolence, and differences may be driven by differing preferences for expending effort, experiencing stimulation, and social attention.

Revealed Traits: A Novel Method for Estimating Cross-Cultural Similarities and Differences in Personality

How do we estimate personality differences between cultural groups? One way is to collect self- or other-reports of the personality construct from people in each culture (e.g., the U.S. and Singapore), and then compare their mean levels (e.g., cultural difference in Conscientiousness between U.S. and Singapore = $M_{US} - M_{SG}$). Many studies have followed this procedure (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling, Rentfrow, & Swann, 2003; McCrae, Terracciano, & 79 members of the Personality Profiles of Cultures Project, 2005; McCrae, Yik, Trapnell, Bond, Paulhus, 1998; Möttus, Allik, & Realo, 2010; Möttus et al., 2012a, 2012b; Schmitt, Allik, McCrae, & Benet-Martínez, 2007). However, this approach raises several methodological concerns, such as reference group effects (Heine, Lehman, Peng, & Greenholtz, 2002; Heine, Buchtel, & Norenzayan, 2008; Möttus et al., 2012b; Wood & Rogers, 2011), differences in response style (Hamamura, Heine, & Paulhus, 2008; Möttus et al., 2012a), and the activation of cultural mindsets (Chen, Lam, Buchtel, & Bond, 2013). These concerns are bolstered by negative correlations between mean-level traits and people's perceptions of their own culture (McCrae & Terracciano, 2006), as well as other criterion validity issues (e.g., Conscientiousness and GDP; Heine et al., 2008; Oishi & Roth, 2009).

In the current study, we introduce a new methodology for assessing the personality traits of individuals or groups. Specifically, we adapt *revealed preference methodology* (Eastwick & Finkel, 2008; Fisman, Iyengar, Kamenica, & Simonson, 2008; Samuelson, 1948; Wood & Brumbaugh, 2009) to estimate traits indirectly through the endorsement of trait-relevant actions. In this *revealed traits* technique, the trait tendencies of individuals or groups are manifested through their performance or non-performance of actions characterized as trait-relevant by a

consensus of judges. This technique can be used either by observing the individual's actual responses in a large number of situations, or by surveying how the individual would be likely to respond to hypothetical situations. For instance: "telling a stern professor that their answer is wrong in a large lecture class" might be characterized as a fairly *assertive* action. Then, rather than directly asking participants to rate how *assertive* they are, the revealed traits technique indirectly measures assertiveness by correlating one's likelihood of performing a wide range of actions such as these with the extent to which those actions have been judged by others to be *assertive*. Following from a functionalist understanding that "things are what they do" (Tomasello, 2002), an individual's trait level can be operationalized as that individual's likelihood of doing trait-identifying actions (e.g., Buss & Craik, 1983; Wood, Tov, & Costello, 2015). Similarly, the trait tendencies of a cultural group can be defined as the mean likelihood of performing trait-identifying actions across members of that group. This method provides ecological meaning to abstract trait terms like *extraversion* and *conscientiousness* by showing how such tendencies are revealed in actions that people are likely to perform within a particular environment.

Given the continued controversy over cross-cultural differences in personality trait levels in general (e.g., Oishi & Roth, 2009), and East-West differences in Conscientiousness in particular (e.g., Heine et al., 2008), we employ this method to examine differences between two cultural samples (U.S. and Singapore) in Conscientiousness and other Big Five-related traits. We explore several questions. First, we examine the extent to which action tendencies are *similar* across cultures. As we detail below, a unique advantage of revealed preference methodologies is that they permit a deeper understanding of cross-cultural *similarities* than is typically possible with non-significant mean differences. Second, we examine whether previously estimated East-

West differences in Conscientiousness and other Big Five traits replicate using this revealed trait methodology. Third, we examine how the expected effects of an action (e.g., fulfilling commitments to others; Wood, Tov, & Costello, 2015) are related to action likelihoods across cultures, which may help provide functional or contingency-based explanations for cultural similarities and differences. Such explanations elucidate why action likelihoods and revealed traits differ across cultures. For instance, it may be that different levels of Conscientiousness are explained by differences in the preference for fulfilling commitments to others. In all, these studies shed light on cross-cultural similarities and differences in personality.

We continue by reviewing previous research on personality trait differences between people from Eastern and Western cultures. Then, we describe the current state of understanding of cross-cultural similarities in psychological variables. Finally, we elaborate on the particulars of the revealed trait methodology, and how this method may inform understanding on these topics.

East-West Differences in Personality: Real or Illusory?

Cross-cultural differences in personality are typically investigated by comparing aggregated self-reports. For example, out of 10 cultural groups studied, East Asians scored among the lowest on all of the Big Five traits (Schmitt et al., 2007). With regard to Conscientiousness in particular, Schmitt and colleagues (2007) remarked that “It is equally surprising to see Chinese, Korean, and Japanese people at the very bottom” (p. 206). The tendency for East Asian individuals to rate their own (individual) conscientiousness lower than members of other cultural groups has been observed cross-culturally (Heine et al., 2008; McCrae et al., 2005; Möttus et al., 2010, 2012a, 2012b; Oishi & Roth, 2009) and intra-culturally between

Asian and European Americans (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling et al., 2003; McCrae et al., 1998).

This finding has been criticized despite its regular recurrence, with critiques focusing on two primary concerns. First, Asian individuals and others typically *describe* Asian groups as being higher on Conscientiousness-related traits (Terraciano et al., 2005; No et al., 2008). In and of itself, this finding does not undermine the reality of cultural differences as it could simply reflect inaccurate cultural stereotypes (McCrae & Terraciano, 2006; McCrae et al., 2010). A more troubling observation is that between-nation variation in these cultural stereotypes—and not aggregate levels of *self-reported* Conscientiousness—relate to relevant criteria such as life expectancy, GDP, and country-level corruption in a more theoretically consistent manner (Heine et al., 2008; Möttus et al., 2010; Oishi & Roth, 2009). For instance, life expectancy correlates *positively* with cultural stereotypes of Conscientiousness and *negatively* with aggregated self-reports of Conscientiousness. As others have argued (e.g., Heine et al., 2008), aggregated self-reports of personality may be poor indicators of *real* cultural differences in personality – how individuals in these cultures actually behave, rather than just how they see themselves.

Aggregated self-reports of personality could be biased due to a range of response artifacts. Because the range of national differences in trait levels should be much smaller than individual differences, rating biases need not be large at the individual level to obscure national differences.

One possible factor obscuring cultural differences is the reference group effect (Heine et al., 2002, 2008; Möttus et al., 2012b; Wood & Rogers, 2011); i.e., the tendency for individuals to evaluate themselves relative to a specific group. Because the members of different cultures are likely to have different reference groups, cultural comparisons of abstract self-ratings may be invalid (Heine et al., 2002). If there is a stereotype (true or not) that the culture has high levels of

a trait, and an individual's own trait rating is influenced by this referent standard, the rank-ordering of nations could be seriously disrupted. Heine and colleagues (2002) found that differences in independence and interdependence between European Canadians, Japanese Canadians, and Japanese individuals matched theoretical predictions once they controlled for possible reference group effects. However, controlling for reference group effects in cross-cultural comparisons of Conscientiousness had a negligible impact (Möttus et al., 2012b).

Differences in response styles may further complicate cross-cultural comparisons. Response styles are systematic tendencies to respond to items in a certain way, irrespective of the content of the scale. For example, extreme responding is the tendency to use the extreme points of the scale (e.g., 1's and 5's on a 1-5 scale) versus more moderate scale points (see Paulhus, 1991 for a review of common response styles). Previous research has found a greater tendency for moderate responding among Asian Americans than European Americans (Hamamura et al., 2008), potentially obscuring real cultural differences in aggregated self-reports. However, it seems that correcting for response styles, much like correcting for reference group effects, does not fully ameliorate the issue (Möttus et al. 2012a).

Cross-cultural comparisons of personality are thus complicated by potential artifacts that are not completely resolved by attempts to statistically control for them (Möttus et al., 2012a, 2012b). Notably, cross-cultural research on Conscientiousness has almost exclusively relied on abstract items such as adjectives or decontextualized behavioral descriptions (e.g., the BFI or NEO-PI-R, Schmitt et al., 2007). As reference group effects are stronger when items are more abstract (Biernat, 2003; Biernat, Manis, & Nelson, 1991), more contextualized stimuli (e.g., scenarios; Peng, Nisbett, & Wong, 1997) may enhance the validity of cross-cultural comparisons.

Cross-Cultural Similarities

Cross-cultural research has tended to focus greater attention on differences rather than similarities among cultures. Although cross-cultural differences enhance our understanding of behavior, cross-cultural similarities are informative as these provide evidence consistent with a characteristic being deeply biologically based or shaped by situational influences that are prevalent across a wide range of cultures (Brown, 1991; Pinker, 2002; Schwartz & Bardi, 2001; Schmitt & Pilcher, 2004). For example, similarity across cultures in the mean endorsement of certain values and character strengths (Schwartz & Bardi, 2001; Park, Peterson, & Seligman, 2006) has been interpreted as evidence that certain values or valued characteristics are adaptations that have been selected for by the demands of social living faced by all cultures. Personality research can contribute to this growing body of knowledge on cross-cultural similarities and potential universals by devoting attention to similarities in major personality traits (e.g., the Big Five, Six, or HEXACO structures; Saucier & Srivastava, 2015; Ashton & Lee, 2007). However, focusing on similarities in personality traits may require a different methodological tool, as personality trait measures are often on scales which are difficult or inappropriate to interpret absolutely (Costa & McCrae, 2008; Blanton & Jaccard, 2006).

“Revealing Traits” Indirectly through Action Likelihoods

Several approaches to personality conceptualize traits as observed or expected levels of trait-relevant actions (Buss & Craik, 1983; Fleeson, 2001; Fleeson & Gallagher, 2009; Fleeson, Zirkel, & Smith, 1995; Srivastava, 2010; Wood, Tov, & Costello, 2015). For instance, one’s level of *dependability* should correspond to the expected frequency of one performing *dependable actions*. This conceptualization suggests that personality trait levels can be estimated by the self-reported likelihood of performing relevant actions in response to actual or

hypothetical situations. Trait-levels can thus be indirectly inferred through the correspondence between the likelihood of an action and its relevance to a trait (i.e., action characterization).

We employed revealed preference methodology to indirectly assess trait levels. This approach generally begins by sampling a representative set of stimuli from the population of interest. The stimuli are (i) coded for key features; and (ii) presented to participants to elicit their responses. Individual preferences for these features are operationalized as the association (e.g., correlation) between each feature and individuals' responses across the set of stimuli. For instance, Wood and Brumbaugh (2009) collected a large number of photographs of particular males and females. Each photo was (i) coded for features such as the level of confidence, traditionalism, or muscular tone displayed by the target person; and (ii) presented to participants who rated how attractive they found the target. An individual's preference for confidence in mates was then *revealed* by estimating the correlation between the targets' confidence level (assessed by coders) and how attractive the target was rated by the individual. A strong association linking particular features of the stimuli to the individual's ratings of the stimuli (e.g., a correlation of .40 between targets' confidence and individual's attraction to targets) can usually be interpreted as revealing a preference for the feature by the individual.

Although this methodology has been used as a means to reveal preferences (Eastwick & Finkel, 2008; Hitsch, Hortaçsu, & Ariely, 2010; Wood & Brumbaugh, 2009), we propose that personality traits can be indexed in a similar manner. To do so, we coded a wide variety of actions for the extent to which they should be characterized by trait-relevant terms (i.e., *action characterizations*). Unlike past approaches relying on abstract behavioral descriptions (e.g., "I readily did the dishes after dinner" from Buss & Craik, 1983), our approach contextualizes each action within a specific scenario. Participants then rate how likely they are to perform the action

in the given context (i.e., *action likelihood*). Analogous to revealed preference research, an individual's (or group's) trait levels are revealed by the magnitude and direction of the correlation between self-reported action likelihoods and the independently-coded action characterizations.

Revealed trait analyses assume that a more *dependable* person reveals herself by indicating a higher likelihood of performing specific actions which are independently characterized as *dependable* given the context. Revealed dependability is thus operationalized as a positive correlation between self-reported action likelihoods and the extent to which those actions were characterized as dependable by other judges. Indexing revealed traits in this way is analogous to suggesting that a person with a preference for mates with blond hair should rate individuals with blond hair as more attractive mates. The fact that the actions are more concrete than the abstract trait terms often found in personality items, and the fact that the meaning of these actions are characterized by a standard group of raters rather than by participants themselves, should reduce the extent to which associations are driven by response styles.

The revealed trait approach is conceptually similar to the use of a particular form of Situational Judgment Tasks (SJTs), termed *implicit trait policies*, which have been increasingly used within industrial psychology and personnel selection to provide estimates of traits through responses to ecologically valid situations (e.g., Motowidlo, Ghosh, Mendoza, Buchanan, & Lerma, 2016; Whetzel & McDaniel, 2009), and which have been recently prescribed as a valuable paradigm for personality assessments more generally (Lievens, in press). SJTs present job applicants with job-relevant situations which are relevant to a particular trait (e.g., agreeableness, honesty, integrity). Applicants then indicate which of several behaviors they would likely enact in response to the situation. When used for personnel selection, SJTs are often

scored by experts for the most appropriate behavior, and scores on such measures generally predict job performance above and beyond personality measures or general cognitive ability (Lievens, Peeters, & Schollaert, 2008). Research has also shown that SJTs can be used to measure standard personality characteristics indirectly. For instance, Motowidlo, Hooper, and Jackson (2006) provided participants with different behavioral responses for how to respond to situations that may be encountered at work which were a priori categorized as reflecting high or low levels of Agreeableness and Extraversion. Participants then provided their ratings of the perceived effectiveness of different response options (e.g., telling a coworker to keep their rude comments to themselves). For each participant, the correlation between their rated effectiveness and the action's consensually-rated level of the personality trait was computed. In turn, these estimates were found to sometimes outperform standard self-report personality measures in the prediction of trait-relevant behavior in lab tasks. This advantage may stem from the fact that the scenarios used in SJTs more closely resembled the situations and behaviors that researchers may be interested in predicting, and thus increase the ecological validity of personality assessments, while helping to eliminate problems that may involve how participants idiosyncratically interpret the abstract trait descriptions often found in personality questionnaires.

The revealed traits approach is highly similar to current methods used to estimate personality traits indirectly via SJTs, with one notable difference. Unlike implicit trait policies assessed via SJTs, our approach does not assume that each behavior reflects a *single* trait but instead recognizes that in reality, any one action will tend to simultaneously reflect multiple personality characteristics (Wood, Gardner, & Harms, 2015; Wood, Tov, Costello, 2015). For instance, the single act of 'standing up for a friend who has been insulted by peers' simultaneously helps to establish a person as *assertive*, *courageous*, and *kind*, among other traits.

By sampling situations that are expected to evoke multiple characteristics, our approach is consistent with the fact that traits naturally covary in part due to their affordance by similar situations in everyday life (Westfall, Judd, & Kenny, 2015).

Revealed Traits for Cross-Cultural Research

Revealed trait analyses may be especially useful for cross-cultural comparisons. First, we elaborate upon some of the steps specific to assessing groups (rather than individuals), as is done in cross-cultural research. Second, we elaborate upon some of the potential benefits of this methodology in the context of cross-cultural research.

To instantiate the revealed trait approach, a set of situation-action scenarios is first generated. Participants imagine they are in a particular situation, and rate how likely they are to perform a given action in response (e.g., “you are in Situation X; *how likely are you to do Action Y?*”). A separate group of participants codes each action for its relevance to several personality characteristics (e.g., *assertiveness*). The reliability of these *action characterization* ratings can be assessed by calculating Cronbach’s alpha, treating each rater as an item (i.e., a column) and each action as an observation (i.e., a row). The resulting coefficient alpha value can be interpreted as the lower-bound of the extent to which the observed ordering of action characterizations within the sample would be expected to correlate with the mean ratings obtained from a new sample of N raters from the same population (i.e., $\alpha_X \approx E(r_{XX'})$). Subsequently, finding the correlation between the mean characterization profiles to be high across samples after the standard correction for unreliability (i.e., $r_{XY}/\sqrt{\alpha_X\alpha_Y} \approx 1$) indicates that the set of scenarios are understood to have largely equivalent meanings across cultures. In that case, the action characterizations made separately by raters from different populations might be averaged across groups for a more parsimonious analysis.

Potential benefits. Below we elaborate upon potential benefits of revealed traits methodology for studying cross-cultural variation in personality.

Robustness. Revealed trait estimates may be more robust than traditional trait assessments in the face of reference group effects. Revealed trait estimates are derived from action characterizations and action likelihood ratings, and each of these should be less impacted by reference group effects than abstract trait-ratings. Action characterizations are performed by members of each group and, if sufficiently correlated, the average across groups is used in analyses, which should limit the extent to which reference group effects impact revealed traits via action characterization (i.e., differences in action characterization due to reference group effects should be washed out by averaging). Reference group effects should also have a small impact on the action likelihood ratings, as such effects tend to be diminished when ratings are more concrete (vs. abstract; Biernat et al., 1991). For example, cultural differences in values were more in line with theory when assessed via scenario-based measures than decontextualized value endorsements (Peng et al., 1997); the former being similar to the structure of action likelihood stimuli used by revealed traits methods.

Revealing cross-cultural similarities. The revealed traits method could advance research on cross-cultural similarities in personality. By calculating the extent to which the profile of action likelihoods appear similarly across two groups, this method provides a more direct index of similarity (i.e., a high correlation between group responses) than a comparison of mean differences (e.g., a small Cohen's d). As noted earlier, similarities in trait levels across cultures may suggest characteristics that are uniquely adapted to human social life. That is, universality is one criteria for evaluating the possibility that a particular characteristic is an evolutionary adaptation (Schmitt & Pilcher, 2004). Since trait levels are shaped by their functionality,

identifying a common tendency to perform *kind* actions may indicate that *kindness* benefits an individual's fitness (e.g., Bowles & Gintis, 2011). Thus identifying cross-cultural similarities may illuminate potential psychosocial adaptations in personality and action tendencies.

Functional analysis of differences and similarities. The revealed traits method can be used to investigate other features beyond action characterizations. One could code actions for their relevance to goals, values, or situational demands. In the present study, we additionally coded actions for their *expected effects* – the consequences made more or less likely by performing a given action. Such effects may be central to the characterization of an action – indeed, they may be the features which most directly *make* certain actions trait-relevant (Wiggins, 1997) – and are conceptually similar to the specific goals or ‘ends’ the actor is trying to maximize or minimize when selecting an action (McCabe & Fleeson, 2012, 2016; Wood, Harms, & Gardner, 2015; Wood, Tov, & Costello, 2015). This connection between expected effects and desired end-states enables us to understand how cultural variation in action likelihoods reflects variation in the perceived functionality of those actions. Indeed, this is why the methodology has been referred to by economists as indexing *revealed preferences* (e.g., Samuelson, 1948; Hitsch et al., 2010). If the tendency to elicit particular environmental states through one's actions is central to establishing the reality of one's trait level – e.g., a person is dependable *because* they tend to perform actions that increase the likelihood of completing responsibilities – (Wiggins, 1997; Wood, Tov, & Costello, 2015) – then cultural differences in trait levels should correspond with those actions and expected effects that are desired in each culture. We refer to correlations between action likelihoods and more specific expected effect dimensions (e.g., *being rejected*) by the more classical term *revealed preferences*, because of the conceptual connection between expected effects and desired end-states.

The Present Study

The two studies presented here include data from 14 samples, with a combined N totaling 1318 participants (combined final $N = 1172$). Some of the data were utilized in a report by Wood, Tov, and Costello (2015). The last column of Table 1 indicates whether or not a data source was included in the previous publication. The present studies contain new data and explore questions that are conceptually distinct from the earlier paper. Wood, Tov, and Costello (2015) focused on the extent to which action characterizations could generally be predicted from expected effect dimensions. In contrast, the present analysis explores cultural variation in the predictors of action likelihoods between U.S. and Singaporean participants. These analyses are previously unpublished.

We utilize revealed trait methodology to better understand cultural variation in personality traits. We begin by focusing on the controversial East-West difference in Conscientiousness. We hope to clarify the nature of these differences using a procedure designed to be more robust to method artifacts that affect abstract trait ratings, and by assessing multi-method convergence. As described above, this method also affords a unique ability to document similarities in personality traits, and permits a functionalist analysis by linking cultural variation in action likelihoods to variation in expected effects.

Study 1: Differences in Conscientiousness-Related Acts

We estimated cultural differences and similarities in personality via two methods. First, we replicate previously reported East-West differences in self-reported personality using more typical abstract trait ratings (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling et al., 2003; McCrae et al., 1998; Schmitt, et al., 2007). We then attempt to replicate these cultural differences using what we have referred to as revealed trait estimates. Because cultural variation in

Conscientiousness has spurred much discussion (e.g., Heine et al., 2008; Oishi & Roth, 2009), we focused on action tendencies specifically relevant to Conscientiousness-related traits.

Study 1 Method

Participants

Data from eight different samples were utilized. Table 1 presents sample sizes and demographics, and identifies those samples previously analyzed by Wood, Tov, and Costello (2015).

Materials

Following the general framework of revealed preferences methodologies, we describe (i) the development of relevant stimuli (i.e., action scenarios); (ii) the coding of the action scenarios on key features (action characterizations and expected effects); and (iii) collection of participants' responses to the action scenarios and abstract trait items.

Development of action scenarios. To collect a broad range of stimuli, we asked participants at both Wake Forest University (WFU) and Singapore Management University (SMU; Samples 1 and 2) to describe situations in which they or someone else performed an action that exemplified a target personality trait. These actions were then adapted into two sets of action scenarios: actions specifically relevant to Conscientiousness, and actions relevant to other traits from the HEXACO dimensions (Ashton & Lee, 2007). The Conscientiousness and "HEXAO" sets are used in Study 1 and Study 2 of this paper respectively.

We briefly describe the development of these actions scenarios below (see Wood, Tov, & Costello, 2015 for more details). Research assistants at both WFU and SMU adapted the free-response descriptions into action scenarios that could be rated more consistently across participants. An example of an *organized* action nominated by one participant was: "My

roommate is not very neat and places things everywhere around the room. If his things or trash are in my space [I] place them on his desk or clean up the mess upon sight.” This example was adapted into the following item: “You have a roommate that frequently leaves trash all over the room. Today you get home to find a mess he/she left. You could wait for him/her to clean up the trash, but he/she may not get around to it for a while. *How likely would you be to clean up his/her mess yourself?*” (Scenario #144 in Wood, et al., 2015, Supplementary Table S1). The nominated actions were ultimately adapted to shorter items that had (1) less than 350 characters in length, (2) an explicit or strongly implied alternative action, (3) enough information to understand the implications of performing the action, (4) retention of important aspects of the original scenario. Finally, actions were reviewed by research assistants from WFU and SMU to ensure their cultural appropriateness.

Study 1 focuses on actions that were originally nominated for three antonymous pairs of Conscientiousness-related traits: (1) *dependable/reliable* and *undependable/unreliable*, (2) *organized/neat* and *disorganized/messy*, and (3) *careful/cautious* and *impulsive/spontaneous*. This resulted in the 150 action scenarios. The full list of action scenarios used in Studies 1 and 2 is provided in Supplementary Table S1.

