

PERSON-GOAL FIT: A NEW PERSON-ENVIRONMENT FIT DIMENSION

A Dissertation

by

MARGARET TUTT HORNER

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Chair of Committee,	Stephanie C. Payne
Committee Members,	Winfred Arthur, Jr.
	Mindy E. Bergman
	Abbie J. Shipp
Head of Department,	Douglas Woods

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ABSTRACT

Person-environment fit encompasses a wide variety of ways that an individual can fit with his or her environment. A new person-environment fit dimension labeled person-goal fit was introduced in the current study. Person-goal fit is defined as the congruence between an individual's goal preferences and the goals assigned to him or her (e.g., goals assigned for work tasks). This narrow form of person-environment fit has the potential to aid in our understanding of how congruence can increase positive outcomes at work by accounting for unique variance in important job-related outcomes. Person-goal fit is proposed to be a meaningful and important dimension that can be reliably assessed and displays significant variability between individuals. As such, the purpose of this study was to establish person-goal fit as a PE fit dimension by demonstrating evidence for both construct-related and criterion-related validity. Person-goal fit was conceptualized in this study as the correspondence between two goal dimensions (i.e., difficulty, approach/avoidance) and the theoretically corresponding dispositional trait (i.e., need for achievement and approach/avoidance temperament). It was operationalized in three different ways, which were labeled objective, perceived, and subjective. The outcomes studied were goal commitment, motivation, performance, and satisfaction. This study also examined how and under what conditions person-goal fit leads to higher levels of performance. Goal-specific self-efficacy was expected to mediate, and goal commitment was expected to moderate the relationships between person-goal fit and motivation, performance, and satisfaction.

A 2 (goal difficulty: easy vs. difficult) \times 2 (approach vs. avoid goal) within-subjects experiment was conducted with 365 participants, each performing four tasks. Limited construct- and criterion-related validity were found for person-goal fit. The strongest relationships were found between person-goal fit and hypothesized outcomes when person-goal fit was operationalized as a perception. No evidence was found to support the hypothesis that goal specific self-efficacy would mediate the relationships between person-goal fit and outcomes. Finally, goal commitment was found to moderate the relationships between person-goal fit and intrinsic motivation, goal satisfaction, and performance, but only with the objective operationalization of person-goal fit. The implications of these findings and directions for future person-goal fit research are discussed.

DEDICATION

To Christopher and Annabeth, I love you both more than life itself. Thank you both for loving me and for giving me a fresh chance everyday to be the best parent I can.

Being your mommy is the most important job I will ever have.

“I love you as the moon
loves each shining star.
I love all that you will be
and everything you are.”

-Marion Dane Bauer

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Person-environment (PE) fit is an important psychological construct as it has been shown to relate to many organizationally relevant outcomes. Simply defined, PE fit is the match that exists between an individual and his or her work environment (Kristof-Brown, Zimmerman, & Johnson, 2005). The number of content dimensions with which individuals can align with their environment is extensive, including but not limited to personality, values, goals, skills, knowledge, preferences, and needs. Within the research literature, the number of possible entities that individuals can align with has increased and yet has become more narrow and specific. PE fit has been conceptualized as person-vocation fit, person-organization fit, person-group fit, person-job fit, as well as person-supervisor fit (Kristof-Brown et al., 2005). There are also a variety of ways that individuals can fit with their environment. For example, an individual can be very similar to other individuals in the environment, which has been referred to as supplementary PE fit (Muchinsky & Monahan, 1987). Alternatively, an individual can provide something that is lacked by other individuals in the environment, which has been referred to as complementary fit (Muchinsky & Monahan, 1987). This type of fit can be achieved in one of two ways, with either the individual supplying something that the environment lacks or the environment providing something that is lacked by the individual (Kristof, 1996). Various organizational forms of PE fit have been shown to relate to job satisfaction, organizational commitment, turnover intentions, task performance, contextual performance, and many other outcomes (Kristof et al., 2005).

This dissertation defines a new PE fit dimension called person-goal fit, or the extent to which an individual's personality aligns with externally set or assigned goals. Person-goal fit is the match between the type of goal (e.g., easy or difficult) individuals prefer based on their disposition or individual differences and the goals assigned to them, often by a supervisor. Goals vary on numerous dimensions including specificity, difficulty, and complexity. Thus, person-goal fit captures the match between one of these dimensions and a corresponding individual difference variable. Person-goal fit contributes to our understanding of the broader PE fit domain by explaining this phenomenon at a finer grained level of analysis than other PE fit dimensions. As a result, a more complete understanding of person-environment congruence will enhance our ability to explain attitudes and behaviors that result from this state.

There are four objectives for this research. The first objective is to introduce and define person-goal fit as a new dimension within the PE fit literature. Previous person-goal fit conceptualizations and operationalizations will be reviewed, clearly delineating how this dimension is theorized to be different. Second, person-goal fit is proposed to be a meaningful and important dimension that can be reliably assessed and will display significant variability between individuals. To do this, the goal dimension literature will be synthesized, creating a taxonomy of goal dimensions. This is necessary in order to assess the extent to which a goal matches an individual. In the current study, person-goal fit is conceptualized as the correspondence between two goal dimensions (difficulty and approach-avoidance) and their corresponding dispositional traits (need for achievement and approach-avoidance temperament).

Third, person-goal fit is hypothesized to have an effect on several important job-related outcomes. According to self-concordance theory, when individuals are able to work towards goals that are in line with their personal interests, values, and needs, they will put forth more goal-directed effort (Sheldon & Elliot, 1999), which will lead to higher levels of desired outcomes. Correspondingly, having a high level of person-goal fit (i.e., strong person-goal correspondence) is hypothesized to lead to increases in motivation, performance, and goal satisfaction. Theoretically, person-goal fit will lead to increases in positive outcomes and decreases in negative outcomes because fit increases feelings of comfort and reduces feelings of uncertainty (Cable & Edwards, 2004). In other words, by reducing perceptions of ambiguity, person-goal fit will increase an individual's goal commitment, motivation, performance, and goal satisfaction. In summary, positive relationships are proposed between person-goal fit and the outcomes goal commitment, motivation, performance, and goal satisfaction.

The final objective of this dissertation is to empirically test multiple hypothesized relationships. Goal specific self-efficacy is proposed to be a mediator of the relationships between person-goal fit and motivation, performance, and goal satisfaction. In other words, a high level of person-goal fit will foster higher levels of goal self-efficacy, which will in turn lead to higher levels of motivation, performance, and goal satisfaction. In addition, joint effects of person-goal fit and goal commitment on motivation, performance, and satisfaction will be examined. Person-goal fit and goal commitment are hypothesized to interact with one another to predict certain outcomes, such that when both person-goal fit and goal commitment are high, motivation, performance, and goal

satisfaction will be maximized. In summary, goal specific self-efficacy is predicted to mediate the relationships between person-goal fit and various outcomes (e.g., intrinsic motivation, goal satisfaction, and performance), and goal commitment is expected to moderate the relationships between person-goal fit and motivation, performance, and goal satisfaction.

Review of the Person-Environment Fit Literature

Stemming from person–situation interaction theory, PE fit is a concept that has received a considerable amount of attention in the field of industrial-organizational psychology (Edwards, 2008; Kristof-Brown & Guay, 2010). Person–situation interaction theory proposes that neither the person nor the situation alone can completely predict behavior and attitudes; instead, it is the interaction between the two that influences future behavior and attitudinal variables (Endler & Magnusson, 1976). Pervin (1968) proposed that the interaction between the person and the situation is optimized when congruence between the two exist. Pervin speculated, “for each individual there are environments which more or less match the characteristics of his (sic) personality. A ‘match’ or ‘best-fit’ of individual to environment is viewed as expressing itself in high performance, satisfaction, and little stress in the system” (p. 56). The match Pervin described has since evolved into the construct of PE fit, which is defined as the compatibility that may exist between an individual and his or her work environment (Kristof-Brown et al., 2005).

Conceptualizations of Fit

Due to the large amount of attention that PE fit has received, many conceptualizations of fit have emerged. There are many variables that must be considered when discussing PE fit; there are the different entities with which fit can be established, there are an even greater number of content dimensions to assess fit on, and finally there are different ways that individuals can fit with their environment. The term PE fit encompasses any conceptualization of fit that is described as the match between an individual and an aspect of the work environment (Kristof-Brown & Guay, 2010), including person-vocation (PV) fit, person-job (PJ) fit, person-organization (PO) fit, person-group (PG) fit, and person-supervisor (PS) fit. An individual can also fit with each of the above-mentioned entities on a wide range of content dimensions, such as personality, values, goals, skills, knowledge, preferences, and needs. Finally, research on PE fit has conceptualized compatibility between the person and the environment in two broad ways: supplementary fit and complementary fit (Kristof, 1996; Muchinsky & Monahan, 1987).

PE fit can occur when an individual “supplements, embellishes, or possesses characteristics which are similar to other individuals in this environment” (Muchinsky & Monahan, 1987, p. 269). *Supplementary* fit exists when both the person and the environment have similar or matching characteristics (Cable & Edwards, 2004; Muchinsky & Monahan, 1987). The notion of supplementary fit borrows from the value congruence literature (Kristof, 1996), which states that individuals are more attracted to environments that have values similar to themselves (Cable & Edwards, 2004).

Supplementary fit is expected to lead to positive outcomes because interactions with similar others often serve to affirm one's own beliefs and ideals (Kristof-Brown & Guay, 2010). The concept of supplementary fit is supported by Schneider's (1987) Attraction-Selection-Attrition (ASA) model which states that similar types of individuals will be attracted to, selected by, and remain with similar types of organizations, all of which results in a high degree of supplementary fit.

PE fit can also occur when an individual possesses characteristics that are different from but complement those of the environment (Kristof-Brown & Guay, 2010). *Complementary* fit exists when the person contributes characteristics on which the environment is deficient (Muchinsky & Monahan, 1987) or vice versa. This type of fit can be further broken down into two ways of assessing complementary fit. One operationalization of complementary PE fit is derived from a *needs-supplies* perspective and is described as the "match between individual preferences or needs and organizational systems and structures" (Kristof, 1996; p. 5). In other words, needs-supplies fit occurs when the environment fulfills a need held by the individual. Alternatively, the individual can fulfill a need of the environment. This type of fit has been labeled *demands-abilities* fit. This conceptualization of fit describes the basic premise of the entire field of personnel selection, which is to select the person who has the knowledge, skills, and abilities required by the job (Kristof-Brown & Guay, 2010).

Although supplementary and complementary fit are interrelated, both conceptualizations of fit have been shown to have independent, positive effects on organizational outcomes such as identification with the organization, job satisfaction,

and intentions to stay (Cable & Edwards, 2004). The importance of both supplementary and complementary fit led Kristof to redefine PO fit. “P-O fit is defined as the compatibility between people and organizations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both” (Kristof, 1996, pp. 4-5).

The majority of the empirical research on PE fit has focused on the fit between an individual and an organization, or PO fit. Four meta-analyses have examined the relationships between PO fit and various outcomes such as, job performance, job satisfaction, organizational citizenship behaviors, organizational commitment, turnover intentions, and actual turnover behavior (Arthur, Bell, Villado, & Doverspike, 2006; Hoffman & Woehr, 2006; Kristof-Brown, et al., 2005; Verquer, Beehr, & Wagner, 2003).

Kristof-Brown et al. (2005) meta-analyzed the different conceptualizations of fit between people and their environment (i.e., supplementary vs. complementary fit) as a moderator of the relationships between fit and the various outcomes examined and concluded that the needs-supplies form of complementary fit often shows stronger relationships for PJ fit but supplementary fit was stronger for PO fit. Arthur et al. (2006), Hoffman & Woehr (2006), and Verquer et al. (2003) examined the value congruence conceptualization of fit and compared it to all other conceptualizations of fit aggregated together. Hoffman and Woehr (2006) and Verquer et al. (2003) both found that the relationship between value congruence (supplementary fit) and the outcomes examined were larger than the relationship between the other forms of fit examined and various

outcomes. Arthur et al. (2006) reported similar results when attitudinal outcomes were examined, however this was not the case when job performance was the outcome of interest. These results highlight the fact that both supplementary and complementary fit have important and independent effects on work attitudes and performance (Kristof-Brown et al., 2005).

Measurement of Fit

In addition to the multitude of ways that fit can be conceptualized, there are a variety of ways to operationalize it. The three most often used include perceived fit, subjective fit, and objective fit. Measurement of *perceived fit* involves asking the individual how well he or she fits with the environment. This type of measurement is most appropriate when the researcher is interested in assessing an aspect of the environment that is conceptually related to, but non-commensurate with an aspect of the individual (general compatibility; Kristof-Brown & Guay, 2010). *Subjective fit* is measured by asking individuals to report about their own characteristics separately from their perceptions of the environment. Each report is then assigned a score. The researcher then assesses fit by collapsing the two scores into one fit score using one of several difference score measures or by examining the reported characteristics of the individual and the environment simultaneously using polynomial regression. Finally, *objective fit* is measured by assessing the congruence between self-reports of individual characteristics and other-reports of environmental characteristics, or by comparing self-reports of individual characteristics to an aggregation of the scores reported by others on the same scale. Once an individual score and an “other” score have been collected,

difference scores or polynomial regression can then be used to assess objective fit. Perceived, subjective and objective fit are appropriately used when PE fit is operationalized as either an identical match between the person and the environment on the variable of interest (exact correspondence) or when PE fit is operationalized as a compatibility between the person and the environment on the variable of interest (commensurate compatibility) (Kristof & Guay, 2010).

Arthur et al. (2006) meta-analyzed three different operationalizations of fit, which they labeled indirect-actual, indirect-perceived, and direct-perceived. *Indirect-actual fit* (or objective fit) describes a comparison between an individual's self-rated characteristics and ratings of the organization on the same characteristics made by a source other than the individual. *Indirect-perceived fit* (or subjective fit) compares ratings of individual and organizational characteristics from the same source. Finally, *direct-perceived fit* (or perceived fit) assesses perceptions of fit between the individual and the organization (Arthur et al., 2006). While all three operationalizations of fit had a positive relationship with job performance, only the direct-perceived operationalization of PO fit had a relationship that was significantly different from zero. All three operationalizations of fit had strong positive relationships with job satisfaction, organizational commitment, and turnover intentions.

Edwards, Cable, Williamson, Lambert, and Shipp (2006) describe three different approaches that can be used to operationalize perceived supplementary fit. With measures of *atomistic* (subjective fit) supplementary fit, respondents describe both themselves and the organization. By looking at the degree of overlap between the two,

researchers can determine the degree of fit. With the *molecular* (perceived fit) operationalization of fit, individuals report their perceived discrepancy between themselves and the organization. Finally with *molar* fit (also a measure of perceived fit), individuals report their perceptions of similarity between themselves and the organization (Edwards et al., 2006). The authors found that while all three are theoretically different approaches to measuring supplementary fit, empirically they are only modestly related and are most likely assessing different aspects of perceived fit (Edwards et al., 2006). These results emphasize the need to use care when choosing a measurement method to assess fit.

In summary, the field of PE fit is very broad and encompasses a variety of types of fit that an individual can have with his or her environment. To further illustrate this, the various dimensions of PE fit are depicted in Table 1 and the ones that will be focused on in this study are starred with an asterisk. One aspect of the environment that has yet to be examined with regard to fit is the goals assigned to the individual. Employees are frequently given goals or standards to work toward. If those goals are congruent with the individual's personality, then alignment between the two exists and outcomes should be more positive (Sheldon & Elliot, 1999). However, what happens when individuals are given goals that are very different from their natural proclivities? This dissertation seeks to answer this question by introducing person-goal fit, or the congruence between an individual's personality and the goals he or she is assigned.

Table 1

Summary of Person – Environment Fit Concepts

Conceptualizations of Fit	Content Dimensions of Fit	Operationalizations of Fit	Congruence Theories
Person – Environment <ul style="list-style-type: none"> • Person – Vocation • Person – Organization • Person – Group • Person – Supervisor • Person – Job • Person – Goal^a 	Personality ^a Values Goals ^a Skills Knowledge Preferences Needs	Supplementary ^a Complementary <ul style="list-style-type: none"> • Needs – Supplies • Demands - Abilities 	Perceived ^a <ul style="list-style-type: none"> • Direct – Perceived • Molecular • Molar Subjective ^a <ul style="list-style-type: none"> • Indirect – Perceived • Atomistic Objective ^a <ul style="list-style-type: none"> • Indirect-Actual

Note. ^a Concepts included in the current study

Person-Goal Fit

When determining behaviors in the workplace, such as how well employees will perform, it is important to not only consider individual differences, but also the context in which behavior takes place, as characteristics of both the person and the situation have important influences on behaviors (Joyce, Slocum, & von Glinow, 1982). Further, researchers have advocated for examining the interaction between the person and the situation (Bowers, 1973), because behavior is a result of this interaction and is not determined by person or situation variables alone (Epstein & O'Brien, 1985). Different situations can elicit different emotions (Pervin, 1976). Changes in situational conditions can alter how people behave, making their behaviors specific to the situation (Pervin, 1989).

The concept of person-goal fit is the extent to which individuals' personalities and/or goal preferences match an assigned goal. Specifically, *person-goal fit* is defined as the correspondence between the goal desired by individuals as determined by their dispositional tendencies and the nature of the goal that is assigned to them. In other words, person-goal fit is an assessment of the alignment between an individual's dispositional tendencies and the dimensions along which the goal is assigned to the individual. For example, imagine you were given a goal to avoid doing worse than others, but you prefer to gauge your performance relative to your previous performance. Because you are being asked to gauge your performance relative to others instead of relative to your past performance, you would experience person-goal misfit. Self-concordance theory proposes that people who are able to strive for goals that are

congruent with their interests, values, and needs will be more motivated to attain those goals (Sheldon & Elliot, 1999). This will result in more desirable outcomes. Another reason to expect person-goal fit to have positive effects on outcomes is because having goals that are in line with individual preferences reduces the feelings of unease and discomfort that arise from being asked to work towards goals that the individual is not comfortable with (Cable & Edwards, 2004). Person-goal fit will increase desired outcomes and decrease undesirable outcomes by reducing the feelings of uncertainty that stem from not having a clear idea of how to achieve goals that are framed in a way that the individual is not used to/or comfortable with.

The idea of goal congruence is not new. Several researchers have shown that similarity between individual and organizational goals (Judge, Kristof-Brown, & Darnold, 2005; Vancouver & Schmitt, 1991), individual and group goals (Kristof-Brown & Stevens, 2001), and individual and supervisor goals (Witt, 1998) leads to favorable outcomes such as job satisfaction, organizational commitment, performance, and intentions to stay. However, person-goal fit, as discussed in this paper, is different from previous conceptualizations. Traditionally, goal congruence has been conceptualized as supplementary fit, specifically the alignment, of an individual's goal with an external referent: a supervisor's, group's, or organization's goal. In other words, this type of fit assesses whether both entities are working toward the same or congruent goal. *Person-goal fit* concerns the match between the type of goal individuals prefer based on their disposition (an internal referent) and the goal assigned to them. Person-goal fit is about the match between an individual's personality and the dimensions along which the goal

is aligned. It is different from previous conceptualizations of PE fit based on goals (or goal congruence), as it is not a match between the content of an individual's goal and the content of another person's or entity's goal.

Person-goal fit is conceptualized as having the potential to change every time an individual is given a new goal. Thus, one could assess person-goal fit for every goal assigned, if only one goal is assigned per task, then person-goal fit could also be thought of as task-specific. Person-goal fit is not expected to be temporally stable unless supervisors consistently frame assigned goals so that they align (or do not align) with the employees' dispositional preferences. Person-goal fit is significantly narrower than other conceptualizations of PE fit. It focuses on the fit between an individual's personality trait or pattern of multiple traits and a goal assigned to him/her rather than the fit between a person and an organization or the fit between two different people. Person-goal fit is limited to assigned, rather than self-set, goals, because arguably, individuals are not likely to set goals for themselves that do not fit well with their personality.

According to fit theory, supplementary fit is theoretically the best conceptualization of fit to examine person-goal fit, as complementary person-goal fit means that the goal assigned would be contrary to one's disposition, which may lead to goal conflict and/or goal rejection (Farr, Hofmann, & Rigenbach, 1993). "For goals, congruence should always be preferable. Sharing goals makes it more likely that individuals will receive support and reinforcement for goal attainment" (Kristof-Brown et al., 2005, p. 290). Therefore, in this study, person-goal fit is defined and operationalized using a supplementary fit conceptualization.

There are three different ways to operationalize person-goal fit. First, *objective* fit is assessed by measuring the personality of the individual and determining the extent to which it theoretically matches the corresponding dimension of the assigned goal. Because the metrics we use for personality and for goals are rarely the same, this is a theory-driven match in which dispositional characteristics are identified as variables that align with theoretically-related goal dimensions. For example, it is speculated that reactions to the difficulty level of a goal will depend on the individual's need for achievement and reactions to approach/avoidance goals will depend on the individual's approach/avoidance temperament. Thus, for this conceptualization, objective person-goal fit is the alignment of one's need for achievement with the difficulty of the assigned goal and one's approach/avoidance temperament with approach/avoidance goals. Theoretically, as depicted in Figure 1, this operationalization of person-goal fit is more distal than the other operationalizations of person-goal fit to its corresponding outcomes.

Second, *subjective* person-goal fit is more proximal to person-goal fit outcomes as individuals' goal choice should be related to their dispositional tendency (e.g., high need for achievement leads an individual to choose more difficult goals). However, there are instances in which aspects of the situation might be so strong that they override a person's natural tendencies (Mischel, 1977). For example, there might be a situation in which the possibility of embarrassment is so great that a person who typically demonstrates an approach goal orientation might instead choose an avoid goal.

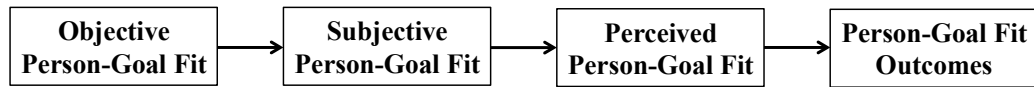


Figure 1. Model depicting the proximity of the three person-goal fit operationalizations to person-goal fit outcomes.

A third and even more proximal operationalization of person-goal fit is to assess individual's perceptions of person-goal fit, or *perceived* person-goal fit. Perceived fit measures directly ask individuals to indicate the amount or quality of fit they experience (Kristof-Brown & Guay, 2010). It is appropriate to assess supplementary fit with objective, subjective, and perceived measures of fit (Kristof-Brown & Guay, 2010). Therefore, all hypotheses will be tested with all three person-goal fit operationalizations.

Self-Concordance Theory

Self-concordance theory is a theory of motivation, derived from self-determination theory, aimed at explaining the progression from goal acceptance to goal attainment (Sheldon & Elliot, 1998). Drawing from self-determination theory, self-concordance theory explains why people choose and work towards certain goals as opposed to others (Judge, Bono, Erez, & Locke, 2005; Sheldon & Elliot, 1999; Sheldon & Kasser, 1998). According to self-concordance theory, there are two broad categories of self-concordant goals, *autonomous* goals, which are self concordant or similar to one's values and/or needs, and *controlled*/discordant goals, which originate from external factors (Sheldon & Elliot, 1998; see Figure 2). There are two forms of self-concordant/autonomous goals: intrinsic and identified. Intrinsic goals are those that are pursued because of the inherent enjoyment derived from goal pursuit. Identified goals

are held because they are perceived to be important goals to pursue. Holding self-concordant goals leads to feelings of self-determination, persistence in goal striving, and eventually goal attainment (Judge & Kristof-Brown et al., 2005; Sheldon & Elliot, 1998, 1999). On the other hand, controlled/discordant goals are those that are adopted due to external factors. There are also two forms of controlled goals: extrinsic and introjected. Individuals pursue introjected goals in order to avoid the anxiety and guilt they would feel if they did not pursue such goals, whereas extrinsic goals are adopted only because there is some type of reward associated with goal attainment. Because controlled goals are pursued due to someone else's wishes, they typically result in less motivation and a higher likelihood of goal abandonment, especially in the face of obstacles (Sheldon & Elliot, 1999).

Although self-concordance theory is most often applied to self-set goals, it can be applied to assigned goals as well. Assigned goals might still be self-concordant if they are conveyed and/or framed such that they align with the person's disposition. For example, an assigned goal might be classified as identified, if the individual agrees with the organization's view that the goal is an important one to strive for. However, not having alignment between the person and the assigned goal will automatically push the individual into a state of discordance which will result in decreased motivation and goal attainment (Judge & Kristof-Brown et al., 2005).

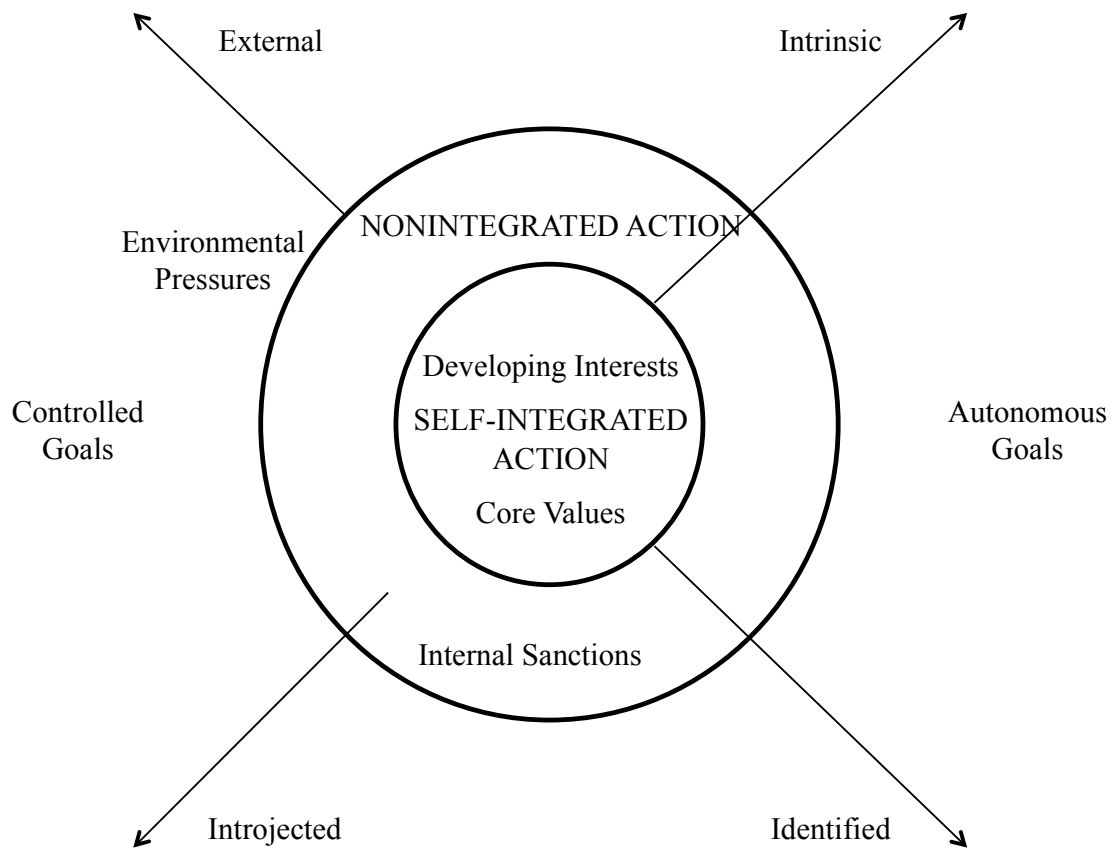


Figure 2. Sheldon and Elliot’s (1999) spatial representation of the degree of self-integration of personal goals.

As noted above, Judge and Kristof-Brown et al. (2005) applied self-concordance theory to PE fit research. Indeed, the fact that Sheldon (2007) defines self-concordance as “the fit of personal goals with the striver’s personality” (p. 356), highlights the potential usefulness of integrating self-concordance theory with the PE fit literature in an effort to explain why perceptions of fit are increased when people are allowed to strive for and achieve goals which are personally relevant (Pervin, 1989). Judge and Kristof-Brown et al. (2005) tested a model in which self-concordant feelings were predicted to lead to increased feelings of PE fit. Using a sample of university employees and a

longitudinal design, Judge and Kristof-Brown et al. (2005) found that having autonomous goals leads to both PE fit perceptions and goal-specific self-efficacy, which in turn relates to goal attainment and job satisfaction.

In order to assess whether goals are self-concordant or not, they need to be operationalized, so that assigned goals can be compared to goal preferences. Having a framework of dimensions along which goals can be classified is necessary to assess person-goal fit.

Goal Dimensions

Goal setting theory states that individuals with goals are more likely to focus on goal attainment, expend more effort toward goal attainment, persist longer, and develop strategies that can be used to attain the goal and that individuals will be more motivated when goals are specific and difficult yet attainable (Locke, Shaw, Saari, & Latham, 1981). A goal is defined as, “the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specific time limit” (Locke & Latham, 2002, p. 705). Goals can develop three different ways: they can be self-set, participatively set, or assigned. Goal setting theory proposes that specific, difficult goals lead to higher performance, independent of whether the goal is self-set, participatively set, or assigned (Latham & Marshall, 1982).

The content of goals is infinite. Beyond content, there are a number of dimensions that can be used to classify goals. Whereas various goal dimensions have been examined throughout the goal literature, only two taxonomies of goal dimensions have been proposed in the research literature (Austin & Vancouver, 1996; Klein, Austin,

& Cooper, 2008; see Table 2). In an attempt to consolidate both theoretical and empirical research, Austin and Vancouver (1996) identified six broad dimensions that can be used to describe or classify goals. These dimensions were labeled as follows: (a) important-commitment, (b) difficulty-level, (c) specificity-representation, (d) temporal range, (e) level of consciousness, and (f) connectedness-complexity. *Importance-commitment* is defined as the attractiveness of the goal or how willing an individual is to strive for a goal. *Difficulty-level* is the probability of goal attainment as defined by someone other than the individual who holds the goal. The *specificity-representation* dimension deals with the level of specificity assigned to the goal. *Temporal range* concerns the timeline for goal attainment, whereas the dimension labeled *level of consciousness* describes the “accessibility of goals through awareness and intentionality” (p. 345). Finally, *connectedness-complexity* indexes the number of linkages a goal has to other goals and behaviors. The more linkages a goal has, the more complex it becomes. The authors present their framework as a useful framework for classifying goals acknowledging that their dimensions are neither exhaustive nor orthogonal (Austin & Vancouver, 1996; see Table 2).

Klein, Austin, and Cooper (2008) also categorized goals. They divided goals into dimensions, attributes, and frames. In their conceptualization, goal dimensions are focused more on the content or focus of the goal. Some of the dimensions are debatable (e.g., “future jobs and job outcomes”). Goal attributes as presented by Klein et al. (2008) are similar to Austin and Vancouver’s (1996) goal dimensions. They list six different goal attributes: (1) process – outcome goals, (2) learning – performing goals, (3) goal

level or difficulty, (4) goal specificity, (5) temporality, and (6) complexity. Most of these, with the exception of process-outcome and learning-performing goals can be mapped to Austin and Vancouver's goal dimensions. Klein et al. (2008) also discuss the various frames that individuals can apply to goals, including the level of aspiration ("hoped for" level vs. minimum level), whether the goal is normatively or individually referenced, goal orientations, and whether the goal is autonomous or controlled. Goal frames can also be thought of as goal attributes (Klein et al., 2008), which in turn are similar to goal dimensions as described by Austin and Vancouver (1996), thus the two frameworks can be combined.

By removing redundancies and re-labeling previously presented goal dimensions/attributes, a revised taxonomy of ten goal characteristics was created. Redundancies occurred within Klein et al.'s (2008) list of goal dimensions, due to the overlap between what they label as goal attributes and goal frames. For example, the goal orientation frame overlaps with the learning-performing attribute, as goal orientation is a framework that categorizes goals along two dimensions: learning-performance and approach-avoid. Thus the learning-performing dimension is captured twice within this framework, but the approach-avoid dimension of goal orientation is not captured at all. Therefore, the learning-performance dimension was retained and an approach-avoid dimension was added. Additionally, neither Austin and Vancouver's (1996) *consciousness* dimension or Klein et al.'s *autonomous vs. controlled dimension* were included because neither is actually a function of the goal itself and because neither of these can be easily manipulated. Instead these two dimensions are a function of the

individual holding the goal. Each of the other dimensions can be manipulated when assigning a goal, however it is much more difficult to assign the level of consciousness. Similarly, whether a goal is perceived as autonomous or controlled depends solely on the perception of the individual receiving the goal; the same goal might be perceived as autonomous to one person and controlled to another. While perceptions will be relevant to all of the goal dimensions, the ten dimensions included in the current taxonomy can all be objectively assessed and manipulated. For example, whereas it is possible to objectively manipulate the difficulty or the complexity of a goal (or any of the other dimensions listed in Table 2), it is much more difficult to impose how conscious or autonomous a goal will be; therefore these two dimensions were not included in the revised taxonomy of goal dimensions presented in Table 2.

The following categories are proposed to be a relatively complete list of goal characteristics. Any individual goal can vary according to any and all of these characteristics; therefore person-goal fit or misfit can be assessed along all ten different dimensions. The present study will serve as a preliminary test of person-goal fit for this list of goal dimensions and will focus on two of these dimensions: goal difficulty, and approach-avoid goals. These two were chosen because they are among the most heavily researched (Klein et al., 2008), therefore the most is known about them and perhaps they are the most frequently used dimensions when classifying goals.

Table 2

Comparison of Goal Characteristic Frameworks

Austin & Vancouver (1996)	Klein et al. (2008)	Revised Taxonomy	Dimension Definitions
Importance – Commitment		Goal Importance	Goal attractiveness ^c
	Goal Focus ^a		
Difficulty – Level	Goal Level or Difficulty	Goal Difficulty	Probability of goal attainment ^c
Specificity – Representation	Goal Specificity	Goal Specificity	Level of specificity assigned to the goal ^c
Temporal Range	Temporality	Temporality	Timeline of goal attainment ^c
Level of Consciousness ^a			
Connectedness - Complexity	Complexity	Complexity	The number of cognitive and behavioral linkages of a goal ^c
	Process – Outcome Goals	Process-Outcome Goal	Goal concerned with how the task is performed (process) vs. the results of performing (outcome) ^d
	Mastery – Performing Goals	Mastery–Performing Goals ^c	Goal concerned with learning about the task for the sake of learning vs. doing well in order to be judged favorably by others ^d
	Level of Aspiration	Level of Aspiration	Continuum from “hoped for” or ideal goals to minimally satisfying goals ^d
	Individually - Normatively Referenced	Goal Referent ^c	Goal held in reference to an absolute performance level independent of others (individually) or relative to the performance of others (normatively) ^d
	Goal Orientations ^b	Approach–Avoid Goals ^c	Goal structured such that the individual seeks to prove competence (approach) or avoid failure (avoid) ^d
		Autonomous vs. controlled ^a	

Note. ^a not included in the current study because they are not aspects of the goal or because they are not true dimensions; ^b not included in the current study due to dimension overlap; ^c defined by Austin and Vancouver (1996); ^d as defined by Klein et al. (2008); ^e dichotomous dimension

Goal Dimensions Examined in this Study

Goal Difficulty

Goal difficulty is the most extensively researched of the goal dimensions. The difficulty of a goal is externally referenced to some type of performance standard (Austin & Vancouver, 1996). The majority of the research on goal difficulty comes from the goal-setting research literature, which has consistently demonstrated that setting difficult but attainable goals leads to higher performance than do-your-best goals (Locke & Latham, 1990). This is because do-your-best goals are defined internally, which means that individuals will have a different definition of what their best is and because they are not likely to know what is possible (Locke & Latham 2002). Difficult goals lead to greater effort and increased persistence compared to easy goals (Locke et al., 1981; Latham & Locke, 1991). In other words, “the high expectations implicit in hard goals tend to generate greater pressure to excel, and as a result, spur greater effort” (Senko & Harackiewicz, 2005, p. 1741). Meta-analytic evidence strongly supports the proposition that difficult goals lead to higher performance (Mento, Steel & Karren, 1987; Tubbs, 1986; Wood, Mento, & Locke, 1987). In fact the evidence for a positive relationship between difficult goals and performance is so strong, that Mento et al. (1987) stated, “If there is ever to be a viable candidate from the organizational science for elevation to the lofty status of a scientific law of nature then the relationship between goal difficulty, difficulty/specificity and task performance are most worthy of serious consideration” (p. 74).

