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The 3M Model of Motivation and Personality:
Trait and Culture Effects on Organizational Evaluation

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Abstract

Student evaluation of Oklahoma State University (OSU) using individual traits and culture-induced individual traits was investigated. Student evaluation was measured by OSU identification, OSU commitment, and OSU satisfaction. Regression analyses were run to determine if individual traits explained organizational evaluation, if these individual traits framed in organizational terms explained organizational evaluation, and to determine if the variables representing absolute normalized differences between the individual traits and the culture-induced traits explained organizational evaluation. The final analysis examined the power of the total variance in the sample in explaining organizational evaluation. The results indicate that a few individual traits and culture-induced traits (e.g., sports and conservativeness) are significant in explaining organizational evaluation, as are, the difference variables of individual traits and culture-induced traits. The total variance in the sample was found to explain in modicum the variance in the OSU student evaluation; however, explaining a limited portion of a large phenomenon with supporting theory further shows the potential of the personality framework in the study of organizational culture. In addition, measuring organizational culture through a meta-theory of personality and behavior is novel. The findings provide grounds for replication, and further implications in understanding organizational culture.

The 3M Model of Motivation and Personality:
Trait and Culture Effects on Organizational Evaluation

Organizational culture as a concept has a fairly recent origin (Schein, 1990). Indeed, some might observe that the rise of research on organizational culture came about because Japanese firms were during the late 1970s and the early 1980s widely considered to have superior operating characteristics, but the forms of organizational research dominant then emphasized formal structure and so failed to uncover any difference between Japanese and western firms note Ouchi and Wilkins (1991). Large companies like IBM commissioned extensive multinational longitudinal research on culture to help explain declining market share. Substantive findings of cross-national cultural differences provided rationality for considering organizational culture differences within a country (e.g., among firms), and later, within an organization (e.g., among departmental or functional units) and at the team level.

The position of this paper is to further motivate the study of organizational culture in weighing the implications of individual-level theory, measurement, and analysis. Studies applying a micro-level framework make up a small segment of the contemporary work. For research on personality and motivation, there has been retreat not in the absence of the numerous midrange theories that have accumulated, but in the presence of disconnected thought (Mowen, 2000). The 3M Model (meta-theory) of Motivation and Personality

developed by Mowen (2000) attempts to provide strong, unifying theory for the study of personality and motivation through a trait hierarchy and control process theory.

The theory of the 3M model provides logical arguments that can be extended to group dynamics; furthermore, the meta-theory meshes well with the extant research, because it integrates accepted essential factors (i.e., values, norms, and behaviors) of organizational culture. In applying the 3M model, organizational culture is the product of the individual traits and past learning. These factors interact with the given situation (i.e., context, time, and task definition) and the organizational objective (i.e., surface trait) to produce programs of behavior that form organizational culture. The exploratory study applies the 3M model to university culture to determine the student evaluation of the organization.

Organizational culture is often examined through the dimensions of artifacts, values, and underlying assumptions. Artifacts are the physical objects that are readily observable (e.g., chain of command, company records). "[For example], one of the flaws of studying organizational symbols, stories, myths, and other such artifacts is that we may make incorrect inferences from them if we do not know how they connect to underlying assumptions" (Pondy, Boland, & Thomas, 1988; Pondy, Frost, Morgan, & Dandridge, 1983; Wilkins, 1983), cites Schein (1990). Rokeach (1973) proposed that what gives rise to different organizational cultures is not differing sets of values, but varying emphases on the limited set of values (assumptions) prevalent within the larger society. Schein (1985), argues that behaviour is

emphatically not culture, which is rooted in deeply held beliefs proven over time, located in the subconscious of individuals and difficult to articulate and access. That underlying assumptions develop to reduce uncertainty is a tenet of systems theory.

"[Nevertheless], for Kilmann (1985), culture is predominantly behavioural and assumptions are 'just below the surface' ready to be accessed, changed and controlled" (Grafton-Small & Linstead, 1992). From these approaches, operational definitions have been constructed and are listed in Table 1.

Fjortoft and Smart (1994) mention that, "Organizational culture is a central construct in contemporary efforts to improve managerial and organizational effectiveness in the corporate sector" (Ouchi 1981; Deal and Kennedy 1982; Peters and Waterman 1982; Schien 1990). Moreover, colleges and universities have attempted to apply an organizational culture orientation to improving administrative efficacy and flexibility. Tierney (1988) states that by advocating a broad perspective, organizational culture encourages practitioners to:

- (a) Consider real or potential conflicts not in isolation but on the broad canvas of organizational life;
- (b) recognize structural or operational contradictions that suggest tensions in the organization;
- (c) implement and evaluate everyday decisions with a keen awareness of their role in and influence upon organizational culture;
- (d) understand the symbolic dimensions of ostensibly instrumental decisions and actions;
- (e) and consider why different groups in the organization hold varying perceptions

Table 1.	
Operational Definitions of Organizational Culture	
Source	Definition
Hofstede (1991)	The collective programming of the mind which distinguishes the members of one organization from another. Culture is a characteristic of organization, not of individuals, but it is manifested in and measured from the verbal and/or nonverbal behaviour of individuals aggregated to the level of their organizational unit.
Jones (1983)	Suggests that the content of an organizational culture of an Organization culture results from the particular economic condition (property rights structures, etc.). Three types of cultures result: production, bureaucratic, and professional.
Kilmann et al. (1985)	Culture is predominantly behavioural and assumptions are 'just below the surface' ready to be accessed, changed and controlled.
Mowen (2000)	Organizational culture is the perceived macro-personality of an organization as seen through the eyes of its members. Like individual personality, organizational personality is hierarchically organized and provides reference points (i.e., norms and values) for evaluating outcomes and guiding behavior with the organization.
Ouchi & Wilkins (1983)	A homogeneous corporate culture performs organizational control functions but that it will develop only under certain conditions (e.g., long and stable membership, interaction across functional/hierarchical boundaries, and an absence or discrediting of institutional alternatives.)
Pettigrew (1979)	The amalgam of beliefs, ideology, language, ritual, and myth. Organizational culture induces purpose, commitment, and order; provides meaning and social cohesion; and clarifies and explains behavioral expectations.

about institutional performance (p. 6).

Most researchers agree that organizational culture is as summarized by Hofstede, Neuijen, Ohayv, and Sanders (1990): (a) holistic; (b) historically determined; (c) related to anthropological concepts; (d) socially constructed; (e) soft, and (f) difficult to change.

In a review of the literature, Ouchi and Wilkins (1985) identified two groups of theoretical approaches: macroanalytic and microanalytic. The macroanalytic school is divided into two classes. The first class are researchers who follow the positions of Radcliffe-Brown (1952) and Malinowski (1961), who analyzed organizational culture at the aggregate level and studied its elements as beliefs and practices to see how these instruments uphold the social structure (structural-functional view). The other class analyzes organizational culture through a "microeconomic" framework originating from works of Peter and Waterman (e.g., "strong cultures"), and Ouchi (e.g., Theory Z). The following studies are exemplary of the structural-functional view.

