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A Question of Culture: The Impact of College Major and Personality on Pursuits of Different Types of Company Culture

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A Question of Culture: The Impact of College Major and Personality on Pursuits of Different Types of Company Culture

A Thesis

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Kathryn E Carroll

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Abstract

What to do with one's future and career is a question with which every college-aged student struggles. It is not simply a matter of finding a "job" that pays the bills, but rather a "career" that they will be happy with for the length of their professional life. Furthermore, this happiness in their careers consists of many attributes from appropriate pay to satisfaction with their job tasks to the culture of the company for which they choose to work. This last attribute is possibly the hardest for young adults to define and measure. The purpose of this study is to understand college-age job applicant's views on what type of company culture they would like to work in upon graduation. This research examines how the student's majors and personalities affect their pursuit of a career with a company that has a certain culture.

In the job search process, there are two sides looking for a beneficial outcome: the job seeker and the corporate recruiter. From the job seeker's perspective, there is a struggle to determine what to do with one's future and career. It is not simply a matter of finding a "job" that pays the bills, but rather a "career" that they will be happy with for the length of their professional life. Furthermore, this career happiness can be derived from many attributes including appropriate pay, satisfaction with their job tasks, and their company's culture. This last attribute is possibly the hardest to define and measure. Prior research has indicated that a job seeker evaluates the match between the company culture and his or her personality when deciding which job offer to pursue (Judge and Cable, 2007).

From a recruiter's perspective, the search is for a job candidate that has the knowledge to complete the required job-related tasks and a manner and personality that will match the corporate culture and fit in with the people with whom the new employee will be working. As a result, recruiters need to evaluate not only the job candidate's factual knowledge but also the candidate's personality and "fit to mission" with the company.

This research will analyze college-aged job applicant's views of what type of company culture they would like to work for upon graduation and how their majors and personalities may affect this intent to pursue. The sections below examine the prior research in the areas of company culture, the linkage between individual personality and college major, and the influence of person-organization fit on the pursuit of a career with a company.

Company Culture

The phrase "company culture" consists of many attributes and as a result is difficult for job applicants to define and measure for themselves. One of the most popularly accepted definitions of company culture in prior literature comes from Schein (1992), who defines culture as:

> *"A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (1992).*

It is important to note that in Schein's definition the emphasis is placed on group understanding and acceptance of the cultural components. The attributes of a company's culture are ones that have been adopted over time by the people of the organization because they are what best fit the company members' values, experiences, and ways of getting tasks done. He further describes that culture is seen on the surface level of the organization as the business mechanics and written codes of conduct, but also works on a deeper level of organizational "reality" (Schein 1992). What is especially impactful about this definition is that this "culture" is not simply what the company claims that they do, but it is also the reality of working there.

Others have defined company culture similarly to Schein (1992) but provided additional insights. For example, Kilman et al. (1985) defines culture as the values, attitudes, and norms that are shared between an organization and characterizes them on this deeper level of reality. Not only is the culture the thing that holds a company's members together, but it is what they can leverage to set themselves apart to applicants

and customers. Similarly, Roger Harrison & Stokes (1992) defines company culture as the personality of the company and what sets a company apart from the competition.

In an effort to define types of company culture, prior research has employed the Competing Values Framework (Büschgens et al, 2013; Hartnell et al, 2011; Tharp, 2009; Quinn and Rohrbaugh, 1983; Quinn and Spreitzer, 1991; Van Muijen and Koopman, 1994). The framework utilizes three underlying dimensions (focus, structure, and means–ends) to represent competing core values that reflect the values, attitudes, and norms that appeal to people about that organization (Cameron & Quinn, 1999; Hartnell et al, 2011). The first dimension (on the x-axis), focus, compares internal focus and unity to external focus and rivalry, which emphasizes that some company cultures are driven by internal reflection and improvement whereas others are driven by comparison to their competitors and differentiation (Hartnell et al, 2011; Tharp, 2009). The second dimension (on the y-axis), structure, looks at a company's practices with regards to flexibility and discretion compared to stability and control, which represents that some organizations value adaptation, change, and natural innovation while others value stability, predictability, and standard processes (Hartnell et al, 2011; Tharp, 2009). The third dimension, means-ends, is the theoretical basis upon which each culture type is associated with specific values and beliefs (means) that get them to their desired results (ends) (Hartnell et al, 2011; Tharp, 2009). According to Cameron et al. (2006), studies that directly or indirectly use the Competing Value Framework have been administered in over 10,000 organizations globally.