Approach-Avoid Goals

Achievement goal researchers have proposed that goals can be described along an approach-avoid dimension. Most of the research on approach-avoid goals is found in the achievement goal and goal orientation literatures. Goals can be oriented on achieving success (approach) or avoiding failure (avoidance). The approach—avoid dimension captures the valence aspect of the goal (Elliot & Harackiewicz, 1996). Goals are labeled as *approach* when they are oriented towards a positive potential outcome to work towards. Goals are referred to as *avoid* when the goal focuses attention toward a negative possible outcome to be avoided (Elliot & Murayama, 2008). Avoidance goals almost always have a negative influence on individual and organizational outcomes such as specific self-efficacy, learning, and task performance (Payne, Youngcourt, & Beaubien, 2007). This negative effect stems from the fact that avoidance goals undermine individual's levels of intrinsic motivation (Elliot & Church, 1997). In contrast, approach goals are thought to have positive effects on outcomes such as performance as they increase levels of intrinsic motivation (Elliot & Church, 1997).

Within the achievement goal literature, the approach—avoid goal dimensions are often crossed with a second mastery – performance dimension, creating a 2×2 typology of goals: (1) mastery-approach, (2) mastery-avoid, (3) performance-approach, and (4) performance-avoid (Elliot & McGregor, 2001). Research supports these distinctions with differential relationships to various outcomes (Elliot & McGregor, 2001; Elliot & Murayama, 2008). However, it is also possible to tease the two dimensions apart and assess them independently (e.g., mastery-performance; Button, Mathieu, & Zajac, 1996).

Personality Characteristics that Align with Goal Dimensions

Need for Achievement

Achievement Motivation Theory was developed as a means of understanding the innate needs that drive individual behavior. McClelland and his colleagues (McClelland, 1985; McClelland, Atkinson, Clark, & Lowell, 1953) proposed that there are three basic needs: Need for Achievement, Need for Affiliation, and Need for Power – each of which varies from person to person. Need for Achievement (nAch) is a dispositional variable that orients individuals toward the possibility of successful performance (McClelland et al., 1953), or a generalized desire to succeed (Atkinson, 1957). Individuals high in nAch experience positive emotions when they are engaged in challenging tasks, and those emotions push individuals to persist (McClelland, 1985). Johnson and Perlow (1992) define nAch as “the desire to master something difficult, to overcome obstacles, and to excel one’s self and surpass others” (p. 1711). In other words, nAch is a personality variable that drives individuals to exceed a standard level of performance and/or to outperform others (McClelland, 1985). Individuals high on nAch want to be challenged and prefer difficult goals, which is why this dispositional trait will be matched with the difficulty goal dimension in order to assess person-goal fit. People who score high on nAch will prefer the goals assigned to them to be difficult (though attainable) as opposed to goals that are easy to attain.

Phillips and Gully (1997) found support for a relationship between nAch and goal difficulty. Using a sample of 405 undergraduate students, Phillips and Gully found that there was a positive relationship between nAch and self-set goal difficulty.

Individual nAch levels were measured, then a week later participants were asked to set a goal for their next academic exam. Individuals high in nAch set more difficult goals for themselves than did individuals low in nAch. Self-set goal difficulty was in turn positively related to performance on the exam for which the goal was set. Additionally, Hollenbeck, Williams, and Klein (1989) examined the relationship between nAch and commitment to both self-set and assigned difficult goals. Using a sample of 190 undergraduate management students, Hollenbeck et al. also showed that commitment to difficult goals was highest for individuals also high in nAch. Correspondingly, it is proposed that one way to conceptualize person-goal fit is to examine the congruence between individuals' need for achievement and the difficulty of their goal. Therefore, in this study, one of the ways person-goal fit is specifically conceptualized is as the alignment (or misalignment) between need for achievement and goal difficulty (i.e., objective person-goal fit). Conceptually, this can be thought of as a difference score; however, this is not how it will be measured. Details regarding the operationalization will be provided in the method section.

Approach-Avoidance Temperament

Approach and avoidance temperament has been proposed as an integration and syntheses of several approaches to explaining human personality, namely the Big Five model of personality, affective disposition approaches, and motivational systems approaches (Elliot & Thrash, 2002; 2010). Approach temperament is defined as “a general neurobiological sensitivity to positive (i.e., reward) stimuli (present or imagined) that is accompanied by a perceptual vigilance for, and affective reactivity to, and a

behavioral predisposition toward such stimuli (Elliot & Thrash, 2010, p. 866). Avoidance temperament is much the opposite, or “a general neurobiological sensitivity to negative (i.e., punishment) stimuli (present or imagined) that is accompanied by a perceptual vigilance for, an affective reactivity to, and a behavioral predisposition toward such stimuli” (Elliot & Thrash, 2010, p. 866). In other words, individuals high in approach temperament are oriented towards gaining rewards whereas individuals high in avoidance temperament seek to avoid punishments. Approach and avoidance temperament is proposed as a broader and more global theory of personality than is the better-known approach—avoid goal orientation (Elliot & Thrash, 2002). Approach and avoidance temperament has been shown to predict whether students will adopt a mastery-approach, mastery-avoid, performance-approach, or performance-avoid goal (Elliot & Thrash, 2010). Correspondingly, another way to conceptualize person-goal fit would be to examine the congruence between an individual’s approach-avoidance temperament and the approach-avoidance goal dimension. Therefore, in this study, the second conceptualization of objective person-goal fit is the alignment between approach-avoidance temperament and the approach-avoidance goal dimension.

Previous Person-Goal Fit Literature

The majority of the previous research examining person-goal fit has been conducted examining the match between an individual’s trait goal orientation and an assigned goal. This body of work has yielded mixed results (Bell, Kozlowski, & Dobbins, 2001; Chen & Mathieu, 2008; Jagacinski, Madden, & Reider, 2001; Sansone, Sachau, & Weir, 1989). In fact, there are competing hypotheses within this body of

research. Some researchers propose that similarity between trait goal orientation and assigned goals will maximize individual and organizational outcomes (Farr et al., 1993; Jagacinski et al., 2001; Pintrich, 2000), whereas others propose that a mismatch between goal orientation and assigned goals (complementary fit) will lead to high levels of the desired outcomes (Bell et al., 2001; Bouffard, Boisvert, Vezeau, & Larouche, 1995; Harackiewicz & Elliot, 1998; Newman, 1998).

Jagacinski et al. (2001) found partial support for a match between type of instruction and dispositional goal orientation leading to performance. A sample of 382 undergraduate psychology students participated in a brainstorming task. The authors manipulated both the difficulty of the goal (do your best, 15 uses, 21 uses, and 39 uses) as well as the type of instruction (task-involving, ego-involving, and neutral). The authors predicted that goal orientation would be more strongly related to performance when there was a match between trait goal orientation and the type of instruction. The authors found a small positive effect on performance when task orientation (learning goal orientation) was paired with task-involving instructions (mastery focused instructions). This result disappeared when an ego orientation (performance goal orientation) was paired with either type of instruction. This lack of significant findings may have been due to a weak instructional manipulation (Jagacinski et al., 2001).

Bell et al. (2001) also found weak support for an interaction between goal orientation and assigned goals. In Bell et al.'s study, 149 undergraduate students engaged in a computerized naval radar task. Bell et al. measured trait goal orientation and then manipulated the type of goals (mastery goal or performance goal) assigned.

Bell et al. found weak support for an interaction between goals and goal orientation; however, results were more supportive of complementary fit than supplementary fit. There was some support for supplementary fit, such that performance was higher when learning goal orientation was paired with an assigned mastery goal (Bell et al., 2001).

Similarly, Newman (1998) examined the fit between assigned learning – performance goals and goal orientation in the help seeking behavior and problem solving performance of 78 elementary school children. Participants were given either a mastery goal or a performance goal and asked to complete math problems. The author found that when students with performance goal orientations were assigned a learning goal (complementary fit), students were more likely to seek help and thus have higher problem solving performance. The author proposed that an assigned learning goal could help students with performance goal orientations overcome their propensity to worry about failure. Alternatively, students may be less apprehensive about asking for help and the help they acquire facilitates performance.

Using a sample of 114 undergraduate students engaged in an interactive computer game, Sansone et al. (1989) found that a match between goal orientation and type of instruction was related to an increase in positive affect and task motivation. By manipulating the context in which the game was played (fantasy-emphasis versus skill-emphasis), the authors were able to show that performance instructions only have a positive effect on motivation when the individual is in a state of performance goal orientation (supplementary fit). When individuals are oriented toward goals other than performance, specific instructions had a depreciatory effect on motivation (Sansone et

al., 1989). While this study did not examine a match between a personality characteristic (they measured state goal orientation) and an assigned goal, it still lends support to the hypothesis that there is a positive effect on performance when individual goals and assigned goals are aligned.

Harackiewicz and colleagues (Harackiewicz & Elliot, 1998; Harackiewicz & Sansone, 1991) approached the matching hypothesis (supplementary fit) by focusing on purpose and target goals. Purpose goals “represent the reason for task engagement or what an individual is trying to accomplish in a situation” (Harackiewicz & Elliot, 1998, p. 675). Target goals, on the other hand, “provide relatively concrete guidelines for particular actions in a situation” (Harackiewicz & Elliot, 1998, p. 675). The authors claim that a match between a person’s purpose and target goals is one of the major factors that predict a person’s intrinsic motivation. A match between a purpose goal and a target goal (supplementary fit) exists when both goals are directed toward the same outcome (Harackiewicz & Elliot, 1998). The relationship between purpose and target goals is similar to the relationship between trait goal orientation and assigned goals in that trait goal orientation and purpose goals are more distal to outcomes than assigned goals and target goals. Similarly, purpose goals are expected to influence the choice of target goals in very nearly the same way that trait goal orientation influences the type of self-set goal that individuals adopt (Brett & Vandewalle, 1999; Cropanzano, James, & Citera, 1993). Again, while these studies do not measure person-goal fit per se, their results provide evidence for the benefits of goal congruence.

Kristof-Brown and Stevens (2001) examined the effects of congruence between individual and group goals. Using a sample 324 MBA students in 64 teams, the authors used polynomial regression to assess the degree of fit between the goals of the individual and perceived goals of the team. Based on the P-O fit literature, Kristof-Brown and Stevens hypothesized that congruence between individual and team learning goals and individual and team performance goals would lead to greater satisfaction and greater interpersonal and task contributions. The authors found that individual-group congruence on performance goals (supplementary fit) led to higher levels of satisfaction and interpersonal contributions to the group. However, this was not the case for learning goals. The authors posited that as learning goals are self-oriented, it is possible for individuals to maintain mastery goals despite the goals held by their team members. However, a focus on performance goals tends to be more team-oriented and necessitates cooperation with other team members. Thus, Kristof-Brown and Stevens proposed that shared performance goals more strongly influence outcomes than shared learning goals.

Finally, Chen and Mathieu (2008) found weak support for an interaction between goal orientation and externally induced learning-performance goal framing. Using a sample of 104 undergraduate psychology students, the authors measured participants' goal orientation and then manipulated the type of goal (learning or performance) assigned to individuals on a computer based-logic game. These authors found some support for an interaction between assigned goals and learning goal orientation; however, there was evidence supporting both supplementary and complementary fit. There was no evidence for an interaction between performance goal orientation and assigned performance goals.

Results from these studies examining person-goal fit have been mixed. Supplementary person-goal fit has been associated with increased motivation (Sansone et al., 1989) and performance (Bell et al., 2001; Chen & Mathieu, 2008; Jagacinski et al., 2001), but these findings are inconsistent. This inconsistency may be due in part to the large amount of variability in the methods used in these studies and in the variables examined, both in terms of the dimensions of goal orientation studied as well as the outcome variables of interest (see Table 3).

Table 3

Summary of Previous Person-Goal Fit Research

Study	Matched Variables	Outcome Variable(s)
Chen & Mathieu (2008)	Assigned mastery- performance goals and learning- performance goal orientation	<ul style="list-style-type: none"> • Performance
Bell et al. (2001)	Assigned mastery- performance goals and learning- performance goal orientation	<ul style="list-style-type: none"> • Performance
Jagacinski et al. (2001)	Assigned mastery- performance goals and learning- performance goal orientation	<ul style="list-style-type: none"> • Performance
Kristof-Brown & Stevens (2001)	Individual mastery- performance goals and group mastery- performance goals	<ul style="list-style-type: none"> • Satisfaction • Interpersonal Contributions • Task Contributions
Harackiewicz & Elliot (1998)	Purpose and target goals	<ul style="list-style-type: none"> • Competence • Motivation
Newman (1998)	Assigned mastery- performance goals and learning- performance goal orientation	<ul style="list-style-type: none"> • Help Seeking Behavior • Performance
Sansone et al. (1989)	Perceived goals and type of instruction	<ul style="list-style-type: none"> • Positive Affect • Task Motivation

Construct-Related Validity of Person-Goal Fit

In order to best demonstrate that person-goal fit is a useful addition to the PE Fit domain, several conditions should be met (Luthans, Avolio, Avey, & Norman, 2007; Pedhazur & Schmelkin, 1991; Schwab, 1980). First, convergent validity needs to be demonstrated, such that person-goal fit should be positively related to similar constructs. Discriminant validity should also be established by showing differentiation between person-goal fit and theoretically distinct constructs. Together, convergent and discriminant validity indicate construct-related validity evidence and help to establish that person-goal fit can be reliably measured (Aguinis, Henle, & Ostroff, 2001). Next, criterion-related validity can be inferred by demonstrating that person-goal fit is significantly related to theoretically-relevant outcomes (i.e., performance). Finally, in order to demonstrate the utility of a new PE fit dimension, person-goal fit must predict variance in outcomes above and beyond other known predictors. The first of these conditions will be addressed in this section, while the other two conditions will be addressed in a subsequent section.

To establish construct-related validity evidence, person-goal fit will be positively related to goal affect and unrelated to the dispositional variable negative affect. Goal affect describes individuals' generalized affective reaction to the goal assigned without reference to performance levels after using that goal. Although positive relationships are expected, person-goal fit and goal affect are not completely overlapping constructs, thus a moderately positive relationship is expected. Person-goal fit is expected to have very little conceptual overlap with negative affect. Negative affect is characterized by

emotions such as anger, contempt, guilt, and fear (Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). It is expected that person-goal fit will demonstrate a nonsignificant relationship with negative affect.

Hypothesis 1: Person-goal fit will be positively related to goal affect.

Hypothesis 2: Person-goal fit will be unrelated to negative affect.

Criterion-Related Validity of Person-Goal Fit

Person-goal fit will be maximized when the goal dimensions assigned align with the dispositional characteristics of the individual. In this study, the best possible person-goal fit will occur when assigned goals and individual dispositions match on both dimensions (need for achievement – goal difficulty, approach/avoid temperament – approach/avoid goal), with fit decreasing as misalignment occurs on one or both of the dimensions. For example, the worst person-goal fit would be expected to occur when individuals who prefer difficult, approach-focused goals, are assigned easy, avoid focused goals. When an individual who prefers to work towards difficult goals (high nAch, approach goal orientation) is encouraged to minimally avoid failing to achieve a very easy goal (easy, avoid goal), s/he is likely to be frustrated, and experience a decrease in goal commitment, motivation, performance, and satisfaction.

There are several arguments that support the desirability of person-goal fit. First, self-concordance theory predicts that having goals that align with personality characteristics will lead to increases in motivation, goal satisfaction, and performance (Judge & Kristof-Brown et al., 2005; Sheldon & Elliot, 1998, 1999). Second, individuals tend to reject assigned goals that do not fit with their disposition and instead adopt goals

that are consistent (Farr et al., 1993). When an individual rejects the goal given to him or her, there is no guarantee that s/he will adopt a goal that would result in similar outcomes for the organization. This assignment of undesirable goals could be avoided by simply framing the goal to align with the individual's dispositional preferences. Additionally, Bell et al. (2001) propose that giving an individual a goal that does not fit with his or her personality "may cause ambiguity and make it difficult for a person to determine what goals he or she should be pursuing - individual or contextual" (pp. 8-9). This ambiguity could lead to confusion as well as dissatisfaction and lowered goal commitment, motivation, and performance. Therefore, it is expected that person-goal fit will lead to increases in goal commitment, intrinsic motivation, goal satisfaction, and performance. Demonstrating that person-goal fit is positively related to each of these outcomes will provide evidence for the criterion-related validity of person-goal fit. Each of these outcomes is discussed in more detail in the next section.

Goal Commitment

Goal commitment is most often defined as the determination to reach a goal (Locke & Latham, 1990), regardless of the origin of the goal (Seijts & Latham, 2000). It is necessary to have goal commitment in order for the positive relationship between specific, difficult goals and performance to hold true (Klein, Wesson, Hollenbeck, & Alge, 1999). "The effect of goal commitment is that it converts a goal into an intention and binds a person to a course of action, such that reversing the commitment cannot be done without a cost" (Diefendorff & Chandler, 2010, p. 91). Having high goal commitment implies that an individual will exert effort toward the goal, will persist in

the face of challenges, and will not abandon or lower the goal (Hollenbeck & Klein, 1987; Klein, Wesson, Hollenbeck, Wright, & DeShon, 2001).

High levels of person-goal fit are predicted to lead to higher levels of goal commitment. A number of researchers have stated that commitment can be characterized in part, in terms of value and/or goal congruence (e.g., holding goals similar to those of the organization; Meyer & Parfyonova, 2010; Mowday, Porter, & Steers, 1982; O'Reilly & Chatman, 1986; Porter, Steers, Mowday, & Boulian, 1974) meaning that goal congruence acts as an antecedent of organizational commitment (Klein, Molloy, & Cooper, 2009). Additionally, commitment to an assigned goal occurs when the goal has been internalized (Diefendorff & Chandler, 2010), which according to the theory of self-concordance, occurs only when the individual believes that the goal is a good and important goal to strive for. As high person-goal fit is a state in which the assigned goal matches the goal that the individual would have chosen for him/herself, it follows that those are the goals that would be internalized and would subsequently result in increased levels of commitment. Therefore it is hypothesized that person-goal fit will serve as an antecedent of goal commitment.

Hypothesis 3: Person-goal fit will be positively related to goal commitment.

Motivation

Motivation is the second of the outcomes expected to be affected by person-goal fit. Motivation is defined as “an unobservable force that directs, energizes, and sustains behavior over time and across changing circumstances” (Diefendorff & Chandler, 2010, p. 66). In combination with individual ability and the demands of the situation that

constrain behavior, higher levels of motivation lead to increased levels of performance (Kanfer, 1990; Vroom, 1964). Motivation is a state that sustains effort and persistence directed towards goal attainment and often leads to the development of strategies to facilitate performance (Mitchell & Daniels, 2003).

According to self-determination theory, tasks can be internally or externally motivating (Deci & Ryan, 1985; 2000). Tasks that an individual engages in because he or she finds them to be interesting or enjoyable are labeled as internally motivating. Tasks of this type are experienced as autonomous, because the individual engages in them because they *like* and *want* to do them, and not because they *have* to (Deci & Ryan, 2000). Tasks that are pursued in order to gain an external reward or to avoid an external punishment are labeled as externally motivating. Externally motivating tasks can be classified as either controlling or autonomous, depending on whether the individual has internalized the reasons for engaging in the task (Diefendorff & Chandler, 2010). The task may not be experienced as controlling if the individual identifies with some aspect of the task, thus rendering the external reward or punishment unnecessary (Diefendorff & Chandler, 2010). Externally motivated tasks that have been internalized by the individual function as intrinsically motivated tasks.

I propose that when an individual is assigned a goal that fits well with the goal he or she would have chosen for him/herself, the goal is more likely to be internalized and thus lead to increased levels of intrinsic motivation and decreased levels of extrinsic motivation. Therefore, it is hypothesized that increases in person-goal fit will lead to higher levels of intrinsic motivation and lower levels of extrinsic motivation.

Hypothesis 4: Person-goal fit will be (a) positively related to intrinsic motivation and (b) negatively related to extrinsic motivation.

Goal Satisfaction

Job satisfaction is defined as “an internal state that is expressed by affectively and cognitively evaluating an experienced job with some degree of favor or disfavor” (Brief, 1998, p. 86). Correspondingly, goal satisfaction is an emotional and cognitive evaluation of the goal which is derived from the individual’s feelings and emotional reactions to the goal as well as the individual’s judgments and beliefs about the quality of goal in relation to his or her performance (cf. Cook, 2008).

According to ASA theory, person-goal fit will affect goal satisfaction in that if individuals are assigned a goal that does not provide good fit to their own goal or goal preferences, they are more likely to react negatively, to quit striving for the goal, and to seek alternative situations that provide the desired level of goal congruence (Schneider, 1987). Low levels of person-goal fit are likely to induce feelings of dissatisfaction, because the individual will feel pressured to strive for a goal that may be unrelated to or even in competition with the goal that he or she would have chosen. Whereas high levels of person-goal fit will most likely lead to increased levels of goal satisfaction as “people who believe that their goals are aligned with what the organization wants to accomplish experience validation that their goals matter” (Judge, Kristof-Brown, & Darnold, 2005, p. 14). The discrepancy model is a conceptualization of job satisfaction in which individuals’ satisfaction is based on a comparison between the job they hold currently and their ideal job (Schleicher, Hanson, & Fox, 2010). Jobs that compare favorably to

the ideal result in increased satisfaction. It is possible that a similar comparison will be made when comparing an assigned goal to a preferred goal. Goals that fit well with individuals' ideal goals will result in higher levels of goal satisfaction. Therefore, it is hypothesized that as levels of person-goal fit increase, goal satisfaction levels will increase as well.

Hypothesis 5: Person-goal fit will be positively related to goal satisfaction.

Performance

The final dependent variable of interest in this study is performance. Performance has been defined as "behavior or action that is relevant for the organization's goals and that can be scaled (measured) in terms of the level of proficiency (or contribution to goals) that is represented by a particular action or set of actions" (Campbell, 1999; p. 402). From this definition, it is clear that in order to know what constitutes successful performance for any given job or task two things are necessary: a goal must be identified and decisions must be made about which behaviors are relevant to that goal (Campbell, 1999). From this, we can conclude that performance is often task or job dependent, in that performance can be measured in a wide variety of ways and at several different levels depending on the goal of the performance measurement as well as the bandwidth required to answer the research question. For example, performance can be assessed on each task or as infrequently as once a year, both of which may be appropriate as long as they correspond to the level of specificity in the research question. As person-goal fit is a specific and narrow form of P-E fit, a correspondingly specific and narrow aspect of performance will be assessed. Person-goal

fit is expected to be positively related to performance, such that greater levels of person-goal fit will enable individuals to direct their energy and effort towards goal attainment, without the confusion that being assigned a goal that does not match the individual's personality would create.

Hypothesis 6: Person-goal fit will be positively related to performance.

As a final step toward establishing that the person-goal fit dimension is a useful predictor, it will be shown that person-goal fit predicts variance in the criterion above and beyond other known predictors. To do this, it will be shown that the variance in individual performance explained by person-goal fit is not completely redundant with the variance explained by cognitive ability. Cognitive ability is a construct that captures a person's level of intelligence as well as his or her aptitude for learning (Hunter & Schmidt, 1996). Cognitive ability has time and again, through meta-analytic procedures, been shown to be a strong predictor of job performance (Schmidt & Hunter, 1998). It is hypothesized that person-goal fit will explain additional variance in performance above and beyond cognitive ability.

Hypothesis 7: Person-goal fit will account for unique variance in performance, above and beyond cognitive ability.

Goal Specific Self-Efficacy as a Mediator of Person-Goal Fit and Outcomes

Self-efficacy is an individual difference that represents an individual's beliefs in his or her abilities to achieve desired performance levels (Bandura, 1994). Self-efficacy beliefs are believed to stem from four sources, the first and most effective of which is through mastery experiences (Wood & Bandura, 1989). When people have repeated

performance successes, it strengthens their beliefs in their own capabilities. They are then able to handle setbacks and to overcome failures without diminishing their self-efficacy beliefs (Wood & Bandura, 1989).

It can be assumed that individuals prefer goals that they are comfortable with and that have led them to successful performance in the past. Past successes with a certain type of goal will increase feelings of self-efficacy when presented with similar goals. As person-goal fit is the congruence between an individual's disposition and the goal assigned to him or her, a high degree of person-goal fit should lead to increases in the individual's self-efficacy for that specific goal.

Building on the task-specific self-efficacy literature, goal specific-self efficacy can be defined as an individual's beliefs in his or her capabilities to meet a goal. Goal specific self-efficacy can be thought of as belief in one's ability to achieve the level of performance that one is shooting for. An individual's level of goal specific self-efficacy will vary depending on the goal (Yeo & Neal, 2006). Assigned goals that have a high degree of congruence with the individual's dispositional preferences will lead to increases in goal specific self-efficacy, which will in turn lead to increases in motivation, goal satisfaction, and performance (Judge, Jackson, Shaw, Scott, & Rich, 2007; Mitchell & Daniels, 2003; Stajkovic & Luthans, 1998). As a high level of person-goal fit is the match between a person's personality and an assigned goal, a high level of person-goal fit should increase one's confidence in his/her abilities for goal attainment. Therefore, goal specific self-efficacy is proposed to mediate the relationships between person-goal fit and intrinsic motivation, goal satisfaction, and performance.

Hypothesis 8: Goal specific self-efficacy will mediate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance.

Goal Commitment as a Moderator of Person-Goal Fit and Outcomes

There is one major requirement for goal setting to lead to increases in performance and that is goal commitment (Seijts, Latham, Tasa, & Latham, 2004). Goal setting theory proposes that setting specific and difficult goals leads to increases in performance; however, this relationship is moderated by goal commitment (Locke, 1968). In other words, one has to be committed to a goal in order for it to be motivating, regardless of whether the goal is difficult and specific (Locke, Latham, & Erez, 1988). Goal commitment moderates the goal setting-performance relationship such that when goal commitment is high, the relationship between goal setting and performance is stronger than when goal commitment is low.

Previous meta-analytic evidence has shown that goal commitment moderates the relationship between goal difficulty and performance (Klein et al., 1999). A moderation of this kind, where there are main effects for both the independent variable and the moderator variable, as well as an interaction, is referred to as an *uncrossed interaction* (Stone & Hollenbeck, 1984). With this type of interaction, the presence of the high levels of the moderating variable has an enhancing effect on the relationship between the independent variable and the dependent variable. Another name for this type of effect is a synergistic interaction, in which the combined effects of the independent variable and the moderator are greater than the sum of their separate effects (Brown, Ganesan, & Challagalla, 2001). Goal commitment is predicted to have a similar synergistic effect on the relationship between person-goal fit and the outcomes, such that high person-goal fit and high goal commitment will result in high levels of intrinsic motivation, goal satisfaction, and performance (see Figure 3). While having high levels of either person-goal fit or goal commitment will lead to increases in intrinsic motivation, goal satisfaction, and performance, having high levels of both will have even greater positive effects on those outcomes.

Hypothesis 9: Goal commitment will moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance, such that the relationships will be strongest when goal commitment is high.

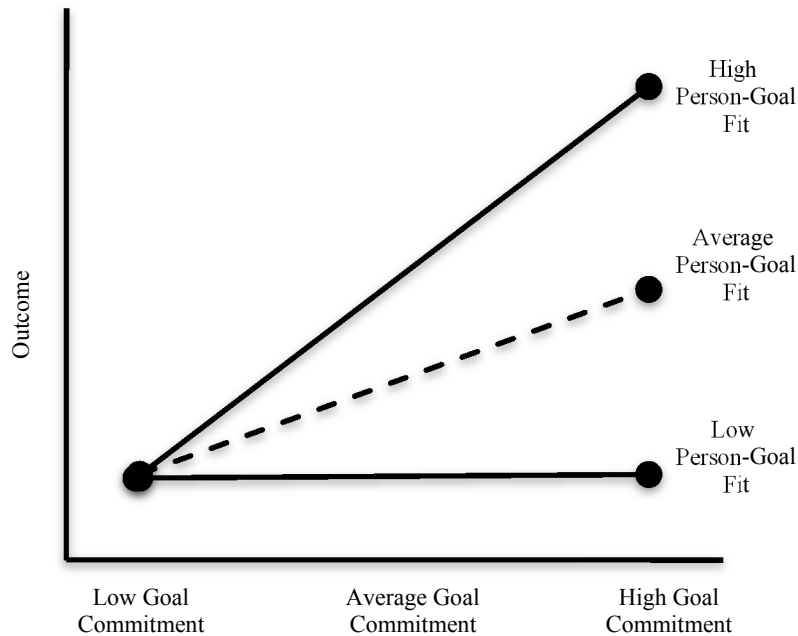


Figure 3. Conceptual interactive relationship between person-goal fit and goal commitment.

In summary, it is hypothesized that person-goal fit will result in higher levels of goal commitment, intrinsic motivation, goal satisfaction, and performance. Goal specific self-efficacy will function as a mediator of those direct relationships, in that high person-goal fit will lead to increases in goal specific self-efficacy, which in turn will lead to increases in intrinsic motivation, goal satisfaction, and performance. Finally, goal commitment will moderate the relationships between person-goal fit and the three outcomes, such that relationships between person-goal fit and intrinsic motivation, goal satisfaction, and performance will be strongest when goal commitment is high. A model depicting all of the hypothesized relationships is presented in Figure 4.

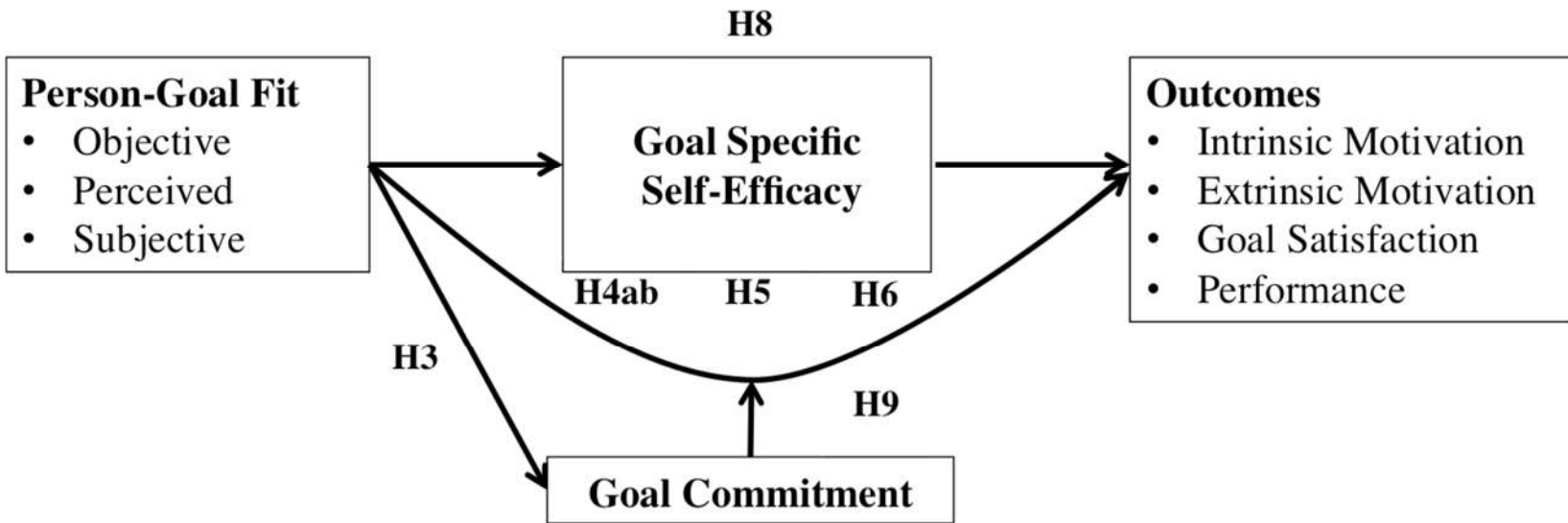


Figure 4. Proposed model depicting the direct, indirect, and conditional effects of person-goal fit.

CHAPTER II

METHOD

Participants

The participants for this study were obtained from the Texas A&M University psychology subject pool and received course credit for participating in the study. Three hundred and sixty-five students participated in this study. A manipulation check item was administered to all participants to ensure that they experienced the study manipulation as designed. For each performance session, a single item after the goal was assigned was used to assess the effectiveness of the experimental manipulation.

Participants were asked to indicate which of 4 possible goals was the goal they were actually assigned (see Appendix A.

Only participants who passed the manipulation check item were included in subsequent analyses. After removing participants who did not pass the manipulation check item the final sample size for the Word Generation task was 246, the final sample size for the Hidden Objects task was 262 the final sample size for the Word Search task was 238 and the final sample size for the Logical Reasoning task was 205. The same participant could have failed the manipulation check item for one or more tasks, but passed the manipulation check item for the other tasks, resulting in varying sample sizes. These sample sizes provide adequate power (.80) to detect small to medium effect sizes ($f^2 = .05 - .06$).

Experimental Design and Manipulation

Two goal dimensions were manipulated resulting in a 2 (difficult vs. easy) \times 2 (approach vs. avoid) within-subjects factorial design. The type of goal assigned to each participant was presented in the instructions given before each task. Thus, experimental condition and task were yoked together. There were four possible conditions which are summarized in Tables 4, 5, 6, and 7. The order of the conditions/tasks was determined randomly by Qualtrics. Goal manipulations were modeled after those used in Elliot and Harackiewicz's (1996) study. Unlike a traditional experiment, where manipulation of the independent variable creates levels of the independent variable to compare and contrast, in this study, stimuli (goals) were manipulated to ensure variability on the independent variable, person-goal fit.

Procedure

Participants completed two online sessions. First, participants completed one, 40 minute, online survey in which they completed four practice items similar to the experimental tasks (see Appendix B). Participants were given "do your best" goals for each of the practice tasks. The participants completed demographic, personality, and cognitive ability measures. Personality measures consisted of need for achievement, approach-avoid temperament, and negative affect. Second, at least one week later ($M = 17.54$, $SD = 5.98$), participants completed a twenty-five-minute, online, experimental session that consisted of four, randomly counterbalanced, experimental tasks (a word search task, a word generation task, a logical reasoning task, and a hidden pictures task), the order of the tasks was administered randomly by Qualtrics.. Personality measures

were assessed earlier than the other variables to reduce common method variance.

Participants were informed that the three highest performing participants would receive \$50 dollars each.

The procedure within each of the four experimental tasks was exactly the same. First, instructions for the task were given. Second, a goal was assigned. Third, participants completed a brief survey that included, a manipulation check item, a perceived person-goal fit item, and measures of goal specific self-efficacy, goal commitment, goal affect, perceived goal difficulty, and whether they perceived the goal to be approach or avoidance-oriented. Fourth, participants completed a performance trial, after which they were asked to respond to questions regarding the goal they would have preferred to strive for, intrinsic and extrinsic motivation, as well as goal satisfaction.

Experimental Task I – Word Generation Task

In the word generation task, participants were given a word and asked to generate as many new words that can be created from subsets of its letters as possible, in three minutes (cf. Paetzold, Garcia, Colella, Ren, Triana, & Ziebro, 2008). Participants were instructed that each new word must be at least three letters in length and should not be proper nouns. Participants then completed one, three-minute, performance trial, in which the word was presented and participants were able to type as many words made from the letters of the original words as they could. After three minutes the word disappeared. The word presented to the participants was “reservation” (see Appendix C).

Experimental Task II – Hidden Objects Task

In the hidden pictures task, participants were presented with a picture in which several household objects had been hidden in plain view. The object of the task was to find and list as many hidden objects as possible in three minutes. Participants completed one, three-minute, performance trial, in which the picture was presented and participants were able to list as many hidden objects as they could. After three minutes the picture disappeared. The picture used in this study can be found in Appendix D.

Experimental Task III – Word Search Task

In the word search task participants were given a grid of letters and asked to find and list as many types of animals as possible in three minutes. Participants completed one, three-minute, performance trial, in which the grid was presented and participants were able to list as many types of animals as they could identify. After three minutes the grid disappeared. The grid presented to the participants is located in Appendix E.

Experimental Task IV – Logical Reasoning Task

In the logical reasoning task, participants were presented with a series of statement pairs and asked to identify the two numbers that make the two statements true. For example, “The sum of two numbers is 16. Their product is 64. What are the two numbers?” Participants completed one, three-minute, performance trial, in which they were able to complete as many items as they could. After three minutes the logical reasoning items disappeared. The logical reasoning items presented to the participants are located in Appendix F.

Measures

Unless otherwise indicated, all items were responded to on a 5-point agreement scale (1 = strongly disagree, 5 = strongly agree). A copy of all non-copyrighted measures appears in Appendix G.