Krakower and Zammuto (1991) use Kimberly and Quinn's (1984) four cultural types: (a) group culture (norms and values associated with affiliation); (b) developmental culture (assumptions of change); (c) hierarchical culture (values and norms of bureaucracy); and (d) rational culture (assumptions of achievement), which is an adaptation of the Competing Values Model, to develop a framework on organizational culture. The Institutional Performance Survey was

administered to 334 institutions that translated into 3,406 sample units. Krakower and Zammuto (1991) concluded that:

(a) culture strength can vary significantly among organizations (culture is 'strong' when people know and generally follow the 'system of informal rules' that spell out how they should behave); (b) cultures embracing multiple value systems are the rule rather than the exception and; (c) different value systems are predictably related to organizational structure, climate, and strategic orientation (p. 109).

Hofstede, Neuijen, Ohayv, and Sanders (1990) conducted a three-stage survey study ($N = 1,295$) of twenty units among 10 Dutch for-profit organizations to determine the antecedents of the organizational cultures. The responses to a 135-item instrument on cultural practices and values, as operationally defined by Deal and Kennedy (1982), was analyzed using ecological principal component factor analyses, with varimax rotation and the scree test specified. For values and for practices, three and six factors were extracted, respectively. Then, a second-order factor analysis was run on the values and practices items, and the demographic items, resulting in three clusters. Hofstede et al. (1990) concluded that shared perceptions of daily practices is the core of an organization's culture. Values are more the product of demographics.

Organizational culture studies using the individual reference point are limited in the literature and in their predictive abilities suggested Ouchi and Wilkins (1985). Ouchi and Wilkins (1985) identified three types of microanalytic theories: (a) emphasize the lack of coupling between attitudes and behavior; the second theories (b) use Freudian or Jungian psychoanalytic approaches, while others (c) take a linguistic, 'deep structure' approach. The following studies placed the approach into practice.

Anderson, Patterson, and Silvester (1999) developed a socio-cognitive model that identified causal attributions as fundamental units of analysis and their communication as a means by which cultural beliefs are transmitted and shared between group and organizational members. Interviewing at a large United Kingdom manufacturing and engineering firm, Anderson et al. (1999) identified 1,200 meaningful causal statements among managers, trainers, and trainees. Furthermore, Anderson et al. (1999) discovered that the patterns of intercorrelations suggested that the attributional dimensions were orthogonal to one another.

Harris (1994) hypothesized that in the social setting of organizations, individuals make sense out of their experiences based in large part on the outcomes of contrived mental dialogues between themselves (e.g., "I think it means this and I would be inclined toward this response.") and other contextually-relevant (past or present; real or imagined) individuals or groups (e.g., "What would my boss and peers think about this? What would they want me to do?").

Harris (1994) applies from the literature as described by "Lord & Foti, 1986, Taylor and Crocker 1981" five schemas used in the organizational sensemaking process: (a) self; (b) person; (c) organization; (d) object/concept; and e) event. In conclusion, Harris (1994) notes that using theory is significant because it highlights and challenges the neglect of the individual-level dynamics of organizational culture that exists in the literature and the conceptual truncation caused by that neglect.

Few studies are available to explain organizational culture of higher education and student culture. Clark (1980) describes four cultural dimensions that affect academic involvement: (a) the cultures of specific academic disciplines; (b) the culture of the academic profession; (c) institutional cultures; and (d) the cultures of national systems of higher education (p. 158). The concept of a saga—a collective understanding of the unique accomplishment in a formally established group—is used by Clark (1972) to probe university culture.

Tierney (1988) and Sporn (1996) developed frameworks of organizational culture for university management applications. Subscribing to Geertzian thought, Tierney (1988) identified five cardinal concepts of organizational culture: (a) environment; (b) mission; (c) socialization; (d) information; (e) strategy; and (f) leadership. Sporn (1996) abstracted that higher education culture

should be approached as an unique entity as manifested:

- (a) goals are ambivalent; (b) universities are to a large extent 'people-oriented'; (c) have problematic standards for goal attainment; (d) the professionals working at the universities tend to be experts with a strong wish for autonomy and freedom; (e) and universities are vulnerable to their environment.

Strength (the degree of fit between cultural values, structural arrangements, and strategic plans) and orientation (the focus of the values, attitudes, beliefs, and patterns of behavior of members) form the basis of Sporn's (1996) four university culture types: (a) weak, internally-focused cultures; (b) weak cultures with an external orientation; (c) strong, internally-focused cultures; and (d) strong and externally oriented cultures (p. 55).

Kuh (1990) emphasizes the importance of reference groups and subcultures in identifying student culture. In addition, Kuh (1990) reviewed student culture literature, and concluded that most of the empirically derived typologies have not produced evidence that students assigned to the various categories interact with others in the same category or are aware of their common orientation. "Kuh and others (1991) [in another paper] concluded that institutions with salient missions and philosophies often attract a high proportion of students whose attitudes and aspirations are compatible with the institution's values and educational purpose" (Kuh, 1990).

A number of theories have been advanced, but the use of a

meta-theory of personality and motivation is novel. The conception of a personality of an organization, however, is infixed in the organizational culture mind. The purpose of this study is to discover new relationships among individual traits, culture-induced individual traits, and student evaluation of the organization. It is hypothesized that the more an individual's values and norms correspond to the organization's, the more the individual will identify, appreciate, and commit to the organization.

3M Model of Motivation and Personality

Mowen (2000) first established an operational definition of personality considering that presiding terms have difficulty in discriminating between variables like demographics or cultural processes. Applying trait theory, Mowen (2000) defines personality as the hierarchically related set of intra-psychic constructs that reveal consistency across time and that combine with situations to influence the feelings, thoughts, intentions, and behavior of individuals. Programs of behavior describe how traits are treated in the operation of a system. A three-loop control theory model facilitated the interaction of personality and motivation. For the following sections on the 3M model, refer to Figure 1.