This framework then has four culture types representing each of the four quadrants: control, compete, collaborate, and create (See Figure 1; Hartnell et al, 2011;

Tharp, 2009). Each quadrant represents a distinct type of company culture, however it is important to note that as companies are evaluated as closer to the axes, there could be some overlap between cultural types.

FIGURE 1: THE COMPETING VALUES FRAMEWORK

Flexibility and discretion

Collaborate
Means: Cohesion,
participation, communication,
empowerment
Ends: Morale, people,
development, commitment

Create
Means: Adaptability,
creativity, agility
Ends: Innovation
and cutting-edge output

Internal focus and integration

External focus and differentiation

Control
Means: Capable processes,
consistency, process control,
measurement
Ends: Efficiency, timeliness,
smooth functioning

Compete
Means: Customer focus,
productivity, enhancing,
competitiveness
Ends: Market share,
profitability, goal achievement

Stability and control

Collaborative cultures tend to have an internal focus and are of the mentality that they should strive to be the best that they can be and the market will indicate whether they have succeeded or failed (Hartnell et al, 2011; Tharp, 2009). Modeled after the success of many Japanese companies, these organizations operate as families and have a strong focus on group commitment and loyalty (Tharp, 2009). In other words, organizations who properly value and retain their human resources are more successful (Cameron et al., 2006, p. 38). They tend to strongly view their employees as their main asset and be deeply focused on employee satisfaction (Goo, 2007). A core belief in collaborative

cultures is that the organization's trust in and commitment to employees facilitates open communication and employee involvement. Consequently, collaborative organizations value attachment, affiliation, membership, and support (Cameron & Quinn, 1999). Behaviors associated with these values include teamwork, participation, employee involvement, and open communication. Collaborative cultures strive to provide their employees with learning and personal development opportunities in conjunction with completing their work for the company (Tharp, 2009).

Companies with create corporate cultures are focused more externally and strive for success by comparing themselves to their competition; however, their members still value flexibility. They tend to have an entrepreneurial spirit and they move and adapt quickly to changes in the marketplace (Hartnell et al, 2011; Tharp, 2009). A fundamental belief in create cultures is that an idealistic and novel vision induces members to be creative and take risks. Hence, creative organizations value growth, stimulation, variety, autonomy, and attention to detail (Quinn & Kimberly, 1984). Behaviors that emanate from these values include risk taking, creativity, and adaptability. Consequently, these means are predicted to cultivate innovation and cutting-edge output (Denison & Spreitzer, 1991).

Since both collaborate and create cultures appear on the half of the matrix that values flexibility and discretion, they do have some attributes in common. For example, both collaborate and create company cultures try to include different amenities to create a "value-added environment" (Murari, 2004). Some of these include sports arenas (*i.e.* beach volleyball, roller hockey, etc.), on-site day care and medical facilities, and free food/snacks (Kuntze and Matulich, 2009). The downside to these types of cultures is that

they typically involve larger amounts of working hours, lower pay than industry standards, and an unstructured environment (Kuntze and Matulich, 2009).

Control cultures are characterized by well-defined stability and respect for authority and decision making while having an internal focus. They are vertical management structures with multiple layers of management and operate using standard processes and procedures (Hartnell et al, 2011; Tharp, 2009). As shown in Figure 1, a core assumption in this type of culture is that control, stability, and predictability foster efficiency. A predominant belief in control cultures is that employees meet expectations when their roles are clearly defined (Hartnell et al, 2011). As a result, control cultures are hypothesized to value precise communication, routinization, formalization, and consistency (Quinn & Kimberly, 1984). Behaviors that result from these values include conformity and predictability. These means in turn are expected to promote efficiency, timeliness, and smooth functioning (Denison & Spreitzer, 1991)

Compete cultures are also focused on stability and control; however, they are externally, rather than internally, oriented, working as a part of a larger hierarchy of suppliers, contractors, customers, etc. Their emphasis is on making those transactions as efficient as possible to optimize profit and success (Hartnell et al, 2011; Tharp, 2009). They value competition and positioning and track employees based on performance results (Tharp, 2009). The primary belief in compete cultures is that clear goals and contingent rewards motivate employees to aggressively perform and meet stakeholders' expectations. Therefore, compete organizations value communication, competence, and achievement. Behaviors associated with these values include planning, task focus, centralized decision-making, and articulation of clear goals (Hartnell et al, 2011). An

assumption underlying this type of culture is that an achievement focus produces competitiveness and aggressiveness, resulting in productivity and shareholder value in the short and immediate term (Cameron & Quinn, 1999). Similar to the companies with a control culture, compete cultures rely on rules and standard operating procedures to drive their operations (Tharp, 2009). However, their means are hypothesized to result in a company beating its competitors, achieving its goals, improving product quality, and enhancing its market share and profitability (Cameron et al., 2006).