Person-Goal Fit. As previously stated, person-goal fit was operationalized in three ways. First, person-goal *objective* fit was assessed by examining the fit between an individual's personality (need for achievement and approach- avoidance temperament) and perceptions of the goal assigned. Second, person-goal *perceived* fit was assessed by asking participants to rate how well the goal assigned fit with their personality. Third, person-goal *subjective* fit was assessed by examining the fit between the goal the individual would have preferred to strive for and the assigned goal.

Need for Achievement. Need for Achievement was measured using the 20-item subscale of the Personality Research Form (PRF; Jackson, 1974). A high score indicated that the individual highly values achievement. Internal consistency for the scores on this instrument was $\alpha = .74$.

Table 4. Summary of Goal Manipulations for the Word Generation Task.

Condition	Goal Difficulty	Approach-Avoid Focus	Instructions
1	Difficult	Approach	In our previous work, we have found that this particular word is challenging. An average score on this word is 20 words. Your goal is to get a score that is above the mean.
2	Difficult	Avoid	In our previous work, we have found that this particular word is challenging. An average score on this word is 20 words. Your goal is to avoid getting a score that is below the mean.
3	Easy	Approach	In our previous work, we have found that this particular word is relatively easy. An average score on this word is 10 words. Your goal is to get a score that is above the mean.
4	Easy	Avoid	In our previous work, we have found that this particular word is relatively easy. An average score on this word is 10 words. Your goal is to avoid getting a score that is below the mean.

Table 5. Summary of Goal Manipulations for the Hidden Objects Task.

Condition	Goal Difficulty	Approach-Avoid Focus	Instructions
1	Difficult	Approach	In our previous work, we have found that this particular puzzle is challenging. An average score on this puzzle is 10 objects. Your goal is to get a score that is above the mean.
2	Difficult	Avoid	In our previous work, we have found that this particular puzzle is challenging. An average score on this puzzle is 10 objects. Your goal is to avoid getting a score that is below the mean.
3	Easy	Approach	In our previous work, we have found that this particular puzzle is relatively easy. An average score on this word is 5 objects. Your goal is to get a score that is above the mean.
4	Easy	Avoid	In our previous work, we have found that this particular puzzle is relatively easy. An average score on this word is 5 objects. Your goal is to avoid getting a score that is below the mean.

Table 6. Summary of Goal Manipulations for the Word Search Task.

Condition	Goal Difficulty	Approach-Avoid Focus	Instructions
1	Difficult	Approach	In our previous work, we have found that this particular grid is challenging. An average score on this grid is 12 words. Your goal is to get a score that is above the mean.
2	Difficult	Avoid	In our previous work, we have found that this particular grid is challenging. An average score on this grid is 12 words. Your goal is to avoid getting a score that is below the mean.
3	Easy	Approach	In our previous work, we have found that this particular grid is relatively easy. An average score on this grid is 6 words. Your goal is to get a score that is above the mean.
4	Easy	Avoid	In our previous work, we have found that this particular grid is relatively easy. An average score on this grid is 6 words. Your goal is to avoid getting a score that is below the mean.

Table 7. Summary of Goal Manipulations for the Logical Reasoning Task.

Condition	Goal Difficulty	Approach-Avoid Focus	Instructions
1	Difficult	Approach	In our previous work, we have found that this particular task is challenging. An average score on this task is 15 words. Your goal is to get a score that is above the mean.
2	Difficult	Avoid	In our previous work, we have found that this particular task is challenging. An average score on this task is 15 words. Your goal is to avoid getting a score that is below the mean.
3	Easy	Approach	In our previous work, we have found that this particular task is relatively easy. An average score on this task is 5. Your goal is to get a score that is above the mean.
4	Easy	Avoid	In our previous work, we have found that this particular task is relatively easy. An average score on this task is 5. Your goal is to avoid getting a score that is below the mean.

Approach-Avoidance Temperament. Approach-Avoidance orientation was measured using the Approach-Avoidance Temperament Questionnaire (ATQ; Elliot & Thrash, 2010). The ATQ is comprised of 12 items, six assessing approach temperament and six assessing avoidance temperament. Sample items included “When it looks like something bad could happen, I have a strong urge to escape”, and “I am always on the lookout for positive opportunities and experiences.” Internal consistency for the scores on this measure was $\alpha = .79$ for approach temperament and $\alpha = .81$ for avoidance temperament.

Negative Affect. Negative affect was measured using the negative dimension of the Positive and Negative Affect Scale (PANAS) developed by Watson, Clark, and Tellegan (1988). This measure presents a list of 10 words that describe different feelings and emotions and asks respondents to indicate to what extent they generally feel this way, from 1 (not at all) to 5 (extremely). Example items for negative affect included, “distressed,” “upset,” and “scared.” Internal consistency for the scores on this measure was $\alpha = .89$.

Cognitive Ability. Cognitive ability was measured using the short form of the *Advanced Progressive Matrices* (APM; Arthur & Day, 1994; Arthur, Tubre, Paul, & Sanchez-Ku, 1999; Raven, Court, & Raven, 1985), which consists of 12 pattern-solving problems that get increasingly more difficult. This test was scored by summing the number of problems answered correctly. Test-retest reliability for this measure in a previous study was reported as .76 (Arthur et al., 1999).

Goal Affect. Goal affect was assessed using three items adapted from Cammann, Fichman, Jenkins, and Klesh's (1983) Overall Job Satisfaction measure. Examples included, "All in all, I am very satisfied with my goal on this task", and "In general, I don't like my goal on this task (reverse scored)". Internal consistency for the scores on this measure ranged from $\alpha = .66$ to $\alpha = .73$.

Perceived Goal Difficulty. Perceptions of goal difficulty were measured using three items from Lee and Bobko (1992). Sample items included, "This goal will be difficult to achieve" and "It will be hard for me to complete this goal". Internal consistency for the scores on this measure ranged from $\alpha = .82$ to $\alpha = .86$.

Perceived Goal Approach. In order to measure individuals' perceptions of where the assigned goal falls on the approach scale, one item based on Elliot and Thrash's (2010) achievement goals was written. The example item read, "This goal instructs me to try and perform better than most people."

Perceived Goal Avoidance. One item was written to assess perceptions of avoidance focus, based on Elliot and Thrash's (2010) achievement goals. This item was "This goal instructs me to avoid doing worse than most people."

Preferred Goal. To assess the goal that individuals would have chosen for themselves had they had been allowed to, participants were asked to rank four possible goal based on their desirability (one being the goal they actually received and three alternative goals). Participants also had the option to write in a fourth alternative goal if their preferred goal was not listed.

Perceived Goal Fit. One item was used to assess how well individuals believed their assigned goal fit with their personalities. This item read, “The goal I was assigned fits well with my personality.”

Goal-Specific Self-Efficacy. Goal specific self-efficacy was measured using three items adapted from Gully, Payne, Koles, and Whiteman (2002). Sample items included “I have no doubt that I will be able to achieve this goal,” “I think that my performance will be more than adequate to reach this goal,” and “I feel confident in my ability to perform well on the [task name] task”. Internal consistency for the scores on this measure ranged from $\alpha = .90$ to $\alpha = .93$.

Goal Commitment. Three items were used to measure goal commitment (Hollenbeck, Klein, O’Leary, & Wright, 1989; Klein et al., 2001). Sample items included “I am strongly committed to pursuing this goal,” and “I think this is a good goal to shoot for.” Internal consistency for the scores on this measure ranged from $\alpha = .62$ to $\alpha = .75$.

Intrinsic Motivation. Levels of intrinsic motivation were measured using three items adapted from Hackman and Oldham’s (1974) internal work motivation scale of the Job Diagnostic Survey. This scale included items such as “I feel a great sense of personal satisfaction when I do this task well,” and “My opinion of myself goes up when I perform well on this task.” Internal consistency for the scores on this measure ranged from $\alpha = .72$ to $\alpha = .76$.

Extrinsic Motivation. Levels of extrinsic motivation were measured using three items adapted from the controlled regulation subscale of the Self-Regulation

Questionnaire (SRQ; Ryan & Connell, 1989). Example items included, “I worked hard on this task because I would feel guilty if I didn’t,” and “The reason that I worked hard on this task is that I might not get credit if I didn’t.” Internal consistency for the scores on this measure ranged from $\alpha = .55$ to $\alpha = .58$.

Goal Satisfaction. Goal satisfaction was assessed using two items written for this study. The items were, “The goal that I was assigned helped me to perform well on this task,” and “I like the goal I was assigned because it helped me to perform well on this task”. Internal consistency for the scores on this measure ranged from $\alpha = .81$ to $\alpha = .88$.

Performance. Performance on each task was measured by summing the total number of correct responses made within the three minute time period.

Analyses

Analyses were conducted the three phases according to the operationalization of person-goal fit.

Phase I

The first phase tested each of the nine hypotheses using the operationalization that person-goal fit was the fit between an individual’s personality and perceptions of the assigned goal. In order to test these hypothesized congruence relationships, polynomial regression analyses were used, with both the standardized person variable (personality) and the standardized goal variable (assigned goal) entered as simultaneous predictors. In order to test for nonlinear effects, the squared terms of each of the above were also entered into the regression equation, along with a product term (Edwards & Cooper,

1990). The following equation shows that both the person variable (P) and the goal variable (G) were entered as separate predictors of outcome Y. By entering P^2 , G^2 , and the product term of P and G, I was able to examine the additional variance explained by these variables after both P and G were controlled for; additionally I was able to examine both linear and nonlinear effects (Edwards & Cooper, 1990).

$$Y = b_0 + b_1P_1 + b_2G_1 + b_3P_1^2 + b_4P_1 * G_1 + b_5G_1^2 + e \quad (1)$$

Any nonlinear effects were further examined through the use of response surface analyses using techniques outlined by Edwards (2002) and Edwards and Cable (2009).

In order to examine the congruence effect between the person variable and the goal variable there are three indicators that must be examined (Edwards, 2007; Edwards & Cable, 2009). The first indicator that there is a true congruence effect, is that the curvature along the $X = -Y$, or the line of incongruence, is negative. This means that the outcome decreases when the person and goal variables are not in alignment (Edwards & Cable, 2009). Therefore, this condition will be satisfied when $a_4 = b_3 - b_4 + b_5$ is negative.

The second indicator of a congruence effect is that the outcome should be maximized when both the personality and goal variables are equal (Cole, Carter, & Zhang, 2013). In order to satisfy this condition, the first principle axis of the response surface must have a slope (p_{11}) of one and an intercept (p_{10}) of zero. In order to assess this condition of congruence, 10,000 bootstrapped samples were used to calculate 95% bias-corrected confidence intervals around p_{11} and p_{10} (Edwards, 2002; Edwards & Parry, 1993).

The final indicator of a congruence effect is that the level of the dependent variable does not change based on whether the aligned person and goal variables are high or low (Edwards & Cable, 2009), or that shape of the $X = Y$ line is flat (Cole et al., 2013). Assessing this involves determining that neither the slope ($a_1 = b_1 + b_2$) nor the curvature ($a_2 = b_3 + b_4 + b_5$) of the congruence line ($X = Y$) differs significantly from zero.

Edwards and Cable (2009) argue that requiring all three indicators of a congruence effect might be too stringent. The first condition is absolutely necessary in order to show support for a congruence effect. Failure to find support for the second condition does not necessarily mean that there is no congruence effect. Examination of how the slope and intercept of the first principal axis deviate from the congruence line can show whether a congruence effect exists at certain levels of the person and goal variables (Edwards & Cable, 2009). If the third indicator is not met, but the first and second are, support for a congruence effect can be inferred with the stipulation that the highest value of the dependent variable changes based on whether the person and goal variables are high or low (Edwards & Cable, 2009). Therefore, by following the example of Edwards and Cable (2009), support for a congruence effect will be established when both the first and second conditions are met. If the first condition is met, but not the second, the slope and intercept of the first principle axis will be examined to determine where the deviation exists.

When graphing these polynomial regression analyses in Microsoft Excel using a spreadsheet created and made available by Dr. Jeffrey Edwards, Belk Distinguished

Professor of Organizational Behavior at the Kenan-Fladler Business School at the University of North Carolina at Chapel Hill, the personality and goal variables are graphed on the perpendicular horizontal axes and the outcome is on the vertical axis (Edwards & Cable, 2009; Edwards & Parry, 1993). When looking at a response surface graph, the congruence line runs from the far back corner to the front corner. The congruence line represents the line along which the personality and goal variables are equal (Edwards & Cable, 2009). The incongruence line, or the line along which the personality and goal variables differ, runs from the left hand corner to the right hand corner. As described above, there are three shape requirements that support a congruence effect, although only the first two will be examined in this study. First, the surface should curve downward along the line of incongruence (Edwards & Cable, 2009). This would indicate that when the personality and goal variables differ from each other in either direction, the outcome variable decreases. Second, the outcome variable should be highest when personality and goal variables are congruent, or the surface should peak along the line of congruence (Edwards & Cable, 2009).

Hypotheses 1-6, which proposed direct relationships between person-goal fit and the six outcomes were tested using the equation above and graphed using response surface analysis.

Hypothesis 7 proposed that person-goal fit would predict additional variance in performance above and beyond cognitive ability. This hypothesis was tested by examining the additional variance explained by person-goal fit when cognitive ability was included in the regression equation, as shown in the equation below.

$$Y = b_0 + b_1 \text{Cognitive Ability} + b_2 P_1 + b_3 G_1 + b_4 P_1^2 + b_5 P_1 * G_1 + b_6 G_1^2 + e \quad (2)$$

Hypothesis 8 proposed that goal specific self-efficacy would mediate the relationships between person-goal fit and intrinsic motivation, goal satisfaction, and performance. Using methods previously explained by Edwards and Cable (2009) and Lambert, Tepper, Carr, Holt and Barelka (2012), path analysis and block variables were used to test the direct and indirect effects. In order to estimate the *a* path in traditional mediation models, or the path from person-goal fit to goal specific self-efficacy, I created a linear weighted composite, or a block variable. The block variable was created by multiplying each of the regression coefficients from Equation 1 with the data. By regressing goal specific self-efficacy onto the block variable and examining the standardized regression coefficient, I was able to find a path estimate of the relationship between person-goal fit and goal specific self-efficacy.

The following equation was used to estimate the direct effects of person-goal fit on the outcomes of intrinsic motivation, goal satisfaction, and performance:

$$Y = b_0 + b_1 \text{Goal Specific Self - Efficacy} + b_2 P_1 + b_3 G_1 + b_4 P_1^2 + b_5 P_1 * G_1 + b_6 G_1^2 + e \quad (3)$$

A second block variable was created which explained the same variance as the above equation, then each of the outcomes were regressed on goal specific self-efficacy and the second block variable. Using the standardized regression coefficients, I was able to examine both the *b* path (the path from goal specific self-efficacy to the outcome) and the *c* path (the direct effect of person-goal fit on the outcome). Finally, to assess the indirect effect, the *a* path was multiplied by the *b* path and bias-corrected confidence

intervals were created using 10,000 bootstrapped samples (Edwards & Cable, 2009; Efron & Tibshirani, 1993; Lambert et al., 2012; Shrout & Bolger, 2002).

Finally, Hypothesis 9, which proposed that goal commitment would moderate the relationships between person-goal fit and intrinsic motivation, goal satisfaction, and performance, was tested using hierarchical regression. In order to show support for Hypothesis 9, each of the five regression terms from Equation 1 were multiplied by goal commitment.

$$Y = b_0 + b_1P_1 + b_2G_1 + b_3P_1^2 + b_4P_1 * G_1 + b_5G_1^2 + b_6C + b_7P_1C + b_8G_1C + b_9P_1^2 + b_{10}P_1 * G_1C + b_{11}G_1^2C + e \quad (4)$$

If the change in R^2 from Equation 1 to Equation 4 was significant, then the relationships between person-goal fit and the outcomes were graphed at three levels of goal commitment (Edwards & Rothbard, 1999).

Phase II

In the second phase of analyses person-goal fit was assessed by asking participants to rate how well the assigned goal fit with his or her personality. Hypotheses 1-6 were tested using linear regression analyses with the *perceived* person-goal fit score described above as the predictor variable. Hypothesis 7 was tested using multiple regression in which cognitive ability was also entered into the regression equation, permitting an examination of the variance in performance explained by person-goal fit over and above that of cognitive ability.

Hypothesis 8 was tested using mediation analyses as outlined by Baron and Kenny (1986).

Hypothesis 9 was tested using moderated regression analyses using predictor variables that have first been centered (Cohen, Cohen, West, & Aiken, 2003).

Significant interactions were plotted to see if the nature of the interactions were in the hypothesized direction.

Phase III

The third phase of analyses operationalized person-goal fit as *subjective* person-goal fit or the fit between the goal the individual would have preferred to strive for and the assigned goal. In order to do this, I assigned participants a score based on the degree to which their preferred goal aligned with their assigned goal. For example, if the individual's preferred goal and his or her assigned goal aligned on both the difficulty and approach-avoid dimensions, then the two goals would have been perfectly aligned and would have been assigned a score of 3. If the two goals were only aligned along one dimension then the individual was assigned a score of 2, and if the two goals were not aligned on either dimension, the individual was assigned a score of 1. The analyses used in phase III were exactly the same as those used in phase II.

CHAPTER III

RESULTS

Means, standard deviations, intercorrelations, and reliability estimates are reported for each of the four tasks in Tables 8, 9 10, and 11. The results section is organized into many sections. At the highest level are three phases of analyses representing the three different ways person-goal fit was operationalized. Within each phase, results are reported for the two types of person-goal fit (nAch-goal difficulty, approach/avoid temperament-approach/avoid goal perceptions) on each of the four tasks in the following order: word generation, hidden objects, word search, and logical reasoning.

Phase I: Objective Person-Goal Fit

Before conducting the polynomial regression analyses in Phase I, the data were examined in order to determine if there were sufficient discrepancies between the person and goal predictors to warrant further analyses, as recommended by Shanock, Baran, Gentry, Pattison, and Heggstad (2010).

Table 8

Correlations among Study Variables for the Word Generation Task.

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Perceived Person-Goal Fit	3.35	0.75	--						
2. Subjective Person-Goal Fit	2.34	0.67	.07	--					
3. Need for Achievement	3.33	0.37	.18**	.08	.74				
4. Approach Temperament	3.90	0.52	.14*	-.04	.40**	.78			
5. Avoid Temperament	3.15	0.75	.02	-.01	-.06	.00	.82		
6. Goal Difficulty	3.20	0.76	-.15*	-.05	.02	.10	.05	.84	
7. Goal Approach	3.69	0.83	.19**	.10	.11	.12	-.01	.11	--
8. Goal Avoid	3.58	0.94	.01	.02	.05	.06	-.02	.17**	.18**
9. Goal Affect	3.50	0.60	.63**	.04	.12	.09	-.04	-.15*	.11
10. Negative Affect	1.99	0.67	.00	-.04	-.12	-.11	.61**	.05	-.01
11. Goal Commitment	3.52	0.58	.46**	.12	.21**	.16*	.03	-.02	.16*
12. Intrinsic Motivation	3.58	0.63	.25**	.01	.14*	.15*	.15*	.21**	.09
13. Extrinsic Motivation	3.19	0.61	.16*	.07	.16*	.15*	.10	.15**	.05
14. Goal Satisfaction	3.59	0.75	.35**	.09	.18**	.18**	.10	.13*	.16*
15. Goal Specific Self-Efficacy	3.45	0.75	.57**	.05	.01	.03	.05	-.36**	.16*
16. Word Generation Performance	20.15	6.50	.09	.12	.06	.00	.08	-.07	-.06
17. Cognitive Ability	7.24	2.50	-.02	-.02	.08	-.04	-.15*	-.03	.11

Table 8 continued

	8	9	10	11	12	13	14	15	16	17
1. Perceived Person-Goal Fit										
2. Subjective Person-Goal Fit										
3. Need for Achievement										
4. Approach Temperament										
5. Avoid Temperament										
6. Goal Difficulty										
7. Goal Approach										
8. Goal Avoid	--									
9. Goal Affect	.07	.76								
10. Negative Affect	-.13*	-.04	.88							
11. Goal Commitment	.13*	.67**	-.03	.68						
12. Intrinsic Motivation	.17**	.22**	.08	.30**	.64					
13. Extrinsic Motivation	.17**	.05	.11	.14*	.36**	.45				
14. Goal Satisfaction	.10	.28**	.06	.33**	.34**	.28**	.83			
15. Goal Specific Self-Efficacy	.05	.62**	.00	.44**	.09	.07	.18**	.92		
16. Word Generation Performance	.16*	.14*	.01	.09	.13*	.00	.09**	.19**	--	
17. Cognitive Ability	.15*	.01	-.17**	-.01	.02	-.11	-.12	-.05	.16*	--

Note. $n = 246$, * $p < .05$; ** $p < .01$ (two-tailed).

Table 9

Correlations among Study Variables for the Hidden Objects Task..

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Perceived Person-Goal Fit	3.26	0.75	--						
2. Subjective Person-Goal Fit	2.32	0.66	.14*	--					
3. Need for Achievement	3.36	0.35	.17**	.04	.73				
4. Approach Temperament	3.89	0.49	.14*	.05	.37**	.75			
5. Avoid Temperament	3.11	0.74	-.11	-.10	-.07	-.07	.80		
6. Goal Difficulty	3.27	0.80	-.13*	-.09	-.07	.07	.00	.87	
7. Goal Approach	3.37	1.00	.24**	-.04	.14*	.12	.03	.18**	--
8. Goal Avoid	3.61	0.90	.00	-.07	-.01	-.01	.00	.04	.19**
9. Goal Affect	3.45	0.62	.47**	.16*	.19**	.13*	-.05	-.16*	.10
10. Negative Affect	1.98	0.67	-.08	-.13*	-.13*	-.17**	.60**	.02	.02
11. Goal Commitment	3.48	0.65	.42**	.10	.24**	.17**	-.05	-.06	.02
12. Intrinsic Motivation	3.34	0.68	.29**	.17*	.05	.05	.07	.09	.08
13. Extrinsic Motivation	3.16	0.65	.11	.13*	.04	.09	.11	.04	.07
14. Goal Satisfaction	3.27	0.84	.31**	.22**	.06	.01	-.03	-.07	.18**
15. Goal Specific Self-Efficacy	3.15	0.87	.48**	.12	.19**	.08	-.08	-.55**	.03
16. Hidden Objects Performance	3.67	2.02	.13*	.02	-.17*	-.14*	.05	-.21**	-.03
17. Cognitive Ability	7.25	2.59	.06	-.10	.05	.01	-.09	-.01	.02

Table 9 continued

	8	9	10	11	12	13	14	15	16	17
1. Perceived Person-Goal Fit										
2. Subjective Person-Goal Fit										
3. Need for Achievement										
4. Approach Temperament										
5. Avoid Temperament										
6. Goal Difficulty										
7. Goal Approach										
8. Goal Avoid	--									
9. Goal Affect	-.12*	.72								
10. Negative Affect	.04	-.13*	.88							
11. Goal Commitment	-.04	.62**	-.11	.71						
12. Intrinsic Motivation	.08	.27**	.08	.39**	.63					
13. Extrinsic Motivation	.11	.16**	.08	.26**	.42**	.54				
14. Goal Satisfaction	.09	.36**	-.06	.28**	.39**	.25**	.87			
15. Goal Specific Self-Efficacy	.00	.38**	-.04	.31**	.18**	.10	.30**	.93		
16. Hidden Objects Performance	-.02	.09	-.01	.02	.06	-.11	.16**	.19**	--	
17. Cognitive Ability	.10	.05	-.10	.07	-.05	-.13*	-.09	.03	.11	--

Note. $n = 262$, * $p < .05$; ** $p < .01$ (two-tailed).

Table 10

Correlations among Study Variables for the Word Search Task.

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Perceived Person-Goal Fit	3.35	0.77	--						
2. Subjective Person-Goal Fit	2.25	0.72	.12	--					
3. Need for Achievement	3.35	0.36	.01	.18**	.72				
4. Approach Temperament	3.88	0.49	.05	.00	.41**	.75			
5. Avoid Temperament	3.12	0.74	-.06	-.13*	-.13*	-.11	.81		
6. Goal Difficulty	3.20	0.74	-.02	-.12	-.08	.09	.00	.83	
7. Goal Approach	3.69	0.86	.17**	.04	.10	.14*	-.04	.26**	--
8. Goal Avoid	3.62	0.88	.02	.03	.01	-.02	.03	.00	.09
9. Goal Affect	3.51	0.59	.47**	.12	.17*	.01	-.02	-.22**	.12
10. Negative Affect	2.03	0.68	.01	-.09	-.16*	-.18**	.65**	.03	-.02
11. Goal Commitment	3.58	0.61	.39**	.02	.15*	.11	-.05	-.01	.19**
12. Intrinsic Motivation	3.36	0.72	.26**	.17*	.10	.11	.01	.22**	.18**
13. Extrinsic Motivation	3.13	0.63	.06	.11	-.04	.05	.02	.18**	.12
14. Goal Satisfaction	3.22	0.81	.27**	.18**	.18**	.09	-.07	.01	.15*
15. Goal Specific Self-Efficacy	3.40	0.72	.38**	.09	.04	-.07	-.04	-.49**	-.08
16. Word Search Performance	5.01	1.97	-.06	.07	-.01	-.06	-.15*	-.02	.07
17. Cognitive Ability	7.12	2.56	-.04	-.05	.04	-.04	-.16*	-.08	.06

Table 10 continued

	8	9	10	11	12	13	14	15	16	17
1. Perceived Person-Goal Fit										
2. Subjective Person-Goal Fit										
3. Need for Achievement										
4. Approach Temperament										
5. Avoid Temperament										
6. Goal Difficulty										
7. Goal Approach										
8. Goal Avoid	--									
9. Goal Affect	.14*	.70								
10. Negative Affect	.00	-.07	.88							
11. Goal Commitment	.17**	.64**	-.04	.77						
12. Intrinsic Motivation	.16*	.28**	.04	.36**	.68					
13. Extrinsic Motivation	.07	.01	.10	.05	.34**	.52				
14. Goal Satisfaction	.07	.32**	-.06	.25**	.32**	.21**	.83			
15. Goal Specific Self-Efficacy	.10	.48**	-.02	.22**	.05	-.01	.20**	.90		
16. Word Search Performance	.08	-.02	-.14*	.05	.06	.00	.09	.01	--	
17. Cognitive Ability	.06	.06	-.13*	.09	-.08	-.11	-.09	-.06	.15*	--

Note. $n = 238$, * $p < .05$; ** $p < .01$ (two-tailed).

Table 11

Correlations among Study Variables for the Logical Reasoning Task.

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Perceived Person-Goal Fit	3.31	0.82	--						
2. Subjective Person-Goal Fit	2.20	0.69	.01	--					
3. Need for Achievement	3.34	0.37	.23**	-.09	.73				
4. Approach Temperament	3.88	0.52	.16*	-.15*	.36**	.76			
5. Avoid Temperament	3.15	0.71	-.13	-.05	-.13	-.13	.79		
6. Goal Difficulty	3.20	0.80	-.24**	-.06	.01	.17*	-.05	.87	
7. Goal Approach	3.73	0.83	.28	.05	.21**	.02	-.04	.04	--
8. Goal Avoid	3.64	0.86	.09	-.02	-.03	-.05	.02	.13	.08
9. Goal Affect	3.43	0.69	.58**	.16*	.06	.12	-.05	-.28**	.10
10. Negative Affect	2.06	0.67	-.08	-.03	-.18**	-.25**	.58**	.00	.03
11. Goal Commitment	3.47	0.70	.53**	.14*	.18**	.20**	-.03	-.07	.18**
12. Intrinsic Motivation	3.42	0.72	.19**	.10	.09	.04	.14*	.10	.23**
13. Extrinsic Motivation	3.13	0.69	-.04	.07	.02	.10	.04	.19**	.01
14. Goal Satisfaction	3.27	0.88	.34**	.22**	-.01	.07	.01	.04	.26**
15. Goal Specific Self-Efficacy	3.39	0.86	.65**	-.02	.24**	.14*	-.10	-.49**	.11
16. Logical Reasoning Performance	7.84	3.71	.22**	.13	-.06	-.14*	-.07	-.25**	.11
17. Cognitive Ability	7.21	2.57	.08	.07	.14*	.05	-.08	-.04	-.04

Table 11 continued

	8	9	10	11	12	13	14	15	16	17
1. Perceived Person-Goal Fit										
2. Subjective Person-Goal Fit										
3. Need for Achievement										
4. Approach Temperament										
5. Avoid Temperament										
6. Goal Difficulty										
7. Goal Approach										
8. Goal Avoid	--									
9. Goal Affect	.06	.79								
10. Negative Affect	.06	-.05	.87							
11. Goal Commitment	.13	.72**	-.03	.76						
12. Intrinsic Motivation	.13	.23**	.07	.39**	.76					
13. Extrinsic Motivation	.14*	.04	.08	.18**	.31**	.58				
14. Goal Satisfaction	-.04	.42**	.03	.39**	.46**	.26**	.91			
15. Goal Specific Self-Efficacy	-.01	.55**	-.04	.42**	.08	-.08	.26**	.93		
16. Logical Reasoning Performance	.00	.26**	-.06	.13	.12	-.09	.26**	.35**	--	
17. Cognitive Ability	-.07	.00	-.22**	.06	-.04	-.06	-.07	.05	.11	--

Note. $n = 205$, * $p < .05$; ** $p < .01$ (two-tailed).

The predictor variables were standardized, and scores were considered discrepant if the standardized score on one predictor was half a standard deviation above or below that of the other predictor (Fleenor, McCauley, & Brutus, 1996). Based on the results of these analyses (see Appendix H); it can be concluded that further examination of how person-goal fit influences outcomes makes practical sense as the data showed discrepancies for over half of the sample for each task (Shanock et al., 2010).

Separate polynomial regressions were run in order to test Hypotheses 1-7. A table summarizing the results of the analyses in Phase I can be found in Table 12. First, the results of the analyses examining need for achievement and goal difficulty as the person and goal variables are presented for each of the four tasks (see Tables 13-20). Results conducted using approach temperament and approach goal perceptions and avoid temperament and avoidance goal perceptions follow (see Tables 21-28 and 29-36).

Need for Achievement and Goal Difficulty

Word Generation. Hypotheses 1-7 predicted that when need for achievement and goal difficulty were congruent, outcomes would be high. By first examining the curvature along the line of incongruence (a_4) and then the slope and intercept of the first principle axis (p_{11} & p_{10}), I was able to test these hypotheses.

Table 12. Summary of Results for Phase I Analyses

Need for Achievement – Goal Difficulty		Objective Person-Goal Fit			Logical Reasoning
		Word Generation	Hidden Objects	Word Search	
H1	Person-Goal Fit → Goal Affect	NS	NS	Supported	Supported
H2	Person-Goal Fit → Negative Affect	Supported	Supported	Supported	Supported
H3	Person-Goal Fit → Goal Commitment	NS	NS	NS	Supported
H4a	Person-Goal Fit → Intrinsic Motivation	NS	NS	NS	NS
H4b	Person-Goal Fit → Extrinsic Motivation	NS	NS	NS	NS
H5	Person-Goal Fit → Goal Satisfaction	NS	NS	NS	NS
H6	Person-Goal Fit → Performance	NS	NS	NS	NS
H7	Person-Goal Fit → Performance controlling for Cognitive Ability	NS	NS	NS	NS
H8a	Person-Goal Fit → SSE → Intrinsic Motivation	NS	NS	NS	NS
H8b	Person-Goal Fit → SSE → Goal Satisfaction	NS	NS	NS	NS
H8c	Person-Goal Fit → SSE → Performance	NS	NS	NS	NS
H9a	Goal Commitment moderates Person-Goal Fit → Intrinsic Motivation	Supported	Supported	Supported	Supported
H9b	Goal Commitment moderates Person-Goal Fit → Goal Satisfaction	NS	Supported	Supported	NS
H9c	Goal Commitment moderates Person-Goal Fit → Performance	NS	NS	NS	NS
Approach Temperament – Approach Goal Perceptions					
H1	Person-Goal Fit → Goal Affect	Supported	NS	NS	NS
H2	Person-Goal Fit → Negative Affect	Supported	Supported	NS	Supported
H3	Person-Goal Fit → Goal Commitment	NS	NS	NS	NS
H4a	Person-Goal Fit → Intrinsic Motivation	NS	NS	Supported	NS
H4b	Person-Goal Fit → Extrinsic Motivation	NS	NS	NS	NS
H5	Person-Goal Fit → Goal Satisfaction	NS	NS	Supported	NS
H6	Person-Goal Fit → Performance	NS	NS	Supported	NS
H7	Person-Goal Fit → Performance controlling for Cognitive Ability	NS	NS	Supported	NS
H8a	Person-Goal Fit → SSE → Intrinsic Motivation	NS	NS	NS	NS
H8b	Person-Goal Fit → SSE → Goal Satisfaction	NS	NS	NS	NS
H8c	Person-Goal Fit → SSE → Performance	NS	NS	NS	NS
H9a	Goal Commitment moderates Person-Goal Fit → Intrinsic Motivation	NS	Supported	NS	NS
H9b	Goal Commitment moderates Person-Goal Fit → Goal Satisfaction	NS	Supported	NS	NS
H9c	Goal Commitment moderates Person-Goal Fit → Performance	NS	NS	NS	NS
Avoid Temperament – Avoid Goal Perceptions					
H1	Person-Goal Fit → Goal Affect	NS	NS	NS	NS
H2	Person-Goal Fit → Negative Affect	Supported	Supported	Supported	Supported
H3	Person-Goal Fit → Goal Commitment	NS	NS	NS	NS
H4a	Person-Goal Fit → Intrinsic Motivation	NS	NS	NS	NS
H4b	Person-Goal Fit → Extrinsic Motivation	NS	NS	NS	NS
H5	Person-Goal Fit → Goal Satisfaction	NS	NS	NS	NS
H6	Person-Goal Fit → Performance	NS	NS	NS	NS
H7	Person-Goal Fit → Performance controlling for Cognitive Ability	NS	NS	NS	NS
H8a	Person-Goal Fit → SSE → Intrinsic Motivation	NS	NS	NS	NS
H8b	Person-Goal Fit → SSE → Goal Satisfaction	NS	NS	NS	NS
H8c	Person-Goal Fit → SSE → Performance	NS	NS	NS	NS
H9a	Goal Commitment moderates Person-Goal Fit → Intrinsic Motivation	NS	NS	Supported	NS
H9b	Goal Commitment moderates Person-Goal Fit → Goal Satisfaction	NS	NS	NS	NS
H9c	Goal Commitment moderates Person-Goal Fit → Performance	NS	NS	NS	NS

Table 13 reports the unstandardized coefficients for the relationships between person-goal fit and each of the dependent variables and well as the surfaces values necessary for interpreting the response surface analyses. Hypothesis 1 predicted that person-goal fit would be positively related to goal affect. This hypothesis was not supported; the curvature along the misfit line was not significant. Hypothesis 2, which stated that person-goal fit would be unrelated to negative affect was supported, as none of the surface values were significant. Hypothesis 3, which stated that person-goal fit was related to goal commitment, was not supported, as a_4 was positive and nonsignificant. Hypotheses 4a and 4b were not supported, indicating that person-goal fit is unrelated to both intrinsic and extrinsic motivation on the word generation task. Goal satisfaction did not increase as need for achievement and goal difficulty increased, failing to support Hypothesis 5. Contrary to Hypothesis 6, performance on the word generation task did not increase, as both need for achievement and goal difficulty increased. Thus Hypothesis 6 was not supported. Hypothesis 7, which stated that person-goal fit would account for unique variance in performance on the word generation task, above and beyond cognitive ability, was not supported.