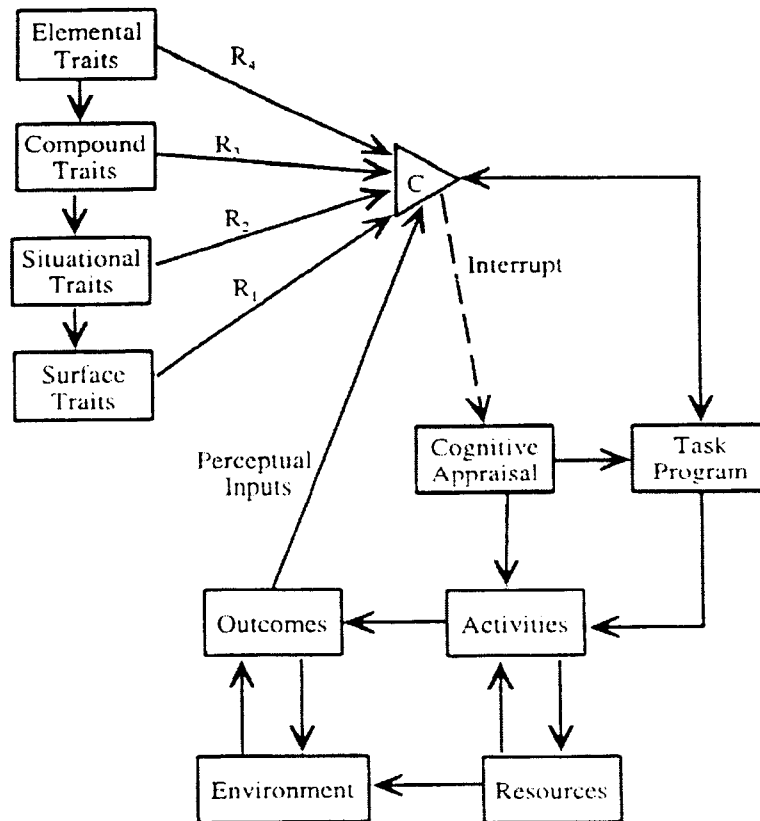
Hierarchical Model of Personality

The 3M model proposes eight elemental traits based on the Five-Factor Model of personality, evolutionary psychology, and optimum stimulation-level theory. The Five-Factor model is well-established in personality research. Considering that the individual is also the

Figure 1

The 3M Model of Motivation and Personality

Trait Hierarchy



Notes: C = Comparator
R = Reference Values

product of the environment, the 3M model incorporates evolutionary psychology. For completion of the meta-theory, the need-for-arousal was included to capture the individual's level of stimulation that influences the program of behavior. The 3M hierarchy has four levels that are used as reference points in the control process model described in the following section. Reference level 4 is elemental traits. Elemental traits are defined as the basic, underlying predispositions of individuals that arise from genetics and a person's early learning history (Mowen, 2000). These traits act as trait-based self-schemas, explanatory of individual differences in values.

Mowen (2000) describes the elemental traits (OCEAN MAP is a mnemonic):

(a) openness to experience is the need to find novel solutions, express original ideas, and use the imagination in performing tasks; (b) conscientiousness is the need to be organized, orderly, and efficient in carrying out tasks; (c) extraversion is operationalized as introversion, and describes the tendency to reveal feelings of bashfulness and shyness; (d) agreeability is the need to express kindness and sympathy to others; (e) neuroticism is the tendency to emotionality as expressed by moodiness and by being temperamental; (f) material needs are the needs to collect and possess material goods; (g) the need for arousal is the desire for stimulation and excitement; and last is physical or body needs that maintain and enhance the body.

Reference level 3 is compound traits. These traits are the product of individual culture and learning past and the interplay of elemental traits. Because compound traits are more narrowly focused than the elemental traits, dozens may exist (Mowen, 2000). The traits of learning, task orientation, the need for activity, competitiveness, the need for play, and effectance motivation are examined in detail by Mowen (2000), and are applied in the study. Reference level 2 is situational traits. Situational traits represent a new category of individual-difference variables that identify tendencies to express consistent patterns of behavior within a general situational context (Mowen, 2000). Thus, situational traits take on the properties of compound traits, while providing a conditional frame. Reference level 1 is surface traits. Such category-specific dispositions delineate predispositions to behave with respect to a particular product category or domain of behavior (Mowen, 2000). From Reference level 4 to Reference level 1, values become more concrete to the point that they become situational and specific goals.

The 3M Model and Mechanics

The 3M model integrates personality traits into an adaptation of Carver and Scheier's (1990) control process model. The traits are used as reference points for a desired state of being (Mowen, 2000). Within the central feedback loop exists three loops, each with a comparator and a reference value. The loop represents the desired states of being expressed at different levels of abstractness. Behavior gets started as a result of a comparator matching outcomes to

goals (i.e., a concrete representation of collective values) and values derived from the representation of collective values) and values derived from the hierarchy of traits (Mowen, 2000). If the desired state is noticeably different from the actual state, given the stability of the individual, an interrupt occurs, a path leads to affective processing then to cognitive appraisal, and new programs or tasks form.

The 3M Model and Organizational Culture

The 3M Model has been tested under a number of conditions. A more recent application of the 3M model was in the banking industry. The attributes of customer-orientation and job resourcefulness are vital in banking according to Mowen in an interview (Noerdlinger, 1999). Mowen stated, "That the idea is that if you identify employees who are predisposed to be customer-oriented (and possess job resourcefulness), it requires less training and the training you do is easier." (Noerdlinger, 1999). In the study, bank employees responded to a very similar survey instrument as the one used in this study. Response to personal traits and traits of the organization allowed profiles to be built and comparisons (of values and norms) to be made. In the same interview, Mowen explained, "That one particular study involving two banks, we [Mowen et al.] were able to classify the employees with 96% accuracy." (Noerdlinger, 1999). Selection of the 3M model was based on its tight fit with the subject of study, on the 3M model's substantive findings, and the attempt to contribute further acumen to the study of organizational culture.

An interest in assessing the organizational culture of Oklahoma State University (OSU) has been accelerated by the recent student election turnout. Of the 20,000 students, 2,131 students voted. Despite the campus canvassing, efforts to engage more students has had limited success. A natural inquiry is whether students identify with OSU. If the students identify with OSU, are they also satisfied with and committed to OSU are adjective questions to follow. These issues fostered the research objectives that are stated as follows:

(a) determine if the individual personality traits can explain OSU satisfaction, OSU commitment, and OSU identification; (b) to measure the affects of the student's culture-induced traits on OSU satisfaction, OSU commitment, and OSU identification; (c) to identify if the variance in student traits and student culture-induced traits results in variance explained in OSU identification, OSU commitment, and OSU satisfaction; and (d) to determine the global efficiency of the total sample variation in explaining the student's evaluation of the organization.

Method

Participants

The target population includes all OSU students. The survey population are students enrolled in the spring semester of an introductory psychology course ($n = 15$), an upper division undergraduate english course ($n = 10$), an introductory business statistics course ($n = 29$), and a graduate-level management course

(n = 55). The students were selected for an adequate cross-section of the student population. Ninety-nine upper division and graduate university students (44 undergraduates and 55 graduate students) volunteered to participate. Volunteers were encouraged to respond, but no tangible incentives were provided. Volunteers were treated in accordance with the ethical standards set by the Institutional Review Board.

