

Table 2. Means, standard deviations and ranges of goal orientation items and scales (n=52)

	Mean (SD)	Range
Performance Approach	6.0 (1.8)*	2-10
I prefer to work on tasks where I can prove my competence to others	6.6 (2.0)	3-10
I enjoy when others at work are aware of how well I am doing	6.8 (2.1)	2-10
I like to show that I can perform better than others	5.5 (2.5)	1-10
I try to figure out what it takes to prove my competence to others at work	5.2 (2.3)	1-10
Mastery Approach	7.8 (1.2)*	4-10
I am willing to take on challenging work assignments that I can learn from	7.9 (1.5)	5-10
For me, development of my work competence is important enough to take risks	7.6 (1.9)	2-10
I often look for opportunities to develop new skills and knowledge	8.3 (1.4)	4-10
I enjoy challenging and difficult tasks at work where I will learn new skills	7.6 (1.6)	2-10
Performance Avoidance	4.8 (1.9)*	1.8-10
I prefer to avoid situations at work where I might perform poorly	5.7 (2.1)	1-10
I am concerned about taking on a task if my performance would reveal that I had low competence	5.6 (2.3)	2-10
Avoiding a show of low ability is more important to me than learning a new skill	3.7 (2.3)	1-10
I would avoid taking on new tasks if there was a chance that I would appear incompetent to others	4.2 (2.3)	1-10
Mastery Avoidance	6.4 (1.3)*	4-10
I avoid taking on new tasks at work when I am not sure I will be able to master them	4.6 (2.5)	1-10
At work, I often feel that I am unable to master what is necessary to do my work	4.9 (2.3)	1-10
At work, I focus on not doing worse than I have done in the past	6.8 (2.4)	1-10
I hope to master enough skills so I am competent at my work	9.4 (0.9)	7-10

*Except for the mean difference between performance approach and mastery avoidance (p=0.07), pair-wise mean differences in goal orientations were significant (p<0.001; using Bonferroni correction for multiple comparisons).