Table 13

Polynomial Regression Analyses for Hypotheses 1-7 on the Word Generation Task (nAch-Goal Difficulty)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.49	2.07	3.43	3.42	3.07	3.43	19.94	17.01
P	0.26	-0.26	0.33	0.04	0.13	0.34	2.41	1.96
G	-0.06	0.07	0.05	0.15	0.03	0.09	0.31	0.46
P ²	-0.06	0.06	0.04	0.28	0.14	0.00	-1.62	-1.21
PG	-0.14	-0.05	-0.14	0.00	0.22	0.07	-2.44	-2.59
G ²	-0.07	-0.03	-0.04	0.10	0.03	0.02	-0.11	-0.25
R ²	0.05	0.02	0.05	0.08	0.07	0.05	0.03	0.05
Slope X = Y a ₁ = b ₁ + b ₂	0.21	-0.19	0.37*	0.18	0.17	0.44*	2.72	2.42
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.27	-0.01	-0.14	0.38	0.39	0.10	-4.17	-4.05
Slope X = -Y a ₃ = b ₁ - b ₂	0.32	-0.33	0.28	-0.11	0.10	0.25	2.10	1.51
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.02	0.08	0.15	0.37	-0.05	-0.05	0.71	1.13
First Principle Axis								
Slope p ₁₁	-0.96	0.00	-0.59	0.01	0.62	1.37	-1.80	-1.43
Intercept p ₁₀	0.74	0.00	1.51	-0.74	-0.65	-7.23	1.01	0.77

Note. $n = 246$; H = Hypothesis; P = Person Variable (Need for Achievement); G = Goal Variable (Goal Difficulty); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

Table 14 presents the results of the mediation analyses associated with Hypothesis 8. Hypothesis 8a stated that goal specific self-efficacy would mediate the relationship between person-goal fit and intrinsic motivation. The a path, or the path from person-goal fit to goal specific self-efficacy was significant ($a = .40, p = 0.00$) and

the b path (from goal specific self-efficacy to intrinsic motivation) was also significant ($b = .18, p = 0.01$). The direct effect of person-goal fit on intrinsic motivation, controlling for goal specific self-efficacy (c path), was also significant ($c = .33, p = 0.00$). Finally, the indirect effect of person-goal fit on intrinsic motivation ($ab = .07, 95\% \text{ CI } [0.02, 0.15]$) was not significant, failing to support Hypothesis 8a. Hypothesis 8b, which stated that goal specific self-efficacy would mediate the relationship between person-goal fit and goal satisfaction was not supported. The a path was significant ($a = .40, p = 0.00$), as were the b ($b = .25, p = 0.00$) and c ($c = .27, p = 0.00$) paths. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .10, 95\% \text{ CI } [0.04, 0.19]$) was not significant, failing to support Hypothesis 8b. The final mediation hypothesis stated that goal specific self-efficacy would mediate the relationship between person-goal fit and performance. This hypothesis was not supported as neither the c path ($c = .12, p = 0.06$) nor the indirect effect ($ab = .07, 95\% \text{ CI } [0.02, 0.14]$) were significant.

Table 14

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Search Task (nAch – Goal Difficulty)

Variable	a path	b path	c path	ab path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.40**	0.18**	0.33**	0.07
Goal Satisfaction	0.40**	0.25**	0.27**	0.10
Performance	0.40**	0.17**	0.12	0.07

Note. $n = 246$; a = Fit to Goal Specific Self-Efficacy; b = Goal Specific Self-Efficacy to outcome; c = Direct effect of Fit to outcome; ab = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for both intrinsic motivation and goal satisfaction, but not for performance on the word generation task. The change in R^2 indicated a moderating effect for both intrinsic motivation and goal satisfaction, however only intrinsic motivation was in the predicted direction, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figure 5).

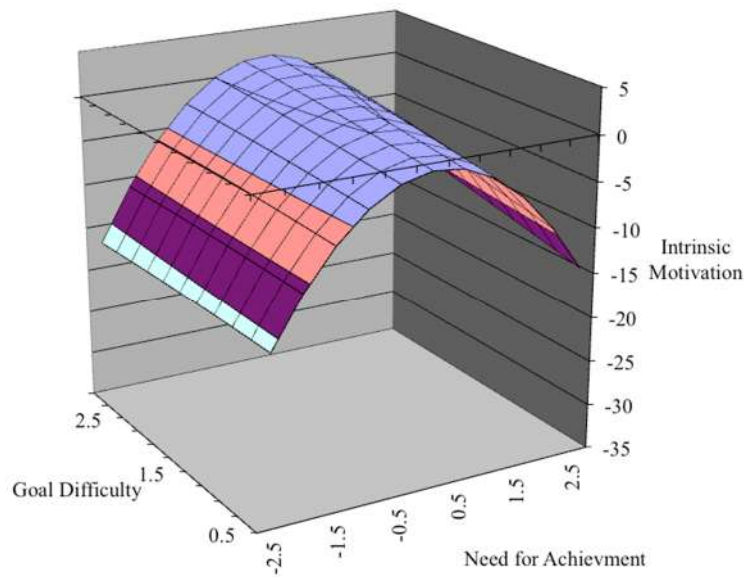
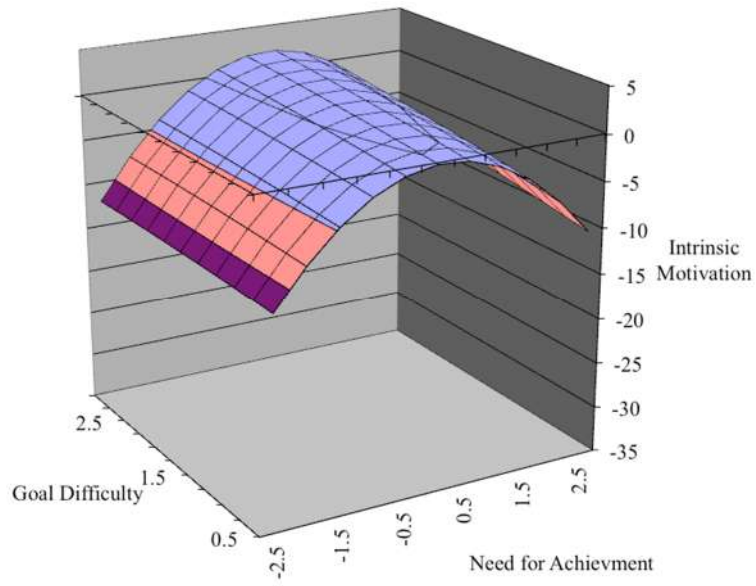


Figure 5. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the word generation task.

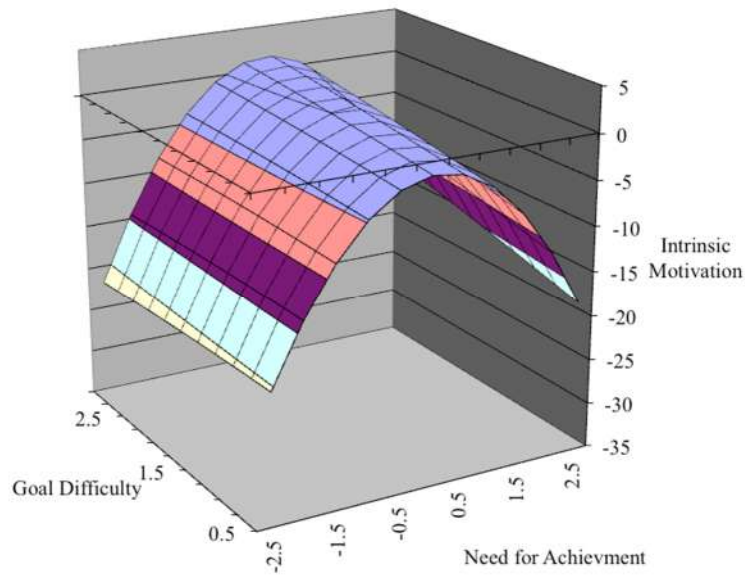


Figure 5. Continued

Hidden Objects. Hypotheses 1-7 were examined again, using data from the hidden objects task. Of these hypotheses, only Hypothesis 2 was supported, as none of the surface values were significant for the relationship between person-goal fit and negative affect. None of the other hypotheses were supported for the Hidden Objects task as none of them met the first condition for a congruence effect (see Table 15).

For Hypothesis 8, mediation and path analyses were conducted. Hypothesis 8 stated that goal specific self-efficacy would mediated the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The results of these analyses are presented in Table 16. For Hypothesis 8a, the a path was significant ($a = .58, p = .000$) and the b path was also significant ($b = .33, p = .000$).

Table 15

Polynomial Regression Analyses for Hypotheses 1-7 on the Hidden Objects Task (nAch – Goal Difficulty)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.44	2.06	3.37	3.30	3.11	3.30	4.11	3.51
P	0.33	-0.25	0.42	0.05	0.24	0.41	-0.52	-0.64
G	-0.04	0.00	0.04	0.10	0.09	-0.02	-0.65	-0.65
P ²	-0.03	0.00	0.05	0.08	-0.16	-0.43	-0.68	-0.58
PG	-0.01	0.00	-0.07	0.00	-0.11	0.06	-0.08	0.13
G ²	-0.12	0.01	-0.08	-0.03	-0.03	-0.10	0.12	0.10
R ²	0.08	0.02	0.07	0.01	0.01	0.03	0.08	0.09
Slope X = Y a ₁ = b ₁ + b ₂	0.29	-0.26	0.45	0.15	0.33	0.38	-1.17	-1.29
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.17	0.02	-0.10	0.06	-0.30	-0.46	-0.47	-0.35
Slope X = -Y a ₃ = b ₁ - b ₂	0.37*	-0.25	0.38	-0.05	0.15	0.43	0.13	0.02
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	-0.14	0.01	0.04	0.05	-0.07	-0.59	-0.64	-0.60
First Principle Axis								
Slope p ₁₁	-0.09	6.87	-0.24	0.02	-2.64	10.57	19.49	11.07
Intercept p ₁₀	-0.04	625.01*	0.78	1.81	2.05*	-5.03	6.96	5.42

Note. $n = 262$; H = Hypothesis; P = Person Variable (Need for Achievement); G = Goal Variable (Goal Difficulty); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

The direct effect of person-goal fit on intrinsic motivation, was also significant ($c = .28, p = .000$). Finally, the indirect effect of person-goal fit on intrinsic motivation ($ab = .19, 95\% \text{ CI } [0.11, 0.30]$) was not significant, failing to support Hypothesis 8a.

Hypothesis 8b, which stated that goal specific self-efficacy would mediate the relationship between person-goal fit and goal satisfaction was not supported. The *a* path was significant ($a = .58, p = 0.05$), as were the *b* ($b = .37, p = 0.00$) and *c* ($c = .19, p = 0.00$) paths. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .21, 95\% \text{ CI } [0.14, 0.31]$) was not significant, failing to support Hypothesis 8b. The final mediation hypothesis stated that goal specific self-efficacy would mediate the relationship between person-goal fit and performance was not supported. The *a* path was significant ($a = .58, p = 0.05$), as were the *b* ($b = .17, p = 0.00$) and *c* ($c = .25, p = 0.00$) paths. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .10, 95\% \text{ CI } [0.04, 0.18]$) was not significant, failing to support Hypothesis 8c.

Table 16

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Hidden Objects Task (nAch – Goal Difficulty)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.58**	0.33**	0.28**	0.19
Goal Satisfaction	0.58**	0.37**	0.19**	0.21
Performance	0.58**	0.17**	0.25**	0.10

Note. $n = 262$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for both intrinsic motivation and goal satisfaction, but not for performance on the hidden objects task. The change in R^2 indicated a moderating effect for both intrinsic motivation and goal satisfaction and both were in the predicted direction, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figures 6 and 7).

Word Search. On the word search task, Hypotheses 1 and 2 were supported (see Table 17). Both conditions for congruence were met for the hypothesis that person-goal fit would be positively related to goal affect (H1). A significant and negative a_4 ($a_4 = -0.59, p = 0.01$) and a nonsignificant slope and intercept of the first principle axis (p_{11} & p_{10}), support Hypothesis 1 (see Figure 8). Hypothesis 2 was also supported; as a

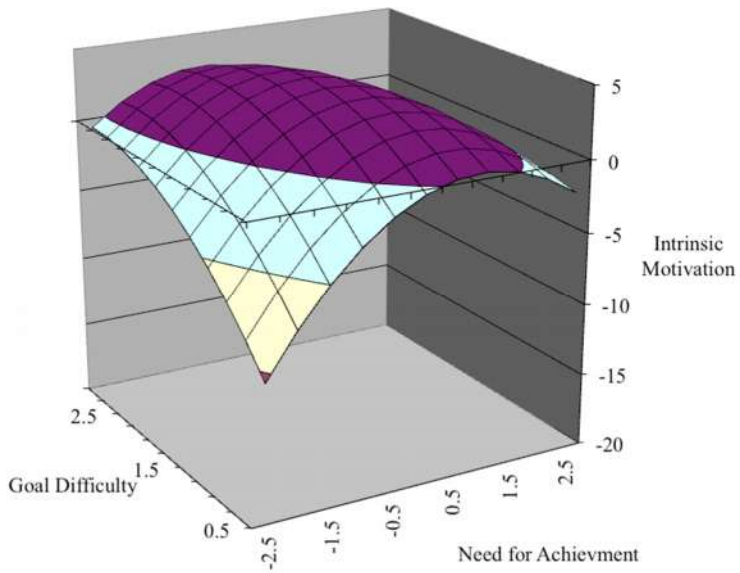
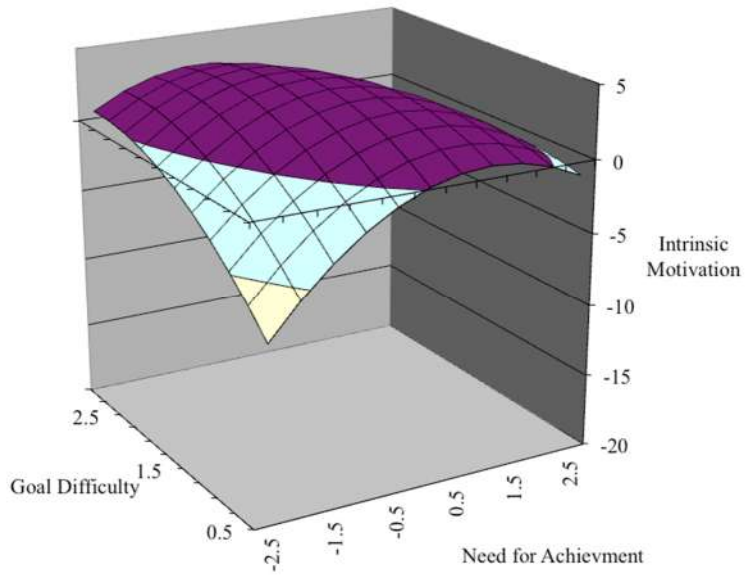


Figure 6. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the hidden objects task.

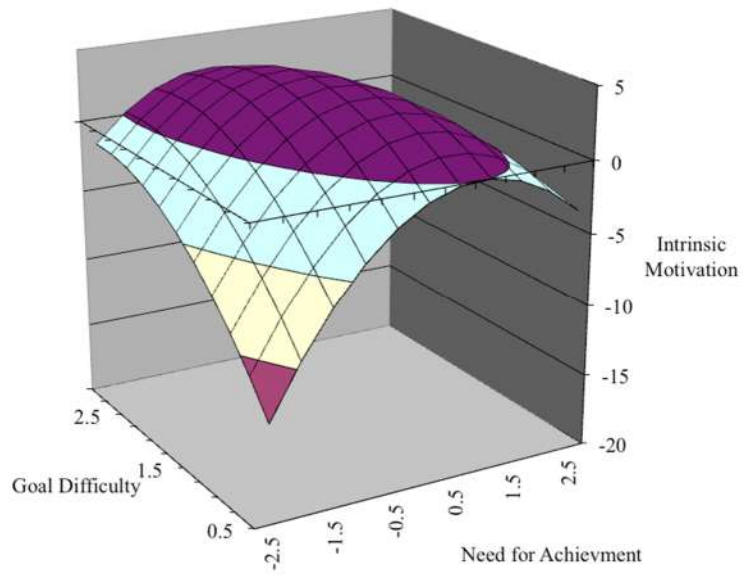


Figure 6. Continued

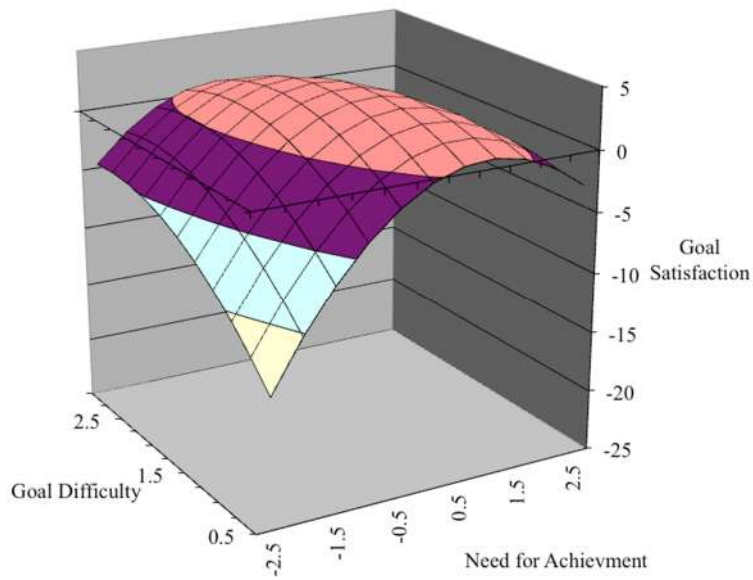


Figure 7. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to goal satisfaction at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the hidden objects task.

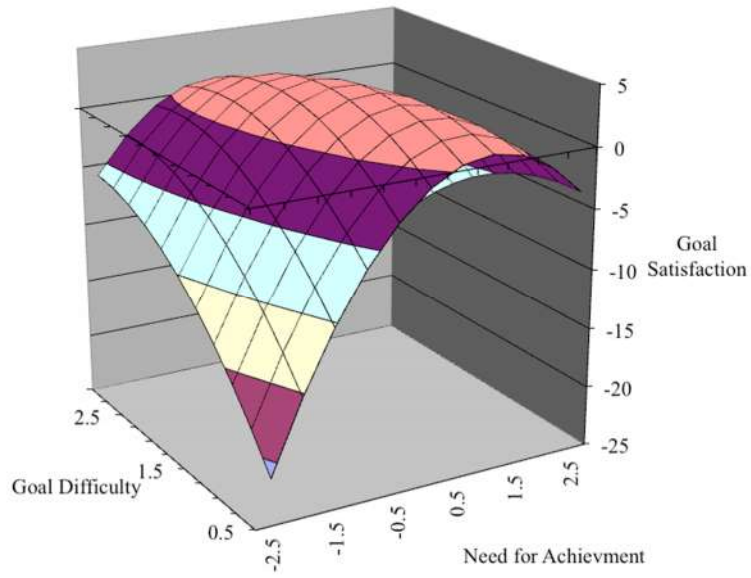
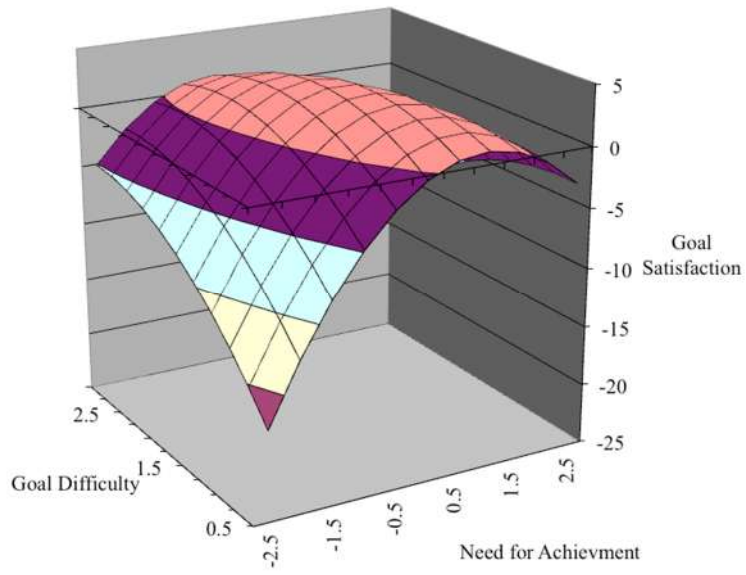


Figure 7. Continued

nonsignificant a_4 indicates that person-goal fit is unrelated to negative affect. None of the other hypotheses were supported for the word search task.

Table 17

Polynomial Regression Analyses for Hypotheses 1-7 on the Word Search Task (nAch – Goal Difficulty)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.53	2.16	3.51	3.36	3.20	3.27	4.82	4.01
P	0.59	-0.39	0.50	0.19	-0.07	0.27	0.49	0.43
G	-0.11	0.05	0.05	0.31	0.23	0.03	0.19	0.23
P ²	-0.51	0.13	-0.34	0.04	0.03	0.03	-0.36	-0.31
PG	-0.05	-0.07	-0.08	-0.04	-0.10	0.23	-0.91	-0.94
G ²	-0.14	-0.05	-0.06	-0.23	-0.17	-0.28	0.20	0.19
R ²	0.12	0.03	0.04	0.11	0.07	0.10	0.02	0.05
Slope X = Y $a_1 = b_1 + b_2$	0.48*	-0.34	0.55*	0.50*	0.17	0.31	0.68	0.66
Curvature X = Y $a_2 = b_3 + b_4 + b_5$	-0.69*	0.02	-0.47	-0.26	-0.25	-0.01	-1.07	-1.06
Slope X = -Y $a_3 = b_1 - b_2$	0.69*	-0.43*	0.45*	-0.12	-0.30	0.24	0.30	0.20
Curvature X = -Y $a_4 = b_3 - b_4 + b_5$	-0.59*	0.15	-0.31	-0.17	-0.04	-0.48	0.75	0.82
First Principle Axis								
Slope p_{11}	-14.80	-0.18	-6.99	-0.08	-0.24	0.33	-1.80	-1.67
Intercept p_{10}	8.46	-0.18	5.22	0.72	0.59	-0.09	0.87*	0.80

Note. $n = 238$; H = Hypothesis; P = Person Variable (Need for Achievement); G = Goal Variable (Goal Difficulty); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

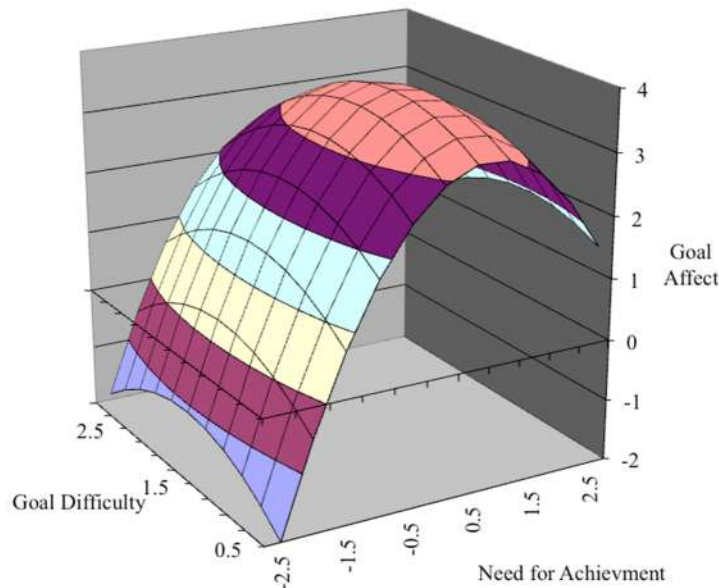


Figure 8. Estimated surface values relating person-goal fit (*nAch*-goal difficulty) to goal affect on the word search task.

Mediation and path analyses were conducted to test Hypothesis 8, which stated that goal specific self-efficacy would mediate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The results of these analyses are presented in Table 18. For Hypothesis 8a, the *a* path ($a = .51, p = 0.00$), the *b* path ($b = .23, p = 0.00$), and the *c* path ($c = .43, p = 0.00$) were all significant. Finally, the indirect effect of person-goal fit on intrinsic motivation ($ab = .12, 95\% \text{ CI } [0.05, 0.20]$) was not significant, failing to support Hypothesis 8a. Hypothesis 8b, which stated that goal specific self-efficacy would mediate the relationship between person-goal fit and goal satisfaction was not supported. The *a* path was significant ($a = .51, p = 0.00$), as were the *b* ($b = .28, p = 0.00$) and *c* ($c = .37, p = 0.00$) paths. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .14, 95\% \text{ CI } [0.07, 0.23]$) was not significant, failing to support Hypothesis 8b. The final

mediation hypothesis stated that goal specific self-efficacy would mediated the relationship between person-goal fit and performance was not supported The *a* path ($a = .51, p = 0.00$) and the *c* path ($c = .15, p = 0.02$) were significant, however the *b* path was not significant ($b = .00, p = 0.95$), failing to support Hypothesis 8c.

Table 18

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Search Task (nAch – Goal Difficulty)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.51**	0.23**	0.43**	0.12
Goal Satisfaction	0.51**	0.28**	0.37**	0.14
Performance	0.51**	0.00	0.15*	0.00

Note. $n = 238$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for both intrinsic motivation and goal satisfaction, but not for performance on the word search task. The change in R^2 indicated a moderating effect for both intrinsic motivation and goal satisfaction and both were in the predicted direction, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figures 9 & 10).

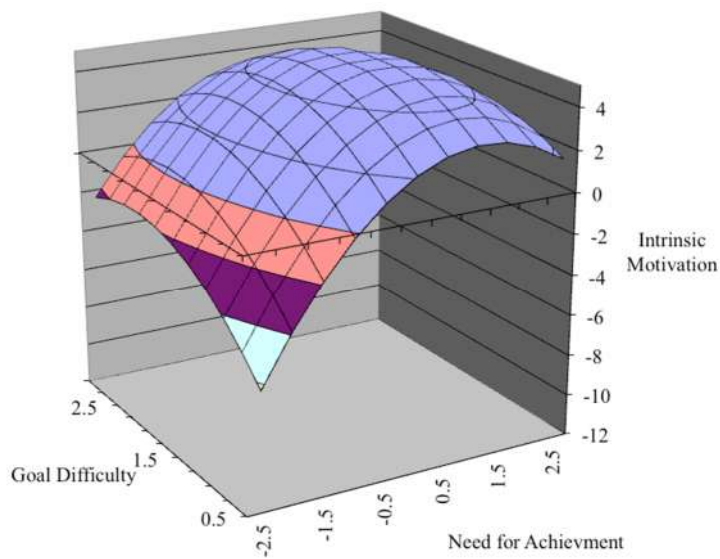
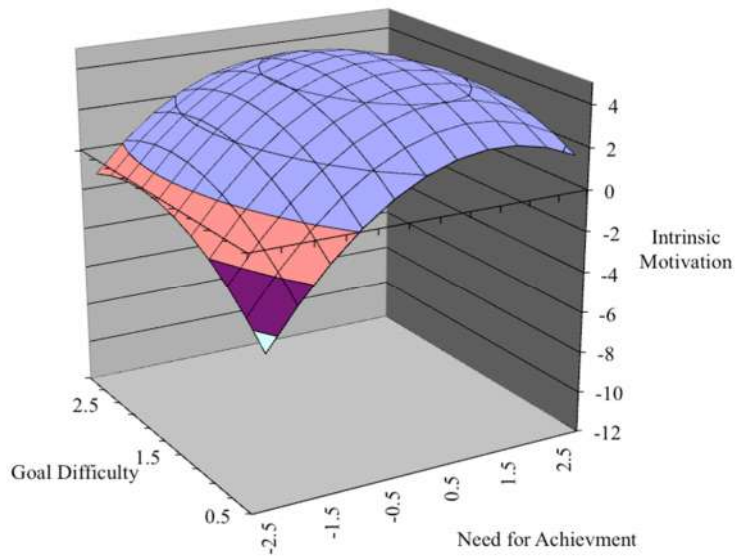


Figure 9. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the word search task.

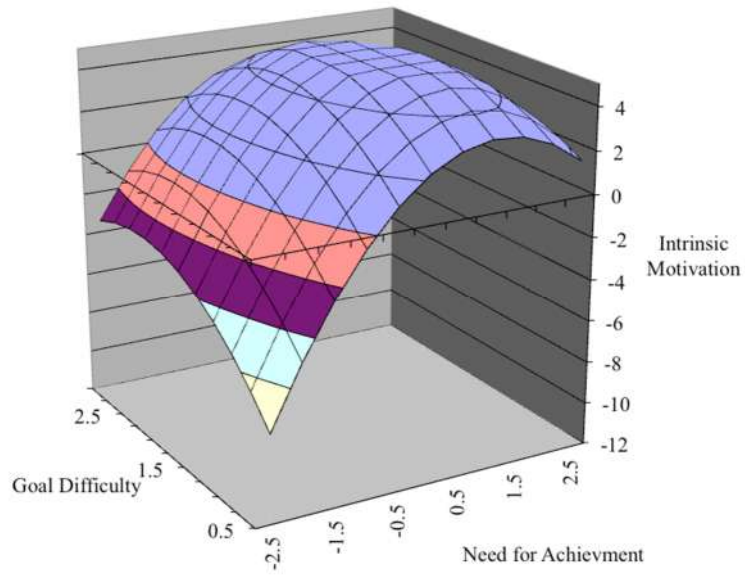


Figure 9. Continued

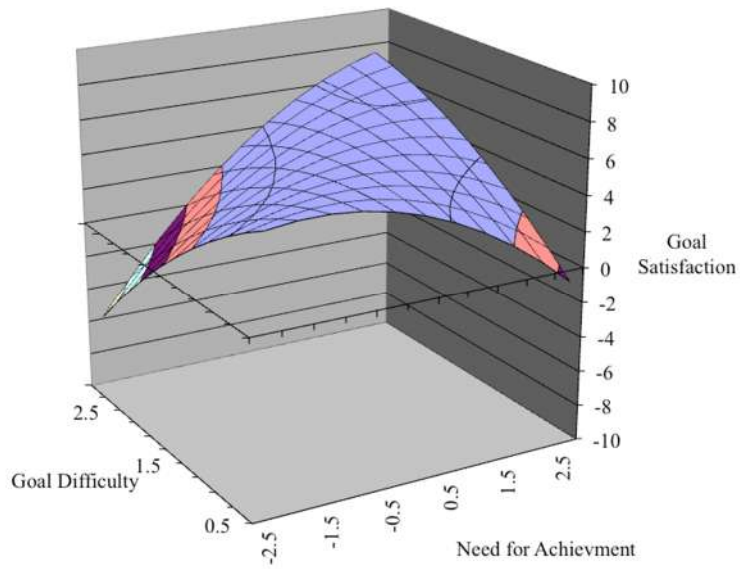


Figure 10. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to goal satisfaction at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the word search task.

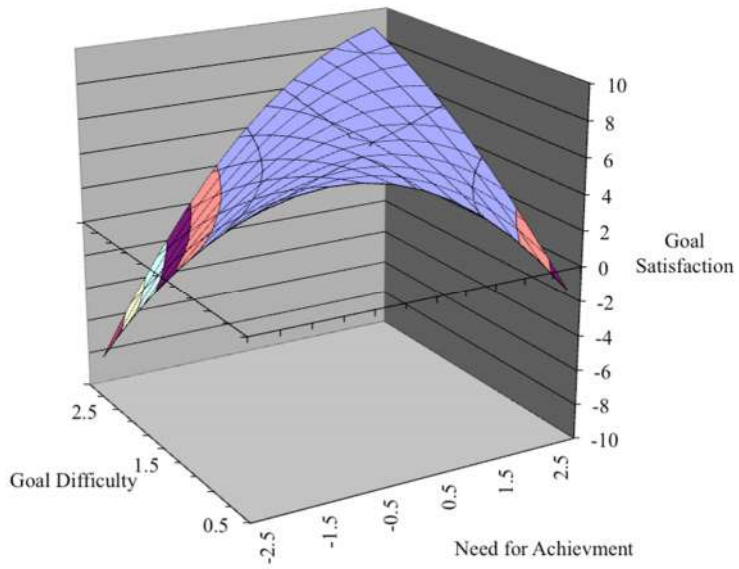
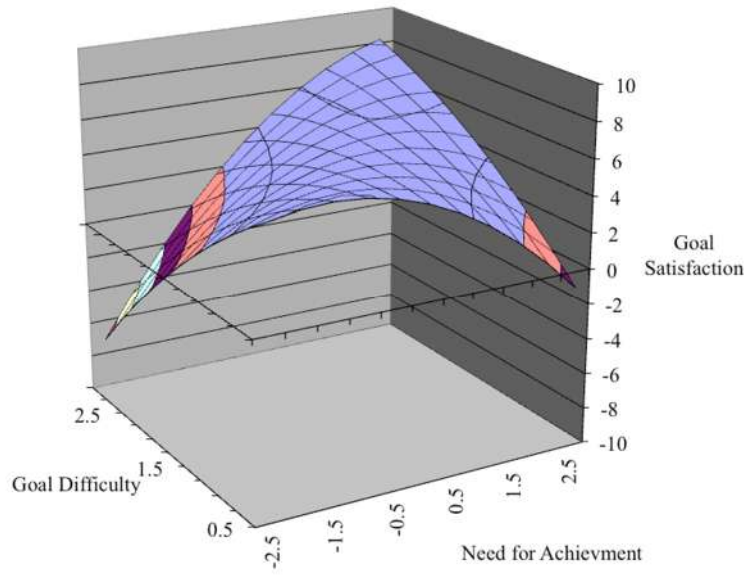


Figure 10. Continued

Logical Reasoning. Table 19 shows that testing Hypotheses 1-7 using data from the logical reasoning task revealed similar results to that of the word search task. There was support for Hypothesis 1, Hypothesis 2, and Hypothesis 3. A significant and negative a_4 ($a_4 = -0.73, p = 0.01$) and a nonsignificant slope and intercept of the first principle axis (p_{11} & p_{10}), support the hypothesis that person-goal fit would be related to goal affect (see Figure 11). Hypothesis 2 was also supported, as none of the surface values were significant when examining the relationship between person-goal fit and negative affect. Consistent with Hypothesis 3, person-goal fit was related to goal commitment. A significant a_4 ($a_4 = -0.87, p = 0.00$) and nonsignificant slope and intercept of the first principle axis (p_{11} & p_{10}), support Hypothesis 3 (see Figure 12). Hypotheses 4 through 7 were not supported for the logical reasoning task.

Mediation and path analyses were conducted to test Hypothesis 8. The results of these analyses are presented in Table 20. For Hypothesis 8a, the a path ($a = .57, p = 0.00$), the b path ($b = .16, p = 0.04$), and the c path ($c = .20, p = 0.01$) were all significant.

Table 19

Polynomial Regression Analyses for Hypotheses 1-7 on the Logical Reasoning Task (nAch – Goal Difficulty)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.63	2.16	3.54	3.33	3.14	3.34	8.27	7.22
P	0.26	-0.31	0.68	0.18	-0.07	-0.16	-1.00	-1.34
G	-0.25	0.02	-0.05	0.04	0.18	0.00	-1.60	-1.57
P ²	-0.20	-0.03	-0.43	-0.06	0.17	0.18	0.18	0.46
PG	0.23	-0.05	0.15	0.12	0.01	0.17	1.06	1.04
G ²	-0.29	0.02	-0.29	0.05	-0.09	-0.11	0.17	0.17
R ²	0.23	0.03	0.19	0.03	0.05	0.02	0.07	0.08
Slope X = Y a ₁ = b ₁ + b ₂	0.00	-0.29	0.63*	0.21	0.12	-0.16	-2.60*	-2.91
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.26	-0.06	-0.57*	0.11	0.09	0.24	1.41	1.67
Slope X = -Y a ₃ = b ₁ - b ₂	0.51*	-0.33	0.73*	0.14	-0.25	-0.15	0.60	0.24
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	-0.73*	0.04	-0.87*	-0.13	0.08	-0.09	-0.71	-0.41
First Principle Axis Slope p ₁₁	0.69	-2.41	2.22	2.28	0.01	0.27	0.99	0.75
Intercept p ₁₀	-0.58	-8.87	-1.69	-2.12	1.05	0.16	-0.85	-1.24

Note. n = 205; H = Hypothesis; P = Person Variable (Need for Achievement); G = Goal Variable (Goal Difficulty); table entries are unstandardized regression coefficients with all predictors entered simultaneously; *p < .05.

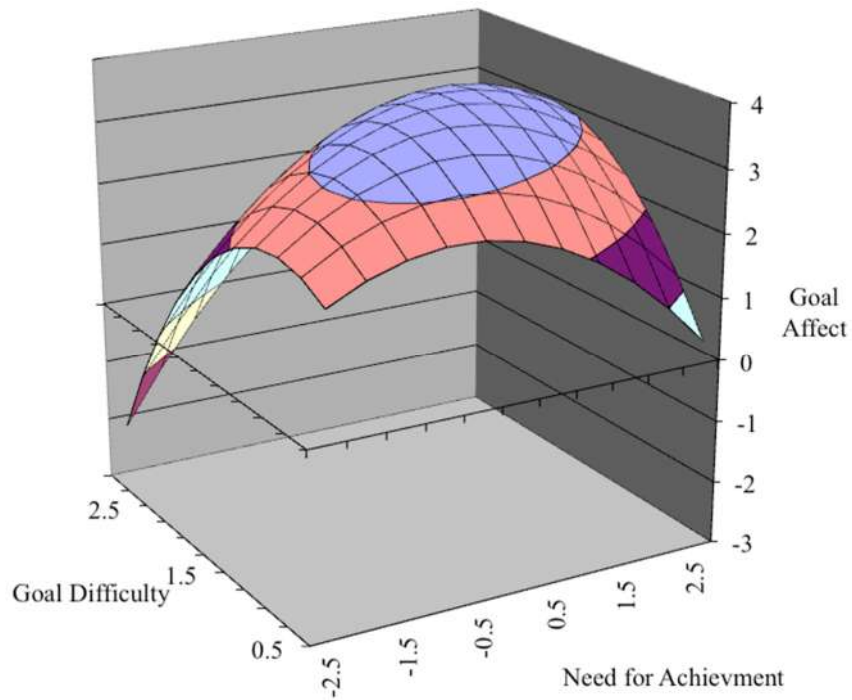


Figure 11. . Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to goal affect on the logical reasoning task.