Materials

A 154-item self-report personality instrument was developed. The first section has 6 innocuous demographic items. The second section asks the respondent, "How often do you feel/act this way?" and then listed 17 personality constructs as follows: (a) introversion; (b) materialism; (c) information needs; (d) body needs; (e) need for activity; (f) risk; (g) competitiveness; (h) stability; (i) creativeness; (j) agreeability; (k) order; (l) task; (m) self-efficacy; (n) stress; (o) conservativeness; (p) sports (need for play); and (q) ethics. Except for conservativeness and ethics that are measured with two and three items, each construct is measured using four items. The second section asks the respondent, "How does the culture of OSU expect you to feel or act?" with the same listing of constructs. The final section posed to the participant, "Rate the extent that you agree with the statements." and followed with three subsections measuring OSU identification, OSU commitment, and OSU satisfaction, respectively. All items except for OSU identification, OSU commitment, and OSU satisfaction used Likert

scales anchored with 1 (never) and 9 (always).

OSU identification, OSU commitment, and OSU satisfaction used Likert scales bounded by 1 (strongly disagree) and 7 (strongly agree).

Procedure

A convenience sample was drawn from the survey population ($N = 99$). Survey instruments were completed by undergraduate students, and the option to have the instrument completed in or outside of class was offered. For the graduate level course, I passed out instruments to volunteering students in class; the faculty member allotted the first 15 minutes of class for completion of the survey instrument. The decision to use a nonrandom sampling procedure was based on cost and time constraints, with due consideration given to the selected procedure's effects on the study. A total response rate of 56% (99 responses/175 total responses) was achieved.

Results

A reliability analysis was run for the personality constructs. The constructs of the 3M model have proven unidimensionality in multiple studies. The coefficient alphas are listed in Table 2. Excellent internal reliability exists for most constructs.

All analysis was conducted by SPSS. The variables of OSU identification, OSU commitment, and OSU satisfaction were created for the study. To determine the underlying structure of the variables, a factor analysis using maximum likelihood extraction with varimax rotation and the scree test were specified. Factor 1

Table 2.			
Construct	Indicators	Reliability coefficient (Self-evaluation)	Reliability coefficient (OSU-evaluation)
Introversion	4	.9341	.9187
Need for Material Resources	4	.9017	.9771
Need for Learning	4	^a .6900	^a .9168
Physical Resources/Body Needs	4	.9037	.9591
Need for Activity	4	.9048	.8610
Need for Arousal	4	.9080	.8823
Need for Competitiveness	4	.9270	.9121
Need for Stability	4	.9267	.9643
Openness to Experience	4	.8870	.9376
Agreeability	4	.8290	.9322
Conscientiousness	4	.8465	.9612
Task	4	.7677	.9515
Self-Efficacy	4	.8217	.9121
Stress	4	.8774	.9274
Conservativeness	2	^b .7890	^b .285
Sports (Need for Play)	4	.8595	.8739
Ethics	3	^c .5576	^c .8678
^a Need for Learning has demonstrated internal reliability of .79 across eight studies.			
^b Conservativeness was developed a priori.			
^c Ethics was developed a priori.			

explained 62% of cumulative variation, and a number of cross-loadings variables were dropped, and 3 factors were produced a priori.

(a) OSU identification with items 142 (I strongly identify with OSU), 143 (OSU's values and my values match extremely well), and 144 (My self-image almost completely overlaps with OSU's image); (b) OSU commitment items with 146 (I intent to donate money to OSU in the future), 148 (I am highly committed to OSU) and 149 (I am completely devoted to OSU); and last, the items for OSU satisfaction are 150 (Overall, I am very satisfied with OSU at this point), 151 (I am pleased with the quality of education I am getting at OSU) and 152 (My grades at OSU have exceeded my expectations).

A second factor analysis was conducted resulting in 1 prime factor with OSU identification, OSU commitment, and OSU satisfaction behaving conceptually as sub-constructs to the larger phenomenon of OSU organizational evaluation; further testing is needed to substantiate this claim.

Primer on Statistical Power

Prior to exploring the findings for the research objectives, a cursory review of statistical power is highlighted. Statistical power is $1 - \beta$ with beta measuring type II error—the probability of accepting the null hypothesis when the alternative hypothesis is true. In this sense, power is interpreted as the probability of making a correct decision when the null hypothesis is false indicates Keppel (1991). Alpha and beta are reciprocal as shown in the widening of the

rejection region. The larger the rejection region (α), the less likely the null hypothesis is to be accepted (β), which is the same as stating that the alternative hypothesis becomes more likely to be selected. This smaller beta produces more statistical power ($1 - \beta$). In other terms, statistical power is the degree of sensitivity in finding significant results, and is dependent on the alpha level, the sample size, and the effect size. It is clear that sample size effects beta and alpha by dint of the degrees of freedom. Effect size is an estimate of the relative predictive power of the independent variables. Keppel (1991) explains that [thus] a large F may imply that treatment effects are large or that sample size was large or that both factors are contributing to the observed value of F. A popular measure of effect size is omega squared,

$$\omega_1^2 = \frac{\sigma_1^2}{\sigma_1^2 + \sigma_{W/1}^2}. \quad (1)$$

Equation 1 is the between group variance over the sum of the total population variance. As cited by Keppel (1991), "Cohen's (1977) research using omega-squared has led to accepted guidelines on determining the relative strengths of effects and are as follows: (a) .01 is a 'small' effect; (b) .06 is a 'medium' effect; (c) and omega values of .15 or greater are considered 'large' effects."

To manipulate statistical power, one must consider the interaction of sample size, effect size, and alpha level. The most practicable way of increasing statistical power is by increasing the sample size. This is because the alpha level is effectively fixed at $p = .05$ by most researchers in the behavioral sciences and the effect size is frequently assumed to be as large as possible, given the specific interests of the researcher and the conditions surrounding his or her experimental design Keppel (1991) mentions. If the researcher uses an alpha of .05 or less, or if the effect size is expected to be minimal, or both, than the sample size for sufficient statistical power becomes very large. Moreover, if the statistical power becomes too large, than chance variations among means are likely to be found significant. Hence, statistical power is often traded for conventional alpha levels. Researchers in the behavioral sciences suggest suitable power values are .80 and above. The upshot is the ability to identify significant results and to provide evidence for replicating the study (Keppel, 1991).

The intention of the review is not only one of rediscovery, but (also) one of methodological clarification. Given the small sample size and the limited ability of behavioral research to explain individual differences, concern in identifying significant results is judicious. Keppel (1991) suggests relaxing the alpha level if the focus of the research is exploratory. Keppel (1991) elaborates that replicating a study with tighter tolerances will guard against type I errors because the probability is low that you will make the same

type I error in two independent experiments, you stand a reasonable chance of catching this error by obtaining a nonsignificant F in the second experiment. In this respect, an alpha level within ± 0.009 of .15 and two-tailed t -tests are specified for the analyses. Relaxing the alpha level will likely find more significant betas, but it can neither compensate for the small effect sizes expected, nor can it compensate for the small sample size collected.

