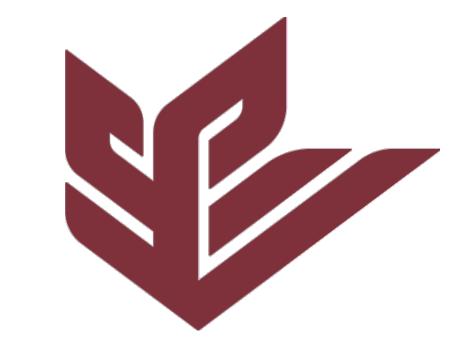


Personality and Remote Work-Mode Preferences

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Introduction

- The pandemic accelerated the demand for and exposure to remote work and education. In response to these pressures, companies and institutions are navigating questions about when and for whom each modality works best.
- Guided by the Person x Environmental Fit model (Lewin, 1936), research has demonstrated that there is no "one size fits all" approach to work and learning outcomes. Put simply, certain personalities thrive in some environments, and struggle in others.
- Organizations have a common perception that extraverts are more satisfied with work and experience higher rates of well-being. Alternatively, introverts have been perceived as liabilities by organizations (Huang et al., 2016). To what extent might these perceptions be indicative of a poor fit?

The goal of the current research is to explore connections between personality factors, productivity, and well-being in remote vs. in person work and learning environments.

Methods

Participant Characteristics

- Psychology students from Seattle Pacific University (n = 24).
- Participants predominately identified as women (83.33%) and BIPOC (83.33%).
- Participants identified as very or moderately introverted (58.3%). A smaller percentage identified as neutral (16.67%) or moderately extraverted (25%). None identified themselves as very extraverted.

Method

- Qualitative focus group study was designed to explore the perceived connection between personality and remote learning outcomes.
- Four focus groups of 6-8 people were conducted (2 in-person and 2 remotely).
- Discussions were led by two moderators and lasted no longer than 90 minutes.
- Sessions were recorded and transcribed verbatim using Panopto automatic captions. Additional notes taken by the second moderator were used to supplement the transcribed audio files.

Focus Group Discussion Questions

• Twenty questions covered themes of personality, productivity, and well-being across different modalities. Example questions include:

What takes the biggest toll on your productivity or well-being when you take classes remotely [in person]?

What aspects of your personality impede [support] your mental health and well-being when taking classes remotely [in person]?

What type of personality traits / characteristics do you recognize in other students who succeed with productivity when learning in-person [remote]?

References

Huang, J. L., Bramble, R. J., Liu, M., Aqwa, J. J., Ott, H. C. J., Ryan, A. M., Lounsbury, J. W., Elizondo, F., & Wadlington, P. L. (2016). Rethinking the association between extraversion and job satisfaction: The role of interpersonal job context. *Journal of Occupational & Organizational Psychology, 89(3), 683–691.* https://doi.org/10.1111/joop.12138

Lewin, K. (1936). Principles of topological psychology. New York: McGraw-Hill. LEWIN, K. (1951). Field theory in social science: Selected theoretical papers. New York: Harper. Pervin, L. A. (1968). Performance and satisfaction as a function of individual environment fit. *Psychological Bulletin, 69, 56-68*.

Results

- Preliminary analysis from the transcribed recordings highlighted the frequency of words related to belonging, well-being, and personality.
- Thematic analyses to explore perceived connections between personality and learning mode outcomes are currently underway.



Belonging

Social (70), group (39), friends (37).

Well-being

Motivation (31), mental (29), health (28).

Personality

Personality (54), introvert (25), extrovert (22), Introverted (19).

Discussion

Current Insights

- Internal motivation, self-discipline, engagement, and social participation are vital in both modes.
- Isolation, loss of motivation, distraction, and procrastination were identified as factors that negatively impacted well-being and productivity in remote learning environments.
- Students recognized the negative impact of remote learning on their well-being and productivity. Yet, demand for remote learning options continues to increase.

Theoretical and Practical Implications

- Despite the Person x Environment Fit model, participants emphasized environmental, rather than personal factors that drove productivity and well-being outcomes.
- Environmental factors are perceived to be deeply connected to well-being and productivity, but less is understood about how person factors moderate the impact of environmental influences.
- Students and employees may not always choose the work/learning mode that is best for them.

Limitations and Future Directions

- Focus group members personalities were not normally distributed (more introverts).
- Saturation was not reached, and more focus group work is necessary.
- In addition to personality traits, motivation and self-control may be fruitful to explore when trying to understand who is most likely to thrive in remote and in-person environments.