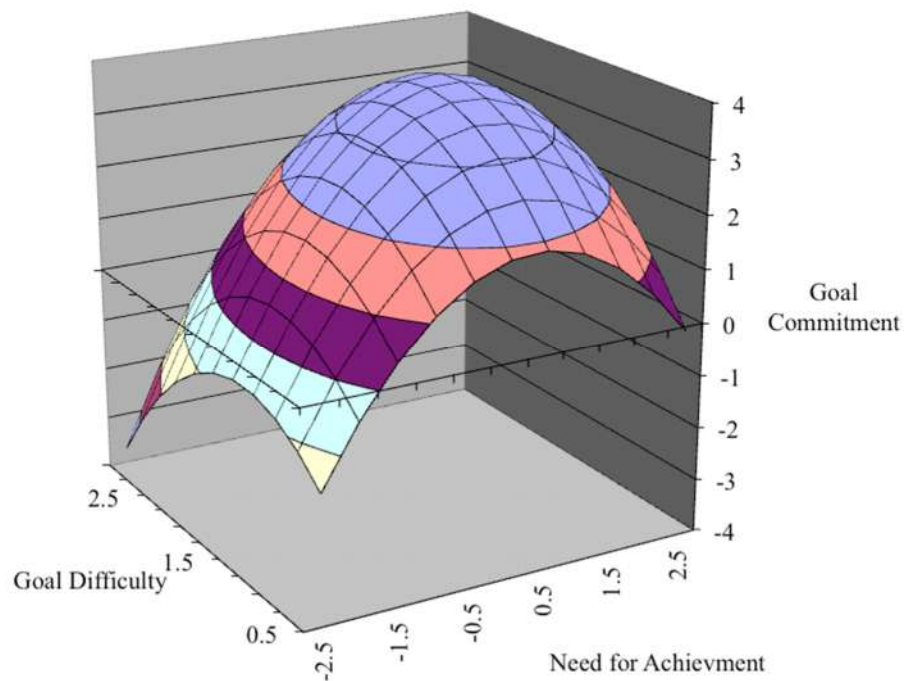


Figure 12. Estimated surface values relating person-goal fit ($nAch$ -goal difficulty) to goal commitment on the logical reasoning task.

Finally, the indirect effect of person-goal fit on intrinsic motivation ($ab = .09$, 95% CI [0.01, 0.19]) was not significant, failing to support Hypothesis 8a. Hypothesis 8b, which stated that goal specific self-efficacy would mediate the relationship between person-goal fit and goal satisfaction was not supported. The a path was significant ($a = .57$, $p = 0.00$), as were the b ($b = .40$, $p = 0.00$) and c ($c = .27$, $p = 0.00$) paths. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .23$, 95% CI [0.13, 0.34]) was not significant, failing to support Hypothesis 8b. The final mediation hypothesis stated that goal specific self-efficacy would mediate the relationship between person-goal fit and performance was not supported. The a path was significant ($a = .57$, $p = 0.00$), the b path was significant ($b = .34$, $p = 0.00$), and the c path ($c = .17$, $p = 0.01$) was significant. However, the indirect effect of person-goal fit on goal satisfaction ($ab = .19$, 95% CI [0.11, 0.29]) was not significant, failing to support Hypothesis 8c.

Table 20

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Logical Reasoning Task (nAch – Goal Difficulty)

Variable	a path	b path	c path	ab path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.57**	0.16*	0.20**	0.09
Goal Satisfaction	0.57**	0.40**	0.27**	0.23
Performance	0.57**	0.34**	0.17**	0.19

Note. $n = 205$; a = Fit to Goal Specific Self-Efficacy; b = Goal Specific Self-Efficacy to outcome; c = Direct effect of Fit to outcome; ab = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for intrinsic motivation, but not for goal satisfaction or performance on the logical reasoning task. The change in R^2 indicated a moderating effect for intrinsic motivation, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figures 13).

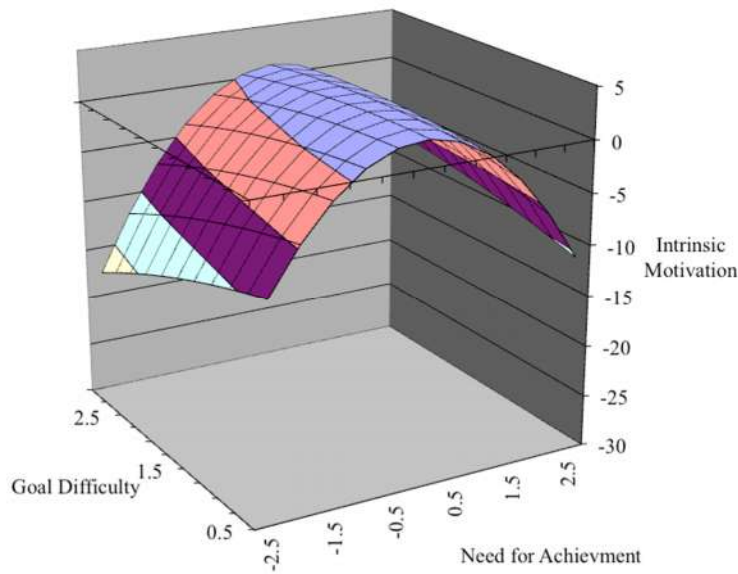


Figure 13. Estimated surface values relating person-goal fit (nAch-goal difficulty) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the logical reasoning task.

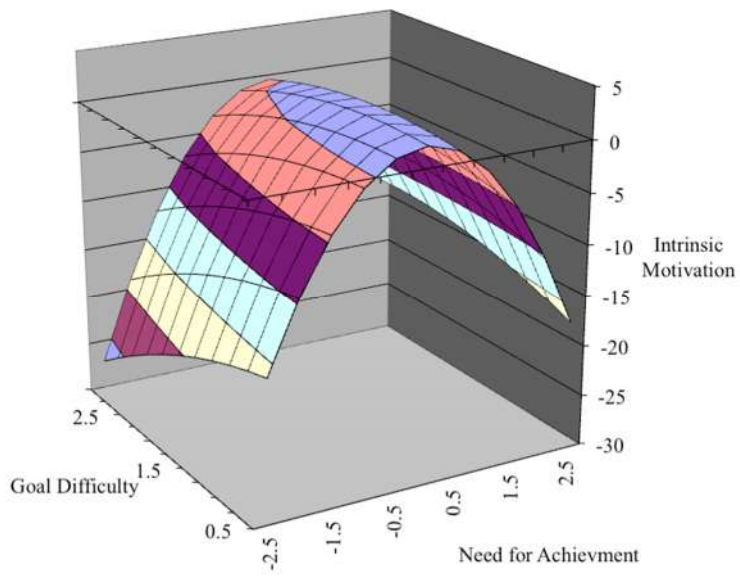
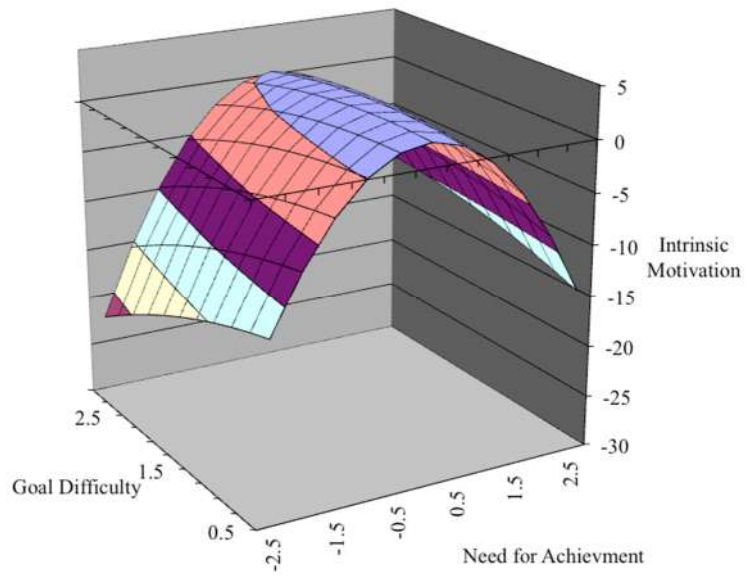


Figure 13. Continued

Approach Temperament and Approach Goal Perceptions

Word Generation. Hypotheses 1-7 predicted that when approach temperament and approach goal perceptions were in agreement, outcomes would be high. Hypothesis 1 was supported, as both the first ($a_4 = -0.33, p = 0.00$; see Figure 14) and second conditions for congruence were met for the hypothesis that person-goal fit would be positively related to goal affect (see Table 21). Hypothesis 2 was also supported, as none of the surface values were significant. None of the other hypotheses were supported for the word generation task.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (*ab* path), goal satisfaction, and performance were not significant (see Table 22).

Table 21

*Polynomial Regression Analyses for Hypotheses 1-7 on the Word Generation Task
(approach temperament-approach goal perceptions)*

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.51	2.07	3.33	3.38	3.01	3.29	20.44	17.41
P	-0.07	-0.03	0.06	0.09	0.29	0.29	0.73	0.92
G	-0.23	0.10	-0.01	-0.18	-0.06	0.10	-1.34	-1.31
P ²	-0.03	-0.04	0.03	-0.04	-0.13	-0.07	-0.97	-0.96
PG	0.32	-0.10	0.10	0.17	0.06	0.02	0.72	0.60
G ²	0.02	-0.01	0.04	0.16	0.05	0.02	0.47	0.33
R ²	0.07	0.20	0.06	0.10	0.04	0.05	0.02	0.04
Slope X = Y a ₁ = b ₁ + b ₂	-0.30	0.07	0.05	-0.10	0.23	0.39	-0.62	-0.40
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	0.30*	-0.15	0.17	0.29*	-0.03	-0.03	0.21	-0.03
Slope X = -Y a ₃ = b ₁ - b ₂	0.17	-0.12	0.07	0.27*	0.35*	0.20	2.07	2.08
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	-0.33*	0.05	-0.02	-0.05	-0.14	-0.07	-1.22	-1.22
First Principle Axis Slope p ₁₁	1.00	-1.44	1.09	2.76	6.69	8.16*	4.24	4.55
Intercept p ₁₀	-0.33	0.40	-3.23	-3.00	-7.33	-17.18*	-2.11	-2.67

Note. $n = 246$; H = Hypothesis; P = Person Variable (Approach Temperament); G = Goal Variable (Approach Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

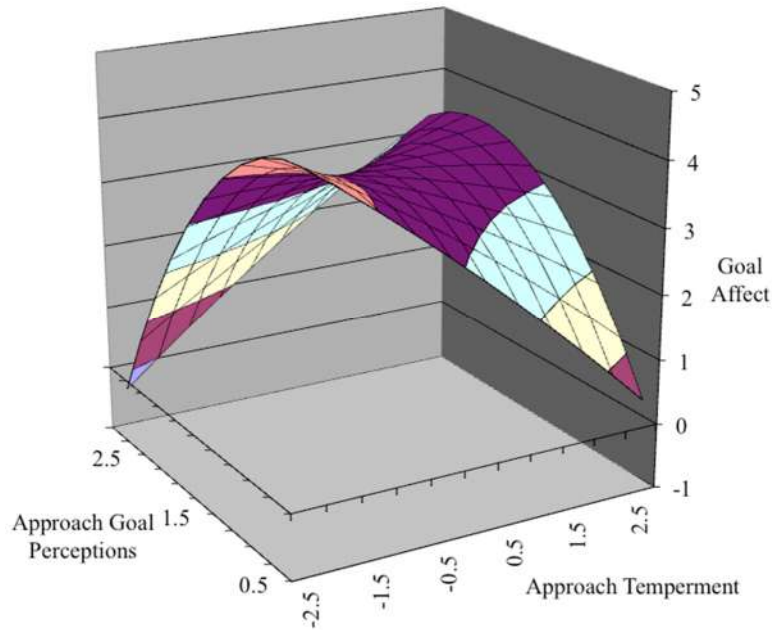


Figure 14. Estimated surface values relating person-goal fit (approach temperament-approach goal perceptions) to goal affect on the word generation task.

Table 22

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Generation Task (approach temperament-approach goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.20**	0.06	0.31**	0.01
Goal Satisfaction	0.20**	0.16*	0.22**	0.03
Performance	0.20**	0.20**	0.13*	0.04

Note. $n = 246$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c)

performance. The change in R^2 from Equation 1 to Equation 2 was not significant for intrinsic motivation, goal satisfaction or performance on the word generation task, thus Hypothesis 9 was not supported.

Hidden Objects. Only Hypothesis 2 was supported for the hidden objects task when looking at the fit between approach temperament and approach goal perceptions (see Table 23). Levels of negative affect were unchanged as both approach temperament and approach goal perceptions increased. None of the other hypotheses were supported for the hidden objects task. Whereas both Hypothesis 6 and Hypothesis 7 had significant a_4 values, they were in the opposite direction of what was predicted, thus failing to support those hypotheses.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (ab path), goal satisfaction, and performance were not significant (see Table 24).

Table 23

*Polynomial Regression Analyses for Hypotheses 1-7 on the Hidden Objects Task
(approach temperament-approach goal perceptions)*

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.22	2.20	3.22	3.28	3.05	3.29	3.86	3.27
P	0.26	-0.31	0.27	-0.15	0.19	-0.06	-0.45	-0.50
G	0.16	0.07	-0.01	0.07	-0.04	0.29	0.47	0.48
P ²	-0.04	0.06	-0.04	0.15	-0.09	0.08	0.10	0.13
PG	-0.13	-0.05	0.01	-0.03	0.09	-0.14	-0.59	-0.60
G ²	0.03	-0.02	0.06	0.03	0.00	-0.09	0.14	0.12
R ²	0.04	0.03	0.04	0.02	0.02	0.05	0.04	0.06
Slope X = Y a ₁ = b ₁ + b ₂	0.42*	-0.24	0.26	-0.08	0.15	0.23	0.03	-0.02
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.14	-0.01	0.03	0.14	0.01	-0.16	-0.36	-0.35
Slope X = -Y a ₃ = b ₁ - b ₂	0.10	-0.38*	0.29	-0.21	0.22	-0.35	-0.92	-0.97
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.12	0.10	0.01	0.20	-0.17	0.13	0.83*	0.85*
First Principle Axis Slope p ₁₁	-1.63	-0.29	26.69*	-0.13	2.35	-0.35	-1.08	-0.99
Intercept p ₁₀	3.83	-0.36	-91.36	-1.15	-2.27	1.13	-0.02	-0.04

Note. $n = 262$; H = Hypothesis; P = Person Variable (Approach Temperament); G = Goal Variable (Approach Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

Table 24

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Hidden Objects Task (approach temperament-approach goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.10**	0.18	0.13*	0.02
Goal Satisfaction	0.10**	0.29**	0.22**	0.03
Performance	0.10**	0.21**	0.22**	0.02

Note. $n = 262$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for both intrinsic motivation and goal satisfaction, but not for performance on the hidden objects task. The change in R^2 indicated a moderating effect for both intrinsic motivation and goal satisfaction, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figures 15 & 16).

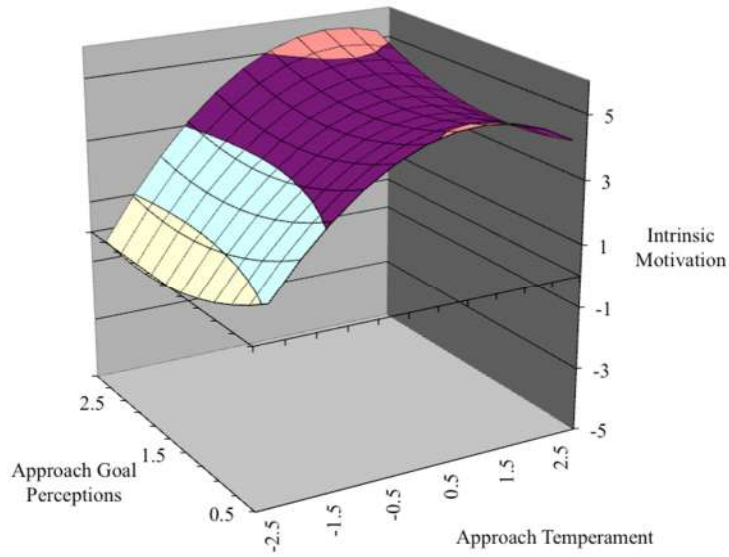
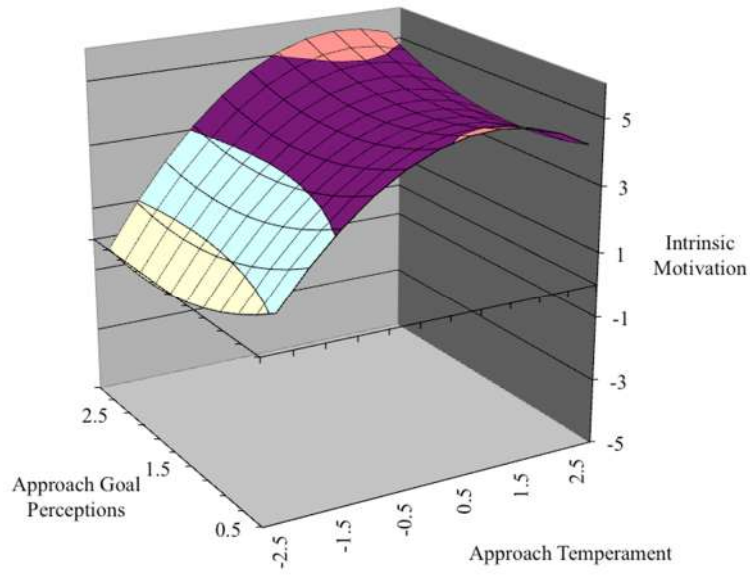


Figure 15. Estimated surface values relating person-goal fit (approach temperament-approach goal perceptions) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the hidden objects task.

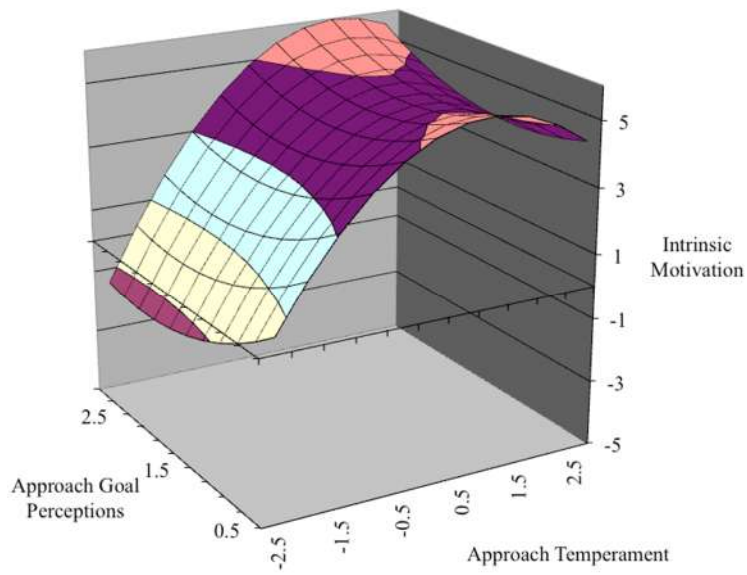


Figure 15. Continued

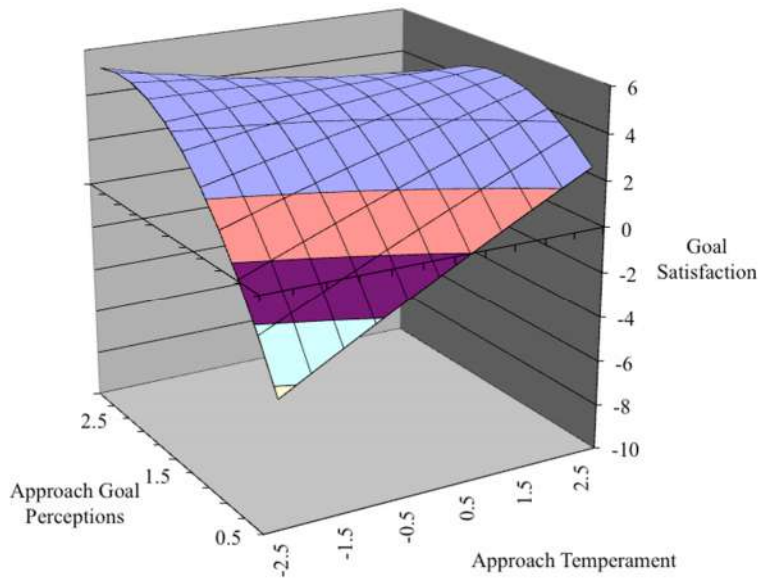


Figure 16. Estimated surface values relating person-goal fit (approach temperament – approach goal perceptions) to goal satisfaction at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the hidden objects task.

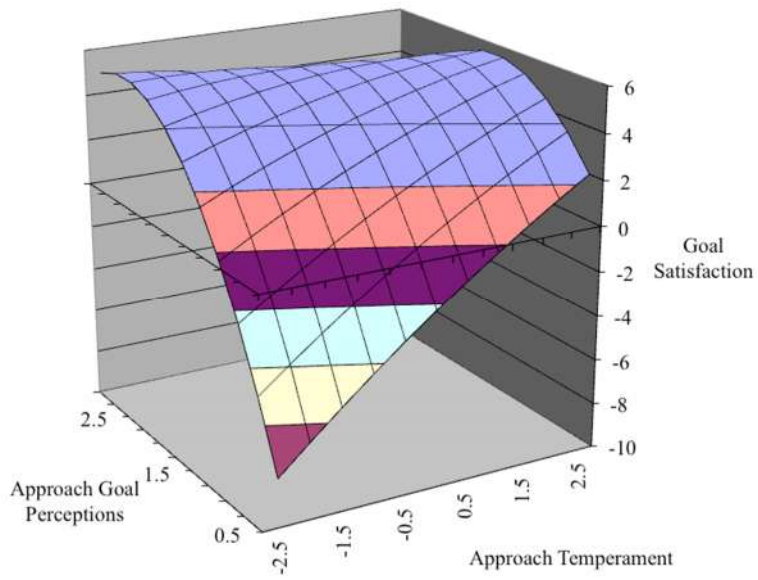
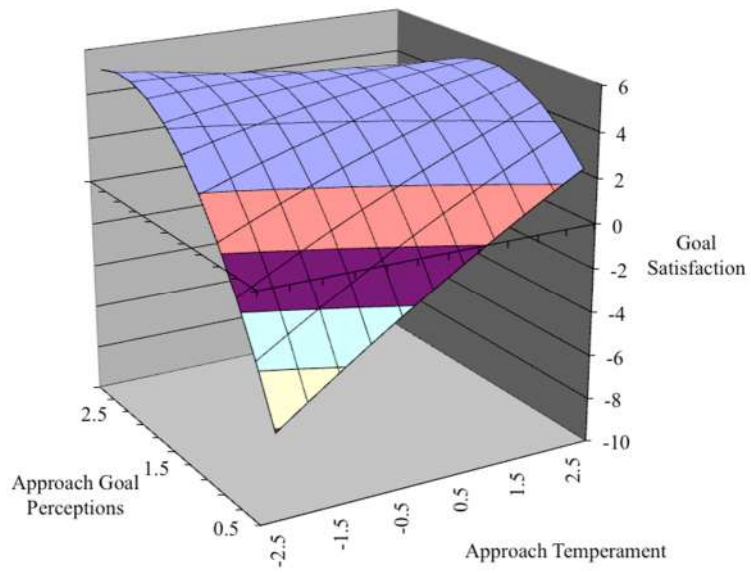


Figure 16. Continued

Word Search. For the word search task, Hypotheses 4a, 5, 6, and 7 were supported (see Table 25), as they each met the first two conditions for congruence. Hypotheses 1, 2, 3, and 4b were not supported for this task. For Hypothesis 4a, intrinsic motivation decreased more drastically as the discrepancy between approach temperament and approach goal perceptions increased ($a_4 = -0.41, p = 0.02$; see Figure 17) and the first principle axis has a slope (p_{11}) that is not significantly different from 1.0 and an intercept (p_{10}) that is not significantly different from zero. Similarly, goal satisfaction was detrimentally affected as the degree of discrepancy between approach temperament and approach goal perceptions increased ($a_4 = -0.59, p = 0.00$; see Figure 18), and the slope and intercept of the first principle axis were nonsignificant, thus supporting Hypothesis 5. The relationships between person-goal fit and performance and performance while controlling for cognitive ability were likewise supported by significant and negative a_4 surface values ($H6:a_4 = -1.35, p = 0.01$; $a_4 = -1.39, p = 0.00$) and nonsignificant slopes and intercepts of the first principle axes. Figures 19 and 20 show that both performance and performance while controlling for cognitive ability decreased more sharply as the discrepancy between approach temperament and approach goal perceptions increased.

Table 25

*Polynomial Regression Analyses for Hypotheses 1-7 on the Word Search Task
(approach temperament-approach goal perceptions)*

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.53	2.20	3.51	3.24	3.07	3.22	5.52	4.70
P	-0.24	-0.39	-0.07	0.17	0.13	0.21	-0.13	-0.17
G	-0.01	0.12	-0.02	-0.06	0.04	-0.05	-0.32	-0.36
P ²	0.11	0.16	0.03	-0.15	-0.10	-0.19	-0.42	-0.39
PG	0.11	-0.15	0.18	0.26	0.07	0.29	0.74	0.78
G ²	0.01	0.03	-0.01	-0.01	-0.03	-0.11	-0.19	-0.22
R ²	0.03	0.05	0.06	0.07	0.02	0.07	0.04	0.07
Slope X = Y a ₁ = b ₁ + b ₂	-0.25	-0.27	-0.10	0.11	0.18	0.16	-0.45	-0.53
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	0.22*	0.04	0.21	0.10	-0.06	-0.02	0.12	0.16
Slope X = -Y a ₃ = b ₁ - b ₂	-0.23	-0.51*	-0.05	0.24	0.09	0.26	0.19	0.20
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.01	0.34*	-0.16	-0.41*	-0.20	-0.59*	-1.35*	-1.39*
First Principle Axis Slope p ₁₁	0.44	-0.44	0.80	1.65	2.33	1.32	1.36	1.25
Intercept p ₁₀	3.83	-3.14	0.20	-0.78	-1.20	-0.53	-0.10	-0.11

Note. $n = 238$, H = Hypothesis; P = Person Variable (Approach Temperament); G = Goal Variable (Approach Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

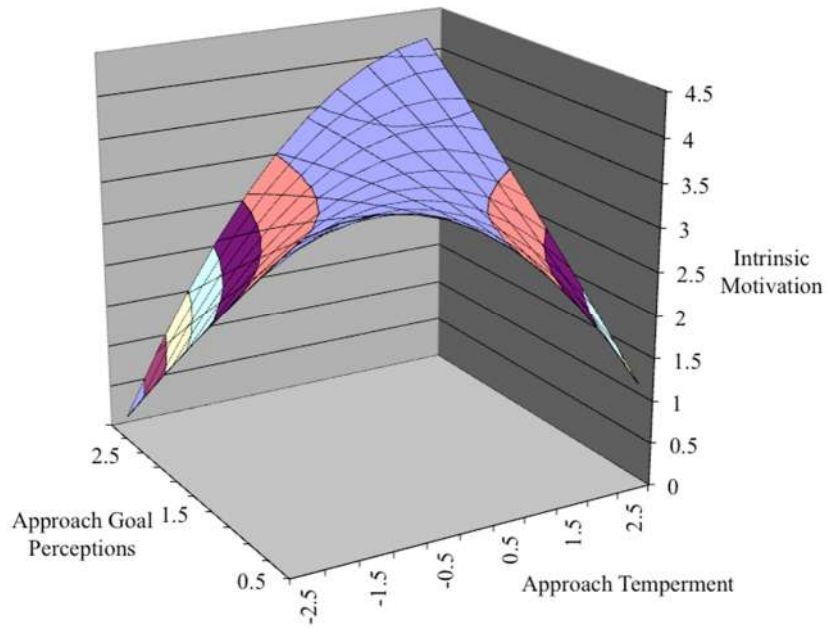


Figure 17. Estimated surface values relating person-goal fit (approach temperament – approach goal perceptions) to intrinsic motivation on the word search task.

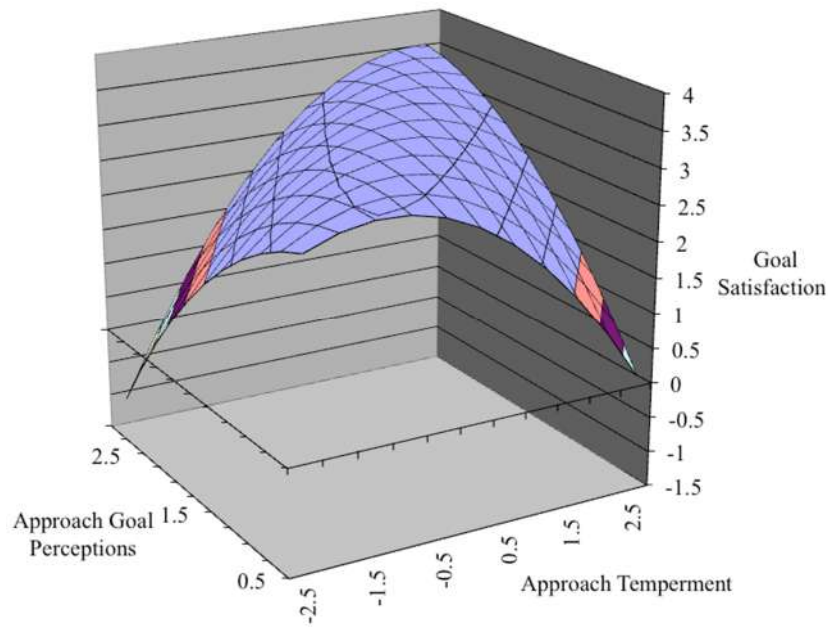


Figure 18. Estimated surface values relating person-goal fit (approach temperament – approach goal perceptions) to goal satisfaction on the word search task.

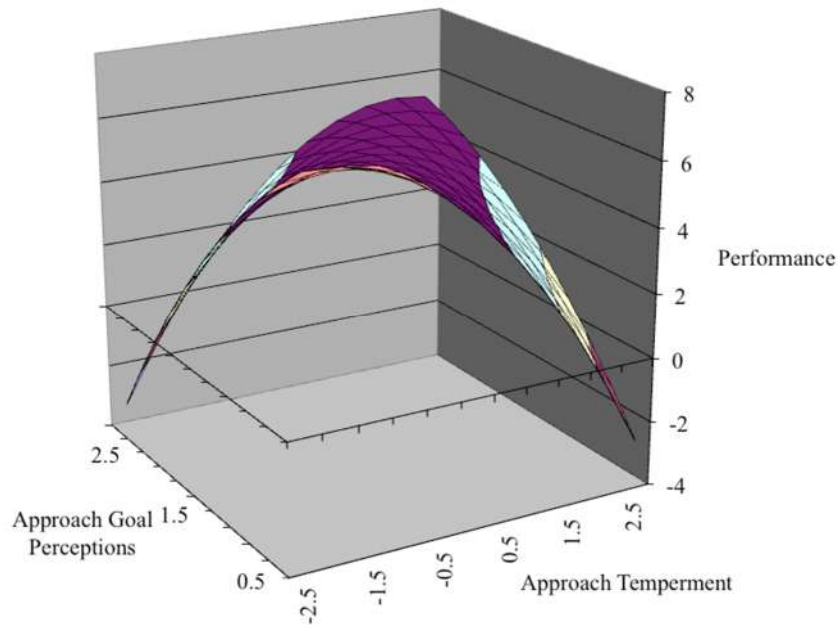


Figure 19. Estimated surface values relating person-goal fit (approach temperament – approach goal perceptions) to performance on the word search task.

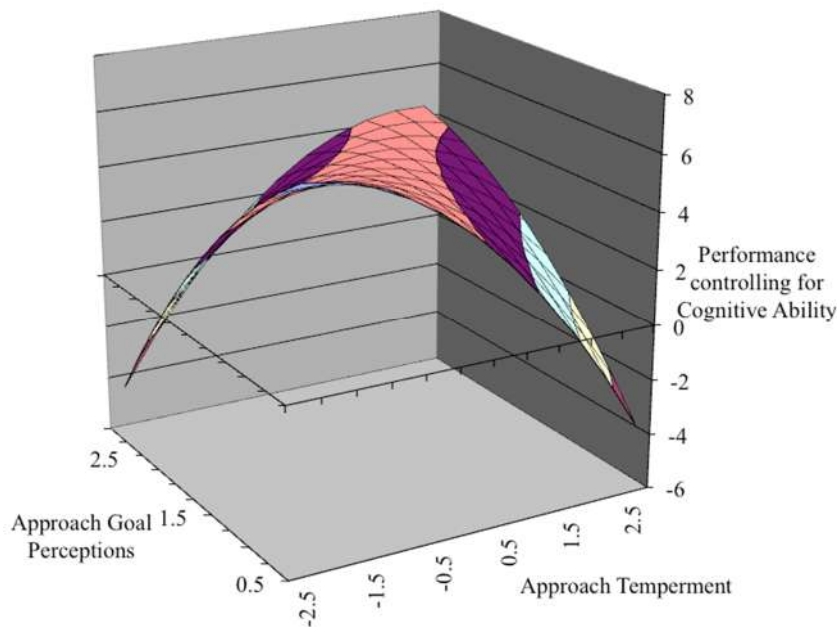


Figure 20. Estimated surface values relating person-goal fit (approach temperament – approach goal perceptions) to performance controlling for cognitive ability on the word search task.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (*ab* path), goal satisfaction, and performance were not significant (see Table 26).

Table 26

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Search Task (approach temperament-approach goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.06	0.05	0.26**	0.00
Goal Satisfaction	0.06	0.21**	0.27**	0.01
Performance	0.06	0.00	0.21**	0.00

Note. $n = 238$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was not significant for intrinsic motivation, goal satisfaction or performance on the word search task, thus Hypothesis 9 was not supported.

Logical Reasoning. Only Hypothesis 2, which stated that person-goal fit would be unrelated to negative affect, was supported for the logical reasoning task as none of

the conditions for congruence were met (see Table 27). None of the other hypotheses were supported for the logical reasoning task.

Table 27

Polynomial Regression Analyses for Hypotheses 1-7 on the Logical Reasoning Task (approach temperament-approach goal perceptions)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.24	2.35	3.19	3.36	3.00	2.97	8.36	7.12
P	-0.02	-0.46	0.11	-0.20	0.46	0.13	-1.72	-1.79
G	0.05	0.02	0.09	0.10	0.07	0.33	0.25	0.22
P ²	0.11	0.08	0.08	0.10	-0.19	0.01	0.39	0.39
PG	0.02	0.01	0.07	0.12	-0.04	-0.05	0.16	0.20
G ²	0.05	0.02	0.00	-0.02	-0.06	-0.03	0.24	0.27
R ²	0.03	0.07	0.08	0.07	0.03	0.07	0.04	0.05
Slope X = Y a ₁ = b ₁ + b ₂	0.03	-0.45	0.19	-0.10	0.53*	0.46	-1.46	-1.57
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	0.17	0.10	0.15	0.21	-0.30	-0.06	0.80	0.87
Slope X = -Y a ₃ = b ₁ - b ₂	-0.07	-0.48*	0.02	-0.29	0.39*	-0.20	-1.97	-2.02
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.14	0.09	0.00	-0.04	-0.22	-0.05	0.48	0.46
First Principle Axis Slope p ₁₁	0.12	0.04	0.40	0.41	-7.32	-0.48	0.44	0.57
Intercept p ₁₀	-0.60	-0.92	1.30	1.94	8.67	5.12	-2.41	-2.87

Note. n = 205. H = Hypothesis; P = Person Variable (Approach Temperament); G = Goal Variable (Approach Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; *p < .05.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (*ab* path), goal satisfaction, and performance were not significant (see Table 28).