The first research objective is to investigate the relationships among individual traits and OSU identification, OSU commitment and OSU satisfaction. OSU identification, OSU commitment, and OSU satisfaction are defined as the criterion variables for analysis; the traits will represent the independent variables. One-way ANOVAs resulted in significant p -values for each of the dependent variables. OSU identification is $F(17, 77) = 3.348$, $p = .000$; OSU commitment $F(17, 77) = 2.542$, $p = .003$; and OSU satisfaction $F(17, 74) = 1.963$, $p = .025$. Moderate to small multiple correlation squared values resulted with .425 ($R_a^2 = .298$) for OSU identification, .359 ($R_a^2 = .218$) for OSU commitment, and .322 ($R_a^2 = .173$) for OSU satisfaction.

Openness to experience, conservativeness, and need for play were found significant for OSU identification with $t(78) = -2.734$, $p = .008$; $t(78) = -4.225$, $p = .000$; and $t(78) = 2.088$, $p = .040$, respectively. In accepting an alpha level of .15, risk and task are, in addition, significant with $t(78) = -1.434$, $p = .156$, and $t(78) =$

1.514, $p = .134$. As expected, the more a student is sports and task oriented, the more he or she identifies with OSU. An unexpected finding is that conservativeness is negatively associated with OSU identification. Moreover, is the patent reciprocity of risk to OSU identification. SPSS uses partial eta squared, which is very similar in operation as omega squared, to estimate the magnitude of the effects; eta squared, however, overestimates effect size. Effect size of conservativeness was exceptional with .188, and observed power of .940, even at an alpha level of .01. Significant betas for OSU commitment were conservativeness $t(78) = -3.041$, $p = .003$; openness to experience $t(78) = -2.350$, $p = .021$; activity $t(78) = 1.578$, $p = .119$; task $t(78) = 1.598$, $p = .114$; and sports $t(78) = 1.819$, $p = .073$. Openness to experience, the need for activity (keeping busy), the importance of completing tasks, and participating in sports empirically fit with the OSU organizational culture. Conservativeness and openness $t(78) = -2.342$, $p = .022$, and $t(78) = -2.166$, $p = .033$ also tested significant for the OSU satisfaction variate. Other critical variables for the OSU satisfaction model are introversion $t(78) = -2.764$, $p = .007$; materialism $t(78) = -2.912$, $p = .005$; and need for learning $t(78) = 1.807$, $p = .075$. Introversion and materialism had the largest effects of .09 and .099, and the highest estimated powers of .904 and .927.

The same individual-difference constructs were framed in organizational culture terms by asking the respondent to report how the culture affects her or his traits. The personality constructs

were applied and are identified with "(c)" for analysis. The OSU identification and OSU commitment regression models did not produce statistical significance. Self-efficacy(c) $t(74) = 2.049$, $p = .044$; stability(c) $t(74) = 1.497$, $p = .139$; agreeableness(c) $t(74) = 1.676$, $p = .098$; and sports orientation $t(74) = -1.441$, $p = .154$ met the alpha criterion for OSU identification. Thus, the student perceives that the more OSU expects him or her to feel in control (self-efficacy(c)), the more the student identifies with OSU. However, self-efficacy(c) was not found to be significant at alpha equal .15 when the student reported self-efficacy as a trait. Neither were stability(c) and agreeableness(c). Need for play was significant at alpha equal .05 for personality traits, and would have been found insignificant under the same criterion for need for play(c). For the OSU commitment variate, self-efficacy was the significant beta $t(74) = 1.589$, $p = .116$. This p-value is compared to the .895 that surfaced for the student's traits. The OSU satisfaction(c) model was found significant at $F(17, 74) = 1.963$, $p = .025$ with $R^2 = .311$ ($R^2_a = .152$). Significant covariates were self-efficacy $t(74) = 2.166$, $p = .034$; materialism $t(74) = -1.996$, $p = .050$; introversion $t(74) = -1.843$, $p = .069$; and ethics $t(74) = 1.590$, $p = .116$. A new finding is that the more a student perceives OSU expects her or him to act or feel ethical, the more the student would be satisfied with OSU. When the student reported how ethical he or she feels, a p-value of .344 resulted.

For the third research objective, OSU identification, OSU commitment, and OSU satisfaction were regressed on the variable of variance between personal traits and these personality traits affected by the culture. First, the individual and culture-affected variables were standardized. Then absolute differences among the normalized variables were computed. The product is the total magnitude of variation between a self-attribute and the matching organization-induced attribute. The absolute difference variables are indicated by "(a)". The 3M model hypothesizes that the more variance between an individual's values and norms (manifested via personality) and what the respondent reports as those values and norms of an organization, the lower will be the organizational evaluation.

Statistical significance was found for the OSU identification model $F(17, 74) = 2.754$, $p = .001$, and a moderate coefficient of multiple determination of .446 ($R^2_a = .319$). Materialism(a), need for activity(a), stability(a), kindness(a), and sports(a) are considered with $t(75) = -1.607$, $p = .112$; $t(75) = -1.542$, $p = .127$; $t(75) = -1.962$, $p = .054$; $t(75) = -3.348$, $p = .001$; $t(75) = 1.740$, $p = .086$, accordingly. Thus, the more a student is different in her or his materialism from what the student perceives the organization expects of her or his materialism, the less the student identifies with OSU. The same logic applies to need for activity, stability, and kindness. However, the more variance in sports(a), the more there is an identification with OSU.

The model for OSU commitment was significant at $F(17, 74) = 1.818$, $p = .041$ and produced a small R^2 of .295 ($R_a^2 = .133$). Materialism(a), need for activity(a), stability(a), kindness(a), order(a), and sports(a) meet the critical alpha value with $t(74) = -1.520$, $p = .133$; $t(74) = -2.004$, $p = .049$; $t(74) = -1.769$, $p = .081$; $t(74) = -1.876$, $p = .065$; $t(74) = -1.573$, $p = .120$; and $t(74) = 1.537$, $p = .129$. Except for sports orientation, each independent variable of absolute standardized differences was found to be converse to OSU commitment.

OSU satisfaction model produced significant results at $F(17, 74) = 2.834$, $p = .001$ given a multiple r-squared value of .295 ($R_a^2 = .255$). Introversion(a) with $t = -1.915$, $p = .059$; materialism(a) $t = 1.444$, $p = .153$; stability(a) $t = -3.081$, $p = .003$; order(a) $t = -1.934$, $p = .057$; conscientiousness(a) $t = 1.494$, $p = .139$; sports(a) $t = 2.264$, $p = .027$; and ethics(a) with $t = -1.424$, $p = .159$ proved significant for the OSU satisfaction model. As the absolute standardized differences in introversion, stability, order and ethics become greater for traits and culture-induced traits, the less students are satisfied with OSU.