In a job seeker's attempt to find a career path and in the recruiter's attempt to find the right job candidate, it is important to understand the company culture of the organization(s) being applied to and being recruited for. In addition, it is important for the candidate to understand their own personality.

Personality and College Major

This research attempts to understand the job candidate's personality and choice of possible career field by understanding the linkage between college students' major and personality type. There are two models that are commonly used to measure personality: The Big Five Personality Traits (Goldberg, 1990) and Holland's Model of Personality Types (Holland, 1968). This study employs Holland's model for two reasons. First, a study done by De Fruyt and Mervielde (1999) examined a sample of graduating college seniors as they entered the job market and how significant each of the two models would be in predicting their vocational interests and nature of employment based on their personalities. The study concluded that only two of the Big Five traits were valid predictors, whereas Holland's model was clearly more significant. The second reason for

choosing Holland's model is that it has been used in prior literature to link college major with an individual's personality, which is something that this study is also looking to do.

Holland's model provides strong evidence of the correlation between personality and college major by creating a description of a person-environment fit that compares a college-aged student's personalities to the environment and learning models of college majors (Smart, Feldman, and Ethington, 2000). Holland's model uses six personality types (realistic, investigative, artistic, social, enterprising, and conventional), gaining it the abbreviation of RIASEC based on the first letter of each of the personality types. The RIASEC constructs are multifaceted, combining an individual's abilities, perceptual skills and outlook, life goals, values, self-concepts, and coping behaviors to create their personality type (Armstrong and Vogel, 2009). A study by Pike (2006) further found that the person-environment fit was further described by the student's expectations of what their college experience in the major would be like and if it would align with their values. The personalities are broken down into six types: realistic, investigative, artistic, social, enterprising, and conventional (Armstrong and Vogel, 2009; Holland, 1968; Pike, 2006). As seen in Figure 2, the six personality types are related in that the closer that one type is to another on the below diagram, the more related that they are.

FIGURE 2: HOLLAND'S MODEL OF PERSONALITY TYPE
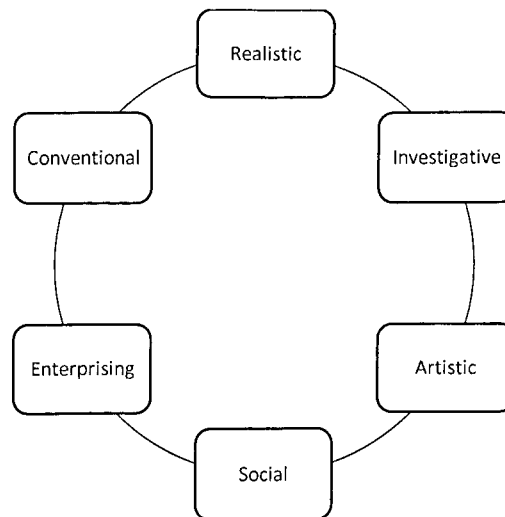
Each of the six personality types are briefly described as follows. Realistic personalities prefer to work with machines and tools and want material rewards; they are practical and many times frank. Therefore, engineering majors are characterized in the realistic personality type (Holland, 1968; Pike, 2006). The investigative types have more of an inquisitive nature and prefer exploring and the acquisition of knowledge for knowledge's sake. They prefer to stay away from tasks that involve major human contact, such as sales, and are usually seen as asocial. Students of the biological and physical sciences, economics, and mathematics fall into this category (Holland, 1968; Pike, 2006). Artistic personalities are quite creative and do not like to have hard deadlines and retraining rules put on them because they are free-spirited. These personalities are found in fine arts majors (music, art, theater, etc.) (Holland, 1968; Pike, 2006). Social types typically love personal interaction and are characterized as extroverted, empathetic, and understanding. The majors that attract these personality types include social work, psychology, and history (Holland, 1968; Pike, 2006). Enterprising are characterized by mentoring and

leadership roles. They also have strong interpersonal skills, but are more focused on persuading others to attain "organizational and personal goals." They are self-confident, energetic, and sociable. These personalities usually fall into business administration, management, and journalism (Holland, 1968; Pike, 2006). Lastly, conventional personalities are drawn to tradition and maintaining orderly routines. They are very methodical and careful and are focused on financial accomplishments. The majors that correlate with this personality type are accounting, data processing, and secretarial studies (Holland, 1968; Pike, 2006).