Table 28

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Logical Reasoning Task (approach temperament-approach goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
K	0.23**	0.04	0.25**	0.00
Goal Satisfaction	0.23**	0.24**	0.24**	0.06
Performance	0.23**	0.36**	0.21**	0.08

Note. $n = 205$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was not significant for intrinsic motivation, goal satisfaction or performance on the logical reasoning task, thus Hypothesis 9 was not supported.

Avoidance Orientation and Avoidance Goal Perceptions

Word Generation. Only Hypothesis 2, which stated that person-goal fit would be unrelated to negative affect, was supported for the word generation task while assessing person-goal fit using avoidance orientation and avoidance goal perceptions (see Table 29), as none of the conditions for congruence were met. Hypotheses regarding the outcomes of goal affect, goal commitment, intrinsic motivation, extrinsic motivation, goal satisfaction, performance and performance while controlling for cognitive ability were not supported.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (*ab* path), goal satisfaction, and performance were not significant (see Table 30).

Table 29

*Polynomial Regression Analyses for Hypotheses 1-7 on the Word Generation Task
(avoidance temperament-avoidance goal perceptions)*

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.45	1.96	3.36	3.39	3.15	3.50	19.64	17.02
P	-0.04	0.52	-0.02	0.13	0.09	0.10	0.96	1.15
G	0.02	-0.07	0.04	0.07	0.13	0.08	0.97	0.87
P ²	-0.03	0.09	0.04	-0.02	0.01	0.01	-0.87	-0.85
PG	0.03	-0.03	0.04	0.00	-0.01	-0.01	0.22	0.18
G ²	0.05	-0.04	0.09	0.12	-0.05	0.02	0.26	0.16
R ²	0.02	0.40	0.05	0.10	0.05	0.02	0.05	0.07
Slope X = Y a ₁ = b ₁ + b ₂	-0.02	0.45*	0.03	0.20*	0.22*	0.18	1.93*	2.02*
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	0.05	0.03	0.17*	0.10	-0.05	0.01	-0.42	-0.51
Slope X = -Y a ₃ = b ₁ - b ₂	-0.06	0.58*	-0.06	0.06	-0.04	0.02	-0.01	0.28
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	-0.01	0.08	0.09	0.10	-0.02	0.03	-0.85	-0.87
First Principle Axis Slope p ₁₁	6.25	-0.10	3.21	757.51*	-0.11	-2.11	10.79	11.31
Intercept p ₁₀	3.70	-0.16	-1.60	-2367.08	1.44	-28.24*	5.16	-7.08

Note. n = 246; H = Hypothesis; P = Person Variable (Avoidance Temperament); G = Goal Variable (Avoidance Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; *p < .05.

Table 30

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Generation Task (avoidance temperament-avoidance goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.08	0.07	0.31**	0.01
Goal Satisfaction	0.08	0.17**	0.13*	0.01
Performance	0.08	0.17**	0.21**	0.01

Note. $n = 246$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for intrinsic motivation, but not for goal satisfaction or performance on the word generation task. The change in R^2 indicated a moderating effect for intrinsic motivation; however, the moderation was not in the predicted direction. Thus Hypothesis 9 was not supported.

Hidden Objects. Only Hypothesis 2, which stated that person-goal fit would be unrelated to negative affect, was supported for the hidden objects task (see Table 31). None of the other hypotheses met the conditions for a congruence effect.

Table 31

Polynomial Regression Analyses for Hypotheses 1-7 on the Hidden Objects Task (avoidance temperament-avoidance goal perceptions)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.44	1.87	3.45	3.20	3.08	3.29	3.78	3.15
P	-0.03	0.48	-0.04	0.04	0.10	-0.11	-0.06	-0.04
G	-0.09	0.03	-0.04	0.03	0.07	0.12	-0.08	-0.10
P ²	0.04	0.10	0.05	0.06	0.01	0.09	-0.05	-0.01
PG	-0.05	0.06	-0.04	0.01	-0.01	0.09	0.41	0.39
G ²	0.05	-0.02	0.03	0.07	0.02	-0.11	-0.04	-0.06
R ²	0.03	0.37	0.01	0.03	0.02	0.04	0.03	0.04
Slope X = Y a ₁ = b ₁ + b ₂	-0.12	0.51*	-0.08	0.07	0.17*	0.01	-0.15	-0.14
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	0.04	0.13	0.04	0.14	0.02	0.07	0.32	0.33
Slope X = -Y a ₃ = b ₁ - b ₂	0.06	0.45*	-0.01	0.01	0.03	-0.23*	0.02	0.05
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.13	0.02	0.11	0.12	0.04	-0.11	-0.51	-0.45
First Principle Axis Slope p ₁₁	-1.22	0.22	-0.66	3.29	-1.88	0.21	1.03	0.92
Intercept p ₁₀	3.86	-1.28	1.77	0.84	-17.60	0.58	-0.03	-0.13

Note. $n = 262$; H = Hypothesis; P = Person Variable (Avoidance Temperament); G = Goal Variable (Avoidance Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (ab path), goal satisfaction, and performance were not significant (see Table 32).

Table 32

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Hidden Objects Task (avoidance temperament-avoidance goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.11	0.18**	0.16**	0.02
Goal Satisfaction	0.11	0.30**	0.19**	0.03
Performance	0.11	0.20**	0.17**	0.02

Note. $n = 262$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was not significant for any of these relationships on the hidden objects task, failing to support Hypothesis 9.

Word Search. Only Hypothesis 2, which stated that person-goal fit would be unrelated to negative affect, was supported for the word search. None of the other hypotheses were supported for the word search task (see Table 33).

Table 33

Polynomial Regression Analyses for Hypotheses 1-7 on the Word Search Task (avoidance temperament-avoidance goal perceptions)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.44	1.97	3.45	3.24	3.16	3.22	5.00	4.37
P	0.05	0.53	0.01	0.02	0.00	-0.05	-0.41	-0.37
G	0.08	0.02	0.10	0.12	0.09	0.07	0.15	0.14
P ²	-0.07	0.12	-0.01	0.01	0.04	-0.05	-0.20	-0.17
PG	-0.07	0.04	-0.08	-0.02	0.00	-0.03	0.15	0.16
G ²	0.05	-0.08	0.06	0.04	-0.09	0.00	0.06	0.04
R ²	0.04	0.44	0.05	0.03	0.03	0.01	0.04	0.05
Slope X = Y a ₁ = b ₁ + b ₂	0.13	0.55*	0.11	0.13	0.08	0.02	-0.26	-0.23
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.09	0.09	-0.03	0.02	-0.05	-0.08	0.00	0.02
Slope X = -Y a ₃ = b ₁ - b ₂	-0.03	0.51*	-0.10	-0.10	-0.09	-0.12	-0.56*	-0.52
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.06	0.01	0.14	0.07	-0.06	-0.02	-0.29	-0.29
First Principle Axis Slope p ₁₁	-3.47	0.08	-2.12	-2.61	0.01	-3.48	3.81	2.99
Intercept p ₁₀	1.58	-0.14	2.30	-13.83	0.46	-0.90	3.83	3.24

Note. n = 238; H = Hypothesis; P = Person Variable (Avoidance Temperament); G = Goal Variable (Avoid Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; *p < .05.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (*ab* path), goal satisfaction, and performance were not significant (see Table 34).

Table 34

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Word Search Task (avoidance temperament-avoidance goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.18**	0.03	0.16*	0.01
Goal Satisfaction	0.18**	0.19**	0.09	0.03
Performance	0.18**	-0.01	0.20**	-0.00

Note. $n = 238$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was significant for intrinsic motivation, but not for goal satisfaction or performance on the Word Search task. The change in R^2 indicated a moderating effect for intrinsic motivation, such that the slope of the line of perfect agreement was steeper at higher levels of goal commitment (see Figures 21).

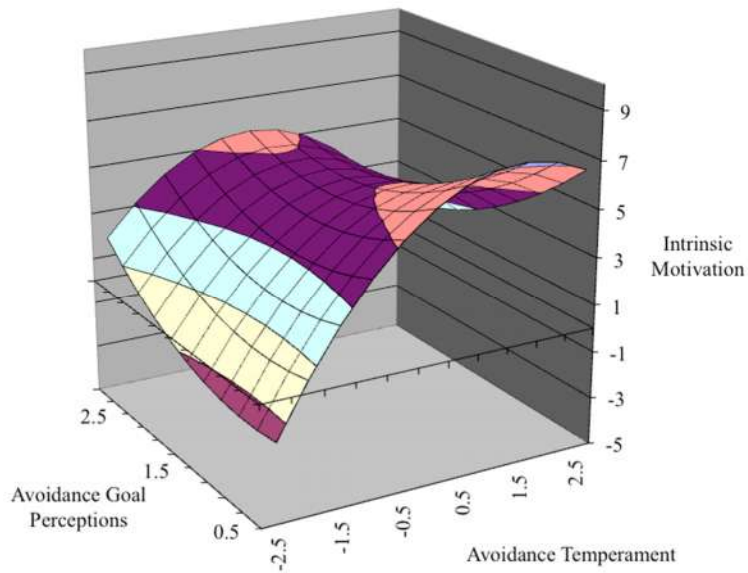
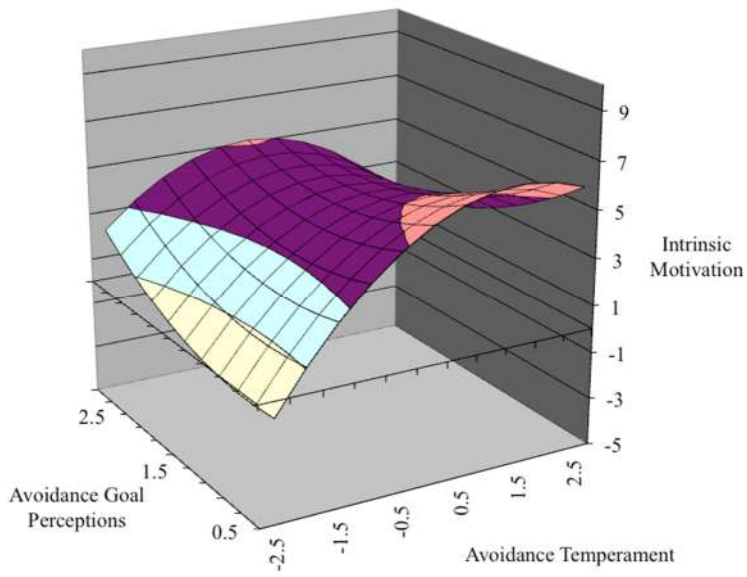


Figure 21. Estimated surface values relating person-goal fit (avoidance orientation – avoidance goal perceptions) to intrinsic motivation at three levels of goal commitment (a) goal commitment low, (b) goal commitment moderate, (c) goal commitment high on the word search task.

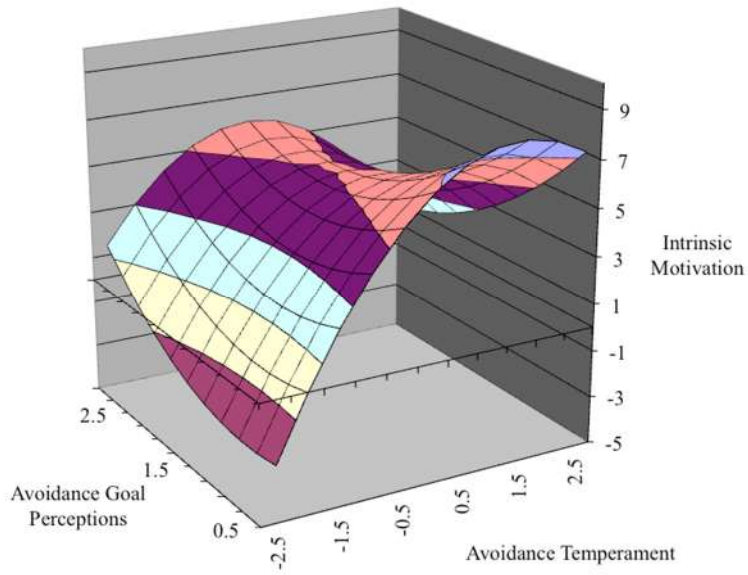


Figure 21. Continued

Logical Reasoning. For the Logical Reasoning task, only Hypothesis 2 was supported (see Table 35). Negative affect did not change as both avoidance orientation and avoidance goal perceptions increased, thus lending support to Hypothesis 2. None of the other hypotheses were supported for the logical reasoning task.

Table 35

Polynomial Regression Analyses for Hypotheses 1-7 on the Logical Reasoning Task (avoidance temperament-avoidance goal perceptions)

	H1	H2	H3	H4a	H4b	H5	H6	H7
Intercept	3.38	1.96	3.45	3.42	3.11	3.40	7.84	6.83
P	-0.01	0.55	-0.06	0.21	0.03	0.06	-0.98	-0.91
G	0.03	0.07	0.13	0.13	0.15	0.00	-0.06	-0.04
P ²	-0.03	0.10	0.01	-0.13	0.02	-0.12	0.22	0.27
PG	-0.03	-0.04	0.02	-0.05	0.00	0.02	0.74	0.67
G ²	0.05	-0.06	-0.05	-0.03	-0.08	-0.06	-0.01	0.00
R ²	0.01	0.36	0.02	0.05	0.03	0.02	0.02	0.03
Slope X = Y a ₁ = b ₁ + b ₂	0.02	0.62*	0.08	0.34*	0.17	0.06	-1.04	-0.94
Curvature X = Y a ₂ = b ₃ + b ₄ + b ₅	-0.02	-0.01	-0.02	-0.20	-0.06	-0.21	0.94	0.97
Slope X = -Y a ₃ = b ₁ - b ₂	-0.04	0.48*	-0.19	-0.08	-0.12	0.07	-0.92	-0.87
Curvature X = -Y a ₄ = b ₃ - b ₄ + b ₅	0.05	0.08	-0.06	-0.11	-0.05	-0.16	-0.53	-0.36
First Principle Axis Slope p ₁₁	-4.91	-0.14	0.15	-4.48	-0.02	-5.94	0.73	0.68
Intercept p ₁₀	-0.27	1.10	1.25	4.00	0.96	1.49	1.17	1.30

Note. $n = 205$; H = Hypothesis; P = Person Variable (Avoidance Temperament); G = Goal Variable (Avoid Goal Perceptions); table entries are unstandardized regression coefficients with all predictors entered simultaneously; * $p < .05$.

Mediation and path analyses were conducted to test Hypotheses 8a-8c. None of these hypotheses were supported, as the indirect effects of person-goal fit on the outcomes intrinsic motivation (ab path), goal satisfaction, and performance were not significant (see Table 36).

Table 36

Path Estimates for Tests of the Relations Between Person-Goal Fit and Outcomes Mediated by Goal Specific Self-Efficacy on the Logical Reasoning Task (avoidance temperament-avoidance goal perceptions)

Variable	<i>a</i> path	<i>b</i> path	<i>c</i> path	<i>ab</i> path
Effects of Person-Goal Fit				
Intrinsic Motivation	0.16*	0.11	0.24**	0.02
Goal Satisfaction	0.16*	0.28**	0.15*	0.04
Performance	0.16*	0.34**	0.10	0.05

Note. $n = 205$; *a* = Fit to Goal Specific Self-Efficacy; *b* = Goal Specific Self-Efficacy to outcome; *c* = Direct effect of Fit to outcome; *ab* = Indirect effect of Fit to outcome; table entries are standardized regression; Fit refers to block variables calculated from the appropriate polynomial regression equation; * $p < .05$; ** $p < .01$.

Hypothesis 9 stated that goal commitment would moderate the relationships between person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. The change in R^2 from Equation 1 to Equation 2 was not significant for any of these relationships on the logical reasoning task, failing to support Hypothesis 9.

Phase II: Perceived Person-Goal Fit

In the second phase of analyses, person-goal fit was assessed by asking participants to rate how well the assigned goal fit with his or her personality, resulting in a *perceived* person-goal fit score. A table summarizing the results of the analyses in Phase II can be found in Table 37. In order to test hypotheses 1-7, linear regressions were conducted with perceived person-goal fit as the predictor.

Table 37. Summary of Results for Phase II Analyses

		Perceived Person-Goal Fit			
		Word Generation	Hidden Objects	Word Search	Logical Reasoning
H1	Person-Goal Fit → Goal Affect	Supported	Supported	Supported	Supported
H2	Person-Goal Fit → Negative Affect	Supported	Supported	Supported	Supported
H3	Person-Goal Fit → Goal Commitment	Supported	Supported	Supported	Supported
H4a	Person-Goal Fit → Intrinsic Motivation	Supported	Supported	Supported	Supported
H4b	Person-Goal Fit → Extrinsic Motivation	Supported	NS	NS	NS
H5	Person-Goal Fit → Goal Satisfaction	Supported	Supported	Supported	Supported
H6	Person-Goal Fit → Performance	NS	Supported	NS	Supported
H7	Person-Goal Fit → Performance controlling for Cognitive Ability	NS	Supported	NS	Supported
H8a	Person-Goal Fit → SSE → Intrinsic Motivation	NS	NS	NS	NS
H8b	Person-Goal Fit → SSE → Goal Satisfaction	NS	Supported	NS	NS
H8c	Person-Goal Fit → SSE → Performance	NS	Supported	NS	Supported
H9a	Goal Commitment moderates Person-Goal Fit → Intrinsic Motivation	NS	NS	NS	NS
H9b	Goal Commitment moderates Person-Goal Fit → Goal Satisfaction	NS	NS	NS	NS
H9c	Goal Commitment moderates Person-Goal Fit → Performance	NS	NS	NS	NS

Word Generation

Consistent with Hypotheses 1 and 2, perceived person-goal fit was significantly related to goal affect ($\beta = 0.50, p = 0.00$) and unrelated to negative affect ($\beta = 0.00, p = 0.95$). Consistent with Hypothesis 3, perceived person-goal fit was positively related to goal commitment ($\beta = 0.36, p = 0.00$). The data also supported Hypotheses 4a and 4b, such that perceived person-goal fit was positively related to both intrinsic motivation ($\beta = 0.21, p = 0.00$) and extrinsic motivation ($\beta = 0.13, p = 0.02$). Consistent with Hypotheses 5, perceived person-goal fit was significantly related to goal satisfaction ($\beta = 0.35, p = 0.00$). However, contrary to Hypothesis 6 perceived person-goal fit was not related to performance on the word generation task ($\beta = 0.79, p = 0.15$). In order to test Hypothesis 7, linear regression was conducted, while controlling for cognitive ability. Contrary to Hypothesis 7, perceived person-goal fit did not account for unique variance

in performance on the word generation task, above and beyond cognitive ability ($\beta = 0.82, p = 0.13$).

Hypotheses 8a/8b/8c, which stated that goal specific self-efficacy would mediate the relationships between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. Results from these analyses are presented in Table 38. For Hypothesis 8a, the first step was to regress intrinsic motivation on perceived person-goal fit ($\beta = 0.21, p = 0.00$). The second step was to regress goal specific self-efficacy onto perceived person-goal fit ($\beta = 0.57, p = 0.00$). The final step was to regress intrinsic motivation on perceived person-goal fit controlling for goal specific self-efficacy ($\beta = 0.25, p = 0.00$). This hypothesis was not supported, as the relationship between perceived person-goal fit and intrinsic motivation did not become smaller or go to zero when controlling for goal specific self-efficacy. Similar analyses were conducted in order to test Hypothesis 8b. Goal satisfaction was regressed on perceived person-goal fit ($\beta = 0.35, p = 0.00$). Then, goal specific self-efficacy was regressed on perceived person-goal fit ($\beta = 0.57, p = 0.00$). Finally, goal satisfaction was regressed on perceived person-goal fit controlling for goal specific self-efficacy ($\beta = 0.36, p = 0.00$). Hypothesis 8b was not supported for this task. Baron and Kenny's (1986) three step procedure was repeated in order to test the mediating influence of goal specific self-efficacy on the relationship between perceived person-goal fit and performance on the logical reasoning task. Performance was regressed on perceived person-goal fit ($\beta = 0.79, p = 0.15$). Then, goal specific self-efficacy was regressed on perceived person-goal fit ($\beta = 0.57, p = 0.00$). Finally, performance was regressed on perceived person-goal fit controlling for

Table 38

Mediation Analyses of the Perceived Person-Goal Fit Relationships on the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Perceived Person-Goal Fit	.21	.05	.25**	.06
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.57	.05	.57**	.33
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	-.07	.06	-.09	.07
Intrinsic Motivation on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.25	.06	.30**	

8b: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Perceived Person-Goal Fit	.35	.06	.35**	.12
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.57	.05	.57	.33
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	-.03	.07	-.03	.12
Goal Satisfaction on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.36	.07	.36**	

8c: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Perceived Person-Goal Fit	.79	.55	.09	.01
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.57	.05	.57**	.33
Step 3				
Performance on Goal Specific Self-Efficacy	1.75	.67	.20**	.04
Performance on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	-.21	.67	-.02	

*Note** $p < .05$; ** $p < .01$ (two-tailed).

goal specific self-efficacy ($\beta = -0.21, p = 0.76$). Because perceived person-goal fit and performance on the word generation task were not significantly related, there is no evidence to support mediation and thus failing to support Hypothesis 8c.

Hypotheses 9a, 9b, and 9c, which stated that goal commitment would moderate the relationship between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance, was tested using moderated regression analyses. The data failed to support these hypotheses. Results for these analyses are presented in Tables 39-41.

Table 39

Goal Commitment as a Moderator of the Perceived Person-Goal Fit - Intrinsic Motivation Relationship for the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.21	.05	.25**	.06	
Step 2					
Perceived Person-Goal Fit	.12	.06	.15*	.11	.04**
Goal Commitment	.25	.07	.23**		
Step 3					
Perceived Person-Goal Fit	.12	.06	.15*	.11	.00
Goal Commitment	.23	.08	.21*		
Perceived Person-Goal Fit x Goal Commitment	-.06	.07	-.06		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 40

Goal Commitment as a Moderator of the Perceived Person-Goal Fit - Goal Satisfaction Relationship on the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.35	.06	.35**	.12	
Step 2					
Perceived Person-Goal Fit	.25	.07	.25**	.15	.04**
Goal Commitment	.27	.09	.21**		
Step 3					
Perceived Person-Goal Fit	.25	.07	.25**	.16	.01
Goal Commitment	.23	.09	.18*		
Perceived Person-Goal Fit x Goal Commitment	-.13	.08	-.10		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 41

Goal Commitment as a Moderator of the Perceived Person-Goal Fit - Performance Relationship

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.79	.55	.09	.01	
Step 2					
Perceived Person-Goal Fit	.54	.62	.06	.01	.00
Goal Commitment	.69	.80	.06		
Step 3					
Perceived Person-Goal Fit	.53	.62	.06	.02	.01
Goal Commitment	.33	.85	.03		
Perceived Person-Goal Fit x Goal Commitment	-.97	.75	-.09		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Hidden Objects

Hypotheses 1-9 were tested again using the data from the Hidden Objects task and perceived person-goal fit as the predictor. Consistent with Hypotheses 1-3, perceived person-goal fit was significantly related to goal affect ($\beta = 0.39, p = 0.00$), unrelated to negative affect ($\beta = -0.07, p = 0.18$), and positively related to goal commitment ($\beta = 0.36, p = 0.00$). Consistent with Hypothesis 4a perceived person-goal

fit was significantly related to intrinsic motivation ($\beta = 0.26, p = 0.00$), however, contrary to Hypothesis 4b, perceived person-goal fit was not related to extrinsic motivation ($\beta = 0.10, p = 0.07$). Consistent with Hypotheses 5, perceived person-goal fit was significantly related to goal satisfaction ($\beta = 0.35, p = 0.00$). Consistent with Hypotheses 6, perceived person-goal fit was significantly related to performance on the hidden objects task ($\beta = 0.35, p = 0.03$). Consistent with Hypothesis 7, perceived person-goal fit accounts for unique variance in performance on the hidden objects task, over and above cognitive ability ($\beta = 0.34, p = 0.04$).

Hypotheses 8a/8b/8c stated that goal specific self-efficacy would mediate the relationships between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. Results from these analyses are presented in Table 42. For Hypothesis 8a, intrinsic motivation was regressed onto perceived person-goal fit ($\beta = 0.26, p = 0.00$), goal specific self-efficacy was regressed onto perceived person-goal fit ($\beta = 0.56, p = 0.00$), and finally intrinsic motivation was regressed onto perceived person-goal fit controlling for goal specific self-efficacy ($\beta = 0.24, p = 0.00$). Whereas the relationship between perceived person-goal fit and goal satisfaction was smaller when controlling for goal specific self-efficacy, the Sobel (1982) test showed that this change was not significant ($z = 0.79, p = 0.43$). Therefore, Hypothesis 8a was not supported. In order to test Hypothesis 8b, goal satisfaction was regressed on perceived person-goal fit ($\beta = 0.35, p = 0.00$), goal specific self-efficacy was regressed on perceived person-goal fit ($\beta = 0.56, p = 0.00$), and goal satisfaction was regressed on perceived person-goal fit controlling for goal specific self-efficacy ($\beta = 0.24, p = 0.00$).

Baron and Kenny's (1986) procedure showed evidence for partial mediation, and the Sobel (1982) test confirmed this result ($z = 2.72, p = 0.01$). Finally, in order to test the mediating influence of goal specific self-efficacy on the relationship between perceived person-goal fit and performance on the hidden objects task, performance was regressed on perceived person-goal fit ($\beta = 0.35, p = 0.03$), goal specific self-efficacy was regressed on perceived person-goal fit ($\beta = 0.56, p = 0.00$), and performance was regressed on perceived person-goal fit controlling for goal specific self-efficacy ($\beta = 0.13, p = 0.48$). Baron and Kenny's (1986) procedure showed evidence for full mediation, and the Sobel (1982) test confirmed this result ($z = 2.23, p = 0.03$).

Moderated regression analyses were used to test Hypotheses 9a, 9b, and 9c. The relationships between perceived person-goal fit and both intrinsic motivation and goal satisfaction were shown to be moderated by goal commitment (see Figures 4 and 5), however the direction of the relationships was opposite of what was hypothesized. Results for these analyses are presented in Tables 43-45.

Table 42

Mediation Analyses of the Perceived Person-Goal Fit Relationships on the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Perceived Person-Goal Fit	.26	.05	.29**	.09
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.56	.06	.48**	.23
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	.04	.05	.05	.09
Intrinsic Motivation on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.24	.06	.27**	

8b: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Perceived Person-Goal Fit	.35	.07	.31**	.10
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.56	.06	.48**	.23
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.18	.06	.19**	.12
Goal Satisfaction on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.24	.07	.22**	

8c: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Perceived Person-Goal Fit	.35	.17	.13*	.02
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.56	.06	.48**	.23
Step 3				
Performance on Goal Specific Self-Efficacy	.39	.16	.17*	.04
Performance on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.13	.19	.05	

*Note** $p < .05$; ** $p < .01$ (two-tailed).

Table 43

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Intrinsic Motivation Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.26	.05	.29**	.09	
Step 2					
Perceived Person-Goal Fit	.14	.06	.16*	.17	.09**
Goal Commitment	.34	.07	.33**		
Step 3					
Perceived Person-Goal Fit	.13	.06	.15*	.19	.02*
Goal Commitment	.31	.07	.30**		
Perceived Person-Goal Fit x Goal Commitment	-.16	.06	-.14		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 44

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Goal Satisfaction Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.35	.07	.31**	.10	
Step 2					
Perceived Person-Goal Fit	.26	.07	.23**	.13	.03**
Goal Commitment	.24	.08	.18**		
Step 3					
Perceived Person-Goal Fit	.25	.07	.22**	.16	.04**
Goal Commitment	.19	.08	.15*		
Perceived Person-Goal Fit x Goal Commitment	-.26	.08	-.19**		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 45

Goal Commitment as a Moderator of the Perceived Person-Goal Fit - Performance Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.35	.17	.13*	.02	
Step 2					
Perceived Person-Goal Fit	.40	.18	.15*	.02	.00
Goal Commitment	-.13	.21	-.04		
Step 3					
Perceived Person-Goal Fit	.39	.18	.15*	.02	.00
Goal Commitment	-.17	.21	-.05		
Perceived Person-Goal Fit x Goal Commitment	-.20	.21	-.06		

Note. **p* < .05; ***p* < .01 (two-tailed).

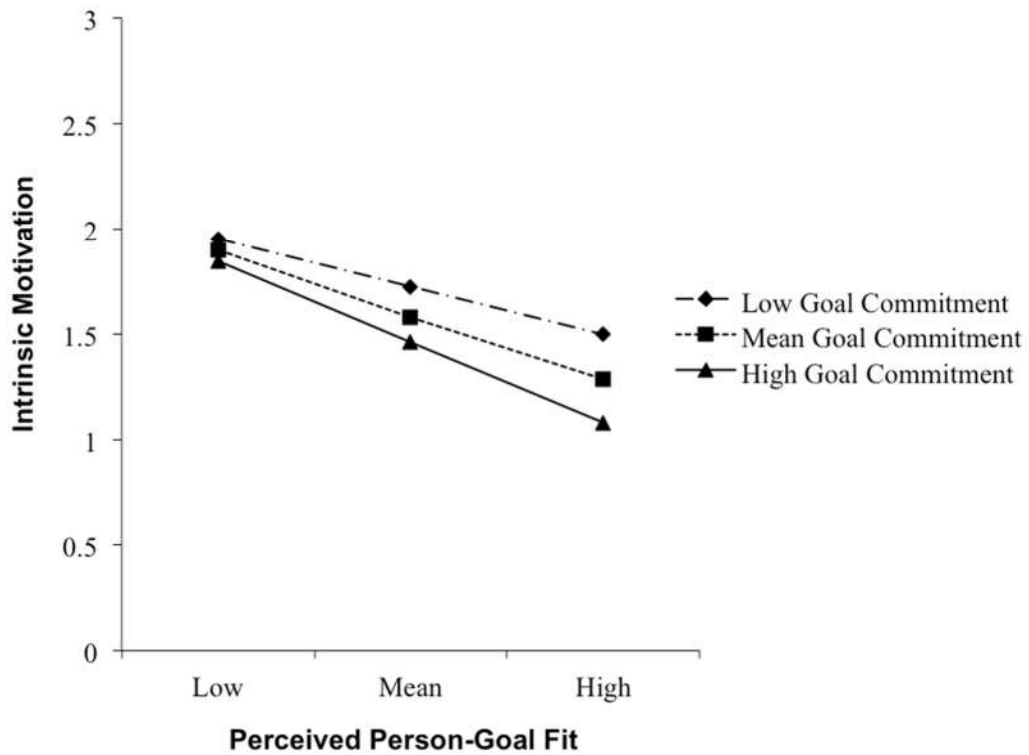


Figure 22. Interactive relationship between perceived person-goal fit and goal commitment when predicting intrinsic motivation on the hidden objects task.

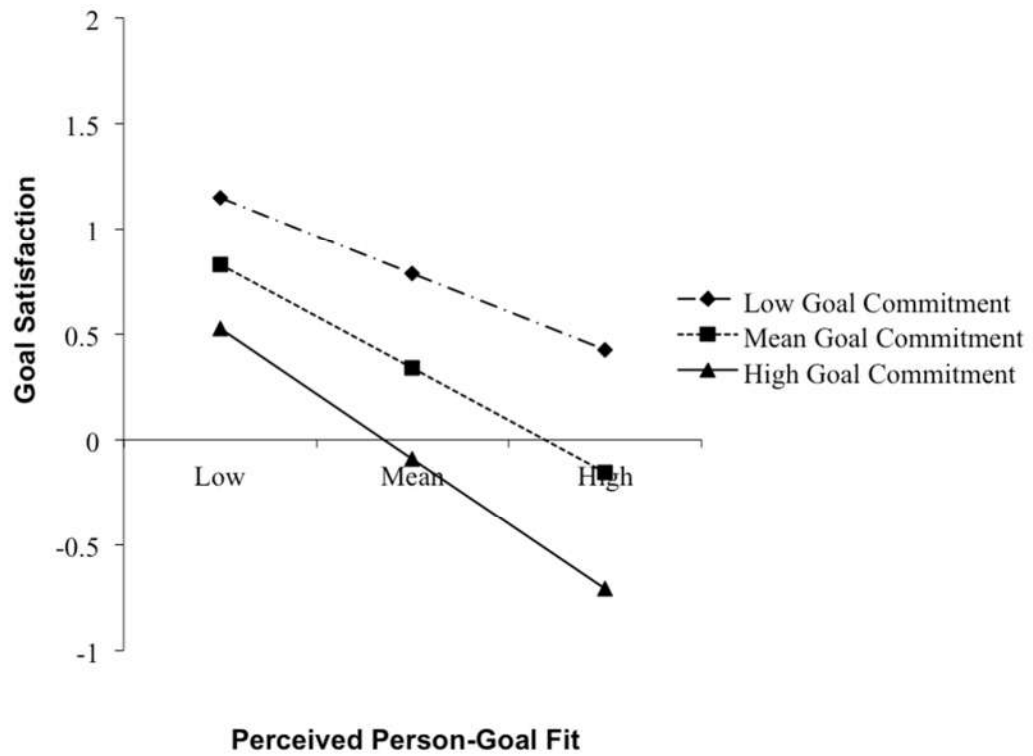


Figure 23. Interactive relationship between perceived person-goal fit and goal commitment when predicting goal satisfaction on the hidden objects task.

Word Search

The next set of results are for the word search task. Consistent with Hypothesis 1, perceived person-goal fit was significantly related to goal affect ($\beta = 0.36, p = 0.00$). Consistent with Hypotheses 2 and 3, perceived person-goal fit was unrelated to negative affect ($\beta = 0.01, p = 0.85$) and positively related to goal commitment ($\beta = 0.30, p = 0.00$). Consistent with Hypothesis 4a, perceived person-goal fit was related to intrinsic motivation ($\beta = 0.25, p = 0.00$). Contrary to Hypothesis 4b, perceived person-goal fit was not related to extrinsic motivation ($\beta = 0.05, p = 0.36$). Consistent with Hypotheses 5, perceived person-goal fit was significantly related to goal satisfaction ($\beta = 0.28, p = 0.00$). However, contrary to Hypothesis 6 perceived person-goal fit was not related to performance on the word search task ($\beta = -.16, p = 0.33$). Contrary to Hypothesis 7, perceived person-goal fit did not account for unique variance in performance, over and above cognitive ability ($\beta = -.15, p = 0.37$).

Hypotheses 8a/8b/8c stated that goal specific self-efficacy would mediate the relationships between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. Results from these analyses are presented in Table 46. There is no evidence to support goal specific self-efficacy as a mediator of the fit-outcome relationships on the word search task, and thus failing to support Hypotheses 8a, 8b, and 8c.

Table 46

Mediation Analyses of the Perceived Person-Goal Fit Relationships on the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Perceived Person-Goal Fit	.26	.06	.26**	.07
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.35	.06	.38**	.14
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	-.06	.07	-.06	.07
Intrinsic Motivation on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.27	.06	.29**	

8b: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Perceived Person-Goal Fit	.28	.07	.27**	.07
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.35	.06	.38**	.14
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.12	.08	.11	.08
Goal Satisfaction on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.24	.07	.23**	

8c: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Perceived Person-Goal Fit	-.16	.17	-.06	.00
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.35	.06	.38**	.14
Step 3				
Performance on Goal Specific Self-Efficacy	.10	.19	.04	.01
Performance on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	-.20	.18	-.08	

Note* $p < .05$; ** $p < .01$ (two-tailed).

Hypotheses 9a, 9b, and 9c, which stated that goal commitment would moderate the relationship between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance, were tested using moderated regression analyses. Only the relationship between perceived person-goal fit and goal satisfaction was shown to be moderated by goal commitment (see Figure 6), however the direction of the relationship was opposite to the hypothesized relationship. Results for these analyses are presented in Table 47-49.