Action feature coding. The target action in each scenario was coded on two key features: action characterizations and expected effects.

Action characterizations. Samples 3, 4, 5, and 6 read the items generated above, in the general format of “You are in [*situation X*], You [*perform action Y*].” Samples 3 and 4 then indicated the extent to which the target action should be characterized along 10 dimensions selected to span traits central to the Big Five and HEXACO frameworks. Samples 5 and 6 rated these same 150 action scenarios along 13 additional dimensions central to the Big Five and

HEXACO frameworks. For each dimension, participants rated whether the action was best described by one characteristic or its antonym (e.g., *bold/assertive* vs. *submissive/unassertive*) on a scale ranging from 1 = *Very [Characteristic A]*, to 4 = *Neither [Characteristic A] nor [Characteristic B]* to 7 = *Very [Characteristic B]*. Subsequently, 4 was subtracted from all scores resulting in a scale from -3 to +3, with 0 indicating that the target action was not characterized by either term.

The 150 action scenarios were randomly divided into three subsets of 50. Each participant only rated one subset to minimize fatigue. To ensure data quality, ratings were eliminated from subsequent analyses if they had corrected item-total correlations lower than .35, which indicated that participants were responding randomly. For Sample 3 this rule resulted in eliminating two participants for a total of 27, or 9 for each subset. For Sample 4 this rule resulted in the elimination of three participants for a total of 34, or 12 for the first subset and 11 for the second and third). For Sample 5 this rule resulted in eliminating 16 participants for a final sample of 55 WFU participants for the 13 additional ratings; 16 for the first subset, 15 for the second subset, and 24 for the final subset. For Sample 6 one participant was eliminated from the first subset for a final sample of 35 SMU participants for the 13 additional ratings; 12 for the first subset, 12 from the second subset, and 11 from the third subset.

Reliability coefficients were obtained by calculating Cronbach's alpha on a restructured dataset treating individual raters as items, and actions as the unit of analysis; when data are structured this way, alpha is equivalent to the ICC from a two-way random effects model (MacLennan, 1993). These alpha values can be regarded as providing the correlation that would be expected if these averages were correlated with a new group of raters of equal size. Action characterizations were highly reliable, with average reliability coefficients ranging from a high

of .95 for *careful* to a low of .52 for *creative* ($M(\alpha) = .83$), and so we took the average rating within each sample. Supplementary Table S2 contains the reliability coefficients for the characterization ratings and the average reliability for each characterization.

Supplementary Table S3 shows how characterizations made by the Singaporean and U.S. samples correlated with each other. For Study 1, the raw correlations were quite high, ranging from a low of .60 for *creative* to a high of .95 for *dependable* ($M(r) = .84$). Table S3 also shows the estimated correlations adjusted for unreliability by dividing by the square-root of the reliabilities reported above (e.g., Cohen, Cohen, West, Aiken, 2003). These adjusted correlations indicate the expected correlations between rater groups if both groups had used a very large (conceptually infinite) number of raters. The cross-sample estimates of the correlations adjusted for unreliability were all very close to 1.0 (r 's from .81 to 1.26; $M(r) = 1.01$). These high adjusted correlations suggest that there are at best relatively small differences in how actions were characterized along the 23 dimensions examined across the two samples. In other words, the rank-order of the actions described as revealing different traits (e.g., *assertive* vs. *unassertive*) was extremely similar across the American and Singaporean samples, indicating that the traits examined did not appear to manifest themselves in different ways across the scenarios assessed in the two cultures. Therefore, we took the average of each sample's mean characterization ratings, weighting the mean from each sample equally despite their different sample size. Supplementary Table S4 shows the revealed trait analyses using characterizations from each sample separately.

Expected effects. Eleven research assistants read the action scenario items, and coded them along 21 expected effect dimensions (Wood, Tov, & Costello, 2015). Specifically, raters read the scenario and action descriptions and the prompt “*How much would doing this (vs. the*

alternative) alter the potential/possibility of the following outcomes?” using a five-point scale ranging from 1 = “*Greatly Increase*” to 3 = “*No expected change*” to 5 = “*Greatly Decrease.*” We subtracted 3 from all scores resulting in a scale from -2 to +2, and were then reversed such that higher scores were associated with greater expected effects on the indicated dimension.

Self-report measures. Samples 7 and 8 completed two self-report measures enabling us to compare cross-cultural variation in personality traits as assessed by traditional versus revealed traits methods.

Abstract personality ratings. To assess differences in self-rated personality trait terms, Samples 7 and 8 completed the Inventory of Individual Differences in the Lexicon (IIDL; Wood, Nye, & Saucier, 2010), an inventory designed to measure a broad range of traits regularly reflected by terms in the English lexicon. Participants rated the extent to which 61 synonymous adjective pairs (e.g., “*dependable, reliable*”) accurately describe them from 1 (*Very Uncharacteristic*) to 5 (*Very Characteristic*), with a midpoint of 3 (*Neither Characteristic nor Uncharacteristic*). Two additional adjective pairs were included: “*hard-working, productive*” and “*cheap, stingy*” (see Table 2 for the full list of adjective pairs).

Action likelihood ratings. Samples 7 and 8 read the 150 action scenarios and rated how likely they were to perform each action. For instance, in the messy roommate example, participants were asked “*How likely would you be to clean up his/her mess yourself?*” with likelihood ratings of 1 = “*Less than 10% chance*”, 2 = “*About 25% chance*”, 3 = “*50% chance*”, 4 = “*About 75% chance*”, and 5 = “*More than a 90% chance.*” We calculated reliability for these ratings by treating individuals as items and actions as the unit of analysis. Action likelihood ratings were highly reliable (both α 's = .97), so we created group means by taking the sample average for each action. Group means were transformed to a 0-100 ‘percentage

of maximum possible' (POMP) metric (Cohen, Cohen, Aiken, & West, 1999).

Prior to conducting substantive analyses, several participants were removed based on indications that they completed some or all of the survey randomly, which reduces statistical power (Maniaci & Rogge, 2014). Given evidence that response time serves as a strong indicator of careless responding (DeSimone, Harms, & DeSimone, 2015), participants were removed if they completed the survey in less than 30 minutes and additionally showed low agreement with the normative profile of responses to either the action scenarios or IIDL (r 's < .30; for more details see Wood, Tov, & Costello, 2015). This process resulted in a final sample of 176 participants (WFU $N=86$; SMU $N=90$; see Samples 7 and 8 in Table 1).

Data Analytic Strategy

Analyses were conducted in a similar manner as described in the introduction. We first averaged action likelihoods separately for the WFU and SMU samples. We then averaged action characterizations obtained from separate WFU and SMU samples, and ratings of the expected effect dimensions obtained by research assistants. Action scenarios (rather than individuals) served as the unit of analysis. Consequently, the final dataset had a row for each of the 150 action scenarios, and columns for mean likelihoods from the WFU and SMU samples, the 23 action characterizations, and the 21 expected effects ratings.

Analyses were conducted in R version 3.4.1 (R Core Team, 2017), and additionally utilized the following packages: psych (v 1.7.8; Revelle, 2017), dplyr (v 0.7.2; Wickham, Francois, Henry, & Müller, 2017), ggplot2 (v 2.2.1; Wickham, 2009), effsize (v 0.7.1; Torchiano, 2017), haven (v 1.1.0; Wickham & Miller, 2017), and corrr (v 0.2.1; Jackson, 2016).

Open Data and Analyses

All data files and R scripts associated with this manuscript have been posted on the Open Science Framework (OSF), and are available for download at the following URL: osf.io/wrpnk.

Study 1 Results & Discussion

Cross-Cultural Differences in Endorsements of Abstract Trait Items

Table 2 contains the mean endorsement of trait adjectives for each sample, and an effect size for each comparison. As shown in Table 2, the self-reported trait adjectives largely replicate previously reported East-West differences in Conscientiousness and Extraversion (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling et al., 2003; McCrae et al., 1998; Schmitt et al., 2007). The Singaporean participants described themselves as lower on most Conscientiousness-related (rows 1 through 6) and Extraversion-related traits (rows 7 through 15) than U.S. participants.

Interestingly, the Singaporean sample's mean levels were closer to the scale's mid-point of 3 than the U.S. sample's mean levels on 55 of the 63 items. Moreover, this was the case for all but 2 of the 36 total adjectives that differed significantly across cultures ("*wealthy, well-to-do*" and "*ordinary, average*"; rows 52 and 54 respectively). There are at least two potential reasons for this pattern. One possibility is that the Singaporean participants were using a more moderate response style than the U.S. participants, which is consistent with previous research on East-West differences in response style (Hamamura et al., 2008). Moreover, the U.S. sample showed considerably more variability than the Singaporean sample across the mean-ratings of the 63 IIDL items ($SD_{WPU} = .85$, $SD_{SMU} = .62$). Indeed, Levene's test for homogeneity of variances revealed that the difference in variance was significant, $F(1, 124) = 8.04$, $p = .005$, which is consistent with Singaporeans using a more moderate response style¹. Another possibility is that the U.S. sample was self-enhancing more than the Singaporean sample (Heine & Lehman, 1999;

Kurman, 2001). This also seems likely, as the U.S. sample's mean typically deviated further than the Singaporean sample's mean in the direction of greater desirability across items.

Cultural Similarities and Differences in Revealed Traits and Revealed Preferences

We will first discuss the overall similarity in action likelihood profiles across the Singaporean and U.S. samples. We then examine how action likelihoods relate to action characterizations (revealed traits) and expected effects (revealed preferences) in both cultures.

Similarity in overall response profiles. As seen in Figure 1a, there was an extremely high degree of similarity in the actions that the U.S. and Singaporean participants reported they were likely to perform ($r = .90$). Thus, this broad analysis suggests that our samples are much more similar than different with regard to how they report they will act across a wide array of hypothetical situations. For instance, in both samples, people reported being highly unlikely to throw a ping pong paddle at the wall when losing a game of ping pong (Action 129 in Supplementary Table S1, $M_{WFU} = 19.5$, $M_{SMU} = 18.9$) and highly likely to double-check their class schedule before the first day of classes (Action 68, $M_{WFU} = 93.3$, $M_{SMU} = 88.6$).

There were nonetheless actions with moderate discrepancies in endorsement across cultures. For instance, the Singaporean sample reported that they were considerably more likely to bring only one notebook to school to use for multiple classes (Action 121, $M_{WFU} = 31.4$, $M_{SMU} = 59.7$), whereas the U.S. sample reported that they were considerably more likely to clean their messy room before going on a trip (Action 97, $M_{WFU} = 81.0$, $M_{SMU} = 58.1$).

Interestingly, in contrast to abstract trait ratings, there was little evidence of differences in scale use for the action-likelihood ratings. Whereas the U.S. sample showed significantly more variability than the Singaporean sample across the mean-ratings of the 63 IIDL items as noted above ($SD_{WFU} = .84$, $SD_{SMU} = .62$), no difference was observed in the variability across the mean-

ratings of the 150 actions ($SD_{WFU} = .76$, $SD_{SMU} = .71$ in original scale units²), Levene's test $F(1, 298) = .79$, $p = .375$. This suggests that action likelihood ratings may be less susceptible to scale use extremity differences than abstract trait ratings³.

Revealed Trait Analyses. Individuals in both cultures were fairly similar in how they report they are likely to act across a diverse set of situations. We can use the revealed trait analyses to investigate what sorts of actions both groups indicate they are likely perform.

Cross-cultural similarities. Table 3 shows the correlation between the action characterization ratings and mean action likelihood ratings for each sample. We will discuss correlations that are particularly large in magnitude ($|rs| \geq .40$). This effect size threshold was chosen because it is between the bounds of what is traditionally considered a medium and large effect size (Cohen, 1992). The following can thus be interpreted as some of the more commonly expressed traits in both cultures. In descending magnitude, participants in both samples report being more likely to perform actions that are characterized as *normal* (row #15 in Table 3), *dependable* (#4), *intelligent* (#5), *courteous* (#11), *traditional* (#19), *modest* (#12), *likable* (#13), *competent* (#16), *careful* (#3), *kind-hearted* (#6), *giving* (#14), *trusting* (#17), *industrious* (#1), and *truthful* (#7). In Big Five or HEXACO terms, participants from both cultures report being more likely to perform actions that reflect Conscientiousness, Agreeableness, and Honesty/Humility-related characteristics.

Cross-cultural differences. To test for differences in revealed traits across the two samples, we applied Steiger's (1980) test of dependent correlations. As seen in Table 3, analyses revealed a stronger tendency among U.S. participants to endorse actions as a function of how much they were characterized as *outgoing* (Row #10 in Table 3) and *confident* (#8). Singaporean participants showed a stronger tendency to endorse actions as a function of how much they were

characterized as *narrow-minded* (#21), and a stronger tendency to endorse actions less as a function of how much they were characterized as *exciting* (#20).

Revealed preferences. We can use revealed preference analyses to indirectly estimate the weight of specific expected effects on reported action likelihoods across cultures. The revealed preferences can help explain why we observe similarities and differences in revealed traits, as they have been previously demonstrated to be important in characterizing actions with particular trait concepts and are closer to features central to processing accounts of personality variation (Wood, Tov, & Costello, 2015). As with the revealed trait analyses, we will first discuss those expected effects which had a large impact on action likelihoods in each of the two samples ($|r| \geq .40$), and then discuss expected effects which had relationships with action likelihoods that differed significantly across the two samples.

Cross-cultural similarities. Table 4 shows the results from the revealed preferences analyses. Participants in both samples reported being more likely to perform actions that were expected to fulfill commitments (row #2), match others' preferences (#1), and gain social status (#11). Both samples reported being less likely to perform actions that were expected to result in social rejection for the self (#3) or others (#4). The shared preference for the three former expected effects and aversion to the latter two may underlie the revealed similarity in *kindness* and *dependability* reported above as these five expected effects have previously been found to be related to characterizing actions as *kind* and *dependable* (Wood, Tov, Costello, 2015). There was also a common preference for actions expected to enhance predictability (#15) and a common aversion to actions expected to surprise others (#5). Both of these expected effect dimensions were found by Wood and colleagues to be important in characterizing actions as *careful*, which may underlie the similarity in revealed *carefulness* reported above. Finally, both samples showed

a preference for actions expected to meet achievement goals (#18), which was previously found to be central to characterizing actions as *industrious*; the similarity in revealed industriousness may thus reflect a common desire to meet achievement goals. Taken together, people in both cultures seem to preferentially perform actions expected to have prosocial effects (e.g., fulfill commitments) or that further their own more agentic concerns (e.g., gain social status), and these preferences may manifest themselves in the high degree of similarity in revealed traits.

Cross-cultural differences. Even though the associations between expected effects and action likelihoods were highly similar across our samples, there were still some notable differences. As seen in Table 4, the Singaporean participants reported being less likely to perform actions that were expected to result in physical stimulation or excitement (#17), and expending effort (#8) than U.S. participants; these action effects were previously found by Wood and colleagues to be highly related to *outgoing* and *confident* actions. Thus, revealed differences in *outgoingness* and *confidence* may be driven by differences in preferences for experiencing excitement and conserving effort. Singaporean participants also showed a larger avoidance of actions expected to increase risk of physical harm or pain to the self (row #20) or others (#21) than U.S. participants. Somewhat surprisingly, U.S. participants reported being less likely to perform actions that were expected to express one's own wants or values (#7), which was previously found by Wood and colleagues to be principally related to *boldness*. The difference in preferences for expressing wants and values does not appear to be manifested in revealed trait differences, as none of the traits that showed revealed differences were found by Wood and colleagues to relate strongly to this expected effect.

Study 2: Revealed Traits with a More Diverse Set of Actions

Study 1 demonstrated a great deal of similarity in how U.S. and Singaporean participants report being likely to act in specific situations. This similarity extends to the traits those actions express as well as the expected effects of those actions. However, we also observed subtle differences such as lower revealed trait estimates of *outgoing* and *confident* and related expected effects among Singaporean participants, relative to U.S. participants.

One notable limitation of Study 1 is its emphasis on Conscientiousness-related action scenarios. It is unclear whether the similarities and differences identified are robust across a more diverse set of actions. Study 2 attempts to replicate Study 1 using a broader set of action scenarios targeting the other five factors of the HEXACO structure (i.e., Honesty-Humility, Emotionality, eXtraversion, Agreeableness, and Openness). Outside of this difference in stimuli, the second study was a direct replication of Study 1.

Study 2 Method

Participants

This study used data from Samples 1, 2, 9, 10, 11, 12, 13, and 14 as listed in Table 1.

Materials

Development of action scenarios. Participants from Samples 1 and 2 described actions targeting 15 bipolar trait pairs (three for each of the “HEXAO” traits). Participants generated actions for each pole of a given pair (e.g., “*outgoing/sociable*” and “*bashful/shy*”). Following the procedure in Study 1, these descriptions were adapted into 150 action scenarios (five for each pole of the 15 trait pairs). Members of the two research teams (SMU and WFU) then reviewed the stimuli for cultural appropriateness. However, two action scenarios were not included in analyses. The first was unintentionally omitted from the survey due to a programming error (Scenario # 266 in Supplementary Table S1). The second referred to “mooning” a teacher to

impress a friend. Members of the third author's lab indicated that the meaning of this action may not be widely understood by Singaporean students (see Scenario #292 in Supplementary Table S1), as supported by a radically different average rating of this item from the U.S. sample which was near the scale midpoint ($M_{WFU} = 11.5$, $M_{SMU} = 44.7$ in POMP units). Excluding two scenarios resulted in a total of 148 action scenarios in Study 2.

Action feature coding.

Action characterization. Samples 9 through 12 (see Table 1) rated the new set of 148 actions on 23 trait terms. Samples 9 and 10 rated the actions on 10 bipolar trait dimensions. Samples 11 and 12 rated these same actions along 13 other dimensions central to the Big Five and HEXACO frameworks. To minimize fatigue, the 148 action scenarios were divided into three subsets. Data were screened using the same procedure in Study 1. Sample 9 ultimately consisted of 58 WFU students (n 's = 20, 20, and 18 for the first, second, and third subsets respectively). Sample 10 ultimately consisted of 35 SMU participants (n 's = 12, 11, and 12). Sample 11 ultimately consisted of 44 WFU students (n 's = 15, 14, and 15). Sample 12 ultimately consisted of 33 SMU students (n 's = 9, 12, and 12).

Table S2 again shows the reliabilities for each block and each characteristic of the action characterization ratings, as well as the average reliability for each characteristic. Reliabilities were generally better in Study 2 than Study 1, ranging from a low of .71 for *creative* and a high of .94 for *kind-hearted* and *courteous*; the adequate reliability allowed us to average action characterizations within each sample. Supplementary Table S3 shows the correlations in the average action characterizations made by the two rater groups; $M(r) = .81$ for zero-order correlations and $M(r) = .94$ for estimated correlations adjusted for rater unreliability. As in the first study, the evidence suggested that scenarios were understood as extremely similar in

meaning across cultures, allowing us to average action characterizations across the two cultural groups. We averaged each sample's mean rating so that the larger sample would not be weighted more heavily in the average characterization rating. Supplementary Table S4 again shows the revealed trait analyses using characterizations from each sample separately.

Expected effects. Ten research assistants coded the new set of 150 action scenarios along the same 21 expected effect dimensions in the same manner as Study 1.

Self-report measures. Participants from Samples 13 and 14 completed the IIDL (Wood et al., 2010) to assess personality via abstract trait items. As in Study 1, they also rated the likelihood of performing the target action in each of the 148 action scenarios. Using the same rules as Study 1, we eliminated 41 WFU participants and 5 SMU participants, resulting in a final sample of 264 (WFU = 217; SMU = 47; see Samples 13 and 14 in Table 1). Action likelihood ratings were again highly reliable (α 's = .99 and .97 for WFU and SMU respectively).

Study 2 Results & Discussion

Similarities and Differences Using Abstract Trait Adjectives

The means for each sample on all 63 IIDL items can be found in Table 2. Our results generally replicated Study 1. For example, Singaporeans generally showed less endorsement of characteristics related to conscientiousness (rows 1 through 6) and extraversion (rows 7 through 15) than U.S. participants. There were some discrepancies across studies in which differences reached significance. For instance, Singaporeans did not show significantly differing endorsement of being *disorganized* (#4), *happy* (#10), or *excited* (#8) in Study 2 despite earlier significant differences in Study 1, although the differences were in the same direction.

We again found that the Singaporean sample's mean levels were generally closer to the scale's midpoint than the U.S. sample's mean levels on the majority of items (57 out of 63),

which is consistent with a tendency to respond more moderately among the Singaporean sample and/or higher levels of self-enhancement or general response positivity among the U.S. sample (Hamamura et al., 2008; Heine & Lehman, 1999; Kurman, 2001). We found that the variance in IIDL means were significantly different across samples ($SD_{WFU} = .90$, $SD_{SMU} = .66$; $F(1, 124) = 7.47$, $p = .007$), further suggesting the presence of more moderate responding among Singaporeans⁴.

Cultural Similarities and Differences in Revealed Traits and Revealed Preferences

The primary purpose of this study was to test whether the indirect estimates obtained in the first study replicated using a new set of actions drawn from a broader range of traits (i.e., non-Conscientiousness-related actions). We will first discuss the overall similarity in action likelihoods between our groups before comparing the results of revealed traits and revealed preferences analyses.

Similarity in overall response profiles. As in the first study, we again found an extremely high degree of similarity between the U.S. and Singaporean participants in the actions they said they were likely to perform ($r = .89$). This is graphed in Figure 1b and the actions corresponding to the numbers are listed in Supplementary Table S1. For instance, participants in both samples reported being highly unlikely to make fun of a peer's religion (Action 280 in Supplementary Table S1, $M_{WFU} = 8.0$, $M_{SMU} = 8.0$), and being highly likely to attempt to make friends with fellow students on a trip abroad (Action 228, $M_{WFU} = 85.4$, $M_{SMU} = 85.1$).

There were again some notable discrepancies in reported action likelihoods across samples, which are indicated by distance from the diagonal of Figure 1b. For instance, Singaporean participants reported being much more likely to tell a dieting friend not to eat a roll at lunch than U.S. participants (Action 175, $M_{WFU} = 50.5$, $M_{SMU} = 74.5$), but reported being much

less likely to start a casual conversation with a cashier while waiting in line than U.S. participants (Action 181, $M_{WFU} = 55.2$, $M_{SMU} = 16.5$).

Replicating the results from Study 1, we found that variance in mean action likelihoods were not different across samples ($SD_{WFU} = .80$, $SD_{SMU} = .86^5$; $F(1, 294) = .69$, $p = .406$), which further suggests that action likelihood ratings may not be influenced by response style differences in the same manner as abstract trait ratings⁶.

Revealed Trait Analyses. Again, we see that people in both cultural groups reported highly similar action likelihoods across a diverse set of situations. As with Study 1, we use revealed trait analyses to investigate the kinds of actions both samples were likely to perform.