For the purposes of this study, only 5 of the 6 personality types will be used. We chose not to use the realistic personality because we did not anticipate having participants with majors that would fall into this personality type. These majors and personality types are delineated in Table 1.

TABLE 1: RELATIONSHIP BETWEEN PERSONALITY TYPE AND COLLEGE MAJOR

Holland's Personality Type	College Major Associated
Investigative	General biology, biochemistry/biophysics, chemical engineering, general chemistry, physics, finance, economics, risk management
Artistic	Arts, music, theater/drama, music/art education, dance
Social	Psychology, sociology
Enterprising	Business administration, marketing, business education, computer science
Conventional	Accounting, data processing

By assessing both personality type and college major, this study will examine both the company's culture and personality as well as the individual's personality and major choice. To get a complete picture of the job seeking process, we need to also understand how the two personalities (company personality and individual personality) fit together in a work environment.

Person – Organization Fit and Recruiting

Person-organization (P-O) fit is defined as the compatibility of a job applicant and the culture of their intended place of work. This compatibility consists of alignment of personal attributes, core values, and shared individual and organizational goals (Amos & Weathington, 2008). There are two main types of P-O fit: objective and subjective (Gardner et al., 2012). Objective fit is the actual fit as measured by assessments of congruence once the individual is an employee and is actually working in the environment (Gardner et al., 2012). Subjective fit, which is the P-O fit that will be the focus of this study, is based on a job applicant's perceived fit based on their own assessment of the culture and whether or not it would align with their attributes, values, and goals (Garner et al., 2012).

Factors that affect P-O fit stem mainly from the correlation between the individual's personality, as manifested in their characteristics, values, and goals, and the model personality of the rest of the organization and its members (Schneider, 1987; Cable and Judge, 1996). A study by Cable and Judge (1996) found that a job seeker's perception of P-O fit significantly predicted their job choice intentions, making P-O fit an important attribute in recruiting a specific job seeker. As with culture, the components of a good P-O fit are specific to the individual and as such different applicants find different

components of a company attractive. Some attributes (outside of basic values and goals) that may be considered are corporate citizenship, labor practices and environments, emphasis on diversity, and sponsorship of cultural activities (Smith, Bauer, Cable, 2001).

A company's image is then conveyed to potential applicants through their recruiting efforts. According to Amos & Weathington (2008), the amount of realistic information on the organization's culture that the applicant has plays a large role in that applicant's confidence in the perceived P-O fit. Multiple studies (e.g. Lado & Wilson, 1994; Murphy, 1986) have shown that the selection system works the best and provides the highest competitive advantage for a company (by acquiring passionate, inspired applicants who will not want to leave because of the P-O fit) when the designated recruiting department can find the most qualified applicants from whom to choose. Since subjective P-O fit is based on the audience's perception of the culture, it is important that companies can effectively describe their culture to a targeted group of applicants in an effort to recruit the applicants who provide the best fit.

Culture and P-O fit are not simply important for employees at an individual level and their feelings, though; ineffective cultures and improper P-O fit can actually lead to more tangible negative effects. More and more studies (e.g. Kraut 1996; Marc & Farbrother 2003) are finding that there is a strong connection between the degree of fit between an employee and the company's culture and employee satisfaction and job performance. Marc and Farbrother (2003) specifically describe that valuing the importance of the company culture is not a luxury, it is a necessity because if it is not attended too it will become a liability to the company. Other studies (e.g. Cable & Judge 1996; Van Vianen 2000; Van Vianen et al. 2008) have concluded that an incorrect P-O fit

can result in negative organizational attraction to the outside of the company (making recruiting difficult), retention, and, again, job satisfaction. On the other hand, though, studies like McGinty and Reitsch (1992) and Cable and Judge (1997) have found that organizational cultures attract applicants who feel as though their values and characteristics align with that of the culture and that, if the employer can accurately create this pairing, they will have found a better applicant than one who only possessed the necessary "hard skills."