Table 47

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Intrinsic Motivation Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.25	.06	.26**	.07	
Step 2					
Perceived Person-Goal Fit	.14	.06	.15*	.15	.08**
Goal Commitment	.36	.08	.30**		
Step 3					
Perceived Person-Goal Fit	.12	.06	.13*	.15	.01
Goal Commitment	.34	.08	.28**		
Perceived Person-Goal Fit x Goal Commitment	-.12	.08	-.10		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 48

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Goal Satisfaction Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.28	.07	.27**	.07	
Step 2					
Perceived Person-Goal Fit	.21	.07	.20**	.10	.03**
Goal Commitment	.23	.09	.17**		
Step 3					
Perceived Person-Goal Fit	.19	.07	.18**	.11	.02*
Goal Commitment	.19	.09	.15*		
Perceived Person-Goal Fit x Goal Commitment	-.18	.09	-.13*		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 49

Goal Commitment as a Moderator of the Perceived Person-Goal Fit Performance Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	-.16	.17	-.06	.00	
Step 2					
Perceived Person-Goal Fit	-.25	.18	-.10	.01	.01
Goal Commitment	.29	.23	.09		
Step 3					
Perceived Person-Goal Fit	-.28	.18	-.11	.01	.00
Goal Commitment	.24	.23	.07		
Perceived Person-Goal Fit x Goal Commitment	-.22	.23	-.07		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

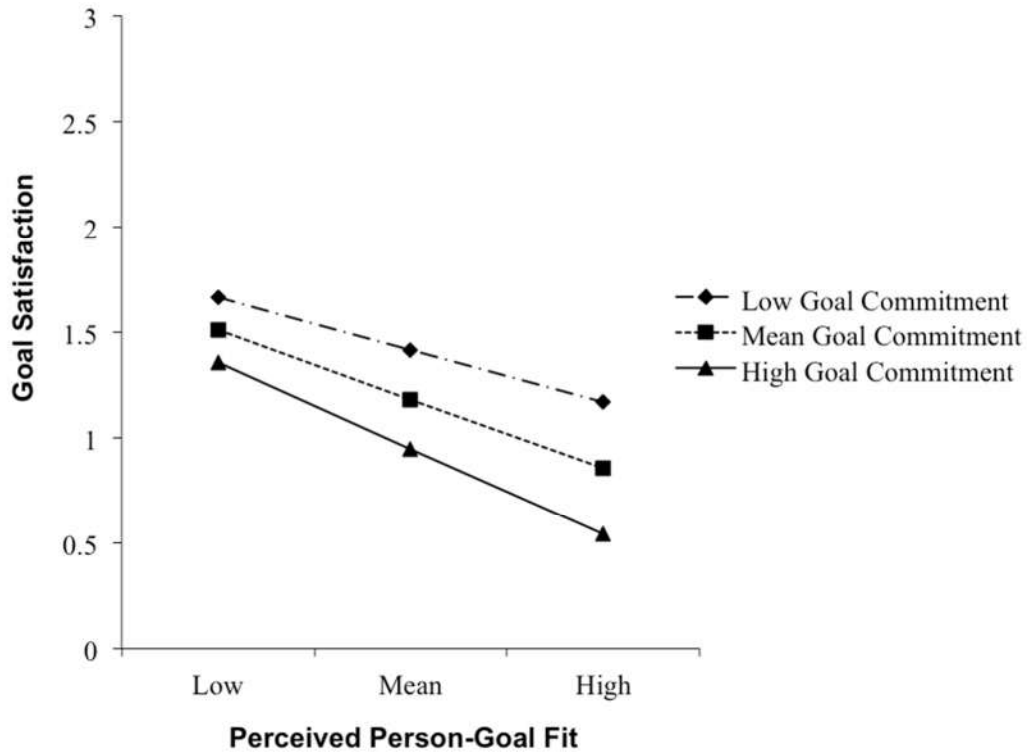


Figure 24. Interactive relationship between perceived person-goal fit and goal commitment when predicting goal satisfaction on the word search task.

Logical Reasoning

The next set of results are for the logical reasoning task. Consistent with Hypothesis 1, perceived person-goal fit was significantly related to goal affect ($\beta = 0.48, p = 0.00$). Consistent with Hypothesis 2, perceived person-goal fit was unrelated to negative affect ($\beta = -0.07, p = 0.23$). Consistent with Hypothesis 3 perceived person-goal fit was positively related to goal commitment ($\beta = 0.45, p = 0.00$). Also consistent with Hypothesis 4a, perceived person-goal fit was positively related to intrinsic motivation ($\beta = 0.17, p = 0.01$), however contrary to Hypothesis 4b, perceived person-goal fit was not related to extrinsic motivation ($\beta = -0.03, p = 0.61$). Consistent with Hypotheses 5 and 6,

perceived person-goal fit was significantly related to both goal satisfaction ($\beta = 0.37, p = 0.00$) and performance on the logical reasoning task ($\beta = 1.00, p = 0.00$). In order to test Hypothesis 7, linear regression was conducted, while controlling for cognitive ability. Consistent with Hypothesis 7, perceived person-goal fit accounts for unique variance in performance on the logical reasoning task, above and beyond cognitive ability ($\beta = 0.97, p = 0.00$).

Hypotheses 8a/8b/8c stated that goal specific self-efficacy would mediate the relationships between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance. Results from these analyses are presented in Table 50. The data failed to support Hypotheses 8a and 8b. In order to test Hypothesis 8c, performance on the logical reasoning task was regressed on perceived person-goal fit ($\beta = 1.00, p = 0.00$). Then, goal specific self-efficacy was regressed on perceived person-goal fit ($\beta = 0.69, p = 0.00$). Finally, performance was regressed on perceived person-goal fit controlling for goal specific self-efficacy ($\beta = -.05, p = 0.90$). This procedure showed evidence for full mediation, and the Sobel (1982) test confirmed this result ($z = 3.86, p = 0.00$).

Table 50

Mediation Analyses of the Perceived Person-Goal Fit Relationships for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Perceived Person-Goal Fit	.17	.06	.19**	.04
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.69	.06	.65**	.42
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	-.06	.08	-.07	.04
Intrinsic Motivation on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.21	.08	.23**	

8b: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Perceived Person-Goal Fit	.37	.07	.34**	.12
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.69	.06	.65**	.42
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.07	.09	.07	.12
Goal Satisfaction on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	.32	.09	.30**	

8c: Goal Specific Self-Efficacy Mediates Perceived Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Perceived Person-Goal Fit	1.00	.31	.22**	.05
Step 2				
Goal Specific Self-Efficacy on Perceived Person-Goal Fit	.69	.06	.65**	.42
Step 3				
Performance on Goal Specific Self-Efficacy	1.52	.37	.35**	.12
Performance on Perceived Person-Goal Fit controlling for Goal Specific Self-Efficacy	-.05	.40	-.01	

*Note** $p < .05$; ** $p < .01$ (two-tailed).

Hypotheses 9a, 9b, and 9c, which stated that goal commitment would moderate the relationship between perceived person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, and (c) performance, was tested using moderated regression analyses. The data failed to support these hypotheses. Results for these analyses are presented in Tables 51-53.

Table 51

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Intrinsic Motivation Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.17	.06	.19**	.04	
Step 2					
Perceived Person-Goal Fit	-.02	.07	-.02	.15	.12**
Goal Commitment	.41	.08	.40**		
Step 3					
Perceived Person-Goal Fit	-.02	.07	-.02	.15	.00
Goal Commitment	.41	.08	.40**		
Perceived Person-Goal Fit x Goal Commitment	.00	.07	.00		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 52

Goal Commitment as a Moderator of the Perceived Person-Goal Fit-Goal Satisfaction Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	.37	.07	.34**	.12	
Step 2					
Perceived Person-Goal Fit	.21	.08	.19**	.18	.06**
Goal Commitment	.36	.09	.29**		
Step 3					
Perceived Person-Goal Fit	.21	.08	.19*	.18	.00
Goal Commitment	.39	.10	.31**		
Perceived Person-Goal Fit x Goal Commitment	.07	.08	.06		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 53

Goal Commitment as a Moderator of the Perceived Person-Goal Fit Performance Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Perceived Person-Goal Fit	1.00	.31	.22**	.05	
Step 2					
Perceived Person-Goal Fit	.96	.37	.21**	.05	.00
Goal Commitment	.07	.43	.01		
Step 3					
Perceived Person-Goal Fit	.96	.36	.21**	.07	.02*
Goal Commitment	.32	.44	.06		
Perceived Person-Goal Fit x Goal Commitment	.75	.36	.15*		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Phase III: Subjective Person-Goal Fit

In the third phase of analyses, person-goal fit was assessed by examining the goal the individual would have preferred to strive for and the assigned goal, or subjective person-goal fit. A table summarizing the results of the analyses in Phase III can be found in Table 54.

Table 54. Summary of Results for Phase III Analyses

		Subjective Person-Goal Fit			
		Word Generation	Hidden Objects	Word Search	Logical Reasoning
H1	Person-Goal Fit → Goal Affect	NS	Supported	NS	Supported
H2	Person-Goal Fit → Negative Affect	Supported	Supported	Supported	Supported
H3	Person-Goal Fit → Goal Commitment	NS	NS	NS	Supported
H4a	Person-Goal Fit → Intrinsic Motivation	NS	Supported	Supported	NS
H4b	Person-Goal Fit → Extrinsic Motivation	NS	Supported	NS	NS
H5	Person-Goal Fit → Goal Satisfaction	NS	Supported	Supported	Supported
H6	Person-Goal Fit → Performance	NS	NS	NS	NS
H7	Person-Goal Fit → Performance controlling for Cognitive Ability	NS	NS	NS	NS
H8a	Person-Goal Fit → SSE → Intrinsic Motivation	NS	NS	NS	NS
H8b	Person-Goal Fit → SSE → Goal Satisfaction	NS	NS	NS	NS
H8c	Person-Goal Fit → SSE → Performance	NS	NS	NS	NS
H9a	Goal Commitment moderates Person-Goal Fit → Intrinsic Motivation	NS	NS	NS	NS
H9b	Goal Commitment moderates Person-Goal Fit → Goal Satisfaction	NS	NS	NS	NS
H9c	Goal Commitment moderates Person-Goal Fit → Performance	NS	NS	NS	NS

Word Generation

Linear regressions were used to test Hypotheses 1-7 using data from the word generation task and subjective fit as the measure of person-goal fit. Subjective person-goal fit was unrelated to goal affect ($\beta = 0.04, p = 0.57$), failing to support Hypothesis 1. Consistent with Hypothesis 2, subjective person-goal fit was unrelated to negative affect ($\beta = -0.04, p = 0.55$). Subjective person-goal was unrelated to goal commitment ($\beta =$

0.11, $p = 0.08$), intrinsic motivation ($\beta = 0.01$, $p = 0.87$), extrinsic motivation ($\beta = 0.07$, $p = 0.30$), goal satisfaction ($\beta = 0.11$, $p = 0.18$), and performance on the word generation task ($\beta = 1.20$, $p = 0.09$), failing to support Hypotheses 3-6. Subjective person-goal fit did not explain additional variance in performance on the word generation task beyond that explained by cognitive ability ($\beta = 1.18$, $p = 0.08$), failing to support Hypothesis 7.

Hypotheses 8a/8b/8c were tested using mediated regression analyses.

Unfortunately, goal specific self-efficacy did not mediate the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance. Results from these analyses can be found in Table 55.

Hypotheses 9a/9b/9c were tested using moderated regression analyses. Goal commitment did not interact with subjective person-goal fit in the prediction of (a) intrinsic motivation, (b) goal satisfaction, or (c) performance on the word generation task. Results from these analyses are presented in Tables 56-58.

Table 55

Mediation Analyses of the Subjective Person-Goal Fit Relationships on the Word Generation Task

	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Subjective Person-Goal Fit	.01	.07	.01	.00
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.06	.08	.05	.00
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	.04	.06	.05	.00
Intrinsic Motivation on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.01	.07	.01	

8b: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Subjective Person-Goal Fit	.11	.08	.09	.01
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.06	.08	.05	.00
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.14	.07	.14*	.03
Goal Satisfaction on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.10	.08	.09	

8c: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Subjective Person-Goal Fit	1.20	.68	.12	.01
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.06	.08	.05	.00
Step 3				
Performance on Goal Specific Self-Efficacy	1.36	.60	.15*	.04
Performance on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	1.07	.68	.11	

*Note** $p < .05$; ** $p < .01$ (two-tailed).

Table 56

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Intrinsic Motivation Relationship on the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.01	.07	.01	.00	
Step 2					
Subjective Person-Goal Fit	-.02	.07	-.02	.07	.07**
Goal Commitment	.29	.08	.26**		
Step 3					
Subjective Person-Goal Fit	-.02	.07	-.02	.07	.00
Goal Commitment	.28	.08	.25**		
Subjective Person-Goal Fit x Goal Commitment	-.03	.11	-.02		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 57

Goal Commitment as a Moderator of the Subjective Person-Goal Fit - Goal Satisfaction Relationship on the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.11	.08	.09	.01	
Step 2					
Subjective Person-Goal Fit	.07	.08	.06	.10	.09**
Goal Commitment	.40	.09	.30**		
Step 3					
Subjective Person-Goal Fit	.07	.08	.06	.10	.00
Goal Commitment	.38	.09	.29**		
Subjective Person-Goal Fit x Goal Commitment	-.13	.14	-.06		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 58

Goal Commitment as a Moderator of the Subjective Person-Goal Fit - Performance Relationship for the Word Generation Task

	<i>B</i>	<i>SE B</i>	β	R^2	ΔR^2
Step 1					
Subjective Person-Goal Fit	1.20	.68	.12	.01	
Step 2					
Subjective Person-Goal Fit	1.13	.69	.11	.01	.00
Goal Commitment	.17	.79	.02		
Step 3					
Subjective Person-Goal Fit	1.15	.69	.12	.01	.00
Goal Commitment	.12	.82	.01		
Subjective Person-Goal Fit x Goal Commitment	-.36	1.21	-.02		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Hidden Objects

The next set of results are for the hidden objects task with the subjective person-goal fit operationalization of person-goal fit. Subjective person-goal fit was a significant predictor of goal affect (H1: $\beta = 0.15$, $p = 0.02$), intrinsic motivation (H4a: $\beta = 0.18$, $p = 0.01$), extrinsic motivation (H4b: $\beta = 0.13$, $p = 0.05$), and goal satisfaction (H5: $\beta = 0.29$, $p = 0.00$). Subjective person-goal fit was unrelated to negative affect ($\beta = -0.13$, $p = 0.06$), supporting Hypothesis 2. Contrary to Hypothesis 3, subjective person-goal fit was not a significant predictor of goal commitment ($\beta = 0.10$, $p = 0.12$). Subjective person-goal fit was also unrelated to performance on the hidden objects task, failing to support Hypotheses 6 ($\beta = 0.07$, $p = 0.73$) and 7 ($\beta = 0.11$, $p = 0.59$).

Hypotheses 8a/8b/8c were tested using mediated regression analyses. Goal specific self-efficacy was not a mediator of the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance. Results from these analyses can be found in Table 59.

Table 59

Mediation Analyses of the Subjective Person-Goal Fit Relationships on the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Subjective person-goal fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Subjective Person-Goal Fit	.18	.07	.17**	.03
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.16	.09	.12	.02
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	.12	.05	.15*	.05
Intrinsic Motivation on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.16	.07	.16*	

8b: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Subjective Person-Goal Fit	.29	.08	.22**	.05
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.16	.09	.12	.02
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.25	.06	.26**	.11
Goal Satisfaction on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.25	.08	.19**	

8c: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Subjective Person-Goal Fit	.07	.21	.02	.00
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.16	.09	.12	.02
Step 3				
Performance on Goal Specific Self-Efficacy	.43	.15	.19**	.04
Performance on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.00	.21	.00	

*Note** $p < .05$; ** $p < .01$ (two-tailed).

Hypotheses 9a/9b/9c were tested using moderated regression analyses. Goal commitment did not moderate the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance on the hidden objects task. Results from these analyses are presented in Tables 60-62.

Table 60

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Intrinsic Motivation Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	R^2	ΔR^2
Step 1					
Subjective Person-Goal Fit	.18	.07	.17**	.03	
Step 2					
Subjective Person-Goal Fit	.14	.06	.13*	.18	.15**
Goal Commitment	.41	.07	.38**		
Step 3					
Subjective Person-Goal Fit	.14	.06	.14*	.18	.00
Goal Commitment	.41	.07	.39**		
Subjective Person-Goal Fit x Goal Commitment	.07	.09	.05		

Note. * $p < .05$; ** $p < .01$ (two-tailed).

Table 61

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Goal Satisfaction Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.29	.08	.22**	.05	
Step 2					
Subjective Person-Goal Fit	.25	.08	.19**	.12	.07**
Goal Commitment	.36	.08	.27**		
Step 3					
Subjective Person-Goal Fit	.26	.08	.20**	.12	.00
Goal Commitment	.36	.08	.27**		
Subjective Person-Goal Fit x Goal Commitment	.10	.12	.05		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 62

Goal Commitment as a Moderator of the Perceived Person-Goal Fit – Performance Relationship for the Hidden Objects Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.07	.21	.02	.00	
Step 2					
Subjective Person-Goal Fit	.06	.21	.02	.00	.00
Goal Commitment	.11	.21	.04		
Step 3					
Subjective Person-Goal Fit	.05	.21	.02	.00	.00
Goal Commitment	.11	.21	.04		
Subjective Person-Goal Fit x Goal Commitment	-.11	.30	-.03		

Note. **p* < .05; ***p* < .01 (two-tailed).

Word Search

Next, results for the word search task with the subjective person-goal fit person-goal operationalization. Linear regression analyses showed that only Hypotheses 2, 4a, and 5 were supported using data from the word search task. Subjective person-goal fit

was unrelated to negative affect ($\beta = -0.09, p = 0.17$), supporting Hypothesis 2.

Subjective person-goal fit was significantly related to intrinsic motivation ($\beta = 0.16, p = 0.02$) and goal satisfaction ($\beta = 0.20, p = 0.01$), indicating support for Hypotheses 4a and 5 respectively. The data failed to support the hypothesized relationships between subjective person-goal fit and goal affect (H1: $\beta = 0.10, p = 0.07$), goal commitment (H3: $\beta = 0.01, p = 0.83$), extrinsic motivation (H4b: $\beta = 0.10, p = 0.10$), performance (H6: $\beta = 0.19, p = 0.31$), and performance when controlling for cognitive ability (H7: $\beta = 0.20, p = 0.27$).

Hypotheses 8a/8b/8c were tested using mediated regression analyses (Baron & Kenny, 1986). Goal specific self-efficacy was not a mediator of the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance. Results from these analyses can be found in Table 63.

Hypotheses 9a/9b/9c were tested using moderated regression analyses. Goal commitment did not moderate the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance on the word search task. Results from these analyses are presented in Tables 64-66.

Table 63

Mediation Analyses of the Subjective Person-Goal Fit Relationships on the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Subjective Person-Goal Fit	.16	.07	.17*	.03
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.09	.07	.09	.01
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	.04	.07	.04	.03
Intrinsic Motivation on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.16	.07	.16*	

8b: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Subjective Person-Goal Fit	.20	.08	.18*	.03
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.09	.07	.09	.01
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.23	.08	.20**	.07
Goal Satisfaction on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.18	.08	.16*	

8c: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Subjective Person-Goal Fit	.19	.18	.07	.01
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	.09	.07	.09	.01
Step 3				
Performance on Goal Specific Self-Efficacy	.14	.18	.05	.01
Performance on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.18	.18	.07	

Note* $p < .05$; ** $p < .01$ (two-tailed).

Table 64

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Intrinsic Motivation Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.16	.07	.17*	.03	
Step 2					
Subjective Person-Goal Fit	.16	.06	.16**	.17	.14**
Goal Commitment	.44	.07	.37**		
Step 3					
Subjective Person-Goal Fit	.16	.06	.16**	.17	.00
Goal Commitment	.46	.08	.39**		
Subjective Person-Goal Fit x Goal Commitment	.07	.09	.05		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 65

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Goal Satisfaction Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.20	.08	.18*	.03	
Step 2					
Subjective Person-Goal Fit	.19	.07	.17**	.12	.09**
Goal Commitment	.39	.09	.29**		
Step 3					
Subjective Person-Goal Fit	.20	.07	.17**	.12	.00
Goal Commitment	.42	.09	.31**		
Subjective Person-Goal Fit x Goal Commitment	.08	.11	.05		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 66

Goal Commitment as a Moderator of the Perceived Person-Goal Fit – Performance Relationship for the Word Search Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.19	.18	.07	.01	
Step 2					
Subjective Person-Goal Fit	.19	.18	.07	.01	.01
Goal Commitment	.21	.22	.07		
Step 3					
Subjective Person-Goal Fit	.17	.18	.06	.02	.01
Goal Commitment	.09	.23	.03		
Subjective Person-Goal Fit x Goal Commitment	*.40	.27	-.11		

Note. **p* < .05; ***p* < .01 (two-tailed).

Logical Reasoning Task

Finally, results for the logical reasoning task using subjective person-goal fit to represent person-goal fit. These analyses showed that Hypotheses 1, 2, 3 and 5 were supported for the logical reasoning task. Subjective person-goal fit was significantly related to goal affect ($\beta = 0.16, p = 0.03$) and unrelated to negative affect ($\beta = -0.03, p = 0.66$), supporting Hypotheses 1 and 2. Subjective person-goal fit was also significantly related to goal commitment ($\beta = 0.15, p = 0.05$), supporting Hypothesis 3. Subjective person-goal fit was unrelated to intrinsic motivation ($\beta = 0.10, p = 0.19$), or extrinsic motivation ($\beta = 0.07, p = 0.34$), failing to support Hypotheses 4. Hypothesis 5 was supported, indicating that subjective person-goal fit is a significant predictor of goal satisfaction ($\beta = 0.28, p = 0.00$) The data failed to support the hypothesized relationships between subjective person-goal fit performance ($\beta = 0.71, p = 0.07$), and performance when controlling for cognitive ability ($\beta = 0.66, p = 0.09$), failing to support Hypotheses 6 and 7.

Hypotheses 8a/8b/8c were tested using mediated regression analyses (Baron & Kenny, 1986). Goal specific self-efficacy was not a mediator of the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance. Results from these analyses can be found in Table 63.

Hypotheses 9a/9b/9c were tested using moderated regression analyses. Goal commitment did not moderate the relationships between subjective person-goal fit and (a) intrinsic motivation, (b) goal satisfaction, or (c) performance on the word search task. Results from these analyses are presented in Tables 64-66.

Table 67

Mediation Analyses of the Subjective Person-Goal Fit Relationships on the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²
8a: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Intrinsic Motivation Relationship				
Step 1				
Intrinsic Motivation on Subjective Person-Goal Fit	.10	.08	.10	.01
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	-.03	.09	-.02	.00
Step 3				
Intrinsic Motivation on Goal Specific Self-Efficacy	.07	.06	.09	.02
Intrinsic Motivation on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.10	.08	.10	

8b: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Goal Satisfaction Relationship				
Step 1				
Goal Satisfaction on Subjective Person-Goal Fit	.28	.09	.22**	.05
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	-.03	.09	-.02	.00
Step 3				
Goal Satisfaction on Goal Specific Self-Efficacy	.25	.07	.25**	.11
Goal Satisfaction on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.30	.09	.23	

8c: Goal Specific Self-Efficacy Mediates Subjective Person-Goal Fit – Performance Relationship				
Step 1				
Performance on Subjective Person-Goal Fit	.71	.39	.13	.02
Step 2				
Goal Specific Self-Efficacy on Subjective Person-Goal Fit	-.03	.09	-.02	.00
Step 3				
Performance on Goal Specific Self-Efficacy	1.44	.28	.35**	.14
Performance on Subjective Person-Goal Fit controlling for Goal Specific Self-Efficacy	.75	.36	.14	

Note* $p < .05$; ** $p < .01$ (two-tailed).

Table 68

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Intrinsic Motivation Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.10	.08	.10	.01	
Step 2					
Subjective Person-Goal Fit	.04	.07	.04	.17	.16**
Goal Commitment	.41	.07	.40**		
Step 3					
Subjective Person-Goal Fit	.04	.07	.04	.17	.00
Goal Commitment	.40	.07	.40**		
Subjective Person-Goal Fit x Goal Commitment	-.05	.10	-.04		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 69

Goal Commitment as a Moderator of the Subjective Person-Goal Fit – Goal Satisfaction Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.28	.09	.22**	.05	
Step 2					
Subjective Person-Goal Fit	.22	.09	.17*	.18	.13**
Goal Commitment	.45	.08	.37**		
Step 3					
Subjective Person-Goal Fit	.22	.09	.17*	.18	.00
Goal Commitment	.46	.09	.37**		
Subjective Person-Goal Fit x Goal Commitment	.07	.12	.04		

Note. **p* < .05; ***p* < .01 (two-tailed).

Table 70

Goal Commitment as a Moderator of the Perceived Person-Goal Fit – Performance Relationship for the Logical Reasoning Task

	<i>B</i>	<i>SE B</i>	β	<i>R</i> ²	ΔR^2
Step 1					
Subjective Person-Goal Fit	.71	.39	.13	.02	
Step 2					
Subjective Person-Goal Fit	.63	.39	.12	.03	.01
Goal Commitment	.51	.38	.10		
Step 3					
Subjective Person-Goal Fit	.63	.39	.12	.03	.00
Goal Commitment	.52	.38	.10		
Subjective Person-Goal Fit x Goal Commitment	.06	.52	.01		

Note. **p* < .05; ***p* < .01 (two-tailed).

CHAPTER IV

DISCUSSION AND CONCLUSIONS

Person-environment (PE) fit is a construct that has become increasingly important to the field of Industrial and Organizational Psychology. Research has shown that the match between an individual and any number of job-relevant constructs (e.g., organization, job, supervisor) has a significant impact on many important outcomes such as job performance, job satisfaction, and organizational commitment (Kristof-Brown et al., 2005). The first goal of this dissertation was to propose and define a new PE fit dimension. Person-goal fit was defined as the alignment between an individual's personality and the goals assigned. Multiple personality factors determine the type of goal individuals prefer based on their personality, and person-goal fit is the match between those preferences (i.e., individual differences) and goals assigned to the individual. Person-goal fit is the match between an individual difference variable and a corresponding goal dimension.

The second aim of this study was to operationalize person-goal fit and show that it has acceptable psychometric properties by displaying adequate reliability and variability. In order to do this, a goal dimension taxonomy was created by combining and condensing the goal dimension literature, which facilitated operationalizing a match between an individual difference characteristic and a goal. For this study, person-goal fit was conceptualized as the match between two dispositional traits (need for achievement and approach/avoidance temperament) and their corresponding goal dimensions (goal difficulty and approach/avoidance goal). Thus, person-goal fit was the match between

(a) individuals' need for achievement and the difficulty of the assigned goal; (b) individuals' approach temperament and approach goal perceptions; and (c) avoidance temperament and avoid goal perceptions.

Further, each of these conceptualizations of personal-goal fit was operationalized in three different ways. Person-goal *objective* fit was the match between a self-report measure of personality and a corresponding measure of a theoretically-related dimension of the assigned goal that has been aggregated across individuals. Person-goal *perceived* fit was the individual's subjective assessment of how well the assigned goal fit with his or her personality. Person-goal *subjective* fit was the match or mismatch between the goal an individual would have chosen and the goal he or she was actually assigned.

A sample of undergraduate students was recruited from the Texas A&M University psychology subject pool. They completed a battery of individual difference measures on one occasion and then a battery of experimental tasks (word generation, hidden objects, word search, and logical reasoning) on the computer approximately one week later. This presented the opportunity to test each of the study hypotheses 20 times (two conceptualizations and three operationalizations that resulted in five person-goal fit measures to test in this study across four tasks).

Construct Validity Evidence for Person-Goal Fit

The third objective of this study was to establish construct-related validity evidence by showing the job-related outcomes to which person-goal fit should and should not be related. By demonstrating that there is construct-related validity evidence, it can be inferred that person-goal fit is a useful predictor of work-related outcomes. In

order to do this, both convergent and discriminant validity should be demonstrated, with convergent validity showing that person-goal fit is related to theoretically similar constructs and discriminant validity showing that person-goal fit is different from theoretically unrelated constructs (Aguinis et al., 2001).

First, across the three operationalizations of person-goal fit, there is some support for person-goal fit having a positive relationship with goal affect. When measured objectively, the better the match between an individual's personality and the assigned goal, the more positively the individual tended to feel about the goal. Contrary to expectations, this hypothesis was not found consistently across the four tasks or the three operationalizations of fit. However, it was supported on several occasions, consistently with the person-goal *perceived* fit operationalization and approximately half of the time with the person-goal *subjective* fit operationalization. The goal of this hypothesis was to provide convergent validity evidence for person-goal fit. Across the three person-goal fit operationalizations, there is some limited convergent validity evidence.

A second finding that bears discussion is the evidence for discriminant validity of person-goal fit. Across all three operationalizations of person-goal fit and four experimental tasks, there was very little conceptual overlap between person-goal fit and negative affect. Negative affect is a relatively stable personality trait characterized by negative emotions such as anger and fear (Thoresen et al., 2003). As person-goal fit is expected to vary depending on the level of fit between personality and each goal assigned, it was not expected to be significantly related to negative affect. Thus, in order to show discriminant validity evidence, a null hypothesis was predicted. Doing so has

some inherent problems. For example, setting an alpha level at .05, the risk of Type I error is minimized, however the risk of making a Type II error is much higher (Cashen & Geiger, 2004). Because the risk of missing a true effect and failing to reject a hypothesis that is actually false is so high, caution should be used when interpreting these results. However, with the accompanying convergent validity evidence that person-goal fit was hypothesized to show with goal affect, this discriminant validity evidence provides preliminary support for our ability to reliably measure the person-goal fit variable.

Criterion-Related Validity Evidence for Person-Goal Fit

Next, in order to establish that person-goal fit is a meaningful dimension of PE fit, criterion-related validity evidence should be demonstrated by showing that person-goal fit is significantly related to theoretically relevant outcomes. Drawing on self-concordance theory, person-goal fit was hypothesized to be positively related to several important job-related outcomes. Specifically, individuals high in person-goal fit will exert more effort toward goal attainment and will experience lower levels of ambiguity (Cable & Edwards, 2004), because their goals are congruent with their values, needs, and personal interests (Sheldon & Elliot, 1999). A high degree of congruence between individuals' dispositional traits and their goals should also lead to high motivation, performance, and satisfaction. Thus, it was hypothesized that person-goal fit would be positively related to goal commitment, motivation, goal satisfaction, and performance. Additionally, the utility of person-goal fit was to be established by showing that person-goal fit predicts variance in performance over and above a known predictor, such as

cognitive ability.

Limited criterion-related validity evidence for person-goal fit was found, as it was unrelated to many of the theoretically relevant outcomes. When measured objectively, person-goal fit was related to goal commitment when person-goal fit was conceptualized as a match between need for achievement and goal difficulty on the logical reasoning task. Additionally, person-goal fit was related to the several of the hypothesized outcomes when person-goal fit was conceptualized as the match between approach temperament and approach goals. When this was the case, person-goal fit was positively related to intrinsic motivation, goal satisfaction, performance, but only on the word search task. The results were marginally better when person-goal fit was operationalized as subjective fit. Person-goal fit was positively related to goal commitment on the logical reasoning task. Person-goal fit was positively related to intrinsic motivation on both the hidden objects and the word search tasks and it was positively related to extrinsic motivation on the hidden objects task. Lastly, person-goal fit was positively related to goal satisfaction on the hidden objects task, the word search task, and the logical reason task. Results were better when person-goal fit was operationalized as perceived fit. Across all four tasks, perceived person-goal fit was positively related to goal affect, goal commitment, intrinsic motivation, and goal satisfaction. Perceived person-goal fit was related to performance on both the hidden objects task and the logical reasoning task. These results are surprising given the strong relationships found between other fit dimensions construed as more than perceptions and similar outcomes (Kristof-Brown & Guay, 2013). Thus, while there is some criterion-related validity evidence for person-

goal fit, it is most evident when fit was operationalized as a perception.

There was very limited evidence for the utility of person-goal fit as a predictor of outcomes. When looking at the results for objective person-goal fit, there was only one instance in which person-goal fit predicted performance over and above cognitive ability. When examining perceived person-goal fit, additional variance in performance was explained by person-goal fit on both the hidden objects task and the logical reasoning task. Given that person-goal fit was rarely related to performance in this study, it is not surprising that person-goal fit did not predict variance in performance over and above a known predictor like cognitive ability. All in all, it seems that person-goal fit is not a highly useful predictor of performance for the tasks included in this study.

From the results of the criterion-related validity and utility analyses, it seems clear that person-goal fit has a greater impact on outcomes when individuals' perceptions are taken into account. Whether assigned goals match individuals' personalities only matters to the extent that they are aware of a match or mismatch. This finding is consistent with previous meta-analytic work, which found that perceived PO fit displays stronger relationships with attitudinal criteria than performance (Arthur et al., 2006). The perception that person-goal fit exists has a greater impact on outcomes than actual levels of person-goal fit or misfit. However, as Arthur et al. (2006) note, this effect might be a statistical artifact due to same-source bias. In the current study, perceived fit was measured by asking individuals how well the goal assigned fit with their personality. Individuals also rated their own levels of goal affect, goal commitment, intrinsic motivation, and goal satisfaction, which means that the magnitude of the

relationships found may be inflated due to both the predictor and the outcome being rated by the same individual. The relationships between perceived fit and performance on both the hidden objects task and the logical reasoning task were smaller in magnitude, which could be due to the fact that performance was measured objectively, and thus those relationships were not subject to same-source bias. It is clear that the perception of person-goal fit has an effect on outcomes, particularly on attitudinal criteria, but the actual size of that effect warrants further study.

Mediators and Moderators of Person-Goal Fit – Outcome Relationships

Finally, the fourth goal of this dissertation was to empirically test the hypothesized relationships between person-goal fit and goal commitment, motivation, goal satisfaction, and performance. Goal specific self-efficacy was also examined as a potential mediator. It is believed that a high degree of person-goal fit would lead to increased levels of goal specific self-efficacy, which would then lead to higher levels of motivation, goal satisfaction, and performance. Additionally, the potential interactive effects of person-goal fit and goal commitment were explored. Goal commitment was hypothesized to moderate the relationship between person-goal fit and motivation, goal satisfaction, and performance, such that when both person-goal fit and goal commitment are high, motivation, goal satisfaction, and performance will be at their highest.

There was little evidence for goal specific self-efficacy mediating the relationships between person-goal fit and any of the hypothesized outcomes. Goal specific self-efficacy was expected to have a mediating effect on person-goal-outcome relationships, because as person-goal fit increases, individuals' confidence and their belief in their

ability to attain the assigned goals also increases. However, in most cases the data did not support this hypothesis. Only the relationships between perceived person-goal fit and goal satisfaction on the hidden objects task and between perceived person-goal fit and performance on both the hidden objects and the logical reasoning tasks show evidence of a mediation effect. While individuals who participated in this study expressed varying levels of goal specific self-efficacy depending on the task and the goal assigned, there was very little evidence for goal specific self-efficacy being the path through which person-goal fit affects outcomes. It is possible that individuals responded to the goal self-efficacy items as if the task was the referent as opposed to the goal. In this study participants were introduced to the tasks via a practice session at least one week before the experimental session, so participants could have had a sense of their level of self-efficacy for the task before the goal was assigned. If this were the case, then because goal specific self-efficacy preceded person-goal fit in time, it could not function as a mediator of the relationships between person-goal fit and outcomes. This is consistent with work by Vancouver, Thompson, and Williams (2001), which shows that self-efficacy on future tasks is informed by past performance. Individuals' performance on the practice session likely influenced their efficacy beliefs before the goal for the experimental session was assigned. Thus it is likely that the measurement of goal specific self-efficacy was confounded with the measurement of individuals' task specific self-efficacy.

Finally, goal commitment was proposed to moderate the relationships between person-goal fit and the outcomes intrinsic motivation, goal satisfaction, and

performance. There was no support for these hypotheses when examined using subjective person-goal fit or perceived person-goal fit. When looking at objective person-goal fit, there was some evidence for goal commitment having a moderating effect, particularly on the relationship between person-goal fit and intrinsic motivation when person-goal fit was defined as the match between need for achievement and goal difficulty. When both person-goal fit and goal commitment were high, intrinsic motivation was maximized. It is not surprising that this effect was found given the strong evidence for goal commitment having a moderating effect on the relationship between goal difficulty and motivation (Klein et al., 1999). However it is surprising that this effect was not found for subjective or perceived person-goal fit. In fact, at times goal commitment had a negative effect on the relationships between perceived person-goal fit and both intrinsic motivation and goal satisfaction. This means that the relationship between perceived person-goal fit and intrinsic motivation (or goal satisfaction) was weakest when goal commitment was high. The moderated relationships that were not in the hypothesized directions are inconsistent with expectation and are difficult to interpret. Given the low stakes nature of this online lab study conducted using undergraduate psychology students, it is possible that even though participants reported feeling committed to their assigned goals, in reality they were not. Ideally employees would feel affective commitment toward the goals assigned by their employers. It is unlikely that given the brief and impersonal nature of an online study, that affective goal commitment could have been fostered. If anything, individuals might have worked toward the assigned goals because they feared that if they did not, they would not

receive credit for study participation (continuance commitment). In the future, it may be beneficial to measure goal commitment using the three-factor model of commitment (Meyer & Herscovitch, 2001). It is very possible that affective goal commitment is necessary for the hypothesized relationships to emerge.