For the final research objective, a measure of global efficiency was examined with the relationships of the total sample variance and the criterion variables. Criterion variables were regressed on the absolute standardized total variance. Significant results were found for all three models with $F(1, 90) = 11.557$, $p = .001$; for OSU identification, $F(1, 90) = 6.229$, $p = .014$; for OSU commitment, and $F(1, 90) = 6.911$, $p = .010$ for OSU satisfaction. Negative betas suggest that as the total variance increases, OSU identification,

OSU commitment, and OSU satisfaction decrease. However, the F-values have been inflated by the degrees of freedom. A clearer representation can be found in the multiple r-squared values of .114, .065, and .071 for OSU identification, OSU commitment, and OSU satisfaction, which substantiate the inadequacy of the models.

DISCUSSION

The first research objective found that conservativeness is negatively related to OSU, but an inspection of reliability indicates concern. Returning to table 2, conservativeness has a lower coefficient alpha. As a result, the higher degree of measurement error makes inference shaky; a high degree of measurement error was also found for ethics. For openness to experience, which was found to have a negative direction with OSU identification, OSU commitment, and OSU satisfaction, it is unclear from the data if this relationship results from education or personal philosophy or from both, although the history of the university strongly suggests that education effects are at play. Stemming from this relation is the reciprocal nature of risk and OSU identification. A conservative attitude will likely attenuate the need for risk. That introversion and materialism are negatively related to OSU satisfaction might be explained by exogenous factors as a student's living condition, and interpretation of items, as the meaning of "bashful" for introversion; together, these outside influences introduce bias or error in the sample, respectively.

For the study, multicollinearity is an issue. Signs of possible

multicollinearity are indicted by the variance inflation factors (VIF). The VIF measures interdependence of the set of covariates by regressing each independent variable as a dependent variable on the set of remaining predictors and evaluates using multiple r-squared values; values around 1 indicate no problems with intercorrelations, and values above 10 indicate a strong presence of multicollinearity. Self-efficacy reveals a VIF of 3.382, for order a VIF of 3.755, and for task, a VIF of 5.462. Albeit the VIFs are not above 10, they invite further inspection, in particular, the latter. Other diagnostics include strong covariances, and wide confidence intervals. The Pearson correlations are for order and task is .815, order and self-efficacy is .633, and task and self-efficacy is .734. Inspection of the confidence intervals indicate notably wider intervals. Despite not registering maximal VIF values, the high covariance values, and wide intervals suggest that the conditions of multicollinearity exist. (The VIF does not capture large or spread out groups of covariates that have high overlap in their explained variances.) A practicable answer is found in the ordering of the constructs. Task followed order, and self-efficacy followed task. The items for these constructs are somewhat analogous to one another. Thus, this arrangement likely introduced order bias, and produced overlap in explained variances.

For the second research objectives, sports for OSU identification, and materialism, conservativeness, and sports for

OSU satisfaction conveyed confounding results. Each predictor variable resulted in an increase in the response variables as the absolute standardized difference of the given covariate increased. An immediate method of clarification is to observe patterns in the data frequencies. For sports orientation, the item, "Participating as a player in sports is fun for me." the students reported 37 cumulative percent ($\underline{n} = 98$) for values of 1 (never) to 5 (indifference) on an 9-point scale, whereas, 21 cumulative percent ($\underline{n} = 97$) was recorded for the same values and scale for the culture-induced traits. Continuing with the second item, "Playing sports is extremely important to me." 56 cumulative percent ($\underline{n} = 98$) as opposed to 31 cumulative percent ($\underline{n} = 97$) for the culture-induced traits were found. Third is the item "It is exciting for me to play sports." for traits, and culture-induced traits of 40 cumulative percent ($\underline{n} = 98$) and 25 cumulative percent ($\underline{n} = 97$), respectively. In final, the fourth item, "Enjoy watching sports as a fan." 30 cumulative percent ($\underline{n} = 98$) and 18 cumulative percent ($n = 97$) resulted for the traits and culture-affected traits. Besides extraneous factors, materialism on item 3 "Acquire valuable things." showed a marked difference of 51 cumulative percent ($\underline{n} = 99$) for traits, and 74 cumulative percent ($\underline{n} = 97$) for induced traits based on the same 1 (never) through 5 (indifference) scale points. Noticeable differences were found for both items of conservativeness with item 1, "Conservative in your politics." reporting 79 cumulative percent

(\underline{n} = 98) for traits, and 57 cumulative percent (\underline{n} = 95) for induced traits from a range of 1 (never) to 5 (indifference). Item 2, "More right wing than left wing." produced 91 cumulative percent (\underline{n} = 97) for traits and 57 cumulative percent (\underline{n} = 95) for induced-traits. A direct conclusion is that the 3M model is not supported, but implicit in these frequencies is that the absolute standardized difference variables are not moderators of the separate traits and culture-induced traits for sports, materialism, and conservativeness, and the criterion variables.

Despite that the models representing the total sample variance explained in modicum the variances of the response variables, explaining six or seven percent of a broad phenomenon as organizational culture further indicates the potential of understanding the personality of the organization. The 3M Model of Motivation and Personality provides logical arguments to explain why a set of individual-difference variables predict or will predict organizational culture, operationalized through organizational evaluation. The results indicate that the hypothesis of greater variation between what a person's values and norms are from the organization's, the lower the organizational evaluation holds for certain traits.

However, results must be evaluated provided the following issues. First, is the type of respondents. External validity continues to be a sticking point in behavior research considering the availability of

students and budget constraints. A number of studies have confirmed the lack of representativeness of college students. In this study, the ability to generalize was less a concern than the ability to discover new relationships. Moreover, the purpose of this research is predicated on the student responses.

Another issue is sample size. With some certainty, the increase of sample size would have produced more statistical power and more significant findings. Furthermore, it would lessen a concern of over-fitting the data, given the relative small number of data points to predictor variables in the study.

The last issue on levels is central in organizational research. Levels issues create particular problems when the level of theory, the level of measurement, and/or the level of statistical analysis are incongruent explains Dansereau, Hall, and Klein (1994). The position of most organizational behavior researchers is that organizational culture be measured at the group level. This approach of explaining organizational behavior using individual-level theory, with individual level measurement, and extending to group statistical analysis may misrepresent the findings. Nevertheless, a priori concern of levels led to the inclusion of task orientation, the need for learning, competitiveness, the need for activity, the need for play, and self-efficacy. These situational traits (products of elemental traits, past learning, and situation) combine with the dependent variables to define surface traits that are meant to capture at the aggregate level the consciousness or the "cultural voice" of the

organization. Understanding of organizational culture has strong management implications. By understanding the culture of an organization, attempts at finding the individual that fits the organization become less burdensome and less costly as mentioned earlier by Mowen (Noerdlinger, 1999). Internal conflict is often an issue of misunderstanding the culture: its values or its norms or its practices or a combination or the inclusion of each of these factors. By understanding the culture, preventive controls can be incorporated and group morale can be maintained. The prospects of understanding organizational culture are great and grounds for replication have been prepared.