Cross-cultural similarities. Table 3 depicts the correlations between each of the 23 action characterizations and mean action likelihoods in each sample. In keeping with the previous study, we only discuss associations that are relatively high in magnitude ($|r|'s \geq .40$). As can be seen in Table 3, these results are highly similar to the pattern of results found in Study 1. Both U.S. and Singaporean participants reported being more likely to perform actions that were characterized as *normal* (row #15 in Table 3), *intelligent* (#5), *courteous* (#11), *likable* (#13), *dependable* (#4), *competent* (#16), *kind-hearted* (#6), *modest* (#12), *careful* (#3), and *giving* (#14). Four characteristics that passed our effect size threshold in Study 1 did not cross this threshold in Study 2: *traditional* (#19), *trusting* (#17), *industrious* (#1), and *truthful* (#7). However, it is worth noting that these correlations were still quite high in both cultures (all $rs \geq .29$). Additionally, U.S. and Singaporean participants reported being more likely to perform actions that were characterized as *organized* (#2) in this study, whereas this revealed trait estimate was slightly below our effect size threshold in Study 1 ($rs \geq .30$). As in Study 1, these analyses can be interpreted as revealing that participants in both Singapore and the United States

report being more likely to perform actions characterized as *normal*, *competent*, and by several characteristics from the broader domains of Conscientiousness, Agreeableness, and Honesty-Humility.

Cross-cultural differences. We compared the correlation between each sample's mean likelihood ratings and the 23 action characterization ratings, which can be seen in Table 3. These analyses revealed far more differences (20 of 23 differences were significant) than the first study (5 out of 23 differences were significant). All four of the significant differences found in Study 1 replicated using the new set of action scenarios. Specifically, in both studies U.S. participants were more likely than Singaporean participants to endorse actions that were characterized as *outgoing* (#10), *confident* (#8), and *exciting* (#20), and less likely to endorse actions that were characterized as *narrow-minded* (#21).

As stated previously, several more cross-cultural differences in revealed traits were found in Study 2 than in Study 1. As can be seen in Table 3, the U.S. participants indicated that they were more likely to perform actions characterized as *competent* (#16), *creative* (#22), *happy* (#23), *industrious* (#1), *dependable* (#4), *calm* (#18), *likable* (#13), *bold* (#9), *courteous* (#11), *trusting* (#17), *organized* (#2), *kind-hearted* (#6), *giving* (#14), *intelligent* (#5), and *normal* (#15) than the Singaporean participants. The Singaporean participants indicated that they were more likely to perform *careful* actions (#3) than the U.S. sample.

Revealed preferences. As in Study 1, the revealed preferences were estimated by computing the correlation between an action's likelihood and its expected effects. Before delving into cross-cultural differences in revealed preferences, we first discuss those expected effects which had a large impact on action likelihoods across our two samples ($|r| > .40$).

Cross-cultural similarities. As seen in Table 4, three of the eight expected effects which passed our effect size threshold ($|r| \geq .40$) in both samples in Study 1 passed this same threshold in Study 2. More specifically, we again found that participants in both samples reported being more likely to perform actions that were expected to match others' preferences (row #1), fulfill commitments (#2), and less likely to perform actions that were expected to lead to experiencing rejection themselves (#3). Someone else experiencing rejection (#4) and surprising others (#5) did not pass the effect size threshold for both groups, but were very close to this threshold (r 's $> .35$) as was being in a predictable situation (#15; both r 's $> .25$). Gaining social status (#11), and meeting achievement goals (#18) were relatively far from the .40 threshold in Study 2. As with Study 1, these similarities in revealed preferences possibly underlie revealed trait similarities in tendencies toward *kindness, dependability, carefulness, and industriousness*.

Cross-cultural differences. Unlike the revealed trait analyses, the revealed preferences analyses revealed less cultural differences in Study 2 (3 of 21 dimensions) than in Study 1 (5 of 21). As shown in Table 4, two of the five differences found in Study 1 were replicated in Study 2; in both studies, U.S. participants reported being more likely to perform actions that were expected to result in expending effort (#8) and experiencing excitement (#17). Unlike Study 1, we did not find significant differences in the extent to which either sample endorsed actions that were expected to result in someone else experiencing harm (#21), expressing wants or desires (#7), and experiencing physical harm themselves (#20). Additionally, we found one new significant difference in revealed preferences: the U.S. participants reported being more likely to perform actions expected to increase their exposure to social situations (#13). However, neither sample showed much of a preference nor aversion to this expected effect (both $|r$'s $< .10$).

Interestingly, the expected effects that differed across Singaporean and US samples consistently across both studies relate to characterizing actions as *confident* and *outgoing* (Wood, Tov, & Costello, 2015), which both show revealed trait differences in both studies. This suggests that people in the U.S. consistently show a greater preference toward actions which involve expending effort and experiencing excitement, and these preferences may manifest as differences in the expression of actions consensually understood as *confident* and *outgoing*.

General Discussion

The present investigation had two complementary aims. First, we introduced *revealed traits* – a complement and cousin to *revealed preference* methodologies found within economic and decision-making research (e.g., Hitsch et al., 2010; Samuelson, 1948) – as a means of estimating personality characteristics indirectly through differential endorsement of trait-indicative actions. Second, we applied this methodology to explore the nature of East-West personality differences – a topic which has produced counterintuitive findings that some have argued may be driven by artifacts associated with group comparisons of self-report personality scales (e.g., Heine et al., 2008). Here we will attempt to integrate the findings of the two studies to better illuminate the nature of revealed trait estimates, how this method can be used to assess similarities across cultures, how this method may shift our understanding of East-West differences in personality traits specifically, and cultural comparisons of personality traits more generally.

Much More Similar than Different

Although we did find some cross-cultural differences in action likelihoods across samples from the two populations, these differences were qualified by very strong similarities. The magnitude of similarity (both r 's = .89), as shown clearly in Figures 1a and 1b, was much closer

to being indistinguishable ($r = 1$) than to being independent ($r = 0$), and far surpass traditional benchmarks for strong correlations in the social sciences (Cohen, 1992). These results suggest that cross-cultural similarity is not only high at the broader level of values (Schwartz & Bardi, 2001), but also at the level of action tendencies.

The revealed trait analyses shed further light on the nature of these similarities. In both studies, ten traits (i.e., action characterizations) were highly related ($|r's| \geq .40$) to action likelihoods for participants in Singapore and the U.S. Both groups were considerably more likely to perform actions characterized as *normal*, *intelligent*, *courteous*, *likable*, *dependable*, *competent*, *kind-hearted*, *modest*, *giving*, and *careful*. In terms of the Big Five or HEXACO trait structure, this suggests that people in both cultures reported being more likely to perform actions that express Conscientiousness, Honesty-Humility, and Agreeableness.

Turning to the *revealed preferences* analyses, three expected effects were highly related ($|r's| \geq .40$) to action likelihoods for Singaporean and U.S. participants across both studies. Participants from both groups reported being more likely to act in ways that *increase* the likelihood of matching others' preferences and fulfilling commitments; and *decrease* the likelihood of experiencing rejection. People from both groups also reported being more likely to act in ways that decrease the likelihood of someone else being rejected and surprising others, though each of these fell just short of the effect size threshold in Study 2.

The observed similarities in revealed preferences are consistent with theories that propose certain characteristics to be valued across cultures (Baumeister & Leary, 1995; Ryan & Deci, 2000; Schwartz & Bardi, 2001). The need to belong has been postulated as a universal need; and the strong, negative correlation between the possibility of eliciting rejection and action likelihood across both groups in this study further supports that view. Additionally, the observed role of

matching others' preferences, limiting others' experience of interpersonal rejection, and fulfilling commitments in shaping action likelihoods is consistent with the high ranking accorded to benevolence values in cross-national studies of self-reported values (Schwartz & Bardi, 2001).

By identifying commonalities in how members of different groups calibrate their actions on the basis of expected effects, revealed preference analyses may suggest possible links between universal needs and values and similarities in personality trait levels across cultures. Likewise, given that expected effects are likely closer to the ends that people pursue with their actions and are central to characterizing actions by a particular trait concept (Wood, Tov, & Costello, 2015; Wiggins, 1997), they provide a connection between structural and processing accounts of personality (McCabe & Fleeson, 2012, 2016; Wood, Gardner, & Harms, 2015). Indeed, the three expected effects dimensions that showed strong preferences across cultures in both studies have been found to correlate strongly with characterizing actions as *kind* and *dependable* (Wood, Costello, & Tov, 2015) – characteristics within the domains of Conscientiousness and Agreeableness. Our results suggest that the theorized universal values of belongingness and benevolence may manifest themselves in the cross-cultural tendency to behave in ways that are Conscientious and Agreeable.

Revealing Cultural Differences

A major purpose of this project was to test whether or not East-West differences in Conscientiousness-related traits found in previous research (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling et al., 2003; McCrae et al., 1998; Schmitt et al., 2007) replicate using a novel method. That is, do we see multi-method convergence for this finding? The answer to this question differs across our two studies. There were no significant differences between the Singaporean and U.S. samples with regard to revealed Conscientiousness-related trait levels in

Study 1. However, differences were observed in Study 2, which estimated revealed traits using a broader set of actions. Three of the four Conscientiousness-related revealed traits were higher for U.S. participants (*industrious, organized, and dependable*) and one was higher for Singaporeans (*careful*). It is worth noting that our self-report measures *did* find the typical East-West differences in Conscientiousness in both studies, and so the lack of consistent Conscientiousness differences using revealed trait methodology does not appear to be due to an idiosyncratic lack of Conscientiousness differences within our samples.

On the other hand, cultural differences in revealed Extraversion were more consistent with past findings. U.S. participants were more likely than Singaporean participants in both studies to perform actions characterized as Extraverted (e.g., *confident, outgoing, exciting*). This replicates past cultural differences using standard self-report personality scales (e.g., Benet-Martinez & Karakitapoglu-Aygun, 2003; Schmitt et al., 2007). Moreover, unlike Conscientiousness, nation-level Extraversion has demonstrated straightforward criterion validity (negative correlation with suicide rate; Oishi & Roth, 2009), suggesting that differences in Extraversion are generally less suspect than Conscientiousness.

As demonstrated, one strength of the revealed traits method is that it provides an opportunity to assess multi-method convergence. How can we make sense of divergences between revealed and direct estimates of personality, such as those observed in these studies? Divergences between these methods may point to novel, more nuanced interpretations of cross-cultural differences. For example, perhaps U.S. individuals encounter more situations in which they can demonstrate their dependability than Singaporean individuals, even if the latter would choose the dependable acts as often if they were in the same situations. Importantly, the revealed trait methods used a standard set of situation-action pairs, which should remove differences

driven by rates of encountering trait-relevant situations (see Lievens, in press for a similar argument for the related SJT method). This is in contrast to typical act frequency approaches, which confound action enactment with level of exposure to situations (e.g., reported frequencies of Jackson et al., 2010's item "Miss a meeting" will be higher on average for people who have relatively more meetings independent of relative levels of Conscientiousness; Buss & Craik, 1983 take a similar approach to Jackson and colleagues). More generally, rates of encountering trait-relevant situations should be unlikely to affect revealed traits differences, whereas they are likely to affect both traditional act frequency approaches and self-reported personality using abstract trait items or short sentences. Future research could tease apart these possibilities by asking participants how often they encounter the situations in the action scenarios.

The results also illustrate how the nature of revealed trait differences can be further clarified by inspecting revealed preferences for expected effects. As mentioned previously, expected effects can help bridge the gap between values, structural models of personality, and processing accounts of personality. In both studies, U.S. participants reported being more likely to perform actions that required effort and that were stimulating. These differences in expected effects may explain revealed differences in Extraversion-related characteristics such as *outgoing*, *confident*, and *exciting*: expending effort and experiencing stimulation are important to characterizing actions with such terms (Wood, Tov, & Costello, 2015), and may reflect key processing features of extraversion (i.e., reward sensitivity; Denissen & Penke, 2008). These same expected effects may explain the revealed trait differences in Conscientiousness: expending effort is central to trait tendencies that were stronger for U.S. participants (i.e., *industrious* and *organized*) and seeking stimulation correlates negatively with the trait tendency that was stronger for Singaporean participants (i.e., *careful*; Wood, Tov, & Costello, 2015). Thus, it may be that

U.S. participants choose less *careful* actions due to a greater preference for stimulation, and Singaporeans choose less *industrious* and *organized* actions to conserve effort. These analyses provide evidence that East-West differences in Extraversion, and Conscientiousness to a lesser extent, may be due to differential preference for expending effort and experiencing excitement. These differences are also consistent with research showing a greater preference among European Americans for experiencing high-arousal positive affect and influencing the social environment relative to people of Chinese descent (Tsai, Knutson, & Fung, 2006).

Limitations and Future Directions

The clearest limitation of the revealed trait methodology presented here is that it does not index how people *actually* behave in these situations, but how they *report* they will behave. These indexes will certainly differ to some extent, and socially desirable responding can bias self-reports of hypothetical actions in much the same manner as abstract trait ratings (Fleeson, 2009; Peeters & Lievens, 2005). Socially desirable responding is a distinct possibility in our data, given that the cross-cultural similarities were in largely desirable characteristics (*kindness, dependability, etc.*). To the extent that this is true, it is possible that the data do not suggest that people *actually* behave similarly across cultures, but instead that behaviors are similarly desirable across cultures. While this would go against the interpretations presented here, this would in itself be an interesting finding. It would further support the universality of values that other researchers have found or theorized (Baumeister & Leary, 1995; Ryan & Deci, 2000; Schwartz & Bardi, 2001), if not the actualization of these values in behavior. Notwithstanding these issues, the cross-cultural differences in revealed trait estimates of Extraversion-related characteristics are unlikely to be due to differences in socially-desirable responding, as

characteristics within the domain of Extraversion tend to be less evaluative or desirable (indeed, the lowest of the Big Five; John & Robins, 1993).

Outside of socially desirable responding, there are other reasons to question whether the results presented here reflect real differences in behavior. Indeed, it may be that action likelihood responses reflect what people want or intend to do, rather than what they would actually do. Even so, intentions to act a certain way do predict how people actually act, though this prediction is not perfect (Ajzen, 1991). Moreover, methodologies similar to revealed traits, such as the situational judgment tasks (SJTs), appear to predict real behaviors over and above typical self-reported personality inventories (Lievens, *in press*; Motowidlo, Hooper, & Jackson, 2006). Thus, responses to hypothetical scenarios may be valid for the prediction of behavior in similar, real-life situations. A clear avenue for future research is to explore how estimates of revealed traits predict actions taken in real situations. A key moderator may be the resemblance of the scenarios to everyday situations. According to Robinson and Clore (2002), people typically respond to hypothetical scenarios by considering how they have acted in similar situations. When scenarios are completely unfamiliar, however, responses are more likely to be based on general beliefs about oneself or possibly interpersonal comparisons.

Drawing on past theoretical approaches (Buss & Craik, 1983), the revealed traits approach assumes that personality traits are “revealed” by enacting trait-related behaviors in relevant situations. However traits can be revealed additionally through cognitive and affective reactions to particular situations (e.g., Funder, 2013; Wilt & Revelle, 2015). We did include actions nominated for (and characterized by) trait terms which are often considered less behavioral (e.g., calm/relaxed). Nevertheless, it is possible that this approach is less suited to

assessing traits that largely reflect cognitive or emotional tendencies. The generalizability of this approach for studying a range of traits deserves further attention.

Another concern is whether the scenarios themselves are representative of the cultures tested, and understood in the same manner. The clearest example of an action that was not equally applicable across cultures in the present study was the aforementioned scenario involving “mooning” a friend in class, which was endorsed much more highly by Singaporean students than American students, almost certainly due to Singaporean students not understanding the meaning of this slang term. It is likely that there were more subtle differences in the understood meaning of other scenarios presented to participants. Nonetheless, most scenarios appeared to be familiar or relatable to students in both cultures. First, the cross-cultural differences observed here were generally replicated regardless of whether actions were characterized by American or Singaporean students (see supplemental Table S4). Second, the latent correlation between action characterizations made by the two cultures were near unity (i.e., correlations averaged approximately 1.0 after adjusting for rater unreliability), implying that the trait-relevant implications of each action understood similarly across cultures (e.g., the actions seen as indicating *assertiveness* or *impulsivity* by students in an American university were understood in largely the same manner by students in a Singaporean university, and vice versa).

We also took measures to address representativeness in the design phase of the study. Participants from both groups nominated the actions that ultimately became the action scenarios used in this study. In addition, research assistants from both the U.S. (the WFU research team) and Singapore (the SMU research team) reviewed the stimuli. These procedures ensured that the bulk of scenarios were generally familiar to participants from both cultures. Of course, the nature of different cultural groups is that they are often exposed to different social contexts, some of

which are thought to be responsible for cultural or geographical variation in personality and behavior (e.g., Rentfrow, Gosling, & Potter, 2008). Thus, future development of revealed traits stimuli could include additional ratings by participants indicating how often they have encountered each situation described in the action scenarios to more formally assess the familiarity, meaningfulness, and cultural appropriateness of each item.

Though we have taken steps to maximize and ensure cross-cultural comparability of the scenarios, other methods could have been employed to evaluate the measurement invariance of the items. Current approaches to invariance testing (e.g., multigroup confirmatory factor analysis; CFA) assume that several items are indicators of a target latent construct (e.g., the Extraversion subscale of the NEO-PI; Costa, & McCrae, 2008). One difficulty of applying these analytical methods to revealed traits items is that the actions presented in a given scenario are not conceptualized as pure indicators of a single trait. Instead, a single action can be characterized in several different ways and thus express multiple traits and expected effects. We believe such an approach offers a unique perspective on trait covariation. Nevertheless, future researchers could apply multigroup CFA to revealed trait items. In particular, strict factorial invariance across groups may be required for comparisons between observed variances and co-variances that are of interest in revealed trait analyses (Gregorich, 2006). However, two caveats are in order. First, it is likely that items will load onto more than one latent construct (e.g., *dependable* and *organized*). Second, the complexity of such models is likely to require sample sizes that are much larger than obtained in the present research. For example, Marsh et al. (2010) employed a sample of 1,570 respondents to test the gender invariance of a 60-item measure of Big Five personality traits. In their model, all items were allowed to load on all five latent constructs.

An important step for future research is to investigate the utility of this method in cultural groups beyond the groups studied here. As we only examined a single group within each culture (i.e., students from a single university), it is possible that the extent of similarity found in these studies is limited to university students, or even to the specific universities from which the samples were drawn. To make more general conclusions regarding the reality and generality of cultural similarities and differences, it is certainly preferable to obtain multiple samples from each culture, as estimates will regularly fluctuate as a function of where the sample is drawn (e.g., college student vs. nonstudent adults in the U.S.; Peterson, 2001). Relatedly, this method may prove useful in comparing sub-groups within a single culture. For instance, using this method alongside more typical self-report methods to investigate geographical variation in personality within the U.S. could be useful, as comparisons of self-reported trait levels across regions of the country have produced counter-intuitive results that may reflect similar methodological artifacts as ones that affect cross-cultural comparisons (see Wood & Rogers, 2011). It may also be worth exploring how this methodology can be used to compare groups in very different cultures or contexts, where extremely different types of actions may be performed to manifest a particular type of trait such as *industriousness* or *assertiveness* (e.g., ballerinas, soldiers in the Israeli Defense Forces, preschoolers, Maasai women, astronauts). In addition to identifying the actions that reveal one's trait level in different groups, the ability to correlate action likelihoods with abstract action characterizations in principle should allow the actions and trait levels of people from very different cultures to be more meaningfully compared.

Different samples of actions. It is worth noting that the two different sets of actions used in Study 1 vs. Study 2 led to varying indications of revealed trait differences across cultures. Whereas Study 1 found fewer differences in revealed traits when using a set of actions

specifically related to Conscientiousness, Study 2 found more differences when using a broader set. Although some differences were consistent across the two studies (e.g., extraversion-related characteristics), others were not. Interestingly, U.S. participants showed higher levels of revealed conscientiousness in Study 2 (where scenarios targeted a broad range of traits), but did not differ from Singaporean participants in Study 1 (where scenarios specifically targeted conscientious behavior).

The fact that findings varied across the two action sets is not entirely surprising, given that different strategies for sampling stimuli can profoundly influence correlations (Brunswik, 1955; Westfall et al., 2015), but the differences across studies merit further investigation. For example, scenarios in Study 1 likely involved more prototypical examples of conscientious behavior than Study 2. Although many actions were characterized as *industrious* and *organized* in Study 2, the context in which these actions were embedded may have contained *other* situational features that reduced their likelihood among Singaporean participants. Indeed, a previous analysis of the same set of actions (Wood, Tov, & Costello, 2015) found that actions characterized as *industrious* and *organized* were less likely to result in rejection of the self and more likely to create order and predictability in Study 1, but not Study 2. Thus one possible explanation for cultural differences in self-reported conscientiousness is that the likelihood of performing conscientious actions is more constrained by situational factors in Singapore relative to the U.S. This may also explain why such cultural differences are regarded with suspicion. The intuition that East Asians are *as* conscientious (if not more so) than Westerners may stem from stereotypes and perceptions of how the former group behaves in prototypical settings (e.g., academic performance) and not in other, less obvious situations in which this trait might be

expressed. Future research might expand on this line of inquiry by investigating the situational features that limit the expression of conscientious behavior in Eastern versus Western cultures.

Moreover, although there were certainly differences across the two samples of actions, both samples were developed based on nominations made by students. It is thus possible that the actions used in this study are less applicable to non-student groups. Future research on non-student groups could likely adapt many of the scenarios from a school to a work context (e.g., Scenario #4 in Supplemental Table S1 references a group project at school; this could easily be adapted to a team project at work). Indeed, adapting them from school to work contexts and comparing the resulting action characterizations could provide valuable information about the similarities and differences in the expression of personality in those two contexts. Other actions may be less applicable to non-student populations. Developing actions nominated by non-student groups would be a useful direction for future research.

Practical considerations for future research. The present studies were labor-intensive; they required collecting actions nominated by participants, adapting those actions to a consistent format, having those actions rated on trait and action effect dimensions, and finally having participants indicate their likelihood of performing these actions. This in combination with an atypical analytic framework is likely to present a perceived barrier to researchers interested in using this method. In an attempt to reduce this barrier, we have taken the following steps: we have included all 300 scenarios adapted for these studies in Supplemental Table S1, and have posted all of the data and R scripts for these analyses on OSF (osf.io/wrpnk).

Conclusion

The present study was initiated to assess the usefulness of the *revealed trait* methodology for the study of cross-cultural variation in personality traits. Specifically, this methodology was

utilized to explore counterintuitive findings in East-West comparisons of personality traits (Benet-Martinez & Karakitapoglu-Aygun, 2003; Gosling et al., 2003; Heine et al., 2008; McCrae et al., 1998, 2005; Möttus et al., 2010, 2012a, 2012b; Oishi & Roth, 2009; Schmitt et al., 2007). The revealed trait methodology provided bolstering evidence of the reality of East-West differences in Extraversion-related traits, and less consistent (but somewhat suggestive) evidence of differences in Conscientiousness-related traits. Moreover, evidence was suggestive of these differences relating to differences in preferences for expending effort and experiencing sensory stimulation or excitement. Despite these differences, the results suggested a great deal of similarities in terms of how these groups report they would act, and the personality traits and preferences those actions reveal.