Equivalent studies are reporting similar results concerning the effect of company culture on their business performances and bottom lines. In a study by Cable and Judge (1996) examining the relationship between P-O fit perceptions and job pursuit intentions concludes that perceived P-O fit significantly predicted that individuals commitment, job satisfaction, and turnover intentions once an actual employee of the organization. Additionally, Turban and Keon (1993) examines the effects of a company's culture on its organizational attractiveness to applicants and shows that the measured aspects of their culture were actually positively correlated with profitability. P-O fit can even affect the pay that the employee is willing to consider as shown in a study by Cantanzaro, Moore, and Marshall (2010), which concluded that an employee will decrease the threshold of what they will accept in monetary compensation if the culture is more supportive and in-line with their P-O fit.

Culture and P-O fit are constantly rising in significance for acquiring and retaining the "right" employees and encouraging the best employee performance. It is no longer simply an interest of the social sciences, but rather a reality that affects all aspects of a business, including the bottom line (Barrick, Mount, and Gupta 2003).

STUDY OF FIT BETWEEN COMPANY CULTURE AND COLLEGE MAJOR

This study serves to analyze the P-O fit of college-age job applicants in their ideal company by studying the majors and personalities of each respondent and how that relates to their pursuit of the culture. This study is different from other literature for a couple of reasons. First, other identified literature looks at the differences between supportive and competitive company culture preferences, while this research looks at company culture along the different dimensions of the Competing Values Framework. Second, this study focuses on the relationship between college major and personality as a moderator for the relationship between company culture and P-O fit, whereas other studies do not make this comparison.

Research Question and Hypotheses

This research study will examine the model in Figure 3, which links company culture to P-O fit, as moderated by a student's major and personality. P-O fit will then be shown to lead to the student's pursuit of a job with that culture. Specific hypotheses for each of the relationships between variables follow.

FIGURE 3: CONCEPTUAL MODEL
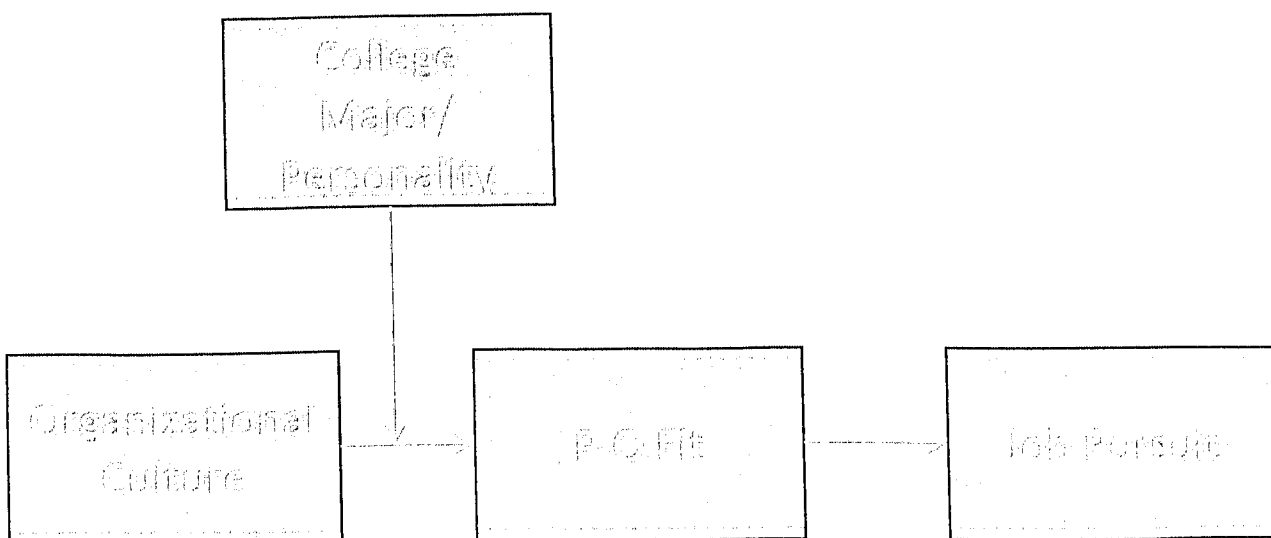
A previous study by Gardner et al. (2012) discovered that perceptions of P-O fit by job applicants did, in fact, differ between different culture types in the same way that Holland's study showed that perceptions of person-environment fit by college applicants differed across different majors, assisting those students in finding the best fit major for them from a culture standpoint. In a similar fashion, this study will look at combining Gardner and Holland's studies to determine how college majors (and their corresponding personalities as identified by Holland's theory) align with certain company cultures to create a person-organization fit. This research will be studying if the different aspects of collaborate, create, control, and compete culture's affect student's perceived P-O fit, based on the student's major and their expectations of how the culture aligns with their values. We will then analyze how this feeling of P-O fit impacts the candidate's pursuit of a job with that culture.