Additional Findings

An important and surprising finding of this study was the lack of relationship between perceived person-goal fit and subjective person-goal fit. Goals were assigned in an attempt to induce a state of person-goal fit or misfit. Within the same task, a relationship between the two types of fit was expected, however this was only the case for the hidden objects task (See Tables 8-11). To further explore the relationship between perceived person-goal fit and subjective person-goal fit across task-within condition correlations were run (See Appendix I). When examined this way the relationship between perceived person-goal fit and subjective person-goal fit was significant only when a difficult-approach was assigned. Perceived person-goal fit and subjective person-goal fit are two different operationalizations of the same PE fit dimension, thus it is very surprising to find that they are unrelated. This unexpected finding calls into question both the strength of the manipulation and the measurement of person-goal fit. Perhaps a stronger manipulation would have been what was necessary to induce both perceived and subjective person-goal fit. Maybe a weak manipulation is sufficient to make people aware of their perceived fit but not their subjective fit. Another possible explanation for the lack of a relationship is the measurement of subjective fit. Subjective fit is typically measured by creating a score based on a self-report measure of

an individual's characteristic and a separate measure of the environment. It is possible that subjective person-goal fit was not well captured in the current study, which might explain both the lack of a relationship between subjective fit and perceived fit as well as the lack of hypothesized relationships between subjective person-goal fit and outcomes.

Another interesting finding of this study is that the pattern of results changed according to which combination of operationalization and task was being examined. It appears that for objective person-goal fit, the word search task had the largest number of significant results, followed by the hidden objects task, the logical reasoning task, and finally the word generation task. For perceived person-goal fit the hidden objects task had the greatest number of significant relationships, followed by the logical reasoning task, the word generation task, and work search task. The pattern changed again for subjective person-goal fit. The hidden objects task had the greatest number, then logical reasoning, then word search and finally word generation. It was not expected to find a changing pattern of results based on the operationalization of person-goal fit or the experimental task. Further research should be done to find out why the results varied by task. Perhaps participants found the word generation less enjoyable than the other tasks and that is why more significant results were not found. This pattern of results was unexpected and is impossible to explain without further study. If there were a true, substantive difference between the tasks, a similar pattern of results would have been expected across the three person-goal fit operationalizations. The tasks did not vary greatly in terms of perceived goal difficulty however, participants' scored highest on the word generation task and lowest on the hidden objects task. This finding is interesting

when you consider that the word generation task had the fewest significant results and the hidden objects task had the most. Perhaps the difficulty of the task moderates the impact that person-goal fit has on performance as well as other important outcomes.

In general, defining person-goal fit as the match between a person's avoidance temperament and an avoidance goal did not produce many significant results. In fact, other than the null hypothesis with negative affect, the only hypothesis that was supported was that conceptualization of goal commitment moderated the relationship between person-goal fit and intrinsic motivation such that intrinsic motivation was maximized when both goal commitment and person-goal fit were high. According to Elliot and Thrash (2010), individuals with an avoidance temperament seek to avoid punishments. Perhaps, participants did not feel that there were any potential punishments or consequences for performing badly or for failing to meet assigned goals, thus their proclivity to avoid was not triggered.

Implications, Limitations, and Future Directions

This study was the first to formally define and explore person-goal fit as a PE fit dimension. This study sought to establish its value as a predictor by showing construct and criterion-related validity evidence for person-goal fit. While the results of this study were limited, it is no less an important step. By showing that person-goal fit (particularly perceived person-goal fit) positively influences performance-related outcomes, this study has shown that the way supervisors frame the goals that they assign to their employees matters. By continuing to study the effects of person-goal fit, researchers might be able to apply the findings to broader, more complex PE fit dimensions. Person-goal fit could

contribute to our understanding of the broader PE fit domain by explaining the match between individuals and elements of their work environment at a finer grained level of analysis than other PE dimensions. This will provide a more complete understanding of PE congruence and will therefore enhance our ability to explain attitudes and behaviors that result from this state.

The preliminary findings of this study reveal the importance of perceived person-goal fit to performance-related outcomes. When individuals believed that the goal that they were assigned was one that was a good fit for their personality, goal affect, goal commitment, intrinsic motivation, goal satisfaction, and performance all increased. Supervisors should consider this when assigning goals to their employees. By taking the time to assign goals that employees see as being a good fit, employers can expect positive outcomes, particularly with regard to attitudinal criteria. It could also be beneficial to show employees how their goals fit with their personal preferences or discuss different types of goals as options when goal setting or in hindsight after employees have had a chance to strive for them and succeeded or failed.

Another implication of this study is the review and synthesis of the goal taxonomy literature. This step was undertaken as a means of operationalizing person-goal fit, however it is important in and of itself. Given the importance of goals to the field of industrial and organizational psychology, a complete taxonomy of goal dimensions should prove to be a useful tool. Additionally the taxonomy could be used to explore other personality characteristic – goal dimension combinations along which person-goal fit could be assessed.

Limitations and Future Directions

This study has several limitations that need to be acknowledged. The first is that the use of undergraduate students as a sample calls into question the generalizability of the study findings. Few of the participants were employed on more than a part-time basis and thus the results may not generalize to a population of working adults. However, goals are not just assigned in the workplace. Students are often told what their goals should be in a classroom setting as well as in athletic settings, and thus they are likely to experience person-goal fit or misfit. While the types of goals would be different, person-goal fit should exist regardless of whether the individual is in an educational or organizational setting. Thus perhaps it would be fair to conclude that the use of a student sample is an acceptable starting place to attempt to establish the usefulness of person-goal fit as a predictor.

Another related limitation of this study is the fact that participants completed the study online. That means that participants could have been anywhere: at home, in a coffee shop, in a computer lab, at the library, or any other number of locations. External distractions might have inhibited participants' performance. A person completing the performance tasks in front of the television is less likely to have applied the same amount of attention and focus as a person sitting in a quiet library. It is possible that because of this, all of the participants did not take the tasks seriously or put forth their best effort. It also appeared that some participants got frustrated with the tasks, particularly the logical reasoning task, and just started guessing or filling in random answers. Every effort was made to remove the data of those participants (e.g., including

removing many respondents who did not pass the manipulations checks); however it was difficult to accurately identify when this happened. Any data from such respondents could have attenuated the relationships examined.

A particularly important future direction would be to examine the effects of person-goal fit and person-goal misfit in an actual job setting. This would minimize the above limitations by making the results more generalizable, as the tasks would be obviously work-related, the participants would be more committed to performing well as there would be real consequences for not meeting goals and performing well, and the participants would be less likely to be less distracted when performing the focal tasks. While the setting should not affect whether person-goal fit exists as everyone experiences assigned goals at some point, examining person-goal fit in an employment setting could help to establish how useful person-goal fit might be as a predictor of job-related outcomes.

As mentioned previously, the perceived person-goal fit phase of the data analysis relied heavily on single source data. This could have inflated the magnitude of the relationships found in this study. All of the variables in Phase II, other than performance, were measured using self-report, survey items. It is impossible to know after the fact what the true magnitude of those relationships is, however it is unlikely that single source bias is able to account for the entirety of the relationships found. In the future, it would be better to gather data from multiple sources; for example, a coworker's ratings of the participant's motivation might be used instead of a self-report measure of motivation.

Another limitation of this study was the measurement of goal commitment. This construct was measured with three items that assessed participants' general level of goal commitment. It may be more helpful in future studies to define and measure goal commitment using the Meyer and Allen's (1991) three component model of organizational commitment, as the type of commitment held can have an impact on organizational outcomes. A person who is affectively committed to an assigned goal is going to put forth more effort toward goal attainment than a person who has continuance commitment for that same goal (Meyer & Herscovitch, 2001). Examining goal commitment as a moderator of the relationships between person-goal fit and goal satisfaction, intrinsic motivation, and performance might have been more fruitful if the three different types of commitment had been measured and analyzed.

It was predicted that person-goal fit would not be related to negative affect. This hypothesis was tested in an effort to show discriminant validity evidence for the person-goal fit dimension. Hypothesizing the null can be problematic as it capitalizes on the Type II Error rate (Cashen & Geiger, 2004). A better way to test this hypothesis would be to follow the recommendations set out by Cashen and Geiger (2004) for testing the null hypothesis. Those recommendations include: setting the Type II Error rate to $\beta = .05$, examining the confidence interval for the hypothesized null effect, including several different operationalizations of the variables of interest (including negative affect), and including an additional predictor that is known to have a relationship with the outcome.

An additional limitation of this study is that the goal manipulation may not have been strong enough or well measured. When looking at the manipulation check item,

33% of the original sample failed the manipulation check on the word generation task, 28% on the hidden objects task, 35% on the word search task, and 44% on the logical reasoning task. Only 125 (34%) individuals passed the manipulation check item for all four tasks. While strength of the manipulation was clearly a problem given that so many people were unable to report their goal moments after it was assigned, the manipulation check items themselves also proved problematic. In the current study, participants were presented with a statement, “The goal I was given for this task is to generate (exactly, more than, less than)(5, 10, 20, 30) words”. Then followed two text boxes where they were to enter their answers (see Appendix F). Because of the way some participants completed this item, it is not possible to ascertain whether they failed the manipulation check because they genuinely did not know the goal they had been assigned or because they did not understand how to answer the question. Future researchers should use a stronger goal manipulation and a cleaner method of assessing the manipulation (e.g., multiple choice). By ensuring that participants know and can identify the goal to which they have been assigned, researchers will be better able to answer questions about person-goal fit and the effects it may have on important job-related outcomes.

Finally, the method of assessing subjective person-goal fit might have been a limiting factor in this study. As mentioned previously, except for the hidden objects task, perceived and subjective person-goal fit were not related in this study. This is potentially problematic given that they are two different ways of assessing the same thing. Subjective fit is typically measured by assessing individuals’ perceptions of their own characteristics separately from their perceptions of the environment. The two scores are

then collapsed into a single score. In the current study, subjective fit was measured by asking participants to indicate the goal they would have preferred to work towards and a score was assigned based on how similar the preferred goal was to the goal they actually received. The potential problem with the way subjective fit was measured in this current study is that while indicating a goal preference can be seen as a way of assessing the individual's perceptions of his or her own characteristics, the score for the assigned goal was not a perception of the environment. Future studies should include a better measure of subjective person-goal fit in order to ascertain the true relationship between the two types of fit.

A final future direction arising from the current study would be to examine whether people reframe the goals assigned to them or adopt new goals when the assigned goal is a poor fit. It might be that the lack of significant findings found in this study was due to the fact that some individuals are able to reframe assigned goals that do not fit well with their personalities. If this were found to be the case then those participants would not have experienced the negative consequences associated with misfit and would have instead experienced the positive effects of person-goal fit. In the current study there is no way to ascertain whether participants reframed or adopted new goals that were a better fit with their dispositions. Future studies should explore this possibility.

Conclusions

The purpose of this study was to introduce and define a new PE fit dimension: person-goal fit. The goal was to provide theoretical and empirical support for person-

goal fit as a useful predictor of relevant job-related outcomes and to identify when and why person-goal fit influences those outcomes by identifying a potential mediator and moderator of the person-goal fit – outcome relationships. While this study failed to support many of the proposed hypotheses, it did show that perceived person-goal fit affects many job-related outcomes, particularly attitudinal criteria. Future research should be done to further determine the usefulness of person-goal fit as a meaningful variable in the workplace.

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APPENDIX A
MANIPULATION CHECK ITEMS

Word Generation Task

Indicate the words and numbers that match the goal that you were given.

The goal that I was given for this task is to generate (exactly, more than, less than) (5, 10, 20, 30) words.

Hidden Objects Task

Indicate the words and numbers that match the goal that you were given.

The goal that I was given for this task is to find (exactly, more than, less than) (5, 10, 20, 30) hidden objects.

Word Search Task

Indicate the words and numbers that match the goal that you were given.

The goal that I was given for this task is to find (exactly, more than, less than) (4, 6, 12, 15) words.

Logical Reasoning Task

Indicate the words and numbers that match the goal that you were given.

The goal that I was given for this task is to get a score of (exactly, more than, less than) (5, 10, 15, 20).

APPENDIX B

PRACTICE PERFORMANCE TASKS

Word Generation Task

In this section you will be presented with several different words. Using the word presented, write down as many different words that can be formed from its letters as you can. Each new word must have at least three (3) letters. This first word is just for practice. You will have 90 seconds to generate as many words as possible.

CALENDAR

- | | | |
|-----|-----|-----|
| 1. | 16. | 31. |
| 2. | 17. | 32. |
| 3. | 18. | 33. |
| 4. | 19. | 34. |
| 5. | 20. | 35. |
| 6. | 21. | 36. |
| 7. | 22. | 37. |
| 8. | 23. | 38. |
| 9. | 24. | 39. |
| 10. | 25. | 40. |
| 11. | 26. | 41. |
| 12. | 27. | 42. |
| 13. | 28. | 43. |
| 14. | 29. | 44. |
| 15. | 30. | 45. |

Hidden Pictures Task

In this task, you will be presented with a picture in which several items have been hidden. Find and list as many of the hidden objects as you can. You will have 3 minutes to find as many hidden objects as possible.



1. hairbrush
2. horn
3. pennant
4. pencil
5. sailboat
6. hammer

Solution

7. ladder
8. candle
9. ice-cream cone
10. iron
11. empty spool of thread
12. spoon
13. tack
14. duck

Word Search Task

In this task you will be presented with a grid of letters. In the grid there are 15 color names hidden. Find and write down as many colors as you can. You will have 3 minutes to locate as many colors as possible.

E	Q	D	T	P	F	J	K	N	P	K	N	H	T	N
E	S	I	O	U	Q	R	U	T	W	G	B	T	E	G
Z	D	C	K	A	X	Y	E	L	L	O	W	A	L	M
N	Q	N	R	T	G	H	N	D	F	R	R	N	O	S
N	I	S	B	E	E	I	E	Z	N	I	Q	B	I	S
P	Q	C	D	D	A	A	U	R	F	E	T	A	V	F
R	F	E	F	K	A	M	L	A	E	E	V	W	G	P
W	F	D	D	T	G	D	B	C	I	A	H	A	O	U
D	N	E	E	R	G	E	V	S	V	U	O	D	L	X
G	R	E	Y	L	I	P	N	E	O	Q	Q	Y	R	S
B	R	H	R	G	P	V	G	N	R	A	B	R	F	Z
H	I	R	E	S	A	N	T	O	Y	P	Y	K	T	S
O	X	M	I	P	A	M	Z	N	H	S	P	A	E	I
E	B	Z	L	R	P	T	Z	T	S	Q	Z	K	E	J
Y	S	Z	O	Q	X	L	B	T	V	D	Y	V	W	Q

Solution

aqua
blue
brown
cream
green
grey
lavender
orange

pink
red
tan
teal
turquoise
violet
yellow

Logical Reasoning Task

In this task you will be presented with a series of logic problems, in which you will be asked to identify the two numbers that solve the problem.

Sum: The answer when two numbers are added together. □

Difference: The answer when one number is subtracted from another.

Complete as many of the problems as you can. You will have 3 minutes to complete as many problems as possible.

1. The sum of two numbers is 17. Their difference is 7. What are the two numbers?
(12&5)
2. The difference of two numbers is 9, and their sum is 15. What are the two numbers?
(12&3)
3. The difference of two numbers is 3. The sum of the two numbers is 5. What are the two numbers? (4&1)
4. The sum of two numbers is 8, and their difference is 2. What are the two numbers?(5&3)
5. The sum of two numbers is 12. Their difference is 2. What are the two numbers?(7&5)
6. The sum of two numbers is 12. The difference of the two numbers is 6. What are the two numbers?(9&3)
7. The difference of two numbers is 0. Their sum is 24. What are the two numbers?(12&12)
8. The difference of two numbers is 3, and their sum is 9. What are the two numbers?(6&3)
9. The difference of two numbers is 6. The sum of the two numbers is 18. What are the two numbers?(12&6)
10. The difference of two numbers is 7. Their sum is 9. What are the two numbers?(8&1)
11. The difference of two numbers is 6. Their sum is 12. What are the two numbers?(9&3)
12. The difference of two numbers is 1. Their sum is 7. What are the two numbers?(4&3)
13. The difference of two numbers is 2. Their sum is 18. What are the two numbers?(10&8)
14. The sum of two numbers is 10. The difference of the two numbers is 6. What are the two numbers?(8&2)
15. The difference of two numbers is 7. Their sum is 13. What are the two numbers?(10&3)
16. The difference of two numbers is 7. Their sum is 11. What are the two numbers?(9&2)

17. The sum of two numbers is 12. The difference of the two numbers is 8. What are the two numbers?(10&2)
18. The difference of two numbers is 9. Their sum is 15. What are the two numbers?(12&3)
19. The difference of two numbers is 5. Their sum is 15. What are the two numbers?(10&5)
20. The sum of two numbers is 12. The difference of the two numbers is 10. What are the two numbers?(11&1)
21. The difference of two numbers is 3. Their sum is 13. What are the two numbers?(8&5)
22. The difference of two numbers is 3. Their sum is 15. What are the two numbers?(9&6)
23. The sum of two numbers is 13. The difference of the two numbers is 11. What are the two numbers?(12&1)
24. The sum of two numbers is 16. The difference of the two numbers is 0. What are the two numbers?(8&8)
25. The sum of two numbers is 10. The difference of the two numbers is 6. What are the two numbers?(8&2)
26. The sum of two numbers is 11. The difference of the two numbers is 5. What are the two numbers?(8&3)
27. The difference of two numbers is 2. Their sum is 20. What are the two numbers?(11&9)
28. The difference of two numbers is 7. Their sum is 15. What are the two numbers?(11&4)
29. The difference of two numbers is 6. Their sum is 16. What are the two numbers?(11&5)
30. The sum of two numbers is 4, and their difference is 2. What are the two numbers?(3&1)
31. The sum of two numbers is 14. The difference of the two numbers is 4. What are the two numbers?(9&5)
32. The difference of two numbers is 5. Their sum is 9. What are the two numbers?(7&2)
33. The difference of two numbers is 7, and their sum is 11. What are the two numbers?(9&2)
34. The difference of two numbers is 2. The sum of the two numbers is 20. What are the two numbers?(11&9)
35. The sum of two numbers is 14. Their difference is 2. What are the two numbers?(8&6)
36. The sum of two numbers is 10. The difference of the two numbers is 6. What are the two numbers?(8&2)
37. The sum of two numbers is 8, and their difference is 2. What are the two numbers?(5&3)
38. The difference of two numbers is 1. Their sum is 5. What are the two numbers?(3&2)

39. The difference of two numbers is 0. The sum of the two numbers is 24. What are the two numbers?(12&12)
40. The sum of two numbers is 15, and their difference is 9. What are the two numbers?(12&3)
41. The difference of two numbers is 6. The sum of the two numbers is 14. What are the two numbers?(10&4)
42. The difference of two numbers is 5, and their sum is 9. What are the two numbers?(7&2)
43. The sum of two numbers is 13. Their difference is 9. What are the two numbers?(11&2)
44. The sum of two numbers is 11. The difference of the two numbers is 9. What are the two numbers?(10&1)
45. The sum of two numbers is 20. Their difference is 4. What are the two numbers?
(12&8)

APPENDIX C

WORD GENERATION EXPERIMENTAL TASK

In this task you will be presented with a word. Using the word presented, write down as many different words that can be formed from its letters as you can. Each new word must have at least three (3) letters. You will have 3 minutes to reach your goal.

RESERVATION

- | | | |
|-----|-----|-----|
| 1. | 16. | 31. |
| 2. | 17. | 32. |
| 3. | 18. | 33. |
| 4. | 19. | 34. |
| 5. | 20. | 35. |
| 6. | 21. | 36. |
| 7. | 22. | 37. |
| 8. | 23. | 38. |
| 9. | 24. | 39. |
| 10. | 25. | 40. |
| 11. | 26. | 41. |
| 12. | 27. | 42. |
| 13. | 28. | 43. |
| 14. | 29. | 44. |
| 15. | 30. | 45. |

APPENDIX D

HIDDEN OBJECTS EXPERIMENTAL TASK

In this section you will be presented with a picture in which several items have been hidden. Find and list as many of the hidden objects as you can. You will have three (3) minutes to reach your goal.



1. paper clip
2. handbell
3. bird
4. pencil
5. sailboat

Solution

6. comb
7. dragonfly
8. teacup
9. key
10. fork

11. stocking cap
12. turtle
13. fishhook
14. bird

APPENDIX E

WORD SEARCH TASK EXPERIMENTAL TASK

In this task you will be presented with a grid of letters. In the grid there are 15 different types of animals hidden. Find and list as many types of animals as you can. You will have 3 minutes to reach your goal.

K W M T E S L J U V P N C Q A
E T O G U S I Z G E O O P F R
S W N H H R R A X I W O R L C
P D K E A Z T O L T K Q A H E
X W E K Q N Q L H O A A E B F
L P Y O G Y E Z E W M C B J G
A N C F I R Y E W O G Z W Q U
C G F I P D E F G R U O U O W
M U I S T R X C Z J X E A B X
B I H H D F B P A E K S H P P
D I J W O C C Y A R B E Z V D
X E R Q L Y M M T T Y O M Y J
G O D D T B E F T J M A N R T
G O A T Q V V N Y R A B B I T
D H A Y W A I W S B A Q D T W

Solution

bear
bird
cat
cow
dog
fish
goat
horse
lion
monkey
pig

rabbit
sheep
turtle
zebra

APPENDIX F

LOGICAL REASONING EXPERIMENTAL TASK

In this task you will be presented with a series of logic problems, in which you will be asked to identify the two numbers that solve the problem.

Sum: The answer when two numbers are added together. □

Difference: The answer when one number is subtracted from another. □

Product: The answer when two numbers are multiplied together. □

Quotient: The answer after you divide one number by another. □ □

Complete as many of the problems as you can. You will have 3 minutes to reach your goal.

1. The sum of two numbers is 16. Their product is 64. What are the two numbers? (8&8)
2. The quotient of two numbers is 2. The sum of the two numbers is 12. What are the two numbers? (8&4)
3. The quotient of two numbers is 1, and their product is 36. What are the two numbers? (6&6)
4. The difference of two numbers is 2. The product of the two numbers is 80. What are the two numbers? (8&10)
5. The difference of two numbers is 7. Their quotient is 8. What are the two numbers? (8&1)
6. The sum of two numbers is 14, and their difference is 8. What are the two numbers? (11&3)
7. The product of two numbers is 77. The sum of the two numbers is 18. What are the two numbers? (11&7)
8. The sum of two numbers is 6, and their difference is 2. What are the two numbers? (4&2)
9. The sum of two numbers is 14. Their quotient is 1. What are the two numbers? (7&7)
10. The difference of two numbers is 9, and their product is 10. What are the two numbers? (10&1)
11. The difference of two numbers is 8. The quotient of the two numbers is 5. What are the two numbers? (10&2)
12. The quotient of two numbers is 3. Their product is 48. What are the two numbers? (12&4)
13. The sum of two numbers is 12. The product of the two numbers is 32. What are the two numbers? (8&4)
14. The quotient of two numbers is 4, and their sum is 15. What are the two numbers? (12&3)

15. The quotient of two numbers is 4, and their difference is 6. What are the two numbers?
(8&2)
16. The sum of two numbers is 12. Their quotient is 11. What are the two numbers? (11&1)
17. The product of two numbers is 15. The difference of the two numbers is 2. What are the two numbers? (5&3)
18. The product of two numbers is 8, and their sum is 9. What are the two numbers? (8&1)
19. The sum of two numbers is 14. The difference of the two numbers is 0. What are the two numbers? (7&7)
20. The quotient of two numbers is 2. Their product is 18. What are the two numbers?
(6&3)
21. The quotient of two numbers is 8, and their difference is 7. What are the two numbers?
(8&1)
22. The quotient of two numbers is 2. Their product is 8. What are the two numbers? (4&2)
23. The sum of two numbers is 12. The difference of the two numbers is 8. What are the two numbers? (10&2)
24. The difference of two numbers is 8. Their product is 9. What are the two numbers?
(9&1)
25. The sum of two numbers is 12. The quotient of the two numbers is 2. What are the two numbers? (8&4)
26. The product of two numbers is 50, and their sum is 15. What are the two numbers?
(5&10)
27. The quotient of two numbers is 11. Their product is 11. What are the two numbers?
(11&1)
28. The sum of two numbers is 22. The quotient of the two numbers is 1. What are the two numbers? (11&1)
29. The difference of two numbers is 3, and their quotient is 2. What are the two numbers?
(6&3)
30. The difference of two numbers is 0. The product of the two numbers is 49. What are the two numbers? (7&7)
31. The difference of two numbers is 4. Their sum is 16. What are the two numbers?
(10&6)
32. The quotient of two numbers is 3. The product of the two numbers is 48. What are the two numbers? (12&4)
33. The difference of two numbers is 4, and their sum is 6. What are the two numbers?
(5&1)
34. The quotient of two numbers is 1. Their sum is 8. What are the two numbers? (4&4)
35. The quotient of two numbers is 3. The sum of the two numbers is 12. What are the two numbers? (9&3)
36. The product of two numbers is 132. Their sum is 23. What are the two numbers?
(11&12)

37. The sum of two numbers is 19, and their difference is 3. What are the two numbers?
(11&8)
38. The product of two numbers is 6. Their difference is 1. What are the two numbers?
(2&3)
39. The product of two numbers is 18. The quotient of the two numbers is 2. What are the two numbers? (6&3)
40. The quotient of two numbers is 12, and their difference is 11. What are the two numbers? (12&1)
41. The quotient of two numbers is 2. The product of the two numbers is 32. What are the two numbers? (8&4)
42. The difference of two numbers is 6, and their quotient is 7. What are the two numbers?
(7&1)
43. The sum of two numbers is 8. Their difference is 2. What are the two numbers? (5&3)
44. The product of two numbers is 77, and their difference is 4. What are the two numbers?
(11&7)
45. The product of two numbers is 4. The sum of the two numbers is 5. What are the two numbers? (4&1)

APPENDIX G

STUDY MEASURES BY CONSTRUCT

Demographic Items

1. Sex ___ Male ___ Female
2. Age ___ years
3. Race ___ Caucasian ___ African American ___ Hispanic
 ___ Asian ___ Other (specify) _____
4. How many hours of college credit will you have at the end of the semester? _____
5. What is your major? _____ (if undecided, indicate as such)
7. What is your classification?
(a) Freshman (b) Sophomore (c) Junior (d) Senior (e) Other _____
8. What was your SAT VERBAL score? _____
9. What was your SAT MATH score? _____
10. Was your SAT scored on a 1600 or 2400 scale?
(a) 1600 (b) 2400
11. What is was your high school GPA? _____
12. What is your current college GPA? (if this is your first semester of college please type NA in the blank)
13. Are you currently employed?
(a) Yes, full time (b) Yes, part time (c) No
14. Do you HAVE to work in order to help put yourself through college?
(a) Yes (b) No

Approach-Avoid Temperament Scale

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. By nature, I am a very nervous person.	A	B	C	D	E
2. Thinking about the things I want really energizes me.	A	B	C	D	E
3. It doesn't take much to make me worry.	A	B	C	D	E
4. When I see an opportunity for something I like, I immediately get excited.	A	B	C	D	E
5. It doesn't take a lot to get me excited and motivated.	A	B	C	D	E
6. I feel anxiety and fear very deeply.	A	B	C	D	E
7. I react very strongly to bad experiences.	A	B	C	D	E
8. I'm always on the lookout for positive opportunities and experiences.	A	B	C	D	E
9. When it looks like something bad could happen, I have a strong urge to escape.	A	B	C	D	E
10. When good things happen to me, it affects me very strongly.	A	B	C	D	E
11. When I want something, I feel a strong desire to go after it.	A	B	C	D	E
12. It is easy for me to imagine bad things that might happen to me.	A	B	C	D	E

Negative Affect Scale

This scale consists of a number of words that describe different feelings and emotions. Indicate to what extent you generally feel this way, how you feel on the average.	Very Slightly or Not At All	A Little	Moderately	Quite A Bit	Extremely
1. Irritable	A	B	C	D	E
2. Distressed	A	B	C	D	E
3. Ashamed	A	B	C	D	E
4. Upset	A	B	C	D	E
5. Nervous	A	B	C	D	E
6. Guilty	A	B	C	D	E
7. Scared	A	B	C	D	E
8. Hostile	A	B	C	D	E
9. Jittery	A	B	C	D	E
10. Afraid	A	B	C	D	E

Perceived Person-Goal Fit

Please indicate how much you agree or disagree with each of the following statement.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The goal that I was assigned fits well with my personality	A	B	C	D	E

Goal Specific Self-Efficacy

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I have no doubt that I can do well on the (name of task) task.	A	B	C	D	E
2. I think that my performance on the (name of task) task will be more than adequate.	A	B	C	D	E
3. I feel confident in my ability to perform well on the (name of task) task.	A	B	C	D	E

Goal Commitment

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. It's hard for me to take this goal seriously.	A	B	C	D	E
2. I am strongly committed to pursuing this goal.	A	B	C	D	E
3. I think this is a good goal to shoot for.	A	B	C	D	E

Goal Affect

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. All in all, I am very satisfied with my goal on this task.	A	B	C	D	E
2. In general, I don't like my goal on this task (reverse scored).	A	B	C	D	E
3. In general, I think I will like working toward this goal.	A	B	C	D	E

Perceived Goal Difficulty

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. This goal will be difficult to achieve.	A	B	C	D	E
2. It will be hard for me to complete this goal.	A	B	C	D	E
3. Achieving this goal will challenge me.	A	B	C	D	E

Perceived Goal Approach-Avoidance

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. This goal instructs me to try and perform better than most people.	A	B	C	D	E
2. This goal instructs me to avoid doing worse than most people.	A	B	C	D	E
3. Reaching this goal will give me a sense of achievement.	A	B	C	D	E
4. Not meeting this goal will give me a sense of failure.	A	B	C	D	E

Preferred Goal (Word Search)

Please rank the following four goals in the order of their desirability. Drag and drop the following four statements into the order you prefer, with 1 indicating the most desirable goal.	Ranking
Your goal is to get a score that is ABOVE the mean (12 words).	
Your goal is to avoid getting a score that is BELOW the mean (12 words).	
Your goal is to get a score that is ABOVE 6 words.	
Your goal is to avoid getting a score that is BELOW 6 words.	

If there is another goal that you would have preferred to work towards, please list it here

Intrinsic Motivation

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. My opinion of myself goes up when I perform well on this task.	A	B	C	D	E
2. I feel a great sense of personal satisfaction when I do well on this task.	A	B	C	D	E
4. I feel bad and unhappy when I discover that I performed poorly on this task.	A	B	C	D	E

Extrinsic Motivation

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I worked hard on this task because I would feel guilty if I didn't.	A	B	C	D	E
2. The reason that I worked hard on this task is that I might not get credit if I didn't.	A	B	C	D	E
4. I work hard on this task because that is what I am supposed to do.	A	B	C	D	E

Goal Satisfaction

Please indicate how much you agree or disagree with each of the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The goal that I was assigned helped me to perform well on this task.	A	B	C	D	E
2. I would have been able to perform better if I had been assigned a different goal. (R)	A	B	C	D	E
3. I like the goal I was assigned because it helped me to perform well on this task.	A	B	C	D	E

APPENDIX H

DESCRIPTIVE INFORMATION ABOUT THE OCCURRENCE OF FIT

DISCREPANCIES

Need for Achievement – Goal Difficulty

H 1

Frequencies for Approach-Avoid levels over, under, and in-agreement with nAch-Goal Difficulty Perception levels for the Word Generation task

Agreement groups	Percentage	Mean nAch	Mean Goal Difficulty
nAch more than Goal Difficulty	32.9	3.60	2.61
In agreement	31.7	3.34	3.23
nAch less than Goal Difficulty	35.3	3.07	3.74

Note: N = 252

H 2

Frequencies for Approach-Avoid levels over, under, and in-agreement with nAch-Goal Difficulty Perception levels for the Hidden Objects task

Agreement groups	Percentage	Mean nAch	Mean Goal Difficulty
nAch more than Goal Difficulty	38.7	3.61	2.71
In agreement	25.2	3.35	3.21
nAch less than Goal Difficulty	36.1	3.10	3.91

Note: N = 266

H 3

Frequencies for Approach-Avoid levels over, under, and in-agreement with nAch-Goal Difficulty Perception levels for the Word Search task

Agreement groups	Percentage	Mean nAch	Mean Goal Difficulty
nAch more than Goal Difficulty	39.4	3.59	2.68
In agreement	27.4	3.32	3.20
nAch less than Goal Difficulty	33.2	3.06	3.80

Note: N = 358

H 4

Frequencies for Approach-Avoid levels over, under, and in-agreement with nAch-Goal Difficulty Perception levels for the Logical Reasoning task

Agreement groups	Percentage	Mean nAch	Mean Goal Difficulty
nAch more than Goal Difficulty	36.7	3.59	2.60
In agreement	26.7	3.36	3.27
nAch less than Goal Difficulty	36.7	3.10	3.78

Note: N = 210

Approach-Avoid Temperament – Approach-Avoid Perceptions

H 5

Frequencies for Approach-Avoid levels over, under, and in-agreement with Approach-Avoid Perception levels for the Word Generation task

Agreement groups	Percentage	Mean Approach-Avoid	Mean Approach-Avoid Perceptions
Approach-Avoid more than Approach-Avoid Perceptions	35.1	8.69	-0.20
In agreement	32.7	3.77	0.24
Approach-Avoid less than Approach-Avoid Perceptions	32.3	0.77	0.99

Note: N = 251

H 6

Frequencies for Approach-Avoid levels over, under, and in-agreement with Approach-Avoid Perception levels for the Hidden Objects task

Agreement groups	Percentage	Mean Approach-Avoid	Mean Approach-Avoid Perceptions
Approach-Avoid more than Approach-Avoid Perceptions	35.0	8.43	-0.42
In agreement	31.2	5.17	0.23
Approach-Avoid less than Approach-Avoid Perceptions	33.8	0.37	0.74

Note: N = 263

H 7

Frequencies for Approach-Avoid levels over, under, and in-agreement with Approach-Avoid Perception levels for the Word Search task

Agreement groups	Percentage	Mean Approach-Avoid	Mean Approach-Avoid Perceptions
Approach-Avoid more than Approach-Avoid Perceptions	34.3	8.72	-0.16
In agreement	33.5	4.46	0.33
Approach-Avoid less than Approach-Avoid Perceptions	34.3	0.35	0.89

Note: N = 239

H 8. Frequencies for Approach-Avoid levels over, under, and in-agreement with Approach-Avoid Perception levels for the Logical Reasoning task

Agreement groups	Percentage	Mean Approach-Avoid	Mean Approach-Avoid Perceptions
Approach-Avoid more than Approach-Avoid Perceptions	37.8	7.73	-0.17
In agreement	29.7	4.16	0.36
Approach-Avoid less than Approach-Avoid Perceptions	32.5	0.51	0.92

Note: N = 209

APPENDIX I

ADDITIONAL CORRELATIONAL ANALYSES

Correlations between Perceived Person-Goal Fit and Subjective Person-Goal Fit across Task and within Condition.

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Perceived Fit: Difficult-Approach Goal	3.37	0.75	--						
2. Subjective Fit: Difficult-Approach Goal	2.25	0.76	.19*	--					
3. Perceived Fit: Difficult-Avoid Goal	3.22	0.88	.41**	-.08	--				
4. Subjective Fit: Difficult-Avoid Goal	2.02	0.57	.00	.12	-.16	--			
5. Perceived Fit: Easy-Approach Goal	3.51	0.76	.51**	.10	.34**	.01	--		
6. Subjective Fit: Easy-Approach Goal	2.50	0.56	.15	.20*	.01	.11	.15	--	
7. Perceived Fit: Easy-Avoid Goal	3.44	0.78	.25**	.09	.42**	-.06	.40**	.10	--
8. Subjective Fit: Easy-Avoid Goal	3.30	0.68	.04	-.14	-.03	.06	.02	.05	-.08

Note. $n = 125$, * $p < .05$; ** $p < .01$ (two-tailed).