More broadly, this method has several benefits that extend beyond cross-cultural research. The method offers evidence of being able to alleviate some of the problems with cross-cultural comparisons associated with scale use, and may help to circumvent other problems such as such as reference group effects (Heine et al., 2008; Peng et al., 1997). It is highly flexible; researchers can easily include a variety of features at different levels of abstraction (e.g., trait concepts or expected effects), allowing one to study connections between different psychologically meaningful features. We focused our efforts on expected effects and trait concepts, but one could code action scenarios for a different set of features (e.g., goals, values, situational features, etc.). This method is also uniquely well-suited for investigating cross-cultural *similarities* in how people respond to particular situations in different cultures—an important and often neglected topic (Brown, 1991; Pinker, 2002; Schwartz & Bardi, 2001). Finally, this method can be easily administered alongside traditional self-report measures; analyses can be conducted across both revealed traits and traditional self-reported personality to

assess the robustness of findings. Thus, revealed traits can be considered a valuable method for cross-cultural research on personality.

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Footnotes

1. The evidence would also be consistent with differences in the true variability of these means (rather than response style), although we cannot tease these possibilities apart from each other in the present design.
2. Standard deviation units are presented using the raw scale metric (1 to 5) rather than the POMP units. This is done to make these SDs more comparable to the IIDL SDs (the IIDL also has a 1-5 response scale). In POMP units, the standard deviations are also highly similar across samples ($SD_{WFU} = 19.0$, $SD_{SMU} = 17.8$).
3. The evidence would also be consistent with differences in the true variability of mean likelihoods of enacting the actions between groups accompanied by a response style difference in the opposite direction. We cannot test these apart in the present design.
4. As with Study 1, this could instead be evidence of differences in true variability of averages of the 63 traits measured by the IIDL.
5. Standard deviation units are again presented using the raw scale metric (1 to 5) rather than the POMP units. In POMP units, the standard deviations are also highly similar across samples ($SD_{WFU} = 20.1$, $SD_{SMU} = 21.5$).
6. As with Study 1, these results would also be consistent with the following: differences in the true variability of mean likelihoods of enacting the actions between groups accompanied by a response style difference in the opposite direction. We cannot test these apart in the present design.

Figure 1. Overall Similarity in Endorsement of Actions. Full scenarios associated with the numbers shown in the figures are given in Supplementary Table S1.

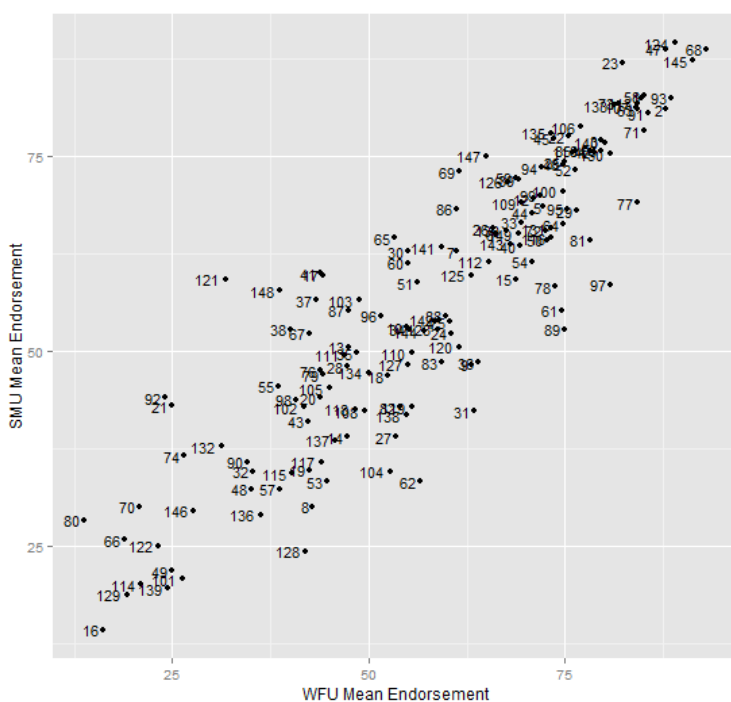


Figure 1a. Overall Similarity in Endorsement of Actions in Study 1.



Figure 1b. Overall Similarity in Endorsement of Actions in Study 2.

Table 1. *Description of Samples*

Sample #	Source:	Initial N	Final N	% Female	Age	Data provided	Study	Provided data for Wood et al (2015)
1	WFU	275	263	59.0*	18.6*	Action nominations	1 & 2	Yes
2	SMU	151	148	52.0*	21.8*	Action nominations	1 & 2	Yes
3	WFU	29	27	70.0	19.2	Action Characterization (initial 10)	1	Yes
4	SMU	37	34	59.5	20.5	Action Characterization (initial 10)	1	Yes
5	WFU	71	55	50.7	19.2	Action Characterization (additional 13)	1	No
6	SMU	36	35	75.7	20.5	Action Characterization (additional 13)	1	No
7	WFU	115	86	55.7	19.1	Self-reported abstract personality ratings; Action Endorsement	1	Yes
8	SMU	108	90	68.5	21.1	Self-reported abstract personality ratings; Action Endorsement	1	Yes
9	WFU	60	58	75.0	18.8	Action Characterization (initial 10)	2	Yes
10	SMU	36	35	73.0	20.8	Action Characterization (initial 10)	2	No
11	WFU	55	44	43.1	19.07	Action Characterization (additional 13)	2	No
12	SMU	35	33	73.8	21.14	Action Characterization (additional 13)	2	No
13	WFU	258	217	58.0	18.8	Self-reported abstract personality ratings; Action Endorsement	2	Yes
14	SMU	52	47	68.0	21.4	Self-reported abstract personality ratings; Action Endorsement	2	Yes

Note. The above table depicts all of the samples used in both studies reported here. The source refers to where the sample was drawn from. WFU indicates that the sample came from the Wake Forest University subject pool. SMU indicates that the subjects were drawn from the Singapore Management University subject pool. Data provided denotes which parts of the study participants completed. The final column indicates whether or not the sample provided data that was used in studies presented in Wood, Tov, & Costello (2015).

*Demographics were not collected from participants who completed this portion of the survey. These numbers come from the broader survey that contained these questions.

Table 2. Average Endorsement of Abstract Self-Ratings for Each Sample

#	IIDL ITEM	Study 1 (Consc. Set)			Study 2 (HEXAO Set)		
		WFU <i>M</i>	SMU <i>M</i>	<i>D</i>	WFU <i>M</i>	SMU <i>M</i>	<i>D</i>
	Conscientiousness						
1	Practical, Sensible	4.19	3.92	<u>0.38</u>	4.10	3.74	<u>0.38</u>
2	Competent, Capable	4.29	3.68	<u>0.99</u>	4.26	3.60	<u>0.80</u>
3	Dependable, Reliable	4.43	3.90	<u>0.75</u>	4.31	3.96	<u>0.47</u>
4	Disorganized, Messy	2.59	3.15	<u>-0.48</u>	2.57	2.68	-0.09
5	Undependable, Unreliable	1.69	1.95	-0.29	1.60	1.74	-0.18
6	Hard-Working, Productive	4.19	3.36	<u>0.96</u>	4.17	3.64	<u>0.58</u>
	Extraversion						
7	Sociable, Outgoing	3.88	3.59	<u>0.30</u>	3.83	3.30	<u>0.46</u>
8	Excited, Enthusiastic	4.01	3.64	<u>0.47</u>	3.88	3.70	0.18
9	Assertive, Bold	3.46	2.85	<u>0.61</u>	3.34	2.94	<u>0.35</u>
10	Happy, Joyful	4.12	3.77	<u>0.49</u>	4.07	3.83	0.32
11	Funny, Amusing	3.98	3.69	<u>0.35</u>	3.99	3.62	<u>0.42</u>
12	Affectionate, Loving	4.17	3.91	<u>0.34</u>	4.33	3.85	<u>0.53</u>
13	Loud, Noisy	2.84	2.92	-0.07	2.55	2.47	0.07
14	Brave, Adventurous	3.72	3.16	<u>0.60</u>	3.65	3.23	<u>0.42</u>
15	Bashful, Shy	2.73	3.04	-0.26	2.68	3.47	<u>-0.72</u>
16	Confident, Self-Assured	3.76	3.31	<u>0.47</u>	3.75	3.23	<u>0.50</u>
	Emotional Stability						
17	Stable, Well-Adjusted	3.97	3.54	<u>0.61</u>	3.80	3.70	0.12
18	Relaxed, Calm	3.73	3.45	<u>0.34</u>	3.77	3.51	0.26
19	Positive, Optimistic	3.86	3.65	0.24	3.97	3.81	0.19
20	Afraid, Scared	2.28	2.75	<u>-0.49</u>	2.27	2.77	<u>-0.42</u>
21	Tense, Anxious	2.98	3.11	-0.12	2.64	2.79	-0.12
22	Sad, Unhappy	2.13	2.40	<u>-0.30</u>	1.83	2.47	<u>-0.66</u>
23	Temperamental, Touchy	2.62	2.92	<u>-0.30</u>	2.25	2.87	<u>-0.51</u>
24	Crabby, Grouchy	2.28	2.25	0.03	2.03	2.32	-0.28
25	Lonely, Lonesome	2.41	2.82	<u>-0.41</u>	2.22	2.94	<u>-0.65</u>
	Agreeableness						
26	Kind-Hearted, Caring	4.33	3.92	<u>0.64</u>	4.31	4.00	<u>0.35</u>
27	Giving, Generous	3.95	3.77	0.26	4.14	3.72	<u>0.51</u>
28	Pleasant, Agreeable	4.07	3.95	0.21	4.20	4.00	0.25
29	Polite, Courteous	4.45	4.08	<u>0.56</u>	4.35	3.96	<u>0.49</u>
30	Thankful, Grateful	4.33	3.98	<u>0.53</u>	4.25	4.06	0.21
31	Truthful, Honest	4.33	3.71	<u>0.83</u>	4.18	4.02	0.23
32	Selfish, Self-Centered	2.44	2.40	0.05	1.93	2.32	<u>-0.37</u>
33	Unfriendly, Cold	1.70	2.13	<u>-0.48</u>	1.49	2.11	<u>-0.54</u>
34	Inconsiderate, Rude	1.74	1.89	-0.17	1.48	1.89	<u>-0.48</u>
35	Egotistical, Conceited	2.15	2.32	-0.17	2.08	2.28	-0.17
36	Cruel, Abusive	1.32	1.43	-0.19	1.27	1.43	-0.21
37	Dominant, Controlling	3.02	2.87	0.14	2.61	2.89	-0.23

38	Angry, Hostile	1.85	2.19	<u>-0.35</u>	1.79	2.02	-0.24
	Intellect/Openness						
39	Creative, Imaginative	3.75	3.49	0.27	3.54	3.45	0.08
40	Smart, Intelligent	4.27	3.37	<u>1.26</u>	4.21	3.38	<u>0.93</u>
41	Radical, Rebellious	2.47	2.59	-0.12	2.32	2.34	-0.02
42	Skilled, Skillful	3.91	3.44	<u>0.66</u>	3.65	3.17	<u>0.46</u>
43	Conservative, Traditional	2.97	2.91	0.04	2.95	3.11	-0.15
44	Close-Minded, Narrow-Minded	2.04	2.25	-0.22	1.94	2.11	-0.16
	Physical/Evaluative						
45	Awkward, Clumsy	2.94	3.01	-0.06	2.84	3.13	-0.24
46	Exciting, Fascinating	3.58	3.44	0.17	3.65	3.26	<u>0.39</u>
47	Influential, Prominent	3.42	2.99	<u>0.48</u>	3.45	2.74	<u>0.71</u>
48	Likeable, Well-Liked	4.14	3.81	<u>0.50</u>	4.01	3.83	0.23
49	Admirable, Impressive	3.67	3.15	<u>0.69</u>	3.89	3.13	<u>0.92</u>
50	Great, Terrific	3.62	3.16	<u>0.63</u>	3.73	3.49	0.26
51	Lucky, Fortunate	3.81	3.76	0.06	3.85	3.72	0.14
52	Wealthy, Well-To-Do	3.15	2.67	<u>0.48</u>	3.25	2.45	<u>0.73</u>
53	Weird, Strange	3.29	2.85	<u>0.40</u>	2.97	2.96	0.01
54	Ordinary, Average	2.88	3.47	<u>-0.62</u>	2.85	3.64	<u>-0.71</u>
55	Good-Looking, Attractive	3.67	3.16	<u>0.66</u>	3.73	3.23	<u>0.59</u>
56	Beautiful, Pretty	3.48	2.78	<u>0.73</u>	3.41	2.89	<u>0.63</u>
57	Youthful, Young	4.23	3.80	<u>0.61</u>	4.14	3.89	0.28
58	Well, Healthy	4.14	3.71	<u>0.53</u>	4.09	3.87	0.24
59	Slim, Slender	3.16	2.98	0.16	3.31	2.87	<u>0.35</u>
60	Tired, Exhausted	3.34	3.19	0.14	3.28	3.21	0.06
61	Short, Little	2.34	2.55	-0.16	2.30	2.32	-0.02
62	Cheap, Stingy	2.28	2.10	0.19	2.19	2.34	-0.13
63	Feminine, Unmasculine	3.09	2.99	0.09	3.18	2.83	0.28
	<i>N for each sample</i>	86	90		217	47	

Note. The above table depicts the average self-rating of 63 trait adjectives for each sample, and the effect size of the difference between our samples (Cohen's D). Cohen's D values which are significant at $p < .05$ are underlined. Cohen's D values which are significant at $p < .01$ are additionally shown in bold.

Table 3. *Correlation between Action Characterization and Mean Endorsement of Performing Action.*

#	Action Characterization	Consc. Set (Study 1)			HEXAO set (Study 2)		
		WFU	SMU	Diff.	WFU	SMU	Diff.
1	Industrious, Hard-Working	0.47	0.40	0.07	<u>0.48</u>	<u>0.37</u>	<u>0.09</u>
2	Organized, Neat	0.33	0.30	0.03	<u>0.60</u>	<u>0.51</u>	<u>0.09</u>
3	Careful, Cautious	0.57	0.63	-0.06	<u>0.46</u>	<u>0.55</u>	<u>-0.09</u>
4	Dependable, Reliable	0.68	0.64	0.04	<u>0.64</u>	<u>0.57</u>	<u>0.07</u>
5	Intelligent, Smart	0.64	0.66	-0.02	<u>0.72</u>	<u>0.64</u>	<u>0.08</u>
6	Kind-Hearted, Caring	0.53	0.56	-0.03	<u>0.60</u>	<u>0.51</u>	<u>0.09</u>
7	Truthful, Honest	0.47	0.50	-0.03	0.30	0.31	-0.01
8	Confident, Self-Assured	<u>-0.05</u>	<u>-0.14</u>	<u>0.09</u>	<u>0.17</u>	<u>0.00</u>	<u>0.17</u>
9	Bold, Assertive	-0.12	-0.15	0.03	<u>-0.01</u>	<u>-0.12</u>	<u>0.11</u>
10	Outgoing, Sociable	<u>0.15</u>	<u>0.07</u>	<u>0.08</u>	<u>0.29</u>	<u>0.08</u>	<u>0.21</u>
11	Courteous, Polite	0.67	0.69	0.02	<u>0.67</u>	<u>0.56</u>	<u>0.11</u>
12	Modest, Humble	0.66	0.66	0.00	0.60	0.55	0.05
13	Likable, Pleasant	0.65	0.64	0.02	<u>0.66</u>	<u>0.53</u>	<u>0.13</u>
14	Giving, Generous	0.56	0.56	0.00	<u>0.58</u>	<u>0.48</u>	<u>0.10</u>
15	Normal, Usual	0.79	0.82	-0.03	<u>0.82</u>	<u>0.75</u>	<u>0.07</u>
16	Competent, Capable	0.62	0.60	0.02	<u>0.62</u>	<u>0.47</u>	<u>0.15</u>
17	Trusting, Unsuspicious	0.55	0.52	0.03	<u>0.41</u>	<u>0.30</u>	<u>0.11</u>
18	Calm, Relaxed	0.35	0.41	-0.06	<u>0.43</u>	<u>0.31</u>	<u>0.12</u>
19	Traditional, Conventional	0.66	0.70	-0.04	0.34	0.33	0.01
20	Exciting, Fascinating	<u>-0.10</u>	<u>-0.21</u>	<u>0.11</u>	<u>0.09</u>	<u>-0.07</u>	<u>0.16</u>
21	Narrow-Minded, Close-Minded	<u>-0.05</u>	<u>0.04</u>	<u>-0.09</u>	<u>-0.27</u>	<u>-0.10</u>	<u>-0.17</u>
22	Creative, Imaginative	0.06	0.01	0.05	<u>0.23</u>	<u>0.08</u>	<u>0.15</u>
23	Happy, Joyful	0.23	0.18	0.05	<u>0.40</u>	<u>0.26</u>	<u>0.14</u>

Note. Action characterization values used in the analyses represented in this table combined ratings performed by SMU and WFU participants. The Diff. column for each Study (columns 5 and 8) contain the differences in the correlation between mean endorsement of each sample and action characterization ratings. Underlined values indicate correlations which are significantly different between our samples using Steiger's (1980) test for dependent correlations ($p < .05$).

Table 4. *Correlation between Expected Effects Dimensions and Mean Endorsement of Performing Actions*

#	<u>Expected Effects</u>	<u>Consc. Set (Study 1)</u>			<u>HEXAO set (Study 2)</u>		
		<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>	<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>
1	Doing what other(s) would prefer	0.63	0.60	0.03	0.45	0.41	0.04
2	Fulfilling your commitments	0.64	0.61	0.03	0.51	0.47	0.04
3	Experiencing rejection	-0.60	-0.59	-0.01	-0.42	-0.47	0.05
4	Someone else experiencing rejection	-0.45	-0.47	0.02	-0.43	-0.39	-0.04
5	Acting in way surprising to others	-0.61	-0.66	0.05	-0.38	-0.38	0.00
6	Drawing attention to self	-0.35	-0.41	0.06	-0.21	-0.25	0.04
7	Expressing own wants/values	<u>-0.34</u>	<u>-0.26</u>	<u>-0.08</u>	-0.21	-0.19	-0.02
8	Effort expended	<u>0.42</u>	<u>0.33</u>	<u>0.09</u>	<u>0.14</u>	<u>0.05</u>	<u>0.09</u>
9	Someone having work in the future	-0.21	-0.18	-0.03	-0.18	-0.21	-0.03
10	Learn new things	0.29	0.25	0.04	0.09	0.05	0.04
11	Gaining social status	0.48	0.45	0.03	0.21	0.17	0.04
12	Be more connected to other(s)	0.38	0.33	0.05	0.33	0.27	0.06
13	Being exposed to social situations	0.05	-0.01	0.06	<u>0.07</u>	<u>-0.04</u>	<u>0.11</u>
14	Having work to do in future	-0.04	0.01	-0.05	0.03	0.02	0.01
15	Being in a predictable situation	0.46	0.52	-0.06	0.27	0.34	-0.07
16	Having order/structure in env't	0.22	0.23	-0.01	0.35	0.38	-0.03
17	Exp. sensory stimulation/excitement	<u>-0.28</u>	<u>-0.41</u>	<u>0.13</u>	<u>-0.13</u>	<u>-0.22</u>	<u>0.09</u>
18	Meeting achievement goals	0.44	0.41	0.03	0.10	0.12	0.02
19	Give accurate info of what know/feel	0.16	0.20	-0.04	-0.07	-0.05	-0.02
20	Experiencing physical harm	<u>-0.05</u>	<u>-0.20</u>	<u>0.15</u>	0.04	-0.01	0.05
21	Someone experiencing physical harm	<u>-0.21</u>	<u>-0.35</u>	<u>0.14</u>	-0.24	-0.22	0.02

Note. Underlined values indicate correlations which are significantly different between our samples using Steiger's (1980) test for dependent correlations ($p < .05$).

Supplemental Table S1. *Full Scenario Set.*

#	Scenario Description	WFU Mean	WFU SD	WFU Mean (POMP)	SMU Mean	SMU SD	SMU Mean (POMP)
1	Your friend is going out of town for a few days for an athletic competition. To attend it, he/she will need to miss one of his/her classes. He/She will need someone to collect any materials passed out in class that day, and you are in this class. You could offer to collect the class materials for your friend, or not offer and hope someone else does it. You offer to collect the class materials for your friend.	4.40	0.87	84.94	4.31	0.87	82.78
2	You are supposed to pick up your friend from the airport. They have to be back at a specific time for an important meeting. In order to get them back on time, you need to be at the airport when they arrive. The only way to be sure you will be there on time is to leave early, because there could be traffic. You leave for the airport early to avoid the chance of being late.	4.49	0.85	87.35	4.23	0.90	80.83
3	Your friend plans to go out tonight and asks if you want to join him/her. However, you have an exam tomorrow and feel you would benefit by studying more. You can either go out with your friend and skip the studying, or pass on your friend's offer and keep studying until you go to bed. You tell your friend that you will have to pass on hanging out so you can study for the exam.	4.20	1.09	80.12	4.06	1.15	76.39
4	You and a classmate are partners for a group project. You realize that you could finish up the project yourself tonight on your own, or you could leave the work for you and your partner to do tomorrow. Finishing up the project tonight would require you to stay up later than you would like. You do the extra work and finish the project tonight.	3.36	1.23	59.04	3.13	1.05	53.33
5	Your friend invited you to go to a wedding with him/her, and you commit to going. You end up needing minor dental surgery the day before the wedding. You know your friend would appreciate your company, but you may still be experiencing pain from the surgery. You still attend the wedding.	3.92	0.94	72.89	3.76	1.05	68.89
6	One of your friends' cars has broken down, and they have a doctor's appointment soon. You don't have time to give him/her a ride, but you could lend him/her your car. You can either lend your friend the car, or tell him/her you can't help. You loan him/her your car to get to their appointment.	3.65	1.12	66.27	3.59	1.09	64.72
7	You have to read a novel and write an essay about it for one of your classes. You could jot down notes as you read, but this might slow you down. You would finish the novel much more quickly if you just read it straight through without pausing to take notes. However, without taking notes, it may be hard to find the spots in the novel you need to reference in your paper. You take notes as you read the novel.	3.46	1.13	61.45	3.50	1.20	62.50
8	You and a friend are hanging out at your place and he/she suggests you pull a prank on the neighbor. He/She wants to knock on the door, and then run away before the person gets to the door. You think it could be a bad idea, but that it also sounds fun. You can either go play the prank with your friend, or suggest that you do something less risky. You play the prank with your friend.	2.70	1.28	42.47	2.22	1.18	30.56