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Appendix A

Code Sheet

Note: Missing values were not coded.

<u>Item and Question</u>	<u>Code</u>
1. <u>How old are you?</u>	<u>actual age</u>
2. <u>Were you born in the U.S.?</u>	<u>0 = no; 1 = yes</u>
3. <u>What year are you at OSU?</u>	<u>0 = freshman;</u> <u>1 = sophomore;</u> <u>2 = junior; 3 = senior;</u> <u>4 = graduate</u>
4. <u>Sex:</u>	<u>0 = male; 1 = female</u>
5. <u>Major:</u>	<u>id 20 majors (not used)</u>
6. <u>Ethnicity:</u>	<u>0 = African American;</u> <u>1 = Hispanic; 2 = Asian;</u> <u>3 = White;</u> <u>4 = Native American</u> <u>5 = other</u>
7. Blank	
8-42 (43 blank) & 44-73.	<u>How often do you act or</u> <u>feel this way?</u> <u>1 = never; 9 = always</u>
8. Feel bashful more than others.	
9. Introverted.	
10. Quiet when with people.	

11. Shy.
12. Enjoy buying expensive things.
13. Like to own nice things more than most people.
14. Acquiring valuable things is important to me.
15. Enjoy owning luxurious things.
16. Enjoy learning new things more than others.
17. People consider me to be intellectual.
18. Enjoy working on new ideas.
19. Information is my most important resource.
20. Focus on my body and how it feels.
21. Devote time each day to improving my body.
22. Feel that making my body look good is important.
23. Work hard to keep my body healthy.
24. Keep really busy doing things.
25. Try to cram as much as possible into a day.
26. Extremely active in my daily life.
27. Always like to be doing something.
28. Drawn to experiences with an element of danger.
29. Seek an adrenaline rush.
30. Actively seek out new experiences.
31. Enjoy taking more risks than others.
32. Feel that it is important to outperform others.
33. Enjoy testing my abilities against others.
34. Feel that winning is extremely important.

- 35. Enjoy competition more than others.
- 36. Moody more than others.
- 37. Temperamental.
- 38. Emotions go way up and down.
- 39. Testy more than others.
- 40. Frequently feel highly creative.
- 41. Imaginative.
- 42. Find novel solutions.
- 43. Blank
- 44. More original than others.
- 45. Tender hearted with others.
- 46. Agreeable with others.
- 47. Kind to others.
- 48. Softhearted.
- 49. Efficient.
- 50. Organized.
- 51. Orderly.
- 52. Thorough.
- 53. Long-term goal oriented.
- 54. When doing a task, I set a deadline for completion.
- 55. Doing tasks well is my highest priority.
- 56. Approach tasks in a very serious manner.
- 57. I feel in control of what is happening to me.
- 58. Find that once I make up my mind, I can accomplish my goals.

59. I feel like I have a great deal of will power.
60. I am in charge of my own destiny.
61. Frequently feel stressed-out.
62. Feel extremely nervous.
63. Feel very anxious about things in my life.
64. Experience high stress levels on a daily basis.
65. Conservative in my politics.
66. I am more right wing than left wing.
67. Participating as a player in sports is fun for me.
68. Playing sports is extremely important to me.
69. It is exciting for me to play sports.
70. Enjoy watching sports as a fan.
71. Occasionally give help to others during tests.
72. Allow others to copy the answers from my homework.
73. Use material from the Internet as if it were my own.
74. Blank.
- 75-116 (117 blank) & 118-140. How does the culture of OSU expect
you to feel or act?
1 = never; 9 = always
75. Feel bashful.
76. Introverted.
77. Quiet when with people.
78. Shy.
79. Enjoy buying expensive things.
80. Like to own nice things.
81. Acquiring valuable things.

82. Enjoy owning luxurious things.
83. Enjoy learning new things.
84. Feel and act like an intellectual.
85. Enjoy working on new ideas.
86. Information is my most important resource.
87. Focus on my body and how it feels.
88. Devote time each day to improving my body.
89. Feel that making my body look good is important.
90. Work hard to keep my body healthy.
91. Keep really busy doing things.
92. Try to cram as much as possible into a day.
93. Extremely active in my daily life.
94. Always want to doing something.
95. Drawn to experiences with an element of danger.
96. Seek an adrenaline rush.
97. Actively seek out new experiences.
98. Enjoy taking risks.
99. Feel that it is important to outperform others.
100. Enjoy testing my abilities against others.
101. Feel that winning is extremely important.
102. Enjoy competition more than others.
103. Moody more than others.
104. Temperamental.
105. Emotions go way up and down.
106. Testy more than others.

107. Frequently feel highly creative.
108. Imaginative.
109. Find novel solutions.
110. More original than others.
111. Tender hearted with others.
112. Agreeable with others.
113. Kind to others.
114. Softhearted.
115. Efficient.
116. Organized.
117. Blank
118. Orderly
119. Thorough.
120. Long-term goal oriented.
121. When doing a task, I set a deadline for completion.
122. Doing tasks well is my highest priority.
123. Approach tasks in a very serious manner.
124. Feel in control of what is happening to me.
125. Once you make up my mind, you can accomplish your goals.
126. Have a great deal of will power.
127. Be in charge of your own destiny.
128. Stressed-out.
129. Feel extremely nervous.
130. Feel very anxious about things in your life.

- 131. Experience high stress levels on a daily basis.
- 132. Conservative in your politics.
- 133. More right wing than left wing.
- 134. Participating as a player in sports is fun.
- 135. Playing sports is extremely important.
- 136. It is exciting for you to play sports.
- 137. Enjoy watching sports as a fan.
- 138. Occasionally give help to others during tests.
- 139. Allow others to copy the answers from your homework.
- 140. Use material from the Internet as if it were your own
- 141. Blank
- 142-153. Rate the extent that you agree with the statements.

1 = Strongly Disagree;

7 = Strongly Agree

- 142. I strongly identify with OSU.
- 143. OSU's values and my values match extremely well.
- 144. My self-image almost completely overlaps with OSU's Image.
- 145. I will want my children to attend OSU.
- 146. I intend to donate money to OSU in the future.
- 147. I am really enjoying my college experience at OSU.
- 148. I am highly committed to OSU.
- 149. I am completely devoted to OSU.
- 150. Overall, I am very satisfied with OSU at this point.
- 151. I am pleased with the quality of education I am getting at
OSU.

152. My grades at OSU have exceeded my expectations.

153. My social life at OSU is exceeding my expectations.

Survey Instrument

(in following)

Personal Motivation and Organizational Culture Inventory

Overview of Study

The purpose of this research is to investigate the relationship between the motivational needs of members of an organization and the member's perceptions of the culture of the organization. The survey has two major sections. After answering a short list of demographic items, you will next answer a set of questions that ask "how frequently you feel or act" to a series of items.

The second major section asks you to indicate "how the culture of OSU expects you to feel or act" on a set of similar items.