Specifically, Holland's investigative personality (relating to majors of the physical sciences) is described as one that values learning, but prefers to do so at an individual level. The control culture is characterized by valuing individualism, independence, and authority.

Hypothesis 1: Job applicants with investigative personalities will have a stronger P-O fit with an organization of the control culture.

The artistic personality (relating to majors of art, music, theater, etc.) is described as one that values creativity, expression of emotions, and being allowed to be free-spirited. Create culture is characterized by valuing collaboration, as well as innovation and taking risks.

Hypothesis 2: Job applicants with artistic personalities will have a stronger P-O fit with an organization of the create culture.

The enterprising personality (relating to majors of business administration, marketing, etc.) is described as one that values mentoring and persuading others; they are energetic and sociable. The collaborate culture focuses on creating a family feeling amongst the employees.

Hypothesis 3: Job applicants with enterprising personalities will have a stronger P-O fit with an organization of the collaborate culture.

The conventional personalities (relating to majors of accounting and data processing) value financial accomplishments and do not like unstructured behavior. The compete culture focuses on structure and working based on a procedure while trying to differentiate from the competition.

Hypothesis 4: Job applicants with conventional personalities will have a stronger P-O fit with an organization of the compete culture.

Lastly, the fit between the person and the organization has been shown in prior research to largely influence the individual's pursuit for a company and career path. As a result, when there is a high perceived fit between the person and the organization, there should be a high preference for a job with that organization.

Hypothesis 5: Job applicants who perceive a high fit between their major/personality and the organizational culture should express a preference for a job with that organization.

Subjects

Students at a medium sized liberal arts university in the Midwest participated in this study. The participants ranged from freshmen to fifth-year students at the University. It included 78 male and 146 female students. Because the intent of this study is to look at how a student's major and personality affects their ideal company culture, college students from a variety of majors were surveyed for the study.

Procedure

This study involved a between subjects experimental design. First, subjects each were asked to provide demographic information (including major). Then, they were provided with one of the theoretical descriptions of a company culture representing one of the four quadrants of the Competing Values Framework (see Appendix for company culture descriptions). They were asked to evaluate the appeal of the company culture. Next, the participants were asked to answer a series of questions surrounding their preference for different aspects of company culture and job pursuit intentions in general, as adapted from Aiman-Smith et al. (2001). Finally, participants were asked to complete an IIP RIASEC Markers Scales test to describe their personality. This test was taken through a third party site and participants were asked to report the three-letter output that they received from the RIASEC test on the survey.

Measures

Company Culture Manipulation

Four company culture descriptions were created based on the types described in the Competing Values Framework. Each of these descriptions included information about the

values of the organization and the hierarchical structure of the organization. The descriptions used in this study can be found in the Appendix.

Person-Organization Fit Measures

To measure the fit between the person and the organization, this study used Aiman-Smith et al's. (2001) measure of organizational preference. A sample question from this measure includes "I would prefer to work in an organization that values collaboration with other employees in my department" (Aiman-Smith et al. 2001).

Job Pursuit

The ultimate choice in job pursuit will show the participant's feelings toward pursuit of a company whose culture description is similar to the one that they read. It was measured using Aiman-Smith et al.'s (2001) job pursuit questions, which were then summed to create and index of job pursuit.

Analysis and Results

Majors and Personality

In order to test the hypotheses, we first ran an analysis on the correlation between the expected personality type based on their major and their reported personality type, in order to confirm Holland's (1968) theory. We compared the reported results of the participant's RIASEC markers test to the personality type that they would be expected to have based on their major. The RIASEC markers were reported in a series of three letters each representing one of the RIASEC personality types.

The studies proved significant for 4 of the 5 of the studied personality types, generally supporting Holland's (1968) original research ($\chi^2_{\text{Investigative}} = 17.491$, $p = .002$; $\chi^2_{\text{Artistic}} = 22.181$, $p = .000$; $\chi^2_{\text{Enterprising}} = 11.595$, $p = .021$; $\chi^2_{\text{Conventional}} = 9.834$, $p = .043$).

The study did not prove significant for the Social personality type (χ^2_{Social} = 5.519, p = .238); however, this may be due to low participation of students with majors associated with this personality type.