9	You are at the mall and see a crowd of people gathered around a stage. There is an emcee promoting a brand of smartphones. By random, the emcee calls you up on stage to play a game and win a free t-shirt. You could go on stage, attempt to win the phone, and be the center of attention for a moment. Alternatively, you could decline the offer to go on stage, and avoid being the center of attention. You go up on stage.	3.51	1.31	62.65	2.94	1.31	48.61
10	You have to catch a flight out of town tomorrow afternoon. You have yet to finish packing your things when your favorite show comes on TV. It is already pretty late, so you won't be able to pack after the TV show is over. You can either watch the TV show, and finish packing tomorrow morning, or finish packing now and watch the show some other time. You start watching the TV show and put off packing.	3.20	1.18	55.12	3.14	1.19	53.61
11	Your professor has just announced the due date for your final paper. It's still two months away. You could write it down in your planner right now, and make sure that you have the due date recorded. Alternatively, you can worry about writing it down later, since the due date is still far off. You write down the due date in a notebook (or planner) right when you learn it.	4.05	1.22	76.20	4.03	1.18	75.83
12	You are getting ready for bed. As you change your shirt, you see a pile of dirty clothes on an old chair in your room. It seems you forgot to do the laundry. You could toss your shirt onto the chair with the other clothes and do the laundry later, or you could do the laundry right now. If you do the laundry, you will have to be up later than you intended. You just toss the shirt on the pile of clothes.	3.86	1.07	71.39	3.74	1.02	68.61
13	You are in the midst of studying for an important test the next day when a friend calls and asks you to buy a few cans of spray-paint at a particular shop near your house. He/She really needs them for an art project due the next day. You could take a break from studying, and pick up the spray-paint for your friend. Alternatively, you could tell your friend you can't do it and continue studying. You stop studying and help out with this errand.	2.92	1.11	47.89	3.03	1.18	50.83
14	Your professor makes a debatable statement in class and lets the class discuss it. You instantly know which side of the debate you fall on, but haven't clearly thought out your rationale. You could offer your opinion, but you take the risk of presenting a partially formed idea. You offer your opinion to the class before hammering out the details.	2.92	1.06	47.89	2.57	1.14	39.17
15	After a hectic week of work, you sit down at your computer, just looking forward to watching some Youtube videos. You notice that your computer desktop is cluttered with the various files that you have been working on during the week. You could take the time to properly save the files, or just watch the youtube videos and take care of the files later. You take the time to properly save the files.	3.77	1.23	69.28	3.36	1.17	58.89
16	You have already planned to spend the weekend with your boyfriend/girlfriend when your friend asks if you would like to hang out. You aren't going to cancel your plans with your significant other, but you also don't want to tell your friend that you can't do it. You can either tell your friend that you can hang out and cancel the plans at the last minute, or tell him/her that you already have plans. You make plans with your friend that you know you can't fulfill.	1.64	0.90	15.96	1.57	0.97	14.17

17	You are driving home, when the traffic light ahead changes from green to yellow. There aren't too many cars on the road. You can either slow down and stop at the light, or try to speed through it while it's still yellow. You slow down and stop at the light.	2.76	1.24	43.98	3.38	1.29	59.44
18	Your last class of the day has just ended and you are ready to go home after a long day. As you clear your table and pack up, your notes for various classes are jumbled into a pile. You could either throw them all into your backpack as is, or take the time to sort the notes before you leave. You sort the notes before putting them away.	3.11	1.30	52.71	2.88	1.36	46.94
19	One night, you stay at school late to finish up a project. You head back to your room carrying a lot of books and papers. You get to your room, and immediately change your clothes for bed. By now your floor is covered with clothes and books. You are really tired. You can take the time to clean up the clothes and books before you go to bed. Alternatively, you could just go to bed and deal with the mess another time. You put these things away before going to bed.	2.71	1.26	42.77	2.40	1.24	35.00
20	It's the middle of the semester and you have a lot of work that needs to be done for classes. A group of friends ask you to go out for a movie. You could decline and use the time to get some of your homework done, or go out to the movie with your friends. You go out to the movie with your friends.	2.76	1.10	43.98	2.79	1.22	44.72
21	You are catching up on the readings for class tomorrow in the library and it is urgent that you finish them. While reading, you remember there was something you wanted to buy at the mall. You could just ignore this impulse to go to the mall, or take a break from studying and go to the mall. You stop reading for the moment and go to the mall.	2.00	1.10	25.00	2.73	1.26	43.33
22	Your friend asks you if you want to hang out tonight, but you have a meeting for a group project and are not sure when it will end. You tell him/her that you will call him/her back after you find out the exact meeting time. You could either contact your other group members to find out the time of the meeting quickly, or wait for one of them to contact you. You immediately try to figure out the meeting time so you can call him/her back right away.	4.02	0.98	75.60	4.11	0.92	77.78
23	You have applied to several internships. A few companies have set up appointments to call you this week for extended phone interviews. You need to have an hour blocked off for each call. You can write down all of the dates in a planner, or just assume you will remember the schedule. You write these appointments down in a planner.	4.29	1.08	82.14	4.49	0.88	87.22
24	You and a friend are out one evening when you see an ad for a concert by one of your favorite music groups at a nearby venue. The concert is starting in a half hour and neither of you reserved any tickets. You could make it before the concert starts, but there is a chance that the tickets are sold out. You take the chance and drive to the venue in hopes of buying a ticket at the last minute.	3.42	1.17	60.42	3.11	1.28	52.78
25	A sports team you are on is having a mandatory meeting. The meeting is about to start, when you realize that one of your teammates isn't present. You could call him/her and check whether he/she forgot, but it is not your responsibility to do so. You call your teammate.	4.02	1.09	75.60	3.97	1.00	74.17

26	You get home after a long day and make dinner for yourself. Cooking dinner has left a pretty big mess in the kitchen, but you are very tired and have to be up early the next morning. You could either clean the messy kitchen, or go to bed and put it off for another time. You clean up the mess before going to bed.	3.64	1.22	66.07	3.63	1.28	65.83
27	You are walking by yourself, away from people, and listening to some music on your headphones. One of your favorite songs comes on. You feel the urge to dance to the song, and you don't think anyone is watching. You could either dance to the song, or just keep walking. You start dancing to the song.	3.13	1.45	53.27	2.59	1.36	39.72
28	You have no classes today but you have a lot of work to do. Your plan is to spend the day getting all caught up. Suddenly your friend calls you and asks you to hang out with him/her. If you hang out with your friend, you won't get caught up on your work. Alternatively, you can skip hanging out with your friend and get caught up on your work. You agree to hang out with your friend.	2.90	1.07	47.62	2.93	1.25	48.33
29	A friend calls you up because he/she is experiencing some problems he/she has with his/her family. He/She sounds pretty depressed, and sounds like he/she needs to talk to someone. You could take the time to talk to him/her, but you have an exam the next day and could use the time to study. Alternatively, you could continue studying and offer to call him/her back the next day. You put your studying aside and talk to your friend.	4.06	1.03	76.49	3.73	1.12	68.33
30	Your friend invites you to have dinner with his/her family. You've never met his/her family before, and don't know much about them. It occurs to you that you may say something that offends them, since you don't know much about them. You could ask your friend if there are certain topics that you should avoid, or just hope that you won't say anything they find offensive. You ask your friend if there are any topics that you should not bring up.	3.20	1.28	55.06	3.52	1.21	63.06
31	You are driving home when your cell phone starts ringing. You don't have a headset, so you would have to hold the phone while driving. You know it is a friend calling, and you want to talk to his/her. However, it might be unsafe to talk on the phone while driving, especially without a hands-free device. You can either answer the phone, or just wait until you get home and call his/her back. You pick up the phone and answer it.	3.51	1.37	62.80	2.69	1.21	42.22
32	You were planning on doing the laundry tonight, but after getting back home you're very tired. You can do the laundry, and go to bed after you finish it. Alternatively, you can go to bed and do the laundry some other time. You do the laundry before bed.	2.41	1.16	35.37	2.40	1.13	35.00
33	You have recently bought a bookshelf that has to be assembled. There are directions that go along with it. Reading the directions will help you know exactly how to put it together, but they are extremely detailed and tedious. On the other hand, you could try putting it together without reading the directions, but you may end up making a mistake. You go through each step of the directions when building the bookshelf.	3.79	1.05	69.82	3.64	1.03	66.11
34	Your friend has graduated college and is going to graduate school about 2 hours away. You make plans to visit your friend for a day, but on the day you are supposed to visit them, a professor gives you an important assignment with a very tight deadline. It would be difficult to get your work done if you visit your friend, but your friend is looking forward to your visit. You visit your friend as you had originally planned.	3.21	1.06	55.18	3.11	1.14	52.78

35	Someone from class whom you have never talked to starts messaging you. You are having friendly conversations with him/her when political issues come up. You could fully express your views, but you don't know where he/she stands, and you may offend him/her. You express your political views.	2.94	1.21	48.48	2.99	0.92	49.72
36	You are driving on the highway to attend a dinner with a few friends. You don't want to show up late, but are pretty sure that you will be late if you don't speed. You drive over the speed limit to get to the dinner on time.	3.56	1.18	64.02	2.96	1.24	48.89
37	You are shopping for shoes when you see this belt on sale that you really like, although you don't need it since you have another belt. The salesperson says that this is the last day that the belt will be sold at the offered price. You could buy the belt at this reduced price even though you don't need it. Alternatively, you can pass on the belt, and not have a chance to get it at this reduced price. You buy the belt.	2.74	1.27	43.60	3.28	1.26	56.94
38	You are in class. The room is really cold because of the air conditioner, so you put on a sweater. After class, you head out to lunch at a cafeteria. You start to feel warm from your sweater, so you take it off to put in your bag. You can either fold up the sweater before putting it away, or just simply stuff it in your bag as is. You fold up your sweater before putting it in your bag.	2.61	1.36	40.24	3.09	1.42	52.22
39	You have volunteered to help out with the logistics for a school carnival. The night before the event you are sick and definitely in no shape to attend the next day. You feel that your immediate supervisor would understand if you called and canceled, but would be even happier if you found a replacement on your own. You can either call your supervisor and cancel, or search for a replacement. You search for your own replacement before you inform your supervisor.	3.77	0.96	69.21	3.88	0.95	71.94
40	Your friend's drama club is putting on a play for one night only. You tell your friend that you will be there. However, on the night of the play, you come down with a sore throat and a runny nose. You could use the rest to recover from this minor illness. On the other hand, this is the only night to see your friend's play. You go see the play despite being sick.	3.77	1.03	69.21	3.54	1.21	63.61
41	You are meeting a friend off campus for lunch, and you only have 10 minutes until you said you would be there. You also have an errand you'd like to run before going to the restaurant. There is a good chance that you will be late to lunch if you run the errand. You try to run your errand before meeting your friend.	2.78	1.06	44.44	3.40	1.08	60.00
42	Your friend is visiting from out of town. You decide to take your friend out around town for the night. After a few hours, you start to feel tired and want to go home and sleep, but your friend wants to stay out. You are concerned that your friend might get into trouble on his/her own, especially since he/she is unfamiliar with the area, but you know that he/she won't leave until he/she's ready. You stay out with your friend.	4.15	1.00	78.70	4.03	0.88	75.83
43	You go to a party with several friends. At the party, a different group of friends ask you to leave with them and hang out at another place. You could leave the party to hang out with that group of friends, or stay at the party. You leave the party with this different group of friends.	2.69	0.97	42.28	2.66	1.04	41.39

44	You are dropping off some books and supplies in your room before going to your next class. You don't have a lot of time to spare. You can take the time to put everything away, and risk the chance of having to rush to class. Alternatively, you could just put everything down and have plenty of time to get to class. You just put your things down and not put them away.	3.83	1.23	70.68	3.72	1.10	68.06
45	After a tiring day at work, you are really looking forward to getting some sleep. Just as you get into bed, you get a call from your friend. He/She has a problem and he/she needs your advice. You could talk to him/her about his/her problem, but that will probably take at least an hour. Alternatively, you could tell him/her you'll call him/her tomorrow, and go ahead with your plan to go to sleep. You stay up and chat with your friend.	3.94	1.08	73.46	4.10	0.95	77.50
46	You have a paper that you have been meaning to finish. You also are supposed to meet a friend for lunch tomorrow. You could put off finishing the paper until tomorrow morning and risk having to cancel your lunch plans if you don't finish on time, or you could finish the paper tonight. You finish the paper tonight.	4.00	1.04	75.00	3.96	0.90	73.89
47	You have plans to go out to dinner with a couple of friends. The day before you are supposed to meet up with them, you realize that your exam was rescheduled to the same day and time. You could call them and try to reschedule, or just skip the dinner and let them know afterwards. You call them in advance and reschedule.	4.51	0.85	87.65	4.53	0.71	88.33
48	You go out shopping, and while there, you see a cool pair of headphones. You have an old pair of headphones, so you don't really need this new pair. However, you would really enjoy this new pair of headphones, and you have the money for them. The money could be spent on something more useful, but the headphones are pretty cool. You splurge on the new headphones.	2.37	1.16	34.26	2.31	1.10	32.78
49	Your friend has told you that he/she is attracted to someone, and asked that you don't tell anyone. However, you know one of your other friends would enjoy hearing about it. Your friend who confided in you would be upset if you told his/her secret, but your other friend would really enjoy the information. You tell your other friend the secret.	2.02	1.00	25.62	1.86	1.01	21.39
50	You are walking through a city and are at an intersection. Despite the fact that there is a "don't walk" sign, there aren't any cars around. While crossing at this point isn't recommended, it seems safe enough. You cross the street instead of waiting for the "walk" sign.	3.90	1.09	72.53	3.58	1.24	64.44
51	You have a group presentation for your history class due in a month. Your group is planning to meet this weekend to figure out what to do for the presentation. You could write out an outline of all the tasks that need to be done, which would make the group meeting more productive. Alternatively, you could go to the meeting without making an outline, and that could be something the group hammers out. You write out an outline for all the tasks that need to be done for the project before the meeting.	3.27	1.24	56.85	3.34	1.11	58.61
52	You are about to submit your assignment when you notice a typo in the third line. Your professor has already assured the class that only the content of the assignment will be graded. The typo is simply a misspelled word, and does not detract from the meaning of the sentence. However, you don't want the professor to get the impression that you are careless. You can take the time to reprint a corrected version, or just turn in the paper with the typo. You reprint a corrected version of the paper.	4.02	1.18	75.60	3.94	1.13	73.61

53	You are in school one day and you haven't been able to find your wallet all day. Later that day, you are having lunch in a crowded restaurant with your friend. He/She tells you that he/she "stole" your wallet as a joke, and hands it back to you. You have an urge to swear loudly at him/her, but you are in public and could offend someone. You swear loudly at your friend despite being in public.	2.80	1.26	44.94	2.33	1.27	33.33
54	Several weeks ago, you planned to carpool home for a weekend with a friend that has family in the same area. On the day before you leave, you realize that you have an assignment due on the following Monday. It would be less convenient to complete the assignment if you go on the trip. However, your friend is counting on you for a ride. You can either cancel the trip, or go through with your plans. You go through with the trip as planned.	3.83	0.98	70.83	3.46	0.97	61.39
55	You have just moved into a new apartment. While unpacking your things, you come across a box of free promotional items (e.g., a ball, button pins, stickers) that you got from various companies. You don't really have any need for these items. You can either take time to organize them, or you can throw them away. You organize the items.	2.55	1.23	38.69	2.81	1.23	45.28
56	In the coming week you have a large amount of meetings, deadlines, and appointments. You have never had to keep a planner before, but you have so many things to keep in mind now. You could keep a planner and make sure you keep up with your schedule. Alternatively, you could try to remember your schedule without using a planner. You keep a planner.	4.17	1.07	79.17	4.04	1.10	76.11
57	You are interested in participating in various school activities but there a lot to choose from. You could pick a few and have a manageable schedule, or sign up for a bunch and possibly have some scheduling conflict. You end up with scheduling conflicts as a result of overlapping commitments.	2.56	1.11	38.99	2.31	1.16	32.78
58	You are preparing an application for a University. This particular University is one of your top choices. You know that the essay is a major factor in admissions decisions. You have already written the essay, and revised it once. You could either send it as is, or review and revise it one final time. You review and revise the essay an additional time before sending it.	4.42	0.85	85.42	4.31	0.87	82.78
59	You are working on a group project for class. You are responsible for a part of the work, and also for keeping your fellow group members updated on your progress. You are expected to update them each week whether or not you have made any progress. One week, you fall behind on your work. You could either tell the group, or just not send a report this week. You report this to your group.	3.76	0.94	69.05	3.87	0.90	71.67
60	You and your friends have planned participating in a school event as a group. You are responsible for registering the team, which has to be done this week. However, you are busy with papers due, exams, and other activities you are committed to. You could try to find time to sign the group up, or ask someone else in the group to take care of registration. You try to get someone else to take care of registering the team.	3.21	1.16	55.36	3.44	1.09	61.11

61	A person in your new class has just asked you out. You don't know much about her/him. Though she/he seems nice, you are not yet sure of your feelings for her/him. You could go out with her/him, but you could end up having an awkward date. On the other hand, you could refuse, which would give you more time to figure out how you feel about her/him. Turning her/him down may result in missing out on a potentially rewarding relationship. You go out with this new person.	3.99	0.88	74.70	3.22	1.22	55.56
62	Your friend just got a new car and he/she offers to let you take it out for a test drive. Your friend has always been a bit of a thrill seeker. Midway through the ride, he/she challenges you to go above the speed limit. It is late at night and there are no cars in sight, so you don't think there is a large chance of getting pulled over. However, going above the speed limit is illegal and dangerous. You meet his/her challenge to drive over the speed limit.	3.27	1.32	56.71	2.34	1.25	33.61
63	You and a friend have plans to go shopping together. On the day of, you realize that you have too much schoolwork, and definitely can't go. Your friend is expecting to hear from you, but you are busy and engaged with your schoolwork. You could take a break from your work to call your friend, but you could lose the momentum if you stop working. Alternatively, you could just keep working and let your friend know some other time. You stop working for a bit to call your friend to cancel your plans.	4.35	0.97	83.84	4.23	0.98	80.83
64	Your friend asks you to deliver a package for him/her. He/She tells you that it needs to be postmarked by a specific date at the latest. There are five days until it needs to be postmarked. You know that you have time to drop it off today, but you still have a few days until it needs to be at the post office. You take the package to the post office today.	4.01	0.97	75.30	3.64	0.98	66.11
65	You are about to go out with your friends and are running late. After changing in a hurry you realize that you are wearing a shirt that hasn't been ironed. You could take the time to change into an ironed shirt, but you would be even later. Alternatively, you could just go in the wrinkled shirt. You change into an ironed shirt.	3.13	1.34	53.35	3.59	1.31	64.72
66	Your school fees are due in a week. On your way to pay them, you see a watch on display at a shop. You really like the watch, but you forgot your credit card and only have enough cash to pay for either the fees or the watch. The fees have to be paid, so if you buy the watch, you will definitely have to come back to pay the fees. However, you aren't sure if they will have this exact watch when you have a chance to return. You purchase the watch.	1.74	1.05	18.60	2.04	1.20	26.11
67	You are at the mall shopping one day. You walk into a clothing store and a pair of shoes catches your attention. You have enough money to buy the shoes, but aren't sure if you should. You already own several pairs of shoes and you don't need a new pair. However, you really like the shoes on display. You could buy the shoes regardless of whether or not you need them, or just leave the store without buying the shoes. You buy the shoes.	2.68	1.06	42.07	3.10	1.21	52.50
68	A new semester just started, so you have all new classes. On the Sunday before your first class, you are pretty sure you know the time of your first Monday class, but you aren't totally sure. You could check the course listing online, and avoid the risk of being late or missing the first class. Alternatively, you can trust that you know when the class starts. You check the course listing to be sure of the class time.	4.73	0.59	93.29	4.54	0.67	88.61

69	<p>You promised to proofread and give comments on your friend's final paper for one of his/her classes. However, the day he/she sends it to you, you come down with a terrible flu. You could call or email your friend to let him/her know that you're sick and might not be able to help. On the other hand, you could still proofread the paper while being sick. You still proofread the paper.</p>	3.46	1.12	61.59	3.92	0.81	73.06
70	<p>You are hanging out with some friends before your next class and having a lot of fun. You remember that you are supposed to bring a printed version of a paper that is due today to class with you, but you have not printed it out. You could go print the paper out, but that would mean leaving this fun time immediately. Alternatively, you could keep hanging out with your friends and ask the professor if you can turn the paper in late. You stay with your friends until class starts.</p>	1.84	1.23	21.04	2.20	1.30	30.00
71	<p>You are unable to attend a meeting for a group project due to an emergency. Although they are understanding about your absence, the meeting is important so they have decided to carry on without you. You can either call after the meeting ends to find out what you need to do for the project, or wait for someone to call you with the details. You call a group member to get your assignment.</p>	4.42	0.75	85.54	4.13	0.95	78.33
72	<p>You have to give a presentation in class tomorrow. You just finished it, but haven't had a chance to practice yet. You are really tired, but you will only have enough time to check it over once in the morning. You can either practice it a few times tonight, or just check it over once tomorrow before the class. You practice your presentation before going to bed.</p>	3.90	1.14	72.59	3.63	1.21	65.83
73	<p>You are taking a younger family member (under 7) shopping at the mall. He/She needs constant supervision, but he/she keeps trying to go off without you. It is exhausting chasing him/her around. You could keep an eye on him/her from a distance, though it may be unsafe if he/she wanders off. You keep him/her right next to you at all times.</p>	4.29	0.98	82.23	4.27	0.85	81.67
74	<p>You recently lost a close family member and it has been on your mind a lot. You've been having a hard time coping with it, and feel like opening up to someone could help. You recently met someone online and became friends. This friend seems to be a very nice and understanding person. You want to open up to him/her about this recent hardship, but you have never met him/her in person. You open up to this online friend about your family tragedy.</p>	2.05	1.20	26.20	2.47	1.28	36.67
75	<p>After shopping for clothes one day, you realize your wardrobe is so filled with clothes that it's hard to find what you want to wear. You can leave your closet as is, and deal with the difficulty of finding the clothes you want to wear. Alternatively, you can organize your closet to make it easier to find the clothes you're looking for in the future. You organize your closet.</p>	3.42	1.22	60.54	3.16	1.23	53.89
76	<p>A co-worker asks if you can cover one of his/her shifts next month so he/she can study for an exam. You agree. A week before you're supposed to cover for him/her, you learn that your favorite band is playing a concert during that shift. You don't think you could find another employee to cover the shift. You can either skip the concert and cover the shift as planned, or you can tell your co-worker you can't cover the shift anymore. You tell your co-worker you can no longer cover for him/her.</p>	2.75	1.34	43.67	2.89	1.18	47.22