There are no right or wrong answers. Just put your honest reactions to the questions.

Your responses are completely anonymous. We have not recorded your name in any way. If the survey makes you uncomfortable, you can stop taking it at any time. If you have questions about the survey, please contact Sharon Bacher at OSU's Institutional Review Board (744-5700)

How old are you? ____ Were you born in the United States: Yes ____ No ____

What year are at OSU? Freshman ____ Sophomore ____
Junior ____ Senior ____ Grad Student ____

Sex: ____ Male ____ Female Major: _____

Ethnicity: ____ African American ____ Hispanic
____ Asian ____ White
____ Native American ____ Other

Part I. There are no right or wrong answers. Just circle the number that indicates how accurately the phrase or adjective describes how you feel or act in your daily life, not how you wish you would act.

How often do you feel/act this way?

Never

Always

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

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1	2	3	4	5	6	7	8	9
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1 2 3 4 5 6 7 8 9

1	2	3	4	5	6	7	8	9
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1 2 3 4 5 6 7 8 9

1	2	3	4	5	6	7	8	9
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1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1 2 3 4 5 6 7 8 9

How often do you feel/act this way?

More original than others.

Tender hearted with others.

Agreeable with others

Kind to others.

Softhearted.

Efficient.

Organized.

Orderly.

Thorough.

Long-term goal oriented.

When doing a task, I set a deadline for completion.

Doing tasks well is my highest priority.

Approach tasks in a very serious manner.

I feel in control of what is happening to me.

Find that once I make up my mind, I can
accomplish my goals.

I feel like I have a great deal of will power.

I am in charge of my own destiny.

Frequently feel stressed-out.

Feel extremely nervous.

Feel very anxious about things in my life.

Experience high stress levels on a daily basis.

Conservative in my politics.

I am more right wing than left wing.

Participating as a player in sports is fun for me.

Playing sports is extremely important to me.

It is exciting for me to play sports.

Enjoy watching sports as a fan.

Occasionally give help to others during tests.

Allow others to copy the answers from my homework.

Use material from the Internet as if it were my own.

Never

Always

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

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1 2 3 4 5 6 7 8 9

Part II. For this section of the survey, please change gears. We want you to think of how the culture of OSU wants you to act. Circle the number that indicates how accurately the phrase or adjective describes the feelings and behaviors expected of students at OSU.

How does the culture of OSU expect you to feel or act?

Never

Always

Feel bashful

1 2 3 4 5 6 7 8 9

Introverted

1 2 3 4 5 6 7 8 9

Quiet when with people.

1 2 3 4 5 6 7 8 9

Shy.

1 2 3 4 5 6 7 8 9

How does the culture of OSU expect you to feel or act?	Never									Always
Enjoy buying expensive things.	1	2	3	4	5	6	7	8	9	
Like to own nice things.	1	2	3	4	5	6	7	8	9	
Acquire valuable things.	1	2	3	4	5	6	7	8	9	
Enjoy owning luxurious things.	1	2	3	4	5	6	7	8	9	
Enjoy learning new things.	1	2	3	4	5	6	7	8	9	
Feel and act like an intellectual.	1	2	3	4	5	6	7	8	9	
Enjoy working on new ideas.	1	2	3	4	5	6	7	8	9	
Information is my most important resource.	1	2	3	4	5	6	7	8	9	
Focus on my body and how it feels.	1	2	3	4	5	6	7	8	9	
Devote time each day to improving my body.	1	2	3	4	5	6	7	8	9	
Feel that making my body look good is important.	1	2	3	4	5	6	7	8	9	
Work hard to keep my body healthy.	1	2	3	4	5	6	7	8	9	
Keep really busy doing things.	1	2	3	4	5	6	7	8	9	
Try to cram as much as possible into a day.	1	2	3	4	5	6	7	8	9	
Extremely active in your daily life.	1	2	3	4	5	6	7	8	9	
Always want to be doing something.	1	2	3	4	5	6	7	8	9	
Drawn to experiences with an element of danger.	1	2	3	4	5	6	7	8	9	
Seek an adrenaline rush.	1	2	3	4	5	6	7	8	9	
Actively seek out new experiences.	1	2	3	4	5	6	7	8	9	
Enjoy taking risks.	1	2	3	4	5	6	7	8	9	
Feel that it is important to outperform others.	1	2	3	4	5	6	7	8	9	
Enjoy testing my abilities against others.	1	2	3	4	5	6	7	8	9	
Feel that winning is extremely important.	1	2	3	4	5	6	7	8	9	
Enjoy competition more than others.	1	2	3	4	5	6	7	8	9	
Moody more than others.	1	2	3	4	5	6	7	8	9	
Temperamental.	1	2	3	4	5	6	7	8	9	
Emotions go way up and down.	1	2	3	4	5	6	7	8	9	
Testy more than others.	1	2	3	4	5	6	7	8	9	
Frequently feel highly creative.	1	2	3	4	5	6	7	8	9	
Imaginative.	1	2	3	4	5	6	7	8	9	
Find novel solutions.	1	2	3	4	5	6	7	8	9	
More original than others.	1	2	3	4	5	6	7	8	9	
Tender hearted with others.	1	2	3	4	5	6	7	8	9	
Agreeable with others	1	2	3	4	5	6	7	8	9	
Kind to others.	1	2	3	4	5	6	7	8	9	
Softhearted.	1	2	3	4	5	6	7	8	9	
Efficient.	1	2	3	4	5	6	7	8	9	
Organized.	1	2	3	4	5	6	7	8	9	

How does the culture of OSU expect you to feel or act?

	Never									Always								
Orderly.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Thorough.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Long-term goal oriented.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
When doing a task, I set a deadline for completion.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Doing tasks well is my highest priority.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Approach tasks in a very serious manner.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Feel in control of what is happening to me.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Once you make up my mind, you can	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
accomplish your goals.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Have a great deal of will power.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Be in charge of your own destiny.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Stressed-out.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Feel extremely nervous.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Feel very anxious about things in your life.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Experience high stress levels on a daily basis.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Conservative in your politics.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
More right wing than left wing.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Participating as a player in sports is fun.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Playing sports is extremely important.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
It is exciting for you to play sports.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Enjoy watching sports as a fan.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Occasionally give help to others during tests.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Allow others to copy the answers from your homework.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Use material from the Internet as if it were your own.	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9

Rate the extent that you agree with the statements.

	Strongly Disagree							Strongly Agree						
I strongly identify with OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
OSU's values and my values match extremely well.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
My self-image almost completely overlaps with OSU's Image.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I will want my children to attend OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I intend to donate money to OSU in the future.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I am really enjoying my college experience at OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I am highly committed to OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I am completely devoted to OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Overall, I am very satisfied with OSU at this point.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
I am pleased with the quality of education I am getting at OSU.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
My grades at OSU have exceeded my expectations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
My social life at OSU is exceeding my expectations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7