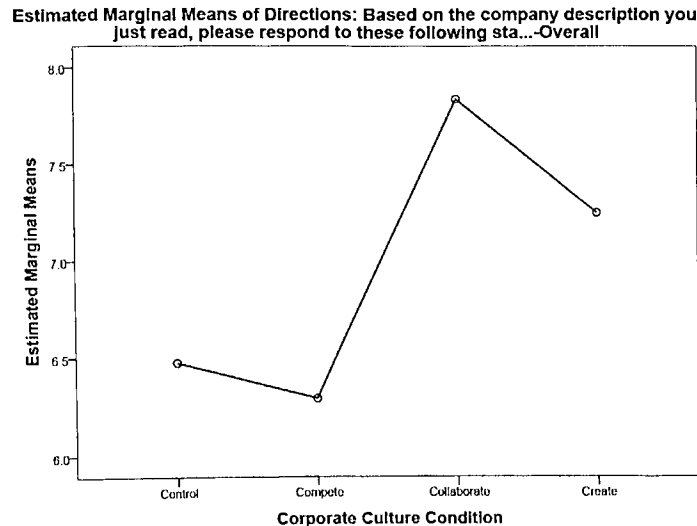*Major/Personality and Organization Culture to P-O Fit*

We then used a 4 x 5 ANOVA, where the independent variables are the four types of company culture (collaborate, create, control, and compete) and the five different personality types (investigative, artistic, enterprising, conventional, and social) and the dependent variable is the participant's indicated overall satisfaction with the company described (indicating P-O fit).

The independent variables of major/personality was not found to be significant (F (4) = 0.775, p = .54) in predicting P-O fit of a participant.

However, the company culture was significant in the prediction of the participant's perceived P-O fit (F (3) = 4.109, p = .009). This means that the company culture that a participant read had an effect on their feeling of P-O fit with the theoretical company with that culture. Based on the graph in Figure 1, it appears that this significant effect is being driven by the high evaluations of P-O Fit for individuals who read about companies with collaborate and create cultures and low evaluations of P-O Fit for individuals who read about companies with control and compete cultures.

FIGURE 1: EFFECT OF CORPORATE CULTURE ON P-O FIT

Estimated Marginal Means of Directions: Based on the company description you just read, please respond to these following sta...-Overall

The interaction between the company culture manipulation and the college major was also found to be insignificant in the prediction of P-O Fit perceptions (F (12) = 0.783, p = .667).

Major/Personality and Company Culture to Job Pursuit

As follow-up, we ran a 4x5 ANOVA between the four possible types of culture to have been seen and the five types of majors from Holland's (1968) framework on the job pursuit index. Again, the company culture was found to be significant in predicting the pursuit of a job (F (3) = 9.033, p = .000). This means that the company culture that a participant read had an effect on their intentions to pursue a job with that company. The majors/personalities, however, were not significant in predicting job pursuit (F (4) = 0.673, p = .612). In addition, the interaction between major and company culture did not have a significant effect on job pursuit (F (12) = 1.001, p = .451). This supports our prior findings of company culture being a factor but major/personality not.

P-O Fit to Job Pursuit

Finally, we ran a regression of the overall P-O Fit on the index of job pursuit. Perceived P-O fit was shown to be significant in predicting a participants pursuit of that job (R^2=.398,β = 0.631, *p* = .000). This means that a participant's feeling of P-O fit has a significant positive effect on their choice to pursue a job with a company of similar culture. In other words, as the perceived fit between the individual and the organization increases, so does their desire to pursue a job with that organization.

Discussion

Results from this study show that a college-aged job seeker's perception of P-O fit is driven by their perception of the organization through its culture, and their overall satisfaction with that perception. This is shown because the relationship between company culture read and perceived P-O fit, as well as the relationship between company culture read and job pursuit were deemed to be correlated. Furthermore, this perceived P-O fit significantly predicts their choice in pursuing the job, as shown through their correlation. These findings are consistent with prior research by Cable and Judge (1996). This, therefore, supports H5.

Also, the correlation between college major and personality type on the RIASEC scale were deemed to be correlated, which is consistent with past research (Holland, 1968; Pike, 2006). Contrary to theory, however, the interaction between major/personality and company culture and their effect on perceived P-O fit was not found to be significant in all cases. This correlation was significant for the artistic personality types, supporting H2. However, this was not significant for investigative, enterprising, or conventional personalities, however, making H1, H3, and H4

unsupported. Future research should continue to investigate the role of major and personality in a college-aged job seeker's P-O fit and job pursuit, as our sample selection may have been skewed.