77	Your friend is leaving the country for a few months and would like you to hold on to his/her car keys and watch his/her car until he/she gets back. He/She needs you to turn the engine on at least once every couple weeks to keep the engine running properly. You can either agree to watch his/her car, or ask him/her to find someone else to do it. You agree to watch your friend's car.	4.37	0.78	84.34	3.77	0.82	69.17
78	It is late, you have a project meeting the next day, and you haven't finished your portion of the work for it. However you found out that some of your other groupmates did not do their assigned work as well. You can either stay up late finishing your portion of the work, or put off the work for later. If you put off the work, you won't have a chance to finish it before the meeting. You stay up late and get the work done.	3.98	1.01	74.40	3.32	1.04	58.06
79	You and your roommates have decided on a chore schedule. Each person is responsible for one chore a day, and the schedule only works if each person sticks to the schedule. One day, you have a lot of work to do, and don't want to step away from it to complete your assigned chore. You could skip the chore today, and try to make it up the next day. However, skipping the chore would throw off the schedule. You skip the chore today.	2.78	1.14	44.58	2.89	1.04	47.22
80	You are in a class lecture when you feel really hungry, but you don't have anything to snack on. You could either wait until class is over to get something to eat, or just leave class now and go get food. The professor might notice if you leave class. You leave class to go get something to eat.	1.54	0.99	13.55	2.14	1.20	28.61
81	You made plans to meet up with a friend for dinner at 7pm. You don't have a car and the most convenient way to get to the restaurant is by taking the bus. Due to the bus schedule, you would get to the restaurant 15 minutes early if you leave now. However, you might be a 10 minutes late if you wait to catch the next bus. You leave for the bus now.	4.15	0.93	78.66	3.59	1.17	64.72
82	Your professor comes up with a project where the whole class can voluntarily be involved. You are fascinated by this project, but you already have a pretty busy schedule. You could sign up for the project, but you risk being too busy to keep up with it. Alternatively, you could pass on the project. You sign up for the project.	3.17	0.98	54.27	2.72	1.03	43.06
83	A friend is staying with you at your place. He/She has been eating most of the food and not contributing, and you feel as though he/she is overstaying his/her welcome. You could confront him/her on this, but doing so may hurt his/her feelings. You confront him/her about your concerns.	3.38	1.16	59.45	2.92	1.11	48.06
84	You become very hungry and go to your fridge to find something to eat. You realize that several of the food items in the fridge have expired or become moldy. You could take the time to clean out the bad food before eating, or just eat and take care of the spoiled food another time. You throw out these expired items before you choose something to eat.	4.15	1.18	78.66	4.04	1.16	76.11
85	You have been roped in as the new head of a school event and you know most of the crucial details you need to run the event. You can run the event without consulting anyone, or consult a student who was in charge of the event last year. You consult the student who ran the event last year.	4.05	0.93	76.22	4.02	0.85	75.56
86	You have a friend who often takes offense to comments or observations that most people would not consider offensive. You could either speak as you normally would or sensor yourself to avoid offending your friend. You censor yourself to avoid offending your friend.	3.43	1.07	60.67	3.73	1.00	68.33

87	You are at home, dressed for work and eating breakfast. As you are about to leave you notice a small stain on the cuff of your sleeve. The stain is barely noticeable. You can go to work in the clothes you are wearing, and hope nobody notices the stain. Alternatively, you can change your outfit. You change your outfit before leaving for work.	2.89	1.31	47.26	3.20	1.27	55.00
88	You are working on a group project with a group of classmates whom you do not know well. The group is getting distracted and becoming rowdy. You have a lot of other work to do and you really need to get this group work done. You could either wait for the group to settle down and get focused, or shout over everyone to try to get the group back on track. You shout in order to get the group back on track.	3.38	1.10	59.45	3.17	1.22	54.17
89	You have forgotten to buy the milk and bread you promised your mother you would get and didn't realize it until you got home. Your mom is still out and no one else is at home. You can either head back out and get the milk and bread, or stay put and tell your mom you forgot when she gets home. You head back out and buy the groceries.	4.02	0.89	75.61	3.10	1.26	52.50
90	You have a great deal of work to do this week for several classes, including a group project. There are three other people working on the group project, and they seem competent, so the group project can proceed even without significant amount of work from you. Coasting on the group's effort would give you more time to work on other assignments, but the group is counting on you to put in your fair share. You coast on the group's effort.	2.37	1.20	34.15	2.44	1.05	36.11
91	Your relatives are coming to visit you and they want to see your room. You haven't been keeping your room clean, and you know your family would be upset by this. You could tidy up the room before they come, or just leave it messy. You make sure everything is neat and tidy before they arrive.	4.43	0.75	85.84	4.22	0.90	80.56
92	You are at a restaurant with a friend. Your friend is saving a table while you place the food order for both of you. Your friend picked out an item from the menu that he/she enjoys and always orders. Just then, you see a different item that you think he/she would enjoy but probably wouldn't order on his/her own. You order the new menu item for your friend.	1.98	1.19	24.40	2.74	1.21	43.61
93	Your friend is sick with the flu and doesn't have the strength to get out of bed. He/She calls saying he/she needs some over-the-counter flu medicine, and asks if you could get that for him/her. You go get the medicine for your friend.	4.54	0.67	88.55	4.31	0.73	82.78
94	A friend of yours is having a tough time with his/her parents' divorce. You hear about a free art class that would last four weeks that your friend would enjoy. Your friend expresses interest, but he/she doesn't want to go alone. You could go with him/her, but it would cut into your free time. You go to the art classes with your friend.	3.88	1.20	71.99	3.96	0.86	73.89
95	A week ago, you made dinner plans with a friend who is visiting from out of town. When that night comes, it turns out that you have a lot of work due the next day. If you meet up with your friend, you will be up all night long finishing your work afterwards. You could cancel the plans, but you may not get a chance to meet up with your friend before he/she leaves. You meet up with your friend.	4.00	0.83	75.00	3.72	1.06	68.06

96	You've finished your lunch. You head to the sink to wash your plate. Just then you see several unwashed dishes already in the sink. You remember that it's your roommate's turn to wash the dishes. You could just leave your plate in the sink for him/her to wash, or just wash all of the dishes yourself. You wash all the dishes yourself.	3.06	1.30	51.51	3.19	1.29	54.72
97	The term has just ended and your room is a mess. You didn't get around to cleaning it, because you were busy with all the work you had to do for your papers and exams. You are planning to go on a long trip with your friends, but you won't be leaving for three days. You could just unwind from the semester, or use the few days before the trip to clean your room. You clean up your room before going on your trip.	4.24	0.97	81.02	3.32	1.23	58.06
98	You have a group project proposal and an individual assignment due around the same time this week. You are confident that your groupmates can put together a good proposal with or without your help. You can rush through the work for the group project and count on the other group members to fix any mistakes you make. Alternatively, you can take the time to proofread your work, and make sure that the rest of your group doesn't have to do your work for you. You send your portion of work off to the other members without proofreading it.	2.64	1.22	40.96	2.74	1.12	43.61
99	You are eating at a party and want to get a piece of cake for dessert. The plate you are using now has some oil and leftover bits of food on it. You can use the plate you currently have, and just put the piece of cake on top of the leftover bits of food. Alternatively, you could get a new clean plate for your piece of cake. You get a new, clean plate for the cake.	3.88	1.12	71.99	3.77	1.29	69.17
100	You volunteered for a school event, and agreed to be in charge of cleaning up afterwards. You expected to finish cleaning quickly, but it is now lasting more than an hour. You can either stay longer than you expected and finish the job or leave now and let other people finish it tomorrow. You stay late and finish cleaning.	4.00	0.94	75.00	3.83	1.00	70.83
101	You are at a camp during your break. You have climbed the rock wall many times since being there, and have become quite good at it. You enjoy climbing the rock wall, but it takes a bit of time to put on the protective gear and equipment. One day, you find yourself alone at the rock wall. You could climb it without the protective gear, and assume you won't fall. If you did fall, you would certainly hurt yourself without the protective gear. You climb the wall without any gear or equipment.	2.05	1.07	26.20	1.86	1.03	21.39
102	You wake up and have a few hours before you need to go to class. You could take the time to make your bed, but you want to spend that time relaxing before class. You make your bed before relaxing in the morning.	2.65	1.44	41.27	2.73	1.42	43.33
103	You are hanging out with bunch of friends one afternoon, and while your friends are talking you start thinking that it would be great if you guys had some snacks to eat. You just leave the group to go buy these snacks.	2.95	1.08	48.80	3.26	1.03	56.39
104	You are traveling in a city you've never been to with some friends. You are out walking on your own with no particular plans for the evening, when you pass a bar that seems to have some kind of party going on. You don't know anyone at the bar, but it looks like everyone is having a good time. You could approach the bar and try to join the fun, or just keep walking and find something less crowded. You approach this party.	3.13	1.26	53.31	2.40	1.16	35.00

105	Your desk is a mess after just finishing your class project. However, since the class project was hard, you are looking forward to relaxing. You can either clean up before relaxing, or start relaxing and put the cleaning off for another time. You clean up your desk before relaxing.	2.81	1.29	45.18	2.82	1.35	45.56
106	After a week of classes at the start of the semester, you find that you have assignments for each class due throughout each week. Although keeping a planner would be an additional thing to take care of, it may make it easier to keep track of assignments. You write down the due dates for all of your assignments in a planner.	4.08	1.17	77.11	4.16	1.03	78.89
107	A friend comes up to you and says his/her significant other said something insulting to him/her. You could inquire about it and comfort him/her, or just try to change the subject. Comforting your friend could help him/her feel better, but it may be an uncomfortable conversation. Alternatively, you could try to change the subject, and avoid the intense conversation. You take time to comfort your friend.	4.39	0.79	84.64	4.26	0.76	81.39
108	You are on your way to school when you notice litter on the ground. You are running late but you see a bin nearby. You could pick up the litter and throw it away, or just ignore it and hope someone else takes care of it. You pick up and throw away the litter.	2.98	1.18	49.40	2.68	1.23	41.94
109	You are riding in a car with a friend and his/her family. They are having trouble finding the road to turn on. You think you see the correct road sign, but you aren't entirely sure. You could tell them you see it and possibly be wrong, or keep it to yourself and avoid the risk of being incorrect. You say you think you see the road to turn on.	3.78	1.06	69.58	3.76	0.83	68.89
110	The lecture for your last class of the day has ended. You have a pile of handouts that your professor passed out during class. As you pack up, you could spend some time putting these handouts in order or you could just quickly place them in your folder. You organize the handouts before putting them in your bag.	3.23	1.29	55.72	2.97	1.35	49.17
111	You and a friend are driving to a restaurant you both like. You've already made a reservation for dinner there. Along the way, you pass a newly-opened restaurant that both of you find interesting. You can continue going to the restaurant as planned, and know that you have a reservation when you get there. Alternatively, you can go to this new restaurant and hope that they have room to seat you when you get there. You go to the new restaurant.	2.87	1.07	46.65	2.98	1.13	49.44
112	You have plans to hang out with a couple of friends this evening. Out of nowhere, an old acquaintance calls and tells you he/she is in town for the day, and wants to spend time with you. You want to see this old friend, but you would have to cancel the plans you made with your friends. You agree to go out with your old friend.	3.63	0.81	65.85	3.44	0.95	61.11
113	You have been assigned a group project with 3 other students, all of whom are a year below you in school. Not only are they less experienced than you, but they seem to be getting distracted easily. You could lead the group yourself or just wait for someone else to do it. You lead the group yourself.	4.39	0.73	84.76	4.26	0.83	81.39
114	You and a friend are driving down the street and see a group of school kids running up ahead. You yell at them loud enough to scare them.	1.83	1.17	20.73	1.80	1.13	20.00

115	You are getting ready to leave the house when you realize that you left your keys somewhere in your room. In the process of finding your keys, your room ends up quite messy. You can leave for work now and get to work 10 minutes early, or use that 10 minutes to straighten up your room before you leave. You organize your room before heading out of the house.	2.61	1.22	40.24	2.39	1.20	34.72
116	You can't find your sunglasses, and have no idea where you might have misplaced them. You could either start actively trying to find them by looking through your room, or you can think about where they might be. You actively search your room for your misplaced sunglasses.	3.93	0.98	73.17	3.59	0.93	64.72
117	You have spent a lot of time doing your assignment and your stuff is strewn all over the table. You decide to call it a night and resume the next day. You can clean up the table before you go to bed, or clean it up tomorrow when you wake up. You clear off your table before going to sleep.	2.77	1.48	44.21	2.44	1.21	36.11
118	You are in a room with other candidates for a job, waiting to be called up for your job interview. It is a competitive position, and so everyone (including you) has a suit on. It's warm and you feel like taking your suit jacket off, but notice that everyone else has their jacket on. Taking off the jacket would make you more comfortable, but it may make you stand out. You take the jacket off.	2.91	1.24	47.87	2.71	1.22	42.78
119	You have organized a competition for a group of your friends and other students. They want you to participate in the competition as well. You know that doing so would be difficult, because you would have to balance your organizing and competing responsibilities. You compete in the event in addition to organizing it.	3.22	1.14	55.49	2.70	0.99	42.50
120	In your apartment, there's a closet where you store a lot of random things. Though you generally know where to find everything, the closet is full of stuff and sometimes it's hard to close the door. You finally have a day off from work with nothing to do. You could either take the time to clean the closet, or put off cleaning the closet for another day. You clean up and sort out the closet.	3.45	1.24	61.28	3.00	1.25	50.00
121	You are packing your bag for school and you have a few important class lectures, so you plan on taking down notes. You are trying to decide if you should pack a notebook for each class, or just use one for all of your classes. If you pack a notebook for each class, your notes will be nicely organized by class. If you bring just one notebook, your notes will not be as organized. However, having just one notebook would be less to keep track of than having a notebook for each class. You just pack one notebook and use it for all of your classes.	2.26	1.26	31.40	3.39	1.37	59.72
122	You are working on a group project with three other people. You all agreed upon a time to have a meeting tonight, but you are so tired from a long day and really want to go to bed. You skip the meeting and go to bed.	1.91	0.98	22.87	2.00	0.94	25.00
123	At the end of the semester you notice a lot of things have piled up on your desk. Yet this has not affected your ability to do work on it because you know exactly where everything is. You can take the time to organize it, or just leave it as is. Organizing the desk won't benefit you in terms of getting work done, but it will look less cluttered. You sort out the things on your desk.	3.34	1.31	58.54	3.10	1.35	52.50

124	You arranged to meet your friend at the gym tonight. However this week you feel unwell and decide not to go. You can either call in advance and let your friend know you won't be there, or just not show up. You make the call in advance to let your friend know.	4.56	0.79	89.02	4.59	0.69	89.72
125	You have a group assignment. You are sure that you will be able to adhere to the deadlines that the team has set. You find yourself with enough time to offer help to the other group members. Alternatively, you could just do your required portion, and not offer to help the other group members. You offer the other group members help.	3.54	1.00	63.41	3.40	1.00	60.00
126	You and a classmate are both clueless about a difficult assignment that is due next week. You agree to meet and work on it together. The day before your meeting, you realize you have another deadline to meet for another course. You can either cancel the meeting with your classmate, or just skip it without giving any notice. You cancel the meeting with your classmate.	3.73	1.39	68.29	3.87	1.18	71.67
127	You are driving with some family members and are stuck in a traffic jam. Your lane is moving very slowly, and the lane next to you is moving much faster. You could cut over to that lane, but doing so may be dangerous because there are many cars there, and they are moving so much faster. You switch into the other lane.	3.20	1.28	54.88	2.92	1.23	48.06
128	You and some friends are walking on a road at night. You friends dare you to move a police traffic cone from the road. Being that it's late, the streets are fairly empty and it's unlikely anyone will see you. You can move the traffic cone with your friends and run the risk of getting in trouble. Alternatively, you can refuse and run the risk of being teased. You move the traffic cone.	2.67	1.27	41.77	1.98	1.09	24.44
129	You are playing a game of ping pong with a friend. You are losing by a large margin, and you are getting frustrated about it. You could keep playing and try to finish the game amicably, or just throw the ping pong paddle at the wall and quit the game. You throw the ping pong paddle at the wall.	1.78	1.09	19.51	1.76	1.04	18.89
130	At the end of the semester, you are thinking about what to do with all your notes. You could throw them all out, or you could box them up and keep them for future reference. Keeping the notes would require organizing them into a few boxes. You store your notes from the completed semester.	3.72	1.11	67.99	3.60	1.14	65.00
131	You have a class where the professor gives out a few handouts every class meeting. There are so many handouts, that it would be easy to lose track of them. You could either file them carefully, or just throw them into your backpack. You file the handouts carefully.	3.93	1.06	73.19	3.62	1.24	65.56
132	Your roommate left early in the morning, and also left the room very messy. His/Her books and clothes are all over the floor. You could either clean it up yourself, or hope that your roommate does when he/she gets home. You clean up your roommate's mess.	2.27	1.27	31.63	2.52	1.13	38.06
133	You leave your house for a group project meeting. Unfortunately, there is an accident on the road and you are stuck in a traffic jam. You still think you should get to school just in time to get to the group meeting before it starts. However, there is a chance that you will be late. You can call someone in your group and let them know you might be late, or just show up and explain what happened after you get there. You call someone in the group and let them know you could be late.	4.28	0.85	81.93	4.27	0.98	81.67

134	You are staying at a friend's place for a couple days. Though your friend's place is cluttered and there is hardly any walking space, no one really bothers to clean the place up. You can either clean it up yourself, or ignore the mess. You clean up the clutter yourself.	3.00	1.17	50.00	2.90	1.27	47.50
135	A friend of yours is coming over to your place, but you have had a long week and haven't been cleaning up. There are clothes all over the floor. You could clean up the room before your friend arrives, or just relax a bit before he/she shows up. You pick up the clothes before your friend comes over.	3.93	1.01	73.19	4.13	1.03	78.33
136	You have been up late finishing an assignment for an early morning class. You are tired and ready to sleep when you notice your things strewn all over your desk. You might have time to tidy up after your class tomorrow. You don't share your room with anyone, so no one will care if you put off cleaning the desk. You can either go to bed and put off cleaning the desk for at least a day, or you could clean your desk and then go to bed. You clean up your desk before you go to bed that night.	2.46	1.45	36.45	2.18	1.19	29.44
137	You get home after spending a whole day out with your friends. You are very tired and want to go to bed, but you left a mess in your room before you left for the day. Cleaning up the mess now would delay going to bed by at least 20 minutes. You clean up the mess before going to bed.	2.83	1.37	45.78	2.57	1.27	39.17
138	You get home from a long day at school. You need to unpack your bag. You could take the time to organize everything as you unpack your bag, or you could more quickly just put each item in any old place. You immediately organize the things you pull out of your bag.	3.20	1.12	55.12	2.67	1.29	41.67
139	You are playing a game of cards with your friends for fun. You get an urge to take the deck of cards and fling them all over the room. You fling the cards all over the room.	1.96	1.11	24.10	1.78	0.99	19.44
140	You are at a bar with a friend. Late into the night, your friend becomes very drunk and tipsy. You wave down a taxi and help him/her into it. You can ride with your friend to make sure he/she gets home safely, but then it would take another hour for you to get home. Alternatively, you can help him/her get in the cab, and go your separate ways. You ride in the taxi with your friend and make sure he/she gets home safely.	4.19	0.97	79.82	4.08	1.04	76.94
141	One day you notice that some of your music files list the artist name first, then the song titles. Other file names have just the song title, etc. The music plays just fine, but it can be challenging to find the song you want to hear. You can take the time to rename the songs to a consistent format, which would make it easier to navigate your music library. Alternatively, you can just leave your music library as is, and deal with the inconsistent format. You rename all your file names to a consistent format.	3.39	1.36	59.64	3.53	1.33	63.33
142	You are talking with an acquaintance that you are not particularly good friends with. During your conversation, you are reminded of something you did recently that was embarrassing, but that other people find funny. You could tell this new acquaintance the story, risk embarrassment, and hope they find it funny. Alternatively, you could avoid telling the story to avoid the risk of embarrassment. You tell this person the potentially embarrassing story.	3.36	1.08	59.04	3.18	1.12	54.44

143	You are leaving home and going abroad for college. You are packing your things you plan to bring with you. You can either pack each item that you know you want to bring, or organize them into categories before packing them up. Organizing the things first would make it easier to keep track of what you're bringing, but will make the packing take longer. You sort your items into categories before packing them.	3.72	1.15	68.07	3.57	1.16	64.17
144	You have a roommate that frequently leaves trash all over the room. Today you get home to find a mess he/she left. You could wait for him/her to clean up the trash, but he/she may not get around to it for a while. You clean up his/her mess yourself.	3.27	1.27	56.63	3.12	1.19	53.06
145	Your friend is going out of town for a few days, and has asked you to drop off some letters at the post office for him/her. You know that these are payments for bills, and that it is crucial that they arrive on time. You send the bills on time.	4.65	0.74	91.27	4.50	0.72	87.50
146	You are at an amusement park in line for a roller coaster. As you approach your turn to get on the ride, you see the staff manning the station. You are slightly concerned about the safety of the ride. You could ask the staff about the number of accidents that the roller coaster has had, or just get on the ride and ignore your worry. You ask the staff about the number of accidents that the roller coaster has had before you ride it.	2.11	1.14	27.71	2.18	1.16	29.44
147	You have a roommate that is sloppy, and doesn't mind if the house is messy. The two of you share a common space that you like to keep organized, but your roommate is constantly leaving a mess in it. You can't stand the house being messy. You can either talk to your roommate about not leaving a mess, or just clean up after him/her. You talk to your roommate about cleaning up.	3.63	1.06	65.66	4.00	0.83	75.00
148	You and your friends planned to eat out at a restaurant, which you have been to many times. As you get in the car with your friends to drive over to the restaurant, it starts raining slightly. You know you need to concentrate more when driving in the rain and your friends are all talking. You tell your friends to stop talking and remain silent so you can concentrate on driving.	2.58	1.07	39.46	3.30	1.17	57.50
149	You and a group of friends have been discussing forming a team and signing up for a tournament. To sign up, your team has to turn in some paperwork and a registration fee. No one in the group has stepped up to be in charge of this. You could take charge of the paperwork and collecting the money for registration, or you could wait for someone else in the group to step up. You take charge of getting together the paperwork and registration fee for the tournament.	3.76	0.99	68.98	3.60	1.08	65.00
150	It is the first day of classes. You do not know specifically where in the buildings your classes meet, only their room numbers. You can look at the directory and find the rooms, but you will need to arrive at school early. Alternatively, you could wing it and hope you find the room easily enough. You leave early to make sure you find the room before class starts.	4.25	1.00	81.33	3.99	1.08	74.72
151	You are practicing for a dance performance. The person who is teaching the group does not seem to know the movements right, and you know the movements better. You step in and correct the movements.	3.06	1.08	51.52	3.36	1.03	59.04
152	You are on a basketball team. Last night your team lost. You played well but your teammates all looked tired. In people you talk to, you could blame the loss on your teammates or you could accept that it was everyone's fault. When you talk to others, you blame the loss on your teammates.	3.45	1.39	61.33	3.13	1.28	53.19

153	You are working on a project with a group, and they are insisting you are wrong about a part you are contributing. But you are still very sure that you are right. You insist that you are right.	3.51	0.95	62.68	3.47	0.88	61.70
154	You have a friend over, and she/he mentions she/he is hungry. She/He asks if she/he can have some chips that are out on the table. You were planning on saving them, but you often eat snacks at her/his house. You give her/him the chips.	4.38	0.82	84.60	4.47	0.58	86.70
155	A couple of friends are talking about what a boring weekend they had. You had a really fun and exciting weekend. You could talk about your exciting weekend, or not talk about this. You tell them about your exciting weekend.	3.56	0.98	64.00	3.32	0.98	57.98
156	You are at a party when you see someone you don't know who looks like they have had too much to drink. You could either keep enjoying the party or make sure she/he gets help. You make sure she/he gets help.	3.59	1.13	64.81	3.21	1.02	55.32
157	You have a busy week with three exams coming up, when your friend asks for help with a project. You could agree to help, but it would take time from studying for your exams. You take time away from your studies to help your friend.	2.95	1.08	48.70	2.89	0.96	47.34
158	You are shopping at the mall and see aroma candles are on sale, which reminds you of a friend who really likes those candles. You buy the candles for your friend.	3.52	1.11	62.97	3.32	0.96	57.98
159	You are eating a pizza in a picnic area at school. Someone you barely know from a class of yours comes up and asks for a slice. You give her/him a slice.	3.65	1.09	66.19	3.79	0.95	69.68
160	A classmate is usually very unfriendly. She/He rarely comes to class and always asks to borrow your notes. You often lend your notes to her/him, but she/he has lost them a few times. She/He asks you for your notes again. You lend her/him your notes again.	2.01	1.04	25.23	1.72	0.95	18.09
161	A friend is asking about a recent sporting event that your team won. You could emphasize the skill that enabled your team to win, or emphasize the fact that the opponents were also good, and that luck played a role. You emphasize the role of luck in the win.	2.67	1.03	41.67	3.13	1.12	53.19
162	You are helping a friend of yours who is taking a class you did very well in a year ago. You did a presentation in this class that the professor said was one of the best she/he's ever seen. You could brag about this to your friend, or just focus on helping your friend with the material. You brag about your performance on the presentation.	2.13	1.02	28.15	2.02	1.03	25.53
163	You and your friends are shopping for nice clothing to wear to a big event in a few days. You are busy looking for your own outfit when your friends ask you to watch them trying out their outfits. You wait to find yours until your friends are satisfied with their outfits.	3.41	1.03	60.26	3.23	1.00	55.85
164	You find a student's ID card on the floor as you are walking to a class. You could pick up the card and find a way to return it, or could keep walking and leave it there. You return the ID card.	4.20	1.05	80.12	4.45	0.83	86.17
165	You have received a full scholarship to a prestigious college. Your friends are talking about paying for college. You could mention that you have the scholarship, or keep that information to yourself. You mention that you have the scholarship.	2.44	1.21	36.08	2.77	1.22	44.15

REVEALED TRAITS SUPPLEMENT

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166	You are hanging out with a group of friends, and trying to decide on an activity. All of your friends want to go mini golfing, but you want to see a movie. You insist on seeing a movie.	2.56	1.06	38.92	2.45	1.18	36.17
167	Your friend owns a shirt that you really want. She/He ask your opinion about the shirt. You think the shirt looks fine, but you know she/he'll give you the shirt if you say it doesn't look good. You tell her/him it looks bad.	2.11	1.10	27.83	2.02	1.05	25.53
168	A week ago, your friend ran some errands for you while you studied for an exam. Now, your friend asks you to run errands while she/he studies. You could help her/him or tell her/him you are too busy. You tell her/him you're too busy.	2.19	1.19	29.86	2.30	1.28	32.45
169	You are in class when someone asks you for a pencil. You have an extra in your bag, so you could lend it to her/him. Alternatively, you could tell her/him you don't have one. You lend her/him a pencil.	4.23	1.03	80.72	4.40	0.88	85.11
170	It's 3:30 AM, and you are hungry. You know McDonald's is open, but you don't have a car. One of your friends has a car, but she/he is probably asleep. You call her/him and ask her/him to take you to McDonalds.	1.53	0.93	13.21	1.17	0.38	4.26
171	Your friends ask you to go to a party on campus with them, but you don't really feel like hanging out. You can make up an excuse as to why you can't hang out, or say that you don't want to hang out. You tell them you don't want to hang out.	2.88	1.23	46.93	2.74	1.29	43.62
172	You've been looking for the pair of perfect shoes to wear to an event. You found a pair that you really want, but they are out of your price range. As you are walking out of the store, you find a wallet with enough money to buy the shoes. You could take the money to buy the shoes, or alternatively return the wallet. You return the wallet.	4.41	1.02	85.16	4.34	0.96	83.51
173	You paid \$20 for a \$3 purchase. The cashier give you back \$27, instead of \$17, as change. You return the money.	3.74	1.30	68.40	4.30	0.83	82.45
174	Your friend is no longer with her/his boyfriend/girlfriend. She/He calls him/her often. You could tell her/him that it seems like she/he wants to get back together with him/her or you could just say nothing about the situation. You tell her/him.	3.36	0.89	58.92	3.32	0.84	57.98
175	You have agreed to help a good friend with their weight loss goals. You are in the cafeteria having lunch and that friend asks you to pass you a roll. You could choose to tell her/him that she/he doesn't need the extra carbs, or alternatively pass her/him the roll and not say anything. You tell her/him that she/he doesn't need the roll.	3.02	1.33	50.47	3.98	0.90	74.47
176	You went to a party last night and your parents ask how it was. You know they won't approve of what happened. You could tell them what happened or you could leave out those details. You tell your parents what happened.	2.49	1.31	37.32	2.23	1.18	30.85
177	You've just gotten some pants tailored. You receive the bill and realize that they charged you half the amount. You can ignore the mistake or tell them about the mistake and pay the remainder of the bill. You ignore the mistake.	3.11	1.30	52.71	3.00	1.30	50.00
178	You have a really good friend that another group of friends are gossiping about. You can join in the gossiping, or not. You join in the gossiping.	2.00	1.02	24.88	1.74	0.94	18.62

179	You are talking to a group of friends and everyone is sharing sad stories. You don't have a good story, so you could make up a very sad story and no one would know. Or you could tell an actual story. You tell a fabricated story.	1.91	1.08	22.63	1.85	1.02	21.28
180	You are throwing a ball around your living room. You hit your mother's favorite lamp and it falls off the table and shatters on the floor. You could tell her you broke it or you could tell her your dog knocked it over. You tell your mother you broke the lamp.	4.11	1.02	77.80	4.23	1.00	80.85
181	You are standing in front of a cashier and waiting to pay. You start a casual conversation.	3.21	1.16	55.23	1.66	0.98	16.49
182	Your friend is studying for a test in a class you took last semester, and she/he is struggling with the material. You could offer to help her/him, or not offer any help. You offer her/him help studying for the course.	4.02	0.91	75.60	4.17	0.76	79.26
183	You are walking out of a school building. There are people exiting right behind you. You hold the door for them as they walk out.	4.71	0.64	92.72	4.09	1.10	77.13
184	After a long day of studying, you are craving popcorn. Your roommate is asleep, and the noise of the popcorn popping may wake her/him up. You could find some other snack, or you could go ahead and make the popcorn. You find some other snack.	4.08	1.10	77.00	4.13	0.92	78.19
185	You are in line for food at the cafeteria. There is one more sandwich left, but your friend is right behind you in line, and you know they want the same sandwich. You could get the sandwich, or get something else and let your friend have the sandwich. You get something else for yourself.	3.48	1.08	62.09	3.57	1.12	64.36
186	You hear someone at your school gossiping about you. Later that day, you are talking with a group of people, when that person comes up. You could take this opportunity to gossip about her/him, or not. You gossip about her/him.	2.51	1.10	37.68	2.36	1.21	34.04
187	You are talking to a friend who has different religious beliefs than you, when you think of a joke you heard about that religion. You tell your friend the joke.	2.01	1.11	25.24	1.62	0.97	15.43
188	You are in a lecture class when you receive a text from your friend casually asking what you have been up to. You could text her/him back, but the professor may see it. Alternatively, you could wait until after class to text her/him back. You respond to the text while you are still in the lecture.	2.66	1.17	41.44	3.00	1.29	50.00
189	You are at home with your mom. You are studying, and really need to focus, but she keeps asking you questions. You could either answer the questions, or tell her to leave you alone. You tell her to leave you alone.	3.29	1.25	57.19	3.60	1.21	64.89
190	You are returning to your room late at night. You could turn on the lights to make sure you don't trip on anything, but this might wake up your roommate. You turn on the lights.	1.72	1.01	17.96	2.19	1.12	29.79
191	Your roommate is sick in bed, and you are home. You could check on her/him to see if she/he needs anything, or not check on her/him. You check to see if your roommate needs anything.	4.34	0.91	83.53	4.43	0.50	85.64
192	You notice that your friend is not in class one day. You could text her/him to see if she/he needs the notes, or let someone else take care of it. You text her/him and see if she/he needs the day's notes.	3.74	1.18	68.54	3.98	0.85	74.47

193	Your friend's close family member passed away recently, and you know she/he is having a hard time. You could contact her/him to see how she/he's doing, or wait until she/he contacts you. You contact her/him to see how she/he is doing.	4.43	0.71	85.75	4.28	0.83	81.91
194	You have a friend who is from Australia and can't make it home for Thanksgiving break. You know that there is room at your family dinner for her/him. You invite her/him to your house to have Thanksgiving dinner together.	4.15	1.02	78.87	3.70	1.14	67.55
195	One night you are at a party, and a friend of yours is very drunk. She/He appears to be blacking out in the middle of party. You take her/him safely back to her/his room.	4.34	0.96	83.53	4.38	0.95	84.57
196	You are starting a group project. You have a specific idea of what direction the project should take, but you have not heard from the other group members yet. You promote your idea for the project without hearing other group members' opinion.	3.32	1.08	58.10	3.06	1.22	51.60
197	You are walking down a sidewalk and make eye contact with an acquaintance. You could either say hello, or look away quickly. You look away quickly and avoid eye contact.	2.28	1.05	32.04	2.89	1.17	47.34
198	In the beginning of semester, you are walking out of a class. Your classmate, whom you have never met before, comes up to you and starts making conversation. You can either engage in the conversation, or say you can't talk. You say you can't talk.	1.69	1.02	17.25	1.77	0.96	19.15
199	You are walking across campus when you see someone from class that you don't particularly like. She/He waves to you. You could wave back, or just simply ignore her/him. You ignore her/him.	1.87	1.11	21.83	2.21	1.38	30.32
200	You and a family member have a disagreement and are arguing. You could try to keep the argument civil, or call her/him an idiot. You call her/him an idiot.	2.31	1.12	32.78	2.51	1.33	37.77
201	One of your friends tells you that another friend and her/his significant other are getting married. You had not heard about this from anyone else. You could either ask some other friends to make sure, or just believe your friend. You ask your other friends for confirmation.	3.45	1.00	61.15	3.66	1.01	66.49
202	You are sitting at home relaxing. Someone knocks on the door; you look through the peephole, and notice that you don't know the person at the door. You open the door even though you know a stranger is outside.	2.78	1.26	44.62	2.77	1.20	44.15
203	Your friend X tells you a fairly important secret, and she/he asks that you don't share it with anyone else. You are hanging out with a mutual friend, and your friend comes up in conversation. They ask you "have you heard anything about X lately?" You tell the mutual friend this secret.	1.80	0.99	19.93	1.47	0.75	11.70
204	You are watching your 4-year-old cousin and taking her/him for a walk. You see a friend's house and decide to stop by. While you are there you get a phone call, and your friend offers to watch your young cousin while you talk on the phone. You let your friend watch your 4-year-old cousin.	3.14	1.20	53.49	3.38	1.26	59.57
205	You are in line at a shoe store when a random person comes up to you. She/He says that she/he left her/his wallet at home. She/He asks if you can pay for her/his shoes, and says that she/he will bring the money back to you in a few minutes. You could either pay for the shoes and count on her/him paying you back, or tell her/him you can't. You pay for her/his shoes.	2.11	1.26	27.73	1.66	0.89	16.49

206	You are meeting someone for the first time, and they ask you a question about a somewhat personal aspect of your life. You could either answer, or give a short and vague answer. You answer the question.	3.04	1.07	50.94	2.53	1.14	38.30
207	Your friend asks if you can help her/him with some schoolwork. This is a new friend that you don't know that well. You could either help or not. You decide to help.	4.04	0.86	75.94	3.91	0.86	72.87
208	You just started a new relationship, and on your second date, he/she asks you what your dreams are in life. You tell him/her your dreams.	3.92	0.99	73.00	3.96	0.98	73.94
209	You are talking with a classmate you don't know well, and they ask you what your GPA is. You tell her/him your GPA.	2.98	1.23	49.41	2.81	1.36	45.21
210	You have been friends with someone for a year, and you are interested in pursuing a romantic relationship with this friend. However, you do not know if your friend feels the same way. You tell your friend about your feelings.	2.93	1.21	48.22	2.81	1.30	45.21
211	You are being faced with the decision of where to live after college. You have a job offer in a city that seems really interesting but is far from home and where you don't know anyone. Or you have a job available that you prefer a little less, but is close to home. You take the job close to home.	2.85	1.15	46.13	3.06	1.21	51.60
212	You are going caving and get stuck in a tight tunnel. You feel as if you're unable to move in any direction. You have the option of going backing out of the tunnel, or alternatively figuring out a way to push forward. You back out.	3.86	1.06	71.40	3.68	1.11	67.02
213	A friend convinced you to go to a movie that you haven't heard of. Once you get in, your friend tells you that this movie is supposed to be absolutely terrifying, and has given people nightmares. You leave.	2.35	1.42	33.73	2.72	1.68	43.09
214	You are in a class discussion, and have an interesting point to make that no one has made yet. You can either speak up and make the point, or keep the point to yourself. You speak up and make the point.	3.91	1.01	72.76	3.62	0.99	65.43
215	You are home alone, and you realize you need a set of batteries. You know that the batteries are down in the dark basement, and you will have to go down there to get them. You can either go down to the basement to get the batteries or not. You go down to the basement for the batteries.	3.92	1.14	72.90	2.77	1.42	44.15
216	You're at a party. You have just gotten into an argument with another person that is there about a topic you care a lot about. Your friends are attempting to calm you down. You can punch a wall to let out your frustration, or alternatively count to 10. You punch a wall.	1.54	1.01	13.44	1.87	1.21	21.81
217	It's the weekend, and you really want to do something. You make the suggestion to go to a movie or a club, but they all want to stay home and do homework. You can yell at them or alternatively find somebody else to go with you. You yell at them.	1.84	1.19	21.11	1.30	0.55	7.45
218	Your friend asks you to pick her/him up from downtown late at night. When you arrive, she/he is talking to friends, and it has been a couple minutes. You yell at her/him to hurry up.	3.06	1.15	51.53	2.74	1.26	43.62
219	You are sitting at lunch with a few friends, when you notice someone at another table looking at you. You don't really know her/him, and aren't sure why she/he is looking at you. You can yell at her/him or ignore her/him. You yell at her/him for looking at you.	1.52	0.93	13.09	1.23	0.60	5.85

220	You are playing video games with a friend. Throughout the game you have been playing well, and have been slightly ahead of your friend, but just before the end your friend takes the lead and wins. You throw the controller.	2.01	1.20	25.24	2.02	1.19	25.53
221	You get your grade back for a test which is worth only a very small percentage of your grade. Your grade is much lower than you expected to get. You could try to meet with the professor to discuss this, or not. You try to meet with the professor.	3.15	1.25	53.64	2.23	1.09	30.85
222	You are having a party at your parents' house while they are out of town. Your friend accidentally knocks a lamp off the table and it breaks. You could clean up the pieces and keep the party going or alternatively you could kick everyone out. You clean up the lamp.	3.70	1.07	67.61	4.06	0.99	76.60
223	You have just finished all of your final exams for the semester. You have not received the grades yet. You can either wait a few weeks to check your grades online, or check the online system each day until they are reported. You wait to check the online system until after a few weeks have passed.	2.97	1.45	49.18	3.21	1.43	55.32
224	You just got out of class, and it is a sunny day. You have some homework you need to get done for the next day. You can either start working on the homework immediately, or take an hour to sit on the grass and watch the clouds go by. You sit on the grass and watch the clouds go by.	3.18	1.32	54.40	3.38	1.29	59.57
225	You are about to take an exam. Before you start the exam, you can continue to study until the exam is passed out, or just sit and wait. You sit and wait.	2.94	1.33	48.46	3.06	1.28	51.60
226	While waiting in line to get on a ride at an amusement park, you see two children cutting the line to get to their parents already in line. Then, you see a man who is also in line not letting the children get to their parents. You could either tell the man to let the children join their parents, or remain silent. You tell the man to let the children join their parents.	3.41	1.21	60.33	2.66	1.24	41.49
227	You've just arrived to class, and the professor informs you that it's your day to present some research you were supposed to do. You totally forgot that it is your day to present, and you're not ready. You have the option of trying to present, or alternatively asking the teacher for an extension. You try to present.	2.59	1.07	39.79	2.28	1.12	31.91
228	You are going on a trip to Spain offered by the school. You don't know any of the other students that are going on the trip with you. You can try to make friends with the other students, or alternatively hang out with the teacher. You try to make friends with the other students.	4.41	0.78	85.36	4.40	0.77	85.11
229	Your school is putting on a performance, and a friend has a minor part, with about 10 lines. A day before the show starts, your friend in the show calls you, and asks if you can fill in since they have a last-minute emergency. You could agree to fill in, or not. You fill in for your friend with such short notice.	3.12	1.25	52.98	2.83	1.19	45.74
230	During class, the teacher asks for a volunteer to help with a demonstration. You can volunteer or let someone else volunteer. You volunteer.	2.90	1.21	47.42	2.36	1.22	34.04
231	A group of girls/guys that you've just met begin to taunt you about the outfit you have on. You can choose to ignore their comments, or alternatively begin to make negative comments about them. You ignore their comments.	3.65	1.12	66.27	3.68	1.11	67.02

232	You have just finished playing a game with a team you've been paired with. Your team lost, and they blame you for the defeat. You can either ignore their comments, or argue that you're not to blame. You ignore their comments.	3.07	1.12	51.76	3.09	1.30	52.13
233	You are participating in a sporting event with some friends. Your friend is not playing very well. You could go over and calmly offer this friend advice or you could yell at this friend for playing poorly. You calmly offer her/him advice.	4.08	0.93	76.88	4.15	0.83	78.72
234	You are working on a group project and you have a presentation. A groupmate is acting out and disrupting the flow of work. You can either confront her/him and ask her/him to stop or not. You confront her/him.	3.36	1.05	59.12	3.49	1.02	62.23
235	Two people you are acquainted with are arguing, and it breaks out into a physical fight. You can either wait for it to settle, or try to break it up yourself. You try to break up the fight.	3.69	1.16	67.30	4.00	0.98	75.00
236	You are at a gathering with people you do not know. Since no one knows each other, you could talk to some people you don't know or you could stand alone. You stand alone.	2.37	1.07	34.29	2.70	1.33	42.55
237	You have a test in 4 hours that you have been studying for over the past few days. You can either spend the 4 hours doing something fun before the test, or study for the remaining 4 hours. You study for the remaining 4 hours.	3.81	1.10	70.33	4.06	1.13	76.60
238	You are at a party, and you only know one person there. You could introduce yourself to some new people, or just talk to the one person you already know. You introduce yourself to new people.	3.46	1.05	61.62	2.91	1.18	47.87
239	You have a homework assignment due for a class, and you are talking with a group of classmates about an unrelated topic. You can bring the homework assignment up, or continue with the topic they are discussing. You ask them if they thought the homework was difficult.	3.60	0.95	64.93	3.72	0.85	68.09
240	You have a big project due for class in less than 2 days that you are behind on. There is no way for you to get an extension from your professor. You can stay up late for the next two days to finish, or alternatively just finish what you can during your normal day. You stay up late for the next two days.	4.29	0.96	82.28	4.60	0.71	89.89
241	It's the first day of a new semester. You are in a class with a bunch of people you have not met before, and with only a few people you already know from previous classes. You can either introduce yourself to some new people, or just chat with people you already know. You start chatting only with people whom you already know.	3.77	0.95	69.25	3.77	1.03	69.15
242	You have a crush on a good friend of yours with whom you spend a lot of time. You enjoy spending time with him/her, and he/she also seems to enjoy spending time with you. You want to ask him/her out, but you aren't sure what he/she would say. You ask him/her out.	2.76	1.25	43.90	3.09	1.32	52.13
243	In your English class your participation grade depends on you contributing to class discussions. You don't feel completely "on top" of the material in this class. You can choose to speak during the class discussion, or alternatively keep quiet. You keep quiet.	2.32	1.15	33.10	3.36	1.13	59.04
244	You are looking at clothes in a store. Someone you vaguely know works there. She/He passes you in the store and says hello. You can either say hello back or not. You say hello back.	4.75	0.59	93.69	4.55	0.83	88.83

245	You are eating dinner with a friend's family. They bring up a controversial political issue, and you disagree with their position. They ask your opinion. You could voice your opinion, or say you agree with them. You say you agree with them.	2.46	1.03	36.56	2.60	0.99	39.89
246	The waitress serving your table at a restaurant seems to ignore you and is not providing quality service. You can notify the restaurant manager or keep your complaints to yourself. You notify the restaurant manager about the poor service you received.	2.36	1.11	34.04	2.89	1.22	47.34
247	Your school is looking for a new Student Government President. You have never been a leader of an organization before. And you have never spoken in front of crowds before. You run for President.	2.30	1.24	32.43	1.72	0.99	18.09
248	You received a lower grade on a test than you felt you deserved. You can ask to meet with your professor and make a case for why you deserve a higher grade, or accept the grade you received. You go to your professor and discuss the grade.	3.59	1.11	64.86	2.57	1.08	39.36
249	You live in an apartment with a few friends. You have created a chore schedule to ensure everything gets done. Your one friend is not completing her/his responsibilities and you end up doing them. You could confront her/him about this or keep doing her/his share of the chores. You confront your friend.	3.93	0.99	73.36	3.83	0.79	70.74
250	You are trying to catch a flight. You don't have a ticket, but the airline's website says there are open seats. You reach the counter and the representative says the flight is actually full. You argue with the representative.	3.04	1.10	50.95	3.66	1.09	66.49
251	You are enjoying taking a walk in the woods on a cold day. Suddenly, the weather turns dark and gloomy, and you would guess there's a moderate chance of rain. You can continue on deeper into the trail, or turn back toward your car. You continue walking in the same manner.	2.60	1.24	40.09	2.34	1.09	33.51
252	You are out at dinner with some of your very close friends, when there is a lull in conversation. You could try to entertain them with a joke, or wait for someone else to get the conversation going. You tell a joke to entertain your friends.	3.64	1.06	65.96	3.66	1.03	66.49
253	You are in a difficult class with a teacher most people find boring, but which fulfills a major requirement, and it is two weeks into the semester. You could stay in the course, or try to find a different one to take. You stay in the course.	3.74	0.97	68.51	4.00	1.00	75.00
254	You just won first place in a competition that you have worked so hard to achieve. You can celebrate by emphatically screaming and jumping around, or react calmly and quietly. You start screaming and jumping around.	2.78	1.29	44.48	3.00	1.41	50.00
255	Your friend is coming back home after being away for months. You are going to pick them up from the airport. You could make a large sign to hold up as they see you, or just go and pick them up. You make a large sign to greet your friend.	3.22	1.43	55.57	2.34	1.20	33.51
256	On your way to find a spot for studying, you pass by the lounge where you see a lot of people you know doing their work. You could stop by and talk to everyone, or keep walking and find a place to study. You talk to these people you know, and delay your plan to start studying.	3.58	1.14	64.39	3.00	1.29	50.00