Limitations

This study experienced several limitations that should be acknowledged. First, we believe that we may have experienced sample selection issues. We received a generally representative sample; however, it was skewed toward business majors and specifically business majors in a handful of classes. As a result, there was possibly self-selection by the students in choosing a specific class in which the survey was administered. Also, we only administered the survey to students at Butler University, which is a medium-sized liberal arts school, and recruits students with vast leadership and extra-curricular experience outside of simply their academics. This may also have skewed our results.

Second, there may have been a better way to measure P-O fit than a single question on satisfaction with the company culture described. We may have considered using the personality of the college major and the derived personality of the culture to see if there was a greater significance in predicting P-O fit and job pursuit.

There may also have potentially been error when the participants reported their output from the third-party RAISEC markers test to the survey. This would have altered the correlation between their expected personality type based on their major and their reported personality type.

Finally, there may have been acquiescence bias in allowing the participant to simply rate the company description that they read and not forcing them to choose between company cultures. If we had forced them to rank or otherwise decide between

the culture descriptions, we may have forced some personality types into choosing based on their expected personal values. We may also have forced participants to more deeply consider the differences between cultures and the positives and negatives of each culture. This may have decreased the variance between the feelings of fit with the collaborate and create cultures versus the feeling of fit with the control and compete cultures.

Directions for Future Research

As this study is the first to examine the integration of major and personality into determining the factors of identifying P-O fit, and because the sample was slightly skewed, we would first suggest that replicating this study would represent an important contribution to the research community. Replicating this study, especially, with a sample that included a more evenly distributed set of majors would be vastly worthwhile. Also, potentially replicating the study on the campus of a larger, public school may give interesting insight and eliminate the pre-screening of Butler admissions.

Secondly, further research would be greatly benefitted in requiring participants to choose between the different company cultures. If participants were able to have more symmetric information regarding the cultures and their positives/negatives, they would potentially make a more educated decision. Also, if participants were forced to make a decision regarding their pursuit of different cultures, this would mitigate the acquiescence bias.

APPENDIX

Appendix 1: Company Descriptions

Control

Company X is characterized by well-defined stability and control for authority and decision making. They observe a vertical management structure with multiple layers of management and operate using standard operating procedures. A core assumption in Company X's culture is that control, stability, and predictability foster efficiency. They believe that employees meet expectations when their roles are clearly defined. As a result, Company X values precise communication, routines, formalization, and consistency. Employees are expected to promote efficiency, timeliness, and smooth functioning.

Compete

Company X is focused on stability and control, working as a part of a larger hierarchy of suppliers, contractors, customers, etc. Their emphasis is on making those transactions as efficient as possible to optimize profit and success. Company X values competition and positioning and track employees based on performance results. They rely on rules and standard operating procedures to drive their operations. They reach an achievement by strong focus, producing competitiveness and aggressiveness and resulting in productivity and shareholder value in the short and immediate term. Company X values clear goals and runs a contingent rewards program to motivate employees to aggressively perform and meet stakeholders' expectations. They value communication, competence, and achievement. To uphold this, employees focus on planning, task focus, centralized decision making, and articulation of clear goals. Their main goal is in beating their

competitors, achieving their goals, improving product quality, and enhancing their market share and profitability.

Collaborate

Company X is internally focused and is of the mentality that they should strive to be the best that they can be and that it will all play out in the market. They operate as families and have a strong focus on group commitment and loyalty. The organizational structure is flexible. Company X strongly views their employees as their main asset and are deeply focused on employee satisfaction. They strive to provide their employees with "an opportunity to grow and learn" as individuals while completing their work for the company. The company believes that "organizations succeed because they hire, develop, and retain their human resource base." They value attachment, affiliation, membership, and support, and focus strongly on teamwork, participation, employee involvement, and open communication. They measure the success of their culture based on employee morale, satisfaction, and commitment.

Create

Company X is focused externally has a flexible organizational structure. They strive for success by comparing themselves to their competition. They are innovative with an entrepreneurial spirit, and they move and adapt quickly. A fundamental believe at Company X is that change fosters the creation or garnering of new resources. They encourage members to be creative and take risks, and they value growth, stimulation, variety, autonomy, and attention to detail. Company X's culture could be characterized as risk taking, creative, and adaptable. Consequently, this mean that they cultivate innovation and cutting-edge outputs.

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