257	You are living in a new apartment complex, and you don't know any of your neighbors yet. There are four other apartments in your hall, and you could knock on each door and attempt to meet your new neighbors. You knock on each new neighbor's door.	2.66	1.18	41.39	1.89	1.22	22.34
258	You have recently met someone you really like. You two have great chemistry, and have been hanging out a lot lately. You feel like you have gotten to know each other well. You could ask your friend out, or alternatively keep things the way they are. You ask this person out.	2.91	1.21	47.65	3.15	1.37	53.72
259	You are in a study group, and everyone is being relatively quiet. The situation is somewhat tense, and you could either break the ice with a joke, or let someone else try to break the ice. You break the ice with a joke.	3.01	1.18	50.35	3.13	1.28	53.19
260	You are at a dinner with a group of people. You arrived last, so there is only one seat open, which is surrounded by people you don't know well. You can start talking to the people you are sitting next to, or wait for someone else to start a conversation. You start talking to them.	3.76	1.08	69.01	3.40	1.14	60.11
261	You have a lot of work to do this week and you're stressing out over it. Some of your friends have asked you to hang out. You can choose to be alone or decide to go hang out with your friends. You choose to be alone.	3.33	1.18	58.22	3.51	1.35	62.77
262	You are upset about performing poorly on a test. Your friend makes a joke to entertain you, and to lighten your mood about the situation. You can tell your friend to stop joking about it, or laugh at your friend's joke. You tell your friend to stop joking about it.	2.45	1.18	36.14	2.40	1.06	35.11
263	You are away at school and missing your friends from home. You can tell someone at school about how you feel, or keep your feelings to yourself. You tell someone at school about it.	3.31	1.27	57.75	3.11	1.29	52.66
264	You are with a group of people who are very different from you and you don't consider your friends. You are not able to contribute much to the conversation they're having. You can sit there quietly or try to contribute to the conversation. You sit there quietly.	3.20	1.07	55.05	3.85	0.91	71.28
265	You are driving down the road, when your car makes a weird noise and breaks down. You could either call someone immediately to handle this, or wait for a time before doing so. You contact someone immediately.	4.20	1.02	80.07	4.19	0.85	79.79
266	You and your friends take turn to choose a place to eat out. It is your turn to choose for dinner today. You're not sure how people will react to a place you choose. You could let someone choose the place, or choose it yourself. You let someone else choose.	NA	NA	NA	NA	NA	NA
267	You happen to hear someone talking badly about your friend. You can let them keep insulting your friend, or defend your friend. You allow that person keep insulting your friend.	1.93	1.02	23.35	2.51	1.06	37.77
268	You are working on a large group project, which involves a lot of different complex parts. You could wait for someone to take charge, or you could try to take the lead in getting the project started yourself. You wait for someone else to lead.	2.64	1.12	40.88	3.19	1.06	54.79
269	Your friend asks you a favor in a way that feels more like a command or an order. You can either do the favor or not. You do the favor.	3.15	1.00	53.77	2.96	1.10	48.94

270	You live with a roommate. Your roommate is very messy and always leaves clothes and items on your side of the room. You can ask your roommate to stop leaving clothes on your side of the room, or not. You tell your roommate to stop leaving clothes on your side of the room.	3.66	1.17	66.51	4.04	0.81	76.06
271	You are standing with a group of people, when they start having a deep, intellectual conversation. You could engage in the conversation, or excuse yourself, and leave the situation. You engage in the conversation.	3.87	0.94	71.63	3.34	1.15	58.51
272	You are driving behind a fellow driver that is swerving, and you think she/he is drunk. You can either call the police, or just keep driving. You likely would you be to call the police and report the driver.	3.19	1.22	54.81	2.66	1.24	41.49
273	You recently bought an oscillating fan for your room, but it is too short to keep you cool while you are lying in bed. You could either go out and buy a stand, or try to make one using some objects in your room (e.g., a cardboard box). You make a stand using objects in your room.	4.03	1.05	75.84	3.51	1.43	62.77
274	It is one week into the semester, and you have been attending a class that is not particularly challenging. You have an opportunity to switch to a more challenging class that has an opening or stay in the same course you are already in. You switch to the more challenging class.	2.55	1.04	38.79	2.15	1.18	28.72
275	You are driving, when suddenly, your car stalls. You can either take a look under the hood and try to fix it yourself, or call a tow truck. You try to fix it yourself.	2.43	1.33	35.75	2.98	1.42	49.47
276	You have a chance to explore a foreign country over the summer with an organization that would cover most of the costs. You agree to join in this organization's trip.	4.17	1.00	79.34	4.21	0.93	80.32
277	You are in your religion class. You all are discussing the bible, and some of your classmates have different views from you. You can state your arguments against their viewpoint, or keep them to yourself. You state your arguments against their viewpoint.	3.39	1.10	59.74	3.30	1.25	57.45
278	You are in class, and the class is having a debate on a law that you have strong opinions about. There are a number of your peers that do not agree with your point of view, but you believe very strongly that you are right. You could argue more forcefully and passionately, or try to calmly listen to their points. You argue more forcefully.	2.93	1.10	48.33	2.79	1.23	44.68
279	You are in a study group and you all are discussing a topic that was covered in class. You and another group member have opposing views on how to solve a problem, and you believe you are right. You can insist that you are right, or alternatively try to understand your group member's interpretation. You insist that you are right.	3.06	0.94	51.54	2.64	1.01	40.96
280	You meet a fellow student who is Islamic who you bump into regularly. You could make fun of her/his religion being associated with radical terrorists, or not. You make fun of her/his religion.	1.32	0.80	8.02	1.32	1.00	7.98
281	You are out to eat with family, and it's time to order. You usually order a specific dish at this restaurant, but this time the waiter suggests something different. You can order what you normally order, or alternatively try the dish that the waiter suggested. You try the new dish.	3.22	1.12	55.40	3.36	1.03	59.04
282	You are invited to a party where you do not know anyone who is attending. You can either accept or decline the invitation. You accept the invitation.	2.95	1.23	48.71	2.19	1.10	29.79

283	You and your friend are talking about a controversial subject. You both have opposing views on the topic, and you can't come to an agreement. You can try to get your friend to agree with you, or tell your friend that you understand where they are coming from. You tell your friend that you understand her/his view point.	3.67	0.99	66.86	3.91	0.86	72.87
284	You and a friend are on a trip to a state with a lot of historical sites. Your friend suggests you go to a museum that you normally wouldn't find interesting or go to yourself. You can agree to go to the museum or alternatively tell your friend that you'd rather not. You go to the museum.	3.50	1.03	62.50	3.04	1.10	51.06
285	You and several other people are planning for a trip. Before making a final decision, you realize none of your close friends can go but only the ones you do not know well. You go on the trip.	2.75	1.00	43.63	2.15	1.06	28.72
286	You are in a class, and the instructor asks a question, and asks everyone to raise their hand for the answer they think is correct. Everyone in class is raising their hand for the first answer, but you think a different answer may be correct. You raise your hand with everyone else.	2.91	1.21	47.87	2.26	0.99	31.38
287	You are talking with a friend about how she/he and her/his boyfriend/girlfriend are considering having sex for the first time. You can either support her/his decision, or tell her/him that it is best to wait until marriage. You tell her/him to wait until marriage.	2.24	1.40	31.10	3.26	1.44	56.38
288	Your friend suggests going to a restaurant that serves food from a country you've never even heard of. You can suggest some place else, or agree to go. You suggest something else.	2.50	1.16	37.62	2.66	1.15	41.49
289	Your friends suggest going some place for Spring Break, and you think it would be fun to go. You ask your parents, and they strongly want you not to go. You could find a different plan, or go despite your parents' objections. You find a different plan.	3.32	1.14	58.06	3.36	1.09	59.04
290	You are at a dinner gathering, and the dinner and dessert are both on the table. You are actually more excited about the desert than the dinner entree. You could eat the entrée first or switch the order and eat the dessert first. You eat the entrée first.	4.23	1.01	80.75	3.77	1.32	69.15
291	You are talking with a friend's parents, and they ask if you have been having fun at school. You think about a fun party that you went to recently, but you aren't sure if they would approve of you going to parties. You tell them about the party.	2.25	1.19	31.25	2.26	0.97	31.38
292	You are in the very back of a classroom sitting next to one of your friends. The lecture is boring, and the professor doesn't seem to be looking at the class at all. It occurs to you to moon your friend. You moon your friend.	1.46	1.00	11.50	2.79	1.30	44.68
293	You are talking with a group of people at a party. You want to say something insulting about someone at the party. She/He is not in the group you are talking to, but there is a chance she/he is within ear shot. You check if she/he is within earshot before saying it.	4.02	1.07	75.47	4.06	1.11	76.60
294	You have received a scholarship to attend college. One of the conditions of your scholarship is the regular attendance to study sessions; you are only allowed to miss 2 sessions. Your friends are planning to do something really interesting, but if you go this would be your third missed session. You skip the session.	1.42	0.79	10.56	1.47	1.02	11.70

295	You have an important exam in the morning, and are studying. Your friend then asks you to go out to a party that starts at 11pm. You could go out to the party with your friend, or you could decline and continue to study. You go out to the party with your friend.	1.81	1.12	20.31	1.43	0.90	10.64
296	You are attending a family dinner for the holidays. Everyone will be dressing in semi-formal attire, and you know that this is the expectation. You wear casual clothes.	1.59	1.00	14.72	1.60	0.99	14.89
297	Most of your family has attended a specific school. You have been accepted to that school, and also a few other equally prestigious schools. You attend one of the other schools.	3.35	0.89	58.73	3.36	1.21	59.04
298	You are at a musical performance, when you suddenly feel moved by the music. Everyone around you is sitting. You could get up and dance, or stay seated. You stand up and dance.	2.04	1.24	25.93	1.77	1.05	19.15
299	You are at work and interacting with a customer, when something they say reminds you of an off color joke. You could tell her/him the joke and risk offending her/him, or keep it to yourself. You tell the customer the joke.	1.78	0.97	19.46	1.77	1.00	19.15
300	You are eating dinner with a friend's family, and everyone is standing around the table. You are not sure why they haven't sat down yet. You can either stand until they sit, or sit down in your chair. You sit down in your chair.	1.84	1.01	21.01	1.96	1.04	23.94

Note. Scenarios 1-150 were used in Study One. Scenarios 151-300 were used in Study Two.

Supplemental Table S2. *Reliability Coefficients for Action Characterization for Each Study and Each Sample*

		Consc. Set (Study 1)						HEXAO set (Study 2)							
		WFU Characterization			SMU Characterization			Average	WFU Characterization			SMU Characterization			Average
#	Action Characterization	α_1	α_2	α_3	α_1	α_2	α_3	\underline{a}	α_1	α_2	α_3	α_1	α_2	α_3	\underline{a}
1	Industrious, Hard-Working	0.92	0.95	0.92	0.95	0.93	0.94	0.94	0.89	0.93	0.94	0.80	0.83	0.84	0.87
2	Organized, Neat	0.94	0.93	0.96	0.95	0.90	0.96	0.94	0.79	0.87	0.87	0.66	0.66	0.81	0.78
3	Careful, Cautious	0.95	0.95	0.95	0.96	0.94	0.93	0.95	0.94	0.94	0.96	0.84	0.85	0.93	0.91
4	Dependable, Reliable	0.92	0.95	0.93	0.96	0.94	0.94	0.94	0.98	0.94	0.92	0.96	0.88	0.89	0.93
5	Intelligent, Smart	0.91	0.94	0.91	0.90	0.81	0.85	0.88	0.92	0.91	0.94	0.78	0.81	0.86	0.87
6	Kind-Hearted, Caring	0.91	0.92	0.93	0.95	0.86	0.93	0.92	0.98	0.95	0.95	0.97	0.91	0.89	0.94
7	Truthful, Honest	0.84	0.87	0.89	0.93	0.82	0.90	0.87	0.97	0.95	0.93	0.96	0.82	0.88	0.92
8	Confident, Self-Assured	0.69	0.64	0.84	0.73	0.72	0.85	0.74	0.92	0.96	0.96	0.82	0.85	0.90	0.90
9	Bold, Assertive	0.72	0.75	0.85	0.73	0.84	0.85	0.79	0.93	0.96	0.96	0.85	0.84	0.92	0.91
10	Outgoing, Sociable	0.73	0.78	0.89	0.89	0.75	0.89	0.82	0.94	0.96	0.96	0.85	0.90	0.92	0.92
11	Courteous, Polite	0.96	0.92	0.96	0.95	0.93	0.89	0.94	0.97	0.94	0.95	0.92	0.94	0.91	0.94
12	Modest, Humble	0.89	0.77	0.90	0.82	0.87	0.82	0.84	0.94	0.82	0.90	0.82	0.83	0.80	0.85
13	Likable, Pleasant	0.89	0.78	0.92	0.92	0.91	0.87	0.88	0.93	0.87	0.93	0.87	0.93	0.88	0.90
14	Giving, Generous	0.95	0.91	0.94	0.95	0.91	0.91	0.93	0.97	0.91	0.93	0.93	0.92	0.87	0.92
15	Normal, Usual	0.79	0.84	0.89	0.79	0.72	0.83	0.81	0.83	0.84	0.90	0.68	0.78	0.84	0.81
16	Competent, Capable	0.91	0.93	0.93	0.92	0.88	0.85	0.91	0.87	0.87	0.94	0.63	0.83	0.88	0.84
17	Trusting, Unsuspicious	0.66	0.57	0.83	0.69	0.66	0.74	0.69	0.90	0.89	0.87	0.77	0.86	0.80	0.85
18	Calm, Relaxed	0.69	0.71	0.90	0.60	0.77	0.79	0.74	0.78	0.90	0.86	0.75	0.89	0.77	0.82
19	Traditional, Conventional	0.81	0.84	0.85	0.81	0.87	0.73	0.82	0.93	0.88	0.93	0.89	0.88	0.86	0.90
20	Exciting, Fascinating	0.91	0.56	0.90	0.86	0.61	0.67	0.75	0.60	0.89	0.95	0.45	0.84	0.89	0.77
21	Narrow-Minded, Close-Minded	0.75	0.37	0.85	0.84	0.79	0.74	0.72	0.80	0.92	0.96	0.70	0.94	0.93	0.87
22	Creative, Imaginative	0.63	0.26	0.68	0.67	0.47	0.38	0.52	0.57	0.86	0.94	0.21	0.81	0.89	0.71
23	Happy, Joyful	0.81	0.42	0.85	0.75	0.68	0.70	0.70	0.78	0.91	0.94	0.76	0.87	0.87	0.86

Note. α_1 , α_2 , and α_3 refer to alpha values of the action characterization for blocks 1, 2, and 3 respectively. The line between row 10 and 11 divide action characterization ratings based on whether they were part of the original set used in Wood, Tov, and Costello (2015) or not. The action characterization ratings above the solid line were a part of that study, whereas those below the dotted line were not a part of that study.

Supplemental Table S3. *Correlations between Samples' Action Characterization Ratings*

#	<u>Action Characterization</u>	<u>Consc. Set (Study 1)</u>		<u>HEXAO set (Study 2)</u>	
		<u>Raw Correlation</u>	<u>Corrected Correlation</u>	<u>Raw Correlation</u>	<u>Corrected Correlation</u>
1	Industrious, Hard-Working	0.93	0.99	0.88	1.01
2	Organized, Neat	0.89	0.95	0.91	1.18
3	Careful, Cautious	0.77	0.81	0.88	0.97
4	Dependable, Reliable	0.95	1.01	0.67	0.72
5	Intelligent, Smart	0.94	1.06	0.89	1.02
6	Kind-Hearted, Caring	0.82	0.89	0.87	0.92
7	Truthful, Honest	0.77	0.88	0.90	0.98
8	Confident, Self-Assured	0.80	1.07	0.83	0.92
9	Bold, Assertive	0.82	1.03	0.87	0.95
10	Outgoing, Sociable	0.94	1.14	0.77	0.84
11	Courteous, Polite	0.85	0.91	0.80	0.85
12	Modest, Humble	0.94	1.11	0.91	1.06
13	Likable, Pleasant	0.72	0.82	0.73	0.81
14	Giving, Generous	0.75	0.81	0.72	0.78
15	Normal, Usual	0.78	0.97	0.79	0.97
16	Competent, Capable	0.91	1.01	0.90	1.08
17	Trusting, Unsuspicious	0.79	1.14	0.85	1.01
18	Calm, Relaxed	0.94	1.13	0.79	0.96
19	Traditional, Conventional	0.76	0.93	0.65	0.72
20	Exciting, Fascinating	0.78	1.03	0.75	0.97
21	Narrow-Minded, Close-Minded	0.91	1.26	0.78	0.90
22	Creative, Imaginative	0.60	1.16	0.71	1.00
23	Happy, Joyful	0.85	1.22	0.85	1.00
<i>Mean</i>		0.84	1.01	0.81	0.94

Note. The above correlations were obtained by correlating action characterization ratings across samples; these analyses treated actions as the unit of analysis (i.e., the rows in the data set; $N_{\text{Study 1}} = 150$, $N_{\text{Study 2}} = 148$). Corrected correlations are obtained by correcting correlations for attenuation due to unreliability by dividing by the square-root of the reliabilities (Cohen, Cohen, Aiken, & West, 2003). The final row displays the mean of each column.

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Supplemental Table S4. *Correlation between Action Characterization as rated by each sample, and Mean Endorsement of Performing Action.*

#	<u>Action Characterization</u>	<u>Consc. Set (Study 1)</u>						<u>HEXAO set (Study 2)</u>					
		<u>WFU</u>			<u>SMU</u>			<u>WFU</u>			<u>SMU</u>		
		<u>Characterizations</u>			<u>Characterizations</u>			<u>Characterizations</u>			<u>Characterizations</u>		
		<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>	<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>	<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>	<u>WFU</u>	<u>SMU</u>	<u>Diff.</u>
1	Industrious, Hard-Working	0.50	0.44	0.06	0.42	0.35	0.07	<u>0.41</u>	<u>0.30</u>	<u>0.11</u>	<u>0.50</u>	<u>0.42</u>	<u>0.08</u>
2	Organized, Neat	0.36	0.34	0.02	0.28	0.26	0.02	<u>0.49</u>	<u>0.39</u>	<u>0.10</u>	0.61	0.56	0.05
3	Careful, Cautious	0.57	0.63	-0.06	0.55	0.60	-0.05	0.44	0.50	-0.06	<u>0.46</u>	<u>0.57</u>	<u>-0.11</u>
4	Dependable, Reliable	0.71	0.66	0.05	0.63	0.60	0.03	<u>0.62</u>	<u>0.55</u>	<u>0.07</u>	0.61	0.56	0.05
5	Intelligent, Smart	0.66	0.69	-0.03	0.54	0.55	-0.01	<u>0.69</u>	<u>0.59</u>	<u>0.10</u>	<u>0.72</u>	<u>0.66</u>	<u>0.06</u>
6	Kind-Hearted, Caring	0.58	0.61	-0.03	0.45	0.47	-0.02	<u>0.60</u>	<u>0.49</u>	<u>0.11</u>	<u>0.59</u>	<u>0.50</u>	<u>0.09</u>
7	Truthful, Honest	0.54	0.55	-0.01	0.35	0.39	-0.04	0.28	0.29	-0.01	0.29	0.32	-0.03
8	Confident, Self-Assured	<u>0.05</u>	<u>-0.04</u>	<u>0.09</u>	<u>-0.13</u>	<u>-0.22</u>	<u>0.09</u>	<u>0.15</u>	<u>-0.02</u>	<u>0.17</u>	<u>0.18</u>	<u>0.03</u>	<u>0.15</u>
9	Bold, Assertive	-0.09	-0.10	0.01	-0.14	-0.18	0.04	<u>0.01</u>	<u>-0.10</u>	<u>0.11</u>	<u>-0.03</u>	<u>-0.12</u>	<u>0.09</u>
10	Outgoing, Sociable	<u>0.19</u>	<u>0.10</u>	<u>0.09</u>	<u>0.11</u>	<u>0.03</u>	<u>0.08</u>	<u>0.22</u>	<u>0.02</u>	<u>0.20</u>	<u>0.35</u>	<u>0.14</u>	<u>0.21</u>
11	Courteous, Polite	0.66	0.66	0.00	0.67	0.70	-0.03	<u>0.64</u>	<u>0.52</u>	<u>0.12</u>	<u>0.67</u>	<u>0.58</u>	<u>0.09</u>
12	Modest, Humble	0.64	0.63	0.01	0.63	0.64	-0.01	0.56	0.49	0.07	0.59	0.55	0.04
13	Likable, Pleasant	0.63	0.61	0.02	0.63	0.62	0.01	<u>0.61</u>	<u>0.48</u>	<u>0.13</u>	<u>0.65</u>	<u>0.54</u>	<u>0.11</u>
14	Giving, Generous	0.57	0.56	0.01	0.53	0.54	-0.01	<u>0.57</u>	<u>0.46</u>	<u>0.11</u>	<u>0.56</u>	<u>0.47</u>	<u>0.09</u>
15	Normal, Usual	0.77	0.76	0.01	<u>0.70</u>	<u>0.78</u>	<u>-0.08</u>	<u>0.74</u>	<u>0.62</u>	<u>0.12</u>	0.75	0.76	-0.01
16	Competent, Capable	0.64	0.61	0.03	0.56	0.56	0.00	<u>0.59</u>	<u>0.44</u>	<u>0.15</u>	<u>0.57</u>	<u>0.44</u>	<u>0.13</u>
17	Trusting, Unsuspicious	0.49	0.46	0.03	0.54	0.52	0.02	<u>0.35</u>	<u>0.25</u>	<u>0.10</u>	<u>0.44</u>	<u>0.33</u>	<u>0.11</u>
18	Calm, Relaxed	0.32	0.35	-0.03	<u>0.34</u>	<u>0.41</u>	<u>-0.07</u>	<u>0.33</u>	<u>0.21</u>	<u>0.12</u>	<u>0.47</u>	<u>0.37</u>	<u>0.10</u>
19	Traditional, Conventional	0.66	0.68	-0.02	0.62	0.67	-0.05	0.32	0.29	0.03	0.31	0.34	-0.03
20	Exciting, Fascinating	<u>-0.14</u>	<u>-0.23</u>	<u>0.09</u>	<u>-0.05</u>	<u>-0.15</u>	<u>0.10</u>	<u>0.05</u>	<u>-0.09</u>	<u>0.14</u>	<u>0.14</u>	<u>-0.03</u>	<u>0.17</u>
21	Narrow-Minded, Close-Minded	<u>-0.08</u>	<u>0.01</u>	<u>-0.09</u>	<u>-0.03</u>	<u>0.06</u>	<u>-0.09</u>	<u>-0.22</u>	<u>-0.05</u>	<u>-0.17</u>	<u>-0.31</u>	<u>-0.14</u>	<u>-0.17</u>
22	Creative, Imaginative	0.09	0.05	0.04	0.01	-0.03	0.04	<u>0.20</u>	<u>0.07</u>	<u>0.13</u>	<u>0.22</u>	<u>0.09</u>	<u>0.13</u>
23	Happy, Joyful	0.19	0.14	0.05	0.23	0.20	0.05	<u>0.30</u>	<u>0.17</u>	<u>0.13</u>	<u>0.45</u>	<u>0.32</u>	<u>0.13</u>

Note. WFU characterization columns correspond to correlations between mean endorsement and action characterization ratings performed by WFU participants. SMU characterization columns correspond to correlations between mean endorsement and action characterization ratings performed by

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SMU participants. The “Diff” column for each Study (columns 5 and 8) contain the differences in the correlation between mean endorsement of each sample and action characterization ratings. Underlined values indicate correlations which are significantly different between our samples using Steiger’s (1980) test for dependent correlations ($p < .05$). Bold values indicate those significant differences which don’t replicate across characterization groups.